

SYOSSET HIGH SCHOOL

Student/Parent



Handbook

2024-2025

SYOSSET CENTRAL SCHOOL DISTRICT

Syosset, New York

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SYOSSET HIGH SCHOOL

Dr. Giovanni Durante

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Irina Kimyagarov
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2024 - 2025

Instructional Materials Center

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Dear Students:

Welcome to what promises to be another outstanding year at Syosset High School. It is with great pleasure that I begin my thirty first year of service and I look forward to meeting with all of you.

The start of a new school year brings many new and exciting opportunities. I encourage you to reflect upon your passions and challenge yourself with our extensive academic course offerings. I would also like to invite you to become involved in some of the many extracurricular activities we have to offer, as I am sure that you will find them to be rewarding.

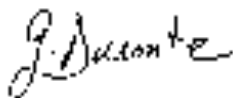
The administration, faculty, and staff at Syosset High School are true professionals who are dedicated to your success. They stand ready to assist you by providing a safe and caring learning environment for all.

This handbook will help you become more familiar with general information that is essential for you to be successful at Syosset High School.

I wish you much success and let's make it a great year!

Sincerely,

Giovanni Durante, Ed.D.

A handwritten signature in cursive script, appearing to read "G. Durante".

Principal



Follow us on Facebook:
SYOSSET HIGH SCHOOL PTSA

Dear Students and Parents,

For those of you who are new, welcome to Syosset High School! For those of you who have had siblings/older children here before, welcome back! You are entering an outstanding community where you will be able to stretch yourself intellectually, broaden your academic and social scope, and try out new ideas and activities. We are so excited to start the 2024-2025 school year.

We'd love to be able to keep in touch, so please fill out [this form](#) if you would like to receive weekly emails from the PTSA. **As of October 1, 2024, we will only send our weekly emails to members so make sure you join!** Syosset High School PTSA's primary fundraiser is membership. Please see this [form](#) to register by mail or visit us online at <https://syossethspta.memberhub.store/>.

We are pleased to have a very active PTSA (Parent Teacher Student Association) that works to provide and support programs for all students. We invite you to become part of our incredible team: the PTSA, the administration, and the faculty of Syosset High School. It's a team that works together to prioritize excellence in education and character. We encourage you to become a member, attend our monthly meetings in the student lobby, and join a committee or two. Please see [this form](#) to sign up to volunteer for a committee.

Additionally, we encourage student membership and welcome student attendance at our meetings. It's never too early for students to become involved in their community.

The PTSA is the voice of the children. It promotes the welfare of children and youth in the home, school and community and it encourages parent involvement in the school. A wonderful resource to acquaint you with the PTSA is the National PTA website at www.pta.org or the New York State PTA website at www.nys.pta.org.

We look forward to seeing you at our monthly meetings. You can find the dates and times in the school calendar. Here's to a successful, exciting, and memorable school year.

Sincerely,

Linda DiGeronimo & Tina Ng
Syosset High School PTSA Co-Presidents
shsptsapresidents@gmail.com

September 2024

Welcome to Syosset High School! This is the place where you can pave your path to make your dreams come true and make friendships that will last you a lifetime. If this year has taught us anything it is that the division in this nation is growing at such a rapid pace that it's hard to keep up with, and as you all make the leap to High School I request one thing. Respect. Respect for your peers, your teachers and friends. I dream of a Syosset High School that allows for a free flow of open expression, a Syosset that allows for growth in all individuals. Let me be the first to say that the person you walk into high school as is not the same person that walks out.

Capitalize on each and every opportunity presented. As cliché as it sounds, hard work pays off, and procrastination is a debt that you cannot repay, and by the time you realize it, you're drowning in homeworks and missings. Take it from me; build yourself a boat by establishing good study habits and making time for the people you love. Support is anywhere you look; whether it's me, your guidance counselor, your favorite teacher, your friends and even your parents. Together you will learn to navigate life's ups and downs, and I will be here to help and support you all every step of the way.

Be yourself, now is the time to try new things, experiment with new hobbies and make new friends. With countless clubs, and the chance to make your very own, you have no excuse not to explore your interests and passions.

You may have heard the words honor, pride and heart throughout your time in middle school, and elementary school, but for all the new students joining the district, this is what those words mean to me. Honor; respect, for yourself and the people around you. Pride; showing dignity in the way you present yourself and the work that you submit. Heart; the pure unwillingness to relent en route to your dreams and having true compassion for your peers.

If you need anything at all do not hesitate to reach out. I can be someone to talk to, I can help you find and join clubs you might be interested in and anything else you might need. If something or someone makes you uncomfortable or feel unsafe in the slightest bit, reach out immediately, it is my responsibility to voice your concerns. I genuinely look forward to meeting and hearing from each and every one of you!

With gratitude,
George Sakalis
Senate President

MISSION

SYOSSET HIGH SCHOOL MISSION STATEMENT:

The primary mission of Syosset High School is to provide a collaborative and cohesive educational environment, from which all students will graduate with an outstanding foundation for college and career, as well as a strong sense of self and community. We are dedicated to meeting the social, emotional and academic needs of all students, while preparing them for a life of learning and contribution.

PHILOSOPHY

At Syosset High School, we strive to provide an education that is challenging, thorough and useful, in an environment where students find joy in learning. We believe high school is a unique experience, valuable for its own sake. As individuals, our students deserve the opportunity to develop their distinctive talents. While all students should be challenged to think for themselves, we encourage them to work together to share their talents. Our goal is to create lifelong learners who continue to grow and explore long after their last test is taken.

It is our hope that Syosset students will emerge as discerning, educated citizens—with the skills necessary to find success in the university, in the workplace, in all the challenges life offers. Our administration and staff serve to model the values and character we expect of our students: patience, respect, integrity, dignity and empathy. We share our responsibility with parents and our community, and, in turn, hope to make Syosset High School students aware of their responsibility and connection to the larger world.

Dear Fellow Students:

The Senior Class of 2025 would like to welcome you to Syosset High School. We hope you are ready for four years of an unforgettable experience. Your time here will be filled with everlasting memories created with friends, family, faculty, and your peers.

Our class has been challenged, by a program called “Junior Day”, to be the change. We all had the opportunity to declare how we will attempt to change ourselves and our school.

We present to you our declaration and hope that you will join us in our quest to “Be the Change”.

The Senior Class of 2025 declares to:

- **Become individuals** – to be ourselves, never judge someone just because he/she is different from you, to walk away from the crowd in order to stay in the right path.
- **To show respect** – to listen to anyone with empathy, to never use put downs, and to treat others the way we want to be treated.
- **To accept everyone** – to include those who are alone; to make those who feel “invisible”, “visible” again; and to connect with the unconnected.
- **To lead** – we are all capable of motivating others, we all can influence, and we all can make a difference.

“It is very easy to say that we will change, it is much more difficult to actually do it”

Junior Day
'24

-GENERAL INFORMATION

HIGH SCHOOL ADMINISTRATION

Dr. Giovanni Durante, Principal

Assistant Principals
Raymond Gessner, Matthew Loew, Christopher Ruffini
Daniel Kim, Irina Kimyagarov, Dr. Meghan Parenteau

Shai Fisher, Administrative Assistant

ACADEMIC DEPARTMENTS		
Art	Christopher Hale	5724
Business Education	Dr. Meghan Parenteau	5680
English	Matthew Loew	5700
Human Ecology	Raymond Gessner	5675
Health	Shai Fisher	5680
Mathematics	Dr. Meghan Parenteau	5705
Music	Christopher Hale	5724
Physical Education	Scott Steuber	5748
Science	Irina Kimyagarov	5711
Social Studies	Matthew Loew	5714
Special Education	Mary-Lou Sapienza	5756
Technology	Irina Kimyagarov	5711
World Language	David Balsamo	5751

CLASS OFFICERS 2025-2025

Student Senate

President	George Sakalis
Vice President	Brandon Gerosa
Secretary	Helen Zheng
Treasurer	Ashley Wong

Senior Class

President	Jessica Alessi
Vice President	Reid Schwartz
Secretary	Maleka Kakkar
Treasurer	Sunay Mahotra

Junior Class

President	Opal Kang
Vice President	Cody Lefkowitz
Secretary	David Bobby
Treasurer	Ethan Schwartz

Sophomore Class

President	Jacob Goldstein
Vice President	Abigail Ho
Secretary	Savir Peri
Treasurer	Matthew Lee

DISTRICT SUPPORT SERVICES

Adaptive Physical Education -

The adaptive physical education teacher is assigned to the elementary schools in order to provide individual alternate activities for students identified as having physical or motor impairments which preclude participation in the usual physical education program.

The adaptive physical education teacher works closely with the regular physical education teachers to include the student whenever possible in activities and participation with the regular physical education class. In addition, the student may perform individual activities which promote endurance, coordination, fine and gross motor skills, and other skills necessary for group sports inclusion.

Developmental Learning

Each elementary and secondary school has a developmental learning teacher who is a specialist in reading and learning problems. Students are screened regularly to determine needs for remedial help. Students needing extensive remedial assistance receive those services in the individual schools.

Guidance

Guidance personnel in the middle schools and the high school include the Assistant Principal and counselors. They are assisted by teachers, psychologists, social worker, registered nurses, and other staff members. The staff is available to help students make decisions regarding their educational program as well as to assist in their individual growth and development. Conferences address educational, vocational, social, ethical, or other guidance issues. Such conferences are encouraged and may be initiated by the student, parents, teachers, advisors, or counselors.

Health Services

The registered nurse is a resource person for the planning, coordination and implementation of an effective program which meets all the requirements set forth in the laws and Commissioner's regulations. These include assessments of vision, hearing and scoliosis and emergency care procedures. A cumulative health record is maintained for all students. Registered nurses are available for consultation in all matters pertaining to the health and well-being of the students.

Home Instruction

Home instruction services are provided when a student is unable to attend school due to extended illness or a physical handicap. Certification from a licensed physician is required, and, in some instances, the opinion of the school doctor may be requested to confirm the status of the student's health. Applications for home instruction are available from the registered nurse at each school.

Psychological Services

School psychologists are assigned to each building and use their specialized skills to evaluate and help students with academic achievement, classroom functioning, and personality development. In addition, conferences are held with parents, guidance counselors, and faculty members regarding students' individual needs. The psychologist also serves on the child study and Committee on Special Education teams of each building. Through classroom observation and consultation with students, teachers, and parents, the psychologist is able to recommend comprehensive programs to help students in overcoming problems in learning. Formal referrals are made by members of the professional staff. Psychologists are available to parents wishing to discuss their child's academic and personal development.

Special Education

Syosset's program includes resource rooms and special education classes at all levels. In addition, the district cooperates with surrounding districts and BOCES (Board of Cooperative Educational Services) to offer additional services.

Speech

Specialists are employed to help students in need of speech therapy for articulation defects, stuttering, organic speech difficulties, or loss of hearing. Students receive special assistance on a scheduled basis. Speech therapists also provide service to students who are language- impaired with serious communication difficulties.

GENERAL INFORMATION

WHOM TO CONTACT

Absences from School	Attendance Office
Work Study Program	Matt Fiasconaro - Business
Community Resources	Guidance
Early Dismissal	Attendance Office
Emergencies	Administrative Assistants
Grades	Teachers or Guidance Counselor
Graduation Requirements	Guidance Counselor
Health Questions	Nurse
Home Instruction Information and Forms	Nurse
Homework	Teacher
Independent Study	Guidance
Lateness to School	Attendance Office
Library Materials	Library
Lockers	Administrative Assistants
Lost and Found	Administrative Assistants
Occupational Education	Guidance, Chris Ruffini
Programming	Guidance Counselor
Report Cards	Guidance Counselor
Transcripts	Guidance Counselor

WHERE TO FIND

Administration – Main Office

Dr. Giovanni Durante – Principal

Mr. Raymond Gessner – Assistant Principal

Academic Areas

Matthew Loew – Social Studies

Irina Kimyagarov – Science and Technoogy

Meghan Parenteau – Mathematics and Business

Main Corridor

Administrative Assistants' Office - Attendance

Mr. Daniel Kim – Assistant Principal

Mr. Shai Fisher – Administrative Assistant

Guidance Center – Area A

Christopher Ruffini, Assistant Principal

Alison Barrett, Karen Rosenberg, Jill Biblow, Lori Haubrich,

Jessica Korman, Jessica Krefetz, Christopher Kozlowsky

Jen Melis, Jen Saia, Beth Waschitz, Jason Miller, Joanna Scurdo

Valerie Taylor

School Psychologists

Dr. Thomas Kelly – E17A

Dr. Cristina Balducci – C5A

Dr. Leslie Eder – C15

Ms. Elena Byrne-DiRico

Nurses – Health Office – Main Corridor

Amy Straus, Danielle Goldblatt, Colleen Ellison

Registrar – Area A – Guidance Office

Loriann Craparotta

ATTENDANCE: A student's attendance record is an official part of the permanent school record and is noted on all transcripts sent to colleges and prospective employers.

ATTENDANCE AND CO-CURRICULAR ACTIVITIES: All students are required to be present in school by 4th period to attend any after school activity and/or athletic event/practice.

ABSENCE FROM SCHOOL: Your parent or guardian should call the attendance office (364-5683) to report your absence from school on the day that you are absent. Upon your return to school, a note signed by a parent or guardian should be given to the attendance secretary.

LATENESS TO SCHOOL: Students who arrive late to school should report directly to the **Attendance Office** to sign in. All students who arrive late to school should have a note from home.

LATENESS TO CLASS: If a student is excessively late to class, the teacher will take appropriate disciplinary action, i.e. speak to the student, call home, and assign detention. If the problem is not resolved by the teacher, then a referral may be made to the appropriate administrator.

EARLY DISMISSAL: Students may be excused from classes under emergency situations and when appointments (medical, dental, etc.) cannot be made on other than school time. A written note from a parent **(with a telephone number where the parent can be reached)** requesting such dismissal and clearly noting the date, time, and reason for the early dismissal must be brought to the **Attendance Office**. The parent or other responsible adult, who arrives to pick up the student, must report to the **Visitor's Entrance** at the time of departure for verification of early dismissal. **Students are then officially dismissed by the attendance secretary and this early dismissal is to be an excused absence. It is expected that a doctor's note will be brought to the attendance office on the following morning.** **NOTE:** A student will NOT be dismissed early if a parent or responsible adult cannot be contacted.

MOTOR VEHICLES: Because of limited facilities, parking in the student parking area is reserved for seniors who are issued a valid parking permit. Parking permits are \$10.00

- Parking permits will be issued to all **SENIORS** with a valid driver's license. Permits will be issued at designated times established by the Administrative Assistants.
- **Parking is on a first-come/first serve basis.**
- Only one parking permit will be issued per student.
- Parking permits will only be replaced or reissued when the original parking permit is surrendered.
- The parking lot is reserved for seniors only. All other students who park in the lot will face disciplinary action.
- Students will not be permitted to park in the teacher's lot or the visitor's parking area.
- Handicapped students: Handicapped parking is available for students with a valid Handicapped Parking Permit issued by the N.Y.S. Department of Motor Vehicles lease see the Administrative Assistants' Office for further details.

NOTE: Special parking will not be provided for students with medical conditions. In order to provide the safest travel to and from Syosset High School, students are strongly encouraged to use district transportation.

Please be aware that at its meeting on January 9, 1994 the Board of Education of the Syosset Central School District, pursuant to the provisions of Section 1670 of the Vehicle and Traffic Law, authorized the Nassau County Police Department to enter school property for the purpose of enforcing school district regulations pertaining to the restriction of movement or parking of vehicles on any parking lots, driveways or public ways accessory to school facilities which are under the jurisdiction of the school district. This means that the police can give parking tickets for violations.

NOTE: Once students have parked, they may not return to their automobiles until the end of their school day. The vehicle must be registered with the administrative assistants' office.

BICYCLES: Students may ride bicycles to and from school. Bicycles are to be parked in designated areas. Students should take the precaution of locking their bicycles.

BUSES: Bus transportation from school will be available to students after periods 8 and 9 and at 3:50 P.M. 4:30 P.M. 5:15 P.M. for those students who leave early or stay for after-school activities.

CELLULAR PHONES: Cellular telephones are permitted to be used in the student lobby and cafeteria during a student's free period. Students are permitted to use their cellular telephone in the hallway during passing time but cell phones must be turned off and put away upon entering classrooms, offices, assemblies and when conferencing with administration or faculty.

DELAY OPENING OF SCHOOLS: When, due to weather conditions, a determination is made to delay the starting time of school, it should be noted that buses will pick up students on a delayed schedule. In addition, the school district phone system will contact every parent in the district. Announcements will be made on the radio stations listed under Emergency Closing of Schools.

EMERGENCY CLOSING OF SCHOOLS: On the occasions when schools must be closed as the result of unusual weather conditions, the school district phone system will contact every parent in the district. In addition, announcements will be made over the following radio stations: WOR-710, WHLI-1100, WGSM-740, WGBB-1240, WGLI-1290, WHN-1050, WABC-770, WNBC-660, WCBS- 880, WINS-1010. Please DO NOT telephone the school offices on these occasions, to help avoid congestion of vital open lines during the crucial early hours.

Schools will close only under extreme circumstances.

FIELD TRIP POLICY: Our students are afforded many opportunities to participate in educational field trips. In most instances, these trips are optional, not mandated; therefore, students are urged to use discretion when they choose to attend field trips that require absence from other classes. It is imperative that students understand that they are required to make up all work missed. All school rules are applicable to field trips. Students will be accountable for their behavior on a field trip in the same way they are accountable in school. Students who were assigned to the Alternative Study Center must receive special permission from the Administrative Assistants to be allowed to participate in the Class sponsored trips (Freshmen, Sophomore, Junior, Senior). Students who have been suspended from school may not attend school sponsored field trips during the year of suspension. For the remaining school years following the suspension, students who elect to go on field trips must receive special permission from the principal. It must be noted that field trips are excused absences and are not subject to penalties under the attendance policy.

FIRE AND EMERGENCY DRILLS: Students are expected to move QUICKLY, SILENTLY and in an ORDERLY fashion under the direction of faculty. Everyone must remain 150 feet from the building. Exit directions are posted in each classroom. Become familiar with them. Failure to follow directions will result in disciplinary action.

HOME INSTRUCTION: When a regularly enrolled student is absent for a period of one week or more because of illness AND will be absent for at least three weeks, but is nevertheless able to profit from instruction, home teaching not to exceed ten hours a week may be approved by the Superintendent of Schools.

Families of students so incapacitated should contact the School Nurse for specific regulations and applications. In all cases physician's certification attesting to the nature of the ailment and its projected duration is mandatory. The matter should also be discussed with the student's counselor.

Working in conjunction with the student's regular teachers, the home teacher will provide instruction in the subject areas designated. The student's condition, limitations of the home environment, and the nature of the subject may determine the areas of instruction. Students will receive grades for the work accomplished, and in long term situations will earn credits for graduation when the courses are completed.

HOMEWORK: Homework is assigned by teachers most of the time for the following reasons:

1. Homework helps students reinforce their learning.
2. Homework helps families become involved with their child's education in the school.
3. Homework communicates the high expectation that we hold for our students.
4. Homework helps students develop self-discipline and organizational skills.

Homework assignments are the student's responsibility. It is suggested that at the beginning of the year the student get the phone number of another student in each class. Parents may contact subject area teachers (see telephone directory) to discuss any homework related issues.

HOMEWORK FOR ABSENTEES: When students are absent for less than one week but are able to study, they should obtain homework assignments from other students in their classes. To plan for this, students should have the name and telephone numbers of one or two students in each of their subject classes. When leaving a phone message for teachers, parents should understand that teachers may need a reasonable amount of time to return calls.

HELP-ACADEMIC: Students who feel they need extra help should speak with their teachers. Every teacher provides extra help for students one morning or one afternoon a week after school. A schedule of each teacher's assigned time for extra help is available on the Syosset High School website (www.syossetshs.com) at the beginning of each semester.

The National Honor Society also provides tutorial service. Consult the Guidance Department for the name of a student tutor.

HELP-PERSONAL: When personal problems interfere with learning, School Psychologists should be contacted.

HALLWAY LOCKERS: Lockers will be assigned by the Administrative Assistants. Students should **NOT** put a lock on any locker except the one assigned. **IT WILL BE CUT OFF.** Students must purchase an approved combination lock, for a fee of \$6 per lock, through the Administrative Assistants' Office. The use of any other lock is not permitted and will be removed by the custodians. The combination number should be recorded and kept in a safe place. **ALL LOCKS MUST BE REMOVED AT THE END OF THE SCHOOL YEAR.**

PHYSICAL EDUCATION LOCKERS: Lockers will be assigned by your Physical Education teacher. All students will be issued a personal lock for a fee of \$6.00. This lock will be able to be used throughout a student's career at the high school. (Please note that locks not purchased through the school are prohibited).

THE SCHOOL IS NOT RESPONSIBLE FOR THE CONTENTS OF STUDENT LOCKERS; however, to increase protection, observe the following rules:

1. Do not share your locker.
2. Do not give your combination to another person.
3. Do not bring valuables to school--expensive jackets, jewelry, radios, large amounts of money.

Please be aware that SCHOOL AUTHORITIES MAY, ACCORDING TO STATE LAW, SEARCH YOUR LOCKER.

LOST AND FOUND: Check for articles of a personal nature in the Administrative Assistants office. Check for textbooks in the corresponding department offices and clothing in the "Lost and Found" room.

PUBLIC ADDRESS ANNOUNCEMENTS: Information read over the public address system must be approved beforehand by a building administrator and must be submitted to the Main Office by 1:00 PM the day before.

STUDENT BULLETIN: A student bulletin is published weekly and items pertinent to each class are read during announcements. Information for publication of school activities in the bulletin must be approved by the faculty advisor for the activity and submitted to the Main Office by 11 AM on Friday preceding the bulletin.

STUDENT EXPENSES: In certain elective courses students are expected to incur some reasonable expenses. These include materials used in the construction of projects which are kept by the student, articles of clothing appropriate to the activities in which they will participate, field trips that are an integral part of the course, and optional Advanced Placement Exam fees. Students who cannot afford to pay for a particular item should speak with the chairperson of the respective department. Most expenses are listed in the course description in the curriculum manual.

TELEPHONES: Only messages of an extreme emergency nature will be given to students during the school day.

TRESPASSING: Unauthorized presence during the hours of darkness may place students in jeopardy of prosecution for criminal trespass. See Section 145-05 of the penal code.

VISITORS: All visitors to the school building are to sign in with proper identification at the Security Desk located in the front of the building. No student visitors are permitted in Syosset High School.

WORKING PAPERS: The school district cooperates with the New York State Labor Department in the issuance of working papers required by law for students under the age of eighteen. Working paper application forms and the physical fitness forms are available in the Guidance Office. A parent or guardian must sign part I. After presenting evidence of age and obtaining a physical examination, a student will be issued a working paper certificate.

A Pledge of Employment is required in the case of the application for a Limited Certificate and Newspaper Carrier Permit.

Once issued, all certificates and permits are valid for a period of two years, with the exception of the Limited Employment Certificate, which is valid for six months, and the Model Permit, which is valid for one year.

ALL STUDENTS SHOULD OBTAIN A SOCIAL SECURITY NUMBER. This number is used as identification for tests such as the College Boards, American College Testing and Preliminary Scholastic Aptitude test, and is required on most college applications. It is also necessary for part-time or full-time employment. This number is a form of protection as well as a form of identification. Applications are available at Social Security offices located in Manhasset, Great Neck, or on Route 110, Huntington. Proof of identity and age must be presented with the application form.

2024 - 2025

Syosset High School

Bell Schedule

Period	Minutes	Time
1	40	7:39-8:19
Announcements	3	8:24-8:27
2	40	8:27-9:07
3	40	9:12-9:52
4	40	9:57-10:37
5	40	10:42-11:22
6	40	11:27-12:07
7	40	12:12-12:52
8	40	12:57-1:37
9	40	1:41-2:21

LOCKER LOCATIONS

<u>A HALLS</u> 1001 – 1026 (A 7) 1027 – 1141 (A 1 – A 6) 7611 – 7658 (A 15 – A 16) 9151 – 9200 (A 16 – A 16 A)	<u>D 6 – D 12 HALL</u> 4001 – 4114 (Left Side) 4513 – 4538 (Right Side)
<u>ASIAN GARDEN</u> 8987- 9024	<u>DE HALL</u> 9089-9116
<u>B 1 – B 5 HALL</u> 2113 – 2227	<u>OUTSIDE E HALL</u> (Brown Hallway) 7501 - 7588
<u>B 6 – B 10 HALL</u> 2001 – 2112 – Left Side 2501 – 2530 – Right Side 2541 – 2546 – Left Side	<u>E HALL</u> 5001 – 5280 (Lower Level) 6001 – 6658 (Upper Level)
<u>C 1 – C 5 HALL</u> 3122 -3236 – (Right Side)	<u>E-30 to E-37</u> 5281 – 5412 (Left Side) <u>E-34 – E-36</u> 5347 – 5412 (Right Side)
<u>C 6 – C 12 HALL</u> 3001 – 3121 (Left Side) 3501 – 3518 (Right Side)	<u>E-90-E91</u> <u>E-98-E-99</u> <u>E-92-E-93</u> 9201-9262 9025-9088 5413-5473
<u>CD 1 AREA</u> 3525 – 3566	<u>E-106</u> 9117 - 9150
<u>CD 2 AREA</u> 7841 – 7884	<u>CHORAL AREA</u> 7673 - 7754
<u>D 1 – D 5 HALL</u> 4115 – 4229 (Right Side) 4553 – 4568 (Left Side)	<u>CAFETERIA AREAS</u> 7755 – 7794EC (East Café) 7793WC – 7830 (West Café)

STUDENT DISMISSAL PRECAUTIONS REGULATION

Each Building Principal shall maintain lists of individuals who are authorized to obtain the release of students in attendance at the school. No student may be released in the custody of any individual, not the parent or guardian of the student, unless the individual's name appears on the list.

Parents or guardians may submit a list of individuals authorized to obtain the release of their children from school.

A parent or guardian may amend a list submitted pursuant to this regulation at any time, in writing, with the signature of the parent or guardian. This includes sending a note on any given day authorizing release to a specific individual and signed by the parent or guardian.

Certified copies of any court orders or divorce decrees provided by the custodial parent, which restricts a parent's ability to seek the release of their child, shall be maintained by each appropriate Principal.

If any individual seeks the release of a student from school, he or she must report to the school office and present identification deemed satisfactory by the Building Principal. The Principal or designee must check the authorized list and relevant court orders or divorce decrees before a student may be released.

In the event of an emergency, the Principal or designee may release a student to some individual not appearing on the approved list only if the parent or guardian has been contacted by the Principal and has approved the release, and the Principal determines that an emergency exists.

SYOSSET CENTRAL SCHOOL DISTRICT ATTENDANCE POLICY SUMMARY 2024-2025

As the result of changes in the Commissioner's Regulations, school districts are required to change the way in which they record and monitor student attendance. The following is a summary of the District's new attendance regulations:

An Excused Absence is defined as an absence, lateness or early departure from class or school due to personal illness, death in the family, religious observances or court appearances. At the elementary level absence due to personal illness will be considered excused with an accompanying note from parent or guardian. For students in grades 6 and 7, a personal illness of fewer than three days will be considered excused with an accompanying note from parent or guardian and a doctor's note for absences of three or more consecutive days. For students in grades 8 through 12, absence due to personal illness will only be considered excused with an accompanying doctor's note. In-school Exempt absences include absences excused by the teacher, psychologist, guidance counselor, administrator and absences due to assignments to alternate educational placements. Absence by nurse is considered excused.

It is the responsibility of the parent/guardian to notify the school on the day of the absence and to provide written documentation upon the student's return to school.

In grades K through 5, attendance will be taken on a daily basis. In grades 6 through 12, attendance will be taken on a period by period basis. Attendance data will be compiled and provided to the building principal or his/her designee and will be reviewed for accuracy and monitored to identify students who are absent, late or depart early.

The District will design and implement systems to acknowledge a student's efforts to maintain or improve school attendance. For example, classroom teachers will be encouraged to assign special responsibilities to students in need of extra motivation and students with perfect attendance will be recognized.

In grades 8 through 12, unexcused absences, lateness and/or early departures will result in disciplinary action consistent with the District's Code of Conduct. Those penalties may include, for example, detention, in-school suspension, loss of the privilege to participate in, or attend, extracurricular or co-curricular events, including athletics.

Attendance Policy/Grading

As class participation is an important part of a student's grade, secondary students who are absent more than seven (7) times in a marking period for a full year and half-year course or more than four (4) times in a marking period for an alternate day course will receive a grade of "Incomplete" (I). These students will be provided with alternate assignments in order to alleviate class participation deficiencies. Students will have ten (10) days following the official end of the marking period to complete this makeup work.

Attendance Policy/ Awarding of Course Credit

Secondary students enrolled in credit bearing courses who exceed a cumulative total of twelve (12) unexcused absences will not receive credit for a full year course. For half year and alternate day credit bearing courses, students exceeding a cumulative total of six (6) unexcused absences will not receive credit. Unexcused lateness's or early departures from school will count as unexcused absences. Properly excused absences and lateness's will have no impact on a student's eligibility for course credit.

Credit bearing courses include all courses offered in grades 9 through 12 and select courses in grade 8. When a student exceeds a cumulative total of twelve (12) unexcused absences in a full year credit bearing course or six (6) unexcused absences in alternate day or half year credit bearing courses, he/she will not receive course credit.

Information will be available for parents by electronic communication or by mail regarding their child's cumulative absences. If a student is at the point when credit is lost due to excessive absence, the guidance counselor will meet with the student to make any necessary adjustments to the student's schedule.

Appeal Process

A written appeal may be made to challenge the accuracy of the record of the student's attendance in a particular course or on the basis of extenuating circumstances. The written appeal together with any supporting documentation must be filed no later than ten school (10) days from the date of the initial denial of course credit with the Superintendent of Schools, provided, however, that the Superintendent may designate another administrator to review and decide the appeal. The decision on appeal shall be issued within five (5) school days of filing. The decision of the Superintendent of Schools or his or her designee shall be final and appealable only to the New York State Commissioner of Education pursuant to §310 of the Education Law.

Summer School Attendance

In a summer school course, an absence is defined as missing more than fifteen (15) minutes of a class and one-half (1/2) absence is defined as missing up to fifteen (15) minutes of a class. When a student in a credit-bearing summer school course exceeds a cumulative total of three (3) absences he/she will not receive credit for that course.

SYOSSET CENTRAL SCHOOL DISTRICT
CODE OF CHARACTER, CONDUCT AND SUPPORT
Student Plain Language Summary

Student Summary:

This is the student summary of the Syosset Central School District Code of Character, Conduct and Support. It was written by students for students, to highlight sections of the Code most relevant to student experiences in everyday life in Syosset schools.

[The full Code](#) can be found on the District website under Board of Education – Board Policies.

Introduction

The Board of Education is committed to providing a safe and supportive school environment where all individuals are treated with respect. Students may receive quality education services without disruption or interference. Responsible behavior by the Syosset community is essential to achieving this goal.

The goal of the Code is to ensure all students' right to an education in a safe, civil, caring, and supportive learning environment. The Code serves as a guide to good citizenship and provides the tools for helping students to understand and appreciate the norms of behavior within the school environment. Effective and engaging instruction and positive behavioral supports are the foundations of a positive school climate. All individuals under the Syosset Central School District, are encouraged to set high expectations for student success, build positive relationships with students/peers, as well as model appropriate behaviors for success. Modeling respectful, positive behavior is critical. The larger community and students have an obligation to help and receive help to become citizens who lead productive lives by modeling positive behaviors and cultivation those behaviors and cultivating those behaviors in themselves.

Effective and engaging instruction and positive behavioral supports are the foundations of a positive school climate. All individuals under the Syosset Central School administrators, and other staff are encouraged to set high expectations for student success, build positive relationships with students/peers, as well as model appropriate behaviors for success. Modeling respectful, positive behavior is critical. The larger community and students have an obligation to help and receive help to become citizens who lead productive lives by modeling positive behaviors and cultivation those behaviors and cultivating those behaviors in themselves.

Student discipline and support policies will be implemented in a manner which is caring, respectful, and based on trust among all individuals under Syosset Central School District. Student discipline and supportive interventions Will hold all individuals accountable end, wherever, possible be restorative and solutions based. This will help students:

- Learn from their mistakes;
- understand why their behavior was unacceptable;
- acknowledge the harm they caused or the negative impact of their actions;
- understand what they could have done differently;
- take responsibility for their actions;
- learn strategies that promote positive interactions; and
- Understand that further consequences and/ or interventions will be implemented if their behavior persists.

Core Principles That Guide Character, Conduct and Support

The school district will foster a community of self-aware, compassionate, critical thinkers who are motivated to pursue their passion and take risks and learn from their mistakes. This will enable students to learn and practice how to:

- Manage their emotions
- Set goals
- Feel and show empathy for others
- Create positive relationships
- Make good choices

The school district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board of Education deems it a priority to clearly define these expectations for acceptable conduct on school property, identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered properly and fairly.

This code applies to all students, School Personnel, parent / persons in Parental relations and other visitors when on school property or attending a school function.

The Code of Character, Conduct and Support has incorporated the Dignity for All Students Act which was created to give students an educational environment free of discrimination, bullying and harassment.

Student Rights

- Participate in all School District activities on an EQUAL basis regardless of their actual or perceived race, weight, color, national origin, ethnic group, religion, religious practice, gender, sex, sexual orientation or disability.
- Right to seek help when rights have been obstructed, and to reach out for help with an

appropriate and truthful explanation of their given problem, and for their specific situation's severity to be assessed for further assistance.

- Students have the right to express their opinions as long as it is done in a respectful way, and does not contain hateful or hurtful speech.
- Right to present their truth, and receive consequences based on the situation. (Three Sides to the Story: Victim Perspective, Bully Perspective, & Truth)
- Have access to school policies, regulations and rules, and when necessary, receive an explanation of those rules from a guidance counselor, teacher, administrator, etc.

Student Responsibilities

All School District students have the responsibility to:

- Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning.
- Show respect to other persons (peers, faculty, staff, etc.), the personal space of other persons, and the property of other persons.
- Actively participate in making the school a community free of violence, intimidation, bullying, harassment, and discrimination.
- Use a polite tone of voice and appropriate body language, listening when others are speaking, and especially maintaining polite manners and maintaining a mutual respect.
- Be familiar, follow, and actively seek education on the School District policies, rules and regulations dealing with student conduct.
- Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible, EXCEPT at the expense of the individuals' mental health and well-being.
- Work to develop skills to manage their emotions and reactions and resolve conflict with others, while utilizing the professionals available in the school.
- Seek help from peers, teachers, faculty, and administrators in solving problems.
- Dress appropriately for school and School Functions (refer to dress code, page 12).

Student Behavior

It is expected that all students conduct themselves in a manner that supports the intent of the Code of Character, Conduct and Support; creating a safe and supportive school environment free of discrimination, bullying/cyberbullying and harassment both in school, on the bus, and at after school activities.

Students can learn to assume and accept responsibility for their own behavior, as well as the

consequences of their misbehavior.

Students are expected to comply with the reasonable direction of teachers, support staff, and administrators demonstrate kindness toward each other, and use technology appropriately. Should students fall short of this expectation, consequences will be applied. Students will be asked to reflect on their behavior and identify how to correct behavior in the future. For a full explanation of expected behavior and consequences, consult the full Code of Character, Conduct, and Support.

During the pandemic, all students will be required to wear mask/face coverings. Face coverings are required all times, except for meals and during instruction with appropriate social distancing. During instruction, the District will allow time for brief “mask breaks” for students when they can maintain social distance, such as times when there is six feet between individuals or when seated six feet apart and positioned between desktop barriers. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school, so scheduling mask breaks is important. Face coverings will not be placed on:

- Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction
- Anyone who has trouble breathing or is unconscious
- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance

The mask policy will be reevaluated on 30-day intervals based on any updates to CDC or NYSDOH guidance.

During the pandemic, all students when attending class in person or virtually, will be required to use a district issued Chromebook with the video camera turned on so that the students face is visible.

Selected Definitions

Academic Misconduct: An action or attempted action that may result in creating an unfair academic advantage or disadvantage for anyone in the academic community (students, staff and parents)

Bus Misconduct: Behavior by a person or group in which is harmful to the safe operation of the school bus including, but not limited to,

Discrimination: Unjust actions against anyone in the academic community on school property

or at a school function including but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex

Restorative Interventions: Corrective groups for teaching and conflict resolution, including conferences that bring those impacted by a conflict together to address inappropriate behavior.

Sexual Orientation: Actual or perceived heterosexuality, homosexuality, bisexuality, and other sexual preferences

Restorative Practices: Actions that promote inclusiveness, relationship-building and problem-solving through corrective methods. An alternate to consequences, restorative practices encourage students to reflect on and take responsibility for their actions and develop plans to repair harm

Growth Mindset: The belief that all students can learn more if they work hard and persevere. Challenges and failures are opportunities to improve learnings and skills.

SYOSSET CENTRAL SCHOOL DISTRICT

CODE OF CHARACTER, CONDUCT AND SUPPORT

Teacher Plain Language Summary

Teacher Summary

This is the teacher summary of the Syosset Central School District Code of Character, Conduct and Support. It was written by teachers for teachers, to highlight sections of the Code most relevant to educating students in a manner that fosters social emotional growth and the development of positive, supportive relationships.

[The full Code](#) can be found on the District website under Board of Education – Board Policies.

Core Principles

The goal of the code is to create a safe, collaborative school environment built on positive and supportive relationships.

Syosset Central School District believes that all students are able to improve their behavior by developing a growth mindset. However, different students need different kinds and amounts of time, attention and support to be successful. Student discipline and support policies wherever possible will be restorative and solutions based. Consequences must be clear, fair and timely. Restorative practices require that students take responsibility for their actions, reflect, problem solve, make amends to repair the harm, and learn skills to modify their behavior.

As a result of restorative practices, students will take agency over their words and actions. Students will be able to:

- Manage their emotions
- Set goals
- Feel and show empathy for others
- Create positive relationships
- Make good choices

School staff and parents will support students to discern right from wrong, foster the desire to do what is right, and require them to take responsibility for their words and actions.

Rights and Responsibilities

The Code of Character, Conduct and Support is a guide for supporting positive student behavior at school. It is intended to help prevent student misconduct through the use of effective strategies.

It is expected that teachers be prepared to teach and show concern for student achievement. Teachers should communicate clear expectations regularly with students and parents/guardians regarding growth and achievement. Teachers should be open to active participation in resolving conflicts through restorative practices.

Students who are found to have violated the School District's Code of Character, Conduct and Support may be subject to consequences as listed in the full document. Restorative practices may be used on a case by case basis to mediate a conflict.

Student Behavior

It is expected that all students conduct themselves in a manner that supports the intent of the Code of Character, Conduct and Support; creating a safe and supportive school environment free of discrimination, bullying/cyberbullying and harassment in school, on the bus, and at after school activities.

Students can learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior.

Students are expected to comply with the reasonable direction of teachers, support staff and administrators, demonstrate kindness toward each other, and use technology appropriately. Should students fall short of this expectation, consequences will be applied. Students will be asked to reflect on their behavior and identify how to correct behavior in the future. For a full explanation of expected behavior and consequences, consult the full Code of Character, Conduct, and Support.

Selected Definitions

The following terminology is highlighted for all teachers to be familiar with the new practices district wide as well as other terms which are often encountered.

Restorative Practices: actions that promote inclusiveness, relationship building and problem solving.

Restorative Interventions: restorative circles for teaching and conflict resolution to address wrongdoing.

Growth Mindset: all students can learn through hard work and perseverance.

Academic Misconduct: actions that create an unfair academic advantage for any member of the academic community.

Harassment: creation of hostile environment by threats, intimidation or abuse that interferes with student's educational performance; including bullying, cyber-bullying and discrimination.

SYOSSET CENTRAL SCHOOL DISTRICT
CODE OF CHARACTER, CONDUCT AND SUPPORT
Parent Plain Language Summary

Parent Summary:

This is the parent summary of the Syosset Central School District Code of Character, Conduct and Support. It was written by parents for parents, to highlight sections of the Code most relevant to supporting students in developing positive relationships, becoming good citizens and demonstrating responsible behavior.

[The full Code](#) can be found on the District website under Board of Education – Board Policies.

Core Principles

The District's Code of Character, Conduct and Support is adopted by the Syosset Board of Education and required by the NYS Department of Education. The District's current Code ensures all students' right to an education in a safe, civil, caring and supportive learning environment. **It serves as a guide to good citizenship for students and all adults (teachers, principals, administrators, school staff, parents and the larger community).** The goal is for all adults to fulfill their obligation to help students become citizens who lead productive lives by modeling positive behaviors and cultivating those behaviors in students.

Student Discipline and support policies and practices will hold individuals accountable while focusing on being restorative and solutions based in order to support the foundation of a positive school climate. They will be implemented in a manner which is caring and equitable, respectful, and based on trust among administration, staff, students, and families. Ideally this will help students learn from their mistakes, acknowledge the harm caused or the negative impact on their actions, take responsibility and learn strategies that promote positive interactions.

The District's Code has been modified to highlight the social and emotional learning vision which aims to create collaborative school environments built on positive and supportive relationships and a growth mindset. Social and emotional learning contributes to improved academic and personal outcomes. Students can learn and practice how to manage their emotions, feel and show empathy and make good choices.

Every reasonable effort should be made to correct student behavior through interventions that are accountable and restorative. Parents are encouraged to promote participation in restorative practices and support their child to achieve the best outcome for this type of intervention. Interventions are essential when inappropriate behavior or infractions of the Code may be symptomatic of a more serious problem that students are experiencing.

The District's Code has incorporated the Dignity for All Students Act (DASA) which was created to give students and educational environment free of discrimination, bullying and harassment.

Rights and Responsibilities

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community and collaborate with the School District to optimize their child's education opportunities.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time. Contact your building principal for support services available.
4. Ensure absences are excused. Refer to attendance policy for details and definitions.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that basic societal norms are required to maintain a safe, orderly and supportive environment.
7. Know school rules and help their children understand them so their children can help create a safe, supportive school environment.
8. Convey to their children a supportive attitude toward education and the School District.
9. Build a positive constructive relationships with teachers , other parents and their children's peers.
10. Help their children deal effectively with peer pressure by utilizing tools such as PTA programs, school hotlines, school psychologist and teachers.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are acknowledged.
13. Tell school officials about any concerns or complaints in a respectful and timely manner.
14. Model respectful and considerate behavior to staff, other parents/guardians and students in all interpersonal communications.
15. Be open to active participation in resolving conflicts through a restorative process. For more details on the process please go to.....

Student Behavior

It is expected that all students conduct themselves in a manner that supports the intent of the Code of Character, Conduct and Support; creating a safe and supportive school environment free of discrimination, bullying/cyberbullying and harassment both in school, on the bus, and at after school activities.

(Behavior outside of school that has the potential to impact the learning environment in school, will be addressed by school administration.)

Students can learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior.

Students are expected to comply with the reasonable direction of teachers, support staff, and administrators demonstrate kindness toward each other, and use technology appropriately. Should students fall short of this expectation, consequences will be applied. Students will be asked to reflect on their behavior and identify how to correct behavior in the future. For a full explanation of expected behavior and consequences, consult the full Code of Character, Conduct, and Support.

During the pandemic, all students will be required to wear mask/face coverings. Face coverings are required all times, except for meals and during instruction with appropriate social distancing. During instruction, the District will allow time for brief “mask breaks” for students when they can maintain social distance, such as times when there is six feet between individuals or when seated six feet apart and positioned between desktop barriers. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school, so scheduling mask breaks is important. Face coverings will not be placed on:

- Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction
- Anyone who has trouble breathing or is unconscious
- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance

The mask policy will be reevaluated on 30-day intervals based on any updates to CDC or NYSDOH guidance.

During the pandemic, all students when attending class in person or virtually, will be required to use a district issued Chromebook with the video camera turned on so that the students face is visible.

Visitors to School

Anyone who is not a regular staff member or student of the school must make an appointment with the school secretary and will be considered a visitor.

If a visitor is dropping something off for a student or staff member at the elementary schools, the visitor will place the item on a table designated for this purpose and will report to the security vestibule. And show proper ID and sign in if they must enter the school. If a visitor is dropping off an item at the Middle School or High School, the visitor will bring the item to the security vestibule and show proper ID and sign in if they must enter the building.

Any unauthorized person on school property will be reported to security and the Principal or his

or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.

(If you are volunteering for a PTA sponsored activity, please respect the guidelines your PTA puts forth for volunteer activities.)

Selected Definitions

Growth Mindset means the belief that all students can learn more if they work hard and persevere. Challenges and failures are opportunities to improve learnings and skills.

“Restorative Practices” means actions that promote inclusiveness, relationship-building and problem-solving through restorative methods. An alternative to consequences, restorative practices encourage students to reflect on and take responsibility for their actions and develop a plan to repair harm.

“Restorative Interventions” means restorative circles for teaching and conflict resolution, including conferences that bring those impacted by a conflict together to address wrongdoing.

“Drugs” means possessing, consuming, or being under the influence of an illegal substance which causes a physiological change in the body on School properties, at school functions, athletic activities, and while on trips. (Controlled substances with a prescription must be kept at and administered in the nurse's office at all times.) *Should this be included in the parent's responsibilities?*

“Bullying” or “Harassment” means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing; or (b) reasonably causes or would reasonably be expected to cause a student to fear his or her physical safety; or reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. For purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions. Acts of bullying and harassment that are prohibited include but are not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.

**FREEDOM FROM RACE, COLOR, RELIGION, NATIONAL ORIGIN,
AGE AND DISABILITY HARASSMENT POLICY**

The Syosset Central School District Board of Education is committed to safeguarding the rights of all students to learn in an environment free from race, color, religion, national origin, age and disability harassment. The Board, consistent with State and federal, law and regulation therefore condemns all unwelcome behavior falling into any of those categories, or which may have the purpose or effect of creating an intimidating, hostile or offensive learning environment.

District employees and students shall not harass or intimidate other students by name calling, using derogatory slurs based upon race, color, religion, national origin, age and disability, wearing or possessing items depicting or implying prejudice or hatred based upon race, color, religion, national origin, age and disability. District employees and students shall not at school, on school property or at school activities wear or have in their possession any written material, either printed or in handwriting, that is likely to create divisiveness on the basis of race, color, religion, national origin, age and disability or that creates ill will or hatred. Examples include, but are not limited to clothing, articles, material, publications or any item that denotes Ku Klux Klan, Aryan Nation-White Supremacy, Black Power, Confederate Flags or articles, Neo Nazi or any other "hate" group.

As part of the instructional process, professional staff may display and discuss divisive materials and/or symbols when selected and used to enhance knowledge, provided these topics are included in the approved District curriculum.

Harassment of students under any of the above categories consists of different treatment on the basis of race, color, religion, national origin, age or disability and is recognized in two different forms:

1. When the District's employees or agents, acting within the scope of official duties, or other students treat a student differently than other students solely on the basis of race, color, religion, national origin, age and disability; or
2. The education environment is not kept free from discrimination because the harassing conduct is so severe, pervasive or persistent that it interferes with or limits the ability of the student to participate in or benefit from the services, activities or privileges provided.

The Board recognizes that harassment on the basis of race, color, religion, national origin, age and disability can originate from a person of the same or a different race, color, religion, national origin, age and disability including peers, employees, officers or any individual who foreseeably might come into contact with students on school grounds or at school-sponsored activities. Any student who believes that he or she has been subject to harassment on the basis of race, color, religion, national origin, age or disability should report the alleged harassment immediately, pursuant to the District's policy governing complaints and grievances under Title IX, Section 504 of the Rehabilitation Act (Sec. 504), and the Americans with Disabilities Act (ADA), which is incorporated by reference into this policy. The Board also prohibits any retaliatory behavior against complainants or any witnesses on the basis of any of the above categories. In the absence of an alleged victim's complaint, the Board, directs the Administration, upon learning of, or having reason to suspect the occurrence of any harassment prohibited by this policy, will ensure that an investigation is promptly commenced by appropriate individuals. A copy of this policy is to be distributed to all personnel and students and posted in appropriate locations.

PLAGIARISM/ACADEMIC MISCONDUCT

Plagiarism is considered a form of academic misconduct at Syosset Schools. Students who engage in this practice will receive appropriate disciplinary actions.

Plagiarism is defined as follows:

The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's own work. (Webster's Encyclopedia Unabridged Dictionary of the English Language, 1989).

Reproducing text from any original source, including the Internet, textbooks, magazines, or any other material prepared by another student/individual is considered plagiarism. Any quotes or excerpts from other sources must be cited accurately. (Guidelines for citing work may be found in the Modern Language Association Handbook, Fifth Edition, 1999).

An assignment, or any part of an assignment with plagiarism will receive an F. The assignment may be submitted again, under the guidance and discretion of the student's teacher and the department chair or coordinator. If allowed to make up the work, the F will be averaged together with the new grade.

In addition, students may be subject to suspension and other disciplinary actions deemed appropriate by building administration.

SMOKING/TOBACCO USE

NO SMOKING POLICY (Revised January 14, 2013)

Smoking in all school buildings, on all school grounds and school buses is prohibited, and no person shall smoke within one hundred feet (100') of the entrances, exits or outdoor areas of the District's schools and other buildings. "School grounds" includes any building, structure and surrounding outdoor grounds, including but not limited to entrances or exits, contained within the District's elementary and secondary schools.

Persons, who violate this policy, may be subject to disciplinary action, if applicable, and penalties prescribed by applicable laws, regulations, Ordinances and the District's Code of Conduct.

The District's smoking policy shall be prominently posted in each building.

ANTI-BULLYING AND HARASSMENT POLICY

The Board of Education of the Syosset Central School District is committed to providing an educational environment that promotes respect, dignity and equality. The Board recognizes that students' ability to learn and to meet high academic standards and a school's ability to educate its students are compromised by incidents of bullying or harassment. Such behavior affects not only the individuals who are its targets, but also those who participate in or witness such acts.

Therefore, it is the policy of the District to prohibit bullying and harassment on district property, district transportation, and at school-sponsored events and functions. Acts of bullying and harassment are prohibited, whether they are committed directly or indirectly, in person (face-to-face), through postal mail,

or remotely by use of electronic technology, either on school property, at a school function, on a school or coach bus, or off school property where there is a sufficient nexus to the school environment.

DEFINITIONS:

“Bullying” and “Harassment”:

1. “Bullying” and “harassment” mean the creation of a hostile educational environment:
 - a. by written, verbal, or physical conduct, intimidation or abuse, including such behavior conducted via electronic communication, and/or postal mail,
 - b. that has the effect of substantially interfering with a student’s education or reasonably causes, or would be expected to cause, a person to fear for his or her physical safety.
2. “Bullying” and “harassment” can take many forms including, but not limited to: slurs, rumors, jokes, innuendo, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, verbal, physical, or electronic actions.
3. The basis for such conduct may include, but is not limited to, a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, physical or mental ability or disability, sexual orientation, gender, sex, marital status, gender identity, socio-economic status, and familial status.
4. “Bullying” and “harassment” do not have to include the intent to harm, be directed at a specific target, or involve repeated incidents.

“Electronic communication” means a communication transmitted by means of an electronic device, including but not limited to, a telephone, cellular phone, computer, laptop, pager, or other hand-held device, communications transmitted through email, text message, instant message, voicemail, social networking sites, webpage, video, blogs and twitter.

REPORTING:

In order for the Board to effectively enforce this policy and to take prompt corrective measures when the policy is violated, it is essential that all victims and persons with knowledge of bullying, harassment, or similar behavior report it immediately to District administrative staff.

The District will promptly investigate all complaints, whether informal or formal, verbal or written. Complaints will be treated confidentially to the extent possible but limited disclosure may be required to complete a thorough investigation. If, after investigation, the District finds that there has been a violation of this policy, prompt corrective action will be taken.

Any person having reasonable cause to suspect that a student has been subjected to bullying or harassment who, acting in good faith, either reports such information to school officials, to the commissioner, or to law enforcement authorities, or otherwise participates in proceedings related to such bullying or harassment, shall have immunity from any civil liability arising from making such report or participating in the related investigation.

Retaliation for reporting incidents of bullying or harassment, or for participation in a related investigation constitutes a violation of this policy. False reports or retaliation against the alleged bully or harasser also constitutes a violation of this policy. Acts of retaliation should be reported to the Administration. The District will investigate such reports and if, after investigation, the District finds that there has been a violation of this policy, prompt corrective action will be taken.

POLICY IMPLEMENTATION:

The Superintendent of Schools or designee shall implement guidelines for reporting, investigating, and addressing allegations of harassment and discrimination.

The Board recognizes that the effective implementation of this policy requires that it be part of a District-wide educational program which shall include elements of prevention, intervention and consequences:

Prevention will include:

- (1) training for administrators and staff to increase awareness of the prevalence, causes, and consequences of bullying and harassment, and sharing strategies for preventing such behavior;
- (2) promoting student involvement in anti-bullying and anti-harassment efforts, peer support, mutual respect, and creating a culture which encourages students to report incidents of bullying and harassment, or similar behavior to an adult;
- (3) collaborating with families and the community to inform parents about the prevalence, causes, and consequences of bullying and harassment;

Intervention will include:

- (1) training for school staff on how to respond appropriately to students who engage in bullying or harassing behavior, are victims of such behavior, and are bystanders who report such behavior;
- (2) remedial measures designed to correct the bullying or harassing behavior, prevent another occurrence, and protect the victim;
- (3) development of nondiscriminatory instructional and counseling methods; and
- (4) thorough training of at least one Peer Mediation Advisor at every school to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, physical or mental ability or disability, sexual orientation, gender, sex, marital status, gender identity, socio-economic status, and familial status. Contact information will be included in the District Calendar, District Website and other appropriate school publications, and will be distributed to students and staff annually at the beginning of the school year.

Consequences may include:

- (1) discipline, including suspensions and expulsions consistent with the Student Code of Conduct and all rights under law and other applicable agreement; and
- (2) recognition for positive behavior exhibited by students who take an active role in addressing prohibited behaviors.

This policy shall be posted in a prominent place in each District facility, shall also be included in the Code of Conduct in plain language and distributed to students and staff annually at the beginning of the school year through the District Calendar, District Website and other appropriate school publications. A summary of this policy shall be included as a part of the District's summary of the Code of Conduct.

Adopted 3/19/2012

EMPLOYEE AND STUDENT FREEDOM FROM SEXUAL HARASSMENT POLICY

The Syosset Central School District Board of Education is committed to safeguarding the right of all employees and students to work and learn in an environment free from sexual harassment. It shall be a violation of this policy for any student or employee to harass another student or employee through conduct or communication of a sexual nature as defined by this policy.

The District will act to investigate all complaints of sexual harassment. Individuals found guilty of such acts will be disciplined appropriately based on State and Federal Law and School District Authority. Supervisors who were aware of such inappropriate behavior will also be subject to disciplinary action if they did not intervene.

- Sexual Harassment is a form of discrimination and is prohibited in Syosset Central School District by law and by Board of Education Policy.
- "Sexual Harassment" means unwelcome sexual advances, request for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of an employee's employment or a student's education; or
- submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting an employee's employment or a student's education; or
- the conduct or communication has the purpose or effect of substantially or unreasonably interfering with an employee's work performance or a student's academic performance or participation in school-sponsored activities, or creating an intimidating, hostile or offensive working or education environment.

For purposes of this Policy, action or conduct shall be considered "unwelcome" if the student or employee did not request or invite it and regarded the conduct as undesirable or offensive.

Procedures for Making a Complaint:

- Any person who believes he or she has been the victim of sexual harassment by a student, district employee or third party related to the school is required to report complaints as soon as possible.
- Complaints should be filed with the Principal or the Title IX Officer/ Coordinator.
- Any school employee who receives a complaint of sexual harassment from a student shall inform the student of the employee's obligation to report the complaint to school administration, and then shall immediately notify the Principal and/or the Title IX Officer/Coordinator.

Any individual who violates the sexual harassment policy by engaging in prohibited sexual harassment may be subject to appropriate disciplinary action.

False or malicious complaints of sexual harassment may result in corrective or disciplinary action taken against the complainant.

Any act of retaliation against any person who opposes sexually harassing behavior, or who has filed a complaint, is prohibited and illegal, and therefore subject to disciplinary action.

Retaliation against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing of a sexual complaint is prohibited.

It is the District policy to respect the privacy of all parties and witnesses to complaints of sexual harassment to the extent possible.

3/19/12

**SYOSSET CENTRAL SCHOOL DISTRICT
SYOSSET, NEW YORK**

Non-Discrimination Policy

The Syosset Central School District complies with state and federal regulations and law with regard to employment in and admission to the District's educational programs and activities. Syosset Central School District does not discriminate on the basis of race, color, creed, national origin, sex, disability, age, sexual orientation, military status or marital status. According to Board of Education policy, sexual harassment is considered a form of discrimination. Inquiries regarding the application of this policy may be directed to:

Title IX Coordinator (sex discrimination)

Ms. Jeanette Perrotta
Coordinator of Human Resources
Syosset Central School District
P.O. Box 9029
Syosset, New York 11791
516-364-5648

Section 504 Coordinator (handicap discrimination)

Dr. Joseph LaMelza
Director of Pupil Personnel Services
Syosset Central School District
P.O. Box 9029
Syosset, New York 11791
516-364-5616

مدرسة وسط مقاطعة صوياط (Syosset)
صوياط ، نيويورك

سياسة عدم التمييز

مدرسة وسط مقاطعة صوياط بالتوافق مع الانظمة
الدولية وقوانين الدولة فيما يتعلق بالقبول في
المقاطعة للبرامج التعليمية والنشطة . مدرسة وسط مقاطعة
صوياط لا تميز على أساس العرق او اللون او العنصرية او
الاهل القومي ، او الجنس ، ام الاعاقة او السن او الوضع في
الوضع الجنسي ، او الوضع العسكري والوضع العائلي .
وتنطبق سياسة مجلس التعليم ، الترحيل الجنسي تعتبر
شكل من أشكال التمييز ، الاستفسارات المتعلقة بتطبيق
هذه السياسة قد تكون موجهة نحو :

لعب الحق IX (9) (التمييز الجنسي)

السيرة الذاتية بروتا

منسقة الموارد البشرية

مدرسة وسط مقاطعة صوياط

صندوق بريد 9029 (9029)

صوياط ، نيويورك 11791 (11791)

516-364-5648 (516)

نسق فرع 504 (504) (التمييز الاعاقة)

د. جوزيف لاميلزا

مدير خدمات الطلاب

مدرسة وسط مقاطعة صوياط

صندوق بريد 9029 (9029)

صوياط ، نيويورك 11791 (11791)

516-364-5616 (516)

(516) 364-5616 (516)

ארגון אגודת המורים הישראלי
ארגון, ישראלי

ארגון המורים הישראלי:

ארגון אגודת המורים הישראלי הוא הגוף המייצג את המורים והמורות במערכת החינוך בישראל. מטרתו היא להגן על זכויות המורים והמורות, לשפר את תנאי העבודה שלהם, ולקדם את האינטרסים שלהם. הארגון מייצג את המורים והמורות בכל רמות החינוך, מן הילדית ועד התיכונה, ומתפקד כגוף המייצג את המורים והמורות בפני הרשויות הממשלתיות, הרשויות המקומיות, והרשויות המערכתיות. הארגון מייצג את המורים והמורות בכל רמות החינוך, מן הילדית ועד התיכונה, ומתפקד כגוף המייצג את המורים והמורות בפני הרשויות הממשלתיות, הרשויות המקומיות, והרשויות המערכתיות.

Titel IX Coordinator (sex discrimination)

Ms. Jeanette Perrotta
Coordinator of Human Resources
Syosset Central School District
P.O. Box 9029
Syosset, New York 11791
516-364-5648

Section 504 Coordinator (handicap discrimination)

Dr. Joseph LaMelza
Director of Pupil Personnel Services
Syosset Central School District
P.O. Box 9029
Syosset, New York 11791
516-364-5616

בית ספר המרכזי מחוז סאיאסט

סאיאסט, ניו יורק

מנהיגות נגד אפליה

בית הספר המרכזי סאיאסט עומד בתקנה פדרלית וחוקי המדינה בעניין תעסוקה וקבלה ללימודים לשיהיוה ופעילויות החינוך. בית ספר המרכזי מחוז סאיאסט אינו ספוג על בסיס של גז, צבע, אמונה, ארץ סוציאלי, מין, מוגבלות, גיל, העדפות מיליות, מעמד צבאי, ומעמד משפחתי. לפי מדיניות המדינה, המדיניות, המדינה מביט בחשבת לסוג של אפליה. שאיזה בהקשר לשינוי מדיניות די יפני אל :

במקרה של אפליה מדינה

Ms. Jeanette Perrotta
Coordinator of Human Resources
Syosset Central School District
P.O. Box 9029
Syosset, New York 11791
516-364-5648

במקרה של אפליה נגד

Dr. Joseph LaMelza
Director of Pupil Personnel Services
Syosset Central School District
P.O. Box 9029
Syosset, New York 11791
516-364-5616

Syosset Central School District

Syosset, New York

Syosset學區一律符合州政府和聯邦政府對於就業和教育計劃和活動方面的法規和法律。Syosset學區對於種族，膚色，信仰，國籍，性別，殘疾，年齡，性取向，軍事地位或婚姻狀況一律不歧視。根據教育董事會的教育政策，性騷擾也被認為是一個歧視的形式。如有關於這一政策的應用，可向以下協調人員詢問：

Title IX 協調人員(性歧視)

Ms. Jeanette Perrotta
Coordinator of Human Resources
Syosset Central School District
P.O. Box 9029
Syosset, New York 11791
516-364-5648

Section 504 協調人員(殘障歧視)

Dr. Joseph LaMelza
Director of Pupil Personnel Services
Syosset Central School District
P.O. Box 9029
Syosset, New York 11791
516-364-5616

District Scolaire Centrale a Syosset Syosset, New York

La Politique de Non-Discrimination

Le District Scolaire Centrale a Syosset conforme aux reglements et a la loi federales et de l'etat concernant l'emploi au District et l'admission aux programmes et aux activites d'enseignements du District. Le District Scolaire Centrale a Syosset n'etablit pas une discrimination basee sur race, couleur, principes, origine nationale, sexe, incapacite, age, preference sexuelle, position militaire ou situation de famille. D'apres les reglements du Conseil d'Education le harcèlement sexuel est juge d'etre une forme de discrimination. Les demandes de renseignements concernant l'application de ces reglements peuvent etre adressees a:

Coordinateur de Titre IX (discrimination de sexe)
Ms. Jeanette Perrotta
Coordinateur de Ressources Humaines
District Scolaire Centrale a Syosset
P.O. Box 9029
Syosset, New York 11791
516-364-5648

Coordinateur de Section 504 (discrimination d'incapacite)
Dr. Joseph LaMelza
Directeur de Services de Personnel d'Eleve
District Scolaire Centrale a Syosset
P.O. Box 9029
Syosset, New York 11791
516-364-5616

Syosset Central School District
サイオセツ中央学校区
Syosset, New York
ニューヨーク州サイオセツ

無差別の方針

サイオセツ中央学校区は、本学校区の教育プログラムならびに活動に関連した雇用または入学許可について、州ならびに連邦規定・法律に従っています。サイオセツ中央学校区は、人種、肌の色、宗教、国籍、性別、障害、年齢、性的指向、軍隊における身分、あるいは結婚歴に基づく差別はいたしません。教育委員会の方針に基づき、セクシャルハラスメントは差別の一形態と見なされます。本方針の適用に関するお問い合わせは、下記までお願いいたします。

タイトルナイン (Title IX) ・ コーディネーター (性差別関係)

Ms. Jeanette Perrotta (ジャネット・ ペロッタ)
Coordinator of Human Resources (人事コーディネーター)
Syosset Central School District (サイオセツ中央学校区)
P.O. Box 9029
Syosset, New York 11791
516-364-5648

セクション 504・ コーディネーター (障害者差別関係)

Dr. Joseph LaMelza (ジョセフ・ ラメルザ博士)
Director of Pupil Personnel Services (特別支援教育ディレクター)
Syosset Central School District (サイオセツ中央学校区)
P.O. Box 9029
Syosset, New York 11791
516-364-5616

Syosset Central School District
Syosset, New York

Non Discrimination Policy :- Syosset Central School District
शिक्षा संग्रहीत कार्यक्रम करने नौकरी के मामले में
federal लाइन और district के नियमों का पालन करता है।
रंग, धर्म, जाति, उम्र, असमता अंग्रेजी और वैवाहिक स्थिति।
यदि किसी भी तरह का अनुचित हो सकता है।
Board of Education के नियम के अन्तर्गत पर बर्बर
(sexual harassment) एक पाप है और इसे अनुचित
इस मामले में और दृष्टि लाइन सिने सिने गे -
पर कर सकते हैं।

Title IX Coordinator (sex discrimination)

Ms. Jeanette Perrotta
Coordinator of Human Resources
Syosset Central School District
P.O. Box 9029
Syosset, New York 11791
516-364-5648

Section 504 Coordinator (handicap discrimination)

Dr. Joseph LaMelza
Director of Pupil Personnel Services
Syosset Central School District
P.O. Box 9029
Syosset, New York 11791
516-364-5616

**Syosset Central School District
Syosset, New York**

비차별 정책 (Non-Discrimination Policy)

The Syosset Central 학군은 취업과 학군의 교육 프로그램과 활동에 관한 뉴욕주와 연방의 규정과 법을 준수합니다. Syosset Central 학군은 인종, 피부색, 신념(종교), 국적, 성별, 장애, 연령, 성적성향, 군대의 신분, 또는 결혼여부에 의거 차별하지 않습니다. 교육청 정책에 따르면, 성희롱은 차별의 한 종류로 규정하고 있습니다. 비차별 정책을 받아 보시고 싶으신 분은 아래의 연락처로 문의 하시기 바랍니다:

Title IX Coordinator (sex discrimination: 성차별)

Ms. Jeanette Perrotta
Coordinator of Human Resources
Syosset Central School District
P.O. Box 9029
Syosset, New York 11791
516-364-5648

Section 504 Coordinator (handicap discrimination: 장애 차별)

Dr. Joseph LaMelza
Director of Pupil Personnel Services
Syosset Central School District
P.O. Box 9029
Syosset, New York 11791
516-364-5616

ਸਯੋਸਸੈਟ ਸੈਂਟ੍ਰਲ ਸਕੂਲ ਡਿਸਟ੍ਰਿਕਟ
ਸਯੋਸਸੈਟ, ਨਿਊ ਯਾਰਕ

ਭੇਦਭਾਵ ਨਾ ਕਰਨ ਦੀ ਨਾਲੀਸ਼ਤ

ਸਯੋਸਸੈਟ ਸੈਂਟ੍ਰਲ ਸਕੂਲ ਡਿਸਟ੍ਰਿਕਟ ਨੌਕਰੀ ਹੇਠ ਡਿਸਟ੍ਰਿਕਟ ਵਿਚ ਪਾਏ ਏ ਪ੍ਰੋਗ੍ਰਾਮ ਵਾਸਤੇ ਸਟੇਟ ਹੇਠ ਏ ਹੁਕਮ ਮੰਦਾ ਹੈ .

ਸਯੋਸਸੈਟ ਸੈਂਟ੍ਰਲ ਸਕੂਲ ਡਿਸਟ੍ਰਿਕਟ ਕ੍ਰੈਮ, ਰੰਗ, ਧਰਮ, ਮੁਲਕੀ ਪੈਦਾਇਸ਼, ਮੁੰਡਾ ਜਾਂ ਕੁੜੀ, ਲਾਜ਼ਾਤੀ ਮਿਲਿਟਰ ਸ਼ਾਦੀਸ਼ੁਦਾ ਜਾਂ ਕੁੰਵਤੋ ਦੀ

ਵਜਾਹ ਨਾਲ ਕੋਈ ਵੀ ਭੇਦਭਾਵ ਨਹੀ ਕਰਦ. ਕੇਵਲ ਓਫ ਏਚੁਕੇਸ਼ਨ ਦੇ ਕਨੂੰਨ ਵਿਚ ਮੁੰਡਾ ਜਾਂ ਕੁੜੀ ਹੋਣ ਤੇ ਭੇਦਭਾਵ ਕਮ ਵਿਚ ਕੀਤਾ ਜਾਏ ਤਾਂ ਓ ਫਿਰ ਸਟੇਟਾ ਹੈ. ਐਸ ਕਨੂੰਨ ਤੇ ਕੋਈ ਵੀ ਸਵਾਲ ਐਲਾ ਨੂ ਪੁੱਛਣਾ:

ਟਾਇਟਲ ੫ ਕੋਵੇਰਿਡਨੇਟਰ (ਮੁਨੁਦਕੁਟਿ ਭੇਦਭਾਵ)

ਸ਼੍ਰੀਮਤੀ ਜਨੇਟ ਪੇਰੋਤਾ

ਕੋਵੇਰਿਡਨੇਟਰ ਓਫ ਚਿਊਮਨ ਰਿਸੋਰਸਸ

ਸਯੋਸਸੈਟ ਸੈਂਟ੍ਰਲ ਸਕੂਲ ਡਿਸਟ੍ਰਿਕਟ

ਪ.ਓ.ਬੋਕਸ 9029

ਸਯੋਸਸੈਟ, ਨਿਊ ਯਾਰਕ 11791

516-364-5648

ਸੇਕਸ਼ਨ 504 ਕੋਵੇਰਿਡਨੇਟਰ (ਲਾਜ਼ਾਤੀ ਭੇਦਭਾਵ)

ਡਾਕਟਰ ਜੋਸੇਫ ਲਮੇਲਜ਼ਾ

ਡਾਇਰੈਕਟਰ ਓਫ ਪਸ਼ੂਪਿਲ ਪਰਸਨੇਲ ਸਰਵੀਸਜ਼

ਸਯੋਸਸੈਟ ਸੈਂਟ੍ਰਲ ਸਕੂਲ ਡਿਸਟ੍ਰਿਕਟ

ਪ.ਓ.ਬੋਕਸ 9029

ਸਯੋਸਸੈਟ, ਨਿਊ ਯਾਰਕ 11791

516-364-5616

Кодекс о Недискриминации

Центральный Школьный Округ Соясэта придерживается всех штатных и федеральных инструкции и закон относительно трудоустройства и допуска к образовательным программам и мероприятиям Округа. Соясэтский Центральный Школьный Округ не дискриминирует на основании расы, цвета кожи, национального происхождения, пола, инвалидности, возраста, сексуальной ориентации, военного статуса или семейного положения. Согласно политике министерства просвещения, сексуальное преследование считают формой дискриминации. Запросы относительно применения этой **кодекса** могут быть направлены:

Координатор, Тайтл IX (сексуальная дискриминация)
Госпожа Джинетт Перотта
Координатор Отдела Кадров
Соясэтский Центральный Школьный Округ
Почтовый ящик 9029
Соясэт, Нью-Йорк 11791
516-364-5648

Координатор секции 504 (дискриминации по инвалидности),
Доктор Джозеф Леймла
Директор Персонала по Обслуживанию Учеников
Соясэтский Центральный Школьный Округ
Отделение связи. Коробка 9029
Соясэт, Нью-Йорк 11791
516-364-5616

Distrito Escolar Central de Syosset Syosset, Nueva York

Póliza de No-Discriminación

El Distrito Escolar Central de Syosset cumple con los reglamentos estatal y federal y la ley, con respeto a el empleo en, y la admisión a los programas educativos y las actividades del Distrito. El Distrito Escolar Central de Syosset no discrimina en la base de raza, color, credo, origen nacional, sexo, discapacidad, edad, orientación sexual, estatus militar o el estado civil. Según la póliza de la Junta de Educación, el hostigamiento sexual es considerado una forma de discriminación. Las preguntas referente a la aplicación de esta póliza se les pueden dirigir a:

Coordinadora del Título IX (la discriminación sexual)
Señora Jeanette Perrotta
Coordinadora de Recursos Humanos
Distrito Escolar Central de Syosset
Apartado Postal 9029
Syosset, Nueva York 11791
516-364-5648

Coordinador de la Sección 504 (la discriminación de hándicap)
Dr. Joseph LaMelza
Director De Servicios del Personal del Alumno
Distrito Escolar Central de Syosset
Apartado Postal 9029
Syosset, Nueva York 11791
516-364-5616

Distritong Sentral ng Páaralan ng Syosset Syosset, New York

Palakad ng Walang-Diskriminasyon

Ang distritong sentral ng páaralan ng Syosset ay sinusunód ang mga álituntunin at mga batás ng estado at pederál hinggil sa empleo at sa pagtanggáp sa mga programa at sa mga aktibidád na edukatibo ng distrito. Ang distritong sentral ng páaralan ng Syosset ay hindi tumatanggi batay sa lahi, sa kulay ng balat, sa relihiyón, sa pinagmulán na bansá, sa kasarian, sa kapinsalaan ng katawán, sa idad, sa orientasyon sa bagay na seksuwál, sa katáyuanang militar, o sa katáyuan ng may asawa o walang asawa. Ayon sa palakad ng lupon ng edukasyon, ang pambabastós ng seksuwál ay ipapalagáy na bahagi ng diskriminasyon. Ang mga pag-uusisá hinggil sa paggamit ng itong palakad ay puwedeng idirekto sa:

Title IX Coordinator (diskriminasyon sa kasarian)

Ms. Jeanette Perrotta
Coordinator of Human Resources
Syosset Central School District
P.O. Box 9029
Syosset, New York 11791
516-364-5648

Section 504 Coordinator (diskriminasyon sa kapinsalaan ng katawán)

Dr. Joseph LaMelza
Director of Pupil Personnel Services
Syosset Central School District
P.O. Box 9029
Syosset, New York 11791
516-364-5616

سویا سٹ مرکزی اسکول ضلع سویا سٹ نیو یارک غیر امتیازی پالیسی

ملازمات اور ضلعی تعلیمی پروگرام اور سرگرمیوں میں داخلہ کے سلسلے میں سویا سٹ مرکزی اسکول ضلع ہر ریاست اور وفاقی قوانین اور
قانون کی تعمیل کرتا ہے۔
سویا سٹ مرکزی اسکول ضلع نسل، رنگ، عقیدہ، قومیت، جنس، معذوری، عمر اور جنسی بنیاد، توہین یا ازدواجی حیثیت پر کوئی تفریق
کرتا ہے۔
تعامت تعلیمات کی پالیسی کے مطابق جنسی خوف زدگی کو ایک طرح کا امتیازی سلوک سمجھتا ہے۔ اس پالیسی کے اطلاق کے سلسلہ
میں معلومات مستند ذرائع سے حاصل کی جاسکتی ہیں۔

Title IX Coordinator (sex discrimination)

Ms. Jeanette Perrotta
Coordinator of Human Resources
Syosset Central School District
P.O. Box 9029
Syosset, New York 11791

Section 504 Coordinator (handicap discrimination)

Dr. Joseph LaMelza
Director of Pupil Personnel Services
Syosset Central School District
P.O. Box 9029
Syosset, New York 11791

HEALTH SERVICES

Any student who is ill should report to the Health Office. The decision to send a student home is made by the school nurse and parent. The parent must make transportation arrangements for the student.

Accidents - The Board of Education has authorized student accident insurance to be paid for by the district covering all students enrolled in the district. This policy pays reasonable and customary benefits only in excess of any other hospital or surgical insurance which the parent may carry. In any accident that occurs in the school building, on the school grounds, on a field trip, or on a school bus must be reported immediately to the teacher in charge and to the school nurse, or trainer, when the student is participating in a school athletic event. For any information regarding student accident insurance, please contact the school nurse.

Wheelchairs - Parents are reminded that the use of crutches is prohibited in the High School. Students who are unable to walk for any reason must use a wheelchair during the school day. Please see your School Nurse upon arrival at school, should a wheelchair be necessary.

Immunizations - The following immunizations are now state mandated: Rubella (German Measles), Mumps and two Regular Measles, Hepatitis B series, Polio (minimum of three inoculations); Tetanus/Diphtheria (minimum of three inoculations). These are required for school attendance. There are two exceptions to this rule: if a physician will testify or certify that administering the vaccine to a specific youngster is detrimental to his or her health or if he or she belongs to a bonafide, recognized religious organization that objects to immunization. (Public Health Law, Section 2164).

Medical Excuses - All students must successfully complete the required course in physical education. Students who receive a modified program for medical reasons will have their activities scheduled according to need. If a physician recommends exemption from participation in all activities, an alternative work/study program will be assigned. No student is excused from the physical education requirement. Medical notes must be forwarded to the nurses' office at the time of injury, disability or diagnosis of restriction.

Blood Mobile - Each year the American Red Cross sponsors a Senior Blood Drive in the High School. Giving blood is a very personal way to help your community and perhaps save a life. We hope you will want to participate. If you would like to give blood when the campaign is announced, you must be 17 years of age, weigh over 110 lbs., be in good health, and have written permission from your parents.

ADMINISTRATION OF MEDICATION DURING THE SCHOOL DAY

In order for medication to be taken in school, State Education law requires a written request from your family physician, dentist, and/or certified nurse practitioner indicating the name of the drug, dosage, route of administration and the time it is to be given.

The Nurse must also have on file a written request from the parent to administer the medication.

The prescription medication must be delivered to the Nurses' Office in a prescription container with the appropriate pharmacy label. Over the counter medication, such as Tylenol, Advil, etc. must be in the original container with the student's name clearly marked on the container.

The Request for Administration of Medication Form is available in the Nurses' Office. A new form must be filled out for each change of medication and renewed each school year.

Students should not carry any medication on them in school. However, there are exceptions, such as EpiPens, inhalers, etc. The nurse must be informed and the physician's order must be on file.

If you have any questions, please call the Nurses' Office at 364-5696.

LIBRARY MEDIA CENTER

The Library Media Center, centrally located in the school, is also central to the broad curriculum needs of Syosset High School. Over 25,000 multi-media items provide the resources needed to inform and enrich the students. The library is fully automated and provides access to subscription databases and the internet on 18 computers. In addition, attached to the main room of the library is a computer lab with thirty stations for classes accompanied by teachers. Two full time professionally trained library media specialists work with individual students, classes, and staff to assure ready access to all the instructional resources available, and to instruct in use of print and non-print materials including a variety of databases used for research.

The library media instructional program involves the reinforcement of earlier acquired skills, and the introduction of increasingly more sophisticated reference and research materials. Reading guidance provides help with class assignments and enrichment for students pursuing their own interests.

Books are loaned for a period of three weeks. Reference books and other materials are loaned on an overnight basis. Fines are imposed for overnight materials that are returned late. If students cannot find the books they need or particular research articles in full text, our library can request this information from other libraries.

In order to maintain the desired atmosphere, it is imperative that students understand that the librarians are in charge of the Media Center and have the authority to ask students to leave when their behavior is inappropriate.

The following rules apply:

1. Use quiet voices when speaking.
2. Use proper entrances and exits.
3. Handle materials with respect.
4. No food or beverages in the library and the computer lab.
5. The use of the Internet is reserved for school related projects.
6. Students are not allowed to alter existing computer hardware or software in the library or the laboratory.
7. Students may use the computer lab unaccompanied by their classroom teacher, but only when an authorized teacher or assistant gives permission and is present.

Library Card Procedures

Students must produce their picture identification library cards when checking out materials from the library. Failure to do so may result in lengthy delays at the circulation desk. In addition, school rules require that students present their identification cards to any faculty member or librarian requesting it. Replacement costs of the picture I.D. will be \$5.00.

Library Hours

The library is open 7:30 to 5:30, unless otherwise announced.

GUIDANCE DEPARTMENT

The high school guidance program is a developmental plan of academic, career, and personal growth. Communication with parents is a vital part of the program. Information is mailed home and counselors meet with parents and students, both in groups and individually. Through testing, counseling, computer-assisted research, college selection and career education, all students are assisted in making appropriate academic decisions and in career planning.

Career Education is an important component in a developmental school counseling program. It is important for all students, parents, staff and community members to know that Syosset High School offers a wide variety of vocational education programs without regard to sex, race, color, national origin or disability. For more information, please contact your child's counselor.

SEE YOUR COUNSELOR ABOUT:

Educational opportunities	Academic problems
Vocational opportunities	Course selections
Study skills	Program planning
Career planning	Credits earned
Job information	Diploma requirements
Personal adjustment	College planning
Summer school	College applications

Part time employment
Working papers
Regent's competency testing
Transcripts
Scholarship information
Support Groups

Interpretation of test results
Financial Aid
Transfer information (if you move)
Peer Mediation (Peers as Leaders-"P.A.L.")
Tutoring (National Honor Society)

The Guidance Resource Center located in the guidance suite in Area A, has print, internet and software information on colleges, vocational schools, careers, financial aid and scholarships. Students are encouraged to visit this resource center during their lunch period, study period, or before and after school.

Between classes or during a free period, students may sign up for appointments in the guidance office located in Area A.

To make an appointment:

1. Speak to a guidance secretary.
2. The appointment slip will be sent to one of your classes with the date and time for your scheduled meeting, or the secretary will give you a pass at the same time you come in to make your appointment.
3. Keep your appointment. Please report promptly after you show your pass to your teacher. Your counselor will be expecting you.
4. Your appointment slip will be signed by your counselor to indicate where you have been and the time you left the guidance office to return to class. **YOU WILL NEED THIS PASS TO RECEIVE AN EXCUSED ABSENCE FROM CLASS.**

GRADING SYSTEM

SUMMARY OF GRADES

<u>Grade</u>	<u>Explanation</u>	<u>Grade Point Value</u>	<u>Regents Equivalent</u>	<u>Final Grade</u>
A+	Superior	8	95-100	7.5 – 8.0
A	Excellent	7	90- 94	6.5 – 7.49
B+	Very good	6	85- 89	5.5 – 6.49
B	Good	5	80- 84	4.5 – 5.49
C+	Average	4	75- 79	3.5 – 4.49
C	Fair	3	70- 74	2.5 – 3.49
D	Poor	2	65- 69	1.5 – 2.49
F	Failure	0	0- 64	0 – 1.49
I	Incomplete	0	None	
N	No Mark	None	None	
WP	Withdrawn Passing	None	None	
WF	Withdrawn Failing	0	None	

I Incomplete: This is recorded if the student exceeds the attendance policy and is required to complete additional work. Work must be made up within 10 school days of the official end of the marking period. After this, the teacher will assign the appropriate grade.

N No Mark: This is recorded when a student cannot effectively earn a grade nor make it up for a serious reason. Its use includes cases when a student is absent for a major portion of a marking period for illness or injury. **Teacher assignment of this grade requires administrative approval.**

WP Withdrawn - Passing: This is recorded when a student withdraws from a course with a passing average during the penalty period in the program change timetable. No credit is earned for this grade. The grade appears on the transcript.

WF Withdrawn - Failing: This is recorded when a student withdraws from a course with a failing average during the penalty period in the program change timetable. It is treated as an "F" and is included in the calculation of grade point average. The grade appears on the transcript.

GPA – PERCENT CONVERSION CHART

This is an approximate average

RANGE A+ = 8	RANGE B+ = 6	RANGE C+ = 4	RANGE D = 2
8.5 100.0			
8.4 99.5	6.4 89.5	4.4 79.5	2.4 69.5
8.3 99.0	6.3 89.0	4.3 79.0	2.3 69.0
8.2 98.5	6.2 88.5	4.2 78.5	2.2 68.5
8.1 98.0	6.1 88.0	4.1 78.0	2.1 68.0
8.0 97.5	6.0 87.5	4.0 77.5	2.0 67.5
7.9 97.0	5.9 87.0	3.9 77.0	1.9 67.0
7.8 96.5	5.8 86.5	3.8 76.5	1.8 66.5
7.7 96.0	5.7 86.0	3.7 76.0	1.7 66.0
7.6 95.5	5.6 85.5	3.6 75.5	1.6 65.5
7.5 95.0	5.5 85.0	3.5 75.0	1.5 65.0
RANGE A = 7	RANGE B = 5	RANGE C = 3	RANGE F = 0
7.4 94.5	5.4 84.5	3.4 74.5	1.4 64.5
7.3 94.0	5.3 84.0	3.3 74.0	1.3 64.0
7.2 93.5	5.2 83.5	3.2 73.5	1.2 63.5
7.1 93.0	5.1 83.0	3.1 73.0	1.1 63.0
7.0 92.5	5.0 82.5	3.0 72.5	1.0 62.5
6.9 92.0	4.9 82.0	2.9 72.0	0.9 62.0
6.8 91.5	4.8 81.5	2.8 71.5	0.8 61.5
6.7 91.0	4.7 81.0	2.7 71.0	0.7 61.0
6.6 90.5	4.6 80.5	2.6 70.5	0.6 59.5
6.5 90.0	4.5 80.0	2.5 70.0	0.5 59.0
			0.4 58.5
			0.3 58.0
			0.2 57.5
			0.1 57.0
			0.0 55.0

COMPUTATION OF FINAL AVERAGE

EXAMPLES

FOR A YEAR COURSE

<u>MARKING PERIOD</u>	<u>LETTER GRADE</u>	<u>NUMERICAL VALUE</u>	<u>FACTOR (PERCENT)</u>	<u>PRODUCT</u>
1ST MP	A+	8	x	20 = 160
2nd MP	A	7	x	20 = 140
Mid-term exam	B+	6	x	8 = 48
3rd MP	B	5	x	20 = 100
4th MP	C+	4	x	20 = 80
Regents/final exam	73*	3*	x	12 = 36
				<u>100</u> <u>564</u>

(*Equivalent to C from grade table)

$$\frac{564}{100} = 5.64 = B+$$

FOR A ONE SEMESTER COURSE

<u>MARKING PERIOD</u>	<u>LETTER GRADE</u>	<u>NUMERICAL VALUE</u>	<u>FACTOR (PERCENT)</u>	<u>PRODUCT</u>
1st or 3rd MP	C	3	x	40 = 120
2nd or 4th MP	F	0	x	40 = 0
Final Exam	D	2	x	20 = 40

$$\frac{160}{100} = 1.6 = D$$

DIPLOMA REQUIREMENTS *see attachment on following pages

A. INTRODUCTION

This manual contains important information about graduation requirements and the curriculum offered in grades nine through twelve at Syosset High School. While following the recommendations of the New York State Education Department, Syosset High School provides for all students through differentiated levels of instruction and a wide range of electives. Selection of courses should be made only after careful consideration of educational and career goals. Since there are many variables that affect the decision-making process, students should consult with their parents, teachers, and guidance counselors before making final choices. This manual is available for reference on the parent portal (internet) throughout the school year.

B. GRADUATION REQUIREMENTS

The New York State Board of Regents mandates the requirements listed. It is important to become familiar with the specific requirements for your class as you enter grade 9.

COURSE REQUIREMENTS

The distribution of course requirements are listed below in three groups, viz., required (Core) subjects, sequences, and examination requirements. Note carefully the options available.

MINIMUM GRADUATION REQUIREMENTS

<u>Required (Core) Subjects</u>	<u>Local & Regents Diploma (*1)</u>	<u>Advanced Regents Diploma (*2)</u>
English	4 Units	4 Units
Social Studies	4 Units	4 Units
Mathematics	3 Units	3 Units
Science	3 Units	3 Units
World Language	1 Unit	3 Units (*3)
Health	½ Unit	½ Unit
The Arts	1 Unit	1 Unit
Sequence Requirements		
And/or Electives	3.5 Units	1.5 Units
Physical Education (*4)	<u>2 Units</u>	<u>2 Units</u>
TOTAL.....	22 Units	22 Units

- *1. For the students entering the class of 2013 and thereafter. Students must achieve a score of **65** or above on **all five** of the aforementioned Regents exams and will receive a Regents diploma. (Students with disabilities who fail the Regents can use the 55-64 option and/or take the Regents Competency Test-“RCT” and will receive a local diploma.)
- *2. For the Advanced Regents Diploma, in addition to the Regents diploma requirements, student must achieve a score of **65 on both** the Geometry and Algebra 2 and Trig Regents Exams, the Living Environment/Biology Regents Examination two additional World Language units and achieve a score of 65 on a World Language Regents Examination
- *3. For the Advanced Regents Diploma, students completing a five-unit sequence in career and technical education or the arts (visual arts, music, dance, or theater) are not required to complete the additional two units of World Language but must still meet the requirements for the total number of units of credit.
- *4. All students must participate in physical education each semester and earn the equivalent of two (2) credits by graduation.

ACADEMIC LOAD REQUIREMENTS

The aforementioned requirements for graduation are obviously minimum standards. Most students will go considerably above these requirements in terms of specialization in one particular field and in total number of units. It is strongly recommended that students use their time in school meaningfully by taking a full schedule. The minimum academic load requirements are as follows:

Seniors - Five (5) Periods of Subjects plus Physical Education.

Juniors - Six (6) Periods of Subjects plus Physical Education.

Sophomores and Freshmen - Eight (8) Periods of Subjects including Physical Education.

Exceptions include the work experience program, occupational education, and the internship program in independent studies. Students who are in their fifth year may take only the courses they need to graduate. For juniors and seniors, resource room is in addition to their minimum academic load.

NEW YORK STATE DIPLOMA REQUIREMENTS APPLICABLE TO GRADE 9 STUDENTS FIRST ENTERING HIGH SCHOOL IN 2016

	Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation	MINIMUM NUMBER OF CREDITS
English		4
Social Studies		
<i>Distributed as Follows:</i>		4
U.S. History (1)		
Global History and Geography (2)		
Participation in Government (1/2)		
Economics (1/2)		
Science		3
<i>Distributed as Follows:</i>		
Life Science (1)		
Physical Science (1)		
Life Science or Physical Science		
Mathematics		3
Languages Other than English (LOTE)		1 ⁽¹⁾
Visual Art, Music, Dance, and/or Theater		1
Physical Education (participation each semester)		2
Health		0.5
Electives		3.5
Total		22

⁽¹⁾ Students with a disability may be excused from the requirement for 1 unit of credit in LOTE if so indicated on the IEP, but must still earn 22 units of credit to graduate.

1.) Pathways.

- A student must either complete all the requirements for the COOS Commencement Credential at <http://www.p12.nysed.gov/cia/multiple-pathways/memos/cdos-graduation-pathway-option.html>; or
 - Pass an additional math Regents examination in a different course or Department Approved Alternative; or
 - Pass an additional science Regents examination in a different course or Department Approved Alternative; or
 - Pass an additional social studies Regents examination in a different course or Department Approved Alternative; or
 - Pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
 - Pass a Department approved CTE pathway assessment, following successful completion of an approved CTE program; or
 - Pass a Department approved pathway assessment in the Arts; or
 - Pass a Department approved pathway assessment in a Language other than English (LOTE)
- See Multiple Pathways at <http://www.p12.nysed.gov/cia/multiple-pathways/>
See Department Approved Alternatives at <http://www.p12.nysed.gov/assessment/highschool/archivalist.pdf>

2.) Appeals:

Appeals are subject to local district approval. More information on the appeal to graduate with a lower score on a Regents examination can be found at <http://www.p12.nysed.gov/cia/gradrec/Documents/CurrentAppealForm.pdf>

3.) Special Endorsements:

Honors: A student earns a computed average of at least 90 on the Regents examinations applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents examinations and the locally developed Checkpoint B LOTE examination is not included in the calculation.

Mastery in Math and/or Science: A student meets all the requirements for a Regents Diploma with Advanced Designation AND earns at score of 85 or better on 3 math Regents examinations and/or 3 science Regents examinations.

Technical Endorsement: A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3 part technical assessment

4.) Transition to the Common Core Regents Assessments:

ELA: Students who enter grade 9 in 2013 and thereafter must pass the Regents examination in ELA Common Core in order to meet the diploma requirements.

Mathematics: In 2013 and thereafter any student, regardless of grade level or cohort who begins their first commencement level course in mathematics must be provided with instruction aligned with the NYS P-12 Common Core Learning Standards for Mathematics and take the corresponding Common Core Regents examination. More information can be found at <http://www.p12.nysed.gov/assessment/commoncore/transitionccregenis1113rev.pdf>

5.) Students with disabilities who entered grade 9 prior to September 2011:

Students with disabilities who enter grade 9 prior to the 11-12 school year who fail one or more Regents examinations may take the corresponding Regents Competency Test (RCT) in order to meet the assessment requirements. This option may not be used in conjunction with the Compensatory Safety Net Option.

6.) Languages other than English (LOTE) exempt students:

Students with a disability may be excused from the requirement from the required units of credit in LOTE if so indicated on the IEP but must still earn 22 units of credit to graduate. A LOTE exempt student who seeks a Regents diploma with advanced designation, does NOT have to complete the 5 unit sequence in the Arts or CTE in lieu of LOTE in order to meet the assessment requirements for the Advanced Diploma.

Examination Requirements

Regents EXAM or passing score on a Department Approved Alternative		Regents Diploma for all students		Regents Diploma (via Appeal) for all students		Local Diploma for Students with a Disability		Local Diploma via Appeal for English Language Learners	
		# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
English Language Arts (ELA)		1	65	1		1	55*	1	
Math		1	65	1		1	55*	1	
Science		1	65	1		1	55*	1	
Social Studies		1	65	1		1	55*	1	
Pathway (See note 1 on reverse side)		1 or CDOS	65 if Regents Exam	1 or CDOS	4 exams with a minimum score of 65 and 1 exam with a score of 60-64 for which an appeal has been granted by the district	1 or CDOS	3 exams with a minimum score of 65 and 2 exams with a score of 60-64 for which an appeal has been granted by the district	1 or CDOS	55* if Regents exam
Compensatory Safety Net		Non Applicable		Non Applicable		Non Applicable		Non Applicable	
Regents Diploma with Advanced Designation									
Depending on the pathway a student chooses, the Regents diploma with advanced designation assessment requirements may be met in a multiple ways. Students seeking the Regents diploma with advanced designation may choose from the following assessment options:									
Traditional Combination		ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science, (1 must be life science and 1 must be physical science) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE.							
Pathway Combination (other than STEM)		ELA, 1 social studies, 3 Math, 2 Science (1 must be life science and 1 must be physical science), 1 Pathway (other than Science or math) or complete the requirements for the CDOS Commencement Credential = 7 or 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE							
STEM (Mathematics) Pathway Combination:		ELA, 1 social studies, 4 math, 2 Science (1 must be life science and 1 must be physical science) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE							
STEM (Science) Pathway Combination:		ELA, 1 social studies, 3 math, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE							

*A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma. See: <http://www.p12.nysed.gov/cia/gradreq/RevAppealForm2015.pdf>

*In the event a student with a disability is unable to attain a passing score on this examination, upon parent written request, the student may seek a Superintendent's Determination of a local diploma. See: <http://www.p12.nysed.gov/specialed/publications/2017-memos/superintendent-determination-of-graduation-with-a-local-diploma-updated.htm>

SCIENCE LAB REQUIREMENT

The New York State Regents Examination has a laboratory requirement which requires each teacher to certify that the student has engaged in at least 30 laboratory activities of 40 minutes each and has submitted a satisfactory written report of such activities.

In Syosset High School the Science Department has an additional requirement that the report be returned within a reasonable time to be an effective learning instrument.

VALEDICTORIAN AND SALUTATORIAN

In determining the valedictorian and salutatorian, the academic records of the seniors are reviewed by the Principal and his committee at the conclusion of the fall semester of the twelfth grade. If, however, there is no clear distinction in academic achievement, the determination is not made until the end of the third marking period. In order to be considered for the distinction of Valedictorian or Salutatorian, a student must have been in attendance in Syosset High School for four semesters of the seven used in this process. Students who receive approval to graduate early will not qualify for these honors.

REQUIREMENTS FOR GRADUATION HONORS

A student must have completed three (3) units of the subject and be enrolled in (or have completed) the fourth unit. They must have earned a final grade of "A" (without "bonus points") each of the three (3) units and presently be earning an "A" average. This applies to the following subjects:

English World Languages Science Social Studies Mathematics

A student must have completed two (2) or more units and be enrolled in (or have completed) the third unit. They must have earned a final grade of "A" (without "bonus points") each of the two (2) units and presently be earning an "A" average for the following subjects:

Art Business Education Communication Arts Computer Science
Human Ecology Music Technology Theater Arts

Specific requirements:	Art	- must include Studio in Art or Foundations in Art 1 & 2 or Computer Art & Photo I or Digital Photography
	Computer Science	- must include 3 units of Introduction to Computer Programming, Advanced Computer Programming, AP Computer Science Principles, AP Computer Science A, or SySTEM Robotics
	Music	- must include Music Theory
	Theater Arts	- must include Dance 4 or College Theatre and Production
	Communication Arts	- must include 1.5 credits of TV/Video Production or two credits of Radio Production

HIGHEST HONORS	- will be granted to any student in five (5) subjects
HIGH HONORS	- will be granted to any student in four (4) subjects
GENERAL HONORS	- will be granted to any student in three (3) subjects
HONORS IN A SUBJECT(S)	- will be granted to any student in one (1) or two (2) subjects

For highest, high or general honors, one of the honors must be in one of the following subjects: English, social studies, mathematics, science or World Language.

NOTE: BONUS POINTS EARNED FOR COURSES TAKEN WILL NOT BE INCLUDED IN THE HONOR ROLL OR FOR GRADUATION HONORS.

ACADEMIC ACHIEVEMENT HONOR ROLL

Each marking period an Academic Achievement Honor Roll will be posted. In order to qualify for this award, a student must have achieved an unweighted grade point average of seven or better with no grade below a "C" and no incomplete or blank grades.

An example follows:

<u>SUBJECT</u>	<u>GRADE</u>	<u>GRADE POINT</u>
English 9	A	7
Earth Science/Physical Setting	B	5
Global History 9	A+	8
Geometry	B+	6
Physical Education	A	7
Studio in Art	A+	8
Bake Shop	A+	8
Spanish 2	A	7
		56 divided by 8 = 7

(6.9 is not rounded off to 7.0)

ALL STUDENTS MUST COMPLETE THEIR PHYSICAL EDUCATION REQUIREMENTS AT THE HIGH SCHOOL. OUTSIDE PARTICIPATION AND CREDITS ARE NOT ACCEPTED.

PROGRAM MODIFICATIONS

Programming completed in the Spring plus any changes made before school closed should be reflected when students receive their final schedule in the summer. If there are any errors, students will have one last opportunity to correct their program. Information on how to correct errors will be mailed in August with the class schedule.

PLEASE NOTE: No requests for change of teachers will be considered. Furthermore, once school begins, requests for program changes will be honored only if there is an error in the schedule or if summer school results necessitate a change in program.

CLASS STANDING

The number of credits required to maintain class standing is as follows:

Grade 10	6.0 credits
Grade 11	11.0 credits
Grade 12	16.0 credits

SUMMER SCHOOL ADMISSION REQUIREMENTS

In order to receive credit for a remedial summer school course, a student must obtain prior written approval.

For courses taught in the Syosset Central School District Program, the approval of the Guidance Counselor or Principal is required on the registration form.

For all other programs, both the appropriate Department Chairpersons/Coordinator and the Principal must approve the course on the out-of-district summer school form.

Accelerated six-week high school summer school programs are NOT accepted for credit without prior approval of the High School Principal.

A student must have been registered and in attendance for 75% of the course during the school year in order to attend summer school. Unusual cases, due to extenuating circumstances, may be appealed to the high school principal.

GRADE POINT AVERAGE (GPA)

A student's cumulative average is the average of all the courses in the A+ to F system. The value of the grades in the average depends on the amount of credit the course carries. For example, photography with one half credit will have half the weight of a course with one credit, like Spanish 2; and a course like occupational education with three credits will have three times the weight of a one credit course.

Your GPA is computed at the end of your junior year. All subjects receiving a grade of A+, A, B+, B, C+, C, D, or F are counted. A bonus point factor of +1 is added to grades from Advanced Placement and Honors courses taken prior to senior year.

Below is a shortened example of how your GPA is determined:

Grade points: A+= 8 B+= 6 C+= 4 D = 2
 A = 7 B = 5 C = 3 F = 0

<u>Course</u>	Final Grade	Grade Points		Course Credit		Quality Points
Foundations of College English 11	A+	8	x	1	=	8
Adv. Placement U.S. History	B	6(5+1)	x	1	=	6
Precalculus	D	2	x	1	=	2
Chemistry	B+	6	x	1	=	6
Sports Marketing	C	3	x	.5	=	1.5
Computer Art	F	0	x	.5	=	0
Physical Education	C+	4	x	.5	=	2

Total Credits = 5.5

Total Quality Points = 25.5

Quality Points divided by Credits = Grade Point Average (GPA)

25.5 divided by 5.5 = 4.6 = 80.5 GPA

MID-TERM EXAMINATION POLICY

It is expected that under normal circumstances, students will take the appropriate mid-term examinations when given for the courses in which they are enrolled.

If a student's absence from a mid-term examination is unexcused, (as per our attendance policy), he/she will receive an "F" for the examination. If a student's absence is excused, (as per our attendance policy), he/she will receive a grade of "N" for the mid-term examination and the final grade will be calculated using the remaining grades and percentages.

Make-ups for mid-term examinations will not be given.

FINAL EXAMINATION POLICY

It is expected that under normal circumstances, students will take the appropriate final examinations when given for the courses in which they are enrolled. If the course normally concludes with a Regents exam, students enrolled in the course will take the Regents.

Regents exam - If student receives an excused absence, student receives an "N". The student must re-take the Regents in August and the final grade will be re-calculated.

If the Regents exam is not offered in August, the final grade will be calculated by using the remaining grades and percentages.

Unexcused absence – student receives an "F".

Final exam - If a student's absence from a school final exam is unexcused, (as per our attendance policy), he/she will receive an "F" for the exam. If a student's absence is excused, (as per our attendance policy), the student receives an "N" and the final grade will be calculated using the remaining grades and percentages. Make-ups for the Final examinations will not be given.

OVERRIDING THE COMPUTER AVERAGE

In all subjects in which it is apparent that an injustice would be done by allowing the recording of the final grade determined by the computer, the teacher may substitute a final grade (one grade higher or lower) that more accurately reflects the student's level of achievement. This procedure requires the approval of the department coordinator, administrative assistant and principal.

INTERIM REPORTS

Interim reports are available on the parent portal (internet) at the midpoint of each marking period. The report will indicate the quality of the student's performance in each class and suggestions for improvement if applicable.

REPORT CARDS

Report cards are issued four times a year. They will be available on the parent portal (internet). The fourth and final report card containing final grades is available on the parent portal (internet) about 10 days after the close of the school in June.

ADVANCED PLACEMENT EXAMINATIONS

The Advanced Placement Program provides challenging, college-level experiences that better prepare students for the demands of college work. This should be the primary reason for choosing this enriched experience. Although many of the nation's colleges and universities award credit, advanced placement, or both on the basis of exam grades, Syosset High School does not guarantee that this will occur. Those decisions are determined by the policies of individual colleges and universities.

Advanced Placement examinations, which are an integral part of the experience and a requirement for use of the A.P. trademark in the course title, are administered in May. It is the expectation of Syosset High School that every A.P. student will sit for the exam in May. If a student is unable to meet this expectation, he/she should discuss it with the guidance counselor.

Student concerns regarding the cost of exams, college A.P. policies, and personal college admission decisions should be raised during the course selection process, not during the May examination period. Any student who does not complete the A.P. exam for any reason will be required to complete a final exam of equal duration and difficulty.

COLLEGE COURSES

Courses sponsored by colleges such as Syracuse University, C. W. Post-LIU and Five Towns College are available in English, Social Studies, Mathematics, World Languages, Business Education, and Human Ecology. These courses provide an authentic college experience and college credit for many of our students. Although many other colleges will accept these credits, Syosset High School does not guarantee that this will occur. Those decisions are determined by the policies of individual colleges and universities. **All students who choose to enroll in a college-sponsored course are required to pay the reduced tuition fees in the amount and by the deadline established by the colleges.**

PROGRAM CHANGE PROCEDURES

RATIONALE

Because the selection of courses by students is accomplished with the greatest care, it is the policy of Syosset High School to change a student's schedule only for the most educationally appropriate reasons. Programming is viewed as a two-way commitment—on the part of the student to pursue the courses chosen and on the part of the school to schedule the student in the courses selected. All courses are formed on the basis of sufficient enrollment as well as staff and room availability.

Please Note: NO REQUESTS FOR CHANGE OF TEACHERS WILL BE CONSIDERED UNLESS THE STUDENT HAS HAD THE TEACHER PREVIOUSLY AND THE MASTER SCHEDULE CAN ACCOMMODATE THE CHANGE. Furthermore, once school begins, requests for program changes will be honored only if there is an error in the schedule or if summer school results necessitate a change in program.

PROGRAMMING PROCESS

From January through June the course selection process operates with the maximum involvement of students, parents, teachers, and administrators. The curriculum manual is available on the high school website. Also, the students are given program planning worksheets that are reviewed by teachers and counselors. Students meet with their counselors to receive programming information and again to choose their courses. Course verification listings are posted on the parent portal (internet) in the spring. Students have the opportunity to meet individually with their counselors to review their course selections and check graduation requirements. In August, class schedules are posted to the parent portal; and students have until the Friday before school opens to correct errors or add omitted courses.

CHANGES DURING THE SUMMER

To accomplish the task of correcting errors and omissions before school opens, counselors are available during the last three weeks in August. Students who have attended summer school should see their counselor to insure that their schedules are correct. New students are interviewed and scheduled.

CHANGES AT THE OPENING OF SCHOOL

A twenty-day moratorium on program changes exists at the beginning of each course to give teachers stable classes so they can effectively begin the curriculum. It also provides the opportunity for teachers to evaluate students via quizzes, homework, lab reports, essays, etc. to determine whether students are appropriately placed in their classes. Students, knowing that they cannot request program changes, have the opportunity to become truly involved in their classes so they can adequately assess the appropriateness of their courses.

Interim Reports are due during the middle of the first marking quarter and are available on the parent portal. These usually generate requests for program changes which would correspond to the window provided in the program change timetable.

CHANGES DURING THE YEAR

When a student requests to drop or change levels in a class, the request must be in writing and reviewed by the student's parent, counselor, teacher and the department chairperson/coordinator (except during the summer). The Program Change Request form is available in the Guidance Office. However, the completion of the form does not guarantee that a change will be made. Other regulations must be observed, i.e., class size restrictions, student class-load policy and departmental time limits for enrollment in courses. In most cases, the department coordinator will determine whether a request is approved or not approved.

CHANGES IN COURSE LEVEL

Every effort should be made to determine the student's appropriate upcoming course level by June of the preceding year. Students considering a change in course level during the school year must complete a Program Change Request form in consultation with their counselor. **If approved, the change in course level may result in significant changes to the student's current schedule and/or the loss of elective courses.** If a change in course level occurs after the first marking quarter grades are issued, grades from the former class will be transferred to the new class. At the end of the course, the receiving teacher may substitute a final grade (one grade higher or lower, e.g., B+ to an A or A to B+) that more accurately reflects the student's level of achievement. This procedure requires the approval of the department coordinator and principal. A Grade Correction form must be completed and filed.

DROPPING COURSES

Students may request to drop courses at certain time intervals providing they maintain the minimum class loads for their respective grade levels. Please consult the Timetable for Program Changes to determine if the student drops the course with or without penalty. If a penalty is imposed, a grade indicating withdrawal is indicated on the student's transcript.

WP-WF GUIDELINES

When a student withdraws from a course during the "penalty" period, the teacher will assign a cumulative grade (WP or WF) for work to the date of withdrawal and indicate this grade on the Program Change Request form and on the "WP or WF" form. The department coordinator will indicate approval by signing the Program Change Request form. Teachers must make sure to inform students that all work, or lack of it, will be taken into consideration when arriving at the withdrawal grade. The withdrawal grade is not just the average of the marking period grades for when the student was in the course. A WF is used in computing a student's grade point average.

PARENT PORTAL AND SYOSSET HIGH SCHOOL WEBSITE

Check the parent portal (www.syossetschools.org) and high school website (www.syossetshs.com) regularly for announcements and other pertinent information.

PRIOR APPROVAL MUST BE GRANTED FOR ANY COURSE TAKEN OUTSIDE OF SYOSSET HIGH SCHOOL FOR THE PURPOSE OF ACCELERATION.

TIMETABLE FOR PROGRAM CHANGES

1. Schedules are available on the parent portal in early August. Counselors meet with students individually in late August to correct errors and replace missing courses.
2. Except for obvious errors, no request for changes accepted for the first 20 school days
3. From the 21st through the 30th day of school, requests accepted for drops **without penalty** for fall semester, full year, and alternating day courses.
4. From the 31st day through the last day of the first marking quarter, no requests for drops accepted.
5. For five (5) school days immediately after the end of the first marking quarter, requests accepted for drops **without penalty** from full year and alternating day courses and **with penalty** from fall semester course.
6. For the first ten (10) days of the second semester, requests are accepted for drops **with penalty** from full year and alternating day courses.
7. Except for obvious errors, no requests for drops of spring semester courses accepted for the first 20 days of the second semester.
8. From the 21st through the 25th day of the second semester, requests accepted for drops **without penalty** for spring semester courses.
9. For five (5) school days immediately after the end of the third marking quarter, requests are accepted for drops **with penalty** from spring semester courses.

ATHLETIC ACTIVITIES

Details regarding participation in athletic activities are provided through physical education teachers and coaches of the various teams.

EXTRA CURRICULAR ATHLETIC ACTIVITIES AVAILABLE

<u>FALL</u>		<u>Winter</u>		<u>Spring</u>	
<u>BOYS</u>	<u>GIRLS</u>	<u>BOYS</u>	<u>GIRLS</u>	<u>BOYS</u>	<u>GIRLS</u>
Football	Tennis	Basketball	Basketball	Baseball	Badminton
Soccer	Soccer	Bowling	Bowling	Golf	Golf
Cross-Country	Kickline	Winter Track	Winter Track	Track	Track
Volleyball	Cross-Country	Swimming	Kickline	Lacrosse	Lacrosse
Badminton	Volleyball	Wrestling	Cheerleading	Tennis	Softball
	Swimming		Gymnastics		
	Cheerleading				

**SYOSSET CENTRAL SCHOOL DISTRICT
DEPARTMENT OF ATHLETICS**

CODE OF CONDUCT FOR STUDENT ATHLETES

THE FOLLOWING REGULATIONS AND STANDARDS OF CONDUCT APPLY TO ANY STUDENT WHO IS CHOSEN TO PARTICIPATE ON ANY ATHLETIC TEAM IN THE SYOSSET ATHLETIC PROGRAM. IN ADDITION TO THE GENERAL RULES, COACHES MAY IMPOSE SPECIFIC TRAINING GUIDELINES WHICH EACH ATHLETE WILL BE EXPECTED TO UNDERSTAND AND TO COOPERATE WITH OUR COACHES IN THE ENFORCEMENT OF THE REGULATIONS:

1. PARTICIPATION ON AN ATHLETIC TEAM IS AN EARNED PRIVILEGE. ATHLETES, AS STUDENTS IN OTHER EXTRA CURRICULAR ACTIVITIES, ASSUME THE RESPONSIBILITY OF REPRESENTING THEIR SCHOOL AND COMMUNITY IN A PUBLIC MANNER. CONSEQUENTLY, PARTICIPANTS ARE EXPECTED TO CONDUCT THEMSELVES - AT ALL TIMES - IN A MANNER WHICH BEST REPRESENTS THE IDEALS AND PHILOSOPHY OF THE SCHOOL. THE CODE OF CONDUCT IN THE STUDENT HANDBOOK APPLIES TO ATHLETICS.
2. ALL ATHLETES WILL REFRAIN FROM THE USE OF ALCOHOL, TOBACCO OR DRUGS OF ANY KIND WHILE PARTICIPATING ON A TEAM. FURTHER, IT IS STRONGLY RECOMMENDED THAT ATHLETES' CONDITIONING BE REGARDED AS A CONTINUOUS PROCESS. WHEN CONDITIONING LAPSES FOR MORE THAN THREE CONTINUOUS DAYS, ATHLETES WILL NEED TO RECONDITION TWO DAYS FOR EVERY ONE MISSED.

ALL ATHLETES ARE REQUIRED TO ATTEND ALL PRACTICES, SCRIMMAGES AND GAMES. TWO OR MORE UNEXCUSED ABSENCES MAY RESULT IN DISMISSAL FROM THE TEAM. ALL ATHLETES ARE REQUIRED TO ATTEND PRACTICES AND GAMES DURING NON-SCHOOL DAYS.

3. INFRACTIONS OF THE ABOVE GENERAL REGULATIONS, AS WELL AS THE SPECIFIC TRAINING GUIDELINES OUTLINED BY EACH COACH, COULD RESULT IN TEMPORARY OR PERMANENT DISCIPLINARY ACTION, DEPENDING UPON THE NATURE AND DEGREE OF THE SERIOUSNESS OF THE INFRACTION.

AS THE PARENT OF _____, I HAVE READ THE ABOVE CODE OF CONDUCT FOR STUDENT ATHLETES AS PRESENTED IN THE SYOSSET HIGH SCHOOL STUDENT PARENT HANDBOOK, AND FULLY UNDERSTAND THE CONDITIONS AND GUIDELINES AS OUTLINED.

Parent's Signature

Date

**SYOSSET CENTRAL SCHOOL DISTRICT
SYOSSET, NEW YORK**

ADDENDUM TO CODE OF CONDUCT

The following regulations and standards of conduct apply to any student who has chosen to participate on any athletic team in the Syosset Central School District.

All athletes are responsible to attend all practices and games over the following school breaks; winter recess, President's week (February), spring break and all other non-school days.

Parent's Signature

Student's Signature

EXTRA CURRICULAR ACTIVITIES CLUBS AND GROUPS

Following is a list of extracurricular activities with a brief description of each club or group. We urge students to become involved in some extracurricular activities. Look for announcements in the weekly bulletin or on the electronic board outside of E-Hall.

ACT/DRAMA

Syosset High's co-curricular theatre group involves students interested in acting, stage design, construction and the theatre arts. The group annually produces three main stage shows, a contemporary play in the Fall, a musical in early Spring, and a Shakespearian work in late Spring. The group also produces a One-Act play competition, two showcases, and various student-directed works in our alternate space, the Little Theater. The group participates in festivals and competitions on Long Island and in N.Y.S. The Association of Creative Thespians presents students with opportunities to direct, stage-manage and design elements of the various theatrical productions. Active members of ACT are eligible to be nominated to the International Thespian Society, the honor society for Theatre Arts studies.

ADELETTES

Adelettes (Female A Cappella Ensemble) is a highly select group of students who focus on A Cappella music in the barbershop style. These students represent grades 10 through 12 and must participate in a performing ensemble during the school day. In addition to school concerts this group is in high demand to perform in district functions and throughout the tri-state area. Auditions are in June for new and current members.

ASTRONOMY CLUB

Discussions and hands-on stargazing and solar observations are highlights of this club's activities. The sky's the limit!

AUTO CLUB

Students learn about different systems in a car through practical and useful hands-on activities. Under the supervision of the teacher, the students perform oil changes and transmission filter kit and other fluid changes. Students learn about repairing brakes, tires and the cooling system of a car. Students are introduced to different aspects of a car's electrical system.

AWARENESS CLUB

The Awareness Club exists to help students increase their awareness of local, national and global issues of concern and to take actions, which draw on their resources of compassion and giving, to do something positive about these issues. Some of the issues include hunger and homelessness, global humanitarian aid efforts, human rights, the environment, and animal rights. Activities have included: the annual Breast Cancer Walk at Jones Beach; coordinating the district-wide Thanksgiving Food Drive, Adopt-A-Highway cleanup of Southwoods Road; Volunteer Day; fund-raising for local charities; Spring Food and Essentials Drive to help the homeless on Long Island; Nature Walks along the Greenbelt Trail in Stillwell Woods and Earth Day events.

B.A.S.I.C. CLUB

The B.A.S.I.C. Group is a group where people can share, learn and discuss Christian values and topics and how it relates to students' lives.

CHESS CLUB

Weekly meetings are held (every Thursday) until 4PM. Other activities in which the entire club involves itself, aside from intracub matches, are blitz-tournaments with league clubs, simultaneous exhibitions with leading masters and a lecture series given by masters known for their chess teaching.

CP (CHORAL PRIDE)

CP, Choral (The Male A Cappella Ensemble) is a highly select group of students who focus on A Cappella literature. These students represent grades 9 through 12 and must participate in a performing ensemble during the school day. In addition to winter and spring concerts, this group is in high demand to perform at district functions and throughout the tri-state areas. Rehearsals are one evening per week for 90 minutes. Auditions are in the fall for new and current members.

CODING AND WEB DESIGN CLUB

This club will enable students, department and school webmasters to learn how to develop a website using Microsoft Front Page. In addition, the webmasters will assist other clubs in maintaining a presence on our website.

COOKING CLUB:

The Cooking Club offers students the opportunity to bake and cook various dishes from across the world. Enrollment has grown every year since its inception, and they have a very dedicated group of students. The club assists with the multi-cultural fair and works closely with other clubs on recipe preparations.

DANCE CLUB

This club is open to all students who enjoy dancing. It meets once a week in the dance studio, where students will learn a variety of dance styles. Each week they will learn a new routine to a different song. Students will also be given the opportunity to perform at the annual end of the year Theater Arts Show.

D.E.C.A. CLUB

Syosset D.E.C.A. prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management. Syosset D.E.C.A. members are part of a 200,000+ international student organization. Students meet weekly to develop their leadership skills and prepare for competitions on regional, state and international levels. By leveraging their D.E.C.A. membership, Syosset D.E.C.A. members are: **academically prepared** for college and careers, **community oriented** by gaining an appreciation for the benefits of service and their potential impact on the community and world, **professionally responsible** with ethics, integrity and high standards, **experienced leaders** by practicing key leadership skills such as goal setting, consensus building and project management.

DOG RESCUE GROUP

The Dog Rescue Group meets every other Monday. Our purpose is to raise money for rescue dogs (i.e. fundraising, etc.); as well as educating our community and student body on the importance of adopting a rescue dog vs purchasing. Meetings include planning for events, dog related crafts, as well as various rescue guest speakers. Dog Rescue Group also attends Ruff House Rescue Adoption events.

ENVIRONMENTAL GROUP

The goal of the Environmental Group is to help students become environmentally knowledgeable, skilled, dedicated citizens who are willing to work individually and collectively toward achieving and maintaining a dynamic equilibrium between the quality of life and the quality of the environment.

FILM APPRECIATION CLUB

The students watch and analyze several genres of films to gain a deeper appreciation of the art of filmmaking. Students will analyze the artistic and cultural perspectives of various genres of films and reflect on the message being conveyed by the director.

FORENSIC SOCIETY

"Forensics" provides students with opportunities to develop their speaking and thinking skills. Aside from after-school workshops and practice sessions, members compete in inter-scholastic tournaments in various categories focusing on current events, dramatic and humorous acting, oral interpretation of literature, original oratory and debates on ethics and public policy. These tournaments are held locally, as well as at

high schools and universities across the country. The team competes nearly every Saturday throughout the school year. Through their consistently strong performances, Syosset students have achieved a national reputation for excellence and have advanced to the finals of the state and national championships.

FRENCH CLUB

Members speak French, play games, and take trips. The French Club meets twice a month. The goal of the French Club is to foster a better understanding of the French culture and language.

GENDER SEXUALITY ALLIANCE

The GSA club organizes the annual Gay-Straight Alliance Awareness Week, whereby the students and their advisors participate in numerous events to educate and promote tolerance. The GSA meets weekly to discuss current events issues related to stereotypes and other areas of concern. On numerous occasions the GSA meets with other school clubs to discuss topics of interest.

INTERACT

Interact is the youth group associated with Syosset Woodbury Rotary. Its main focus is to plan school events that raise money for local organizations that assist children. Organizations the club has been involved with are Sunrise Day Camp, The Andrew McDonough B+ Foundation, Birthday Wishes, The Brooke Jackman Foundation and Days for Girls.

INVESTMENT CLUB

Students participate in Internet stock market research and competitions.

ITALIAN CLUB

The Italian Club exposes the students to a variety of cross-cultural experiences focusing on Italian holidays, music, customs and foods. It gives the students an opportunity to live the language outside of the classroom providing a total learning experience. The Italian Club holds a yearly Italian Fiesta, in which students bring in food, put on plays and entertain their families. The club also participates in World Languages Week. Members become involved with the Sons of Italy-Aida Lodge and the Presbyterian Nursing Home. The Club has a yearly field trip.

JAPANESE CLUB

The club strives to raise awareness of Japan within the school and in the community. Understanding and appreciation of the Japanese culture is a key component. Cultural programs, activities and trips are planned. Activities include tea ceremonies, care of the Japanese garden, a Japanese dinner, pen pals and guest speakers.

JAZZ ENSEMBLE

Jazz Band is an ensemble which performs music in the idioms of jazz, rock and other contemporary styles. This group is open to all students interested in developing skills in jazz improvisation and learning about the interpretation of written music from the 1920's to the present. The group performs at the winter and spring school concerts, and optional out of school performances, celebrations and functions. The Jazz band consists of saxophones, trumpets, trombones, piano, bass, guitar, synthesizers and drums.

LATIN CLUB

The Latin club meets regularly with other clubs to share and discuss various cultural experiences. They have become active members of the yearly World Language Clubs World Cup Soccer Tournament. The club is also involved in fundraising activities throughout the year.

LAW AND JUSTICE SOCIETY CLUB

This club seeks to explore and investigate past and present U.S. Constitutional issues that have and will impact the course of American history. To do this, the students will take an in-depth look at the majority and minority opinions of major U.S. Supreme Court cases and through a structured debate highlight the

strengths and weaknesses of the Court's opinions and discuss the implications of said decisions on our nation.

LITERARY/ART MAGAZINE – (Ken)

The literary magazine offers students the opportunity to have their original literary and artwork published. The staff of Ken magazine organizes, selects and publishes its works in an annual magazine as well as the publication *First Person* in the winter. Members also participate in the Columbia University Scholastic Press Association Conferences.

LEADERS FOR LITERACY CLUB

This group meets after reading a chosen work of literature and discusses aspects of the text.

MARCHING BAND

The Marching Band includes all four bands in the high school. Over one hundred students participated in the pep band playing at all home football games. The band will also march in the Memorial Day parade. Marching Band is a fall activity, beginning in September and ending in November.

MATHLETES

Mathletes meet each Tuesday, September through April. The club enters three competitions - the NCIML (Nassau County), NYML (New York State), and NML (National). NCIML necessitates travel to other schools - six meets a year. Best students in the county join the Nassau All-Stars and compete in two regional meets - the NY State Meet and Atlantic Regional Meet. The NYML consists of six home meets. When competitions are not scheduled, the group meets to learn procedures/techniques for attacking contest problems, or to attack or study a classic problem (i.e., digest a solution to a classic problem). In addition to the above meets, the Mathletes take the AHSME (National Exam) each February; those scoring over 100 (out of 150) are invited to take the AIME (National Exam-more difficult). Past students have proceeded to the USA Olympiad contest.

MATHLETES JV

The ninth grade Mathletes involves students who are above average in math ability and who are interested in solving challenging math problems. Meetings are held once a week on Tuesdays during the months of October through May.

MOCK TRIAL CLUB

Mock trial is a competition-oriented club involved in the national mock trial tournament program. Each year, the team competes one-on-one with other high schools at the Nassau County Supreme Court. Students simulate lawyers and witnesses. Preparation includes the writing of briefs, memorization of affidavits and devising questions for the trial. Length of involvement varies depending on how successful the team does after two competitive rounds. Students can compete in a preliminary competition at a nearby high school and finish the school year with an exciting trial within our school.

MODEL CONGRESS CLUB

This club offers students the opportunity to explore the legislative process through participation in debates and competitions at Model Congress conferences. Students will learn how to solve political problems, speak in front of groups and participate in debates.

MODEL UN CLUB

Model UN proposes to educate students about world problems, to engage in formal discussions about world problems and their possible solutions via the United Nations and to prepare students to engage in various national Model UN events (Harvard, Chicago, and Georgetown). There are weekly meetings and four Model UN trips. Students learn how to write resolutions, speak before a group and to participate in lively debate in a large group atmosphere.

MOUNTAIN BIKING CLUB

The Syosset High School Cycling Club offers students an opportunity to participate in after school cycling trips. The trips this year included Bethpage Park, Huntington Harbor, Caumsett Park Trails and SUNY Old Westbury. The rides vary from beginner level to more challenging rides. Bicycle and traffic safety are always stressed. Helmets are required.

NATIONAL ART HONOR SOCIETY

If you are enrolled in a “Visual Arts” class, and enjoy working on community services through the arts, as well as have a passion for creating art, then this society is for you! We meet in alternating bi-weekly committees and as a whole society, to plan, organize, execute and create art and art related services for both local and global organizations. Partnerships include: *White Oaks Nursing Home, Syosset Hospital, UCPN, Birthday Wishes, Smile In A Bag* and *The Memory Project*, just to name a few.

NATIONAL HONOR SOCIETY

National Honor Society meets several times a year, as needed. Members participate in an induction ceremony, scholarship selection, tutor service, executive board selection, etc. Selection to the National Honor Society is based on the following:

- 1 students achieving a 90 average
- 2 participation in at least two school sponsored activities each school year
- 3 teacher endorsement: verifies student’s character, service leadership and scholarship

OLYMPICS OF THE VISUAL ARTS

OVA is an extracurricular school program for students across NY State which is sponsored by NYS Art Teachers Association. There are 8 different categories including Photography, Sculpture, Painting, Drawing, Architecture, Fashion Design, Illustration, and Graphic Design where students work in small groups to solve specific artistic problems. There are two forms of problem solving including a long-term task that requires research, brainstorming, planning, and creativity, which is completed prior to the State Competition; and a spontaneous solution which is done on-site on competition day in Saratoga Springs.

PHOTOGRAPHY CLUB

The Photo Club is open to all students who have an interest in digital and film photography. Students will photograph school and community events for display as well as school and local publications. Students will also submit work to local and national photo contests.

PING PONG

The ping pong club is an active club that meets weekly in the student cafeteria. Students practice and compete in various tournaments throughout the year.

POLITICAL SCIENCE CLUB

This club acts as a forum for the discussion of present political issues and policies that are affecting our nation and our school. This club also attempts to get the students more involved in the political process by holding events and running campaigns which raise awareness about the issues being debated within the school, and the ways in which they can enact change.

PRO (PEERS REACHING OUT)

PRO (Peers Reaching Out) is a mentor program which works directly with PAL (Peers As Leaders), Peer Helpers, Peer Educators and the Special Education Department. The mission of the program is to foster relationships, build self-esteem, take social risks and develop leadership skills that can be utilized beyond high school. These goals are incorporated through school sponsored activities such as sporting events, adventure education, community service, and a monthly breakfast.

QUIZ BOWL

Quiz Bowl is the “varsity sport of the mind”. The team engages in knowledge-based competitions on the local and national level. The team competes in an on-line competition against schools all over the nation, a monthly contest against Long Island teams. Membership is open to all interested students.

RADIO STATION (WKWZ)

WKWZ is more than a student activity. WKWZ is a FCC licensed broadcast station (88.5FM) with a mission to serve the Syosset-Woodbury community. Located in the school basement, WKWZ broadcasts from 2:30 PM to 11:00 PM weekdays. Students can get involved in news casting, sports casting, audio engineering and DJ-ing. Independent study positions are available each semester for those who wish to take leadership roles. A great start for a broadcasting career; WKWZ alumni have won numerous awards, including the Emmy, Ace, Mobil, Shary and Streisand.

REMOTE CONTROL CAR/DRONE CLUB

This club meets to share ideas and make different kinds of models. Models are displayed in showcases and at an annual showing for parents.

ROBOTICS CLUB

The Robotics Club is a group that designs, builds, and programs a Robot to compete in the annual FIRST Tech Challenge. Students will use kit parts and raw materials for the construction of the Robot. Robots are designed to compete in a new challenge every year and will be brought to competitions at various sites against other schools and teams.

RUSSIAN CLUB

The Russian Club has attracted many students studying Russian or of Russian descent. The club competes with other World Language Clubs in volleyball and bingo, but most importantly, it is active in community activities.

(S.A.D.D.) STUDENTS AGAINST DESTRUCTIVE DECISIONS

S.A.D.D. is a student organization dedicated to encouraging responsible decision making. Students engage in activities and discussions geared toward identifying common student concerns. Students are encouraged to problem-solve solutions and share their concerns with the Syosset High School population. Examples of topics addressed by Syosset S.A.D.D. have been underage drinking and other drug use, texting or drinking while driving, bullying, depression and low self-esteem

SAVE

Founded by students in 2002, Students Against Violence Everywhere (SAVE) is a club that engages in activities to end violence and promote nonviolence. The activities include efforts to combat both physical and verbal violence, as well as endeavors to improve communication and build relationships among students throughout the school, because it's often miscommunication that causes violence. SAVE sponsors an annual “Mix It Up Day.” Speakers have addressed the club about homophobia, dating violence, abuse, and discussions have been held after viewing videos about numerous world issues.

SCENERY DESIGN AND STAGE CONSTRUCTION CLUB

This club, an offshoot of the course of the same name, allows students to put theory into practice. The magnificent sets and props for all school theatrical events are designed and constructed by this multi-talented club.

SCHOOL NEWSPAPER:

The purpose of our club is to provide a newspaper reflecting on the interests, achievements and activities of Syosset High School students. Its aim is both to inform and entertain. The Pulse recently was awarded the Medalist rating from the Columbia Scholastic Press Association: the highest scholastic journalism achievement for school publications.

SCIENCE OLYMPIAD CLUB

The Science Olympiad is a group of students who enjoy increased interest in science and receive recognition for outstanding achievement. This is accomplished through activities, research and intramural, regional, state and national tournaments. The Science Olympiad tournaments are academic interscholastic competitions which consist of a series of approximately 23 individual and team events for which students prepare during the year. The competitions follow the format of popular board games, TV shows and athletic games. These challenging and motivational events are well balanced among the various sciences disciplines of biology, earth science, chemistry, physics, computers and technology. There is a balance among events requiring knowledge of facts, concepts, processes, skills and applications.

SERENDIPITY CLUB

Serendipity is a club for students that helps to build connections with their peers through a social setting. The group meets weekly and there is a great emphasis on encouraging students to become more involved with the co-curricular events and activities that Syosset High School has to offer.

SPANISH CLUB

The Spanish Club offers all interested Spanish students an opportunity to explore Spanish outside the classroom. The club offers programs ranging from films, speakers, receptions for foreign students and special occasion "fiestas" with native foods and music to involving the students in reaching out to the Hispanic community outside of SHS. Members are involved in World Languages Week.

STAGE BAND

Stage Band is an ensemble dedicated to the study and performance of Jazz and American music. This group is open to all students interested in developing skills in jazz improvisation and in interpreting written music from the 1920's to the present. This group performs at the school concerts as well as at optional out of school performances. Stage Band consists of saxophones, trumpets, trombones, piano, bass, guitar, synthesizers and drums.

STUDENT GOVERNMENT – Co Advisors: Rich Cafiero/Dale Iovine-Lynch

Class Advisors:	Seniors – Dale Iovine-Lynch
	Juniors – Rich Cafiero
	Sophomores – Greg Cardona
	Freshman – Stacey Balducci

Student Council is the umbrella governing organization of the student body. It plans, coordinates and carries out social, community and government activities such as dances, charity fundraisers, homecoming activities and participation in building and district policy boards. Membership is open to all; two delegates are democratically elected in each social studies class and the executive board is elected by the student body. Special committees, whether permanent or ad hoc, are appointed after an interview process. The executive board (elected) consists of 28 to 30 students, including a chairperson. The student senate consists of approximately 150 students. The executive board meets every Friday afternoon.

STUDENTS FOR SOCIAL EQUALITY CLUB:

This club spends time organizing events for celebration of Martin Luther King Week at the school. It maintains its interest in plurality of cultures and human values in various activities throughout the school year. Its meetings and forums address: racism, stereotyping, multi-culturalism, hate groups and other issues.

SUBSTANCE FREE ALLIANCE

This group is open to students who are committed to maintaining a healthy lifestyle and finding strategies for helping other teens do the same. Students create awareness and education within the Syosset community and are devoted to changing teen attitudes toward substance use. The members do not use

nicotine, alcohol or other drugs. Activities include the Health Fair, reaching out to the middle schools, and fundraisers to support substance use prevention and treatment within the community.

TECHNOLOGY CLUB

Students get involved with the construction of electronic projects. Members apply math, science and tech concepts to club related activities. The club also organizes field trips of interest to club members. Students interested in amateur radio can use the amateur radio equipment.

TRI-M MUSIC

Tri-M is the international honor society for music students in high school. It is a program of the Music Educators National Conference, an association of 55,000 music educators nationwide who realize the importance of recognizing and motivating musical achievement in their students. The requirements for membership are that students must maintain a "B" average in academic subjects and an "A" average in music courses. They must also have acquired at least a level 5 "B+" NYSSMA rating. Upon filling out an application for membership, candidates must also perform a solo or in a small ensemble at a public recital (library concert, retirement home concert, etc.), complete a written exam, and take part in a formal initiation ceremony which takes place in the spring.

VOCAL JAZZ CHOIR

Vocal Jazz Ensemble is a group made up of both boys and girls who sing pop, classic and standard music in the jazz genre. Most of the chosen pieces are A Cappella. During the year the group performs in various concerts in school. They also perform at various venues outside of school.

W.I.N

W.I.N. (WORLD INTERNATIONAL NETWORKING) The WIN Club publishes a World Language magazine each year featuring the work of Syosset High School's language students.

WOMEN'S FORUM

The Young Women's Forum addresses issues of gender inequity in SHS, in our nation, and across the globe. It is designed to empower young women through an analysis of gender inequities and deconstructing cultural images and norms. Students fundraise to help women around the globe less fortunate. Debates are held and films are analyzed.

YEARBOOK - *Red and White*

The Yearbook involves students in all phases of production, including copywriting, photography, design, layout, editing, sales and advertising. It requires close cooperation under the pressure of deadlines, as well as the ability to organize people into a close-knit group that is able to handle this kind of pressure. The high school yearbook is totally self-supporting including student purchases. This means it must raise all necessary monies to publish the book each year. Students are involved in sales, advertising and distribution.

ADDITIONAL CLUBS AND GROUPS

American Sign Language Club
Animation Group
Architecture Group
Art Club
Asian American Experience Group
Aviation Group
Brass Ensemble
Breaking Borders Club
Bring Change 2 Mind
Cabaret Night
Chamber Music Club
Chinese Cultural Society Group
Dancing Days Club
Dungeons and Dragons Group
Entrepreneurship Group
Esports Club
Ethics Bowl
Fantasy Sports Group
Fashion Group
First Responders Group
Future Leaders of America
Girls Who Code Club
Global Health Group
Helping Hands Society Group
HOSA (Future Health Professionals Group)
Hydroponics Group
Ice Skating Group
Indian Culture Group:
Jewish Student Union Group
Knit and Crochet Group
Korean Language & Culture Group
Muslim Student Association Group
Nature of Americans Group
Notables Group
Physics Group
Pit Orchestra
Poetry Out Loud
Pre-Medical Society Group
Relief Group
Sailing Group
Save The Arts Group
SCIAD Group
Science National Honor Society
SHINE Group
Ski & Ride Group

Spikeball Group
Sports Analytics Group
STEM Newsletter Group
Strings Club
Syosset for Senior Citizens Group
Today In History Group
Water for Life Group
Women in Business Group
Women in STEM Club

SYOSSET HIGH SCHOOL

(364 – EXCHANGE FOR ALL NUMBERS)

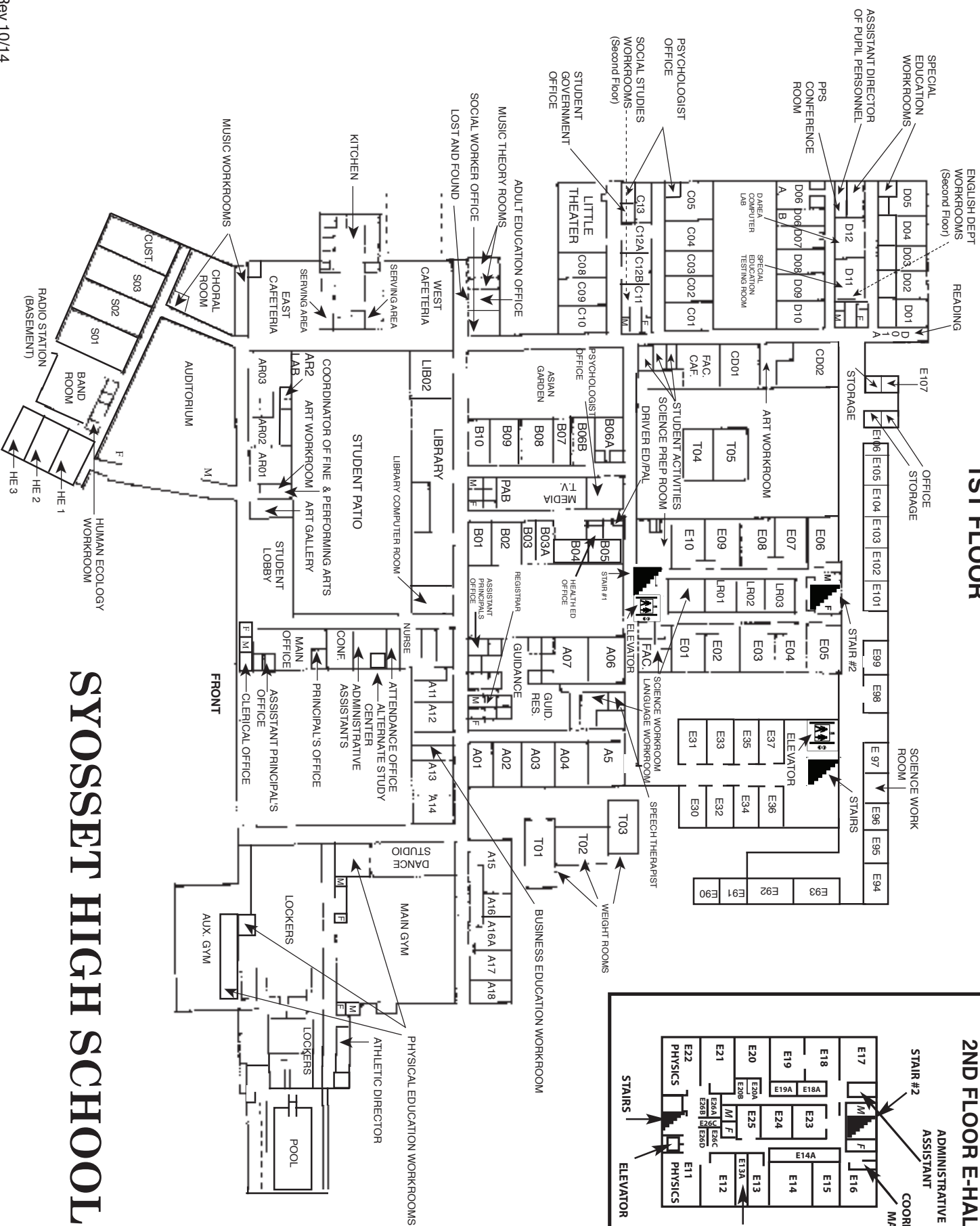
- 364-5675** Main Office, Dr. Giovanni Durante, Principal
-5675 Assistant Principal, Mr. Raymond Gessner
-5686 Assistant Principal (Guidance), Mr. Christopher Ruffini
-5680 Assistant Principal, Mr. Matthew Loew
-5680 Administrative Assistant, Mr. Shai Fisher
-5726 Art Teachers Workroom
-5748 Director of Athletics, Physical Education & Recreation, Mr. Scott Steuber
-5683 Attendance Office
-5680 Business Education Department, Meghan Parenteau
-5717 Business Education Teachers Workroom
-5738 Continuing Education
-5734 Driver Education Program, Mr. Rich Faber
-5675 English Department
-5701 English Teachers Workroom
-5675 Human Ecology Department, Mr. Raymond Gessner, Assistant Principal
-5719 Human Ecology Teachers Workroom
-5724 Fine and Performing Arts, Dr. Christopher Hale, Coordinator
-5686 Guidance Department, Mr. Christopher Ruffini, Assistant Principal

Counselors:

Ms. A. Barrett	Ms. K. Rosenberg	Ms. J. Biblow
M. J. Miller	Ms. L. Haubrich	Ms. J. Korman
Mr. C. Kozlowsky	Ms. J. Krefetz	Ms. J. Melis
Ms. J. Saia	Ms. B. Waschitz	Mr. J. Scurdo
		Ms. V. Taylor

- 5694 Guidance Resource Center
-5680 Health Education Department, Mr. Shai Fisher, Administrative Assistant
-5710 Health Teachers Workroom
-5732 Library
-5675 Mathematics Department, Meghan Parenteau
-5706 Mathematics Teachers Workroom
-5696 Nurses Office
-5752 – 5753 Physical Education Teachers Workroom
-5722 Psychological Services, Dr. Thomas Kelly
-5755 Psychological Services, Dr. Cristina Balducci
-5721 Psychological Services, Dr. Leslie Eder
Psychological Services, Ms. Elena Byrne-DiRico
-5745 Radio Station WKWZ 88.5 FM
-5711 Science Department, Irina Kimyagarov
-5713 Science Teachers Workroom
-5680 Social Studies, Mr. Matthew Loew, Assistant Principal
-5714 Social Studies Teachers Workroom
-5715 Social Studies Department Office
-5695 Special Education Department
-5611 Technology Department, Irina Kimyagarov
-5735 Technology Teachers Workroom
-5751 World Language Department, Dr. David Balsamo
-5704 World Language Teachers Workroom

1ST FLOOR



2ND FLOOR E-HALL

