

The image shows the exterior of John Jay Middle School. The building features a modern design with large glass windows and stone masonry. The school's name is prominently displayed in large, raised letters above the entrance. The sky is clear and blue, and the overall atmosphere is bright and professional.

JOHN JAY MIDDLE SCHOOL

**Middle School
Curriculum Conversations
January 10, 2024**

Tonight's Program

7:00 p.m.

All Families – JJMS Theater

7:20 p.m. – 8:15 p.m.

5th Grade Families –
Stay in Theater

6 - 7th Grade Families –
Head to Cafeteria

Welcome & Introductions

School-Wide Faculty

- **Jeffrey Swiatowicz, Principal**
- **Mike Pompa - Assistant Principal**
- **Catherine Graybosch- Assistant Principal**
- **AnneMarie MacSweeney- Counselor**

Welcome & Introductions

Curriculum Leaders

- **Marcia Daley-Savo – Social Studies**
- **Steve DelMoro- Health, PE, Athletics**
- **Amy Geiger - Music**
- **Suzanne Guziec– Science**
- **Holly Kellogg– Art**
- **Kathy O'Neil – English Language Arts**
- **Jesse Weiss – Mathematics**
- **Laura Woelfel – Family + Consumer Science
and Technology**

JJMS Commitments – 2023-2024

As a school, the JJMS priorities are centered on three critical concepts:

- ▶ Upholding our mission to create **safe** learning experiences for all students that are **engaging, relevant,** and take place in an **active learning environment.**
- ▶ Creating an environment which promotes a **sense of community** where each member feels like they **belong.**
- ▶ Working with students so that they can showcase their growth **academically, socially, emotionally,** and **behaviorally.**

Security at JJMS

- ▶ All visitors must enter through the main entrance and speak with our security greeter
- ▶ ID is required for entry into building
- ▶ Badge must be worn while in the building
- ▶ Wait near greeter: expected vs. unexpected

BOND PROJECT- Upcoming

- ▶ Technology
- ▶ Family and Consumer Science
- ▶ Playground
- ▶ Security
- ▶ Step Lab

Social-Emotional Wellness

Community-building circles - Norms

1. Listen While Others Speak- Use the Talking Piece
2. Speak with Honesty and From the Heart
3. Use words that Respectful and not Offensive
4. While Everyone is Encouraged to Speak, No one is Required to Speak
5. What is said in the circle stays in the circle

Circles Prompts

▶ Q1- Opening

- How are you doing today? (SEL Check-In)

▶ Q2- Tier 1- Community-Building Question Or Academic

- What is your gas station go to food item?

▶ Q3- Closing

- What is one thing you will do to make someone else's day today?

Shout Outs



6th Graders: Total # 84 (10 duplicates)

7th Graders: Total # 13 (1 duplicate)

8th Graders: Total # 18 (2 duplicates)

Faculty: Total # 8 (2 duplicates)

JJMS Commitments – 2023-2024

- ▶ Academic- specific to the subject being taught and student ability in relation to the standards and sets up the appropriate level of challenge;
- ▶ Social- specific to a student's ability to navigate social situations within the classroom or school community;
- ▶ Emotional- specific to a student demonstrating the appropriate emotional reactions to scenarios in the classroom or school community;
- ▶ Behavioral- specific to a student's behavior needs within the set expectations of the classroom or school community.

Clubs and Activities

- ▶ Great way to get to know other students in the building from other grades
- ▶ Find something you're passionate about



JJMS Commitment: We ask ALL Students to:

- ▶ Give us your Best**
- ▶ Ask Questions and Be Involved**
- ▶ Make Connections & Stay Connected**
- ▶ Know (and begin to understand) the
Power of Your Words**

Remainder of Night

7:20 p.m. – 8:15 p.m.

5th Grade Families

Stay in the Theater

6 - 7th Grade Families

Moving to the Cafeteria

Update- 2023-2024

Scheduling Timeline

- ▶ **Mid- January** – 6th and 7th Grade Counselors visit classes to discuss course selections and explain accelerated vs. non-accelerated math and/or science courses.
- ▶ **February 2** – Second trimester interim report – students will receive an indication of their initial class placements.
- ▶ **March 15** – Second Trimester Report Card grades will be posted on the Parent Portal. Accelerated recommendations for math and/or science will be sent as comments on the report card.
 - ▶ Verifications (course requests) for students will be sent via Campus Backpack. You must acknowledge or send an email to your child's counselor if there are errors or concerns regarding the course requests.
- ▶ **March 28** – **Deadline for parents who wish to waive their child into an accelerated course who were not recommended by a teacher**



Mathematics

CURRICULUM LEADER – JESSE WEISS

Math in the Middle

- ▶ Strengthen number sense
- ▶ Develop algebraic thinking and geometric reasoning skills
- ▶ Create graphic representations to show conceptual understanding
- ▶ Use statistical data to analyze real world scenarios



BUILDING THINKING CLASSROOMS

Research: @pgliljedahl 

SKETCHNOTE : @wheeler_laura

① Begin w/ a Problem

Give a problem-solving task

To start:

- Problems should be
- ☐ engaging
 - ☐ not-curricular
 - ☐ collaborative
- ↳ promote talking

Later:

Problems can
be curricular
eg textbook
problems

② Visibly Random Groups

- ☐ Randomly assigned
eg playing cards
- ☐ Daily & in front of students
- ☐ 2 or 3 students / group



- ☐ Sit & stand together

③ Vertical NonPermanent Surfaces

- ☐ Vertical
- ☐ Erasable



WHITEBOARD



CHALKBOARD



WINDOW

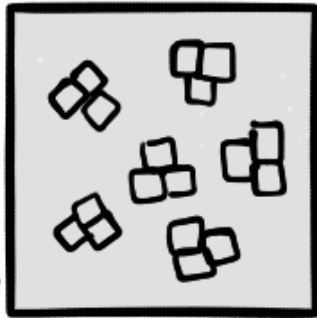
- ☐ 1 marker or chalk per group
↳ promotes discussion

⑤ Defront the room



orient in various directions
pull away from wall
(room to stand @ VNPS)

Teacher addresses the class from a variety of locations.



⑥ Answering Questions

Acknowledge, but don't answer:

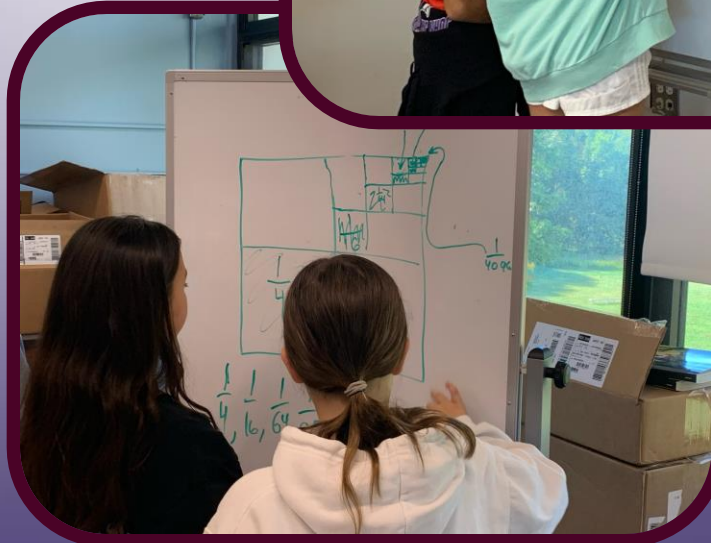
- ✗ Proximity questions
(b/c teacher is close by)
- ✗ Stop thinking questions

Answer:

- ✓ Keep thinking questions
↳ give HINTS not answers



360° Math Classrooms: De-front the Classroom



Acceleration in Mathematics

Accelerated classes in 7th & 8th Grades

- ▶ Same curriculum as in standard mathematics at a ***faster, challenging*** pace.
- ▶ Higher level of abstraction and rigor
- ▶ Three courses in Two Years
 - ▶ (Accelerated Math 7 – NYSCC Math 7 + Part of NYS CC Math 8)
 - ▶ (Accelerated Math 8 – Complete NYSCC Math 8 + NYSCC Algebra 1)

Acceleration in Mathematics

Criteria for Entering 7 Accelerated

- ▶ Demonstrating strong grasp of skills and concepts on assessments
- ▶ Communicating Mathematical Understanding
- ▶ Interpreting and Applying Mathematical Concepts and Skills

**7A students will need to be recommended to stay in 8A.*

Math Circle Prompts

- ▶ When you hear the word "math", what words pop into your head?
- ▶ Why is it okay to get an answer wrong?
- ▶ Does being faster at math mean you are better at math?
- ▶ What would you like to do more of in math class?
- ▶ What would you like to do less of in math class?



English Language Arts

CURRICULUM LEADER – KATHY O'NEIL

JJMS English Language Arts Best Practice Focus:

Incorporating
Teachers College
instructional
strategies to
increase intellectual
engagement
through lesson
structure, differentia
tion, and
student choice.

Active and Engaged Readers and Writers:

- Read broadly and deeply
- Have a toolkit of strategies
- Evaluate their ideas and those of others
- Transfer reading skills to digital media
- Examine stories through multiple lenses
- Recognize, appreciate, and replicate author's craft
- Think deeply about social issues
- Convince others to shift their beliefs or take action

Writing Focus

Units of study include opportunities for:

- Opinion/Argument Writing
- Information Writing
- Narrative Writing

Reading Focus

Units of study include:

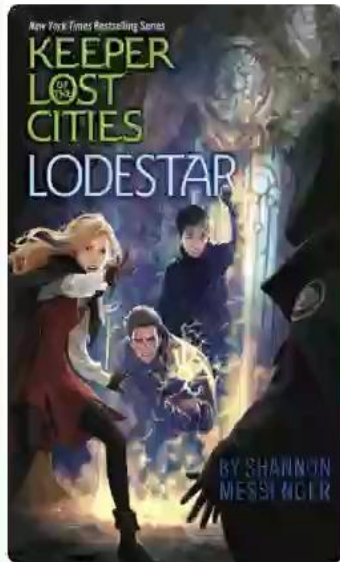
- Social Issues Book Clubs
- Investigating Character/Deep Study of Character
- Tapping the Power of Nonfiction
- Author Study

Padlet – Your Child's Middle School Reading Portfolio

An Endless Ocean of Books

Made with magic

Keeper of the Lost Cities LODESTAR



Keeper of the Lost Cities NEVERSEEN



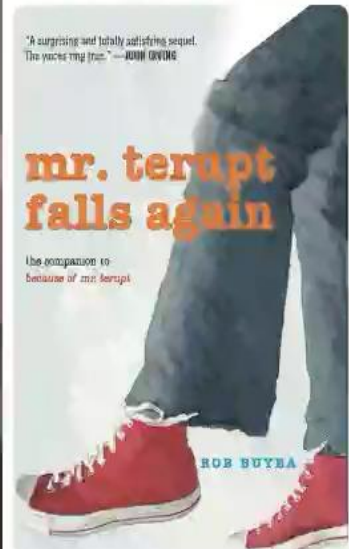
Keeper of the Lost Cities EVERBLAZE



Keeper of the Lost Cities EXILE



Mr. Terupt Falls Again



The Blood of Olympus by Rick Riordan



Because of Mr. Terupt



Focus | Page(s) | My Analysis (Paragraph Response)

When and where does this story take place? What is that place like? Does the setting change over time? What have you learned about the place the characters are living in as the story has progressed? Write as much as you can to share your understanding of the setting.

Keeper of the lost cities



In the book *Mr. Terupt Falls Again* by Rob Buyea Jeffrey, one of the main characters, most important character trait is that he is kind. Jeffrey is in sixth grade and has an amazing teacher named Mr. Terupt who changes the students' lives. In the beginning of the story, Jeffrey was riding his bike to school when he spotted a cardboard box. He thought there was a cat or something in the box, so he walked to it. Inside the box was a cold shivering baby. Jeffrey is kind because when he saw the baby, he helped him. "I used to be" his name.

Supporting Instruction at Home:

Analyzing texts through shared reading experiences: nonfiction and fiction books, articles, TV shows, movies, high-interest websites, magazines, commercials, print ads, news outlets, opinion pieces, reviews, social media posts, documentaries, etc.

Questions to ask:

- What questions to I have about the content?
- How am I responding emotionally?
- What is the author *trying to accomplish*?
- What *messages* are coming through the text?
- How does the author *use language* to shape my experience?
- How does what I am reading or watching connect to other texts I've encountered?
- Does this text affirm/change my understanding of myself or others?



New This Year:

- ~Summer Reading Requirement Changes

- ~Middle School Focus around the theme of *belonging*

ELA circle prompts

- ▶ What does the author want you to learn from reading this book?
- ▶ Are you enjoying the author's style of writing?
- ▶ In what way is the main character growing or changing at all?
- ▶ What passage in the book is most memorable to you?
- ▶ What went well in your book club today?
- ▶ What strategy do you try when you are having writer's block?



Science

CURRICULUM LEADER

SUZANNE GUZIEC

Science in the Middle School

Supporting and Communicating Ideas

Scientists in the real world do not work in isolation. **Communication, collaboration, and cooperation** with others is a part of the job. The JJMS commitment of **getting to know students and purposeful groupings** works fluidly with the nature of the science and the science curriculum.

Lessons and units are designed to explain **everyday phenomena** through a science lens. Students build understanding through various data gathering experiences, which are then layered and integrated with prior science knowledge, other disciplinary knowledge, & students' experiences.

Phenomenon: Misting Produce



At the start of the unit, we observed the phenomenon of misting produce.

Complete the chart.

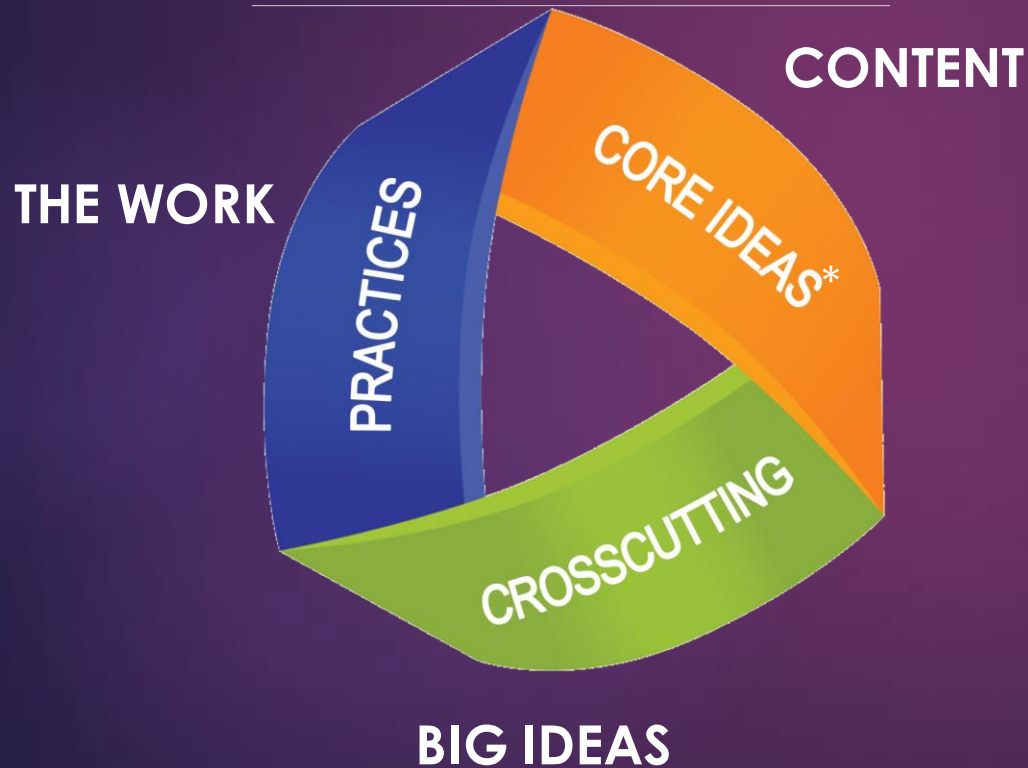
Activity	Key Takeaways	Connection to Explaining the Phenomenon
Lab: Osmosis & Diffusion	Osmosis is all about the diffusion of water. Diffusion is about making all the particles evenly spread out. These two <u>processes make</u> are just trying to reach equilibrium.	In the phenomenon, misting the water gets through the cell though osmosis. And the water is <u>way</u> the plants stay fresh.
Video Nucleus Biology: Passive Transport	When diffusion is happening, it doesn't need any kind of energy from the cell. The cell also goes through the process unintentionally.	The mist being sprayed onto the plants is an example of diffusion of the water molecules going onto the plant.
Activity: Potato Slices	When particles are added into water the cell shrinks, but then when more tap water is added the cell goes back to its original size. Cells can shrink if they don't have enough water, but if the cells get more water they come back to their original size.	The water helps the plant cells not shrink by giving the plant cells water. When the plants are <u>misted</u> they have the right amounts of water that are needed to stay alive.

Based on what you've learned and using evidence from activities in class, explain the phenomenon of supermarkets misting produce.

The phenomenon of misting water in the supermarkets are important to the plants because the misting helps the plants stay healthy and look more alive. One example of this is through osmosis. When the produce is misted the water gets into the cells in plant through naturally done osmosis. When osmosis is happening the water concentration moves from high to low concentration which is the diffusion of water. The water molecules get into the cell through osmosis. The water molecules go through the cell because the water concentration is lower inside the cell than outside the cell. Without misting the plant

Science at JJMS

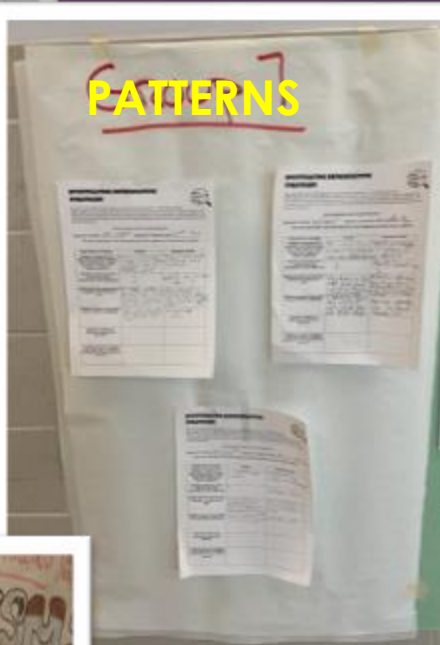
Using thoughtfully designed lessons to encourage deep engagement and in-depth analysis of NYSSLS content by our students.



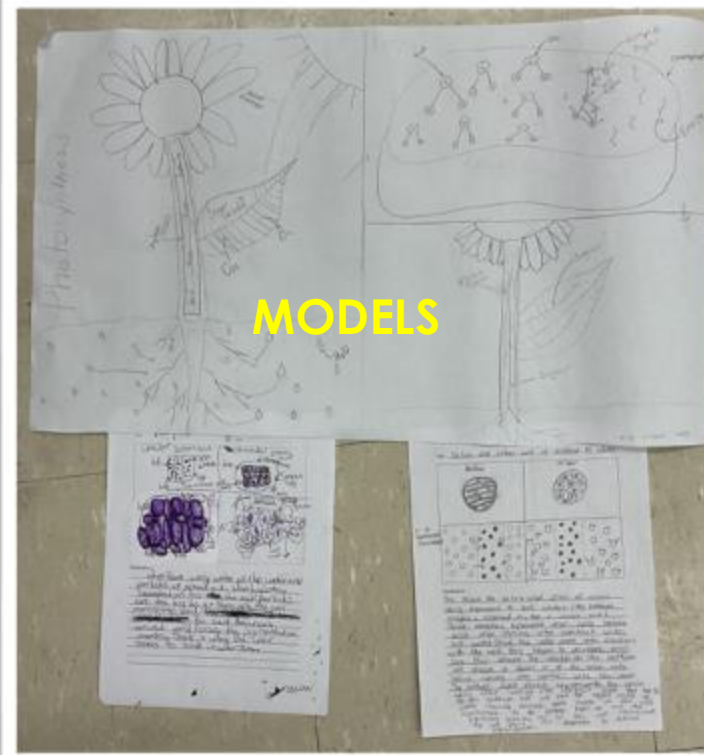
ASKING QUESTIONS



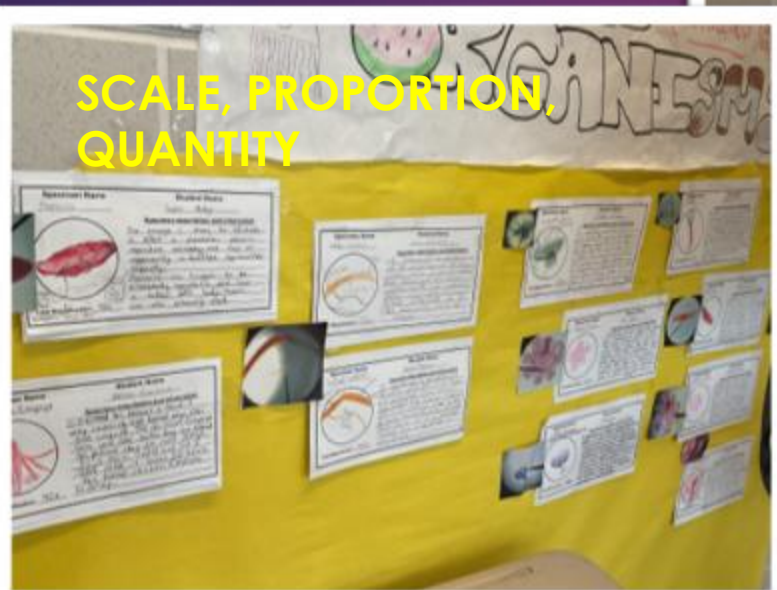
PATTERNS



MODELS

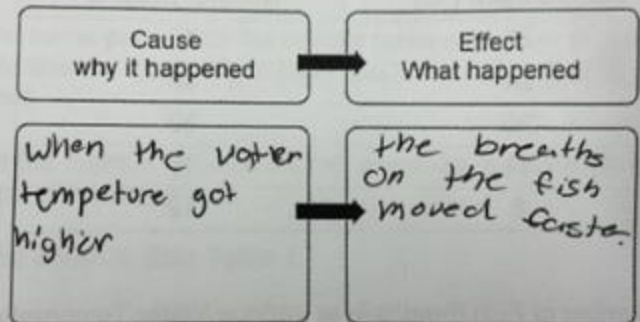


SCALE, PROPORTION, QUANTITY



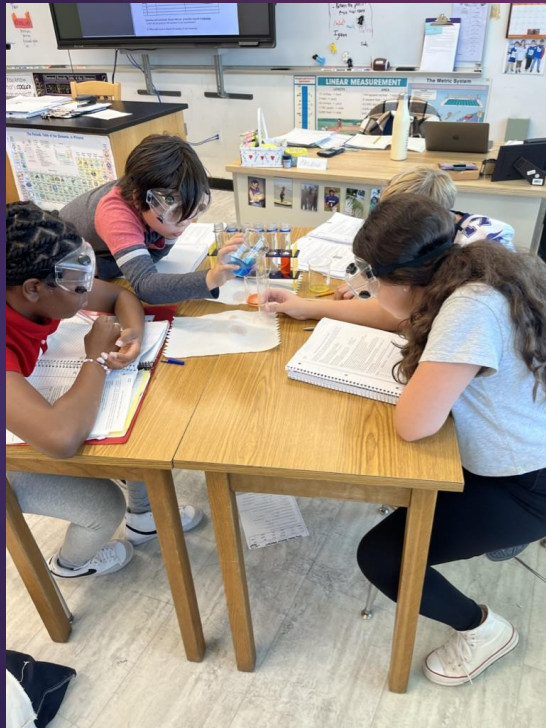
1. Examining the data collected, Complete the organizer.

CAUSE & EFFECT



6-8 Science Experience

- ▶ 6th Grade
Focus: Physical Science



- ▶ 8th Grade
Focus: Earth & Space Sciences

- ▶ 7th Grade
Focus: Life Science



8th Grade Science Courses for 2024-25

- Specifics about 8th grade science for 2024-25 will be discussed the night of February 8 at the Board of Education meeting.
- We invite all members of the community to listen to the presentation at that time to learn more information.

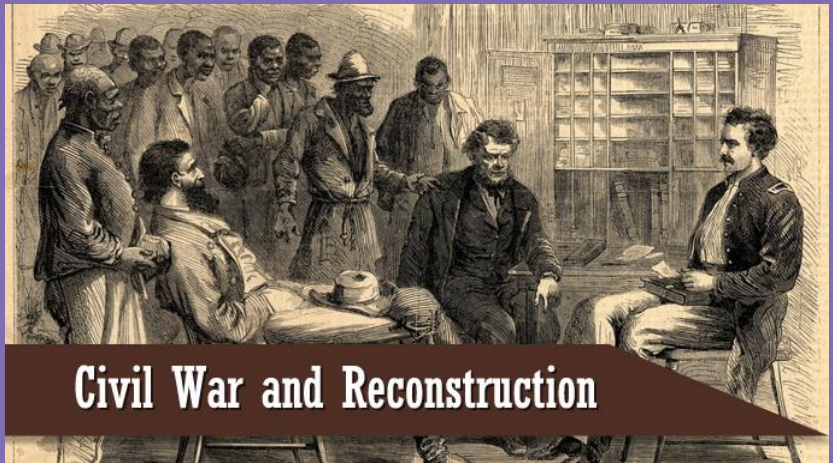
Science Circle Prompts

- ▶ Identify one positive element and element that needs to change in order to keep your lab group working effectively?
- ▶ What struggles are you still facing in focusing on objects under the microscope?
- ▶ Based on what has been learned so far, what are some ways might test the effects on volume and pressure on changing temperature?

Social Studies

CURRICULUM LEADER –

MARCIA DALEY-SAVO



Civil War and Reconstruction

Curricular Focus in Social Studies 7 & 8

United States History

- 7th: Pre-Columbian America to 1865
- 8th: Reconstruction to Modern America
- Government, Economics, and Geography woven throughout



JJMS Social Studies: Learning Commitment & Best Practices

- We want students to engage in the work of historical thinking.

They will do this by:

- Gathering, Using, and Interpreting Evidence
- Chronological Reasoning and Causation
- Comparison and Contextualization
- Geographic Reasoning
- Economics and Economics Systems
- Civic Participation
 - Encouraging critical thinking and independent learning through inquiry.

Social Studies circle prompts

- ▶ **Prompt:** “What are some ways that you can help your community become more inclusive and equitable?”
- ▶ The prompt encourages students to think about how they can contribute to their community and make it a better place for everyone.
- ▶ This prompt aligns with the **seventh-grade social studies standards** in New York state, which include topics such as the Civil War, Reconstruction, and the Industrial Revolution



World Languages

World Language Learning Commitment

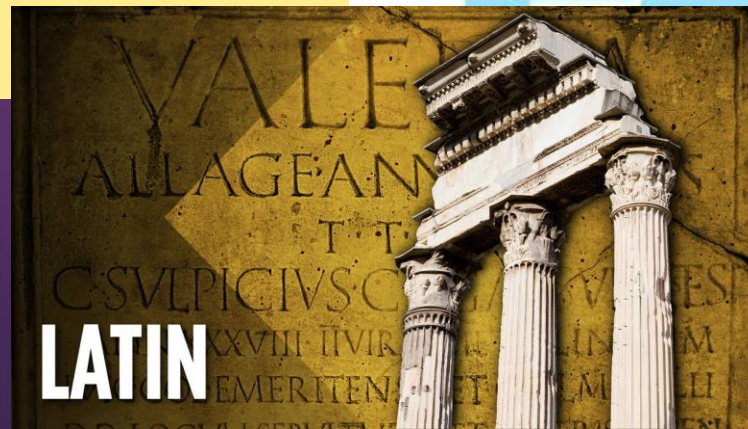
Emphasis on listening and speaking skills through
immersion in the language



Stylized graphic of the word **Español** in a colorful, segmented font. The letters are filled with various patterns and icons, including the Spanish flag, a bull, a flamenco dancer, and a guitar.



Stylized graphic of the word **FRANÇAIS** in white capital letters, set against a background of overlapping blue and red squares.



Español 7 & 8

DIVIÉRTETE
Y
APRENDE
ESPAÑOL

Develop skills in the target language:

- ▶ Listening and speaking skills practiced daily
- ▶ Vocabulary spirals
- ▶ Grammar initially introduced as vocabulary
- ▶ Short novels for comprehensive input
- ▶ Individual and group projects (dream home, restaurant experience, art projects)

Learn about the cultures of the Spanish-speaking world:

- Study geography, art, music, way of life, holidays, particular vocabulary, taste foods, compare to culture in the US
- Highlights on: Hispanic Heritage, Mexico, Spain, Puerto Rico, Ecuador, and Argentina



French students have an immersion learning experience that introduces grammar as vocabulary and focuses largely on proper pronunciation and decoding sounds. Listening, speaking, writing skills are practiced daily.

Cultural activity highlights include:

- Discover French cuisine through cheese tastings, crêpe making, and at home baking opportunities
- Study the regions and major cities of France
- Learn about the monuments and boroughs of Paris
- Learn art works by Paris-based artists
- Learn about and celebrate French holidays
- Field trip opportunities

Latin 7 & 8

Develop skills in the target language

- Practice listening and speaking skills regularly
- Read history-based stories, novels, and myths to develop vocabulary and internalize language structures
- Write stories to highlight learning experiences

Explore the culture of the Greco-Roman world

- Study holidays
- Compare ancient societies to our own





Music

CURRICULUM LEADER- AMY GEIGER

Why Study Music?

Music education shapes the way our students understand themselves and the world around them. It allows for deep engagement with learning and nurtures important skills including creativity, curiosity, independence, determination, and motivation.



7th & 8th Grade Music Options

- Remain in Band, Choir, Orchestra
- 7th Grade Discovering Music
- 8th Grade Discovering Music



We recommend that all Band, Choir and Orchestra students remain in the same ensemble when transitioning from 6th to 7th and 7th to 8th grade.

Music Lessons

- ▶ Students are assigned 8 lessons in a 12-week trimester. In most cases, students only miss the same class one time per trimester when attending their weekly required lessons.
- ▶ Lesson make-ups are available every Tuesday after school or by appointment.
- ▶ Lessons offer an opportunity to focus on work that cannot happen in the larger ensemble setting:
 - ▶ Students work on individual technique specific to their instrument, one-on-one with the teacher
 - ▶ An opportunity for students to meet in sections to work collaboratively on their repertoire
 - ▶ Individualized assessment during lessons on scales, rhythms, and repertoire
 - ▶ Lessons offer an opportunity for differentiated instruction as students work on skills beyond grade-level repertoire (ex. NYSSMA solos and All-County)



Music circle prompt:

- ▶ If you could see one band (living or deceased), who would it be and why?
- ▶ What is one song, written for MS Concert Band, that you would like to add to our spring concert?
- ▶ If there was one song that describes yourself, what would it be and why?
- ▶ What do you like about playing your instrument? What do you find challenging about playing your instrument?



Unified Arts

INSTRUCTIONAL LEADERS –

HOLLY KELLOGG -ART

LAURA WOELFEL –TECHNOLOGY &

FAMILY AND CONSUMER SCIENCE



Family + Consumer Science

CURRICULUM LEADER- LAURA WOELFEL

Curricular Focus

Family + Consumer Science

- ▶ Learning occurs through hands-on activities with a focus on teamwork and cooperation
- ▶ Experiences that are immediately relevant to students' lives



Family + Consumer Science Units of Study: Grade 7

- ▶ **Our Relationship with food:** Examine influences of ethnic background on food habits, how our food is grown, concerns with the food supply system, local foods.
- ▶ **Culinary Lab:** Students create recipes that celebrate international cultures while highlighting local, seasonal ingredients.
- ▶ **Looking forward:** students make connections between the cost of food, food waste, and sustainability with an eye towards creating a future without hunger.



The background of the slide features a blurred photograph of several food dishes. In the foreground, there is a white bowl filled with a green salad, including leafy greens, white cheese, and red tomatoes. Below it, another dish with a yellow garnish is partially visible. The overall lighting is soft and warm, suggesting a dining environment.

Example of content circle prompt

- ▶ How does your family use food to celebrate?
- ▶ Can you think of a time when food helped you make connections with another person?
- ▶ How has learning more about your ethnic food traditions impacted the way you think about food?



Technology Education

CURRICULUM LEADER – LAURA WOELFEL

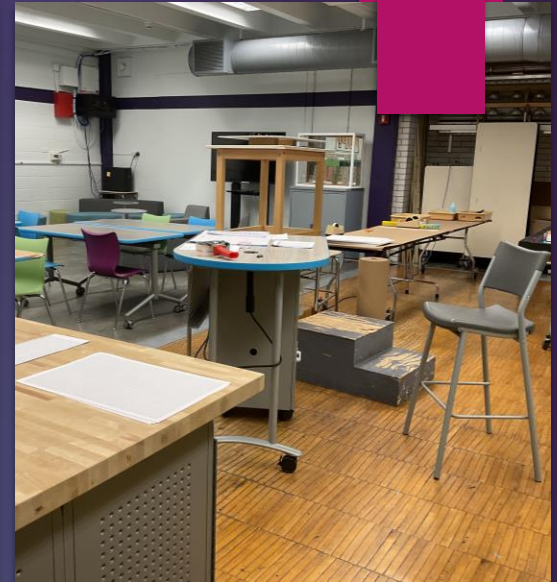
Curricular Focus

Tech Education 7 & 8

- ▶ Engage in hands-on projects that increase awareness of real-world problems
- ▶ Level Up Curriculum
- ▶ Rubrics for all projects to set expectations as well as standards- based grading
- ▶ Journal and project reports for student reflection and **redesign**

Technology Education Units of Study: 7 & 8

- ▶ Computer Programming & Robotics
- ▶ STEM
- ▶ Architecture Design/Building
- ▶ Civil Engineering



Technology circle prompt

- ▶ Think of all the inventions that have been created over time. If you could interview an inventor, who would it be? and what is one question you would want to ask?
- ▶ Think about all the bridge styles we have studied. What is your favorite bridge style and what makes it unique compared to other designs?



Art

CURRICULUM LEADER – HOLLY KELLOGG

JJMS Art:

Learning Commitment & Best Practices

- ▶ Focus on student choice to support engagement and a sense of belonging
- ▶ Spiral techniques and approaches from previous years through new projects to advance skills
- ▶ Introduce new techniques to broaden creative approaches

Project Focus in Art 7

Identity Sculptures

- ▶ Explore symbolism and visual communication
- ▶ Sculptural form created from a variety of materials
- ▶ Sculpture uses symbolism to show something about the young artist's identity



Printmaking

- ▶ Subtractive printmaking technique
- ▶ Color Theory/Mixing
- ▶ Create abstraction using letter/number forms



Project Focus in Art 8

Abstract Tubes Drawing

- Color mixing and shading
- Color theory and systems

Digital Art

- Drawing using layers
- Using masks, clipping masks, and simple animation

Pencil Study

Shading and observational drawing

Mixed Media Portrait

- Collage, paint, and found object use
- Color theory and color schemes

Choice Project

- Students follow their interests
- Learn skills necessary to accomplish their individual goals



Art circle prompts:

- ▶ Which technique that we have used, so far, do you like best and why?
- ▶ Show your project and share how it symbolizes something about who you are.
- ▶ What challenges do you anticipate encountering in the next steps of the process?



Health & Physical Education

DIRECTOR OF ATHLETICS – CHRISTIAN
MCCARTHY AND STEVE DELMORO

Health Curriculum 7 & 8: Active, Engaged and Relevant



Health 7:

- Time management skills in relation to goal setting
- Review decision-making & H.E.L.P. Strategy
- Puberty in greater depth
- Understanding HIV/AIDS
- Emphasis on Mindfulness, Distress Tolerance, Emotional Regulation & Interpersonal Communication Skills

Health 8:

- More complex decision-making scenarios
- **A**lcohol **V**aping **T**obacco **O**ther **D**rugs (AVTOD) resistance
- Brain & Addiction
- Communication & Conflict; healthy & unhealthy relationships
- Incorporating NWH, SAGA, Hopes Door, and our Resource Officer
- Emphasis on Mindfulness, Distress Tolerance, Emotional Regulation & Interpersonal Communication Skills

Curricular Focus in Physical Education 7 & 8

Sport Education Model (SEM)

Student engagement is through the many leadership aspects of running a team (coach, trainer, equipment manager) and competition (officiating, statistician, journalist). Within all these student lead roles students are playing, learning and cooperating through sport. Team activities and cooperating games are used while fitness is the primary focus.

Fitness and Our Fitness Center

Fitness has always been a primary focus within our curriculum but improvements to our fitness center allows us to integrate more fitness options for our students. Students will have an orientation for safety, techniques and health benefits.

2023-2024 Scheduling Timeline

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QUESTIONS???



**Please stay to hear
information about Athletics**



Athletics

DIRECTOR OF ATHLETICS – CHRISTIAN MCCARTHY
SITE SUPERVISOR AND COACH – STEVE DELMORO

Modified Athletics

- Per NYSPHSAA, this program is offered to eligible students in grades 7 and 8.
- At this level, the focus is on developing the foundation for skill sets, game rules, fundamentals of team play, socio-emotional growth, physiologically appropriate demands on the adolescent body, and healthy competition.
- At the modified level, our preference is to include all students who wish to play. However, if the number of students trying out for the team creates a situation that poses a safety concern, limits the ability to organize a productive practice session, and reduces the opportunity for athletes to utilize what was learned in practice and apply to a game situation then restricting the roster size will be necessary. The tryout process is three days minimum for teams that need to restrict roster sizes.
- Modified Sports require a five-day-a-week commitment.

Modified Athletic Offerings

Fall

☐ Girl's Sports

- Cross Country
- Field Hockey
- Soccer
- Volleyball (2 teams)

☐ Boy's Sports

- Cross Country
- Soccer
- Football**

Winter

☐ Girl's Sports

- Basketball (2 teams)
- Indoor Track

☐ Boy's Sports

- Basketball (2 Teams)
- Indoor Track
- Wrestling

Spring

☐ Girl's Sports

- Lacrosse
- Softball
- Track & Field

☐ Boy's Sports

- Baseball
- Track & Field
- Lacrosse**

Advanced Placement Process (APP)

Normally, a student is eligible for senior high athletic competition in a sport during each of the four consecutive seasons beginning with entry into the ninth grade. However, by satisfying the requirements of the APP a student may receive extended eligibility that permits:

- ▶ A) Participation during five consecutive seasons in the approved sport, after entry into the eighth grade;
- ▶ B) Eligible to participate in the following sports at the Junior Varsity or Varsity level: **Baseball, Basketball, Bowling, Cross Country, Field Hockey, Football, Golf, Ice Hockey, Lacrosse, Ski, Soccer, Softball, Swim, Tennis, Track & Field, Volleyball, and Wrestling.**
- ▶ APP is aimed at the few, select students who can benefit so that a student may place at a level of competition that should result in increased opportunity, a fairer competitive environment, minimize risk, and greater personal satisfaction.
- ▶ Athletes will play a minimum of **50%** of the time during the season.

Registering on Final Forms

- ▶ All parents and student athletes need to create an account on FinalForms.com
- ▶ Parents must register their child season by season on FinalForms and upload all proper paperwork to be reviewed
- ▶ A recent physical must be uploaded along with any other information that the nurses request
- ▶ Parents and Student athletes both need to sign the code of conduct forms along with forms regarding our concussion and medical protocols
- ▶ Once all forms are signed and our nurse has cleared the student for activity their registration status will turn green signifying that they are cleared for activity
- ▶ If a student is "red" it means they either have not been cleared by our nurses, or they are missing forms. No student is allowed to tryout or participate if they are not cleared.
- ▶ Once all forms and physicals are uploaded it takes time for our nurses to review and clear each student. This process does not happen instantly
- ▶ Please upload all physicals and complete all registration needs as soon as possible once the registration window opens.