BOARD OF EDUCATION

Mr. Jarrett Behar
Mrs. Janine DiGirolamo
Mr. Steven Hartman
Mrs. Mary Jo Masciello
Mrs. Pamela Verity

ADMINISTRATION

Dr. Donald A. James
Mrs. Laura Newman
Dr. Adele V. Pecora
Mrs. Amy Ryan
Mr. Reza Kolahifar

COMMACK HIGH SCHOOL MISSION STATEMENT

The Mission of Commack High School is the development of the mind, character, and physical well being of our students through the creation of an environment that fosters academic excellence, maturity, and mutual respect.
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WELCOME

As you begin this new school year there will be countless opportunities to shape your future through academics, co-curricular activities, athletics and the Arts. Everything you contribute to our school and all you accomplish personally creates a portrait of you as a person. As Coach John Wooden reminds us: “Make every day your masterpiece.”

Commack High School is your community. We encourage you to become a positive contributor to its continued success. Our school and its staff provide tremendous opportunities for all students. We invite you to take advantage of these opportunities and to be thoroughly committed to your own growth by accomplishing the goals you set to achieve. Given your spirit and enthusiasm, our Commack High School community will continue its quest for excellence.

This Agenda Book is an important and valuable tool for you and your parents. It contains specific information related to our academic programs, the expectations of our staff, and a general description of co-curricular activities. Suggestions and techniques about study skills, methods of organization, goal setting and note taking are included in these pages. Additionally, it offers a yearly calendar so you may plan your activities and manage your time, as well as record your individual assignments.

We urge you to utilize the Agenda Book to your advantage as you plan forward. Share it with your parents so that, with their support, your performance will continue to improve. We encourage parents to become thoroughly involved in our high school programs, always motivating and encouraging their children to do their very best.

We offer the following suggestions to parents:

- Monitor and review all daily assignments to ensure that your youngsters are meeting their responsibilities.
- Assist your children in planning a schedule to accomplish long-term assignments.
- Check homework as listed by your children in this Agenda Book and compare the assignments with the work completed.
- Communicate with teachers and seek their suggestions for improvement.
- Use the school calendar to keep abreast of activities.

Every student at Commack High School can achieve his or her individual goals and dreams if they utilize our many resources. Commack High School students experience success when they make a strong commitment to personal excellence, maximize their natural abilities and talents, attend school regularly, and combine these elements with a strong work ethic. Our staff is always here to assist both parents and students. If the need arises, do not hesitate to call any of us. We wish you the very best for a successful high school career.

Good Luck -- From Your Administrative Team

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Commack High School Mission Statement

Developing the mind, character, and physical well being of our students through the creation of an environment that fosters academic excellence, maturity, and mutual respect.

The International Baccalaureate Learner Profile

Adopted by the Commack High School learning community

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

©International Baccalaureate

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**PRE-IB/AP/IB Philosophy for Commack High School**

Commack High School agrees and recognizes that the high school curriculum should complement national and state reforms which call for emphasis on academic excellence. This initiative will ensure that our students will meet increasing competition for college acceptance, as well as be prepared intellectually and technically for the *Global World of Work*. If our workforce and our business and industry are to be competitive in this global economy, we must infuse every curriculum with knowledge that will prepare our students to compete effectively. Just as businesses must be taught the tools of successfully offering their products for sale in foreign markets, employees must be taught to respect and work with the cultural differences of their co-workers born in foreign lands, our students must receive the education to obtain the skills that are internationally recognized and certified so that they may move without difficulty between jobs today in this country and jobs tomorrow in another.

With the above in mind, Commack High School will design a curriculum that meets the needs of all students including those that will enable all students to pursue subjects at an accelerated rate and enriched depth.

Commack High School will encourage students to participate in this challenging curriculum through course offerings that include Pre-IB, Advanced Placement, and International Baccalaureate.

The District recognizes the importance of these academic challenges for all students. They also recognize that some students will benefit from educational experiences beyond the high school level and to receive appropriate credit (college) for their efforts. The district will also support the development of those courses (Pre-IB) that will assist all students to be successful in upper level courses.

Since the purpose of an Pre-IB course or an Pre-IB curriculum is to have students excel in specific disciplines above and beyond the expectations of the average classroom, each student should be screened to carefully ascertain his/her successful placement. *We should not overlook that any student who demonstrates the willingness to succeed in the Pre-IB curriculum should be given an opportunity to participate in the Pre-IB program. These special*
cases will be reviewed by the Building Principal with the advisement of Coordinators and Directors and in accordance with the Petition Guidelines.

The following screening is suggested for placement: Freshmen

A. Student interest and motivation to challenge themselves
B. A review of State Standardized Testing Results (ELA, Math, etc.) by the counselor
C. Counselor Recommendation in consultation with Middle School teachers
D. Parental approval and consultation

Sophomores, Juniors, Seniors

A. Student interest and motivation to challenge themselves
B. Counselor Approval after Consultation with Teachers, whose recommendations consider work habits, motivation, consistency and other qualities of a motivated student
C. Parental approval and consultation
D. Review by the Coordinator or Director

A student who does not meet the above criteria may petition for entry into Pre-IB curriculum to the Building Principal or his designee.

The Commack Parent Portal

The Infinite Campus Parent Portal has been devised to foster timely communication with parents of students in Commack High School. The Portal allows parents to view their child’s grades, assignments, report card, attendance record, and current schedule. To register for the Portal, follow the directions listed on the District web page. To access this information, please log on to www.commack.k12.ny.us, click on “Parent Portal” in the gray box at the top of the page and follow the prompts. Please remember that the Parent Portal should be accessed by parents only. If you have already registered for the portal, it is not necessary to do so again in order to access multiple students’ information.
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*Note: When dialing a staff member’s voicemail number that starts with a 4 or a 5, i.e.-4001 or 5001, first dial 912-2099. When the operator starts to speak, dial the 4-digit extension of the staff member. Any numbers starting 912- 2--- can be dialed directly.

SIX DAY SCHEDULE

Commack High School operates on a six-day cycle schedule. Each school day is numbered, one through six sequentially, beginning with the first day of school, September 6th, as Day One. Days two through six will follow until the cycle is completed on September 13th. The cycle will repeat, with September 14th as Day One. Weekends and vacation days are not counted as part of the cycle. All school days have been assigned numbers; they are labeled on the calendar in this handbook and on the CHS web page for downloading. Classes meeting for three days a cycle, on Days 1, 3 & 5 will be referred to as Odd Day classes; those meeting on Days 2, 4 & 6 as Even Day classes.
COMMACK UFSD CODE OF CONDUCT

I. Introduction
The Board of Education (the “Board”) of the Commack UFSD (the “District) is committed to providing a safe and orderly school environment where students may receive and District personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other District personnel, parents and visitors is essential to achieving this goal.

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

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the District adopts this Code of Conduct (the “Code”). This document will be updated on a periodic basis.

Unless otherwise indicated, this Code applies to all students, school personnel, parents and visitors while on school property or off-campus. Discrimination, harassment, hazing or bullying that takes place at off-campus locations, which can be reasonably expected to materially and substantially disrupt the educational process of the school environment or impinge on the rights of other students, may be subject to disciplinary consequences.

II. Definitions
For purposes of this Code, the following definitions apply:

“Bullying” is a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror. Bullying may be premeditated or a sudden activity. It may be subtle or easy to identify, done by one person or a group. There are at least four kinds of bullying:
1. **Verbal bullying** includes name calling, insulting remarks, verbal teasing, frightening phone calls, violent threats, extortion, taunting, gossip, spreading rumors and racist slurs.
2. **Physical bullying** includes poking, slapping, hitting, tripping or causing a fall, choking, kicking, punching, biting, scratching, spitting, twisting arms or legs, damaging clothes and personal property, or threatening gestures.
3. **Social or relational bullying** includes excluding someone from a group, isolating, shunning, spreading rumors or gossiping, arranging public humiliation, undermining relationships, teasing about clothing, looks, giving dirty looks, or aggressive stares.
4. **Cyberbullying** includes, but is not limited to, threatening electronic communications via instant messages, emails, texts, blogs, chat rooms, gaming systems, Facebook, Twitter, Formspring and other social networking sites.

“Discrimination” is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs.

“Disruptive student” means an elementary or secondary student under the age of 21 who is substantially disruptive to the educational process or substantially interferes with the teacher’s authority over the classroom and/or the learning of other students. When a nexus is established between off-campus behavior that compromises the normal operation of the school building, the student is considered disruptive.

“Employee” means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine-B of article five of the social services law, and
consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact. (N.Y. Education Law § 1125.3)

“Gender” means actual or perceived sex, and a person’s gender identity or expression. (N.Y. Education Law § 11.6)

“Gender Identity” is one’s self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.

“Gender Expression” is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice or mannerisms.

“Harassment” means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) or sex. (N.Y. Education Law § 11.7)

“Hazing” is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or ridicule is likely to occur.

“Parent” means parent, guardian or person in parental relation to a student. “School Bus” means every motor vehicle:

a) owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or,

b) privately owned and operated-for-compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities. (N.Y. Vehicle and Traffic Law §142.)

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

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

“Sexual Orientation” means actual or perceived heterosexuality, homosexuality, or bisexuality. (N.Y. Education Law § 11.5)

“Violent student” means a student under the age of 21 who:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens to use a weapon or threatens to perform bodily harm, while on school property or at a school function.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school District property: e.g. vandalism. “Weapon” means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act.

It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun,
dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

III. Student Rights and Responsibilities

A. Student Rights
The District is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment, all District students have the right to:
1. Take part in all District activities on an equal basis in accordance with the provisions of the New York State Dignity for All Students Act (DASA).
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
4. Students who make a complaint or participate in the investigation of a complaint in conformity with state law and district policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

The Dignity Act states that no student shall be subjected to harassment or discrimination by employees or students on school property or at a school function based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

The Dignity Act amended Section 801-a of New York State Education Law regarding instruction in civility, citizenship and character education by expanding the concepts of tolerance, respect for others, and dignity.

The Dignity Act also amended Section 2801 of the Education Law, instructing Boards of Education to include language in the codes of conduct to comply with the Dignity Act. (Source: New York Center for School Safety)

The Commack Schools believes that no student shall be subjected to harassment, intimidation, discrimination or bullying by any school employee or student. All forms of harassment, intimidation, discrimination or bullying are strictly prohibited and will not be tolerated on school property and at school functions.

Under the Dignity Act, there are currently 11 protected classes, groups or characteristics. The Dignity Act prohibits any discrimination based on actual or perceived characteristics. Individuals in Public Schools in New York State are protected from discrimination, harassment and persecution on the basis of actual or perceived:
- Race
- Color
- Weight
- National Origin
- Ethnic Group
- Religion
- Religious practice
- Sex
- Gender
- Sexual Orientation
- Disability

The Commack Schools are committed to providing an environment for all students, employees, volunteers and other stakeholders free from intimidation, harassment, bullying, cyberbullying, and
retaliation, including, but not limited to, electronic, written, oral or physical acts, either direct or indirect, when such an act:

• has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; or

• reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. Such conduct shall include, but is not limited to, threats, intimidation or abuse.

This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of harassment, intimidation, bullying and other harmful and disruptive behavior that can impede the learning process.

The Commack Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, retaliation, or harassment in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, retaliation, and/or harassment and take prompt action to end that behavior and restore the student’s sense of safety. We will support this commitment in all aspects of our school community, including within curricula, instructional programs, staff development, and extracurricular activities.

B. Student Responsibilities

All District students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to self, other persons and to property.
2. Be familiar with and abide by all District policies, rules and regulations dealing with student conduct including, but not limited to the Code of Conduct and DASA.
3. Report when others engage in behaviors that violate the Code of Conduct.
4. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
5. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
6. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
7. Work to develop mechanisms to control their anger.
8. Ask questions when they do not understand.
10. Dress appropriately for school and school functions.
11. Accept responsibility for their actions.
12. Conduct themselves as representatives of the District when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
13. Be forthcoming with information concerning violations of the Code, or threats against the school, staff or students.
14. Report to school personnel when feeling threatened or unsafe.
15. Adhere to existing school policies related to electronic devices.

A. PARENTS

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Ensure their children attend school regularly, on time, and ready to participate and learn.
3. Ensure absences are excused.

IV. Essential Partners

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Ensure their children attend school regularly, on time, and ready to participate and learn.
3. Ensure absences are excused.
4. Insist their children be dressed and groomed in a manner consistent with the student dress code.
5. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
6. Know school rules and help their children understand them.
7. Convey to their children a supportive attitude toward education and the District.
8. Build good relationships with school staff and other children.
9. Help their children deal effectively with peer pressure and stress from school.
10. Inform school officials of changes in the home situation that may affect student conduct or performance.
11. Provide a place for study and ensure homework assignments are completed.

B. DISTRICT EMPLOYEES
All District Employees are expected to:
1. Maintain a climate of mutual respect and dignity.
2. Be forthcoming with information concerning violations of the Code.
3. Dress appropriately for school and school functions.
4. Discourage social media contact between employees and students unless used for educational purposes.

C. Teachers
All District teachers are expected to:
1. Maintain a climate of mutual respect and dignity, which will strengthen students’ self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
   a. Course objectives and requirements
   b. Marking/grading procedures
   c. Assignment deadlines
   d. Expectations for students
   e. Classroom discipline plan.
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.
8. Dress appropriately for school and school functions.
9. Be fully invested in the learning experience with their students.
10. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any students in accordance with district policies and regulations.

D. Guidance Counselors/Social Workers/School Psychologists
1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
3. Regularly review with students their educational progress and career plans.
4. Provide information to assist students with career planning.
5. Encourage students to benefit from the curriculum and extracurricular programs.
7. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any students in accordance with district policies and regulations.
E. Principals/Building Administrators
1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
3. Evaluate on a regular basis all instructional programs.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the Code and ensuring that all cases are resolved promptly and fairly.
7. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any students in accordance with district policies and regulations.

F. Superintendent
1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Review with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Inform the Board about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with District administrators in enforcing the Code and ensuring that all cases are resolved promptly and fairly.
7. Ensure the code is available and easily accessible to all students.
8. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any students in accordance with district policies and regulations.

G. Board of Education
1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code that clearly defines expectations for the conduct of students, District personnel and visitors on school property and at school functions.
2. Adopt and review at least annually the District’s Code to evaluate the Code’s effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting Board meetings in a professional, respectful and courteous manner.
5. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any students in accordance with district policies and regulations.

H. Support Staff and Other District Personnel
1. Be forthcoming with information concerning violations of the Code.

V. Student Dress Code
All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other District personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.
A student’s dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall:
1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Reflect that extremely brief garments, strapless garments, see-through garments, pajama-like garments and plunging neck lines, front and or back, are not appropriate.
3. Ensure that underwear is completely covered with outer clothing.
4. Shall cover midriff.
5. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
6. Not include the wearing of hats in the classroom, except at building level discretion, or for a medical or religious purpose. Hoods and sunglasses are prohibited in the building.
7. Not include or imply items that are vulgar, obscene, or libelous or that denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
8. Not promote, endorse or display alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

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

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

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

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students’ ability to grow in self-discipline. The Board recognizes the need to make specific and clear its expectations for student conduct while students are on school property or engaged in a school function. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who choose not to accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties or consequences for their conduct.

Students may be subject to disciplinary action, up to and including suspension from school, when they:
A. Engage in conduct that is disorderly. Examples of disorderly conduct include but are not limited to:
1. Running in hallways.
3. Using gestures or language that is profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act, which disrupts the normal operation of the school community.
6. Encouraging others to engage in any willful act, which disrupts the normal operation of the school community, including but not limited to serving as an active bystander.
7. Trespassing. Students are not permitted on school premises, in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
8. Misusing computer/electronic communications including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the District’s acceptable use policy.
9. Possessing or using laser pointers, shocking devices or other devices that may cause disruption or danger to others.
10. Engaging in and encouraging electronic cyberbullying, such as inappropriate postings on social media sites, inappropriate text messages or any other electronic communication that may present a disruption to the normal operation of the school.

B. Engage in conduct that is insubordinate or disruptive. Examples of insubordinate or disruptive conduct include but are not limited to:
   1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students, or otherwise demonstrating disrespect.
   2. Lateness for, missing or leaving school without permission.
   3. Skipping detention or internal suspension.

C. Engage in conduct that is violent. Examples of violent conduct include but are not limited to:
   1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so.
   2. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.
   3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
   4. Displaying what appears to be a weapon.
   5. Threatening to use any object to cause bodily harm.
   6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other District employee or any person lawfully on school property. Acts of damage include graffiti and arson.
   7. Intentionally damaging or destroying school District property.

D. Engage in any conduct that endangers the safety, morals, health or welfare of self or others. Examples of such conduct include but are not limited to:
   1. Lying to school personnel.
   2. Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.
   3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
   4. Discrimination, which includes the use of race, color, creed, national origin, religion, religious practice, weight, sex, gender, sexual orientation or disability as a basis for treating another in a negative manner.
   5. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning.
   6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
   7. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school-sponsored activity, organization, club or team on campus or off school premises.
   8. Cyberbullying, including, but not limited to, the use of e-mail, instant message, blogs, chat rooms, pagers, cell phones, and gaming systems, to deliberately harass, threaten or intimidate others.
   9. Selling, using or possessing obscene material in print or digital media.
   10. Using vulgar or abusive language.
   11. Smoking and/or possessing a cigarette, electronic cigarette, cigar or pipe or using chewing or smokeless tobacco.
   12. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. “Illegal substances” include, but are not limited
to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, prescription drugs, synthetic cannabinoids, steroids, look-alike drugs, and any substances commonly referred to as “designer drugs.”
13. Possessing, selling, or using any drug paraphernalia.
14. Inappropriately using or the unauthorized possession of prescription and over-the-counter drugs.
15. Refusing to allow a search of one’s person or belongings when reasonable suspicion exists.
17. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
18. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
19. Participating in, watching, recording or electronically transmitting any inappropriate sexual content, e.g. sexting.
20. Retaliation against those who report or participate in the investigation of an incident in conformity with state law and district policies.
21. Subjecting students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
E. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on District buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, fighting, throwing objects, or obstructing the aisle will not be tolerated.
F. Engage in any form of academic misconduct. Examples of academic misconduct include but are not limited to:
- Plagiarism.
- Cheating.
- Copying.
- Accessing records.
- Altering records.
- Assisting another student in any of the above actions.
G. Inappropriate use of technology. Examples of inappropriate use include but are not limited to:
- Any violation of district’s policy for use of the school’s resources as articulated by the BOE in the latest revision of Student Guidelines for Internet and Technology Use.
- Use of any recording device to photograph, create, or manipulate an audio or video recording on school property at a school event or on a school bus without the permission of the school principal or supervising teacher.
- Taking or manipulating photographs or video of any school personnel without prior permission.
- Sending, posting or otherwise distributing a photograph, video or audio recording made on school property, at a school event or on a school bus without the permission of the school principal.
- Use of technology, including but not limited to e-mail, instant message, blogs, chat rooms, cell phones, websites, internet and gaming systems, to deliberately harass, threaten or intimidate others or create a disruption to the operation of the school.
- Sending, posting or otherwise distributing suggestive, nude or semi-nude photographs.
- Any violation of specific age-appropriate policies established by each school.
- Any unauthorized use of the district logo, name, letterhead, or communication system.
- Use of headphones that interfere with the student’s ability to hear verbal directives, alarms, and warnings is prohibited.
VII. Reporting Violations
All students are expected to promptly report violations of the Code to a teacher, guidance counselor, the building principal or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall immediately report this information immediately to a teacher, the deans' office, the building principal, the principal's designee or the superintendent.
All District staff members that are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff members that are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.
Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible. Such action will be followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution. Administration may contact law enforcement (police) at their discretion.
The building principal or his or her designee must notify the appropriate local law enforcement agency of those Code violations that constitute a crime and substantially affect the order or security of a school, as soon as practical but in no event later than the close of business the day the principal or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the Code and constituted a crime.

VIII. Disciplinary Penalties, Procedures and Referrals
Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.
Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. If a student is found responsible for a violation of the Code, the disciplinary penalties will be determined in light of the following:
1. The student's age/grade.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate
6. Other extenuating circumstances.
For students with disabilities or for students presumed to have a disability, refer to section X in this policy regarding discipline procedures.

A. Penalties
Students who are found to have violated the District's Code of Conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.
1. Oral warning – any member of the District staff.
2. Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, principal, and Superintendent.
3. Written notification to parent – bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, principal, Superintendent.
5. Sending a student home–building administration, Superintendent.
7. Suspension from athletic participation – coaches, athletic director, principal, Superintendent, or Superintendent’s designee.
8. Suspension from social or extracurricular activities– activity director, principal, Superintendent, or Superintendent’s designee.
9. Suspension of other privileges – principal, Superintendent, or Superintendent’s designee.
10. In-school suspension or full-day detention--principal, Superintendent.
12. Short-term (five days or less) suspension from school – principal, Superintendent, Board of Education.
13. Long-term (more than five days) suspension from school, subject to a Superintendent’s hearing – principal, Superintendent, Board of Education.
14. Permanent suspension from school – Superintendent, Board of Education.

B. Procedures
The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Detention
Teachers, principals and the Superintendent may use after-school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty and communicated to the parent.

2. Suspension from transportation
If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal’s attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent or their designees. In such cases, the student’s parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the District will make appropriate arrangements to provide for the student’s education. A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student’s parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal’s designee to discuss the conduct and the penalty involved.

3. Suspension from athletic participation, extra-curricular activities and other privileges
A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student’s parent will be provided with a reasonable opportunity for an informal conference with the District Director of Health, Physical Education and Recreation imposing the suspension to discuss the conduct and the penalty involved.

4. In-school suspension or full day-detention
The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a violation in “in-school suspension.” The in-school suspension teacher will be a certified teacher.
A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student’s parent will be provided with a reasonable opportunity for an informal conference with the District official imposing the in-school suspension to discuss the conduct and the penalty involved.

5. Teacher disciplinary removal of disruptive students

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

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

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

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

The teacher must complete a District-established disciplinary removal form and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and/or dean of students, and arrange to meet with the principal or designee as soon as possible, ensuring that the principal receives timely notice of the teacher’s removal decision.

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

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

The teacher who initiated the removal shall attend the informal meeting.

If at the informal meeting the student denies the charges, the principal or the principal’s designee must explain why the student was removed and give the student and the student’s parents a chance to present the student’s version of the relevant events. The informal meeting must be held within 48-hours of the student’s removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.
The principal or the principal’s designee may overturn the removal of the student from class if the principal finds any one of the following:
1. The charges against the student are not supported by substantial evidence.
2. The student’s removal is otherwise in violation of law, including the District’s Code.
3. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

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

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

Both the teacher and the principal will maintain a copy of the completed log relating to the removal. This log will be on a District-provided form. The principal must keep a log of all removals of students from class.

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

Suspension from school
Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the building principals.

Any staff member may recommend to the Superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the Superintendent for a violation of the Code. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The Superintendent or principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a. Short-term (5 days or less) suspension from school
When the Superintendent or principal (referred to as the “suspending authority”) proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student’s parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24-hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal
conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student’s presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student’s presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Superintendent’s decision, they must file a written appeal to the Board of Education with the District Clerk within 10 business days of the date of the Superintendent’s decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

b. Long-term (more than 5 days) suspension from school

When the Superintendent or building principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student’s parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The Superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof. An appeal of the decision of the Superintendent may be made to the Board, which will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District Clerk within 10 business days of the date of the Superintendent’s decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

c. Permanent suspension

Permanent suspension is reserved for extraordinary circumstances such as a student posing a life-threatening danger to the safety and well-being of other students, school personnel or any other person on school property or attending a school function.

C. Minimum Periods of Suspension

1. Students who bring a weapon to school

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following:
1. The student’s age and grade.
2. The student’s prior disciplinary record.
3. The Superintendent’s belief that other forms of discipline may be more effective.
4. Input from parents, teachers and/or others.
5. Other extenuating circumstances.

* A student with a disability may be suspended only in accordance with the requirements of state and federal law.

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

3. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interfere with the teacher’s authority in the classroom

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

D. Referrals

1. Counseling

The Guidance Department and/or Pupil Personnel Services shall handle all referrals of students to counseling.

2. PINS Petitions

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

a. Being habitually truant and not attending school as required by Part I of Article 65 of the Education Law.

b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.

c. Knowingly and unlawfully possesses marijuana (or any other drug) in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquents and Juvenile Offenders

The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:
a. Any student under the age of 16 who is found to have brought a weapon to school, or
b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).
The Superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

IX. Alternative Instruction
When a student of any age is removed from class by a teacher, or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the District will take immediate steps to provide alternative means of instruction for the student.

X. Discipline of Students with Disabilities or Students Presumed to have a Disability for Discipline Purposes
Student with a disability means a student with a disability as defined in section 4401(1) of the Education Law, who has not attained the age of 21 prior to September 1st and who is entitled to attend public schools pursuant to section 3202 of the Education Law and who, because of mental, physical or emotional reasons, has been identified as having a disability and who requires special services and programs approved by the department (Part 200.1 (zz) of Part 200 Regulations of the Commissioner of the State of NY).
Student presumed to have a disability for discipline purposes means a student who the school district is deemed to have knowledge was a student with a disability before the behavior that precipitated disciplinary action under the criteria in section 201.5(b) of this Part (Part 201.2 (n) of Part 200 Regulations of the Commissioner of the State of NY).
The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities are entitled to certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.
This affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

A. Authorized Suspensions or Removals of Students with Disabilities
1. For purposes of this section of the, the following definitions apply.
A “disability” means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or 9c) a condition regarded by others as such and impairment, provided, however, that in all provisions of this article dealing with employment, the term shall be limited to disabilities which, upon the provision or reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held. (N.Y. Executive Law § 292.21). A “suspension” means a suspension pursuant to Education Law § 3214.
A “removal” means a removal for disciplinary reasons from the student’s current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or others.
An “IAES” means a temporary educational placement for a period of up to 45 days, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student’s current individualized education program (IEP), that will enable the student to meet the
goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
   a. The Board, the District (BOCES) Superintendent of schools or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
   b. The Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
   c. The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
   d. The Superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
      1) “Weapon” means the same as “dangerous weapon” under 18 U.S.C. § 930(g)(w) which includes “a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 1/2 inches in length.”
      2) “Controlled substance” means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
      3) “Illegal drugs” means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
   3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

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

C. Special Rules Regarding the Suspension or Removal of Students with Disabilities
1. The District’s Committee on Special Education shall:
   a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the District is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.
   If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.
   If one or more members of the CSE believe that modifications are needed, the school District shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.
   b. Conduct a manifestation determination review of the relationship between the student’s disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school District is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the District is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
   a. The Superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
   b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the District had knowledge the student was a student with a disability, the District either:
      1) conducted an individual evaluation and determined that the student is not a student with a disability, or
      2) determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.
   If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.
   However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a
disability for discipline purposes shall remain in the educational placement determined by the District, which can include suspension.

3. The District shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.

5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner’s regulations incorporated into this Code.

6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student’s disability.

7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner’s regulations incorporated into this Code.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner’s regulations incorporated into this Code, if:
   a. The District requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
   b. The parent requests such a hearing from a determination that the student’s behavior was not a manifestation of the student’s disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student’s disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the District agree otherwise.

2) If school personnel propose to change the student’s placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the District and the parents within five
business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

**E. Referral to law enforcement and judicial authorities**

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

1. The District may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student’s placement.
2. The Superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

**XI. Corporal Punishment**

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any District employee is strictly forbidden. However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect the property of the school or others.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of School District functions, powers and duties, if that student has refused to refrain from further disruptive acts.

The District will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner’s regulations.

**XII. Student Searches and Interrogations**

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the District Code. Students are not entitled to any sort of “Miranda”-type warning before being questioned by school officials, nor are school officials required to contact a student’s parent before questioning the student. However, school officials will tell all students why they are being questioned. In addition, the Board authorizes the Superintendent, building principals, building principal’s designee, the school nurse and District security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the District Code.

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

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

Before searching a student or the student’s belongings, such as but not limited to phones, electronics and backpacks, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the District, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.
Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

**A. Student Lockers, Desks and other School Storage Places**
The rules in this regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

**B. Documentation of Searches**
The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:
1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what item(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

The building principal or the principal's designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student, or any evidence pursuant to an ongoing investigation, including but not limited to electronic recording devices. The principal or his or her designee shall clearly label each item taken from the student and retain control of the item(s), until the item(s) is turned over to the police. The principal or his or her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

**C. Police Involvement in Searches and Interrogations of Students**
District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:
1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

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

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:
1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.
D. Child Protective Services Investigations
Consistent with the District’s commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the District will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.
All requests by child protective services to interview a student on school property shall be made directly to building principal or his or her designee. The principal or his or her designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other District medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school District official of the opposite sex.
A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if not he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent’s consent.

XIII. Visitors to the Schools
The Board encourages parents and other District citizens to visit the District’s schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:
1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the office of the principal upon arrival at the school. There they will be required to sign the visitor’s register and will be issued a visitor’s identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the principal’s office before leaving the building.
3. Visitors attending school functions outside of the school day (or when school is not in session) that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this Code.

XIV. Public Conduct on School Property
The District is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the Code, “public” shall mean all persons when on school property or attending a school function including students, teachers and District personnel.
The restrictions on public conduct on school property and at school functions contained in this Code are not intended to limit freedom of speech or peaceful assembly. The District recognizes that free inquiry and free expression are indispensable to the objectives of the District. The purpose of this is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

A. Prohibited Conduct

No person, either alone or with others, shall:
1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school District property or the personal property of a teacher, administrator, other District employee or any person lawfully on school property. Acts of damage include graffiti and arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate or harass any person, or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles;
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school District.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school District officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this Code.
15. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.
16. Smoke on school property.
17. Use profanity or improper language.

B. Penalties

Persons who violate this shall be subject to the following penalties:
1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 4 and 5. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.
C. Enforcement
The building principal or his or her designee shall be responsible for enforcing the conduct required by this Code.
When the building principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.
The District shall initiate disciplinary action against any student or staff member, as appropriate, as described under “Penalties” (section above). In addition, the District reserves its right to pursue a civil or criminal legal action against any person violating the Code of Conduct.

XV. Dissemination and Review
A. Dissemination of Code of Conduct
The Board will work to ensure that the community is aware of this Code by:
1. Providing copies of a plain-language summary of the Code to all students at a general assembly held at the beginning of each school year, through agenda books, school website, and/or the district calendar.
2. Making copies of the Code available to all parents at the beginning of the school year.
3. Mailing a summary of the Code written in plain language to all parents of District students before the beginning of the school year and making this summary available later upon request.
4. Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the as soon as practicable after adoption.
5. Providing all new employees with a copy of the current Code when they are first hired.
6. Making copies of the Code available for review by students, parents and other community members.
7. Providing a copy of the Code with student registration materials.
The Board will sponsor an in-service education program for all District staff members to ensure the effective implementation of the Code. The Superintendent may solicit the recommendations of the District staff, particularly teachers and administrators, regarding in service programs pertaining to the management and discipline of students.
The Board of Education will review this Code every year and update it as necessary. In conducting the review, the Board will consider how effective the Code’s provisions have been and whether the Code has been applied fairly and consistently.
The Board may appoint an advisory committee to assist in reviewing the Code and the District’s response to violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.
Before adopting any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.
The Code and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.

ADOPTED: Board of Education Meeting 11/15/01,
READOPTED: Board of Education meeting 7/11/02, 7/8/04, 7/7/05, 7/6/06, 7/07, 7/3/08, 7/2/09,
7/1/10, 7/7/11, 2/12/15
Commack High School
Universal Student Academic Integrity Declaration

Academic Mission Statement:
We at Commack High School seek to create an academic environment based on integrity, honesty and hard work. For the good of all, we will emphasize the following:

Policy:
Students are responsible for the integrity of their own work. A student’s name on an exercise or assessment (homework, report, notebook, performance, project, quiz, examination or research paper etc.) is taken as an assurance that the work submitted is the direct result of the student's own thoughts, stated in his or her own words, and produced without the assistance of others. Any violation of this intended standard is regarded as cheating. Cheating is defined as actions including, but not limited to, copying answers from another student during a test, exam, part of a project, homework assignment, class work or lab work, using unauthorized help sheets, obtaining tests or individual test questions without the teacher’s knowledge or consent, providing test questions and/or answers to another student, and all forms of unauthorized collusion (when teachers ask students to work together students will be clearly advised as to which parts of the assignment need to be performed independently). In addition, a student is not authorized to use any portion of another’s work without giving proper credit, assist or knowingly allow one’s own work to be plagiarized, purchase or download any work written by another, and/or copy and paraphrase another’s ideas without giving proper credit. Regarding work in a lab group, your final written report must be the product of your own efforts. Your lab write up is your own. For all assignments, activities, or assessments, unethical actions such as cheating, copying, and/or plagiarism will result in a zero on the assignment, for all students involved.

Consequences for cheating are the following:

- On any assessment (as defined above) the student will receive a zero, the parent or guardian will be contacted, and the incident will be documented in the Dean’s file.
- On any external test (SAT, ACT, RCT, AP, IB, Regents' Examinations, etc.) the student will receive a zero, the parent or guardian will be contacted, there will be follow up as per the testing authority’s guidelines, and the incident will be documented in the Dean’s file.
- In both of the above instances, in addition to documenting the event in the Dean’s file, the student will be subject to the appropriate discipline in accordance with the District’s Code of Conduct.
- In any situations where a dispute exists regarding the validity of the charge or the suitability of the punishment, the student will have the right to appeal the decision to the Principal. If the student disputes the Principal's determination, he or she may appeal the Principal's decision to the Superintendent of Schools or his or her designee. The student and his or her parents or guardian may submit their appeal to the Superintendent of Schools together with any written documentation. The Superintendent will consider the appeal and any documentation received and render a written decision within 10 business days. The student and his or her parents or guardians may appeal the decision of the Superintendent of Schools to the Board of Education. The student and parents or guardians may submit any written documentation to be considered by the Board of Education with the appeal. The Board of Education will consider the appeal and render a decision within 60 days. We have read the above policy, and join the Commack High School by committing ourselves to academic integrity.

X ___________________________ X ___________________________
STUDENT SIGNATURE DATE PARENT/GUARDIAN SIGNATURE DATE

Please return this signed agreement to your English teacher by _____.

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Student Declaration Regarding Electronic Devices During Exams

Every student is required to sign the following Declaration. The declaration needs to be signed with pen. I do hereby affirm, I will NOT be in possession of an electronic device during any Midterm, Final or Regents Exam.

Such devices include, but are not limited to:

- Cell phones
- Smart watches
- Blackberry devices and other PDAs
- iPods and MP3 players
- iPads, tablets, and other eReaders
- Laptops, notebooks, or any other personal computing devices
- Cameras or other photographic equipment
- Headphones, headsets, or in-ear headphones such as earbuds, and
- Any other device capable of recording audio, photographic, or video content, or capable of viewing or playing back such content.

Possession of ANY electronic device during a Midterm, Final or Regents Exam is prohibited and will result in the invalidation of your exam. Invalidated exams will result in a score of zero.

This declaration excludes IEP and/or 504 Plan mandates.

Print Name: ___________________________ Student Signature: ___________________________ Date: _______
Important Notification

June 1, 2017 Deadline for Academic and Behavioral Senior Standings for Special Privileges

Seniors must be in good academic and behavioral standing by June 1, 2017 in order to earn the privilege to participate in the following:

• Prom
  - All guests to the prom must be twenty-years of age or less.
  - All prom participants must also complete the prom-parent meetings.

• Walk at Graduation
  - Seniors must have all debt, including but not limited to, overdue book money or lunch money, athletic uniforms, locks, and loaned calculators paid in full.

BUS TRANSPORTATION

I. Time And Distance

1. Buses are assigned to students by the District Office at the beginning of the school year and bus passes are issued to those students who are entitled to bus transportation. Students are informed of their assigned bus number (depending upon geographic location of the resident), the specific stops for the assigned bus and the time schedule of the assigned bus.
   Children within the district are transported between home and school in accordance with New York State law and as calculated by our transportation department.
   Grade 9 - 12 - More than 1 mile

2. Late buses are provided for those students who attend after-school activities or extra help classes. A copy of the transportation schedule is included in each teacher’s opening day packet and should be posted in each classroom.
II. **Bus Conduct**

In the event of a breach of acceptable behavior, the following procedures shall normally apply:

**First Offense** -- Parental contact will be made. This contact will describe the nature of the misconduct. If the misconduct poses harm to the student or to others, the Dean will impose the necessary consequence.

**Second Offense** -- When a second offense occurs, the student is suspended from the bus for one week. Reinstatement will be granted at the end of one week provided that the student's parent attends a meeting with the Dean and, if necessary, a representative of the bus company.

**Third Offense** -- If there is a third violation of the adopted bus rules, the student is forbidden to ride on the bus for the remainder of the school year.

**Mandated Bus Drills**

According to Section 3623 of the New York State Education Law, drills on school buses are required. Therefore, all students are mandated to partake in these drills.

A minimum of three such drills shall be held on each school bus during the school year, the first to be conducted during the first seven days of school, the second between November 1st and December 31st and the third between March 1st and April 30th.

Drills shall include practice and instruction in the location, use and operation of the emergency door, fire extinguishers, first-aid equipment and windows as a means of escape in case of fire or accident. Drills shall also include instruction in safe boarding, disembarking and movement away from bus after disembarking. Instruction will be given to pupils to advance at least 10 feet in front of the bus and at least 15 feet from the side of the bus. Each drill shall emphasize specific hazards encountered by children during snow, ice, rain and other inclement weather. Most importantly, drills shall include instruction in the importance of orderly conduct by all school bus passengers with specific emphasis on discipline rules and regulations promulgated by each Board of Education.

**CAFETERIA**

Students are not permitted to loiter on school grounds or adjacent off-limit areas during lunch periods. Students (including student aides) may eat only in the cafeteria and are not permitted to leave the cafeteria with food. Students without a lunch period must arrange with a subject-class teacher to eat lunch (from a “brown bag”) in class or they may see their guidance counselors for a change of schedule allowing for a lunch period. An ala carte Breakfast Program is offered and runs from 7:00 a.m. to 7:20 a.m. The Lunch Program runs during Periods 4, 5, 6, 7, and 8.

**CONTROLLED SUBSTANCE & WEAPONS**

No student may use, possess, sell or distribute alcohol and other substances, nor may use or possess drug paraphernalia, on school grounds or at school-sponsored events, except drugs as prescribed by a physician. For violations of this rule, Board of Education policy mandates that students receive, at a minimum, a 5-day out of school suspension and that the police are notified. Similarly, no student may use, possess or distribute weapons or weapon-like objects of any kind, which are capable of inflicting bodily harm. In addition, federal and state law mandate that
students determined to have brought a weapon on school property be subject to a suspension from school of at least one calendar year (See Code of Conduct) and the police are notified.

EVACUATION AND SHELTERING DRILLS
Instructions for action during evacuation drills are posted in every room. Students are to follow the directions of the teachers. Complete cooperation and silence are mandatory during evacuation so emergency instructions can be speedily given. Any students tampering with the fire alarm system will be subject to arrest and prosecution.

FIGHTING & HARASSMENT
Fighting will not be tolerated. All students who are brought to the faculty’s attention because they are involved in fighting, threatening, harassing, or intimidating are STRONGLY ENCOURAGED to resolve disputes through mediation. Furthermore, students may be required to attend mediation, as decided by a dean or administrator. Any student involved in a fight will be subject to immediate out of school suspension. A repeat offender may be subject to a Superintendent’s Hearing.

GRAFFITI/DESTRUCTION OF PROPERTY
Students may not willfully destroy or deface school property. Reported vandals will be subject to suspension and possible arrest and will be required to clean up the damage and pay the cost of repairing or replacing the damaged property.

HALLWAY & HALL PASSES
Students should not be in the hallways without a hall pass, other than at passing times.

INSUBORDINATION
Students will be respectful of all adult personnel, be responsive to their authority at all times, and identify themselves to any staff member upon request. ID cards must be presented to school personnel upon request. Disrespect on the part of any student or failure to abide by a clearly stated and otherwise justifiable directive of a staff member will be deemed insubordination and subject to the student’s suspension from school.

LANGUAGE
Students are not permitted to use offensive, abusive, or obscene language or gestures in school or during school-sponsored activities. Violators of this rule are subject to suspension from school and may additionally be denied participation in co-curricular or athletic activities.

LOITERING/TRESPASSING/SUPERINTENDENT’S HEARINGS
Students are not permitted to loiter in the parking areas or other off limit areas. Individuals found on the school grounds without permission, including students on out of school suspension are trespassing and are subject to arrest and prosecution by the police. In addition, students who engage in insubordinate conduct that endangers the health, safety and welfare of either themselves or other students are subject to a Superintendent’s Hearing. Any person receiving a trespassing letter and/or a Superintendent’s Hearing will be unable to attend any extra curricular activities, i.e. the prom, graduation, etc.

PARKING
Seniors with a Class D Driver’s License and a valid parking sticker are permitted to park in legal parking spaces in student parking areas. All students and parents are required to attend a CHS Driver Safety Course before a parking sticker will be issued. No appointments are necessary to attend the Driver Safety Course. Improperly parked cars, including cars without visible permits, may be towed or ticketed. No one has the right to park on school grounds; parking is a privilege.
extended to students who meet the qualifications established by the school. Parking may be limited because of construction, school events and/or weather. Students who are in academic jeopardy, or have behavior or Attendance issues run the risk of having their parking sticker revoked. Distribution of the parking sticker may be put on hold if you fall into these categories. School officials have the right to inspect any vehicle parked on school grounds. CHS will not be responsible for any damage to vehicles that occur while on school property. Juniors are not permitted to drive to school.

Additionally, be aware that community members who live in a close proximity to the school grounds are continually concerned with the possibility of irresponsible driving on the part of our students. We would like to assure the people of our community that our seniors who drive to and from school are aware of their obligation to drive cautiously and responsibly.

It must be recognized that driving and parking on school property is a privilege and may be revoked. Anyone improperly or recklessly driving in or around the local community or illegally parking in or around the local community is subject to the Motor Vehicle Laws of New York State and runs the risk of being issued a traffic summons, as well as losing parking privileges at CHS.

Students who park in handicapped spaces without proper identification will lose parking privileges and risk receiving a ticket by local law enforcement.

**SMOKING**

By law, Commack High School is a smoke-free school and campus; this includes the use of Electronic cigarettes. SMOKING IS NOT PERMITTED INSIDE THE SCHOOL BUILDING OR ON THE GROUNDS, OR ON ADJACENT, OFF-LIMIT AREAS. Students are cautioned regarding the health hazards associated with smoking. Violators of this school rule are also subject to fines by the Suffolk County Department of Health. In addition, disciplinary action deemed appropriate to the infraction will be instituted by CHS.
GRADUATION REQUIREMENTS ADVANCED REGENTS DIPLOMA

Credits Required:
22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world language 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.

Assessments Required:
Students may meet the assessment requirements in order to earn a Regents Diploma with Advanced Designation by passing any one of the following combinations of Regents examinations and/or Department approved alternatives if applicable:

a. Traditional Combination: ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science, (1 must be life science and 1 must be physical science)= 8 Assessments
b. Pathway(2) Combination (other than STEM): ELA, 1 social studies, 3 mathematics, 2 science (1 must be life science and 1 must be physical science), 1 Pathway (other than science or mathematics)= 8 Assessments
c. STEM (Mathematics) Pathway(2) Combination: ELA, 1 social studies, 4 mathematics, 2 science (1 must be life science and 1 must be physical science)= 8 Assessments
d. STEM (Science) Pathway(2) Combination: ELA, 1 social studies, 3 mathematics, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments

In addition a student must pass either a locally developed Checkpoint B LOTE examination or complete a 5 unit sequence in the Arts or CTE. http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD

REGENTS DIPLOMA Credits Required:
22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world language, 2 physical education, 3 ½ electives.

Assessments Required:
5 required Regents exams(1) with a score of 65 or better as follows: 1 math, 1 science, 1 social studies, ELA and 1 Pathway Assessment(2)
http://www.p12.nysed.gov/part100/pages/1005.html#regentsdiploma
GRADUATION REQUIREMENTS FOOTNOTES:

1 In all cases students may substitute an assessment from the list of Department Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma found at http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf

2 Pathway Assessment Options: All students must pass the following 4 required Regents exams or the corresponding Department approved alternative examination found at http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf: 1 math Regents exam, 1 science Regents exam, 1 social studies Regents exam, and the English language arts Regents exam. In addition all students must choose 1 of the following assessments:
· Additional math Regents exam in a different course or Department Approved Alternative; or
· Additional science Regents exam in a different course or Department Approved Alternative; or
· Additional social studies Regents exam in a different course or Department Approved Alternative; or
· Additional English assessment in a different course selected from the Department Approved Alternative list; or
· An approved CTE Assessment after successfully completing an approved CTE program
· A Department approved pathway assessment in the Arts
· A Department approved pathway assessment in a Language other than English (LOTE)

The additional assessment must measure a different course than that which was measured by one of the four required exams above, or an approved pathway assessment in the Arts, CTE or LOTE found at http://www.p12.nysed.gov/ciai/multiple-pathways/

The Department is working to identify Pathway assessments in the Arts and LOTE. When those examinations are identified they will be posted at http://www.p12.nysed.gov/ciai/multiple-pathways/

Note: For complete graduation requirements refer to the Commack High School Curriculum Guide located on the CHS website. Also see Community Service Requirements.
TECHNOLOGY USAGE

Commack High School is dedicated to enhancing teaching and learning through the use of technology. Education at Commack High School prepares our students for their world by teaching digital citizenship, information literacy, and online collaboration through the use of 21st century technologies. For example, our students have access to: the internet, a collection of scholarly databases, student accounts for online research, and publishing tools such as Noodletools and TurnItIn.com. Our students also learn with the technologies that teachers include in their 21st century curriculum. These technologies may or may not include: Wikispaces, Castle Learning, a variety of Web 2.0 tools, and more!

The use of technology comes with responsibility. Any inappropriate use of technology by a Commack High School student will not be tolerated and disciplinary measures will be taken. Internet usage in our school is supervised in the classrooms, library, and computer labs. Student devices that are connected to the internet via a data plan or Wi-Fi are not supervised by our staff, yet students are expected to use these personal devices in an appropriate manner for school and in accordance with the District’s Code of Conduct. Our district utilizes a powerful filtering system that minimizes our students from accessing inappropriate websites from school computers only.

Computer use by your child while at home should follow the same guidelines. Student internet use, the use of social media (i.e. Instagram and Twitter), and all online and computer activities should be monitored by parents. Proper supervision can increase student safety and protect the rights of others in our school and community. Making negative statements or comments, which harm others intentionally or not, will not be tolerated and may warrant police involvement. Examples of social media where these kinds of comments may be made include, but are not limited to, Instagram and Twitter. By supervising student technology use while at school and at home, and by having conversations about appropriate use, we are better protecting our children and our community. Online safety yields greater results when a strong home-school relationship exists.

The Commack UFSD assumes parents agree to permit students access to the internet unless the parent sends a letter or email to Commack High School, indicating otherwise. The office will confirm receipt of your letter or email.

Student Guidelines: The following is a non-inclusive list of appropriate and inappropriate uses of computer technology.

- **Appropriate Use:** Educational use, such as: research, word processing, class projects, college searches, extracurricular activities, record keeping, composition, video conferencing, computer graphics, mathematical analysis, and exploration of new concepts.

- **Inappropriate Use:** Logging onto or sharing another person’s account, “surfing” the internet for non-educational purposes, accessing and using personal accounts (including email and hotmail), cyberbullying, (including harassing, insulting, or attacking another, intentionally or not), and accessing an inappropriate website(s).
CSIP (Community Service and Involvement Program)

GRADUATION REQUIREMENT

One of Commack High School’s missions is to promote extracurricular opportunities and to encourage students to become creative, active participants in their high school, the local community and in our democratic society. This experience contributes to the positive growth and development of our students.

Commack High School has always taken the initiative in regard to implementing the standards and requirements set forth by the New York State Education Department. The Community Service and Involvement Program (CSIP) is a graduation requirement for all students and has a tradition dating back more than thirty years. To fulfill this requirement, the district requires completion of 65 units/hours of CSIP over a period of four years for all students not enrolled in the IB Diploma Program. IB Diploma Candidates are required to complete 150 units/hours of Community/Action/Service (CAS). Throughout high school, students are expected to earn community service credits through involvement in the many programs and activities presented by the variety of clubs, organizations, and teams within the high school, and/or through service credits through their involvement in the many community, local and set organizations eager to accept volunteer assistance.

As a local graduation requirement, students are required to accumulate a minimum total of 65 units/hours of CSIP activity during their four years of high school. Students in grades 9, 10 and 11 must complete a minimum of fifteen units/hours per year. Seniors require a minimum of twenty units/hours. Each student has a CSIP teacher (Physical Education teacher) who will collect forms and address the basic questions that students have about their community service requirement. Students enrolled in the internship program who do not take Phys. Ed. at the high school will be served by the Internship Coordinator.

All students are responsible for keeping track of their CSIP credits on the CSIP Validation Form. All entries require a signature from the supervising adult of the community service, the club advisor, or the athletic coach from the high school team. It is also the student’s responsibility to submit the completed validation form to his or her CSIP teacher (usually the Phys. Ed teacher) no later than the established date at the beginning of the school year. Grades will be reported for the first time in the third marking period on the report card. Students who receive an (U) unsatisfactory grade in the third marking period will still have a chance to receive a (S) satisfactory for the final grade by submitting a completed form no later than June 10. Twelfth graders who fail to fulfill the CSIP requirement for all four years of high school will not graduate.

SUPPORT PROGRAMS

ACADEMIC INTERVENTION SERVICES (AIS)

Academic Intervention Services (AIS) provides support to students as required by New York State. Academic Intervention Services consist of planned additional instruction that supplements regular classroom instruction that enables our students to meet the New York State Common Core Standards. Commack High School offers Academic Intervention Services to our students for many subjects. The AIS classes provide our students with support of the academic curriculum. These services are offered during the school day as an integral part of the entire instructional program.
ACADEMIC AND COUNSELING CENTER INFORMATION GRADUATION & TRANSCRIPTS

A student may not attend graduation unless all requirements are completed by the day of graduation. Students who plan an early graduation must meet with their counselor before the completion of scheduling. It is necessary to make early plans to ensure the availability of subjects needed to meet the diploma requirements. Arrangements must be complete before the start of the senior year.

ACADEMIC STANDING, ACADEMIC LEADER AND HONORED SPEAKER SELECTION (Policy 5127.1)

Academic Standing/Cohort Group Determination
Commack High School will not rank seniors. In place of traditional ranking, weighted grade point averages will be calculated for each student three times during the senior year: September, after the first semester, and in June. These grade point averages (GPA) will then be recorded on student transcripts. Final course grades in Physical Education classes will not be included in a student’s final GPA. Also located on senior transcripts will be a Cohort/Grade Conversion Table (see sample in Curriculum Guide). The cohort group, in combination with a student’s weighted grade point average, will permit colleges to determine where an applicant stands relative to his/her classmates. Academic standing will be demonstrated without displacing other students who are achieving at approximately the same level.

Determination of Academic Leaders (Graduation Speakers)
At the end of seven semesters, the grade point averages for the top ten seniors will be calculated and from this group two Academic Leaders will be selected to speak at graduation. The selection of the academic leaders will be made by the Academic Leader/Honored Speaker Selection Committee. Members of the selection committee will include: Principal, Assistant Principal, Administrative Dean, Director of Guidance, National Honor Society Advisor(s), and Senior Class Advisor(s). In determining the Academic Leader, the following criteria will be adhered to by the committee: Academic record (weighted grade point average and course work); Extra-curricular activities; Honor Society Standing (students dismissed or on probation are disqualified); Community Service; Disciplinary Record (students violating academic integrity are automatically disqualified); Attendance Record; Enrollment History (transfer students must have four or more full semesters to be considered for selection as an Academic Leader). Once the two Academic Leaders are selected, the one with the higher GPA will attend the Suffolk County School Superintendents Association Valedictorian Luncheon.

Selection of Honored Speakers
Students in the top cohort will be eligible to speak at a variety of functions with the exception of those students who are disqualified in the above section. The selection of honored speakers will be made by the Academic Leader/Honored Speaker Selection Committee.

COLLEGE APPLICATION FEES
Students who apply to college and require transcripts and reference materials will have these requests honored free of charge for the first eight (8) applications. *Requests for college applications in excess of the first eight (8) shall incur a charge of $10.00 each. A waiver of this fee may be possible based upon special consideration. Please contact your child’s counselor.
SCHOLARSHIPS
Higher education is very expensive, but students who have maintained good records in high school are often able to defray the cost of a college education through scholarship aid. Competition is keen and a student must begin to plan early to be considered for scholarship aid. It is not necessary to be the top-ranking student, but it is necessary to have a good four-year record in all subjects. Scholarship Bulletins are posted regularly outside the Counseling Center, on the Counseling Center website, and are distributed through e-mail notifications and senior English classes. All scholarships are processed through the Counseling Center.

COLLEGE CREDITS EARNED THROUGH HIGH SCHOOL COURSES
Commack High School affords qualified high school students an opportunity to take college courses and earn college credits while learning in the high school environment through seven (7) universities: Adelphi University, Long Island University, C.W. Post, Rochester Institute of Technology, St. John’s University, SUNY at Stony Brook, Suffolk Community College, and Syracuse University. All courses offered by the post-secondary institutions listed above carry credit which may be applicable toward a degree at other colleges and universities. Applications, with registration instructions, will be distributed through the Counseling Center or the classroom teachers in September and January. Each institution has specific eligibility requirements and registration procedures that must be followed to ensure proper registration and receipt of course credit. Please note that the tuition fees listed in the Curriculum Guide are for the current school year and are subject to increase yearly. In the event that a student chooses to withdraw from a course, they must follow the deadlines and withdrawal procedures established by the credit granting institution. Please realize that there will be no financial reimbursement by the college or university if this occurs. To receive college credit for co-enrolled classes taken at Commack High School, students must request transcripts directly from the Registrar’s Office of the college or university granting credit. Please see the Commack High School Curriculum Guide for more detailed information.

PROGRAM LEVELS REGENTS
Designed to meet the needs of those students who can follow the regular New York State Education Department Syllabus, the Regents Program offers a Regents examination at the completion of specific courses.

PRE-IB/PRE-AP/ENRICHED
The purpose of these courses is to have students excel in specific disciplines above and beyond the expectations of the average classroom. Each student should be screened to carefully ascertain his/her successful placement. We do not overlook that any student who demonstrates the willingness to succeed in these courses should be given an opportunity to participate in the “Pre-IB”/Pre-AP/Enriched programs. These special cases will be reviewed by the Building Principal with the advisement of Coordinators and Directors. Students who take these courses will receive a 6% weighting.

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ADVANCED PLACEMENT (AP)

Advanced Placement courses offer students an opportunity to take a course taught on a college level. Both enrichment and college credit are available to the dedicated student. Intensive classroom work, independent study, and research are an integral part of the program. The cost of taking AP Examinations is absorbed by the student. The examination is administered by the College Entrance Examination Board and a five-point college-level scale is used. According to the College Board, currently more than 90% of colleges and universities offer college credit, advanced placement, or both, for qualifying AP scores. AP Examinations must be taken to receive the 10 percent weighting for grade point average and determining cohort group purposes, and to receive AP credit. A student enrolled in an AP course may, at mid-year, declare if they wish to take the AP exam. If they choose not to take this exam, the designation of the course will be changed to Honors, as per College Board Policy, and their grade will receive a 6% weighting.

INTERNATIONAL BACCALAUREATE (IB)

The International Baccalaureate (IB) Program is an internationally recognized curriculum that offers 11th and 12th grade students the opportunity to earn an IB Diploma. The program is offered in over 2,795 schools in 143 countries around the world as of May 2015.

The IB Program is:
- An academically challenging and balanced program over two years with examinations that prepare high school students for success in college and in life.
- Aims to teach students to become independent learners who can recognize the connections between what they learn in school and the world outside.
- Teaches students to combine relevant knowledge, experience, and critical thinking to solve problems.
- Has continued to gain recognition and respect from the world’s leading universities.

The IB Diploma Program is an inclusive rather than exclusive program of study. Students should, above all, be highly motivated learners because IB courses offer a high degree of challenge. The prospective IB student should also develop analytical and critical thinking skills, possess or be willing to learn necessary time management skills, be open to new ideas and cultures and be tolerant of different beliefs. The IB student must be willing to participate in school and community activities, be able to develop and use information effectively, and, above all, be willing to handle the rigor and pace of a demanding academic curriculum.

To earn the IB Diploma, students must:
- Complete and test in six IB subjects
- Write an extended essay of independent research on a topic chosen by the student and guided by a faculty mentor
- Complete 150 hours of Creativity, Activity, and Service activities (CAS)
- Participate in critical thinking course called Theory of Knowledge (TOK)
Students will receive 10 percent weighting and IB credit if they take the IB examination. If a student does not register for the IB exam and/or does not take the IB exam, then a 6 percent weighting is applied. No weighting is applied for IB Math Studies SL and IB Language Ab initio. Students who take IB courses without completing the entire program may earn IB certificates by testing in selected IB courses. The cost of taking an IB examination is absorbed by the student.

REPORT CARDS & GRADING PROCEDURES
Report cards are issued four times during the school year. If there are any questions regarding grades, teachers and counselors may be contacted by phone or e-mail.

GRADING PROCEDURE

1. Report cards are issued four times during the school year and can be accessed through our Infinite Campus Parent Portal. If there are any questions regarding grades, teachers and school counselors may be contacted by phone or email.

2. A student's final grade for a full-year course shall be the numerical average of all marking period grades (80%), plus the mid-term exam grade and/or final or final exam grade which will be averaged in with the weight equivalent to a fifth marking period (20%). The following stipulations will be applied to determine whether the mid-term and/or final exam scores will be utilized for the final 20%:
   • If a student shows growth in a score from their mid-term exam to their final exam grade, then only the final exam grade will be utilized in the calculation.
   • If a student's grade drops from their mid-term exam to their final exam, but still achieves mastery on their final exam grade (a grade of 85 or higher), then only the mid-term exam will be utilized.
   • If a student's grade drops from their mid-term exam to their final exam grade, and the student does not achieve mastery, then the midterm and final exam grade will be averaged together.

For courses ending in a final exam, only the final exam grade is utilized for the fifth marking period equivalent. In courses ending in a Regents exam, a combined score consisting of 50% of their Regents exam and 50% of an alternate assessment specific to that course are utilized.

To utilize the growth incentive, the student's mid-term exam score must be no more than 15 points below the average of their first and second marking periods. If this is not the case, then the student's mid-term and final or Regents exam score will be averaged together.

3. The final average grade for half-year courses shall be computed combining the numerical average of the two marking period grades (80%) with the numerical average of the final examination grade (20%).

4. The final grade for full-year, alternating day courses will be computed combining the numerical average of the four marking period grades (80%) with the numerical average of the final examination grade (20%).

5. Students with incomplete work are to be given a grade of 50 with the comment, “Grade will be adjusted upon completion of required assignments and tests.” This is given when health or other considerations warrant it and must be changed to a grade within three weeks.
6. ENL Students who are not ready for grading, will receive a grade of “NRG.” The final decision on the appropriateness of assigning grades to an ESL student rests with the subject area department head. ESL students who are not ready for grading cannot take Regents examinations. A separate ESL Progress Report will be completed each marking period for all ESL students.

7. Regents and Final Examinations are required of all students. Exemptions are permitted based on departmental policy. Absence from the Regents examination results in credit being withheld until the Regents examination is taken at the next opportunity.

8. Students in AP/IB courses are expected to take the appropriate examination and to absorb the cost (Some AP courses are offered concurrently with IB courses, some over two years. Students in these courses may take either of the assessments). AP or IB Examinations must be taken to receive the 10 percent weighting for grade point average and determining cohort purposes only. A student enrolled in an AP course may, at mid-year, declare if they wish to take the AP exam. A student enrolled in an IB course may decide **before October 15th** whether they wish to take the IB exam. If a student chooses not to take an AP or IB exam, their course grade will be adjusted to receive a 6 percent weighting. For students enrolled in IB Math Studies SL and IB Language *Ab Initio*, their course grade will receive a 6 percent weighting. If a student in either of these courses chooses not to sit for the exam, no weighting will be applied. Additionally, students enrolled in an AP course that do not sit for the exam will have the designation of the course changed to “Honors,” as per College Board policy. IB Diploma Candidates are required to take all exams related to their IB courses. Fee waivers are available for students who are eligible for free or reduced fee lunch; see your Guidance Counselor to determine if they are applicable.

**SPECIAL GRADING PROCEDURES**

*English Department* – All students enrolled in IB English 2, IB Language and Literature 2 will not sit for a formal mid-term or final examination; therefore, the final course grade will be determined by averaging each of the four marking periods, valued at 25% each.

*World Languages Department* – All courses above the Level 3 Checkpoint B culminate with an authentic portfolio project rather than a locally developed comprehensive examination or a final examination. Therefore, the final course grade will be determined by averaging each of the four marking periods and the average of the mid-term and portfolio grades, valued at 20% each.

*All Departments* – half-year courses.

Full-year courses taken in Middle School for high school credit.

**GRADES FOR NEW ENTRANTS**

Students who enroll in Commack High School any time after the beginning of the school year will receive the code “NS” (New Student) for the marking period of entry if we do not have enough information to provide a grade. When official grades from the sending school are received, they will be forwarded on a “New Entrant Grade Form,” by the counselor, to the appropriate teachers and coordinators or directors. The counselor will provide a grade conversion table if the grades received are not on a 0-100 point scale. The grades earned outside of Commack High School will be evaluated by the teacher and reviewed by the coordinator or director. These grades will be incorporated into the student’s final course grade as determined by the teacher and respective department head.
WEIGHTING OF GRADES
For grade point average and determining cohort group only, all college-level courses, International Baccalaureate courses (except IB Math Studies SL and IB Language Ab Initio) and Advanced Placement courses have an additional 10 percent added to the final grade. All Honors courses, Pre-IB courses, science research, IB Math Studies SL and IB Language Ab Initio and English 9 Enriched classes have an additional 6 percent added. The final grade in the course on the high school transcript does not reflect this addition.

MARKING PERIODS
End of the 1st Marking Period – November 10th End of the 2nd Marking Period – January 27th End of the 3rd Marking Period – April 5th
End of the 4th Marking Period – June 22nd

PASS/FAIL OPTION
The pass/fail option is only available to seniors and must be selected before the close of the first marking period. Once this option is selected, it cannot be reversed. The pass/fail option can only be selected for one course (if a half-credit course is selected in the fall, the student may select another half-credit course for the spring). The pass/fail option may be selected in any course that is beyond the “core” requirement needed for graduation. It may not be selected in a course being used to fulfill any of the following requirements.

- Four units of Social Studies
- Three units of Math
- Three units of Science
- One half unit of Health
- Four units of English
- Three units of Foreign Language
- One unit of Art or Music
- Physical Education

Additionally, the pass/fail option may not be selected in any course that is being used for a required graduation sequence or if the course is designated Honors, Pre-IB, AP, IB, or college-level. Students who select the pass/fail option are required to fulfill all attendance and academic requirements for the course. The mid-term exam grade, the final exam grade, and/or the Regents grades will be recorded on the report card. Students who wish to pursue the pass/fail option must apply through their Counselor (please see Curriculum Guide for complete details).

PASS/FAIL OPTION MIDDLE SCHOOL
Any elective course taken in Middle School for P/F credit may not be used as part of a graduation sequence or to fulfill a core requirement needed for graduation. Exercising this option in Middle School will not preclude a student from taking one course on a P/F basis in his/her senior year.
HIGH HONOR ROLL & HONOR ROLL

Honor Roll averages are computed each report card period. A high honor roll student:

- Is enrolled in five or more courses exclusive of physical education.
- Is enrolled in, or is medically excused from, physical education.
- Has earned an average of not less than 90% for all courses.
- Has received no grade lower than 75% for any course.
- Has received no course letter grades of:
  - F - FAILING, I – INCOMPLETE, U – Unsatisfactory, WF - WITHDRAWN FAILING
- Has received no course comment code reports of:
  - Disruptive Behavior, Excessive Lateness or Excessive Absence from Class

An honor roll student is defined as one who meets the above criteria and has earned an average less than 90% but not less than 85% for all courses in which a numerical grade is reported. Final Honor Roll is calculated based upon the final grades in a course.

REGENTS EXAMINATIONS

Most courses culminate in either a final exam or a Regents exam. If a Regents is given for the course, the student must take it. The passing of the course and the Regents exam entitles the student to Regents credit.

REPEATING COURSES

Any student receiving a grade of 80 or lower in a subject may repeat that subject in summer school or during the school year in an effort to raise the grade. Both grades will be recorded on the permanent record card and will be used in calculating the student’s cumulative grade point average. Any student retaking a Regents examination will have only the “higher” mark recorded on the high school transcript. The original course grade, however, remains the same.

STUDENT SCHEDULES

All CHS students are required to carry a minimum of 5 credit bearing courses plus PE. Therefore, students are advised to explore electives to complete their schedule. Ninth, tenth and eleventh graders are not permitted to leave the school building for any reason during the course of the school day. Only Senior students may request Early Release during period 9. In order for a student to be granted Early Release, he/she must submit written permission from their parent/guardian. Students with Early Release are not permitted to freely navigate the building; however, a supervised location will be available for those students who prefer to remain on campus through the remainder of the school day for after school activities.

DROP-ADD PROCEDURES

1. All students are expected to choose courses carefully during the course selection process. Schedules are planned according to student requests and students are expected to abide by their choices.

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2. Student and/or parent-initiated schedule changes will be permitted only during the following time periods:

- The 2nd and 3rd week of fall semester classes for full year courses, fall courses, or spring courses
- The 2nd and 3rd week of spring semester classes for spring courses

3. In order to process a change, students must:

- Submit a Schedule Change Request Form to the Counseling Center
- Attach a note from a parent, to be verbally confirmed by counselor, authorizing the schedule change
- Choose a substitute course, if one is available, for each dropped course

4. Final approval of changes is contingent upon the following:

- The proposed change does not jeopardize graduation
- The proposed change does not negatively affect prospects of college admission
- The change requested is logistically possible

5. Changes will not be permitted to:

- Change teachers
- Change lunch periods (unless supported by medical documentation)
- Change to more convenient and/or desirable periods
- Group friends together in the same class

6. Changes in a student’s placement based on academic concerns that are recommended by administrators, teachers, and/or counselors may occur throughout the school year pending departmental approval.
WITHDRAWAL PROCEDURES

It is important to note that withdrawing from courses that are selected by students, confirmed by parents, and recommended and approved by staff and counselors is discouraged at all times. In the event that withdrawals must occur, students must attempt to replace the course they drop with another course.

WITHDRAWAL FROM FULL-YEAR COURSES VALUED AT ONE OR MORE CREDITS

When the “withdrawal” occurs prior to the end of the first marking period, no penalty is imposed and the course is not indicated on the student’s report card and transcript. The intent of extending this to the end of the first marking period is to give the teacher and counselor the opportunity to encourage the student to remain in the course.

When the “withdrawal” occurs after the end of the first marking period of a full-year course, and the student has a cumulative passing grade at the time of the withdrawal, a “withdrawn passing” (WP) is to be indicated on the student’s report card and college transcript. This will not affect the grade point average. If the student has a cumulative failing grade at the time of the withdrawal, a “withdrawn failing” (WF) is to be indicated on the student’s report card and transcript. **No withdrawals will be permitted after the second marking period of a full-year course.**

WITHDRAWAL FROM HALF-YEAR COURSES VALUED AT HALF-CREDIT

When the “withdrawal” occurs prior to the midpoint of the first marking period (fall semester) or third marking period (spring semester) of a half-year course, no penalty is imposed and the course is not indicated on the student’s transcript.

When the “withdrawal” occurs after the midpoint of the first marking period or third marking period of a half-year course, a “withdrawn passing” (WP) or “withdrawn failing” (WF) will be indicated on the report card and student transcript.

Withdrawals from half-credit courses meeting every other day for the entire school year may occur until the end of the first marking period. No penalty is imposed and the course is not indicated on the student’s transcript. When the “withdrawal” occurs after the end of the first marking period, a “withdrawn passing” (WP) or “withdrawn failing” (WF) will be indicated on the report card and student transcript.

**No withdrawals will be permitted after the midpoint of a half-year course.**
INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM (IBDP) WITHDRAWAL PROCEDURE

Any senior wishing to withdraw from the IBDP will complete the following steps prior to October 15th:

1. The student will meet with his/her counselor to express his/her desire and reason(s) for withdrawing from the IBDP.

2. The counselor will confer with the parent and then submit the request to the IB Support Committee (IBSC), which is comprised of teachers, counselors and administrators.

3. The IBSC will meet with the student and the counselor to review and discuss the request.

4. The IBSC will create an individual support plan to assist the student with being a successful IB diploma candidate.

   If withdrawal is approved, the student will complete the routing form and attain all required signatures accompanied by written parental consent.

Any junior wishing to withdraw from the IBDP can come before the IBSC at any time during his/her junior year and should follow steps 1-4 listed previously. However, if a student wishes to drop an IB course, she/he must do so prior to the midpoint of the course, including Theory of Knowledge 1. The following transcript revisions will be made for any student withdrawing from the International Baccalaureate Diploma Program:

If the student withdraws during his/her senior year, Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and Extended Essay (EE) will only be removed for the current year. TOK, CAS and EE will remain on the transcript for junior year. Any senior who received a U on their report card for CAS in their junior year has the option to fulfill the CAS II requirements in order to receive an “S” for CAS II. If the student does not fulfill the CAS II requirements, the “U” for CAS II will remain and the student must complete 15 hours of community service to receive an “S” for CSIP II.

If a student withdraws during his/her junior year, the Creativity, Activity, Service (CAS) portfolio will be transferred to the Community Service Involvement Program (CSIP) coordinator for evaluation and the student will complete the graduation requirement for community service through CSIP in lieu of CAS. Extended Essay will be removed from the transcript.

Any course candidate wishing to withdraw from an IB course must follow the standard withdrawal procedure for any Commack High School course.

Each request will be reviewed on an individual basis.
ACADEMIC LEVEL CHANGES

A student having academic difficulty in a course may:

1. Move from one level of a subject to a different level. A note must be provided by the child’s parent requesting the change, and the Student Program Change Request form must be completed.

2. Change must take place by the mid-point of the course.

3. Students moved from one level of a subject to another level of the same subject will only receive grades in the subject for which credit will be earned. The first subject will not appear on the student’s final transcript.

ATTENDANCE POLICIES

Summary of District Attendance Policy (5110)

Attendance is a major component of academic success. Through implementation of the District Attendance policy, the Board of Education expects to reduce the current level of unexcused absences, tardiness, and early departures (ATEDs), encourage full attendance by all students, maintain an adequate attendance record keeping system, identify patterns of student ATEDs, and develop effective intervention strategies to improve school attendance.

When a student is absent or tardy to school, or leaves early from class or school without excuse, designated staff members will notify the student’s parents/guardians by telephone call of the absence, remind them of the attendance policy, and review ATED procedures with them.

Excused and Unexcused Absences

Excused ATEDs are defined by New York State as absences, tardiness, and early departures from class or school due to:

- personal illness or death in the family
- impassable roads or weather
- religious observance
- quarantine
- required court appearances
- attendance at health clinics, physicians, or dentists provided that evidence of attendance is provided
- administratively approved college visitations
- approved cooperative work programs
- attendance in any credit bearing class
- attendance in school competitions and school generated obligations
- military obligations
- attendance at approved field trips will be considered excused. All other ATEDs are considered unexcused.

All ATEDs must be accounted for. It is the parent’s/guardian’s responsibility to notify the school office within three business days of the ATED and to provide a written excuse or telephone call to
the Attendance Office at #912-2112 to report an absence upon the student’s return to school. All unexcused absences must be resolved within 3 days of the absence to avoid disciplinary action.

General Procedures and Data Collection

- Attendance will be taken during each period.
- All attendance information shall be provided to the designated staff members responsible for attendance.
- The nature of an ATED shall be coded on a student’s record, which can be found on the Infinite Campus parent portal (green = excused, yellow = unknown, red = unexcused, grey = exempt).
- A student has three days from the date of the absence to bring in a note documenting the absence.
- Attendance data will be analyzed periodically to identify patterns or trends in student absences.
- Where consistent with other school practices, teachers and staff shall detain students in the hallways who are absent from a class period without excuse and refer them to the building administrator.
- Continuous monitoring will be conducted to identify students who are absent, tardy, or leave class or school early.
  - Morning automated telephone call will be made to notify parents of a child’s unexcused absence from first or second period.
  - Parents can access their students attendance on the Infinite Campus Parent Portal.

Disciplinary Consequences

- Unexcused ATEDs will result in disciplinary and/or corrective action consistent with the District’s Code of Conduct. Students may also be denied the privilege of participating in or attending extracurricular events.
- In addition, designated staff members will contact the student’s parents/guardians and the student’s guidance counselor as appropriate. Staff members shall remind parents/guardians of the attendance policy, explain the ramifications of unexcused ATEDs, stress the importance of class attendance, and discuss appropriate intervention strategies to correct the situation.

Attendance and Grade Procedure

There is a strong correlation between one's attendance in school and their academic growth. Consequently, each marking period a student’s final grade may be based on classroom participation as well as student’s performance on homework, tests, papers, projects, and so on. Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused ATEDs may affect a student’s class participation grade for the marking period.

In any class bearing high school credit, any student with more than 9 unexcused ATEDs for one-half credit courses, or 18 unexcused ATEDs for one-credit courses may not receive credit for that course. Students with properly excused ATEDs may make up missed work for each ATED, and those ATEDs will not count toward the minimum attendance standard, provided that all missed work has been submitted for credit.

To ensure that parents/guardians and students are aware of the implications of this minimum attendance requirement, designated staff members will advise the student and contact the...
parent/guardian by telephone and/or mail/email at appropriate intervals prior to the student reaching 9 or 18 unexcused ATEDs.

All students with an excused ATED are expected to turn in missing work upon their return to class within a reasonable time period in consultation with their teacher. Only those students with excused ATEDs will be given the opportunity to make up a test or other missed work and/or turn in a late assignment for inclusion in their final grade. Make up opportunities must be completed by a date specified by the student’s teacher for the class in question. The Principal shall reserve the authority to waive this requirement in consultation with the classroom teacher.

Successful school performance occurs when students actively participate in learning. Students need to attend class regularly to be fully engaged in learning. As critical partners in the learning process, parents need to aid their children in getting to school on time and to be ready to learn. We urge that appointments for students be made outside of the school day whenever possible. Students are expected to be present and on time for all school days and all classes through the school year.

**UNEXCUSED ABSENCES FROM CLASS**

Can result in:

1st unexcused absence: Home contact, 3 days detention (before or after school)
2nd unexcused absence: Home contact, 1-day internal suspension
3rd unexcused absence: Home contact internal suspension or a more severe consequence, if warranted.

If the unexcused absences are from a particular class, that class may be “dropped” upon the fourth unexcused absence.

**LATENESS TO SCHOOL**

Every student is expected to report to period 1 by 7:30 a.m. Any student who arrives at school after 7:30 a.m. is late. Students who arrive between 7:30 and 9:45 a.m. are to enter through the Main Lobby entrance and must report directly to the late arrival station, where late passes will be issued. Students arriving after 9:49 a.m. are to enter the building through the main lobby doors and report directly to the Attendance/Deans office for a late pass.

**LATENESS TO CLASS**

Three (3) unexcused lateness of fewer than 20 minutes each are equal to one (1) unexcused absence. An unexcused lateness of 20 minutes or more will count as an unexcused absence.

1st lateness: documented warning
2nd lateness: 3 days detention (before or after school) and letter sent home
3rd lateness: Home contact, 1—day internal suspension

Succeeding lateness’s may result in a more severe consequence, if warranted.

**EARLY DISMISSAL**

If a student needs to leave school early, the student must bring in a note from the parent/guardian detailing the reason why he/she is leaving early with the exact time of pick up in accordance with New York State excused absences (refer to Excused and Unexcused Absences). The student must report to the Student Cafeteria before first period or to the Main Lobby during morning announcements for an Early Release Form. When the parent/guardian arrives at the Main Office to sign a student out, the student will come down to the Main Office at the time indicated on the note. Please be sure the student knows that the Main Office will not call him/her down to the Office, the student must show the Early Release Form to their classroom teacher, and they will be allowed...
to leave the class. For emergencies during the school day, students should report to the Attendance Office for an Early Release Pass.

**EARLY RELEASE**

Section 175.5 of the New York State Commissioner's Regulations states that "students in grades 9-12 must be in school a minimum of 5-1/2 hours per day exclusive of the time allowed for lunch." Early Release from school is granted to students in twelfth grade with parental permission, and in accordance with established criteria. Please contact your child's School Counselor for more information.

**PERFECT ATTENDANCE AWARD**

Students who believe they have earned the Perfect Attendance Award may apply for this award by completing an application no later than March 1st. The application is available in our Counseling Center.

The criteria to be considered for the CHS Perfect Attendance Award is as follows:

- The student must have four years of full day attendance, which is defined as being present in school for five or more periods.
- The student must have no unexcused and unknown absences from class.
- Absences that are exempt include, but are not limited to:
  - Administratively Excused
  - College Visits (2 approved visits)
  - Dean Visit
  - Field Trips (Out of School and In School)
  - Guidance Appointments
  - Music Lessons
  - Nurse Appointments and/or Visitations
  - Religious Obligation
  - Required Legal Appearance
  - Senior Project
  - Testing
  - Standardized Testing
  - Medical Visits (reviewed on a case by case basis)
- Disciplinary records are also considered and the possibility of exclusion exists.

The application will be evaluated and attendance will be reviewed through June of the graduating year.
STUDENT INFORMATION

ACCIDENTS
Accidents that occur during the school day must be reported immediately to the teacher in charge and then to the Nurse in the Health Office. All students involved in accidents while on the school bus will be checked out by the School Nurse.

ASSEMBLIES & PEP RALLIES
Group events of an educational, informative or entertaining nature will be held throughout the year. Students are expected to conduct themselves in an orderly and courteous manner at all times. Hats are not being worn inside the auditorium.

BICYCLES
A bicycle rack is provided in the rear of the building outside the cafeteria. All motorbikes must be parked at this rack. Another rack for non-motorized bicycles is also provided in front of the school. These bicycles should be locked in order to prevent them from being stolen. The school cannot accept responsibility for bicycles beyond providing facilities for parking them. The driving of a motor vehicle on sidewalks or grass will result in the loss of parking privileges.

BOMB THREATS
It is a Class E Felony for anyone to issue a false bomb threat toward a school in New York State. Commack High School has a zero tolerance policy for such threats. Violators will be prosecuted.

BUS PASSES
CHS students are entitled to transportation if they live further than one mile from CHS. The transportation schedule includes trips to BOCES facilities. Buses are also provided at 3:05 (afternoon BOCES Tech students only), 3:30 and 5:15. Bus passes are issued by the Transportation Department and MUST be presented upon request to the bus driver or school official. Inquiries may be directed to 912-2020. Students attending BOCES programs MUST use school provided transportation. Due to the increase in the number of students riding on each of the school buses, we will no longer provide temporary bus passes. Each student may only ride on his or her designated bus. Students will not be permitted to change buses even with written parental permission, except in cases where a long-term arrangement is warranted and, therefore, has been arranged through the Transportation Department. Daily notes for bus changes will not be accepted. All students involved in accidents while on the school bus will be check out by the School Nurse and all parents will be notified by phone call.

EXTRA HELP
Teachers in each department will have a specific assigned time to be available for extra help. Students can attend any of the extra help sessions at times convenient to their own schedules, not necessarily with their own classroom teacher.

FEES FOR ART, MUSIC AND COLLEGE LEVEL EXAMS
Students that participate in the art program who utilize district cameras during the school year an annual maintenance fee of $35.00. Students that participate in the music program who utilize district music instruments currently pay an annual maintenance fee of $71.00 for the use of the instrument during the school year. The maintenance fee is $35.00 for students that use percussion equipment. A maintenance fee for use of music instruments during the summer is $16.00. Students enrolled in the AP, IB, and other potential college credit bearing programs must pay the cost of their examination fees.
HEALTH SERVICES
The Nurse's Office provides emergency services for those taken ill in school and for all accidents occurring during school hours. Students who become ill in school may be sent home through the Nurses' Office after parental contact. (This includes students eighteen or more years of age). The parent or the parents' designee (who cannot be another student presently attending CHS) may pick them up. A parent or guardian may designate anyone listed on the emergency card in the Health office or IC. If parent designee not listed parent must fax the name of person designated by parent. Only seniors will be permitted to dismiss on their own, with parental permission. If a senior is ill and will be driving home, the health office requires a fax from the parent or guardian stating you are aware your child is ill and give them permission to drive home. It is up to the nurses' discretion to determine if a child is able to drive. The Health Office Fax #631-912-2239. New York State law prohibits the taking of any medication by students during school hours unless the Nurse has been given a written request from a doctor, with parental permission, and the medicine is supplied in a pharmacy labeled container. If a parent wants to bring over-the-counter medication for a student, they must bring it to the Nurses' Office.

HOMEWORK & ASSIGNMENTS FOR ABSENTEES
Students can anticipate approximately 120 to 150 minutes of homework nightly comprised of preparation, practice, or extension activities. Students who are absent for a period of longer than one week may call their counselor who will request schoolwork from the classroom teacher.

ID CARDS
Students must have their ID cards in their possession at all times or they will be considered a non-student. ID cards will also be checked for bus transportation and parking privileges. ID cards must be presented to school personnel upon request. ID cards are available in the Library.

LOCKERS & VALUABLES
Students are assigned hall lockers and physical education lockers for the storage of school materials, books, and clothing. However, there is no school insurance to cover lost, damaged or stolen personal property. The school will not be responsible for the loss of contents or locks. Students are cautioned NOT to keep valuables inside their lockers and NOT to share locker combinations with anyone. Repair requests should be reported to the Attendance/Dean's Office.

The school administration retains control over lockers and desk space loaned to students, and regulates admission and parking of automobiles on school grounds. School officials, therefore, have the right and duty to inspect and search a student's person as well as a student's locker, desk and automobile. If a school official clearly suspects and has "reasonable suspicion" that drugs, weapons, dangerous, illegal or prohibited matter, or stolen goods are likely to be found, they may exercise this right.

LOST & FOUND
Students should exercise caution to prevent loss of property. Lost clothing, books, and backpacks are kept by Security in the cafeteria. Students should check for lost items during their lunch periods. Eyeglasses, jewelry, keys, wallets or other valuables are kept in the Main Office. The student must report to Security and the Main Office to check for their lost items.

POSTERS & ANNOUNCEMENTS
Students are not permitted to post any information unless the Art Display Advisor or a School Administrator has approved it. Approved posters can only be hung on designated bulletin boards. Posters that are mounted on walls must not have visible tape, Xerox copies must be backed with construction paper and posters may not be hung on glass surfaces. Flyers are not permitted.
SCHOOL CLOSINGS
Occasionally it may be necessary to close school or delay school opening because of weather conditions. Announcements of such closings or delayed openings will be broadcast over the following radio stations and will be posted on the District Website at www.commack.k12.ny.us

WCBS-880AM, WGSM -740AM, WLIX-540AM WHLI-1100AM, 98.3FM, WALK-97.5FM.
LI News 12 – Cablevision 12

TEXTBOOKS
Textbooks are supplied by the Board of Education. It is the student’s responsibility to see that texts are covered and cared for properly. Fines are invoked if materials are lost or damaged.

VISITORS
All visitors must report to the Main Office for an identification pass. The purpose of the visit must be educational. No visitors are permitted on the last day of school prior to any vacation or holiday. No visitors will be permitted in classrooms after May 15.

WEBSITE
The CHS Website provides our electronic connection to the entire Commack community and the world! The site is an effective tool to impart important information about school events and news. Through regular updating and maintenance, the site serves to provide our students and families with a dynamic link to all that is going on in and around Commack.
Contact: Mr. Robert Plechner, Webmaster email: hswebmaster@commack.k12.ny.us

WORKING PAPERS
A working paper application may be obtained in the Deans’ Office. Students may apply for a working card immediately upon deciding to seek employment. They should not wait until the first day of employment. After the required forms have been filled out, the student will be issued a working card. The working card can take up to two days to process. A physical examination is free of charge if one of the school doctors is used. All students need their parent/guardian signature when applying for working papers.
LIBRARY MEDIA CENTER

The Library Media Center is the information hub of the Commack High School. Our mission is to promote high-level research and problem solving skills that will prepare students for college and a future of life-long learning. Students are welcome to visit the library throughout the day to complete homework assignments, projects, and research papers. Our large collection of print resources, databases, and eBooks are accessible from the Student Site on the Commack School District’s homepage.

HOURS: 7:00 a.m. – 3:30 p.m.  - A pass is required to be excused from a class, study hall or lunch period.

STUDENT ID: Replacement ID’s are available at the library.

LOANS: 21 Days – all fiction and non-fiction books and past issues of Periodicals.

OVERNIGHT: Most reference books
Current issue of periodicals

RESERVES: Any library material which circulates may be placed on reserve.

INTERNET: Use is available to students with parent permission.

LOST MATERIALS: Replacement cost will be charged. Refund is issued if lost material is found and returned.

HIGHLIGHTS: The library supports school-wide programs and annual events such as National Library Week.

RESEARCH: Students are encouraged to follow the Carol Kuhlthau ISP Model.

Stage 1: Initiating a Research Assignment
Stage 2: Selecting a Topic
Stage 3: Exploring Information
Stage 4: Forming a Focus
Stage 5: Collecting and Evaluating Information
Stage 6: Preparing to Present
The College Board’s Recommended List of 101 Great Books, Poems and Plays for College-Bound Readers

Beowulf
Achebe, Chinua, Things Fall Apart Agee, James, A Death in the Family Austen, Jane, Pride and Prejudice
Baldwin, James, Go Tell on the Mountain Beckett, Samuel, Waiting for Godot
Bellow, Saul, The Adventures of Augie March
Bronte, Charlotte, Jane Eyre Bronte, Emily, Wuthering Heights Camus, Albert, The Stranger
Cather, Willa, Death Comes for the Archbishop
Chaucer, Geoffrey, The Canterbury Tales Chekhov, Anton, The Cherry Orchard Chopin, Kate, The Awakening
Conrad, Joseph, Heart of Darkness
Cooper, James Fenimore, The Last of the Mohicans
Crane, Stephen, The Red Badge of Courage
Dante, Inferno
deCervantes, Miguel, Don Quixote
Defoe, Daniel, Robinson Crusoe Dickens, Charles, A Tale of Two Cities Dostoyevsky, Fyodor, Crime and Punishment
Douglass, Frederick, Narrative of the Life of Frederick Douglass
Ellison, Ralph, Invisible Man
Emerson, Ralph, Selected Essays
Faulkner, William, As I Lay Dying
Faulkner, William, The Sound and the Fury
Fielding, Harry, Tom Jones
Hardy, Thomas, Tess of the D’Urbervilles
Hawthorne, Nathaniel, The Scarlet Letter
Heller, Joseph, Catch 22
Hemingway, Ernest, A Farewell to Arms
Homer, The Iliad
Homer, The Odyssey
Hugo, Victor, The Hunchback of Notre Dame
Hurston, Zora Neale, Their Eyes Were Watching God
Huxley, Aldous, Brave New World

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Ibsen, Henrik, *A Doll’s House*
James, Henry, *The Portrait of a Lady*
James, Henry, *The Turn of the Screw*
Joyce, James, *A Portrait of the Artist as a Young Man*
Kafka, Franz, *The Metamorphosis*
Kingston, Maxine Hong, *The Woman Warrior*
Lee, Harper, *To Kill a Mockingbird*
Lewis, Sinclair, *Babbitt*
London, Jack, *The Call of the Wild*
Mann, Thomas, *The Magic Mountain*
Melville, Herman, Bartleby the Scrivener
Melville, Herman, *Moby-Dick*
Miller, Arthur, *The Crucible*
Morrison, Toni, *Beloved*
O’Connor, Flannery, *A Good Man is Hard to Find*
O’Neill, Eugene, *Long Day’s Journey into Night*
Orwell, George, *Animal Farm*
Pasternak, Boris, *Doctor Zhivago*
Plath, Sylvia, *The Bell Jar*
Poe, Edgar Allan, *Selected Tales*
Proust, Marcel, *Swann’s Way*
Pynchon, Thomas, *The Crying of Lot 49*
Remarque, Erich Maria, *All Quiet on the Western Front*
Rostand, Edmond, *Cyrano de Bergerac*
Roth, Henry, *Call It Sleep*
Salinger, J. D., *The Catcher in the Rye*
Shakespeare, William, *Hamlet*
Shakespeare, William, *Macbeth*
Shakespeare, William, *A Midsummer Night’s Dream*
Shakespeare, William, *Romeo and Juliet*
Shaw, George Bernard, *Pygmalion*
Shelley, Mary, *Frankenstein*
Silko, Leslie Marmon, *Ceremony*
Solzhenitsyn, Alexander, *One Day in the Life of Ivan Denisovich*
Sophocles, *Antigone*
Sophocles, *Oedipus Rex*
Stevenson, Robert Louis, *Treasure Island*
Stowe, Harriet Beecher, *Uncle Tom’s Cabin*
Swift, Jonathan, *Gulliver’s Travels*
Tackeray, William M., *Vanity Fair*
Thoreau, Henry David, *Walden*
Tolstoy, Leo, *War and Peace*
Twain, Mark, *The Adventures of Huckleberry Finn*
Voltaire, *Candide*
Vonnegut, Kurt, Jr., *Slaughterhouse Five*
The College Board’s Recommended Reading List, Continued

Walker, Alice, The Color Purple
Wharton, Edith, The House of Mirth
Welty, Eudora, Collected Stories
Whitman, Walt, Leaves of Grass
Wilde, Oscar, The Picture of Dorian Gray
Williams, Tennessee, The Glass Menagerie
Woolf, Virginia, To the Lighthouse
Wright, Richard, Native Son

Classic Cultural and Historical Texts:

The Arabian Nights
Kennedy, John F., Profiles in Courage
The Bible
King, Martin Luther, Jr., A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr.
Adams, Henry, The Education of Henry Adams
Malory, Sir Thomas, Le Morte D’Arthur
Aesop, Aesop’s Fables
Machiavelli, Niccolo, The Prince
Andersen, Hans Christian, Andersen’s Fairy Tales
Marx, Karl, The Communist Manifesto
Aristotle, Nicomachean Ethics
Paine, Thomas, Common Sense
DuBois, W. E. B., The Souls of Black Folk
Plato, The Republic
Franklin, Benjamin, Autobiography
Tocqueville, Alexis de, Democracy in America
Hamilton, Edith, Mythology
Hamilton, John, et al., The Federalist Papers
CLUBS, SPORTS & ACTIVITIES

EXTRA CURRICULAR ELIGIBILITY

Commack High School’s professional staff and parents believe that active student participation in extra curricular activities is vital to the total development of a well-rounded individual. In keeping with tradition, we will continue to encourage student involvement, emphasizing the honor and privilege of representing Commack High School.

We hold high expectations for academic achievement of all students and expect students representing Commack High School to meet equally high standards. Therefore, the honor of participation carries with it the responsibility of Commack’s young men and women to present themselves, but also their advisor/coach, activity/team, and the Commack High School student body, each student is expected to act in a responsible manner at all times.

The eligibility criteria that follows is intended to motivate students to fulfill high standards of Attendance, Self-discipline and Academics; they are not punitive, they should not discourage any student from active participation in the school’s extracurricular program. To achieve these ends, extra curricular eligibility will be administered firmly, but humanely, particularly with regard to the appeals process.

ELIGIBILITY CRITERIA FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

Attendance
1. If a student is absent from school, he/she may not participate in any extracurricular event on that day. To participate in a weekend activity, a student must be in attendance on Friday. A student must attend at least five (5) periods in the school day to be considered in attendance for that day. Exceptions will be made only if the student provides a legal excuse (e.g. driving test, doctor’s note, court appearance.)
2. After the first cut or truancy, a letter giving notification and warning will be sent to parents/guardians.
3. A subsequent occurrence of cutting or truancy after notification and warning will result in probation. Students and their pare/guardian will sign a contract affirming their knowledge of the consequence of any further cutting or truancy and their agreement to be in compliance with eligibility standards.
4. A subsequent occurrence, during a school year, of cutting or truancy after probation will result in ineligibility to participate in extra curricular activities for a period of twenty (20) school days. Further, additional illegal absences will initiate a new twenty (20) day ineligibility period. Parents/guardians will be notified of the fact and the duration of ineligibility.
5. The appeals process (which follows) is available to students.

Discipline
1. A student is declared on probation whenever he/she commits an infraction resulting in an out of school suspension.
2. A second external suspension and each subsequent will result in ineligibility for a period of twenty (2) school days commencing with the first day of suspension. Parents/guardians will be notified of the period of ineligibility.

3. The appeals process (below) is available to students.

**ACADEMICS**

1. Students failing one (1) subject will receive a *confidential verbal eligibility* warning for their coaches and advisors. In addition, they will receive an *eligibility warning* on the report card.

2. Students failing two (2) subjects *in the same Marking Period* will be declared on probation. They may continue to participate for a period of three (3) weeks *after the end of the Marking Period*. During the probationary period students will work to pass their courses. Continued failure of any two subjects *after the three (3) week period* will result in ineligibility.

3. Students failing three (3) or more subjects in the same Marking Period will be declared ineligible to participate in any extracurricular activity. They must file a student Eligibility Status Report (SESR) and create a plan or contract for success. Students will be returned to eligibility *when they are failing no more than one (1) subject.* When the student has been reinstated, the coach/advisor and Eligibility Coordinator shall continue to review the student’s grades on a weekly basis for at least three (3) weeks, or until the end of the student’s sport or activity.

4. Eligibility for fall activities and sports will be determined by the previous year’s final grades and/or successful completion of Summer School. Sections 1, 2, and 3 above will apply in the event of end of year failures not resolved by successful completion of summer school.

5. Students may not drop courses in order to achieve eligibility.

6. Students required to obtain academic support services will verify (with an SESR) success achieved at extra help, Honor Society and peer tutoring and/or private tutoring. Students should work, closely with their coaches, advisors, counselors and teachers to resolve academic difficulties as quickly as possible.

7. The appeals process (below) is available to students.

**APPEALS**

Students, parents, advisors and/or coaches may initiate an appeal. Such appeals will be heard by a committee, convened as necessary, consisting of a building administrator, a representative from the Counseling Center, and an advocate selected by the student. Appeals will be heard in as timely a manner as possible.
STUDENT COUNCIL LEADERSHIP BOARD
The Student Council Leadership Board is the umbrella organization for all student activities. The core of the Student Council Leadership Board is the Executive Board. Election to be on Executive Board is open to all students on the basis of an application, interview and a general election held in April. The voice of the student body is heard through the Student Assembly, a democratically elected representative body. Such elections reinforce that which is taught in the social studies classroom.

The Student Council Leadership Board serves as a sounding board for student concerns and assists in the implementation of a wide variety of activities, which are beneficial to the student body and the community at large. Student Council Leadership Board sponsors in-school activities such as Homecoming, Halloween Happening, Pep Rallies, Spirit Week Battle of the Classes, and other social activities designed for student enjoyment. It also participates in a wide variety of community activities, including walk-a-thons, food drives and fundraising drives for a variety of charitable organizations.

Contact: Mr. Eric Biagi, Social Studies Department
Mr. Richard Suchopar, Social Studies Department

Officers: President – Elana K.
1st VP – Emelyn V.
2nd VP – Stephanie M.
Secretary – Kim S.
Treasurers – Paulina B. & DonoVaughn T.

STUDENT FACULTY ADVISORY COMMITTEE
The Student Faculty Advisory Committee, an arm of the Student Council Leadership Board, is a group of elected faculty and students who meet monthly to discuss school issues related to all aspects of school life. Two student representatives from each grade level are elected to this position as SFAC Representative.

Contact: Mrs. Susan Shapiro, Assistant Principal

Class of 2017 Leadership Board
The Class of 2017 looks forward to an exciting year filled with car washes, dances and fundraisers. The overall goal is to make the senior year a special and memorable one with students working together to increase spirit and involvement in class activities. Prom and Graduation will take place this year!

Contact: Ms. Andrea Beatty Science Department
Ms. Kristi McManus Special Services Department

Officers: Tara M. President
Michael P. First Vice President
Julie D. Second Vice President
Paul M. Treasurer
Marlie A. Secretary
Jordon R. SFAC
Jeremy V. SFAC
Brandon A. SBMT
Carly D. SBMT
Michelle W. Historian
Class of 2018 Leadership Board

The class of 2018 plans an activity-filled school year. The overall goal is for juniors to expand their participation in school and community events. The students will be encouraged to participate in a variety of fundraisers and class activities.

**Contact:**  Mr. Rich Suchopar
              Mr. Ricky Papandrea
              Social Studies Department

**Officers:**  Lauren S.
              Olivia F.
              Megan C.
              Alexis D.
              Giovanna A.
              Ally C.
              Jayson M.
              Jordan F.
              Alexis M.
              President
              First Vice President
              Second Vice President
              Treasurer
              Secretary
              SFAC

Class of 2019 Leadership Board

The Class of 2019 plans an activity-filled school year. The overall goal is for sophomores to expand their participation in school and community events. The students will be encouraged to participate in a variety of fundraisers and class activities.

**Contact:**  Mrs. Keira Keenan
              Mrs. Christina Pawlowski
              Social Studies Department
              Mathematics Department

**Officers:**  Caroline K.
              Caroline D.
              Caroline H.
              Tatiana L.
              Katie K.
              Jenna T.
              DeVaughna T.
              Kaylah C.
              Cassie L.
              President
              First Vice President
              Second Vice President
              Treasurer
              Secretary
              SFAC
              SFAC
              SBMT
              SBMT
CLASS of 2020 Leadership Board

The Class of 2020 plans an active school year. The overall goal is for freshman is to expand their participation in school and community events. The students will be encouraged to participate in a variety of fundraisers and class activities.

Contact: TBD
Officers:
Nicholas G.                               President
Jack B. First Vice President
Sara L. Second Vice President
Lewis Vi. Treasurer
Gregory G. Secretary
Kristina P. SFAC
Anthony C. SFAC
Gabby G. SBMT
Erin S. SBMT

FUNDRAISING

Any club or organization involved in fund raising must receive prior approval through Student Council Leadership Board for the activity and the dates. A meeting will be held at the beginning of the year where the Student Council Leadership Board Treasurer will explain activity accounting procedures. The advisors and officers will then assign fundraising dates. These dates will be taken from the top three dates chosen by each organization at the fundraising meeting. All incoming funds must be deposited with the School Treasurer. A receipt must accompany all expenditures. The Student Council Leadership Board Treasurer will keep the financial records of all activities. Activity balances will be available upon request. Each group must have its own Treasurer who will be responsible for maintaining the records so that any discrepancies between Student Council Leadership and the group may be clarified.

SCHOOL BASED MANAGEMENT TEAM

The School Based Management Team consists of students, parents, teachers, support staff, and administrators. The role of this team is to discuss topics that can improve school programs and enhance classroom instruction through shared decision making. The SBMT meets every month and posts the agenda and minutes on the High School website.

HONOR SOCIETIES

NATIONAL HONOR SOCIETY

Commack High School sponsors a chapter of the National Honor Society. The National Association of Secondary School Principals provides the rules and regulations that guide this organization. Membership in the national organization is the highest recognition a student can earn since it signifies excellence in scholarship, character, service and leadership. After the first semester of their junior or senior year, students who have achieved a weighted cumulative grade point average of 90% or above are notified of their eligibility for membership, and invited to a mandatory meeting to obtain an application package that must be completed and returned to the NHS advisor by a specific date. The weighted cumulative grade point average must have included...
one IB or AP course in the 11th grade. Scholarship alone cannot be used to determine membership in the honor society. Students must provide evidence of school and community participation in one of two ways:

- At least one (1) recognized school club for a minimum of two years AND one (1) recognized formal outside volunteer organization for a minimum of one school year (such as Huntington Hospital Volunteer Program) with an additional twenty hours of outside community service OR
- Two (2) recognized school clubs for a minimum of two years within each club with an additional 20 hours of outside school community service separate from the two recognized school clubs.
- Another area of consideration is character and integrity. A student’s discipline record will be examined and taken into account for membership.

Please note: The aforementioned criteria will be considered in conjunction with the discretion of the screening committee to determine eligibility for membership in the National Honor Society.

Once accepted, members are expected to continue school involvement and provide community service through a before school tutoring program. Fund raising activities include selling flowers for Valentine’s Day and the annual Trivia Contest. Funds raised from these activities are donated to various charities.

Contact: Mrs. AnnMarie D’Orazi, Social Studies Department
Mrs. Holly Bellisari, Social Studies Department

AMERICAN SIGN LANGUAGE HONOR SOCIETY

The American Sign Language Honor society stimulates interest in the study of ASL outside the classroom. Students participate in various Deaf Community and school based activities as well as fundraising events. In order to seek membership, candidates must have completed ASL1 and in either 11th or 12th grade. In addition, candidates must maintain an average of 90% or above in ASL and an overall academic average of 85% or higher. Seniors, deemed in good standing, will graduate with an honor cord that marks achievement in foreign language studies.

Contact: Ms. Allison Hynes, World Language Department

BUSINESS AND MARKETING HONOR SOCIETY

The Business and Marketing Honor Society recognizes students who have demonstrated outstanding achievement in a secondary business/marketing program. Students should also demonstrate qualities of character, responsibility and attitude. Eligibility requirements: GPA of 88% in Business Courses; currently enrolled in a business course (fall and/or spring); Seniors – must complete three credits in business by the end of the current school year; Sophomore/Juniors – must complete two credits in business by the end of the current school year and plan to continue for at least one additional credit prior to graduation.

Contact: Mrs. Carolyn Milano, Business Department
NATIONAL ART HONOR SOCIETY
The National Art Honor Society (N.A.H.S.) is a national club whose activities consist mainly of providing art services for the school and community as an extension of the curriculum. Artistic students have the opportunity to simultaneously develop their talents and contribute to the community. Activities may include creating murals, holiday window painting, visiting museums, building the Haunted House for Halloween and fund raising activities. The funds raised by N.A.H.S. will be used for a scholarship and may also distributed to various charities. Candidates for membership must be in 10th grade, enrolled in an art course, completed Studio Art and a half year of an art elective and maintain an average of 90 or higher in their art courses. Admission is also based on evaluation of an art portfolio, which is submitted at the start of the new school year. Contact: Mrs. Marie Adamo, Art Department

LIT (LAMBDA IOTA TAU): ENGLISH HONOR SOCIETY
LIT, Commack High School’s English Language Arts Honor Society, recognizes students who excel in English Language Arts. Students must be in their junior year and have a 90 cumulative English average and an 85 overall average to qualify for a membership application. This active service organization promotes literacy in the school and community and serves as a support network for student publications such as The Courant, Etchings and Warped, and a variety of extracurricular events such as “Writers Night” and “Movie Night”. LIT raises funds for a scholarship for a graduating senior who will be pursing a college degree in English. Contact: Mr. James Desmond, English Department

HISTORY HONOR SOCIETY
The History Honor Society was established at Commack High School in 2002. It is affiliated with the New York State Historical Association, the National State Honor Society, and Rho Kappa, the National Social Studies Honor Society. This society is established for the purpose of “Embracing the History of Mankind.” It is intended to be avenue to nurture the human side of scholarship and thought. The mission of this honor society is to promote the study of history through the encouragement of research, exchange of ideas, mentoring, and the growth of intellectual and social stimulation by its members. In addition, the History Honor Society encourages history teachers and students to participate, join and work in conjunction with the History Honor Society and other school organizations and activities. Members are expected to participate in several sponsored events. They include participation in: National History Day, the League of Women Voter’s Albany Conference, Food Drives for local food pantries, Adopt A Veteran Program, Sponsorship of the Wounded Warrior Project, the establishment of Wall of Honor Project, historical debates and guest speakers, in addition to visits to the Holocaust Museum, the Discovery Times Square Exhibits and field trips to local historic sites. Student members are encouraged to tutor several times a week as well as participate in the Mentoring A Sophomore Research Project and Annual History Quiz Bowl or participation in History Quiz Bowl Team. The society encourages its members to participate in political internship opportunities in the local area. In addition, students diligently work with other historical groups related to goodwill projects and domestic and international aid. Membership is open to Juniors and Seniors. Candidates for membership must have achieved a GPA in history of 95 and a cumulative average of 94 or above in addition to a letter of recommendation from their present social studies teacher and an essay related to an historical topic is part of the application process. Contact: Mrs. Ann Marie D’Orazi, Social Studies Department
INTERNATIONAL THESPIAN SOCIETY

The International Thespian Society is dedicated to fostering student involvement with all aspects of the theatrical arts. It is an honor society of sorts that seeks to not only commend students for their consistent work in theatre but demands that they continue to hone and polish their theatrical skills. Through this venue, underclassmen involvement in the theatrical arts will be increased here at Commack High School. One of the great benefits of this club is the opportunity for mentoring between advanced theatre students and theatrical beginners. International Thespian Society meetings take place once a month after school. These meetings are used for a variety of purposes including acting workshops, improvisation work, discussion of theatre in the news, theatrical review and critique, and backstage work on current Commack High School Masque & Wig productions. The International Thespian Society requires that all nominees for membership contribute 200 hours of work to the theatre. These hours may be logged by working on CHS stage crew, lighting or sound design, properties management, set building, box office ticket sales and advertisement, or simply acting as dramaturges to the director or stage manager.

The Society recognizes active members of ITS by sending a monthly issue of Dramatics Magazine to their homes. In addition, members will be honored at the annual One-Act Festival by having their names announced and by acting in one of the selected shows. Overall, it is expected that members of the International Thespian Society will not only develop into multi-faceted theatre aficionados, but will also learn the value of accountability and hard work through their dedication to the monthly meetings and their participation in the spring One-Act Festival.

Contact: Mrs. Karen Malone, English Department

NATIONAL FRENCH HONOR SOCIETY

The Societé Honoraire de Francais stimulates interest in the study of French outside the classroom. Students participate in various community and school based activities as well as fund raising events. Candidates must maintain an average of 90% or above in French and an overall academic average of 85% or higher. Level five members graduate with an honor cord that marks achievement in foreign language studies. Candidates for membership must have achieved a cumulative average of 90% or above in French and an overall academic average of 85% or above. Contact: Mr. Dominick Kosciuk, World Language Department

NATIONAL ITALIAN HONOR SOCIETY

La Societá Onoraria Italica stimulates student interest in the study of Italian. It promotes an understanding and appreciation of the Italian culture and civilization. Senior members graduate with an honor cord that marks achievement in the study of the Italian language. Candidates for membership must be in 11th or 12th grade and must be in good standing within the school community. They must have achieved a cumulative average of 92% or above in Italian and an overall academic average of 88% or above. Contact: Ms. Carmelina Zitarosa, World Language Department

NATIONAL LATIN HONOR SOCIETY

Latinam Honoris Societatem is an honorary society whose main purpose is to engender interest in examining the influence of Latin on the Romance languages and Western culture and philosophy.
and to promote the study of Latin outside the classroom. To be admitted to the *Latinam Honoris Societatem* at the Latin I Level, a student must have exhibited exemplary performance in his/her study of Latin by achieving at least a 95% average in Latin 1. To be admitted at the Latin II level, a student must achieve at least an 90% average in Latin II. At both levels, the student must maintain at least an 85% average in other subjects. In addition, membership is also contingent on a student’s participating in the Fall Food Festival, participating in the annual Certamen, attending at least three Latin Honor society meetings, participating in either Halloween Happenings, Thanksgiving Food Drive, Toy Drive, or Latin Enrollment Promotion, and contributing to the maintenance of the “Latin Corner” in the courtyard. Although scholarship is integral to membership in the *Latinam Honoris Societatem*, a student must also demonstrate exemplary integrity and demeanor. Membership in at least Levels I and II entitles the student to graduate with an honor cord marking his/her achievement in Latin.

**Contact:** Ms. Barbara Merry, World Language Department

**MATHEMATICS HONOR SOCIETY**

The Mathematics Honor Society of New York State is an organization comprised of exceptional math students chosen by academic performance and teacher recommendation. The purpose of this society is to enhance knowledge and understanding of mathematics among all levels of mathematics students, by promoting scholarship and enjoyment thorough activities at various levels. Once accepted, members are expected to provide community service through a tutoring program.

**Contact:** Ms. Kim Avelin and Ms. Kristine Quinn, Mathematics Department

**SCIENCE HONOR SOCIETY**

The primary mission of the Science Honor Society is to recognize academic excellence in the discipline of Science, and stimulate interest in this field. The members also promote and encourage development among science students. Juniors and seniors with an 88 overall average and 90 cumulative averages in their science courses are eligible to apply for membership. In addition to evaluating academic achievements, two teacher recommendations are required in order to evaluate the student’s commitments to excellence.

**Contact:** Mrs. Kristy Wohlgemuth, Science Department.

**NATIONAL SPANISH HONOR SOCIETY**

The goal of the Spanish Honor Society is to promote an understanding and appreciation of Hispanic culture. To obtain membership in the Spanish Honor Society students must be a junior or a senior currently enrolled in a Spanish class and have a cumulative Spanish average of 92 or higher as well as an overall GPA of 88 or above. Members must remain enrolled in a Spanish class through their senior year to remain a member of the society. Some activities of the Honor Society include Battle of the Languages, field trips to Spanish & Latin restaurants as well as participating in many school wide events.

**Contact:** Mrs. Carolyn Ingram, World Language Department

**TECHNOLOGY HONOR SOCIETY**

The mission of the Technology Honor Society is to promote technological literacy and foster its creative and responsible use by students. THS is organized to enhance the technological expertise of its members, to provide training and support for students and faculty in technology, and strengthen the school’s relationships with business and industry. Members also participate in a variety of engineering and technology competitions. To become a member a student must have a 90 average in a high school technology course. Faculty recommendations are also required.

**Contact:** Mr. Joseph Castrogivanni, Technology Department
NATIONAL TRI-M MUSIC HONOR SOCIETY
The Tri-M Music Honor Society is the international music honor society for high school students. It is designed to recognize students for their academic and musical achievements, reward them for their accomplishments and service activities, and to inspire other students to excel at music and leadership. Students are inducted on the basis of their participation, performance, and service in the school and community. Students must be enrolled in an in-school performing ensemble and maintain a minimum overall GAP of 80%, with a minimum average of a 90% in their music courses. In addition, students must meet the following requirements: Entering 9th/10th grade students must participate in NYSSMA on a Level 5 solo or above, with a score of 97 or greater. Entering 11th/12th grade students must participate in NYSSMA on a minimum Level 6 solo with a score of 96 or above. Level 6 All-State solos must earn a score of 95 or above. Both initiates and Tri-M members must meet the above requirements each year.

Contact: Ms. Colleen Agovino, Music Department

CLUBS, ACADEMIC TEAMS & PERFORMING GROUPS

ART CLUB
The Art/Portfolio Club is a group of students who want to create artwork beyond the regular school day. The club meets bi-weekly and is designed for artists who want to experiment with all types of media. The club is also a valuable meeting place to develop portfolios for NAHS and college admission.

Contact: Mrs. Allison Razzano, Art Department

ART DISPLAY CREW
Display Crew Members are responsible for the beautification of our high school by arranging and posting artwork throughout the building. All Display Crew members will receive CSIP points for their membership. Display Crew members will meet once a month in Art Room 3.

Contact: TBD, Art Department

ATHLETES HELPING ATHLETES
Athletes Helping Athletes is a school program that allows 11th and 12th grade scholar-athletes the opportunity to mentor, discuss and advise younger students at Commack Middle School about making healthy life decisions, prevention of bullying as well as drug/alcohol prevention. If chosen to participate, students will be trained on three separate occasions at Malloy College located in Rockville Center, New York.

Contact: Edward Boll, Physical Education Department and Lynn McConnell, Special Education Department

BEST OF BUDS
Best of Buds is modeled after the national non-profit organization Best Buddies, a group that seeks to enhance the lives of individuals with or without disabilities. For many high school students, friendship the most important part of their lives. Best of Buds provides the opportunity to form friendships. Once per month, buddies are encouraged to share in social activities with other group members in the school and in the community. There is no doubt that this organization will prove to be an extremely rewarding experience for each and every student involved.

Contact: Ms. Marissa Bonasia, Speech-Language Pathologist and Mr. Drew Yeager, Special Education Department
BIBLE CLUB
The Bible Club is a group of students that partake in theological discussion as well as the study of the Old and New Testaments found in the Bible. Club members try to gain understanding of the Christian faith, life and the appropriate way to live in today’s society according to God’s will. Members often partake in active debates of their views on controversial issues of today’s world, as well as decisions that teens face from day to day, and how their beliefs and faith tie in. All students are welcome to join. The club annually partakes in the National “Prayer at the Pole” in September. Contact: Ms. Sonia Maes, World Languages Department

BOOK CLUB
The Book Club is available for any student interested in reading. Our club meets monthly in the Library from 2:30 pm-3:30 pm. Club members choose a book of the month. Interesting viewpoints and ideas are generated by the members. Contact: Mrs. Ann Libbey, Librarian

BOYS SCHOLAR ATHLETE LEADERSHIP CLUB
The Commack High School Boys Scholar Athlete Leadership Club is a service organization that fosters the development of athletic ability, academic excellence, leadership qualities, and community responsibility. The Club recognizes the Scholar-Athlete, as one who maintains an academic average of at least 85% and is a member of a freshman, Junior Varsity or Varsity Team. The mission of the Boys Scholar Athlete Leadership Club is to develop leaders who, through selfless contribution to their school and community, learn the life skills necessary to thrive in today’s world. Members are required to be active participants in all Boys Scholar Athlete Leadership Club school and community events, thereby helping them develop the leadership skills necessary for a full and successful life. In addition, Boys Scholar Athlete Leadership Club events are aimed at promoting a healthy competitive spirit, good sportsmanship, and athletic prowess. The Corps is responsible for running and recruiting CHS’s annual Blood Drive and carry out fundraisers throughout the year to raise money for various charitable organizations. Students who wish to become members must submit an application and recommendations from teachers and coaches during the Fall or Spring Membership Drive. Joey E. – President, Kevin S. – 1st Vice President, Bryan L. – 2nd Vice President, Nick G. – Secretary, Kevin F. – Treasurer and Ryan K. – Director of Eligibility Contact: Mr. Ricky Papandrea, Social Studies Department

BRAINSTORMERS
Brainstormers is an academic trivia club. Weekly practices take place in Room 245 on Fridays after school. Two five-member teams – Varsity and JV – compete in monthly regional Quiz Bowl matches in the Northwest Suffolk division. These matches are held at Edwood-John Glenn High School. Contact: Ms. Katina Price, World Languages Department

BUDDY PROGRAM
A buddy is a student volunteer who helps a new student feel comfortable about Commack High School by answering questions and escorting them around the building. The buddies’ responsibilities may also include such things as: introducing them to people, helping them read their schedule, and discussing resources and activities available in the school. Interested students must fill out an application available in the counseling center. Contact: Mrs. Annette Wisznic, Counseling Center
CAMERA CLUB
Commack Camera Club is an organization of beginning and advanced photographers. Established in 1999, the purpose of the club is to bring together students with interests in photography. The club primarily uses digital photography. It will help to share ideas, knowledge and insight to improve the skills of its members. Also, Commack Camera Club will assist in the beautification of the high school by continuing to display photos throughout the building. Members are encouraged to enter photography contests throughout the year and develop their own personal style, as well as a portfolio. Contact: Mr. Robert Raeihle, Art Department

(ICA) CHAMBER CHOIR
This ensemble is highly select ensemble for musicians 9-12. Acceptance is contingent upon audition and limited to students who participate in an approved high school music program. The Chamber Choir has been recognized at the local, state, and regional level as an ensemble of musical excellence. The group performs frequently throughout the school year. Participating students receive one academic credit. Contact: Mrs. Wendy Frankonis, Music Department

(ICA) CHAMBER ORCHESTRA
Chamber Orchestra is a highly select group of string players chosen for membership by audition and teacher recommendation. This group provides the more advanced members an opportunity to practice the skills taught in their music classes as they learn and perform more difficult compositions. Prerequisite: Participation in an approved high school music program. Students receive one academic credit. Contact: Ms. Karen Dow, Music Department

CHESS CLUB
The Chess Club is open to any student interested in playing chess or learning how to play chess. Newcomers are welcome. Instruction will be provided as needed. The Chess Club meets weekly. Club members have the opportunity to play against other club members. In addition, members can tryout for the Chess Team. The Chess Team will compete against other Suffolk County high schools in league play. The Chess Team culminates the season with the Suffolk County Tournament. The Chess Club runs from October to June. Contact: Mr. James DelGiudice, Counseling Center

CAUSE FOUR PAWS
The Cause Four Paws club welcomes all animal lovers. Its mission is to raise awareness of the rights of animals and the various ways in which students can help extend this awareness to others. Members will have the opportunity to meet representatives from various animal organizations to expand their knowledge of, and possibly volunteer at, these organizations. At times, they will also get a chance to meet and interact with different animals from the organizations. The club will brainstorm methods to collect and donate needed supplies to local animal shelters, as well as hold fundraisers to support the service animals in our local and national communities. This is the chance for students to be the voice for innocent animals. Contact: Mrs. Laura Revera, Mrs. Andrea Goldstein, Special Education Department

COMPUTER SCIENCE CLUB
The Computer Science Club provides an opportunity for students to share information and expand their knowledge of the growing field of computer science. Topics in Boolean Algebra, Digital Electronics, LISP Programming and Graph Theory are presented. Club members are invited to participate in the competition sponsored four times each year by the American Computer Science
League (ACSL). Participants complete a program written to given specifications and take a brief quiz on topics in computer science. Top team and individual scores from around the country are displayed on the ACSL website (www.acsl.org).

Contact: Kristin Holmes, Mathematics Department

THE COURANT

The Courant, the award-winning high school newspaper, is an outgrowth of the English curriculum, which gives students an opportunity to practice their writing, editing and layout skills. The student run publication releases six issues per year and encompasses all aspects of professional journalism. Students also use the skills taught in their computer, art, and photography classes in preparing the layout, graphics, and photographs in each issue of the newspaper. Juniors and seniors involved with the school newspaper will also have the opportunity to become a member of the Quill and Scroll International Honorary Society for High School Journalists.

Contact: Mrs. Christina Semple, English Department

CROSSROADS

Crossroads, our state award-winning high school yearbook, is a record of the school year. Each senior’s portrait is included in a color section, and juniors, sophomores, and freshmen are featured in the underclass section. Everyone on the faculty and staff is also represented. In addition, Crossroads covers every major activity, club and sport from September to April. This exciting club allows a student to choose from a variety of activities needed in order to produce such a book; photography, layout, design, copy writing, management and sales. Junior and seniors involved with the yearbook will also have the opportunity to become a member of Quill and Scroll International Honorary Society for High School Journalists.

Contact: Mrs. Christina Semple, English Department

DEBATE CLUB

The Debate Club is designed for all grades and students of all abilities. It entails training and competition in the area of Forensics (public discussion and debates). Students will be required to do outside research and writing weekly.

Contact: TBD

EDUCATORS RISING (Future Educators of America)

The Educators Rising is open to any Commack High School student who is interested in the profession of education. At the monthly meetings members discuss current issues in education. Members may volunteer to work with children in the Commack community.

Contact: Mrs. Maryanne McAuley, Business/Family & Consumer Sciences/Technology Department

ENVIRONMENTAL AWARENESS CLUB

Our mission is to spread environmental awareness in our school and community and to encourage everyone to make environmentally conscious decisions. We participate in annual fundraisers, beach cleanups, park cleanups and workshops, in addition to our bi-weekly meetings and morning announcements to help achieve our goal. We have also implemented and maintained the recycling of plastic water bottles in our school, and we continue to look for ways to improve our impact on the environment.

Contact: Ms. Debbi Berke, Science Department
ETCHINGS
Etchings, the school literary magazine, gives students the opportunity to practice the skills taught in their English classes. Staff members read, discuss, and edit writings submitted by students. Much of the work submitted is the product of writing activities initiated in English classes. The illustrations and photography in the publication reflect the skills students have learned in their art and photography classes.
Contact: Mr. Kevin Dineen, English Department

FASHION CLUB (CHSFC)
Commmack High School’s Fashion Club (CHSFC) welcomes all new and returning members at the start of the school year. We have fun events planned for fall and spring. Members will make the latest in fashionable crafts and accessories, and participate in fundraisers to support various charities. The CHSFC members will participate in our Spring Student Designer Charity Fashion Show. The fashion show is an exciting event open to students interested in designing, modeling, styling hair and cosmetology. Club members must attend weekly meetings.
All grade levels are welcome. All members will receive CSIP points for their membership. Contact: Mrs. Marie Adamo, Art Department

FUTURE AMERICAN STRING TEACHERS ASSOCIATION (FASTA)
FASTA is a club designed for the avid string playing enthusiast! Members meet weekly to explore “string theory” and share their “stringthusiasm” for this age-old art! Some of the activities we enjoy are: Teaching each other secondary string instruments; improvising; and playing fun string pieces together. In addition, those interested in becoming string teachers will be able to work on conducting and teaching methods with Ms. Dow. All string players are welcome, as well as anyone serious about learning to play a string instrument.
Contact: Ms. Karen Dow, Music Department

FUTURE BUSINESS LEADERS OF AMERICA (FBLA)
Future Business Leaders of America (F.B.L.A.) encourages its members to develop the leadership and organizational skills they have learned in their business classes and to connect those skills to future careers. Club members arrange field trips to local businesses, attend county and state business competitions and fund-raise for local charities. F.B.L.A. is open to all students who are currently enrolled in a business course or who have an interest in the business field.
Contact: Mrs. Sandra Braun, Bus./FCS/Technology Department

FUTURE ENGINEERS’ CLUB
Everybody studies math and science, but how many people know how to apply this to real world problems? The Future Engineering Club welcomes students with a desire to apply their knowledge to engineering and technology problems. We welcome students interested in engineering, computer science or any other related technical field. At the meetings the students discuss engineering topics in electronics, mechanics, computers and robotics. Students can participate in a number of competitions related to engineering. Past projects and future ideas include: National Engineering Design Contest, Lemelson-MIT InvenTeams, Model Rockets, Robotics, Animatronics and Kinetic Art. Activities will be discussed at the club meetings.
Contact: Mr. Joseph Castrogivanni, Business/Family & Consumer Science/Technology Department
FUTURE HEALTH PROFESSIONALS OF AMERICA
Future Health Professionals of America provides students the opportunity to explore the various health-related and allied services such as Nursing, Physician, P.A., O.T., P.T., etc. Monthly meetings will cover current health issues. Students will become familiar with health-related fields and will learn to formulate their personal objectives for educational and career goals. Experience by working in the Nurses’ Office will also help expand understanding of the related Health fields. Contact: Mrs. Christine Wright, CHS Nurse

GAY STRAIGHT ALLIANCE (GSA)
The Gay Straight Alliance seeks to increase the awareness of humanity, sensitivity, and respect for others. The students explore social challenges and injustices. We hope to better understand how CHS students can live together in harmony. Students engage in Socratic circles to facilitate discussions of awareness and current events. Outside speakers from the community address relevant issues with our members. The GSA participates in Day of Silence, AVID, Long Island (Huntington) Gay Pride Parade and other events. We maintain a safe environment; all students are welcome. Contact: Mrs. Phyllis Turchin, Guidance Department and Mr. Douglas Marks, Math Department

GIRLS SCHOLAR ATHLETE LEADERSHIP CLUB
Girls Leaders’ Corps is an organization that fosters the development of athletic ability, academic excellence, and community responsibility. Corps members, in cooperation with other school based organizations, sponsors and participates in a number of athletic fund raising events including volleyball, soccer and other sports activities. Proceeds from these tournaments are donated to a variety of local and national charities. In addition, Corps members are required to volunteer their time and skills to community organizations. Requirements for membership include a minimum academic average of 85 and participation in a school sponsored sport-related activity for at least two years. President: Emily F.; 1st Vice President: Julia G.; 2nd Vice President: Charity R.; Secretary: Jodi K.; Treasurer: Taylor W.; and Director of Eligibility: Kylie F. Contact: Mrs. Holly Bellisari, Social Studies Department

GRANDFRIENDS
Grandfriends is an organization, which encourages high school students to become involved with the senior citizens in the Commack district. Each year the group raises $2,000.00 and donates it to local senior citizens’ charities and organizations. Members of Grandfriends contact and visit seniors on a regular basis. Recreational, social, and fundraising activities are planned throughout the year. Contact: Mrs. Jean Houston, Social Studies Department

HEBREW CULTURE CLUB
The Hebrew Culture Club is a club devoted to promoting a better understanding of Judaism and Jewish life. The club welcomes all students and seeks to promote both increased cultural awareness and mutual respect. Our members participate in a variety of activities which range from studies of Jewish culture worldwide, recent current events, holiday celebrations, Jewish history in America, discussions of ethical issues and many other relevant topics. Contact: Mrs. Annette Wisznick, Guidance Department
**(ICA) INSTRUMENTAL JAZZ ENSEMBLE**

The Jazz Ensemble is open to all music students by audition and teacher recommendation. The Ensemble plays a variety of jazz styles. Improvisation is discussed and rehearsed. Prerequisite: Participation in an approved high school music program. Students that participate receive one academic credit.

**Contact:** Dr. Frank Hansen, Music Department

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**(ICA) JAZZ MESSENGERS**

This ensemble is a small group that consists of the most highly select musicians chosen by audition and teacher recommendation. This ensemble provides advanced students the opportunity to perform and improvise in small jazz combo settings. Students in this ensemble must have proficient skills improvising the be-bop jazz idiom. Prerequisite: Participation in an approved high school music program. Students that participate receive one academic credit.

**Contact:** Dr. Frank Hansen, Music Department

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**(ICA) STAGE BAND**

The Stage Band is open to music students by audition and teacher recommendation. The Stage Band plays a variety of jazz styles selected primarily from big band literature. Prerequisite: Participation in an approved high school music program. Students that participate receive one academic credit.

**Contact:** Dr. Frank Hansen, Music Department

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**(ICA) VOCAL JAZZ ENSEMBLE**

This ensemble is open to music students by audition and teacher recommendation. The group numbers approximately 20 singers. Music performed is drawn from the pop, rock, and jazz idioms, as well as standard literature. The ensemble performs locally for various school and community activities. Prerequisite: Participation in an approved high school music program. Students that participate receive one academic credit.

**Contact:** Mrs. Wendy Frankonis, Music Department

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**(ICA) WOMEN’S CHOIR**

This ensemble is open to female musicians in grades 9-12. Acceptance is contingent upon audition and limited to students who participate in an approved high school music program. The Women’s Choir is the only choral ensemble in Commack High School that performs literature specifically written for women’s voices. The ensemble performs several times throughout the year in the school and community. Participating students receive one academic credit.

**Contact:** Mrs. Colleen Agovino, Music Department

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**INTERACT CLUB**

Interact is a service club for youth ages 14-18. Interact clubs give young people an opportunity to participate in fun, meaningful service projects while developing leadership skills and meeting new friends. Interact has a membership of over 250,000 youths in more than 11,000 clubs worldwide. Interact clubs are self-governing and self-supporting. Interact’s global youth network is dedicated to community and international service. Commack School District started the Interact Club at the end of the school year 2011.

**Contact:** Mrs. Debbie Virga, Community Relations Department
INTERNATIONAL CULTURAL SOCIETY
The International Cultural Society is an organization whose purpose is to expose students to the vast ethnic and cultural diversities within Commack and the global community. Activities of this club are designed to both allow students to explore their interests in world cultures and engage in humanitarian initiatives that impact people throughout the world. Members participate in activities including Homecoming, Halloween Happening, an annual Food Festival, food drives, and fundraising activities throughout the year. Monies from fundraising activities are donated to local and international charities.

Contact: Mrs. Jessie DeLuca, World Language Department

LITERARY CLUB
The Literary Book Club is open to all students who enjoy reading.

Contact: Isabel Zinman, Librarian

MARCHING BAND Grades: 9-12
The music department considers the Marching Band an important and integral part of the total band program. The Marching Band performs at home football games, the Memorial Day Parade, the Newsday Marching Band Festival, and other community events. The outstanding quality of the Marching Band’s precision drills and accompanying music is recognized throughout the world. Marching Band rehearsals are held after school from September through the end of the season. A schedule of rehearsals will be provided to all students at the beginning of the school year. Upon successful completion of the Marching Band season, students are awarded community service credit. A Marching Band clinic is held during predetermined days in September, and all band members are required to attend. Marching band is mandatory for all band members, grades 9-12, with the exception of those students participating in a Commack High School fall sport.

Contact: Dr. Frank Hansen, Music Department

MASQUE & WIG
The Masque and Wig Club encourages aspiring actors and actresses to discover the magic of theater through their participation in the fall drama production and the spring musical production. These productions afford each participant the opportunity to apply the theatrical and acting techniques taught in Drama, Musical Theater, TV Journalism, Public Speaking and Communications. First time, as well as seasoned performers are welcome and encouraged to audition! Students’ vocal and instrumental skills are also utilized in these performances.

Contact: Mr. Paul R. Infante, Director of Fine & Applied Arts

MATH MAGAZINE
The Math Magazine publishes articles of interest and original student work related to Mathematics.

Contact: TBA

MATH TEAM
The Math Team provides students the opportunity to sharpen their math skills including logic, reasoning, and problem solving. Members of the Math Team gain proficiency in solving math problems. They then compete with other high school teams from Suffolk County.

Contact: Grade 9: Ms. Carol Barbagallo, Mathematics Department
        Grade 10-12: Ms. Christina Pawlowski, Mathematics Department
MOCK TRIAL TEAM

The Mock Trial Team is comprised of students interested in law and court procedures as well as critical thinking and public speaking. As members of this team, students will learn and make practical application of research and writing skills as well as public speaking and communication skills. Students will learn to “think on their feet.” The club participates in the New York State Bar Association Mock Trial Competition in which team members act as attorneys and witnesses and “try” a hypothetical case against other high school mock trial teams.

**Contact:** Ms. Sandra Braun, Business/Family & Consumer Science/Technology Department

MODEL UNITED NATIONS CLUB

The award-winning CHS Model UN Club gathers together well-informed and high achieving students who share an abiding interest in foreign affairs for an in-depth examination of the intricacies of international diplomacy. Members research and analyze information on important issues facing our world and study possible solutions to those problems through the medium of role-play. Taking on the role of a specific foreign delegation to the United Nations, the team members, after months of rigorous intellectual and managerial preparation, gather at Model U.N. conferences held yearly on Long Island and debate their positions with teams from other schools. Recognition is granted to individuals and school delegations that best argue their country’s position while maintaining the decorum expected from that international body. Students in the Model United Nations Club must be studious, professional and productive.

Robert W. – Secretary General, Gabriel C. – Chief of Staff, Zack A. – Director of Public Relations, Gabrielle C. – Director of Finance, Jeremy F. – Director of Marketing

**Contact:** TBD

NATIONAL SCIENCE QUIZ BOWL

The Science Quiz Bowl Team is a group of dedicated science students who compete in the Regional Science Bowl at Brookhaven National Laboratory. The team that wins the regional event moves on to compete at the National Science Bowl in Washington, D.C. This fast-paced competition is sponsored by the U.S. Department of Energy and features questions from all branches of science and mathematics.

**Contact:** Mr. Justin King, Science Department

NEW YORK MATH LEAGUE

Members of the Math Team compete with other High School teams in New York State at monthly competitions.

**Contact:** Ms. Christina Pawlowski, Mathematics Department

PATHWAYS

*Pathways*, the 9th grade literary and art magazine, offers a relaxed environment for freshmen to use their ideas during meetings, which are held once a week. Original artwork, poetry, short prose, and song lyrics will be used to produce the Pathways Magazine, a joint effort of the entire membership. All 9th graders, non-members included, are highly encouraged to submit their writings and artwork for publication.

**Contact:** Mrs. Leila Atkinson, Art Department

PAY IT FORWARD

The Pay It Forward Club meets to educate and inspire students to realize that they can change the world, and provide them with opportunities to do so. The club impacts our world in a time when many people, though aware of the need for social change, are unsure of where and how to begin. The challenges facing today's youth are daunting.
While discussion and planning are positive steps toward belief in social change, only the manifestation of plans into action proves to the imagination that change is possible, and that will and motivation can affect social growth. The Pay It Forward Club members understand that good ideas inspire more good ideas; it serves both as a forum for the development and fruition of inspiration. Students have the opportunity to identify what they consider to be the challenges of their communities. They tackle such problems as homelessness, pollution, youth violence, literacy issues, the loneliness experienced by long-term hospital and nursing home patients, and the alienation of today's at-risk youth from the community.

The main character of the book "Pay It Forward" describes our goal best: "You see, I do something real good for three people. And then when they ask how they can pay it back, I say they have to Pay It Forward. To three more people. Each. So nine people get helped. Then those people have to do twenty-seven." He turned on the calculator, punched in a few numbers. "Then it sort of spreads out, see. To eighty-one. Then two hundred forty-three. Then seven hundred twenty-nine. Then two thousand, one hundred eighty-seven. See how big it gets?"

PIF meets weekly throughout the year.

**Contact:** Mrs. Megan Moy and Ms. Katina Price, World Languages Department

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**PEER LEADERSHIP**

The Peer Leadership Organization provides younger children throughout the Commack Community with positive role models. The group is involved in a variety of programs over the course of the school year. This club gives members a chance to work with a diverse group of children, to plan and teach lessons, and to perform meaningful community service. While working closely with Commack students from the primary and middle school levels, the club’s activities include: regular meetings at CHS, weekly peer-tutoring at the middle school, and presentations at other schools. Peer Leaders visit eighth grade classes at CMS to discuss the transition to high school. In addition, participants visit kindergarten classes to present a lesson about respect and diversity. Students can apply for membership in grades 9-12.

**Contact:** Mr. Mark Schwartz, Commack Middle School Guidance Department

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**PEER LEADERSHIP ADVISORY NETWORK (PLAN)**

Peer Leadership Advisory Network (P.L.A.N.) is a student facilitated advisory program aimed at helping ninth grade students integrate fully into the high school experience. Select eleventh and twelfth grade students each serve as a peer advisor to approximately eight ninth graders. These professionally trained and staff supervised upper-class individual’s use their communication skills and understanding of group dynamics during 9th grade P.E. classes to foster in their advisees a positive attitude toward high school. P.L.A.N. intends, through role modeling and education, to motivate students early in their high school careers to make thoughtful choices regarding academics and social issues.

**Contact:** Mrs. Sonia Maes and Ms. Megan Moy, World Language Department

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**RADIO CLUB**

Radio Personalities are scheduled for morning and afternoon shows which broadcast school news, upcoming events and a variety of popular music. Each of the DJ’s must compose a song list during or prior to broadcast. These song lists must include a minimum of three types of music and a variety of popular music, which can be enjoyed by the students and faculty of Commack High School. DJ’s bring in their own CD’s or MP3 players for their radio shows. Cougar Radio runs “In the Spotlight” three times a year. At these “coffee houses,” poetry is read, acoustic performances are showcased and coffee is served. In addition, Cougar Radio helps publicize school activities and events and introduces students to the world of radio broadcasting and engineering. The club
employs skills taught in the Introduction to Radio/Podcasting Course, as well as the Communications course.

**Contact:** Mr. William Patterson, English Department

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

Students Against Destructive Decisions (S.A.D.D.) is an organization whose primary goal is to promote awareness of the hazards of destructive decisions. Members of S.A.D.D. reinforce the curriculum of Making Healthy Decisions, the mandatory health course, by educating other students about the causes and effects of drug and substance use, abuse, and misuses. The group sponsors many events and activities geared toward educating fellow students and community about the dangers of destructive decisions.

**Contact:** Dr. Heather Leggio, Psychologist and Mrs. Sara Decker, Social Worker

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**SCHOOL STORE**

Students working in the School Store will earn community service while practicing leadership, employment, marketing, and financial skills on a daily basis. Employees will gain retailing experience when creating store displays, advertisements, and working the cash register. All future entrepreneurs welcome! The School Store is located in the Cafeteria.

**Contact:** Mrs. Maryanne McAuley, Business/Family & Consumer Sciences/Technology Department

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**SCIENCE OLYMPIAD**

Science Olympiad is a nationally recognized science competition that meets approximately twice a month in the mornings and more frequently with approaching competitions, starting in the beginning of the year. The competition combines the different skills and knowledge needed to excel in competitions geared towards all sciences, including engineering and technology events. All science enthusiasts can find events geared to their interests and where their passion lies, as well as participate in a variety of events with one partner. Throughout the year, students will prepare for the regional competition held at a local high school in February by studying, preparing notes, and constructing engineering and technology projects. The top teams in each region participate in the statewide competition in March.

**Contact:** Mrs. Renata Arceri and Mr. Justin King, Science Department

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**SKILLS USA and FFA**

Wilson Tech (Western Suffolk BOCES) offers each student the opportunity to become a member of Skills USA or FFA (Future Farmers of America). These co-curricular national organizations provide an opportunity for students to compete in state and national student competitions testing the practical vocational skills taught in the BOCES program. In addition, through involvement in these clubs, members enhance their leadership, character development, trade ethics, and work competency skills.

**Contact:** Ms. Diane Nelson, Career/Internship Teacher

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**SPECIAL FRIENDS**

Special Friends is a group of dedicated high school students who provide service and friendship to individuals with special needs in Suffolk County. A major event of the Special Friends Club is participation in Suffolk County Special Olympics. There is a Special Olympics assembly and follow up meetings where students convey to other students the need to help others with special needs. The club is responsible for taking monthly field trips to Wood Park Elementary School where members share snacks with the elementary students as well as crafts and friendship. The club also participates in Halloween Happening by manning a table with candy necklaces.

**Contact:** TBD
STAGE CREW
Stage Crew will introduce students to all aspects of live performance productions, including: lighting, sound and stage. The behind-the-scenes contributions of Stage Crew are what make or break a production. Students are relied upon on a regular basis when live productions take place in the auditorium. Events that need Stage Crew participants include: the fall drama, the spring musical, In the Spotlight, AVID, Varsity Sports Awards, and other special presentations. Meetings take place prior to the events for the purpose of planning and preparation.

Contact: Mr. William Patterson, English Department

(ICA) WIND ENSEMBLE
This ensemble provides the more advanced members of the band program the opportunity to learn and perform innovative and complex band compositions. The ensemble also offers additional performance opportunities at local venues. Members of the Wind Ensemble are selected by audition and teacher recommendation. Students rehearse once a week after school. Prerequisite: Participation in an approved high school music program. Students that participate receive on academic credit.

Contact: Dr. Frank Hansen, Music Department

YOUNG DEMOCRATS
The mission of the Young Democrats is to involve students in the world of politics. Many do not realize the importance that politics has on our everyday lives and this club attempts to inform students of those issues. Due to a lack of social related courses on politics, this club provides a medium for those who express democratic viewpoints to share and discuss their views. This club also provides a forum to discuss and debate public policy issues within the group and against groups of other viewpoints.

Contact: Dr. Michael Jeziorski, Social Studies Department

YOUNG REPUBLICANS
The Commack High School Young Republicans are a group of politically minded and politically active students who seek to examine and promote the ideas and values of the Republican Party. Through peer discussion on controversial issues, communication with Republican Party statesmen and activists and in-school grass roots campaigning, the Young Republicans hope to steer their school, their community and their country toward the guiding principles of Republicanism: Patriotism, Private Enterprise and Traditional Values.

Contact: Dr. Michael Jeziorski, Social Studies Department

YODEL KADODEL SOCIETY
The Yodel Kadodel Society is an organization whose goal is to stop the spread of cancer through greater understanding of the disease by listening to guest lecturers and having group discussions. Students study many aspects of cancer including causes, effects of environment and heredity, statistics, and current research. Through their involvement in this club, students also have an opportunity to further examine the information about cancer that is taught in their biology classes. In addition, students hold fund raisers to raise money for cancer research for organizations including but not limited to: St. Baldrick’s Foundation, American Cancer Society, Jimmy “V” Foundation, the Leukemia and Lymphoma Society and many others.

Contact: TBD
INTERSCHOLASTIC SPORTS & ACTIVITIES

Mr. Patrick Friel: District Director of Health, Physical Education & Athletics
Phone: 912-2080

Lead Teacher of Health & Physical Education – Mr. Ed Boll
Phone: 912-2214

Badminton (Boys & Girls)  Gymnastics (Girls)
Baseball (Boys)  Lacrosse (Boys & Girls)
Basketball (Boys & Girls)  Soccer (Boys & Girls)
Bowling (Boys & Girls)  Softball (Girls)
Cheerleading (Girls)  Swimming (Girls)
Cross Country (Boys & Girls)  Tennis (Boys & Girls)
HipHop/Kickline/Pom/Jazz  Track-Winter (Boys & Girls)
Fencing (Boys & Girls)  Track-Spring (Boys & Girls)
Field Hockey (Girls)  Volleyball (Boys & Girls)
Football (Boys)  Wrestling (Boys)
Golf (Boys & Girls)

Athletic eligibility is determined by the EXTRA CURRICULAR ELIGIBILITY REGULATIONS.

SPORT PHYSICALS

Medical examinations are given by the school physician and must be completed and passed before a student may participate in try-outs for any sports teams, including students wishing to serve as team managers. Physicals can be completed by private physicians but must be completed on school district forms, approved by school district physician, and completed within 30 days of the start of the seasonal tryout. An Interval Health Form will be required in the event that the student athlete’s physical examination is not current. Please contact the athletic department at #631-912-2080 with any questions.
Students will earn a Cougar Achievement Award based upon their participation in a variety of extracurricular activities. In order to be recognized for an award, a student must achieve a total of 18 points in a single year. Each category lists the maximum points which can be awarded, with advisors and coaches making the actual determination of points. For the first year a student achieves an award, he or she will receive a pin and a certificate. For each subsequent year, an award is achieved, that student will receive a Cougar Pin and a certificate. A student who has been a recipient of this award for four years will receive a medallion at graduation. The award presentation will be made at the end of the school year.

### STUDENT COUNCIL LEADERSHIP BOARD

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 pts</td>
<td>President</td>
</tr>
<tr>
<td>8 pts</td>
<td>Other Officers</td>
</tr>
<tr>
<td>4 pts</td>
<td>Student Council Leadership Board, Executive Board</td>
</tr>
<tr>
<td>1 pt</td>
<td>Committee Chairperson</td>
</tr>
</tbody>
</table>

### CLASS ORGANIZATIONS

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 pts</td>
<td>President (junior or senior)</td>
</tr>
<tr>
<td>5 pts</td>
<td>President (sophomore or freshman)</td>
</tr>
<tr>
<td>4 pts</td>
<td>Officer* (junior or senior)</td>
</tr>
<tr>
<td>3 pts</td>
<td>Officer* (sophomore or freshman)</td>
</tr>
<tr>
<td>2 pts</td>
<td>Major Committee Chairperson</td>
</tr>
<tr>
<td>1 pt</td>
<td>Executive Board</td>
</tr>
</tbody>
</table>

### PUBLICATIONS

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 pts</td>
<td>Editor-in-Chief -(Courant) Newspaper</td>
</tr>
<tr>
<td>10 pts</td>
<td>Editor-in-Chief - (Crossroads) - Yearbook</td>
</tr>
<tr>
<td>4 pts</td>
<td>Editor-in-Chief - Etchings - Literary Magazine</td>
</tr>
<tr>
<td>3 pts</td>
<td>Other Editors - Newspaper, Yearbook</td>
</tr>
<tr>
<td>2 pts</td>
<td>Other Editors - (Etchings)</td>
</tr>
<tr>
<td>2 pts</td>
<td>Member of staff of Newspaper/Yearbook/Etchings</td>
</tr>
<tr>
<td>1 pt</td>
<td>Member of staff of other publication</td>
</tr>
</tbody>
</table>

### INDIVIDUAL SERVICE

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 pts</td>
<td>Any General Service (1 period/day)</td>
</tr>
<tr>
<td>2 pts</td>
<td>Any General Service (3 periods/week)</td>
</tr>
</tbody>
</table>

### SCHOOL CLUBS

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 pts</td>
<td>President</td>
</tr>
<tr>
<td>4 pts</td>
<td>Officer</td>
</tr>
<tr>
<td>3 pts</td>
<td>6 or more hrs. per week</td>
</tr>
<tr>
<td>2 pts</td>
<td>member who spends more than 4 hrs./week</td>
</tr>
<tr>
<td>1 pt</td>
<td>member who spends more than 1 hr./week</td>
</tr>
</tbody>
</table>

### MUSIC

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 pts</td>
<td>Leading and Supporting Roles in drama or musical</td>
</tr>
<tr>
<td>3 pts</td>
<td>Member of chorus/orchestra/band in musical</td>
</tr>
<tr>
<td>2 pts</td>
<td>Technical &amp; Stage Crew (per program)</td>
</tr>
<tr>
<td>3 pts</td>
<td>Marching Band</td>
</tr>
<tr>
<td>2 pts</td>
<td>All State/County band/Orchestra/Eastern Divisional/National</td>
</tr>
<tr>
<td>2 pts</td>
<td>Drum Majorette</td>
</tr>
<tr>
<td>3 pts</td>
<td>Stage/Production Manager</td>
</tr>
<tr>
<td>1 pt</td>
<td>Section Leader</td>
</tr>
</tbody>
</table>
ART
4 pts ............................................................... Gold & silver key winners of state competitions
2 pts ............................................................... Winners of local county or L.I. competitions
1 pt ............................................................... 20 hours of art service

ATHLETICS
5 pts. ............................................................... Danceline
5 pts. ............................................................... Kickline
5 pts. ............................................................... Hip Hop
5 pts. ............................................................... Pom Team
5 pts. ............................................................... Varsity Sport
2 1/2 pts. per season .............................................................. Cheerleader
5 pts. ............................................................... Junior Varsity
2 pts. ............................................................... Manager
1 pt. ............................................................... Captain/Co-captain
1 pt. each .......................................................... All-League, All-Conference, All County
2 pts. ............................................................... All-County Academic
2 pts. ............................................................... All-State

SCHOOL SPONSORED COMPETITIONS (DEPARTMENTAL EVENTS/LEAGUE COMPETITIONS/PLACEMENTS)
1 pt. ............................................................... Participation
2 pts. ............................................................... Placement in Competition (1st, 2nd, 3rd, etc.) for max. 5 pts./yr.

"VOLUNTEER" COMMUNITY SERVICE
If you are involved in an organization that provides service to the community, please add it to your list. This cannot be service which is part of your requirements for graduation. You will be given the number of points that the service award committee feels you deserve.

8 pts. ............................................................... 10+ hrs. per week for the entire school year
4 pts. ............................................................... 6+ hrs. per week for the entire school year
2 pts. ............................................................... 4+ hrs. per week for the entire school year
1 pt. ............................................................... more than 1 hr. per week for the entire school year

Students should have their activity advisor or coach sign the COUGAR AWARD POINT SHEET** and award the number of points that are achieved during the school year. In the case of activities or athletics, which do not last the entire year, students should get the proper signatures at the completion of the season or event. This sheet should be submitted in late April for review and approval. A ceremony to present the Cougar Achievement Award will be held in May.

*Officers include SFAC and SBMT
**Point Sheets are available in the Main Office and on the CHS website.

Should you have any questions regarding the Cougar Achievement Award, please contact Mrs. Leslie Boritz at 912-2100.

Revised: 10/30/13
ATHLETIC GUIDELINES FOR INTERSCHOLASTIC ATHLETIC PARTICIPATION

Commack’s parents and professional staff believe that active student participation in athletics is vital to the development of a well-rounded individual. In keeping with this belief, we will continue to encourage student involvement, emphasizing the honor and privilege of representing Commack Schools as an athlete.

We hold high expectations for academic achievement of all student athletes and expect them to maintain those standards. The honor of participation carries with it the responsibility of Commack’s students to present themselves as role models. Athletes represent not only themselves, but also their coach, their team, the Commack student body, and the Commack community. They are therefore expected to act in a responsible manner at all times. As part of the commitment to a team, regular attendance at practices and games throughout the sports season and conformity to the rules established by the District is expected. The Commack School District Athletic Guidelines are as follows:

ATTENDANCE

Athletes are expected to attend every scheduled practice, scrimmage, and contest. Athletes are to provide coaches with prior notification of all anticipated absences. The Director of Athletics or designee will handle absences due to extenuating circumstances on an individual basis. The athlete must be in school for at least 5 periods to participate in an athletic practice or contest on that day. Exceptions will be made only if the athlete provides evidence of an acceptable legal excuse (e.g., driving test, doctor’s note, court appearance). Commack schools practices and contests have priority over private sport or team practices and contests.

If an athlete is present during his/her physical education class and is not prepared or does not participate, he/she will not be permitted to participate in the practice/contest that day. However, the athlete is required to attend practice and it is treated as an unexcused absence.

Athletes missing practices or contests due to extended illnesses or injuries will not be permitted to participate in contests until appropriate conditioning is attained as determined by the coach. The school physician must clear disqualified students who miss a practice or contest because of a physical injury before they are eligible to play.

Athletes are expected to be in attendance for the full time of the practice or contest. Being late 3 times or being released early 3 times, without evidence of an acceptable legal excuse, will constitute one unexcused absence. See below for consequences.

If an athlete has an unexcused absence from a practice/contest, the coach will notify the parent/athlete and initiate the following:

- First unexcused absence will result in suspension from 1 contest/performance
- Second unexcused absence will result in suspension from 2 contests/performances
- Third unexcused absence will result in the athlete’s being dropped from the team
Absence over a vacation period is considered a single incident but is treated as specified under Unexcused Absences above, in terms of total practices or game days to be made up. In addition, athletes missing practice time are not guaranteed identical playing time or status until they prove themselves ready through practice. 

Due to the length of the season, ONLY Danceline/Kickline members at CHS will have no penalties imposed for absences over Christmas vacation. CMS members will have mandatory vacation practices announced prior to the beginning of the season. Any Danceline/Kickline conflicts at CMS will be handled on an individual basis PRIOR to all practices, performances, and competitions. 

An external suspension is considered an unexcused absence and is treated as indicated as above. A second offense during the same sport season resulting in an external suspension will result in the athlete being dropped from the team. An internal suspension is considered an unexcused absence and is treated as an Unexcused Absence. Any other attendance or behavior related incidents may result in consequences for the athlete.

Athletes must complete the entire athletic season prior to participating in another season or with another team or in any other school activity which has a schedule of meetings, rehearsals, or events that conflict with the team’s schedule of practices and contests. We recognize the recurrent conflict between the time requirements of certain athletic teams and the time requirements of certain school organizations and clubs. Your signature on this document affirms your understanding that any athlete who accepts a position on a Commack team and who, later, wishes to join a different team or organization, the time requirements of which are in conflict with the time requirement of the team, must resign his/her position on the team within two weeks of the start of the season.

TRANSPORTATION
Transportation to off-site practices/contests is provided by the school district. If an athlete misses a bus he/she cannot practice or compete unless transported by his/her parent or guardian to or from the practice or contest with the coach’s and/or administrative staff’s prior permission with one day notice for approval. Students may not drive themselves to a practice or contest when transportation is provided. They are ineligible to participate if they do so.

ATHLETIC ATTIRE
Athletes are to wear only school-issued uniforms for contests. In addition, the school dress code is in effect for athletic practices and contests. Athletes are not permitted to wear clothing considered inappropriate. This includes clothing that is vulgar; obscene; libelous; or that denigrates others on account of race, color, religion, national origin, gender, sexual orientation or disability; or that promotes and/or endorses the use of alcohol, tobacco, or illegal drugs and/or encourages illegal or violent activity. Commack athletes are expected to be role models for all students. They are expected to demonstrate positive behavior through their actions and attire.

STUDENT RESPONSIBILITY
All student expectations and responsibilities fall under the Commack School District Code of Conduct and comply with new DASA law. Those students who exhibit a failure to abide by the Code of Conduct may be excluded from all extracurricular activities. Athletes are responsible to review the Code of Conduct in their student handbooks and be aware of its contents. Commack athletes are expected to behave at all times as responsible members of their teams, in addition to meeting Commack’s high standards for academic achievement and exhibiting respectable behavior in keeping with the Code of Conduct. At no time may an athlete gossip about, disparage, belittle,
ridicule, criticize, haze, bully, or cyber bullying any other person for any reason whatsoever. Causing social or emotional distress to another individual will jeopardize the athlete's continuance on the team. Unauthorized, inappropriate use of photo, social media or video of Commack athletes or teams is prohibited and will result in discipline, suspension, or removal from team.

AWARDS
School District awards are issued only to those athletes who complete their season in good standing. Athletes who are dropped from a team or quit prior to the last contest are not eligible for awards. Athletes who fail to return or reimburse the cost of equipment or uniforms are ineligible for awards. These athletes will not be eligible to participate in a subsequent sport season until the return or reimbursement is satisfied.

ALCOHOL, TOBACCO AND SUBSTANCE ABUSE
An athlete may not be in possession of, use, or sell alcohol, tobacco, or illegal substances at any time. Any athlete found to possess, use or sell alcohol, tobacco, or any illegal drug on or off school property at any time, including weekends, preceding or during a season, will be disciplined or suspended from participating in that sport. If a student self informs a coach or other school official about his/her or another’s substance abuse, suspension may be waived if the athlete is willing to take active steps to remedy the problem.

HAZING
Hazing, a form of harassment whether it is physical or verbal, cannot be tolerated or condoned by a victim, a coach, staff, family, school administration, fellow students and especially team members. Any student found to have committed an act of harassment against any student in the Commack District, including team members, will face disciplinary action, which may include suspension from an athletic team and suspension from school. Team members are expected and required to notify a coach or other school official if any such behavior is rumored or observed.

SEXUAL HARASSMENT
Sexual harassment will not be tolerated. Sexual harassment consists of unwelcome verbal, electronic, or physical interaction between two or more people. Sexual harassment can happen between people of the same gender or people of different genders. Any athlete, male or female, proven to sexually harass any other student will be subject to suspension or removal from the team, a program, or the school.

BEHAVIORS
Foul language and insulting remarks are not permissible. Students will not be permitted to fight or strike teammates or opponents unless in the context of a contact sport where such physical conduct is required and controlled in accordance with contest rules. Athletes are expected to obey a coach’s directions. Disobedience, unwarranted comments, and other subversive behaviors may interfere with the coach’s ability to conduct a practice/contest and may distract from the time a coach should be devoting to the team. Athletes are expected to communicate with coaches before or after practice to avoid detracting from team practices/contests and team goals. Athletes are also expected to follow the rules and protocol of their sport and not intentionally violate the rules of the sport that they are playing during practice or competitions. The coach, building administrator, or athletic director will impose all penalties for violations. Penalties will be consistent throughout the athletic program and dependent upon the severity of the violation and behavioral history of the violator.
SPORTSMANSHIP EXPECTATIONS FOR A COMMACK ATHLETE

It is important for all athletes to remember that participation is a privilege that is not to be abused by unsportsman-like conduct. The Commack athlete is to demonstrate self-control and respect for teammates, opponents, other athletes, coaches, officials, and spectators at all times. Commack athletes are expected to treat opponents with respect before, during and after competitions. Saying, “Congratulations,” shaking hands, and showing other acts of good sportsmanship are expected from the athlete. Commack athletes are expected to follow the following SPORTSMANSHIP code:

1. Follow the proper ideals of sportsmanship, ethical conduct and fair play.
2. Make no remarks or gestures at any time toward any other person, which would be considered belittling, disparaging, bullying, or in any way judgmental or critical of that person.
3. Stress values derived from playing the game fairly.
4. Show cordiality and courtesy to visiting teams and officials.
5. Establish positive relations with visiting teams and hosts. Respect the integrity and judgment of game officials.
6. Follow the Section XI, NYSPHSAA and the school rules of eligibility.
7. Encourage leadership, initiative and good judgment in teammates.
8. Recognize that the purpose of athletics is to promote the physical, moral, social and emotional well-being of the players.
9. Remember that an athletic contest is ONLY A GAME for the athlete, coach, school, spectator or community.

APPEALS

An appeals process is available to students. Students, parents, advisors or coaches may initiate appeals. Such appeals will be heard by a committee, convened as necessary, consisting of a building administrator, a representative from the counseling center, and an advocate selected by the student. Appeals will be heard in as timely a manner as possible.

I have read the above guidelines for a Commack athlete and I am willing to adhere to all rules and expected behaviors. I am also aware that disciplinary actions will be initiated if I fail to adhere to the rules and expected behaviors.

I, ____________________________, have received and reviewed the educational information regarding concussions. I, give permission for my child ____________________________, to undergo baseline testing (if being utilized by school district) for those sports which have such testing as an option.

_____________________________         ______
Student-Athlete Signature        Parent/Guardian Signature        Date

______________________________        ______________________
Print Name                        Team

REVISED 7/19/12

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