

Syosset High School

Student

Parent

Handbook

2018-2019

SYOSSET CENTRAL SCHOOL DISTRICT

Syosset, New York

BOARD OF EDUCATION

Dr. Michael Cohen - President

Tracy Frankel - Vice President

Carol C. Cheng

Christopher DiFilippo

Andrew Feldman

Rob Gershon

Anna Levitan

Susan Parker

Chris Ulrich

SCHOOL DISTRICT ADMINISTRATION

Dr. Thomas L. Rogers

Superintendent of Schools

Ms. Adele Bovard

Deputy Superintendent of Schools

Dr. Patricia M. Rufo

Assistant Superintendent for Business

Dr. Joseph LaMelza

Assistant Superintendent for Pupil Personnel Services

Ms. Joanne Mannion

Assistant Superintendent for Curriculum, Research and Technology

Ms. V. Dolly Kranz

Assistant to the Superintendent for Testing,
Planning and Administrative Support

SYOSSET HIGH SCHOOL

Dr. Giovanni Durante

Principal

Raymond Gessner Christopher Ruffini David Steinberg
Assistant Principals

Maryanne Rinaudo-Concessi Shai Fisher Thomas Fusco
Administrative Assistants

2018 - 2019

Instructional Materials Center

TABLE OF CONTENTS

PRINCIPAL'S MESSAGE	
PTSA MESSAGE	
PRESIDENT OF THE STUDENT GOVERNMENT MESSAGE	
MISSION STATEMENT AND SCHOOL PHILOSOPHY	
SENIOR CLASS DECLARATION OF CHANGE	

GENERAL INFORMATION

Administration and Academic Department Heads	1
Class Officers	1
District Support Services.....	2
General Information	3-7
Bell Schedules	8
Locker Locations.....	9
Student Dismissal Precautions Regulation	10

RULES AND REGULATIONS

Attendance Policy	10-11
Code of Conduct.....	12-25
Freedom from Race, Color, Religion, National Origin, Age, and Disability Harassment Policy.....	26
Plagiarism/Academic Misconduct	27
Smoking/Tobacco Use.....	27
Anti-Bullying and Harassment Policy	27-29
Employee and Student Freedom from Sexual Harassment Policy.....	29-30
Non-Discrimination Policy	31-37

HEALTH SERVICES

Accidents	38
Wheelchairs	38
Immunizations.....	38
Medical Excuses.....	38
Blood Mobile	38
Medication	38

LIBRARY MEDIA CENTER..... 39

GUIDANCE DEPARTMENT

See Your Counselor About	39-40
How to Make an Appointment.....	40
Grading System	40
GPA Percent Conversion Chart.....	41
Computation of Final Average	42
Diploma Requirements	42-43
Diploma Requirement Attachment	44-47
Academic Load Requirements.....	43
Science Lab Requirement.....	48
Valedictorian & Salutatorian.....	48
Requirements for Graduation Honors	48
Academic Achievement Honor Roll	49
Student Program Modifications.....	49

Class Standing.....	49
Summer School Admission Requirements.....	49
Grade Point Average	50
Mid-Term Examination Policy	51
Final Examination Policy.....	51
Overriding Computer Average	51
Interim Reports	51
Report Cards	51
Advanced Placement Examinations	51-52
College Courses	52

PROGRAM CHANGE PROCEDURES

Programming Process	52
Changes During the Summer	52-53
Changes at the Opening of School.....	53
Changes During the Year	53
Changes in Course Level.....	53
Dropping Courses.....	53
WP-WF Guidelines	53
Parent Portal and Syosset High School Website	54
Timetable for Program Changes.....	54

ATHLETIC ACTIVITIES 54

CODE OF CONDUCT FOR STUDENT ATHLETES 55

ADDENDUM TO CODE OF CONDUCT 57

EXTRA CURRICULAR ACTIVITIES (CLUBS AND GROUPS)

Association of Creative Thespians (ACT)/Drama	59
Adelesettes.....	59
Astronomy Club	59
Auto Club.....	59
Awareness Club.....	59
B.A.S.I.C. Group	59
Book Club	59
Chess Club	59
CP Choral Pride.....	60
Comic Book Group	60
Cooking Club	60
Cycling Club.....	60
Dance Club	60
DECA Club	60
Diversity Group	60
Dog Rescue Group	60
Environmental Group.....	60
Film Appreciation Club.....	61
Forensic Society	61
French Club	61
Future Leaders of America	61
Gender Sexuality Alliance.....	61
Interact.....	61
Investment Club.....	61
Israeli Culture Group.....	61

Italian Club.....	62
Japanese Club.....	62
Jazz Ensemble	62
Latin Club.....	62
Law & Justice Society Club.....	62
Literary/Art Magazine – <i>Ken</i>	62
Literary Club	62
Marching Band.....	62
Mathletes	62-63
Mathletes (9th grade).....	63
Media Production Group.....	63
Mock Trial Club.....	63
Model Congress Club	63
Model Making Club	63
Model U.N Club	63
Mural Club	63
National Art Honor Society.....	63-64
National Honor Society	64
Olympics of Visual Arts.....	64
Photography Club	64
Ping-Pong	64
Political Science Club	64
PRO (Peers Reaching Out)	64
Quiz Bowl.....	64
Radio Station (<i>WKWZ</i>)	64
Robotics Club	64
Rowing/Crew Team Club.....	65
Russian Club	65
S.A.D.D.....	65
SAVE	65
Scenery Design and Stage Construction Club.....	65
School Newspaper - <i>The Pulse</i>	65
Science Olympiad Club	65
Serendipity Group.....	66
SHS Book Review	66
Spanish Club	66
Stage Band.....	66
Student Government.....	66
Students for Social Equality	66
Substance Free Alliance.....	66
Technology Club.....	66
Tri-M Music.....	66
Vocal Jazz Ensemble	67
Website Club	67
WIN.....	67
Women’s Forum	67
Yearbook - <i>Red ‘N’ White</i>	67
Other Groups.....	68
SYOSSET HIGH SCHOOL TELEPHONE NUMBERS ...	Inside Back Cover
MAP OF SCHOOL	

Dear Students:

Welcome to what promises to be another outstanding year at Syosset High School. It is with great pleasure that I begin my twenty fifth 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.

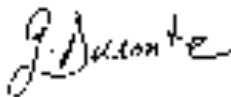
The administration, faculty, and staff at Syosset High School are true professionals who are dedicated to your success. They stand ready to assist you by providing a safe and caring learning environment for all.

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 that reads "G. Durante".

Principal

September, 2018

Dear Students and Parents,

For those of you who are new, welcome to Syosset High School, a Blue Ribbon School of Excellence. For those of you who have had siblings/older children here before, welcome back. You are entering an outstanding community and facility where you're able to stretch yourself intellectually, broaden your academic and social scope, and try out new ideas and activities.

As you enter high school, you may be thinking PTSA? Really? Isn't that just for elementary and middle school? Here at Syosset High School we have a very active PTSA that works to provide and support programs for all students. I invite you to become part of our incredible team: the Parent-Teacher-Student Association (PTSA) and the administration and faculty of Syosset High School. It's a team that works together to make excellence in education and excellence in character a top priority. I encourage you to become a member, attend our monthly meetings and various activities, and join a committee or two. Additionally, I strongly encourage student membership, and welcome student attendance at our meetings. It's never too early for students to become involved in their community. You will receive emails with links to our membership website. In addition, you will find membership tables at most evening events.

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.nyspta.org

This handbook is a valuable resource, which contains a wealth of information about Syosset High School. Many of the questions you may have can be answered by taking a further look inside.

I 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,

A handwritten signature in black ink that reads "Beth Haft". The signature is written in a cursive, flowing style.

Beth Haft
President, SHS PTSA

September 2018

To my fellow students,

Welcome to the 2018-2019 school year! I hope you all enjoyed a great summer with your friends and family. Whether it is your first time roaming the halls of Syosset High School or your last, the next ten months will be full of wonderful and memorable experiences. Our school offers something for just about everyone - allowing you to explore your passions and interests both in the classroom and in different clubs.

The reason why Syosset High School is unlike any other school is because of the wide variety of clubs and classes that are available to every student. Listen to the morning announcements in the beginning of the year for the dates that certain clubs meet. There are almost 100 clubs and groups at our school, each offering something unique. For example, our Forensics, DECA, and Science Olympiad teams have all been met with huge success on the national level in the past few years. Clubs such as Israeli Culture Club, Korean Club and Muslim Awareness allow students to immerse themselves in different cultures. Regardless of your interests, Syosset allows individuals to pursue their own passions - and if you feel as though there's something our school is missing, I urge you to start your own club.

The fabric of Syosset High School is rooted in the concept of PRIDE - Patience, Respect, Integrity, Dignity, and Empathy. PRIDE unites the students at our school, allowing us all to leave Syosset a little bit better than we found it. Perhaps it's helping a friend when they're stressed, or sitting next to someone who is alone in the cafeteria during lunch, or helping a fellow student when they drop their books on the floor - these are just a few examples of the defining principles that every student, teacher, and administrator abides by at Syosset High School.

You are going to make mistakes along the way. It is a part of every student's life. But you shouldn't let these failures ruin you - instead, use them as motivation to do better in the future and by doing so, successes will come to you eventually. It is in these four years of your high school career that you will truly find yourself. Don't waste your time doing things that don't interest you, and don't take classes solely because everyone else takes them. Do what you love, and all the benefits will come along with it. Attend sporting events. Watch the shows and concerts put on by the ACT club and the orchestra/band. Show your Syosset Spirit! By doing so, our school will be more unified, and you will meet a variety of friends along the way.

Throughout my four years of high school, I have learned so much. Work hard, put in your best effort, and most importantly, have fun! I am privileged to be your Senate President and I will do whatever I can to make this year the best year it could possibly be. So if you have any ideas, or any questions at all, feel free to stop me in the hallway and ask! I couldn't be more excited for the 2018-2019 school year, and I encourage you all to follow your passions and do as much as you can. I guarantee that this school year is going to be incredibly memorable. I wish you all a successful school year, and the best of luck to each and every one of you.

Sincerely,

Sahil Rustami
Student Government 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 2019 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 2019 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
'18

GENERAL INFORMATION
HIGH SCHOOL ADMINISTRATION

Dr. Giovanni Durante, Principal

Raymond Gessner, Christopher Ruffini, David Steinberg Assistant Principals
Tom Fusco, Maryanne Rinaudo-Concessi, Shai Fisher Administrative Assistants

ACADEMIC DEPARTMENTS		
Art	Michael Salzman	5724
Business Education	Maryanne Rinaudo-Concessi	5680
English	Amanda Barney	5700
Human Ecology	Raymond Gessner	5675
Health	Shai Fisher	5680
Mathematics	John Genova	5705
Music	Michael Salzman	5724
Physical Education	Drew Cronin	5748
Science	Raymond Loverso	5711
Social Studies	Thomas Fusco	5714
Special Education	Mary-Lou Sapienza	5756
Technology	Raymond Loverso	5711
World Language	David Balsamo	5680

CLASS OFFICERS 2018- 2019

Student Senate

President	Sahil Rustami
Vice President	Jordan Rosenberg
Secretary	Cooper Scher
Treasurer	Sue Hur

Senior Class

President	Charlie Zandieh
Vice President	Rayyan Nabi
Secretary	Aafia Alladin
Treasurer	Sarah Schwartzberg

Junior Class

President	Danny Segal
Vice President	Nicholas Zapantis
Secretary	Rajat Shah
Treasurer	Sofia Quadrino

Sophomore Class

President	Krish Pamnani
Vice President	Jacob Rosenberg
Secretary	Alex Kapusta
Treasurer	Jesse Levitan

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	Melanie Rodenburgh
	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
Mr. David Steinberg – Assistant Principal

Attendance Office – Main Corridor

Department Coordinators – Academic Areas

Guidance Center – Area A
Christopher Ruffini, Assistant Principal

Deborah Contino, Karen Rosenberg, Jill Goldberg, Patti Haddow,
Lori Haubrich, Jessica Korman, Jessica Krefetz, Christopher Kozlowski
Jen Melis, Jen Saia, Beth Waschitz
Valerie Taylor - Upper E Hall

School Psychologists
Dr. Mark Biblow – C Hall
Dr. Michelle Duchnowski – C 5A
Dr. Leslie Eder – E 16A

Nurses – Health Office – Main Corridor
Barbara Armstrong, Michelle Fiorini, Cindy Smith, Barbara Young

Registrar – Area A – Guidance Office
Maureen Beatty

GENERAL INFORMATION

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 class. 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 Administrative Assistant.

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 Nurses' Office. The parent or other responsible adult, who arrives to pick up the student, must report to the Nurses' Office at the time of departure for verification of early dismissal. **Students are then officially dismissed by the school nurse 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 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. State Department of Motor Vehicles lease see the Administrative Assistants 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.

BELL SCHEDULE

REGULAR SCHEDULE

<u>Period</u>	<u>Minutes</u>	<u>Time</u>
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

WARNING BELL FOR LATE BUS 3:40 4:20 5:05

LATE BUS DEPARTURE TIMES 3:50 4:30 5:15

BELL SCHEDULE

2 HOUR DELAYED OPENING SCHEDULE

<u>Period</u>	<u>Minutes</u>	<u>Time</u>
1	26	9:39 – 10:05
ANNOUNCEMENTS	4	10:10 - 10:14
2	26	10:14 – 10:40
3	26	10:45 – 11:11
4	27	11:16 – 11:43
5	27	11:48 – 12:15
6	27	12:20 – 12:47
7	27	12:52 – 1:19
8	26	1:24 – 1:50
9	26	1:55 – 2:21

WARNING BELL FOR LATE BUS 3:40 4:20 5:05

LATE BUS DEPARTURE TIMES 3:50 4:30 5:15

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 (Brown Hallway)</u> 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 2018-2019

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.

Code Of Conduct

INTRODUCTION

The Board of Education is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students and visitors is essential to achieving this goal.

The 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 recognizes the need 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 promptly and fairly. To this end, the Board adopts this code of conduct ("code").

Unless otherwise indicated, this code applies to all students and visitors when on school property or attending a school function.

DEFINITIONS

For purposes of this code, the following definitions apply.

"Disruptive student" means an elementary or secondary student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

"Parent" means parent, guardian or person in parental relation to a student.

"School property" means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law §142.

"School function" means any school-sponsored extra-curricular event or activity.

"Violent student" means a student who:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.

"Weapon" means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

"Disability" means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this Code of Conduct dealing with employment, the term is limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held.

"Employee" means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.

"Sexual Orientation" means actual or perceived heterosexuality, homosexuality, or bisexuality.

"Gender" means actual or perceived sex and includes a person's gender identity or expression.

"Discrimination" means discrimination against any student by a student or students and/or an employee or employees 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.

"Harassment" and/or "bullying" means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that 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 well-being; or conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or occurs off school property and creates or would foreseeably create risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property. Acts of harassment and bullying shall include, but not be 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, or sex. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and nonverbal actions (emphasis added).

STUDENT RIGHTS AND RESPONSIBILITIES

The Board of Education assures district students that they shall have all the rights afforded them by federal and state constitutions, statutes and district policy. The District recognizes all federal, state and local laws in connection with these rights, and reminds

students that certain responsibilities accompany these rights.

The District's aim is to provide an environment in which a student's rights and freedoms are respected, and to provide opportunities which stimulate and challenge the student's interests and abilities to his or her highest potential. These opportunities will be available as long as the student pursues these interests and studies in an appropriate manner and does not infringe upon the rights of others.

A. Student Rights

It shall be the right of each district student:

1. To have a safe, healthy, orderly and courteous and supportive school environment;
2. To take part in all district activities on an equal basis regardless of actual or perceived race, color, weight, creed, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex;
3. To attend school and participate in school programs unless suspended from instruction and participation for legally sufficient cause as determined in accordance with due process of law;
4. To have school policies, regulations, rules and conditions available for review and, whenever necessary, explanation by school personnel;
5. To be suspended from instruction only after his or her rights pursuant to Education Law Section 3214 have been observed; and
6. In all disciplinary matters, to have the opportunity to present his or her version of the facts and circumstances leading to imposition of disciplinary sanctions to the professional staff member imposing such sanction.

B. Student Responsibilities

It shall be the responsibility of each district student:

1. To be familiar with and abide by all district policies, rules and regulations pertaining to student conduct;
2. To work to the best of his or her ability in all academic and extracurricular pursuits and strive toward the highest level of achievement possible;
3. To conduct himself or herself, when participating in or attending school-sponsored extracurricular events, as a representative of the District and as such, hold himself or herself to the highest standards of conduct, demeanor, and sportsmanship, and accept responsibility for his or her actions;
4. To seek help in solving problems that might lead to discipline procedures;
5. To be in regular attendance at school and in class;
6. To contribute to the maintenance of an environment that is supportive, conducive to learning and to show due respect to other persons and to property;
7. To dress in accordance with standards consistent with the health, safety, and welfare of students and the orderly and efficient operation of the school;
8. To make constructive contributions to the school, and to report fairly the circumstances of school-related issues.

ESSENTIAL PARTNERS

A. Parents

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and the District.
9. Build good relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
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 completed.

B. Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn, for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
2. Know school policies and rules, and enforce them in a fair and consistent manner.
3. Communicate to students:
 - a. Classroom rules
 - b. Ramifications of violating classroom rules
4. Report violent students to the building principal
5. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
6. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
7. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention in a timely manner.

C. Guidance Counselors

1. Will handle all referrals of students to counseling.
2. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn, for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
3. Confront issues of discrimination and harassment or any situation that threaten the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
4. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
5. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a guidance counselor's attention in a timely manner.

D. Principals/Administrators

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
2. Ensure that students have the opportunity to communicate regularly with the Principal and approach the Principal for redress of grievances.
3. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
4. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
5. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
6. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a Principal/Administrator's attention in a timely manner.

E. Superintendent

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
2. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Inform the Board about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
6. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
8. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the Superintendent's attention in a timely manner.

F. Board of Education

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
2. Adopt and review at least annually the District's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.
4. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
5. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
6. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a Board member's attention in a timely manner.

G. Other School Personnel

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
2. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
3. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
4. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a Board member's attention in a timely manner.

STUDENT DRESS CODE

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance.

A student's dress, grooming and appearance, including hair style/color, jewelry, make-up, and nails, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.

2. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
3. Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
4. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

Each Building Principal or his/her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

PROHIBITED STUDENT CONDUCT

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

- A. Engage in conduct that is disorderly. Examples of disorderly conduct include:
 1. Making unreasonable noise.
 2. Using language or gestures that are profane, lewd, vulgar or abusive.
 3. Obstructing vehicular or pedestrian traffic.
 4. Engaging in any willful act which disrupts the normal operation of the school community.
 5. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
 6. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the District's acceptable use policy.
- B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include:
 1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
 2. Lateness for, missing or leaving school without permission.
 3. Skipping detention.
- C. Engage in conduct that is disruptive. Examples of disruptive conduct include:
 1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
 2. Substantially, interfering with the teacher's authority over the classroom or substantially disrupting the educational process.
- D. Engage in conduct that is violent. Examples of violent conduct include:
 1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so.
 2. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.
 3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
 4. Displaying what appears to be a weapon.
 5. Threatening to use any weapon.
 6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
 7. Intentionally damaging or destroying school district property.
- E. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include:
 1. Lying to school personnel.
 2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
 3. Defamation, by any means including electronic transmission, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
 4. Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation, gender identity or disability as a basis for treating another in a negative manner.
 5. Harassment, by any means including electronic transmission, which includes a sufficiently severe action or persistent

- pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be, or which a reasonable person would perceive as ridiculing or demeaning.
6. Intimidation, by any means including electronic transmission, which includes engaging in actions or statements that put an individual in fear of bodily harm.
 7. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
 8. Selling, using or possessing, by any means including electronic transmission, obscene material.
 9. Using vulgar or abusive language, cursing or swearing.
 10. Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco.
 11. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs" or synthetic cannabinoids.
 12. Inappropriately using or sharing prescription and over-the-counter drugs.
 13. Using or possessing drug paraphernalia.
 14. Gambling.
 15. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
 16. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
 17. Sexting or sending or posting private or public threats by any means including electronic transmission to or against any other student or member of the administration, faculty or staff of the Syosset Central School District; or if the conduct occurs off school property 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.
- F. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.
- G. Engage in any form of academic misconduct by any means including electronic transmission. Examples of academic misconduct include:
1. Plagiarism.
 2. Cheating.
 3. Copying.
 4. Altering records.
 5. Assisting another student in any of the above actions.

REPORTING VIOLATIONS

All students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, the Building Principal or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the Principal, the Principal's designee or the Superintendent of Schools.

All district staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction, which may include permanent suspension and referral for prosecution.

The Principal or his/her designee may notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the Principal or his/her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

Disciplinary action, when necessary, will be firm, fair and consistent in order to be most effective in changing behavior. Such action will be appropriate to the seriousness of the offense and, where applicable, to the previous disciplinary record of the student in question.

Any staff member observing a violation of this policy by students shall report the incident immediately to the building principal or his/her designee. The principal or his/her designee shall then take immediate action to stop any further prohibited conduct and confiscate any contraband.

If the student is found to have committed the violation of which he/she is accused, the principal or school personnel authorized to impose disciplinary penalties will impose the penalties listed below either alone or in combination. The principal or school personnel authorized to impose disciplinary penalties shall take into consideration all relevant factors in determining the appropriate penalty.

A. Penalties/Remedial Measures

The range of penalties/remedial measures, which may be imposed for violations of the student disciplinary code, includes the following:

1. Peer support groups
2. Corrective instruction or other relevant learning or service experience
3. Supportive intervention
4. Behavioral assessment or evaluation
5. Behavioral management plans, with benchmarks that are closely monitored
6. Student counseling and parent conferences
7. verbal warning – any member of the district staff
8. written warning – coaches, teachers, administrative assistant, assistant principal, principal
9. written notification to parent(s) or guardian(s) - teachers, administrative assistant, assistant principal, principal
10. probation - teachers, administrative assistant, assistant principal, principal
11. reprimand - teachers, administrative assistant, assistant principal, principal
12. detention - teachers, administrative assistant, assistant principal, principal
13. suspension from transportation – administrative assistant, assistant principal, principal, Superintendent
14. suspension from athletic participation - coaches, administrative assistant, assistant principal, principal, Superintendent
15. suspension from social or extracurricular activities – teacher, club advisor, coach, administrative assistant, assistant principal, principal, Superintendent
16. suspension of other privileges - administrative assistant, assistant principal, principal, Superintendent
17. removal from a particular class - teachers, administrative assistant, assistant principal, principal
18. exclusion from a particular class - teachers, administrative assistant, assistant principal, principal
19. Alternative Study Center (During-School-Hours Detention) assignment - administrative assistant, assistant principal, principal
20. suspension for five days or less - principal, Superintendent, Board of Education
21. suspension for more than five days by the Superintendent or Board of Education -Superintendent, Board of Education

In addition, if a criminal offense has been committed, police involvement may become necessary.

The District shall, when reporting a crime committed by a student who has been classified as a student with a disability, transmit a copy of the student's special education and disciplinary records for consideration by the appropriate law enforcement authorities to whom it has reported the crime, but such transmittal must be consistent with the Family Educational Rights and Privacy Act (FERPA).

The Superintendent shall refer any student who has been determined to have brought a firearm to school to the appropriate law enforcement and/or Family Court authorities.

Students who willfully destroy, damage, or deface school property shall be subject to prosecution to the fullest extent possible under the law. Students who damage school property, and/or their parents or guardian, shall reimburse the District for the value of the damaged property up to the limit allowed by law.

The District shall use the Family Court (for example, Person in Need of Supervision Petition, Family Case Management Program) to ensure compliance with compulsory education laws in cases of chronic truancy.

B. Procedures

1. Academic Misconduct

In addition to the penalties listed above, a student who is found guilty of academic misconduct may receive no credit for the project, test or course to which the misconduct related.

2. Detention

The District will provide transportation to detained students who are otherwise entitled to District transportation under Board Policy.

3. Alternative Study Center (During-School-Hours-Detention Program)

The Board recognizes that the school must balance the need of students to attend school and the need for order in the classroom so that a conducive educational environment may be established. Therefore, the Board authorizes the Superintendent and building Principals to provide Alternative Study Center assignment to students who would otherwise be subject to suspension from attendance as the result of a disciplinary infraction.

Assignment to Alternative Study Center of students with disabilities may only be imposed in accordance with applicable federal and state law.

4. Out-of-School Suspension

The Board, the Superintendent and the Principal(s) will have the power to suspend a student who, in their judgment, is insubordinate or disorderly, or whose conduct endangers the safety, morals, health or welfare, or whose physical or mental condition endangers the health, safety or morals of himself/herself or of others for periods not to exceed five school days. The Board and/or Superintendent may also suspend such students for more than five (5) days. If after the investigation and student conference, the Principal determines that suspension is the most appropriate penalty, then the suspension will be imposed utilizing the procedures specified within applicable federal and state law and regulation.

A student of compulsory attendance age will be offered alternative instruction appropriate to his/her individual needs in the event that he/she is suspended from regular instruction.

Suspensions for up to five (5) days may be ordered by the building principal, the Superintendent or the Board of Education. Where a student is suspended from attendance for a period of five (5) days or less, the appropriate District official shall immediately notify the student orally and shall immediately notify the parents or persons in parent relation in writing that the pupil has been suspended from school. Written notices shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure the receipt of such notice within 24 hours of suspension at the last known

address or addresses of the parents or persons in parental relation. Where possible, notification shall also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents or persons in parental relation.

The notice to the parents or persons in parental relation shall provide a description of the incident(s) which resulted in the suspension and shall inform the pupil, parents and/or persons in parental relation to their right to request an immediate informal conference with the principal or appropriate school official in accordance with the provisions of the Education Law Section 3214(3)(d). A parent or person in parental relation requesting an informal conference with the principal shall be afforded the opportunity to ask questions at a conference of complaining witnesses. The notice to the parents and/or persons in parental relation and the informal conference shall be in the dominant language or mode of communication used by the parents or persons in parental relation to the suspended pupil.

a. Suspension of Five Days or Less

Suspensions for up to five (5) days may be ordered by the building principal, the Superintendent of Schools or the Board of Education after the pupil has received oral or written notice of the charges against him/her. If such charges are denied by the pupil, an explanation of the evidence against the pupil and an opportunity by the pupil to present his/her side of the story will be provided by the District. The foregoing requirements of notice, explanation and opportunity to present the pupil's side shall not be deemed to require more than an informal discussion with the pupil. Informal discussion may occur even minutes after the alleged misconduct.

- i. If a suspension of five days or less is determined to be the appropriate form of disciplinary action, the Principal shall immediately notify the student orally or in writing, and shall immediately notify the student's parent(s) or guardian(s) in writing that the student has been suspended from school.
- ii. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of the notice within 24 hours of the suspension at the last known address(es) to the parent(s) or guardian(s). The principal shall also take steps to notify the parent or guardian by telephone of the suspension. The notice shall provide a description of the charges against the student, and the incident(s) which resulted in the suspension, and shall inform the parent(s) or guardian(s) of their right to request an immediate informal conference with the Principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parent(s) or guardian(s).
- iii. At this conference, the parent(s) or guardian(s) shall be permitted to ask questions of complaining witnesses under such procedures as may be established by the Principal. After the conference, the Principal shall promptly advise the parent(s) or guardian(s) of his/her decision and that they may appeal the decision to the Board.
- iv. The Principal shall notify the Superintendent of the name of each student suspended, the reason for the suspension, the evidence supporting the suspension, and the length of the suspension.

b. Suspensions of More than Five Days

Suspension for more than five (5) days may be ordered by the Superintendent of Schools or the Board of Education, but only after the pupil and his parents shall have had an opportunity for a fair hearing upon reasonable notice. At the hearing, the pupil shall be entitled to be represented by a lawyer and shall have the right to cross-examine witness against him/her. The record of the hearing shall be kept, either stenographically or by tape recorder. If the hearing shall be before the Superintendent of Schools, the pupil shall have a right to appeal to the Board of Education. Either the Superintendent of Schools or the Board of Education shall have the right to designate a hearing officer, who shall conduct the hearing, make findings of fact and recommend the appropriate measure of discipline.

- i. If the Principal determines that a suspension of more than five days is warranted he/she shall refer the case to the Superintendent. If the Superintendent agrees with the determination of the Principal, the Superintendent shall give reasonable notice to such student and the parent(s) or guardian(s) of their right to a fair hearing and of the charges against the student.
- ii. The charges in the notice shall be sufficiently specific to advise the student and his/her counsel of the incidents which have given rise to the proceeding and will form the basis for the hearing.
- iii. If the student or his/her parent(s) or guardian(s) request a hearing, the Superintendent may personally hear and determine the proceeding or may, in his/her discretion, designate a hearing officer to conduct the hearing. The Superintendent/hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him/her.
- iv. At the hearing, the student shall have the right:
 - a. To have his/her parent(s) or guardian at the hearing;
 - b. to representation by counsel;
 - c. to question witnesses against him/her;
 - d. to testify on his/her behalf; and
 - e. to present other witnesses and evidence on his/her behalf.
- v. A record of the hearing shall be maintained, but no stenographic transcript shall be required and a tape recording shall be deemed a satisfactory record.
- vi. The Superintendent shall make a determination of guilt or innocence based on competent and substantial evidence that the student participated in the conduct of which he/she is accused. Thereafter, upon the finding of guilt, the Superintendent shall determine the penalty to be imposed. In assessing the penalty, the Superintendent may consider the student's anecdotal record provided the parent(s) or guardian(s) have been notified of the District's intent to offer the anecdotal record for consideration on the issue of the penalty to be assessed. The parent(s) or guardian(s) shall be offered the opportunity to review and rebut the contents of the student's anecdotal records prior to the assessment of a penalty.

- vii. If the hearing is presided over by a hearing officer, he/she shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof.
- viii. Any appeal of the decision of the Superintendent shall be made to the Board which will make its decision solely upon the record before it. The Board may adopt in whole or in part the decision of the Superintendent.
- ix. The decision of the Board may be appealed to the Commissioner of Education.
- c. Alternative Instruction
 - i. Where a student of compulsory education age is suspended, immediate steps for his/her alternative instruction shall be taken.
 - ii. An alternative program of instruction may, in the District's discretion, be sought for any student beyond compulsory education age who presents a sincere desire to complete his/her high school education.
- d. Revocation of Suspension

The Board may, on its own initiative, revoke the suspension of a student whenever it appears to be in the best interest of the school and the student to do so.

5. Teacher Disciplinary Removal of Disruptive Students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student into the hallway briefly; (3) sending a student to the Principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours.

The teacher must meet with the Principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the Principal or designee is not available by the end of the same school day, the teacher must meet with the Principal or designee prior to the beginning of classes on the next school day.

Within 24 hours after the student's removal, the Principal or another district administrator designated by the Principal must notify the student's parent, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the Principal or the Principal's designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parent. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The Principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the Principal or the Principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and Principal.

The Principal or the Principal's designee may overturn the removal of the student from class if the Principal finds any one of the following:

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law, including the District's code of conduct.
3. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The Principal or his/her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the Principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational

programming and activities until he or she is permitted to return to the classroom.

The Principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the Principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

C. Minimum Periods of Suspension

1. One year suspension for possession of firearms

Any student found guilty of bringing a firearm, as defined by federal law, onto school property after a hearing has been provided pursuant to Section 3214 of the Education Law will be subject to suspension from school for at least one calendar year. A student with a disability may only be suspended in accordance with federal and state law.

However, after the penalty has been determined, the Superintendent will review the penalty and may modify such suspension on a case-by-case basis. If the Superintendent believes a one-year suspension penalty to be excessive, she/he may modify the penalty based on criteria including but not limited to:

- i. The age of the student;
- ii. The student's grade in school;
- iii. The student's prior disciplinary record;
- iv. The Superintendent's belief that other forms of discipline may be more effective;
- v. Input from parents, teachers and/or others; and
- vi. Other extenuating circumstances.

2. Students who commit violent acts other than bringing a weapon to school

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

3. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interferes with the teacher's authority over the classroom

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law § 3214 (3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

RECORD KEEPING

A proper and accurate record of each student's disciplinary profile shall be maintained for all incidents.

IN-SERVICE PROGRAMS

The Board shall sponsor an in-service education program for all district staff members to ensure the effective implementation of this policy.

1. The Superintendent may solicit the recommendations of the District staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.
2. In addition, the District shall adopt guidelines on promoting a safe and supportive school climate while discouraging, among other things, discrimination or harassment against students and/or employees; and including safe and supportive school climate concepts in the curriculum and classroom management.

D. Referrals

1. Counseling

The Guidance Office shall handle all referrals of students to counseling.

2. PINS Petitions

The District may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
- c. Knowingly and unlawfully possesses marijuana in violation of Penal Law § 221.05. A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquents and Juvenile Offenders

The Superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- a. Any student under the age of 16 who is found to have brought a weapon to school, or
- b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law § 1.20 (42).

The Superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

E. Student Searches and Interrogations

The term, "authorized school official" shall be deemed to include the Superintendent of Schools, building principals, assistant principals, and administrative assistants when used throughout this Code of Conduct. An authorized school official may question a student about an alleged violation of law or the district Code of Conduct and may impose a disciplinary penalty on a student. Such authorized officials may conduct searches of students and their belongings including laptops, cell phones, or other hand-held electronic devices, if there is reasonable suspicion to believe that the search will result in evidence that the student violated the law or the District Code of Conduct. When warranted, the school nurse, social worker, guidance counselor and/or security personnel will be asked to be present while searches are conducted. Students are not entitled to "Miranda" warnings before being questioned by school officials, nor are school officials required to contact the student's parents before questioning the student. School officials, however, will inform all students why they are being questioned.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

1. Student Lockers, Desks and other School Storage Places

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places or school district computers. Students have no reasonable expectation of privacy with respect to these places or devices and school officials retain complete control over them. This means that student lockers, desks and other school storage places and school district computers may be subject to search at any time by school officials, without prior notice to students and without their consent.

2. Confiscation of Illegal Items

The Principal or the Principal's designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The Principal or his or her designee shall clearly label each item taken from the student and retain control of the item(s), until the item is turned over to the police. The Principal or his or her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

3. Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

- a. A search or an arrest warrant; or
- b. Probable cause to believe a crime has been committed on school property or at a school function; or
- c. Been invited by school officials.
- d. If exigent circumstances exist suggesting that school personnel, students or visitors to district property are in imminent danger of serious bodily harm.

Before police officials are permitted to question or search any student, the Principal or his or her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The Principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

- a. They must be informed of their legal rights.
- b. They may remain silent if they so desire.
- c. They may request the presence of an attorney.

4. Child Protective Services Investigations

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by child protective services to interview a student on school property shall be made directly to Principal or his or her designee. The Principal or designee shall set the time and place of the interview. The Principal or designee shall be present during the interview. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other district medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school district official of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

DISCIPLINE OF STUDENTS WITH DISABILITIES

1. All suspensions of a CSE classified student shall be promptly reported to the Chairperson of the Committee on Special Education.
2. Prior to the accumulation of ten (10) days of suspension for a CSE classified student, the school shall re-evaluate the student so that current data is available for review including anecdotal records from professional staff having contact with the student.
3. All suspensions of a CSE classified student closely spaced and for the same offense shall be referred to the Committee on Special Education.
4. The school district shall endeavor by the above procedures not to suspend a CSE classified student for more than a cumulative period of ten (10) school days during any academic year for any offense that is a manifestation of the disability, as determined by the CSE.

The need to address disruptive or problem behavior within its schools may result in the suspension, removal or other discipline of students with disabilities eligible for services under the Individuals with Disabilities Education Act (IDEA) and Article 89 of the New York Education Law and their implementing regulations.

Students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. Accordingly, the procedures for suspending, removing or otherwise disciplining students with disabilities eligible for services under IDEA and Article 89 will conform to the procedural safeguards required by applicable laws and regulations.

This section incorporates by reference the procedural safeguards for students with disabilities subject to discipline set forth in Part 201 of the Regulations of the Commissioner of the State of New York, which implement the procedural protections provided under New York's Education Law and which coordinate the State's general procedures for suspension of students with disabilities with the requirements of IDEA and its implementing regulations.

The Superintendent of Schools shall ensure, on an ongoing basis, that a copy of the most current version of Part 201 of the Regulations of the Commissioner of Education is attached as an exhibit to this regulation.

This regulation affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

AUTHORIZED SUSPENSIONS OR REMOVALS OF STUDENTS WITH DISABILITIES

In accordance with the procedural protections applicable to the discipline of students with disabilities:

1. A suspension means a suspension pursuant to Section 3214 of the New York Education Law.
A removal means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself/herself or others.
An interim alternative educational setting (IAES) means a temporary educational placement for a period of up to forty-five days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and includes services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.
2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
 - a. The Board of Education, Superintendent of Schools or a Building Principal delegated such authority by board policy may order the placement of a student with a disability into an interim alternative educational setting (IAES), another setting or suspension for a period not to exceed 5 consecutive school days provided the period does not exceed the amount of time a nondisabled student would be subject to suspension for the same behavior.
 - b. The Superintendent of Schools may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under paragraph 1 for the same behavior, if the Superintendent determines the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time nondisabled students would be subject to suspension for the same behavior.
 - c. The Superintendent of Schools may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
 - d. The Superintendent of Schools may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a child without a disability would be subject to discipline, but not more than 45 days, if the child carries or possesses a weapon to school or to a school function, or the child knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
 - (1) The term weapon means the same as "dangerous weapon" under 18 U.S.C. Section 930(g)(w) which includes "a weapon,

device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 ½ inches in length.

- (2) Controlled substance means a drug or other substance identified in certain provisions of the Federal Controlled Substances Act specified in both federal and state law and regulations applicable to this regulation.
 - (3) Illegal drugs means a controlled substance except for those legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

CHANGE OF PLACEMENT RULE

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
 - a. for more than 10 consecutive school days; or
 - b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the District may impose a suspension or removal which would otherwise result in a disciplinary change in placement based on a pattern of suspensions or removals if the CSE has determined the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

SPECIAL RULES REGARDING THE SUSPENSION OR REMOVAL OF STUDENTS WITH DISABILITIES

1. The District's CSE shall:
 - a. Conduct functional behavior assessments to determine why a student engages in behaviors that impede learning and how the student's behavior relates to the environment. The CSE shall develop or review behavioral intervention plans whenever the District is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.
 - b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the District is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
 - a. It shall be the responsibility of the Superintendent of Schools, Building Principal or other school official imposing a suspension or removal to determine whether the student is a student presumed to have a disability.
 - b. A student will not be considered a student presumed to have a disability for discipline purposes if upon receipt of information supporting a claim that the District had knowledge the student was a student with a disability, the District either:
 - (1) Conducted an individual evaluation and determined that the student is not a student with a disability, or
 - (2) Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other nondisabled student who engaged in comparable behaviors. However, if a request for an individual evaluation is made while such nondisabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the nondisabled student, who is not a student presumed to have a disability for discipline purposes, shall remain in the educational placement determined by the District, which can include suspension.
3. The District shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because of maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The notice of disciplinary removal shall be accompanied by the procedural safeguards notice prescribed by the Commissioner of Education of the State of New York.
4. The parents of a student with a disability subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under New York's Education Law.
5. A Superintendent's hearing on disciplinary charges against a student with a disability subject to a suspension of more than five

school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in Education Law and Regulations of the Commissioner of Education which are incorporated into this regulation.

6. The removal of a student with a disability other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than ten consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined the behavior is not a manifestation of the student's disability.
7. During any period of suspension or removal, including placement in an IAES, a student with a disability shall be provided services as required by the Education Law and Regulations of the Commissioner of Education which are incorporated into this regulation.

EXPEDITED DUE PROCESS HEARINGS

1. An expedited due process hearing shall be conducted in the manner specified by the Regulations of the Commissioner of Education which are incorporated into this regulation, if
 - a. The District requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings, where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
 - b. The parent requests such a hearing to challenge a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - (1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the District agree otherwise.
 - (2) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to the removal to the IAES, except where the student is again placed in an IAES.
2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the District and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

REFERRAL TO LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

In accordance with the provisions of the IDEA and its implementing regulations:

1. The District may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
2. The Superintendent of Schools shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported consistent with the Family Educational and Privacy Rights Act (FERPA).

VISITORS TO THE SCHOOLS

The Board encourages parents and other district citizens to visit the District's schools and classrooms to observe the work of students, teachers and other staff not without prior permission. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the office of the Principal upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the Principal's office before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session may do so during American Education Week.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the Principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.
8. All visitors are expected to promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

PUBLIC CONDUCT ON SCHOOL PROPERTY

The Board of Education recognizes that the primary purpose of the District is to provide a superior atmosphere for learning and education. Any action by an individual or group aimed at disrupting, interfering with or delaying the education process, or having such effect, is hereby declared to be in violation of this Code of Conduct.

The Board also recognizes its responsibility to protect school property and declares its intent to take any and all legal action to prevent its damage or destruction. The Board will also seek restitution from, and prosecution of, any person or persons who willfully damages school property.

It is not the intent of this policy to limit freedom of speech or peaceful assembly. The Board recognizes that free inquiry and free expression are indispensable to the objectives of a school district. The purpose of the rules and regulations is to prevent abuse of the rights of others and to maintain public order, not to prevent or restrain controversy or dissent.

DISSEMINATION AND REVIEW

A. Dissemination of Code of Conduct

The Board will work to ensure that the community is aware of this code of conduct by:

1. Providing copies of an age appropriate, plain language, summary of the code to all students at a general assembly held at the beginning of each school year.
2. Making copies of the code available to all parents at the beginning of the school year.
3. Mailing a summary of the code of conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current code of conduct when they are first hired.
6. Making copies of the code available for review by students, parents and other community members.
7. Posting the complete Code of Conduct on the District’s website.
8. Posting the name, designated school building and contact information of each Dignity Act Coordinator in the plain language summary of the code of conduct.
9. Including the name, designated school and contact information of each Dignity Act Coordinator in at least one (1) District or school mailing per year to parents and persons in parental relation, and if such information changes, in a least one (1) subsequent District or school mailing as soon as practicable thereafter.
10. Posting the name, designated school building and contact information of each Dignity Act Coordinator in highly-visible areas of school buildings.
11. Making the name, designated school and contact information of each Dignity Act Coordinator available at the District and school-level administrative offices.

List of Dignity Act Coordinators in all schools:

School	Dignity Act Coordinator	Phone Number
Baylis	Dr. Taryn Wood	364-5798
Berry Hill	Regina Pisacani	364-5790
Berry Hill	Dr. Alena Reisman	364-5790
Robbins Lane	George Basso	364-5804
Robbins Lane	Linda Blanchfield	364-5804
Robbins Lane	Marcelle DeMarco	364-5804
South Grove	Sean Kiernan	364-5810
South Grove	Marie Vasco	364-5810
Village	Jody Heitner	364-5817
Village	Dr. Erika Koschei	364-5817
Walt Whitman	Lori Levien	364-5823
Walt Whitman	Dr. Giovanna Raspanti	364-5823
Willits	Dr. Marcus Crenshaw	364-5829
Willits	Anthony Roche	364-5829
South Woods MS	Susan Heller Fisher	364-5621
South Woods MS	Linda Grunert	364-5621
H.B. Thompson MS	James McAleer	364-5760
H.B. Thompson MS	Allison Mills-Carroll	364-5760
Syosset High School	Richard Faber	364-5675

The Board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct. The Superintendent shall solicit the recommendations of the District staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

B. Review of Code of Conduct

The Board will review this code of conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the code’s provisions have been and whether the code has been applied fairly and consistently.

The Board may appoint an advisory committee to assist in reviewing the code and the District’s response to code of conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

Before adopting any revisions to the code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

The code of conduct and any amendments to it will be filed with the Commissioner of Education no later than 30 days after adoption.

Revised 8/16/10

Revised 9/24/12

Revised 7/2/13

**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 Districts' 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 صويامب (Syosset)
صويامب ، نيويورك

سياسة عدم التمييز

مدرسة وسط مقاطعة صويامب بالتوافق مع الأنظمة
الاتحادية وقوانين الدولة وضما تعلق بالهيئة والقبول في
المقاطعة للبرامج التعليمية والدتنظمة . مدرسة وسط مقاطعة
صويامب لا تميز على أساس العرق او اللون او العقيدة او
الاهل القومي ، أو الجنس ، أم الاعاقة او السن او الوضع في
التوجه الجنسي ، أو الوضع العسكري والوضع العائلي .
وتقاً لسياسة مجلس التعليم ، الترخيص الجنسي يُعتبر
شكل من أشكال التمييز . الاستفسارات المتعلقة بتطبيق
هذه السياسة قد يكون موجهاً نحو :

لقب المنق IX (9) (التمييز الجنسي)

السيرة جانت بيروتا

مديرة الموارد البشرية

مدرسة وسط مقاطعة صويامب

صندوق بريد 9029 (9029)

صويامب ، نيويورك 11791 (11791)
516-364-5648 (516)

منق فرع 504 (0.4) (التمييز الاعاقة)

د. جوزيف لاميلزا

مدير خدمات الطلاب

مدرسة وسط مقاطعة صويامب

صندوق بريد 9029 (9029)

صويامب ، نيويورك 11791 (11791)
516-364-5616 (516)

(017) 476-0717

סיוסאט סענטראל שול דיסטריקט
סיוסאט, ניו יורק

אנטי-דיסקרימינאציע קאָאָרדינאטאר:

סיוסאט סענטראל שול דיסטריקט סאָציאלע מיניסטראַט וואָס
דיסקרימינאציע קאָאָרדינאטאר און אַרבעטס-רעזאָרס וואָס
דיסקרימינאציע (עלדער און רעזאָרס) - קאָאָרדינאטאר וואָס אַרבעט אַלס אַלע,
סיוסאט סענטראל שול דיסטריקט אַקטיוויטי, אַרבעט, אַקטיוויטי, אַקטיוויטי,
לינג, דיסקרימינאציע, אַרבעט, אַרבעט דיסקרימינאציע, אַרבעט דיסקרימינאציע און
דיסקרימינאציע אַלע אַרבעט אַלע אַרבעט אַלע אַרבעט אַלע אַרבעט אַלע אַרבעט אַלע
דיסקרימינאציע אַלע אַרבעט אַלע אַרבעט אַלע אַרבעט אַלע אַרבעט אַלע אַרבעט אַלע
און אַרבעט אַלע אַרבעט אַלע אַרבעט אַלע אַרבעט אַלע אַרבעט אַלע אַרבעט אַלע
און אַרבעט אַלע אַרבעט אַלע אַרבעט אַלע אַרבעט אַלע אַרבעט אַלע אַרבעט אַלע

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 סיאטס

סיאטס, ניו יורק

מדיניות נגד אפליה

בית הספר המרכזי סיאטס עומד בתקנה פדרלית וחוקי המדינה בעניין העסקה וקבלה לתעסוקה
לימודים ופעילויות המיועד. בית ספר המרכזי מחוז סיאטס אינו ספלה על בסיס של גזע, צבע,
אמונה, ארץ מוצא, מין, מוגבלות, גיל, העדפות מלידה, מעמד צבאי, והעסק משפחה.
לפי מדיניות המערכת החינוכית, המורה מכינת בחסות לסוג של אפליה שאינה בהקשר לשינויים
במדיניות די יפני אל :

במקרה של אפליה נגד:

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
サイオセツト中央学校区
Syosset, New York
ニューヨーク州サイオセツト

無差別の方針

サイオセツト中央学校区は、本学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。サイオセツト中央学校区は、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 (ジャンネット・ペロッタ)
Coordinator of Human Resources (人事コーディネーター)
Syosset Central School District (サイオセツト中央学校区)
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 (サイオセツト中央学校区)
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 संगठनी कार्यका सबे नीकरी के मामले के federal लाइन और district नियमों का पालन करता है।
रंग, धर्म, जाती, उम्र, अक्षमता अथवा और वैवाहिक स्थिति पर किसी भी तरह का अनुचित तौर ताल नहीं करता
Board of Education के नियम के अन्तर्गत पर बौल
(sexual harassment) एक दोष है और इसे अनुचित
इस मामले के और कुछ लाइन नियम नियमों के
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

Кодекс о Недискриминации

Центральный Школьный Округ Союзета придерживается всех штатных и федеральных инструкции и закон относительно трудоустройства и допуска к образовательным программам и мероприятиям Округа. Союзетский 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
Союзетский Центральный Школьный Округ
Почтовый ящик 9029
Союзет, Нью-Йорк 11791
516-364-5648

Координатор секции 504 (дискриминации по инвалидности),
Доктор Джозеф Леймла
Директор Персонала по Обслуживанию Учеников
Союзетский Центральный Школьный Округ
Отделение связи. Коробка 9029
Союзет, 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 Páaralán ng Syosset
Syosset, New York**

Palakad ng Walang-Diskriminasyon

Ang distritong sentral ng páaralán 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 páaralán 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 katáyuang 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

**سویاسٹ مرکزی اسکول ضلع سویاسٹ نیویارک
غیر امتیازی پالیسی**

ملازمت اور ضلعی تعلیمی پروگرام اور سرگرمیوں میں داخلہ کے سلسلے میں سویاسٹ مرکزی اسکول ضلع، نیویارک اور وفاقی قوانین اور قانون کی تعمیل کرتا ہے۔
سویاسٹ مرکزی اسکول ضلع، نیویارک، عقیدہ قومیت، جنس، مذہب، عمر اور جسمانی بنیاد وغیرہ یا ازدواجی حیثیت پر کوئی تفریق نہیں کرتا ہے۔
نفاذ تعلیمات کی پالیسی کے مطابق جنسی خوف زدگی کو ایک طرح کا امتیازی سلوک سمجھتا ہے۔ اس پالیسی کے اطلاق کے سلسلے میں معلومات مندرجہ ذیل پتے 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	Interpretation of test results
Working papers	Financial Aid
Regent's competency testing	Transfer information (if you move)
Transcripts	Peer Mediation (Peers as Leaders-"P.A.L.")
Scholarship information	Tutoring (National Honor Society)
Support Groups	

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

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

DIPLMA 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 2008-2015**

	Local Diploma, Regents Diploma, Regents Diploma with Advanced-Designation	AMOUNT/NUMBER OF CREDITS
English		4
Social Studies		
<i>Distributed as Follows:</i>		4
U.S. History (1)		
Participation in Government (1/2)		
Economics (1/2)		
Other (2)		
Science		3
<i>Distributed as Follows:</i>		
Life Science (1)		
Physical Science (1)		
Life Sciences or Physical Science (1)		
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.

Notes:

1.) **Pathways** A student must either complete all the requirements for the CDOs Commencement Credential at <http://www.p12.nysed.gov/specialized/publications/2016-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 a Language other than English (LOTE)
- See Multiple Pathways at: <http://www.p12.nysed.gov/cial/multiple-pathways/>
See Department Approved Alternatives at <http://www.p12.nysed.gov/assessment/instruction/archives/list.pdf>

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/cial/grades9/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/transitioncorecents1113rev.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 examination 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^A	1	
Social Studies	1	65	1		1	55^A	1	
Pathway (See note 1 on reverse side)	1 or CDOS	65 if Regents Exam	1 or CDOS		1 or CDOS	if Regents exam	1 or CDOS	
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/gradreg/CurrentAppealForm.pdf>

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

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> U.S. History (1) Global History and Geography (2) Participation in Government (1/2) Economics (1/2)	4
Science <i>Distributed as Follows:</i> Life Science (1) Physical Science (1) Life Science or Physical Science	3
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

CREDIT REQUIREMENTS

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 in a Language other than English (LOTE)
 - 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/assessmenthscent/archivelist.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/transitioncoregen1113rev.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 Gifted Students	Regents Diploma for All Students	Local Diploma for All Students	Local Diploma for Students with a Disability	Local Diploma for English Language Learners	
	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
English Language Arts (ELA)	1	65	1	55*	1	55*
Math	1	65	1	55*	1	55*
Science	1	65	1	55 ^A	1	55 ^A
Social Studies	1	65	1	55 ^A	1	55 ^A
Pathway (See note 1. on reverse side)	1 or CDOS	65 if Regents Exam	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	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 ^A if Regents exam
Compensatory Safety Net	Non Applicable	Non Applicable	Non Applicable	Non Applicable	1 or CDOS	Non Applicable
Regents Diploma with Advanced Designator						
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 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 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 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/ciaigradreq/RevAppealForm2015.pdf>

^AIn 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/specialied/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 A, or SySTEM Robotics
Music	- must include Music Theory
Theater Arts	- must include Advanced Theater Dance 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	Softball
Cross-Country	Swimming	Swimming	Winter Track	Lacrosse	Track
Volleyball	Cross-Country	Winter Track	Kickline	Track	Lacrosse
	Volleyball	Wrestling	Cheerleading	Tennis	Golf
	Kickline		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 - Advisor: Gene Connor

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. In addition, the group participates in various festivals and competitions on Long Island and in New York State. 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 - Advisor: Kristin Howell

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 – Advisor: Glenn Baumann

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

AUTO CLUB - Advisor: Robert Landon

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 also learn about repairing brakes, tires and the cooling system of a car. Students are also introduced to different aspects of a car's electrical system.

AWARENESS CLUB – Advisors: Rosemary Jones/Lynn Ortlieb

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. GROUP - Advisors: John Chae/Terri Tozer

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.

BOOK CLUB - Advisors: Lynn Ortleib/Sara Wasser

The Book Club meets in the library with their advisor. The club selects a book monthly and after each member has read the book they meet to discuss it. They also participate in various bake sales throughout the year to help offset the cost of the club.

CHESS CLUB - Advisor:

Weekly meetings are held for the Syosset Chess Club (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) – Advisor: Kristin Howell

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.

COMIC BOOK GROUP – Advisors: Beth Golove/Rob Golove

The Comic Book Group will have weekly meetings, reading and discussing a variety of different comics. Come and join us to meet fellow students that share your interests and want to learn more about the history of comics.

COOKING CLUB - Advisor: Beth Schettino

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.

CYCLING CLUB - Advisor: Brad Finn

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.

DANCE CLUB – Advisor: Nicole Condela

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 - Advisors: Glenn Baumann

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.

DIVERSITY GROUP – Advisor: Philip Edelson

The Diversity Group's purpose is to help people be aware and to learn more about the culture and ethnicity of their peers, as well as learning more about their own culture.

DOG RESCUE GROUP – Advisor: Jodie Cohen

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 – Advisor: Betsy Girardi

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 – Advisor: David Gordon

The students watch and analyze several genres of films in order 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 - Advisor: Lydia Esslinger

“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 - Advisors: Hubert Laisney/Eleni Spanos

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.

FUTURE LEADERS OF AMERICA - Advisors: Joanne Leonardi /Susan Occhiuto

The Future Leaders of America Club was formed through the Human Ecology Department to strengthen the ties between the elementary and secondary schools and the community. Activities have included a Fall Festival, a bake sale and a visit to a children's hospital as well as a Senior Citizens Luncheon/Prom. The purpose of this organization is to give students the opportunity to:

1. interact with community members
2. provide services to others who may be less fortunate
3. bring a variety of people together from the community to promote intergenerational understanding
4. contact groups such as Rotary, Knights of Columbus, Nassau Center, Variety Preschool Workshop, Presbyterian Home for the Aged, Senior Citizens of Syosset, various churches and synagogues, elementary schools, middle schools, St. Mary's Home, etc.
5. develop a sense of worth through the effort of volunteerism
6. develop and foster leadership skills
7. gain a sense of community spirit

GENDER SEXUALITY ALLIANCE - Advisor: Gabrielle Schavran

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 - Advisor: Stacey Balducci

Interact is the youth group associated with Syosset Rotary. Its main focus is international youth exchange and activities connected with a better understanding of foreign cultures. Other activities include community service and a club sponsored Career Day. There will also be an international weekend in conjunction with the Rotary.

INVESTMENT CLUB – Advisor: Thomas Barrella

Students participate in Internet stock market research and competitions.

ISRAELI CULTURE GROUP – Advisor: Joseph Schwartz

The Israeli Culture Group will educate students about Jewish history, culture, holidays and Israel.

ITALIAN CLUB – Advisor: Patrizia Shoemaker

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 also has a yearly field trip.

JAPANESE CLUB - Advisor: Lauren Lustig-Weill

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 - Advisor: Laurence Ballereau

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 - Advisor: Diane St. John

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 – Advisor: Marc Occhiuto

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**) - Advisor: Tracey Brice

The literary magazine offers students the opportunity to have their original literary and art work 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.

LITERARY CLUB – Advisor: Jessica Hunter

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

MARCHING BAND - Advisors: Laurence Ballereau/Paul Caputo/Rona Pontecorvo

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 - Advisor: Kimberly Dwyer

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 for 9th Grade - Advisor: Michael Buttgerreit

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.

MEDIA PRODUCTION GROUP – Advisor: Peter Haughwout

Media Production Group is a group of students who get together on a weekly basis to work in either small groups or individually creating animations. Each student has the opportunity to submit their storyboards to the group for feedback as well as potential collaborators for their project. Many students use their projects as either portfolio submissions or for high school film festivals

MOCK TRIAL CLUB - Advisor: Jennifer Lamond

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 also have the opportunity to 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 – Advisor: Marcy Eager

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 MAKING CLUB – Advisor: Robert Landon

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

MODEL UN CLUB – Advisor: Sophia Bae

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.

MURAL CLUB - Advisor: Damon Tommolino

Mural Club members establish goals for the year and create artworks which are displayed in various areas of the building. The artworks you presently see hanging in the corridors of the school are works created by these students.

NATIONAL ART HONOR SOCIETY – Advisor: Demi Protonentis

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, than 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 - Advisor: Beth Waschitz

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 – Advisor: Chrysoula Highland

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 2 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 - Advisor: Chrysoula Highland

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 - Advisor: Wayne Berbert

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 - Advisor: Mark Occhuito

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) – Advisor: Dave Anderson

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 – Advisors: Julie Newman/Michael Lomonaco

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) - Advisor: David Favilla

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. A number of 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.

ROBOTICS CLUB – Advisors: John Chae/Craig Mooers/Tom Morritt

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.

ROWING/CREW TEAM GROUP – Advisors: John Brown/Avery Cohen/ Kevin Kelley

The Syosset Rowing Club offers students the opportunity to learn how to row/crew on a competitive level against teams throughout the Tri-State region. Students will compete locally in Regatta's as well as the Long Island Championships and the NYS Championships held at Saratoga Lake, in Saratoga Springs, NY. The team meets five days a week and rows out of the Bridge Marina, in Bayville, NY.

RUSSIAN CLUB – Advisor:

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 – Advisors: Ann Cassin/Renee Cohn

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 - Advisor: Rich Slesinski

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–Advisors: Peter Haughwout/Craig Mooers

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 Pulse* - Advisor: Pam Ferguson

The purpose of our club is to provide a newspaper reflecting 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 - Advisor: Mildred Castaneda

The Science Olympiad is a group of students who enjoy increased interest in science and receive recognition for outstanding achievement. This is accomplished through various 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 also a balance among events requiring knowledge of facts, concepts, processes, skills and applications.

SERENDIPITY CLUB – Advisors: Amy Hoffman Piep/Gary Silverman/

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.

SHS BOOK REVIEW GROUP – Advisors: Lynn Ortlieb/Sarah Wasser

The SHS Book Review is a student organized publication which gathers and publishes student reviews of books that they have read and would recommend to others. We often feature faculty and administrative interviews and are always looking for new contributing writers and organizers to participate. It is published seasonally both in paper and digital formats. Stop by the SHS Library for more information or email shsbookreview@gmail.com.

SPANISH CLUB - Advisors: Janice Dohrman/Cerise Plescia-Steinger

The Spanish Club offers all interested Spanish students an opportunity to explore Spanish outside of the classroom. The club offers a variety of 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 Syosset High School. Members of the Spanish Club are also very involved in World Languages Week activities.

STAGE BAND - Advisor: Paul Caputo

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 – Advisor: David Steinberg; Co Advisors: Rich Cafiero/Dale Iovine

Class Advisors: Gregory Cardona - Seniors
Matt Loew - Juniors
Dale Iovine - Sophomores
Rich Cafiero - Freshman

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 - Advisor: Caroline Polatsidis

This club spends much 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 such topics as: racism, stereotyping, multi-culturalism, hate groups and other issues.

SUBSTANCE FREE ALLIANCE - Advisors: Valerie Andreasi/Mike Bostrom

This group is open to all 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. Some of the activities they participate in are the Health Fair, reaching out to the middle schools, and fundraisers to support substance use prevention and treatment within the community.

TECHNOLOGY CLUB - Advisor:

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 - Advisor: Rona Pontecorvo

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 ENSEMBLE - Advisor: Barbara Garnar

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.

WEBSITE CLUB – Advisor: Christine Owens

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.

W.I.N – Advisors: Phil Edelson

W.I.N. (World Language Intercultural Network Publication) is a World Language Department magazine that publishes once a year. The magazine consists of articles, interviews, creative columns and art-work pertaining to language and culture. The publication also contains important information to students and parents from the World Language Coordinator.

WOMEN'S FORUM - Advisor: Allison Noonan

The Young Women's Forum addresses issues of gender inequity in Syosset High School, 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 become involved in fundraisers to help women around the globe less fortunate than themselves. Debates are held and films are analyzed.

YEARBOOK - *Red and White* – Advisors: Nicole Lynch/Lisa Maniscalco

The Yearbook involves students in all phases of production, including copywriting, photography, design, layout, editing, sales and advertising. It also 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.

OTHER GROUPS

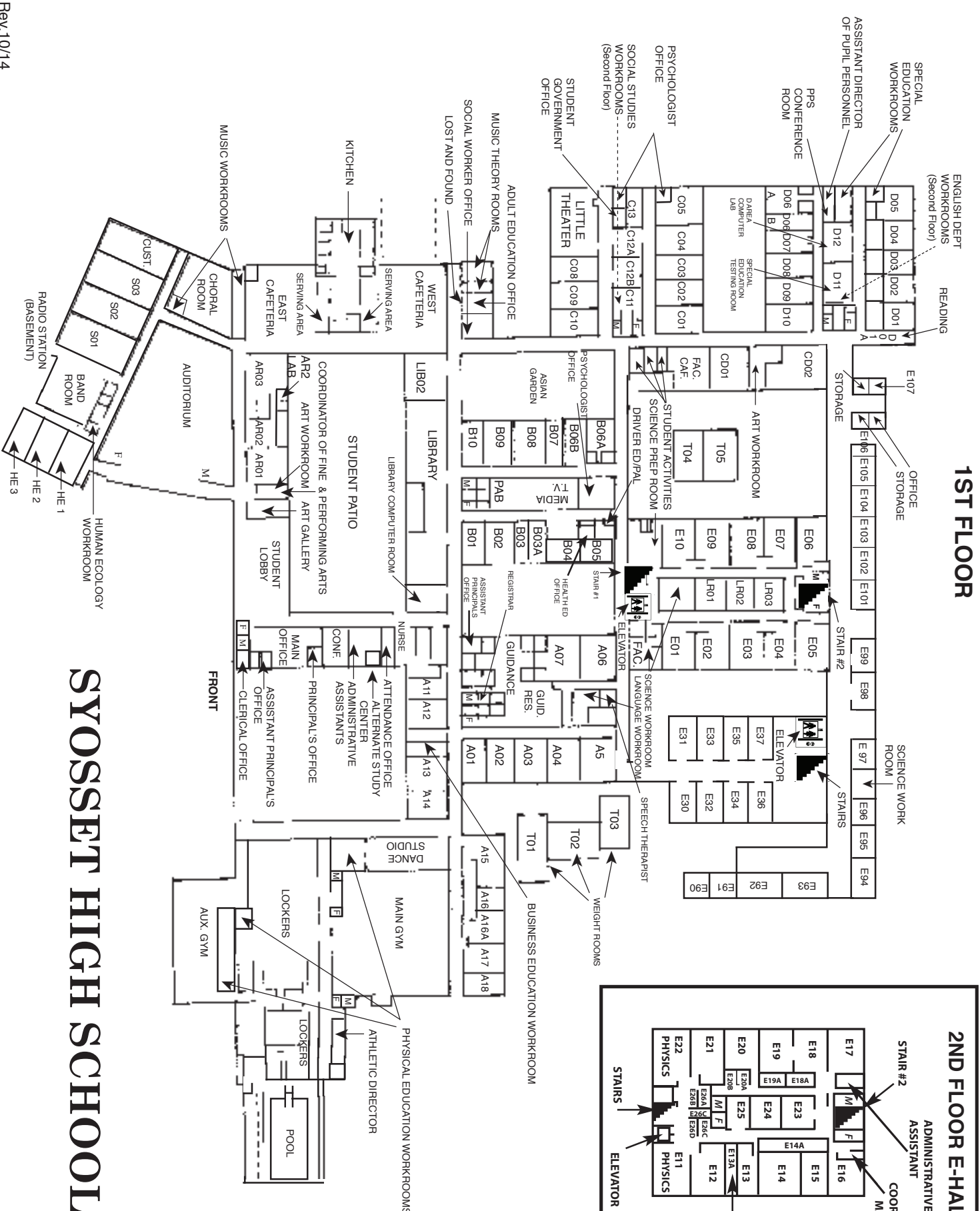
American Sign Language Group – Advisor: Amanda Boyle
Chinese Culture Society Group - Advisor: Kathryn Marcus, Terry Tozer
Competitive Programming Group - Advisor: Christine Owens
Fantasy Sports Group – Advisor: Scott Holtzman
Girls Who Code Group - Advisors: John Chae, Christine Owens
Global Initiative Committee Group - Advisor: Helen Lee
Indian Culture Group – Advisor: Anjali Schroff
Korean Group - Advisor: Nicole Wong
Muslim Awareness Group - Advisor: Mariam Munawer
Origami Group - Advisor: Wei Cao
Pre Medical Society Group - Advisor: Ann Casin
Real Estate Group – Advisor: Helen Lee
Robotics Group – Advisor: John Chae/Craig Mooers/Tom Morrith
Science Newsletter Group – Julie Yoo
Strings Group - Advisor: Stephanie Merten
Syosset Ski Group – Advisors: Rich Faber, Mark Hanik, Gary Silverman
The Overtones Group - Advisor: Kristin Howell
Young Entrepreneurs Group – Advisor: Thomas Barrella

SYOSSET HIGH SCHOOL

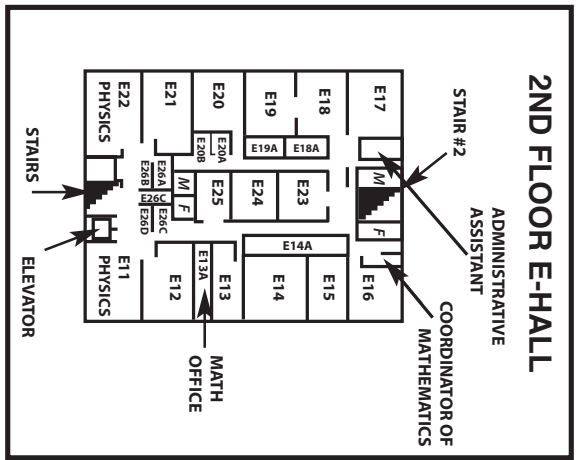
(364 – EXCHANGE FOR ALL NUMBERS)

- 364-5675** Main Office, Dr. Giovanni Durante, Principal
- 5675 Assistant Principal, Mr. Raymond Gessner
- 5675 Assistant Principal, Mr. David Steinberg
- 5686 Assistant Principal (Guidance), Mr. Christopher Ruffinl
- 5680 Administrative Assistants, Mr. Tom Fusco, Ms. Maryanne Rinaudo-Concessi,
Mr. Shai Fisher
- 5726 Art Teachers Workroom
- 5748 Director of Athletics, Physical Education & Recreation, Mr. Drew Cronin
- 5683 Attendance Office
- 5680 Business Education Department, Ms. Maryanne Rinaudo-Concessi, Administrative Assistant
- 5717 Business Education Teachers Workroom
- 5738 Continuing Education
- 5734 Driver Education Program, Mr. Rich Faber
- 5700 English Department, Ms. Amanda Barney, Coordinator
- 5701 English Teachers Workroom
- 5675 Human Ecology Department, Mr. Raymond Gessner, Assistant Principal
- 5719 Human Ecology Teachers Workroom
- 5724 Fine and Performing Arts, Mr. Michael Salzman, Coordinator
- 5686 Guidance Department, Mr. Christopher Ruffini, Assistant Principal
- Counselors:
- Ms. D. Contino Ms. K. Rosenberg Ms. J. Goldberg
- Ms. P. Haddow Ms. L. Haubrich Ms. J. Korman
- Mr. C. Kozlowski Ms. J. Krefetz Ms. J. Melis
- Ms. J. Saia Ms. B. Waschitz
- 5694 Guidance Resource Center
- 5680 Health Education Department, Mr. Shai Fisher, Administrative Assistant
- 5710 Health Teachers Workroom
- 5732 Library
- 5705 Mathematics Department, Dr. John Genova, Coordinator
- 5706 Mathematics Teachers Workroom
- 5696 Nurses Office
- 5752 – 5753 Physical Education Teachers Workroom
- 5722 Psychological Services, Dr. Mark Biblow
- 5755 Psychological Services, Dr. Michelle Duchnowski
- 5721 Psychological Services, Dr. Leslie Eder
- 5745 Radio Station WKWZ 88.5 FM, Mr. Dave Favilla
- 5711 Science Department, Mr. Raymond Loverso, Coordinator
- 5713 Science Teachers Workroom
- 5714 Social Studies Department, Mr. Thomas Fusco, Administrative Assistant
- 5715 Social Studies Teachers Workroom
- 5695 Special Education Department
- 5738 -5751 Summer School, Mr. Christopher Meyers
- 5675 Technology Department, Mr. Raymond Loverso, Coordinator
- 5735 Technology Teachers Workroom
- 5680 World Language Department, Dr. David Balsamo
- 5704 World Language Teachers Workroom

1ST FLOOR



2ND FLOOR E-HALL



SYOSSET HIGH SCHOOL