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## An Important Note for Both Parents and Students

The South Seneca School District's Board of Education amended Section 4750-R of the Board Policy during the 2001-02 academic year. This amendment imposes strengthened guidelines for minimum graduation requirements, and exceeds the State Education Department's minimum requirements for graduation, beginning with the Class of 2005.

Students in the classes of 2005 and thereafter are required to maintain a minimum course load of six credits for any given school year. Students in these affected classes must achieve a minimum of 24 credits to graduate.

The Board has also approved defining a student's class standing by the number of credits earned. The following table illustrates the credit cutoffs:

<u>Minimum number of credits needed</u>	<u>Class Standing</u>
5 ½	Sophomore
12	Junior
17½	Senior

Class standing in September is retained for the entire year regardless of course load. The exception pertains to fourth year students who hold Junior status at the beginning of the year. A revised credit count will take place in February to determine Senior status and graduation eligibility.

# Art

**Course Title: Studio Art** Prerequisite(s): Middle School Art Credit: 1

Studio Art is the beginning level, full-year art course, for grades 9-12. This class meets the Regents' Fine Arts requirement for graduation, and is a pre-requisite for all advanced level elective art courses. Studio Art is a required course for all Art majors.

Studio Art presents drawing, painting, sculpture, ceramics, and printmaking projects that are designed to activate and develop perception, creativity, critical thinking, and problem solving skills; both individually and in small groups. The class covers the Elements of Art and Principles of Design, various artists, cultures, and styles, as well as possible careers in art. Sketchbook assignments, verbal and written critiques, maintaining an art binder and portfolio, unit tests, a final exam, and an art museum field trip are also included in the course.

*This course requires a minimum of one hour per week of work time outside of class.*

**Course Title: Ceramics\*** Prerequisite(s): Studio Art Credit: 1

Ceramics is an advanced level, full year, elective art course for grades 10-12. Hand-building and wheel throwing projects include bowls, mugs, plates, containers, and other clay vessels. A wide variety of decoration techniques are used, incorporating glazes, stains, engobes, and other finishing materials. This class reviews and applies the Elements of Art and Principles of Design, acquired in Studio Art, and introduces various artists, cultures, and styles. In addition to projects, the course includes critiques, maintaining an art binder and portfolio, quizzes, a final exam, field trips, and guest artist(s).

*This course requires a minimum of one hour per week of work time outside of class. Due to the nature of ceramics, which requires drying and kiln firing time, students work on 2 or 3 projects simultaneously. Time management and organizational skills are necessary.*

\*This course will not be offered in 2009-10 school year.

**Course Title: Drawing and Painting\*** Prerequisite(s): Studio Art Credit: 1

Drawing and Painting is an advanced level, full year, elective art course for grades 10-12. Students work with a variety of materials and techniques to create different types of drawing and painting projects that are designed to activate and develop perception, creativity, critical thinking, and problem solving skills. Projects could include landscape, fashion illustration, portraiture, still life, batik, murals, and/or others. This class reviews and applies the Elements of Art and Principles of Design, acquired in Studio Art, and introduces various artists, cultures, and styles. In addition to projects, the course includes critiques, maintaining an art binder and portfolio, quizzes, a final exam, field trips, and guest artist(s).

*This course requires a minimum of one hour per week of work time outside of class.*

\*This course will not be offered in 2009-10 school year.

**Course Title: Photography A** Prerequisite(s): Studio Art Credit: ½

Photography A is an advanced level, half-year, elective art course for grades 10-12. Students take photographs with a manual 35mm camera, develop the film to produce negatives, and then enlarge and

print the final black and white photographs. This class reviews and applies the Elements of Art and Principles of Design, acquired in Studio Art, and introduces photography history, prominent photographers, styles, career options, and darkroom equipment and chemicals. Photography assignments include a photogram, people or animals, landscape or nature, design or pattern, architecture or vehicle, action or emotion, creative-out-of-darkroom processes, coloring or experimental processes, and photo essay or panorama. In addition to projects, the course includes quizzes, critiques, homework assignments, maintaining a binder and portfolio, field trips, and guest artist(s).

***Photography A requires financial expense for the purchase of supplies, which totals approximately \$80 for the semester. This course requires a minimum of one hour per week of work time outside of class.***

**Course Title: Photography B**      Prerequisite(s): Photography A      Credit: ½

Photography B is an advanced level, half-year, elective art course for grades 10-12. It represents a continuation and advancement of the Photography A course. Photography assignments include the use and effects of filters, liquid emulsion, tinting, toning, reflected abstraction, and a research-based project and presentation. In addition to projects, the course includes quizzes, critiques, homework assignments, and maintaining a binder and portfolio, field trips, and guest artist(s).

***Photography B requires financial expense for the purchase of supplies, which totals approximately \$80 for the semester. This course requires a minimum of one hour per week of work time outside of class.***

**Course Title: Printmaking**      Prerequisite(s): Studio Art      Credit: 1

Printmaking is an advanced level, full year, elective art course for grades 10-12. Students work with a variety of materials and techniques to produce printing plates and editions of monoprints, wood or linoleum reduction relief prints, drypoint engravings, metal etchings, gum transfer prints, stamp prints, and silkscreen prints. This class reviews and applies the Elements of Art and Principles of Design, acquired in Studio Art, and introduces various artists, cultures, and styles. In addition to projects, the course includes quizzes, critiques, maintaining a portfolio, field trips, and guest artist(s).

***This course requires a minimum of one hour per week of work time outside of class.***

**Course Title: Sculpture\***      Prerequisite(s): Studio Art      Credit: 1

Sculpture is an advanced level, full year, elective art course for students in grades 10-12. This class introduces students to carving, casting, construction, and modeling tools and techniques. Students work with clay, stone, wood, glass, paper, and other materials to create three-dimensional artworks. This class reviews and applies the Elements of Art and Principles of Design, acquired in Studio Art, and introduces various artists, cultures, and styles. In addition to projects, the course includes quizzes, critiques, maintaining a portfolio, field trips, and guest artist(s).

***This course requires a minimum of one hour per week of work time outside of class.***

\*This course will not be offered in 2009-10 school year.

## Business

*“The Mission of the Business Education Department at South Seneca High School is to provide all students with a fundamental understanding of how the business world functions, and how they, as students, can use this information to make more educated decisions as they relate to their future beyond high school so that they will have the ability to make a positive contribution to our community and society.”*

**Course Title: College Success Seminar**

Credit: ½

Prerequisite: Senior Level Student or Guidance Recommendation

**\* Students completing this course with an 85 or better will earn 3 credit hours toward college from TC3 (ACAD 150 equivalent).**

This course promotes students’ personal adjustment and academic success in their first college semester. Topics will include adjusting to college life, developing essential learning and time management strategies, developing goal setting and decision making strategies, learning about college resources, and placement testing. Course material will also include information about the Financial Aid Process and Personal Financial Management.

**Course Title: Internet Literacy**

Prerequisite: Freshman standing

Credit: ½

Near universal and increasing reliance on the internet for research, global collaboration, media creation and distribution of information offers a wealth of new possibilities. This course serves as an academic introduction to these new resources and tools. Students will use free internet tools to collect, evaluate, synthesize, share and comment on the work of others as well as their own. An overview of internet safety will be followed by a unit exploring effective and varied internet searching with particular emphasis on determining site reliability and relevance. A deeper understanding of copyright and creative commons rules will be developed. Finally, web 2.0 tools such as wikis, blog & microblogs, podcasts, RSS feeds & aggregators, web portals, social networking, and social bookmarking will also be examined and tested in a safe and secure environment. Grading will be based on electronically gathered resources, reflections, collaboration /contribution, class participation and quizzes.

**Course Name: Money Matters-Financial Literacy**

Credit: ½

Prerequisites: Jr/Sr Standing

Receive an edge in life by learning about personal finance. This course introduces students to personal financial planning. An emphasis will be placed on budgeting, banking and checking accounts, personal income taxes, wise use of credit when it comes to financing. Students will also gain an insight into making wise consumer decisions as they relate to buying an automobile, renting an apartment, and making investment decisions. Students will develop life skills they need for financial success throughout their life time.

**Course Title: Keyboarding**

Credit: ½

Prerequisite: None

**\* Students completing this course with an 85 or better will earn 1 credit hour toward college from TC3 (CAPS 100 equivalent). This credit can be transferred from TC3 to other institutions. Check with institution(s) of choice to insure credit will transfer.**

Designed for high school students who want to improve their accuracy and speed when typing. Students will become acquainted with the computer keyboard and word processing basics as they learn to type effectively and efficiently. Keyboarding is a highly recommended course for all business majors. Course designed for those who want to expand on what they learned in 8<sup>th</sup> Grade Keyboarding.

**Course Title: Introduction to Business**

Credit: ½

Prerequisite: None

Introduction to Business is targeted to 9<sup>th</sup> grade students, but is in reality an open enrollment course. The course will be divided into two 10-week sessions. The first 10 weeks will be spent introducing students to the world of business and key terms used in the business world. The goal of the second 10 weeks is to teach students how to responsibly and effectively make decisions as they relate to the life long skill of financial planning and success in the world of work. Introduction to Business is a required course for all Business, Family and Consumer Science, Technology, and BOCES majors.

**Course Title: Microcomputer Applications**

Credit: ½

Prerequisite: Keyboarding

Through this course students will become familiar with the various applications of Microsoft Office 2007. Students will learn about the Windows 2007 Operating System. Application Software will include Internet Explorer, Microsoft Word, and Excel. Students will gain an insight as to how the various applications can work together. Students will also gain an insight as to the various internal and external parts of a personal computer and how they operate.

**Students completing this course with an 85 or better will earn 2 credit hours toward college from TC3 (CAPS 111 and CAPS121 equivalents). This credit can be transferred from TC3 to other institutions. Check with institution(s) of choice to insure credit will transfer.**

**Course Title: Business Communications**

Credit: ½

Prerequisite: Keyboarding or Microcomputer Applications

Business Communications is an essential course for any student whose future may include using a resume and letter writing. Students will become familiar with the Technical Writing process as it relates to professional, real world business documents. The first part of the course will deal with proper punctuation and grammar usage as they relate to communicating in the business world. The second part of the course will spend time developing resumes, cover letters; follow up letters, and the skills used in the job application process. The course will include a section on basic income tax documents and procedures. Business Communications is a required course for all business majors.

**Course Title: Technical Writing/English 12**

Credit: 1

Prerequisite: Keyboarding, successful completion of English 11 and Teacher Approval.

Technical writing is a senior level class aimed at the student who is planning on joining the workforce after graduation, who is planning on attending a technical school, or have a business related major in college. A variety of styles of writing and technical writing will be covered, including: grammar and punctuation review, letter formats, reports, forms, and resumes. Students will also gain an insight into the realm of public speaking. Students will gain an understanding and appreciation of the writing process used in the workplace through models, practice exercises, and writing assignments related to the actual workplace. Students will learn the “Pyramid Approach” to writing as it relates to every day communications. Technical writing will fulfill the fourth unit of required English as prescribed by the New York State Department of Education.

**Course Title: Internship/Career Pathways**

Credit: 1

Prerequisite: Senior level student or Guidance Recommendation

Internship/Career Pathways is designed for the senior level student looking to gain on the job experience related to a particular career interest. Upon expressing interest, students will go through a rigorous series of interviews with teacher, administration, guidance, and internship providers. Upon approval from all parties involved the student will be placed in a credit bearing internship that will fit a possible career interest. Students in this program will require high motivation and consistent study habits. Students who are dependable, comfortable working independently, and as team players will do well in this program.

**Course Title: Business Law\***

Credit: 1

Prerequisite(s): None

The course emphasis is on the individual as he/she encounters business law in personal, family, and occupational life. It is introduced with an overview of what law is, why it is needed, and how it affects both society and the individual. By studying true situations and cases, students will learn how business and personal law impacts the real lives of young people and adults as well. The remainder of the course is a study of the legal rules applicable to business contracts with special emphasis on personal/business liability, sales, payments, renting and owning property, wills, and family law. A mock trial is prepared for and conducted in competition with another school. This is a good preparatory course for a student planning to follow a college business management program. **Business law can be applied towards a 5<sup>th</sup> credit social studies sequence.** Students will be graded on tests, homework assignments, class participation, case studies, and projects.

\*This course will not be offered in the 2009-10 school year.

**Course Title: College Accounting\***

Credit: 1

Prerequisite(s): Recommended for Juniors & Seniors

Content of this course will parallel the first semester of a college introductory accounting course and involves more analysis than the traditional high school accounting class. The course introduces basic accounting concepts, principles, and practices for a service or merchandising business at an accelerated pace. Students are introduced to accrual based accounting. Emphasis is placed on adjustments, special journals, and financial statements. **Students completing this course with at least an 85 and passing a**

**TC3 exam will earn 4 credit hours from TC3. This credit can be transferred from TC3 to other educational institutions.** As this course is given with college-level expectations, consistent study habits and high motivation are required. Students who are comfortable working independently and who get satisfaction from being accurate can expect to do well in this class.

\*This course will not be offered in the 2009-10 school year.

**Course Title: Marketing\***

Credit: 1

Prerequisite(s): None

This course introduces students to the important role that marketing plays in our economic system and examines its effect on our daily lives. Content revolves around the basic marketing functions: selling, promotion, pricing, purchasing, product/service, and idea planning and distribution. Projects, including marketing research, are developed to give students hands-on experience using these functions. Students will be introduced to career opportunities in marketing and the training necessary to obtain them.

\*This course will not be offered in the 2009-10 school year.

**Course Title: Commercial Art and Design**

Credit: 1

Prerequisite(s): Studio Art

This course is designed to increase student understanding of various manual and digital image techniques that are used by designers in commercial art settings. A major focus will be on creative problem solving, and how designers develop ideas for clients that communicate a desired message to a specific audience. Units explored include principles of design and layout, design history, advertising, logo design, typography, and package design, among others. In addition, students will explore professional work-related skills and various careers related to the graphic arts industry. Students will learn different ways to communicate their ideas through discussion, journal writing, critiques, and projects. **This course may be applied as *either* business or art credit.**

**Course Title: Small Business Management**

Credit: 1

Prerequisite: None

This course is designed to provide the student with an introduction to the concepts of business management. The intent is to balance economic and regulatory considerations with management skill development. Through a variety of activities the course content should enable the student/entrepreneur to successfully start and maintain a small business. As a final project, students will develop a real business plan.

**Course Title: Digital Media Production**

Credit: 1

Prerequisite(s): None

This course serves as an introduction to and exploration of media based communication. Its objective is to provide students with hands-on production experience while also familiarizing them with relevant and controversial debates surrounding media issues. Students will develop basic technical and conceptual skills for production and take a critical look at computer applications and media culture. A variety of media examples including television program excerpts, commercials and movies will be presented for analysis.

Areas of exploration include media literacy, audio editing, storytelling, camera/tripod operation, video editing, and DVD production. This course may be applied as either business or art credit. Students successfully completing the DVD portion of this course will earn 1 credit hour toward college from TC3. This credit can be transferred from TC3 to other institutions.

**Course Title: Advanced Digital Media Production**

Credit: 1

Prerequisite(s): None

This course continues exploration begun in the basic Digital Media Production class. Students will be expected to build upon concepts and skills learned in previous coursework and to advance both their understanding of, and skills in producing, electronic media-based communication. Students will be given increased project design authority, working in both teams and individually to produce media relevant to themselves, our school, and the local community. Advanced editing and special effects techniques will be explored. Completed projects will be formally presented to an appropriate audience. This course may be applied as either business or art credit. Students successfully completing the DVD portion of this course will earn 1 credit hour toward college from TC3. This credit can be transferred from TC3 to other institutions.

## English

**Course Title: Ninth Grade Academy English**

Credit: 1

Prerequisite(s): Successful completion of English 8

Freshman students complete a Regents program that follows NYS Standards and culminates in a Regents exam during their Junior year. Students study a variety of literature genre, which may include Great Expectations, Obasan, Feed, The Good Earth, The Odyssey, Ordinary People, The Pearl, A Raisin in the Sun, Romeo and Juliet, and numerous short stories and poems. Writing centers on the essay, but also includes weekly annotated readings that will dovetail into a major research paper and other creative and oral projects. Grammar, punctuation and vocabulary units are also pursued. Ongoing career exploration begins in 9<sup>th</sup> grade and Sean Covey's The 7 Habits of Highly Successful Teens coupled with organizational activities help students to transition from middle school to high school.

**Course Title: English 10**

Credit: 1

Prerequisite(s): Successful completion of English 9

Tenth grade English explores a variety of works from American and World Literature, such as *Macbeth*, All Quiet on the Western Front, Hiroshima, and various poems and short stories. Writing assignments will include Regents practice essays and two academic research projects. All assignments are designed to continue developing essential skills in the areas of reading, writing, speaking, and listening.

**Course Title: English 11**

Credit: 1

Prerequisite(s): Successful completion of English 10

English 11 primarily explores American Literature. Students simultaneously expand their vocabulary, both for college testing (SAT and ACT) and to enhance their understanding of the materials read in American Literature. Extensive readings are completed in both novels and articles distributed to students. All students are required to take and pass the Comprehensive English Regents. This exam is a two-day exam, three hours each day. Activities and assignments prepare students for this exam. Students are required to keep a notebook, take regular notes, and remain current on assignments. Writing assignments are varied and extensive and include critical essays and other forms of expository writing.

**Course Title: Speech**

Credit: ½

Prerequisite(s): English 11

TC3 College Credits: 3

This public speaking course requires regular, active participation of each student. Through the use of lectures, reading, demonstration, guest speakers and audio and video recordings, students explore different types of speeches. These speeches include introductions, debates, argumentation, persuasion, information talks, storytelling and demonstrations. In addition to completing these speeches, students enrolled participate in weekly Junior Toastmasters Meetings following the format of the International Toastmasters. Toastmasters exposes students to Roberts Rules of Order, election of officers (and the proper way in which to fulfill the function of each office to which they are elected); the appropriate way to form an agenda, prepare a program, invite guests, run a meeting and prepare minutes following the meeting. Because students are elected to full Toastmasters' positions for four-week terms, there is regular rotation of responsibilities and inclusion of every student – at some point in the twenty-week course – in an elected position and in assignment to fulfill weekly duties required in the meeting. Special attention is given to body language, grammar, appearance, and the appropriate use of visual aids, elimination of slang and filler words and the expansion of students' vocabulary.

**Course Title: Advanced Placement English**

Credit: 1

Prerequisite(s): Successful completion of English 11 and teacher recommendation.

This course is an advanced study of challenging literature for the serious student who enjoys reading and writing. The student is responsible for nightly in-depth assignments, organizing his/her ideas in written form, and participation in classroom discussion. The course is taken for English credit and possible AP credit. Students are required to take the AP English exam in the May. Note: There is a fee for taking the AP English Literature exam. Dual credit through TC# is a possibility with this course.

**Course Title: Technical Writing**

Credit: 1

Prerequisite(s): Successful completion of English 11 including passing the Comprehensive English Exam, and teacher recommendation

Technical Writing/Communication is a senior level class aimed at the student who is planning on either taking a business related major during college or planning on joining the workforce directly after graduation. Technical Writing will fulfill the required fourth unit of English for seniors and if you are completing a 5-Unit Occupational Education sequence (Business, Technology, Art, Music, Family and Consumer Science, or a BOCES related program). Students will learn and improve their communication skills for the world of work and/or entering a post secondary institution. Students will review grammar

and punctuation rules as they relate to written communications in the business world. Students will learn the “Pyramid Approach” to writing reports, memos, and letters. Students will refine their abilities to exercise leadership, negotiate, work with diversity, and participate as a team member. A unit of Public Speaking will be included in the course. Students will create an electronic portfolio/journal as an accumulation of their accomplishments throughout this course.

**This course may also count as a credit towards completion of a Business Sequence.**

**Course Title: English 12**

Credit: 1

Prerequisite(s): Successful completion of English 11

Senior English students complete a program that focuses on comparative world literature, writing, and speaking required by NYS Standards for graduation. Genres such as biography and science fiction will be studied. Formal and informal essays including argument, persuasion and a research paper will be completed.

## **Family and Consumer Science** (formerly Home Economics)

**Course Title: Human Development**

Prerequisite(s): None

Credit: ½

This course is designed to give students an opportunity to explore the contemporary issues facing them and to investigate the many choices and challenges open to them as they deal with these issues. These issues include stress, relationships, communication and many more. Students will implement the knowledge they have gained about these issues in to a personal portfolio about themselves.

**Course Title: Child Development**

Prerequisite(s): None

Credit: ½

Students will explore how to help all children, prenatal through school age, establish optimal physical, emotional, social and cognitive foundations.

**Course Title: Food and Nutrition I**

Prerequisite(s): None

Credit ½

The purpose of this course is to teach students the understanding of basic nutritional concepts through instruction in nutritional requirements, planning, purchasing, preparation and service of nutritious foods.

**Course Title: Food and Nutrition II**

Prerequisite(s): Food and Nutrition I

Credit: ½

This course is a follow up to the concepts studied in Food and Nutrition I. Laboratory experiences will dovetail the lessons.

**Course Title: Clothing\***

Prerequisite(s): None

Credit: ½

**Approximate minimum cost is \$50.00**

This course is designed to give students an opportunity to appreciate the culture, history and influence of art associated with clothing. It presents opportunities to develop creativity, self-confidence and a feeling of accomplishment/achievement by studying design principles and applying them to the construction of clothing. This course can serve as a fine arts requirement for graduation in conjunction with housing.

\* This course will not be offered in the 2009-10 school year.

**Course Title: Housing\***

Prerequisite(s): None

Credit: ½

In this course students will investigate how lifestyle, social and economic factors and stages in the life cycle influence housing decisions, identify and explore how culture and the environment influence housing design in relation to past, present and future perspectives, evaluate household appliances and equipment, learn about caring for the home and energy conservation techniques and explore careers related to housing and interior design. This course in conjunction with clothing, can serve as a fine arts requirement for graduation.

\* This course will not be offered in the 2009-10 school year.

## **Foreign Language**

**Course Title: Spanish I**

Prerequisite(s): None

Credit: 1

Most students in Spanish I have had 7<sup>th</sup> and 8<sup>th</sup> grade Spanish and found it difficult. In Spanish 1 we try different approaches to learning Spanish to find a combination that will work for the individual. Listening skills are developed using TPR (Total Physical Response) in which students respond to oral commands and story telling in which students act out stories that the teacher tells. Vocabulary is practiced using computer programs, flashcards and games. Research on the internet allows students to interact with real Spanish as they prepare PowerPoint presentations to demonstrate what they know. We learn songs and dances and read about ancient Indian civilizations in what are now Spanish-speaking countries. The objective of the class is to be able to communicate in Spanish in basics day to day activities such as introducing oneself, ordering food in a restaurant, trying to get someone to go with you to the movies, talking about your family members or explaining what you like to do.

**Course Title: Spanish II**

Prerequisite(s): Spanish I

Credit: 1

Students who come into this class have demonstrated a proficiency in language learning. This is a fast-paced class in which students deepen their knowledge of Spanish and broaden their vocabulary. Homework consist of reading and answering questions about the reading to demonstrate comprehension. Class time emphasizes oral activities with TPR storytelling, listening to popular songs, answering questions on the reading and internet webquests. Grammar study is embedded in the reading and work on self-correction of writing and includes present, imperfect, preterite and future verb tenses.

**Course Title: Spanish III**

Prerequisite(s): Spanish II

Credit: 1

Spanish III prepares students for the NYS Regents exam. Extensive reading and writing expand the students' vocabulary and internalization of Spanish grammar at the same time they gain an understanding of Latin culture. TPR storytelling activities and watching the soap opera "La Catrina" allow students to further develop their ability to understand spoken Spanish. Speaking situations are extensively practiced in preparation for the speaking portion of the Regents exam. Internet Webquests allow students to interact with authentic Spanish and deepen their understanding of the Spanish-speaking world. We also sing songs and learn to late dances.

**Course Title: Spanish IV and V**

Credit: 1

Prerequisite(s): Final average of 85 or higher in Spanish III or permission of the instructor.

This is a college level course for which the student receives dual credit for South Seneca High School and Tompkins-Cortland Community College. A high level of interest and performance is expected. Readings from different parts of the Spanish-speaking world are studied both to deepen the students' understanding of Spanish culture and knowledge of Spanish grammar. Spanish only is spoken in class and students are expected to contribute to class discussions covering Hispanic literature, art, history and philosophy. Verb tenses including the conditional and the subjunctive are covered. The curriculum is alternated over the two years so that students may receive credit for Spanish IV and V.

## Health

**Course Title: Sr. High Health Education (Health 9)**

Prerequisite(s): Health 8

Credit ½

The general purpose of Health 9 is to teach, re-teach and allow students to practice lifetime skills that will promote physical, social and mental well being. There is an emphasis on challenging students to go beyond viewing health as just "being free of disease". The main focus of this class is to promote prevention of physical, social and mental problems so that "Quality of Life" can be optimized.

**Course Title: Personal Health and Wellness**

Prerequisite(s): Health 10

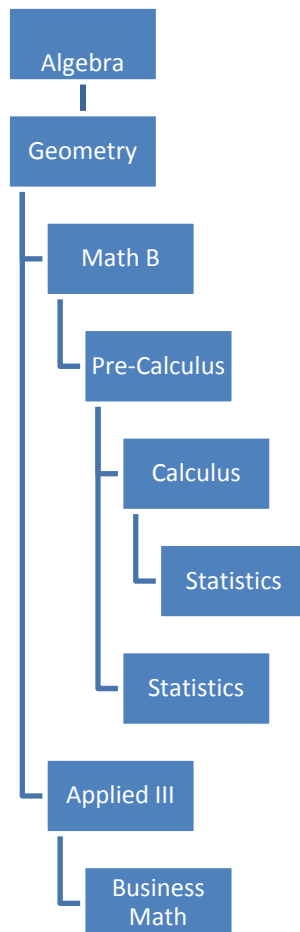
Credit ½

The purpose of this course is to improve student awareness concerning those issues governing our health. This course will isolate some of the most confusing health-related problems and provide data and facts to help students to make decisions that will optimize their personal health. Topics include healthy relationships, tobacco use, alcohol, nutrition, fitness, disease and managing stress. Dual-credit is offered in conjunction with TC3.

This fun and active class will teach you what to do in an emergency before medical help arrives. This course will prepare you to make appropriate decisions regarding first aid care and to act on those decisions. After completing the class students will be certified by the American Red Cross in CPR, AED, and First Aid.

## **An Important Notice about Changes in Math Requirements**

The New York State Education Department (NYSED) has revamped the high school Regents-based math curriculum beginning with the 2007-2008 school year. A phase-in starting in the fall of 2007 will lead to course offerings of Algebra, Geometry and Trigonometry. A full implementation of this phase-in will be complete by June 2010. Regents exams will be given in June at the completion of each course. Students must pass one math regents exam to graduate. Successful completion of three math regents exams are required for the Regents Diploma with Advanced Designation. An outline of course offerings and tracking options are offered below:



# Math

## **Course Title: Algebra I**

Credit: 1

Prerequisite: Successful completion of 8<sup>th</sup> grade Math

Algebra I is a course encompassing topics in number sense and operations, Algebra, Geometry, Measurement and Probability and Statistics. It is intended for 9th grade and accelerated 8th grade students as the first course needed for New York Regents Math requirement. A Regents Exam in Algebra will be given to all students in June.

## **Course Title: Geometry**

Credit: 1

Prerequisite: Successful completion of Algebra I Regents

Geometry is a full year course taken in sequence after successful completion of Algebra I. The topics covered begin with Fundamental concepts of Geometry which lead to Logic and Proof. Students will then explore two dimensional properties of Polygons and Conic Sections including their construction, transformation, and behavior of the coordinate plane. Students will also explore three dimensional properties of solids. The course culminates with a Regents Exam at the end of the school year.

## **Course Title: Algebra II / Trigonometry**

Credit: 1

Prerequisite: Successful completion of Algebra I and Geometry

Algebra II is a full year course taken in sequence after successful completion of both Algebra I and Geometry and is a continuation of topics covered in those courses. Part of Algebra II includes further exploration of problem solving methods involving for various Functions and Probability & Statistics. The third major component of Algebra II is Trigonometry, a branch of math that deals with the relationship between the sides and angles of triangles. Students will learn real-worlds applications for trigonometry including Navigation, Harmonic Motion, and determining Resultant Vectors. The course culminates with a Regents Exam at the end of the school year.

## **Course Title: Applied Math III**

Credit: 1

Prerequisite(s): Geometry

Applied mathematics is an integrated approach to learning math. It addresses the needs of contextual learners through the use of concrete experiences. This course uses hands-on lab activities along with videos and workbooks which aid in problem-solving and decision-making. Class enrollment is dependent upon teacher recommendation.

## **Course Title: College Statistics**

Credit: ½

Prerequisite(s): Geometry or Algebra II

This a general introductory course that will give each student knowledge of statistics through descriptive and inferential concepts. Each student will be exposed to real-world applications in many fields. Some of the topics that will be covered in the twenty weeks are: graphic presentation of data, measures of central

tendency, measures of dispersion, art of deception, bivariate data, linear correlation and regression, probability concepts and distributions, sample variability hypothesis testing, and making inference on one and two populations. Students successfully completing this course will earn both high school and college credit. Class enrollment needs to be with teacher recommendation. Dual-credit is offered in conjunction with TC3. 3 credits

**Course Title: Pre-calculus**

Credit 1

Prerequisite(s): Algebra II

This course provides the algebraic foundation, from a functional standpoint, for a standard calculus course. Topics include linear and quadratic equations, absolute value, inverse and composite functions, exponential and logarithmic functions, analytic geometry, trigonometry, and the Binomial Theorem. Intended for students preparing to take Calculus. Lecture format with extensive classroom demonstration. Class enrollment is dependent upon teacher recommendation. Dual-credit is offered in conjunction with TC3. 3 credits

**Course Title: Calculus I**

Credit: 1

Prerequisite(s): Pre-Calculus

Student will strengthen quantitative skills and build a firm foundation in calculus. Students have an opportunity for in-depth study, and are encouraged to master all skills in the course. Topics included are Limits, Differentiation, Integration and Infinite Series. Class enrollment is dependent upon teacher recommendation. AP credit will be granted depending on exam scores and university policies. Dual-credit is offered in conjunction with TC3. 4 credits

**Course Title: Business Math**

Credit: 1

Prerequisite(s): Integrated Algebra

The course is designed to develop a thorough understanding and mastery of the arithmetic processes of business with an emphasis on the application of principles to typical business problems. Topics included are: Solving for Unknowns, Percents, Discounts, Markups and Markdowns, Payroll, Simple and Compound Interest, Credit Cards, Home Ownership, Depreciation, Inventory, Stocks, Bonds and Mutual Funds. Business Math is a fourth year offering for seniors who have completed a sequence in applied math. Dual-credit is offered in conjunction with TC3. 3 credits

## Music

**Course Title: Senior High School Band**

Credit: ½

The Instrumental program is intended to further develop students' individual and group skills in music instruction. Performances as large groups, small ensembles and solos are part of the performance opportunities offered. The concert band performs music that will challenge and expose students to a variety of styles and genres.

**Course Title: Senior High Jazz Band**

Credit: ½

Prerequisite(s): Instrumental type is a consideration – permission by the instructor prior to registration in this course.

The Jazz Ensemble introduces students to a progressive and modern level of music devoted to Latin, jazz, rock styles. Students will be encouraged to explore improvisation skills in this ensemble setting.

**Course Title: Senior High Chorus**

Credit: ½

The general purpose of the senior high chorus is to further a love of singing in a choral setting by performing a wide variety of quality vocal music covering all musical styles.

**Course Title: Senior High Vocal Jazz Ensemble**

Credit: ½

Prerequisite(s): Permission by the teacher required prior to registration.

Students will gain experience with a variety of styles ranging from pop standards to swing, etc. Members will work on improvisational skills.

**Course Title: Music Theory/Music Appreciation**

Credit: ½

Prerequisite(s): Chorus and/or Band in 7<sup>th</sup> and 8<sup>th</sup> grade

This course is designed to let music students become more familiar with both the workings (theory) of music and the general characteristics of each musical period and style.

## **Physical Education**

**Course Title: Physical Education for Grades 9 – 12**

Prerequisite(s): None

Credit: ½

For all students in grades 9 – 12. Designed to improve physical fitness at all levels, it includes general education in a variety of sports, games and activities involving group and individual participation.

## Science

### A NOTE REGARDING SCIENCE COURSE REQUIREMENTS:

Beginning with the freshman class of 2001 – 2002, students will need to complete three credits in science. Two of these credits must include Living Environment and one from Earth Science, Chemistry, or Physics. Students must also pass one Regents examination or approved alternative for a Regents Diploma. Regents Exam scores of 65 or higher are required in Living Environment, plus two additional exams from any combination of Earth Science, Chemistry or Physics are required for the Advanced Diploma with Distinction.

All core-based courses (Earth Science, Living Environment, Chemistry and Physics) require a minimum of 1200 minutes of laboratory time with satisfactory lab reports prior to entry into any part of a State Regents examination in science.

**Course Title: Regents Earth Science** Prerequisite(s): None Credit: 1

Regent's Earth Science is a full-year laboratory course. Generally, 9<sup>th</sup> grade students register for this course. Astronomy, geology, oceanography, and meteorology are studied.

**Course Title: Regents Living Environment** Prerequisite: None Credit: 1

This is a full year laboratory based course that is required for graduation. The topics that are covered include: **evolution, cell structure and function, maintaining homeostasis, human biology, reproduction and heredity, ecology, biotechnology and environmental issues**. Laboratory skills that include the application of the scientific methods and the application of laboratory techniques and procedures, including **dissection**, will be emphasized in this course. One honors section will be offered.

**Course Title: Regents Chemistry** Credit: 1

Regents Chemistry is an introduction to the serious study of chemistry. Technical language is utilized throughout the course, as are quantitative methods of interpretation of information. A mechanical perspective of the nature of our world is unveiled in a detailed analysis of the structure of the atom, elements and molecules of our world. Details of how the components of things function is stressed. Associations are constantly made between everyday life events and the chemical reactions that comprise them.

**Course Title: Regents Physics** Credit: 1

Prerequisite(s): Math IA or Applied 2 Math

Minimal skills needed for successful completion of this course include: good quantitative skills for solving problems, training in both algebra and trigonometry, ability to read and interpret mathematical problems given in words rather than symbols, and the will to strengthen skills in both disciplines. This course covers the NYS Regents curriculum. The student completing this course should be able to understand the terms and concepts of the topics covered, solve quantitative problems of moderate

difficulty, manipulate and comprehend data using quantitative, estimation, graphical and error analysis and using the measuring tools and devices of a physics laboratory in prescribed as well as inventive modes for studying physical concepts. Classes will be conducted in several formats. Interactive lecture, discussion sessions, problem solving sessions, laboratory exercises, student assisted demonstrations, and individual help sessions.

**Course Title: Environmental Science\***

Credit: 1

Prerequisite(s): Living Environment and Earth Science

This full year laboratory course will provide students with the scientific principles, concepts, and methodologies required to understand interrelationships of the natural world, to identify and analyze environmental problems both natural and human made, to evaluate the relative risks associated with these problems both natural and human made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. An independent project will be in lieu of a final exam.

\* This course will not be offered in the 2009-10 school year.

**Course Title: Advanced Placement Biology**

Credit: 1

Prerequisite(s): Satisfactory completion of Regents Biology and Regents Chemistry

The Advanced Placement Biology course (AP Biology) is a second-year of biology for those students who are interested in learning more Biology. The AP course is designed to be the equivalent of an introductory college course. The course aims to provide skills necessary to deal critically with this rapidly changing science. The class will include laboratory activities prescribed by the AP Syllabus. The Advanced Placement Exam in May is a required part of this course. There will be a fee for taking the AP Biology exam.

**Course Title: Human Anatomy and Physiology**

Credit: 1

Prerequisite(s): Successful completion of Living Environment

This is a full year laboratory based course that will emphasize the structure and function of the human body. Dissection of animal organs is requirement of the course as it is essential to the study of anatomy. The complex interactions that maintain homeostasis in the human body will be explored as well as the disease process that results when equilibrium is not maintained. An independent research project will be in lieu of a final exam.

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## Social Studies

**Course Title: Global History I**

Prerequisite(s): Freshman standing

Credit: 1

Global History I will chronologically cover all events in human history (and pre-history) up to the French Revolution (1789). Global History II will bring students up to date from the French Revolution to the

present. Because all students are now considered Regents students and must pass a Regents exam, the primary purpose of this course is to present material that will meet the state's new social studies standards and prepare students for the Regents exam which is taken at the end of tenth grade. Students will master social studies skills such as map reading, charts, and graphs, as well organize the essential elements of research. This prepares students for multiple-choice questions on the Regents exam and provides practice for written responses to the thematic essays, constricted response and data-based questions on the exam.

**Course Title: Global History II**

Prerequisite(s): Global History I

Credit: 1

The Global History and Geography core curriculum is designed to focus on five social studies standards, common themes that recur across time and place and seven historical eras. This curriculum provides students with the opportunity to explore what was happening in various regions and civilizations at a given time. In addition, it enables them to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the five social studies standards, they will explore the content and intellectual skills of these disciplines.

**Course Title: Global History I/II**

Credit: 2

Prerequisite(s): Grade 8 teacher recommendation

These two courses are taken over a one-year period during sophomore year. Both history courses will chronologically cover all events in human history (and pre-history) up to the present. During the first semester, Global History I will focus on Prehistory through the Age of Absolutism. The second semester will cover the French Revolution to present day issues including all world conflicts. Because all students are now considered Regents students and must pass a Regents exam, the primary purpose of this course is to present material that will meet the state's new social studies standards and prepare students for the Regents exam. To pass the exam students must not only know history chronologically but also must have mastered social studies skills such as map reading, charts, and graphs, as well as be prepared to deal with the essential elements of research. This will enable them to not only to answer multiple-choice questions on the Regents exams, but the thematic essays, constricted response and data-based questions as well. An accelerate section will be offered to selected 9<sup>th</sup> graders.

**Course Title: American History**

Prerequisite(s): Global History I & II

Credit: 1

This is a survey of U.S. History with concentration on the birth of our nation and the Civil War to the present. It is intended for high school juniors.

**Course Title: Advanced Placement (A. P.) American History**

Credit: 1

Prerequisite(s): Global History I/II and teacher recommendation

Advanced Placement (A. P.) American History incorporates all aspects of the Regents-based curriculum at a greater depth. Students are still responsible for taking the Regents exam in June as part of their graduation requirement. Additionally, an A. P. Exam will be given in May. This course is designed to provide a learning experience equivalent to that of an introductory college course. Students will acquire analytic skills and factual knowledge necessary to deal critically with topics pertaining to U.S. History. Students in this course have the opportunity to acquire both A. P. and TC3 credit. Students are responsible for half of the A. P. exam fee (approximately \$42.00).

**Course Title: Current Affairs**

Prerequisite(s): Junior standing

Credit: ½

Current Affairs is a course designed to address current issues locally, nationally, and internationally. The course will also focus on major areas of conflict in the world. In this course we will engage in critical evaluation of topics on social, political, intellectual, religious and economic viewpoints. Every effort will be made to present numerous viewpoints of issues and topics, while fostering student discussion.

**Course Title: Participation in Government**

Prerequisite(s): Senior standing

Credit: ½

This course emphasizes the importance of citizenship and private vs. public mindedness. Government represents half of the senior year Social Studies requirement.

**Course Title: Economics**

Credit: ½

This class is intended to give students an opportunity to examine topics in some depth, applying analytic techniques of the discipline. An attempt has been made to give the course some flexibility with respect to the abilities and previous preparation of students as well as to the resources available in the school. Economics represents half of the senior year Social Studies requirement.

**Course Title: American National Government**

Credit: ½

This course examines the essentials of the American constitutional system, the function of political parties, the concept of the federal system, the role of administrative agencies, the method by which foreign affairs are conducted and how conflicting ideals are resolved in a democratic system.

**Course Title: Sociology**

Prerequisite: Senior standing

Credit: ½

The purpose of this course is to help students understand the complex issues of our times by examining human relationships. By giving students an understanding of human relationships, sociology can help them play a more informed role as citizens in shaping their social environment. Sociology is a course that relates directly to high school students' lives, which is something that students are always clamoring for. The discipline of sociology is today moving in two somewhat opposite directions. Some sociologists see the need for sociology to become more scientific. They stress the importance of more precise research methods and detached scholarship. Other sociologists believe that sociology should be concerned with the needs of human beings. They argue that sociology should pertain more to people than laboratory experiments. These sociologists want to facilitate changes that will improve social life. This sociology course attempts to study both of these approaches by using a text that allows students to use different sociological methods to study human relationships. This course may count towards completion of a five-unit Social Studies sequence.

**Course Title: Psychology**

Prerequisite(s): Senior standing

Credit: ½

This is a survey course in the study of psychology. Students are introduced to the basic components of human behavior. This course may count towards completion of a five-unit Social Studies sequence.

**Course Title: U S History – The Founding Fathers** Prerequisite(s): Senior standing Credit: ½

This course will explore the lives and times of the Founding Fathers, from the 1770s through the 1790s. We will examine the birth of our country from the perspective of the people who built this Grand Experiment, looking at their motivations and actions. Students will be required to do a significant amount of reading which will be the basis for classroom discussions.

Honors Course designation will be available for interested students. They will be required to successfully complete additional assignments for Honors designation.

A field trip to Philadelphia during Spring break 2010 is being planned for this course. Students will be afforded fundraising opportunities to cover the costs of the trip.

## **Technology**

**Course Title: Drawing and Design for Production I/Wood Tech I** Credit: 1  
Prerequisite(s): Willingness to work safely and cooperatively – freshmen and older

This course focuses on creative design development to solve problems in engineering. It is an essential course for all students interested in engineering, technical construction, mechanics and related fields. Students learn basic drawing skills, one and two-view drawings, orthographic projection, dimensioning, and freehand sketching in multiple views. Prototypes and mock ups of original designs are created by the student. Students will be introduced to hand and power tools to build designs.

**Course Title: Wood Products and Processing\*** Credit: 1  
Prerequisite(s): DDP I, Willingness to work safely and cooperatively -- Sophomore or older

This course is an introduction to the wood industry. An overview of the products, processes, structure and organization including solid wood, sheet goods and engineered wood products used in industry will be given. An introduction to furniture/cabinet layout, construction and the safe use of wood processing machines and tools will be covered.

\*This course will not be offered in the 2009-2010 school year.

**Course Title: Transportation** Credit: 1

Designed for an introductory course in transportation, Exploring Transportation covers all of the technologies used to relocate people or goods. Information on the International Space Station, and coverage of electric and alternative fuel vehicles, is included. A major part of the course will be application of math and science concepts and how they apply to the transportation field. The course also covers different topics of transportation past, present, and future. This full year course will be limited to one section of 15 students.

**Course Title: Automotive Systems\***

Prerequisite(s): Transportation

Credit: 1

Automotive Systems is for those students who own cars or will be purchasing one in the near future. Students will gain a basic knowledge of vehicle operations and how to maintain vehicles to insure a safe and long ownership. It is also for those students who wish to explore automotive technology as a possible profession. It will cover in depth all of areas that make a vehicle function.

\*This course will not be offered in the 2009-2010 school year.

**Course Title: Technical Drawing\***

Prerequisite(s): None

Credit: ½

For grades 9 - 12, this course is an introduction to measured drawings as the primary method to communicate ideas in the manufacturing and construction fields. It is an introduction to “graphical” problem-solving techniques.

\*This course will not be offered in the 2009-2010 school year.

**Course Title: Computer Aided Drawing (CAD)**

Credit: 1

Prerequisite(s): Tech Drawing

An introduction to computer aided drawing using the program Cadkey. Students will use knowledge gained in Technical Drawing to create 2-D drawings. Students will also explore creating true 3-D drawings and models using the Cadkey program.

**Course Title: Digital Electronics**

Prerequisite(s): Algebra I

Credit: 1

Digital electronics is the foundation of digital computers and many automated control systems. In a modern home, digital circuitry controls the appliances alarm systems, and heating systems. Under control of digital circuitry and microprocessors, newer automobiles have added safety features, are more energy efficient and are easier to diagnose and correct when malfunctions arise.

This course is an introduction to digital electronic signals and combination logic circuits. Basic logic circuits will be designed and simplified using Boolean algebra and CPLD design software. Arithmetic circuits and data conversion integrated circuits are also covered. Practical design and trouble shooting is stressed. This course provided the fundamental knowledge for continued study in sequential digital circuitry and microprocessors.

This course may serve as a third local credit of math.

**Course Title: Basic Electricity\***

Prerequisite(s): Algebra I

Credit: 1

Student will learn electrical theory and fundamentals in both AC and DC electricity. They will gain knowledge in solid-state devices and soldering techniques that apply to solid-state devices.

This course may serve as a third local credit of math or science.

\*This course will not be offered in the 2009-2010 school year.

**Course Title: Electronic Hardware** Credit: ½

Students will learn BASIC computer terminology and identify internal and external Hardware. Students will also learn how to safely remove and replace computer hardware components.

**Course Title: Surveying** Prerequisite(s): Tech Drawing Credit: ½

An introduction to land and construction surveys for grades 10, 11, and 12.

**Course Title: Architectural Drawing\*** Prerequisite(s): Tech Drawing Credit: ½

Students will gain an awareness of basic architecture. Students will learn how to identify the basic components of a residential structure and will design and draw a residential structure.

\*This course will not be offered in the 2009-2010 school year.

**Course Title: Small Engines** Prerequisite(s): None Credit: ½

Basic principles of internal combustion, trouble shooting and repair will be covered in this course. Small Engines is a half-credit course which may be used towards a five-credit technology sequence.

**Course Title: Residential Construction** Prerequisite(s): Tech Draw Credit: ½

Students will learn basic construction techniques in residential construction. Students will study these techniques and put them to practical use by designing and building a small project.

### **A note about Independent Studies**

Independent studies are intended to allow a student to explore a subject area that we either do not offer or a level of study that is beyond the courses already taken. It is important to realize that independent studies are not meant to replace an existing course.

**Course Title: Distance Learning** Credit: 1

Distance Learning is a class that exposes students to Human Rights issues. Each year, students focus on one or two of these issues. Students research, participate in international videoconferencing, and implement local and global activities. Examples of past project include learning about land mines, war-affected children, HIV/AIDS, genocide in Darfur, Sudan, and issues surrounding maintaining fresh water. Students must have independent work habits and willingness to take ownership and follow through with projects. This class provides students with opportunities for personal and academic growth and change.

## Vocational Education

South Seneca offers juniors and seniors an opportunity to pursue a vocational education through “hands-on” course work at the Tompkins-Seneca-Tioga (TST) Vocational Center in Ithaca.

The following courses are currently offered at TST:

Auto Body Technology I and II  
Auto Technology I and II  
Carpentry I and II  
Certified Nursing Assistant I and II  
Computer Technology I and II  
Cosmetology I and II  
Criminal Justice I and II

Culinary Arts I and II  
Digital Media Technology  
Early Childhood I and II  
Electricity I and II  
Heavy Equipment Technician I and II  
Welding I and II

Additional information is available at [www.TSTBOCES.org](http://www.TSTBOCES.org). Click on “Career and Tech” and view the on-line course description guide.

Choosing a vocational program is a big commitment. It involves planning with both parents and your counselor. Students attending the TST or Flint center are there for roughly half the school day. Applications and additional information on programs are available in the guidance office.

## TST BOCES Career and Tech Programs

**Career and Tech Center (607) 257-1551**

**Director: Mr. Anthony DiLucci**

TST BOCES Career and Tech Programs instruct students in a variety of technical areas, preparing them for entering the work force with a marketable skill and for continuing on to higher education. Classes are conducted at the TST BOCES Career and Tech Center on Warren Road in Ithaca. These programs are taught for a minimum of 2 hours during the AM or PM session each day, and all courses provide an internship experience over the course of their completed curriculum. Bus transportation is provided to and from the Career and Tech Center. Students continue their major academic subjects in the remaining three or four periods at the home school district. Courses may yield three or four credits, depending on individual students' situations.

In addition to the Career and Tech Programs, the Center offers classes in Physical Education, Business Math and Environmental Science for those students who may need them to meet graduation requirements.

All Career and Tech classes are currently New York State Approved. To be approved, courses must meet rigorous guidelines related to assessment, an academically strong curriculum that is aligned with the New York State Learning Standards and relevance to industry practices. Due to the success of our Career and Tech programs, many students have successfully competed at the regional, state and national levels for scholarships and other prizes. Some courses offer concurrent enrollment opportunities through TC3, and all programs have at least one articulation agreement with colleges that have a related program, which include, but are not limited to: SUNY Delhi, SUNY Cobleskill, SUNY Alfred, TC3, Pennsylvania College of Technology, and the Art Institute of Pittsburgh.

For more information on these and other Career and Tech Programs, visit the website at:  
[www.tstbooces.org](http://www.tstbooces.org)

### **AUTO BODY**

**1<sup>st</sup> Year – PM Session**

**2<sup>nd</sup> Year – AM Session**

**Course Description:** This program focuses on collision repair skills for national certification. Practical experience is acquired by working on customers' cars. Students learn the use of hand, power and special auto body tools and equipment. Areas include frame and auto body repair, auto refinishing and replacement of parts and sections of panels. Welding skills are also taught. In addition, there are opportunities to do customized paint graphics, airbrushing, and restoration work on high performance and show quality vehicles.

**Can Lead To:** Students may pursue entry level work as a body shop assistant, painter, sander or polisher or self-employment as a shop owner. Two-year college or technical degree in Auto Body Technology can lead to collision service worker, welder, insurance adjuster, parts manager or automobile painter.

### **AUTO TECHNOLOGY**

**1<sup>st</sup> Year – PM Session**

**2<sup>nd</sup> Year – AM Session**

**Course Description:** This is a nationally certified program (NATEF). Students learn to repair foreign and domestic cars and light trucks using the latest techniques and computerized diagnostic equipment. Successful graduates are eligible to take the certification examinations offered by Automotive Service Excellence (ASE) and the New York State Department of Motor Vehicles Inspector License Examination. Throughout the two-year program, students gain daily practical experience working on vehicles donated by major auto manufacturers and/or customers' cars. Students who qualify may be eligible for clinical experience at local repair facilities.

**Can Lead To:** Students may be eligible for an entry-level job as a brake mechanic, general mechanics assistant, tune-up specialist or parts salesperson. Post secondary opportunities include an associate degree in Auto Technology or specialized training at technical schools. Advanced students may pursue mechanical engineering.

### **CARPENTRY**

**1<sup>st</sup> Year – PM Session**

**2<sup>nd</sup> Year – AM Session**

**Course Description:** In this course, students learn the basics of residential and commercial construction techniques, including introductions to framing, roofing, new construction, remodeling, interior and exterior finishes, door and window installation, siding and masonry. Students also learn to safely operate hand and power tools. There is some work on plan and blueprint reading as well as learning the meaning of symbols and building specifications. From the ground up, this class will teach students the full scope of the construction industry. Students also build sheds of all shapes and sizes for the public. The skills learned in this class will provide students with the basic skills needed to perform required maintenance in a residential or commercial setting.

**Can Lead To:** Students may enroll in a two-year college in the construction field, or pursue a career as a roofer, contractor, project manager, form builder, lumber yard worker or architectural technician.

### **CERTIFIED NURSING ASSISTANT I /**

**1<sup>st</sup> Year – AM and PM Session**

### **CERT NURS ASST II / HOME HEALTH AIDE**

**2<sup>nd</sup> Year – PM Session**

**Course Description:** For the student interested in the health field as a supportive care giver, these classes give training for patient care in nursing homes, hospitals and private homes. Students will participate in a supervised clinical experience to give textbook learning a practical application. Students perform personal care procedures such as bathing, dressing and feeding patients, and assist them with mobility

using crutches, canes, walkers and wheelchairs. In addition, they learn how to take vital signs and perform First Aid and CPR. All students must complete a physical exam and be updated on their immunizations to enroll in this program, and they must purchase a uniform, white shoes and a watch. During the second year of the program, students will further their experience by working towards certification in Home Health Aide/Personal Care Aide in order to work with patients and professionals in a variety of health care settings. This program will allow students to gain additional clinical hours within a hospital setting and participate in a variety of internships to explore areas of health care in our community. All students are required to purchase a uniform, white shoes, and a stethoscope.

**Can Lead To:** This program prepares students for entry into the workforce. Many students pursue nursing or other health care related majors at the post-secondary level. Eligible students can take the NYS certification exam each May for \$115.00 to potentially become a licensed certified nursing assistant.

## **COMPUTER TECHNOLOGY**

**1<sup>st</sup> Year – PM Session**

**2<sup>nd</sup> Year – AM Session**

**Course Description:** During the first year, students will experience an overview of the major components of Computer Technology, which include: Website Design, Computer Programming, Hardware Maintenance and Troubleshooting, Operating System Administration (Windows, Linux and DOS), 3D Animation and Design, Digital Video, and Basic Game Design. There is a strong emphasis on problem-solving skills and working independently. Students do not need any previous computer background for this class. The second year of the program is the internationally recognized CISCO Academy. Students learn both the theory and practice of network administration. The curriculum involves hands-on programming of network devices like routers and switches. In addition to theoretical components, this program provides practical experience with all aspects of network design, including: making cables, server management, security, wireless administration, backup technologies and computer forensics.

**Can Lead To:** This program will prepare students for the CISCO Network Associated INTRO exam and the Comp TIA Network + exam. Students are also likely to pursue post-secondary education at the two year or four year college level in computer technology or computer information systems.

## **COSMETOLOGY**

**1<sup>st</sup> Year – PM Session**

**2<sup>nd</sup> Year – AM Session**

**Course Description:** This course is designed to provide students with marketable skills to enter the field of cosmetology. From manicuring to hair coloring, perms to styling, students get the full range of skills and hours to prepare them for the NYS Licensing Exam. The program consists of practical hands-on training and theory work, field trips to beauty and styling shows, and presentations by guest speakers from the cosmetology field. Instruction in shop management and communication skills prepares students to handle the business portion of working in a salon. Note: 1<sup>st</sup> year students are required to purchase a kit costing \$175.00, and students will need additional money for advanced supplies and a nail kit. Students are required to complete 1000 hours of training to qualify for a New York License as a cosmetologist.

**Can Lead To:** 1<sup>st</sup> Year students may find positions as a receptionist at local salons. Students completing the 2<sup>nd</sup> year and who have passed the NYS Licensing test may become a hair stylist, color and nail technician, salon owner or manager.

## **CRIMINAL JUSTICE**

**1<sup>st</sup> Year – PM Session**

**2<sup>nd</sup> Year – AM Session**

**Course Description:** The first year of academic instruction focuses on criminal and civil law, vehicle and traffic law, arrest and court procedures, report writing and communication skills. Additional areas include interviewing skills, patrol techniques, self-defense, security, fingerprinting, civil rights, applied math, and Internet research. Class time is split between lecture, physical activities, field trips, and interaction with special guests. The second year will be more career-centered, with a focus on: patrolling, criminal

investigation, and police-community relations. Subjects include: forensics, accident and crime scene illustration, digital photography, life skills, and applied science, professional and career development. Class time includes discussions, team-based lab work, and hands-on field activities.

**Can Lead To:** This program of study is an excellent tool for preparation for college, military service, or direct employment in law enforcement or security fields.

## **CULINARY ARTS**

**1<sup>st</sup> Year – PM Session**

**2<sup>nd</sup> Year – AM Session**

**Course Description:** In the 1<sup>st</sup> year, students learn fundamentals of safety and sanitation as well as how to prepare both short order and quantity cooking. Breads, pastries, entrees, soups, etc. are included in menus selected and prepared by students. Equipment operation and safety are also taught. There is a great deal of emphasis on building social skills, working as team members, following directions and exhibiting positive work attitudes. 2<sup>nd</sup> Year students are responsible for the complete operation of the *Sun Room*, the on-campus restaurant. Capable students may also do internships in culinary arts related businesses. There is a \$30 fee for a mandatory uniform.

**Can Lead To:** This course prepares students for entry level positions in the local job market or students may choose to attend a two-year or four-year college in this field.

## **DIGITAL MEDIA TECHNOLOGY**

**2009-2010 School Year**

**2010 and Beyond**

**1<sup>st</sup> Year – AM or PM Session**

**2<sup>nd</sup> Year – AM Session**

**Course Description:** Students will experience an overview of commercial design, video game development, and video production. Initially, students will develop web-based and business-oriented media through a general exploration of digital editing tools. Building on this foundation and working with industry standard software and hardware, students will investigate both 2D and 3D animation techniques with a focus on website integration and video game design. Students will create complex animations and working video games using a variety of tools, including Adobe Flash and Autodesk 3ds Max. Finally, moving quickly from simple digital video creation to complex movies, students will explore advanced pre- and post-production methods using Adobe Premiere Pro, Encore and After Effects. Throughout the course, there is a strong emphasis on problem-solving and working independently.

**Can Lead To:** Students are likely to pursue post-secondary education at the two year or four year college level in a variety of disciplines including: video production, advertising design, game design and website development. Potential careers are: software engineer, flash designer, web developer, game developer, graphic designer, digital artist, game art and animation designer, animation system programmer, video editor, video systems technician, video production coordinator, and digital video analyst.

## **EARLY CHILDHOOD**

**1<sup>st</sup> Year – AM or PM Session**

**2<sup>nd</sup> Year – AM or PM Session**

**Course Description:** Early Childhood education provides students who want to work with young children an understanding of the physical, emotional and intellectual development of children. Students learn about the characteristics and behavioral needs of three and four-year-olds and learn how to care for them in a nursery school setting by operating a nursery school program three days a week. During the 2<sup>nd</sup> year, students gain hands-on experience through internships at local nursery schools, childcare settings and elementary schools. Good communication skills, both written and verbal, are critical to success in this program, along with a genuine interest in working with children.

**Can Lead To:** Students may pursue a two or four-year college for Early Childhood and/or Elementary Education. This course also provides entry level skills to work as a nanny, preschool teacher aide or a home day care provider.

## **ELECTRICIAN**

**1<sup>st</sup> Year – PM Session**

**2<sup>nd</sup> Year – AM Session**

**Course Description:** This program is designed to expose and excite students to the world of electricity and how it works. Students learn and apply skills towards electrical construction and electrical maintenance by designing and installing circuit layouts for residential and commercial applications. This is achieved through a mix of classroom instruction, practical applications in the lab, and a “Real Work” project that focuses on the construction of a modular home on campus by the Electrical Construction and Carpentry classes. In addition, students develop and wire industrial electrical control circuits that are then used to energize motors, heaters, and lighting loads. A full set of hand tools is provided, and students are instructed on the various pieces of electrical test equipment as well as many of the primary power tools used in the trade. Other opportunities include field trips and internships with prospective employers. A partnership with the International Brotherhood of Electrical Workers (IBEW) Local 241 presents various opportunities to students that results in local recognition and prizes for challenge winners.

**Can Lead To:** Entry level Electrician, Electrical Apprenticeship upon completion of the two year program. With further education, a student can use this course as a solid foundation to acquire a two year degree in Electrical Technology, work as a Maintenance Electrician, Machine and Appliance Repair, Utility Worker, Network Technician, Communications Technician, HVAC Technician, Security and Fire Controls Technician, or Elevator Repair Technician.

## **HEAVY EQUIP / NAT RES CONS**

**1<sup>st</sup> Year - AM or PM Session**

**2<sup>nd</sup> Year – AM Session**

**Course Description:** This program is designed to meet the growing demand for technicians in the transportation, marine, agricultural and construction fields. The course provides training in the diagnosis and repair of heavy equipment, medium and heavy trucks. Students learn the principles of the diesel engine, drive train, brakes, suspension and steering, electrical/electronic systems, hydraulics, welding, and preventive maintenance inspection. Students receive classroom instruction that they will apply to hands-on lab work in the shop or outdoors. Specialty areas include maintenance and heavy equipment operation of tractors and diesel engines. Students who are interested in bio diesel engines, working with alternative fuel sources, landscaping and conservation should join this course. Select students have the opportunity to job-shadow and intern with professionals in the area.

**Can Lead To:** This course prepares students for entry level employment positions, such as: heavy equipment technician, truck marine, agricultural, construction and diesel fields, or to continue into post-secondary education.

## **WELDING**

**1<sup>st</sup> Year – PM Session**

**2<sup>nd</sup> Year – AM Session**

**Course Description:** Students learn to construct and repair equipment, machinery, parts and piping by fusing metal parts together using oxyacetylene, MIG, TIG or arc welding apparatus and plasma-arc cutters. Instruction is balanced by the opportunity to build practical projects or metal sculpture.

**Can Lead To:** Students may pursue a two or four-year degree in Welding Technology or employment as a production or construction welder. With experience and further training, a student may become a blacksmith, instrument maker or pipe welder. Possible employers are heavy construction contractors, machine tool shops, shipyards, the aerospace industry and fabricating shops.

# TST BOCES New Visions Programs

**Career and Tech Center (607) 257-1551**

**Director: Mr. Anthony DiLucci**

New Visions is a full year program that offers seniors a non-traditional challenging senior year. Accepted students attend this full-day program off-site at Cornell University or Cayuga Medical Center. Students are expected to be professional, courteous and to strictly adhere to the guidelines set by their teachers and mentors. Seniors receive high school credit for English 12 Honors, Government and Economics, as well as two electives, for a total of four credits.

Acceptance into a New Visions Program is very competitive. The selection process is based on grades, recommendations, an interview and an essay, among other criteria. These programs are taught at the honors level, provide dual credit through TC3 for the core academic program, and are personally and academically challenging.

**For more information on the New Visions Programs, visit the website at:**

[www.tstboces.org](http://www.tstboces.org)

## **NEW VISIONS: HEALTH SCIENCES**

**Course Description:** This program allows students to explore a variety of health career professions that meets daily at the Cayuga Medical Center in Ithaca. Medical terminology along with anatomy and physiology are key health science modules integrated throughout the New Visions curriculum. Students learn the relevance of government, economics and English to this profession and return to class with real-life questions, dilemmas and a greater understanding of the role each student wants to fulfill as a profession in this field. The class work is demanding, but extremely rewarding. The New Visions Health Careers exploration program is for the highly motivated, academically capable student.

## **NEW VISIONS: LIFE SCIENCES**

**Course Description:** This program is located at the Guterman Lab at Cornell University. Students will be able to explore and experience first hand some of the many career opportunities in the agriculture and environmental science field, which include: horticulture, veterinary medicine, forestry, land and water conservation, agricultural and environmental education, food science, agricultural business and fishery-wildlife management. The course is designed to attract students who are interested in environmental and agricultural issues, animals, plants, greenhouses, lakes, rivers and streams, who like to work with technical equipment, and who are not afraid of working hard, both independently and with others. Students will be exposed to a wide variety of experiences varying from field trips to local businesses, guest speakers employed in these fields, to job shadowing and career internships.

# TST BOCES World of Work Programs

**Career and Tech Center (607) 257-1551**

**Director: Mr. Anthony DiLucci**

The World of Work classes serve high school students with a variety of instructional needs. Classes promote positive self-esteem and socialization as well as cognitive and motor skills development through a progressive curriculum. The classes integrate students into the most appropriate and least restrictive Career and Tech setting, offering instruction in both generic and job-specific skills important for competitive employment and independent living.

Please refer to the *World of Work Program: Learning for Life* brochure for descriptions of these courses. Listed below are the WOW courses and the times that the courses will be offered next fall:

<b>AUTO SERVICES</b>	<b>AM or PM Session</b>
<b>CAREER EXPLORATION PROGRAM</b>	<b>AM or PM Session</b>
<b>CONSTRUCTION TECHNOLOGY</b>	<b>AM or PM Session</b>
<b>FOOD SERVICE</b>	<b>PM Session</b>
<b>HUMAN and HOSPITALITY SERVICES</b>	<b>AM Session</b>
<b>PERSONAL SERVICE</b>	<b>AM Session</b>

## Advanced Placement Programs

In an effort to offer students opportunities to possibly take Advanced Placement Courses (AP), South Seneca currently offers AP courses in English and Biology. Course availability is based on prerequisites which are outlined in the course listings.

### Frequently Asked Questions Regarding Advanced Placement Courses

#### **How difficult are AP Courses?**

Compared with regular high school courses, AP courses are usually more demanding. Depending upon the subject, you may read and write more, analyze material, synthesize ideas, solve problems and evaluate. Most AP classes are comparable to sophisticated college courses, so they aren't easy, but they are not impossibly difficult either. The intellectual skills and interest you can develop in AP courses – critical reading, analyzing data sets, synthesizing evidence to develop new insights, etc.—will equip you for lifelong learning. Your investment in any AP course is certain to provide many returns.

#### **I'm not sure I'm interested in college credit or advanced placement. Why should I take an AP course and exam?**

Taking an AP course provides you with extra learning opportunities. The courses give you the kind of background and preparation that will prove beneficial in our college courses, and an AP grade shows your college that you have learned college-level material and deserve credit and/or advanced placement for meeting that challenge.

#### **I'm not sure I'm reading for an AP course and examination. What do I need to succeed?**

You need to be willing and you need to be able. "Willing" means motivated to study and learn on the college level. If you are committed to participating actively in an AP class and doing the out-of-class assignments, you have met a major prerequisite for success. "Keeping up" is a basic practice for any college-level course. These courses move rapidly and cover a lot of ground. Successful students are those who keep up or, better, stay a little ahead of the required reading. You must also be able to do the work. Your record in earlier courses is the most obvious indicator of that ability.

Please refer to <http://www.collegeboard.org/ap/students/subjects.htm> for more information.

# Middle School Instructional Program

The Core curriculum is delivered in a team environment. Students are organized in self-contained “house” and the team teachers teach only those students assigned to that team. Classrooms are in close proximity to one another which provides a sense of belonging and reduces the feeling of anonymity among students. Students move out of their “house” for encore subject areas only. Instructionally, teachers plan collaboratively as they continue their effort to integrate the New York State learning standards across the curriculum.

## **Core Course Focus:**

### **Math:**

All Students are engaged in a standards focused math curriculum that includes mathematical analysis, scientific inquiry, and engineering design in an effort to develop questions, seek answers, and develop solutions to various problems.

### **Science:**

All students are engaged in an applied science program which focuses on the State Learning Standards for science. The students will be able to use science labs as they strive to apply the knowledge of scientific concepts learned within the classroom setting.

### **English Language Arts:**

All students are engaged in an English Language Arts program which focuses on the development and use of the following skills: reading, writing, listening, and speaking. Students also focus on these skills in all other subject areas as part of the curriculum integration design focus.

### **Social Studies:**

All students are engaged in a social studies program which is focused on the State Learning Standards for social studies. Students are involved in developing an understanding of cultural influences that have shaped our society. Students will apply knowledge of various important documents in developing an understanding of their civic responsibilities.

### **Exploratory:**

The exploratory curriculum would be grounded in the Arts and Humanities. The focus would be culturally rich and experiential in nature. The courses included in the Arts and Humanities curriculum may include Art, Music, Technology Education, Family and Consumer Science.

**Physical Education:**

All students would be actively involved in a physical education program as mandated by New York State. The curriculum of various games, sportsmanship, and the importance of life-long wellness.

**Health Education:**

All students are required to complete a 20 week unit of Health Education by the end of 8<sup>th</sup> grade. Middle School Health Education is currently offered to all 8<sup>th</sup> grade students.

**Positive Youth Development:**

All Students may be engaged in an integrated advisory program, Falcon Camp. The focus of the advisory is to establish student/teacher connections in a way that provides each child with an adult advocate in the educational setting. This program directly addresses the need to develop the whole child, which is a critical need for children at the middle level.

**Foreign Language:**

Spanish is the only foreign language offered in the middle school. Foreign language is a full year requirement in grades 7 and 8.

**State Assessments for Middle School Students:**

All students in grade 6, 7, and 8 are required to take State Assessments in English Language Arts, Mathematics, Science (performance and written) and Social Studies. These assessments will determine the level of academic support your child is to receive as part of their High School program.

**High School Transition:**

The guidance counselors will make classroom visitations during March for current eighth grade students to plan their high school program. These visitations bring to focus new State Education assessments that all students are required to pass. Academic planning is extremely important as students' transition from eighth to ninth grade. Parents will be notified by mail of an information night to be scheduled sometime in the month of March. Attendance is strongly encouraged.

# **Graduation Requirements**

## **Awarding of Diplomas and Local Certificates and Participation in Graduation Ceremony**

In order to participate in the graduation ceremony, the Building Principal must certify that the student has met the graduation requirements listed below:

Student must complete these requirements to graduate, including 24 units of school credit, and receive a score of at least 65 on specified Regents examinations. The units of credit must include the following:

### **Graduation Requirements**

#### **Core Requirements**

- 4 units of English
- 4 units of Social Studies
- 2 units of Physical Education
- 3 units of Science
- 3 units of Math
- 1 unit Fine Arts
- 1 unit Language other than English
- ½ unit of Health
- 5½ units of Electives

#### **Sequence Requirements**

All students must complete 3-unit sequences in math and science to graduate. One of the following sequence options must also be completed to earn the Regents Diploma with Advanced Designation.

#### **Option I**

Two 3-unit sequences in any 2 of the following: math, science, art, technology, family and consumer science, music, or a second language.

#### **OR Option II**

One 3-unit sequence in math, science, art, technology, family and consumer science, music, second language AND

One 5-unit sequence in English and Social Studies

#### **OR Option III**

One 5-unit sequence in Math, science, art, music, vocational education, technology, or second language.

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Total 24 credits

In order to receive a diploma, a student must take and pass the Comprehensive Regents Exam in English, Global Studies and Geography, United States History and Government, Mathematics A and at least one Science Regents exam. For a student to receive a **Regents Diploma**, a student must pass all five Regents exams mentioned above with a score of 65 or higher. For a student to receive a **Regents Diploma with Advanced Designation** they must pass all of the exams mentioned above with a 65 or better plus two additional regents exams: Math B and two additional Regents Science exams with a 65 or better. The third-year foreign-language Regents is also required with a passing grade of 65 or better unless the language requirement is substituted with a five sequence in vocational education, music, art, or technology. Course requirements must be completed at the Regents level. The core Science requirement includes Regents Biology (Living Environment) for all diploma levels. Students receiving grades less

that 65 but greater than 55 on any of the above required Regents exams will receive a local diploma. This applies to students of the graduating class of 2009, 2010, and 2011.

The chart below indicates the changes affecting students starting with the Freshmen class entering September of 2005.

Entering Freshman Class	Local Diploma Requirements	Regents Diploma Requirements	Regents Diploma with Advanced Designation Requirements
2006 Class of 2010	Score 65 or above on 3 required Regents exams and score 55 or above on 2 required Regents exams. Earn 24 units of credit.	Score 65 or above on 5 required Regents exams. Earn 24 units of credit.	Score 65 or above on 8 required Regents exams. Earn 24 units of credit.
2007 Class of 2011	Score 65 or above on 4 required Regents exams and score 55 or above on 1 required Regents exam. Earn 24 units of credit.	Score 65 or above on 5 required Regents exams. Earn 24 units of credit.	Score 65 or above on 8 required Regents exams. Earn 24 units of credit.
2008 Class of 2012 And Beyond	Local Diploma No Longer Given	Score 65 or above on 5 required Regents exams. Earn 24 units of credit.	Score 65 or above on 8 required Regents exams. Earn 24 units of credit.

Pending principal's approval, students may earn a maximum of 6 1/2 units of elective credit without completing the unit's of study requirement through alternate study, project and/or approved exam.

IEP Diploma: Students who have been designated as having a disability must have completed the requirements to receive the local diploma, IEP diploma, or local certificate as specified in the Individualized Education Program (IEP) and approved by the Committee on Special Education (CSE).

An official diploma will only be issued based upon the completion of the Regents, local, or IEP diploma requirements.

A high school diploma will represent termination of the District's responsibility to provide additional educational training opportunities as part of the regular day program. Any student earning an IEP diploma or local certificate will be informed in writing of his or her right to attend the public schools of the District until one of the following occurs:

1. The student earns a high school diploma
2. The student attains the age of 21 prior to September first of a school year.

**All of the extensions listed below may be reached by dialing 869-9636**

**South Seneca School District Administrative Directory**

Superintendent – Ms. Janie Nusser - Ext 1434  
Elementary Principal - Ms. Margaret Couture – Ext 3002  
Elementary Dean of Students – Mr. Philip Marella – Ext. 3003  
High School Principal – Mr. Robert Waller - Ext. 1406  
Middle School Principal – Mr. Robert Fitzsimmons - Ext. 1162  
Dean of Students – Ms. Cathy Flanders - Ext. 1336  
Athletic Director – Mr. Jack Guinan – Ext. 1413  
CSE Chairperson – Ms. Susan Lynch- Ext. 3111

**School Counselors**

Mrs. Kimberly Bell- Ext. 1163  
(Grades 6 – 9)  
Mr. Scott Anderson – Ext. 1418  
(Grades 9 – 12)  
Mr. Kevin Webster – Ext. 2127  
(Grades K-5)

**School Psychologists**

Ms. Tamis Kaplan - Ext. 2145  
Ms. Jennifer Palmer - Ext. 1180

**Student Assistance Counselors**

Ms. Terry Stawasz – Ext. 1326 or 2366  
Ms. Debora Chaham – Ext.1158  
Ms. Susan Wheeler – Ext. 1326 or 2366

**Board of Education**

President: Mark Sinkiewicz  
Vice-President: Mike DiPerna  
Members: Carl Pell, Ann Stengle, David Terry Jr, Betsy Dreyer, Brenda Eastman

**Helpful Phone Numbers**

High School Nurse – Patty Arcangeli, RN – Ext. 1106  
Middle School Nurse – Dori Scialdone, RN – Ext. 1186  
Director of Food Services – Deb Bush – Ext. 1302  
Transportation – Lance Heitmann – Ext. 1422  
Librarian – Christina Lupo – Ext. 1240