

SOMERS MIDDLE SCHOOL



PARENT & STUDENT HANDBOOK 2026 - 2027

[Sms.somersschools.org](https://sms.somersschools.org)

Revised August 2026

TABLE OF CONTENTS

I.	Statement of Purpose
II.	Our District
III.	SMS Mission Statement
IV.	Welcome to Somers Middle School!
	a. 2026 – 2027 Day Schedule
	b. 2026 – 2027 Bell Schedules
	c. 2026 – 2027 Sample Grade Level 8 Day Bell Schedules
	d. 2026 – 2027 Trimester Schedule
	i. 2026 – 2027 Add/ Drop Procedures and Deadlines
	e. SMS Course of Studies
	f. SMS Instructional Team
	g. SMS Student Support/ Counseling Team
V.	IB Middle Years Programme (MYP) Overview
VI.	General Information and Procedures:
	a. Attendance
	b. Arrival & Dismissal
	c. Cafeteria
	d. Field Trips
	e. Health Office
	f. Homework
	g. Infinite Campus & Schoology
	h. Lockers
	i. Lost & Found
	j. Promotion & Retention
	k. School Hours
	l. Support Services
	m. Transportation
VII.	Academic Honesty and Integrity Policy
VIII.	SCSD Code of Conduct
IX.	Dignity for All Students Act (DASA)
X.	SMS Internet Enabled Device Policy
XI.	Every Student Succeeds Act (ESSA)
XII.	True North Program
XIII.	SMS Student Life
	a. National Junior Honor Society
	b. Student Recognition – Tusker
	c. Student of the Month
	d. STAR
	e. Modified Sports and Intramurals
	f. Clubs & Activities
	g. Team Tusker Mentoring
XIV.	Visitors & Parking
XV.	Parent/ School Communication
XVI.	Parent-Teacher Association (PTA)
XVII.	Who Do I Contact?
XVIII.	District Policies
	5160 – Student Absences and Excuses
	5695 – Students and Personal Electronic Devices
	5100 – Comprehensive Attendance
	4750 – Promotion & Retention of Students
	0110 – Sexual Harassment
	1810 – Gifts to School Personnel
	4000 – Guiding Instructional Principles
	5460 – Suspended Child Abuse

I. STATEMENT OF PURPOSE

Welcome to the 2026–2027 school year at Somers Middle School! This Parent & Student Handbook is designed to provide families and students with important information about our school's policies, procedures, expectations, and daily operations. The practices and guidelines outlined in this handbook have been developed to support a safe, positive, and successful learning environment for all students.

We encourage all parents, guardians, and students to review this handbook carefully and refer to it throughout the school year. By working together and following these guidelines, we can help ensure a productive and rewarding educational experience. This handbook was reviewed and updated for the 2026–2027 school year.

II. OUR DISTRICT

Somers is a suburban community located in Westchester County about 45 miles north of New York City. It is home to some of the finest schools in New York State. Our two campuses are the hub of activity in the town of Somers and foster collaboration between the school district and the community.

OUR MISSION

Somers Central School District will ignite a passion in each student by engaging all learners at a personal level to ensure success in a global society.

OUR VISION

The vision for SCSD encompasses three fundamental areas, each an important component of the Whole Child:

- 21st Century Knowledge & Skills
- Social, Emotional & Physical Wellness
- Global Citizenship

The programs and teaching methods are designed to meet the needs of each individual learner, focusing on the knowledge and skills necessary to solve problems, think critically and creatively, and work collaboratively and cooperatively with others.

III. OUR MISSION AT SOMERS MIDDLE SCHOOL

Somers Middle School is committed to meaningful growth, learning, and the social emotional well-being of our students. We strive to integrate the MYP framework, concepts, and skills to nurture life-long learning and global awareness. We aim to engage students with a focus on reflection, open-mindedness, and inquiry.



IV. WELCOME TO SOMERS MIDDLE SCHOOL!



August 2026

Dear Somers Middle School Students, Parents and Guardians,

Somers Middle School is a community of students and faculty who respect one another and share the responsibility for maintaining high expectations for academic achievement and personal growth.

SMS offers the district's sixth, seventh, and eighth grade students a strong academic program in the foundation subjects, while stressing development of the whole child. Middle school teachers provide a caring, structured environment where learning is valued, differences accepted, and the challenges of adolescence recognized. Students are encouraged to explore and develop interests in areas beyond the core curriculum to broaden their life experiences.

In order to guarantee a successful year, it is important that students and their families understand the information, guidelines, and policies outlined in this handbook. A careful study of this material will create a common understanding of the Middle School and its expectations, and will better ensure the success of each student.

At SMS, a TUSKER is a Team Player who Understands Differences, possesses a strong set of Student Skills supported by Kindness, Effort, Respect, and Responsibility. All staff members work with students to support the development of these ideals daily.

Our goal is to maintain close communication between faculty and families so that we can support the best interests of every Somers Middle School student. Please do not hesitate to call us or any member of our staff with questions or concerns. With everyone working together we are guaranteed another successful year at SMS!

Mr. Paul Brennan
Principal
PBrennan@somersschools.org

Ms. Lauren Iorio
Assistant Principal
Llorio@somersschools.org

2026 – 2027 DAY SCHEDULE

SOMERS MIDDLE SCHOOL SCHEDULE 2026-2027

AUG 31 STAFF - PLD	SEPT 1 STAFF - PLD	SEPT 2 TE-B	SEPT 3 2B	SEPT 4 3A
SEPT 7 HOLIDAY	SEPT 8 4B	SEPT 9 5A	SEPT 10 6B	SEPT 11 7A
SEPT 14 TE-B	SEPT 15 1A	SEPT 16 2B	SEPT 17 3A	SEPT 18 4B
SEPT 21 HOLIDAY	SEPT 22 5A	SEPT 23 6B	SEPT 24 7A	SEPT 25 TE-B
SEPT 28 1A	SEPT 29 2B	SEPT 30 3A	OCT 1 4B	OCT 2 5A
OCT 5 6B	OCT 6 7A	OCT 7 TE-B	OCT 8 1A	OCT 9 2B
OCT 12 HOLIDAY	OCT 13 3A	OCT 14 4B	OCT 15 5A	OCT 16 6B
OCT 19 7A	OCT 20 TE-B	OCT 21 1A	OCT 22 2B	OCT 23 3A
OCT 26 4B	OCT 27 5A	OCT 28 6B	OCT 29 7A	OCT 30 TE-B
NOV 2 1A	NOV 3 STAFF - PLD	NOV 4 2B	NOV 5 3A	NOV 6 4B
NOV 9 5A	NOV 10 6B	NOV 11 HOLIDAY	NOV 12 7A	NOV 13 TE-B
NOV 16 1A	NOV 17 2B	NOV 18 3A	NOV 19 4B	NOV 20 5A
NOV 23 6B	NOV 24 7A	NOV 25 ½ day TE-B	NOV 26 HOLIDAY	NOV 27 HOLIDAY
NOV 30 1A	DEC 1 2B	DEC 2 3A	DEC 3 4B	DEC 4 5A (Tri 1 ends)
DEC 7 6B	DEC 8 7A	DEC 9 ½ day – PLD TE-B	DEC 10 1A	DEC 11 2B
DEC 14 3A	DEC 15 4B	DEC 16 5A	DEC 17 6B	DEC 18 7A
DEC 21 TE-B	DEC 22 1A	DEC 23 ½ day 2B	DEC 24 HOLIDAY	DEC 25 HOLIDAY
DEC 28 HOLIDAY	DEC 29 HOLIDAY	DEC 30 HOLIDAY	DEC 31 HOLIDAY	JAN 1 HOLIDAY
JAN 4 3A	JAN 5 4B	JAN 6 5A	JAN 7 6B	JAN 8 7A
JAN 11 TE-B	JAN 12 1A	JAN 13 2B	JAN 14 3A	JAN 15 4B
JAN 18 HOLIDAY	JAN 19 5A	JAN 20 6B	JAN 21 7A	JAN 22 TE-B

JAN 25 1A	JAN 26 2B	JAN 27 3A	JAN 28 4B	JAN 29 5A
FEB 1 6B	FEB 2 7A	FEB 3 TE-B	FEB 4 1A	FEB 5 2B
FEB 8 3A	FEB 9 4B	FEB 10 5A	FEB 11 6B	FEB 12 7A
FEB 15 HOLIDAY	FEB 16 HOLIDAY	FEB 17 HOLIDAY	FEB 18 HOLIDAY	FEB 19 HOLIDAY
FEB 22 TE-B	FEB 23 1A	FEB 24 2B	FEB 25 3A	FEB 26 4B
MAR 1 5A	MAR 2 6B	MAR 3 7A	MAR 4 TE-B	MAR 5 1A
MAR 8 2B	MAR 9 3A	MAR 10 ½ - PLD 4B	MAR 11 5A	MAR 12 6B (Tri 2 ends)
MAR 15 7A	MAR 16 TE-B	MAR 17 1A	MAR 18 2B	MAR 19 3A
MAR 22 HOLIDAY	MAR 23 HOLIDAY	MAR 24 HOLIDAY	MAR 25 HOLIDAY	MAR 26 HOLIDAY
MAR 29 HOLIDAY	MAR 30 4B	MAR 31 5A	APR 1 6B	APR 2 7A
APR 5 TE-B	APR 6 1A	APR 7 2B	APR 8 STAFF - PLD	APR 9 3A
APR 12 4B	APR 13 5A	APR 14 6B	APR 15 7A	APR 16 TE-B
APR 19 1A	APR 20 2B	APR 21 3A	APR 22 HOLIDAY	APR 23 HOLIDAY
APR 26 4B	APR 27 5A	APR 28 6B	APR 29 7A	APR 30 TE-B
MAY 3 1A	MAY 4 2B	MAY 5 3A	MAY 6 4B	MAY 7 5A
MAY 10 6B	MAY 11 7A	MAY 12 TE-B	MAY 13 1A	MAY 14 2B
MAY 17 3A	MAY 18 4B	MAY 19 5A	MAY 20 6B	MAY 21 7A
MAY 24 TE-B	MAY 25 1A	MAY 26 2B	MAY 27 3A	MAY 28 HOLIDAY
MAY 31 HOLIDAY	JUN 1 STAFF - PLD	JUN 2 4B	JUN 3 5A	JUN 4 6B
JUN 7 7A	JUN 8 TE-B	JUN 9 1A	JUN 10 2B	JUN 11 3A
JUN 14 4B	JUN 15 5A	JUN 16 6B	JUN 17 7A	JUN 18 HOLIDAY
JUN 21 TE-B	JUN 22 1A	JUN 23 ½ day 2B	JUN 24 ½ day 3A	JUN 25 ½ day 4B
HAVE	A	GREAT	SUMMER	😊 !

2026 – 2027 BELL SCHEDULES

Warning Bell at 8:20am			
Period 1 8:23-9:09 (Announcements from 8:23-8:25)			
Period 2 9:12- 9:56			
Period 3 9:59 – 10:43			
Period 4	Grade 6 Course 10:46 –11:30	Grade 7 WIN 10:46 – 11:16	Grade 8 Lunch 10:46 – 11:26
Period 5	Lunch 11:33- 12:13	Course 11:19 – 12:03	WIN 11:29- 11:59
Period 6	WIN 12:16 – 12:46	Lunch 12:06-12:46	Course 12:02 – 12:46
Period 7 12:49 – 1:33			
Period 8 1:36 – 2:20			
Period 9 2:23 – 3:07			

All SMS schedules, including half day, one-, two-and three-hour delays, along with Tusker Experience (TE-B) bell schedules can be found at: <https://sms.somersschools.org/our-school/school-hours>.

SMS Tusker Experience – Day TE-B
Bell Schedule

Warning Bell at 8:20am			
Tusker Experience 8:23-8:53 (Announcements from 8:23-8:25)			
Period 1 8:56-9:36			
Period 2 9:39 - 10:19			
Period 3 10:22 – 11:02			
Period 4	Grade 6 Course 11:05- 11:45	Grade 7 WIN 11:05 –11:35	Grade 8 Lunch 11:05 –11:45
Period 5	Lunch 11:48-12:28	Course 11:38 -12:18	WIN 11:48 –12:18
Period 6	WIN 12:31-1:01	Lunch 12:21- 1:01	Course 12:21-1:01
Period 7 1:04 –1:44			
Period 8 1:46- 2:26			
Period 9 2:28 – 3:07			

All SMS schedules, including half day, one-, two-and three-hour delays, along with Tusker Experience (TE-B) bell schedules can be found at: <https://sms.somersschools.org/our-school/school-hours>.

2026 – 2027 SAMPLE GRADE LEVEL 8 DAY BELL SCHEDULES

SMS Grade 6 Student Sample 8 Day Bell Schedule

Day	1A	2B	3A	4B	5A	6B	7A		TE-B
Warning Bell – 8:20AM									
Announcements 8:23 - 8:25									
Period 1 8:25 – 9:09	1	2	3	4	5	6	7	Special Bell 8:25 – 8:53	Tusker Experience
Period 2 9:12 – 9:56	2	3	4	5	6	7	1	Period 1 8:56 – 9:36	7
Period 3 9:59 – 10:43	3	4	5	6	7	1	2	Period 2 9:39 – 10:19	1
Period 4 10:46 – 11:30	Course	Course	Course	Course	Course	Course	Course	Period 3 10:22 – 11:02	2
Period 5 11:33 – 12:13	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Period 4 11:05 – 11:45	Course
Period 6 12:16 – 12:46	WIN	WIN	WIN	WIN	WIN	WIN	WIN	Period 5 11:48 – 12:48	Lunch
Period 7 12:49 – 1:33	5	6	7	1	2	3	4	Period 6 12:31 – 1:01	WIN
Period 8 1:36 – 2:20	6	7	1	2	3	4	5	Period 7 1:04 – 1:44	4
Period 9 2:23 – 3:07	7	1	2	3	4	5	6	Period 8 1:46 – 2:26	5
								Period 9 2:29 – 3:07	6

SMS Grade 7 Student Sample 8 Day Bell Schedule

Day	1A	2B	3A	4B	5A	6B	7A		TE-B
Warning Bell – 8:20AM									
Announcements 8:23 - 8:25									
Period 1 8:25 – 9:09	1	2	3	4	5	6	7	Special Bell 8:25 – 8:53	Tusker Experience
Period 2 9:12 – 9:56	2	3	4	5	6	7	1	Period 1 8:56 – 9:36	7
Period 3 9:59 – 10:43	3	4	5	6	7	1	2	Period 2 9:39 – 10:19	1
								Period 3 10:22 – 11:02	2

Period 4 10:46 – 11:16	WIN	WIN	WIN	WIN	WIN	WIN	WIN		Period 4 11:05 – 11:35	WIN
Period 5 11:19 – 12:03	Course	Course	Course	Course	Course	Course	Course		Period 5 11:38 – 12:18	Course
Period 6 12:06 – 12:46	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch		Period 6 12:21 – 1:01	Lunch
Period 7 12:49 – 1:33	5	6	7	1	2	3	4		Period 7 1:04 – 1:44	4
Period 8 1:36 – 2:20	6	7	1	2	3	4	5		Period 8 1:46 – 2:26	5
Period 9 2:23 – 3:07	7	1	2	3	4	5	6		Period 9 2:29 – 3:07	6

SMS Grade 8 Student Sample 8 Day Bell Schedule

Day	1A	2B	3A	4B	5A	6B	7A		TE-B
Warning Bell – 8:20AM									
Announcements 8:23 - 8:25									
Period 1 8:25 – 9:09	1	2	3	4	5	6	7	Special Bell 8:25 – 8:53	Tusker Experience
Period 2 9:12 – 9:56	2	3	4	5	6	7	1	Period 1 8:56 – 9:36	7
Period 3 9:59 – 10:43	3	4	5	6	7	1	2	Period 2 9:39 – 10:19	1
Period 4 10:46 – 11:26	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Period 3 10:22 – 11:02	2
Period 5 11:29 – 11:59	WIN	WIN	WIN	WIN	WIN	WIN	WIN	Period 4 11:05 – 11:45	Lunch
Period 6 12:02 – 12:46	Course	Course	Course	Course	Course	Course	Course	Period 5 11:48 – 12:18	WIN
Period 7 12:49 – 1:33	5	6	7	1	2	3	4	Period 6 12:21 – 1:01	Course
Period 8 1:36 – 2:20	6	7	1	2	3	4	5	Period 7 1:04 – 1:44	4
Period 9 2:23 – 3:07	7	1	2	3	4	5	6	Period 8 1:46 – 2:26	5
								Period 9 2:29 – 3:07	6

2026 – 2027 TRIMESTER DATES

Trimester 1	9/2/26 to 12/4/26
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Trimester 2	12/7/26 to 3/12/27
Trimester 3	3/15/27 to 6/25/27

ADD/DROP COURSE PROCESS:

The add/drop policy at Somers Middle School was developed to assist students in making responsible academic decisions, to provide equitable opportunities for all students in the scheduling of classes, and to maintain the integrity of the academic program. *Note that an Add or Drop applies to new courses.* Level changes apply to courses in the same subject area. It is important to note that level changes are dependent on class size and may require changes in other subjects to accommodate a proposed change.

1. Students seeking to add a course at the start of a semester must do so no later than the 16th day of instruction. Students seeking to add a course beyond this date must acquire special administrative permission. Students are responsible for work missed.
2. Course level changes that occur after the approximate midpoint of Trimester 1 will carry the grade from the prior level to the new course level. *For the 2026-2027 school year, that date is October 9th, 2026. Course level changes will not be permitted after November 20th, 2026, without administrative approval.* Please note that shifts in course level are not indicated on the students' high school transcript.
3. Written parent permission is required for all schedule change requests.

NOTE: SMS utilizes an Academic Advising Form that can be found [here](#). This form is required when a student's requested course level change is higher than the advised level. *Please reach out to your child's counselor with further questions.*

SMS COURSE OF STUDIES

Somers Middle School supports the development of the whole child with an emphasis on respect of self and others, learning responsibility for one's actions, and developing acceptance and appreciation for the differences of others. We are mindful of the importance of a schedule that provides both students and teachers with time to reflect on the content taught.

The faculty and staff recognize the importance of connecting with students on a regular basis. Curriculum is designed to prepare students for a global society, the challenges of today, and the challenges of the future while making real world connections. We believe all students have the right to learn at a pace that reflects their abilities. In doing so, our educators design instruction that is authentic and differentiated to challenge the spectrum of learners. Teachers model life-long learning and collaborate with colleagues to ensure our students are presented with a rigorous curriculum

Browse and view our district's curriculum maps [here](#).

NOTE: SMS currently offers accelerated course offerings in Mathematics and Science. More information on course pathways and entry points for acceleration can be found [HERE](#).

SMS INSTRUCTIONAL TEAM

PRINCIPAL
Mr. Paul Brennan

ASSISTANT PRINCIPAL Ms. Lauren Iorio		
SMS DEAN OF STUDENTS Mr. Bryan Muller		
GRADE 6	GRADE 7	GRADE 8
Ms. Tara Garrett Mr. Joseph Savastano Ms. Dawn Stanczuk Ms. Jen Schneider Mr. George Camarra Mr. Curtis Dell Mr. Rob Paulmeno Ms. Jacqueline Dolan Ms. Janna Salce Mr. Jake Graham Ms. Joan Cass Mr. Ian Smith	Ms. Amy Bergin Mr. Tim Wilbert Ms. Christina Sweeney Ms. Alison Holt Mr. Ed Mullaney Ms. Carolyn Shilinski Ms. Danielle Bassie Ms. Danyelle Giloth Ms. Andrea Hayden Ms. Skylar Pappas Ms. Dawn Reimer Mr. Terry Panetta	Mr. Eric Woolsey Ms. Kirsten Reynolds Ms. Lori Kearns Mr. Chris Kollarus Ms. Laura Pandolas Ms. Deb Hendrie Dr. Keith Surrana Mr. Jaelen Ferrebee Ms. Rebecca Racioppo Ms. Darlene Esposito Ms. Agostina Almonte Ms. Marianna Breglio Ms. Cathy Jelinek Ms. Sarah Norton
WORLD LANGUAGE	SPECIALS, PHYSICAL EDUCATION & ARTS	SCIP & GOALS
Mr. Joseph Saffioti Ms. Randi Hauser Ms. Alison Pepe Ms. Annette Soares Ms. Angie Gottlieb TBD Ms. MaryAnn Eskew	Mr. Jesse Arnett Ms. Jennifer Gueli Mr. Richard Devito Mr. Matthew Lugo Mr. Gary Wanderlingh Ms. Angela Holder Mr. Chad Brenneman Ms. Deborah Daly Mr. Ron DiSanto	TBD Ms. Darlene Esposito
MUSIC	AIS	MYP/Library
Ms. Marie Williams Ms. Rachel Malara Mr. Miles Gilbert	Ms. Celeste DiDona Ms. Deb Hendrie Mr. Dean Pappas Ms. Sendi Rosario	Ms. Jenna Schettino Ms. Megan Garrigan

Each teacher has an e-mail account via the school district which can be accessed by substituting the staff member's first initial and last name into the following format: jdoe@somersschools.org.

TEACHER CERTIFICATION

Parents can use the following link to access important information regarding teacher certification:

<https://eservices.nysed.gov/teach/certhelp/search-cert-holder>. This site provides a convenient way to search for and verify teacher certification status and respond to any related inquiries.

SMS STUDENT SUPPORT/ COUNSELING TEAM

The Counseling Center at Somers Middle School works proactively to ensure the continuing growth of each student academically, socially, and emotionally. The mission of the center is to identify and work through issues that may interfere with student learning and enhance students' self-understanding to clarify goals, provide the tools necessary to achieve those goals, and to maximize everyone's potential.

In order to provide students with individualized and consistent support, our counseling centers follow a "looping model." Counselors are assigned to students when they enter our school in Grade Six and "loop" with their students each year.

GRADE 6	GRADE 7	GRADE 8
Mrs. Ellen Bieber EBieber@somersschools.org	Mrs. Stephanie Kurchack SKurchack@somersschools.org	Mr. John Fleck JFleck@somersschools.org
STUDENT ASSISTANCE COUNSELOR	SEL INTERVENTIONIST	SCHOOL PSYCHOLOGISTS
Ms. Amanda Casey	Ms. Weslinne Cespedes	Mr. Sean Kennelly Ms. Samantha Morrison

V. IB MIDDLE YEARS PROGRAMME (MYP) OVERVIEW

The International Baccalaureate® (IB) is a nonprofit organization that offers high-quality educational programs for students ages 3–19 in schools around the world. IB programs focus on academic excellence, personal growth, and preparing students to thrive in a global society.

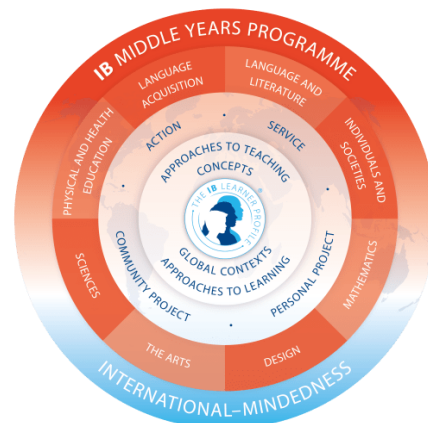
IB Mission

The IB aims to develop inquiring, knowledgeable, and caring young people who help create a more peaceful world through understanding, respect, and open-mindedness. IB students are encouraged to think critically, appreciate different perspectives, and become lifelong learners.

What is the Middle Years Programme (MYP)?

The **Middle Years Programme (MYP)** is designed for students in grades 6–10. It supports both academic achievement and personal development by helping students:

- Make meaningful connections between subjects



- Develop strong communication, research, and thinking skills
- Apply learning to real-world contexts
- Grow as confident, reflective, and responsible learners

IB World Schools

Schools that offer IB programs must meet rigorous standards and receive authorization from the IB organization. Authorized schools are known as **IB World Schools**, ensuring a consistent, high-quality educational experience.

IB at Somers Middle School

At Somers Middle School, the MYP provides a framework that supports student curiosity, engagement, and growth—helping learners build the skills they need for success in high school, college, career and life-long learning.

Middle Years Programme at Somers Middle School

The Middle Years Program is different from the Somers High School Diploma Program. The MYP at Somers Middle School involves all students, all teachers, and all courses. It is inclusive and focused on every child. Our students are in a crucial period of personal, social, physical, and intellectual development. The MYP is designed to help them find a sense of belonging in this ever-changing and increasingly interrelated world and to foster their positive attitude toward learning.

The Middle Years Program (MYP) program is comprised of 8 subject areas:

1. Language and Literature (English)
2. Language Acquisition (World Languages)
3. Individual and Societies (Social Studies)
4. Sciences
5. Math
6. Arts (Visual and Performing)
7. Design (Technology and Family and Consumer Sciences)
8. Physical and Health Education

IB Learner Profile

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. Our learning community, both in and out of the classroom, should provide opportunities for students to develop these intellectual abilities and attitudes.

All SMS staff make the learner profile a priority in the development of our school culture and community. Students regularly reflect on their development of these ten attributes by making connections to the content of their classrooms and the development of their own skills and behaviors.

MYP Community Project

MYP projects are student-centered and age appropriate, and they enable students to engage in practical

explorations through a cycle of inquiry, action and reflection.

MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate approaches to learning (ATL) skills developed through the MYP; and foster the development of independent, lifelong learners.

The community project focuses on community and service, encouraging students to explore their rights and responsibilities to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community.

To access more resources regarding our IB Middle Years Programme (MYP) at SMS, please visit <https://sms.somersschools.org/academics/myp>, or, contact our school coordinator, Ms. Jenna Schettino at jschettino@somersschools.org.



VI. GENERAL INFORMATION AND PROCEDURES

ATTENDANCE

Regular attendance and punctuality are essential to both academic achievement and social success in middle school. In addition to supporting student learning, regular school attendance is required by New York State law.

Legal Reasons for Excused Absence or Tardiness

In accordance with New York State Law, Regulation of the Commissioner of Education, and Somers Central

School District Board Policy 5160, the following are legal reasons constituting an excused absence or tardiness in Somers Middle School:

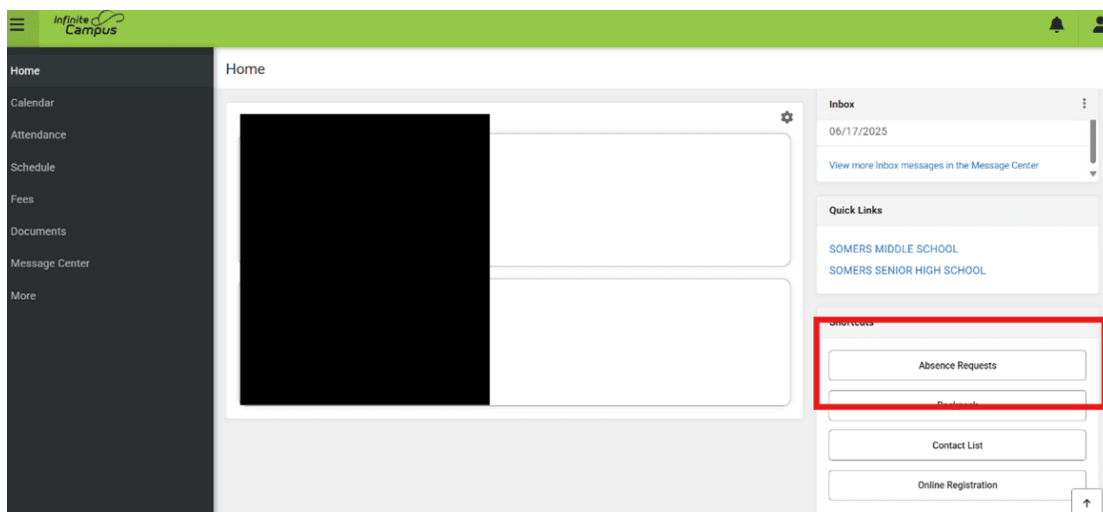
1. sickness or death in the family,
2. impassible roads or weather making travel unsafe,
3. religious observance,
4. sickness requiring attendance at a medical clinic,
5. approved school-sponsored trips,
6. quarantine, and
7. required court appearances.

Any other absence is considered illegal.

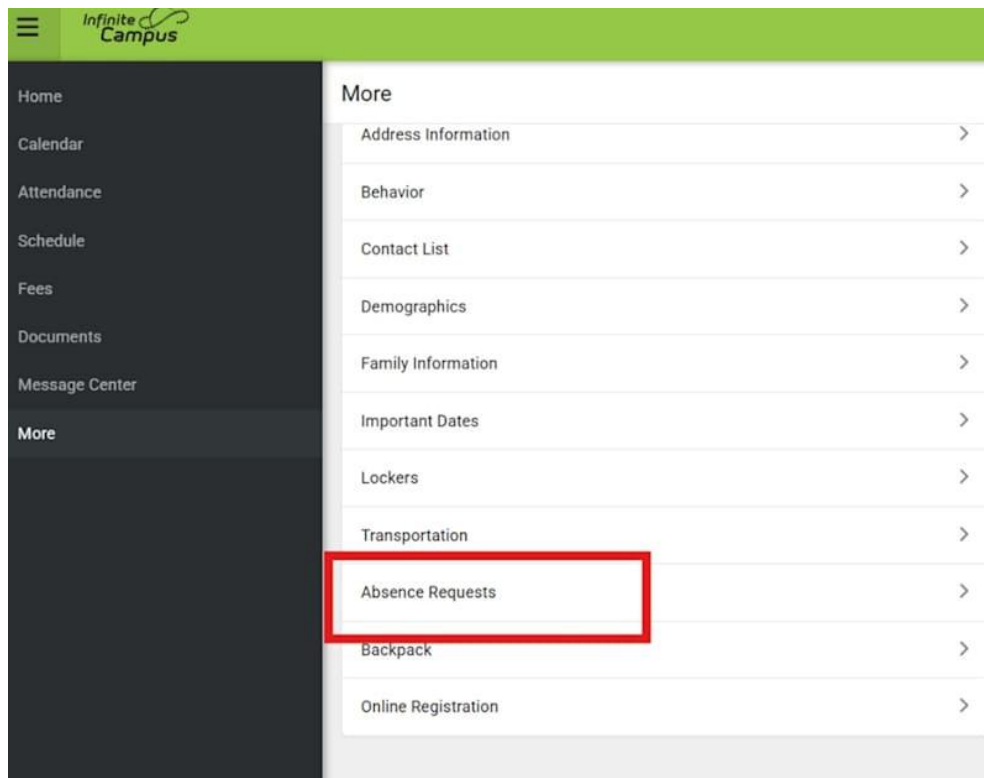
In the Event of an Absence

To Report an Absence, create an Absence Request – All absences, tardies and early dismissal must be logged within 24 hours.

- 1) Log into the Parent Portal on Infinite Campus
- 2) Find the Absence Request tab
 - a. On the right side of the main page



- b. Or by clicking “More”



3) Complete the required fields:

 A screenshot of the 'Create Request' form within the Infinite Campus portal. The page title is '< Back | Absence Requests'. Below the title is a section labeled 'Create Request'. A blue informational banner states: 'If your student is not available in the list, contact a school administrator.' Below this, a label reads 'Select the students you wish to submit an absence request for:' followed by a blacked-out student name. The form then asks for an 'Excuse (Required)' with a dropdown menu. Below that, it asks for 'Absence Type (Required)' with three radio button options: 'Full Day Absence', 'Arrive Late', and 'Leave Early'. At the bottom of the form are two buttons: 'Submit' (in blue) and 'View Requests' (in white).

Additional documentation can be uploaded directly to the IC portal.

OR notify Mrs. Cindy Esposito at (914) 277-3399 ext. 3003. If you are calling in your child's absence, you will still need to complete the Infinite Campus absence request within 24 hours.

Academic Consequences of Absences

Students are responsible for making up any schoolwork missed due to an excused absence. The amount of time allowed for completing missed assignments will be determined by the individual teacher.

Disciplinary Consequences of Unexcused Absences

The assistant principal and school attendance clerk will meet regularly to examine attendance and tardy issues. The following attendance policy is designed to encourage regular attendance and support the success of all our students:

Any child who reaches **10 absences or tardies** will set in motion the following:

- Parental/Guardian notification regarding excessive absences by letter.

A child who reaches **20 absences or tardies** will set in motion the following:

- Parent/Guardian will meet with an administrator to address the issue of school attendance to develop a plan for improving attendance.

If absences continue, a referral to the appropriate social services agency will follow.

If a student is late to school **3 times without a note being logged into the portal**, a warning letter will be sent home.

Other disciplinary consequences may include one or more of the following:

- The loss of permission to participate in sports or extracurricular activities on the day of the unexcused absence or on subsequent days,
- After-school or lunch detention,
- In-school suspension,
- Loss of eligibility for teams, clubs, school activities.

EXTENDED VACATIONS FROM SCHOOL

There are times when students are absent from school because of extended vacations. We discourage this practice because nothing can replace the on-going instruction that occurs within each class.

When such absences are unavoidable, to lessen the overall impact on a student's progress, teachers will do their best to provide the student with assignments in advance. Students should also check Schoology to keep up to date with their classwork.

NOTE: IN ALIGNMENT WITH DISTRICT POLICY, IF A STUDENT IS ABSENT FROM SCHOOL, THEY MAY NOT PARTICIPATE IN ANY AFTER SCHOOL OR EVENING ACTIVITIES SCHEDULED FOR THAT DAY.

ARRIVAL AND DISMISSAL

EARLY ARRIVAL

Students arriving at school between **7:45 a.m. and 8:10 a.m.** (and not involved with the before school programs) should be dropped off in the bus loop between SIS and SMS and report to the cafeteria or auditorium.

LATE ARRIVAL

A student arriving to school **late (after 8:23 a.m.)** should report directly to the front Vestibule, sign in, and be issued a pass allowing them into their class. A late arriving student must have a written note explaining the reason for lateness, or they may not be admitted to class until we have reached their parent/guardian.

EARLY DISMISSAL

If a student needs to leave Somers Middle School before the end of the regular school day, a parent/guardian must submit a written request through the Parent Portal at the beginning of the school day.

Upon arrival, the parent/guardian must check in at the security vestibule and present a valid driver's license or other government-issued photo ID. Students will **not** be called from class until the parent/guardian has physically arrived, checked in, and been verified. The student will then meet the parent/guardian in the security vestibule to be signed out.

Students will not be dismissed early without a written request from a parent/guardian, nor will they be released from the building without a parent/guardian physically present to sign them out. Please allow sufficient time for your child to be paged from class and gather their belongings prior to departure.

NOTE: Students who leave school early for a medical appointment will initially be marked Unexcused Early Dismissal (UED). Once a doctor's note is submitted to the Attendance Office, the absence will be updated to Excused Early Dismissal (EED).

CAFETERIA

The cafeteria is open for breakfast from 7:45 - 8:15 a.m. Students at Somers Middle School receive one free complete breakfast and lunch daily. A complete meal must include a fruit, juice, or vegetable. While regular meals are free, a la carte purchases, snacks, and second portions are not included and must be paid for via MySchoolBucks. Students eat lunch with students at their grade level as per their schedule. Students should NOT be eating lunch outside of their designated lunch period. Students are urged to help keep our cafeteria a clean, inviting place. Classes are in session across the hall, so quiet is requested outside the cafeteria.

An interactive menu will be available each month on the student meals page of the district website.

RULES FOR THE CAFETERIA

1. Students must go to lockers before coming to the cafeteria.
2. Students must arrive at the start of the lunch period.
3. All students must enter the cafeteria first and wait to be called to line up.
4. Show courtesy and respect to the lunchroom staff. They are here to ensure your safety and make sure you follow the rules of the cafeteria.
5. Students must purchase their own lunch.

6. Children are never allowed to “charge” snacks when there is no money available in their accounts. Children are allowed to charge a meal in emergencies but are expected to repay the charge as soon as possible.
7. Wait your turn in line. No cutting is allowed.
8. Sit down while eating.
9. All food must be eaten in the cafeteria - you may not bring food out to recess.
10. Dispose of all remaining food and paper materials in the garbage cans provided. Recycle when appropriate.
11. Bring your jacket with you on cold days. You will **not** be allowed to go back to your locker.
12. In order to go to the library, music room, any classroom, or guidance department, you must present a pre-signed pass to the teacher on duty in the cafeteria.
13. Students are responsible for having the tabletops and floor under the table clean before leaving the cafeteria.

FIELD TRIPS

Somers Middle School (SMS) organizes curriculum-focused field trips tailored to specific grade levels. Field trips may vary each year. However, notable excursions include the annual 8th-grade trip to Washington, D.C. and 8th-grade Italian language classes visiting Arthur Avenue in the Bronx to experience the Italian culinary community.

NOTE: The purpose of field trips is of an educational nature and should have significant educational value. Planning of all trips should begin far enough in advance of the proposed trip dates in order that approved fundraising activities may take place if there are students who wish to participate who cannot pay the proposed cost.

HEALTH OFFICE

A student who does not feel well during the school day must get a pass from his or her teacher to go to the school nurse. The nurse will contact a student’s parent/guardian if he or she needs to go home or to a doctor. Students may not contact their parents/guardian via their cell phone.

Students may not bring any medicine to school, including Tylenol, Advil, or Aspirin. If medication must be administered during school hours or if emergency medication must be kept on hand at the school, parents/guardians must personally bring the medication to the Health Office, and a medication authorization form signed by parent and physician must accompany the medication.

To access more information and any relevant health related files/forms that may be needed for your child, please visit: <https://sms.somersschools.org/student-services/health-services>.

HOMEWORK

Homework is designed to reinforce and extend the learning that takes place in the classroom. Students are expected to complete assignments on time and use available resources to support their learning.

- **Assignments**
Homework, projects, and other assignments will be posted in **Schoology** so students and families can keep track of daily work, due dates, and course materials.
- **Grades**
Homework, problem sets, projects, lab reports, and other assignments may contribute to marking period grades. Students and families can monitor grades through the **Infinite Campus** portal.
- **Homework-Free Breaks**
To provide students with time to rest and spend time with their families, no homework will be assigned during designated homework-free breaks, including Thanksgiving and the Rosh Hashanah/Yom Kippur holidays.
- **Absences**
Students who are absent are responsible for making up missed assignments and assessments within the timeframe established by their teacher. Work is not typically provided in advance for unexcused absences or extended family vacations.
- **Extra Help**
Students are encouraged to take advantage of extra help opportunities during **WIN (What I Need)** times, or other scheduled extra help times, to review concepts, ask questions, and receive additional support.
- **Communication**
Each teacher will share course expectations, grading practices, and assignment deadlines with students and families. Students are encouraged to communicate with their teachers if they have questions about assignments or need additional support.

INFINITE CAMPUS & SCHOOLGY



Report cards are available through the Infinite Campus Parent Portal in December, March and June as per the trimester schedule that can be found in the beginning of this handbook. A notification will be sent via Parent Square at the end of the Trimester, letting parents know to log in to view final averages using Parent Portal. Schoology allows students to communicate, access course materials and calendars, receive and hand in assignments, and take assessments. All classes in Somers Middle use this platform, and an

access code will be shared prior to the start of the new school year. If you have any questions regarding your child's progress or assignments/assessments, please reach out directly to your child's teacher. Troubleshooting with either Schoology or Infinite Campus can be directed to the Technology Office.



LOCKERS

Each SMS student will be issued a locker with a combination. Problems with lockers should be reported to the Main Office. Students should never give their combination to others. Students are urged to maintain neat, orderly lockers. **Stickers and other semi-permanent markings are not permitted.** They are reminded that SMS lockers remain the exclusive property of Somers Middle School. **Each locker is in good working order and opens and locks properly using the assigned combination.**

Please note that Locker numbers and passcodes may be accessed on Infinite Campus in August.

Each student agrees to the following:

- Maintain their locker and take responsibility for any damages sustained to the inside of the locker, including graffiti.
- Understand that she/he will be charged the cost of repair for any damages to the inside of the locker
- Keep his/her locker in good working condition and avoid any charges by:
 - NOT sharing his/her locker combination with another student. Each student is responsible for his/her own locker.
 - NOT probing the locking mechanism with pencils or other items, as this damages the lockers, and not breaking or inserting anything into the locking device that will prevent the locker from locking properly.
 - NOT changing lockers with another student without permission.
 - Immediately reporting any locker problems to an adult.

LOST & FOUND

The Lost & Found is located in the cafeteria. Small items like jewelry, eyeglasses, wallets, etc. are turned in at the Main Office. All items found on district school buses are turned in to the SMS Lost & Found. Larger items are kept in a bin in the cafeteria, which is emptied monthly and donated to charity.

PROMOTION & RETENTION

It is essential that each child experiences both challenge and success from school activities, and grade placement should enhance this possibility. The concept of grade placement is based on the premise that each teacher will provide appropriate experiences for children at particular stages of physical, emotional, and academic growth.

District curriculum guides indicate goals for achievement by the "average" student at each grade level. However, academic growth, like physical growth, does not take place at the same pace or time for all individuals. Certain students may achieve mastery in a shorter period, while others need additional time. Early identification and intervention, promotion, and retention are methods of meeting the needs of such children.

At the middle school level, any student who fails more than two courses in a school year or fails the same subject for two consecutive years will be expected to attend and complete a summer academic, discipline-specific skill building program in order to progress to the next grade level.

For more information, please reach out to Mr. Phil Kavanagh, K-12 Director of School Counseling and Student Support at pkavanagh@somersschools.org.

SCHOOL HOURS

The school day for students extends from 8:23 a.m. to 3:07 p.m. daily. Early drop off begins at 7:45 am. Students should be dropped off in the circle and will proceed to the cafeteria or auditorium until the warning bell at 8:20 am. Period 1 begins at 8:23 am.

Students entering after 8:23am must come through the security vestibule and will be marked late.

SUPPORT SERVICES

SCSD utilizes a Multi-Tiered System of Supports (MTSS) model in providing Academic Intervention Services to its students. MTSS is a multi-tier approach to the early identification and support of students with learning and behavior needs.

The MTSS process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.

MTSS is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

THE 504 PROCESS

At Somers Middle School (SMS), Section 504 procedures require a formal evaluation to determine if a student has a physical or mental impairment that substantially limits a major life activity. The plan provides equal access to education through specific accommodations, such as extended test time or quiet testing spaces.

To initiate 504 evaluation or request plan modifications, contact the SMS School Counseling & Student Support team at (914) 277-3399.

For students whose needs extend beyond accommodations and require specially designed instruction and related services, the Committee on Special Education (CSE) provides a more comprehensive evaluation and support process.

COMMITTEE ON SPECIAL EDUCATION (CSE)

The Somers Central School District (SCSD) Committee on Special Education (CSE) process involves four main steps: referral, evaluation, CSE committee review to determine eligibility, and the development of an Individualized Education Program (IEP).

We believe every child is unique and deserves the support and resources necessary to access an individualized learning experience. Our commitment to students with disabilities is to provide each student with the Least Restrictive Environment (LRE) by considering all available programs and services across both general and special education settings. Our goal is to foster independence while helping students become confident and lifelong learners.

Through strong collaboration with families, we create individualized plans that allow students to thrive, build on their strengths, and reach their full potential. We value this partnership and look forward to working together to support each student's continued success.

For additional information or questions about the CSE process, please contact the Somers Central School District CSE Office at 914-277-3777. Meghan Febbie, *Director of Pupil Personnel Services*, is available to assist families and provide guidance throughout the process.

TRANSPORTATION

When riding district buses, students are expected to follow the same rules of conduct that apply when they are in school. For the safety and well-being of all passengers, mature behavior is essential on school district buses. To permit a child to take a different bus to visit a friend, we must receive a bus permission note from the sending parents. The following is a sample of what the note should contain:

BUS PERMISSION SLIP DATE: _____
I GIVE PERMISSION FOR _____ (YOUR CHILD'S NAME) TO VISIT _____ (OTHER STUDENT'S NAME). THEY WILL BE TAKING BUS # _____ AND GETTING OFF AT _____ (BUS STOP STREET NAME).
(VISITING PARENT OR GUARDIAN SIGNATURE)

NOTE: ALL TRANSPORTATION NOTES MUST BE EMAILED TO THE ATTENDANCE LINE AT SMSATTENDANCE@SOMERSSCHOOLS.ORG NO LATER THAN 1:00PM ON THE DAY IT IS NEEDED. THIS NOTE MUST BE INITIALED AT THE FRONT VESTIBULE AT THE BEGINNING OF THE DAY. STUDENTS WITHOUT A NOTE WILL NOT BE ALLOWED ON A DIFFERENT BUS.

LATE BUSES

Late buses are available Tuesday, Wednesday, and Thursday after school so that students may stay for clubs and participate in modified sports & intramural activities. Late buses depart from the middle school at approximately 4:15 p.m. and bring your child to a stop in your area (not necessarily your stop).

VII. ACADEMIC HONESTY AND INTEGRITY POLICY

It is the expectation that all SMS students display academic honesty by giving credit to others for their work. It is crucial that all students are principled and follow the guidelines listed below. In education, we are continually studying the ideas of others. It is important, in our speaking and writing, that we acknowledge these ideas and give credit where it is due. Teaching and learning promote the understanding and practice of academic honesty.

Somers Middle School strives to be a school that develops and empowers future innovators and leaders, who are principled in their approach to work. We see ourselves as life-long learners, while cultivating the joy of learning in both students and teachers. We aim to create an environment that offers rich educational experiences and intrinsically motivates respect for the learning community.

We value the IB Learner Profile Attributes and how they are upheld by academic integrity and fidelity.

- Principled: give credit and cite sources when using primary or secondary sources, such as words, phrases, share ideas, and/or images
- Risk-taker: choose to always do authentic work and report any misconduct
- Thinker: consider how to convey information in a way that is authentic and original
- Inquirer: ask for clarification when necessary
- Open-minded: consider how information can be applied and used
- Communicator: use personal voice and words by paraphrasing
- Balanced: manage time, so work is finished by deadlines, therefore reducing the temptation to cheat
- Caring: respect other's work and ideas by giving proper credit
- Reflective: consider the benefits of being honest and turning in authentic work
- Knowledgeable: understand the use of subject specific citation formats

Defining Concepts of Academic Misconduct:

Concept	Definition
Collaboration vs. Collusion	Facilitated collaboration is <i>acceptable and encouraged</i>. Multiple students actively engaging during the course and creation of a product per the assignment guidelines: • working with others towards the same goal with the intentional sharing of ideas through teacher-sanctioned groups • legitimate and permissible when permitted by the teacher. It is important to note that teachers must be clear with assignment guidelines to specify what collaboration versus collusion is on any given task. Collusion is <i>unacceptable</i>. Collusion is when students present work as their own that is, in whole or in part, the result of • unauthorized collaboration • plagiarism due to inappropriate collaboration during work that is designed to be completed individually • working with others without permission or is the product of two or more students working together without official approval • impersonating another student on any academic task
Authentic Authorship	Authentic authorship is the creation of work based on one's own ideas with the ideas and words of others given appropriate credit. It is important to note that students may use resources that support their ideas in authentic authorship, but if they do so, "they must acknowledge the source (s) using a standard style of referencing in a

	consistent manner.” This can be done through a Works Cited or Bibliography
Plagiarism	Plagiarism includes any use of another individual’s words or ideas without giving appropriate credit in an approved citation format.
Cheating	Cheating is when a student makes a deliberate choice to gain an unfair advantage. Cheating includes, but is not limited to, copying another student’s work (with or without their knowledge), copying assessment tasks, forgery, and using unauthorized resources during an assessment.
Duplication	Duplication is the submission of the same work for different assessment or curriculum components without an instructor’s direct permission, across disciplines or over time. All work should be original unless discussed with the instructor in advance.
Fabrication	Making up data or results and recording or reporting them; submitting fabricated documents.
Falsification	Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.
Intellectual Property	Intellectual property refers to the ideas or works of an individual or group, including professionals and students.

PROCEDURES FOR ACADEMIC DISHONESTY

FIRST OFFENSE

All instances of academic misconduct begin with a discussion between the teacher(s) and the student(s). Then the teacher notifies the family, the Library Media Specialist, and the Dean of Students regarding the incident. After parental notification, the following procedure will take place:

- Dean of Students determines appropriate loss of privileges
- Student demonstrates additional evidence of learning under supervision
- Library Media Specialist documents incident and student complete Academic Integrity Lesson
- Student writes a reflection related to the IB Learner Profile acknowledging the first offense and consequences for future offenses
- Parent/guardian signs this reflection which student returns and shares with the Library Media Specialist

SUBSEQUENT OFFENSES

For a subsequent offense in any class, the teacher notifies the family, the Library Media Specialist, the school counselor, and the Dean of Students

The student will:

- revisit the first offense reflection.
- receive academic consequences that will impact the student's grade in some way as determined by the teacher.
- lose privileges as decided by the Dean of Students.
- Referral to the Assistant Principal may be made by the Dean of Students.

All instances of academic misconduct begin with a conversation between the teacher and student. The Library Media Specialist and Dean of Students document all incidents.

VII. SCSD CODE OF CONDUCT

At Somers Middle School, we feel that it is of paramount importance to address the social and emotional needs of all students and take a proactive approach to dealing with student behaviors and decision making.

In order to accomplish this:

- Each student has access to a certified school counselor who is available to them as needed and will stay with them throughout the course of their time at SMS.
- Teachers have a common planning period where they meet regularly to discuss students' progress and to coordinate efforts to assist students as needed, academically and behaviorally.
- Students' counselors and/or other specialists or administration join these planning sessions as needed.
- All students will take part in our Tusker Experience program. The goal of the program is for students to make a connection with an adult in the building, while discussing topics focusing on highlighting an MYP Learner Profile Trait each month.

Somers Middle School follows the Somers Central School District's Code of Conduct. Students and parents/guardians are strongly encouraged to review the Code of Conduct thoroughly at the beginning of each school year and refer to it as needed throughout the year. It is imperative that students understand the expectations for their behavior and recognize how their actions and decisions may align with the various levels of disciplinary infractions and the corresponding consequences. Familiarity with the Code of Conduct helps students make informed choices, contribute to a safe and respectful school environment, and understand their rights and responsibilities as members of the school community.

INTERVENTIONS AND CONSEQUENCES

Determining Disciplinary Responses Levels of Interventions and Consequences

School officials must consult this document when determining which disciplinary interventions and consequences to impose. In determining how to best address inappropriate, unacceptable, and unskillful behaviors, it is necessary to evaluate the totality of the circumstances surrounding the behavior. The following facts must be considered prior to determining the appropriate assignment of consequences and interventions:

- the student's age and maturity

- the student's disciplinary record (including the nature/number of any prior instances of misconduct)
- the disciplinary consequences and interventions applied in prior behavior violations
- the nature, severity and scope of the behavior
- the circumstances/context in which the conduct occurred
- the frequency and duration of the behavior
- the number of persons involved in the behavior
- the student's IEP, BIP (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable
- the student's response to intervention

We believe that consequences should be applied, such that:

- All opportunities and interventions must be accessible to every student, including students with disabilities.
- Consequences and interventions at Level 2 and Level 3 levels must be consistently applied across all groups of students with fidelity and integrity.

WHERE AND WHEN THE CODE APPLIES

The Somers Middle School Code of Conduct applies to incidents that occur as follows:

- in school and on school property during school hours,
- before and after school, while on school property,
- while traveling in vehicles funded by the SCSD,
- at all school-sponsored events regardless of the location,
- at non-school events when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community.
- When misconduct involves communication, gestures or expressive behavior, the behavior violation applies to oral, written, or electronic communications, including, but not limited to, texting, emailing, and social networking.

SMS ADMINISTRATIVE DISCIPLINARY ACTION

Possible Responses to Behavior at this Level	
Level 1	• Teacher and/ or Dean of Student conference with student • Phone call home • Teacher based detention • Required attendance at extra help • Community service to the school • Loss of privileges
Level 2	• Administrator conference with student and/or parent • Administrative assigned Lunch or after school detention • Community service to the school • Loss of privileges
Level 3	• All of the above • In-school suspension (ISS) • Out-of-school suspension (OSS)
Level 4	• All of the above

The purpose of this chart is to outline infractions of our discipline policy and consequences for inappropriate behavior at school or at any school-related event or trip. Disciplinary consequences include, but are not limited to, a range of actions from verbal warnings to out of school suspension. Depending on the specific circumstances or severity of the offense...

- a suspension longer than five days might be warranted. In such cases, the matters are referred to the Superintendent of Schools who will conduct a hearing and can issue a penalty that extends the suspension beyond five days.
- a referral to the police might be necessary.
- follow-up by guidance counselor, student assistance counselor or school psychologist might be appropriate to help students and their families address social, emotional, or substance use issues.
- restitution for damages to school property or the property of others might be necessary.

In the chart above, "ISS" refers to in-school suspension. Students assigned to our in-school suspension program receive their academic assignments and are supervised in an alternative setting in the school building for the duration of the school day. Students must leave school grounds immediately at dismissal. "OSS" refers to out-of-school suspension. In such cases, students are not allowed to attend school or be on school property. They receive their academic assignments and home tutoring is provided.

The complete Code of Conduct is available on the District website under the Board of Education section: <https://www.somersschools.org/board-of-education/code-of-conduct>.

IX. DIGNITY FOR ALL STUDENTS ACT (DASA)

Somers Middle School condemns and strictly prohibits all forms of discrimination, such as harassment, hazing, intimidation and bullying on school grounds, school buses, and at all school sponsored activities, programs and events. The discrimination may be based on any characteristic, including but not limited to a person's actual or perceived:

- Race
- Color
- Weight
- National origin
- Ethnic group
- Religion
- Religious practice
- Disability
- Sex
- Sexual orientation, or
- Gender (including gender identity and expression).

In order for the school to effectively enforce this policy and to take prompt corrective measures, it is essential that all targets and persons with knowledge of discrimination report such behavior immediately to a teacher or building administrator. For more information or to access the SCSD DASA Complaint Form, please click [here](#). Further information regarding DASA can also be directed to our school's Dignity Act Coordinator, Ms. Lauren Iorio, Assistant Principal at lorio@somersschools.org.

X. SMS INTERNET ENABLED DEVICE POLICY

As Somers Central School District and Somers Middle School prepare for the 2026–2027 school year, the district will continue implementing its cell phone policy to support a more focused and distraction-free learning environment. The policy, which aligns with New York State Education Law Section 2803, restricts the use of internet-enabled personal electronic devices during the school day across all grade levels. Adopted by the SCSD Board of Education at its July 17, 2025 meeting as [Policy 5695: Students and Personal Electronic Devices](#), the policy remains in effect for the upcoming school year.

Immediately upon entering the building, beginning at 7:45 AM, students must power off their cell phones and smart watches and store them in their backpack or locker. Devices must remain powered off and stored until dismissal at 3:07 PM. This requirement applies during passing time, lunch, and any classes held outside the building. During this time, students may not carry, use, or display their cell phones or smart watches.

Students in Grade 6 may not use personal laptops or tablets for instructional purposes. All Grade 6 students are issued a district-owned, internet-enabled device for use throughout the school year. Students in Grades 7 and 8 are also issued a district-owned device. However, families may apply for a Bring Your Own Device (BYOD) waiver through the Technology Help Desk if they wish for their child to use an approved personal laptop for instructional purposes. Approval must be granted before a personal device may be used at school.

Use of either a district-issued device or an approved personal device is subject to the district's [Acceptable Use Policy](#). Students are expected to comply with all applicable technology guidelines and expectations.

The school's device policy will be enforced consistently. Consequences for violations are as follows:

- **First violation:** Warning. The device will be held either in the main office or the Dean of Student's office and may be picked up by the student at dismissal.
- **Second violation:** The device will be held either in the main office or the Dean of Student's office and must be picked up by a parent or guardian.
- **Third violation:** The device will be held either in the main office or the Dean of Student's office and must be picked up by a parent or guardian. The student will also receive a lunch detention.
- **Fourth and subsequent violations:** The device will be held either in the main office, or the Dean of Student's office, and progressive disciplinary consequences will be implemented in accordance with the school's Code of Conduct.

XI. EVERY STUDENT SUCCEEDS ACT (ESSA)

The Every Student Succeeds Act (ESSA) provides New York State with an opportunity to leverage significant federal resources in support of New York State's commitment to providing equity, access, and opportunity for students.

The SCSD receives Title funds to help support students and their teachers who participate in Academic Intervention Services in order to improve their academic progress.

Please [visit the New York State Education Department website](#) to learn about how to proceed should you have a concern or complaint about your child's access to services that may be partially funded by a Title I grant.

XIII. TRUE NORTH PROGRAM

Somers Middle School's True North Program offers both academic and emotional support for students who experience interruptions to their learning for a variety of reasons. There is an in-take process initiated by a referral to the Whole Child Success Team. For more information, please reach out to Mr. Phil Kavanagh, K-12 Director of School Counseling and Student Support at pkavanagh@somersschools.org.

XIII. SMS STUDENT LIFE

At Somers Middle School, there are many ways you can be involved in school beyond your daily classes. Please visit the Student Life section on our website often for an up to date list of clubs, sports, and activities. <https://sms.somersschools.org/student-life>

NATIONAL JUNIOR HONOR SOCIETY

National Junior Honor Society (NJHS) serves to recognize those students who have demonstrated excellence in the areas of scholarship, service, leadership, and character.

The information below describes NJHS and gives directions for applying to the SMS chapter. NJHS is based on 5 pillars which align directly with our school's mission, as an International Baccalaureate Middle Years Programme school. The NJHS pillars are Scholarship, Service, Leadership, Citizenship, and Character. There are multiple direct connections between NJHS and MYP, as both are designed to help students like you develop into responsible and caring global citizens and leaders within the community.

Eligibility to Apply is based on the current year AND the prior year (for 7th and 8th graders).

- ❖ 6th graders – You need to reflect on how your first year at SMS is going.
- ❖ 7th graders – You need to reflect on both your 6th grade and current 7th grade years.
- ❖ 8th graders – You need to reflect on both your 7th grade and current 8th grade years.

SCHOLARSHIP – Students must demonstrate a high level of academic achievement:

- All courses are weighted equally
- Students must earn a 90 or above in at least 6 out of 8 courses (or L5 for Grading Pilot)
- No trimester grade below an 80 in any class (or L4 for Grading Pilot)
- Averages are not rounded up

BEHAVIOR (Character) – Demonstration of positive conduct aligned with the SMS Code of Conduct is required.

- Any Level 3 or Level 4 behavior on the Code of Conduct will result in automatic denial of candidacy.
- Students with 5 or more documented Level 1 or Level 2 behaviors will result in automatic denial of candidacy.
- Prior incidents may be considered with student reflection in the application.

SERVICE- 15 Hours of service are required. You will need to provide a list of your service hours, complete with a supervisors' name, date completed, and hours on each date.

➤ Service includes organizations, projects, charities, etc. for which you have given your time for no personal gain and or received any compensation.

ACADEMIC INTEGRITY– Students must maintain academic honesty at all times.

➤ Documented Academic Integrity violation will be reviewed and may result in denial of membership. This includes but not limited to the SCSD Guidelines of AI acceptable use.

➤ At no time should a student or parent contact a teacher to request a grade change for the purposes of NJHS eligibility. Grade change requests connected to NJHS candidacy are considered a breach of academic integrity and may impact a student's ability to be considered for membership

ATTENDANCE- Attendance is an integral part of demonstrating scholarship, citizenship, and character. NJHS members are expected to be present in class and take an active role in their own learning. Attendance will be reviewed by the NJHS advisory committee each year.

For more information, please contact SMS NJHS Advisors, Ms. Jenna Schettino and Ms. Ellen Bieber.

STUDENT RECOGNITION – TUSKER

We strongly believe that SMS is a great place to learn because of the wonderful students and staff we have in our building. Our students are thoughtful and reflective individuals who come to school every day with a sense of purpose and belonging. In order to further this, our students have developed what it means to be a TUSKER Through our daily interactions and our Students of the Month and STAR programs, being a TUSKER will be honored and promoted on a daily basis.

T: Team Player

U: Understanding Differences

S: Student Skills

K: Kindness

E: Effort

R: Respect and Responsibility

STUDENT OF THE MONTH

Students are recognized by their teams throughout the year for demonstrating the attributes of the MYP Learner Profile. Each month focuses on a different Learner Profile Trait that is highlighted in our Advisory program. Students who are recognized for exemplifying the Learner Profile of the month will receive a certificate and have their picture posted on the bulletin board and projection screens in the building.

STAR

Catch-a-STAR is a program to help recognize positive behaviors in SMS students. STAR stands for Students That are Role Models. Throughout the year staff members nominate students who are caught doing something special that helps make SMS a better place. These students are awarded a certificate, have their names read on the morning announcements, have their names added to the Counseling Center bulletin board, and are given a STAR pen. The Catch-a-STAR program is the school's way of saying "thank-you" for doing something beyond what is expected.

MODIFIED SPORTS & INTRAMURALS

There are many opportunities for students of all ages and ability levels to be involved in Somers Athletics. All SMS students may play intramural sports a few afternoons a week throughout the school year. Intramurals focus on providing the opportunity for participation in a wide range of activities with an emphasis on supervision and physical activity. Concurrently, all SMS 7th and 8th grade students are invited to participate in modified sports. Modified sports require a higher level of commitment and an increased emphasis on skill development as well as the opportunity to compete against local middle schools. In special cases, middle school students may participate in Junior Varsity and/or Varsity teams after meeting the criteria set forth by the NYS State Education Department and the Board of Education. All offerings are subject to the availability of qualified coaching. Questions about the athletic program should be directed to the Athletic Director.

NOTE: IN ALIGNMENT WITH DISTRICT POLICY, IF A STUDENT IS ABSENT FROM SCHOOL, OR ARRIVES AT SCHOOL LATER THAN 12:00PM, THEY MAY NOT PARTICIPATE IN ANY AFTER SCHOOL OR EVENING ACTIVITIES SCHEDULED FOR THAT DAY.

The Athletics offerings by season are listed below:

Girls' Modified Sports	Fall: Cross Country, Field Hockey & Volleyball Winter: Track, Ice Hockey
Boys' Modified Sports	Fall: Cross Country Winter: Track, Ice Hockey & Wrestling Spring: Track, Ice Hockey & Wrestling
Intramurals Fall: Two Hand Touch Football Winter: Basketball Spring: Kickball, Dodgeball & Wiffle Ball	

For more information, please contact Mr. Rob Paulmeno, *Modified Sports Coordinator*, or visit <https://sms.somersschools.org/student-life/athletics>.

NOTE: THERE ARE SHUTTLE BUSES AFTER SCHOOL THAT TRANSPORT ATHLETES TO SOMERS HIGH SCHOOL AND REIS PARK FOR PRACTICES AND TO OTHER SCHOOLS FOR COMPETITIONS. **ONLY PARTICIPANTS IN THE SPORTS PROGRAM MAY RIDE THE BUSES.** A LATE BUS IS ALSO AVAILABLE FOR STUDENTS WHO PARTICIPATE IN INTRAMURALS.

CLUBS & ACTIVITIES

SMS Tuskers are invited to participate in a variety of extracurricular clubs and activities throughout the year. Below is a sampling of the clubs and activities typically offered to SMS students each year.

For more information, please visit <https://sms.somersschools.org/student-life/activities>.

Academic Triathlon The club has two teams that compete in meets with other local districts. There are three events at each meet. In one event, students show their knowledge of current events, history, social issues, language, and math through a jeopardy-style trivia round. Another event involves students creating and performing a five-minute skit.	Art Club This club offers students a bi-weekly opportunity to enjoy the creative process. Students may work independently with their favorite art material or participate in a variety of group activities. Students are welcome to come on a regular basis or drop in throughout the year.
Computer Club This club involves students from all grades. Students work on a variety of computer projects utilizing a wide range of applications.	Drama Club Drama Club is open to all students! Drama Club is for students interested in learning about the aspects of musical theater. This includes stage terminology, acting skills, singing, and movement which culminates in a Spring production. All meetings take place after school in the auditorium. Students should expect to rehearse 1-4 times per week, depending on their role.
Maker Club Maker Club is for students who enjoy using their creativity to design and build inventions that solve real-world problems. Students will participate in hands-on activities that teach them to think like engineers. If you enjoy having fun, working with	No Place for Hate If you are passionate about our school being a safe place for all...this is the club for you! The No Place for Hate Club focuses on understanding differences, promoting respect, and how to spread this message schoolwide. Drop ins are ALWAYS welcome! Bring friends!

others, using your imagination, and supporting your school, then the Maker Club is for you.	
Science Olympiad Science Olympiad is like a mini tournament where students design, build, or participate in competitions. Science Olympiad encourages students to get involved and work as a team. Emphasis is placed on active, hands-on group participation.	Service Club The Service Club members work to help people not only in our community but anywhere there is a need. The Service Club works throughout the year to support a variety of organizations. Our members work together on projects to make our community a better place to live.
Ski Club Students with a love of skiing will participate in several local ski outings, to be shared by the advisor annually.	Stage Crew This club involves students from all grades. Students work to design, build, and paint the set for the school's musical production. The crew will also work backstage during the show.
Student Council Student Council is open to all students in grades 6, 7, and 8. Our purpose is to promote unity while respecting individuality, diversity, and fostering leadership at SMS. Our goal is to strengthen student involvement and participation in artistic, academic, and athletic activities by building a strong student community that promotes positive behavior, school spirit, and being a TUSKER. We develop committees to help volunteer and plan events for our school community.	Technology Club Students from all grades work together to create many projects such as CO2 cars, model bridges, model gliders, etc.
Tusker Tribune Club The Tusker Tribune is Somers Middle School's Student Written Online Newspaper. It is published weekly and is open to any aspiring SMS student reporter. School-related stories, original artwork and cartoons, and creative writing of any kind are all welcome. Parents and students can access current and past issues of the Tusker Tribune by clicking on	Yearbook Yearbook will meet early in the school year to set up the schedule for production deadlines. Occasionally, by grade level, students may need to stay after school. Meeting dates and times will be shared at the first meeting.

the “Activities” tab under “Student Life” on the Somers Middle School website homepage.	
PERFORMANCE ARTS CLUBS	
Fife & Drum Band Fife and Drum consists of middle and high school percussionists and fife players. Please note that the percussion section fills up quickly, but we are always accepting fife players! The fife is like the recorder and the flute, is simple to learn, and is a lot of fun! We will prepare traditional and patriotic music for the Somers town Veterans Day parade, Memorial Day parade, and other events throughout the year.	Jazz Band Jazz Band consists of wind/brass instruments, keyboard, guitar, bass (electric or upright), and percussion. We will prepare grade-appropriate jazz music to be performed at the winter and spring concert, along with a few other school events. All instrumentalists in good standing with the performance ensembles at SMS are encouraged to join. This is a performance-based, non-graded class that includes the learning of jazz history, style, and improvisation.
Chamber Orchestra Chamber Orchestra is an enrichment group which prepares advanced string orchestra repertoire for performances in the school and greater community. This is a performance-based, non-graded club that will challenge your string playing.	Rockestra All instruments are welcome to join. Rockestra learns and performs non-traditional styles of music (anything outside of the classical music world). Students create their own cover bands and learn and arrange songs by ear. This is a performance-based, student-driven opportunity to learn new styles of music.
Advanced Choir Advanced Choir is an audition group that will meet on Wednesdays before school. The group is open to EVERYONE who loves to sing.	Bell Choir Love to sing?! The Bell Choir is open to all SMS students who are interested in joining. Our purpose is to spread holiday cheer throughout our school and community and even go on a bell choir tour! We sing while playing mostly holiday carols on hand bells.
PERFORMANCE BASED CLUBS CONTINUED All-County Prep The All-County festival is a concert comprised of students from all districts in Westchester County. Every fall, WCSMA (Westchester County School Music Association) asks teachers to nominate exemplary students	

from their building to take part in this experience. Students will attend two after school rehearsals, and then a final performance.

NYSSMA (New York State School Music Association) Prep

At solo festivals, students are given a performance evaluation that involves playing a graded solo from the NYSSMA Manual, playing scales and sight reading. All NYSSMA registration is done through the student's school music program. Please look for more information in January.

Meetings are by appointment either before school or during lunch periods, January – April.

TEAM TUSKER MENTORING

All SMS students are invited to participate in TEAM Tuskers Mentoring. This program provides students with additional adult support. Research has shown that adolescents who receive support from three or more non-parent adults find greater success in school. In this age group, students are often facing unique challenges, and our mission is to provide support to any student who can benefit from the friendship and life experiences of their mentor.

The program pairs SMS students with caring adults within the community. These students meet with their mentors for one hour per week during the school year, and all meetings take place in SMS in our dedicated mentoring room. During their time together, mentees and mentors have access to games, art supplies, puzzles, and sports equipment. Students can meet with their mentor before school, during lunch or after school.

Mentors have been fully screened and trained and have the ability to communicate with their mentees openly and without judgement. They possess strong listening skills and have a sincere desire to be personally involved with the youth of our community.

Please contact your school counselor if your child is interested in participating or visit <https://www.somersschools.org/families/team-tuskers-mentoring> to learn more.

XIV. VISITORS & PARKING

All visitors to Somers Middle School must sign in at the security vestibule and present a valid driver's license to receive a visitor badge. The badge must be worn at all times while on campus. For the safety of our students, faculty, and staff, all visitors—including parents, community members, and vendors—must be properly identified. Staff members have been instructed to direct any visitor without a badge to return to the vestibule to complete the sign-in process.

PARKING

Visitor parking is limited. Designated visitor spaces are located in the parking lot between Somers Intermediate School (SIS) and Somers Middle School (SMS) and will be clearly marked for the 2026–2027 school year.

STUDENT DROP-OFF AND PICK-UP

- **Morning Drop-Off:** Use the parking lot between SIS and SMS.
- **Afternoon Pick-Up:** Use the driveway adjacent to the lower parking lot near the auditorium/cafeteria entrance.

Parents picking up students at the end of the school day should form a single line along the curb in the lower parking lot driveway and remain in their vehicles while waiting for their child. Please follow the directions of school security, staff, and the School Resource Officer (SRO) to help ensure a safe and efficient dismissal.

NOTE: PARENTS SHOULD NOT PARK IN THE LOWER PARKING LOT WHILE WAITING FOR THEIR STUDENT TO BE DISMISSED.

XV. PARENT & SCHOOL COMMUNICATION

While our district encourages parent-school communication, parents/guardians are asked to bear in mind matters of practicality when contacting teachers. Elementary teachers are responsible for all aspects of the education of up to 25 young children. Secondary teachers have daily responsibility for a caseload of up to 125 students. Therefore, while every effort will be made to keep parents informed of their child's progress, there are practical limits to the extent to which ongoing communication is possible.

Nonetheless, teachers will make every reasonable effort to keep parents informed of progress through scheduled report cards, IC Gradebook, and other means of personal contact, as practical and warranted. Sometimes, parents may want to contact a teacher about a particular issue. Each teacher has an e-mail account via the school district which can be accessed by substituting the staff member's first initial and last name into the following format: jdoe@somersschools.org

While parents/guardians may choose e-mail as an initial point of contact with a teacher, some teachers do not have access to e-mail on a regular basis and only check their account typically once in a 24-hour period, during school days only. Therefore, e-mail should not be used for emergency contact purposes. As noted, each teacher will designate his/her preferred means of contact from parents. Teachers generally will choose to regard e-mail as a mechanism for quick exchanges with parents to arrange for a meeting or other means of communication.

In an emergency, it is best to contact the school office or guidance office by telephone (not to e-mail or leave a voice message) to ensure a timely response.

We strive to keep families informed about long-term assignments, changes in rules or procedures, upcoming school and community events, educational initiatives, field trips, school closings, special meetings, and workshops through our school website at sms.somersschools.org. However, there are times when important information must be communicated immediately.

For example, weather conditions or other emergencies may delay the opening of school, require an early dismissal, or result in other changes to the school day. In these situations, notifications will be sent to parents and guardians through **ParentSquare** via text message and/or email to ensure timely communication.



ParentSquare

XVI. PARENT – TEACHER ASSOCIATION (PTA)

Parents play a key role in the overall educational program at SMS and are welcome partners on behalf of all students. If you are interested in joining the SMS PTA or SEPTA, please contact them directly as they are always happy to welcome new members.

More information can be found here:

<https://sms.somersschools.org/families/pta>



The Somers Tuskers Arts Rising Stars (STARS)

shall exist to support and advocate for the performing arts department and to seek support and participation from our district and community. For more information please visit

<https://www.somersschools.org/families/stars>.

XVII. WHO DO I CONTACT?

SITUATION	CONTACT	SITUATION	CONTACT
I need general information (i.e., permission slip).	- Classroom Teachers - Guidance Counselor - Main Office	I don't feel well or I need to take medication.	- Classroom Teachers - Nurse
I have questions about my academic work or my grades.	- Classroom Teachers - Guidance Counselor	I would love to join a club.	- Classroom Teachers - School Counselor
I could use help with a problem in the cafeteria or on the playground.	- Guidance Counselor - School Psychologist - SEL Interventionist - Cafeteria Supervisor and Monitors - Dean of Students - Assistant Principal	I feel worried about my family, friends, or myself.	- Classroom Teachers - School Counselor - School Psychologist - SEL Interventionist - Assistant Principal - Principal
I have a question about school procedures or policies.	- School Counselor - Clerical Team - Dean of Students - Assistant Principal - Principal	I need help resolving a problem with a friend or another student.	- Classroom Teachers - School Counselor - SEL Interventionist - Dean of Students
I need to discuss an issue on my bus.	- Bus Driver - School Counselor - Dean of Students - Assistant Principal	I have a note to be dismissed early or to go home with a friend.	Vestibule

To identify whom, I should contact with a question, concern or compliment through our district, please visit the following page: <https://sms.somersschools.org/families/who-to-contact>.

XVIII. District Policies

Please take some time to review the following Board of Ed policies that can be found [HERE](#).

- 5160 – Student Absences and Excuses
- 5695 – Students and Personal Electronic Devices
- 5100 – Comprehensive Attendance
- 4750 – Promotion & Retention of Students
- 0110 – Sexual Harassment
- 1810 – Gifts to School Personnel
- 4000 – Guiding Instructional Principles
- 5460 – Suspended Child Abuse