NON-DISCRIMINATION STATEMENT

In compliance with the law, “The Sewanhaka Central High School District, 77 Landau Avenue., Floral Park, New York 11001, hereby advises students, parents, employees, and the general public that it offers employment and educational opportunities, including vocational education opportunities, without regard to sex, race, color, national origin, or handicap.”

The district Title IX Coordinator, Ms. Regina Agrusa, is responsible for the activities relating to compliance with Title IX. This official may be contacted by writing to Central Administration, 77 Landau Avenue., Floral Park, New York, 11001, or by calling 516-488-9851.

Any student or employee in the school district who wishes to file a grievance (complaint) regarding alleged discrimination based upon gender (including color, weight, race, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender identity or sex/gender, and genetics)shall make such a complaint to a Dignity Act Coordinator or school building administrator in writing on forms available in any of the School Counseling Centers.

The district Section 504 Coordinator, Ms. Regina Agrusa, Assistant Superintendent of Special Education and Pupil Personnel Services, is responsible for the activities relating to compliance with Section 504. This official may be contacted by writing to Central Administration, 77 Landau Avenue., Floral Park, New York, 11001, or by calling 516-488-9851.
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THE AVAILABILITY OF COURSES LISTED IN THIS CATALOG IS SUBJECT TO CHANGE PENDING FORTHCOMING BUDGETARY INFORMATION FOR THE 2021-2022 SCHOOL YEAR.
The Middle School Experience

The Sewanhaka Central High School District (SCHSD) is committed to providing a nurturing yet challenging educational environment for students’ academic, personal, and social success. Our faculty is made up of many dedicated professionals who strive to facilitate meaningful learning experiences for all of our students. The middle school experience is unique and our students will encounter rapid changes physically, emotionally, socially and intellectually. Through a continued partnership between home, school, and community, the SCHSD will strive to provide all of our students with a successful transition from elementary to middle school, as well as from middle school to high school. This course catalog is a valuable resource, distributed and shared in an effort to enhance parents’ and students’ knowledge about course requirements and mandated standardized tests during the 7th and 8th grade school years.

It is also important that students become involved in additional experiences that develop interpersonal skills and career interests. School club activities, community service and volunteer work, participation in the arts and athletics offer opportunities for learning to lead and follow, to collaborate and cooperate, and to work toward individual and shared goals.

The School Counselor

Every student in the 7th and 8th grade has a school counselor who is prepared to extend his or her knowledge and expertise in assisting students to understand the course requirements. Counselors will also encourage and support student success and achievement. They are knowledgeable in graduation requirements and are available to assist students and parents as they begin to navigate the importance of a middle school education together. In addition, school counselors are equipped to address the social and emotional needs of students.

Seventh grade students are invited to meet with their school counselors during the school year. Meetings take place in small groups so that students can be introduced to other students in the 7th grade as well as getting to know their school counselor.

Parents and students participate annually in review conferences, grade level meetings or any other combination of activities with school counselors. You can take advantage of this opportunity to learn more about the rigorous shift in state education requirements as well as the middle school assessment exams required each year. At the same time, school counselors can assist in answering questions about school activities, athletics, clubs, honor roll, and the college application process. The Sewanhaka Central High School District strongly encourages students’ participation in extracurricular activities. This participation adds another dimension to the middle school experience. It also provides an opportunity for students to learn the skills and competencies which will help students compete in college, careers and life in general.
Teaming

Interdisciplinary teams exist in both 7th and 8th grade at all five schools within the Sewanhaka Central High School District (SCHSD). Teams consist of generally 4-6 teachers from the core academic subjects that work with a smaller portion of the grade level. Teams have a common planning time every other day to facilitate this work. They provide a collaborative community structure which supports the work of students, teachers and parents. Teachers develop common expectations, strategies, instructional approaches, and calendars. They build stronger relationships with students as teachers have a smaller case load to work with. Students build stronger peer relationships through team activities. During team meetings, parents are offered the opportunity to meet and communicate with a group of their child’s teachers at once. Decades of research have shown that teaming is a foundational support through the transition from elementary to secondary schooling.

NYS Assessment Schedule

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA) Assessment (for 7th and 8th grade students)</td>
<td>April 2022</td>
</tr>
<tr>
<td>Mathematics Assessment (for 7th and 8th grade students not taking Algebra 8)</td>
<td>May 2022</td>
</tr>
<tr>
<td>Science Performance Test (for Science 8 students only)</td>
<td>Between May and June 2022</td>
</tr>
<tr>
<td>Science Written Assessment (for Science 8 students only)</td>
<td>June 2022</td>
</tr>
<tr>
<td>Algebra Regents (for students taking Algebra 8)</td>
<td>June 2022</td>
</tr>
<tr>
<td>Living Environment Regents (for students taking Living Environment 8)</td>
<td>June 2022</td>
</tr>
</tbody>
</table>

Program of Studies

In grades 7 and 8, the curriculum is designed to further those learning skills developed by the elementary school and to provide students with background knowledge skills for later educational and career possibilities. It includes the four traditional areas of English, social studies, mathematics and science, plus courses in world language, music, physical education, art, technology, family and consumer science, computer skills and health education.
Art plays a vital role in the school curriculum. The creative process can be applied to all areas of learning and is central to the development and well-being of every child. Art education can make a unique contribution in students’ lives by introducing, analyzing and interpreting images created by diverse artists. The Junior High art courses will guide students in an appreciation of art history, as well as contemporary art, develop their ability to critique works of art with sensitivity and understanding and exercise their problem-solving skills when creating their own works of art.

Art 7 – The junior high art program begins with this preliminary quarter art course. Students will be introduced to the concepts of color and movement explored through a range of visual art experiences in drawing, painting, crafts, sculpture, printmaking and/or electronic media.

Art 8 – The junior high art program continues with this quarter art course that introduces students to the concepts of space/structure, light and cultural narrative through further exploration of visual art experiences in drawing, painting, crafts, sculpture, printmaking and/or electronic media.

English as a New Language (ENL) – The English as a New Language classes are designed to help students whose first language is other than English. Students are exposed to various literary genres and are introduced to the tools necessary to prepare them to take the English Language Arts assessment. A great emphasis is placed on the students’ necessity to acquire, utilize and interact with the English language and all of its components. A student’s level is determined by the NYSESLAT (New York Statement English as a Second Language Assessment Test) given each spring.
**English 7** – The English 7 curriculum is designed to provide students with opportunities to address skills pertinent to reading, writing, listening and speaking, language and literacy and to meet the demands of the NYS Learning Standards. Emphasis is placed on developing meaning through author's purpose and literary devices, as well as learning to read complex texts independently. Students will read short stories, novels, poems, plays, myths, legends and non-fiction selections with an emphasis on such skills as inferencing, locating the main idea, sequencing, and comparing and contrasting. Students will write in the descriptive, narrative, expository, and persuasive modes with a primary focus on creating claims that are evidence based. Students will also begin the research process, which will focus on the foundations of writing a research paper and gathering evidence to produce an authentic argument based text.

**English 8** - The English 8 curriculum is designed to provide students with the opportunities to address the skills pertinent to reading, writing, listening, speaking, language and literacy. The instruction embedded in this course meets the demands and the rigors of the NYS Learning Standards. Emphasis will be placed on continuing to develop meaning through author’s purpose and rhetorical techniques, as well as learning how to read complex texts independently and writing about texts analytically. Students will read short stories, novels, poems, plays, myths, legends, and non-fiction selections. Students will continue to write in the descriptive, narrative, expository and persuasive modes with a primary focus on voice and style. Students will continue the research process with a primary focus on developing a thesis statement that is arguable. This course is designed to assist students in the transition from a middle school environment to a high school environment.

**Readers/Writers Workshop 7 and 8** – This academic intervention course shadows topics covered in students’ primary English course and is designed to reinforce regular instruction. This course also provides additional reading comprehension support to enhance those skills needed to attain success in high school. These workshops are aligned with the NYS Learning Standards to offer more exposure to the skills embedded in the curriculum. Teacher recommendation and state assessment scores are used to identify students for this course. This class meets on alternating days.

**Literacy Workshop** – This course is designed to support students’ literacy growth. Instruction will be based on the assessment of students' reading and writing abilities and include content that builds in level of difficulty and complexity. Students with reading and writing deficits that prevent them from being on grade-level will benefit from a step-by-step instructional approach geared at improving overall literacy skills.
**English 7/READ 180 and English 8/READ 180** - This course provides students whose reading achievement is below the proficient level with intensive reading intervention. Adaptive and instructional software, high-interest literature and direct instruction provide students with a diversity of learning experiences in each class. The Read 180 program is aligned with the NYS Learning Standards and will also provide academic intervention services to prepare students for the ELA state assessments.

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**Family and Consumer Sciences 7**

The FACS 7 course is designed to enhance the quality of life of adolescents as they prepare to successfully meet the responsibilities of daily living. The use of related real-life situations and laboratory experiences are a fundamental part of the course as is the use of library/internet resources, class discussions, and cooperative learning activities. The course objectives are met by using a hands-on experiential approach to learning while applying the principles and process skills of decision making, problem solving, and management to all areas of daily living as outlined above.

**Family and Consumer Sciences 8**

The FACS 8 course is designed to prepare students for life’s challenges. Real world experiences are used to enhance student college and career readiness and resource management. The use of related real-life situations and laboratory experiences are a fundamental part of the course as they allow students to make decisions that relate to physical and emotional well-being. The course objectives are met through topics that will prepare students for successful life management, employment, and career development. The course will concentrate on skills that will allow students to become responsible citizens and leaders in family, community and work environments. Critical and creative thinking skills are used as a guide to succeed in a diverse community and work environments.
The Library Media Centers in the Sewanhaka Central High School District are equipped with high speed internet access, independent learning spaces, and a teaching room to help each student reach his or her potential. In addition, each library houses, a STEAM Makerspace Center which supports curriculum driven project-based assignments as well as independent endeavors. The library media specialists teach hundreds of classes per year in a diversity of subject areas and grade levels. The librarians and subject teachers collaborate on lesson planning to facilitate student understanding of the techniques and strategies needed to satisfy their informational needs as well as prepare them for postsecondary education.

The library media specialists distribute and maintain the print and electronic resources that support the curriculum. The five schools of the District form a network of exchange, and in addition are part of several library networks (school, public, academic and special library groups), allowing for greater student access to information and resources.
**Pre-Algebra 7 Integrated Advanced** - This course is designed to help students understand the concepts of and become proficient with the following skills of mathematics: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. The content is designed to allow students the opportunity to take either of two math courses the following year: Math 8 or Algebra 1. This course is aligned to the New York State Next Generation Learning Standards.

**Math Workshop 7** – This academic intervention course is designed to target skills needed to succeed in future math courses, and provide additional support. This class meets on alternating days. Placement in this course will be determined by teacher recommendation and state assessment results.

**Innovators and Makers 7** – This enrichment course is designed to provide seventh grade students with the opportunity to explore topics in the area of STEM (Science Technology Engineering Mathematics). Throughout the unit, students learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and sharable projects. This class meets on alternating days. Placement in this course will be determined by teacher recommendation and student interest.

**Math 8**
This course is designed for students to understand and become proficient with the following skills of mathematics: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. This course is aligned to the New York State Next Generation Learning Standards.
**Algebra 1** - 1 year/ 1 credit
This is the first mathematics course for which students can receive one high school credit upon successful completion of the course and the Algebra I Regents Examination. The critical units deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. Mathematical practice standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This rigorous course also mandates the use of a graphing calculator.

**Math Workshop 8** – This academic intervention course is designed to target skills needed to succeed in future math courses, and provide additional support. This class meets on alternating days. Placement in this course will be determined by teacher recommendation and state assessment results.

**Innovators and Makers 8** – This enrichment course is designed to provide eighth grade students with the opportunity to explore topics in the area of STEM (Science Technology Engineering Mathematics). Throughout the unit, students learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and sharable projects. This class meets on alternating days. Placement in this course will be determined by teacher recommendation and student interest.

All students in Prealgebra and Math 8 will take the New York State Mathematics Assessments. Classroom examinations and state assessments will measure conceptual understanding, procedural fluency, and problem solving. Students in Algebra 8 will only take the Algebra Regents exam.
Music knowledge and appreciation is integral to the total development of 7th and 8th grade students. All students in Grade 7th and 8th take music every other day. Students who are recommended for band and orchestra will receive small group lessons to improve their musical skills.

NOTE: All students who take part in a music course that includes a public performance or activity, MUST take part in that performance. Failure to do so will result in a failing grade for the marking period.

*Course Offerings:
  Chorus 7 and 8  
  Band 7 and 8  
  Orchestra 7 and 8  
  Strings 1 and 2  

*Extra Curricular Activities:
  Jr. High Jazz/Stage Band  
  Jr. High Select Choir  

*Not all courses or activities may be offered every year in all five schools.

Physical Education is an integral part of the total educational growth and development process of each student. Activities are intended to promote concepts of cooperation, leadership, teamwork, self control and fair play. Sample units covered may include football, field hockey, soccer, tennis, volleyball, basketball, lacrosse, softball and badminton. This class meets on alternating days in both 7th and 8th grade.

Health 7 – The curriculum is comprehensive in nature and attempts to help students become more proactive in their decision making process, enabling them to live in a safer and healthier environment. Topics include mental and emotional health, nutritional needs, fitness, personal care, violence prevention, first aid, hands only CPR, communicable and non-communicable diseases, drugs, alcohol, and tobacco.
Science 7 I.A. — This course encompasses all four branches of science. This includes biology with topics such as diversity among living things and interactions of organisms within their environments as well as the basic principles in chemistry, physics and earth and space. Students will perform hands on experiments using laboratory equipment from basic thermometers to compound microscopes.

Living Environment 8th grade: 1 year/1 credit
This course is based on the New York State Regents Living Environment Curriculum, this course is offered to students who have shown outstanding achievement in Science 7. General topics of study include: The Study of Life, Maintenance in Plants and Animals Reproduction and Development, Genetics, Evolution and Ecology. Extended areas of study include: Biochemistry, Human Physiology, and Modern Theories of Evolution. Students meet six times in a four-day cycle. A portfolio of successfully completed and documented laboratory reports representing 1200 minutes of hands-on (not simulated) laboratory experience is required before students take the June New York State Regents Examination, which is the final examination for this course. This course is a hands-on, experiential course. Students learn to identify problems while developing hypotheses and planning and carrying out experiments. Students learn to become careful observers, effective communicators and critical thinkers. Students who pass this course and its corresponding Regents Examination will receive one high school credit.

Medical Detectives for 7th and 8th Grade:
In this course, students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a “crime scene.” They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

Introduction to Science Research 7th and 8th Grade — Introduction to Science Research is a challenging but rewarding course designed to allow students the opportunity to investigate scientific topics not covered in other science classes, work extensively in lab, and gain analytical skills. The first half of the year focuses primarily on the appropriate use of laboratory equipment and related skills including: research article writing and evaluation, water quality testing, microbiological techniques, digital data analysis, and care of experimental organisms. The second semester focuses on development and implementation of an independently designed research project related to the skills of the first semester. Upon successful completion of a project, students are selected to present their work at county/state-wide science fair competitions.

*All candidates must meet district eligibility criteria.
Social Studies 7 – Social Studies 7 begins a two-year sequence in American History. The focus is on social, political and economic trends in United States history as well as New York State history. Topics include, Global Heritage of the American People Prior to 1500, European Exploration and Colonization of the Americas, Building a New Nation, Experiments in Government, and Life in the New Nation. The year concludes with a unit on Reconstruction. Emphasis is placed upon examining and analyzing historical documents, constructed response questions, thematic and document-based essays. All students are expected to answer highly analytical questions and work independently.

Social Studies 8 – Social Studies 8 is the second part of the Middle School two-year sequence. The focus is on social, political, and economic trends in United States and New York History from the Civil War Era to Present Day. Emphasis is placed upon examining and analyzing historical documents, constructed response questions, thematic and document-based essays. All students are expected to answer highly analytical questions and work independently.

SPECIAL EDUCATION

The Special Education programs provide instruction and support to students with special learning needs who have been identified by the district’s Committee on Special Education (CSE). Students pursue courses of study with equivalent curricula to those offered in the general education program.

Resource Room – The resource room program offers differentiated instruction and support to students who are otherwise fully mainstreamed. The classroom teacher provides assistance in academic skills and teaches compensatory strategies that will assist students in overcoming their disabilities. Progress is monitored on an ongoing basis. Resource room services are usually offered one period a day within small groups.
**Co-Teach** – The Sewanhaka Central High School District provides integrated co-teaching services in English, math, and living environment as part of its continuum of services for special education students. Integrated co-teaching services means the provision of specialized academic instruction to meet the needs of the students with disabilities within the general education class. Two certified teachers will teach the class. All children are NYS assessed and curriculum is identical to those classes not co-taught.

**Special Education Classes** – This program provides grade level special education instruction to students in the major curricular areas of English, math, science, and social studies. While great emphasis is placed on differentiation and mastery of basic skills, the course content of each special education class is equivalent to courses in the general education program.

![TECHNOLOGY/BUSINESS](image)

**Technology 7/Technology 8 Design and Modeling** – Technology education is an exploratory program of instruction in resources, systems, and impacts of technology that is facilitated through the use of laboratory-based, hands on learning activities. 7th and 8th grade students will complete a Project Lead the Way gateway module in Design and Modeling. Students will discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they’ve learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy. (Tech 7: 10 weeks, Tech 8: 10 weeks)
World Languages are offered to students at the middle school level. The goals of world language study are to help students develop functional communication skills in a language other than English and to broaden the students' understanding of other cultures. Most students in 7th grade are enrolled in a world language class on a daily basis and will receive one high school credit upon completion of the two years of study of the same language (at the end of 8th grade) along with receiving a passing grade on FLACS Checkpoint A Regional Examination. Those students who did not study a language in 7th grade may begin their world language study in 8th grade and continue the same language in 9th grade in order to receive one high school credit.

French 1A, Italian 1A, Spanish 1A - These 7th grade world language courses are offered on a daily basis and serve as an introduction to a second language in which students receive instruction in communicative skills of listening, speaking, reading and writing on an introductory level. Seventh grade students will follow the first half of the NYS Languages Other Than English (LOTE) syllabus based on the standards of communication and culture. A district final examination will be administered at the end of the course.

French 1B, Italian 1B, Spanish 1B - These 8th grade courses are offered on a daily basis for the students who began the study of a second language in 7th grade. The New York State Standards of Communication and Culture are the basis for second language acquisition and focus is placed on the second half of the NYS syllabus for Languages Other Than English (LOTE). Students must complete two years of study in the same language, the first in 7th grade and the second in 8th grade to receive a high school credit, which will be awarded upon the successful completion of both the course work and passing the FLACS Checkpoint A Regional Exam. Students who continue studying world language in high school and who pass the FLACS Checkpoint A/B Regional exams will receive an Advanced Regents Diploma.
Working Together for School Success

When it comes to working hard in school and earning good grades, your middle schooler holds the responsibility. Parents can boost their children’s learning by getting involved in their education.

Studies show that parent participation often declines once students move on to middle school. Your child and school still need your support. Here is how you can help:

- **Parent Portal System:** In our continued effort to improve communication between school and parents, we have implemented a web-based communication tool which allows you access to your child’s academic and attendance information. The eSchool Portal will provide you with a convenient and secure way to view progress reports, report cards and attendance information. In addition, you will have access to your child’s grades through the grade book tab. Please refer to your student’s building website for specific instructions to register for the Parent Portal.

- **Contact your child’s teacher and school counselor by telephone or email.** To email any district employee type: first initial last name@sewanhakaschools.org. Example: jdoe@sewanhakaschools.org
  Note: Some teachers have homework posted on the department or teacher website.

- **Attend evening grade level parent meetings.**

- **Attend your child’s athletic events and/or extra-curricular activities.**

- **Join the PTSA/SEPTA and attend their meetings.**

- **Let your child know that you are interested in what they do on a daily basis.** Post the school calendar on your refrigerator; it is your guide to all school events.

- **Check their homework and provide assistance to them for projects and reports that are due.** Quiz them before they take a test.
Planning for High School

Listed below are the New York State High School Graduation Requirements. We ask students to bear in mind that the study habits they develop for themselves in 7th and 8th grade will be the ones they bring with them as they journey into high school.

NEW YORK STATE GRADUATION REQUIREMENTS

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>REGENTS DIPLOMA (4 Regents + 1 additional Regent or State Approved Assessment)</th>
<th>REGENTS DIPLOMA WITH ADVANCED RESIGNATION (7 Regents + 1 additional Regent or State Approved Assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ELA)</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>World Language (LOTE)</td>
<td>1 credit*</td>
<td>3 credits+</td>
</tr>
<tr>
<td>Art or Music</td>
<td>1 credit</td>
<td>1 credit</td>
</tr>
<tr>
<td>Health</td>
<td>½ credit</td>
<td>½ credit</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 credits</td>
<td>2 credits</td>
</tr>
<tr>
<td>Electives</td>
<td>3 ½ credits</td>
<td>1 ½ credits</td>
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<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>22 credits</strong></td>
<td><strong>22 credits</strong></td>
</tr>
</tbody>
</table>

Naviance – Family Connection

Family Connection from Naviance is a web-based service designed especially for students and parents.

Family Connection will allow you to:

- **Get involved in the planning and advising process** – Build a resume and manage timelines and deadlines for making decisions about colleges and careers.

- **Research colleges** – Compare GPA, standardized test scores, and other statistics to actual historical data from your school for students who have applied and been admitted in the past.

- **Take a Personality or Career Assessment** – Determine potential areas of study based on current interests and strengths.

- **Stay Informed** – Receive emails about important updates and notifications. Parents, contact your child’s counselor to make sure your email address is also inputted into the Family Connection site so you too can receive notifications.

GET INVOLVED! STAY INVOLVED! BE INVOLVED!
CONTACT INFORMATION

Administration

Sewanhaka Central High School District
Dr. James Grossane, Superintendent of Schools (516) 488-9800

Sewanhaka Central High School District
Dr. Taryn Johnson, Assistant Superintendent for Curriculum and Instruction (516) 488-9800

Sewanhaka Central High School District
Mr. John Capozzi, Assistant Superintendent for Personnel and Administration (516) 488-9800

Sewanhaka Central High School District
Ms. Regina M. Agrusa, Assistant Superintendent for Pupil Personnel and Special Education Services (516) 488-9851

Sewanhaka Central High School District
Mr. Kevin O’Brien, Assistant Superintendent for Finance and Operations (516) 488-9800

Principals

Elmont Memorial High School
Mr. Kevin Dougherty, Principal (516) 488-9200

Floral Park Memorial High School
Ms. Maria Hecht, Principal (516) 488-9300

H. Frank Carey High School
Mr. Christopher Fiore, Principal (516) 539-9400

New Hyde Park Memorial High School
Dr. Richard Faccio, Principal (516) 488-9500

Sewanhaka High School
Nichole Allen, Interim Principal (516) 488-9600
# PPS Chairpersons and School Counselors

## Elmont Memorial High School
**Ms. Caron Cox, Pupil Personnel Services Chairperson**  
(516) 488-9252

### School Counselors

<table>
<thead>
<tr>
<th>Name</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mikerlange Fleury</td>
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## Floral Park Memorial High School
**Dr. Samine Charles – Pierre, Pupil Personnel Services Chairperson**  
(516) 488-9352

### School Counselors

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
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<tbody>
<tr>
<td>Catherine Capozzi</td>
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<td><a href="mailto:wcook@sewanhakaschools.org">wcook@sewanhakaschools.org</a></td>
</tr>
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## H. Frank Carey High School
**Ms. Danielle Amato, Pupil Personnel Services Chairperson**  
(516) 539-9467

### School Counselors

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New Hyde Park Memorial High School
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Sewanhaka High School
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