

# Chazy Central Rural School 2023-2024



**“It would be very difficult to find in any city a student body so well behaved, so earnest in purpose, and so thoughtful and appreciative of the opportunity for obtaining a well-balanced education, as are the school children of Chazy.”**

**- W. H. Miner**

## **7-12 Student Handbook & Code of Conduct**

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## Junior-Senior High School Handbook

This 2023-2024 student handbook has been prepared as a resource for school information for your family. Your comments and suggestions for the handbook are welcome.

### **Chazy Central Rural School: A Tradition of Excellence**

#### **What makes us special?**

Chazy Central Rural School is an institution rich in history and tradition. Our school was founded in 1916 as the first centralized school in the United States. Philanthropist William H. Miner financed the entire school.

#### **And, what a school!**

William H. Miner Jr. was born October 22, 1862 in Juneau, Wisconsin, son of Martha (Clapp) Miner and William Henry Miner. After the death of his parents in 1873, Miner moved east to live with his aunt and uncle in an old farmhouse in Chazy. He remained here until he was 18 years old, attending the one room school district and doing chores on the farm.

On December 27, 1880, Miner set back out west to take a job in Lafayette, Indiana working with the Wabash Railway as a machine shop apprentice. During this time he also went to night school and studied engineering at the University of Minnesota. In 1891, he began working as a mechanical superintendent for the Hutchins Refrigerator Car Co., a pioneer in the use of refrigerated fruit transportation from California to New York. Many of the refrigerator cars were having draft gear failures resulting in fruit spoilage en route. Challenged by the problem, W.H. Miner worked out a spring draft rigging to overcome the difficulty, being granted U.S. Patent 461,443 on October 20, 1891. On February 2, 1897, he established W.H. Miner, Inc. in one small room at 255 The Rookery, Chicago, Illinois.

In 1903, William Henry Miner and his wife Alice Trainer Miner came back to Chazy to make their residence on the 144-acre family farm and began immediately to develop the property into a 15,000 acre state of the art complex called Heart's Delight Farm. After the early death of their only child, the Miner's devoted themselves to the improvement of life for their fellow residents of Chazy, especially the children. Tangible reminders of their vigorous generosity are found throughout the town and in neighboring communities. His most enduring legacy was a result of his fondness for the children of Chazy.

In 1916, Mr. Miner, while working closely with Mr. Mott and the State Education Department organized the community to accept his gift of a single building to replace eleven of the one-room school districts surrounding the village. The purpose of this plan was to give to the children of the community all educational advantages to be obtained in any city school system. With this end in view, a building, modern in every particular and beautiful in all details, was erected and opened for use on November 14, 1916.

The school maintained an elementary department consisting of the eight grades, a four-year high school course, and the following special departments: Agriculture, Industrial Arts, Household Arts, Library, Drawing, Music, and Physical Training. The children also had the advantage of expert medical and dental service without the charge.

The new school was a marvel for Chazy and was soon recognized throughout the world as an extraordinary school for a town of 800 inhabitants. It was exhibited to 30 educators on invitation of the

Board of Regents on September 19, 1917. It was not only well equipped to provide for Chazy youth an education equivalent to that received by city children, but also elegant enough to be an inspiration even to the most jaded citizen. It rose five stories and surrounded a bell tower about 71 feet higher than its roof. The tower held a carillon of 40 tons of brass bells and the four faces of a great striking clock, each face eleven feet across. Among its 44 rooms were some of particular note. The high school English room, called the Shakespeare Room, was paneled in mahogany veneer in the Tudor style and had a working fireplace with shields and gargoyles, and the language room, named the Cicero Room, was paneled in white enameled wood and held plaster statues of Hebe and Diana in niches and a columned altar of a classic temple. There was an auditorium capable of seating 1100 people when its side doors into gymnasiums were folded back. It had a stage fully equipped with lights, curtains, and scenery. There were two gymnasiums and two swimming pools, 22 by 60 feet, for boys and for girls, and a splendid boardroom paneled with mahogany and carpeted with an Oriental rug. An Otis elevator capable of carrying 50 children rose from the basement to the fifth floor, where there were two lunch rooms equipped with marble-topped tables. Each classroom was connected to a vacuum pipe for cleaning erasers and dust mops. There were fully equipped nurse's and dentist's offices, and a bell at the front door so that the dentist who lived in the building could be summoned at any time by any ailing citizens of Chazy.

Furthermore, the Italian marble walls of the entrance hall each bore a bronze plaque modeled by John Paulding of Chicago and each of the swimming pools had a bronze, life-sized figure of a boy or a girl by sculptor John L. Rea of Beekmantown. The asbestos curtain of the stage carried a view of the discovery of Lake Champlain painted by Frederick M. Mulhaupt of New York, and the stage was surmounted by The Old and The New Agriculture, a mural painted by George B. Bridgman, also of New York. To the front and below the stage of the auditorium was the keyboard of one of the largest pipe organs in the state, a Welte Philharmonic that would play both manually and with rolls.

### **The tradition continues...**

As with many landmarks, the sad day arrived when the cost of maintenance and repair became prohibitive. A new building was erected in 1968. Even though the physical structure is different, the traditions of excellence continue. In addition, many artifacts can be found throughout the new building as constant reminders to students and staff of their rich heritage.

The school continued its traditions inside as well. The annual Class Day ceremony, during which seniors dedicate a tree and reminisce, is an important part of the lives of students, parents, and community members. Assemblies in which orderly students are escorted to the auditorium by other students carrying American flags amaze visitors. A swimming pool was included as part of the physical education facilities, an advantage of the past.

Each June, members of the William H. Miner Foundation are invited to attend commencement exercises. Our academic heritage also lives on. We have been and continue to be a leader in our academic endeavors. In 2001, we were selected as one of ten model and exemplar school districts from the seven hundred school districts by the Board of Regents of the State of New York. We were also chosen as one of the ten pilot all-Regents high schools based on academic excellence, creativity, and program achievement. In 2012, Chazy Elementary School received recognition as a Blue Ribbon School by the New York State Education Department in the United States Department of Education. Our high

school was identified as one of the highest performing schools in New York State by the New York State Education Department.

Our athletic programs have been very successful, with the boys' and girls' varsity soccer teams doing extremely well. Each year both boys' and girls' soccer teams are involved in sectionals. Both our boys and girls varsity teams have participated in the state finals. Through 2013-14 our boys' teams have won seven Class D State Championships and the girls have won three. The boys' and girls' basketball teams have been having good seasons. Our baseball and softball teams are frequently sectional winners. We are working toward greater involvement with the Chazy Public Library, the Alice T. Miner Colonial Museum, the Miner Institute, and the Town of Chazy. We believe that it takes a village, community, and a school to raise a child.

Many wonderful events are happening at Chazy. We are very proud of our past and present and we look forward to the future. William H. Miner would be pleased to see that the legacy lives on.

### **Chazy Central Rural School Traditions**

**Assemblies:** Chazy Central Rural School students are expected to show excellent conduct while entering and leaving assemblies. This conduct extends to behavior during assemblies. Proper conduct includes entering and exiting in a quiet manner. Gum chewing, whistling, yelling, texting, knees and feet on the seats, and other forms of rude behavior are not tolerated.

The day before December vacation there is to be a seasonal assembly in the auditorium that will involve the entire school (K-12).

**Outside Activities:** All Chazy students must represent their school with the utmost respect. When Chazy students leave the building for a school sponsored activity, he/she must be appropriately dressed (i.e. shirt and tie, dress, dress pants). The coach/advisor should make sure that this tradition is upheld. This also includes evening athletic events and any time a Chazy student represents the school in an outside event.

**Athletic Banquets:** Chazy is a school that prides itself on its athletic as well as its academic achievements. At the end of every sports season, there is a banquet that celebrates the athletes' accomplishments throughout the season. The entire faculty, staff and community are welcome to attend.

**Junior Prom:** A prom court has been the traditional manner in which juniors have been recognized. If a class wishes to select an alternative method, they must first discuss the proposal with their advisor, followed by the Superintendent. A proposed change will be brought to the attention of the Board of Education if the Superintendent sees it as a viable alternative consistent with the tradition and excellence that is Chazy Central Rural School. At the beginning of the year, during the first Junior class meeting, the Junior class will vote on whether or not they would like underclassmen from their home school and other schools be invited to their prom.

**National Honor Society:** Consistent with the tradition that exemplifies Chazy Central Rural School, the National Honor Society shall not be limited to any percentage (quota) of the eligible student body. Encouragement for our students has always been the goal of William H. Miner and our predecessors.

**William H. Miner Day (October 22):** Having begun with the 2000-2001 school year, an annual William H. Miner Day is held. The activities are held on or near the date of October 22 to commemorate William

H. Miner’s birthday. This day celebrates the contributions made by our benefactor, William H. Miner. There will be special events for different grade levels.

**Class Day:** Since 1919, the Chazy Central Rural School community has marked the end of the school year with ceremonies of Class Day. On the afternoon of the last day of classes, the Senior Class invites all students grades six through eleven, faculty, staff, parents, and community members to the school auditorium to celebrate the memories of their years at Chazy and to share their hopes for the future. The Class Day ceremonies included a recitation of the Class History, Prophecies, Class Will, Slide Show, Charge to the Junior Class, Class Oration and Class Song. Upon the completion of the Class Day ceremonies, the class dedicates a tree on the school grounds.

Traditionally, all 6-11 grade students are expected to dress in semi-formal attire for Class Day. All students and staff are asked to refrain from wearing attire that is primarily white, since that is the color reserved for the Senior Class girls. Students are to wear ribbons in their class colors. Each class is responsible for providing their own ribbons.

**Class Colors, Animal and Song:** The traditional class color and class animal are on a four-year rotation.

Class of 2024	Purple	Panther
Class of 2025	Gold	Owl
Class of 2026	Blue	Hawk
Class of 2027	Red	Raccoon
Class of 2028	Purple	Panther
Class of 2029	Gold	Owl
Class of 2030	Blue	Hawk

Each class also has a traditional song that is sung during the processional and recessional at Class Day and the recessional at graduation to honor their class colors.

**Graduation:** Chazy Central Rural School does not select a valedictorian and a salutatorian. Instead, a senior speaker is chosen at a May meeting of the K-12 faculty, staff, teachers, and superintendent. The individual selected must have an overall GPA of 85% or higher, must be an outstanding citizen and representative of CCRS, and must have attended CCRS for each of the four years of high school. The Superintendent announces the senior speaker as the final recipient of the highest award at the Academic Awards Assembly.

After the graduation ceremony, the chimes, which stand in the courtyard upon the entrance to the original school, are played. All attendees at graduation will stay in their places until the last graduate has filed out of the auditorium.

## **Daily Routine for a CCRS Student**

### **Morning Arrival and School Day**

Students must wait outside the school entrances, unless there is inclement weather, until the bell rings at 8:10 AM. Seniors, National Honor Society members, and students involved in the breakfast program may enter at 8:00 AM. The school day ends at 3:15 PM. If a student is assigned detention, the school day ends at 4:15 PM. **There will be no transportation provided home from Level II detention.**

## General Student Conduct

All students need to silently listen to the morning and afternoon announcements for information about happenings of the day. Throughout each day students are asked to follow instructions of all adults employed by the school district. Students are to always respect all school employees and each other as well as the property of others. **Students should be on time and prepared for all their classes and remember they are ultimately responsible for their own learning.**

## Student Dress

**Dressing improperly/disrespectfully is the act of wearing clothing which creates undue attention or a disturbance within the school and interferes with one's own learning or the learning of other students.** The school dress code shall apply to all school related activities. These actions include wearing any apparel which displays offensive language or symbols and is considered offensive by others. Inappropriate dress can include, but is not limited to: hats; sunglasses; short shorts; spandex; clothing with advertisements of alcohol, drugs or tobacco products; or any other revealing clothing (clothes that expose skin that would otherwise be covered by appropriate dress in a school setting). Shirt and tops must reach to below the waistline and not reveal the midriff. Undergarments should not be revealed and/or exposed. Disciplinary action according to the code of conduct will result when a student dresses improperly according to the student handbook.

Hats, bandannas, hoods, other similar head coverings, or chains may not be worn in school. Spirit days and fundraising hat days will be the only exception when hats may be worn. Hats must not convey an inappropriate message.

1. Students should wear clothing that is clean and neat in appearance and does not disrupt the educational process.
2. Footwear must be worn at all times and should be appropriate for weather that day.
3. Students need to dress warmly for cold and inclement weather. Blankets are not to be used, but sweaters/sweatshirts are welcome.
4. Skirt and dress hemlines should be no shorter than the tip of the longest finger with the arm hanging at the student's side. Shorts must have a minimum of 4" inseam.
5. Clothing should be buttoned and appropriately worn at all times. The student's midriff, cleavage, or undergarments should not show at any time.
6. Mesh shirts, halters, low riders, strapless tops and dresses (other than formal), and other similar attire are inappropriate for school wear and will not be permitted.
7. Hair, mustaches, beards, and make-up must be reasonable, modest, clean, and worn in a style that does not disrupt the educational process.
8. Teachers are encouraged to enforce the dress code as specified in the student handbook. Any attire that may be deemed questionable and not included in the aforementioned policy should be referred to the Superintendent/Administrator in charge.

When a student or group of students varies in actions or dress from the above recommendations, judgment on an individual case will be made after a conference with a student and/or parents. Decisions will be based on three points:

1. Disruptive influence for students and/or teachers
2. Health Hazard
3. Safety

## **Homework**

Homework should be considered as preparation for, and a follow-up, work being taught. Homework is not given as busy work or punishment. Working together on homework is permissible for the sole purposes of clarification and increased understanding, but the final product must be expressed in the student's own terms. The real evaluation of homework comes in your performance on examinations and in classroom recitations covering the work taught.

You are encouraged to bring questions into class concerning assignments or any portion thereof, which are not clear or which cannot be accomplished at home. Homework not being done can result in a parent-teacher conference. It is considered a significant portion of a student's grade and incomplete homework may result in a lower quarterly average. Parents should be aware that students in grades 7-12 will usually have daily homework assigned by "core" teachers. The students are responsible for any homework missed due to an absence from school. Students who are having difficulties in a subject are encouraged to seek extra help from their teacher or an assigned student tutor.

## **Educational Philosophy**

### **Equal Opportunity**

It is the policy of Chazy Central Rural School not to discriminate on the basis of age, race, color, religion, sex, disability, or national origin, including limited English proficiency, in any employment opportunity. No person is excluded from participation in, denied the benefits of, or otherwise subjected to unlawful discrimination on such basis under any educational program or student activity. Chazy Central Rural School is committed to equal opportunity.

Inquiries regarding compliance with TitleIX and Sexual Harassment/Racial Harassment should be made to: Title IX Coordinator/Sexual Harassment/Racial Harassment Coordinator Mr. Robert McAuliffe at (518) 846-7212, 609 Miner Farm Road, Chazy, NY 12921.

Inquiries regarding compliance with Section 504 should be made to Section 504 Coordinator Kerry Adams (518) 846-8882, Chairperson for the Committee on Special Education, 609 Miner Farm Road, Chazy, NY 12921.

## **Community Relations**

### **Faculty and Staff**

A faculty and staff listing with phone extensions and email addresses can be found on the school website [www.ccrsk12@chazy.org](http://www.ccrsk12@chazy.org)

### **Public Information**

Parents and members of the community are encouraged to attend and participate at public Board of Education meetings, which are held the second Tuesday of the month. Please contact the Superintendent's Office by calling (518) 846-7135 for exact date, time, and place.

### **School District Records**

Often parents, students, and other community members may want to have specific information about the school district. Information about student records is discussed in a later section of the

handbook. For information on other topics, interested persons may inspect and/or copy school district records at the Office of the School Business Administrator, Kaitlin Tetrault, during regular business hours.

### **Student Drop Off/Building Entry Policy**

In August of 2004, the Board of Education adopted a policy regarding student drop off and building entry. The policy developed to ensure a safe, secure environment for all. The policy consists of two points:

1. 7-12 students will enter through the lobby doors. K-6 parents who drive and drop off their child must use the band entrance doors. All students should be dropped off between 8:00 AM and 8:10 AM. Children may not be dropped off prior to 8:00 AM. Parents will be given the first five days of school as an adjustment period, if they wish, to walk their child to their classroom after obtaining a visitor pass at the main office. Beginning on day six, parents will no longer be allowed to drop their child off at the classroom; students must be dropped off at the previously mentioned designated area.
2. No visitor passes will be issued between 8:10 AM and 8:30 AM. Projects and snacks can be dropped off at the main office during that time. All items need to be labeled with the child and the teacher's name. Visitors must check in at the main office. Picture IDs will be required to obtain a pass.

### **Visitors: Student Guests**

Visitors are welcome to tour the school as long as they have been approved by the Superintendent and obtain a visitors pass from the main office. No visitors after May 15th as well as any review and/or test weeks. All visitors must abide by the rules of the school and not take advantage of the privilege.

#### **Parents and visitors must enter through the lobby doors on the courtyard side.**

Visitors to the school shall be governed by the following rules:

1. The Superintendent must be contacted by the person or group wishing to visit and prior approval must be obtained for the visit.
2. All visitors must report to the main office, sign in, and are issued a visitor pass, which must be displayed at all times. The visitor **MUST** sign out at the conclusion of the visit.
3. Parents are encouraged to visit teachers, guidance counselor, school nurse, school psychologist and other support personnel by appointment, in order to discuss any problems or concerns they may have regarding the student, whether school related or not.

### **Parent Involvement**

Chazy Central Rural School District believes that student achievement is directly linked to parental involvement and therefore encourages such involvement in school educational planning and daily operations. Parental involvement may take place either in the classroom(as volunteers) or during extracurricular activities. The Board of Education encourages direct parental involvement at home( for example, planning home reading time, informal learning activities, and/or homework “contracts” between parents and children.)

Parents should feel free to ask for a conference any time throughout the year by calling or emailing the teacher directly to arrange a conference. We encourage parents to talk with their child’s teachers on a regular basis.

The student management system, PowerSchool, provides the Parent Portal with an opportunity for parents/guardians to view their student(s) grades at any time. If you need a user password please contact the Guidance Office at (518) 846-7224.

For further information on how parents can be involved at the junior-senior high school level, contact the Superintendent at (518) 846-7135 or the President of the Parent Teacher Organization. For information on how parents can assist their children academically, contact the school Guidance Office at (518)846-7224, extension 1.

### **Parent Teacher Organization**

The Chazy Parent Teacher Organization (PTO) consists of parents and teachers of students and other interested community members of the Chazy Central Rural School District. The objective of the PTO is to foster the informed cooperation of parents and teachers for the better education of our young people.

The PTO participates in one annual fundraiser from which monies are used to fund such projects as teacher wish lists, field trips, educational assemblies, theater productions, and a teacher appreciation luncheon. An annual “Frosty’s Workshop” is held each year which allows the elementary children to do their own holiday shopping.

Monthly meetings are held throughout the school year and are open to all.

### **Building Entrances**

After 8:15 AM all visitors must use the rear lobby entrance to the Junior-Senior High School building. This is for your convenience and for the safety of our students. **Visitors will be required to “buzz in” to the office to gain admission to the building.** For safety purposes, you will be asked to provide your name and the reason for your visit. Upon admission all visitors must report directly to the main office: If handicapped access is needed, someone from the office will provide assistance with entry. No pets are allowed in school or on school grounds.

**It is against state law for anyone to loiter in school or on school property. Violators are subject to police action.**

### **Academic Information/Requirements**

#### **Minimum Graduation Requirements**

Advanced Regents Diploma with Honors- A local school district may award a student a Regents diploma with advanced designation with honors to a student who achieves an average of 90 percent in all Regents examinations required for the diploma. Each Regents examination score carries a weight of one and such score shall not be multiplied by the number of units of study being examined. Averages below 90.0 percent shall not be rounded upward to 90 percent.

#### **Advanced Regents Diploma**

English- 4 units of credit  
Social Studies- 4 units of credit  
Math- 3 units of credit  
Science- 3 units of credit  
Second Language(French)- 3 units of credit  
Health- .5 unit of credit

#### **Regents Diploma**

English- 4 units of credit  
Social Studies- 4 units of credit  
Math- 3 units of credit  
Science- 3 units of credit  
Second Language(French)- 1 unit of credit  
Health- .5 unit of credit

Arts- 1 unit of credit  
\*Reading Contract- 1 unit of credit  
Physical Education- 2 units of credit(.5 each year)  
+1.0 Elective Unit for 22.5 Total Credits

Art- 1 unit of credit  
\*Reading Contract- 1 unit of credit  
Physical Education- 2 units of credit (.5 each year)  
+3.0 units of electives for 22.5 Total Credits

**Minimum Examination Requirements**

Algebra, Geometry CC & Algebra 2CC- 65-100 Regs.  
Global History- 65-100 Regs.  
U.S. History- 65-100 Regs.  
ELA Common Core- 65-100 Regs.  
Physical Setting: Earth Science- 65-100 Regs.  
Living Environment: Biology- 65-100 Regs.  
Regional Comprehensive French- 65-100 Regs.  
Regional French Proficiency- 65-100 Regs.

**Minimum Examination Requirements**

Algebra CC- 65-100 Regs.  
Global History- 65-100 Regs.  
U.S. History- 65-100 Regs.  
ELA Common Core- 65-100 Regs.  
Physical Setting or Living Environment- 65-100 Regs.  
Regional French Proficiency- 65-100 Regs.

\*Indicates a Chazy requirement

\* Indicates a Chazy requirement

In order to get Mastery in Science and/or Math a student must score an 85 or higher on:

Algebra	Geometry	Algebra 2
Earth Science	Living Environment	Chemistry

**College Credit through Clinton Community College (CAP Program)**

Chazy Central Rural School is offering courses that will qualify for high school and college credit through Clinton Community College’s CAP Program. These courses will be taught at Chazy by Chazy staff members who have been approved to teach college level courses by Clinton Community College. High school and/or college credit will be earned upon successful completion of all course requirements.

Clinton Community College requires a minimum GPA of an 80 to register for a course, and some courses require an English or math placement exam. Chazy students who fail to meet this minimum GPA may take these courses for high school credit only.

In order to receive college credit, students must register with Clinton Community College and pay all tuition charges. Currently, CAP courses are billed at one-third of the normal credit rate. Failure to pay tuition charges will prevent earning college credit.

Current courses:

**0.5 high school credit, 3 credits each at Clinton- History of Vietnam War HIS208**

**1.0 high school credit, 4 credits each at Clinton- Pre-Calc MAT204; CAP-CALC MAT224& 225**

**1.0 high school credit, 3 credits each at Clinton- ENG 101- English Literature**

**CV-TEC-CTE Credit**

Chazy Central Rural School will grant elective credit in CTE English for students successfully completing a two-year program at CV-TEC. This elective will not replace their English requirement from CCRS. Starting in the 2009-2010 school year, CV-TEC students are exempt from taking a Reading Contract class at CCRS.

Many CV-TEC programs offer credits in math and science. Students are encouraged to complete their third credit of math and science at CCRS, but if their schedule does not allow this, credit can be

received through their CV-TEC program. If credit is received at CCRS, elective credits will be granted for the completion of these courses.

In addition, students enrolled in Allied Health, Childcare, Cosmetology, Culinary Arts, and Hospitality receive health credit through CV-TEC, if unable to complete the course at CCRS. Students enrolled in the Security and Law Enforcement program at CV-TEC may receive PE credit if PE does not fit into their schedule at CCRS.

### **Schedule of Periods**

Homeroom: 8:15-8:20 AM

1st Period: 8:24-9:08 AM

2nd Period: 9:12-9:56 AM

3rd Period: 10:00-10:44 AM

4th Period: 10:48-11:32 AM

5th Period: 11:36-12:50 PM

11:36-12:06 PM- Junior High Lunch

11:36-12:20 PM- Senior High Class

12:06-12:50 PM- Junior High Class

12:20-12:50 PM- Senior High Lunch

6th Period: 12:54-1:38 PM

7th Period: 1:42-2:26 PM

8th Period: 2:30-3:15 PM

### **Schedule**

Schedules are ready for pick-up in the main office the week prior to school resuming in September. Watch the front sign for more information during August. Students may add/drop classes the first week of the semester for full credit courses and ½ credit course. The normal school day ends at 3:15 PM. Students may also make appointments with the Guidance Office during the summer to make schedule changes or requests. Either call (518) 846-7224, extension 501, or email [aracine@chazy.org](mailto:aracine@chazy.org). Schedules are available online late August, Mrs. Racine encourages students to email any changes during the summer so their schedule can be set to go.

### **Reporting Periods**

Each ten (10) weeks a quarterly report card is issued. The end of the ten-week marking periods for the 2018-2019 school year are:

End of First Quarter                      November 9, 2023

End of Second Quarter                      January 26, 2024

End of Third Quarter                      April 12, 2024

End of Fourth Quarter                      June 26, 2024

Every attempt will be made to issue report cards within seven(7) school days after the end of the marking period. Report cards, in addition to providing a quarterly and final cumulative average, include teacher comments and may also include a request for a conference by the teacher. Parents or guardians are to sign and return the report card envelope within two days after receiving it. There is also an opportunity for the parent to indicate a conference request or other comment on the report card.

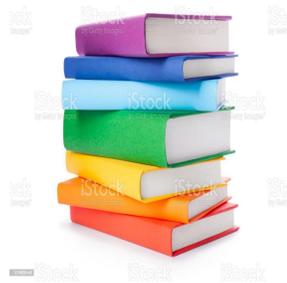
Supplementary reports are going to be done differently this year. Teachers will send an alert solution home to the parents/guardian of any failing student.

Our student management system, PowerSchool, provides the Parent Portal with an opportunity for parents/guardians to view their student(s) grades at any time. Please contact the Guidance Office if you need access to PowerSchool.

### **Grade Calculation**

Quarterly grades may consist of, but are not limited to:

Homework	Quizzes/Tests	Notebooks
Projects	Oral Reports	Class Participation
Reports	Essays	Term Papers



### **Grading 7-12 Policy**

Students will receive numerical grades instead of letter grades. During the first quarter of every school year, no student would receive an average of less than 50%; however, for all remaining grades (subsequent quarter averages, final exams, and Regents exams), students would receive whatever numerical grade they earned. For half-year classes this policy applies for the first quarter of class sessions.

The Chazy Central Rural School marking system is as follows:

<b>Numerical Grade Range</b>	<b>Q.P.A. Range and Conversion Table</b>
<b>100</b>	<b>4.0</b>
<b>95-99</b>	<b>3.95-4.0</b>
<b>90-94</b>	<b>3.5-3.94</b>
<b>87-89</b>	<b>3.2-3.49</b>
<b>83-86</b>	<b>2.8-3.19</b>
<b>80-82</b>	<b>2.5-2.79</b>
<b>77-79</b>	<b>2.2-2.49</b>
<b>73-76</b>	<b>1.8-2.19</b>
<b>70-72</b>	<b>1.5-1.79</b>
<b>67-69</b>	<b>1.2-1.49</b>
<b>65-66</b>	<b>1.0-1.19</b>
<b>64 and below</b>	<b>0.0-0.99</b>

## **Incompletes**

An incomplete must be made up within two weeks after the end of the quarter or it will be changed to a failing grade counting the incomplete work as a 0%. Exceptions may be made in extenuating circumstances. In these cases, a meeting including the teacher, guidance counselor, parent/guardian, student, and Superintendent must occur prior to any adjustment.

The exception to this policy is for students who receive an incomplete in the swim portion of physical education. The grade of incomplete remains until the swim requirement is completed and a satisfactory grade is received. Students must complete the swim requirements in order to be a candidate for graduation.

## **Promotion Policy(Final Promotion decision rests with the Building Principal)**

Grades 7-8

1. Students who pass all subjects will be promoted automatically.
2. Students who fail one subject will have the failure evaluated and a determination made as to the reason for the failure. A decision shall be arrived at by consensus from a case conference approach by the Committee on Promotions. The committee will recommend to the Superintendent of School either promotion or retention of the student.
3. Students who fail two subjects shall have their cases considered on an individual basis through a case conference approach as in 2 above.
4. Students who fail more than two subjects shall fail for the year as well as the semester.

In general, promotion from one class to the next shall be contingent upon the passing of all required subjects and the accumulation of five (5) units of credit at each year level with the total accumulation.

Grades 9-10: Students must have a minimum of five(5) units of credit including one unit each of English, Social Studies, and Science.

Grades 10-11: Students must have a minimum of ten (10) units of credit including two units each of English and social studies, and one unit each of math and science.

Grades 11-12: Students must have a minimum of fifteen (15) units of credit including three units each of English and social studies, and one unit each of math and science. Each student must have passed ELA Common Core Regents and Algebra Common Core Regents.

Students will remain in their lower grade homeroom until the above requirements are met or until the exceptions listed below are fulfilled.

Students in grades 9-11 will be allowed to repeat a failed subject (not including English 9, 10, 11, or 12) until the mid-year. If at that time, he/she is passing both the lower and upper grade subject he/she will be allowed to be promoted to the upper grade homeroom and will be given the credit in the lower grade course at that time provided they pass a final exam at the end of the first semester.

Students in grades 9-11 will be allowed to repeat a failed English course. If at mid-year he/she is passing both the upper and lower grade English courses, he/she may be promoted to the next homeroom. However, he/she must continue both English courses for the entire year.

Doubling up in English requires a signed agreement between the student, parents, teacher, and Superintendent.

When a student repeats a course, the higher of the two grades will be used to compute the student's final grade point average (G.P.A.) and class placement.

At the end of a semester following the:

1. Seventeenth(17th) birthday, a ninth grader will be promoted to the tenth grade; and
2. Eighteenth(18th) birthday, a tenth grader will be promoted to the eleventh grade.

**Note:** Physical Education credit does not count toward the units needed for promotions.

**\*This policy outlines the minimum promotion requirements and in no way implies completion of a specific diploma nor does it ensure graduation requirements have been met. We encourage students to complete as many graduation requirements as possible prior to his/her senior year.**

### **Homeroom Placement:**

A student will be placed in the next grade homeroom once he/she has met the promotion policy criteria to move to the next grade. Example: To go from a grade 9 to grade 10 homeroom a student must have one credit in English, one credit in social studies, and one credit in science. (Taken directly from the promotion policy).

If above listed credits have not been successfully acquired, homeroom advancement will not take place. A September homeroom placement will be grade 9. Any and all privileges of a grade 10 student will not be allowed until that homeroom assignment has been made.

Student attempts higher third credit of Math/Science and fails at 55% or higher on Regents and/or course, but completes the course. That student pending semester success in Tech Math and/or Tech Science will move up to senior homeroom at the beginning of the second semester in January. The student would also be eligible to partake in any senior picture during the first semester.

### **Honor Roll Determination**

To be eligible for the honor and high honor rolls, all students in Grades 7-12 will be required to carry a minimum of five units of credit and receive grades in those subjects, i.e., incompletes cannot be used when determining honor roll eligibility. If a student has an incomplete, honor roll status cannot be awarded.

An overall GPA of between 85% and 92.999% is necessary to be placed on the honor roll. An overall GPA of 93% or better is necessary to be placed on the high honor roll.

Students, 7-12, who are on the high honor roll for the first three quarters will receive special recognition at the Academic Awards assembly.

### **Not receiving credit for a course by passing the Regents.**

Under the Commissioner's Regulations, Section 100.1 (6),

"...passing the Regents assessment in any given subject shall not be construed as having earned a unit (or more) of credit in that subject unless the student also passes the course as offered in a registered high school..."

### **Policy for Attendance at Summer School- If offered**

Parents and students should be aware that in order to attend a summer school course(if offered) for a credit(7th and 8th grade subject promotion committee consideration), a student must have a course final grade of at least 55. In addition, students with more than 18 absences during the academic year may not attend summer school classes for credit unless approved by the Superintendent following a recommendation from the Attendance Committee. All students applying for summer school are subject to final approval of the Superintendent.

Students who do not qualify for credit in a summer school course may take the course for skill building or for academic intervention purposes, but at their own expense. Improving on a passing grade will also be a student's expense.

It is important that students put a maximum effort into being successful during the regular school year. Students and parents should be aware of the academic and attendance requirements for attending summer school. Summer school will count for two additional grading periods in determining a final average. If the student passes in summer school and the average still falls short of passing for the year, that student will be given a 65.

If a student fails a course the options are:

1. Enroll in summer school if the student qualifies and works for an average that earns credit which satisfies Chazy's requirements.
2. Enroll in the course in the following academic school year.
  - a. Eligibility to attend the prom is based on class membership/homeroom placement.
  - b. Ultimately falling behind in credits seriously jeopardizes graduating with one's class.

The changes in graduation requirements require that the school, parents, and student work together to allow a student to be successful. The best chance that a student has to be successful is to attend school during the regular school year and provide a maximum academic effort during that time.

It is the position of the district and the junior/senior high school family that students should not be rewarded for missing school or failing to work during the school year. It is our belief that every student can be successful by working hard and attending school. We urge parents and students to make the most of the opportunities provided for success during the academic school year.

### **Class Rank**

Final Class rank is determined by averaging all subjects for all students for the first six semesters of high school. A half-unit course is counted once, a full-unit course is counted twice and a three-unit course is counted six times. There is no additional weighting system. A withdrawal failure is treated as an F. If a course was repeated, the higher grade will be used in the average.

### **Academic Eligibility Policy for ExtraCurricular Activities**

1. Any student who fails two(2) or more classes in a five or ten week marking period will be placed on probation.
2. During this probationary period, a student may be permitted to participate in extracurricular activities at the discretion of the activity advisor(s) and/or Principal.
3. The Superintendent will be so informed in writing at the beginning of the probation period.

### **Academic Eligibility Policy for Student Athletes**

1. Our academic eligibility marking periods are the 5 and 10 week marking periods.

2. The standard minimum passing grade of 65 will remain the standard.
3. Student athletes failing two or more classes at the academic marking period will be on probation. The “probationary” period will be two weeks or 10 school days from the marking period. During the “probationary” period, the student remains eligible as a club or activity member, but cannot participate.
4. At the end of the two-week probationary period, if the student is passing the required amount of classes with an average of 65 or higher, he/she will be deemed eligible to participate.
5. If after the probation period the student is still failing two or more classes, the student will be placed on suspension. The student will not be allowed to participate in any club or activity until the following academic marking period (five or ten week marking period).
6. There will be a “Notification or Probation Form” handed to the teachers for student athletes who are failing two or more classes.
7. Any student failing two or more classes is strongly recommended to attend for eighth period help, or a mandatory study hall, or seek peer tutoring.
8. If a student does not comply with all aspects of the policy, he/she will remain ineligible.

### **Enrollment and Transferring**

A student enrolling at Chazy Central Rural School must complete the appropriate paperwork at the Guidance Office and Main Office.

When a student travels out of Chazy Central Rural School, he/she must check with all of his/her teachers and return all textbooks, check with the librarian to ensure that he/she has returned all materials borrowed from the Media Center and assure that any payments or other obligations have been met.

If the student is transferring to another school, after the above are completed and upon receipt of a request from the new school, a transcript will be forwarded.

### **Student Records**

The procedures for the confidentiality of student records shall be consistent with federal statutes, including the Family Educational Rights and Privacy Act of 1974 (FERPA) and its implementing regulations, and the Commissioner’s Regulation.

Where necessary, the district shall arrange to provide translations of the following notice to parents in their native language or dominant mode of communication.

*“To Parent(s)/Eligible Students:*

*This is to advise you of your rights with respect to the school records relating to (your son/your daughter)(you) pursuant to the Federal “Family Educational Rights and Privacy Act of 1974.”*

In situations where joint custody of a child by biological parents does not exist, the school requests written documentation of such for any information regarding the child to be released.

Parents of a student under 18, or a student 18 or older, have a right to inspect and review any and all official records, files, and data directly related to their children or themselves, including all material that is incorporated into each student’s cumulative record folder and intended for school use or to be available to parties outside the school or school system, and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological

test, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious recurrent behavior patterns.

A parent of the student under 18 years of age or a student 18 years of age or older, shall make a request for access to that student's school records in writing to the Superintendent or Guidance Counselor. Upon receipt of such a request, arrangements shall be made to provide access to such records within a reasonable period of time, but in any case, not more than 45 days after the request has been received.

If information contained in the student's record is believed to be inaccurate or misleading, the parent or eligible student should write to the Superintendent, clearly identify the part of the record he/she wants changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested, the parent or eligible student will be notified of the decision and advised of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing will be provided to the parent or eligible student when notified of the right to a hearing.

Student records, and any material contained therein which is personally identifiable, are confidential and may not be released or made available to persons other than parents or students without the written consent of such parents or students. There are a number of exceptions to this rule, such as other school employees and officials, and certain state and federal officials, who have a legitimate educational need for access to such records in the course of their employment.

Students with disabilities shall have the option of deciding whether to disclose the existence of their disability on their high school transcripts.

### **Transfer Credit**

#### A. General

- a. Transfer credit is awarded for work done outside a registered New York State high school awarding the credit.

#### B. Evaluation of transcripts by Superintendent

- a. The Superintendent shall evaluate the transcript or other records of a transfer student enrolling in a New York State high school.
- b. Based on the student's transcripts or other records the Superintendent shall award the appropriate units of transfer credit towards a high school diploma.

#### C. General guidelines for awarding transfer credit

- a. The Superintendent shall grant transfer credit for all credit awarded by any New York State registered public or nonpublic high schools.
- b. The Superintendent, after consultation with relevant faculty, may award transfer credit for work done at other educational and cultural institutions and for work done through independent study.
- c. The decision as to whether or not to award transfer credit for work done at educational institutions other than New York State registered high schools shall be based on whether the record indicates that the work is consistent with New York State commencement learning standards and is of comparable scope and quality to that which would have been done in the school awarding the credit.

### **Student Attendance Procedures and Policy**

An excellent attendance record is a top priority at Chazy Central Rural School. The staff will make every effort to help students achieve positive patterns of attendance. Frequent absences lead to

serious gaps in instruction. It is the responsibility of the parents to comply with New York State Education Law, which mandates that children be in attendance every day that school is in session.

**A. Arrival at school**

- a. Most students arrive by bus, enter the building at 8:10 AM, and all students must report to their homeroom by 8:15 AM so the homeroom teacher can take attendance. At this time absence notes are to be taken to the Main Office and notes that request being excused for part of the school day are to be taken to the Main Office.

**B. Late Arrival/Tardiness**

- a. Excessive tardiness to school is not conducive to good learning and work habits. Parents should make every effort to have their children in school every day and on time. After 3 unexcused late arrivals to school, in a semester, the student will receive an after-school detention for each additional late arrival. Continued late arrivals will result in more severe consequences such as Level II detention or being placed on pass/activity restriction. Chronic tardiness will be investigated and, if not corrected, will be reported to the proper authorities. Parents will be notified.
- b. Students arriving at school 8:16 AM or later are considered “tardy” and must check in at the Main Office, where the time of their arrival is noted for the daily attendance bulletin and a late pass is issued.

**C. Excused for part of the school day requests**

- a. If a student needs to be excused for part of the school day, he/she must bring a note to the Main Office at the beginning of the school day. The note must include the time to be excused, the reason, and a parent’s signature. The student must be signed out at the Main Office. This will ensure that the student’s name and time will be listed on the daily attendance bulletin. If the student returns to school later in the school day, the student must sign in at the Main Office so that the time can be noted for attendance records, and the student will be issued a readmit pass.
- b. If a student needs to be excused due to illness or injury, he/she would report to the Health Office. The school nurse will assess the illness or injury, and if it is necessary to be excused from school, the nurse will contact the parent to make arrangements using the emergency numbers updated yearly. The Guidance Office and Main Office will be notified for attendance record-keeping purposes.

**D. Absence from school**

- a. If a student will be absent from school, call the Main Office at (518)846-7135, ext. 505 before 8:30 AM. At that time, give your child’s name, reason for absence. **Upon return to the school, the student must bring a note, signed by the parent, to the Main Office stating the student’s name, date(s) of absence, and reason for absence.**

**E. Excused and Unexcused absences**

- a. According to the NYS Education law, absences are recorded as either “excused” or “unexcused”. The following are “excused”:
  - i. Student illness
  - ii. Sickness or death in the family
  - iii. A medical appointment
  - iv. Educational trip(certified teacher present)
  - v. Impassable roads as determined by the CCRS District Office

- vi. Religious observance or instruction
  - vii. Quarantine
  - viii. Required court appearance
  - ix. Approved cooperative work program
  - x. Approved thru the CCRS Guidance Office, college visits and military obligations
- b. Absences or tardiness for the above reasons will be coded “excused” upon receipt of a written/signed explanation from the parent or an approved professional’s note. A note must be presented to the Main Office as soon as the student returns to school. Notes must be received within 5 school days of the absence or the absence will be recorded as unexcused, exceptions for doctors appointments.
- c. When a student returns to school after an “excused” absence, he/she is to contact each teacher within two days of returning and establish deadlines for the completion of all work missed. If work is not completed, a “zero” will be recorded for missed assignments and exams.
- d. Absences from classes that are not “excused”, but for which permission is given by parents, are deemed “unexcused”. Examples of “unexcused” absences included but are not limited to:
- i. Vacation trips with parents
  - ii. Visiting relatives
  - iii. Working
- e. The Superintendent should be contacted in writing one week prior to the absence. At the time a deadline will be scheduled for the completion of all work to be missed. If the work is not completed within the established deadlines, a “zero” will be recorded for missed assignments and exams.

**F. Cutting**

- a. Not attending a class or classes(including CV-TEC) after establishing presence in school. Cutting class will lead to a Level II detention for 1st offense, OSS for each offense thereafter. Pass and Activity Restriction will also accompany the ASD or OSS. Repeated behavior of this nature may also warrant a Superintendent’s hearing.

**G. Truancy/Cutting**

- a. Truancy is absence for part or all of the school day without parental knowledge. The willful nonattendance of a scheduled class is referred to as cutting. In cases of truancy, parents will be informed in writing upon the first offense and detention and/or ISS will be assigned. Repeated behavior of this nature may result in a Superintendent’s hearing.
- b. Truancy is a violation of New York State Law, and is subject to disciplinary measures imposed by both school and Family Court. Chronic cases of truancy may necessitate a “Person in Need of Supervision(PINS)” petition.

**H. Attendance Policy- Grades 9-12**

- a. Absences from class due to religious education, home instruction, school-sponsored programs and athletic field trips, assemblies, college visits, music lessons and in-school suspension are not counted in this policy.
- b. Pupils may not receive credit for a course if they exceed the number of absences listed below:
  - i. One credit course      18 absences

- ii. One-half unit course 9 absences
- c. Students will have the opportunity to repeat the course (if it is offered) during the following school year or semester. Students who exceed the allowable number of absences will be permitted to remain in the course until conclusion, provided they are not disruptive and insubordinate.
- d. When a student achieves one-third the allowable number of absences(3 for a ½-unit course and 6 for a full-unit course), a letter will be sent home alerting parents of the situation. Parents may request an attendance conference with the Superintendent at any time to discuss the attendance policy,causes for the absenteeism, and planning for interventions and solutions. At 6 absences for a ½ unit course or 12 absences for a full unit course an Attendance Conference will be held to determine number and the status for all absences from school and/or class(es). At 9 absences for a ½ unit course or 18 absences for a full unit course an Attendance Hearing will be held. The Attendance Committee will review the student’s attendance to determine if any additional absences will be allowed prior to denial of course credit. The committee will make a recommendation to the Superintendent regarding course credit.
- e. A student who is identified as having a handicapping condition and who has not met the attendance requirements will be referred to the Committee on Special Education and will be provided due process procedures to determine if the handicapping condition is a contributing factor to the student’s lack of attendance. Once that determination is made, a decision will be made by the Director of Special Education and the Superintendent of Schools. Extenuating circumstances will be handled on an individual basis at the discretion of the Superintendent. This policy shall also apply to CV-TEC programs.

**I. Attendance Policy- Grades 7 and 8**

- a. Since “credits” are not accumulated toward graduation requirements during grades 7 and 8, class attendance is among the qualities that are evaluated at the June promotional meeting of the faculty where promotion from grade 7 to 8 and promotion from grade 8 to 9 is decided, and recommendations for summer school eligibility are made(see Promotion Policy).
- b. An attendance notification, as described above, will be scheduled when any grade 7 or 8 student accumulates 6 absences in a full-year course or 3 absences in a half-year course. The attendance conference at 6 absences for a half-year course and 12 for a full year course will familiarize the student and parent(s) with the grade 9-12 policy, and it will attempt to resolve the causes for the absenteeism and discuss possible interventions and solutions.

**J. Home Instruction Policy**

- a. Home instruction(2 hours/day) is available for medically related absences of more than **two consecutive weeks.** In any case of elective surgery or other planned disabilities, the Guidance Office must be provided with a physician’s statement prior to the planned procedure. This statement should include the expected length of absence and the anticipated date when home instruction could begin.
  - i. In the case of an emergency surgery, illness, or other unplanned disability, please provide the physician’s statement to the Guidance Office as soon as possible.

**K. Tardiness to Class**

- a. Students arriving late to class will not be admitted without a pass. If a teacher detains a student, a pass from that teacher must be procured. In such a case, no disciplinary action will be taken. **Three unexcused “late to class”** will result in after school detention and/or pass/activity restriction. The penalty, if any, will be administered by the principal. Chronic tardiness to class may result in restricted student status, Level II (ASD) After school Detention, and possibly ISS (In School Suspension). If a student misses more than 15 minutes of the class period, regardless of the reason, it is counted as an absence.

#### **L. Student Athlete/Activity Tardiness**

- a. An athlete or individual involved in an activity who is tardy to school will still be permitted to participate in the game, activity provided he/she:
  - i. Reports to school by no later than 11:30 AM; and
  - ii. Hands in a note from the parent/guardian or doctor examining the reason for his/her tardiness; and
  - iii. Attends all classes for the rest of the day.
- b. Tardiness will be handled in the same manner as with any non-athlete except that a conference with the coach or activity advisor regarding further disciplinary action will also be held.

#### **Attendance and Extra-Curricular Participation**

Students will not be allowed to participate in any school event (athletic or non-athletic) if they are absent from school on the day of the event. This includes after-school practices, competition, dances and rehearsals. Extenuating circumstances will be dealt with at the discretion of the Superintendent.

If a student is either assigned in-school suspension or suspended from school for any reason, he/she **WILL NOT BE ALLOWED TO PARTICIPATE IN ANY SCHOOL ACTIVITY ON THE DAY OF THE SUSPENSION (I.E. sport practices, competition, rehearsal, or school events such as dances, concerts, etc.)**.

All course study work for the student will be arranged through the Main Office for the suspension duration.

#### **Educational Leave**

Students who are excused for educational leave will be recognized as being in attendance, upon the written request of the parent or guardian and approval by the Guidance Counselor and Principal. Such leave is granted for participation in athletic competitions, music competition, class field trip, and for up to three(3) college visitations, at the discretion of the Principal. Applications for Educational Leave may be subject to verification from the college or university.

#### **Work Missed Due to Student Absences**

It is strongly recommended that family vacations be scheduled during regular school breaks to minimize the negative effects on student achievement. All students **MUST** complete all work that is regularly assigned within a reasonable amount of time. Students are responsible for requesting any missed assignments, the school will not request work.

**Family vacations are considered “unexcused” absences according to New York State Educational Law.**

- A. **Planned absences-** Medical/dental appointments, athletic competitions or exhibitions, approved college visits, music lessons, military obligations, school events( athletic or otherwise), community events (athletic or otherwise), attendance at health clinics, approved cooperative work programs, family vacations, religious observances.
  - a. **The Main Office must receive a written request in advance from the parent/guardian.**
  - b. **Students are to advise their teacher(s), Guidance Office, and the Principal at least one week in advance** of the planned absence and make arrangements for missed work.
  - c. If a student does not advise teacher(s) of planned absences, **the school has no responsibility to provide the student an opportunity to make up missed work.**
  - d. **NOTE:** Medical appointments, dental appointments, driver tests, and other appointments should be arranged during non-school hours whenever possible.
- B. **Unplanned absences- Excused sickness,** quarantine, sickness, or death in the family, impassable roads or weather conditions, miscellaneous(emergency situations). The student is to make arrangements with the teacher(s) to make up work as quickly as possible upon returning to school from the absence. Teachers will provide assistance as needed.
- C. **Other Absences- Unexcused Truancy,** suspension, cutting class(es), overslept, shopping, haircut, babysitting, etc. Students are to make up all required work on his/her own. Teachers are not required to provide makeup work or assistance.
- D. Any extenuating circumstances not meeting the above will be dealt with by the Superintendent.

### **CV-TEC Attendance Policy**

At or near 10 days of absences a mandated attendance conference will be held at the home school. Students and parents/guardians would be required to attend. CV-TEC staff, upon request from the district, would participate in attendance conferences as necessary. Excluding the aforementioned absences, students who exceed 15 days absent may be at risk of having course credit withheld and being withdrawn from CV-TEC. Juniors who exceed the maximum 15 absences would be at risk of jeopardizing their second year of enrollment at CV-TEC, to be determined by the home district with input from CV-TEC.

### **Student Awards and Scholarships**

Each year a number of students receive formal recognition for excellence in academic, extracurricular, and athletic activities. Outstanding academic achievement is recognized by honors conferred at the end of the school year.

All students regardless of race, color, creed, sex, and national origin, religion, age, marital status or disability shall be eligible for all awards and scholarships given or disseminated by Chazy Central Rural School District.

Eligible candidates for academic or other achievement awards will be selected on the basis of academic achievement, school citizenship, and/or co-curricular performance, as applicable to the type of award being given by the academic teacher(s) of each subject and by the staff for other awards.

In most cases, scholarships to high school graduates will be awarded on the basis of the student's academic achievement, his/her potential for success at an institution of higher learning, financial need, and the student's inability to pursue higher education without the scholarship. When the dictates of the scholarship provide criteria different from those previously stated and/or additional criteria, then those

dictates will be followed. Selection committees will be composed of faculty and/or staff members, the school counselor, and the Superintendent.

Chazy is fortunate to offer many local, private, and college scholarships to our graduating seniors. At the close of the 2017-18 school year our students were awarded a total of \$401,394.00 in scholarships. Scholarship information/applications are available in the Guidance Office. Awards and scholarships will be announced at graduation if the guidance office has been informed about them.

It is your son/daughter's responsibility to pick up applications and return them to the Guidance Office. If you would like, you can provide the Guidance Office with your email address so we can contact you when we receive information from your child.

### **Awards Assembly**

The Awards Assembly is the culmination of the academic year at Chazy Central Rural School. Students are recognized at this assembly for their academic achievement and contributions to the school community.

Academic award recipients are selected by the teacher of each academic subject on the basis of their scholastic performance throughout the school year. Award recipients also exemplify those positive qualities expected in a student and are good representatives of CCRS. The name of each recipient is engraved on a plaque that hangs in our trophy/plaque area.

### **School Programs/Support Services**

#### **The School Health Office and Health Services**

- 1. Emergency illness and injury-** During the school day, the Health Office is staffed with a school nurse who can assist with assessment of illness and first aid for injury. If the Health Office is closed, emergencies should be directed to the Main Office so that the school nurse can be notified. If it is necessary for a student to be excused from school due to illness or injury, those arrangements must be made by the school nurse, using the emergency information cards that are updated yearly.  
Parents should be advised that if a student drives him/herself to school and it becomes necessary for that student to be sent home ill from the health office, parents will be notified of the illness by the nurse and arrangements must be made to pick the student up at school and sign them out in the Main Office. **THE STUDENT WILL NOT BE ALLOWED TO DRIVE OR WALK THEMSELVES HOME.**
- 2. Accident Insurance-** The school district provides a supplementary insurance plan to help with the cost of medical bills for school-related injuries. The family insurance remains the primary insurance provider; the Supplementary Insurance Plan becomes the secondary insurance provider. If an injury requiring medical treatment occurs at school or at a school practice or event, it is important that a written accident report be made to the Health Office. Without an accident report on file, the student is not eligible for any insurance reimbursement.
- 3. Physical Examinations-** Physical examinations are required in grades 7 and 10, and annual physical examinations, athletic certificates and health updates are required for all interscholastic athletes. The school district hires a health care provider who will provide these physicals at the school's expense. The school district will also provide the required physical examination for

working peppers if needed when the health care provider is in the building. If you need to have a physical examination for any of these purposes, arrangements should be made through the school nurse. Students may elect to have these examinations at their private physician's office at their own expense, with appropriate documentation forwarded to the Health Office within two weeks.

#### **4. Medication in school**

##### **A. Administration of Prescription and Nonprescription Medications**

A written order from a duly licensed prescriber and written permission to administer the medication are required. All medications, including nonprescription drugs, given in school shall be prescribed by a licensed prescriber on an individual basis as determined by the student's health status, and agreed in writing by parent or guardian.

##### **1. Written orders of prescription and nonprescription medications should minimally include:**

- a. Student's name and date of birth
- b. Name of medication
- c. Dosage and route of administration
- d. Frequency and time of administration
- e. For prn(as necessary) medication, conditions under which medication should be administered
- f. Date written
- g. Prescriber's name, title, and signature
- h. Prescriber's phone number

The school nurse may request additional information, such as self- administration orders and diagnosis and/or potential adverse reactions;however, medication delivery should not be delayed pending additional information, unless such information is essential to the safe administration of the medication.

##### **2. Special Considerations**

- a. Medication orders must be renewed each school year annually or when there is a change in medication or dosage.
- b. The pharmacy label does not constitute a written order and cannot be used in lieu of a written order from a licensed prescriber.

##### **B. Parental Responsibilities**

A written statement from the parent or guardian requesting administration of the medication in school as ordered by the licensed prescriber is required. The parent /guardian must assume responsibility to have the medication delivered directly to the Health Office in a properly labeled original container.

1. Prescription medications. The pharmacy label must display:
  - a. Student name
  - b. Name and phone number of pharmacy
  - c. Licensed prescriber's name
  - d. Date and number of refills
  - e. Name of medication/dosage
  - f. Frequency of administration
  - g. Route of administration and/or other directions

## **School Counselors**

The Guidance department is staffed by a Jr. High/High School Counselor and a Guidance Secretary. The school counselor works with students and parents to develop realistic goals for course selection and life work objectives.

The purpose of the guidance program is to help students to obtain the greatest benefit from their school experience. While in school, the students are helped to know and understand themselves through discussions with the school counselor. The pupil's abilities, interests, and aptitudes are discussed and information is provided concerning the results of standardized tests, teachers' evaluations, and previous school records. The students are also given information about the various fields of work in which their particular abilities might be utilized. Students are then in a position to select courses which will be of benefit to them in reaching their goals. Some of the areas that the counselor assists with are:

1. Academic Planning. To develop an awareness in students and parents of the types of academic programs and extracurricular activities available in high school.
2. Career and College Exploration. To provide students with an opportunity to explore and evaluate various careers and occupations, and to assist in preparation and applications to colleges and universities. Counseling is provided to students with regard to researching and applying for scholarships and grants.
3. Standardized Testing. To administer school-wide tests and to help students, teachers, and parents utilize test scores to improve understanding of individual and group areas of strengths and weaknesses.
4. Academic and Placement Counseling. To provide the students with an opportunity to become aware that they are unique individuals.
5. Teacher-Parent Conferences. May be arranged by contacting the teacher directly.
6. Schedule Changes. Are made through the Guidance Office. Students have one week from class start date to add/drop a course if possible.
7. Counseling. To provide counseling services for personal, social, and academic areas of concern to students and parents.

Pupils in grades 7-12 are welcome in the Guidance Office at any time in a crisis situation. Students are encouraged to visit the Guidance Office to discuss a change in their course of study, their plans for the future (at work or at school), or something of a personal nature by appointment during the student's free period. Parents, too, are welcome and may contact the Guidance Office by telephone or in person at any time. You can reach the office at (518) 846-7224.

## **Student Advocate**

The role of the student advocate is to support students, K-12, with academics, personal/social challenges, and career preparedness. The student advocate assists students, teachers, and parents in developing solutions that influence a student's capacity or ability to learn by facilitating collaboration between school personnel, community resources, and parents, providing leadership in working toward student learning, achievement, and the fulfillment of the whole student. The student advocate is available for individual and group counseling within the school as well as home visits outside of school hours if necessary.

The student advocate provides a link between home, school, and community, offering information on varying topics, consulting with local agencies, and providing overall support and encouragement to the members of the school community.

### **School Psychologist**

The role of the school psychologist is to provide support to students, teachers, and parents when there is concern regarding a student's social/emotional and/or academic welfare. Direct services may be provided such as individual or group counseling sessions or indirect services such as consultation with parents and teachers about how they can help the students. Psycho-educational testing through the Committee of Special Education (CSE) is an additional service the school psychologist can provide. The school psychologist should be viewed as a resource for students, teachers, and parents.

### **Free and Reduced Price Food Services**

The nutrition of district students is an important factor in their educational progress. Chazy Central Rural School believes that one of the most important ways in which we can help our children perform better in their classrooms is to provide them with the nutrition necessary for the healthy growth of their minds and bodies. The school therefore participates in federally funded school lunch and breakfast programs and shall provide free or reduced-price food services to qualified district students. An application for free or reduced-price meals may be obtained from the district office.

The school lunch program is an outgrowth of the National School Lunch Act and must meet federal and state requirements. These requirements specify that a well balanced, nourishing lunch must be served at a reasonable cost. Although this meal is adequate for most students, it is possible for students to select additional food at a nominal price. This program is supplemented with government commodities and is designed for the student. Under the Federal Law, adults, other than enrolled students, are not covered and no reimbursement is received for them, thus requiring them to pay full cost.

### **Employment of Students**

Students under 18 who are interested in working papers may pick up applications in the Main Office. The school day ends at 3:15 PM and at 4:15 PM for detention. **If detention has been assigned, work should not be scheduled until well after that time.**

Despite the attraction of having a part-time job after school hours, students should give careful thought to the amount of time and energy such a job can demand. Students should remember that school responsibilities always take precedence over such jobs. No student should work more than 20 hours per week.

### **Accident Prevention and Safety Procedures**

These rules are to ensure the safety of students and employees of the district while on district property. All students and members of the school community must:

1. Immediately report any conditions involving equipment or buildings which may be dangerous to student or employee health or welfare;
2. Immediately report any unsafe practices by anyone in the building or on the grounds;
3. Ride bicycles only on the roadways and only after school hours; park bicycles in the rack provided by the school; **skateboards and rollerblades are not allowed on school property; ATV and snowmobiles are not permitted on school property.**

4. Observe the 10-mile per hour speed limit on school grounds.

### **Safety Drills**

New York State law requires that safety drills, this includes fire drills, lock-down drills, and emergency evacuations, be held periodically. For fire drills specific instructions on which exit to use are posted in each room. When the alarm sounds, all students are to leave the building in a quiet, orderly manner as rapidly as possible without running. There is to be not talking as, in an emergency, it would be important that all hear directions. Students will line up at a safe distance from the building and will re-enter only when the signal for their return sounds, using the same route to return to class.

Other safety drills will be explained to students by faculty prior to the drills occurring.

### **Emergency School Closing**

The Alert Solution system will be used for school closures such as snow days and emergency closings; other school events will be posted when possible. These messages are sent by telephone, text, and/or email. There is no need to respond to the messages. Notifications of school closures will continue to be announced on television and radio stations as well.

After road and weather condition information has been gathered from the highway superintendent, and a road check has been made by the Transportation Supervisor and the Superintendent, a decision is made whether to close school for the day.

If it is decided to close, the information is given to the following radio stations and television stations:  
Radio: **WIRY- 1340 AM**      **WOKO 98.9 FM**      **WKOL KOOL 105.1 FM**  
**WJOY 1230 AM**

TV: **WPTZ- NEWS CHANNEL 5**      **WCAX TV- CHANNEL 3**

If the weather is questionable, please check these stations for school closing announcements.



### **Electrical Power Failure**

In case of power failure, the following points are to be observed:

1. All students are to remain with their teacher in their classroom locations.
2. Students in the cafeteria area are to remain in that location in their seats.
3. If the failure should occur during a passing period, all students should report directly to their next scheduled location.
4. In the event of a necessary dismissal, students will go to their lockers in an orderly manner, leave the building immediately, and wait for their transportation. There should be no running at any time. Students should report home upon dismissal.

## **Emergency Plan/Safety Plan**

In accordance with regulations of the Commissioner of Education, the district has developed a School Safety Plan to safeguard the safety and health of students and staff, as well as district property, in the event of a true emergency.

Each year, the school will stage a test of the Early Evacuation Procedure portion of the School Safety Plan, including practice in sheltering students and staff, and an early dismissal. Parents will be informed of any such drill at least one week prior to the drill.

The School District Safety Plan includes the following:

1. Definitions of “emergency” and procedures to be followed to activate the Plan;
2. Designation of a control center in anticipation of, or in response to, an emergency;
3. Identification of sites of potential emergencies;
4. Identification of appropriate responses to emergencies;
5. Procedures for coordinating the use of district resources and personnel during emergencies;
6. Identification of district resources with may be available for use during an emergency;
7. A system for communicating information about the emergency throughout the school building;
8. Plans for taking the following actions, if appropriate: school cancellation, early dismissal, evacuation, and sheltering;
9. Pertinent information about the school(including information on school population, number of staff, transportation needs and the business and home telephone numbers of key employees of the district and others, as appropriate);
10. Procedures for obtaining advice and assistance from local government officials.

Copies of the School Safety Plan are available in the main office. The school safety committee meets bi-monthly to review and update emergency procedures.

## **Student Automobile Use**

Students with a valid driver’s license may be eligible to drive to school and park on school grounds. Students must request and complete a form from the Main Office to register the model, make, color, and license plate number of any vehicles they may drive to school. For liability reasons, no student should be transporting students to and from school. Misuse of driving privileges may lead to a revocation of the right to use the school parking lot.

Student’s driving to CV-TEC at any time during the school day must provide evidence of liability insurance in the amount of \$300,000.00 bodily injury and property damage.

## **Dances**

Dances are held in the school cafeteria. Bands are to be approved by the administration. The sponsor and several other faculty members are to chaperone (two (2) faculty/staff and four (4) other chaperones, preferably parents of the sponsor class). At least one chaperone must have defibrillator training. Dances start at 7:30 PM and are over at 10:30 PM.

Guests (non-Chazy Central students in grades 7-12) of Chazy Central students may be invited to dances. All guests must be entered on a sign-up sheet in the main office by 3:15 PM of the day before the dance and approved by the Superintendent or designee. All school rules, including dress code, apply at school dances. Students will be held responsible for the behavior of their guests.

## **Field Trips**

Field trips properly planned and executed can complement classroom or club activities. Students must turn in permission slips signed by their parent(s)/guardian(S) before they are permitted to leave the building. Bus transportation is provided, and the rules for conduct on the bus apply as always. All students must return to school on school transportation provided, unless the Superintendent has given prior authorization for a student to return with **a parent/guardian only**.

## **Student Organizations**

### **Announcers' Club**

Students in grades 9-12 who enjoy public speaking may volunteer for this club. Members are responsible for reciting the Pledge of Allegiance each morning, as well as reading the daily announcements in the morning and afternoon.

Meetings are held at the beginning of the school year, at which time students sign up to announce for a week at a time throughout the year. Those who choose to read announcements must be responsible, pay close attention to detail and be prompt. New members are always welcome.

### **Drama Club**

The Drama Club is open to academically eligible students in grades 7-12. With the goal of one performance each year, students explore the world of theater, including acting and stagecraft. Attendance at after-school rehearsals and assisting in fundraising are required for those wishing to be part of the performance. When possible, a trip to Broadway is taken every other school year in May. Community members are invited to attend.

### **Leo Club**

The Chazy Leo Club is a service organization for high school students sponsored by the Chazy Lions Club. Officers and club committees are responsible for planning and implementing the club's service and social activities. Each Leo Club has the authority to select its own service projects.

### **Library Club**

Students in grades 9-12 are welcome to join the library club. Club members are responsible for opening the library in the morning, attending meetings during the year to discuss and plan fundraising, and maintaining a clean and orderly library. Additional duties include answering the phone, choosing and ordering books, assisting library patrons when needed, and modeling the behavior expected of everyone using the library.

The Library Club has no officers other than the treasurer.

### **National Honor Society**

Selection into the National Honor Society is based upon four criteria. A student must have a cumulative grade average of at least 90 starting with grade 9. Nominees must also maintain active participation in an average of at least four activities for each year of high school. These activities may include extracurricular clubs, athletics and community organizations. Finally, a student must demonstrate leadership and character as determined by the faculty.

A National Honor Society Induction Ceremony is held and students in grade 11 and 12 are eligible for consideration into this prestigious organization.



### **Public Speaking Contests**

Chazy Central Rural School students have earned a reputation over the years for excelling in public speaking. Currently, there are two major competitions a student can enter.

The VFW conducts the Voice of Democracy contest in which participants write an essay pertaining to a given theme. The essay is then audio taped and played before a panel of judges. Monetary prizes are offered on the local and district levels, and scholarships are awarded on the state and national levels.

The American Legion Oratorical Contest is open to students in grades 9-12. The competition on the local and county level begins in October and is usually completed by the middle of December. Students who win at the county level advance to the district competition, followed by the zone and national competitions.

A student who wishes to enter either contest should contact the Public Speaking Advisor at the beginning of the year.

### **Recycling Club**

Students in grades 7-12 volunteer for this service club. Members are responsible for maintaining the recycling program in all 7-12 grade areas on a weekly basis.



### **Spelling Bee**

Students in grades 7 and 8 volunteer to be on the spelling team. The Bee is held in early January to select a grade level winner and alternate for each grade. Winners then compete at the Regional level in early March. The winner of the Regional competition competes in the Scripps National Spelling Bee in May.

### **Student Council**

The Student Council provides a variety of services that help make each school year more enjoyable for the student body. It schedules class dances and plays a major role in planning the many activities that occur during the winter vacation. It is also the driving force behind spirit week. In addition, the Council conducts special activities such as talent shows, fundraisers for charitable causes, and annually hosts a school wide Sundae Day in June for all students, faculty, staff to celebrate the school year. It sponsors a program to beautify school grounds by collecting trash and planting flowers. The Student Council President frequently meets with the Superintendent to discuss problems that concern students and to propose new activities. The Council President is invited to serve on the committees that

deal with a variety of curricular and extracurricular programs to assure that the students' point of view is presented. Council members attend meetings of the Board of Education when issues that impact the quality of school life are considered. The Student Council President and officers are elected at the beginning of the school year to serve that year. Each September, classes 7-12 elect two representatives to the Council as well.

### **Ushers' Club**

The Ushers' Club is a long standing tradition at Chazy Central Rural School and is open to students grades 11-12. The main purpose is to see that each homeroom (7-12) is led in an organized fashion into the auditorium for an assembly or other function.

The usher for each homeroom takes the flag from its holder and marches the homeroom to the auditorium, with Grade 12 being ushered in first, Grade 11 second, and so on. All remain standing until the Pledge of Allegiance is recited and the ushers have placed their flags in a special holder and have taken their seats in the center front row.

Other functions of the Ushers' Club may include assisting at Open House, CMT productions, or special evening concerts. Ushers are asked to dress up on the day of an assembly. Generally, there is an organizational meeting before the first assembly. After that, the president and vice-president of the club arrange for ushers for the remaining assemblies.

### **Yearbook Club**

The yearbook staff is responsible for compiling and editing mostly pictorial material which highlights the achievements and history of each school year. The club meets on a regular basis throughout the school year to discuss and plan fundraising. A commitment to meeting deadlines is an important responsibility of each member.

The Yearbook Club has no officers other than treasurer.

## **Facilities**

### **Library Media Center**

#### **Resources:**

The Library Media Center provides access to print and electronic resources. Print resources are available for research and for recreational reading. Access to print materials is available through the Online Public Access Catalog. The internet and electronic databases are available in the Library Media Center. The Library Media Center website provides access to several databases as well as links to reliable electronic resources on the web. Students may access electronic databases from home with a password provided by the librarian. This access information is available in the library.

#### **Policies:**

Updated policy information is available on the Library Media Center website. Policies are subject to change at any time. Such changes will be posted in the library and the website:

<https://www.chazy.org/departments/library/home.htm>

**A. Borrowing Policies:**

Students may borrow circulating books for three weeks and circulating videos and DVD's for three days.

Books may be renewed unless another student has requested the title.

Reference books can be borrowed if approved by the librarian.

If a book is lost, the student is responsible for paying the current cost of a replacement.

Students may not borrow books, videos, or DVD's that have been placed on reserve.

If a student has overdue books he or she will not be allowed to borrow additional books until the book is returned.

Periodicals and newspapers do not circulate overnight. Students may only use these resources in the library, or sign them out for use during a study hall to be returned the same day.

**B. Pass procedures:**

Students may come to the library during study hall periods with a pass that indicates their reason for coming. Students must report to their study hall and sign up on the library list.

Students must ask permission to leave the library for any reason. Students must ask for a signed pass to go anywhere else in the building.

Seniors whose academic standing is putting graduation at risk must have a pass from a subject teacher to use the library until they have taken corrective action to ensure they will graduate.

**C. Eighth Period:**

The library is open for students during 8th period except when there is a meeting. A sign will be posted if the library will be closed during the 8th period.

Students must sign up at the library entrance and wait silently in the hall until permitted entrance to the library (for 8th period only).

Cell phones are deposited at the library counter during the 8th period.

Other 8th period rules apply as outlined in the handbook.

**D. Copier:**

The copier is available for students.

**Guidelines for Computer Use in the Library**

1. Students may use the computers in the library when the library is open and the computers are not reserved for classes.
2. Students working on academic assignments will be given priority over those using the computer for recreational purposes. Otherwise, computer use will be first-come, first-served.
3. Software that is not owned by the school may not be used on the school computers.
4. Students must ask permission to print in the library in order to avoid wasteful or unnecessary use of paper.

## **Study Hall**

Study hall is to be used for the purpose of constructive schoolwork only.

1. When entering the study hall, a student should sit down quietly and be prepared to study with all materials at hand.
2. A pass needs to be issued by the monitor in order to leave to go to any other designation.
3. Only one person is allowed out at one time for the restroom or lockers.
4. A quiet atmosphere is to be maintained. Occasionally, permission will be given to students to talk about academic assignments. **Disruptive students will not be tolerated.**
5. No food or drinks are allowed in the study hall, unless authorized by the monitor.

### **Seniors**

6. When seniors have a study hall, they are to report their destinations (lounge, library, art, room, etc) to the study hall monitor. If seniors do not alert the monitor to their whereabouts, they will be reported for cutting class. If they leave the lounge, they must let the monitor know where they will be, for example, the library.
7. If a senior is failing one or more subjects, senior privilege is taken away. He/she must use the study hall, unless authorized by the senior advisor to leave the study hall.
8. Seniors who sign out for the lounge may return to study hall to study or work quietly.
9. If Senior Study is closed for disciplinary reasons, seniors must report to study hall. No privileges will be given, including gym. Seniors then revert to all underclassmen study hall/library rules.

## **Eighth Period Rules and Procedures**

**The school day is eight periods long, except on Fridays\* starting with the 2012-13 school year.** Although there is an early bus run at the end of 7th period(2:30PM), students are required to stay 8th period when:

They have an assigned 8th period study hall.

They have an assigned (scheduled) class.

They are directed by a teacher to do so.

They make an appointment with a teacher.

They are assigned a detention.

They are going to sports practice at 3:15 (arrangements will be made for Friday's when practices will be held).

Outside jobs, babysitting, or other responsibilities must be scheduled after 3:15PM.

**Students may not leave the building at 2:30 and return to take the 3:15 bus.**

Students staying 8th period must report to a classroom by 2:35 PM with all necessary materials to complete their work. Students must remain in that classroom unless they have a pre-signed pass to report to another teacher.

Students who walk or drive may be dismissed prior to 3:00PM if their 8th period obligations are completed. No students will be dismissed between 3:00 and 3:15PM. Students may not be dismissed to go to sports practice early.

Students must prioritize their 8th period commitments as follows:

An assigned or scheduled class, i.e. gym, lab, Regents review, assigned AIS class the first teacher who directed them to stay 8th period or with whom they made an appointment detention or working off detentions. Students who are on the detention list must report to detention. **Students who do not report**

**to an assigned(scheduled) class 8th period will be given the same penalty as if they cut a class during the regular academic day.**

### **Eighth Period Supervised Study Hall**

Eighth period supervised study hall will be held each day. Students may sign up for the study halls in order to have a quiet place to study and/or teachers may assign students to study halls who they feel could benefit from some extra study time.

**Students found wandering or loitering in the building after 2:35 PM may be subject to detention or activity restriction.**

### **Detention**

#### **After School Detention (ASD)- Level I**

A silent study hall will be supervised by a staff member or the teacher. Level I detentions will begin in the eighth period and will end at 3:15 PM. Students must be present at the beginning of the detention period. Any student arriving after the beginning will not get credit for the detention. Students must bring work to do to get credit for detention. A missed detention without prior Superintendent approval will warrant further consequences.

#### **After School Detention (ASD)- Level II**

A quiet study hall will be supervised by a staff member or teacher. Level II detentions will begin at 3:15 PM and will end at 4:15 PM. Students must be present at the beginning of the detention period. Any student arriving after the beginning will not get credit for the detention. Students must bring work to do to get credit for the detention. The school will not provide transportation for any student assigned Level II ASD. A missed detention without prior Supervisor approval will warrant further consequences. Any level of communication with other students or refusal to follow directions will warrant further consequences.

### **Skipping Detention**

A student who skips detention will meet with the Superintendent and further consequences will be assigned.

### **Lockers**

1. Lockers are issued to each student at the beginning of each school year. Each student is responsible for proper care of his/her own locker. Locker combinations are given to each student by his/her homeroom teacher. There is a new combination each year. Students are cautioned not to divulge their locker combinations to other students. Lockers may not be shared.
2. Lockers may be searched at any time under the authorization of the Principal/Superintendent. There should be no expectation of personal privacy regarding student lockers. No student is to change his/her locker to another without permission from the main office. If a locker malfunctions, notify the Main Office.
3. The student's locker must be kept closed and locked at all times. Thefts can occur when the student leaves the locker open, permits others to use the locker, or shares the locker combination with others. Students should not "rig" their lockers so that it does not properly lock. If the lock is

properly locked, it is not possible to open the locker without the combination. This applies to lockers in the Physical Education area as well. Students are permitted to go to their lockers between classes. A student must have a pass to go to his/her locker during class periods, but such requests should be kept to a minimum.

4. Students may bring bottled water or water in a refillable container to classes.
5. All books/backpacks are to be left in the lockers. Only books, Chromebooks, and supplies may be brought to classes, study hall, the Senior Study and the media center. They will be carried in student's arms. A 6-minute period will be provided in the morning between periods three and four to change books and use the bathroom. During the first two weeks of the school year, the seventh graders and new students to CCRS will be allowed some leniency until they are more accustomed to the system.

### **Lost and Found**

Articles that are found are to be turned in to the Main Office and may be picked up there by the owner upon identification. A person may also have an announcement made to assist him/her in the retrieval of a lost article. After a certain length of time, these items are placed in the lost and found area near the elementary office.

### **Student Fees, Fines and Charges**

Students are expected to exercise reasonable care in the use of school equipment and must pay for any damage done to library books, textbooks, or other school equipment due to misuse or negligence. Parents are ultimately responsible for any damage or loss incurred by their child or children.

### **Telephone**

Students and visitors are discouraged from using the school office telephone unless it is directly related to school business or for an emergency. The office will make every effort to deliver messages from parents to students. No students will be called to the telephone during school hours except for family emergencies.

**Cell phones:** Students may carry cell phones

### **Valuables**

**Students are urged not to bring valuables and large sums of money to school.** Students should make certain that lockers are secured properly before leaving them. Valuables should not be left on desks, sinks, tables, in lockers, etc. They may, however, be kept in the main office for the day under extenuating circumstances.

### **Gate Receipts and Admissions**

There is **no** admission charge for regular season soccer and basketball games. There **will be** an admission charge for all post season play off games.

### **Electronic Network Use Rules (Acceptable Use Policy)**

Chazy Central Rural School students and staff have an exciting opportunity to become members of the information superhighway. Access to the Internet provides vast, diverse, and unique resources. An individual can locate information anywhere in the world. Connection to universities, national libraries,

businesses and museums is easily within the realm of possibility. With this opportunity comes the responsibility for appropriate use. It is for this reason that an acceptable use policy has been drawn up concerning use of both the network and the Internet.

All of the computers are Chazy Central Rural School District property and, as such, none of the data or information stored on them is private. District officials and the system administrator have the right to access all computerized files for any reason whatsoever.

The employees of the Chazy Central Rural School District have been apprised of the material in this Acceptable Use Policy and are in agreement with its provisions, both in terms of student use and employee use. Employees must be careful not to engage in careless use of passwords. They are aware that both students and employees may be disciplined for violating school policies relating to their use of school computers and the Internet.

Our Internet filtering system logs all users and their activities while on the Internet. Any unsuitable sites that are blocked, due to pornography, gambling, etc., are logged.

Should additional questions arise, system and school administrators will decide what constitutes appropriate use.

### **Respect for Privacy**

Users will not record, re-post, forward, or otherwise distribute or make public any message (including live and or recorded classes, Google Meets and or class content) that was sent to them privately without permission of the person who sent or posted the content. Additionally, users will not post messages that violate the privacy of other individuals.

### **Please be sure to carefully read this document before signing.**

The use of the Internet and network must be in support of education and research and in accordance with the educational objectives of the Chazy Central Rural School. It is expected that users will employ network etiquette and common sense. This Acceptable Use Policy is an extension of school policies already in place whose purpose is to govern student expectations and behavior. Because of the difference in the type of media employed, a more detailed list is necessary. Unacceptable use includes, but is not limited to, the following behavior by an individual(s):

- Intentionally disrupts information network traffic or crashes the network and connected systems.
- Degrades or disrupts equipment or system performance.
- Uses computer resources for commercial or financial gain or fraud.
- Steals data, equipment or intellectual property.
- Gains unauthorized access to files of others, or vandalizes the data or files of another or the network.
- Invades the privacy of individuals.
- Uses the Internet to post anonymous messages, insults, threats, attacks, or harasses others, including sexual harassment.
- Transmits or receives any material that is obscene, immoral, violent, illegal or in violation of any District policy or regulation.
- Uses a network for illegal activities.
- Vandalizes--any malicious attempts to harm or destroy data of another user.
- Wastefully uses finite resources (ribbon, paper, etc.).
- Uses inappropriate language.
- Violates the rules of common sense or etiquette.
- Reads and posts messages to personal email accounts and/or social networking accounts (students and non-employees).
- Uses computer resources for political activity.
- Uses computer resources for private use.

In addition, users should not transmit any personal addresses or addresses of others. Credit card numbers, bank account numbers, or any other financial information should not be disclosed. Users must also notify system administrators immediately if they detect a security problem.

Downloading, installing, or using unauthorized software is prohibited. The District reserves the right to amend the policy at any time without notice. Issues of methods of use of information procured from the Internet may arise. These issues include, but are not limited to, the following.\*

### **Plagiarism**

Plagiarism is “taking ideas or writings from another person and offering them as your own.” Credit should always be given to the person who created the article or is responsible for the idea. Take extra caution when using the information networks. Cutting and pasting ideas into your own document, without giving credit to the author, is plagiarism.

### **Copyright**

According to the Copyright Act of 1976, “Fair Use” means that you may freely use any information that you legally find for scholarly purposes. You may not plagiarize or sell it.

For example, if you find copies of ClarisWorks or any other copyrighted or licensed software, you cannot legally copy it. However, if you find an article about ClarisWorks, you may copy it as long as you give credit to the author and do not sell it.

### **Citing Sources**

Be sure to include all necessary information when citing sources.

\*More information may be found in the attached addendum.

Violation of the acceptable use policy may result in any or all of the following penalties:

- Suspension of Internet access.
- Revocation of Internet access.
- Suspension of network privileges.
- Revocation of network privileges.
- Suspension of all computer access.
- Revocation of all computer access.
- School suspension.
- School expulsion.
- Legal action and prosecution by the authorities.

Due process will be used in handling violations. In addition, the District has the right to restrict or terminate network/Internet access at any time for any reason. The District, further, has the right to monitor network activity (email included) in any form that it sees fit to maintain the integrity of the network/Internet system.

The Internet contains sites which make it possible for students to access information that is intended for adults. Student access to and use of the Internet will be under teacher/staff direction and will be monitored as any other classroom activity. Although the Chazy Central Rural School District has taken all responsible actions to insure that **Internet use is only for purposes consistent with the school curriculum**, the District cannot prevent access to, nor identify, all areas of inappropriate material elsewhere on the Internet. No security is ever perfect and computer security certainly falls in this category. It is very possible that a determined student could make use of computer resources for inappropriate purposes.

The Chazy Central Rural School District believes that the benefits to both students and educators from Internet access far outweigh the possible disadvantages. As is the case for all school behavior, ultimately, the parent(s) and guardian(s) of minors are responsible for setting and conveying standards for their children. Therefore, it is the opinion of the District that it is each family's right to decide whether or not to apply for Internet access.

**References:**

Kings County Internet Use Policy  
Lexington Internet Acceptable Use Policy  
NuevaNet Acceptable Use Policy  
Saddleback Valley Unified School District Electronic Network Use Rules  
Los Angeles Unified School District - Information Technology Division  
Jefferson County Public Schools Net Use Procedure  
Newport-Mesa Unified School District Information Network Access  
Terms and Conditions for Use of Internet in Leon County Schools  
The Library Bill of Rights of the American Library Association  
Bellingham School District 501 Board Policy  
Snoqualmic Valley School District Internet Use Policy

**PLEASE COMPLETE AND SIGN A FORM FOR EACH CHILD AND RETURN TO YOUR CHILD'S HOMEROOM TEACHER.**

**INTERNET SAFETY POLICY**

Please complete and sign a form for each child and return to your child's homeroom teacher.

**2023-2024 SIGNATURE SHEET**

\_\_\_\_\_ \* and \_\_\_\_\_ have read  
(Parent/Guardian name) (Student name – please print)

the Acceptable Use Policy for the Chazy Central Rural School network and the Internet, understand it, and agree to abide by the principles and procedures as detailed within. We understand and accept the conditions stated, and agree to hold blameless, and release from any liability, the Chazy Central Rural School District and its employees.

I understand that if my child does not follow the suggested guidelines, loss of network and/or Internet privileges as well as other penalties as stated in the document may result.

I also understand that I am granting this permission for the remainder of my child's education at Chazy Central Rural School. I will only be required to sign a new form if the policy is updated at a later date.

I also understand that I may rescind this permission by contacting the building principal in writing.

\_\_\_\_\_  
(Student Signature)

\_\_\_\_\_ \*  
(Parent/Guardian Signature)

\*Parent signature necessary only if the applicant is under 18 years of age.

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## **Statement of Philosophy**

We believe that Chazy Central Rural School, although it cannot be all things to all people, should provide the opportunity for every student to achieve a broad educational and social experience. To attain this goal, we must recognize the worth and dignity of the individual, foster the development of personal values, encourage the practice of self-evaluation and create an atmosphere in which new and exciting ideas can be rationally examined and evaluated.

We also believe that the school should reflect the ideals of the local community and should act as an instrument for preserving the positive values and traditions of both the Chazy Central Rural School District and the larger democratic society. The conduct of the students at Chazy is excellent. Parents and students can be proud, as we are, of the reputation we have at CCRS. There are few visitors who do not praise our student body and the pride we show in our school.

In order to teach each student how to develop as a responsible citizen within society, the school must clearly define the values and ideals by which personal and group conduct is judged. Toward that end, we believe CCRS should foster a disciplined environment which will guide each individual in developing a firm code of moral conduct and a respect for the dignity of others, and yet leave enough freedom to allow for personal character development. The school must instill within each student the idea that the well-being of the overall school community will never be sacrificed or compromised for any individual not willing to function as a constructive member of our educational community.

## **Introduction**

In every institution it is necessary to have certain rules and regulations which insure that it will function smoothly and productively. Moreover, certain consistent standards of behavior and organization help to create an atmosphere of respect and courtesy between students and staff members.

The Regulations of the Commissioner of Education, section 100.2(1), require all districts to develop and implement a written policy on school conduct and discipline. It is important to outline certain rules which will govern the behavior of the Chazy school community. Each rule and disciplinary measure has been carefully designed in order to help students understand their responsibilities during their time in Chazy.

This Code of Conduct is the product of study by faculty, administration, students, parents, and the Chazy Board of Education. Upon its completion, it was carefully reviewed and adopted by the Chazy Board of Education.

Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property, attending a school function, or representing the school off school property.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with Part 201 of the Commissioner's Regulations of section 504 of the Regulations.

## **Bill of Rights**

The primary function of Chazy Central Rural School is to provide all students with an equal educational opportunity. Every student has those rights of citizenship granted by the constitutions of the United States and the State of New York. Education is one of these citizenship rights. A primary responsibility of the Chazy Central Rural School System is to be an academic community composed of all students, teachers, administrators, parents, and the community at large. All those enjoying the rights of citizenship in the school community are expected to accept the responsibilities of citizenship. A basic responsibility of those who enjoy the rights of citizenship is to respect the laws of the community and the rights of the other members of the community.

The rights of the individual are preserved only by the protection and preservation of the rights of others. Students are responsible for the way they exercise their rights, and they must accept the consequences of their actions and recognize the boundaries of their rights. Each exercise of an individual's right must demonstrate respect for the rights of others. To achieve this goal of a democratic

society, staff, students, and parents must work cooperatively to insure that the primary function of education is to give children equal opportunities to mature in ethical, intellectual, creative, emotional, social and physical areas of their lives. The development of self-discipline and the acceptance of individual responsibilities, therefore, should be stressed throughout school life. By emphasizing these concepts, one is able to help young people assume their roles in a democratic society, for a democracy depends on a responsible citizenry for its survival.

**Student Rights and Responsibilities  
(Chazy Central Rural School Board of Education Policy)**

The goal of the Board of Education is to provide an environment in which a student's rights and freedoms are respected. The Board, therefore, assures district students that they shall have all the rights afforded them by federal and state constitutions, statutes and regulations. The Board also recognizes all federal, state and local laws in connection with these rights, and reminds students that certain responsibilities accompany these rights.

It shall be the right of each district student:

1. To have a safe, healthy, orderly and courteous school environment;
2. To take part in all district activities on an equal basis regardless of race, sex, religion, national origin or disability;
3. To attend school and participate in school programs unless suspended from instruction and participation for legally sufficient cause as determined in accordance with due process of law;
4. To have school rules and conditions available for review and, whenever necessary, explanation by school personnel;
5. To be suspended from instruction only after his/her rights pursuant to Education Law 3214 have been observed; and
6. In all disciplinary matters, to have the opportunity to present his/her version of the facts and circumstances leading to imposition of disciplinary sanctions to the professional staff member imposing such sanction.

It shall be the responsibility of each district student:

1. To be familiar with and abide by all district policies, rules and regulations pertaining to student conduct;
2. To work to the best of his/her ability in all academic and extracurricular pursuits and to strive toward the highest level of achievement possible;
3. To conduct himself/herself when participating in or attending school-sponsored extracurricular events, as a representative of the district and as such hold himself/herself to the highest standards of conduct, demeanor, and sportsmanship, and accept responsibility for his/her actions;
4. To seek help in solving problems that might lead to discipline procedures;
5. To be in regular attendance at school and in class;
6. To contribute to the maintenance of an environment that is conducive to learning and to show due respect to other persons and to property;
7. To dress in accordance with standards set by the Board and the Superintendent; and
8. To make constructive contributions to the school and to report fairly the circumstances of school-related issues.

Cross-ref: 5310, Student Discipline  
5311.3, Student Complaints and Grievances  
Rev: 8 NYCRR 100.2(1)(1)(i)  
Education Law 3214  
Adoption Date: September 16, 1997

**Definitions**

The Code of Conduct defines various areas of student involvement and behavior. Where applicable, these statements are followed by appropriate disciplinary measures listed from the least to the most severe. These consequences will apply in the event that a student fails to adhere to any of the rules. An infraction of a severe nature will result in disciplinary measures equal to the infraction.

Parents will be notified and a record kept of a student's infraction(s) and the disciplinary measure(s) incurred. Subsequent infractions of the same regulation will incur more severe penalties as stated for the first, second and third offenses.

**Alternative Instruction**

Minimum instruction required for a student of compulsory school age who is suspended from school. Alternative instruction must be provided for a minimum of one hour daily for an elementary student and a minimum of two hours daily for a secondary student.

**Behavioral Intervention Plan (BIP)**

A plan that is based on the results of the functional behavioral assessment and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies to address the behavior.

**Business Day**

Monday through Friday, except for federal and State holidays(unless holidays are specifically included in the designation of business day).

**Committee on Special Education**

A Committee on Special Education, subcommittee on special education, or other multidisciplinary team established in accordance with Education Law section 4402 or, in the case of a preschool student with a disability, the Committee on Preschool Special Education(CPSE).

**Compulsory School Age**

Age six to the end of the school year when the student turns 16 years old (In city or union free school districts with more than 45,000 inhabitants, the board of education may require students who are not employed to attend school until the end of the school year in which the student turns 17.).

**Conduct and Discipline Policy**

A written policy designed to promote responsible behavior developed in accordance with the Regulations of the Commissioner.

**Controlled Substance**

A drug or other substance identified under schedule I, II, III, IV, or V in section 202(C) of the Controlled Substances Act (see Appendix A).

**Cyberbullying**

Harassment/bullying(see below), through any form of electronic communication.

**Discipline Change in Placement**

A suspension or removal from a student's current educational placement that is either:

- for more than ten consecutive school days; or
- For a period of ten consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they accumulate to more than ten school days in a school year and because of such factors as the length of each suspension or removal, the

total amount of time the student is removed and the proximity of the suspension or removals to one another.

### **Disability**

- A. A physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or
- B. A record of such an impairment or
- C. A condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodation, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law 11[4] and Executive Law 292[21]).

### **Discrimination**

Discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

### **Disruptive Student**

Disruptive student means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom (New York State Education Law 321(2-a)(b)).

### **Emotional Harm**

Emotional harm that takes place in the context of "harassment of bullying" means harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.

### **Employee**

Any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title 9-B of article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law 11[4] and 1125[3]).

### **Expedited Due Process Hearing**

An impartial hearing conducted in an expedited manner in accordance with the Regulations of the Commissioner.

### **Free Appropriate Public Education (FAPE)**

For students with disabilities suspended or expelled from school, as defined in the Individuals with Disabilities Education Act ("IDEA").

### **Functional Behavioral Assessment (FBA)**

The process of determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment. The functional behavioral assessment includes, but is not limited to:

- the identification of the problem behavior;
- the definition of the behavior in concrete terms;

- the identification of the contextual factors that contribute to the behavior(including cognitive and affective factors); and
- the formulation of a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it.

### **Gender**

A person's actual or perceived sex and includes a person's gender identity or expression (Education Law 115[6]).

### **Harassment/bullying**

The creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying as defined in Education Law 11(8), that

- Has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or
- Reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or
- Reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
- Occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

For purposes of this definition, the term "threats, intimidation or abuse" shall include verbal and non-verbal actions (Education Law 11[7]).

### **Hearing Officer**

An individual appointed by the board of education or superintendent to conduct a section 3214 superintendent's hearing.

### **Impartial Hearing Officer(IHO)**

An individual assigned by a Board or by the Commissioner to hear an appeal and render a decision in accordance with the Regulations of the Commissioner of Education.

### **Individualized Education Program (IEP)**

A written statement developed, reviewed and revised in accordance with the Regulations of the Commissioner that includes the components specified in the Regulations to be provided to meet the unique educational needs of a student with a disability.

### **Individuals with Disabilities Education Act (IDEA)**

Federal law relating to the education of students with disabilities.

### **In-School Suspension**

When the student remains in the school he or she regularly attends but receives instruction in another room for disciplinary reasons.

### **Interim Alternative Educational Setting (IAES)**

A temporary educational placement for a period of up to 45 calendar days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that:

- Enables the student to continue progress in the general curriculum, although in another setting;

- Enables the student to continue to receive those services and modifications, including those described on the student's current IEP, that will enable the student to meet the goals set out in such IEP; and
- Includes services and modifications to address the behavior, which precipitated the IAES placement that is designed to prevent the behavior from recurring.

### **Long-term Suspension**

A suspension of more than five consecutive school days.

### **Manifestation Determination**

A review of the relationship between the student's disability and the behavior subject to disciplinary action.

### **Parent**

Parent means parent, guardian or person in parental relation to a student.

### **Prior Notice**

Written statements provided to the parents of a student with a disability within a reasonable time before the school district proposes to or refuses to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education to the student.

### **Procedural Safeguards Notice**

A written notice developed by the State Education Department that describes the rights for parents of children with disabilities, ages 3-21.

### **Removal**

The removal of a student with a disability for disciplinary reasons from that student's current educational placement, other than a suspension; and the change of placement of a student with a disability to an IAES by a superintendent of schools for behavior involving weapons, illegal drugs or controlled substances, or by an impartial hearing officer of a dangerous student.

### **School Bus**

Every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law 11[1] and Vehicle and Traffic Law 142).

### **School Day**

Any day, including a partial day, those students are in attendance at school for instructional purposes. The term school day has the same meaning for all students in school, including students with disabilities or without disabilities.

### **School Property**

School property means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school or in or on a school bus (Education Law 11[1]).

### **School Function**

School function means any school-sponsored extracurricular event or activity (Education Law 11[5]).

**Sexual Orientation**

Actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law 11[5]).

**Short-term Suspension**

A suspension of five consecutive school days or less.

**Student Presumed to have a Disability for Discipline Purposes**

A student who the school district is deemed to have knowledge of was a student with a disability before the behavior that precipitated disciplinary action under the criteria in IDEA and its regulations.

**Student with a Disability**

A student with a disability or a preschool student with a disability as defined in sections 200.1(zz) and 200.1(mm) of the Regulations of the Commissioner.

**Substantial Evidence**

Beyond a preponderance of evidence.

**Superintendent or Superintendent of Schools**

A superintendent of schools of a school district, including a community superintendent, or the chief school officer of an approved private school. Such term does not include a Board of Cooperative Educational Services (BOCES) district superintendent of schools.

**Superintendent's Hearing**

A disciplinary hearing conducted pursuant to Education Law by a District Superintendent, superintendent of schools, or a hearing officer designated by a superintendent of schools, to determine whether a student should be suspended from instruction for more than five consecutive school days.

Flagrant violations of the Code of Conduct may result in a hearing before the Superintendent of his/her appointed hearing officer. The student has the right to be represented by an attorney or designee, the right to present witnesses and other evidence on his/her own behalf and the right to cross-examine opposing witnesses. The final decision for disciplinary action will rest with the Superintendent.

**Teacher Removal**

Removal of a disruptive student by a teacher in accordance with Education Law.

**Violent Student**

Violent Student means a student under the age of 21 whom:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.  
Education Law 3214 (2-a)(a);(3);(4);(6)).

## **Weapon**

Weapon means a firearm as defined in 18 USC Section 921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, slingshot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

## **After School Detention(ASD)- Level I**

A quiet study hall supervised by a staff member or the teacher. Level I detentions will begin in the eighth period and will end at 3:15 PM. Students must be present at the beginning of the detention period. Any student arriving after the beginning will not get credit for the detention. Students must bring work to do to get credit for detention. A missed detention without prior Superintendent approval will warrant further consequences.

## **After School Detention (ASD)- Level II**

A quiet study hall supervised by a staff member or the teacher. Level II detentions will begin at 3:15 PM and will end at 4:15 PM. Students must be present at the beginning of the detention period. Any student arriving after the beginning will not get credit for the detention. The school will not provide transportation for any student assigned Level II ASD. Students must bring work to do to get credit for detention. A missed detention without prior Superintendent approval will warrant further consequences.

## **Activity Restriction**

Any student placed on activity restriction will not be allowed to attend extracurricular activities, such as dances, athletic events, concerts, clubs, plays, etc. This may include participation in sports and clubs for the duration of the restriction period.

## **Restricted Student Status**

Denies a student certain rights and privileges granted to others, as determined by the Administration (e.g. loss of pass privileges, removal from cafeteria, activity restrictions, etc).

## **In-School Suspension (ISS)**

A quiet supervised study hall at school from 8:15 AM to 3:15 PM in which a suspended student is in limited contact with other students. Teachers will assign work to the student. All privileges after 3:15 PM are denied.

## **Out-Of-School Suspension(OSS)**

The student is detained at home for the day(s) assigned and not allowed on school property. The principal can suspend a student from 1-5 days. The Superintendent can suspend for more than 5 days. All extracurricular privileges are denied for up to five(5) weeks for 1st offense, ten(10) weeks for 2nd offense and until further notice for the 3rd or more offenses.

## **Parent Conference**

A meeting of parent(s), administrator and/or teacher and student will be held prior to the student returning to school. All suspensions are pursuant to Education Law.

## **Roles**

Ideal discipline is self-directed and self-controlled. In order to assure an orderly environment in which each person may live and learn to his/her full capabilities, the school, parents, and community must share the responsibility for helping students develop self-discipline. When self-discipline fails or self-control falters, disciplinary action must be imposed to protect the rights of others. At CCRS, as in the

community at large, certain rules and procedures are established to guide students through constructive growth into mature adulthood. Parents, teachers and others responsible for the welfare and education of our students must cooperate to interpret and enforce these rules. It is understood that the Superintendent may, at his/her discretion, adjust the penalties accordingly when circumstances appear to extend beyond the guidelines herein.

It is the obligation of every student, staff member, and administrator at Chazy to maintain an orderly environment, one which is conducive to learning, respectful of the rights of others, and mindful of the school's integrity. Every member of the Chazy community, therefore, has a role to play in carrying out that obligation.

### **Role of the Student**

It is the student's job to attend and participate in school programs to the best of his/her ability and to show respect for staff, other students and the school building. It is the student's obligation to be informed about his/her rights and responsibilities concerning the rules of our school.

### **Role of the Teacher**

Teachers should, by their own example, reflect a personal enthusiasm for education. It is the teacher's job to establish and maintain a positive atmosphere with fair and firm classroom discipline which will result in an environment that will motivate students. Teachers should encourage and develop cooperative, positive relationships with parents/guardians in order to reaffirm the importance education plays in their children's lives.

### **Role of the Principal/Assistant Principal**

It is the principal who sets the tone of the school and the learning atmosphere. It is by his/her positive example that the best teaching and learning situations are created. It is the principal's job to consistently follow the Code of Conduct and to show respect to teachers, staff and students. By solving problems concerning students, parents/guardians and staff in a fair and consistent manner, s/he can assure that the school's educational process will be a positive influence in each student's life.

### **Role of the School Psychologist**

The role of the school psychologist is to provide support to students, teachers and parents when there is a concern regarding a student's social/emotional and or academic welfare. Direct services may be provided such as individual or group counseling sessions, or indirect services such as consultation with parents and teachers about how they can help the student. The school psychologist should be viewed as a resource for students, teachers, and parents.

### **Role of the School Counselor**

The role of the school counselor is to help students understand and address their schedules and/or academic, personal, and social problems. S/he provides professional guidance by arranging conferences between students, parents, and teachers. S/he also provides extensive college assistance to juniors and seniors. The counselor may also coordinate pupil personnel staff and/or other agencies and services on behalf of the student.

### **Role of the Parent/Guardian**

The parent/guardian role is to prepare their child/children for school both mentally and physically, thereby assuring them the best chance of success. For Chazy Central Rural School to be effective, parents must be involved. Throughout this document, "parent" refers to the parent, guardian, or legal custodian of a child.

### **Role of the Superintendent**

The role of the superintendent is to promote a safe, orderly and stimulating school environment, supporting active teaching and learning. Review with district administrators the policies of the board of education and state and federal laws relating to student discipline. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

### **Board of Education**

The role of the Board of Education is to collaborate with students, teachers, administrators, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions. Adopt and review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of the implementation. Lead by example by conducting board meetings in a professional, respectful, courteous manner.

### **Appropriate Dress**

Individual students and parents have the responsibility for student dress and general appearance. Students are expected to dress with an awareness of their responsibility to Chazy Central Rural School and of their own self-respect. Students are required to attend school in appropriate dress that meets health and safety standards and does not interfere with the educational process.

Students not complying with appropriate dress will be asked to make clothing alterations in school, or their parents will be notified so that immediate arrangements can be made to correct the situation. Repeated violations of the dress code will be considered disrespectful and/or insubordinate behavior. The primary consideration in choosing school clothes should be neatness, decency and appropriate dress for weather conditions.

The following will not be allowed:

1. Bare feet;
2. Any dress that interferes with the educational process as determined by the principal; and
3. Improper or offensive attire.

### **Disciplinary Measures:**

**1st Reported offense:** Students will be issued a dress code compliance sheet and make appropriate clothing alterations.

**2nd Reported offense:** Student will be issued a dress code compliance sheet, make appropriate clothing alteration and assigned Level I Detention for not following directions.

**3rd Reported offense:** All of the 1st offense will be applied as well as parent/teacher/principal conference held. The consequence of Level II Detention will be issued for insubordination. All further infractions will be treated as insubordination.

### **Attending Assemblies**

The assembly is an important part of school life at CCRS. Assemblies offer education, information and entertainment, and they remind us of the important traditions that have been handed down from the past. Persons attending assemblies must observe these rules and procedures.

1. Students will report to homeroom before an assembly. Members of the Ushers' Club will lead each class to the auditorium and into the assigned area. Students must sit with their homeroom class.
2. Once in the auditorium, everyone remains standing until the Pledge of Allegiance has been recited and the ushers have returned to their seats. At the end of the assembly, classes at the back will depart first. Attendees must wait in front of their seats until the row is empty behind them.

3. During the assembly, students are expected not to distract others from the program. Talking, whistling, stamping feet, throwing objects, making comments to people on the stage, or any other distracting behavior will not be tolerated. Feet and knees should be kept off the seats. Food, drinks and chewing gum are not permitted in the auditorium.
4. If necessary, a student who becomes disruptive will be removed from the assembly. Anyone so removed may be denied the privilege of attending assemblies for a period of up to one year.

### **Anti-Discrimination Policy**

Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation or disability as a basis for treating another in a negative manner is not allowed.

Acts of harassment and bullying that are prohibited included but not limited to: race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender (which includes a person's actual or perceived sex, as well as gender identity and expression).

This is not an exhaustive list. For example, students with acne or short stature, who are subjected to discrimination, harassment, or bullying are also covered by the Dignity Act. Schools/districts may add to this list based on their own regional or specialized needs (for example, students of incarcerated parents).

### **Cafeteria**

The cafeteria should be a place where students relax, enjoy their meal and converse with friends. Proper courteous behavior is expected, as it is in all areas of the building. In order to maintain a healthful environment in which people may eat and relax, free from discomfort, the following rules are enforced.

1. No cutting in the serving lines.
2. No standing on chairs and no sitting or standing on the tables.
3. Seat changes and trips to the garbage should be limited. This will eliminate any excessive movement and confusion, making breakfast or lunchtime a more enjoyable environment for all.
4. **No throwing food or garbage. Students are responsible for cleaning both the table and immediate area at which they are eating.**
5. No trays are to be left on tables. Tray contents are to be dumped in the garbage and returned to the tray window.
6. **Removal of food from the cafeteria is not permitted, with the following exceptions:**
  - a. Students having a pass;
  - b. Students with a scheduled organizational meeting. (Students must inform cafeteria staff prior to their departure)
7. **Students remaining in the building during the lunch period are to stay in the cafeteria, and are not permitted in the areas which are designated as off-limits, i.e. academic areas, gym, auditorium, band room, shop, pool, and/or hallways.**
8. Students may enter the courtyard after their lunch is finished, but are to remain in the courtyard until the bell rings and they re-enter the building.
9. No glass containers are permitted on school property (I.E. school grounds or buses).
10. When staff members sound a whistle, students are to give them their full attention, and await instructions.
11. Students are responsible for following all directives issued by any staff member while in the cafeteria. Students not cooperating will be subject to charges of disruption and/or insubordination will be disciplined accordingly.

Disciplinary Measures:

- |                       |   |
|-----------------------|---|
| 1st reported offense: | Warning and assigned seat (until further notice)                      |
| 2nd reported offense: | Level I-1 detention and possible assigned seat (until further notice) |
| 3rd reported offense: | Level I-2 detentions and an assigned seat (until further notice)      |
| 4th reported offense: | Level II detention/ISS and an assigned seat (until further notice)    |

### **Dignity for all Students Act**

The intent of the amended Dignity for All Students Act( Dignity Act) is to provide all public school students with an environment free from harassment, bullying, (including cyber bullying) and discrimination, as well as to foster civility in public schools. The Dignity Act focuses on the prevention of discriminatory behaviors, including harassment/bullying, through the promotion of educational measures meant to positively impact school culture and climate.

The amended Dignity Act requires that all public school districts(districts) and Boards of Cooperative Educational Services (BOCES) include provisions in their Code of Conduct prohibiting harassment, bullying (including cyberbullying), and discrimination against students by students and/or school employees on school property or at a school function, as well as provisions for responding to acts of discrimination and harassment against students by students and/or school employees on school property or school function. Charter schools are also required to include in their disciplinary rules and procedures, (pursuant to Education Law 2851[2][h]), or, if applicable, in their Codes of Conduct, provisions prohibiting discrimination and harassment against students by students and/or school employees on school property or at a school function, as well as provisions for responding to acts of discrimination and harassment against students by students and/or school employees on school property or at a school function and guidelines on promoting a safe and supportive school climate (see Education Law 10-18 and 8 NYCRR 119.6).

Dignity Act Coordinator contacts are: Rob McAuliffe, elementary, 518-846-7212, ext 517-[rmcauliffe@chazy.org](mailto:rmcauliffe@chazy.org) ; Scott Osborne, secondary, 518-846-7135, ext 508- [sosborne@chazy.org](mailto:sosborne@chazy.org)

### **Dishonesty**

In preparing students to be contributing members of society, students must be honest. Lying or cheating (out of habit or to avoid consequences for another infraction) is inappropriate. If a student is caught lying or cheating in conjunction with other infractions, s/he will receive punishment for both lying/cheating and the other offense.

### **Plagiarize**

“To take(the work or an idea of someone else) and pass it off as one’s own (Oxford Dictionary).”  
Plagiarism includes but is not limited to:

1. Submitting internet work as your own without citation.
2. Copying another student’s work
3. copying , cutting, and/or pasting information into your document without proper citation.
4. Not paraphrasing another’s words even if citation is given
5. Not using quotation marks around someone else’s words
6. Not crediting pictures, CD’s, films, TV programs, etc.
7. Inventing bibliography sources to meet a required number

Please note: Plagiarism guidelines are discussed and reviewed in English classes at the beginning of the school year. These guidelines are reinforced in other classes whenever pertinent.

### **Cheating**

Students are expected to be honest. Cheating in any form is a serious offense and the equivalent to fraud. Therefore, there is no place for cheating at Chazy Central Rural School, which fosters the principles of integrity, individual accountability and honesty. Forms of cheating include, but are not limited to: copying answers from another person, using a “crib” sheet, talking or whispering answers during a quiz or test, and sharing work with another student. All instances of cheating will be referred to the principal. Please note: **Plagiarism is considered a form of cheating.**

### **Disciplinary Measures:**

**1st reported offense:** a “zero” on the homework or test involved and a letter to parents

**2nd reported offense:** a “zero” on the homework or test involved, 1-3 days ISS may be given, and parent conference

**3rd reported offense:** a “zero” on the homework or test involved and referral to the Superintendent for further action.

### **Forgery**

Any form of forgery is a misrepresentation and unacceptable. Forgery is the crime of falsely making or changing a written paper or signing someone else’s name. Forms of forgery include, but are not limited to; progress reports, notes from home, permission slips, and hall passes.

Disciplinary measures:

- 1st reported offense: 1 detention, up to 1 day ISS and a letter to parents
- 2nd reported offense: 1-2 days of ISS and a letter to parents and parent conference
- 3rd reported offense: 2-3 days of ISS and/or 1 day of OSS, a letter to parents, parent conference and referral to the Superintendent for further action.

### **Lying**

In a school attempting to function on the basis of trust, students acting contrary to this principle will be subject to disciplinary action. Lying, distorting facts, and similar offenses are considered unacceptable behavior. A student who is caught lying in conjunction with other infractions will receive punishment for both lying and the other offense(s).

Disciplinary measures:

- 1st reported offense: Warning to suspension
- 2nd reported offense: Parent conference to suspension
- 3rd reported offense: referral to the Superintendent for further action

### **Eighth Period**

Since the eighth period(2:30 PM-3:15 PM) is an excellent opportunity to accomplish a variety of activities, it is expected that all students will use the period in a constructive manner. Students must adhere to these rules for eighth period:

1. Students should not be in the halls after the 2:35 PM dismissal bell rings without a pass.
2. Students must sign in at a specific location during the eighth period; for example, a classroom, the music room, or the library.
3. Students in grades 7-10 who have a 3:15PM activity must stay in school for a supervised eighth period.
4. A student must remain in one of the locations listed above unless issued a pre-signed pass to go to a different teacher. Students found in violation of the eighth period code are subject to the disciplinary measures listed below.
5. All 7th graders are required to stay in the eighth period for the first quarter, regardless of their grades.
6. After five weeks, Seventh and Eighth grade students who are on the deficiency list will be required to stay every eighth period, if they are not already scheduled for a required class for every 5 weeks until they are passing all classes.

Disciplinary measures:

- 1st reported offense: verbal warning
- 2nd reported offense: Level I-1-3 detentions and parents notified
- 3rd reported offense: Level II detention or ISS and parent conference

### **Electronic Devices**

The Board of Education recognizes that there are personal electronic devices that have educational applications such as calculators, voice recorders, digital cameras and music listening devices.

These devices shall be allowed to be used in classrooms only when they are included as part of the lesson under the direction of the teacher.

**Cell Phones:** Students may carry cell phones/electronic devices with them during the school day. During class time, the students must have the phone/electronic devices turned off. The teachers may also require cell phones/electronic devices to be placed in a basket, other container, or face down on the student's desk during the class period. If a student leaves the classroom to use the restroom, the phone/electronic device is to be left in the classroom.

Between class periods students may check and respond to text messages. Students must remember that they are still responsible for arriving at their next class on time.

Students are allowed to use their phones/electronic devices during the lunch period, but again no phone calls are allowed.

Students are not to be making or receiving phone calls during the school day. In emergency situations parents are asked to contact the main office.

If a student becomes ill, they are to report to the nurse, if the nurse excuses the student for medical reasons parents will be contacted by the school.

Students are not to take pictures, videos, or make recordings of others.

The district is not responsible for lost or stolen cell phones.

Misuses of any of these electronic devices will result in consequences, as outlined in the code of conduct. Some uses of personal electronic devices constitute violation of the school district code of conduct and in some instances, the law. The school district will cooperate with the law enforcement officials as appropriate.

### **Harassment**

It is the right of every person in the Chazy school community to participate in and benefit from the district's programs, services, and privileges without being subjected to any form of harassment. Any student who harasses and/or threatens a member of the Chazy school community will be subject to disciplinary action. Instances of harassment may also be referred to the appropriate law enforcement agencies. Bullying can be considered a form of harassment.

Harassment includes, but is not limited to:

1. Engaging in a course of conduct or repeatedly committing acts which alarm or annoy another person;
2. Repeatedly following another person with the intent to harass;
3. Intimidating another person by threats which make him/her fearful of an act;
4. Engaging in conduct commonly called hazing/bullying;
5. Threatening physical assault against another person; and/or
6. Initiating physical contact with another person which does not cause physical harm but jeopardizes that person's safety.

Depending on the severity of the offense, disciplinary action may range from After School Detention to five days OSS.

### **Sexual and Racial Harassment**

In accordance with Title IX of the Education Amendments of 1972 and Title VI of the Civil Rights Act of 1964, all students are entitled to learn in an environment free from all forms of harassment on the basis of gender, race, color, religion, or national origin. Conduct is deemed to be sexual harassment when the victim perceives such behavior as unwelcome. Racial harassment consists of different treatment on the basis of race, color, religion or national origin so severe, pervasive or persistent that it interferes with, or limits, the ability of a student to participate in or benefit from the district's programs, services, or privileges.

Any student who believes that s/he has been subjected to sexual or racial harassment, whether by a teacher, other student, or any individual on school property or at a school-sponsored activity, should

report the alleged misconduct immediately to the Title IX or Title VI Compliance Officer or his/her designee, accordingly, so that appropriate corrective action, up to and including discharge of an employee or suspension of a student, may be taken. The victim can pursue his/her complaint informally or file a formal complaint. In the absence of a victim's complaint, the school, upon learning of or having reason to suspect the occurrence of any sexual or racial harassment, will promptly begin an investigation and take appropriate action based on the results of such investigation.

Sexual harassment includes, but is not limited to:

1. Inappropriate touching;
2. Verbal comments of a sexual nature;
3. Sexual name-calling;
4. Spreading of sexual rumors;
5. Making sexual gestures;
6. Telling jokes of a sexual nature;
7. Possessing or distributing pornographic materials;
8. Accessing pornographic materials through technology; and/or
9. Acts not in accord with propriety, modesty or good manners.

Racial harassment includes, but is not limited to:

1. Unwanted verbal comments dealing with race, color, religion or national origin;
2. Racial name-calling, or racial or ethnic slurs, slogans, or graffiti;
3. Intimidating actions or desecration of property, such as cross-burning or painting swastikas;
4. School personnel treating minority students more severely than white students;
5. School personnel repeatedly treating minority students in a racially derogatory manner; and/ or
6. Threatening physical assault or committing physical assault against another person based on race, color, religion, or national origin.

Consequences for sexual or racial harassment may range from one ISS to five days OSS to a Superintendent's Hearing and possibly permanent suspension from school, depending on the severity of the offense.

### **Assault**

Students in the Chazy school community are never permitted to abuse another person physically. Any attack upon another person which causes physical harm as an assault. Instances of assault may result in a referral to the appropriate law enforcement agency.

Depending on the severity of the offense, disciplinary action may range from one day OSS to a Superintendent's Hearing and possibly permanent suspension from school. However, incidents of assault involving collaboration by two or more participants will receive more severe consequences. In addition, assault on a staff member is considered to be an offense of the most serious nature; therefore, such assault will result in an informal or formal Superintendent's Hearing to consider permanent suspension from school.

### **Insubordination**

In the school community, as well as outside of it, students are expected to conduct themselves in a polite, courteous and respectful manner. Insubordination occurs when a student is openly defiant and willfully disregards a reasonable directive issued by an administrator, teacher, or other staff member.

Insubordinate actions include, but are not limited to:

1. Deliberate disobedience;
2. Flagrant acts of rudeness;
3. Refusal to report to the office upon direction; and/or
4. Disrespectful language.

Disciplinary measures:

- 1st reported offense: warning, or 1-3 detentions or ISS
- 2nd reported offense: 1-3 days ISS and parent conference
- 3rd reported offense: 1-5 days OSS or an informal or formal Superintendent's Hearing

### **Misuse of a Fire Alarm and/or Equipment**

Fire alarms and protection equipment are provided for the safety of the entire Chazy community. Misuse of the system and/or equipment will necessitate police involvement and action appropriate to law.

Disciplinary measures: will include one to five days OSS and will result in referral to appropriate law enforcement agencies.

### **Objectionable Behavior**

An academic community should be congenial and safe for all students. Any objectionable behavior affecting the safety or rights of others is undesirable.

Objectionable behavior includes, but is not limited to

1. Any actions that might cause injury;
2. Running in the hallways;
3. Throwing objects;
4. Littering;
5. Loitering;
6. Possession or use of radios, tape/CD players, Walkman, electronic devices/games, cellular phones, pagers, or other devices distracting to the educational process;
7. Misuse of property belonging to others;
8. Applying personal grooming products in hallways or classrooms;
9. Inappropriate displays of affection;
10. Consumption of food and/or beverage at inappropriate times or in inappropriate locations (see Cafeteria); exception students may consume water in classrooms;
11. Illicit activity via computer.

Consequences may include warnings, confiscation of the offensive item(s), detention, ISS and/or OSS, depending on the severity of the offense.

### **Obscene Language and Gestures**

One of the goals of CCRS is to teach students to communicate clearly within the structure of appropriate and acceptable standards of the English language. Obscene language or gestures, by or between students, through written word, speech, or gesture will not be tolerated within the school environment.

Disciplinary measures:

- 1st reported offense: parent notification, one or more detentions or possible ISS or OSS
- 2nd reported offense: 1-5 days ISS or OSS and a letter to parents
- 3rd reported offense: up to 5 days OSS, a letter to parents and a Superintendent's Hearing

### **Prohibited Articles and Substances**

CCRS abides by the Safe and Drug-Free School and Communities Act. To this end, the district provides instructional programs and activities to promote students' choice of a safe and drug-free lifestyle.

### **Dangerous Articles**

The safety of the Chazy community is one of the highest priorities that exists in our school district. To insure the physical safety and mental well being of all individuals, it is imperative that harmful and potentially harmful items not be allowed on school property. Such items include, but are not limited to: firearms, knives, explosive substances or devices, and/or fireworks. No student may possess an item which may be considered dangerous. Referral to the appropriate law enforcement agency in accordance with current local, state and federal laws may result. Dangerous articles may result in proper authorities being called.

Disciplinary measures:

- 1st reported offense: item(s) confiscated, parent conference, possibly 1 day OSS
- 2nd reported offense: item(s) confiscated, parent conference, possibly 1-5 days OSS
- 3rd reported offense: item(s) confiscated and an informal or formal Superintendent's Hearing

### **Alcohol, Tobacco Products and other drugs (ATOD): Possession and Use**

CCRS is committed to the prevention of ATOD possession and use/abuse, and will not tolerate ATOD possession and use on school property. No student may use, possess, sell, or distribute alcohol, tobacco products, e-cigarettes, other drugs (meaning all substances including, but not limited to: inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, club drugs) or drug paraphernalia, on school grounds, on school buses, or at school-sponsored events, with the exception of property labeled medication prescribed by a physician. The inappropriate possession and use of prescription and over-the-counter medications is also forbidden.

Additionally, the following persons are not permitted to enter school grounds or school-sponsored events: any person who gives any visible and/or physical indication that s/he has used or consumed alcohol and/or other drugs, or any person who school personnel have reasonable grounds to suspect has used alcohol and/or other drugs.

Any substances or paraphernalia found will be confiscated immediately. The parent(s) of the student(s) involved will be called and appropriate disciplinary action taken, up to and including permanent suspension. The district may bring legal charges against the student(s) involved, including a lawsuit. In its effort to maintain a drug-free environment, the district shall cooperate to the fullest extent possible with local, state and/or federal law enforcement agencies.

Disciplinary measures will be on a continuum based on the situation and may include:

- 1st reported offense: ISS/OSS
- 2nd reported offense: OSS/Superintendent's Hearing
- 3rd reported offense: Superintendent's Hearing-Possible Expulsion

### **School Activities**

All students are to abide by the guidelines for proper student conduct as stated in the Code of Conduct. If a student is absent or serving an ISS or ISS on the day of a school activity, s/he may not attend that activity.

### **Behavior Standards/Code of Conduct**

1. The student agrees to abide by the district-wide Student Code of Conduct and understands that a violation of the code may result in suspension from the below-named activities, in addition to any penalty given by the district.
2. The student agrees to refrain from the use, possession or sale of alcohol, drugs and/or tobacco products, on or off campus during the time that s/he participates in the below-named activities.
3. The student agrees to abide by any further conditions imposed by the activity advisor/coach during the time that s/he participates in the below-named activities.

### Athletic Events

Specific rules for spectator sports will be posted each season by the Athletic Department. Any student illegally absent from school or absent due to illness will not be allowed to participate. Any student who is absent or serving an ISS or OSS on the day of an athletic event will not be permitted to attend or participate in that athletic event.

### Dances

Specific rules for dances will be posted in the venue area. Any student absent from school on the day of a dance will not be allowed at the dance. Any student serving either an ISS or OSS will not be permitted to attend dances during the time that the student is serving the suspension. Any student on Activity Restriction will be denied access to the dance. In addition:

1. All school policies regarding alcohol and drug use are in effect during a dance;
2. Book bags will not be allowed in the school;
3. Students may not wander from the designated dance area; and
4. Students must enter the dance within ½ hour of the start of dance and may not leave and reenter the dance.

### Teacher Removal of a Disruptive Student

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student into the hallway briefly; (3) sending a student to the principal's office for the remainder of the class time only; and (4) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

- 1. A classroom teacher may remove a disruptive student from class for five days. The removal from class applies to the class of the removing teacher only.**

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a change to present his or her version of the relevant events within 24- hours.

The teacher must complete a district-established disciplinary removal form and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with

the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.

Within 24- hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law, including the district's code of conduct.
3. The conduct warrants suspension from school pursuant to Education Law Section 3214 and a suspension will be imposed.

The principal or his/her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his or her class. The principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

**2. Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, of whose conduct otherwise endangers the safety, morals, health or welfare of others.**

The board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the building principals.

Any staff member may recommend to the superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the superintendent for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The superintendent or principal, upon receiving a recommendation or referral for suspension of students with the superintendent and the building principals.

Any staff member may recommend to the superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the superintendent for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The superintendent or principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for a subsequent presentation, if necessary.

**A. Short-term (5 days or less) suspension from school**

When the superintendent or principal (referred to as the “suspended authority”) proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law Section 3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of this basis for the proposed suspension. The suspending authority must also notify the student’s parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student’s presence in school poses a continuing danger to persons or

property or an ongoing threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the superintendent's decision, they must file a written appeal to the board of education with the district clerk within 10 business days of the date of the superintendents' decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

#### **B. Long-term (more than 5 days) suspension from school**

When the superintendent or building principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearings shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.

An appeal of the decision of the superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the district clerk within 10 business days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances preclude them from doing so. The board may adopt in whole or in part the decision of the superintendent. Final decisions of the board may be appealed to the Commissioner within 30 days of the decision.

#### **C. Permanent suspension**

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well being of other students, school personnel or any other person lawfully on school property or attending a school function.

### **3. Minimum Periods of Suspension**

#### **A. Students who bring a weapon to school**

Any student found guilty of bringing a weapon on school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law. In addition, if a student is disabled, there shall first be a meeting of the Committee of Special Education or section 504 team as appropriate have the authority to modify the one-year suspension

on a case-by-case basis. In deciding whether to modify the penalty, the following may be considered:

1. The student's age.
2. The student's grade in school.
3. The student's prior disciplinary record.
4. The superintendent's belief that other forms of discipline may be more effective.
5. Input from parents, teachers and/or others.
6. Other extenuating circumstances.

A student with a disability may be suspended only in accordance with the requirements of state and federal law.

#### **B. Students who commit violence acts other than bringing a weapon to school**

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent, when appropriate, has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the same factors in modifying a one-year suspension for possessing a weapon may be considered.

#### **C. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interferes with the teacher's authority over the classroom**

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. In addition, if a student is disabled, a meeting of the Committee of Special Education or section 504 team as appropriate may be required to meet to determine manifestation. For purposes of this code of conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law 3214 (3-a) and this code on four or more occasions during a semester or three or more occasions during a trimester. If the proposed penalty is the minimum of five-day suspension, the student and the student's parent will be given the same notice and opportunity of an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent, when appropriate, has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the same factors in modifying a one-year suspension for possessing a weapon may be considered.

#### **D. Referrals**

1. Counseling
  - a. The Guidance Office shall handle all referrals of students to counseling.
2. PINS Petitions: The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitual disobedient and beyond the lawful control of the school.
- c. Knowingly and unlawfully possessing marijuana in violation of Penal Law Section 221.05. A single violation of Section 221.05 will be a sufficient basis for filing a PINS petition.
- d. Juvenile Delinquents and Juvenile Offenders

The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- 1. Any student under the age of 16 who is found to have brought a weapon to school,
- 2. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law Section 1.20(42).

The superintendent is required to refer student's age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

**Alternative Instruction**

When a teacher removes a student of any age from class or a student of compulsory attendance age is suspended from school pursuant to Education Law Section 3214, and Part 200 of the Commissioner's Regulations, the district will take immediate steps to provide alternative means of instruction for the student. Immediate does not mean instantaneous.

**Theft**

One of the goals of the Chazy Central Rural School is to instill a feeling of respect for the rights and property of the entire Chazy Community. Therefore, it is expected that all students will be honest and will respect the property of others. Since stealing is against the law, any individual who violates this law will be subject to school and/or criminal punishment. When it has been determined that an individual has been involved in a theft, the following measures will be taken:

In all cases, return of the stolen property or restitution will be made. Authorities may be notified.

1st reported offense: According to the severity of the theft, one detention to a five-day suspension will be given. The parent/guardian and student will be requested to attend a conference with the Superintendent/principal/teacher.

2nd reported offense: 1-5 days suspension will be given. The parent/guardian and student will be requested to attend a conference with the Superintendent/principal/teacher prior to the student's return to school.

**Note:** School action does not eliminate the possibility of additional legal actions.

**Transportation**

Transportation to and from school is a privilege, not a right. Safety is the primary concern in transporting students. All guidelines are established to ensure that the bus driver maintains safety and control throughout the trip. Students are to conduct themselves in a manner so that all bus rides will be a positive experience for everyone. Transportation rules also apply to students riding the bus to and from CVES and extracurricular events. Students will not:

- 1. Disobey the bus driver;
- 2. Fight;
- 3. Throw things;

4. Have dangerous objects on the bus;
5. Use profane or vulgar language or gestures;
6. Light matches or smoke;
7. Possess drugs or alcoholic beverages;
8. Destroy property;
9. Litter, run in the aisles, or leave seat while bus is in motion;
10. Put arms or head out of an open window;and/or
11. Inappropriately display affection.

Reports of misconduct will be filled by the bus driver and given to the Director of Transportation. To and from school.

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|-----------------------|--|
| 1st reported offense: | written warning, parent notification and possibly up to 5 days loss of transportation          |
| 2nd reported offense: | Parent notification and up to 10 days loss of transportation                                   |
| 3rd reported offense: | Parent notification and up to 15 days loss of transportation                                   |
| 4th reported offense: | parent/principal conference, possible loss of transportation for remainder of the school year. |

During the time a student is suspended from riding the bus, parents will be responsible for providing transportation to and from school. If a student receives a fourth misconduct report, s/he will be removed from the bus for the remainder of the year. **BUS NOTES: Any request to change transportation for a day or longer must be submitted to the office in writing for approval. This cannot be done over the phone unless it is an absolute emergency.**

### **Vandalism**

Vandalism is the intentional damage to the property of CCRS or of any person which results in the cleaning, repair, or replacement of the property vandalized. Examples of vandalism include, but are not limited to: defacing walls, lockers, furniture, books, or other school equipment(including buses) and materials, damage to floors, walls, ceilings, doors, windows and bulletin boards; mistreatment of any equipment or furnishings, such as visual aids or books.

#### **Disciplinary Measures:**

**1st reported offense:** Minor Vandalism: depending on the severity of the instance, the student may be assigned ISS.

**2nd reported offense:** Minor Vandalism: depending on the severity of the instance, the student may be suspended 1-3 days.

**1st reported offense:** Major Vandalism: depending on the severity of the instance,the student may be suspended 1-3 days.

**2nd reported offense:** Major Vandalism: depending on the severity of the instance, the student may be suspended 1-5 days.

According to New York State Law, a student's parent/guardian is responsible for the first \$1,000.00 of vandalism for which their child is responsible. Vandalism may be reported to the state and/or local authorities for their investigation.

Note: A reasonable effort must be made to repay the damages within a time limit arranged by parent and administration.

### **Discipline of Students with Disabilities**

The board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The board is committed to ensuring that the procedures followed for

suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This code of conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

### **Authorized Suspensions or Removals of Students with Disabilities**

1. For purposes of this section of the code of conduct, the following definitions apply.
  - a. A suspension means a suspension pursuant to Education Law Section 3214.
  - b. A removal means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an Interim Alternative Educational Setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.
  - c. An IAES means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current Individualized Education Program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from reoccurring.
2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
  - a. The board, the district (BOCES) superintendent of schools or building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
  - b. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
  - c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
  - d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
    - i. **Weapon** means the same as a dangerous weapon under 18 U.S.C. Section 930 (g)(w) which includes "a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 ½ inches in length."
    - ii. **Controlled substance** means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

- iii. **Illegal drugs** means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in and IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

### **Change of Placement Rule**

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
  - a. For more than 10 consecutive school days; or
  - b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

### **Special Rules Regarding the Suspension or Removal of Students with Disabilities**

1. The district's Committee on Special Education shall:
  - a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.

If subsequently, a student with a disability who has a behavioral intervention plan and its implementation to determine if modifications are necessary. If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

- b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to

have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred a student presumed to have a disability for discipline purposes.

- a. The superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
- b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
  - i. Conducted an individual evaluation and determined that the student is not a student with a disability, or
  - ii. Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and presumed to have a disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.

3. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement.

The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.
4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.
6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

### **Expedited Due Process Hearings**

1. Expedited due process hearings shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
  - a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IEAS where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the tendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
  - b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IEAS.
    - i. During the tendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.
    - ii. If school personnel propose to change the student's placement after expiration of an IAES placement during the tendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
    - iii. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such a time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

### **Referral to Law Enforcement and Judicial Authorities**

In accordance with the provisions of IDEA and its implementing regulations:

1. The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
2. The superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

