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Dear Middle School Families:

I am excited to unveil this guide to middle school in the City School District of Albany.

You will see in the pages of this book that our middle schools provide a wealth of opportunities for students: rigorous and challenging classes, after-school clubs and activities, sports, and support for those who struggle academically or socially.

The three middle schools – Edmund J. O’Neal Middle School of Excellence, Stephen and Harriet Myers Middle School and William S. Hackett Middle School – all strive to provide students with an academic foundation that prepares them for the rigors of high school and ultimately, college or career.

All classes in the three middle schools are aligned with New York State Learning Standards. Students will be expected to take state- and district-created tests that measure student progress and understanding.

Our goal is to provide students with the knowledge and skills necessary for success. We will do this by cultivating caring relationships and providing engaging learning experiences and equitable opportunities.

Entering middle school is a bit like emerging from a cocoon. Students leave behind the comfort and predictability of elementary school. There are more students in middle school and in most cases a different teacher for every class. Students have more freedom, and they have more responsibility for themselves.

It is a phenomenal time of growth, both physically and emotionally. It also is a time of great opportunity.

I hope you make the decision to embrace all that our middle schools have to offer.

Yours in education,

Kaweeda G. Adams
Superintendent
Middle school by grade

Sixth grade at a glance

Core classes

**English Language Arts**
Students will:
- Continue to develop as readers, writers, listeners, speakers and thinkers;
- Strengthen comprehension and analytical skills;
- Broaden academic vocabulary and develop as strong writers; and
- Engage in a comprehensive research project and discussions driven by reading material that aligns with students’ readiness and interests.

Books sixth-graders will read include *Bud, Not Buddy* by Christopher Paul Curtis, *The Lightning Thief* by Rick Riordan, and excerpts from *I Am Malala* by Malala Yousafzai.

**Math**
Students will:
- Connect ratio and rate to whole-number multiplication and division and use concepts of ratio and rate to solve problems;
- Understand division of fractions and extend the notion of number to the system of rational numbers, including negative numbers;
- Write, interpret and use expressions and equations; and
- Develop understanding of statistical thinking.

**Science**
Students will:
- Study the scientific method and measurement;
- Explore human body systems and their functions;
- Understand the effects of nutrients and microscopic pathogens on the human body;
- Study waves, light and sound;
- Explore the earth’s surfaces and understand plate tectonics; and
- Study minerals, rocks and fossils.

**Social Studies**
Students will:
- Study the geography and history of the Eastern Hemisphere from pre-history – history before written records – into the 1300s;
- Learn about the development of cultures, civilizations, and empires;
- Compare trends in governments and economics; and
- Complete four projects during the year, making connections between historical and current events and analyzing issues.
**Health**

This class focuses on essential skills:
- Goal setting and planning;
- Decision-making;
- Effective communication;
- Self-management;
- Stress-management; and
- Resource management.

**Physical Education** *(see page 19 to learn about after-school sports)*

The goal of grade 6 physical education is to expose students to a wide variety of activities so that they can choose ones they enjoy to support the goal of lifetime fitness and health.

**English Enrichment**

All grade 6 students take English enrichment to support the transition from elementary to middle school. The class gives students the opportunity to enhance and enrich their literacy skills using strategies taught by a reading teacher. Resources, assignments and projects are selected with students’ individual strengths and interests in mind.

**Reading Enrichment**

Select sixth-graders take reading enrichment to enhance their literacy skills using strategies taught by a reading teacher. Resources, assignments and projects are selected with students’ individual strengths and interests in mind.

**Math Enrichment**

Math enrichment helps students:
- Develop deeper understanding of math concepts;
- Improve their ability to solve non-routine problems of all kinds; and
- Build advanced problem-solving skills in an interactive environment

**Computer-Assisted Instruction for English Language Arts and Math or AVID**

- Computer-assisted instruction: In this class, students work on a computer equipped with software to improve and enrich individual student skills in language arts and/or math.
- Advancement Via Individual Determination: This is a nationwide college and career readiness program. See page 13 to learn more.
## Electives

### Band*

Middle-school band provides students the opportunity to use the skills acquired in elementary band. As students develop more musical independence, they will be able to perform more complex and diverse literature.

### Chorus*

In middle-school choir, students explore basic vocal techniques in a variety of musical genres, including singing, music reading, vocabulary and theory.

### Computers

In this class, students will be introduced to Microsoft Office and G Suite programs. In addition, digital citizenship, coding and typing skills will be taught.

### Family and Consumer Sciences

This class helps students develop self-confidence, learn about the importance of good nutrition and its relationship to lifelong wellness, be smart consumers and accept responsibility for their actions.

### General music

General music students are introduced to a variety of world music through media. Students create, perform and participate in topics revolving around world music.

### Library

In library class, students learn to research ideas and information in a variety of print and digital formats.

### Orchestra*

Middle school orchestra provides students the opportunity to use the skills acquired in elementary orchestra. Musical independence is highlighted as teachers shift emphasis from single-line melody in all instruments to individual sections of the orchestra.

*Students may be scheduled for band and chorus, or orchestra and chorus, but not band and orchestra.*
Seventh grade at a glance

Core classes

**English Language Arts**

Students will:
- Continue to develop as readers, writers, listeners, speakers and thinkers;
- Strengthen comprehension and analytical skills;
- Broaden academic vocabulary and develop as strong writers; and
- Engage in a comprehensive research project and discussions driven by reading material that aligns with students’ readiness and interests.

Books seventh-graders will read include *A Long Walk to Water* by Linda Sue Park and *Brown Girl Dreaming* by Jacqueline Woodson.

Grade 7 honors English language arts classes (see page 16 for more about honors) follow the same learning standards defined by New York State for grade 7, but explore these skills with greater depth using increasingly challenging reading material.

**Math**

Students will:
- Develop understanding of and applying proportional relationships;
- Develop understanding of operations with rational numbers and working with expressions and linear equations;
- Solve problems involving scale drawings and informal geometric constructions, and work with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and
- Draw inferences about populations based on samples.

Grade 7 honors math (see page 16 for more about honors) covers all of the topics covered in Math 7 and some information from grade 8 math to prepare students who may accelerate to Algebra I.

**Science**

Students will:
- Study the scientific method;
- Explore astronomy;
- Experiment with chemistry;
- Learn the properties of energy;
- Study cells;
- Learn about genetics;
- Get hands-on experience using microscopes, triple-beam balances and 3-dimensional models;
- Participate in lab work that creates chemical reactions; and
- Improve measuring and graphing skills.

Grade 7 Honors Science (see page 16 to learn more about honors) covers learning standards from grade 7 and grade 8 Science. These learning standards and units were selected to prepare students that may accelerate to Living Environment in grade 8. In addition to covering different standards, students will explore the content with greater depth and rigor. Students in grade 7 Honors Science complete a science-fair project and have the opportunity to participate in the Joseph Henry Science Fair.
Social Studies

Students will:
• Study the United States from the settlement of North America by Native Americans through the Civil War, with a focus on people, events and places in New York State;
• Learn about the development of cultures, civilizations and empires;
• Understand interactions between societies;
• Compare trends in governments and economics; and
• Complete four projects during the year, making connections between historical and current events and identifying and analyzing historical issues.

Grade 7 honors social studies (see page 16 for more about honors) covers the same learning standards as Grade 7 social studies, but in greater depth using more challenging information sources.

Other required classes

Art or Music*

Art introduces students to elements of art and design historically and today, emphasizing the arts as a pathway for community connections.

Band gives students the opportunity to build on the skills built in grade 6. As students develop more musical independence, they will be able to perform more complex and diverse literature.

Chorus students explore basic vocal techniques in a variety of musical genres, including 2-part and 3-part singing, music reading, vocabulary and theory, building on the skills gained in grade 6 chorus.

General music introduces students to fundamental music concepts using different instruments such as piano, drums and ukulele. Students create, write, perform and respond to and analyze music with basic music theories.

Orchestra or Advanced Orchestra*

Orchestra provides students the opportunity to use the skills acquired in elementary orchestra. Musical independence is highlighted as teachers shift emphasis from single-line melody in all instruments to individual sections of the orchestra.

Advanced orchestra is available to students who want to tackle more challenging music; the class is enrolled by audition.

English Enrichment

Select seventh-graders take English enrichment to enhance their literacy skills with strategies taught by a reading teacher. Resources, assignments and projects are selected with students’ individual strengths and interests in mind.

Math Enrichment

Select students receive math enrichment lessons in grade 7 based on their need for additional support.

* Students may be scheduled for band and choir, or orchestra and choir, but not band and orchestra.
Physical Education (see page 19 to learn about after-school sports)

The goal of Grade 7 physical education is to expose students to a wide variety of activities so that they can use the ones they discover they enjoy as a vehicle towards achieving lifetime fitness and health.

Reading Enrichment

This course is designed for students in grade 7 who need support to enhance their reading skills. Students have the opportunity to work with a reading teacher in a small group in order to enrich reading ability.

Technology

Grade 7 technology students explore basic concepts and history of technology. Major areas of focus include the engineering design process, design and drawing, systems and materials processing.

World Languages

Your child will have the option to take one of two languages at his or her school as the first step toward meeting state language requirements: entry-level French or entry-level Spanish at Hackett and Myers; entry-level Chinese or entry-level French at O’Neal. Learn more on page 22.

Electives

Advancement Via Individual Determination (AVID)

This is a college and career readiness program. See page 13 to learn more.

Additional music

Students may take band, chorus or orchestra as an elective in addition to the required art or music class requirement discussed above. Students may be scheduled for band and chorus, or orchestra and choir, but not band and orchestra.

Computers

In this class, students will be introduced to Microsoft Office and G Suite programs. In addition, digital citizenship, coding and typing skills will be taught.
Eighth grade at a glance

Core classes

English Language Arts

Students will:
• Continue to develop as readers, writers, listeners, speakers and thinkers;
• Strengthen comprehension and analytical skills;
• Broaden academic vocabulary and develop as strong writers; and
• Engage in a comprehensive research project and discussions driven by reading material that aligns with students’ readiness and interests.

Books students will read include Unbroken by Laura Hillenbrand and To Kill a Mockingbird by Harper Lee.

Grade 8 honors English language arts follows the same learning standards defined by New York State for grade 8, but explores these skills with greater depth using increasingly challenging reading material (see page 16 for more about honors).

Math

Students will:
• Formulate and reason about expressions and equations;
• Grasp the concept of a function and use functions to describe quantitative relationships;
• Analyze two- and three-dimensional space and figures using distance, angle, similarity and congruence; and
• Understand and apply the Pythagorean Theorem.

Grade 8 accelerated math is Algebra I, a high-school level course that teaches students a variety of algebraic skills and processes that help them solve problems in a variety of settings. Students take the state Algebra I Regents exam at the end of school year.

Science

Students will:
• Explore physical and life sciences, including force, weather, change over time and ecology.

Grade 8 accelerated science is Living Environment, a high-school level course that is the study of the organization and maintenance of living things, reproduction and development, the human body and evolution. Students take the state Living Environment Regents exam at the end of the school year.
Social Studies

Students will:
• Study the United States from Reconstruction through modern-day America, with a focus on people, places and events in New York;
• Participate in academic discourse;
• Analyze historical context, turning points in history and enduring issues;
• Develop academic writing and researching skills; and
• Work collaboratively to think critically, share ideas, and build consensus.

Grade 8 honors social studies (see page 16 for more about honors) covers the same learning standards topics in grade 8 social studies, but they are explored in greater depth using more challenging resources.

Other required classes

English Enrichment

Select eighth-graders take English enrichment to enhance their literacy skills with strategies taught by a reading teacher. Resources, assignments and projects are selected with students’ individual strengths and interests in mind.

Family and Consumer Sciences

In grade 8 family and consumer science classes, students:
• Research a successful entrepreneur, determine factors that lead to business success and complete a business project;
• Identify personal interests, research careers and complete a career portfolio;
• Learn how to complete a job application and effective interviewing skills; and
• Learn how to spend money wisely and develop a budget.

Math Enrichment

Select students receive math enrichment lessons in grade 8 based on their need for additional support.

Physical Education (see page 19 to learn about after-school sports)

The goal of Grade 8 physical education is to expose students to a wide variety of activities so that they can use the ones they discover they enjoy as a vehicle towards achieving lifetime fitness and health.
**Middle school by grade: eighth grade at a glance (continued)**

**Reading Enrichment**
Select eighth-graders take reading enrichment to help improve their reading skills. Students have the opportunity to work with a specialist in a small group in order to foster reading ability.

**Technology**
Grade 8 technology classes build upon concepts learned in grade 7. Major areas of focus include engineering careers, the engineering design process, computer aided design, systems, and materials processing.

**World Languages**
Your child will have the option to take one of two languages: French I or Spanish I at Hackett and Myers; Chinese I or French I at O’Neal. Each class is an in-depth student of listening, speaking and writing skills that will be evaluated at the end of the school year with a state proficiency exam. Learn more on page 22.

**Electives**

**Advancement Via Individual Determination (AVID)**
This is a college and career readiness program. See page 13 to learn more.

**Art or Music**

**Art** introduces students to elements of art and design historically and today, emphasizing the arts as a pathway for community connections.

**Band** gives students the opportunity to build on the skills built in grades 6 and 7. As students develop more musical independence, they will be able to perform more complex and diverse literature.

**Chorus** students explore basic vocal techniques in a variety of musical genres, including 2-part and 3-part singing, music reading, vocabulary, and theory, building on the skills gained in grade 7 chorus.

**General music** students are introduced to fundamental music concepts using different instruments such as piano, drums and ukulele. Students create, write, perform and respond to and analyze music with basic music theories.

**Orchestra** provides students the opportunity to use the skills acquired in elementary orchestra. Musical independence is highlighted as teachers shift emphasis from single-line melody in all instruments to individual sections of the orchestra. Advanced orchestra is available to students who want to tackle more challenge music; the class is enrolled by audition.

Students may be scheduled for band and choir or orchestra and choir, but not band and orchestra.
Middle school programs

AVID

Advancement Via Individual Determination – AVID for short – is a national kindergarten-high school initiative designed to increase the number of students who enroll and succeed in college and beyond.

Middle-school participation in AVID is voluntary and open to students in grades 6-7 at O’Neal Middle School and grade 6-8 at Hackett and Myers.

Sixth-graders learn about the program from guidance counselors when they meet to discuss their schedules for the next year. Students apply to the program and are chosen based on student interest, teacher recommendation and performance on district and state tests. Not every who applies is automatically accepted. Those who are accepted are required to take an AVID class that meets daily.

The AVID elective is the backbone of the program. Taught by a trained AVID teacher, the class provides students with skills in “WICOR” – writing, inquiry, collaboration, organization and reading. The class includes twice-weekly tutoring provided by the University at Albany Science and Technology Entry Program. The skills students gain in the AVID elective prepare them for success in rigorous college-level classes.

AVID has had great success nationwide in narrowing the “achievement gap.” This persistent gap in academic performance exists between African-Americans and Hispanic students and their white peers. There is a similar academic disparity between students from poor families and those who are better off financially.

AVID students are more likely to take and succeed in rigorous high-school classes and attend college.
English as a New Language (ENL)

The City School District of Albany has a thriving refugee community, with students speaking some 57 languages other than English. While this rich diversity of language is a great asset to our community, an individual student’s success in our schools depends on his or her ability to understand, speak and read English.

The district offers specialized instruction for English Language Learners called “English as a New Language” – ENL for short. Whether students take ENL classes is determined by their performance on the New York State Identification Test for English Language Learners.

Once placed in ENL, students take the New York State English as a Second Language Achievement Test each May to determine if they need more ENL instruction.

There are five levels of ENL instruction ranging from entering (beginner) to commanding (proficient).

 **Entering**

These beginning students take an ENL class devoted to building language, literacy skills and the vocabulary used in different subjects. They also get additional ENL help in their English language arts classes, which are co-taught by an English teacher and an ENL teacher. Entering students receive up to six hours of this help each week.

 **Emerging**

These students also take an ENL class devoted to building language, literacy skills and the vocabulary used in different subjects. They also get additional ENL help in their English language arts classes, which are co-taught by an English teacher and an ENL teacher. Entering students receive up to six hours of this help each week. However, some of the time they spend in each of those settings can be adjusted according to individual student needs.
Transitioning
Like entering and emerging students, transitioning students take an ENL class devoted to building language, literacy skills and the vocabulary used in different subjects. They also get additional ENL help in their English language arts classes, which are co-taught by an English teacher and an ENL teacher. However, transitioning students need less help – they get up to three hours each week – and the time they spend in each class can be adjusted to meet individual student needs.

Expanding
Students at the expanding level meet three hours a week in an English language arts class co-taught by an English teacher and an ENL teacher.

Commanding
These students have demonstrated proficiency on the state English as a Second Language Achievement Test. Commanding students are designated “former English Language Learners” and can receive up to 1½ hours of extra help a week depending on individual needs.

An English Language Learner also will receive learning materials in his or her native language as he or she works to master English.

ENL curriculum is overseen by the district’s Office of ENL and Refugee Services.

Parents and guardians of English Language Learners can get a copy of the Parents’ Bill of Rights for New York State’s English Language Learners from the State Education Department website at [nysed.gov](http://nysed.gov).

General information about English as a New Language and the New York State Office of Bilingual Education and World Languages also is available there.

**Albany International Center**

English Language Learners have the option to attend a transitional program called the Albany International Center that allows them to earn credits toward graduation. The program is located at North Albany Academy.

Learn more about this program at [albanyschools.org](http://albanyschools.org).
Honors and Accelerated Classes

The City School District of Albany strives to challenge all students to reach their full potential and embrace rigorous coursework. It is our goal to assure that all students have ongoing opportunities to succeed in challenging middle-school classes.

In general, students whose grades are above 80 percent can be a good fit for honors or accelerated classes. Student or family preference, along with teacher or guidance recommendations, also play a role in whether or not a student is placed in an honors or accelerated classes.

Honors classes usually cover the same subjects as general classes but at a faster pace and with more challenging work. Accelerated classes, on the other hand, are high-school classes that students take in middle school.

Honors classes and accelerated classes are open students in grades 7-8. On occasion, a student in grade 6 may take an honors or advanced class with approval from the principal.

English Language Arts – honors classes

Honors English Language Arts courses in grades 7 and 8 focus on the same learning standards for those grades as defined by New York State, but explore these skills with greater depth using increasingly challenging resources. There is a strong emphasis on developing students’ ability to analyze and discuss complex reading, establish and defend a claim and work collaboratively.

Math – honors and accelerated classes

Grade 7 honors math will cover all of the topics covered in Math 7 and cover some topics from grade 8 to prepare students that may accelerate to Algebra I.

Grade 8 accelerated math is Algebra I, a high-school level course that teaches students a variety of algebraic skills and processes that help them solve problems in a variety of settings. Students take the state Algebra I Regents exam at the end of the school year.

Science – honors and accelerated classes

Grade 7 Honors Science covers learning standards from grade 7 and grade 8 science courses. These learning standards were selected to prepare students that may accelerate to Living Environment in grade 8.

Grade 8 accelerated science is Living Environment, a high-school level course that is the study of the organization and maintenance of living things, reproduction and development, the human body and evolution. Students take the state Living Environment Regents exam at the end of the school year.

Social Studies – honors classes

Honors social studies courses in grades 7 and 8 focus on the same learning standards as defined by New York State, but explore content and skills with greater depth using increasingly challenging reading material. There is a strong emphasis on developing students’ capacity to analyze and discuss context, turning points in history and ongoing issues. The classes also emphasizes developing strong writing and researching skills.
Middle school programs (continued)

Parent University

Children tend to do better in school when their parents or guardians are involved in their education. With that in mind, Parent University helps parents and guardians understand how to work effectively with their child's teachers and others at school.

The City School District of Albany launched its Parent University program in the spring of 2015, and it continues to grow and evolve in all our middle schools. The program is chiefly focused on middle school, since that’s the time parent involvement tends to drop off dramatically. Middle school also is a time when many students’ grades, attitudes and behaviors take a turn for the worse – a trend here in Albany, throughout the state and across the nation.

Parent University offers monthly workshops on a variety of subjects parents and guardians want to know about. The programs are free and conducted by local experts in their fields. Parents and guardians are encouraged to ask questions and participate in these discussions. Parent University also is a source of information about services in our schools and our community.

Goals of Parent University

- Connect more parents and guardians to their children’s school;
- Create productive and open relationships between parents and guardians, children and schools;
- Empower parents to raise children who are successful in school and in life; and
- Provide parents with tools to raise confident, successful children prepared to live and work in the 21st century.

Visit albanyschools.org for a schedule of Parent University meetings at your child’s school.
Special Education

The City School District of Albany is committed to making sure all students receive a quality education that fits within the framework of their individual needs. Our special education programs provide specially designed instruction and services to help meet the unique needs of students with disabilities.

Programs for students with disabilities are offered in academic settings that range from general-education classrooms to self-contained classrooms with fewer students and more teacher support.

Services for students with a range of abilities

In all cases, services a student receives will depend on his or her individual need.

• **Supportive, or related** – These services include but aren’t limited to speech/language therapy, occupational therapy, physical therapy, teaching of visually impaired students and psychological counseling. They’re usually provided in conjunction with general or special education programs.

• **Direct and indirect consultant teacher** – These services are provided by a certified special education teacher. A direct consultant teacher provides direct support and instruction to students with disabilities in a general education classroom. An indirect consultant teacher helps general-education and special-area teachers adjust the learning environment and/or modify the instructional methods in a general-education class.

• **Resource room** – These services are provided to students with disabilities who need extra help in either their special or general education classes. Students receive resource room help in small groups for part of the school day.

Integrated classes

These programs are taught by both a general education teacher and a special education teacher and often referred to as “integrated co-teaching.” Together, these teachers work in a general education classroom to support students with disabilities in specific subjects.

Self-contained classes

Whether a student is assigned to a self-contained classroom depends on his or her needs or abilities and whether they require additional adult support in class. Students are grouped based on similar needs or abilities.
Athletics

A variety of competitive after-school sports opportunities are available to seventh- and eighth-graders in the City School District of Albany throughout the school year.

Students may try out for modified sports teams offered throughout the school year. Modified sports are open to all seventh- and eighth-graders in the district. If practices and home games take place at a different school than your child’s, the district will transport your child there.

Before a student can play a sport, he or she must have a physical exam and parent or guardian permission. Both are required by state law.

All students participating in interscholastic athletics must have a physical within a year before the first day of practice. This required physical should be conducted by the student’s health care provider. If a student does not have a health care provider, the school nurse can schedule a physical with the district physician.

Also, permission forms must be signed by a parent or guardian and turned in before the start of each sport season. This process is repeated for the fall, winter and spring sports seasons.

Visit albanyschools.org to download the required forms, which also are available in the nurse’s office and guidance office at your child’s school.

Athletic teams include cross country, soccer, football (boys) and volleyball (girls) in the fall, basketball, swimming and wrestling (boys) in the winter, and outdoor track, lacrosse, baseball (boys) and softball (girls) in the spring.

For more information, call the Physical Education Office at (518) 475-6310.
In addition to academic help, each middle school in the City School District of Albany has a team of professionals with expertise in student support and behavior management. The team includes a behavior specialist, school psychologist, social worker and guidance counselor; these individuals are available to serve all students.

Middle schools also have programs to help students stay on track. They include:

Positive Behavioral Interventions and Supports, or PBIS
Each school has a set of these school-wide behavior expectations that are taught to students in September and reinforced throughout the school year.

Classroom support plans
Each classroom teacher has a plan that outlines specific ways to establish routines in the classroom. When they students know what to expect in the classroom, they are better able to focus on school.

Second-Step Character Education
This program teaches skills that help students with self-regulation, the ability to monitor and manage their emotions, thoughts and behaviors. Students with good self-regulation skills get the most out of school academically and in interactions with fellow students.

Preventive strategies
All middle-school teachers have been trained or will be trained on numerous strategies to prevent problem behaviors in the classroom before they occur. Some examples of preventive strategies include:

- A teacher tailors instruction to meet an individual student’s needs (this is known as differentiation);
- A teacher reinforces positive student behavior by noticing and praising it; and
- A teacher contacts a student’s parent or guardian to report when the student behaves appropriately.

Trauma-informed care
Teachers are trained or being trained in trauma-informed practice that helps them understand, recognize and respond to students affected by trauma.

Therapeutic Crisis Intervention for Schools (TCIS)
Select staff members at each school are trained in Therapeutic Crisis Intervention, which consists of strategies to effectively reduce the intensity of a situation with an angry or upset student.
Students who need extra help

Not every student responds to general support programs available. The following intensive programs are meant for those students.

**Check in/check out**
Done either individually or in groups, a student checks in at the beginning of the day and out at the end of the day with a designated adult.

**Mentoring**
A student meets one-to-one or in small groups with an adult who reinforces school expectations and creates a positive connection to school.

**Behavior support plans**
The behavioral support team, made up of a behavior specialist, social worker and psychologist, develops this plan tailored to an individual student’s needs. The plan includes supports and strategies to help ensure student success.

**Safety plans**
These plans, called an individualized crisis plans, identify circumstances that trigger a student’s challenging behaviors and give staff specific steps to diffuse them if and when those behaviors happen.

**Behavior team**
Each team is created based on the individual needs of a student and can consist of family, community members and school-based adults. The team creates an intervention plan for the student based on an evaluation his or her strengths and weaknesses.

**Individual counseling or social work services**
A student may be referred for counseling or social work services if he or she does not respond to other supports available.

A few words about bullying

All students have a right to be in a school environment where they are treated with respect and dignity. All students are protected by a state law that prohibits discrimination and harassment by other students or adults.

The law is called the Dignity for All Students Act. It prohibits harassment and discrimination of individuals on school property or at a school function based upon a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Each school has a Dignity Act coordinator you can contact about bullying concerns (see pages 24-26 to learn the name of that person at your child’s school). Encourage your child to talk to an adult in school if he or she is being bullied or sees someone else being bullied.
In order to graduate from high school, New York State students are required to earn at least one high school credit of a Language Other than English. Middle-school students who start studying a language in grade 7 can earn this credit before high school by studying the language two years and passing a state proficiency exam at the end of grade 8.

When a student studies a language other than his or her home language, he or she learns how to listen, speak, read and write in that language. The student also learns the culture, history and heritage of people around the world who speak that language.

Starting in seventh grade, the City School District of Albany offers middle-school students the opportunity to study one of two languages: French or Spanish at Hackett and Myers and Chinese or French at O’Neal.

Depending on your child’s school, your child will have the option to take entry-level Chinese, entry-level French or entry-level Spanish as the starting point for meeting state language requirements.

In grade 8, your child will have the option to take Chinese I, French I or Spanish I. The classes offer in-depth study of listening, speaking and writing skills that will be evaluated at the end of the school year with a state language proficiency exam.

Students coming from the bilingual Dual Language Program at Delaware Community School continue their Spanish language studies in sixth grade. In grades 6-8, the students study the equivalent of high school Spanish I and Spanish II. Most begin taking Spanish III in high school. Those who score well on the language proficiency exam at the end of grade 8 may be placed in Spanish IV.
Our middle schools

Which school will my child attend?

The City School District of Albany provides middle-school programs for students in grades 6-8 in three schools: Edmund O’Neal Middle School of Excellence, Stephen and Harriet Myers Middle School and William S. Hackett Middle School.

Where your child attends elementary school most often determines the middle school your child will attend. The district enrolls its three middle schools with a feeder pattern, meaning specific elementary schools feed into certain middle schools.

Students moving up from these elementary schools attend Hackett Middle School:
- Delaware Community School – prekindergarten-grade 5
- Eagle Point Elementary School – prekindergarten-grade 6
- New Scotland Elementary School – prekindergarten-grade 5
- Thomas O’Brien Academy of Science and Technology (TOAST) – prekindergarten-grade 6

Students moving up from these elementary schools attend Myers Middle School:
- Albany School of Humanities (ASH) – prekindergarten-grade 6
- Giffen Memorial Elementary School – prekindergarten-grade 6
- Montessori Magnet School – prekindergarten-grade 5
- Pine Hills Elementary School – prekindergarten-grade 5

Students moving up from these elementary schools attend O’Neal Middle School:
- Arbor Hill Elementary School – prekindergarten-grade 5
- North Albany Academy – prekindergarten-grade 5
- Schuyler Achievement Academy – prekindergarten-grade 5
- Sheridan Preparatory Academy – prekindergarten-grade 5

Students who live within a half-mile of one middle school but whose elementary school feeds into a different middle school can apply for open enrollment and may receive neighborhood preference.
Edmund J. O’Neal
Middle School of Excellence

Contact

Address: 50 North Lark St., Albany, NY 12210
Phone: (518) 475-6600 • Fax: (518) 475-6602
Co-principals: Kandie Antonetti • kantonetti@albany.k12.ny.us and Malik Jones • mjones@albany.k12.ny.us
Assistant principal: Tia Corniel • tcorniel@albany.k12.ny.us
Guidance: Ellen Gerard • egerard@albany.k12.ny.us and Shedaya McQueen • smcqueen@albany.k12.ny.us
Dignity for All Students Act coordinators: Tia Corniel and Jennifer Cardamone • jcardamone@albany.k12.ny.us
Home school coordinator: Lionel Harris • lharris@albany.k12.ny.us

School mission
To ensure all students are afforded opportunities to achieve excellence through a focus on 21st century skills and college and career readiness, with the goal of inspiring lifelong learners.

Clubs, programs and partnerships
Academic tutoring, Albany Fund for Education, Albany Police Athletic League (PAL), Anime Club, Empire After-School Program, Gay/Straight Alliance, Homework help, Liberty Partnerships Program, Parent University, PTA, Robotics, Yearbook

School times
Building opens: 7:35 a.m. • Breakfast: 7:35 a.m. • School day begins: 8 a.m. • School day ends: 3 p.m.
Stephen and Harriet Myers Middle School

Contact

Address: 100 Elbel Court, Albany, NY 12209
Phone: (518) 475-6425 • Fax: (518) 475-6427
Principal: Jennifer Chatain • jchatain@albany.k12.ny.us
Assistant principals: Lisa House • lhouse@albany.k12.ny.us and Timitra Rose • trose@albany.k12.ny.us
Guidance: Kristy Koldis • kkoldis@albany.k12.ny.us and Ellen Green • egreen@albany.k12.ny.us
Dignity for All Students Act coordinator: Timitra Rose
Home school coordinator: Joe Burke • jburke@albany.k12.ny.us

School mission

To develop and support successful student academic achievement while fostering respect, responsibility and self-empowerment. Together with a dedicated staff, parental involvement and community connections, we will provide a culturally diverse learning environment that will enable all students to reach their full potential.

Clubs, programs and partners


School times

Building opens: 7:30 a.m. • Breakfast: 7:35 a.m. • Gym opens for basketball: 7:35 a.m.
School day begins: 8 a.m. • School day ends: 3 p.m.
School mission
We celebrate the strength of our diversity and foster a learning community based upon mutual respect and supportive relationships to achieve our full potential as leaders, learners and citizens.

Clubs, programs and partners
Academic tutoring, Black Child Development Institute, Catholic Charities, The College of Saint Rose, Cooking Club, Future Cities, Glee Club, Homework help, In Our Own Voices, Judo, LEGO Robotics, Library Club, Nordic Alliance, Parsons Child and Family Center, PTA, Science and Technology Entry Program, Sewing Club, Siena College, STEM Club, University at Albany, Upstate Gamerz, Yearbook Club

School times
Building opens: 7:45 a.m. for breakfast • Breakfast: 7:45 a.m.; enter through rear entrance
Main entrance opens: 7:45 a.m. • School day begins: 8 a.m. • School day ends: 3 p.m.
Your child’s school should be able to answer questions and help you resolve issues. Contact information for each building’s administrators can be found on the previous pages. In addition, please also feel free to contact any of the district administrators listed below.

**Art and Music**
Kate Wright • Fine Arts Supervisor
kwright1@albany.k12.ny.us • (518) 475-6554

**English as a New Language**
Tom Giglio • ENL and Refugee Services Director
tgiglio@albany.k12.ny.us • (518) 475-6147

**English Language Arts and Social Studies**
Jen Houlihan • Secondary Humanities Instructional Supervisor
jhoulihan@albany.k12.ny.us • (518) 475-6443

**Curriculum and Instruction**
Karen Bechdol • Director
kbechdol@albany.k12.ny.us • (518) 475-6060

**Library, Technology and Family and Consumer Sciences**
Nicole Lindeman • Supervisor of Assessment, Instructional Technology and Library Media Services
nlindeman@albany.k12.ny.us • (518) 475-6556

**Math and Science**
Frank DelSignore • Secondary STEM Instructional Supervisor
fdelsignore1@albany.k12.ny.us • (518) 475-6332

**Physical Education, Health and Athletics**
Kathy Ryan • Health, Physical Education and Athletics Director
kathy.ryan@albany.k12.ny.us • (518) 475-6310
Ashley Chapple • Health, Physical Education and Athletics Supervisor
achapple@albany.k12.ny.us • (518) 475-6310

**Superintendent’s Office**
Lori McKenna • Assistant Superintendent for Secondary Education
lmckenna@albany.k12.ny.us • (518) 475-6012

**Special Education**
Deborah M. Sharpe-DeFries • Special Education Director
dsharpe@albany.k12.ny.us • (518) 475-6140

**Student Support and Safety**
Jack Grogan • Director of Safe Schools and Violence Prevention
jgrogan@albany.k12.ny.us • (518) 857-5999
Mike Panetta • Assistant Pupil Personnel Services Director
mpanetta@albany.k12.ny.us • (518) 475-6130