

JERICHO HIGH SCHOOL

PARENT HANDBOOK 2006–2007

"Children Learn What They Live"

Dorothy Law Nolte

Joseph D. Prisinzano, Principal
Maureen P. Appiarius, Assistant Principal
Joan Rosenberg, Assistant Principal

Jericho High School
Jericho Union Free School District

99 Cedar Swamp Road Jericho New York 11753 (516) 203-3600

Henry L. Grishman, Superintendent
Joseph D. Prisinzano, Principal

September, 2006

Dear Parents:

We are anxiously awaiting the opportunity to work with you and your children again this year. We are very proud to have many exciting opportunities for the whole family at Jericho High School. To assist us in the operations of our school, we have put together this Parent Handbook of important information, including faculty rosters, PTSA, communication protocols, club descriptions, policies, procedures, important dates, and much more. We hope that you will take the time to review the information with your family so that you can benefit from all that Jericho High School has to offer.

As always, we look forward to supporting you and your child in all of your endeavors. Thank you for your continued support. See you soon!

Educationally yours,



Joseph D. Prisinzano
Principal

Jericho High School
Jericho Union Free School District

99 Cedar Swamp Road Jericho New York 11753 (516) 203-3600

Henry L. Grishman, Superintendent
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September, 2006

Dear Parents,

This handbook has been prepared by the high school administration in conjunction with the High School PTSA. It is a valuable resource of information on rules, grading, faculty, clubs, sports, and extra help. We strongly encourage you and your child to acquaint yourselves with its contents. Informed parents are best able to guide their children successfully through the high school years.

A protocol has been developed by the faculty, administration, parents, and students of our Shared Decision Making Team to facilitate communication between home and school. It can be found in this handbook. Keeping in mind that we are all here for the common goal of student success, parents should feel comfortable contacting their child's teacher or coach with any questions or concerns. Most situations can be handled quickly and appropriately at this level. Parents should follow the protocol for unresolved problems. If there is a question that is not addressed by the protocol or answered in this handbook, please feel free to contact the Guidance Department, Ms. Maureen Appiarius, Mrs. Joan Rosenberg, or Mr. Joseph Prisinzano. Our administration is always available to parents and students in need of assistance.

Remember to join the PTSA. Become an active participant in your child's education. Please take note of the schedule of PTSA meetings throughout the year and try to attend as many as possible. The High School PTSA needs everyone's input and support.

Any questions or concerns, please feel free to contact us at any time. Our e-mail address is HSPTSA@jerichoschools.org.

Sincerely,

Nancy Weiss
Co-President High School PTSA
PTSA

Jane Zwilling
Co-President High School

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HIGH SCHOOL PHILOSOPHY

Jericho High School is a community built upon a shared commitment to excellence. Relying on the encouragement which they receive from each other, students and faculty unite to establish an atmosphere supportive of impressive academic achievement, creativity, social responsibility, and personal growth. At Jericho High School, the goal of academic proficiency exists side-by-side with the humane practice of mutual caring, respect for dignity of every individual, and the nurturing of each person's self-esteem. The Jericho student understands that the virtue of self-reliance must be tempered by awareness of his/her need for others and that the success and happiness of each person is inextricably linked to the success and happiness of all with whom life and life's projects are shared.

Jericho High School's Educational Mission

Recognized for excellence by the U.S. Department of Education, Jericho High School has continued to thrive, maintaining a proud legacy of achievement. We believe that our unprecedented success is rooted in the fundamental values and principles upon which Jericho's educational programs are based. We begin with high expectations for all of our students. We know that they are capable of excellence and, together, with parents, teachers, students, administrators, and the community, we have created programs and policies that support and encourage students to reach higher, to try harder, and to achieve more than would otherwise be possible. We believe that school should be a place that students look forward to attending; a place where each student is challenged to think and be resourceful; a place in which both intellect and character are nurtured.

Jericho is nationally known for its outstanding academic programs and its record of extraordinary achievement. While every barometer of academic success – SAT scores, Regents Endorsed Diplomas, Advanced Placement classes, acceptance to prestigious colleges, graduation rate – indicates that Jericho remains a bastion of educational excellence, we cannot be content until we meet the needs of all of our students. All of our students are valued members of the Jericho community. We seek to effectively serve them all; to reach them all.

“I have witnessed a whole succession of technological revolutions, but none of them has done away with the need for character or the ability to think.”

Bernard Baruch

As important as academic achievement is, it is not the only measure of success. A brilliant mind devoid of compassion, disrespectful of diversity, uncooperative or uncaring is lacking the humanity that defines genuine success. In Jericho, therefore, our high standards go beyond report card grades or grade point averages. We promote character by fostering a sense of community in which each individual is valued and respected; a community built upon individual responsibility and accountability.

“Education is not the filling of a pail, said the poet William Butler Yeats, “but the lighting of a fire.” Our goal at Jericho High School is to light the spark of curiosity, creativity, and compassion that will enable each young man and woman to successfully meet the challenge and promise of the future. Placing great emphasis on respect and responsibility, we are committed to maintaining an environment in which all students have the opportunity to thrive and mature into productive, proud, and fulfilled adults who meaningfully contribute to the world in which we live. The students, staff, and parents of Jericho High

School believe that we are truly one of America's best schools, and we will arduously work to ensure that Jericho remains a beacon for those seeking the very best in public education.

**STAFF DIRECTORY
JERICHO HIGH SCHOOL
2006-2007**

PRINCIPAL

Joseph D. Prisinzano

ASSISTANT PRINCIPALS

Maureen P. Appiarus

Joan Rosenberg

GUIDANCE

*Lois Smith**

Bobby Becker

Brian Deaner

Rebecca Gottesman

Deborah Lisa-Brown

Mary Jo Moriarty

Candy Weingarten

PSYCHOLOGIST

Danielle Largotta

SCHOOL COMMUNITY

COUNSELOR

Todd Benjamin

NURSES

Richele Hohl

Sandee Thau

ART (PRACTICAL AND

FINE ARTS)

*Ernest Savaglio**

Paula Cardias

Laura Gilfedder

Louise Millmann

Jeffrey Shanzer
William Wuest

TECHNOLOGY

*Frank DiMartino**
Michael Malkush

HOME & CAREERS EDUCATION

*Ernest Savaglio**
Ann Susca

BUSINESS EDUCATION

*Ernest Savaglio**
Edward Klobus

ENGLISH

*Daniel Salzman**
Diane Antonucci
Bonnie Arnesen
Mary Bauer
Nadine Boulter
Kenneth Darr
Lisa Edwards
Stacie Fleischmann
Joseph Gansrow
Patricia Gulitti
Nicole Gumpert
Michael Hartnett
Mellene Hederian
Walter Kirby
Michael Kramer
Laura Levine
Jerry Romano
Suzanne Valenza
Charu Vardhan
Melissa Xenakis

WORLD LANGUAGES

*Dr. Elaine Margarita**
Lucia Alonso
Marcella Berkovsky
Monika Bloom
Louise Bozzo
Alberto Cabra
Carol Ferrante
Rachel Green
Rachel Hernandez
Barbara Inguanti

Margaret Minnick
Mary Moran
Amy Pryhocki
Janice Raphan
Catherine Rawlings

LEARNING CENTER

*Dorothy Vann**

Jeffrey Baum
Joyce Caracci
Vivian Eisenberg

Kathleen Flood
Marsha Frank
Helen Goldfinger
Roberta Halpern
Lisa Kantor
Phyllis Kasow
Laura Katz
Susan Kaufman
Saima Khwaja
Holly Kim
Angela Nichols
Bob Oblas
Carol Reisman
Anthony Rosa
Hope Rosenfeld
Carolyn Siegall
Madeline Silverman – Life Skills
Kim Springstead
Sondra Stoller
Gina Voss
Lia Walters
Debra Zodda

Reading Specialists

Bonnie Arnesen
Mary Bauer
Lisa Edwards
Nicole Gumpert

Speech Specialist

Stacie Fleischmann
Laura Levine
Melissa Xenakis

LIBRARIANS

Denise Ryder

Joan Kearon

MATHEMATICS

*Helene Kriegstein**

Lillian Armstrong

Paul Bode

Jennifer Carbone

Brian Cummings

Matthew DeMarinis

Melanie DerAris

Ellen Deutsch

Barbara Harris

Suzanne Jacobsen

Wendy Jainchill

Jill Kahan-Long

Sharon Kimmelman

Ryan Middleton

Beatrice Skala

Betsy Zahn

MEDIA CENTER

Patricia Liptak

Donna Newman

MUSIC/PERFORMING ARTS

*Kenneth Pollitt**

Jennifer Anton-Blakley

Evangeline Bellon

Peter Horvath

Richard Roselli

Ronald Verderber

HEALTH/PHYSICAL EDUCATION

*Nancy Sammis**

Kevin Brodsky

Philip Chaney

Cathy Deans

Jennifer Keane

Edward Klobus

Denise Romano

SCIENCE

*Frank DiMartino**

Lawrence Anderson

Reena Bhasin

Kathryn Bott

Angela Cancemi

Loriann Ciasulli

Sean Clarkin
Brian Cummings
Karen Engelhardt
Jill Grossman
Ellen Hempel
Christopher Hoppner
Francis Koppeis
Debra Kowalski
Deborah Lesse
Elizabeth Luchsinger
Gabrielle Lumi
Stephen Mutz
Theone Rinaudo
Karen Singer
Timothy Strout
Joseph Wiener
Alice Zagelbaum

SOCIAL STUDIES

*Eric Sundberg**

Mary Bensen
Barry Coval
Peter Devlin
Anne Marie Doran
Kathleen Flood
Charles Hohl
Meredith Hynes
Michael Levine
Nicholas Maraventano
Anne McDonough
Demetrios Mendonis
Mary Moran
Judith Ornstein
Anthony Scarnati
James Shotter
Randi Skeats
James Whelan

*K-12 Curriculum Associate

SECRETARIES/CLERICAL

Principal's Office

Joan LeGrow
Maryann Battista

Assistant Principals' Offices

Evamarie Willson
Angela Tepedino

Barbara Spahn
Laura Parmigiani

Attendance Office

Lori Hussey – *Attendance Supervisor*

Susan Borah
Cassie Galindo
Linda Gelshenen

Curriculum Associates' Offices

Caroline McCormack
Jacqueline Caputo
Donna Killoran

Guidance Office

Dawn Wright
Rose Ann Ketterer
Gail Bodner

Physical Education Office

Donna Schechter
Barbara Perrone
Tara Russo

Computer Offices

Lisa Paschitti
Marie Salerno

Learning Center

Anne Levine
Zita Rosen
Barbara Canton
Sue Bianco
Marie Chirco
Anika Zafiroopoulos

Nurse's Office

Susanne Fitzgerald

Teacher's Workroom

Mary Vitale

Library

Laura Weber
Gabrielle Rios

School Aides

Aradhana Chaudhri
Christina Egrie

Barry Grossman
Anthony Paladini

CAFETERIA

Tracy Gilet, Dir. of Food Services

Teresa Menduni, Ass't Cook

Margaret Broullon
Joanne Cerullo
Doreen Woessner
Katerina Exasaktilos
Dominick DiClemente
Rita Gottwirt
Diana Karageorgos
Rose Oliva
Maria Barretti

CUSTODIAL

Tom Fucci, Head Custodian

Andrew Calo
John Ciampa
Waldemar Dziemianczuk
Ivan Fedorchouk
Eleuterio Gauto
William Hajla
Bill Hennes
Ryszard Kania
Darek Konopka
Jozef Kotowski
Stephan Kunitski
Jerzy Lawreniuk
Chris McGrath
Juan Mendiolaza
Michael Michalyszyn
Hector Sanchez
Jerzy Sarzynski
Winston Webb
Marian Wojdak

**JERICHO HIGH SCHOOL
PTSA**

PTSA OFFICERS

(e-mail address: HSPTSA@jerichoschools.org)

Nancy Weiss, Co-President - 626-8925

Jane Zwilling, Co-President - 626-4249

Mary Jean Kiviat, Co-Vice President - 931-3697

Michelle Warren, Co-Vice President - 921-0266

Sheryl Haberman, Treasurer - 626-2824

Caryn Rudofsky, Recording Secretary - 626-5542

Bettina Finn, Corresponding Secretary - 626-2003
Michelle Gruszecki, Co-Past President - 626-9459
Lynn Wolf, Co-Past President - 621-7471
Paula Siegelbaum, Membership Chairperson - 681-1232

PTSA MEETINGS FOR 2006-2007

All morning meetings will be in the Little Theater and all evening meetings will be held in the High School Library.

Jericho High School

Promoting Effective Communication: Jericho High School Communication Protocol

Below you will find the protocol jointly developed by parents, teachers, students, and administrators on the *Shared Decision Making Team*. It's designed to promote **DIRECT, OPEN, AND RESPECTFUL COMMUNICATION** so that problems and concerns can be worked out quickly and effectively between the parties involved. I strongly encourage students to follow the protocol. In turn, our staff members pledge to be sensitive to your concerns, to maintain confidentiality and to return calls in a timely manner. **By working together, we can continue and strengthen our commitment to excellence.**

Parents & Students

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| <p>1. SPEAK DIRECTLY TO THE TEACHER: Students are encouraged to express their concerns directly to the teacher. If you as a parent, however, are concerned about an issue involving your child's education, classroom experience or grade, go right to the source and contact the teacher yourself. All teachers can be reached via the teacher's workroom: 203-3600, ext. 3220, or e-mail at: mvitale@jericho.k12.ny.us. A message will be left for the teacher to return your call. Teachers will make every effort to get back to you as quickly as possible, but it may take a day or two. Please be patient. If you do not receive a call within two days, try again. After that, you may then want to proceed to the next step.</p> |
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| <p>2. If you haven't heard from the teacher in a reasonable amount of time, contact a GUIDANCE COUNSELOR OR CURRICULUM ASSOCIATE:</p> | |
| <p>GUIDANCE COUNSELOR</p> | <p>CURRICULUM ASSOCIATE</p> |
| <p>If you need to find out about an assignment or need an update on your child's progress in a particular class, contact the guidance counselor.</p> | <p>If your concerns stem from classroom practice, grade or a particular book or assignment, contact the department's curriculum associate.</p> |



- | | |
|--|---|
| <p>3. ASSISTANT PRINCIPAL: If you are dissatisfied with the response so far, it is best to contact one of the Assistant Principals in order to express your concerns.</p> | |
| <p>Joan Rosenberg
(for students with last names A-K)
203 - 3600, Ext. 3224</p> | <p>Maureen P. Apparius
(for students with last names L-Z)
203 - 3600, Ext. 3226</p> |



- | |
|--|
| <p>4. PRINCIPAL: Most problems will have been resolved by this point. If you still need to speak with someone about your situation, however, please contact my office at 203- 3600, Ext. 3222.</p> |
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All calls to the Principal or Assistant Principals are maintained in a telephone log.

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| <p>5. If your problem has not been resolved through the Principal's office, contact the appropriate Assistant Superintendent, then the Superintendent, and ultimately, the Board of Education.</p> |
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WHOM TO CONTACT

If you need more information or special attention, the resources below are listed in an attempt to help you get the right person in the least amount of time. The main school number is **203-3600**. Specific extensions are listed in parenthesis.

ATHLETICS (Ext. 3248)

Speak with the coach first. If there is no coach, or if you need further help, contact Ms. Sammis.

ATTENDANCE/LATENESS (Ext. 3237)

Contact Ms. Hussey in the Attendance Office, *ext. 3237*, to report a student's absence or lateness. Send the student with a note the next day. For long term absence, be sure to speak to the Attendance Office and the student's counselor and teachers. Each will offer different resources. See Attendance Policy.

B.O.C.E.S. (GUIDANCE – Ext. 3260/3261)

Call Guidance, to discuss Alternate Education Programs. Speak with the student's counselor. If you need more information, contact Ms. Smith, Curriculum Associate of Guidance, *ext. 3336*.

BUS/TRANSPORTATION ISSUES (*Ext. 3244*)

Contact Mr. Otten in the Transportation Office.

CUTTING (*Teachers - Ext. 3220*)

Speak with the teacher of the class. To discuss repeated cuts, speak with the teacher again, the counselor and/or appropriate Assistant Principal.

DISCIPLINE

Speak with the teacher or staff member involved in the discipline issue. If further clarification is required, contact the designated Assistant Principal.

DRIVING ON CAMPUS (*Maureen Appiarius -Ext. 3226*)

Maureen Appiarius is the Assistant Principal who oversees this area.

EXTRACURRICULAR ACTIVITIES (*Athletics – Ext. 3248, Clubs – Ext. 3226*)

Contact the advisor or coach of the extracurricular activity. If you need further assistance, contact Ms. Sammis (Athletics) or Assistant Principal, Maureen Appiarius (Clubs).

GRADES

Contact the teacher of the course with which you are concerned. If more clarification is required, contact the Curriculum Associate.

LIBRARY (*Ext. 3209*)

Speak with the librarian, Denise Ryder. If further clarification is required, contact Assistant Principal, Maureen Appiarius, *ext. 3226*.

REGENTS EXAMINATIONS

Contact the student's teacher, Curriculum Associate, and if necessary, Assistant Principal, Maureen Appiarius, *ext. 3226*.

SCHEDULE/COLLEGE ADVICE/GRADUATION REQUIREMENTS

Speak with the student's Guidance Counselor. If further resources are required, contact Ms. Smith.

SPECIAL NEEDS STUDENTS (*Ext. 3570*)

Contact the student's tutor, your child's counselor, or Ms. Dorothy Vann, the Curriculum Associate of the Learning Center.

SOCIAL OR PSYCHOLOGICAL ISSUES

Call Ms. Danielle Largotta, Psychologist (*ext. 3265*), or Mr. Todd Benjamin, Social Worker (*ext. 3264*). All information discussed will be kept confidential according to school policy and guidelines.

CLUBS & ACTIVITIES

Jericho High School offers a wide variety of co-curricular activities. Through these activities and clubs, students have the opportunity to develop friendships, expand skills and talents, pursue interests, and/or provide service to both school and community. Every student is encouraged to become involved in at least one of these activities during the school year. A calendar of club descriptions and club meeting times is furnished through Ms. Appiarius' office and will be posted on the district website at <http://www.jerichoschools.org/hs/>.

STUDENT COUNCIL

The official student governing organization, the Student Council consists of officers and representatives who are elected annually. The Council's constitution allows any high school student who attends three meetings of the council to become a voting member of the Council. All students are encouraged to attend meetings at 8:15 a.m. on alternate Wednesdays. Each grade has its own advisor and officers. Grade level activities are also opened to all students. In order to run for president and/or vice president of the Student Council, one must attend a minimum of 50% of all the Student Council meetings in the year of the election.

Advisors: L. Anderson & T. Rinaudo

ART

Art Club: The purpose of the Art Club is for students to work independently or on group projects, to help students develop a portfolio and explain career options.

Advisor: J. Shanzer

Art Honor Society: The purpose of this activity is to recognize and inspire those students who have demonstrated outstanding ability in art and to bring art education to the attention of school and community.

Advisor: P. Cardias

Computer Art Club: This club is for students who love to design, animate and create art on the computer. Students use digital cameras, graphic drawing tablets, and software such as: Photoshop, Dreamweaver, and other 3-D design tools to create one-of-a-kind artwork. Student artwork created in this club may be printed in large poster format and become a part of our community service hallway beautification project. All students are welcome.

Advisor: L. Millmann

JET-TV: Students assist in the videotaping of school events and learn production techniques. In addition, they are involved in the presentation news on JET-TV.

Advisor: M. Malkush

Yearbook: The yearbook, *Imperator*, highlights the events of the school year. Special emphasis is placed on the graduating class. The student staff is responsible for its design, layout, and assembly.

Advisor: J. Gansrow

DVD Yearbook: The DVD Yearbook is a DVD of all the events of the students' senior year. The students in this service are required to have at least two years of video production. They also must have experience in videotaping and editing. This is a full year commitment and meets daily.

Advisor: P. Liptak

BUSINESS

Future Business Leaders of America: This organization introduces world experiences to the students. As members, they get a better understanding of the business enterprise system. They are encouraged to participate in state and national competitions.

Advisor: E. Klobus

Political Science Club: The goal of the Political Science Club is to increase student awareness of local, state, and national political elections and to assist in political campaigns. During the election season, students will volunteer to work on campaigns, from performing administrative work at campaign headquarters, going door-to-door to hand out leaflets and accompanying candidates at political functions. Throughout the year, the club will invite speakers of all political parties to address the club and the entire Jericho High School student body. Community service hours will be awarded to members of the club who assist on political campaigns.

Advisor: D. Mendonis

Stock Market Club: Students have the opportunity to discuss strategies in the field of finance and stocks. These strategies will be applied with stock market competitions through Newsday and Internet financial contests.

Advisor: E. Klobus

Student Store: Students organize and manage the store and write financial statements. Store hours vary from semester to semester, and students may purchase review books, paper, pens, and some refreshments.

Advisor: M. Malkush

COMMUNITY

AIDS Awareness Club: The purpose of the AIDS Awareness Club is to raise money for various AIDS related organizations like North Shore Pediatric AIDS Unit, Camp Heartland, and LIACC through bake sales, car washes, AIDS Walk of Long Island, etc. Club members also participate in raising awareness about the disease by hanging posters and sponsoring an assembly.

Advisor: D. Romano

AIDS Peer Educators: AIDS Peer Educators are trained through programs at North Shore University Hospital. The Educators work towards raising awareness of HIV and AIDS through education in various aspects of the school community. AIDS Peer Educators travel throughout Jericho School District presenting skits and programs to Jericho students, as well as attending and participating in workshops on Long Island.

Advisor: D. Romano

Amnesty International: Amnesty International is an activist human rights organization that seeks to promote freedom of expression, freedom from discrimination, and freedom from abuses of physical and mental integrity around the world. The Jericho High School chapter of Amnesty International works with the international organization to raise awareness about key human rights issues through letter writing campaigns and petitions. We also conduct fund raisers for international charities to promote their causes.

Advisor: B. Coval

Asian-American Awareness Club: The Asian-American Awareness Club provides a forum for students to discuss and celebrate aspects of Asian-American culture.

Advisor: C. Vardhan

Blue Key/Breast Cancer Awareness Club: This organization provides students with ample opportunities to promote community service through school sponsored activities and events. October is *Breast Cancer Awareness Month*, whereby club members raise awareness on the risks and prevention of this form of cancer by hanging posters throughout the school. We also attend the annual *Making the Strides* walk at Jones Beach in October, and sponsor a team for Jericho's *Relay for Life*. In January, this club is a sponsor and promoter of the faculty wheelchair basketball game with the Nassau County Kings. All proceeds raised through the sale of raffles, baked goods, and donations are given to the Eastern Athletic Amputee Association. Finally in the spring, we plan and organize an annual Senior Citizen Prom. We invite senior citizens from the community to enjoy dinner, music, and dancing entertainment provided by the students of Jericho High School.

Advisor: M. Moriarty

Diversity Club: This club helps students understand the many different cultures, races, ethnicities, and sexual orientations in today's society. The club promotes tolerance, awareness, and understanding and helps to eradicate misconceptions and prejudices. Some events are: Homecoming, Diversity Day, and International Night.

Advisor: R. Green

Gay/Straight Alliance: This club provides a safe space for student to discuss their concerns about homophobia and discrimination. The club participates in homecoming and plays an active role in Diversity Day. GSA clubs are found in many high schools on Long Island. The Jericho GSA participates in various activities around the Island, in conjunction with other high school chapters of the GSA.

Advisor: R. Green

Junior SCOPE: (School & Community Outreach Program & Events) is sponsored by the Children's Medical Fund of New York. We work directly with Schneider Children's Hospital, as well as other foundations, that raise money for childhood diseases such as epilepsy, seizure disorders and juvenile diabetes. Members of the club will have opportunities to visit children in the hospital as well as participate in the many fundraisers that are done throughout the year to raise money for the hospital. In addition, members will also volunteer their time participating in the fundraisers done by some of the other foundations.

Advisor: R. Gottesman

Peer Tutoring: Students assist their peers with homework before and after school and during free periods.

Advisor: J. Kearon

Project Care: Students in this service organization visit Oyster Bay Manor Assisted Living Facility one afternoon weekly. They have the opportunity to socialize with elderly residents by assisting with craft projects, memory-enhancing games, and conversation. This experience provides students with service hours that can be applied towards National Honor

Society requirements. Besides the minimum 15 hours spent at the site, students also meet monthly with the club advisor to plan activities, raise money for craft materials, and share thoughts and concerns about their experiences. All meetings are held after school.

Advisors: L. Levine & M. Xenakis

S.A.D.D.: Students Against Destructive Decisions works towards raising the awareness of the school community and the community-at-large about the issues of drinking and driving, drug misuse, and health issues of poor decision-making.

Advisor: B. Deaner

S.A.M. (Student Action Movement): This club is designed to encourage and teach students to assume responsibility for various projects which help those less fortunate than we. Involvement in collecting food and clothing for the needy of Nassau County may include raising funds for Habitat for Humanity. Other projects include Save the Children and Adopt-A-Family.

Advisor: D. Antonucci

Spirit Club: The Spirit Club works with the Student Council in order to promote community and school spirit. Students participating in the club help plan several events such as pep rallies, homecoming events, and Relay for Life.

Advisor: T. Rinaudo

Youth Decide: Youth Decide is a distinctive service club, with the goal of discouraging substance abuse and preventing drug related tragedies from occurring within our community. Youth Decide promotes the ongoing education and training of individuals to attain drug-free schools. Youth Decide strives to train and educate students, parents, teachers, and pupil personnel staff for the purpose of developing a comprehensive drug control strategy within our community.

Advisor: T. Benjamin

DANCE

Choreographic Theater: “Choreo” is a creative outlet for those students who demonstrate an interest in all aspects of modern dance. They perform in at least one major concert during the school year.

Advisor: J. Anton-Blakley

Jayettes: An innovative dance team where students get to choreograph dances that they perform during half-time at the Jericho basketball games.

Advisor: TBA

DRAMA

Harlequin Players: This club provides total theatre experience for interested students. Focus is on play productions including acting techniques, set design, make-up application, and advertisement. Any student may try out for a role in the club’s production of a comedy, drama, or musical.

Advisor: L. Hochheiser

Thespian Honor Society: Students become eligible to be inducted into the Honor Society after completing 100 hours of excellent service in the areas of acting, production and technical theatre. T.H.S. has been in existence since 1929. It is one of the oldest honor societies today and has over one million members world-wide. The society works to support Broadway Cares and participates in numerous community activities.

Advisor: L. Hochheiser

FASHION SHOW

Students get to direct, produce, create, and perform in a musical fashion revue where the end performance results in a significant amount of money being donated to a charity of their choosing. There is a multitude of opportunities for different levels of participation: dancing, walking the runway, working backstage, creating scenery, and costumes.

Advisors: J. Kahan-Long & S. Kimmelman

GOVERNMENT

Debate Club: Members study and practice debate techniques. The team participates in competitions.

Advisor: R. Skeats

Model Congress: Students write and debate bills in school and during attendance at Model Congress meetings at neighboring schools on selected weekends. Students often have the opportunity to participate at Princeton, University of Pennsylvania, and Harvard’s Model Congress in Washington, Pennsylvania, and Boston.

Advisors: B. Coval & J. Whelan

MATHEMATICS

Mathletes: This club is for students who wish to develop problem-solving skills by competing with mathematicians from other school districts. The team participates in both the NYS Math League and the Nassau County Math League.

Advisors: M. DeMarinis & P. Bode

MUSIC

Color Guard: This club is extracted from band students who wish to become members of the flag line. This unit performs with the Marching Band and provides a visual accent to the music and drills being performed. Students must be in the Concert Band or Symphonic Band in order to be selected for the Color Guard.

Advisor: D. Ettinger

Jericho Singers: Jericho Singers is for students who are interested in performing a variety of vocal music styles including Pop, Broadway, and Jazz. The group sings at school functions throughout the school year.

Advisor: R. Verderber

Marching Band: This club is open to students in grades 9-12, enrolled in the band program. It is the fall curriculum for the Concert Band and the Symphonic Band and is a Regents credit bearing course. Students perform four home football half-time shows and march in the Jericho Homecoming Parade.

Advisors: E. Bellon & R. Roselli

Tri-M Music Honor Society: Students are selected for membership in the society on the basis of musicianship, scholarship, character, cooperation, leadership, and service to their school and community. The high standards challenge students to greater effort and achievement and encourage them in the pursuit of excellence.

Advisor: R. Verderber

NATIONAL HONOR SOCIETY

During the school year, the National Honor Society is involved in numerous community service activities. These included the following: Children's Book Drive, Food Drive for Thanksgiving, 3:3 Basketball Charity Tournament, Relay for Life, and Peer Tutoring. In addition, individual members volunteer at AHRC, Channel 21, Habitat for Humanity, and Island Harvest, to name a few.

Advisor: C. Weingarten

PUBLICATIONS

Jer-Echo: The staff of *Jer-Echo* plans, writes, and edits the student newspaper. Students also attend journalism conventions and workshops which explore all aspects of student journalism. Some members also write for the community newspaper, *The Jericho Tribune*.

Advisor: M. Hederian

Pegasus: *Pegasus* is a literary and art publication featuring poems, essays, stories, and artwork submitted by the students. The magazine is organized by the club's members.

Advisor: M. Hartnett

QUIZ BOWL CLUB

Members of this club will participate in various academic tournaments and competitions. This club will concentrate on traditional academic team-based competitions such as those organized by the National Academic Quiz Tournaments, the Academic Challenge, the Long Island Challenge, the Knowledge Masters Open, and the Long Island Regionals.

Advisor: A. Scarnati

WORLD LANGUAGES

Honor Societies: Qualified students are inducted into these societies. These organizations encourage members to learn more about languages, culture, and customs.

French Honor Society	Advisor: M. Bloom
Italian Honor Society	Advisor: L. Bozzo
Latin Honor Society	Advisor: P. Minnick
Spanish Honor Society	Advisor: R. Hernandez

Sepalotodo: Sepalotodo is an interscholastic competition designed for students enrolled in intermediate level Spanish. Students interested in the Spanish language, grammar and trivia, should attend this club to be part of the Sepalotodo team. In April, students will compete for the “Trofeo de Trofeos.” The students, while not yet members of the Spanish Honor Society, will work with the students and advisors to achieve success. In addition, we concentrate on preparing for the National Spanish Exam by reviewing past exams.

Advisor: J. Raphan

SCIENCE

Science Research Club: Students interested in learning about science research will learn about opportunities for participation in science fairs and competitions. Students will have opportunities to hear guest lecturers and make presentations.

Advisor: C. Hoppner

VARSITY CLUB

This club is dedicated to supporting athletics and fostering cooperation between athletes and the community. The club raises funds for the Scholarship Fund and is involved in the Annual Special Olympics and the Wheelchair Basketball Event in January.

Advisor: K. Brodsky

CODE OF HONOR

**Developed by Integrity Committee
(Comprised of Teachers, Parents, Students, and Administrators)**

“Honesty is the first chapter in the book of wisdom.”

Thomas Jefferson

An essential feature of Jericho High School is its commitment to integrity and ethical conduct. The honor system at Jericho helps to build trust among students and faculty and to maintain an academic community in which a code of values is shared. Instilling a

sense of honor and of high principles that extend to all facets of life, is an essential aspect of a meaningful education.

As a student and citizen of the Jericho High School community:

- 1. I will not lie, cheat, or steal in my academic endeavors.**
- 2. I will not represent someone else's work as my own.**
- 3. I understand that the school will impose consequences if I am found cheating.**

I join the student body of Jericho High School in a commitment to this Code of Honor. I will let my conscience guide my actions including the decision to let a member of the faculty know about instances of cheating.

Adopted from the Duke University
Undergraduate Honor Code

#10 Code of Honor
9/11/01

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Cheating is wrong because:

- A.** It will ultimately **lower your self respect and deprive you of any sense of accomplishment.** You can never be proud of anything you get by cheating. It also undermines your confidence.
- B.** **It's a lie** – it deceives other people into thinking you know more than you really do.
- C.** It **violates the teacher's trust** that you will do your own work. Furthermore, it **undermines the whole relationship between a teacher and his or her class.**
- D.** **It is unfair** to all those who aren't cheating.
- E.** If you cheat in school now, **you will find it easier to cheat in other situations** in life where the stakes are higher and the consequences are even more serious.

**ACADEMIC
INTEGRITY**

Note: The procedures described in this document have been developed with reliance upon information obtained through a survey conducted by New Trier Township High School of 250 public and private high schools across the nation and the Academic Integrity procedures developed by New Trier and Manhasset High Schools.

OVERVIEW

The Jericho High School professional staff believes strongly in the partnership between school and home. To this end, the staff will model values of truth, integrity, personal

accountability, and respect for the rights of others. To help students achieve their maximum academic potential, the staff will promote an environment which fosters integrity and honorable conduct. Administrators, faculty, students, and parents share the responsibility for maintaining an atmosphere in which personal accountability is valued. Recognizing that honest evaluation of students' progress demands honest work by each learner, we have clearly articulated below our standard of academic integrity so that all may know what it means to take responsibility for personal integrity.

EXPECTATIONS OF THE FACULTY

During the first week of classes, teachers will clearly define honest and dishonest academic work in their classes by discussing expectations and the importance of honest effort. Teachers will inform students of assessment procedures and practices relating to examinations (tests), quizzes, homework, and class work. Teachers will advocate the importance of honesty by employing teaching and testing strategies that reduce, to the maximum extent possible, opportunities for dishonest behavior.

EXPECTATIONS OF THE STUDENT

Academic dishonesty occurs when students obtain or assist others in obtaining credit for work which is not their own. Students must conduct themselves according to the highest standards of personal integrity. Students shall follow rules prohibiting dishonest academic behavior and must resist peer pressure to violate Jericho High School standards. Students will not use dishonest methods to fulfill academic expectations and responsibilities.

COLLABORATION

Teachers shall guide students in understanding when collaborative efforts are appropriate. Study collaboration is not considered academic dishonesty.

DEFINITION OF ACADEMIC DISHONESTY

Academic dishonesty is an action intended to obtain or assist in obtaining credit for work which is not one's own. Examples of academic dishonesty include, but are not limited to, the following:

1. communicating with another student during an examination;
2. copying material during an examination;
3. allowing a student to copy from one's examination;
4. using unauthorized notes or devices;
5. submitting falsified information for grading purposes;

6. obtaining an actual current copy of and/or actual current information about an examination without the knowledge and consent of the teacher;
7. submitting a paper or project which is not the student's work;
8. copying another person's assignment;
9. allowing another student to copy one's assignment;
10. removing examinations or parts of examinations without the knowledge and consent of the teacher;
11. impersonating a student to assist the student academically;
12. having another student impersonate the student to assist academically;
13. stealing or accepting stolen copies of examinations or answer keys;
14. changing answers and seeking credit on an assignment or examination after the work has been graded or returned;
15. altering a teacher's grade book;
16. falsifying information for applications (e.g., college scholarship);
17. using computers and programmable calculators in violation of guidelines established by the teacher;
18. using professional help such as an author, expert, or purchased service in violation of guidelines established by the teacher;
19. unlawfully copying computer software or data created by others;
20. misusing school computer systems which are used for student, staff, or administrative purposes;
21. any other violation intended to obtain credit for work which is not one's own.

DEFINITION OF PLAGIARISM

Plagiarism is the act of representing as one's own work the published or unpublished thoughts, ideas, and/or writings of another person. This definition includes computer programs, drawings, art work, and all other types of work which are not one's own. Types of plagiarism include word-for-word, mosaic (rearrangement or rewording), and indirect (paraphrasing of a passage) without documentation. Material taken from another source without adequate documentation may include, but not be limited to, the following:

1. failing to cite with quotation marks the written words or symbols of another author;
2. failing to cite the author and sources of materials used in a composition;
3. failing to cite research materials in a bibliography;

Seniors at Jericho High School have the privilege of taking college courses at New York Institute of Technology. Some freshman level courses are open to Jericho students. The courses may be used for high school or college credit (depending upon the college the student will attend). Students must indicate their intentions to take these courses when choosing a program for senior year. There is no charge for these courses. Transportation is furnished by Jericho.

Jericho students are also offered college courses by Long Island University – C.W. Post Campus, Syracuse University, and Adelphi University. Jericho teachers who attend training seminars at these universities teach these college courses at Jericho. Students are given college credit by Long Island University, Syracuse University, and Adelphi University which may be transferable to other colleges.

*There is a fee for each 3 college courses.

*Colleges reserve the right to grant credit, placement, or both as well as to refuse to grant credit in certain instances. Credit is not automatic.

Contact: Guidance Counselor

EXTRA HELP

Students may always seek extra help from teachers. Conferences can be arranged before or after school or at a time convenient to both during the school day. An extra help schedule is issued from the Assistant Principal's office early in the fall.

A teacher will sometimes request a student to attend extra help, if it is apparent he/she is having difficulty with the work. This should be viewed as the teacher's method for helping the student make progress.

Contact: Classroom Teacher

PHYSICAL EDUCATION MAKE-UP SESSION

Students may have the opportunity to make-up missed Physical Education classes prior to the commission of the school day. Make-up sessions will begin **promptly at 8:15 A.M.**, with no exceptions, in the weight room located near the Jericho Middle School.

Contact: Physical Education Teacher

HEALTH OFFICE

The Health Office is open to students during school hours. The nurse is always available to assist students. Students need a pass from the classroom teacher to go to the nurse and must sign in and out. Students who feel ill and need to leave early to go home should see the nurse who will contact his/her parent.

Contact: Richele Hohl

LIBRARY

The library opens at 8:15 A.M. and closes at 4:00 P.M, providing a place to study, work, and do research both before and after school. Our collection contains over 25,000 volumes of material including books, DVDs, videos, and audiobooks. Students must have their Jericho High School ID cards in order to check out these materials. We were the first high school library on Long Island to have its collection searchable via the Internet. We have our own classroom with a full complement of networked computers with high-speed Internet access. Visit the high school library on-line at <http://www.jerichoschools.org/hs/library>.

The librarians are available to help students with reference materials, research projects, and the use of equipment.

Contact: Denise Ryder

LEARNING CENTER

The Learning Center is designed to assist a wide range of students. The students it serves are helped in areas of reading, writing, science, social studies, mathematics, and speech as well as English as a second language. In each of these areas, major goals include helping students to be more effective in their regular classes as well as meeting graduation requirements set by New York State.

Contact: Dorothy Vann

PSYCHOLOGIST

The school psychologist is available to meet with students with a variety of concerns which may involve school, social, and family issues. Students may wish to initiate contact directly with the psychologist or referral may be made by the guidance counselor, staff, or parents. All meetings with the psychologist are confidential.

Contact: Danielle Largotta

STUDENT LOUNGE

This facility is available for high school seniors only. There are televisions, games, and magazines in the lounge. Those students who use the Senior Lounge are expected to be responsible for maintaining it in an appropriate manner. Students are asked to eat at the tables and counters to avoid staining the carpet and couches provided for relaxation. The success of this area depends upon the cooperation of all those who use it.

STUDENT SOCIAL WORKER

The school social worker invites students to join groups on a regular basis to discuss any concerns or problems they might be experiencing. Time is also available for students to speak to the counselor on a one-to-one basis. Services also include drug and alcohol information, cessation programs, anger management, and various Peer Leadership Programs.

Contact: Todd Benjamin

SMOKING CESSATION PROGRAM

Students may join a group to learn strategies and gain support to cease smoking.

Contact: Todd Benjamin

STUDENT GUIDANCE AND COUNSELING

Counseling services are available for every student in the school. These services include such assistance as education planning, career information, study skills and/or concerns related to home, school, or social issues. The Guidance Office also has other resources available to students and parents. It provides information on occupation and careers, colleges, and technical training programs.

In addition, the Guidance Department publishes a weekly bulletin. Students who wish to meet with a counselor should contact the secretary in the Counseling Center to arrange for an appointment.

Parents are welcome to call the office at any time. Questions will be answered and appointments can be arranged.

Contact: Guidance Counselor or Curriculum Associate of Guidance

STUDENT NOTIFICATION SYSTEM

SNS (School Notification System) is a series of e-mailing lists that facilitate communication from school to community. Anyone may sign up for any number of mailing lists in which they are interested. By visiting the SNS website, www.jerichoschools.org/sns, simply follow the instructions to create your own personal account.

Contact: Mark Steinberger

TECHNICAL AND VOCATIONAL EDUCATION

In addition to the standard curriculum, students may attain a technical and/or vocational sequence. Over sixty different vocational areas are possible through the Nassau Tech – BOCES programs. Also, students may elect to do a work-study program where career skills are learned on the job.

Contact: Guidance Counselor

WORKING PAPERS

If a student is under 18 years of age, he/she must obtain working papers in order to accept employment. The law has certain requirements concerning the type of work a student may do, the hours, and the conditions under which he/she may work. Application and all necessary information may be obtained at the Counseling Center.

Contact: Guidance Office

SUBSTANCE ABUSE

“The Board of Education of the Jericho Union Free School District is committed to the prevention of alcohol, tobacco, and other substance use/abuse.” The goals of the District and the program elements the District will use are designed to promote healthy life styles for its students and staff and to inhibit the use/abuse of alcohol, tobacco, and other substances.

No person may use, possess, sell, or distribute alcohol or other substances, nor may use or possess drug paraphernalia, on school grounds or at school-sponsored events, except drugs as prescribed by a physician.” (Board Policy Book No. 5116)

Adolescence is a time of change and growth. The opportunities, challenges, and freedoms that await teens are necessary stages to prepare for adulthood. However, with these increased opportunities come difficult choices and potential dangers. Because the presence of underage alcohol consumption, cigarette smoking, and other substance abuse has reached epidemic proportions nationally, we must be concerned at Jericho as well.

Our challenge as a school and a community of excellence is to provide a comprehensive, developmentally relevant substance abuse prevention program that educates and enlightens our youth. Jericho's K-12 substance abuse prevention program includes the following aspects:

1. Substance abuse prevention education through health and related curricula;
2. Substance abuse assessments by licensed alcohol and substance abuse staff counselor;
3. Individual counseling;
4. Group counseling;
5. Tobacco Free Teens Program;
6. SADD Chapter;
7. Marijuana support group;
8. Self-esteem building support group;
9. District-wide substance abuse committee; and
10. Professional referral services (when indicated).

There are many reasons that young people use drugs. The reasons have to do with how they feel about themselves, how they get along with others and how they live. No one factor determines who will use drugs and who will not, but there are some predictors. These include:

1. chronic poor school performance and truancy;
2. excessive influence by peers;
3. aggressive, rebellious behavior;
4. behavioral problems at an early age;
5. poor self-esteem; and
6. family history of alcohol and other drug abuse.

Being alert to the signs of tobacco, alcohol, and other drug use requires a keen eye. Talk to your children about self-esteem and substance abuse. Present clear rules, regulations, and expectations for behavior. Be consistent. If you have any reason to suspect that your child has a problem, keep the communication lines open and reach out for professional guidance.

High School Staff are consistently updated on issues related to substance abuse and related signs and symptoms. If a staff member suspects a student is under the influence of a substance, the student is seen by the nurse. The nurse's assessment is reported to the appropriate administrator and parents will be contacted where abuse is indicated.

WHERE TO GET INFORMATION/HELP

Long Island Council of Alcoholism

Nassau County Department of Drugs
and Alcohol

Mothers Against Drunk Driving

Nassau County Youth Board	(516) 572 – 5555
Alcoholics Anonymous	(516) 547 – 6233
Al-Anon, Al-A-Teen	(516) 571 – 5894
Narcotics Anonymous	(516) 292 – 3040
Middle Earth Crisis Counseling and Referral Center	(516) 334 – 0140
	(516) 937 – 6262
	(516) 679 – 1111

(516) 747 – 2606

SIGNS AND SYMPTOMS OF SUBSTANCE ABUSE*

(*Nassau County Department of Drugs & Alcohol)

These are just a few indicators that alcohol, drugs, or some other problem requiring professional assistance may be affecting a teenager you know.

For a confidential consultation with an adolescent specialist, call Mr. Todd Benjamin, School Community Counselor at 203-3600, ext. 3264.

At School:

In Peer Group:

At Home:

Physical Changes:

violent, withdrawn behavior.
Disappearance of money, jewelry.
An increased need for privacy, independence.
Increase in phone calls, secretiveness.
Irritable toward family, unprovoked mood swings.
Isolation, avoiding family contact.
Rebelliousness, not following family rules.

Changes in values, ideals, and beliefs.
Abusive language.
Changes to an older or different group of friends.
Refusal to introduce family to friends.
Peer group enlarges, new acquaintances.

Unexcused absences
and an increase in
tardiness.
Deterioration in
grades, lack of
concentration.
Loss of interest in
sports and school
activities.
Loss of long term
memory, short
attention span.

Fluctuations in body weight; loss or gain.
Unusual increase or decrease in appetite.
Changes in sleeping patterns.
Changes in style of dress, personal hygiene.
Red, glassy or droopy eyes, dilated pupils.
Pale Complexion, weary looking or lethargic
demeanor.

Unexplained behavior
changes including

COMMON TERMINOLOGY RELATED TO SUBSTANCE USE

Substance abusers and substance use tends to bring a vocabulary of their own. Since terms used in the previous decades are not the terms used today, we have listed below some of the terminology related to today's drugs and their use.

Communication often involves more listening than speaking.

Marijuana:

Inhalants:

Heroin:

PCP(Phencyclidine):

Cocaine: Crystal, Cyclone, Goon, Killer Weed, Supergrass, Hog, Green, Rocket Fuel, Leak, Crazy Eddie All the Way, Beyond 2000, Wet, Never-Never Land, Bazooka(Bazool/Garbage), Dust, Wood, Lumber

LSD: China White, Big D, Black Tar, Mexican Brown, Mud, Sister, Cube, Crap, Hard Stuff, One-on-One, One-by-One, Naked Ladies, Smack, Skag, Dope, Mexican

Mushrooms: Cola, Rock, Crack, Big C, Gold Dust, Blow, Snow, Freeze, Toot, Nose, Candy, Lady, Speedball, Coke, C

Speed: LSD, California Sunshine, Doubled Dip, Microdot, Purple Haze, Blotter, Zen, Tripping Balls, Triple Dip, Tongue Candy, Drips, Eye Dropper, Single Tabs, Sheets, Paper Towel Drenched, Moons & Stars, Purple People Eaters, Trips, Sunshine, Christmas Tree

Phat-Cool: Butter-Cool: Boomers, Los Ninos, Psychedelic Magic, Shrooms, Mesc

Ill: Criss-Cross, Meth, Crystal, Crank, Bam, Pep, Bennies, Uppers

Fly: Downers, Bullets, Reds, Tranks, Goof Balls, Barbies, Red Devils, Purple Hearts, Yellow Jackets, Ludes

THC, Pot, Dope, Grass, Trees, Pretty hot and tempting
 Trom, Bhudda, Sense, Hydro,
 Hawaiian Thai, Northern Lights, Sweet, Neat
 Bud, Kind, Joint, Capulco,
 Gold, Medicine, Bomba-zee, Cool
 Chronic, Weed, Hemp, Dope
 Cool

Glue, Carbona, Dust off,
 Whippets, Huffers

HIGH SCHOOL POLICIES AND PROCEDURES

ACCIDENTS

Every accident in the school building, on the school grounds, at practice sessions, or at any event sponsored by the school, must be reported immediately to the person in charge and to the school nurse.

ATTENDANCE REGULATIONS

Improving Attendance and Reducing Cutting:

A Partnership Between Parents and the School

Essential to the success of this policy is improved communication between the school and the home. We must be partners and allies, working together on behalf of your child. This provides further information in order to ensure that the attendance policy is implemented fairly and efficiently. If a problem develops, we want to inform you **BEFORE** it affects grades, thus maximizing your child's chances for success.

Attendance

Calling School When Your Child is Absent

If your child is absent from school, please report the absence that day by contacting the Attendance Supervisor, Mrs. Hussey, in the Attendance Office at 203-3600 ext 3237. If she is unavailable, a message may be left on her voicemail or with one of her assistants. Students may **NOT** place absence notification calls.

Absence Notes: A Safeguard Against Errors

In addition to calling the school, we must ask you to write a note explaining the reason for the absence. The office will **not** mark an absence "excused" until a note from a parent is received. The student should bring the absence note to the Attendance Office at the beginning of the school day.

This procedure is designed to protect and safeguard your child from unfairly being penalized for cutting. A note avoids misunderstandings and is a requirement in almost all school districts. In order to verify absence notes and insure the continuing safety of the children within our care, you can also expect follow-up telephone calls from the Attendance Office if you did not telephone in the absence reason.

Inappropriate Absences

As educators and parents, we must be role models. While we will always respect your parental decisions, we ask that you avoid sanctioning absences for inappropriate reasons. It sends the wrong message. Additionally, New York State law specifies that students may only miss school for very specific reasons (illness, poor weather, religious observance, etc.). ***Inappropriate*** absences include extended family vacations or appointments that can easily be made **after** school hours. Please help us set the proper example for our children by respecting the law's spirit and specific requirements. Your cooperation is needed and greatly appreciated.

Following-up on Cutting: Fostering a Parent – School Partnership

To improve attendance, Jericho High School will double efforts to work as partners with parents. The Attendance Office and/or teachers will promptly report cuts to the parent **BEFORE** grades suffer. Additionally, the parent may expect contact from the guidance counselor, and/or Assistant Principal when a problem is identified. As part of a guidance effort, progressive discipline will include Time Out/Detention, parent meetings with the counselor, teacher, Assistant Principal and Principal, loss of extracurricular privileges and possible internal suspension from school.

In-House Attendance Procedures:

- Attendance is recorded each period by the classroom teacher.
- If a student is absent from class but is present in school, a cut will be recorded by the Attendance Office.
- The student will be notified by the next day with a cut slip. The cut slip indicates the date detention is to be served if the infraction is not cleared.
- Students are to get the cut cleared by the appropriate teacher and personally return the cut slip to Ms. Hussey.

- If a cut is not cleared by the date of the assigned detention, the detention must be served.

After School Detention – 3:35 PM to 5:30 PM (Rm. 253)

After School Extended Detention – 3:35 PM to 5:30 PM (Rm. 253)

Assigned detention must be completed at the scheduled time. The student must arrive on time and behave appropriately. If these obligations are not met, a parental conference with the student and the Assistant Principal will take place and additional consequences will be imposed. A parent will always be informed ahead of time if his or her child is receiving detention.

Lateness

Students assigned to a third period class who arrive after 8:59 A.M. are required to report to the Attendance Office upon arrival to school. Unexcused lateness to school will be evaluated and interventions may be imposed as described for unexcused absence. Any student with driving privileges, who is late more than three times, may have those privileges revoked. Any student entering a classroom after the bell signifying the start of instruction is considered late. This includes the student’s first class of the day. The lateness will be recorded. Upon a third unexcused lateness, detention will be assigned. Extensive unexcused lateness will result in intervention and progressive discipline if the pattern continues. Oversleeping is not an excused lateness.

Students WITHOUT a Third (3rd) Period Class

Students who are not assigned to a third period class must report to the teacher in the Student Cafeteria during third period to verify attendance or, the student must report to the Attendance Office upon arrival to school. Failure to comply with this attendance procedure will result in an “unexcused” absence being recorded, resulting in a phone call home.

Early Dismissal

Should an emergency necessitate leaving school prior to the end of the student’s school day, a parent or guardian **must** personally sign the student out of school in the Attendance Office. A written communication cannot be accepted. If the child is unassigned during the last school period(s), it is permissible for the child to take an earlier bus home or leave with the parent.

Jericho High School’s New Standards of Excellence

Improving Attendance, Reducing Cutting and Preparing Students for the 21st Century

Question: Why is attendance important?

Answer:

As the state imposes more rigorous graduation standards and we focus on preparing you for a highly competitive future that requires adults, who can adeptly analyze data, evaluate complex problems, propose and implement viable solutions and work cooperatively with others, regular attendance in class is indispensable. One can master these fundamental skills only by routinely practicing them each day. Consistent attendance and meaningful participation, therefore, are key components of a sound education as well as prerequisites for success in college and beyond. Furthermore, they are essential if Jericho High School is to remain a beacon for those seeking the very best in public education.

What is cutting and how is it different from an absence?

A cut occurs when you choose to skip class for no legitimate reason.

According to official school policy, as outlined in the Student Handbook, you are legitimately absent when non-attendance is due to:

- § Sickness
- § Impassable roads
- § Death in the family
- § Court appearance
- § Religious observance
- § Approved work programs
- § Remedial health care
- § Approved college visit
- § Failure of school transportation
- § Field trips

Meetings with school officials (teachers, guidance counselor, assistant principal, etc.) shall also be considered legitimate excuses.

All of the above absences require a note from a parent, doctor, or school official in order to be considered legitimate. You will not be penalized if your parent approves an absence. You are still responsible to make up missed work in a timely manner, however.

Preventing Cutting & Ensuring that Students Attend Class

Student Handbook: “Class work is a total part of a grade. Missed work due to lack of attendance will affect grades.”

School Policy: Each department shall weigh the value of class participation and then include it as a specific percentage of the grade (up to 20%). Students and parents will then be informed at the beginning of the term. A student’s grade will be reduced accordingly based upon the amount of work missed. Legitimate absences will not adversely affect a student’s participation grade, however, as long as he or she makes up the work.

Student Handbook: “Unexcused absence does not require that make-up work be issued or accepted by the teacher.”

School Policy: Teachers will not accept make-up work from a student who has chosen to cut – this includes homework, tests, quizzes, projects. These assignments will be graded “F” and will be included in the grade for the quarter.

Following These Simple Procedures to Avoid Errors

Students cannot be prevented from taking Regents exams or submitting projects that, if NOT submitted, will result in automatic failure.

How Does a Teacher Know When a Student is Absent Rather than Cutting?

When your name does not appear on the absence list, your teacher will assume that you are cutting unless a parent, doctor, or school official provides a legitimate note.

- § As in the past, parents should call the Attendance Office in the morning (203-3600, ext. 3237) to inform the school of your child's absence.
- § In addition to calling the school, parents must write a note for ALL absences. This is to safeguard and protect you from unfairly being penalized for cutting. A note avoids all misunderstandings and is a requirement in almost all school districts.
- § The absence note should include a phone number where an adult can be reached.
- § Submit the note to the Attendance Office where it will be verified. It will also be kept on file. Again, this is to protect you in case of errors.
- § It is your responsibility to provide the note in a timely manner.

BOOKS AND SUPPLIES

Students will be issued books and some supplies. These are expected to be returned in the condition in which they were issued. When damages have occurred, the fee may be the entire cost of the object. If a receipt is filled out upon issuance, it is the student's responsibility to obtain the receipt when returning the item.

CAFETERIA

Lunch assignments in the cafeteria are periods 5, 6, 7, and 8. STUDENTS MAY ONLY CONSUME FOOD AND BEVERAGES IN THE CAFETERIA except in extraordinary circumstances in which staff permission has been granted. The student is responsible to dispose properly of waste. The use of the cafeteria is a privilege and students are required to follow procedures described below:

- In order to purchase food, students must be on the proper line, not cutting the line or causing disruption.
- Students are to be courteous, polite to peers and staff, and follow the directions of all staff members.
- Students are responsible to clear the tables at which they sit.
- FOR SAFETY REASONS, STUDENTS ARE NOT PERMITTED TO ORDER FOOD FROM OUTSIDE VENDORS.

CLASSROOM

The classroom is a place for learning under direction of a teacher. All students are responsible to follow classroom procedures established by the teacher at the beginning of the school year. If a teacher determines that a student is not following procedures OR THAT THE STUDENT IN ANY WAY IS DISTURBING THE TEACHING-

LEARNING PROCESS, the teacher will remind the student that he or she is in violation of the classroom policy. Parents may be called, discipline notice sent, counselor and/or Assistant Principal may be involved.

If for any reason the teacher feels it is necessary to ask a student to leave the classroom, the **student must leave immediately and quietly without further disruption and report to the appropriate Assistant Principal.** PARENTS WILL BE NOTIFIED OF ALL DISCIPLINARY ACTIONS OF THIS SERIOUS NATURE. If the behavior continues, any of the consequences listed in this book in the section entitled CONSEQUENCES OF INAPPROPRIATE BEHAVIOR may occur including suspension or removal from class.

COMPUTER FACILITIES - 7:30 A.M. to 8:56 A.M (Rm. 262, 267 & 269)

The Jericho School District provides all students with individual network accounts. Student accounts may be accessed from any computer lab, classroom computer, or computers found in the high school library. The school district is subject to all copyright laws. Therefore, the procedures listed below must be followed:

- Computer accounts are for sole use of the account owner and may not be shared with others. It is the student's responsibility to keep his/her password private. Students will be held responsible for all actions performed from their account.
- Use of Jericho computer systems and Jericho network may be monitored and recorded by authorized staff members in order to safeguard the security and smooth operation of these resources.
- Computing resources may only be used for schoolwork only. Network workspace may only be used to store school related work.
- In Jericho schools, you may be given access to copyrighted computer programs that have been purchased by the district. The ONLY copy of a copyrighted computer program may be produced legally is a district owned "archival copy."
- In using Jericho equipment or software, you are agreeing to abide by both federal and school rules.
- You may not legally duplicate or use illegally duplicated software.
- You may use your own commercial program on Jericho equipment if it is on the original disk bearing the software company's name and if it is not an arcade-type game.
- Public domain software may be run without prior approval of a staff member. If you copy a program from a book or magazine, it must include a statement crediting its source.

- In order to ensure efficient use of facilities, priorities have been set in the following order: faculty using the computer for a class lesson; students working on assignments; other faculty; and students working on projects.

Time within a priority is unlimited unless someone is waiting, in which case a total of 15 minutes is allowed. If you have used the computer earlier in the day, you may not use it again if someone is waiting.

Note: Games may be run **ONLY** as part of the programming process. *No arcade-type games may be run on Jericho equipment.*

- Malfunctions are to be reported immediately to the staff member in charge.
- Computer areas must be kept neat at all times.
- **NO FOOD OR DRINK ALLOWED NEAR THE COMPUTERS.**

HALLWAYS

To prevent disruption to the learning process in the classroom, hallways are to be kept clear. Students who do not have class should be in the cafeteria or library during instructional periods. Students who are passing in the hallways during class time **MUST** have a pass. Students must follow the requests and respond appropriately to all staff members.

LIBRARY

The library is a quiet place for study and research. Students must respect the rights of others using the library. We do not insist on silence, however, we do expect everyone to speak quietly. Loud noise, talking, laughing, or shouting is unacceptable. Food, drink, profanity or disrespectful language, and cell phones are not allowed. Pagers should be set to vibrate. Students who are assigned to a class are not permitted in the library without expressed permission of their teacher.

Computers are to be used for school work only. Downloading or installing software is not allowed. The lab is reserved for classes working with the librarian; other use must be supervised and will be at the discretion of the librarian.

Anyone unable to follow these simple rules will be asked to leave. Continued or repeated disturbances will result in the temporary suspension of library privilege.

CELLULAR PHONES, BEEPERS, AND AUDIO/AUDIOVISUAL DEVICES

This equipment must be turned off in classrooms. Walkmen may only be used on the school bus or in the student cafeteria. They cannot be used in classrooms or in the school hallways.

PUBLIC TELEPHONES

Public telephones are available for use by high school students near the principal's office, the pool, and on the high school side of the auditorium. *THE TELEPHONES IN THE MIDDLE SCHOOL SHOULD NOT BE USED BY HIGH SCHOOL STUDENTS. Public telephones are meant for short calls and are used by all students in high school. Therefore, calls should be limited to three minutes.*

FIRE DRILLS

During a fire drill, these procedures should be observed:

1. Students should leave the building by the exits indicated for each room and area, or as indicated by the teacher.
2. Exiting should be accomplished quickly and quietly.
3. Once outside the school, students are to remain with their class groupings so that teachers can be assured that all have exited safely.

STAY PUT DRILLS

In the event of a stay put procedure, students are to carefully follow instructions of all teachers and administrators as outlined in the building plan.

STUDENT HANDBOOK

Every student is issued this handbook which contains school policies and procedures. It is an excellent tool for time management, goal setting and reinforcing study skills taught in classes. Students are responsible to know all school policies in the handbook. The student handbook should be used to record appointments, assignments, and for keeping records of earned grades.

HOMEWORK

Homework is an integral part of the Jericho program of studies, and students are expected to do their assignments faithfully and carefully. Students absent from school are to make a strong effort to obtain and complete assignments via e-mail or placing a phone call to a peer. Students who may be absent from school for an extended time are advised to request special assigned work through their guidance counselor.

ID CARDS

Students will be issued grade appropriate, picture, bar coded ID cards. These cards will be utilized in the library to use materials and equipment. They may be requested from students leaving the campus and also can be used for student discounts. All students should keep ID cards with them.

LEAVING CAMPUS

Students are not permitted to leave campus until the conclusion of their scheduled day.

LOCKERS

Lockers are school property on loan to the students. Students are assigned a locker and are responsible to see that the locker is returned in the same condition in which it was when it was assigned. Only removable decoration may be used. Lockers may be opened before, after school, and during passing but not while classes are in session. Students should take necessary materials for several classes at a time. Lateness to class is not excused as a result of needing materials from lockers. Every locker must be properly secured with a school purchased lock. Replacement locks may be purchased for \$5.00 each.

STUDENTS MUST USE THEIR ASSIGNED LOCKER ONLY. ANY INAPPROPRIATE ITEMS FOUND IN A STUDENT'S LOCKER WILL BE THE RESPONSIBILITY OF THAT STUDENT. FOR SECURITY PURPOSES, NON-

SCHOOL LOCKS MAY BE REMOVED WITHOUT PRIOR NOTICE. IF ANOTHER LOCK IS FOUND ON A STUDENT'S LOCKER, THE STUDENT MUST REPORT IT IMMEDIATELY TO THE ASSISTANT PRINCIPAL'S OFFICE.

PROGRAMS AND PROGRAM CHANGES

During the spring semester, Guidance Counselors meet with students to help them make appropriate course choices for the next year's program. Subsequent to program requests being made, student's course selections are e-mailed home. Should any changes need to be made, the student will set up an appointment with his/her counselor. Based on the courses selected, the Master Schedule is developed. Therefore, it is imperative that students carefully make choices when selecting classes.

Once the deadline for making changes passes, any program request for a change will only be accepted for the following reasons:

- pre-approved summer course taken for remediation/acceleration
- additional course work if the schedule permits.

All requests for changes will need to be presented in writing to the High School Schedule Change Committee.

A course is not considered added or dropped until all paperwork is completed. Withdrawal from a class requires the signatures of parent, counselor, teacher, and department curriculum associate. Withdrawal from a class is contingent on the student maintaining a minimum of six classes, in addition to physical education, and follows the procedures for withdrawing. Students missing classes prior to the drop being completed will be considered cutting.

Students are required to attend all classes in which they are enrolled.

PROGRESS REPORTS

Progress reports are issued five weeks into each marking period, as indicated on the academic calendar.

REPORT CARDS

Report cards are issued at the end of the four marking periods, as indicated on the academic calendar.

GRADES

The chart below explains how letter grades are paired with the 4.0 to computer the Grade Point Average (GPA).

Letter Grade	C	
	C-	4.0
A+		3.8
A	D+	3.6
A-	D	
B+	D-	3.4
B		3.2
B-	F	3.0
C+		2.7
	Grade Point Average (GPA)	2.4
		2.0

1.7	<i>Excellent-</i>	learning accomplishments.
1.4	Indicates	
1.0	unusually strong	<i>Low-Passing-</i> Meeting only
	intellectual	partial minimum standards but
	accomplishments.	awarded course credit on
1.0	<i>Good-</i> Indicates	teacher recommendation.
	strong learning	
	accomplishments.	<i>Failing-</i> Not meeting minimum
Explanat ion		standards of subject.
	<i>Average-</i>	
	Indicates average	

SCHOOL SANCTIONED TRIPS

We may have one foreign trip and a French exchange student program in addition to various class and club related trips. *PARENT MEETINGS AND/OR CONSENT FORMS ARE REQUIRED* for all sanctioned trips. If a trip is sanctioned by Jericho High School, you will receive communication from the school identifying the trip as a certified school activity. In order for a trip to be sanctioned, it must meet specific guidelines including very clear communication of student expectations. If you have any doubts, contact the Guidance Office.

NON-SANCTIONED SCHOOL TRIPS

Spring break trips by the Junior and Senior classes are organized by the individuals themselves. Jericho High School neither sanctions nor chaperones any of these trips.

SCHOOL ASSEMBLIES/PEP RALLY

On occasion throughout the school year, Jericho High School has special assemblies and/or pep rallies for the students. On these occasions, Jericho High School will utilize one of the following alternative schedules:

<u>Per. 9 XX Schedule</u>		<u>Per. 3 XX Schedule</u>	
<u>PERIOD</u>	<u>TIMES</u>	<u>PERIOD</u>	<u>TIMES</u>
1	7:27-8:11	1	7:27-8:11
2	8:15-8:55	2	8:15-8:55
3	8:59-9:31	3/XX	8:59-9:45
4	9:35-10:07	XX/3	9:49-10:35
5	10:11-10:43	4	10:39-11:12
6	10:47-11:19	5	11:16-11:49
7	11:23-11:55	6	11:53-12:26
8	11:59-12:31	7	12:30-1:03
9/XX	12:35-1:25	8	1:07-1:40
XX/9	1:29-2:19	9	1:44-2:17
10	2:23-2:55	10	2:21-2:54
11	2:59-3:31	11	2:58-3:31

Pep Rally Schedule

<u>PERIOD</u>	<u>TIMES</u>
----------------------	---------------------

1	7:27-8:11
2	8:15-8:55
3	8:59-9:32
4	9:36-10:09
5	10:13-10:46
6	10:50-11:23
7	11:27-12:00
8	12:04-12:37
9	12:41-1:14
10	1:18-1:51
11	1:55-2:28
Pep Rally	2:32-3:31

SMOKING

Smoking is not permitted in the school building, on school grounds, or anywhere on or in eye’s view of the campus. Consequences of inappropriate behavior will be in effect for any student’s violation. A smoking cessation program is available (see Mr. Benjamin).

Should a student be caught smoking on school grounds, the student’s parent will be notified and the student may be suspended in or out of school.

UNSCHEDULED TIME

All ninth and tenth grade students should be scheduled so they have no free periods.

VISITORS

All visitors to the school building, including alumni, must sign in at the Security Desk located opposite the Attendance Office and wear the yellow Visitor’s Pass.

CODE OF DISCIPLINE

To provide an atmosphere which is conducive to learning, it is essential to have order and discipline. The Board of Education has, therefore, established a code of discipline so that students may know what is expected of them in the school setting. Listed below are the areas of behavior which the Board has specifically classified as not permissible:

- Insubordinate conduct--failing to comply with directions of a teacher, administrator, or other school employee
- Lateness for missing or leaving class without permission or excuse
- Leaving school grounds without administrative permission
- Cheating
- Plagiarism

- Destroying or defacing property
- Fighting
- Using abusive or obscene language or gestures
- Making unreasonable noise
- Obstructing traffic
- Creating a hazardous condition
- Driving a motorized vehicle in a reckless manner
- Actions that disrupt the classroom or school's educational environment
- Selling, using, or possessing alcohol, drugs, other controlled substance, or drug paraphernalia
- Selling, using, or possessing weapons, fireworks, or other dangerous instruments or contraband
- Selling, using, or possessing obscene material
- Using profane, vulgar, or abusive language (including ethnic slurs)
- Smoking
- Gambling, card playing, dice
- Hazing
- Engaging in lewd behavior
- Sale of any items or services without administrative approval
- Conduct which endangers the health, welfare, or morals of others which violates Board rules for public order on school property

CONSEQUENCES OF INAPPROPRIATE BEHAVIOR

It is the policy of the Jericho Schools to mediate situations whenever possible. However, student misconduct may be dealt with through any or all of the approaches listed below:

- Verbal reprimand
- Counseling
- Written notification
- Detention

- Loss of lunch or study period privileges
- Probation
- Restitution for damaged property in accordance with the law
- Suspension from transportation, athletic participation, social or extra-curricular activities
- Suspension from a particular class for infractions which related specifically to that class
- In-school suspension
- Out-of school suspension
- Loss of parking privileges

**HOW TO HELP YOUR
HIGH SCHOOL
LEARNER LEARN**

Parents ask, “How can I best help my teenager succeed in school?” For the answer, we surveyed teachers, students, and parents for their input.

COMMENTS FROM TEACHERS

1. The world is a learning environment. Do things like going to museums, concerts, and reading together. Teens still learn from you.

2. Grades are less important than effort. Praise the effort or encourage greater effort, prior to seeing the grades.
3. Ask questions and listen... “How did you feel? What do you think? Why?” Then listen.
4. Provide proper space to work, light music, desk chair, and telephone for help or clarification.
5. Watch the school calendar. The week before the end of the quarter should not be party-time.
6. Call us if you have any concerns. We are a team.
7. Twenty minutes of work in each subject, each night, is recommended as minimum homework. If there isn’t a written assignment, the student should read, review notes, or study for another subject.
8. Attend their activities, even if they aren’t the president or “star” of the event.

COMMENTS FROM PARENTS

1. Know your child. Set reasonable, reachable goals.
2. They are not “all doing” whatever it is. Many of us say no to inappropriate activities. Use your judgment, “because you’re the mom/dad.”
3. We should talk to each other, parents, guidance counselors, and teachers. The more we know, the better we can parent.
4. Quality work is important. Look to support things done well.
5. Listen to them even when they are not talking to you.
6. Know what your child can accomplish and expect him or her to accomplish it.
7. Every child is different. Don’t compare your child to his or her siblings.

8. We should support teens. When my child's friends do well, I think, "It's great and it encourages my child."
9. Figure out what things your teen needs to learn and provide opportunities to learn them.
10. Don't make excuses for them. Set goals.
11. Television should be used to help learners not distract them from homework.
12. Spend time with them.
13. Listen-Listen-Listen!

COMMENTS FROM TEENS

1. Support me in the things I like, not what you think is important.
2. Don't compare me to my siblings or friends. Let me be me.
3. Sometimes I need my parents to say no and to be on top of me to do what I should do – no matter how annoying.
4. I got ten awards at recognition night. My friend got eleven. My parents were angry. It made me mad. Mad enough to not even try.
5. Don't lie for us.
6. We need you to expect us to do well and set realistic goals.
7. Come to my game even if I'm not the best athlete.

8. Let me handle my problems. Listen but encourage me to fix it.
9. Don't let your kid drive unless he or she is doing well in school.

COMMENTS FROM LIFE 101*

Pick battles big enough to matter, small enough to win.

- Jonathan Kozol

The most important function of education...is to develop the personality of the individual and the significance of this life to himself and to others.

- Grayson Kirk

Crystal: Do you realize that most people use two percent of their mind's potential?

Roseanne: That much, huh?

Imagination is more important than knowledge. Knowledge is power.

- Albert Einstein

A problem is a chance for you to do your best.

- Duke Ellington

If you have built castles in the air, your work need not be lost; that's where they should be. Now put the foundations under them.

- Henry David Thoreau

It's unanswered question but let us still believe in the dignity and importance of the questions.

- Tennessee Williams

The fact is we are being educated when we know it least.

- David P. Gardner.

Mistakes are the portals of discovery.

- James Joyce

Experience is the name everyone gives to their mistakes.

- Oscar Wilde

The purpose of life is a life of purpose.

- Robert Byrne

And that's the way it is.

- Walter Cronkite

*Roger, John, and McWilliams, Peter, Life 101 *EVERYTHING WE WISH WE HAD LEARNED ABOUT LIFE IN SCHOOL, BUT DIDN'T*, Prelude Press, Los Angeles California, 1991.

**POLICY FOR
OBSERVANCE OF
RELIGIOUS HOLIDAYS**

(Developed by the Shared Decision Making Committee – January, 2000)

Out of respect for the many religions now represented in our diverse community, no student shall be penalized in any way for missing school or exams due to religious

observance. If we cannot be all inclusive, we should no longer be exclusive. Therefore, we no longer have non-testing days for religious observance. Ever sensitive, we firmly believe that this policy is fair, equitable, and respectful of all students regardless of their religious background.

**SPECIAL EVENTS
AND
DATES TO REMEMBER**

Please consult the District Calendar, which will be mailed home, or our website, jerichoschools.org, for these important dates.

FREQUENTLY ASKED QUESTIONS

When may I expect to receive my child’s class schedule?

Freshman will receive their schedules, with the names of their teachers and room numbers, at the Ninth Grade Orientation in August. Beginning in tenth grade, tentative schedules (without the names of their teachers) are mailed home in June. Completed schedules, including teacher names and room numbers, are mailed home in mid-August.

What do I do if I feel there is an error with my child’s schedule?

An appointment should be made with your child’s guidance counselor, preferably before the start of classes, in order to correct any errors or make a change. Please note that it may not be possible to satisfy a non-education programming request such as dissatisfaction with a particular lunch period. Change of programs is made more difficult due to space limitations, construction and class linkages – for example, lab classes linked to specific science classes.

Who will be my child’s guidance counselor? What is the role of the counselor?

You will find the name of your child’s counselor at the top of his/her schedule. Guidance counselors serve an essential and multifaceted role within our school. Counselors create your child’s program and ensure that all requirements for graduation are met. Your child’s counselor should be the first person you contact when you have a question or concern regarding your child’s program, classes or any educational concern. Additionally, the counselor is there for you and your child should there ever be any social or emotional concerns. Even if your counselor is unable to directly provide assistance, he/she will be able to point you in the right direction. Additionally, the counselor serves as your primary school advocate. In cases of severe concern, the counselor may make a referral to our social worker or psychologist. In every case, problems are handled with sensitivity. Guidance counselors also provide college counseling by providing vital assistance throughout the entire planning, application, and acceptance process.

Do parents attend Freshman Orientation?

No, Freshman Orientation is intended for students only.

When do Freshman students get their locker assignments?

Freshman students will receive their locker number and combination lock (\$5.00) at Freshman Orientation. Each student is encouraged to locate his/her locker and practice opening the lock following the orientation. Also, if your child is unhappy with his/her locker location, feel free to encourage him or her to share a locker with a friend. Your child must inform Assistant Principal, Mrs. Joan Rosenberg, of this change.

Are Freshman segregated into their own classes?

It depends. Many classes in the high school, especially the electives, lunch, and gym, are composed of students from different grade levels. Others, such as ninth and tenth grade English and Social Studies, are exclusively for those specific grades. Physical education classes are grouped Freshman/Sophomore and Junior/Senior classes.

When is lunch?

There are four lunch periods beginning with the fifth period (starts at 10:27 A.M.) and ending with eighth period (starts at 12:39 P.M.). Your child may be assigned to lunch during any of these periods. Upon parental request, a lunch period may be waived.

May Freshman students leave school grounds during the school day?

No, they may not.

Is the cafeteria open for snacks after school?

There are snack machines and soda/juice machines open in the High School cafeteria after the lunch periods.

Are the sports seasons the same in the high school as in the middle school?

No. While the middle school has four seasons, the high school has three seasons – Fall, Winter, and Spring. Importantly, the Fall season starts BEFORE school opens in

September. Some sport schedules include practices or games on weekends or during school vacations. Please have your child check with his/her coach to avoid conflicts.

Is there a forum for my child to participate in sports if they do not have the skills for a varsity or junior varsity team?

Yes. In some sports there are JV9 teams for both girls and boys. These teams have been established for ninth graders to stress skill building and participation.

Is there a no-cut policy for high school teams?

While coaches try not to remove students from teams, it does become necessary at times. This is particularly true for varsity teams and popular junior varsity teams. Questions about our athletic program may be addressed to the team coach, or to the Athletic Director, Ms. Nancy Sammis.

What time do students typically get home after sports?

Depending on the sport, there will be practice daily until about 5:30 P.M. Games may go later. Please check with your child's coach to verify anticipated dismissal times.

Are there buses after sports?

Yes. There are late buses at 4:30, 5:45, and 6:30 P.M. Additionally, if the team arrives back at school after the last late bus, the team bus will bring students home.

How can my child become involved with clubs if they participate in sports?

Clubs are scheduled in the morning, before school (period two), so as not to conflict with sport activities that are held after school. Students are encouraged to participate in both clubs and sports to enhance their high school experience. Additionally, teacher "extra-help" is scheduled before school to minimize interference with sport activities.

How can students learn about, choose and join clubs?

A listing of clubs/service activities is provided at Freshman Orientation. Additionally, the list is located within this Parent Handbook and the Student Handbook (given to Freshmen at Freshman Orientation, and to the other grades on the first day of school). A club calendar, subject to change, is also within this handbook. Daily announcements of club schedules are made over the public announcement system, and signs are posted throughout the school highlighting club meeting times. The central location of club meetings is posted on a calendar outside Ms. Apparius' office and in the display case outside of the cafeteria.

When is "extra-help"?

Extra help is scheduled individually by each teacher. Usually, it is scheduled before school during period two.

Are absence and late notes required?

Yes. A parent or guardian should telephone the Attendance Office (ext. 3237) the morning of an absence or lateness. Additionally, when the child returns to school, the parent should provide an absence note. If the parent did not telephone the school when

the absence occurred, the Attendance Office may also call the parent to verify the legitimacy of the absence as well as provide a reminder to validate the absence with a note.

How do I sign out my child from school early?

New York State law requires that a parent personally sign his/her child out of school if early dismissal is required. If you need to sign your child out of school before the end of the regular school day, please go to the Attendance Office.

Is the library open before school?

Yes. The high school library opens at 8:15 A.M. Additionally, if needed, high school students may utilize the middle school library before this hour.

How will I know how my child is doing in school?

Progress reports are mailed to parents at approximately the mid-point of each quarter. These anticipated mailing dates are noted on the district calendar. Additionally, parents are encouraged to contact the teacher or guidance counselor to check on his or her child's progress.

Whom do I contact if my child has a problem?

If your child has a class related problem, the child should first speak with that teacher. If the problem is not resolved, the parent should contact the teacher. In almost all cases, issues are resolved at this fundamental level. If you are unhappy with the outcome, please contact the Curriculum Associate responsible for that department.

The Curriculum Associates are:

- Art/Business/Home Careers – Mr. Ernest Savaglio
- Athletics/Physical Education – Ms. Nancy Sammis
- English/Language Arts – Daniel Salzman
- World Languages – Dr. Elaine Margarita
- Guidance – Ms. Lois Smith
- Science/Technology – Mr. Frank DiMartino
- Social Studies – Mr. Eric Sundberg
- Learning Center – Ms. Dorothy Vann
- Music – Mr. Kenneth Pollitt
- Math – Ms. Helene Kriegstein
- Additionally, your child's guidance counselor would serve as an excellent resource in addressing problems or concerns. If the problem is not resolved at this level, you should feel free to contact an Assistant Principal (Mrs. Joan Rosenberg for students with last names beginning with the letters A thru K and Ms. Maureen Appiarius for students with last names beginning with the letter L thru Z) or the building Principal, Mr. Joseph Prisinzano. We make the strong commitment to respond quickly to your inquiries or expressions of concern.

Are courses in the high school “weighted”?

Yes. Regents and advanced courses are “weighted” in the grade calculations. Advanced Placement and other advanced courses are not weighted more than regular Regents courses.

Is the grade reporting system the same as in the Middle School?

No. High School grades range from A+ to F, with pluses and minuses.

Are students ranked in Jericho High School?

No. We do **NOT** believe that we should rank our students.

What do students do during their “free periods”?

During free periods, students may go to the library, cafeteria, get extra help, or provide school service.

**FREQUENTLY ASKED QUESTIONS
ABOUT ACADEMIC SERVICES AND SUPPORT**

What is differentiated instruction? How does the district support and encourage differentiated instruction in the regular classroom?

Differentiated instruction in the regular education setting provides a variety of instructional approaches that address the various intellectual and psycho-social needs of all the students. The district supports differentiated instruction by providing extensive staff development. Pre-service, in-service, meetings, conferences, and other professional growth activities are offered for all teachers regarding a wide range of topics. The purpose of this extensive training is to equip faculty members with an in-depth knowledge of content diverse needs of students. Extensive educational research clearly supports the effectiveness of this approach when teaching students with different strengths and learning styles.

What are enrichment programs?

Enrichment programs (electives, Advanced Placement classes, college level courses, independent study, mentorship, competitions, clubs, field trips, intra/inter scholastic sports, and other special activities) provide curricular and extracurricular opportunities through which students can pursue advanced studies and/or explore areas of individual interest.

What are Advanced Placement (AP) classes?

Advanced Placement classes are college level courses that culminate in national examinations which are written and scored by the College Board. On the basis of AP test scores, students may be eligible to earn college credits, waive certain university requirements and/or receive advanced course placement. Jericho High School offers Advanced Placement course in English Literature, English Composition, European History, American History, American Government, Psychology, Biology, Chemistry, Environmental Science, Physics, AB Calculus, BC Calculus, Spanish, French, Economics, Computer Science, and Statistics. District philosophy supports open enrollment. This enables all students to have open access to all courses including Advanced Placement courses.

When a student feels frustrated, bored, or unhappy in a class, what should the student and/or parent do?

Depending on the age of the student, the student and/or parent should discuss these feelings and related needs with an appropriate faculty member, including the student's guidance counselor. Student-faculty and parent-faculty communication is essential if timely and relevant educational modifications are to be explored and implemented.

What is extra help?

Extra help is open to all students. Students do not necessarily have to be struggling in a class to attend extra help. This time can also give students an opportunity for some additional individualized attention. Teachers provide a minimum of one hour per week of extra help. Extra help is generally scheduled before or after school. Some teachers provide support on the Internet utilizing the Blackboard Program or e-mail.

What are academic support classes?

Academic support is provided to students who are determined to be "at risk" or classified with a disability. Academic support teachers are certified teachers. Academic support classes (ELA, math, science, social studies, and world languages) strengthen knowledge of subject material. These classes provide reinforcement of content or present the subject in an alternate method (pre-teaching or re-teaching material).

What is an "at risk" student?

This term is used to describe students who are not performing at grade level and/or are in jeopardy of not passing a course or state assessment. Services provided for at risk students are often short term and focus on content and skills development.

What is a learning disability or “being classified?”

A learning disability is a condition that interferes with a student’s ability to learn or demonstrate what they have learned. Often there is a significant discrepancy between the student’s ability and performance level. Federal laws list 13 classifications of disabilities. Often there is not a correlation between a child’s disabilities and intelligence. Disabilities may include physical or mental delays and are often not visible. Students with disabilities are expected to learn and achieve as all other students do. They are required to take the New York State Assessments and Regents exams.

What is an Individualized Education Plan (IEP)?

Parents and staff (CSE – Committee on Special Education) develop an IEP for the learning disabled student. This legally mandated document indicates the strengths and weaknesses of the student and presents the special education goals, objectives and related services that are designed to enable the student to succeed in a general education classroom. Specific instructional accommodations and testing modifications are included in the IEP.

What is a 504 Accommodation Plan? What support is provided?

Parents and staff develop a 504 Plan for the student who has a physical or cognitive impairment. This legally mandated document specifies the reasonable accommodations that a student may have access to, in the general education setting. Examples are: testing modifications, classroom accommodations, and removing physical barriers in buildings.

What is an inclusion student?

A student with a diagnosed disability who is placed in a regular education class may be an inclusion student. The district is committed to a policy of inclusion and provides legally mandated services to enable each student to succeed. In the past, these students would have been excluded and placed in a more restrictive setting such as a self-contained class or a separate setting. An aide may be recommended by the CSE. The severity of disability determines aide assignment.

What is a Child Study Team (CST)?

Each building has a team of professionals who review the needs of students who are having difficulty learning. Team members might include the classroom teacher, guidance counselor, psychologist, social worker, principal, speech teacher, reading teacher, consultant teacher, tutor and/or aide, and others as needed. They make recommendations for additional services in the general education classroom and/or refer students to the Committee on Special Education (CSE). A case manager is assigned to each student who is classified through CSE or a 504 Plan. The case manager monitors student progress and facilitates communication between the school and home.

What is a CSE?

The Committee on Special Education is comprised of teachers, psychologists, social worker, administrator, parent, and other specialists who determine a student’s eligibility for special education services based on extensive and comprehensive testing. The

Committee makes decisions by consensus. All members are equal. The Committee develops the IEP and specifies services and support needed by the student based upon the student's specific disability.

What is extended time? Who gets it?

Extended time is an example of a testing modification that is provided in an IEP or 504 accommodation plan. It is based upon diagnostic information, determined after an extensive battery of tests. If a student, for example, is found to have difficulty processing information and ideas, the student might be provided with extended time on exams in order to adequately demonstrate what he or she has learned.

What is a classroom accommodation?

An accommodation is directly related to a student's disability. Accommodations such as preferential seating, break time, use of organizers, study guides, calculators, books on tape, etc. are available to students with disabilities based upon comprehensive diagnostic evaluations. Testing modifications are another example of an accommodation. Modifications might include: having an exam read to a student (if student has difficulty decoding) or having a student use a computer for written assignments (if a student has poor motor coordination). Each accommodation compensates for a documented (504 plan or IEP) disability.

What is a study guide?

Study guides organize the content of academic subjects for students with organizational difficulties. In the middle school, students with disabilities are given study guides. In the high school, the goal is to enable students to develop their own study guides. Study guides help students to prepare for exams, but do not provide answers to tests.

What type of services do students receive from tutors in the Learning Center?

Tutors in the Learning Center review course content while providing direct process information to students in areas of organizational skills, study habits, how to process information and how to prepare for tests and written assignments. Tutors are not to provide answers to students when helping to prepare for assignments and/or tests. Tutors are special educators.

How are the academic support classes, learning center support services, reading services, and other additional support services scheduled?

The student's schedule is reviewed and every attempt is made to schedule the support so it doesn't conflict with the student's master schedule. Students sometimes receive support services during lunch, in place of an elective, or before or after school.

What benefits can a non-disabled student get from special education services/staff?

Because many special education services are provided in the general education class, all students in the class can benefit from extra help. Also, specialists often provide staff development and consultation to general education teachers in areas of teaching

techniques, assistive technology and curriculum materials. This additional knowledge is often helpful to all students.

What social/emotional support services are available? Who is eligible? Who provides them?

Counselors, psychologists and social workers are available to help students with academic, personal, and social issues that may impact learning. Issues discussed might include family problems, substance abuse, eating disorders, and low self-esteem. All students and parents are eligible for counseling services.

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