

Mission Statement

OHS Castleton provides an environment in which academic, emotional, and character growth are valued equally and ensures that the students who graduate have the resilience and coping skills necessary to achieve success in their future endeavors.

Oceanside High School
CASTLETON
PARENT/STUDENT
HANDBOOK

2017/2018



Third Floor
145 Merle Avenue

oceansideschools.org
Phone: 516.678.7593
Fax: 516.678.8576

**See Page 7
for
School Supply List!**

BOARD OF EDUCATION

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Robert Transom

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Special Education

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Director
World Languages & ESL

Dear Parent/Guardian(s),

It is with great enthusiasm and excitement that I welcome you and your child to the 2017-2018 school year at Oceanside High School Castleton!



OHS Castleton strives to provide an alternative approach to education that empowers students to succeed in school. Our goal is to establish a safe, supportive environment that capitalizes on the strengths and interests of the student while developing their social, emotional, and academic needs. We set the same academic and behavioral standards as the traditional high school, but we work to incorporate a more personalized, unique, and nurturing touch that some students may require.

At Castleton, we work to create an educational experience different than that of the traditional classroom. We offer a low student-to-teacher ratio, differentiated instruction, individual and group counseling, and additional one-to-one support periods for your child. Additionally, we offer the unique Castleton Field Experience and Day 5 MASHUP that allows students to direct their own learning and step away from traditional classroom instruction. We continue to offer all core classes as well as Castleton's own Hope & Grit curriculum. This year we have added Sign Language, Business Ownership and Science in Mainstream Media. Additionally, we have created a Mindfulness & Meditation course as well as a new Mindfulness Room. We continue to work on creating Personalized Education Plans (PEPs) for all students with the goal of individualized road maps for each and every students that includes strengths, academic and emotional needs, graduation planning, and career interests.

The teachers and staff at OHS Castleton are a dedicated group committed to the success of your child. We pride ourselves on the personal relationships that we create with students and the family atmosphere in our hallway. Students are challenged to take the lead role in their education and become self-advocates. We look forward to a rewarding partnership with you in this effort.

We invite you to be a part of the Castleton family! If you are interested in working as a Castleton parent representative or if you have any questions or concerns, please feel free to contact me throughout the year. I can be reached at 678-7593 or by e-mail at bmitchell@oceansideschools.org.

Sincerely,

Brendon Mitchell

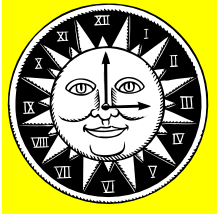
Principal

*Be sure to follow us on Twitter @OHS_Castleton or on Instagram at OHS_Castleton!

OHS CASTLETON STAFF

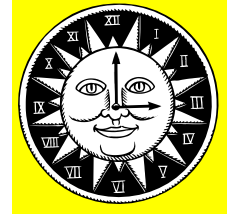
Mr. Brendon Mitchell, Principal

Instructional	Name
Academic Support	Mrs. Rachael DiPasquale Mrs. Margie Gilbert Mr. Michael Radicone
American Sign Language	Ms. Jennifer Goldstein
Art	Kristen Gemino
Business	Ms. Maria Marengo
Career Prep	Ms. Stephanie Matina
English	Mr. Francis Gillespie
Library/Media	TBA
Math	Mr. Jared Stoler
Physical Education/Health	Mr. John Messina
Science	Mr. Chris Harkins Mr. James Scannell
Social Studies	Ms. Jacqueline Nerney
Pupil Personnel	Name
Guidance Counselor	Mrs. Carla Stillwell
Psychologist	Dr. Kristi Geissler
Social Worker	Ms. Esther Rosario-Castillo
Support Staff	Name
Secretary to Principal	Mrs. Terrie Finneran
Instructional Assistant	Mrs. Andrea Weinberg
Security Monitor	Mrs. Joan Mannino
Nurses	Ms. Susan Helmsley (516-594-2347)



SCHEDULE

The school day begins **promptly**
At 7:50 a.m.



Period 1	7:50 – 8:20
Period 2	8:20 – 9:05
Period 3	9:05 – 9:50
Period 4	9:50 – 10:35
Period 5	10:35- 11:20
Period 6: LUNCH	11:20 – 12:20
Period 7	12:20 – 1:05
Period 8	1:05 – 1:50
Period 9	1:50 - 2:35

Period 1 class assignments will be determined on an individual basis by the principal.

All students are expected to arrive to school on time.

REMEMBER...

Adventure Park at Long Island
Wheatley Heights, NY
Monday, September 11, 2017

This trip is a required activity for all Castleton students. The district will be paying the admission and transportation fees – there will be NO cost to the students.



IMPORTANT REMINDERS

Attendance

Educational Neglect may be filed to Child Protective Services if a child is not in attendance or is late on a consistent basis.

Attendance Calls

Student absences must be reported on a daily basis to the attendance office at 678-7593. When students return to school an absence note must be handed in to the office.

Cell Phones

It is the expectation that students will put away cell phones upon entering the classroom unless required for classroom instruction. If a student refuses to put a phone away, the teacher has the right to confiscate the phone and give to the principal. If the student refuses to provide the phone, he/she will be sent to the principal's office for further consequences.

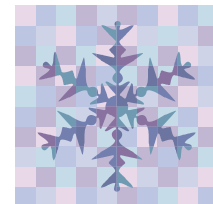
As a suggestion to avoid classroom cell phone usage, parents/guardians may go online to your cell phone provider and set up restrictions on usage during the school day.

Parking

Students are to park in the VISITOR parking lot located on Oceanside Road (across from the track). Students may not park in the District parking spots next to the Castleton entrance.

Delayed Opening Schedule

A delayed opening opens school exactly two hours after the normal opening time. The afternoon dismissal and bus schedule beyond the first two hours of the day would remain unchanged. The morning bus pick up time would be: regular pick up time + two hours.



Parent Portal

You can access the parent portal under the "For Parents" link at <http://oceansideschools.org>. Here you will find instant access to accurate, current and confidential information about your child(ren)'s school attendance, grades, class assignments and more!

Parent/Teacher Meetings

We welcome and encourage your involvement! Meetings with staff members can be arranged at your request by calling the principal's office at 678-7593.

6-Week Evaluations

Six weeks after entering OHS Castleton, new entrants are scheduled for a mandatory evaluation meeting to determine if progress is being made. This meeting also provides parent/guardian(s) with an opportunity to discuss any concerns or questions they might have.

2017/2018 SUPPLY LIST

Combination lock for locker- MANDATORY!

Note: A locker will not be issued to students unless they have a lock. Students **MUST** provide their own locks. They must also provide the combination (or extra key) to the Security Monitor.

All students should have (1) pocket folder to “take home” materials.

Store in locker:

One box of pens – blue or black
One box of #2 Pencils - sharpened
One box of tissues

Check your student schedule (will be mailed the end of August) to see which classes are listed below:

Business

1 Pocket Folder
1" 3-ring binder

Career Prep

Marble notebook
2" 3-ring binder - **BLACK**
2 packets of dividers for binders

English/Language Arts

3 hard covered marble notebooks

Math

1.5" 3-ring binder - **BLUE**
Loose leaf paper ... Compass ... Highlighters

Academic Support ... Teacher: Mrs. DiPasquale

1 box of black or blue pens
4 polymer/plastic 2-pocket folders
1 package of loose leaf paper
1.5" 3-ring binder to keep in class

Science

2" 3-ring binder - **GREEN**

Social Studies

1.5" 3-ring binder – **RED**
Loose leaf paper

**“Before anything
else, preparation is
the key to success.”**

Alexander Graham Bell



OHS CASTLETON POLICIES AND PROCEDURES

Appropriate Language

All students are to use proper language, in and out of the classroom.

Counseling

Students are mandated to participate in group and/or individual counseling sessions.

Educational Seminars

Participation is mandated for all students.

Extra-Help

Each teaching staff member is available to provide extra help on a scheduled basis during Period 1. Your child is required to take advantage of this opportunity.

Library/Media Center

The Library/Media Center is open to students for independent research and completing assignments until 3:00 pm.

Lunch Program

The optional lunch menu for students is comprised of the following selections on wraps or bread:

- ❖ Grilled Chicken
- ❖ Spicy Chicken
- ❖ Turkey
- ❖ Tuna
- ❖ Cheese
- ❖ Included with all lunches: Fruit, Cape Cod chips, and juice or milk.

Your child can purchase a 16-Meal Plan. Your child can order these lunches at any time from September through June. Orders must be placed by 9:00 a.m. with Mrs. Weinberg on the day your child wants to have lunch delivered. If you are interested in enrolling your child in the 16-Meal Plan, please forward a check made payable to: **OUFSD Cafeteria Fund** (contact Mrs. Weinberg for current pricing information at 678-7593).

If your child qualifies for free or reduced lunch the appropriate application must be completed. Please contact Ms. Esther Rosario-Castillo, social worker, at 678-7593.

Parent/Student Contract

Each student and parent must sign the contract stating their commitment to the program, abiding by all policies and procedures.

Parking

Students are to park in the **VISITOR** parking lot located on Oceanside Road (across from the track).

Student Recognition

Based on teacher consensus, awards ceremonies are held throughout the year to recognize student achievement based on the following criteria: **Student demonstrates a positive attitude towards teachers, peers, school and community.**

- Good/perfect attendance.
- Good behavior in class.
- Generosity of spirit that permeates and impacts the student culture in a positive manner.
- The student has made positive changes academically, socially and emotionally.
- Average grade above an 80% (test/quiz).
- The student goes “above and beyond.”
- Helps fellow students.
- Helps the community.

MARKING PERIOD QUARTER DATES

	Marking Period Ends	Parent Portal Reopens & Reports Become Available 5:00 pm
Q1 Prog Rep	Wednesday, October 5, 2017	Friday, October 13, 2017
Q1 Rep Cd	Tuesday, November 6, 2017	Friday, November 17, 2017
Q2 Prog Rep	Monday, December 11, 2017	Tuesday, December 19, 2017
Q2 Rep Cd	Friday, January 26, 2018	Thursday, February 8, 2018
Q3 Prog Rep	Friday, March 2, 2018	Friday, March 9, 2018
Q3 Rep Cd	Wednesday, April 11, 2018	Friday, April 20, 2018
Q4 Prog Rep	Wednesday, May 9, 2018	Wednesday, May 16, 2018
Q4 Rep Cd	End of School Year Friday, June 22, 2018	Tuesday, June 26, 2018

HONOR ROLL

- **HIGH HONORS:** An unweighted average of 95% or higher in all courses, provided that the student has no failures or incompletes.
- **HONORS:** An unweighted average of between 85% and 94.999% in all courses, provided that the student has no failures or incompletes.
- Students must have a minimum of 5 classes, plus physical education to qualify.
- Grades in physical education are not computed in the honor roll.

“WHERE DO I GO?”

NEW.....Period 1

- All students are to enter the building through the OHS Castleton entrance and **report to the third floor**. There is an entrance sign posted above the door. Students are to report to their assigned class. Attendance will be taken promptly at 7:50 a.m.

Lunchtime

- ALL students are to exit and enter the building through the OHS Castleton entrance located opposite the track in the rear of the complex.

COURSE OFFERINGS

ART

Studio in Art

Credits: 1

Offered: Full Year

Prerequisite: None

Grade Level: 9-12

Course Weight: REG

This foundation course is a survey of elements of art, including painting, drawing, 3D and art history. It serves as the pre-requisite for all other art courses and meets the Regents requirement. In addition, this course meets the state education requirements for one unit of credit in art and/or music.

BOCES:

Barry Tech Career & Technical Training

Credits: 4

Offered: Full Year

Prerequisite: School or Principal's recommendation.

Grade Level: 11-12

An option for juniors (two year programs) is Career/Technical education at Barry Tech. (formerly Nassau Tech/BOCES). Students spend four periods of the day at the high school and three and a half periods at the Barry Tech Campus in Westbury. An application should be made through the guidance counselor in January of the student's sophomore year

Students must meet the following criteria:

- Attendance: No excessive absences within the last school year.
- Behavior: No level three infractions, no physical altercations.
- Grades: Students must be on track to graduate with their respective class; a minimum of 80 average in all classes or receive a Principal's recommendation.
- Essay Requirement: Students must submit paragraph of interest. Must speak to why they are interested in particular program and how it will benefit their career of interest.
- And/or: Principal's recommendation

Business

Credits: 1.0

Offered: Full Year

Pre. Req: None

Grade Level: 10-12

Course Weight: Reg

Are you interested in using your on-line abilities to start your own business? What about learning how to design and develop a business plan to help you on your road to success? This course is designed to provide students interested in business with the opportunity to discover what it takes to get started in a business venture. Students will work together to form virtual businesses – doing everything from researching start-up costs to promoting their products and services. E-Commerce will be utilized to help students contact business professionals, create Power Point presentations, create their own businesses, web pages, design business cards, logos, letter heads and write their business plans. Students will be expected to read about and research a variety of topics, relevant to business operations. Upon completing this course, students will have a solid foundation in the basics of entrepreneurship and career exploration

Career Prep

Credits: 1-3

Offered: Full Year

Grade Level: 11 & 12

Prerequisite: On Track for Graduation

Course Weight: REG

The purpose of the Career Prep program is to provide juniors and seniors with meaningful and purposeful instruction coupled with supervised workplace experiences in the community to promote a more successful transition to post-secondary living. This program of study will provide:

- Pre-employment training to strengthen students' employability skills.
- Appropriate levels of preparation, training and ongoing support for students in selected worksites.
- Appropriate credit-bearing coursework that aligns with the work based learning experiences.

Castleton Field Experience

Credit: .25 credits for each 41.25 hours up to 1 full credit for 165 hours

Offered: Full Year

Grade Level: 9 - 12

Prerequisite: None

Course Weight: REG

All students will participate in the Castleton Field Experience. They will complete a career plan and update it each year. At least once a month, students will attend a field trip pertaining to their subject matter, job shadow, intern and/or work. These experiences will hopefully lead them to be well rounded as well as setting their future goals of job employment.

History through Film

Credits: 1

Offered: Full Year

Grade Level: 9 - 12

Prerequisite: None

This course will allow students to understand historical events and time periods through the lens of a film. The students will first learn about the historical facts, causes, and effects of a particular time in either Global or U.S. History and then view a movie to experience a different angle on the historical event or time period. Reflection and analysis of the film will be a core component of the course. Topics that will be explored include: the Holocaust, America in the 1960's, Ancient Rome, slavery in the U.S., the Civil War, immigration and cities during the turn of the century, the World Wars, exploitation of Africa, etcetera.

Hope, Character Strengths & Resilience

Credits: .5

Offered: Spring or Fall

Grade Level: New incoming students, Grades 9-12

Course Weight: REG

This course will provide students with the greatest chance of finding success beyond their high school graduation. The stress of home and school often affects a student's ability to learn and cope. Students will learn to identify and combat limiting factors and "hope crushers" in their lives. Throughout the course, students will also examine the work of other individuals who incorporate the tenets of hope, grit and positive psychology in order to achieve their goals.

Maker Space

Credits: 1

Offered: Full Year

Grade Level: 9 - 12

Prerequisite: None

What is your passion? Do you want to create apps, build remote controlled cars, learn an instrument, teach a class on old school gaming? Maker Space is a class where you can explore your interests and make them come to life.

Sports & Entertainment Marketing

Credits: .5

Offered: Fall & Spring

Grade Level: 10 -12

Course Weight: 1.02

Prerequisite: None

Does a particular movie star, baseball/football player or music artist intrigue you? This course is designed to provide an insight into the decision making process in the areas of sports and entertainment marketing. The students will learn how to create a marketing image for entertainment personalities by identifying and analyzing the marketing strategies used for current stars in the areas of sports, music, movies and other forms of entertainment. Topics that will be explored are: economic choices made by popular sports and entertainment personalities, professional and college sports marketing, contracts, endorsements, promotions, etc. Guest speakers and field trips will be arranged. Additionally, students will learn concepts which will be helpful if the students compete in the Sports and Entertainment area of DECA competitive events.

Volunteering

Credits: 1

Offered: Full Year

Grade Level: 9 – 12

Prerequisite: None

Course Weight: REG

This course provides five days a week on-site experience with children in Pre-K and kindergarten.

ENGLISH:**English 9/10 Regents**

Credits: 1

Offered: Full Year

Grade Level: 9-10

Course Weight: REG

(2017/2018) This full-year course is designed to enhance students' knowledge of literary genres, to provide insight into how the literary works convey themes addressing various values and to examine connections between these themes and modern life. Some of the values addressed include justice, loyalty, compassion, and self-knowledge. The literature study in this course is achieved via critical reading and writing; the writing component includes instruction in language conventions.

(2017/2018) This full-year course is a survey course that focuses on the exploration of several of the pivotal texts from American Literature, British Literature, and World Literature. Students will have the opportunity to explore different genres through their study of Shakespeare, Hemingway, and Achebe. Students will develop a better understanding of the history of literature and will refine their thought processes and writing craft.

American Literature

Credits: 1

Offered: Full Year

Prerequisite: Completion of English 10 and Department Recommendation

Grade Level: 11

Course Weight: REG

American Literature provides the student with a solid foundation in American literary classics which will prepare him/her for the English Regents. The course offers the opportunity to explore such units as "Developing a National Literature," "The Civil War and Its Aftermath," "The Frontier," "The Approach to the Modern Age," and "America Reaching Out," as well as post World War II authors. Extensive vocabulary study and the development of reading, writing, and listening skills appropriate to the English Regents are emphasized throughout this course.

Senior Seminar in Literature (Seminar A)

Credits: 1

Offered: Full Year

Prerequisite: Completion of American Literature

Grade Level: 12

Course Weight: REG

- **The Graphic Novel:** Graphic novels are more than comic books. The beauty of the graphic novel is in its ability to blend two types of storytelling: drawn art and the written word. Explore a wide array of themes through a literary medium that is often enjoyed by students, but rarely included in a traditional English curriculum.
- **The World According to Shakespeare:** You know more about Shakespeare's work than you think you do! From literature to television to film, Shakespeare's influence is everywhere. This course will explore how Shakespeare understood our world and presented this world in a timeless manner. Through a study of his tragedies and comedies (yes, Shakespeare can be very funny) we will learn how Shakespeare's ideas continue to shape our lives without us even realizing it.

MATH:

Business Math

Credits: 1

Offered: Full Year

Grade Level: 10 - 12

Course Weight: REG

This course will cover how math is applied in the business world. Students will learn about the mathematics of income, savings accounts, cash purchases, loans, production and purchasing, and marketing.

College Prep Algebra

Credits: 1

Offered: Full Year

Grade Level: 12

Course Weight: REG

Pre Req: Prior Math 3 enrollment and department approval

This course, for seniors only, will serve as a 3rd year course for those students who have attempted Algebra 2 Trigonometry or Math 3Y and have been unsuccessful. While all students are encouraged to take Algebra 2 Trigonometry and the Regents exam, some students in their senior year may be better served by this college preparatory course. The topics covered in the course will be aligned to those found on many college entrance exams.

Math 1 – Integrated Algebra

Credits: 1

Offered: Full Year

Grade Level: 9-12

Course Weight: REG

This course is a one- year course in which students will have an opportunity to master the basic skills of elementary algebra. Students will solve practical problems and further their experiences with communicating mathematical ideas. Some of the topics that are covered in this course include: solving linear and quadratic equations, numerical and graphical solutions to equations and problems, trigonometry, area and volume, probability and statistics support. Students will be prepared to take the Integrated Algebra Regents exam in June.

Math 2 – Geometry

Credits: 1

Offered: Full Year

Prerequisite: Passing score in Algebra 1 and on the Integrated Algebra Regents

Grade Level: 9 -12

Course Weight: REG

This course is a one – year course where students will study geometric reasoning. Students will learn how to develop and write formal proofs, paragraph proofs and coordinate geometry proofs. Topics such as constructions, congruence, similarity, right triangles, and trigonometry will also be explored. Students will be prepared to take the Geometry Regents in June.

Algebra 2 Trig

Credits: 1

Offered: Full Year

Grade Level: 10-12

Course Weight: REG

Pre Req: Passing Score in Geometry

The content of this course includes an in-depth exploration of algebra, working with complex numbers, working with functions including logarithmic and exponential functions, an in-depth exploration of trigonometry and an exploration of arithmetic and geometric series.

PHYSICAL EDUCATION:

PE Individual Fitness

Credits: .25

Offered: Fall & Spring

Pre Req: None

Grade Level: 9 -12

Course Weight: REG

This course will provide students with activities composed primarily of individualized health related fitness. Instruction will be based on concepts and techniques such as: aerobic fitness (including walking/jogging, step-aerobics/dance); resistance training (including free weight/machines, stretch bands, physio/medicine balls); floor exercise (including yoga, Pilates, dynamic/static flexibility training, plyometric and jump-rope training).

Health:

Credit: 1

Offered: Full Year

Pre Req: Health 1 year

Grade Level: 9 – 12

Course Weight: REG

Health Education, a mandated course, is offered to 9-12 grade students. Instruction is given in all eleven (11) areas as identified by the State Education Department. Emphasis is placed on emotional health, family life education, diseases and disorders including AIDS, alcohol, tobacco and other drug substances, and healthful life styles. Other areas that are covered are human growth and development, nutrition, environmental health, consumer health, safety, first aid and survival, and community health. Freshmen in this course will participate in the GEM mentoring program with seniors

SCIENCE:

Exploring Astronomy

Credits: .5

Offered: Fall or Spring

Course Weight: REG

Topics covered in Astronomy include the following: the formation of the solar system, stars,

black holes, galaxies and an in-depth look at the planets.

Biology: The Living Environment

Credits: 1

Offered: Full Year

Pre Req: General Science 8

Grade Level: 9-12

Course Weight: REG

This course is required for graduation for all students. It is based upon the New York State Learning Standards. Students will use mathematical analysis, scientific inquiry and engineering design, when appropriate, to study the living environment. Key ideas include: living things have similarities and differences from each other and the nonliving environment upon which they depend; genetic information, which allows all organisms to exist in a dynamic equilibrium, is passed on from parents to offspring during reproduction; species and organisms change over time; humans have had and continue to have, a profound impact on the environment. This course is accompanied by a lab, which meets every other day. Students are required by NYS to complete a minimum number of lab activities to be eligible to sit for the Regents exam.

Earth Science: The Physical Setting

Credits: 1

Offered: Full Year

Pre Req: Living Environment

Grade Level: 10-12

Course Weight: REG

This course is based upon the New York State Learning Standards. Students will use mathematical analysis, scientific inquiry and engineering design to study the earth sciences. Key ideas include: the earth and celestial phenomena can be described by principles of relative motion and perspective; many of the phenomena that we observe on Earth involve interactions among components of air, water and land; and matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity. This course is accompanied by a lab, which meets every other day. Students are required by NYS to complete a minimum number of lab activities to be eligible to sit for the Regents exam.

Environmental Science

Credits: .5

Offered: Fall or Spring

Grade Level: 9-12

Pre Req: Living Environment

Course Weight: REG

The goal of the Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required understanding the interrelationships of the natural world. Students will also learn to identify and analyze environmental problems, both natural and human made. They will evaluate the relative risks associated with these problems and examine alternative solutions for resolving and/or preventing them.

Exploring Forensic Science

Credits: 1

Offered: Spring or Fall

Grade Level: 12

Course Weight: REG

Pre Req: Biology and Earth Science

Students in this course will have the opportunity to explore the science of criminal investigation. Criminal psychology, lab methods with immediate application to known facts, and various aspects of biology, earth science, chemistry and physics will be studied. Over 150 careers in Forensic Science will be reviewed. These careers range from entry-level jobs after high school to those requiring two-year, four-year or graduate and medical degrees. This course will give students the opportunity to use the knowledge that they have previously gained in traditional science courses.

Marine Science

Credits: 1

Offered: Full Year

Pre Req: Biology

Grade Level: 10-12

Course Weight: REG

Laboratory and field experiences in the local marine environment will augment classroom study of basic biology, chemistry, physics and earth science. Topics will include invertebrate and vertebrate zoology, botany, aquaculture, local ecology, pollution, & environmental action.

SOCIAL STUDIES:

Global History and Geography 1

Credits: 1

Offered: Full Year

Prerequisite: None

Grade Level: 9

Course Weight: REG

This is a course that deals with the study of global history beginning with the dawn of civilization and ending with the French Revolution. Students will be required to focus on all five New York State Social Studies Standards and common themes across time and space throughout global history. The ninth grade course of study will be divided into four historical eras: The Ancient World, Expanding Zones of Exchange, Global Interaction and the First Global Age. This course is accompanied by a conference period, which meets on an alternate day basis. During the conference period, students will meet with their social studies teachers. As a result of participation in the conference period, all students will experience transition activities, a thorough immersion in the writing process, a small group environment, a learning environment that promotes metacognition (reflecting on themselves as learners and the learning process), and integrated and subject specific projects and activities that promote writing, reading, speaking, listening, study skills, research, and the various uses of media.

Global History and Geography 2

Credits: 1

Offered: Full Year

Prerequisite: Global History & Geography 1

Grade Level: 10

Course Weight: REG

This is a course that deals with the study of global history beginning with the French Revolution and concluding with the modern era. Students will be required to focus on all five New York State Social Studies Standards and common themes across time and space throughout global history. The tenth grade course of study will be divided into four historical eras: Age of Revolution, Crisis and Achievement, 20th Century Since 1945 and Global Connections and Interactions. The course culminates with a Regents examination, which New York State mandates for graduation.

U.S. History and Government

Credits: 1

Offered: Full Year

Prerequisite: Global History & Geography 1 & 2

Grade Level: 11

Course Weight: REG

Important topics in this course include the study of the major features of the U.S. Constitution and the history of the United States as an industrial nation. This course takes a chronological approach to U.S. History. The course is designed to emphasize the mastery of content as well as the development of thinking skills, writing and research skills. The course culminates with a Regents examination, which New York State mandates for graduation

High School Economics

Credits: 1/2

Offered: Fall

Prerequisite: 9th, 10th and 11th grade Social Studies

Grade Level: 12

Course Weight: REG

This course is the state-mandated course in economics. Concepts of scarcity, supply and demand, markets, labor, GDP, business cycle and economic indicators, money and banking, managing the economy, trade, and investment are some of the topics covered. The final exam in this course counts as one third of the final grade. This course is a mandatory graduation requirement

Participation in Government

Credits: 1/2

Offered: Spring

Prerequisite: 9th, 10th, and 11th grade Social Studies

Grade Level: 12

Course Weight: REG

This course is designed to instruct students about the nature of politics, how decisions are made, and how public policy is formed, implemented and evaluated at the local, state and federal level. Mock trials, town meetings, and public hearings are some of the formats that will be used to learn about public policy in our country. Students will be expected to use their accumulated knowledge and skills from their previous courses in social studies. This course

satisfies the requirement for graduation by the State of New York.

Personal Finance

Credits: .25

Prerequisite: None

Grade Level: 12

Course Weight: REG

Discover the keys to sound financial planning as we investigate the areas of proper credit card usage, ID theft, checking accounts, electronic banking, insurance, investments, the stock market game and much more. Students will be given the opportunity to develop techniques for planning and budgeting consumption expenditures and saving, with special emphasis on the use of saving allocations to achieve personal goals; real property, insurance, and financial investment. **This is a requirement for an Oceanside High School Diploma.**

WORLD LANGUAGE:

Language Portfolio 1P

Credits: 1

Offered: Full Year

Pre Req: Teacher recommendation

Grade Level: 9-12

Course Weight: REG

This course is open to students who have not completed their 1 credit LOTE requirement for graduation (i.e. those students who did not achieve a 65 or higher on the Second Language Proficiency Examination). This course meets New York State requirements for Checkpoint A through a project-oriented, practical, and hands-on approach to language learning. In lieu of a final exam, students will present a portfolio of the work they accomplished throughout the year. Students who plan to continue in Spanish should take Level 1, and not Level 1P.

American Sign Language 1

Credits: 1

Offered: Full Year

Grade Level: 10-12

Prerequisite: None

Course Weight: REG

This is an introductory course. American Sign Language is a visual-gestural language, devoid of voice, and it does not have a written form. Visual learners who are able to focus for extended periods of time will experience success in this course. Study of this language will enable students to communicate with deaf people in the context of their culture. As students advance in the development of ASL communication and cross-cultural skills, they will be able to engage in extended communication with native ASL signers on a broad range of topics, and demonstrate an awareness of the variation among groups of deaf culture.

DISTRICTWIDE POLICIES AND PROCEDURES

Cutting

Students who do not report to school when sent by the parent or guardian are considered to be truant and in violation of New York State Education Law. Such truancy will result in disciplinary action and parental notification. Students are expected to attend all assigned classes. Student-teacher conferences will take place for all unexcused absences. If it is determined that a cut has occurred, disciplinary action and parental notification will be initiated by the teacher.

Discipline

Ideal discipline is self-directed and self-controlled. In order to assure an orderly environment in which each person may live and learn to his/her full capabilities in harmony with others, the school, community and parents must share the responsibility for helping students develop self-discipline. When self-discipline fails or self-control falters, disciplinary forces outside the individual must be imposed to protect the rights of others. In OHS Castleton, as in the community at large, certain rules and procedures are established to guide students through constructive growth into mature adulthood. Parents, teachers and others responsible for the welfare and education of our students must cooperate to interpret and enforce these rules.

Dress Code

A student's dress, grooming and appearance shall:

- Be safe, appropriate and not disrupt or interfere with the educational process.
- Recognize that extremely brief garments such as tube tops, net tops, halter tops, tank tops, spaghetti straps, plunging necklines (front and/or back), revealing low-rise pants, see-through garments and short skirts and short-shorts are NOT appropriate. *The length should be to the longest fingertip when the arm is extended down the side of the body.*
- Ensure that underwear is completely covered with outer clothing.
- Include footwear at all times. Footwear that is a safety hazard will not be allowed.
- Exclude items that are denigrating or demeaning to gender, race, color, religion, ancestry, national origin, sexual orientation or disability.
- Exclude a promotion and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities.
- Exclude clothing, adornments, bandanas, colors which identify members of exclusive organizations/gangs.

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

Hazing

Hazing means intentionally or recklessly committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization whether school sponsored or not, or for any other purpose.

Hazing activities of any type are inconsistent with the educational goals of the District and are prohibited at all times. Any student who participates in hazing or related initiation activity

will face immediate disciplinary action and/or referral to appropriate law enforcement authorities. (Please refer to the school website for the complete Board of Education policy.)

Sexual Harassment

The Board of Education is committed to the principle of equality among employees in the workplace and that all students are entitled to equal opportunity and equal treatment in the learning environment. Questions about sexual harassment should be addressed to the building administrator. (Please refer to the school website for the complete Board of Education policy.)

Outline of Requirements for Discipline Code

Level I

Minor misbehavior on part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school. These misbehaviors can usually be handled by an individual staff member but sometimes require the intervention of other school support personnel

Examples

- Classroom tardiness
- Disruptive classroom/hallway behavior
- Failure to complete assignments or carry out directions
- Cutting class
- Lack of cooperation
- Not following assigned program
- Illegal parking in unassigned areas, fire zone, etcetera
- Use of cell phones or other unauthorized electronic devices
- Dress Code violation
- Rude and discourteous behavior

Disciplinary Response Procedures

- There is immediate intervention by the staff member who is supervising the student or who observes the misbehavior.
- Repeated misbehavior requires a parent/teacher conference, conference with the counselor and/or school administrator, or a discipline referral submitted to a school administrator.
- A proper and accurate record of the offenses and disciplinary action is maintained by a school administrator.

Possible Response Options

- Verbal reprimand/warning conference
- Special assignment
- Behavioral contract
- Counseling
- Withdrawal of privileges
- Detention

Level II

Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school. These infractions, which usually result from the continuation of Level I misbehaviors, require the intervention of a school administrator because the execution of Level I disciplinary options has failed to correct the situation. Also included in this level

are misbehaviors which do not represent a direct threat to the health and safety of others but whose educational consequences are serious enough to require corrective action on the part of the deans or school administrators.

Examples

- Continuation of unmodified Level I misbehavior
- Destruction to school or personal property
- Inappropriate language with peers
- Insubordination/refusal to do what is asked
- Leaving school building without authorization
- Smoking
- Lying
- Truancy
- Illegal gambling
- Obscene or inappropriate materials or computer communication

Disciplinary Response Procedures

- The student is referred to the school administrator for appropriate disciplinary action.
- The school administrator meets with the student and/or teacher and applies the appropriate response.
- The teacher is informed of the school administrator's action.
- A proper and accurate record of the offense and the disciplinary action is maintained by the school administrator.
- A parental communication takes place.

Possible Response Options

- Behavior modifications
- Temporary removal from class
- Referral to outside agency
- Counseling
- PINS Diversion Program
- Child Study Team

Level III

Acts directed against persons or property whose consequences may seriously endanger the health or safety of others in the school. These acts might be considered criminal but most frequently can be handled by the disciplinary mechanism in the school. Corrective measures which the school should undertake, however, depend on the extent of the school's resources for remediating the situation in the best interest of all students.

Examples

- Continuation of unmodified Level II misbehavior
- Cheating/plagiarism
- Fighting (physical contact or retaliation)
- Possession/use of unauthorized substances
- Violent behavior
- Vandalism
- Forgery
- Harassment
- Hazing
- Abusive language

- Stealing

Disciplinary Response Procedures

- The school administrator initiates disciplinary action by investigating the infraction and conferring with staff about the extent of the consequences.
- The school administrator meets with the student about is/her misconduct and the resulting disciplinary action. Parents will be notified.
- A proper and accurate record of offenses and disciplinary actions is maintained by the school administrator.

Possible Response Options

- Parent conference
- Temporary removal from class
- Homebound instruction
- Principal's hearing
- Alternative program
- Police action
- Out of school suspension up to 5 days

Level IV

Acts which result in violence to another person or property or which pose a direct threat to the safety of others in the school. These acts are clearly criminal and are so serious that they always require administrative actions which result in the immediate removal of the student from school, the intervention of law enforcement authorities and action by the school administration.

Examples

- Unmodified Level III misconducts
- Extortion
- Bomb threat/false fire alarms
- Possession/use/transfer of dangerous weapons, explosives, or dangerous chemicals, controlled substances
- Assault/battery
- Arson
- Furnishing/selling/possession of unauthorized substances
- Theft/possession/sale of stolen property

Disciplinary Response Procedures

- The administrator verifies the offense, confers with the staff involved and meets with the student.
- Parents are notified.
- The student is immediately removed from the school environment.
- School officials contact the law enforcement agency and assist in prosecuting the offender.
- A complete and accurate report may be submitted to the Superintendent for action.
- The student is given a full due process hearing.

Possible Response Options

- Superintendent's Hearing
- Alternative program
- Other Board action which results in appropriate placement

GLOSSARY OF TERMS

504 Plan: This is a plan established for a child with a disability that has not been classified. Accommodations are made to level the playing field for this student.

Annual Review: A mandated meeting that is held yearly for all classified students (IEP & 504). A student's academic and social development is reviewed by building professionals.

AIS - Academic Intervention Service: Extra educational services for students who score poorly on the 8th grade State Assessment.

BIP - Behavioral Intervention Plan: The CSE Committee designs and implements effective strategies to address a student's behavior. The identification of positive behavioral supports are based on the FBA.

CST - Child Study Team: Chaired by principal. CST's meet weekly to discuss educational and social concerns of students who have been identified by guidance counselor, school psychologist, and/or school social worker. These students have exhibited multiple failures, erratic attendance, behavioral issues and/or possible learning disabilities, etcetera.

Differentiated Instruction: Matching instruction to meet the diverse needs of learners in a given classroom.

FBA - Functional Behavioral Assessment: is the process of determining why a student engages in challenging behavior and how the student's behavior relates to the environment.

IEP - Individual Education Plan: An IEP document provides you with student's disabilities, accommodations, summary of meeting, and some testing scores.

Nexus: Literally, nexus means connection. In school, this term is used to see if there is a connection between a special education student's behavior and his IEP.

PEP - Personal Education Plan: Individualized road map for each and every student that includes strengths, academic/social emotional needs, graduation planning, and career interests.

Scribe: A person who writes for another. Some IEP and 504 plans call for "scribe notes." This means another student takes notes for a student who cannot take his/her own notes.

Superintendent's Hearing: A disciplinary hearing chaired by the superintendent or his/her designee – usually an Assistant Superintendent.

Testing Modifications: Some students are entitled to testing modifications (i.e. extended time for tests, separate location, reader, scribe, etcetera) as specified on their IEP or 504 Plan. If a student has such modifications, by state law, they may not be denied.