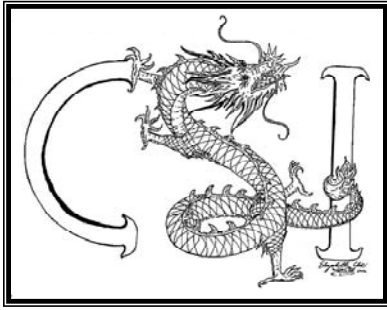


**College of Staten Island High School for
International Studies**
2011-2012 School Year

Student/Family Handbook

100 Essex Drive
Staten Island, NY 10314
(718) 370-6900



CSI HIGH SCHOOL FOR INTERNATIONAL STUDIES STUDENT- FAMILY HANDBOOK

Joseph Canale, Principal
Lauren Torres, Assistant Principal
718-370-6900
www.csihighschool.org

Mission Statement

College of Staten Island High School for International Studies will create a **nurturing** educational **environment** in which students are **actively engaged** in developing **literacy** and **problem solving skills** to succeed in post-secondary education, advanced courses of study and the world of work. At CSI High School students, staff and parents will **collaborate** to create a vibrant **learning community**. Students attending CSI High School will participate in **rigorous inquiry based** instruction and learning that integrates world issues, languages and cultures. The integration of a thorough course of study with **internationally themed content** coupled with **community involvement** will provide students with the skills and experiences to be responsible and ethical participants in a global society.

Belief Statement

We value each individual. We believe one person can make a difference.

We value the process of learning. We believe knowledge is power and the journey is the reward.

We believe that each member of our learning community is vital to our success. We value the diverse contributions of each member of our learning community.

We believe people learn best from each other in heterogeneous, collaborative groupings.

We value the differences and similarities of the human spirit and the people of the world. We believe that we are all linked in some way.

We value effective communication and creative problem solving skills. We believe in the importance of understanding each other and our world.

We value challenges. We believe that anything worth doing requires passion, persistence, commitment, risk taking and creativity.

We value respect, responsibility reflective thinking, accountability, flexibility, kindness, resourcefulness, generosity and integrity. We believe in moral and ethical behavior.

We value a supportive, caring and safe environment. We believe in providing a forum for global and international studies from multiple perspectives for all of our students.

We value our local and global communities. We believe in embracing our responsibilities as contributing members our communities through responsible and informed decision making and through community service.

We value a community of practice. We believe collectively that every child will succeed.

Our Vision

The academic program for College of Staten Island High School for International Studies will accommodate the intellectual, social, emotional and physical needs of high school students. Our vision is to provide students with a dynamic learning environment where respect is mutual, ideas are shared, and learning is not limited to the classroom. The school will be a safe and nurturing environment where learning will take place in the classroom, the community and through internships.

Through travel, internships in internationally focused businesses, cultural institutions and community based organizations, CSIHSIS will provide students with experiential learning opportunities. Community partners will collaborate with the staff of CSIHSIS to create rich learning opportunities for CSIHS students.

Our concept of a successful school is one built collaboratively and owned by its staff, students, parents, community members, and our partner community-based organizations. We prepare students for higher education as well as create professional opportunities for each one of our graduates.

Our Teaching Philosophy

Students are placed in heterogeneous classes, where they collaborate and learn from each other. The interdisciplinary, thematic curriculum is hands-on, project-based, and provides students with opportunities to learn about and understand how our interdependent global community functions and interacts. The curriculum focuses on particular themes, which allow for critical thinking and understanding in depth. Extended class time enables students to actively engage in project based learning activities and assures for more time on task.

The smaller class size and our advisory program help build relationships between teachers and students. Each student is a member of an advisory, which meets five times a week. That advisor is responsible for monitoring the student's progress, conferencing with the student and communicating with the student's family on a monthly basis.

Our curriculum is aligned with the New York State and Common Core Standards. Students will be well prepared to pass the nine Regents' Examinations required for graduating with an Advanced Regents Diploma and for continuing their education. The preparation and rigorous instructional program will prepare all students to meet and surpass graduation requirements.

Profile of a CSI High School for International Studies and Asia Society International Studies Schools Network (ISSN) Graduate (Freshmen, Sophomores and Juniors)

The goal of the International Studies Schools Network (ISSN) is that each student graduates globally competent: demonstrating the knowledge, skills and capacities necessary to work and live in an interconnected world. The following is a profile of the attributes we strive to develop in each ISSN high school graduate.

ISSN graduates are **Ready for College and Career**. They:

- Earn a high school diploma by completing a college-preparatory, globally focused course of study requiring the demonstration of college ready work across the curriculum.
- Have the experience of achieving expertise by researching, understanding, and developing new knowledge about a world culture or an internationally relevant issue.
- Learn how to manage their own learning by identifying options, evaluating opportunities, and organizing educational experiences that will enable them to work and live in a global society.
- Graduate prepared for post-secondary education, work and service.

ISSN graduates have the **Knowledge Required in the Global Era**. They understand:

- Mathematics as a universal way to make sense of the world: solving complex authentic problems and communicating their understanding using the symbols, language, and conventions of mathematics.
- Critical scientific concepts, engage in scientific reasoning, and apply the processes of scientific inquiry to understand the world and explore possible solutions to global problems.
- How the geography of natural and man-made phenomena influences cultural development as well as historical and contemporary world events.
- The history of major world events and cultures and utilize this understanding to analyze and interpret contemporary world issues.
- Arts and literature and use them as lenses through which to view nature, society, and culture as well as to express ideas and emotions.

ISSN graduates are **Skilled for Success in a Global Environment**. They:

- Are “literate for the 21st century” – proficient in reading, writing, viewing, listening, and speaking in English and in one or more other world languages.
- Demonstrate creative and complex thinking and problem solving skills by analyzing and producing viable solutions to problems with no known or single right answer.
- Use digital media and technology to access and evaluate information from around the world and effectively communicate, synthesize, and create new knowledge.
- Make healthy decisions that enhance their physical, mental, and emotional well-being.

ISSN graduates are **Connected to the World**. They:

- Effectively collaborate with individuals from different cultural backgrounds and seek out opportunities for intercultural teamwork.
- Analyze and evaluate global issues from multiple perspectives.
- Understand how the world’s people and institutions are interconnected and how critical international economic, political, technological, environmental, and social systems operate interdependently across nations and regions.
- Accept responsibilities of global citizenship and make ethical decisions and responsible choices that contribute to the development of a more just, peaceful, and sustainable world.

Profile of CSI High School for International Studies School Graduate (Seniors Only)

The goal of CSI High School for International Studies is to graduate students who possess the knowledge, skills and habits of mind necessary to work and live in the 21st century global environment.

CSIHSIS graduates are **Academically Prepared**. Upon leaving school, each CSIHSIS student:

- Is intellectually curious, has a desire for life-long learning, thinks critically and effectively organizes his or her own efforts to learn.
- Has earned a high school diploma with course credits required for entry into any institution of higher learning.
- Is prepared to successfully engage in college-level coursework and complete a college degree or other post-secondary certification.

CSIHSIS graduates are **Proficient Thinkers and Problem Solvers**. They:

- Demonstrate a capacity for mathematical analysis, scientific processing, and logical reasoning.
- Hold themselves accountable for moral reasoning and ethical decision-making
- Transfer their learning and problem-solving skills across domains, and articulate the interconnectedness of their learning.
- Understand and use the arts and literature as lenses through which to view society and culture, as well as to express ideas and emotions.
- Understand and engage complex problems, collect, analyze and synthesize information from a range of sources, tolerate ambiguity and uncertainty, and produce potentially viable solutions.

CSIHSIS graduates are **Culturally Aware**. They:

- Know world geography, including the locations of major world regions and cultures, as well as human and environmental interaction, and how geography influences cultural development.
- Understand the contributions of different world cultures to the ways of life in the United States.
- Have in-depth knowledge and understanding of at least one culture very different from their own and recognize the role that language plays in shaping culture.
- Understand the historical development and contemporary beliefs, values, and characteristics of major world cultures.

CSIHSIS graduates are **Aware of World Events and Global Dynamics**. They:

- Understand the multiple perspectives of current world events, international issues, and global debates.
- Integrate a thorough knowledge of their own culture and country to become a fully enfranchised and participatory global citizen.
- Understand global dynamics – how world economic, political, technological, environmental and social systems work and are interdependent across nations and regions.
- Demonstrate an in-depth knowledge and understanding of at least one pressing international issue or problem.

CSIHSIS graduates are **Literate for the 21st Century**. They:

- Demonstrate mastery of the skills essential to communication and learning (reading, writing, analyzing, listening, and speaking) both in English and one or more languages other than English.
- Develop and present information in an articulate, persuasive, and appropriate manner – orally, visually, in writing, and through digital communication tools.
- Critically evaluate the presentation of information through various formats and technologies (media literacy).

CSIHSIS graduates are **Collaborative Team Members**. They:

- Understand how individuals work together in a team and work as collaborative team members to achieve a goal and to learn from people from other cultures.
- Are aware of and able to reflect upon their role and contributions as a member of a team and demonstrate an understanding of the value of doing so.
- Appreciate and are respectful of the diversity of contributions, learning styles, and strengths of individual team members.
- Welcome of differences in interpretation and judgment, are receptive to other's views, and revise and expand their own views.

CSIHSIS graduates are **Effective Users of Technology**. They:

- Evaluate sources of information for bias, validity, and scholarly integrity
- Proficiently use essential computer and communications technologies and demonstrate an understanding of the appropriate applications thereof.
- Proficiently use a multitude of technological tools for communication, presentation and data analysis.
- Use technologies to communicate and work across national and regional boundaries.

CSIHSIS graduates are **Socially Prepared and Culturally Sensitive**. They:

- Comfortably culture jump by choosing appropriate language, behaviors, and strategies of interaction.
- Demonstrate respect in their communication, decision-making, and actions.
- Actively listen to and carefully consider the perspectives and opinions of others.
- Demonstrate ethical decision-making skills, self-control, and the ability to make responsible choices that contribute to continuous self development.
- Have emotional intelligence including self-knowledge and the ability to manage emotions.
- Make healthy lifestyle decisions including personal wellness, fitness, and relationships; they will pursue physical, mental, and emotional health.
- Resolve conflicts peacefully and fairly.



The College of Staten Island High School for International Studies

A New York City Public School

Created in Partnership with College of Staten Island and Asia Society's Network of International Studies Schools

718-370-6900

www.csihighschool.org

Joseph Canale
Principal

Dear Parents/Guardians:

Welcome to the 2011-2012 school year! We hope that this year will be a successful and memorable year for you and your child and that it will be filled with meaningful learning experiences. In order for us to ensure an optimal educational experience for your child and to maintain a safe and secure environment that is conducive to learning, please remind him/her to observe the following school policies at all times:

1. **ID POLICY** - All students must carry a school ID card and program card at all times and must furnish it upon request from any staff member.
 - If a student loses his/her ID card, he/she should go to room 240 (Ms. Lentini) during Lunch.
 - If a student loses his/her program card, he/she should go to room 240 (Ms. Pastena) during Lunch.
2. **LATE LOG POLICY** – All students who arrive late to class, i.e. anytime AFTER the start of the period must promptly sign the Late Log upon entering the classroom. Violators are subject to detention.
3. **LATE TO SCHOOL POLICY** – All students who arrive late to school and do not swipe their ID card at the door, must come to the Main Office to get a pass to class. **Failure to come to the office for a pass will result in your child being marked absent for the day.**
4. **PASS POLICY** – All students need a pass to leave the classroom. Passes are not issued in the first or last 10 minutes of any period, absent special circumstances. Any student given the pass must sign out in a Pass Log and back in upon returning to the classroom. Violators are subject to detention.
5. **HALLWAY POLICY** - All students need a pass to be in the hallway (even if they have Lunch). There are no exceptions. Any student stopped in the hallway without a pass is subject to detention.
6. **LOCKER POLICY** – **Students may use their lockers before the start of the school day, at the start of their lunch period, and after dismissal. Students may not go to their lockers at any other time during the school day. If a student arrives late to school s/he may not use his/her locker but must go directly to class. Students are not permitted to share lockers under any circumstances.**
7. **GYMNASIUM LOCKERS** – Students will be admitted to the gymnasium locker rooms upon presentation of a school lock to the PE teacher monitoring the locker room. No student will be admitted to the locker room without a lock and all students without locks will be considered unprepared for gym. Students are not permitted to share lockers. All lockers must be removed at the end of the gym period. Please keep in mind that the locker room is a shared campus space.

8. **“NO HEADGEAR/ELECTRONIC DEVICES” POLICY** - Any student wearing headgear, beads, electronic devices (including cell phones and iPods) etc. will have those items confiscated. Failure to surrender such items to a school official can and will lead to detention/suspension.
9. **CONFISCATION RETURNS POLICY** - Confiscated items will only be returned to the student’s parent/guardian only during the following times: **Monday- Friday from 3:00-5:00 pm** and on the evening of monthly PTA meetings. Please see the calendar enclosed in this handbook for the date of our next PTA meeting.

If you have any questions/concerns, please do not hesitate to contact me as soon as possible. I look forward to seeing you at our Simulated School Night, September 20th from 6:00-8:00 pm followed by our PTA Dessert Social. On that evening you will have an opportunity to experience you child’s program as you meet his/her teachers and learn about what your child is learning in each of his/her classes.

Sincerely,

Joseph Canale
Principal



Dear Parents and Guardians,

To maintain an educational environment that is safe and conducive to learning, we need your help in reminding your child about the importance of dressing appropriately for school. Our building is fully air-conditioned and the rooms are comfortable. Skimpily attire is not only unnecessary but is also disruptive to our learning environment and deflects energies away from education. To promote educational excellence with minimum distractions, we need your child's cooperation in honoring the CSI High School for International Studies Dress Code:

- **The following are prohibited:** brief garments such as tube tops, halter tops, net tops, tank tops, spaghetti straps, plunging necklines (front and/or back), clothing that exposes mid-section of the body, mini skirts, short shorts, and see-through garments.
- Skirts, dresses, and shorts must be no shorter than two inches above knee length.
- All underwear/bras must be completely covered by outer garments. Pants must be worn at waist level without revealing boxers or other undergarments.
- Clothing may not be vulgar, obscene, or libelous, or denigrate others on account of race, religion, national origin, gender, sexual orientation, or disability.
- Clothing may not promote or endorse the use of alcohol, tobacco, or illegal drugs, and/or encourage other illegal or violent activities.
- Footwear must be worn at all times. **Flip flops are strongly discouraged in that they may cause safety risks as students proceed through stairwells.**
- Hats, scarves, do rags and bandanas may not be worn unless for a medical or religious purpose (acceptable documentation must be provided).
- Cell phones, iPods and other electronic devices are prohibited in school as per the Chancellor's Regulations. These items will be confiscated.

Students who violate the dress code will be required to modify their appearance by covering or removing the inappropriate attire. They will be asked to change into a school T-shirt and/or sweat pants. Any student who refuses to cooperate will face disciplinary action. Please help us ensure that students arrive to school dressed appropriately and ready to learn. We will inform you if we need to speak to your child because we count on you to partner with us in respecting school rules.

Sincerely,

Joseph Canale
Principal



The College of Staten Island High School for International Studies

A New York City Public School

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100 Essex Drive, Staten Island, NY 10314

718-370-6900 ■ 718-370-6915 (Fax)

www.CSIHighSchool.org

Joseph Canale, Principal

Lauren Torres, Assistant Principal

Who's Who at CSIHSIS 2011/12

Administration

Joseph Canale, Ass't Principal
Lauren Torres, Ass't Principal IA
Maria Gagliardo, Secretary
Brenda Carullo, Secretary
Carol Carucci, School Aide

Math Department

Anney Li
HoLing Lo
Barbara Niederhoffer
Lilliana Vendra

Science Department

Chris Chieh
Lena Douris
Kim Lombardi

Paraprofessionals

Christopher Adinolfi
Samar Ahmed
Daoud Aziz
Kelly Buell
Jessica Carucci

Nicole Stefanski

Guidance Counselor

Marie Pastena

SAPIS

Hattie Slaughter

Resource/CTT

Tami Biancoviso
Amanda Lanceter
Melissa Morris-Sirolli
Chemene Webber
Victoria Weit

Art Department

Clare Gagliardi Forte

Technology Dept.

Rosario Miano

Kitchen

Paula Schwaede, Supv.
Joanne Butrico
Maryann Coppa
Giuseppa Fraccavento
Ione Grimaldi
Israel Vela
Abraham Zachariah

Parent Coordinator

Annette Lentini

Nurse

Brigid Davies

Music Department

Melissa Packowski

Foreign Language

Elissa Garcia (Sp)
Natalia Higashide (Jap)
Violetta Surowiec (Sp)
Emily Pan (Ch)

Phys. Education

Dennis Barrett
Carmela Pepe

Custodian

Bill Zell
James Steele
Richard Gronock

SAT

Librarian

Patricia Sarles

English Department

Jennifer Lima
Melissa Orlando
Heather Prevosti
Jennifer Schonwetter

S.S. Department

Tonya Brooks
Meghan Emerson
Bridgette Francis
Karolyn Mangiero
Kimberly Mele

Communicating with Faculty and Staff

All staff and faculty check their email at least once per day and will get back to you within 48 hours of your email. You may also contact our Parent Coordinator, Annette Lentini, if you are having difficulty reaching a teacher. Below are the email addresses of our staff and faculty:

Edward Abdenour

Megan Anzalone

Daoud Aziz

MHannafey@schools.nyc.gov

DAziz@schools.nyc.gov

Dennis Barrett	<u>DBarrett@schools.nyc.gov</u>
Tonya Brooks	<u>TBrooks3@schools.nyc.gov</u>
Kelly Buell	<u>KBuell@schools.nyc.gov</u>
Joseph Canale	<u>JCanale2@schools.nyc.gov</u>
Carol Carucci	<u>CCarucci@schools.nyc.gov</u>
Jessica Carucci	<u>JCarucci@schools.nyc.gov</u>
Brenda Carullo	<u>bcarullo@schools.nyc.gov</u>
Chris Chieh	<u>CChieh@schools.nyc.gov</u>
Brigid Davies	<u>BDavies@schools.nyc.gov</u>
Lena Douris	<u>LDouris@schools.nyc.gov</u>
Meghan Emerson	<u>memerson@schools.nyc.gov</u>
Bridgette Francis	<u>BFranci4@schools.nyc.gov</u>
Andrew Grandner	<u>agrandner@schools.nyc.gov</u>
Clara Gagliardi (Forte)	<u>CGaglia@schools.nyc.gov</u>
Maria Gagliardo	<u>Mgaglia4@schools.nyc.gov</u>
Elissa Garcia	<u>EGarcia122@schools.nyc.gov</u>
Catherine Goodheart	<u>CGoodheart@schools.nyc.gov</u>
Megan Hannafey	<u>Mhannafey@schools.nyc.gov</u>
Natalia Higashide	<u>nhigashide@schools.nyc.gov</u>
Amanda Lanceter	<u>alanceter@schools.nyc.gov</u>
Annette Lentini	<u>alentini@schools.nyc.gov</u>
Anney Li	<u>ali4@schools.nyc.gov</u>
Jennifer Lima	<u>JLima3@schools.nyc.gov</u>
Kim Lombardi	<u>KLombardi@schools.nyc.gov</u>
Karolyn Mangiero	<u>KMangie@schools.nyc.gov</u>
Rosario Miano	<u>RMiano@schools.nyc.gov</u>
Marnee Morris Sirolli	<u>MMorrisSirolli@schools.nyc.gov</u>
Barbara Niederhoffer	<u>bniederhoffer@schools.nyc.gov</u>
Melissa Orlando	<u>morlando8@schools.nyc.gov</u>
Melissa Packowski	<u>MMorris15@schools.nyc.gov</u>
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Marie Pastena Mpastena2@schools.nyc.gov
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Christina Sorrentino CSorrentino@schools.nyc.gov
Violetta Surowiec VSurowiec@schools.nyc.gov
Michael Timmons MTimmons@schools.nyc.gov
Lauren Torres LTorres18@schools.nyc.gov
Lilliana Vendra LVendra@schools.nyc.gov
Victoria Weit VWeit@schools.nyc.gov

Students' Daily Schedule 2010-2011

Monday	Tuesday	Wednesday	Thursday	Friday
	0 Block TBA			0 Block TBA
8:30 A Block	8:30 A Block	8:00 Professional Development	8:30 A Block	8:30 A Block
9:20 B Block	9:20 B Block	9:15 A Block	9:25 B Block	9:15 B Block
10:10 C Block	10:10 C Block	10:05 B Block	10:20 C Block	10:05 C Block

11:05 D Block	11:00 D Block	10:50 C Block		10:55 D Block
12:00 E Block	11:50 E Block	11:35 D Block	11:10 D Block	11:45 E Block
12:50 F Block	12:45 F Block	12:20 E Block	12:00 E Block	12:35 F Block
LUNCH	LUNCH	1:05 F Block LUNCH	12:50 F Block LUNCH	LUNCH
1:35 G Block	1:30 G Block	1:50 G Block	1:35 G Block	1:20 G Block
2:30 H Block	2:25 H Block	2:35 H Block	2:25 H Block	2:05 H Block
3:20 Faculty & Department Conferences- Teachers will not be available during this time	3:20	3:20	3:20	2:50
	J Block Classes TBA	J Block Classes TBA	J Block Classes TBA	J Block Classes TBA

****Please see the enclosed school calendar to become familiar with finals week****

FALL Semester Final Exam Schedule 2011-2012

Friday, January 13, 2012	Tuesday, January 17, 2012	Wednesday, January 18, 2012	Thursday, January 19, 2012	Friday, January 20, 2012	Monday, January 23, 2012
A Block Final 8:20-10:20	B Block Final 8:20-10:20	D Block Final 8:20-10:20	C Block Final 8:20-10:20	E Block Final 8:20-10:20	H Block Final 8:20-10:20
B Block 10:20-11:00	A Block 10:20-11:00	A Block 10:20-10:55	A Block 10:20-11:00	A Block 10:20-11:00	A Block 10:20-11:00
C Block 11:00-11:40	C Block 11:00-11:40	B Block 10:55-11:30	B Block 11:00-11:40	B Block 11:00-11:40	B block 11:00-11:40
D Block 11:40-12:20	D Block 11:40-12:20	C Block 11:30-12:05	D Block 11:40-12:20	C Block 11:40-12:20	C Block 11:40-12:20
E Block	E Block	E Block	E Block	D Block	D Block

12:20-1:00	12:20-1:00	12:05-12:40	12:20-1:00	12:20-1:00	12:20-1:00
F Block 1:00-1:40	F Block 1:00-1:40	F Block 12:40-1:10	F Block 1:00-1:40	F Block 1:00-1:40	F Block 1:00-1:40
G Block 1:40-2:20	G Block 1:40-2:20	G Block 1:10-1:45	G Block 1:40-2:20	G Block 1:40-2:20	E Block 1:40-2:20
H Block 2:20-3:00	H Block 2:20-3:00	H Block 1:45-2:20	H Block 2:20-3:00	H Block 2:20-3:00	G Block 2:20-3:00

SPRING Semester Final Exam Schedule 2011-2012

Monday, June 4, 2012	Tuesday, June 5, 2012	Wednesday, June 6, 2012	Friday, June 8, 2012	Monday, June 11, 2012	Tuesday, June 12, 2012
A Block Final 8:20-10:20	E Block Final 8:20-10:20	C Block Final 8:20-10:20	H Block Final 8:20-10:20	B Block Final 8:20-10:20	D Block Final 8:20-10:20
B Block 10:20-11:00	A Block 10:20-11:00	A Block 10:20-10:55	A Block 10:20-11:00	A Block 10:20-11:00	A Block 10:20-11:00
C Block 11:00-11:40	B Block 11:00-11:40	B Block 10:55-11:30	B block 11:00-11:40	C Block 11:00-11:40	B block 11:00-11:40
D Block 11:40-12:20	C Block 11:40-12:20	D Block 11:30-12:05	C Block 11:40-12:20	D Block 11:40-12:20	C Block 11:40-12:20
E Block 12:20-1:00	D Block 12:20-1:00	E Block 12:05-12:40	D Block 12:20-1:00	E Block 12:20-1:00	E Block 12:20-1:00
F Block 1:00-1:40	F Block 1:00-1:40	F Block 12:40-1:10	F Block 1:00-1:40	F Block 1:00-1:40	F Block 1:00-1:40
G Block 1:40-2:20	G Block 1:40-2:20	G Block 1:10-1:45	E Block 1:40-2:20	G Block 1:40-2:20	G Block 1:40-2:20
H Block 2:20-3:00	H Block 2:20-3:00	H Block 1:45-2:20	G Block 2:20-3:00	H Block 2:20-3:00	H Block 2:20-3:00

College of Staten Island High School for International Studies Expectations for Students

CSIHSIS is a community of individuals (students, staff, families, and community partners) all working together to achieve our mission. We will accomplish this through the development and support of healthy, positive, and respectful relationships.

- As a student member of the CSIHSIS community, I demonstrate. . .

Positive Communication

- I actively listen to others without interrupting – One Mic!
- I wait for my turn to speak.
- I show respect for whomever is speaking by using positive body language (such as sitting up and making positive eye contact).
- I communicate directly with all members of the CSIHSIS community (formally and informally) using sensitive and respectful language and tone.
- I stay away from gossip and “he said/she said” conversations.
- I support and encourage others with positive words and actions.

Personal Accountability and Responsibility

- I am responsible for the choices and decisions I make – No Excuses!
- I take school seriously and I am prepared for success every day.
 - I arrive each morning early enough to get to my first class on time.
 - I have all the materials and supplies necessary for each class.
 - I get to each of my classes and all school activities on time.
 - I'm ready for every lesson having completed all of my homework.
 - I abide by the CSIHSIS dress code at all times in school.
- I actively participate in my learning in and outside the classroom.
 - I ask questions when I don't understand and when I want to learn more.
 - I contribute positively to cooperative learning groups and class discussions.
 - I use school resources to support my learning (such as tutoring, the library, peers, independent reading time, and school staff).
 - I contribute to the establishment of a safe space by encouraging my classmates to actively participate (listen, ask questions, share ideas and points of view).
- I take pride in my work.
- I set strategic, measurable, achievable, realistic, timely goals (SMART) for myself and then challenge myself to meet and exceed them.
- I regularly self check my academic progress.
- I am flexible and willing to compromise in order to achieve my goals.
- I represent myself and CSIHSIS in a positive way both in and outside of school because I recognize the impact I have on the community.

Respect for Ourselves, Our Community and Our World

- I acknowledge and respect the diversity of the CSIHSIS community.
- I consider how my actions will affect others before making choices that impact the community.
- I take responsibility for helping to keep CSIHSIS clean, safe, healthy, and vibrant.
- I show respect for myself and CSIHSIS by exerting maximum effort.
- I acknowledge that successful relationships are based on honesty and trust – Tell the Truth!

Aspirations Towards the Future/ Global Competence

- I realize that the work and progress I put towards my education in high school contributes to my preparedness for college and my future career.
- I recognize that working hard and challenging myself with rigorous coursework and securing learning opportunities beyond the classroom will enable me to be more competitive and college and career ready
- I recognize the value of investigating the world through questioning, analyzing and synthesizing evidence and drawing conclusions about global issues.
- I apply cross cultural understanding by recognizing diverse perspectives and applying them.

- I will communicate ideas by selecting and applying tools and strategies to communicate and collaborate with other individuals and groups
- I will take action by translating my ideas, concerns and findings into appropriate and responsible solutions to global dilemmas.

As a global citizen, I acknowledge that the world is an extension of the CSIHSIS community. I take responsibility for effecting positive change in both.

College of Staten Island High School for International Studies Expectations for Staff

CSIHSIS is a community of individuals (students, staff, families, and community partners) all working together to achieve our mission. We will accomplish this through the development and support of healthy, positive, and respectful relationships.

As a staff member of the CSIHSIS community, I demonstrate. . .

Positive Communication

- I communicate directly with all members of the CSIHSIS community (formally and informally) using sensitive and respectful language and tone.
- I practice active listening with all members of the CSIHSIS community.
- I demonstrate an assumption of best intentions.
- I use positive body language.
- I support and encourage all members of the CSIHSIS community with positive words and actions.
- I understand that being informed about my students empowers me to be a better teacher therefore I communicate frequently and consistently with other members of the CSIHSIS community.
- I practice academic intervention strategies by communicating frequently with parents/guardians and document these communications.
- I provide frequent and culturally appropriate information to families and engage families in the instructional program to enhance student learning.

Planning and Preparation

- I demonstrate extensive knowledge of content, connections and a wide range of pedagogical approaches in my discipline anticipating student misconceptions.
- I strive to demonstrate extensive understanding of individual student's developmental or learning characteristics, skills, abilities, special, medical or learning needs and/or cultural heritage.
- I set a consistently high degree of expectations and suitability for individual students.
- I strive to demonstrate extensive knowledge of school and outside resources for classroom, student or pedagogical use.
- I implement instructional design that is highly suitable, rigorous and coherent showing evidence of student input and providing for differentiated pathways to learning.
- I design student assessments to measure all outcomes, which are adaptive for individuals, reflect student input, contain clear criteria/rubrics and use formative assessment results to inform instruction and learning.

Professional Responsibility and Personal Accountability

- I come to school each day prepared with the materials and resources necessary to succeed.
- I arrive to school each morning early enough to prepare for the day.
- I come to school each day prepared to demonstrate a positive attitude.
- I am committed to understanding the mission of CSI High School for International Studies and to promoting it at CSIHSIS and in the greater community.
- I work to incorporate diverse perspectives, global issues, and the importance of global citizenship into my role within the CSIHSIS community.
- I take responsibility for my choices and actions.
- I seek knowledge inside and outside CSIHSIS that can be utilized to enrich learning.
- I set strategic, measureable, achievable, realistic, timely (SMART) goals relevant to my role at CSIHSIS and to my own professional development.
- I set strategic, measureable, achievable, realistic, timely (SMART) goals for my students, implement strategies to aid them in achieving their goals, and monitor their progress.
- I recognize that unforeseen situations may arise and I demonstrate understanding and flexibility.
- I am invested in the success of the CSIHSIS community; therefore, I contribute my knowledge, expertise, and perspective.
- I understand that being in class is the top priority for our students; therefore, I exhaust all options before removing them from classroom learning.
- I am reflective of my role within the CSIHSIS community and I make adjustments as necessary.
- I am willing to make compromises in order to contribute to the success of the CSIHSIS staff.
- I reflect on my lessons accurately, thoughtfully assessing the lesson's effectiveness/ degree to which outcomes were met by citing specific examples and offering alternative techniques.
- I maintain a system to monitor and record student completion of assignments, progress and learning and/or non-instructional activities which is accessible to students and parents

Respect for Ourselves, Our Community, and the World

- I acknowledge and demonstrate respect for our diverse community of different races, religions, genders, cultures, and sexual orientations, classes, and points of view.
- I demonstrate respect by considering other people's feelings and needs when making choices that impact the community.
- I demonstrate respect for the CSIHSIS community by putting forth the maximum effort in all curricular and extracurricular events and activities.

- I show respect for our community by creating and helping to maintain a clean, safe, healthy, and vibrant community.
- I am supportive of all members of the CSIHSIS community.

I understand that as a CSIHSIS staff member, I have the most direct and frequent contact with our students therefore, I must embody and consistently model our mission and school culture.

College of Staten Island High School for International Studies Expectations of the Principal

CSIHSIS is a community of individuals (students, staff, families, and community partners) working together to achieve our mission. We will accomplish this through the development and support of healthy, positive, and respectful relationships.

As Principal of the College of Staten Island High School for International Studies. . .

I recognize that effective leadership requires understanding of all aspects of our school; therefore, I am to maintain consistent two-way communication and collaborative relationships with all members of the CSIHSIS community (students, staff, parents, families, community partner organizations).

- I communicate directly with all members of the CSIHSIS community (formally and informally) using sensitive and respectful language and tone.
- I am available to members of the community to discuss school-related topics.
- I value and seek to understand the perspectives of all CSIHSIS community members.
- I reflect on the points of view offered by members of the CSIHSIS community.
- I strive to identify potential problems and to solve them proactively.
- I aim to make informed and fair decisions.
- When appropriate and feasible, I share my decision making process with members of the CSIHSIS community.

I understand and embrace my responsibility to mode professionalism for the school.

- I show respect toward myself and each member of the CSIHSIS community.
- I come to school on time, dressed appropriately, and prepared for success each day.
- I aim for perfect attendance because I understand that there is a positive correlation between my attendance and my ability to lead effectively.
- I take commitments seriously and I seek to fulfill them in a timely manner.
- I acknowledge that I bring my own issues to work, but I do not allow them to interfere with my ability to lead effectively.

I am committed to providing vision and resources that support and environment of constant learning and the achievement of goals.

- I practice consistent reflection as a means of improving the educational program offered to our students.
- I provide resources to support community members' professional growth.
- I aim to facilitate leadership opportunities for members of the CSIHSIS community.
- I support risk taking and creativity in the classroom.
- I celebrate the achievements and efforts of members of the CSIHSIS community.

I understand that a positive and enjoyable school is a productive school, and I work to cultivate such an environment each day.

College of Staten Island High School for International Studies Expectations of Families

CSIHSIS is a community of individuals (students, staff, families, and community partners) working together to achieve our mission. We will accomplish this through the development and support of healthy, positive, and respectful relationships.

As the parent/guardian of a student at CSIHSIS. . .

I recognize that my role is essential in the overall success of my child and the CSIHSIS community; therefore, I am to maintain consistent communication with the school.

- I ask my child daily for any information sent home from school.
- I stay informed of school events and activities by reading materials sent home, reading the parent newsletter emailed weekly by our parent coordinator, and by checking the school website (www.csihighschool.org)
- I respond in a timely manner to all school communications.
- I communicate directly with all members of the CSIHSIS community (formally and informally) using sensitive and respectful language and tone.
- I understand that in order for the school to maintain communication with me, I must provide updated contact information.
- I am aware that I can call the school with questions.
- I attend and participate in required school meetings such as **Simulated School Night, student led conferences, and parent-teacher conferences.**
- I make every effort to attend and participate in other school activities such as school trips, concerts, poetry slam, and invitations to participate in my child's class.
- In all of my communications with CSIHSIS and its faculty and staff, I model for my child, the way in which I expect him/her to communicate with school officials.

I recognize that I contribute to my child's ability to succeed at CSIHSIS.

- I am responsible for making sure my child leaves the house on time in order to arrive to school on time.
- I am responsible for making sure my child leaves for school dressed in appropriate attire and with all necessary materials, books, and supplies.
- I am responsible for asking my child about homework, allotting time and space for doing homework, and checking the homework for completion.

- I am responsible for monitoring my child's progress in his/her classes through logging into Engrade.
- I am responsible for monitoring my child's progress towards graduation through use of the ARIS Parent Link.

I recognize that I am a participant in shaping, maintaining, and supporting the CSIHSIS culture.

- I recognize that my presence at the school has a positive impact on the CSIHSIS community.
- I am committed to understanding and promoting the mission of the school.
- I am familiar with, support and uphold school policies.
- I understand, appreciate, and trust the CSIHSIS staff works their hardest to support my child.
- I understand and appreciate that CSIHSIS is an advocate for my child.
- I can support learning both at CSIHSIS and at home by sharing my experiences as a global citizen.
- I understand that by having a child at CSIHSIS, I am a member of the Parent Teacher Association, and if I choose, I can play an active role.
- I understand that parents and guardians have a formal voice on the School Leadership Team, and that I can be elected to serve in that role.
- I recognize that as a spectator and/or guest at CSIHSIS events and meetings that I am expected to abide by the highest standards of conduct, to refrain from using profanity and threatening language, and to model for the CSIHSIS community proper, appropriate, and respectful behavior.

I appreciate that the CSIHSIS staff and I are on the same team with the same goal – the success of my child.

College of Staten Island High School for International Studies
Constitution

1. All members of the CSIHSIS community will **respect difference**. This includes the conventional notions of race, ethnicity, religion, disability, gender, and sexual orientation, as well as **differences of personality, perspective, learning style and approach to pedagogy**.
2. All members of the CSIHSIS community will work to create a **community of learners** in which **cooperation** with colleagues and classmates **enhances and promotes individual growth** and experience, rather than undermines it.
3. **No member** of the CSIHSIS community will engage in physical violence or hateful speech of any kind.
4. **No member** of the CSIHSIS community will engage in littering or vandalism and all will show respect for school property, our school community, and our campus neighbors.
5. All members of the CSIHSIS community will fulfill their **commitments**, coming to classes and meetings on time, prepared, and ready to participate and contribute actively.
6. **No member** of the CSIHSIS community will engage in deliberate plagiarism or deception, and will adhere to the highest academic and intellectual standards.
7. All members of the CSIHSIS community will **remain open** to alternative approaches and opinions, and be **willing to learn** from “the other side” of an argument.
8. All members of the CSIHSIS community will act as **cooperative colleagues**, sharing ideas, perspectives, and knowledge, as appropriate.
9. All members of the CSIHSIS **faculty** will adequately and fairly represent the spectrum of opinion on controversial issues, and encourage students to be **independent thinkers and decision makers**.
10. All members of the CSIHSIS **faculty** will strive for the **highest standards** of personal conduct, professional ethics, and individual achievement in their areas of specialty.

CSI High School for International Studies aims to create an educational environment in which students actively participate in developing the school culture. The school culture is one of mutual respect where parents, students and staff are aware of each other's rights and responsibilities. The advisory program provides a vehicle for students to be involved in making decisions that affect the school community. As part of the shared decision making process, student, staff and parent voices are heard and respected. This participation helps students gain an understanding of how the international community makes decisions.

To facilitate this, CSIHSIS dedicated teachers develop strong, supportive relationships with their students; provide them a rigorous, standards-based, internationally-focused curriculum; engage them in inquiry-based instruction; and partner with parents and community organizations to help each student reach his or her full potential. Within a vibrant multi-cultural, multi-ethnic learning environment, extended beyond the classroom through community based activities, travel and exchange, the mission of the school is to provide each student the knowledge, skills and experiences that enable him or her to:

- Succeed in college or other post secondary education;
- Understand the interdependence of countries and cultures in a world society;
- Become proficient in one or more world languages and an expert on one or more world cultures;
- Develop advanced literacy skills as the foundation for understanding world cultures;
- Communicate with and understand the perspectives of individuals and groups from diverse cultures around the world and help them to understand who we are as Americans;
- Develop the awareness, interest and capacity needed for a career in an internationally oriented profession;
- Participate responsibly and ethically as a global citizen, help solve the world's challenges and take a leadership role in creating new opportunities for the betterment of humankind.

In exchange students agree to:

- **Attend school regularly and punctually** and make every effort to achieve in all areas of their education;
- **Come to school** well rested, having eaten a good breakfast and **prepared for class** with appropriate materials;
- Help maintain a school environment free of weapons, illegal drugs, controlled substances, and alcohol;
- **Show respect** for school property and respect the property of others, both private and public;
- **Be polite, courteous and respectful toward others** regardless of age, race, creed, color, gender, religion, national origin, sexual orientation, physical and/or emotional condition, disability, marital status and political beliefs, and **refrain from making slurs** based on these criteria;
- Help other members of the College of Staten Island High School for International Studies learning community including peers, teachers, school administration and visitors to our school;
- **Use non-confrontational methods to resolve conflicts;**
- Refrain from profane, obscene and defamatory communication in speech, writing, and other modes of expression in your interactions with the school community;
- Adhere to the guidelines established for dress in the school;

- Be familiar with the school discipline code and **abide by school rules and regulations**;
- **Keep their parents/guardians informed of school related matters**; including progress in school, social and educational events, and ensure that parents receive communications that are provided by school staff to students for transmittal to their parents.

Students should form the habit of observing not only the rules stated in this handbook, but also the general rules of good conduct. Because the student is associated with CSIHSIS, the school has the right to expect proper behavior regarding all activities concerned with the school and the community. This is particularly true of student conduct on our school campus, on the college campus, on buses and subways to and from school, of respect shown to property, of consideration shown toward other schools and their students, and of attitudes of students at all school functions. **The excuse that a particular violation of good conduct is not specifically mentioned in this handbook is not acceptable.** Habitual disregard of the school regulations or the rules of good conduct both within and outside the community will have serious consequences.

CSI HIGH SCHOOL FOR INTERNATIONAL STUDIES **GUIDELINES FOR CLASSROOM BEHAVIOR**

- 1. We show respect for people, their ideas and their property.**
- 2. We work hard to ensure our own growth and to assist in the growth of others.**
- 3. We persist, even when things are difficult and uncertain.**
- 4. We accept responsibility for the quality of our work.**

Requirements to Earn a College of Staten Island High School of International Studies Diploma

The core elements of the CSI High School experience are outlined in the following student expectations. During their four years at CSI High School of International Studies every student will:

- Meet the requirements for a Regents or and Advanced Regents diploma (passing either five Regents with a score of 65 or above or nine Regents with a score of 65 or above – as specified below)
- Engage in meaningful learning experiences infused through each content area that explore the geography, culture, religion and languages of other world regions
- Engage in dialogue about contemporary social, political and economic issues of the world
- Gain proficiency in one or more world languages through four years of language study

- Use technology to develop their communication skills and enrich their knowledge of the world beyond the classroom
- Participate in extended learning opportunities such as: internationally focused local internships, community service, travel abroad, and after school activities

Diploma Requirements

- **44 course credits** (see below).
- **120 hours of community service** over your four high school years with a completed project based on your community service learning experiences.
- Complete and present a portfolio at the conclusion of each year including a senior capstone project that reflects your academic growth throughout your high school career and demonstrates how you have achieved the CSI High School of International Studies graduate profile. These projects are counted in ALL subject class averages
- **120 internship hours**

This chart shows the number of credits you need in each subject to graduate from CSI High School of International Studies.

Subject	Credits
English	8 credits (4 years)
Social Studies	
Global History	4 credits (2 years)
United States History	2 credits (1 year)
Government	1 credit (1 semester)
Economics	1 credit (1 semester)
Math	6 credits (3 years)
Science	6 credits (3 years)
World Languages**	8 credits (4 years)
Art	1 credit (1 semester)
Music	1 credit (1 semester)
Health Education	1 credit (1 semester)
Physical Education	4 credits (3.5 years)
Electives	Varies
TOTAL	44 credits

** Mandatory World Languages 4 year requirement- All students are required to take 4 years of World Languages consistent with the ideals of building global competence and demonstrating rigor to prospective colleges/universities/employers.

Promotional Requirements

Promotion: In order to be promoted a student must meet certain promotion standards established by the State Education Department and the New York City Department of Education. **All students are required to maintain at least 90% attendance.** As per Department of Education policy, students are promoted from one grade to another, based on the credit requirements noted below:

Promotion from Grade 9 to Grade 10

The student has earned a minimum of ten credits.

Promotion from Grade 10 to Grade 11

The student has earned a minimum of twenty credits, including four credits in Global History and four credits in English.

Promotion from Grade 11 to Grade 12

The student has earned a minimum of thirty credits, including four credits in Global History, 2 credits in US History and six credits in English.

Students are promoted at the end of each semester, provided that they have fulfilled the above cumulative credit requirements.

Students will be certified as graduates, regardless of their grade, when they have fulfilled all credit requirements required by the State of New York and when they have passed all required state examinations (as discussed in the next section).

To graduate with a **Regents Diploma** you must pass the following 5 Regents examinations with a grade of 65 or above: Comprehensive English, Global History, United States History, Mathematics (Integrated Algebra or Geometry or Advanced Algebra & Trigonometry) and a Regents Examination in a life or physical science. Students earning an **Advanced Regents Diploma** must pass the five Regents exams listed above, plus two additional Regents exams in Math (Geometry and Advanced Algebra & Trigonometry), Science (must be one physical science and one life science), and a World Language. All students who entered high school in 2008 and beyond must graduate with a Regents Diploma; you must pass all five Regents Exams. To earn a **Regents Diploma with Honors** or an **Advanced Regents Diploma with Honors** you must achieve an average score of 90 or above on your required Regents Examinations.

Regents Examinations and College Readiness Admissions

Students and families must be mindful and are strongly urged to do everything to earn the highest possible Regents score. Colleges and universities mandate remedial courses to those incoming students who (1) do not score a 75 or higher on the English Language Arts Regents exam (2) do not score 80 or higher on the Integrated Algebra, Geometry or Algebra2/Trigonometry regents exams AND complete each course in the three year course Regents sequence; Integrated Algebra, Geometry and Algebra2/Trigonometry.

Note: Remedial classes in college are not free and are part of tuition payments which consume financial aid monies. Furthermore, remedial classes do not award credits towards a Bachelors/Associates degree. In essence they waste time and money in a college/university and require a greater amount of time to complete a degree.

Strategies for Increasing Regents/RCT Scores and Greater Success in Classes

- Consistent and timely completion of HW assignments
- Studying notes, handouts and class work every night
- Careful, advanced preparation for exams and quizzes
- Practicing through the use of old regents exams under exam conditions and reviewing model answers (can be found online)
- Utilizing online web applications (regentsprep.org) to study for regents by topic
- Utilizing online tutorials
- Preparing flash cards of key concepts
- Practicing essay writing/outlining/ doing multiple choice questions
- Attending after-school tutoring/ weekend/ regents preparation tutoring
- Purchasing Regents practice material such as those published by Barron's and/or Prentice Hall

Required Regents Exams/ Instructional Policies

English: The English Regents is a three hour exam that requires students to write essay responses to speech, a text with a related graphic, literary texts and an interpretive statement. The exam will also have multiple choice questions worth 25%. Students usually take this Regents exam in January of 11th grade.

Math: Integrated Algebra: Most entering 9th grade students will take a **Regents Examination in Integrated Algebra** at the conclusion of 9th grade. Students will take the **Regents Examination in Geometry** in 10th grade and will be eligible to take the **Regents Examination in Advanced Algebra & Trigonometry** in 11th grade. However, incoming 9th grade students who have taken and passed the Regents Examination in Integrated Algebra with a score of 75 or above in their middle school will take the **Regents Examination in Geometry** at the conclusion of 9th grade.

Social Studies: Both the **Global History** and the **United States History and Government** Regents exams will include multiple choice, short answer and essay questions including analyses of historical documents. Students usually take the Global History exam at the conclusion of 10th grade and the United States History and Government exam at the conclusion of 11th grade.

Science: Entering 9th grade will take the Regents Examination in **Earth Science** at the conclusion of 9th grade, will take the Regents Examination in **Living Environment** at the conclusion of 10th grade, and will take **Chemistry** at the conclusion of 11th grade. All Regents Examinations in the sciences carry with them a mandatory laboratory requirement. Students who do not meet this requirement are barred from the exam. Students and parents must be diligent in ensuring that labs are up to date.

Advanced Placement Courses

All students who elect to enroll in Advanced Placement courses must sit for the requisite AP Exam as a condition of enrollment. Students who are enrolled in an AP course, but who fail to sit for the required AP Examination, will not receive AP designation for the course on their high school transcript. Students who register for an Advanced Placement class must do so carefully because transferring out of such a class is not permitted.

At this time, students may receive Advanced Placement credit on the basis of the following examinations:

- Biology
- English Literature and Composition
- United States History

ALL College of Staten Island High School for International Studies students are required to participate in **120 hours of community service, 120 internship hours**, and complete a senior capstone project and presentation to graduate from College of Staten Island High School for International Studies.

Graduation Ceremony: Chancellor's Regulations state that only students who have successfully completed the requirements for a high school diploma, including the required 44 credits, the requisite Regents Examinations, and all other courses and standardized tests, will be permitted to participate in graduation ceremonies.

Provision for students receiving Special Education services and pursuing a regular diploma: Current accommodations on exams, such as extra time and suitable space are available and will continue. Special education students who fail a required Regents exam will be allowed to take the Regents Competency Test (RCT) in that subject in order to graduate from high school. Passing RCTs does not qualify students for Regents Diplomas.

Provisions for students who are English Language Learners (ELL): Students who enter high school in New York State and are new arrivals in this country, are eligible to take required Regents exams in their native language (Spanish, Haitian-Creole, Russian or Chinese). Native language exams are given where they are available and all students must take them within three years of entering high school. However, the English Regents must be taken and passed in English to earn a diploma.

Grading and Attendance: Your grade grows out of achievement demonstrated by class work, homework, projects, tests and quizzes, papers, and participation. **Absence and cutting will prevent you from participating in class work and will contribute to a lower or failing grade.**

Report Cards: Report cards will be distributed six times during the year; at the conclusion of each marking period. Please consult the calendar enclosed in this handbook for those dates. Final grades, which are determined at the close of the 3rd marking period, appear on students' transcripts and determine whether students receive credit for the semester's coursework. Our numerical grade equivalencies are as follows:

Grading System		
E+	Excellent	97-100
E	Excellent	93-96
E-	Excellent	90-92
G+	Good	87-89
G	Good	83-86

G	Good	80-82
S+	Satisfactory	77-79
S	Satisfactory	73-76
S-	Satisfactory	70-72
N	Needs Improvement	65-69
F	No credit	Below 65 (Failed=55)

At CSIHSIS we use an internet-based grading program (Engrade) to facilitate communication between teachers, students, and parents about academic progress and assignments. Students will be provided with their own ID with a personal password and be able to access grade information online. Parents/guardians should make sure that your child shares their password with you so that you can access their grades and monitor their progress. We expect students and their families to use the system regularly (but not every day, since the teachers will not be able to update daily) in order to be aware of upcoming assignments, results from different assessments, and overall averages.

Class Rank

In an effort to discourage academic competition and to promote a spirit of community, the College of Staten Island High School for International Studies does not rank students. Cumulative academic averages are noted on each student's transcript. Upon request from a college, CSIHSIS will estimate a student's rank-in-class by decile or quartile.

CUNY College of Staten Island Courses

In sophomore, junior, and senior years, students may be eligible to enroll either in College Now courses or in courses at the College of Staten Island. To be eligible to take a college course, students must have met the following requirements:

- for humanities and social science courses, a minimum mark of 50 on the PSAT verbal section or a mark of 75% or higher on the Comprehensive English Regents Examination
- for math, computer science, and science courses, a minimum mark of 50 on the PSAT mathematics section or a mark of 75% or higher on the Mathematics A Regents Examination
- passing marks in all courses at CSIHSIS during the previous semester
- a cumulative academic average of 80% or higher
- the prior fulfillment of all College of Staten Island pre-requisites for the course requested

In the event that a student's cumulative average is less than 80%, he or she will be permitted to enroll in a college class provided that all of the above requirements have been fulfilled and provided that his/her academic average for the previous semester is at least 85%.

Eligible students will be asked to state their College of Staten Island course preferences. The ability to schedule students for their preferred courses depends on when the course is offered and whether available space exists within the course section.

CSIHSIS and College of Staten Island have established the following policies relating to registration in a college course:

- During a student's enrollment in a CSI course, he or she is considered a student of the college. In other words, students are subject to all the academic rules and regulations of the College, in addition to those of CSIHSIS.
- Students are expected to behave responsibly and maturely both on campus and in their college classes.
- Parents and students must realize that college professors and instructors are not employees of and consequently do not report to the Department of Education. All issues or concerns about grades or progress in class must be addressed by the student to the professor or instructor. If, after having spoken to the professor or instructor, the issue or concern is still not resolved, the student may present the issue to the CSIHSIS guidance counselor who acts as a liaison to the College.

- Parents and students must also realize that pupils are not supervised by Department of Education personnel while they are on the CSI campus, including the time during which they are walking to/from and while they are attending a CSI College class.
- Under no circumstance may a student drop or stop attending a CSI College course.
- A grade of incomplete will only be permitted in extraordinary circumstances, such as in the case of a serious illness. Students must apply to receive an incomplete within the time frame designated by the college. If granted, the student and the professor must sign a written contract specifying exactly what work must be submitted and by which date. The contract must be presented to our school guidance counselor and a copy must be kept in CSIHSIS files. The deadline for the submission of all work must be no later than one month after the official end of the semester.
- Students who fail to adhere to the above policies may have their privilege to take a CSI College class revoked.

SCHOOL REGULATIONS

Attendance: Prompt, regular daily attendance is of paramount importance for a student to obtain a sound education and to insure successful completion of the graduation requirements. As attendance is part of a person's permanent record, excessive absence or tardiness may prevent a student from reaching his academic potential, and it may also have negative consequences regarding future educational and employment considerations. It is CSIHSIS's objective to promote a greater awareness of responsibility towards school attendance. **Students must maintain an attendance rate of 90% to receive a College of Staten Island High School for International Studies Diploma Seal. A student who is absent must have his/her parent notify the school by telephone that morning before 9:00 am. A telephone call is required each and every day of absence.** On the morning the student returns to school, s/he must bring a parent's note to the office explaining his/her absence. A doctor's note is also required for an absence of three or more consecutive days. **Doctor and/or dentist appointments are to be made for hours outside of the regular school time.**

Lateness to school: You are expected to be in school and in your first period class ready to work at 8:20 am. If you arrive to school after 8:20, *you must sign-in in the Late Book, obtain a late pass, and show it to your first period teacher.* **If you arrive to school late and are unable to swipe your ID card, you must sign in at the main entrance. If you do not sign in, you will be marked absent for the day.** If you arrive at school after one or more periods have ended, make sure you show the late pass to your subject teacher(s) whose class(es) you have missed. Your parents will be notified of any pattern of lateness. Lateness to school will result in lower achievement and lower grades because it will deny you the opportunity to fully participate in the class.

Lateness to class: You are allowed approximately three minutes to travel from one subject class to another. Lateness to class disrupts instruction and will have an adverse affect on you class work and overall achievement in the subject. Students arriving late to class must give adequate reasons for such lateness (pass from previous teacher, medical office, counselor, etc.)

Late work: All CSIHSIS teachers have agreed upon the following late work policies:

Homework: In recognition of feedback from parents, students, and staff; in recognition that at times students have extenuating circumstances and to further help our students understand the importance of homework to their learning and the learning process, the faculty of College of Staten Island High School of International Studies has adopted the following homework policy:

Late homework will be accepted within a teacher's discretion, recognizing that at different times teachers assign homework for different reasons and that in different subject areas homework is also assigned for different reasons. Teachers will set up parameters and inform students in writing in their course guidelines as to what their individual late homework policy is. **If you are absent or on trip, it is your responsibility to get and make up all missed homework.**

Within a teacher's discretion, homework assignments will count for up to, but not more than 20% of a student's grade in each marking period.

In class assignments will also not be accepted after the day they are turned in, except in the case of an excused absence. **If you are absent or on a trip, it is your responsibility to get and make up all missed class work and homework.** In the case of major projects/assignments, the teacher might inform students that late work will be accepted for 90% of the original grade within one week of the deadline and for 70% of the original grade after that time.

Long Term Projects: Long-term projects provide our students with different ways to demonstrate their learning as well as providing their teachers with means of assessing their learning and progress. Recognizing that the purpose of a project is for a student to learn and demonstrate his/her learning, and to show our students that even if their work is late, we still value their effort and their learning, the faculty of College of Staten Island High School of International Studies has adopted the following policy:

All teachers will accept projects students turned in late within the following guidelines:

- If a project is turned in within one week of the due date, the student will receive 90% of their final grade;
- If a project is turned in within 2 weeks of the due date, the student will receive 80% of their final grade; and
- If a project is turned in more than 2 weeks after the due date, the student will receive 70% of their final grade.

Teachers have the discretion to determine what the final date will be for their accepting late projects.

Written and research projects may not exceed 25% of a student's overall grade for one marking period.

At the time a project is assigned students will be provided with a rubric that affords them the opportunity to know what their teacher expects (clear expectations) as well as to evaluate their work prior to turning it in.

For long-term projects students should have multiple check-in opportunities with their teacher so that their progress and learning can be monitored and supported.

School Trips and Experiential Learning:

CSIHSIS is committed to experiential education through internships, school trips, and school club activities. We offer students a broad range of opportunities to learn beyond the classroom. Our co-curricular program addresses all areas of adolescent development by encouraging students to participate with each other in student government, athletics, clubs and teams, through community outreach, service learning and school trips. School trips enhance and extend student learning. Thus, **we expect all students to participate in all school trips.** If scholarship assistance is needed, please feel free to submit a request in writing to the principal or assistant principal.

We encourage students to choose one or two activities that will excite and challenge them and help them to discover and develop their talents and interests. Participation in these activities fosters community building and school spirit and provides leadership opportunities to students. We offer a range of activities to ensure that all students find something of interest. During the first few weeks of school students will have the opportunity to learn more about our clubs.

Minimum Standards for Participation on School Trips:

1. Any student who has a pattern of cutting and/or absence which has a negative effect on school work will be prohibited from participating in school trips.
2. Any student who has a disciplinary record and/or a history of suspension will be prohibited from participating in school trips.
3. No students impaired by alcohol and/or substance abuse will be permitted to board a bus for a school trip.
4. Students who engage in dangerous and/or illegal behavior on trips will have their parents notified and will be sent home at their parents' expense. The parents will be required to come to school for a conference and the students will be subject to suspension. The students will be barred from future trips in the case of egregious behavior.

**Policy on Student Participation in Extracurricular Activities/
Athletics/ International Trips / Non-Mandatory School Trips**

Participation in extracurricular activities, athletics, international trips, and non-mandatory school trips (senior trip) are a privilege. Participation/continued participation for ongoing activities is contingent upon and subject any of the following:

- (1) Being on track for graduation/promotion including credit accumulation/required Regents/RCT exams passed.

AND

- (2) Good academic standing - not failing more than one class (as shown by the most current report card) at the time that the trip is to be conducted. In cases where fees have been paid these fees are subject to loss (depending on the circumstances of third party vendors or external contractors of services).

AND

- (3) A record and current behavior which reflects exemplary conduct and model citizenship and adherence to school policies within and away from the school as determined by the CSI administration.

AND

- (4) A current record demonstrating a minimum of 90% attendance and on-time arrival to school.

AND

- (5) Other extenuating circumstances as determined by the CSI administration may also bar a student from participation in such activities/trips.

POLICY ON ACADEMIC HONESTY

We want students at College of Staten Island High School of International Studies to take pride in their work and to respect the intellectual efforts of others. Students should comport themselves at the College of Staten Island High School of International Studies with a clear sense of integrity and honor, both socially and academically.

To that end, the faculty will not tolerate any form of cheating or plagiarism. As ninth graders, students will receive instruction in what constitutes plagiarism and the proper forms of citation. Furthermore, teachers in all grades will be vigilant in assessing students' work and conduct.

In all work submitted for academic credit, students are expected to represent themselves honestly. The presence of a student's name on any work submitted is considered to be an assurance that the work and ideas are the result of the student's own intellectual effort, stated in his or her own words, and produced independently, unless clear and explicit acknowledgment of the sources for the work and ideas is included. This principle applies to essays, compositions, papers, reports, quizzes, tests, homework assignments, artistic productions, laboratory reports, computer programs, and all other assignments. If a group project has been assigned, students are expected to identify accurately their contributions and to be honest about representing

the work as a group or individual effort.¹ Students who have questions about how to cite sources must speak to their teacher *before* submitting work for evaluation.

Cheating, plagiarism, and collusion (i.e. providing illegal assistance) are considered serious academic *and* disciplinary offenses at the College of Staten Island High School of International Studies. The New York City Department of Education's Discipline Code classifies "scholastic dishonesty" as a Level Three offense. Scholastic dishonesty occurs if a student has engaged in cheating, plagiarism, and/or collusion. Cheating is defined as "copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an unadministered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test." Plagiarizing is defined as "appropriating another's work and using it as one's own for credit without required citation and attribution, e.g., copying written work from the Internet or any other source." Collusion is defined as "engaging in fraudulent collaboration with another person in preparing written work for credit."²

The College of Staten Island High School of International Studies has established, in concert with the provisions of the Discipline Code, the following consequences for engaging in acts of scholastic dishonesty. Consequences will escalate if a student has committed multiple violations of this policy. To assist in detecting and deterring patterns of cheating, a disciplinary report will be filed in all cases. The number of offenses committed by a student is recorded cumulatively *over his/her entire period of registration* at the College of Staten High School of International Studies.

- Cheating on a homework assignment
 - both students receive no credit
 - both students must redo the assignment
 - parents are notified
 - the school may take disciplinary action including detention, exclusion from extra-curricular activities, principal's suspension, and/or superintendent's suspension
- Plagiarism on a paper
 - First offense
 - paper receives a grade of no credit
 - student will re-write the paper for a maximum grade of 70%
 - parents are notified
 - the school may take disciplinary action including detention, exclusion from extra-curricular activities, principal's suspension, and/or superintendent's suspension
 - student will make a presentation to his/her advisory on plagiarism
 - Second offense
 - paper receives a grade of no credit
 - student will re-write the paper
 - parents are notified
 - the school may take disciplinary action including detention, exclusion from extra-curricular activities, principal's suspension, and/or superintendent's suspension
 - Subsequent offenses
 - paper receives a grade of zero
 - parents are notified
 - the offense will be reported to all of the colleges to which a student has applied or will apply
 - the school may take disciplinary action including detention, exclusion from extra-curricular activities, principal's suspension, and/or superintendent's suspension
- Cheating on a quiz or test
 - First offense
 - test or quiz receives a grade of zero
 - parents are notified
 - the school may take disciplinary action including detention, exclusion from extra-curricular activities, principal's suspension, and/or superintendent's suspension
 - Subsequent offenses
 - Test or quiz receives a grade of zero
 - parents are notified
 - the offense will be reported to all of the colleges to which a student has applied or will apply

¹ Adapted from Vanderbilt University's Honor Code

² New York City Department of Education, Discipline Code, September 2007, p. 21.

- the school may take disciplinary action including detention, exclusion from extra-curricular activities, principal's suspension, and/or superintendent's suspension



The College of Staten Island High School for International Studies

A New York City Public School

Created in Partnership with College of Staten Island and Asia Society's Network of International Studies Schools
www.CSIHighSchool.org

Joseph Canale
Principal

Advisory Contract

Name _____ Advisor _____

An effective advisory group is based on a climate of cooperation and trust among its members. Participating in an advisory group brings both rights and responsibilities. Your initials on this contract in the space next to each right and the rule associated with it indicate your understanding of what is expected of you.

_____ 1. **Confidentiality:** What you hear here stays here. Confidentiality is the cornerstone of a working group.

_____ 2. **Participation:** You are encouraged to share your experiences. Participate; give and you will get back. Please support other members of the group as they share their experiences.

_____ 3. **Punctuality:** You are expected to attend advisory on time, every day. If you do not attend advisory and are not on the absence list, you will be considered cutting and your parent will be called.

_____ 4. **Honesty:** You are expected to be honest with yourself and others.

_____ 5. **Teamwork:** You are expected to cooperate with your advisor, work cooperatively as a member of a team with other members of advisory and support other members of your advisory group.

_____ 6. **Attitude/Respect:** You are expected to respect all members of advisory and have a positive attitude.

_____ 7. **Preparation:** You are expected to be prepared with all assignments on the dates they are due and be flexible when changes occur.

_____ 8. **Determination:** You are expected to try your best at all activities and at listening to and communicating with your peers and your advisor. You are expected to never give up. You are expected to ask for help if you need it.

_____ 9. **Please be advised:** Your confidentiality will be broken by the advisor(s) if there is reason to believe that you are suicidal, homicidal, or if the advisor is aware of indications of abuse or neglect. These are all considered emergency situations.

I have read the preceding rights and the rules associated with them. I understand that they are necessary to a successful advisory program and have initialed each one. My signature here indicates my willingness to abide by them and support them and my advisory to make it part of an effective and valuable school program.

Student's Signature

Date

GENERAL SCHOOL RULES/POLICIES

Locker Use Policy

All lockers made available for student use on the school premises are the property of the school. These locks are made available for the student use to store school supplies and personal items necessary for use at school. Lockers are not to be used to store items which cause, or can reasonably be foreseen to cause, an interference with school purpose or an educational function or which are forbidden by state law or school rules.

The student's use of the locker does not diminish the school's ownership or control over it. The school retains the right to inspect the locker and its contents to insure that the locker is being used in accordance with its intended purpose, and to eliminate fire or other hazards, maintain sanitary conditions, attempt to locate lost or stolen material and to prevent use of the locker to store prohibited or dangerous materials such as weapons, illegal drugs, alcohol, or tobacco.

Lockers

Locker space is provided to each student on a voluntary basis within the following guidelines:

1. Only school issued combination padlocks will be permitted. All other locks will be clipped. The school assumes **NO** responsibility for loss or damage to any item in a locker, locked or unlocked.
2. Drinks and food items are not to be kept in lockers at any time.
3. Lockers cannot be decorated with contact paper or with any item that must be taped or glued to the locker.
4. Damages caused by misuse or vandalism will be charged to the student responsible.

Each student will be assigned a locker at the beginning of the school year. **Students should keep their lockers locked at all times.** Students are not permitted to share lockers or use other students' lockers. Students should not write on lockers. Decals, stickers and other similar materials are not to be placed inside or outside. Students are encouraged to keep their lockers clean and orderly. CSISHSIS requires that all locks and belongings are removed from lockers at the end of every school year. This allows for annual cleaning from our custodial staff.

Locker Rules

To implement the school's policy concerning student lockers, the school adopts the following rules and regulations:

1. Locks:

The school will retain access to student lockers by keeping a master key to all locks. Students may not use their own locks to prevent access to lockers by school officials. Any unauthorized locks will be removed without notice and destroyed. Locker contents may be confiscated and/or disposed of.

2. Inspection of All Lockers:

- A. An inspection of all lockers in the school, or all lockers in a particular area of the school, may be conducted if the school administration reasonably believes that such an inspection is necessary to prevent, impede, or substantially reduce the risk of (1) an interference with school purposes or education function, (2) a physical injury or illness to any person, (3) damage to personal or school property, or (4) violation of state or school rules.

Examples of circumstances justifying a general inspection of a number of lockers or desks include the following:

- (1) When the school receives a bomb threat;
- (2) When evidence of drug or alcohol use creates a reasonable belief of a high level of student use;
- (3) At mid term, end of term, and end of year to check for missing library books, textbooks, missing materials and school equipment;
- (4) When student violence or threats of violence create a reasonable belief that weapons are stored in lockers.

- B. If a general inspection of a number of lockers is necessary, then all lockers in the defined inspection area will be examined. Students will not necessarily be given the opportunity to be present while a general inspection is being conducted.

3. Involvement of Law Enforcement Officials

- A. The school administration may request the assistance of school safety agents and/or law enforcement officials to assist them in inspecting lockers or their contents for purposes of enforcing school policies if such assistance is required:
 - (1) to identify substances which may be found in the lockers
 - (2) to protect the health, welfare and safety of persons or property.

4. Locker Maintenance

Nothing in these rules shall affect members of the custodial staff who, at the direction of the school administration, clean out lockers from time to time in accordance with general housekeeping schedule or the locker of any student no longer enrolled in the school. Further, the custodial staff may open a student's lockers during any vacation period if they have reason to believe such locker contains rotting, spoiling, or mildewing items such as food, clothing, etc.

5. Use of Lockers

- A. Students may only go to their lockers 3 times a day:
 - (1) before school begins
 - (2) at the start of their lunch block
 - (3) at the end of the school day

If a student has an emergency, s/he must get written permission from a staff member to go to his/her locker.

Students may not go to their lockers in between classes or before their gym class. Students who violate the Locker Use Policy will have their locker privileges suspended. Frequent offenders of our Locker Policy will have their locker privileges revoked indefinitely.

- B. Students may not use hallway lockers as Physical Education lockers. Students in physical education must dress in the Physical Education Locker Room.
- C. Physical Education lockers may only be used during the period the student has physical education. Students must show their lock to the PE teacher at the Gymnasium Locker Room to be admitted to the Locker Room. The Locker Room is a shared campus space and there are not enough lockers in the Physical Education locker room for each student to have their own locker. Students' must remove their locks and the contents of their locker immediately at the end of their physical education class. Students may not share lockers.
- D. If you forget your locker combination or have difficulty opening your lock, go to the Main Office for assistance. Do not break, tamper with, or attempt to forcibly remove your lock. Damage to lockers is considered destruction of school property, is a violation of the Chancellor's Discipline Code, and is an offense for which you will be suspended. Please take care of our school's property.

Lunch & Breakfast: You may bring food from home or you may purchase food in our school cafeteria located on the first floor. You may not bring glass bottles or glass containers to school. After eating lunch you may leave the cafeteria but you must remain on the school campus and within the parameters of CSI High School boundaries. **Whether or not you wish to obtain free or reduced price lunch, you must return the lunch form with all of the required information filled out. Failure to complete this form will result in a loss of funding to our school.** If you are eligible for free lunch, you must bring the correct ticket number daily. Students are expected to conform to the rules and regulations of the cafeteria and to **clean up after themselves when they done eating. All students are to extend every respect and courtesy to the cafeteria staff, security personnel, and all property in the cafeteria, on the campus, and in our building.**

Identification Cards: You have the responsibility of carrying your program card and photo identification card with you at all times. You have the responsibility of showing your ID and program cards to a teacher, school safety personnel, school aide or any other school official when asked. Your program card and photo ID must be shown to obtain entrance to the building each day as well as to use the library. If you lose your ID card please see the Parent Coordinator during your lunch period. If you lose your program card, please see the Guidance Counselor during your lunch period.

Passes: You have the responsibility of not making a habit of leaving class; of not staying out of class for too long a period; of not congregating in the halls or bathroom. **Your teacher has the right to limit your departure from the classroom.** Teachers will not allow students to leave the room to buy juice, snacks, etc. **You must have a pass from your classroom teacher to go to the nurse's office. No student will be admitted to the nurse's office without a pass. You must have a pass any time you are in the hallway other than traveling between classes.**

If you get sick or do not feel well at school, the nurse must call your parents to arrange for your pick up from school. You cannot leave the school campus during lunch or at any other time during the school day. This is considered cutting. You cannot call your parent yourself and ask to be picked up. IF YOU ARE LEAVING SCHOOL EARLY FOR ANY REASON YOUR PARENT/GUARDIAN MUST SIGN YOU OUT IN THE MAIN OFFICE.

Textbooks: You have the right to the loan of textbooks and library books. These books are expensive and not easily replaced. When the course concludes, you have the responsibility of returning these books in the same condition in which they were received so that in the future they may be used by another member of the College of Staten Island High School of International Studies community. Do not write in or deface your textbooks. **If textbooks are returned in any other condition than as you received them, you will be charged the cost of the textbook. If you lose your book, you must pay for it** before a new book can be issued. Students who fail to return their books will have their names placed on an unreturned book list. Until the books are returned, new books will not be distributed to you and you have to use copies which will be available in school.

Fire Drills: Fire drills are conducted regularly. They are designed to help you leave the building in an orderly and speedy fashion in the event of an emergency. Due to their extreme importance, fire drills must be conducted in complete silence. Talking or other improper conduct during a fire drill will result in a disciplinary conference with your parents and may result in suspension. During a rapid dismissal fire drill no student is permitted to leave until the principal/assistant principal dismisses the whole school. Leaving during a fire drill will result in suspension.

Student Transportation: Metro Cards are provided to eligible students. The eligibility requirements are set by the Metropolitan Transit Authority. If you live at least 11/2 miles from school, a free card will be provided. If you live less than 11/2 miles, you may be eligible for a reduced fare card. If you receive a card, take good care of it. Write the number down as soon as you get the card and keep it in a safe place. It will help to trace the card if it's lost or stolen and somebody else is using it. **Go to the Main Office during your lunch period to repost a lost Metro Card and apply for a replacement.**

Student Arrival and Dismissal Time: Punctuality is an outward demonstration of respect for the members of the community. The school day starts promptly at 8:20 am each day (with the exception of those attending 0 Block). **Students are to arrive no later than 8:10 am so that they can be in their first period class ready to work by 8:20 am.** Free breakfast is provided to all students in our cafeteria. Breakfast begins at 7:30 am. The cafeteria will stop serving breakfast at 8:15. Students are expected to be in their first period classes and ready to work by 8:20 am (0 Block begins promptly at 7:30am). They should eat breakfast and go to their lockers before the start of class.

Internet Usage Guidelines: CSIHSIS students have access to the computer network and the Internet. To gain access to the system, students must obtain parental permission. Internet access will enable students to explore thousands of libraries, databases and bulletin boards as well as communicate with students around the world. Students are responsible for good behavior on school computer networks just as they are in a classroom or school hallway. Communications on the network are public in nature, and general school rules for behavior apply. **Access is a privilege, not a right.** Access entails responsibility. Individual users are responsible for their own behavior and communications over school networks. Network storage areas are property of the school, and network administrators will review files and communications to maintain system integrity and insure that users are following protocol. Users should not expect that files stored on the school server will be private. As outlined in the Department of Education Internet Usage policy and procedures, students are **not permitted to:**

- send or display offensive messages or pictures
- use obscene language
- check personal email and/or visit unauthorized websites
- harass, attack, or insult others
- damage computers, computer systems, or computer networks
- violate copyright laws
- use another student's password
- trespass to another student's folders, work, or files
- intentionally waste limited resources
- employ the network for commercial purposes
- download programs from the Internet

Guidance Counselors and Advisors: Your guidance counselor and advisor will help you succeed in school. You have the right to talk to your guidance counselor and/or advisor about any personal or school problem in addition to obtaining advice about programming. If your parents wish to consult either your guidance counselor or advisor, you have the responsibility to make an appointment for them. The guidance counselor's concern is to advocate for many students. To do that your guidance counselor has to leave her office. Your advisor also teaches classes. If you wish to see your counselor or advisor, and he or she is out of the office or unavailable, place a note in his/her mailbox (in the main office) with your name and brief description of the problem. If it is very serious, speak with the principal or assistant principal.

Student Records: Under the policies of the Department of Education your parents have the right to inspect your records, to challenge the content of records, and to control disclosures from your records.

Publications: The Principal must approve any material in any questionnaire or school publication distributed in the building. No class or similar publication may be made without previous approval.

Funds: No funds can be collected without the Principal's approval.

School Closings & Emergencies: In the event of a severe snowstorm or some emergency that might necessitate the closing of school for a day, students and parents should listen to the radio or TV or call 311 for information related to school closing.

Teacher Lateness: If a teacher is not present at the beginning of a class, the class should either sit quietly, or if the classroom is locked, remain quietly in the hall while ONE student goes to the Main Office to inquire. The class should wait until a teacher or an administrator arrives.

Medical Procedures

Immunizations: New York State Law requires that all students be immunized against mumps, Rubella, polio, measles, hepatitis B, chicken pox, and diphtheria. The results of the Mantoux test for tuberculosis must also be presented. **If your immunization record is not complete and up to date, you will be excluded from school until the requirements of the state laws are met.**

Illness in School: If you become ill in school you must report to the nurse's office with a pass from your classroom teacher. You will not be admitted to the nurse's office without a pass. It is important for the school to have up to date information about where the school can contact your parent/guardian when necessary. Make sure you know the telephone number of your parent or guardian's job. An official dismissal pass will be given to you if your parent/guardian approves and **comes to pick you up.** Upon your return to school you are to show the official pass to your subject class teachers. This will notify them that you were not cutting their classes. **If you leave without a pass, the classes you missed are considered cut and you will be subject to suspension. The school cannot release you to anyone who is not listed on your Blue Emergency Home Contact Card.**

Physical Education Excuses: The Physical Education teacher issues physical education excuses only to those students with physical disabilities, serious illnesses, or injuries, who are to be excused from physical education classes for a prolonged period of time. **A doctor's note must be submitted requesting the physical education excuse.** This note will be kept in the student's medical file. Students must bring a note from their parent or guardian for all other gym excuses and present the note to the physical education teacher. **All students are expected to dress appropriately for Physical Education class. Students should wear the CSIHSIS physical education uniform, athletic socks, and rubber soled sneakers. Failure to completely follow these guidelines will lead to an unprepared grade for that day; and can contribute toward a failing grade.**

Working Papers: Applications for the pledge of employment are obtained from the General Office only during a student's lunch period.

School Plant and Facilities

Litter: The appearance and maintenance of the school building and the campus facilities is everyone's concern. A CSIHSIS student is to take pride in the school's appearance; s/he is expected to respect school property and help keep the school clean by properly disposing of their garbage and not defacing school property.

Personal Belongings: As per Chancellor's Regulation, students may not bring "Walkmans," "iPods," radios, cell phones or any other electronic equipment or entertainment into school. **These items are not permitted in school.** If a parent/guardian needs to reach their child in an emergency, they should call the school. **Visible electronic devices will be confiscated and will only be returned to parents/guardians Monday-Friday from 3:00-5:00 pm OR on the evening of our monthly PTA meetings.**

Expensive watches and jewelry should also be left at home. **If a student brings items of value into the school s/he does so at his/her own risk. The school will not be responsible or liable for these items or any other item if they are lost or stolen on school property.** Students may not wear coats in classrooms or halls, but must store them in their lockers before the start of the school day.

Hats, caps, do rags, and/or bandanas are not permitted to be worn in school. Short shorts, micro-miniskirts, midriff shirts, revealing tank tops, pants that reveal your undergarments and/or other clothing deemed to be unsafe or distracting to others are not permitted to be worn in school. Pants must be worn at waist level without revealing undergarments.

If you are inappropriately dressed, your parent will be called and will be required to bring you a change of clothing before you are permitted to attend class. BEADS, OF ANY SORT, ARE NOT PERMITTED IN SCHOOL AND WILL BE CONFISCATED IF VISIBLY WORN ON SCHOOL GOUNDS.

Campus and Surrounding Areas: Students must conduct themselves properly and be respectful of the campus and neighboring properties.

Please note: The College of Staten Island High School of International Studies reserves the right to amend at any time the policies in this catalogue

Communication between Home and School

We believe that education takes place in all contexts of a student's life, especially in the context of a student's family. With this in mind, teachers make every attempt to communicate with parents about student's progress in school. We urge you to help your child be an advocate for him or her self and to talk with his/her advisor/teacher if s/he has a problem or needs additional help.

However, we also urge you to speak with your daughter/son's advisor and teachers about anything which may help us work more effectively with your son/daughter and to ask any questions or raise any concerns. Parents should feel free to arrange an appointment to speak with advisors or teachers at any time that is mutually convenient. Please email or leave a message for the advisor/teacher at school and the advisor/teacher will generally contact you within forty-eight hours.

Other important vehicles for home and school communication are our school website, www.csihighschool.org, our Parent Coordinator's weekly email, our PTA newsletter, *The Global Forum*, and our automated call system which will be used to inform you if your child was marked absent from school as well as about important school events and testing dates. Our blog is a place where you and your child can share your opinions with other parents, teachers, school administration and students.

We welcome your participation in all school activities and look forward to a productive school year.