



Washingtonville High School

New Student Orientation

August 24, 2020

www.ws.k12.ny.us

Important Phone Numbers

PRINCIPAL

Mr. Brian Connolly x24501

ASSISTANT PRINCIPALS

Mr. Scott Courter x24504
Mr. Robert Leonard x24509
Mrs. Kristin Shaw x24507

SCHOOL COUNSELORS

Mr. Scott Lerner -Chairperson x24516
Ms. Melissa Lynch x24513
Mrs. Sue Cooney x24515
Mrs. Jill Exarchakis x24518
Mrs. Kimberly Kelly x24514
Mr. Eric Marburger x24520

SCHOOL NURSE

Mrs. Janice Rowe x24532

SOCIAL WORKER/ ATTENDANCE

Mr. Paul Saladino x24523
Mrs. Erin Calovic x24522

STUDENT ASSISTANCE COUNSELOR

Ms. Katherine O'Sullivan x24524

SCHOOL PSYCHOLOGIST

Dr. Jennifer Luciana x24508
Ms. Diana Barone x24519

ASST.SUPERINTENDENT FOR PUPIL PERSONNEL SERVICES

Dr. Michael Cogliano x27201

ACADEMIC SUPERVISORS and CHAIRPERSONS

ENGLISH & SOCIAL STUDIES

Mr. William Ormiston x24592

MATH & SCIENCE

Mrs. Katrina Kiernan x24593

ART

Mr. Ken Affedlt x24032

ATHLETIC DIRECTOR/PHYSICAL EDUCATION

TBD x24561

BUSINESS/TECHNOLOGY

Mrs. Nina Giordani x24543

FOREIGN LANGUAGE

Ms. Lisa Alemany x24142

MUSIC

Mr. Ari Contzius x24041

SPECIAL EDUCATION

Mr. Thomas Rigney x24598

IMPORTANT TELEPHONE NUMBERS

497-4000

Main Number to Washingtonville High School

497-4000 x24511 or x24512

Guidance Department Secretaries

497-4000 x24532 or x24531

Health Office

497-4000 x24521 or x24522

Attendance and homework requests when student is ill

Graduation Requirements for students entering 9th grade in September 2020

Required Subjects	Regents Diploma	Advanced Regents Diploma
English	4 credits	4 credits
Social Studies	4 credits	4 credits
Mathematics (B)	3 credits	3 credits
Science	3 credits	3 credits
Language	1 credit (A)	3 credits (C)
Health	1 credit	1 credit
Art/Music*	1 credit	1 credit
Sequence/Electives	3.5 credits	3.5 credits
Physical Education	2 credits	2 credits
TOTAL	22 CREDITS	22 CREDITS

Examinations:

Regents Diploma	Regents with Advanced Designation
English	English
Global History	Global History
U.S. History	U.S. History
Algebra	Algebra, Geometry and Algebra 2
1 Science Regents	2 Science Regents
Language Prof.	Foreign Language LOTE

* Students entering Grade 9 after 2010 must have a 65 or higher on all 5 required Regents Exams*

- (A) Students who complete two units of study in a single language other than English no later than the end of grade 8, must pass a second language proficiency examination in order to earn 1 unit of credit toward the high school diploma. (LOTE– Language other than English)
- (B) Students may meet the learning standards in technology, either through a course in technology education or through an integrated course, combining technology with mathematics and/or science. A commencement-level course in technology education may be used as a third credit in science of mathematics, but not both.
- (C) Students acquiring 5 units of the Arts or Occupational Education may be exempt.

Get Involved!!!!

The following is a list of clubs and activities that may be offered at WHS. To find out more about them and when they are meeting: Read the announcements. Look for notices posted throughout the school. Ask teachers and other students. Check the website at www.ws.k12.ng.us for updates.

AADA (Athletes Against Drugs and Alcohol)
Bible Club
Chess Club
Environmental Club
Fall Play
Foreign Language Club
Gay Straight Alliance
iDecide
Library Club
Masque and Mime
Math League/Math Wizards Honor Society
National Honor Society
Orange County Academic League
Safe School Ambassadors
Ski Club
Student Coalition
Ultimate Frisbee Club
Youth in Government

Academic World Quest
Bowling Club
Community Service Club
E-Sports
Film Club
Future Business Leaders of America
Guitar Club
Jazz Band
Literary Magazine
Math Team
National Art Honor Society
Newspaper
Pep Band
Science Honor Society
Spring Musical
Walking for Fun Club
Yearbook

Volunteer Work

Volunteer opportunities abound and are required part of the process for getting into the National Honor Society.

GET INVOLVED.... MEET NEW PEOPLE.... HELP OTHERS.... ADD
TO YOUR RESUME.... FEEL GOOD ABOUT YOURSELF!!!!!!

TERMS YOU SHOULD KNOW!

Credit- That which a student earns upon successful completion of a course.

- *1 credit - Full semester course, everyday
- Full year course, every other day (Band, Choir)
- *1/2 credit - Full semester course, every other day (PE)

Required Subjects- Subjects that are mandated by the State Education Department to fulfill diploma requirements.

Electives- Subjects not mandated by the State but by which the student chooses to take.

Regents examinations- are State achievement tests based on topics completed in a particular high school subject.

Standardized Tests- A test that results in a score that can be compared to the scores of a very large number of pupils of the same age or grade level.

Pre-requisites- subjects which are required as background for some advanced subjects. For example, you must have successfully completed Spanish I before taking Spanish II.

THINGS TO NOTE:

- *Students must take a minimum of 6 classes annually.
- *Must pass 9th grade courses to advance to the next level of any course.

WIZARD ATHLETICS

FALL SEASON

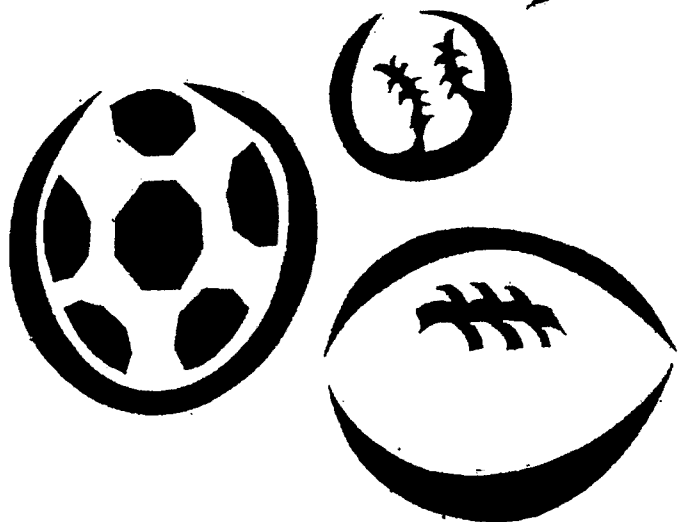
Cheerleading
Cross Country—Girls and Boys
Football
Soccer—Girls and Boys
Swimming and Diving—Girls
Tennis—Girls
Volleyball—Girls

WINTER SEASON


Basketball— Girls
and Boys
Cheerleading
Hockey Club
Indoor Track & Field—Girls and Boys
Swimming & Diving— Boys
Wrestling

SPRING SEASON

Baseball—Boys
Golf
Lacrosse— Boys & Girls
Softball— Girls
Tennis—Boys
Track & Field—Boys



You must have a current physical on file in order to participate on any sports team. Be aware that conditioning is available during all seasons, check with the athletic office for further information.



Important things to Remember

High school offers more freedom than you have ever had before. However, you will also have more responsibility for the academic and personal learning process.

* The work is more difficult and you must spend more time on homework.

* If you need extra help, speak to your teacher. Stay after school. Get a tutor.

* Know the importance of regular attendance and being on time!

* Choose your high school courses carefully.

* Set short-term and long-term goals for yourself.

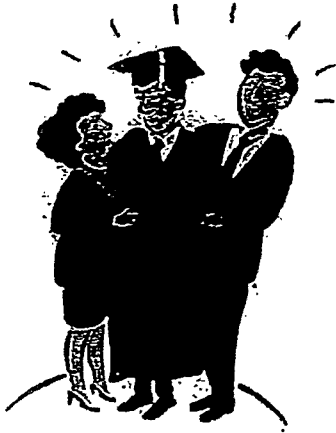
* Know the consequences of your actions.

* Seek out support from your guidance counselor, the school psychologist, the school nurse or the student assistance counselor should you need it.

* Get involved—this is your school—make it the best by sharing your talents and skills.

* Stay informed by listening to the announcements or logging onto the school's website.

"I FIND THAT THE HARDER I WORK, THE MORE LUCK I SEEM TO HAVE" - Thomas Jefferson



TIPS FOR PARENTS

- Provide love and understanding during this transition
- Let your teen know that you are always available to talk
- Help you child get organized
- Work together to establish a consistent routine
- Help your student set up a good place to study
- Praise your teen for academic efforts and successes
- Talk to the school staff about any concerns you may have
- Provide a healthy lifestyle, including eating, sleeping and exercising
- Encourage your child to become active in the school and community
- Know the resources available for your child at the school
- Ask your him/her questions about school work and social issues

High School Activities Play Role in College Admission

BY JERRY FLANAGAN

During the college search, many admission officers find themselves reminding students about the importance and weight of their academic record. Courses taken, grades earned, test scores and class rank all play an important role in the admission process. This academic information counts for two-thirds to three-fourths of the admission review; thus, it needs to be a top priority during high school, ensuring that the college application is a good representation of a student's very best academic performance.

There are, of course, other features that admission committees consider when reviewing applications. Outstanding achievement in activity programs, for example, can improve a student's chance of admission, especially if the student is applying to highly competitive or selective institutions where nearly every applicant has an excellent academic record.

Some of the most selective institutions require students to submit portfolio supplements or audition for performance-based programs. Saint Michael's College—a liberal arts college with a high-quality fine arts department—does not require portfolios or auditions; however, commitment to the arts is strongly considered as a “plus” during the application review process.

One of the most important reasons colleges and universities value achievements in activity programs—whether in sports, leadership, arts or service—is that being involved while succeeding academically demonstrates a student's ability to manage his or her time—a key component to success in college. Activity programs are also ideal opportunities for students to learn skills and develop talents that are helpful in academics and in the real world. The actor who is a proficient public speaker and can take constructive criticism, the team captain who leads their fellow athletes through a season of hard work, and the volunteer who can cooperate with others and delegate responsibilities have already acquired talents that will move them far beyond the classroom. Every extracurricular activity is an educational opportunity.

Certain high school activities can help prepare students to take advantage of the wide array of opportunities college life has to offer. For example, students involved with theatre, music and other fine arts programs in high school are often the most eager to take advantage of the

Saint Michael's College Cultural Pass, a program that gives students access to shows at the Flynn Center for the Performing Arts, the heart of Burlington's entertainment scene.

Additionally, having a wide variety of interests often eases the social transition to college. Just imagine how nice it would be for a student to be in a group situation—such as a rehearsal, club meeting or team practice—where he or she already shares a common interest with others. When a student is well-rounded in high school, it is an early indicator that he or she will thrive in what Saint Michael's calls a “24/7 living and learning community.”

Clearly, activity programs provide significant benefits for student participants. Having involved students on campus can also be beneficial for colleges and universities. Colleges are constantly searching for students whose unique interests and abilities will create a better, more diverse environment for all members of the campus community and beyond.

Some schools are willing to offer scholarships to gain the students who will contribute most to the community. Winning sport teams or impressive theatre productions can enhance a college's reputation just as much as an outstanding academic program. The relationship between the student and the college is mutually beneficial—the greater community thrives on the individual talents of its members, while the students continue to learn and grow through their active participation.

However, a word of caution to eager students: quantity does not always equal quality. Admission committees often read activity lists submitted by students who have not been involved in many activity programs during the early years of high school and suddenly join every club their school has to offer during the senior year. This feeble attempt at building a résumé does not fool or impress college admission officers. Rather, it is the students who demonstrate a solid commitment to a select number of activities over a significant period of time who are more impressive—and they are all the more impressive when they express an interest in continuing their pursuits once they arrive on campus. ©

Jerry Flanagan is admissions director at Saint Michael's College in Burlington, Vermont.

PHOTO: COURTESY OF SAINT MICHAEL'S COLLEGE

Washingtonville Central School District

WASHINGTONVILLE HIGH SCHOOL

BRIAN T. CONNOLLY
Principal

SCOTT COURTER
Assistant Principal

ROBERT J. LEONARD
Assistant Principal

KRISTIN M. SHAW
Assistant Principal

54 West Main Street
Washingtonville, New York 10992
(845) 497-4000 • Fax (845) 497-4004
www.ws.k12.ny.us

The Washingtonville Central School District is committed to the intellectual, cultural, physical and emotional growth of our children in a safe and supportive environment.

GUIDANCE DEPARTMENT

Scott Lerner
Guidance Chairperson

Susan Cooney
Jill Exarchakis
George Gebert
Kimberly Kelly
Melissa Lynch
Eric Marburger

Behavior Eligibility Policy

Students are expected to be positive role models and ambassadors for the school. This would include not only at or during athletic contests or extra-curricular events, but also throughout the school day and in transit. Students must maintain a positive decorum that is beneficial to his/her activity, school and community. Such misbehavior as insubordination, disrespect, disruptive, classroom behavior, or unsportsmanlike conduct may result in suspension from athletic/co-curricular activities. A decision for any student to be able to participate in any activity on a given day will reside with the Principal or his designee. Any student serving an in-school suspension or out-of-school suspension will be ineligible to participate in any activity during the suspension period. After a total of two out-of-school suspensions a student will be suspended indefinitely from all athletic/co-curricular activities. The District Code of Conduct will be utilized.

Class attendance, participating in classroom activities and exercises, completing assignments and making progress in academic courses are part of the responsibilities of students who participate in athletic/co-curricular activities. Students must remain academically eligible to participate in athletic/co-curricular activities.

All student athletes will refrain from using tobacco products, drugs and/or alcohol. The team members should treat other athletes, coaches, opponents and officials with respect. This means listening and following directions, being receptive to instruction and playing within the spirit and rules of the contest. In addition, hazing and bullying are unacceptable behaviors. In order to meet the expectations of serving as a representative of this school, this responsibility extends to social internet sites, chat rooms and online bulletin boards. It is unacceptable for any athlete to post or communicate anything that disrupts the educational or athletic environment. Failure to meet these standards or responsibilities could result in a student being removed from a team or co-curricular activity.

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Academic & Co-curricular
Eligibility Policy
"User Friendly" Chart
10 Easy Steps

Purpose: To confirm the priority of academics and appropriate behavioral standards to clarify the privilege of participating in athletic and/or co-curricular activities.

GUIDELINES

1. A student must be in attendance and on-time for all classes for the entire school day in order to participate in any athletic/co-curricular activity on a particular day.
2. Students must be in attendance on a Friday to attend a Saturday and/or Sunday event.
3. An unexcused absence, lateness, or class cutting on the day of an event (i.e., dances, prom, ski trip, Senior Banquet, club activities, practices, and/or contests) will result in a student's suspension that day from any after school activities.
4. A student must maintain a positive decorum that is beneficial to his/her activity, school, and community. Such misbehavior as insubordination, disrespect, disruptive classroom behavior, or unsportsmanlike conduct may result in a suspension from athletic/co-curricular activities.
5. Any student serving an in-school suspension or an out of school suspension will be ineligible to participate in any activity during the suspension period.
6. If a student has been notified by the high school office by a progress report that he/she is failing one or more courses at the end of five weeks of a marking period, he/she will be placed on academic probation.
7. Failure of one or more courses at the end of the marking period will result in the student being declared ineligible to participate.
8. Academic probation will last for a period of five (5) weeks. While on probation, the student can continue to participate in athletics/co-curricular activities provided that he/she has agreed to the conditions outlined in the Improvement Contract.
9. Students who wish to appeal being declared ineligible for athletics or a co-curricular activity must notify their guidance counselor on the official appeal form.
10. The Eligibility Committee will make a recommendation on the action to be taken.

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For Students Academically Ineligible for Athletics and Co-Curricular Activities

Part 1 – Improvement Contract: In order to be reinstated in athletics or co-curricular activities, I will review the appropriate items with my guidance counselor, and I agree to adhere to the following in order to regain my eligibility:

1. I will cooperate with teachers and staff.
2. I will attend classes on a regular basis.
3. I will be on time for all classes.
4. I will complete my homework assignments.
5. I will attend extra help.

If I wish my eligibility status to be reinstated, I understand that it is my responsibility to either show satisfactory progress in my courses by the end of the five (5) week period or to petition the principal through the appeals process. If this does not occur, I understand that I will no longer be able to participate and will remain ineligible.

Part 2 – Academic Ineligibility Appeals Form: I, _____, wish to appeal my academic ineligible status. Before submitting this form to your guidance counselor for referral to the Eligibility Committee, please complete the following steps (*appeals for an extracurricular event (i.e. dance/trip) must be submitted no later than 1 week prior to the event*):

Step 1: Review the contract with your parents:

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Step 2: Meet with your Advisor/Coach and Guidance Counselor

Advisor's/Coach's Signature: _____ Date: _____

Guidance Counselor's Signature: _____ Date: _____

Your Guidance Counselor will have the teacher for the course you are ineligible in complete the following report on behalf of your positive academic status.

Course Title: _____ Teacher _____
Current Average _____ as of _____ (date).
Teacher comments – please be specific:
Test/Quizzes
Projects
Homework
Effort
Attendance
Any other information that would be appropriate for the Appeals Committee to know:
Teacher Signature _____

Step 3: Counselor will turn into Assistant Principal to go before the Appeals Committee.

You will be contacted by the Principal as to the outcome of your appeals. If you are not satisfied with the decision at the building level, you may appeal to the Superintendent and/or the Board of Education as per the process used in suspension hearings.

Date Appeal Submitted to Assistant Principal: _____

Part 3 – Eligibility Committee Decision:

Date Committee met: _____

Appeal was _____ approved _____ approved with stipulations _____ denied

If appeal was approved with stipulations or denied, explain here:

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For Students Behaviorally Ineligible for Athletics and Co-Curricular Activities

Part 1 -- Improvement Contract: In order to be reinstated in athletics or co-curricular activities, I will review the appropriate items with my guidance counselor, and I agree to adhere to the following in order to regain my eligibility:

1. I will cooperate with teachers and staff.
2. I will attend classes on time.
3. I will participate in classroom activities and complete assignments.
4. I will be a positive role model
5. I will maintain a positive decorum

If I wish my eligibility status to be reinstated, I understand that it is my responsibility to either show satisfactory progress in my courses by the end of the five (5) week period or to petition the principal through the appeals process. If this does not occur, I understand that I will no longer be able to participate and will remain ineligible.

Part 2 -- Behavior Ineligibility Appeals Form: I, _____, wish to appeal my behavior ineligible status. Before submitting this form to your Assistant Principal for referral to the Eligibility Committee, please complete the following steps (*appeals for an extracurricular event (ie dance/trip) must be submitted no later than 1 week prior to the event*):

Step 1: Meet with your Advisor/Coach and Guidance Counselor

Counselor Signature: _____ Coach/Advisor Signature: _____

Step 2: Explain why you believe your behavior ineligible status should be waived:

Lined area for writing or notes.

Step 3: Both you and your parents must sign this form.

Student Signature: _____ Parent Signature: _____

You will be contacted by the Principal as to the outcome of your appeals. If you are not satisfied with the decision at the building level, you may appeal to the Superintendent and/or the Board of Education as per the process used in suspension hearings.

Date Appeal Submitted to Assistant Principal: _____

Part 3 – Eligibility Committee Decision:

Date Committee met: _____ Appeal was
_____ approved _____ approved with stipulation _____ denied

If appeal was approved with stipulation or denied, explain:

New to WHS.....



NAVIANCE

- Prepare YOURSELF for attending college and/or joining the workforce
- learn about YOUR strengths and areas of interest
- matches YOUR skills with college and career options
- learn about what YOU want to be and how to get there
- series of career assessments that help YOU discover multiple career options
- plan which courses YOU need to take to meet YOUR college and career goals
- identify areas where YOU can increase academic rigor
- make YOUR college research easier
- match colleges to YOUR career interests
- compare admissions rates at a YOUR top college choices
- exploring YOUR scholarship opportunities
- tracking YOUR college applications

It's YOUR future!!!!

Regular Bell Schedule

<u>Period</u>	<u>From</u>	<u>To</u>
1	7:28 a.m.	8:58 a.m.
2	9:02 a.m.	10:26 a.m.
3	10:30 a.m.	12:40 p.m.
4	12:48 p.m.	2:11 p.m.

Lunch Schedule

A	10:30 a.m.	11:12 a.m.
B	11:16 a.m.	11:58 a.m.
C	12:02 p.m.	12:44 p.m.

<u>Period</u>	<u>One-Hour Delay</u>	
	<u>From</u>	<u>To</u>
1	8:28 a.m.	9:33 a.m.
2	9:37 a.m.	10:42 a.m.
3	10:46 a.m.	12:54 p.m.
	1 st Lunch 10:46 – 11:26	
	2 nd Lunch 11:30 – 12:10	
	3 rd Lunch 12:14 – 12:54	
4	12:58 p.m.	2:11 p.m.

<u>Period</u>	<u>Three-Hour Delay</u>	
	<u>From</u>	<u>To</u>
3	10:28 a.m.	12:36 p.m.
	1 st Lunch 10:28 – 11:08	
	2 nd Lunch 11:12 – 11:52	
	3 rd Lunch 12:56 – 12:36	
4	12:40 p.m.	2:11 p.m.

No A.M. CTEC
P.M. CTEC Students will leave for
CTECH at normal time

<u>Period</u>	<u>Two-Hour Delay</u>	
	<u>From</u>	<u>To</u>
1	9:28 a.m.	10:10 a.m.
2	10:14 a.m.	10:55 a.m.
3	10:59 a.m.	1:07 p.m.
	1 st Lunch 10:59 – 11:39	
	2 nd Lunch 11:43 – 12:23	
	3 rd Lunch 12:27 – 1:07	
4	1:11 p.m.	2:11 p.m.

EARLY RELEASE

½ DAY – NO LUNCH

P.M. BOCES REPORTS TO LARGE CAFÉ

A.M. BOCES REPORTS TO SMALL CAFÉ

PERIOD 1	7:28 A.M. – 8:12 A.M.
PERIOD 2	8:16 A.M. – 8:58 A.M.
PERIOD 3	9:02 A.M. – 9:44 A.M.
PERIOD 4	9:48 A.M. – 10:30 A.M.

LOCKER LOCATIONS

Your assigned locker will be yours for your High School Career, therefore DO NOT share lockers or combinations. Lockers are school property and may be searched by administration.

FIRST FLOOR:

BLUE WING:

LOCKERS

1 thru 186

NEAR CLASSROOM

ROOM: 130 – 144 (even)

RED WING:

LOCKERS

1000 thru 1065

1066 thru 1159

NEAR CLASSROOM

ROOM: 127 – 121 (odd)

ROOM: 120 - 128 (even)

SECOND FLOOR:

GOLD WING:

LOCKERS

B-1 thru B-170

B-171 thru B-340

NEAR CLASSROOM

ROOM: 203 – 215 (odd)

ROOM: 214 – 204 (even)

BLUE WING:

LOCKERS

187 thru 382

383 thru 598

NEAR CLASSROOM

ROOM: 228 – 242 (even)

ROOM: 241 – 229 (odd)

RED WING:

LOCKERS

2000 thru 2115

2116 thru 2217

NEAR CLASSROOM

ROOM: 227 – 221 (odd)

ROOM: 220 – 226 (even)

THIRD FLOOR:

GOLD WING:

LOCKERS

C-1 thru C-172

C-173 thru C-344

NEAR CLASSROOM

ROOM: 301 – 311 (odd)

ROOM: 312 – 302 (even)

BLUE WING:

LOCKERS

601 thru 782

783 thru 982

NEAR CLASSROOM

ROOM: 328 – 338 (even)

ROOM: 341 – 329 (odd)

RED WING:

LOCKERS

3000 thru 3117

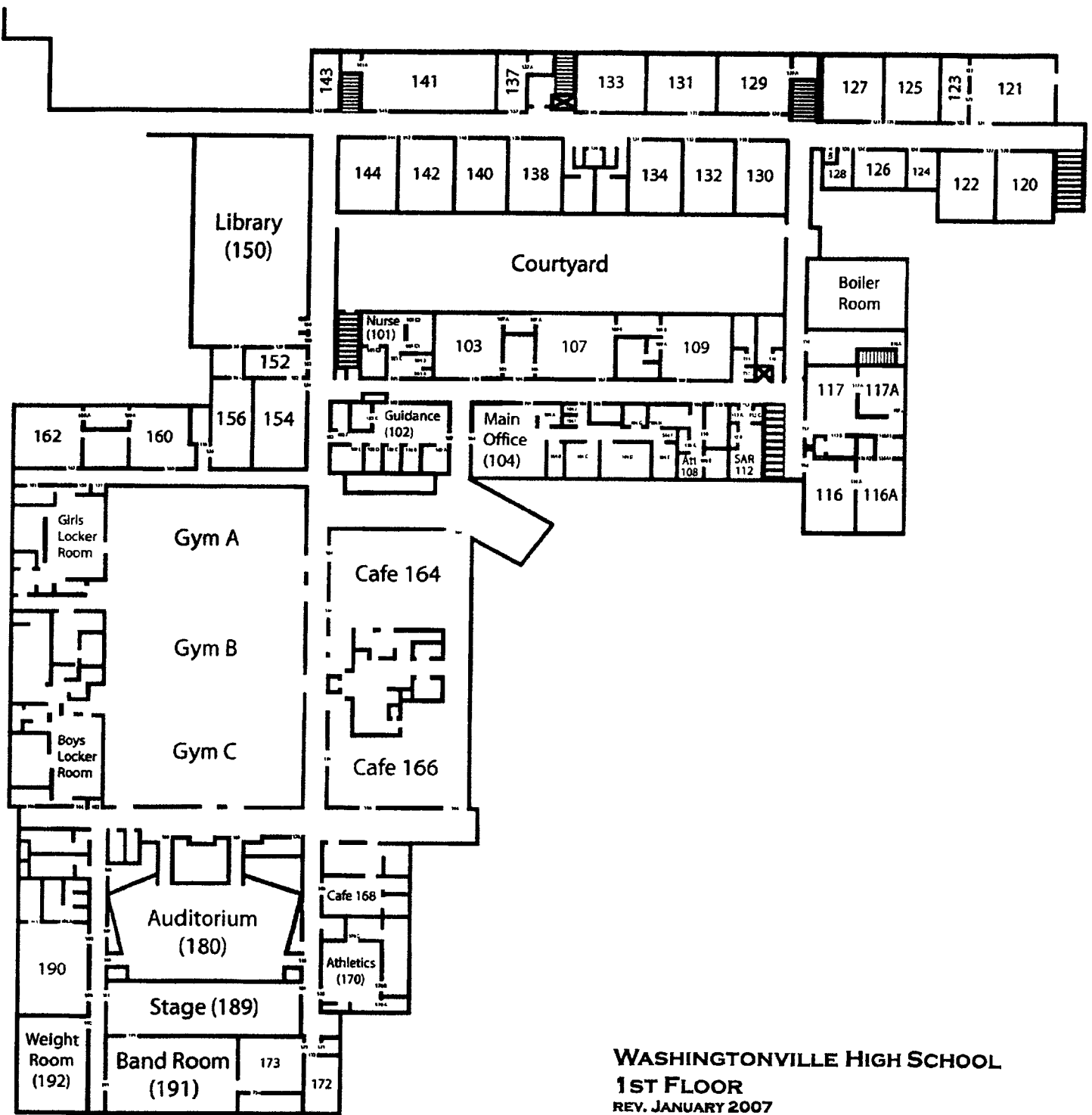
3118 thru 3219

NEAR CLASSROOM

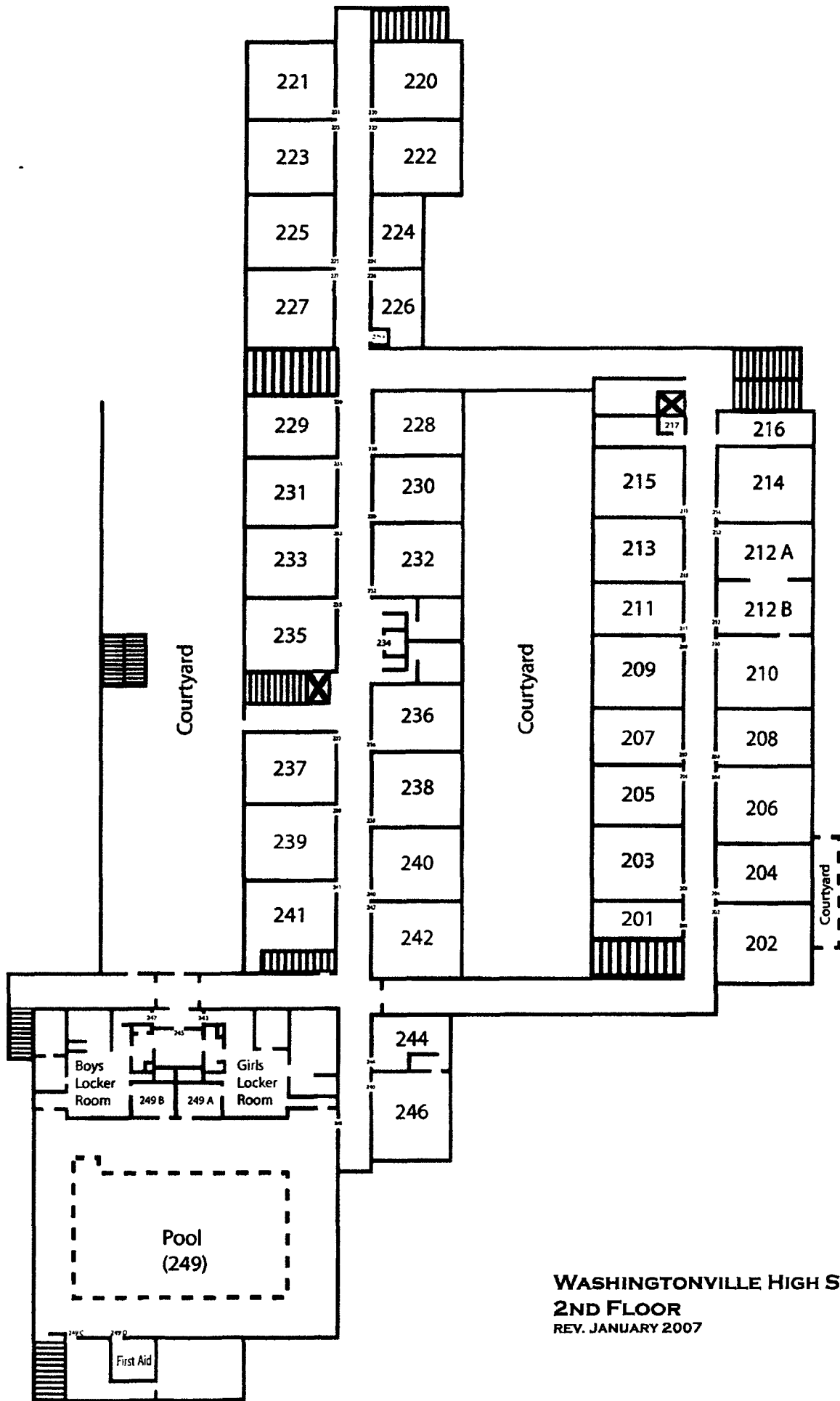
ROOM: 327 – 321 (odd)

ROOM: 320 – 326 (even)

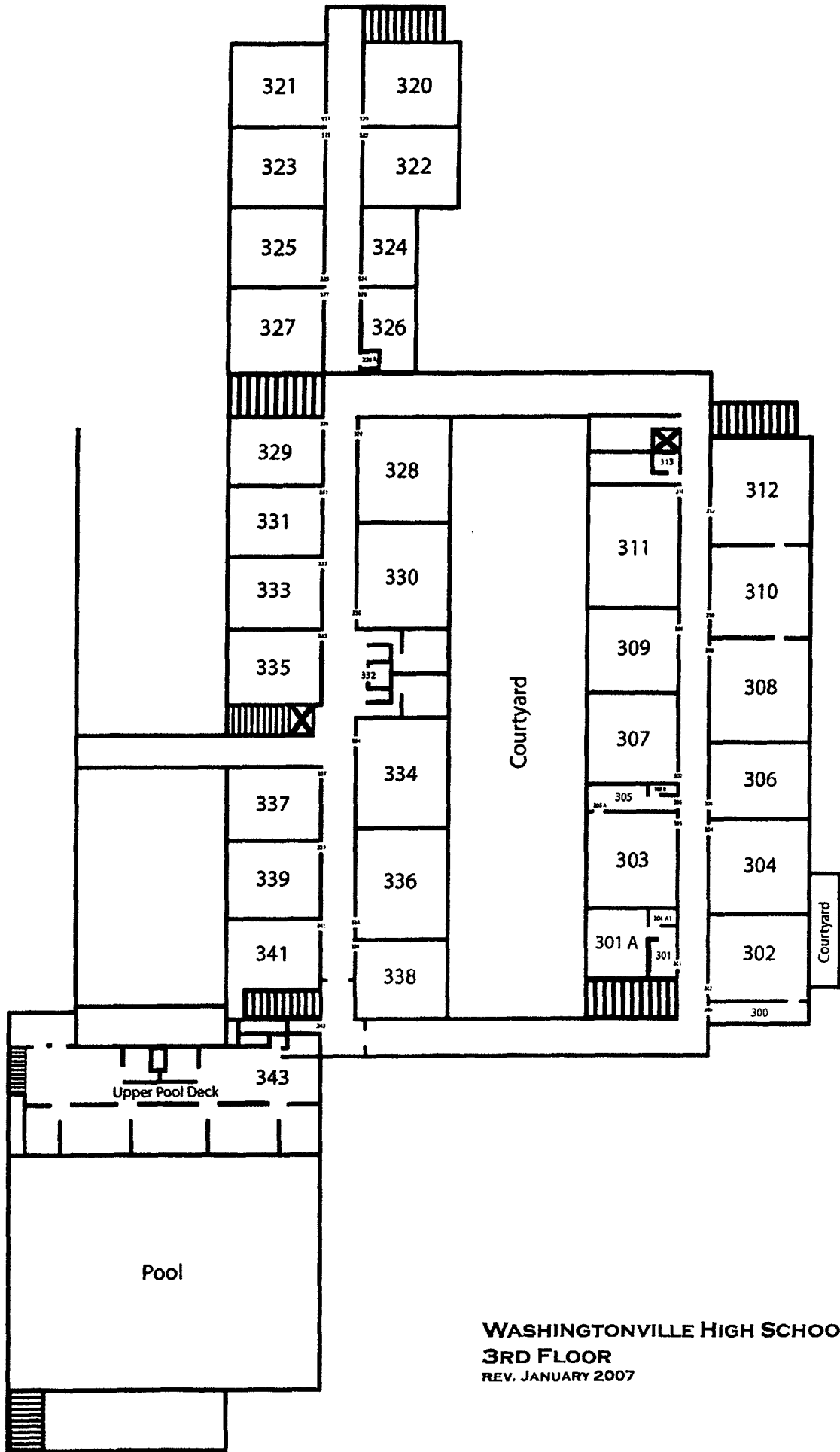
If you have a problem with your locker, fill out a Locker Report Issue Form in the Main Office.



WASHINGTONVILLE HIGH SCHOOL
1ST FLOOR
 REV. JANUARY 2007



WASHINGTONVILLE HIGH SCHOOL
2ND FLOOR
 REV. JANUARY 2007



WASHINGTONVILLE HIGH SCHOOL
 3RD FLOOR
 REV. JANUARY 2007