

Unofficial Minutes of the Board of Education

Date: **Wednesday, November 20, 2019 Regular Meeting**

Place: HS Library

Board Members Present: Dennis Carlson, Richard Drain, Kevin Bennett, Lynda
Lowin Absent: Carre Doyle

Also present: Kyle Bower, Superintendent of Schools, Tad Rounds, High School Principal, Joni Makowiec, District Curriculum Coordinator/Director of Student Intervention Services, Theresa Stopka, Treasurer, Adam Travis, Clarissa Mickinkle, parents of the Varsity volleyball team,

I. Call to Order and Approve Agenda

President Carlson called the meeting to order at 6:00 p.m.
He asked if there were additions /changes to the agenda.
There were:

Move X. New Business item to be voted on after Pledge of Allegiance

12. Approve resolution to enter into Tax-Exempt Lease Financing for the 2017 Energy Performance contract Vote

X. New Business

Add:

15. Accept the proposal by Buffamante, Whipple, and Buttafaro, P.C. for independent audit services for the July 1, 2019 through June 30, 2024 five-year period. Vote

XI. Personnel

Add:

- B. Resignations/Retirements/Leaves
1. Removal of Trevor Parke, as substitute, effective November 20, 2019
C. Appointments
5. Larry Albee, substitute maintenance and cleaner
6. Winter Coaching assignment, effective November 11, 2019, at the rate per the current HTA contractual rate:
Varsity Wrestling Dan Conley
7. Jon Lowin, occasional bus driver as needed

On motion by Richard Drain, seconded by Kevin Bennett:
RESOLVED: That the agenda for this meeting be approved.

APPROVE
AGENDA
Unanimously approved

II. Pledge of Allegiance

X. New Business Item (This item was moved to so that Mrs. Lowin could to vote on the resolution)

12. Approve resolution to enter into Tax-Exempt Lease Financing for the 2017 Energy Performance contract
- TAX-EMEMPT EASE
FINANCING FOR 2017
ENERGY PERFORMANCE
CONTRACT

On motion by Kevin Bennett, seconded by Richard Drain:

RESOLVED: That the Board of Education of Hammondsport Central School District approves the resolution to enter into Tax-Exempt Lease Financing for the 2017 Energy Performance contract

Unanimously approved

Mrs. Lowin left the meeting at 6:05pm as she was ill.

III. Staff/Student Recognition

1. Thomas Kressly – Cross Country State qualifier, 2019 Section V Sportsmanship Award for class D/DD
2. Girls Varsity Volleyball – 2019 Section V Championship
3. Foreign Exchange students – Angela Gonzo and Vittoria Cateni
4. 7-12 Student Council Officers – Julia Bennett, President, Thomas Kressly, VP
5. Mrs. Olivia Budmen, Jacob Doyle and Cooper Watson – Science on Seneca

IV. Welcome of Visitors and/or Guests

1. Julie Vargo thanked administration and faculty who traveled to the volleyball games in support of the team.

V. Correspondence

1. Thank you notes for Taylor Scholarship – Colin Drain, Parker Watson, Carter Watson Rachael Derby, Megan Allen, Aubrey Hill, Travis Raab and Jared Raab

VI. Approve Minutes of the Public Hearing on the District SAVE Plan and Regular Meeting of October 16, 2019, and Workshop/Special Meeting of November 13, 2019

APPROVE
MINUTES

Unanimously Approved

On motion by Kevin Bennett, seconded by Richard Drain:

RESOLVED: That the Board of Education of Hammondsport Central School District approves the minutes of the Public Hearing on the District SAVE plan and Regular Meeting of October 16, 2019, and Workshop/Special Meeting of November 13, 2019

VII. Reports/Discussion

1. Joe Koehler, Elementary Principal – moved to December
2. Tad Rounds, High School Principal – moved to December
3. Joni Makowiec, District Curriculum Coordinator/Dir. of Student Intervention Services - moved to December
4. Kyle Bower, Superintendent

VIII. Financial Items

A. Reports

1. Treasurer’s Report for October 2019

ACCEPT
TREASURER’S
REPORTS

Unanimously approved

On motion by Kevin Bennett, seconded by Richard Drain:

RESOLVED: That the Board of Education of Hammondspport Central School hereby accepts the Treasurer’s Report for October 2019.

1. Trustees reviewed the Budget Status Report for October
2. Trustees reviewed the Warrant Report for October
3. Trustee review the Cafeteria Report for October
4. Trustees reviewed the Extracurricular Report for October

IX. Old Business

None

X. New Business

1. Approve 2020-2021 Budget Development Calendar

APPROVE 2020-2021
BUDGET
DEVELOPMENT
CALENDAR

On motion by Richard Drain, seconded by Kevin Bennett:

RESOLVED: That the Board of Education of Hammondspport Central School hereby approves the 2020-2021 Budget Development Calendar

Unanimously approved

2. Approve GST Cooperative Bids for the 2019-2020 School year

APPROVE GST
COOPERATIVE BIDS
FOR THE 2019-2020
SCHOOL YEAR

On motion by Richard Drain, seconded by Kevin Bennett:

RESOLVED: That the Board of Education of Hammondspport Central School hereby approves the GST Cooperative Bids for the 2019-2020 School year

Unanimously approved

3. Approve creation of the Doyle Vineyard Management scholarship

APPROVE CREATION OF THE DOYLE VINEYARD MANAGEMENT SCHOLARSHIP

On motion by Kevin Bennett, seconded by Richard Drain;

RESOLVED: That the Board of Education of Hammondsport Central School hereby approves the creation of the Doyle Vineyard Management scholarship

Unanimously Approved

4. Approve Resolution Authorizing Publication of Notice of Proposed Appropriation of \$300,000 from the Repair Reserve Fund

APPROVE RESOLUTION AUTHORIZING PUBLICATION OF NOTICE OF PROPOSED APPROPRIATION OF \$300,000 FROM THE REPAIR RESERVE FUND

On motion by Kevin Bennett, seconded by Richard Drain;

RESOLVED: That the Board of Education of Hammondsport Central School hereby approves the Resolution Authorizing Publication of Notice of Proposed Appropriation of \$300,000 from the Repair Reserve Fund

Unanimously Approved

5. Declare surplus baseball uniform pants and cheerleading uniforms for the purpose of disposal

DECLARE SURPLUS BASEBALL UNIFORM PANTS AND CHEERLEADING UNIFORMS FOR THE PURPOSE OF DISPOSAL

On motion by Richard Drain, seconded by Kevin Bennett;

RESOLVED: That the Board of Education of Hammondsport Central School hereby declares surplus baseball uniform pants and cheerleading uniforms for the purpose of disposal

Unanimously Approved

6. Declare surplus Chromebooks and printers for the purpose of Disposal, recycling or sale

DECLARE SURPLUS CHROMEBOOKS AND PRINTERS FOR THE PURPOSE OF DISPOSAL RECYCLING OR SALE

On motion by Kevin Bennett, seconded by Richard Drain;

RESOLVED: That the Board of Education of Hammondsport Central School hereby declares surplus Chromebooks and printers for the purpose of disposal, recycling or sale

Unanimously Approved

7. Ratify 4-year agreement between the Superintendent and Hammondsport Educational Support Personnel Association

RATIFY 4-YEAR
AGREEMENT BETWEEN
THE SUPERINTENDENT
AND HAMMONDSPORT
EDUCATIONAL
SUPPORT PERSONNEL
ASSOCIATION

On motion by Kevin Bennett, seconded by Richard Drain;

RESOLVED: That the Board of Education of Hammondsport Central School hereby ratifies the 4-year agreement between the Superintendent and Hammondsport Educational Support Personnel Association

Unanimously Approved

8. Approve current adjustment/reduction of the 2019-2020 Tax Levy in the amount of (\$1,496.45)

APPROVE CURRENT
ADJUSTMENT/REDUC-
TION OF THE 2019-2020
TAX LEVY IN THE
AMOUNT OF (\$1,496.45)

On motion by Richard Drain, seconded by Kevin Bennett;

RESOLVED: That the Board of Education of Hammondsport Central School hereby approves the current adjustment/reduction of the 2019-2020 Tax Levy in the amount of (\$1,496.45)

Unanimously Approved

9. Authorize purchase of a milk cooler through the GST BOCES Food Service Equipment bid in the amount of \$2403

AUTHORIZE PURCHASE
OF A MILK COOLER
THROUGH THE GST
BOCES FOOD SERVICE
EQUIPMENT BID IN THE
AMOUNT OF \$2403

On motion by Kevin Bennett seconded by Richard Drain;

RESOLVED: That the Board of Education of Hammondsport Central School hereby authorizes the purchase of a milk cooler through the GST BOCES Food Service Equipment bid in the amount of \$2403

Unanimously Approved

10. Authorize the Superintendent to sign the Ed Law 2-d Opt-In form on behalf of Hammondsport Central School between Erie I BOCES and Google

AUTHORIZE THE
SUPERINTENDENT TO
SIGN THE ED LAW 2-D
OPT-IN FORM ON
BEHALF OF
HAMMONDSPORT
CENTRAL SCHOOL
BETWEEN ERIE I BOCES
AND GOOGLE

On motion by Kevin Bennett seconded by Richard Drain;

RESOLVED: That the Board of Education of Hammondsport Central School hereby authorizes the Superintendent to sign the Ed Law 2-d Opt-In form on behalf of Hammondsport Central School between Erie I BOCES and Google

Unanimously Approved

11. Accept donation of \$715.91 from the Class of 2019 to the Senior Trip account

ACCEPT DONATION OF \$715.91 FROM THE CLASS OF 2019 TO THE SENIOR TRIP ACCOUNT

On motion by Kevin Bennett seconded by Richard Drain;

RESOLVED: That the Board of Education of Hammondspport Central School hereby accepts the donation of \$715.91 from the Class of 2019 to the Senior Trip account

Unanimously Approved

13. Approve participation in the Books in Homes program for the 2019-2020 School year

APPROVE PARTICIPATION IN THE BOOKS IN HOMES PROGRAM FOR THE 2019-2020 SCHOOL YEAR

On motion by Kevin Bennett seconded by Richard Drain;

RESOLVED: That the Board of Education of Hammondspport Central School hereby approves participation in the Books in Homes program for the 2019-2020 School year

Unanimously Approved

14. Approve the agreement between Hammondspport Central School and Diligent Corporation for BoardDocs services

APPROVED THE AGREEMENT BETWEEN HAMMONDSPORT CENTRAL SCHOOL AND DILIGENT CORPORATION FOR BOARDDOCS SERVICES

On motion by Richard Drain seconded by Kevin Bennett;

RESOLVED: That the Board of Education of Hammondspport Central School hereby approves the agreement between Hammondspport Central School and Diligent Corporation for BoardDocs services

Unanimously Approved

15. Accept the proposal by Buffamante, Whipple, and Buttafaro, P.C. for independent audit services for the July 1, 2019 through June 30, 2024 five-year period.

ACCEPT THE PROPOSAL BY BUFFAMANTE, WHIPPLE, AND BUTTAFARO, P.C. FOR INDEPENDENT AUDIT SERVICES FOR THE JULY 1, 2019 THROUGH JUNE 30, 2024 FIVE-YEAR PERIOD.

On motion by Richard Drain seconded by Kevin Bennett;

RESOLVED: That the Board of Education of Hammondspport Central School hereby accepts the proposal by Buffamante, Whipple, and Buttafaro, P.C. for independent audit services for the July 1, 2019 through June 30, 2024 five-year period.

Unanimously Approved

IX. Personnel Report

A. Create/Abolish Positions

None

B. Resignations/Retirements/Leaves

1. Removal of Trevor Parke, as substitute, effective November 20, 2019

C. Appointments

1. 2019-2020 Winter Sports
Scorekeeping at the rate of \$375
Tina Watson
Joshua Hurd
2. Hannah Bell, internship with Katherine Lynch,
Occupational Therapist
3. Kayla Brown, internship with Katherine Lynch,
Occupational Therapist
4. Becky Jensen, on-call substitute TA and aide,
retroactive to October 24, 2019 through the remainder
of the 2019-2020 school year.
5. Larry Albee, bus driver trainee, at the rate of \$15/hr.,
substitute maintenance and substitute cleaner,
effective November 21, 2019
6. Winter Coaching assignment, effective November 11,
2019, at the rate per the current HTA contract:
Varsity Wrestling Dan Conley
7. Jon Lowin, occasional bus driver as needed

PERSONNEL REPORT

Unanimously Approved

On motion by Kevin Bennett; seconded by Richard Drain;

RESOLVED: That the Board of Education of Hammondspport Central School hereby approves this personnel report.

XII. Public Comment

None

XIII. CSE/CPSE Recommendations

On motion by Kevin Bennett; seconded by Richard Drain;

CSE/CPSE

RESOLVED: That the Board of Education of Hammondspport Central School hereby approves the following CSE/CPSE Recommendations:

000023067, 000029038, 000025086, 000026059, 000028022, 000023007,
000021063, 000018038, 000032000, 060470011, 000021054, 000021050,
000029045, 000029000, 000032001, 000023007, 000033008, 000033001,
000020043

Unanimously Approved

XIV. Board Topics for Next Meeting

1. Budget
2. Admin. reports carried over from November meeting
3. Superintendent – Health insurance update, status of self-insured SAS plan; substitute issues and recommendations

XV. Meetings/Dates

- October 17, 2019 – GST School Boards Fall 2019 County School Boards presentation
- November 7, 2019 – 7:00pm 7-12 Band Concert/Chorus Concert
- November 13, 2019 – 6:00pm BOE Workshop
- November 20, 2019 – 5:00pm Building/Construction Tour for BOE
- November 20, 2019 - 6:00pm - Regular BOE Meeting
- November 25, 2019 – 7th-12th Open House
- November 25-26 – Early Dismissal/Parent Conferences
- November 27-29 – Thanksgiving Break

XVI. Adjourn

ADJOURN

On motion by Kevin Bennett, seconded by Dennis Carlson:

Unanimously Approved

RESOLVED: That the Board of Education of Hammondspport Central School District hereby adjourns this meeting.

Time 7:03p.m.

By: _____

Nancy Clark
District Clerk

HAMMONDSPORT CENTRAL SCHOOL

TREASURER'S REPORT

For period 11/1/2019 to 11/30/2019

GENERAL FUND

BEGINNING BALANCE: \$7,995,058.19 \$7,995,058.19

RECEIPTS	STATE AID ACCOUNT	\$724,381.44
	TAX ACCOUNT	162,936.05
	TRUST AND AGENCY FUND	\$20.60
	SPECIAL AID FUND	\$1.10
	SCHOOL LUNCH FUND	\$297.44
	NYS DEPARTMENT OF HEALTH	\$3,149.64
	PAYROLL ACCOUNT	\$1.90
	GST BOCES	\$126,009.42
	SEI DESIGN	\$150.00
	NYS DMV	\$200.00
	CAREER DEVELOPMENT COUNCIL	\$329.33
	NRG INC.	\$612.65

	MISCELLANEOUS	\$30.00
	INTEREST	\$8,453.37

TOTAL RECEIPTS: \$1,026,572.94 \$1,026,572.94

DISBURSEMENTS	GROSS PAYROLL	\$532,091.13
	WARRANTS	\$460,718.28
	TRUST AND AGENCY FUND	\$0.00
	SCHOOL LUNCH FUND	\$30,091.00
	SPECIAL AID FUND	\$34,598.24
	CAPITAL FUND	\$11,411.00
	FIVE STAR BANK	\$272.25

	CHECKS RETURNED FOR NOT SUFFICIENT FUNDS	\$2,634.00
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TOTAL DISBURSEMENTS: \$1,071,815.90 (\$1,071,815.90)

	FIVE STAR/GENERAL FUND CHECKING	\$1,394,323.93
	FIVE STAR/TAX ACCOUNT	\$16.09
	FIVE STAR/STATE AID ACCOUNT	\$30,695.99
	FIVE STAR/GENERAL FUND INVESTMENT	\$6,524,779.22

ENDING BALANCE: \$7,949,815.23 \$7,949,815.23

HAMMONDSPORT CENTRAL SCHOOL

TREASURER'S REPORT

For period 11/1/2019 to 11/30/2019

SCHOOL LUNCH FUND

	BEGINNING BALANCE:	<u>\$46,377.84</u>	<u>\$46,377.84</u>
RECEIPTS	NYS COMPTROLLER/GENERAL FUND	\$30,091.00	
	BREAKFAST/LUNCH/SNACK BAR REVENUE	\$1,679.58	
	PAYFORIT.COM	\$55.00	
	GENERAL FUND	\$0.00	
	TRUST AND AGENCY	\$0.00	
	MISCELLANEOUS	\$0.00	
	INTEREST	\$2.27	
	TOTAL RECEIPTS:	<u>\$31,827.85</u>	<u>\$31,827.85</u>
DISBURSEMENTS	GROSS PAYROLL	\$7,692.04	
	WARRANTS	\$17,609.12	
	FIVE STAR/GENERAL FUND	\$297.44	
	FIVE STAR/TRUST AND AGENCY	\$0.00	
	CHECKS RETURNED FOR NOT SUFFICIENT FUNDS	\$0.00	
	TOTAL DISBURSEMENTS:	<u>\$25,598.60</u>	<u>(\$25,598.60)</u>
	FIVE STAR/SCHOOL LUNCH FUND ACCOUNT	\$52,607.09	
	ENDING BALANCE:	<u>\$52,607.09</u>	<u>\$52,607.09</u>

HAMMONDSPORT CENTRAL SCHOOL

TREASURER'S REPORT

For period 11/1/2019 to 11/30/2019

SPECIAL AID FUND

	BEGINNING BALANCE:	<u>\$43,450.78</u>	<u>\$43,450.78</u>
RECEIPTS	NYS COMPTROLLER/GENERAL FUND	\$46,897.24	
	FIVE STAR/GENERAL FUND	\$0.00	
	MISCELLANEOUS	\$0.00	
	INTEREST	\$2.81	
	TOTAL RECEIPTS:	<u>\$46,900.05</u>	<u>\$46,900.05</u>
DISBURSEMENTS	GROSS PAYROLL	\$0.00	
	WARRANT	\$7,249.00	
	FIVE STAR/GENERAL FUND	\$1.10	
	CHECKS RETURNED FOR NOT SUFFICIENT FUNDS	\$0.00	
	TOTAL DISBURSEMENTS:	<u>\$7,250.10</u>	<u>(\$7,250.10)</u>
	FIVE STAR/SPECIAL AID FUND	\$83,100.73	
	ENDING BALANCE:	<u>\$83,100.73</u>	<u>\$83,100.73</u>

HAMMONDSPORT CENTRAL SCHOOL

TREASURER'S REPORT

For period 11/1/2019 to 11/30/2019

TRUST AND AGENCY FUND

	BEGINNING BALANCE:	<u>\$362,540.10</u>	<u>\$362,540.10</u>
RECEIPTS	GROSS PAYROLL (GF, SCHL, SP AID)	\$539,783.17	
	HEALTH INSURANCE RECOVERIES-EMPLOYEE		
	RETIRES, COBRA	\$11,318.81	
	FIVE STAR/GENERAL FUND	\$0.00	
	FIVE STAR/SIRRINE SCHOLARSHIP FUND	\$1,000.00	
	FIVE STAR/MCCANN SCHOLARSHIP FUND	\$300.00	
	FIVE STAR/TAYLOR SCHOLARSHIP FUND	\$7,250.00	
	MISCELLANEOUS	\$31.00	
	INTEREST PAYROLL ACCOUNT	\$2.75	
	INTEREST TRUST AND AGENCY FUND	\$23.40	
	TOTAL RECEIPTS:	<u>\$559,709.13</u>	<u>\$559,709.13</u>
DISBURSEMENTS	NET PAYROLL (WARRANT)	\$16,993.40	
	NET PAYROLL (ACH DEPOSITS)	\$324,452.41	
	PAYROLL TAXES	\$141,138.78	
	WARRANT	\$93,045.34	
	NYS EMPLOYEE RETIREMENT SYSTEMS	\$0.00	
	HEALTH ECONOMICS	\$2,032.74	
	FIVE STAR/GENERAL FUND	\$22.50	
	CHECKS RETURNED FOR NOT SUFFICIENT FUNDS	\$0.00	
	TOTAL DISBURSEMENTS:	<u>\$577,685.17</u>	<u>(\$577,685.17)</u>
	FIVE STAR/TRUST AND AGENCY	\$342,635.56	
	FIVE STAR/PAYROLL ACCOUNT	\$1,928.50	
	ENDING BALANCE:	<u>\$344,564.06</u>	<u>\$344,564.06</u>

HAMMONDSPORT CENTRAL SCHOOL

TREASURER'S REPORT

For period 11/1/2019 to 11/30/2019

CAPITAL FUND

		BEGINNING BALANCE: <u>\$1,727,562.52</u>	<u>\$1,727,562.52</u>
RECEIPTS	FIVE STAR/CAPITAL 2017 INVESTMENT ACCT	\$1,508,617.89	
	FIVE STAR/GENERAL FUND	\$11,411.00	
	INTEREST CAPITAL FUND ACCOUNT	\$0.00	
	INTEREST CAPITAL OUTLAY ACCOUNT	\$5.09	
	INTEREST CAPITAL PROJECT 2017 ACCOUNT	\$164.03	
	INTEREST CAPITAL PROJ 2017 INVESTMENT	\$0.00	
	TOTAL RECEIPTS:	<u>\$1,520,198.01</u>	<u>\$1,520,198.01</u>
DISBURSEMENTS	WARRANT (CAPITAL FUND ACCOUNT)	\$0.00	
	WARRANT (CAPITAL OUTLAY ACCOUNT)	\$0.00	
	WARRANT (CAPITAL PROJECT 2017 ACCOUNT)	\$77,822.28	
	TRANSFER TO FIVE STAR/GENERAL FUND	\$0.00	
	TRANSFER TO FIVE STAR/DEBT SERVICE	\$0.00	
	TOTAL DISBURSEMENTS:	<u>\$77,822.28</u>	<u>(\$77,822.28)</u>
	FIVE STAR/CAPITAL FUND ACCOUNT	\$0.00	
	FIVE STAR/CAPITAL OUTLAY ACCOUNT	\$100,008.71	
	FIVE STAR/CAPITAL 2017 PROJECT ACCOUNT	\$1,561,311.65	
	FIVE STAR/CAPITAL 2017 PROJ INVESTMENT	\$1,508,617.89	
	ENDING BALANCE:	<u>\$3,169,938.25</u>	<u>\$3,169,938.25</u>

HAMMONDSPORT CENTRAL SCHOOL

TREASURER'S REPORT

For period 11/1/2019 to 11/30/2019

OTHER DISTRICT OWNED ACCOUNTS

RESERVES	FIVE STAR/UNEMPLOYMENT RESERVE	\$0.00	
	FIVE STAR/ERS RESERVE	\$0.00	
	FIVE STAR/EBALR RESERVE	\$0.00	
	FIVE STAR/WORKERS COMP RESERVE	\$0.00	
	FIVE STAR/CAPITAL TRANSPORTATION RES	\$0.00	
	FIVE STAR/DEBT SERVICE RESERVE	\$0.00	
	FIVE STAR/CAPITAL TECHNOLOGY RESERVE	\$0.00	
	FIVE STAR/CAPITAL RESERVE (2014)	\$0.00	
	FIVE STAR/REPAIR RESERVE (2016)	-\$10.00	
	FIVE STAR/TRS RESERVE (2019)	\$0.00	
	FIVE STAR/REPAIR RESERVE	\$0.04	
	TOTAL RESERVE FUNDS	-\$9.96	-\$9.96
SCHOLARSHIPS	FIVE STAR/LAWRENCE SCHOLARSHIP	\$31,486.40	
	FIVE STAR/KEELER SCHOLARSHIP	\$37,054.15	
	FIVE STAR/PARA SCHOLARSHIP	\$2,215.43	
	FIVE STAR/SIRRINE SCHOLARSHIP	\$23,254.12	
	FIVE STAR/MCCANN SCHOLARSHIP	\$889.00	
	FIVE STAR/WAGNER SCHOLARSHIP	\$2,430.54	
	FIVE STAR/TAYLOR SCHOLARSHIP	\$105,432.26	
	FIVE STAR/SCHROEDER-BETHKE SCHOLARSHIP	\$2,263.47	
	FIVE STAR/WAMBOLD SCHOLARSHIP	\$759.00	
	FIVE STAR/2018 SCHOLARSHIP	\$792.98	
	TOTAL SCHOLARSHIP FUNDS	\$206,577.35	\$206,577.35
INVESTMENTS	FIVE STAR/MINNERLY INVESTMENT	\$33,191.69	
	FIVE STAR MCCANN INVESTMENT	\$26,868.94	
	FIVE STAR/HS ATTENDANCE AWARD	\$55.71	
	FIVE STAR/UNEMPLOYMENT RES INVESTMENT	\$65,311.28	
	FIVE STAR/ERS RES INVESTMENT	\$617,398.96	
	FIVE STAR/EBALR RES INVESTMENT	\$820,161.00	
	FIVE STAR/WORKERS COMP RES INVESTMENT	\$131,353.89	
	FIVE STAR/TRANSP RES INVESTMENT	\$203,884.50	
	FIVE STAR/DEBT SERVICE RES INVESTMENT	\$17,170.36	
	FIVE STAR/TECHNOLOGY RES INVESTMENT	\$332,259.12	
	FIVE STAR/CAPITAL 2014 PROJECT RES INV	\$27,062.69	
	FIVE STAR/REPAIR 2016 RES INVESTMENT	\$302,190.54	
	FIVE STAR/TRS 2019 RES INVESTMENT	\$85,468.86	
	FIVE STAR/DEBT SERVICE FUND INVESTMENT	\$185,871.79	
	FIVE STAR/BOOKS IN HOMES	\$140.01	
	TOTAL INVESTMENT FUNDS:	\$2,848,389.34	\$2,848,389.34
	TOTAL RESERVES, SCHOLARSHIPS & INVESTMENTS:	\$3,054,956.73	\$3,054,956.73

HAMMONDSPORT CENTRAL SCHOOL
TREASURER'S REPORT

For period 11/1/2019 to 11/30/2019

CERTIFICATION

This is to certify that I have received these balances

Nancy Clark
DISTRICT CLERK

12/4/19
DATE

This is to certify that the cash balances are in agreement with the applicable bank statements as reconciled and noted

[Signature]
SUPERINTENDENT

12/4/19
DATE

This is to certify that the cash balances are in agreement with the applicable bank statements as reconciled and noted

[Signature]
DISTRICT TREASURER

12/4/19
DATE

RESOLUTION TO AUTHORIZE FILING OF RETURN TAX CLAIMS

WHEREAS the Education Law provides that the tax collector shall be relieved of responsibility for the uncollected portion of the tax list when a complete list of the delinquent tax items have been certified to the Board of Education, and since the collector has affixed his affidavit to such statement and has filed a statement accounting for the handling of the tax warrant and list as follows: See Exhibit D

AND WHEREAS the clerk has examined and verified the accuracy of the signed report of the collector;

THEREFORE BE IT RESOLVED, that the board accept the report of the tax collector, and having determined that the collector has accounted for the full amount of the tax warrant, direct that the lists of the delinquent tax items, with the addition of the two percent penalty be certified to the office of the county treasurer and/or other tax enforcement officer;

AND IT IS FURTHER DIRECTED that the tax warrant, tax roll and the tax collector's copies of the tax receipts be placed on file and be given fire protection in the school vault.

Exhibit D

Delinquent Tax Listing as of 11/13/2019

Return of unpaid school taxes

District of Hammondsport Central School
County of Schuyler

STATE OF NEW YORK

Kim Dykes being duly sworn that she is the Collector in the Hammondsport Central School District, and that the foregoing is a true statement of the unpaid taxes upon the lands in said district at the date hereof and that after using diligent effort she has been unable to collect the same. I hereby affirm, under penalties of perjury, that the statements and information contained herein are true and complete to the best of my knowledge, information and belief.

Sworn to before me Kim Dykes
this day of November 13, 2019 Collector

Kathy Johnston Notary Public
KATHY MARIE JOHNSTON
Notary Public, State of New York
Chemung County No. 01J06110418
Commission Expires May 24, 2022
8272 Main Street
Hammondsport, NY 14840
Address

We certify that we/I have compared the foregoing list with the original warrant issued by us and find it correct.
[Signature] Notary Public 01BA6086402
State of N.Y. County of Steuben
Signature of School Collector Commission Expires Jan 21, 2023
Linda L. Bailey
Theresa Stopka Business Office
Name & Title of Official

Amount of Tax Warrant for 2019 \$376,592.86
Amount Paid by School Collector to School District \$353,284.71
Amount of Unpaid Taxes \$23,308.15

County Treasurer's Check for Unpaid Taxes should be mailed to:
Theresa Stopka 8272 Main Street Hammondsport,
Name (District Treasurer) NY 14840
(Collector) Address

ANY SCHOOL DISTRICT FAILING TO MAKE RETURN TO THE COUNTY TREASURER'S OFFICE BY NOVEMBER 15TH IN THE YEAR IN WHICH THE LEVY IS MADE, WILL NOT RECEIVE ANY REIMBURSEMENT FOR UNPAID TAXES.

County of Schuyler	Tax Due	3.00%	Tax + 3.0%	7.00%	Tax + 7.0%
County Totals:	23,308.15	699.24	24,007.39	1,680.52	25,687.91

Exhibit D

Delinquent Tax Listing as of 11/13/2019

Return of unpaid school taxes

District of Hammondsport Central School
County of Steuben

STATE OF NEW YORK

Kim Dykes being duly sworn that she is the Collector in the Hammondsport Central School District, and that the foregoing is a true statement of the unpaid taxes upon the lands in said district at the date hereof and that after using diligent effort she has been unable to collect the same.
I hereby affirm, under penalties of perjury, that the statements and information contained herein are true and complete to the best of my knowledge, information and belief.

Sworn to before me Kim Dykes Collector
this day of November 13, 2019

Kathy Johnston
Notary Public

KATHY MARIE JOHNSTON
Notary Public, State of New York
Steuben County No. 01J06110418
Commission Expires May 24, 2020

8272 Main Street
Hammondsport, NY 14840
Address

We certify that we have compared the foregoing list with the original warrant issued by us and find it correct.

Linda L. Bailey
Notary Public 01BA6086402
State of N.Y. County of Steuben
Signature of School Official Expires Jan. 21, 2023

Theresa Stopka, Business Mgr
Name & Title of Official

Amount of Tax Warrant for 2019 \$7,991,777.61

Amount Paid by School Collector to School District \$7,729,659.19

Amount of Unpaid Taxes \$262,118.42

County Treasurer's Check for Unpaid Taxes should be mailed to:

Theresa Stopka 8272 Main Street Hammondsport,
Name (District Treasurer) NY 14840
(Collector) Address

ANY SCHOOL DISTRICT FAILING TO MAKE RETURN TO THE COUNTY TREASURER'S OFFICE BY NOVEMBER 15TH IN THE YEAR IN WHICH THE LEVY IS MADE, WILL NOT RECEIVE ANY REIMBURSEMENT FOR UNPAID TAXES.

County of Steuben	Tax Due	2.00%	Tax + 2.0%	7.00%	Tax + 7.0%
County Totals:	262,118.42	5,242.37	267,360.79	18,715.26	286,076.05

Resolution to Authorize Appropriation / Expenditure of Monies from Repair Reserve Fund

BE IT RESOLVED, having held upon proper notice a public hearing on December 12, 2019, in accordance with Section 6-d of the General Municipal Law, that the Board of Education of the Hammondsport Central School District is hereby authorized and directed to appropriate three hundred thousand dollars and zero cents (\$300,000.00) from the Repair Reserve Fund established on May 17, 2016 and funded by the voters on May 17, 2016, to pay for the unanticipated, non-annual cost of repairing the District's wastewater treatment facilities, to maintain it in ordinarily efficient operating condition; and

BE IT FURTHER RESOLVED, that the Board of Education of the Hammondsport Central School District is hereby authorized to take any and all action necessary to effectuate the expenditure, as described herein.

HARDSHIP AND ELIGIBILITY AMENDMENTS TO
THE Hammondspport Central School District
403(b) RETIREMENT PLAN

WHEREAS, the Hammondspport Central School District (“Plan Sponsor”) maintains the Hammondspport Central School District 403(b) Retirement Plan (“Plan”); and

WHEREAS, pursuant to Rev. Procs. 2013-22 and 2019-39, and IRS Notice 2018-95, the Plan Sponsor amends the plan documents in a good faith effort to meet the requirements of law, regulations or other issuances regarding eligibility requirements and hardship distributions; and

WHEREAS, this amendment is intended as a good faith effort to comply with the requirements of eligibility to participate in the Plan and hardship distribution final regulations and is to be construed in accordance with the same. Both the Amendment and the eligibility and hardship distribution final regulations will supersede any inconsistent Plan provisions;

NOW, THEREFORE, BE IT RESOLVED that the “Note” provisions set forth in the Adoption Agreement, “Employee Eligibility” is hereby restated and amended to read as follows:

[Note: An Employee normally works fewer than 20 hours per week if, for the 12-month period beginning on the date the Employee's employment commenced, the Employer reasonably expects the Employee to work fewer than 1,000 hours of service (as defined under section 410(a)(3)(C) of the Code) in such period, and, for each Plan Year ending after the close of that 12-month period, the Employee has worked fewer than 1,000 hours of service in the preceding 12-month period. Under this provision, an Employee who works 1,000 or more hours of service in the 12-month period beginning on the date the Employee's employment commenced or in a Plan Year ending after the close of that 12-month period shall then be eligible to participate in the Plan. Once an Employee becomes eligible to have Elective Deferrals made on his or her behalf under the Plan under this standard, the Employee cannot be excluded from eligibility to have Elective Deferrals made on his or her behalf in any later year under this standard. Careful attention must be paid to compliance with the 20-hour rule by the District as it is necessary to the tax-qualification of the Plan.]

[Note: Persons occupying an elected or appointive public office are not eligible for the Plan unless such office is one to which the individual is elected or appointed only if the individual has received training, or is experienced, in the field of education.]

BE IT FURTHER RESOLVED that the “Note” provision set forth in the Adoption Agreement, “Hardship Distributions” is hereby restated and amended to read as follows:

[Note: if hardship distributions under the Plan are allowed, the Plan and Vendors will apply the IRS "safe harbor" rules for such distributions. Effective 1/1/2020, the plan will no longer suspend elective contributions following a hardship withdrawal. See section 5.5 of the Plan for more information.]

BE IT FURTHER RESOLVED that section 5.5 of the Basic Plan Document, “Hardship Withdrawals” is hereby restated and amended to read as follows:

5.5 Hardship Withdrawals

(a) Hardship withdrawals shall be permitted under the Plan to the extent permitted by the Individual Agreements controlling the Account assets to be withdrawn to satisfy the hardship.

(b) The Individual Agreements shall provide for the exchange of information among the Employer or Employer's agent and the Service Provider(s) to the extent necessary to implement the Individual Agreements, including, in the case of a hardship withdrawal that is automatically deemed to be necessary to satisfy the Participant's financial need (pursuant to Section 1.401(k)-1(d)(3)(iv)(E) of the Income Tax Regulations). In addition, in the case of a hardship withdrawal that is not automatically deemed to be

necessary to satisfy the financial need (pursuant to Section 1.401(k)-1(d)(3)(iii)(B) of the Income Tax Regulations), the Service Provider shall obtain information from the Employer or other Service Provider(s) to determine the amount of any plan loans and rollover accounts that are available to the Participant under the Plan to satisfy the financial need.

(c) Safe Harbor Contributions/QNECs/QMACs. Effective 1/1/2020, hardship distributions are permitted from Qualified Non-Elective Contributions, Qualified Matching Contributions or contributions used to satisfy the safe harbor requirements of Code sections 401(k)(12) or 401(k)(13), or 401(m)(11) or 401(m)(12), if available under the Plan and not held in a Custodial Account.

(d) Amount Necessary to Satisfy Need Requirement. Effective 1/1/2020, a distribution will be determined to satisfy an immediate and heavy financial need only if the three criteria listed below are met:

i. The distribution is not in excess of the amount required to satisfy the financial need (including any amounts necessary to pay any federal, state or local income taxes or penalties reasonably anticipated to result from the distribution);

ii. The Participant has obtained all other currently available distributions, other than hardship distributions, under any deferred compensation plan, whether qualified or nonqualified, maintained by the Employer; and

iii. The Participant has represented (in writing or by an electronic medium) that he has insufficient cash or other liquid assets to satisfy the financial need.

(e) Six-Month Suspension. Effective 1/1/2020, the Plan will not initiate a six-month suspension period on Elective Deferrals (and after-tax contributions) following a hardship distribution.

(f) Loan Requirement. Effective 1/1/2020, Participants are not required to take all available nontaxable loans before applying for a hardship distribution.

(g) Modification of Repair Expense. Between 1/1/18 and 2/17/19, the plan modified the safe harbor immediate and heavy financial need expense relating to damage to a principal residence (i.e., §1.401(k)-1(d)(3)(iii)(B)(6) and Basic Plan Document 5.5(g)) to include expenses for the repair of damage to the Employee's principal residence that would qualify for the casualty deduction under Code section 165. Effective 2/19/19, the plan modified the safe harbor immediate and heavy financial need expense relating to damage to a principal residence (i.e., §1.401(k)-1(d)(3)(iii)(B)(6)) to include expenses for the repair of damage to the Employee's principal residence that would qualify for the casualty deduction under Code section 165 (determined without regard to section 165(h)(5) and whether the loss exceeds 10% of adjusted gross income).

(h) New Safe Harbor Financial Need Provision. Effective 1/1/2020, the following immediate and heavy financial need will be considered as a safe harbor criteria for hardship distributions in addition to the safe harbor financial need provisions outlined in 5.5(g) of the Basic Plan Document and §1.401(k) - 1(d)(3)(iii)(B):

i. Expenses and losses (including loss of income) incurred by the Employee on account of a disaster declared by the Federal Emergency Management Agency (FEMA) under the Robert T. Stafford Disaster Relief and Emergency Assistance Act, provided that the Employee's principal residence or principal place of employment at the time of the disaster was located in an area designated by FEMA for individual assistance with respect to the disaster.

BE IT FURTHER RESOLVED that the Plan, as restated and amended is hereby approved and adopted.

IN WITNESS WHEREOF, the Plan Sponsor has caused this Resolution and Amendment to be adopted this ____ day of _____, 2019.

Hammondsport Central School District

By: _____



Substance Free Living

A service priority for Catholic Charities of Steuben

CatholicCharitiesSteuben.org/SubstanceFreeLiving

Prevention Services

Bath Area Hope for Youth
Drinking Driver Program
John Southard Youth Recreation
Steuben Council on Addictions

Administrative Offices

8 E. Morris St.
Bath, NY 14810
607-776-6441

Residential Services

Kinship Community Residence
Kinship Supportive Living

Administrative Offices

6251 County Route 64,
Suite 102
Hornell, NY 14843
607-324-0909

November 22, 2019

NOV 25 2019

Mr. Kyle Bower, Superintendent
Hammondsport Central School District
P.O. Box 368
Hammondsport, New York 14840

Dear Kyle,

First, I would like to thank you for the wonderful news you gave us regarding the adding of a half day to Tara Chapman's contract.

Please accept this letter as an addendum to our school contract with the Hammondsport Central School for 2019-20. The addendum adds the half day and provides you with the financial details of adding the extra half day. **The extra half day provides Tara with the flexibility and time to provide the support necessary to teaching staff to implement the Education Services-Evidenced Based Curriculums in grades K-5.**

This addendum will be for a time period of seven months commencing, December 1, 2019 and ending June 30, 2020.

Catholic Charities of Steuben County Prevention Services (CCSCPS) shall bill Hammondsport Central School District directly on a monthly basis for 1/7th of the total contract amount to add a half day, \$280.71, commencing December 1, 2019 with the final installment being due June 1, 2020. These installments will be vouchered to the school district monthly and are due no later than 15 days after said voucher is received by the school district. The total monetary reimbursement for the agreement shall be \$1,965.00.

CCSCPS reserves the right of hiring and termination in the case of employee turnover. CCSCPS will consult with Hammondsport Central School District in the event of these issues.

In the event of discontinuation of funding, CCSCPS reserves the right to terminate services within appropriate therapeutic time frames.

The Agreement may be terminated at any time by either party with 60 day written notice.

This Agreement entered into this day 11/22/19.

Gina M. Reagan, Chief Operating Officer
Catholic Charities of Steuben

Kyle Bower, Superintendent
Hammondsport Central School District

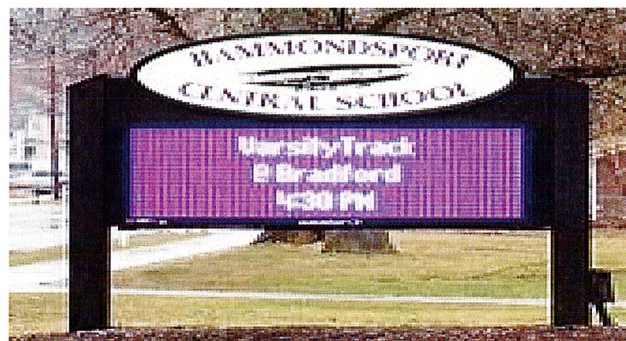


Community Partner

Substance Free Living programs reduce the prevalence of substance abuse and its negative consequences in the communities we serve.

HAMMONDSPORT JR./SR. HIGH SCHOOL

COURSE OFFERINGS 2020 - 2021



A Message from the Principal

A rigorous course of study at the senior high level is required for entry into college, the work place and the military. Many entry level jobs require skills and knowledge greater than those once required for college. Students are encouraged to challenge themselves and excel academically. Colleges and employers place more value on a challenging course of study than ever before. Students are also encouraged to explore courses of study that intrigue them or that may be novel. Please remember, the most important part of a high school education is to learn about learning.

The counselor will be happy to answer questions about the course selection process as well as what might be required to achieve educational and vocational objectives. The actual scheduling process starts in February of each school year. The counselor visits with students to discuss graduation requirements and course offerings for the next year. When course requests are completed, we will determine the number of sections needed to meet student demands. **In most cases, all courses are offered. However, courses may not be offered, based upon low demand or changes in staffing levels. In this case students will be asked to request an alternate.**

In the early spring, course requests are sent home with students to review with their family. A final schedule is run in the summer and final schedules are mailed home. The schedule process is lengthy and requires constant communication. Cooperation from all involved greatly contributes to an educational atmosphere that is orderly and organized. Please understand that our objective is to provide appropriate schedules for all our students and faculty in a manner that contributes to the smooth and effective operation of our school. Thank you for your role in this process.

Sincerely,

*Tad R Rounds,
Jr. Sr. High Principal*

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EXPLANATION OF TERMS

1. quarters For grading purposes, the school year is divided into four quarters per school year. First and second quarter are in the first semester, third and fourth quarter are in the second semester.
2. semester The school year is divided into two academic time periods called semesters, usually September through January and February through June.
3. unit of credit A value of credit is given for the successful completion of a course. This value can range from 1/2 unit to 4 units. Each course description contains the value of the credit that can be earned.
4. prerequisite A prerequisite course is a course that must be successfully completed before another course can be taken.
5. regents This word may refer to the people who are responsible for education in our state, (Board of Regents), the state-wide exams (Regents exams), or a type of diploma (Regents Diploma).
6. GPA weighting An additional numerical weight applied to the final grade of the selected regents and college level courses to recognize the demanding level of work in those particular subjects. GPA weighting is identified for each course in its description. The weighted class rank as well as the unweighted GPA appear on the official transcript.

GRADUATION REQUIREMENTS

CREDITS: Your eligibility to receive either a New York State Regents Endorsed Diploma or Advanced Regents Diploma is based upon the successful completion of a specified number of units of credit. You should read the following table to know what will be required of you.

MINIMUM GRADUATION REQUIREMENTS

Subject	Regents Diploma	Regents w/ Advanced Designation	H'port Diploma
English	4 units	4 units	4 units
Social Studies	4 units	4 units	4 units
Math	3 units	3 units	3 units
Science	3 units	3 units	3 units
Arts	1 unit	1 unit	1 unit
Health	½ unit	½ unit	½ unit
Physical Education	2 units	2 units	2 units
Second Language**	1 unit	3 units	3 units
Electives	3.5 units	3.5 units	1 unit
Occupational Ed.	Hammondsport	Requirement	2 units
Senior Seminar	Hammondsport	Requirement	.5 units

** Students may choose to substitute a 5-credit sequence in occupational education or Fine Arts for their Foreign Language requirement.

TESTING REQUIREMENTS:	TESTING REQUIREMENTS:
Regents	REGENTS DIPLOMA WITH
65 or higher on the following	ADVANCED DESIGNATION
Regents exams (5)	Regents exams (8)
Integrated Algebra	Integrated Algebra
Global Studies 10*	Geometry
US History 11*	Algebra II/ Trigonometry
English 11	Global History 10
Science (1)	US History 11
	ELA 11
	Science (3 exams, Biology + 1 in the physical setting)

Exam Requirements: Generally, all students who have studied a subject at an approved school for at least a period of time not less than what has been prescribed by the Commissioner of Education have the right to take a Regents exam at the school they attend. Students taking a Regents exam in science must first complete all science lab reports and receive a satisfactory score for those labs.

***Assessment Requirements:** Students who are eligible to graduate in June 2015 and thereafter will have the following assessment options if the pathway proposal is adopted by the Board of Regents: All students **must pass** the following four (4) required exams. -1 math, 1 science, 1 social studies, ELA; **and**

Students must choose one (1) of the following additional examinations:

Additional Social Studies Regents Exam: or

Additional Science Regents Exam; or

Additional Math Regents Exam: or

Approved CTE, LOTE or Arts Pathway Assessment: or

Department Approved Alternative Assessment found at

<http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf> (This assessment must measure content other than that measured by one of the four required Regents exams.)

To earn a **Regents Diploma with Advanced Designation**, one of the following must be completed:

1. 3 units of LOTE (Language Other Than English) **OR**
2. 5 units in business plus one unit of LOTE (Language Other Than English) **OR**
3. 5 units in the arts plus one unit of LOTE (Language Other Than English) **OR**
4. 5 units in technology plus one unit of LOTE

*Students must pass either the three Regents exams for Algebra, Geometry, Algebra II-Trigonometry. For science requirements, one unit must be in the living environment and one unit must be in the physical setting; the third required unit may be in either area. For students considering college, 3 units of LOTE is strongly recommended.

Designations/Annotations on Diplomas:

- ❖ **With Honors Designation - Eligible:** In order to earn honors designation, a student will achieve an average of 90% in all Regents required for the diploma. Honors may be awarded for both the Regents Diploma and the Regents Diploma with Advanced Designation. Each Regents exam score carries a weight of one. Averages below 90.0% shall not be rounded upward to 90%. **Available:** For students earning a Regents or Regents with Adv. Designation.

- ❖ **Math Annotation - Eligible:** Students who first enter grade nine in September 2009 and

thereafter who complete all course work and testing requirements for the Regents Diploma with Advanced Designation in Mathematics, and who pass, with a score of 85 or better, three Regents exams in mathematics.

Available: For students earning a Regents with Adv. Designation.

❖ **Science Annotation -**

Eligible: Students who first enter grade nine in September 2009 and thereafter who complete all course work and testing requirements for the Regents Diploma with Advanced Designation in Science, and who pass, with a score of 85 or better, three Regents exams in science.

Available: For students earning a Regents with Adv. Designation.

❖ **CTE Endorsement -**

Eligible: Attend a 2-year BOCES program and meet the requirements as Established by BOCES for this endorsement.

Available: For students earning a Local, Regents, or Regents with Adv. Designation.

AIS (Academic Intervention Services)

New York State Education Law requires that all students in danger of not meeting the learning standards be assigned to AIS (Academic Intervention Services). AIS (Academic Intervention Services) consists of instruction that supplements the general curriculum and assists students in meeting the learning standards. Students are placed in AIS (Academic Intervention Services) if they score below the designated performance level on the state intermediate level assessments in English Language Arts, Mathematics, Social Studies or Science, or are at risk of not meeting the state standards in those areas. Students in grades 9-12 are also required to be in AIS (Academic Intervention Services) if they fail a regents examination required for graduation.

UNIT REQUIREMENTS: The following number of units of credit taken per grade have been established as minimal:

9th:	6 1/2 units
10th:	6 1/2 units
11th:	6 1/2 units
12th:	6 units

Electives

Electives will run based upon student demand and staffing constraints.

A minimum number of completed units of credit is required for placement in the next higher grade level. Therefore:

To be eligible for:

10th Grade

11th Grade

You must have completed:

6 units including Eng. 9
and Social Studies 9.

12 units including Eng. 10
and Social Studies 10; 1 unit
Science & 1 unit Math

12th Grade

18 units and be carrying a schedule which will fulfill all graduation requirements; Eng. 11, U.S. History, 2 units Science & 2 units Math

At the end of the first semester of the school year as changes in credit status occur, students may be assigned into a higher grade level homeroom.

DROPPING/ADDING COURSES

One Semester Courses: You may drop a 1-semester course without receiving a failing grade one week after report cards have been distributed at the end of the first and third quarters of the school year. Dropping a 1-semester course after that date will result in a withdraw/failure being recorded on your permanent record card.

Full Year Courses: You have until one week after the distribution of report cards at the end of the first semester to drop a 40 week course and still not receive a failing grade. Dropping a 40-week course after that date will result in a failure being recorded on your permanent record card.

Exceptions to the above regulations must be approved by the principal and will only be considered when the dropping of the course is initiated by school staff.

You may request to add a course during the first five weeks of the course. You will be required to meet with the teacher to determine what part of the class work must be made up.

Procedure for Dropping/Adding: The procedure for dropping or adding a course requires that you first talk with the respective teacher/teachers. A “drop/add” form must be obtained from the Guidance Counselor, which then must first be signed by the parent/ guardian before being returned to be signed by the teacher. Then, return the signed drop/add form to your counselor before you are officially either dropped from or added to a course. Until all the above steps are completed and a new schedule is given to you, you are to follow your existing schedule.

GENERAL PROGRAM RECOMMENDATIONS

Thinking of immediate career entry or college? Your course selections should depend not only on your immediate interests and ability level, but also on what your long term goals are. The following guidelines are general requirements for post-graduation goals. Your individual interests and your academic ability must be considered and woven into the appropriate plan.

1. Career entry
 - 4 units of English
 - 4 units of Social Studies
 - 3 units of Science
 - 3 units of Math
 - 4-7 units of Occupational Education (Business, Technology, Vocational programs)
 - 1 unit Foreign Language
 - 2 units Physical Education
 - 2 units of Fine Arts

2. Community College/Technical School
 - 4 units of English
 - 4 units of Social Studies
 - 3 units of Math
 - 3 units of Science
 - 3-5 units of Occupational Education (Business, Technology, Vocational programs)
 - 3 units of Foreign Language
 - 2 units Physical Education
 - 2 units of Fine Arts

3. Four Year College or University
 - 4 units of English
 - 4 units of Social Studies
 - 3-4 units of Science
 - 4 units of Math
 - 4-5 units of Foreign Language
 - 3 units of Occupational Education (Business, Technology)
 - 1-3 units of general electives
 - 2 units Physical Education
 - 2 units of Fine Arts

VOCATIONAL TRAINING AT BOCES

If a student chooses to enter a vocational training program at a BOCES training center, the following will be the Junior and Senior year curriculum:

Junior Year:	English	1 credit
	United States History and Government	1 credit
	Math	1 credit
	Physical Education.....	1/2 credit
	Vocational Training	4 credits
Senior Year:	English.....	1 credit
	Participation in Government.....	1/2 credit
	Economics.....	1/2 credit
	Vocational Science.....	1 credit
	Senior Seminar.....	1/2 credit
	Physical Education.....	1/2 credit
	Vocational Training	4 credits

~ All Science lab required courses must be completed prior to enrollment in a vocational program. ~ All students must complete two credits in math. Students will not be eligible to receive Vocational math credit at BOCES.

The criteria for acceptance into vocational/technical courses include:

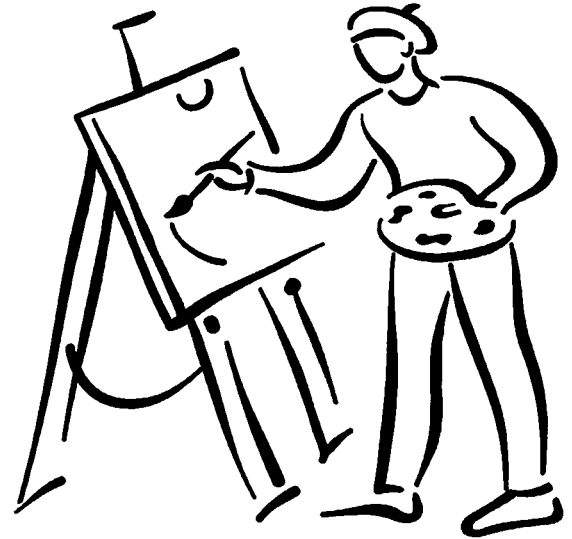
1. Proven ability to pass required courses, especially English and social studies
2. School citizenship and maturity
3. Attendance history, including tardiness
4. Interest in and projected success rate in selected program
5. Passed the courses and Regents exam in Integrated Algebra, Global History II, and one science course and its Regents.

Not all students who desire this program will be scheduled. Selection will be determined by the building principal in consultation with the school counselor on the above criteria.

ART

The art program presents opportunities for you to broaden your interest in the Arts and to familiarize yourself with activities which may be useful in leisure and career exploration. Regents credit is available to those students completing a sequence. Studio in Art is the prerequisite to all electives. The suggested order of courses is shown in the following flowchart.

- 9th Grade: Studio Art
- 10th Grade: Ceramics I (1st semester)
 Drawing or Sculpture (2nd semester)
- 11th Grade: Painting or Advertising Design (1st semester)
 Sculpture or Drawing (2nd semester)
 AP Studio Art
- 12th Grade: Art Portfolio Development (1st semester)
 Advertising Design or Painting (2nd semester)
 AP Studio Art



510 Studio in Art
Grade: 9-12 GPA Weighting: 1
Unit of Credit: 1 (40 weeks)

Studio in Art is a one-year foundation course designed for those who plan to elect further courses in art and for those desiring a broad general background in the visual arts as part of their general education. The course offers a wide variety of art experiences in a number of media (drawing, painting, sculpture, ceramics, crafts, and commercial art applications) with an emphasis on art history and appreciation.

Studio in Art must be completed successfully with 85% or higher in order to take any other advanced art course.

Studio in Art satisfies the graduation requirement for all students of one unit of credit in the Fine Arts. Other courses that meet the same requirement can be found in the Technology Education, Home and Careers, and Music sections of this booklet.

512 Ceramics
Grade: 10-12 GPA Weighting: 1
Unit of Credit: 1/2 (20 weeks - 1st semester)

The Ceramics course is designed for the student who is interested in working with clay. The primary emphasis is on pottery. The course includes the use of the potter's wheel, glazes, and experimentation with various methods of hand built pottery. A study of the history of ceramics is a small part of the course.

513 Art Portfolio Development
Grade: 12 GPA Weighting: 1
Unit of Credit: 1/2 (20 weeks – 1st semester)

This course is designed for seniors as college preparation for the art major focusing on portfolio assessment and development between teacher and student. The emphasis will be on creating a complete and college level art portfolio by reexamining artworks the student would like to improve on, as well as a continuation of the student's artistic areas of interest and further development of those existing skills.

514 Drawing
Grade: 10-12 GPA Weighting: 1
Unit of Credit: 1/2 (20 weeks - 2nd semester)
Offered every other year (2020-2021; 2022-2023)

This course is for students with a serious interest in learning to draw and advance their existing skills. A variety of drawing media and techniques are explored.

515 Painting
Grade: 10-12 GPA Weighting: 1
Unit of Credit: 1/2 (20 weeks – 1st semester)
Offered every other year (2021-2022; 2023-2024)

This course is for students with a serious interest in learning to paint and advance their existing skills. A variety of painting techniques will be explored including watercolors, acrylics, oils, and mixed media.

516 Sculpture
Grade: 10-12 GPA Weighting: 1
Unit of Credit: 1/2 (20 weeks – 2nd semester)
Offered every other year (2021-2022; 2023-2024)

This course is designed to provide opportunities to pursue the techniques and processes necessary to create sculpture in relief and in the round. Material may include clay, metal, wood, plastic, stone, plaster of Paris, paper mache and mixed media. A study of outstanding sculptors, their lives and sculpting techniques is included.

517 Advertising Design
Grade: 10-12 GPA Weighting: 1
Unit of Credit: 1/2 (20 weeks - 2nd semester)
Offered every other year (2020-2021; 2022-2023)

This course is designed for students who have taken Drawing and/or Painting with the desire to advanced work. The course focuses on the real-world application of incorporating art as a career within the business world. A variety of topics within advertising design will be covered including graphic imagery, typography, poster design, magazine design, cd design, package design as well as others.

518 AP Studio Art-Drawing

Grade: 10-12 GPA Weighting: 1.13

Unit of Credit: 1 (40 weeks)

The AP Studio Art Course is designed for students who are seriously interested in the experience of creating art with an emphasis on drawing. AP Studio Art is not based on a written exam but rather students will submit a portfolio for evaluation at the end of the year long course. Many traditional as well as non-traditional methods of drawing may be used, such as, but not limited to, pencils, charcoal, pastels, printmaking, and other forms of drawn expression. It is strongly recommended that students take Drawing class before entering AP Studio Art. This previous art experience will not only more greatly prepare you for the challenging work ahead, but will also improve your chances of finishing the demanding 24-piece portfolio by the May deadline.

Prerequisite: Drawing



BUSINESS

Course options in Business Education provide students with opportunities to develop knowledge and skills for purposes of:

- A. Developing job-related skills and life skills associated with all careers and personal achievement.
- B. Developing personal-use skills in business law, consumerism, and finance.
- C. Developing a basic economic understanding of current business practices that affect the lives of all.
- D. Making realistic career decisions.
- E. Providing the basis for further study at the post-secondary level.

The suggested order of courses is shown in the following sequence:

8th Grade:	Career & Financial Management (required)
9 th Grade:	Communications Systems Materials & Processing
11th Grade:	Accounting I Principles of Marketing Money Math
12th Grade:	College Accounting Business Law Professional Presentations ACE Economics ACE Applied Business Math & Personal Budgeting

350 Career and Financial Management
Grade: 8 GPA Weighting: 1
Unit of Credit: 1/2 (20 weeks – 1st or 2nd semester)

Career and Financial Management is required of all students for graduation. The course is designed to give students an understanding of the business world and how it relates to their own particular occupational goal. Career planning, the career selection process, success on the job, and financial literacy are primary components of this course.

358 Accounting I
Grade: 11-12 GPA Weighting: 1
Unit of Credit: 1 (40 weeks)

Accounting I is a course designed to develop competencies in personal and occupational accounting. The content encompasses the complete accounting cycle, a general understanding of the operation of the business world, and the importance of financial records in the operation of a business.

360 Money Math: Math Applications for Business and Personal Finance
Grade: 11-12 GPA Weighting: 1
Unit of Credit: 1 (36 weeks)

Everyone wants to make the best use of their hard earned money! Financial responsibility and security is important for all students after graduation whether they are entering the workforce or going on to college. This course is intended to give students a solid understanding of how to manage their person finances, control debt and invest in the future. Students will learn business math applications that will not only give them insight into the world of business for those going into related careers, but will enable them to be better consumers. The student who successfully completes this course will have a better understanding of mathematics related to the following areas: business, personal financial management, credit, banking and finance. This course may either be used as a math credit towards a math sequence or a business credit towards a business sequence.

361 Principles of Marketing
Grade: 11-12 GPA Weighting: 1
Unit of Credit: 1 (40 weeks)

Marketing touches all our lives daily. It is far more than a business function today. Marketing is used by businesses, non-profit organizations, and individuals to create, produce, distribute and promote products, services and ideas. This course provides students with the essentials of marketing in today's global economy and how it affects them as individuals, consumers, and future working citizens. The course not only deals with the basic principles of marketing, but E-Commerce and Sports and Entertainment Marketing as well.

362 Business Law
Grade: 11-12 GPA Weighting: 1
Unit of Credit: 1 (40 weeks)

Business Law is a full-year course in which the students will learn the elements of contract law, criminal law, tort law, labor law, the New York State Court system, and the Federal Court system. Course emphasis is on the individual as he/she encounters business law in his/her personal and family life and occupational life. Business Law is an excellent elective for all students regardless of future occupational goals.

365 Professional Presentations
Grade: 12 GPA Weighting: 1.13
Unit of Credit: 1 (40 weeks)

Pro. Pres. is a full year course that combines two ACE courses-Professionalism (BUSN 1055) and Public Speaking (SPCH 1080). At the successful completion of these courses, students will receive one credit from Hammondspport and six credits from Corning Community College. The course descriptions as presented in the CCC course catalogue are below.

SPCH 1080 Public Speaking: Develops self-awareness and audience awareness through oral presentation. Organize and present material in a variety of speaking occasions, including information, visualization, demonstration, argumentation, persuasion. (3 cr. Hrs.) Lecture/presentations.

BUSN 1055 Professionalism: Understanding of individual and workplace needs as they relate to professionalism, team building, and career growth. Topic areas include human relations, business ethics, business etiquette, team building concepts, and career enrichment. (3 cr. Hrs.) Discussion/participation and role-playing exercises.

366 ACE Economics/ECON2001 Principles of Economics-Macro
Grade: 12 GPA Weighting: 1.13
Unit of Credit: ½ (20 weeks--1st or 2nd semester)
Three college credits available through Corning Community College

ACE Economics will give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Topics covered include U. S. macro-economic goals, the American market system, price determination, distribution of income, government taxation and spending, fiscal policy, and monetary policy. Students will utilize the same textbook and curriculum as Corning Community College.

368 ACE Applied Business Math & Personal Budgeting /BUSN1033 & BUSN 1003
Grades 11 &12 GPA Weighting: 1.13
Unit of Credit: 1 (40 weeks)
Three and a half college credits available through Corning Community College

This college level course uses the four arithmetic processes and the algebra of business. Students will gain experience in problem-solving through the application of mathematics using typical business problems. Taxes, insurance, payroll, depreciation, trade and cash discounts, markup, simple interest and bank discounts, and financial statements analysis are topics covered in this course.

In addition to applications in business math, an introduction to personal budgeting is included in the course. Preparation and analysis of a budget, understanding credit reporting agency procedures and credit reports, overview of types of credit, effective credit card use, and establishing financial goals are topics that will be covered. This element of the course is intended to prepare students for independent financial responsibility.

This course may either be used as a math credit or a business credit. Successful students will earn 3.5 credit hours of college credit that may be transferred to a higher education institution.



ENGLISH

Four units of English are required for graduation - one at each grade level. These required courses provide you with the opportunity to develop and extend your basic skills in listening, speaking, reading and writing. Regardless of a person's career path, good communication skills are an essential in today's world. A student's work in this area is critical to success in all other areas of education.

120 English 9 Regents GPA Weighting: 1
Grade 9
Unit of Credit: 1 (40 weeks)

As the introduction to high school English classes, English 9 Regents introduces freshmen to the study of the major literary genres (drama, novel, poetry, short story, essay, biography). Emphasis is also placed on writing, grammar, spelling, and vocabulary skills. There is also an emphasis on grammar, literary terminology, vocabulary and writing. *Prerequisite: successful completion of English Language Arts 8.*

123 English 9 Honors GPA Weighting: 1.08
Grade: 9
Unit of Credit: 1 (40 weeks)

As the introduction in a series of honors high school English classes, English 9H introduces freshmen students to the advanced study of the major literary genres (drama, novel, poetry, short story, essay, biography). There is also an emphasis on grammar, literary terminology, vocabulary and writing. **It is highly recommended that a student entering Honors 9 has an average of at least 85 to be successful in an advanced course.*

126 English 10 GPA Weighting: 1
Grade: 10
Unit of Credit: 1 (40 weeks)

This course consists of a study of all genres of literature. Vocabulary development and language skills (grammar usage) are stressed. Writing activities provide opportunities to sharpen skills in thinking and communication. Introduction to research techniques and the writing of a formal research paper (in conjunction with Global Studies) take place in the spring. *Prerequisite: successful completion of English 9R/9H.*

129 English 10H GPA Weighting: 1.08
Grade: 10
Unit of Credit: 1 (40 weeks)

This continuation of the honors English program includes the above with more in-depth study, literary analysis and critical writing. The pace of the course will be such as to allow time for several activities that will fine tune through application the basic skills of the regular course. Students will be required to read a full-length book/plays outside of class monthly in addition to regular daily assignments. **It is highly recommended that a student entering Honors 10 has an average of at least 85 to be successful in an advanced course.*

131 English 11 GPA Weighting: 1
Grade: 11
Unit of Credit: 1 (40 weeks)

This course involves a thematic presentation of the great American authors, as well as Shakespeare's Hamlet: Prince of Denmark. Novels, plays, poetry, and a large amount of non-fiction are covered. Great emphasis is placed on writing and grammar skills in preparation for the 11th grade English Regents. Multiple papers throughout the year contribute to a large percentage of the student grade in English 11.

135 AP Language & Composition
Grade: 11 GPA Weighting: 1.13
Unit of Credit: 1 (40 weeks)

AP Language and Composition, offered in place of 11 Honors, is designed to develop students into skilled readers and writers through multiple facets of the study of English. Students will compose narrative, expository, analytical, and argumentative essays on a variety of subjects that proceed through a multistep drafting process that utilizes both teacher and peer editing. Students will also study informal forms of writing and multiple forms of compositions based on both prose writings and nonfiction readings. To be successful in this course, students will also be required to analyze graphics and images in relation to texts, and in some cases as replacements for texts themselves.

A major focus of the second semester of this course will center around the student development of research skills and ability to evaluate and use both primary and secondary sources, conducting self-driven research and revision of their work. Students who choose to enroll in this course will take the AP Language and Composition Exam in May to earn college credit from this course, and will also be responsible for passing the NYS English Exam in either January or June for graduation. *Prerequisite: successful completion of English 10R/10H. *It is highly recommended that a student entering Advanced Placement 11 has an average of at least 85 to be successful in an advanced course.*

136 English 12
Grade: 12 GPA Weighting: 1
Unit of Credit: 1 (40 weeks)

English 12R consists of a number of thematic units which include classic and modern works. Literature papers on theme, character, symbolism, etc. will accompany the literature. Students will also do two (2) research papers on topics related to literature. Critical thinking processes and communication skills are stressed. *Prerequisite: successful completion of English 11R/11AP.*

140 The Hero's Journey
Grade: 12 **GPA Weighting: 1**
Unit of Credit: 1/2 (20 weeks)

This Course will focus on the theory of the monomyth, introduced by Joseph Campbell in 1949, and its impact on literature and film. Students will use Campbell's theory as a focusing lens to examine popular works. *Preference will be given to seniors who have successfully completed ELA 11/AP English 11.*

142 Creative Writing
Grade: 10-12 **GPA Weighting: 1**
Unit of Credit: 1/2 (20 weeks – 2nd semester)

In this course, students will participate in an in-depth examination of the creative writing process. Focusing on both fiction and nonfiction, students will write their own work while reading and examining samples from writers who have perfected the craft. *Preference will be given to seniors who have successfully completed ELA 11/ AP English 11.*

144 ACE English
Grade: 12 **GPA Weighting: 1.13**
Unit of Credit: 1 (40 weeks)
College credit available

Students will experience the typical curriculum taught in the freshman year at college. The first semester (CCC course number EN1010) will focus on essay writing designed to sharpen the student's perceptions of the world and to facilitate communication with clarity, unity, organization and depth. Assignments will include expository writing, the structure of argument, and advanced research techniques, including two 5-8 page research assignments. Students will also be required to show mastery of punctuation and sentence structure after being guided through appropriate reviews of written convention rules in the textbook. The second semester work (CCC Course number EN1020) will advance the critical and analytical abilities begun in the first semester by in-depth literary analysis essays on *many* works of fiction, poetry, and drama. Students will then be required to write a third 5-8 page research paper on a selected author, genre / regional or thematic style.

The scoring of papers will adhere to the rubric designed by the Corning Community College faculty. Students will receive a letter grade for their college transcript at the end of each semester for both college courses (and the corresponding numerical percentage grades at the end of each marking quarter, which will become part of their high school GPA). ** It is highly recommended that a student entering ACE English has an average of at least 85 to be successful in an advanced course.*



FOREIGN LANGUAGE

The study of a second language is available for you to learn to communicate and think in a different language and to study and appreciate the culture founded upon that language. A sequence in a second language is now part of the requirements for a Regents diploma.

HCS provides a unique college-level opportunity for students who, at the completion of our two offered college-level classes, can earn up to 18 college credit hours.

330 Spanish I
Grade: 9-12 GPA Weighting: 1
Unit of Credit: 1 (40 weeks)

Spanish I introduces the Spanish language and Hispanic culture to the beginning level student. The class stresses skills, knowledge and cultural insight for basic communication and treats grammar and structure as aids to communication. Students will reach the elementary levels of proficiency in the basic communicating functions (socializing, receiving and obtaining information, expressing feelings, and persuasion). Credit for Spanish I may be earned by passing the Spanish Proficiency Exam given at the end of the 8th grade Spanish program.

331 Spanish II
Grade: 9-12 GPA Weighting: 1
Unit of Credit: 1 (40 weeks)

Spanish II reviews and expands the skills, knowledge and cultural insights of Spanish I and continues to treat grammar and structure as supplementary to the primary objective of communication. As students express descriptions, events and ideas, they build vocabulary and skill at guessing and inferring meaning. They will learn irregular and special construction as well as the grammatical forms needed to express ideas in the past, present, and future time frames.

Prerequisite: Spanish I or equivalent credit or proficiency.

332 Spanish III
Grade: 10-12 GPA Weighting: 1
Unit of Credit: 1 (40 weeks)

Spanish III extends the skills, knowledge and cultural insights of Spanish I and Spanish II to a greater depth and variety. Students are expected to communicate in both speaking and writing with increased vocabulary and complexity of verb tenses. Reading comprehension involves high-level translation skills and authentic realia. Students are encouraged to improve listening skills and to use the Internet as a means of communication with native speakers.

Prerequisite: Spanish II or equivalent credit or proficiency.

333 College Board Spanish
Grade: 11-12 GPA Weighting: 1.13
Unit of Credit: 1 (40 weeks)

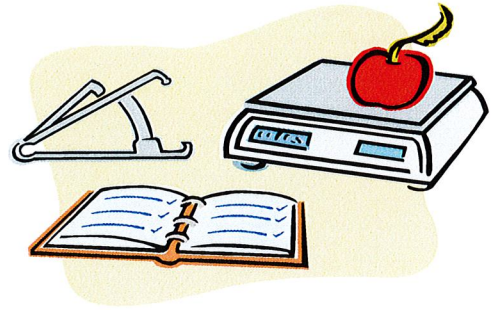
Spanish IV offers those students who have passed the New York State Regents Exam a flexible program to further build their speaking skills, knowledge, and cultural insights in Spanish. In addition to the credit earned at HCS, college credits may be earned in a college-level exam (CLEP exam) accredited by the College Board (Up to 12 credit hours can be earned). Stress will be placed on the increased ability to think, speak, read, and write in Spanish. Being able to converse and read fluently is the overall objective of this course. Literature selections will include a variety of works from international authors.

335 AP Spanish
Grade: 12 GPA Weighting: 1.13
Unit of Credit: 1 (40 weeks)

AP Spanish prepares students for the Advanced Placement Spanish Language Examination. If successful in both college-level Spanish classes, students have the opportunity to earn up to 18 college credit hours; this college Spanish class offers students the opportunity to earn 200-level college credit. Students enrolled in this course will practice grammar usage in the context of authentic literature and media materials such as newspapers, magazines, and internet resources. The course is designed to be immersive in the Spanish language, with a stress on natural conversation abilities and an emphasis on famous Spanish/Latino short stories as a lens into Spanish culture and history.

HEALTH

Health education is a required course for graduation. It is normally scheduled in the tenth grade but may be taken in the eleventh or twelfth grade if scheduling problems arise.



704/705 Health
Grade: 10-12 GPA Weighting: 1
Unit of Credit: 1/2 (20 weeks - 1st semester and 2nd semester)

The 10th grade health course allows students to apply and personalize the basic health skills while engaging in a variety of health topics and focusing on how each topic impacts their life. Through completing this course, students will be able to build a strong base for mental/emotional, social, and physical health. The major emphases of the course are stress management, violence prevention, decision making, planning and goal setting, communication, advocacy, relationship management, self-management, tobacco, alcohol and other drugs, sexual education (HIV/AIDS, sexual risk, family life) physical activity and nutrition, and unintentional injury prevention. The opportunity for the development of basic knowledge, attitudes, and behaviors is offered through classroom discussion, individual assignments, group projects, and skills based learning. One goal of the class is for the student to become actively involved in understanding and controlling their own health.

708F Senior Seminar
Grade: 12 GPA Weighting: 1
Unit of Credit: ½ (40 weeks)

Senior Seminar is a required course for graduation. Students will be able to develop the necessary skills to be college and career ready, while also mastering necessary life skills. The goal of this course is to prepare students for the expectations of the real world. This will be achieved through holding students accountable to similar expectations they will be required to follow in a career, college, or military field; work that reflects your best efforts, punctuality, responsibility, and communication. Many of the experiences in Senior Seminar will be application and practice, and in some aspects final products.

The course methods will include readings, lectures, class discussions, handouts, and projects. All assignments must be completed on time and according to the specific directions given.

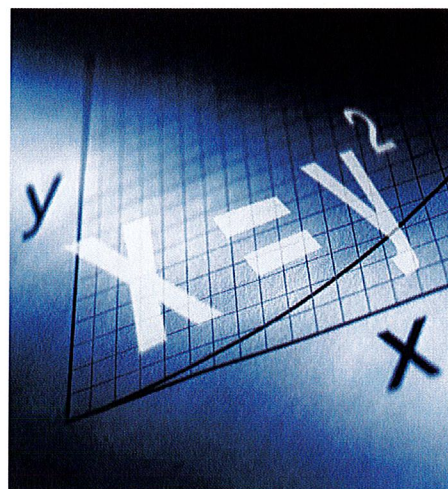
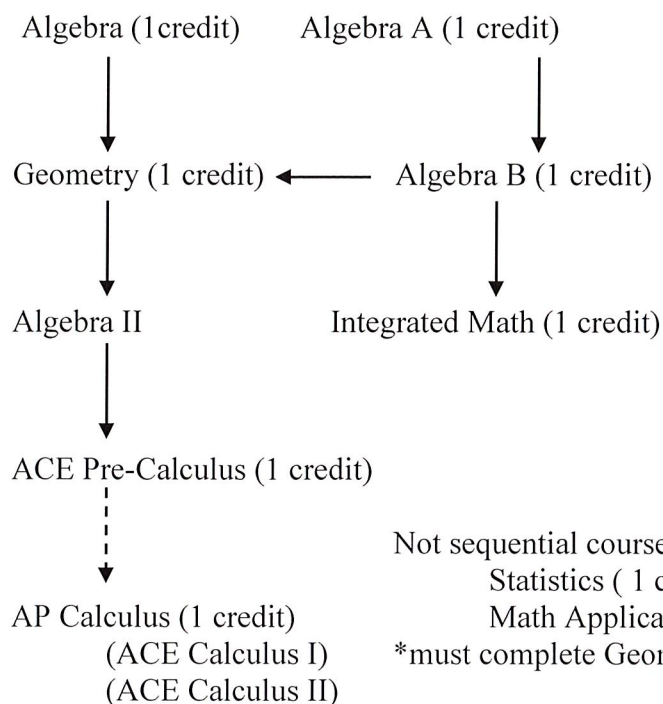
709 Psychology
Grade: 11-12 GPA Weighting: 1
Unit of Credit: 1/2 (20 weeks - 2nd semester)

The objective of the high school psychology course is to provide students with an awareness of the history of Psychology, the learning strategies and techniques in the field of Psychology, emotions, and how they motivate our actions, altered states of consciousness, behavioral and cognitive theories of personality, abnormal behaviors and therapy, and various careers related to psychology. The student will be required to complete assigned readings, complete written assignments, do a satisfactory job on quizzes and tests and participate in class discussions and activities.

MATHEMATICS

The math courses offered are designed to meet a variety of interests and ability levels. The materials used reflect changes occurring in the use of mathematics within our society. Three units of credit in mathematics are required for graduation along with passing the required New York State Regents exams.

The following are the math sequences most frequently chosen by students. You may follow other course sequences. These may be arranged on the basis of your individual needs by consulting your counselor and math teacher. Students planning to attend a 4 year college would normally pursue an advanced Regents math sequence.



- After completion of Algebra and Algebra B, students will take the New York State Algebra exam.
- After completion of Geometry and Algebra II, students will take a New York State exam in that course.

202 Algebra
Grade: 9 GPA Weighting: 1
Unit of Credit: 1

This course covers all material for the NYS Algebra exam in June of each year. This is a rigorous course designed to work at a fast pace. Topics to be covered are arithmetic, algebraic expressions, trigonometry, shapes, geometry, error and magnitude in measurement, probability, statistics, solving linear equations and inequalities, etc.

203 Algebra II
Grade: 11-12 GPA Weighting: 1.08
Unit of Credit: 1

This course covers all the material for the NYS Integrated Algebra Exam in June of each year. This is a rigorous course designed to work at a fast pace. Successful completions of this course along with Geometry are required for an Advanced Regents diploma. Topics to be covered include, but are not limited to: systems of equations, patterns, sequences, composition of functions, coordinate geometry, trigonometric functions, statistics, and probability.

Prerequisite: successful completion of Geometry

209 Algebra A
Grade: 9 GPA Weighting: 1
Unit of Credit: 1

This course begins the preparation for the NYS Algebra exam. This is the first of two full year Algebra courses. Students will take the exam after completion of Algebra B. Topics to be covered are arithmetic, operations, linear equalities and inequalities, etc.

210 Algebra B
Grade: 9-10 GPA Weighting: 1
Unit of Credit: 1

This course finishes the preparation for the NYS Algebra exam. This is the second of two full year Algebra courses. Students will take the state exam after completing this course. Topics to be covered are probability, statistics, error and magnitude in measurement, trigonometry, shapes, geometry, algebraic expressions, etc.

Prerequisite: Successful completion of Algebra A

218 Geometry
Grade: 10-12 GPA Weighting: 1
Unit of Credit: 1

This course covers all material for the NYS Integrated Geometry Exam in June of each year. This is a rigorous course designed to work at a fast pace. Topics to be covered are lines and planes, solid figures, coordinate geometry, transformations, constructions and loci, congruent figures, proofs, etc.

Prerequisite: Successful completion of Algebra or Algebra B

237 ACE/AP Statistics
Grade: 12 **GPA Weighting: 1.13**
Unit of Credit: 1

This is a 4 credit hour (if taken for ACE credit through Corning Community College) introductory course on statistics: the science of collecting, describing, and interpreting data. Students will learn how data is collected, how it can be described graphically and numerically, and how it can be interpreted to make decisions about a population of people or objects. Probability and probability distributions are also discussed. The statistical software Minitab and the TI-84 graphing calculator will be used extensively throughout the course.

Prerequisite: Completion of Geometry or Integrated Math

233C ACE Pre-Calculus
Grade: 12 **GPA Weighting: 1.13**
Unit of Credit: 1 (40 weeks)

This course has been created by CCC and is designed for students with an above average ability in mathematics and is intended primarily for the college bound student. Some of the topics included are advanced algebra with theory of polynomials and solving nth degree equations, number systems, analytic geometry with conic sections, elementary functions, complex numbers, advanced techniques of graphing, matrices and determinants and introduction to basic calculus. Other topics may be included as time, interest, and ability allows. Successful completion of this course will lead to earned college credit.

Prerequisite: Algebra 2/Trigonometry

234 AP/ACE Calculus I/ACE Calculus II
Grade: 12 **GPA Weighting: 1.13**
Unit of Credit: 1 (40 weeks)

The syllabus will follow the ACE calculus format, which will cover more than enough material to prepare students for the AP Calculus AB exam. The course format will allow students to sign up for local, ACE and the AP exam.

The Syllabus will include a review of basic functions, limits, derivatives and their applications, basic integrals and their applications, and the fundamental theorem of calculus. Additional topics to be covered in class might include parametric, polar, and vector equations; L'Hopital's Rule; Newton's Method; advanced integration techniques; and/or analysis of infinite sequences and series.

Graphing calculators will be used extensively throughout the course, and time will be spent investigating the proper role of this technology in solving calculus problems and exploring calculus concepts.

368 ACE Applied Business Math & Personal Budgeting /BUSN1033 & BUSN 1003
Grades 11 &12 GPA Weighting: 1.13
Unit of Credit: 1 (40 weeks)

Three and a half college credits available through Corning Community College

This college level course uses the four arithmetic processes and the algebra of business. Students will gain experience in problem-solving through the application of mathematics using typical business problems. Taxes, insurance, payroll, depreciation, trade and cash discounts, markup, simple interest and bank discounts, and financial statements analysis are topics covered in this course.

In addition to applications in business math, an introduction to personal budgeting is included in the course. Preparation and analysis of a budget, understanding credit reporting agency procedures and credit reports, overview of types of credit, effective credit card use, and establishing financial goals are topics that will be covered. This element of the course is intended to prepare students for independent financial responsibility.

This course may either be used as a math credit or a business credit. Successful students will earn 3.5 credit hours of college credit that may be transferred to a higher education institution.

MUSIC

Our music offerings prepare students for vocational possibilities as well as enhancing leisure time. A major sequence in music can prepare a student for a college major or minor in music. A requirement in all performing group courses is that students must perform in all major band or choral concerts to successfully complete the respective courses.



606 Senior High Choir
Grade: 9-12 GPA Weighting: 1
Unit of Credit: 1/2 (40 weeks)

The purpose of this course is to offer any student (grades 9-12) ample opportunity for proper development of his/her singing voice. Rehearsals are held every other school day and there are 3-4 concerts given during the course of the year. Good rehearsal attendance is expected and concert attendance is mandatory. Private or small group voice lessons may, (depending on scheduling), be available for students that will be preparing solos for adjudication. In rehearsals and lessons, students will learn about proper vocal technique and developing their musicianship and musical literacy. Opportunities for solo and small group singing will also be available to students enrolled in choir.

Two years of this course meets the Fine Arts graduation requirement. Other courses meeting this requirement can be found in the Art, Technology Education and Home and Careers sections of the this booklet.

608 Senior High Band
Grade: 9-12 GPA Weighting: 1
Unit of Credit: 1/2 (40 weeks)

This course is designed for all high school students who have demonstrated proficiency on an instrument and have participated in junior high band. The student should have completed an intermediate level book and be able to perform all major scales. Students are required to attend all rehearsals and performances. Students will also attend regularly scheduled lessons. Students will be exposed to more difficult music and will be expected to demonstrate a willingness to work intensely in rehearsals. There will be three or four evening performances each school year where attendance and concert attire are required.

Two years of this course meets the Fine Arts graduation requirement. Other courses meeting this requirement can be found in the Art, Technology Education and Home and Careers sections of this booklet.

Prerequisite: One year of instrumental music lessons or Junior High Band.

609 Jazz Band
Grade: 9-12 GPA Weighting: 1
Unit of Credit: 1/2 (40 weeks)

Jazz Band is designed to perform and increase the awareness of Jazz music and jazz performing styles. The course will focus on improving the student's rhythmic reading ability, the ability to read advanced notational symbols and introduce the student to basic improvisational skills. Jazz Band is a performance-oriented course. Students will be required to perform in front of an audience three to five times a year to demonstrate their ability to perform and understand Jazz music. Concert attire is required. Students are also required to attend lessons. This course is open to all current band members or students who are proficient on one of the following instruments: guitar, bass guitar, or keyboards. The number of students accepted on certain instruments will be limited to insure proper balance and instrumentation of the group.

610 Music In Our Lives/Guitar
Grade: 9-12 GPA Weighting: 1
Unit of Credit: 1 (40 weeks)
Offered every other year

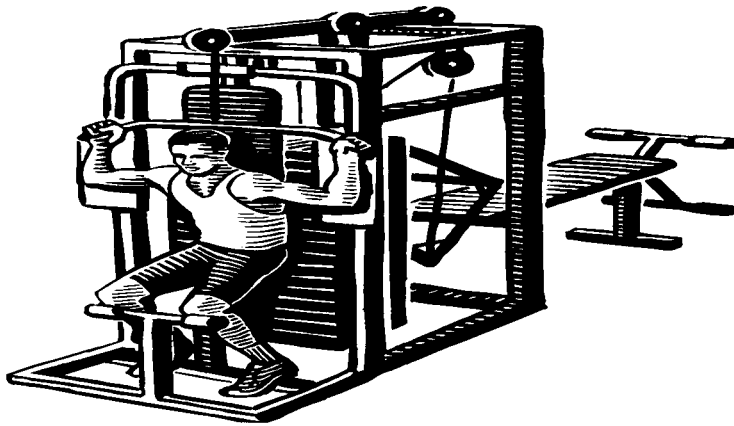
The course deals with the role of music and its importance in our lives. It will be an active study of how music says who we are as human beings and how we express ourselves through music. The performance part of the course will give the student the opportunity to learn how to play the guitar. Students learn basic music theory, classical style guitar playing and chords for folk playing, background information on string instruments, and historical information on professional guitarists. Each marking period, the class presents a recital of music they have learned.

611 Music In Our Lives/Piano
Grade: 9-12 GPA Weighting: 1
Unit of Credit: 1 (40 weeks)
Offered every other year

The course deals with the role of music and its importance in our lives. It will be an active study of how music says who we are as human beings and how we express ourselves through music. The performance part of the course will give the student the opportunity to learn how to play the piano. The content includes learning basic music theory and terms, studying the background of the piano, discussing famous keyboard composers and analyzing piano method books. A recital by the students is given each marking period.

618 History of Jazz
Grade: 10-12 GPA Weighting: 1
Unit of Credit: 1/2 (20 weeks – 1st semester)
Offered every other year

A survey course which outlines the development of Jazz from the Blues to Modern Jazz. This course will require students to research, analyze, and listen to many forms of jazz music, starting with Scott Joplin to the Jazz Age, the Swing Era, Be Bop, Modern, and Jazz Rock.



PHYSICAL EDUCATION

Physical Education classes are a required part of the high school curriculum for all students. A variety of activities are offered at each grade level. Emphasis is placed on lifetime activities and developing a positive attitude toward physical exercise.

- 555 9th Grade P.E.**
- 557 10th Grade P.E.**
- Grade: 9-10 GPA Weighting: 1**
- Unit of Credit: 1/2 (40 weeks)**

Course offerings in grades 9 and 10 are primarily team sport activities although some individual/dual sport activities are also offered when time, class size and facilities permit.

- 559 11th Grade P.E.**
- 561 12th Grade P.E.**
- Grade: 11-12 GPA Weighting: 1**
- Unit of Credit: 1/2 (40 weeks)**

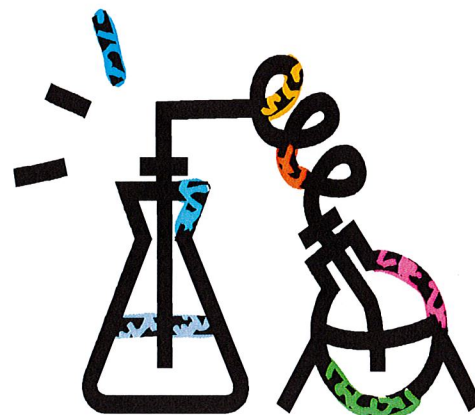
In grades 11 and 12, a selective program is offered where students select the activities in which they wish to participate, always having a choice of either a lifetime activity or a team sport. The offerings are mainly leisure type activities which can be engaged in as lifetime sports.

The following activities are offered and covered in the program:

- | | | |
|-----------------|-----------------------------|-----------------|
| Archery | Jogging | |
| Badminton | Lacrosse | Table Tennis |
| Basketball | Physical Fitness Activities | Tennis |
| Boxball | Project Adventure | Touch Football |
| Dance (Aerobic) | Team Handball | Track and Field |
| Fencing | Recreational Games | Volleyball |
| Floor Hockey | Self Defense | Weight Training |
| Frisbee | Soccer | Orienteering |
| Gymnastics | Softball | Matball |
| Bowling | Golf | |

The interscholastic athletic program offers opportunities for both boys and girls to participate in the following activities:

- | | | |
|-----------------|------------------|------------|
| Baseball (boys) | Soccer | Track |
| Basketball | Softball (girls) | Volleyball |
| Cross Country | Tennis | |
| Cheerleading | Golf | |



SCIENCE

The science program offers a variety of courses to meet our students' interests and ability levels. Three units of credit in science are required for graduation. All the science courses have a laboratory requirement which must be allowed for in a student's schedule. Further, all labs must be satisfactorily completed in order to be eligible to take the final/Regents exam. Any lab time that is missed must be made up in order to meet state lab time requirement for admission to Regents exams.

Science Course Order Options

Grade	Option 1 New Recommendation (Physical Science in 7th)	Option 2 Advanced Track	Option 3 2 Year Earth Science
7	MS Physical Science	MS Physical Science	MS Physical Science
8	MS Life Science	Living Environment (Regents)	MS Life Science
9	Earth Science (Regents)	Earth Science (Regents)	Earth Science A
10	Living Environment (Regents)	Chemistry (Regents)	Earth Science (Regents)
11	Chemistry, Physics <i>or</i> AP Bio <i>or</i> Integrated Science	Chemistry, Physics <i>or</i> AP Bio <i>or</i> Integrated Science	Living Environment (Regents)
12	Chemistry, Physics <i>or</i> AP Bio <i>or</i> Integrated Science	Chemistry, Physics <i>or</i> AP Bio <i>or</i> Integrated Science	Chemistry <i>or</i> Physics <i>or</i> AP Bio <i>or</i> Integrated Science

261 Environmental Science
Grade: 11-12 GPA Weighting: 1
Unit of Credit: 1/2 (20 weeks)

Environmental Science is a course designed primarily for Junior and Senior Science students. It can be used as the 3rd science credit for graduation or as a 4th elective science credit. Students must have successfully completed at least two prior science courses. Topics of study include Limnology, energy resources, environmental management, along with current local, national, and global environmental issues. Laboratory work is essential for successful completion of this course and acceptance of a final project. A final assessment will consist of developing and carrying out an in-depth science experimental investigation.

262 Experimental Design and Consumer Analysis
Grade: 11-12 GPA Weighting: 1
Unit of Credit: 1/2 (20 weeks)

Experimental Design and Consumer Analysis is a course designed primarily for Junior and Senior Science students. It can be used as the 3rd science credit for graduation or as a 4th elective science credit. Students must have successfully completed at least two prior science courses. Students will design investigations to determine the values and effectiveness of various consumer products using a multi-discipline approach. Laboratory work is essential for successful completion of this course and acceptance of a final project. A final assessment will consist of developing and carrying out an in-depth science experimental investigation.

268 Earth Science
Grade: 9 – 12 GPA Weighting: 1
Unit of Credit: 1 (40 weeks)

Earth Science is a course designed to meet the state science requirement. It deals with the origin of the planet Earth and the formation of its major interior and exterior features, as well as the composition of the crust, forces acting upon the earth's surface and interior, the nature and motion of heavenly bodies and their relationship to the earth, and the study of weather and climate. Students will be expected to take the Earth Science Regents exam at the end of the course. Laboratory work is essential for the completion of this course and admission to the Regents exam.

268A Earth Science A
Grade: 9 GPA Weighting: 1
Unit of Credit: 1 (40 weeks)

This course begins preparation for the Regents Earth Science Exam. This is the first of two full-year Earth Science Courses. Students will take the exam after the completion of Earth Science. Topics covered include Exploring Planet Earth, Earth's Changing Surface, Weather and Climate and Astronomy. Laboratory work is essential for the completion of this course.

273 Living Environment
Grade: 9-12 GPA Weighting: 1
Unit of Credit: 1 (40 weeks)

The Living Environment course is a course designed to meet the state science requirement. It is an introductory biology course covering the following general areas: unity and diversity of living things, functioning of living things, human physiology, reproduction and development, heredity, evolution and ecology. Laboratory work is essential for the completion of this course and admission to the Regents exam. Students are expected to take the Living Environment Regents exam at the end of the course.

275 Integrated Science
Grade 11-12 GPA Weighting: 1
Unit of Credit: 1 (40 Weeks)

Integrated Science is a course designed primarily for Junior and Senior students. It can be used as the 3rd science credit for graduation or as a 4th elective science credit. Students must have successfully completed at least 2 prior science courses. Topics such as forensics and environmental issues will be investigated by a multi-discipline approach that integrates all the science disciplines. Laboratory work is essential for successful completion of this course and acceptance of final project. A final assessment will consist of developing and carrying out an in-depth science experimental investigation. *Prerequisite: A full program of study in two science disciplines.*

278 Chemistry
Grade: 10-12 GPA Weighting: 1.08
Unit of Credit: 1 (40 weeks)

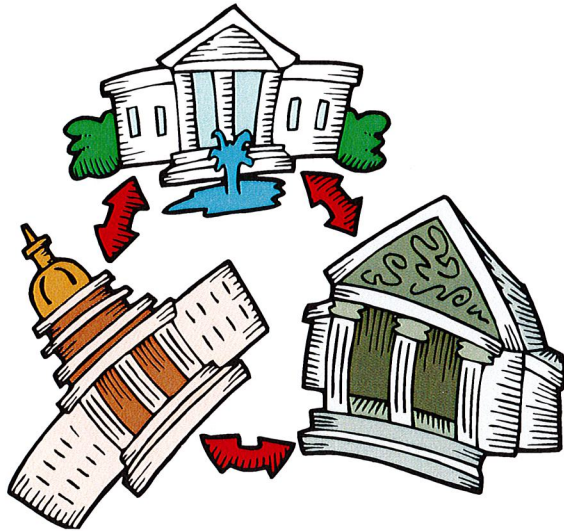
Chemistry is a course designed for students interested in a rigorous academic program. It fulfills a requirement for a regents science sequence. Chemistry is the study of matter and how it is put together. This course covers atomic structure, bonding, kinetics, acid and bases, electrochemistry, and organic chemistry. Mathematical calculations are a necessary part of the course. Lab work is essential to the course and for admission to the regents exam. Students are expected to take the Chemistry Regents exam at the end of the course.

282 Physics
Grade: 11-12 GPA Weighting: 1.08
Unit of Credit: 1 (40 weeks)

Physics is a rigorous course designed for college-bound students; particularly those interested in a science or technical career. Physics stresses math for problem solving and understanding concepts, therefore the student should have facility to manipulate and solve algebraic formulas and basic Trig functions. Topics studied include mechanics, wave motion, electricity and nuclear and atomic theories. Students are expected to take the Physics Regents exam at the end of the course. Laboratory work is essential for the completion of this course and admission to the regents exam.

284 AP Biology
Grade: 11-12 GPA Weighting: 1.13
Unit of Credit: 1 (40 weeks)

AP Biology is designed to offer students a solid foundation in introductory college-level Biology. The course is structured around the College Board's AP Biology Curriculum Framework, which emphasizes the process of inquiry in science and critical thinking skills. By the end of the course, students will develop an awareness of the integration of other sciences in the study of Biology, understand how the species to which we belong is similar to, yet different from, other species, and be knowledgeable and responsible citizens in understanding biological issues that have global implications. To be successful in AP Biology, students must demonstrate competence in Math and Chemistry. In addition, students must be committed to a rigorous workload that involves lab work, projects and critical analysis of scientific articles. Students are expected to take the AP exam in May and, if not previously taken, the Living Environment Regents in June. *Prerequisite: Successful completion of Chemistry and Geometry Regents exams.*



SOCIAL STUDIES

The social studies program is designed to allow students to develop critical thinking skills, analyze basic value positions and to be aware of the heritage of the past. Contemporary events are taught in all courses. The over-all goal is to help prepare students for effective roles in a democratic society. In each of the courses 168, 172, 177, and 187 listed below, an honors section or advanced placement section is available for students demonstrating high academic success and a strong work ethic.

- 168 Global History and Geography**
Grade: 9 GPA Weighting: 1
172 Grade: 10 GPA Weighting: 1
Unit of Credit: 1 (40 weeks total)

This sequence of courses is designed to introduce students to the political, social, and economic evolution of humankind. The social studies concepts of belief systems, change, culture and intellectual life, diversity, economic systems, human-environment interaction, geography, imperialism, interdependence, justice and human rights, movement of peoples and goods, nationalism, political systems, science and technology, and urbanization are thoroughly explored as they relate to specific areas and time periods. The course is presented in a chronological and thematic format. The first year covers Prehistory through the Age of Enlightenment; the second year continues from that point through the global issues of today. Current events are incorporated throughout the two years. Emphasis is placed on the development of comprehensive writing skills and preparation for the Global History and Geography Regents given at the conclusion of the second year.

- 169 Global History and Geography Honors**
Grade: 9 GPA Weighting: 1.08
173 Grade: 10 GPA Weighting: 1.08
Unit of Credit: 1 (40 weeks total)

The Honors sections of Global History include the same scope and sequence as Global History I & II. In addition, students more thoroughly explore the people, documents, philosophies and events that have impacted history. The course stresses individual research, primary source reading, and critical analysis. It is preparatory for Advanced Placement United States History.

177 United States History and Government
Grade: 11 GPA Weighting: 1.00
Unit of Credit: 1 (40 weeks)

This class begins with the Exploration and Colonization of the Americas followed by an overview of the structure and evolution of the U.S. Constitutional Government up to 1865. The history of the U.S. is then traced from the “Rise of American Business, Industry, & Labor” through to “America of the Twenty-First Century.” A chronological approach considering the social, economic, and political impact of historical events will emphasize individual student writing and analytical classroom discussion. Students will use a variety of intellectual skills to demonstrate their understanding of the:

- ◆ major ideas, eras, themes, developments, and turning points in the history of the United States and examine the broad sweep of American history from a variety of perspectives.
- ◆ necessity for establishing the governmental system of the United States, the United States Constitution, the basic civic values of American constitutional democracy, and the rights, roles, and responsibilities of citizenship in the United States.
- ◆ geography of the interdependent world in which we live - local, national, and global - including the distribution of people, places, and environments over the United States.
- ◆ United States economic system and associated institutions to allocate scarce resources, how major decision-making units function in the United States, and how the U.S. government solves the scarcity problem through market and non-market mechanisms.

Prerequisite: Global History II

178 AP U.S. History and Government
Grade: 11 GPA Weighting: 1.13
Unit of Credit: 1 (40 weeks)

This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American History. The program prepares students for intermediate and advanced college courses by making demands on them equivalent to those made by full-year introductory college courses.

Students will prepare for the Advanced Placement examination in United States History prepared by the College Board. Most colleges and universities offer credit for successful completion of this course. (There is a fee for this examination. Students will also be required to take the NYS Regents Exam).

Balance will be placed between teaching factual knowledge, critical thinking and writing skills. Interpretation of documents and other primary sources, the practice of research methods and techniques, role playing, and cooperative learning will be integral components of the course. Candidates for Advanced Placement should possess a high degree of self-motivation and a willingness to discuss issues. They should have excellent reading, writing and analytical skills and be accustomed to managing their assignments in a punctual fashion.

The requirement to enter into A.P. United States History includes: students to earn an overall average and Final Exam Score of 85% in Global Studies II and English 10R.

182 Economics and Economic Decision-Making
Grade: 12 GPA Weighting: 1
Unit of Credit: 1/2 (20 weeks - 2nd semester)

This course will deal with the basic concepts and principles of economics, the major elements of economic systems and the roles of various components of those systems, including the consumer, business, labor, agriculture and government. The major focus is on the economy of the United States, but

attention will be given to the world economy as a whole and to other economic systems. There will be an emphasis on economic decision-making at all levels throughout the course. This course is a required course for graduation. *Prerequisite: U.S. History & Government*

187 Participation in Government
Grade: 12 GPA Weighting: 1
Unit of Credit: 1/2 (20 weeks – 1st semester)

This course is taught through the representative study of practical relationships between members of society and the various branches of our federal, state, and local governments. Topics are considered through the exploration of problems that confront both the individual and society on a personal and national level. Sample topics of consideration might be students' rights, the aging process in America, abortion, euthanasia, and affirmative action. Topics of major discussion are supplemented with a consideration of current events using a national newsmagazine that is provided as a student resource.

This course builds upon previous knowledge of the structures and procedures of government by requiring the students to analyze problems and develop practical solutions. Solutions to issues considered are not viewed on a right or wrong basis, but on a consideration of process: How was a resolution to the problem developed and systematically supported. This is a required course for graduation. *Prerequisite: U.S. History & Government*

AP U.S. Government & Politics
188 Grade: 12 GPA Weighting: 1.13
Unit of Credit: 1 (40 weeks)

AP U.S. Government & Politics a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other tests and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

366 ACE Economics/ECON2001 Principles of Economics-Macro
Grade: 12 GPA Weighting: 1.13
Unit of Credit: ½ (20 weeks--1st or 2nd semester)
Three college credits available through Corning Community College

ACE Economics will give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Topics covered include U. S. macro-economic goals, the American market system, price determination, distribution of income, government taxation and spending, fiscal policy, and monetary policy. Students will utilize the same textbook and curriculum as Corning Community College.

TECHNOLOGY EDUCATION

The Technology Education courses are available to all students who wish to gain knowledge in the areas of Communication and Production. A Regents sequence may be earned entirely within this curriculum or in an interdisciplinary program with Business and Home & Careers. A 5-unit sequence in Technology Education may be taken in lieu of a 3-unit Foreign Language sequence. Technical Drawing satisfies Fine Art requirements.



The following flowchart indicates the suggested sequence of courses:

8th Grade: Career & Financial Management offered by the Business Dept.

9th Grade: Materials Processing and Communication Systems

10th-12th Grades: The following electives are offered as indicated in the course descriptions:

Communications

Technical Drawing
Computer Aided Drafting
Photography
Computer Graphics
Communication Systems
Web Design

Production

Robotics I-II-III
Manufacturing Systems
Construction Systems
Engineer Your World

412 Engineer Your World

Grade: 10-12 **GPA Weighting: 1**
Unit of Credit: 1 (40 weeks)

This full-year course examines authentic engineering practices in a project-based environment. It is 80% hands-on, teacher guided, and student driven. Engineering (&21st Century) skills will be learned including: Creativity and Innovation, Critical Thinking and Problem Solving, and Communication and Collaboration. Several engineering fields and professions will be investigated.

415 Communication Systems

Grade: 9-12 **GPA Weighting: 1**
Unit of Credit: 1/2 (20 weeks – 1st & 2nd semester)

This course explores a variety of communication (computer electronic, graphic, audio and video) methods.

Examples of the types of projects include: using software for page layout, researching and presenting historical methods of communication, putting graphics into various software programs so they enhance documents and publications, studying and developing logos for companies, exploring the typefaces available and when to use each, studying the elements of design, making specialized electronic and printed documents.

416 Materials Processing
Grade: 9 GPA Weighting: 1
Unit of Credit: 1/2 (20 weeks – 1st or 2nd semester)

This course provides classroom and laboratory experiences with the materials and processes commonly used for secondary processing in industry. These materials include wood, metal, plastics, and composites. Students will use Raspberry Pi and coding in Python to experiment with computer control of mechanical systems.

417 Technical Drawing
Grade: 10-12 GPA Weighting: 1
Unit of Credit: 1/2 (20 weeks - 1st semester)

This course covers the basics of industrial design and drawing. Very precise drawings are made using traditional drafting methods and equipment: drawing board, t-square, various pencils, special equipment, etc. Of the three types of drawings (mechanical, electrical, and architectural) the emphasis is on the mechanical type and consists of individual parts and pieces of working machines and equipment. Drawings are two and three dimensional in nature. The importance of being able to read and understand a ruler will be stressed throughout the course and cannot be emphasized enough as a basic needed skill. Lines and drawings must be neat, crisp, and correctly made. Special attention must be made to every detail while keeping creativity to a minimum. Standardization is the rule rather than the exception. This course satisfies one-half the one unit Art/Music graduation requirement for all students.

418 Computer Aided Design
Grade: 10-12 GPA Weighting: 1
Unit of Credit: 1/2 (20 weeks - 2nd semester)

This course is a continuation of Technical Drawing. Very precise drawings are made using computer software. Of the three types of drawings (mechanical, electrical, and architectural) the emphasis is on mechanical and architectural types of drawings. Traditional drawing concepts are reviewed on the computer desktop and new skills are explored as well. The importance of being able to read and understand a ruler will be stressed throughout the course and cannot be emphasized enough as a basic needed skill. This course satisfies one-half of the one-unit Art/Music graduation requirement for all students. *Prerequisite: Technical Drawing*

419 Photography
Grade: 10-12 GPA Weighting: 1
Unit of Credit: 1/2 (20 weeks – 1st & 2nd semester)

This course is designed to give students an appreciation of digital camera use. Emphasis is placed on basic composition techniques (what makes a good picture), how to use a camera, projects involving using the digital cameras and photo editing software. The majority of photographs are to be taken at home and not during class. We do have a limited number of 35mm digital style lens retler (DSLR) that students may sign out and use. Student are encouraged to use personal digital cameras as well.

420 Computer Graphics
Grades: 10-12 GPA Weighting: 1
Unit of Credit: 1/2 (20 weeks – 1st semester)

In this course we study the role of editing graphic electronic images. Some portions of the projects involve experimentation of software techniques. Other projects include: a review/study of typography, elements of design, computer animations, digital layout, with some studies in scanner and digital camera equipment. Students research graphic file types and how to include them in other documents. Many of the listed projects require students to experiment and test effects of software on graphic images. Emphasis is placed on using digital graphics to enhance digital documents.

427 Robotics I – Introduction to Robotics
Grade: 10-12 GPA Weighting: 1
Unit of Credit: ½ (20 weeks, Fall or Spring)

This class builds upon the skills learned in the robotic units in Introduction to Technology in 7th and 8th grad. Students will build a VEX ClawBot and learn to control its' behaviors using VEX coding software. Progressively more demanding challenges will require the use of sensors and simple modifications of the robot.

427B Robotics II – Robotic Design
Grade: 10-12 GPA Weighting: 1
Unit of Credit: ½ (20 weeks, Fall or Spring)
Prerequisite, Robotics I

Using the basic knowledge that they learned in Robotics I, students are presented with challenges that require them to design both the program and the robot in this class.

427C Robotics III - Advanced Competitive Robotics
Grade: 10-12 GPA Weighting: 1
Unit of Credit: ½ or 1 (Must begin in Fall Semester)
Prerequisite, Robotics I (Robotics II Preferred)

Each year schools from around the world are given a challenge to complete that requires advanced skills in both programming and building using the VEX platform. Students in this class will work on that challenge and compete in weekend VEX competitions on the weekends.

428 Manufacturing Systems
Grade: 10-12 GPA Weighting: 1
Unit of Credit: 1/2 (20 weeks – 2nd semester)

This course provides instruction in the manufacturing aspects of production. Students will choose a product that will be mass-produced. Each student will be responsible for making one or more parts of the project. The parts will then be assembled by the entire class. Classroom topics include: Planning for production, product design, prototypes, product cost calculation, resources

for production, and impacts of manufacturing. The class is approximately 75-80% hands-on laboratory experiences and 20-25% classroom work.

429 Construction Systems
Grade 10-12 GPA Weighting: 1
Unit of Credit: 1/2 (20 weeks - 2nd semester)

This course provides instruction in the construction aspects of production. Students will build and test model structures to learn about material strength and product design. The class then constructs a full sized structure. Classroom topics include: Planning for construction, choosing appropriate materials, structural parts and functions, estimating cost for a structure, and the impacts of construction. The class is approximately 75-80% hands-on laboratory experiences and 20-25% classroom work.

431 Web Design
Grade: 10-12 GPA Weighting: 1
Unit of Credit: ½ (20 weeks – 2nd semester)

This course may be considered a beginning level course covering basic website design. Students have an opportunity to learn HTML as well as other software suitable for web creation. Along with website construction, the course will also focus on design.

BOCES TECHNICAL TRADES PROGRAM

All vocational programs offer a performance-based instruction and require assessment by authentic demonstration of student knowledge and ability. Program curricula are fully integrated and contain emphasis on the related academic skills and knowledge particular to that program. Assessment aims for mastery of competencies as defined by area business and industry, parents, and other external partners in education.

Juniors and seniors who have made specific occupational choices may enroll in one of the vocational programs taught at Coopers Education Center. Transportation is provided by the school district. If you desire to enroll in this program, you should see the school counselor for an application form and a copy of the complete course descriptions. Any student wishing to attend a vocational program must have completed all requirements of the sophomore year, **including two credits in math and two credits in science**, as well as be on track with grade level requirements.

- **All students must have completed or be currently enrolled in a 3rd unit of math to participate in the vocational program. For programs that do not include science in the curriculum, students will need to have to participate in a pull-out program at BOCES.**

Grade: 11-12

Unit of Credit: 4 in the 1st year, 4 in the 2nd year

All the following courses carry a GPA Weighting of 1

11th Grade - even numbered courses

12th Grade - odd numbered courses

440/441 Heavy Equipment/Conservation

***432/433 Auto Technology**

434/435 Auto Body

442/443 Building Trades/Construction

***448/449 Computer Information
Technology**

***712/713 Cosmetology**

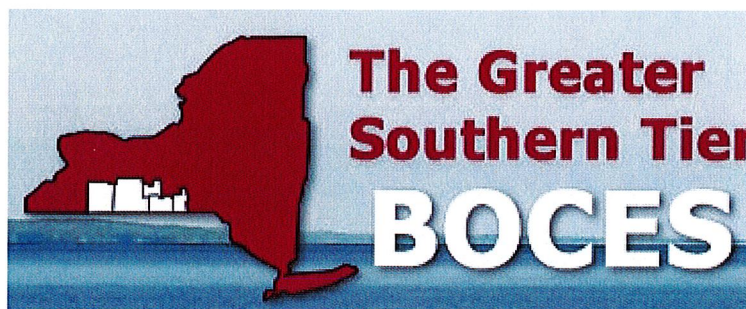
***716/717 Criminal Justice**

**438/439 Engineering & Metal
Fabrication Technology**

468/469 Culinary Arts

436/437 Computer Graphics & Design

***714/715 Health Occupations**



**=3rd unit of Science embedded*

NOV 13 2019

KB

Hammondsport Central School District
8272 Main Street Ext.
Hammondsport, NY 14840

November 12, 2019

Dear Mr. Bower and the Board of Education,

I would like to inform you that I am resigning for the purpose of retirement as a Teaching Assistant from Hammondsport Central School, effective June 30, 2020.

Having worked for Hammondsport School District for 23 plus years, I plan to retire to enjoy my grandchildren and my husband. I also plan to broaden my horizons with some traveling and experience other small businesses part time.

I meet the minimum requirements for retirement in the New York Teachers Retirement System, and therefore I am eligible for the retirement incentive as outlined in Article 10 of the current HATA contract agreement.

I have enjoyed my years here at Hammondsport, and I will forever keep the students that I have worked with in a special place in my heart, as I have hopefully made a difference in their lives.

Thank you for the years of employment at Hammondsport Central School District.

Sincerely,



Beth King
P.O. Box 521
Hammondsport, NY 14840

CB

Rachel M Snyder
10597 County Route 74
Prattsburgh NY 14873

DEC 03 2019

December 3, 2019

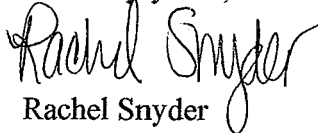
Kyle Bower
Superintendent
Hammondsport Central School
8272 Main St
Hammondsport, NY 14840

Dear Mr. Bower,

Please accept this letter as my formal resignation as an Elementary Teacher at Glenn Curtiss Elementary effective January 2, 2020.

I greatly appreciate the opportunities that Hammondsport has provided me, and I will greatly miss my colleagues and the students I have crossed paths with. If I can be of any assistance during this time, please let me know.

Sincerely yours,


Rachel Snyder

LH
12/4/19

DEC 04 2019

Retirement Letter

Lynn Hagadone
8389 County Route 13
Bath, New York, 14810

December 4, 2019

Hammondsport Central School
8272 Main Street
Hammondsport, New York, 14840

Dear Administration:

I would like to inform you that I will be retiring effective June 30, 2020.

I have enjoyed working for Hammondsport Central School district and I sincerely appreciate the support provided to me during my years as part of this organization.

While I look forward to enjoying my retirement, I will miss being part of our team and the organization.

If I can be of any assistance prior to my departure and afterwards, please let me know. I'd be glad to provide whatever assistance I can to provide a smooth transition.

Sincerely,

Lynn Hagadone

Lynn Hagadone

HAMMONDSPORT CENTRAL SCHOOL

Principal/Supervisor Recommendation for Hiring

TO: Mr. Kyle Bower, Superintendent

FROM: Joe Koehler, Principal Date: 11/26/19

This memo is a recommendation to appoint Mrs. Laurie Murray as a certified substitute classroom teacher and teaching assistant for Grades PK-6.

Mrs. Murray possesses her Bachelor of Science in Elementary Education (Birth-6) from SUNY Fredonia and Master of Science in Childhood Education in Literacy from SUNY Albany. She possesses NYS certification in Childhood Education (1-6) and Early Childhood Education (Birth-2). Prior to retirement, Mrs. Murray worked for several years in the Olean City School District, with classroom teaching experience in prekindergarten, kindergarten, first grade, and third grade. I am confident Mrs. Murray will be an asset to the Curtiss School in the day-to-day substitute role.

Joe Koehler, Glenn Curtiss Elementary Principal



KYLE BOWER
HAMMONDSPOORT CSD
8272 MAIN ST
HAMMONDSPOORT, NY 14840

FINGERPRINT CLEARANCE

FOR EMPLOYMENT

This is a notice that on 10/23/2019, **LAURIE A MURRAY** filed his/her fingerprints with the New York State Education Department and has been cleared for employment in your school. Please note that this clearance is valid only for your school and may not be used for any other purpose, including but not limited to, employment at another school or institution. If your school no longer employs **LAURIE A MURRAY**, you are required pursuant to Education Law and Regulations to notify OSPRA. Such notice should be made by submitting an online employment termination request or by filing a paper OSPRA 105 form, which is available on the OSPRA website.

DEBORAH A. MARRIOTT
OSPRA Fingerprinting Unit

Office of School Personnel Review and Accountability
NYS Education Department
89 Washington Avenue
Albany, NY 12234
(518)473-2998 -- Fax (518)473-8812
OSPRA@mail.nysed.gov
www.highered.nysed.gov/tcert/ospra/

Close

Print

CB

To: Kyle Bower

From: Dan Conley- Athletics

RE: 2019-20 Winter volunteers

Date: 11/25/19

Please approve the following to volunteer for 2019-20 winter athletic season upon completion/verification of certification requirements.

Cheerleading:
Annie Stone

Respectfully,

Dan Conley, AD

VB

Memo

To: Kyle Bower

From: Tad R. Rounds



Re: Occasional Driver Approvals

Date: 12/3/19

This memo is a request to approve Mr. Kyle Leach and Mrs. Brandi Walruth as occasional drivers for the 2019/2020 school year.