



On April 9, 2025, the Communications Conference Committee met in the Syosset High School guidance resource center to discuss various topics with district administrators.

Below is a summary of the question and answer session in the following order:

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Lunch

1. Are there still pizza brick ovens in the elementary schools?

All elementary schools have pizza ovens that they are currently using. Every Friday, students have the option to purchase freshly made pizza. Our new food vendor is not yet using the ovens for other food items as they continue to adjust to working in our schools.

Field Trips

1. Why are field trips not standardized through the District if the curriculum is aligned?

While the curriculum is aligned across the district, field trips may vary from school to school based on scheduling, availability, and planning logistics. The curriculum office has provided an allocation for each school for two curriculum-related field trips per grade level each year. These are approved through the curriculum office to ensure they align with educational goals. Schools may choose different trips based on what best supports their instructional planning and local opportunities.

2. Can you use Arts in Ed funds to pay for field trips?

We are currently reviewing using Arts-in-Education funds to pay for field trips. One new opportunity we're excited to pilot next year is a partnership with LIU Post's Tilles Center School Partnership Program in one grade level, with the hopes of expanding it in subsequent years. This program brings professional teaching artists into classrooms for a series of co-planned workshops aligned to the curriculum, culminating in a live performance at Tilles Center that connects directly to students' learning. PTAs will still

receive their Arts-in-Education funding, which can be used to support additional arts-based experiences selected in collaboration with their building principal.

Curriculum

1. Would it be possible to have world maps in all classrooms so students have a better understanding of geography?

While many classrooms already have physical world maps, we've found that the digital resources provided by the district offer even greater flexibility and depth. These tools allow students to explore geography dynamically—including historical changes, political boundaries, and environmental shifts over time. Every classroom is equipped with a digital display board, which teachers regularly use to incorporate geography and other global perspectives into instruction in a more interactive and engaging way.

2. Who decides what is highlighted in the library (ie, cultures, religions)? Is it the same across the district? Is there a way for parents to submit areas they want highlighted?

At our high school, the library program is led by certified library media specialists who thoughtfully curate displays and materials that reflect a wide range of cultures, perspectives, and experiences. These efforts help create an inclusive environment that fosters understanding, respect, global awareness, and belonging

We're also fortunate to have a number of vibrant, student-led cultural and religious clubs that actively contribute to celebrating the rich diversity within our school community.

For families interested in sharing aspects of their culture or heritage, we encourage you to reach out through our very active PTSA. It's a wonderful avenue for collaboration, and we welcome opportunities that enrich our students' learning and build meaningful connections.

3. Can Syosset guidance counselors take on Syosset students for college advising privately?

While the district does not advertise or promote private college advising services, we understand that some parents may choose to seek additional support outside of school. In such cases, consistent with [Board Policy 2160](#) regarding private tutoring arrangements, a Syosset guidance counselor may be hired only if they are not currently assigned to work with that student in school. This helps maintain professional boundaries and avoids any potential conflicts of interest.

That said, we want to emphasize that all of our guidance counselors are highly skilled, deeply committed, and well equipped with a wide range of resources to support all students through every step of the college admissions process. We strongly encourage families to take full advantage of the expertise, programming, and individualized support already available through our guidance department.

4. Can you clarify the district’s position on high school teachers tutoring high school students in regents or AP classes?

Some families choose to seek additional academic support for their students and may independently reach out to teachers for private tutoring. The practice is governed by [Board Policy 2160](#) which permits teachers to tutor students not currently assigned to the teacher, ensuring there is no conflict of interest, especially in relation to assessments such as midterms, finals, Regents, or AP exams.

Our teachers are experts in their subject areas, which is why some parents seek their assistance. If there is ever any concern about fairness, it must be reported to the administration for review.

Elementary Curriculum

1. If enrichment is considered a special area, why was math enrichment discontinued at some schools? In the past, small groups were pulled specifically for math support.

With the implementation of Schoolwide Enrichment as a special, the approach to enrichment has shifted from being subject-specific (such as small group math pull-outs) to a more holistic, inquiry-based model. The goal is to provide all students access to enrichment opportunities during the school day, rather than targeting specific students for pull-out support. This ensures that all learners engage in higher-order thinking, problem-solving, and creative exploration across multiple content areas, including math. While traditional math pull-outs may no longer be in place, math remains an important focus within the broader Enrichment curriculum.

2. What is the purpose of enrichment?

The purpose of Enrichment is to enhance the core curriculum by providing dynamic, engaging, and inquiry-based learning experiences. Through quarterly themes focused on metacognition, critical thinking, creative thinking, and problem-solving, students explore their interests, develop new skills, and challenge themselves in meaningful ways. Enrichment spans various content areas—ELA, math, science, technology, and social emotional learning—fostering creativity, collaboration, and self-awareness while building a strong sense of community within the school.

3. What do students learn in specials? How can parents find out the curriculum?

We’re planning to host an upcoming Parent University focused on our elementary specials program, where families can learn more about the engaging opportunities offered. This session will provide insight into how these programs enrich our students’ daily experiences. Families can also learn more about what is taught in each special area during Back to School Night each year, and we are actively building up our website to include even more information about specials at the elementary level.

Universal Prekindergarten

1. Any future plans of housing UPK in the elementary buildings? Or possibly one building just for UPK?

Our UPK program currently has 260 students enrolled and we partner with six wonderful community-based organizations. We deeply value these partnerships and the vital role they play in supporting our youngest learners. As a district, we are committed to fostering strong relationships with our community partners and take pride in being collaborative neighbors. Unfortunately the possibility of bringing our UPK program into district-operated facilities is not a viable option at this time as our elementary schools are currently at full capacity and do not have the space to accommodate the program.

Residency

1. Are there any exceptions for a child to be able to attend a different middle school than the one he or she is zoned for?

Under [Board of Education Policy #5110](#), the only exception to residency-based assignment is for students enrolled in 5th grade or 8th grade who move to a new attendance zone in the district after July 1st. They will be permitted to complete the school year in the school in which they started the school year. Students may also attend outside of their zoned school based on their (own) special education program or due to a McKinney Vento situation.

Special Education

1. Is there a plan to expand Integrated Co-Teaching (ICT) classes to additional grades? Is there a specific number of IEPs per grade that triggers the creation of an ICT class? Who makes that decision? And should general education students have the option to opt out of being placed in an ICT class two years in a row?

The decision to offer ICT classes is based on both individual student needs and the needs of a particular grade-level cohort. While there's no universal "magic number," ICT classes typically follow state guidelines that cap the number of students with IEPs at around 30–40% of the class. For example, in a class of 30 students, no more than 12 may have IEPs.

A district may form an ICT class when a sufficient number of students in a grade level require this level of support, as outlined in their IEPs. In some cases, even if the number is smaller, an ICT class may still be created if it's determined to be the **least restrictive environment (LRE)** for those students.

The decision to create an ICT class is collaborative and typically involves:

- **School-Based IEP Teams**, who recommend services based on individual student needs;
- **School Leadership** (Principal and/or Assistant Principal for Special Education), who plan classroom configurations based on IEP mandates and enrollment.

There is no regulation requiring that general education students rotate out of ICT classes from year to year. Our schools strive to create balanced classrooms that support the academic and social-emotional needs of all students.

ICT classes cover the same breadth of curriculum as non-ICT classes with the same level of rigor for all students.

Board of Education

1. **When the new law requiring all state boards of education to have at least one student member goes into effect on July 1, 2025, what will the selection process be for this student?**

The Board must adopt amendments to [Policy 2100](#) and [Policy 2300](#) which govern the legal status of the Board and its membership. An [amended version of Policy 2300](#) is currently on “First Reading” which means that it is open for public comment and will likely be enacted after the comment period expires. The Policy provides for the Syosset High School Principal to make a recommendation to the Board after developing a process for identifying a candidate.

Code of Conduct

1. **When was it last updated and can parents be involved going forward in the changes, as well as the updates to the parent summary?**

[Policy 5300 Code of Character, Conduct and Support](#) was last adopted by the BOE on July 8th, 2025 and revised on November 4th, 2025. Should a policy require revision, it is taken up by the district policy committee. Once the revision is complete, the Board of Education then approves the policy for a first read and posts the policy on the website for community feedback before the eventual adoption by the board of education.

The last major revision to the Code included Focus Groups of parents, teachers and students. If the District were to go through a similar major revision, it would likely use a similar process.

District Calendar

1. **The Syosset school year is so long since the District added holidays to the calendar. Are there any days we can cut to make the year end sooner?**

State regulations require school districts to have 180 days of instruction (including up to four days of staff professional development) and no fewer than 900 hours of instruction (elementary) or 990 hours of instruction (Secondary). Both prior to, and after, 2017

(when the District enacted the additional holidays), the District has historically scheduled either 182 or 183 days of instruction. Thus, the length of the year is unchanged.

Please note, student instructional days must come between September 1 and “Rating Day” which is the last day of school in June. This date is set by NYSED, not Syosset. Syosset has a 183-day school year (179 instructional days and 4 staff development days). Generally speaking, some religious holidays fall on weekends in some years, so not every holiday results in a closure every year. Even so, most years there is very little flexibility in how to construct a calendar that complies with all of the constraints.