

# *Chatham High School*

*A place where learning is our number one priority and character counts!*

## **STUDENT HANDBOOK**

**2010-2011**



### **Mission of the Chatham Central School District**

*The Mission of Chatham Central School Community, is to nurture and challenge students to become self-directed learners who contribute positively to a culturally diverse world.*

**Chatham High School**  
**50 Woodbridge Avenue**  
**Chatham, NY 12037**  
[www.chathamcentralschools.com](http://www.chathamcentralschools.com)

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*The Board of Education, its officers and employees, shall not discriminate against any student, employee or applicant on the basis of race, color, creed, sex, sexual orientation, national origin, religion, age, economic status, marital status, or disability.*

**Chatham High School Map**



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*Alma Mater*

*Let our voices loudly ringing,  
Echo far and near!  
Songs of praise thy children singing  
To thy mem'ry dear.*

*Years may dim our recollection  
Time its change may bring,  
Still thy name in fond affection  
Evermore we sing.*

**Chorus:**     *Chatham Central! Chatham Central!  
Staunch and ever true!  
Grateful ones, with love unfailing  
All their vows renew.*

14. Students shall not carry hazardous materials, nuisance items, or animals onto the bus.
15. Students shall respect the rights and safety of others.
16. Students desiring to board or leave a bus at other than their assigned bus stop must have a signed note, approved by their school administration.
17. Students shall not extend head, arms, or other objects out of the bus windows.
18. Students will not drop trash on the bus and will keep the bus clean.
19. Students shall not use tobacco, alcohol, drugs or any other controlled substance on the bus.
20. The bus driver is authorized to assign seats, whenever he/she deems necessary for the safety and well being of the students on the bus.
21. Students riding on large buses are encouraged to use seatbelts. Students riding on buses with a capacity of nineteen or less, are required, by law to wear seat belts.
22. Students shall avoid shouting and other excessive noise that may distract the driver.

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# RIGHTS AND RESPONSIBILITIES

## STUDENTS' BILL OF RIGHTS AND RESPONSIBILITIES

### EDUCATION:

All persons between the ages of 6 and 21 residing in the state of New York are entitled to free education without discrimination on the basis of sex, race, creed or personal condition. Each student has the right to learn in a safe and orderly environment most suitable to the student. Each student has the responsibility to attend school regularly, at least until the age of 17, and to abide by the policies and regulations of the school.

### ASSOCIATION:

Students have the right to participate in any and all student organizations which have been recognized by the school district in accordance with established criteria. Such organizations may not restrict membership on the basis of race, sex, national origin, or established guidelines of each organization. However, student participation may be restricted as the result of disciplinary action.

### DISCIPLINE:

Rules for student conduct and discipline have been adopted by the Board of Education. These standards include prohibited student conduct and the range of penalties which may be imposed for such misconduct. *Students need to be aware that disciplinary infractions are cumulative and, therefore, the penalties increase based on the number of infractions and not necessarily on the type of infraction. Parents and students are supplied with a copy of the district Code of Conduct.*

### CONFIDENTIALITY:

Student records will be maintained by the school district for use by appropriate district personnel in developing the best possible educational program for each student. Parents or legal guardians are entitled to inspect the student's cumulative records. Access to permanent student records is available to authorized school personnel and to the student's parents or legal guardians in consultation with school officials. The parent is afforded the opportunity through a hearing to challenge the accuracy/content of the child's records. A student over the age of 18 is given the same rights as his/her parents.

- Instruct students to always look both ways when crossing, even when the red lights of the bus are flashing. Not all motorists are conscientious about the law requiring traffic to stop both ways when the red lights are flashing.
- Encourage students to dress appropriately for bad weather. In the event that the bus is delayed, students will be grateful for proper attire.
- Discuss the safety hazards involved in throwing anything inside the bus or out of the bus window.

### Bus Rules for Student Behavior:

1. Students shall arrive at the bus stop before the scheduled bus pickup time. The District's intent is that children are waiting at the bus stop when the bus arrives, so that the bus is not delayed.
2. Students shall wait in a safe place, clear of traffic and, where possible, at least fifteen feet from the edge of the road.
3. Students shall wait in an orderly manner and avoid horseplay or disruptive behavior.
4. Students shall cross the road or street in front of the school bus only after the bus has come to a complete stop and upon direction of the driver.
5. Students shall go directly to an available or assigned seat as applicable when entering the bus.
6. Students will not change seats while the bus is in motion.
7. Students shall not occupy a position in the school bus that interferes with the driver's operation of the bus or the vision of the driver to the front, sides, or through the mirror to the rear.
8. Students shall remain seated, facing forward and keep aisles and exits clear.
9. Students shall observe classroom conduct, be courteous and obey all directions from the driver promptly and respectfully.
10. Students shall refrain from throwing or passing objects on, from or into buses.
11. Students are permitted to carry only objects that can be held on his or her lap.
12. Students shall refrain from the use of profane, inappropriate or disrespectful language.
13. Students shall refrain from eating and drinking on the bus.

## TRESPASSING

A student is not permitted in any school building, other than the one that he/she regularly attends, without permission from the Principal or Assistant Principal. Should a student be found in a building without permission, the necessary authorities will be called and trespassing charges may be filed against the student.

## WEAPONS

No student shall bring any weapons, including small pocket knives, to school. The first offense for possession of any weapon other than a firearm shall subject the student to a five day suspension. The student may also be referred to the Superintendent for a formal hearing. The student will come back to school only after a reinstatement conference is held with the student and parent(s).

The first offense for possession of a firearm shall be immediate suspension from school, and a disciplinary hearing before the Superintendent, which could result in a long-term suspension.

Any repeated weapon possession offense will subject the student to immediate suspension from school, and a disciplinary hearing before the Superintendent, which could result in a long-term suspension.

If a student uses or threatens to use any weapon, the student shall be suspended immediately, pending a disciplinary hearing before the Superintendent which could result in a long term suspension.

The police will be notified any time a student brings a weapon to school so that criminal proceedings, if appropriate, may be instituted.

## Parents Play Important Role in School Bus Safety:

Safety awareness must begin – and be consistently reinforced – at home. The following points are suggested to parents:

- Stress the importance of remaining seated and reasonably quiet while the bus is in motion.
- Provide students with a school bag to securely transport supplies and materials. Loose papers can be distracting and ultimately a hazard.

## FREEDOM OF EXPRESSION:

Schools should afford the greatest possible opportunity for freedom of inquiry and expression to all members of the school community. It is the student's responsibility not to interfere with the orderly conduct of classes or to interfere with the freedom of others to express themselves, and to refrain from libel, obscenity, and personal attacks.

## INTERROGATION OF STUDENTS BY POLICE

The Chatham Central School District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions. Police officials may enter school property to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

Before police officials are permitted to question or search any student, the building principal or his/her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function. Students must be informed of their legal rights, which include the right to remain silent and the right to request the presence of an attorney.

## STUDENT SEARCHES AND INTERROGATIONS

### Searches

The Chatham Board of Education and the school authorities are committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, the Board authorizes the Superintendent, building principals, assistant principals, and deans of students to conduct searches of students and their belongings, if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district Code of Conduct.

Student lockers, desks, and other school storage places may be subject to search at any time by school officials without prior notice to students and without their consent when such search is based upon reasonable suspicion.

### DUE PROCESS:

All students are guaranteed the right to due process.

## EDUCATION OF HOMELESS CHILDREN

The Board of Education shall make reasonable efforts to identify school-age homeless youth within the District, encourage their enrollment and eliminate existing barriers to their education, which may exist in District practices. A homeless child is a child who lacks fixed, regular and adequate nighttime residence or who has a primary nighttime location in a shelter or other temporary living accommodations. The McKinney Vento act definition of homeless will be used to determine homeless status on an individual basis.

Since homeless children have options for school attendance, the District will determine the “school of origin” and “school of residency” as defined by regulation. The District will consider the “school of origin” as the first option for attendance and will consider parental preferences when determining the best location for the student to attend. State enrollment dispute resolution process will be followed if families and the District disagree about selected school of attendance.

The Superintendent of Schools shall develop procedures necessary to expedite the homeless child’s access to the designated school. Such procedures shall include:

1. **Liaison:** The District shall appoint a “homeless liaison” each year at the Board of Education re-organizational meeting.
2. **Admission:** Upon designation, the District shall first admit the homeless child to school, and then request the official records from the school of origin. The District shall not require that such record be forwarded from district of origin before the student may enroll. Modification of usual residency evidence may be made.
3. **Transportation:** In accordance with McKinney Vento, the District shall provide transportation for homeless students currently residing within the District as directed by District transportation guidelines and Homeless legislation.
4. **School Records:** For homeless students attending school out of the District, the District shall, within 5 days of receipt of a request for records, forward a complete copy of the homeless child’s records including proof of age, academic records, evaluations, immunization records and guardianship papers, if applicable.
5. **Services:** The District will provide homeless students with services offered to non-homeless students and will ensure that homeless children are not segregated or stigmatized.

## TOBACCO USE

The Board of Education recognizes that tobacco use is injurious to health and that strong, enforced tobacco policies can contribute to the health of our students, staff and community.

Therefore, the Board will maintain a tobacco-free environment. The use and possession of tobacco products by students shall be prohibited on all school properties and at all school-sponsored events, regardless of location. The use of tobacco products by staff, parents or visitors shall be prohibited at those same venues.

For the purpose of this policy, the following definitions shall apply:

1. School property is defined as all vehicles, grounds and buildings owned, leased or used for school-sponsored events.
2. Tobacco products may include cigarettes, cigars, chewing tobacco, powdered tobacco, and any other tobacco products.

The Board authorizes the Superintendent to develop procedures to communicate and enforce this policy. Appropriate signage will be prominently posted and instruction will be provided to students about the dangers of tobacco use.

Cross Reference: 5312.3 Smoking  
Code of Conduct

Ref: NYS Pro-Kids Act 1994, Education Law §§409 (2); 3020-1 (4)  
NYS Clean Indoor Air Act 2003, Article 13-E & 13-F,  
NY Public Health Law §§206; 340; 347

Adoption date: June 24, 2008

### Disciplinary Procedures

1. **First incident will result in 1 day of in-school and referral to school social worker**
2. **Second incident will result in a 3 day suspension and referral**
3. **Third incident will result in a 5 day suspension and possible Superintendent’s hearing.**

1. commits an act of violence upon a teacher, administrator or other school employee;
2. commits, while on school district property an act of violence upon another student or any person lawfully upon said property;
3. possesses, while on school district property, a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death;
4. displays, while on school district property, what appears to be a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death;
5. threatens, while on school district property, to use any instrument that appears capable of causing physical injury or death;
6. knowingly and intentionally damages or destroys the personal property of a teacher, administrator, other school district employee or any person lawfully upon school district property; or
7. knowingly and intentionally damages or destroys school district property.

#### **Discipline Procedures for Students with Disabilities:**

When there is a report that a student with a disability has violated the discipline code of the school which he / she attends, the Principal or designee will conduct an investigation which may include a conference with a student, other students, parents, teachers, other student service personnel, or others, as deemed appropriate for early identification and resolution of the suspected problem. The investigation shall be conducted according to the following guidelines:

- The student is given notice of the charges against him / her in enough detail to allow the student to understand the nature of the accusation.
- The student is given an opportunity to admit to or deny the stated charges.
- In determining the appropriate disciplinary action, the administrator must consider whether the misconduct is related to the handicapping condition.

If it is determined that the misconduct is *unrelated* to the student's handicapping condition, the administrator can determine the appropriate disciplinary action according to the building discipline code.

If it is determine that the misconduct is *related* to the student's handicapping condition, the student's case must be referred to the Committee on Special Education which will re-examine the student's educational and behavioral needs as outlined in the student's Individual Education Plan (IEP). The committee may determine that additional structure, support, or a change of placement is required.

The suspension of a student with a handicapping condition cannot be imposed if:

- The suspension is for a ten day period or longer as a result of a superintendent's hearing;
- is part of a series of suspensions that total more than ten days;
- or is part of a series of suspensions that total less than ten days but creates a pattern of exclusion which constitutes a change in his / her placement.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Pursuant to applicable federal and State law regulations, the Board of Education of the Chatham Central School District hereby adopts the following policies and procedures with respect to the confidentiality of, and access to, educational records.

#### **Annual Notice**

The District shall provide annual public notice to parents and eligible students (over 18 years of age) of their rights to:

- Access and confidentiality of the student's educational records;
- Seek amendment of the student's educational record that they believe to be inaccurate, misleading or otherwise in violation of the student's privacy rights and the procedures for requesting such an amendment;
- Consent to disclosure of personally identifiable information contained in the student educational record;
- Request that the District not disclose the student's directory information, as defined herein; and
- Obtain a copy of this Policy.

Such notice shall also advise parents and eligible students of the Board.

## **LEGAL CUSTODY OF STUDENTS**

Occasionally, domestic problems involving child custody are brought to the attention of the school. School officials do not pass judgment on these cases. The responsibility of legal guardianship rest with the family and the courts. Legal documentation must be on file if any restrictions have been established regarding a child's custody. A student residing with anyone other than the responsible parents must have documentation showing legal residence in the district and indicate who has legal custody. If legal residence is not established as well as supporting documentation the student cannot be enrolled.

## STUDENT CONDUCT AND DISCIPLINE

Productive, satisfying, and wholesome learning environments depend upon relationships which permit students to learn and teachers to teach.

Each student is responsible for his/her own behavior. The district's rules of conduct, focusing on personal safety and respect for the rights and property of others, apply both in the classrooms and throughout the school. Students who violate school rules will be subject to appropriate disciplinary action.

Disciplinary action will be firm, fair, and consistent in following the guidelines of the code of conduct.

### **A single flagrant violation can result in immediate referral to appropriate authorities.**

The administration reserves the right to assess disciplinary actions based upon particular situations. Disciplinary action, which may include suspension from school, will occur when a student behaves in a manner which is:

1. dangerous to the health, safety, morals or welfare of others, including but not limited to:
  - a) fighting or behaving violently,
  - b) threatening another with bodily harm,
  - c) intimidating students or school personnel,
  - d) making unreasonable noise,
  - e) using inappropriate language or gestures,
  - f) displaying affection in public,
  - g) dressing inappropriately,
  - h) engaging in misconduct on the bus,
  - i) creating a hazardous or physically offensive condition by any act which serves no legitimate purpose,
  - j) possessing or using cell phones or pagers in school or on school buses,
  - k) ethnic or racial slurs.
2. insubordinate, that is, failing to comply with the lawful directions of teachers, school administrator, or other school employees in charge of the student.
3. academic misconduct, including but not limited to:
  - a) academic fraud or cheating,
  - b) tardiness to school or class,
  - c) failure to attend class,
  - d) misconduct on field trips / athletic events,
  - e) failure to complete homework,
  - f) missing or leaving school without permission,
  - g) plagiarism,
  - h) violation of privileged activities.

2. Provide the student with an opportunity informally to present the pupil's version of the events.
  - a. before the removal takes effect if the student's continued presence in the classroom does not pose a continuing danger to persons or property, or an ongoing threat of disruption to the academic process.
  - b. within 24 hours of the removal, if the student's continued presence in the classroom would present a continuing danger/ongoing threat.

The Principal (or his/her designee) must subd. 3-a.b., c. & d.

1. Inform the parent within 24 hours of the student's removal.
2. Within 48 hours, provide the parent and student, upon request, with an opportunity for an informal conference with the Principal and, if the student denies the charges made by the teacher, provide an explanation of the charges and give the student and parent an opportunity to present the student's version of the events.
3. The Principal may
  - a. set aside the charges and return the student to class immediately, if the Principal determines the charges are not supported by substantial evidence, or the removal is otherwise in violation of law
  - b. determine that the conduct which resulted in the removal is otherwise in violation of law or warrants suspension from school, and act on that determination.
  - c. Uphold the removal.

This decision must be made by the close of business on "the day succeeding the forty-eight hour period for an informal hearing" – effectively, that is, within 3 days of the removal.

### **Definitions:**

Disruptive Pupil §3214 subd. 2-1.b.

An elementary or secondary student under twenty-one years of age who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

Violent Pupil §3214 subd. 2-a.a.

An elementary or secondary student under twenty-one years of age who:

Suspensions in excess of five school days may be imposed by the Superintendent. A student may not be suspended for more than five school days unless the student and the person in parental relationship to the student have had an opportunity for a hearing before the Superintendent. The Superintendent will hold a hearing in relation to suspensions of more than five school days in cases where the law limits to ten days the total number of days a student may be suspended.

At such hearings, the student has the following rights:

1. to be represented by counsel;
2. to present witnesses;
3. to testify regarding the subject of the charges, and,
4. to refrain from testifying.

A record of the hearing must be made by stenographic transcript or tape recording.

### **Teacher Removal from Class**

Education Law §3214 subd. 3-a.

A teacher may remove a student from the class if the student is a disruptive pupil; the removal lasts for a maximum of three days, but may terminate earlier if the Principal determines that the asserted basis for removal is not supported by substantial evidence. The removal must be consistent with the discipline measures included in the Code of Conduct for the Maintenance of Order on School Property.

There must be arrangements in place to ensure the provision of continued educational programming and activities during the period of such removal.

Process: subd. 3-a.a.

The teacher must:

1. Inform
  - a. the student
  - b. the building Principal of the reasons for the removal

4. violation of Board of Education rules and regulations for the maintenance of public order on school property, including but not limited to:
  - a) vandalism or any destruction of real and/or personal property (including graffiti or arson),
  - b) theft,
  - c) truancy (the district will file a Person in Need of Supervision (PINS) petition for students who are chronic cases of truancy),
  - d) possession / use / under the influence of / sale of drugs or alcohol,
  - e) possession, use or threatened use of weapons or fire works,
  - f) possession or use of tobacco or tobacco products,
  - g) hazing,
  - h) sexual harassment.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

The Chatham Central School District has a tradition of care and respect for the individual student and holds high expectations for all. Each student is encouraged to grow intellectually, emotionally, physically, and socially.

All members of the community are entitled to feel safe and to expect that their person, property and opinions will be respected. Of equal importance is the expectation that everyone shares the responsibility for creating an atmosphere of trust. School must be a setting in which respect for rules and common decency are accepted by all as the necessary structure for learning and community.

The school has an obligation to educate students in the rights and responsibilities of citizenship. As part of their education, students should be made aware of, and should exercise, those rights and responsibilities as they exist within the school environment.

Students should strive for academic excellence. In doing so, students should:

- show respect for themselves and others;
- be regular and punctual in attendance;
- be self-controlled, participatory, reasonably quiet and non-disruptive in classroom, buildings, school buses, and at school activities;
- be neat and clean in appearance while dressing in a fashion that will not be distracting or disrupt classroom procedure;
- strive for mutually respectful relationships with teachers and comply with directives of teachers and administrators;

- keep their language and gestures respectful and free of profanity or obscenities;
- respect private, public, and school property;
- be knowledgeable about and abide by rules and regulations of the district and school.

When concerns or complaints arise, students should contact their Principal or Assistant Principal.

## STUDENT LIFE

### Character Education

The Chatham Central School District places great value in our Character Education program. At Chatham high school we believe everyone should respect themselves, respect each other and respect the building. It is expected that all school employees and students model their behavior with that in mind. Our school code of conduct is also based on this concept. We truly believe Chatham High School is a place where character counts.

### ATTENDANCE POLICY

#### I. Purpose/Statement of Objectives:

The purpose of this policy is to encourage and promote good attendance habits. They are designed to support parents and students by communicating the importance of good attendance and by offering appropriate support in addressing obstacles to good attendance. Good attendance is a central component of the educational process. The educational program offered by the District is predicated upon student presence and requires continuity of instruction and classroom participation. This policy also ensures the maintenance of an adequate record verifying the attendance of all children at instruction in accordance with Education Law §§ 3205 and 3210 and establishes a mechanism by which the patterns of pupil absence can be examined to develop effective intervention strategies to improve school attendance.

#### II. Strategies to Be Employed:

The District will employ the following strategies to ensure good attendance of all of its students:

10. unwelcome written or pictorial display or distribution of pornographic or other sexually explicit materials such as magazines, videos, films, Internet material, etc.;
11. any other unwelcome gender-based behavior that is offensive, degrading, intimidating, demeaning, or that is based on sexual stereotypes and attitudes.

For purposes of this regulation, action or conduct shall be considered “unwelcome” if the student or staff member did not request or invite it and regarded the conduct as undesirable or offensive.

*A more detailed version of the Sexual Harassment Regulations as well as the filing procedures and complaint forms may be obtained in any school building main office or the Superintendent’s Office. Complaints may be lodged with Administration or the harassment officers: John Thorsen, Diane Malecki (Sexual harassment officers) Jean Scheriff (Title IX).*

## SUSPENSION OF STUDENTS FROM REGULAR ATTENDANCE

### In-School Suspension

Students assigned in-school suspension will be separated from the student body and will work independently on previously gathered work. Any student with an IEP will receive those services identified.

### External Suspension

External suspension is a serious disciplinary action and will be invoked in all serious disciplinary matters. Every effort shall be made to notify the parent or guardian prior to the end of the day on which the student is suspended. Suspended students will not be sent home before the normal dismissal time without permission from the parent or guardian. In all cases of suspension, a formal notification will be sent to the person in parental relationship explaining the reasons for and dates of suspension.

The Board of Education and the Superintendent of Schools have delegated to the Principal the authority to suspend a student for a period of up to and including five days. Prior to the suspended student’s return to school, a formal reinstatement conference will be held by the Principal or Assistant Principal with the suspended student and person in parental relationship to the student.

## Unacceptable Conduct

School-related conduct that the district considers unacceptable and which may constitute sexual harassment includes, but is not limited to, the following:

1. unwelcome sexual invitations or requests for sexual activity in exchange for grades, promotions, preferences, favors, selection for extracurricular activities or job assignments, homework, etc.;
2. unwelcome and offensive public sexual display of affection, including kissing, making out, groping, fondling, petting, inappropriate touching of one's self or others, sexually suggestive dancing, and massages;
3. any unwelcome communication that is sexually suggestive, sexually degrading or implies sexual motives or intentions, such as sexual remarks or innuendoes about an individual's clothing, appearance or activities; sexual jokes; sexual gestures; public conversations about sexual activities or exploits; sexual rumors and "ratings lists;" howling, catcalls, and whistles; sexually graphic computer files, messages or games, etc.;
4. unwelcome and offensive name calling or profanity that is sexually suggestive, sexually degrading, implies sexual intentions, or that is based on sexual stereotypes or sexual preference;
5. unwelcome physical contact or closeness that is sexually suggestive, sexually degrading, or sexually intimidating such as the unwelcome touching or another's body parts, cornering or blocking an individual, standing too close, spanking, pinching, following, stalking, frontal body huts, etc.;
6. unwelcome and sexually offensive physical pranks or touching of an individual's clothing, such as hazing and initiation, "streaking," "mooning," "snuggies," or "wedgies" (pulling underwear up at the waist so it goes in between the buttocks), bra-snapping, skirt "flip-ups," "spiking" (pulling down someone's pants or swimming suit); pinching, placing hands inside an individual's pants, shirt, blouse, or dress, etc.;
7. unwelcome leers, stares, gestures, or slang that are sexually suggestive; sexually degrading or imply sexual motives or intentions;
8. clothing with sexually obscene or sexually explicit slogans or messages;
9. unwelcome and offensive skits, assemblies, and productions that are sexually suggestive, sexually degrading, or that imply sexual motives or intentions, or that are based on sexual stereotypes;

- A. Development a District-wide program to encourage good attendance and improve the attendance of all District students.
- B. Development of mechanisms to intervene on the individual student level when a student's attendance record demonstrates a need for improvement.
- C. Development this policy and appropriate record-keeping mechanisms to ensure that the attendance of all students is tracked and analyzed.

### III. Excused and Unexcused Absences:

- A. Appropriate Grounds for Excused Absences or Tardiness. The student and his/her parent or person in parental relation are responsible for providing written notification of the reason for such absences upon the student's return to school. Whenever possible, parents or persons in parental relation are encouraged to contact the school in writing or by telephone prior to the absence. The following list represents excused and appropriate bases for being absent from school or tardy.
  1. Personal Illness
  2. Sickness or death in family
  3. Medical Appointments
  4. Court Appearances
  5. Religious Observance
  6. Quarantine
  7. Approved Cooperative Work Program
  8. Military Obligation
  9. Pre-approved college visits for H.S. juniors and seniors
  10. Any other absence excused at the discretion of the Superintendent
- B. Grounds for Unexcused Absences or Tardiness. Absence or tardiness for any reason not included in the list set forth in section III.A is unexcused. Absences for reasons set forth in section III.A for which a student does not have pre-approval from the District or for which the student does not provide an appropriate note after his/her return to school will also be recorded as an unexcused absence.

Record Keeping:

- A. When Attendance Will be Taken:
  1. Elementary Buildings (non-departmentalized). Attendance shall be taken each morning at the beginning of the school day.
  2. Middle School / High School Buildings (departmentalized). Attendance shall be taken at the beginning of each period of scheduled instruction.
- B. Content / Form of District Attendance Records. The following are the codes that will be used to record absences and tardiness.

Code	Title	Status	Excused
UA	Unexcused Absence	Absence	No
UAP	Unexcused Absence Pending	Absence	No
UT	Unexcused Tardy	Tardiness	No
UTP	Unexcused Tardy Pending	Tardiness	No
EA	Excused Absence	Absence	Yes
ET	Excused Tardy	Tardiness	Yes
OS	Out-of-School Suspension (with out tutoring)	Absence	Yes
IS	In-school Suspension	Present	Yes
SP	Suspended (Out-of School with tutoring)	Present	Yes
TR	Truancy (parent/guardian unaware)	Absence	No
ED	Educational Absence	Absence	Yes
RA	Religious Absence	Present	Yes
EP	Educational Program	Present	Yes
OT	Other (with explanation)	Absence	No
SC	School Closed (Extraordinary circumstance)	Present	Yes

Entries on the attendance record shall be made only by a teacher, the building Principal, or an employee designated by the Superintendent and shall be verified as accurate under oath or affirmation.

- C. Contacting parents. In the event that a student is absent from school without a previous notification to the teacher or building Principal, the school will call the student’s home to confirm the student’s absence. If no parent or person in parental relation is home, an attempt will be made to leave a message for the parent or person in parental relation to call the school immediately.

Title VII of Civil Rights Act (1964), 42 U.S.C. §2000-e; 34 CFR §100 *et seq.*  
*Davis v. Monroe County Board of Education*, 526 U.S. 629, 652 (1999)  
*Gebser v. Lago Vista Independent School District*, 524 U.S., 274 (1998)  
*Faragher v. City of Boca Raton*, 524 U.S. 775 (1998)  
*Burlington Industries v. Ellerth*, 524 U.S. 742 (1998)  
*Oncale v. Sundowner Offshore Services, Inc.*, 523 U.S. 75 (1998)  
*Franklin v. Gwent County Public Schools*, 503 U.S. 60 (1992)  
*Meritor Savings Bank, FSB v. Vinson*, 477 U.S. 57 (1986)

Adoption date: July 15, 2003

**Sexual Harassment Regulation**

This regulation is intended to create and preserve an educational and working environment free from unlawful harassment on the basis of sex or sexual orientation in furtherance of the district’s commitment to provide a healthy and productive environment for all students and staff that promotes respect, dignity and equality.

**Sexual Harassment Defined**

“Sexual harassment” means unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

1. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of a staff member’s employment or a student’s education (including any aspect of the student’s participation in school-sponsored activities, or any other aspect of the student’s education); or
2. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting a staff member’s employment or a student’s education; or
3. the conduct or communication has the purpose or effect of substantially or unreasonably interfering with a staff member’s work performance or a student’s academic performance or participation in school-sponsored activities, or creating an intimidating, hostile or offensive working or educational environment.

healthy, nondiscriminatory environment in which students can learn and staff members can work productively.

The Board is committed to providing an educational and working environment that promotes respect, dignity and equality and that is free from all forms of sexual harassment. To this end, the Board condemns and strictly prohibits all forms of sexual harassment on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at locations outside the district.

Because sexual harassment can occur staff to student, student to staff, staff to staff, student to student, male to female, female to male, male to male, or female to female, it shall be a violation of this policy for any student, staff member or third party (school visitor, vendor, etc.) to sexually harass any student, staff member, or third party.

In order for the District to effectively enforce this policy and to take prompt corrective measures, it is essential that all victims of sexual harassment and persons with knowledge of sexual harassment report the harassment immediately. The district will promptly investigate all complaints of sexual harassment, either formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner. Limited disclosure may be necessary to complete a thorough investigation.

If, after appropriate investigation, the district finds that a student, a staff member or a third party has violated this policy, prompt corrective action will be taken in accordance with the applicable collective bargaining agreement, district policy and state law.

Any individual who makes a complaint and those who participate in the investigation of a complaint of sexual harassment have the right to be free from retaliation of any kind.

The Superintendent of Schools is directed to develop and implement regulations for reporting, investigating and remedying allegations of sexual harassment. These regulations are to be attached to this policy. In addition, training programs shall be established for students and staff to raise awareness of the issues surrounding sexual harassment and to implement preventive measures to help reduce incidents of sexual harassment.

This policy shall be posted in a prominent place in each district facility and shall also be published in student registration materials, student, parent, and staff handbooks, and other appropriate school publications.

The Board shall periodically review this policy's effectiveness and compliance with applicable state and federal law, and to recommend revisions to Board.

Ref: Education Amendments of 1972, Title IX, 20 U.S.C. §1681 *et seq.*

V. Student's Attendance Requirements for Rewards, Disciplinary Consequences, Assistance with Make-up Work, and Participation in School Functions

A. Rewards: In addition to the likelihood of enhanced educational progress, good attendance will be the basis for student recognition awards. Any student who attends 95% or more of his or her scheduled instructional periods will be eligible for good attendance recognition. Any student who has perfect attendance shall be eligible for perfect attendance recognition.

B. Disciplinary Consequences: Disciplinary consequences are one tool in the overall Attendance Intervention procedures to deal with excessive tardiness or absences (whether excused or unexcused) outlined in part VI of this policy.

The District retains discretion whether or not to file a PINS petition or a referral for Educational Neglect. PINS petitions or referrals for Educational Neglect may be filed earlier than these guidelines suggest if the situation warrants such action.

C. Students who are absent from class for any reason shall, to the extent possible, make up the work from each class that was missed. Teachers shall make themselves available to students on a reasonable basis in order to provide absentees with appropriate materials and assistance in completing make-up work. Students receiving formal home instruction through the school shall not be considered absent.

At Middle School and High School, a student shall not be denied earned grades or course credit in class solely because of the number of absences the student has accumulated during the course. In classes where the teacher incorporates class participation into computation of the grades for the course, a student's accumulated absences may result in a failing grade in the class and denial of course credit. No distinction shall be made between absences that are "excused," such as when a student is ill, or on a school-sponsored field trip, or not present due to religious observance, and those that are "unexcused."

D. **In order to participate in any after school activity, a student must be in attendance for at least 3 hours on the day of the event. Any student who is serving a suspension (in-school or out-of-school) will not be allowed to participate in any school-related activity during the period of the suspension.**

- E. Unexcused tardiness and absences will also subject a student to the range of penalties specified in the District’s Code of Conduct.

VI. Development of an Attendance Intervention Strategy

**FREQUENT ABSENTEEISM**

The following interventions are designed to encourage and promote good attendance habits. They are designed to support parents and students by communicating the importance of good attendance and by offering appropriate support in addressing obstacles to good attendance. Consequences are included where appropriate when other interventions have not been effective.

CRITERIA: Intervention will be triggered by a pattern equivalent to a 10% absence rate (1 absence every two weeks) rather than by total number of absences. This is in recognition that a student who accumulates 10 absences by October is not equivalent of a student who accumulates 10 absences by April. Intervention will begin when the pattern is identified, but after a period no longer than 10 weeks. As a rule, the District will employ the lowest successful level of intervention. If a student’s attendance rate continues to be a concern, increasing intensive interventions will be implemented

Initial Intervention

Period Attendance—Teachers who notice a pattern of frequent absence from their individual class will conference with the student. If the situation is not resolved, the teacher will call the parent/guardian.

Daily Attendance—The student will be placed on a Child Study Team agenda. The impact of interventions will be monitored through the Child Study Team process.

A phone call will be made to the parent/guardian by a Child study Team member (administrator, guidance counselor, social worker, psychologist, nurse, or other staff member designated by principal). The phone call should include information about the potential impact of absenteeism on a student’s grades.

Second-Level Intervention

Period Attendance—The teacher will report the attendance concern to guidance. (If it is suspected that the student has cut a class, the teacher should also make a referral per the Code of Conduct.)

Daily Attendance—The school will send a letter to the parent. In addition to reinforcing the importance of good attendance, the letter will offer the opportunity for a school parent conference. The letter should include information about the potential impact of absenteeism on a student’s grades.

**Disciplinary Procedures:**

Students will be directed to take one of the following actions:

- Remove the item of clothing or hat and place it in their locker;
- Cover the item of clothing with another item of clothing;
- If appropriate, turn the item of clothing inside out so that the offensive words or pictures are not visible;
- With parental approval return home to change to other clothing.

**DRUGS AND ALCOHOL**

Chatham Central Schools are Drug Free Zones. Possession, use, under the influence of, or sale of alcoholic beverages, marijuana or its derivative, imitation marijuana, controlled substances or imitation controlled substances is prohibited.

Any student who is found under the influence of drugs or alcohol or in possession of same will be suspended immediately and may be subject to a Superintendent’s hearing.

Any student who distributes or sells drugs, controlled substances, imitation controlled substances, alcoholic beverages, marijuana or its derivative or imitation marijuana on school premises will be suspended immediately, pending a Superintendent’s hearing.

The police will be contacted in all drug related cases.

**FIGHTING**

We teach students that there are other ways, such as discussion and mediation, to resolve disagreements. Students and faculty members are available as mediators if students cannot resolve their own disputes. If someone is harassing a student, the student should find an adult who will see that the aggressor is disciplined. If students at Chatham high school participate in a fight, all participants are suspended.

**SEXUAL HARASSMENT**

The Board of Education recognizes that harassment of students and staff on the basis of sex or sexual orientation is abusive and illegal behavior that harms victims and negatively impacts the school culture by creating an environment of fear, distrust, intimidation, and intolerance. The Board further recognizes that preventing and remedying sexual harassment in schools is essential to ensure a

## NOTE:

Even where suspension is not listed, a single flagrant violation or continued violation can result in immediate suspension, referral to police, Family Court, or Board of Education. A Superintendent's hearing may result in a long-term suspension or expulsion.

Detentions will be one hour in length and supervised by teachers. Parents / students are responsible for transportation. Detentions begin at 2:30 pm and end at 3:30 pm.

## DRESS CODE

1. Students may not wear clothing, including hats and jackets, or bring to wear in school other items such as back packs or jewelry that bear wording or pictures that depict, promote, advertise or encourage the use of drugs, alcohol, tobacco products, weapons, violence, obscene language, sexual conduct, ethnic/gender bias or prejudicial statements or that is in any way demonstrably disruptive of the educational program.
2. Students may not wear revealing clothing such as halter tops, blouses with spaghetti straps, short skirts or short shorts, clothing made of mesh material, oversized tank tops, tops which expose the midriff, or pants with side seams cut open.
3. Pants worn so that undergarments are exposed will not be permitted.
4. The wearing of hanging chains from pockets and the wearing of spiked collars, spiked rings, and spiked bracelets are potential hazards and are not allowed.
5. Hats, coats, jackets, visors and other types of outerwear are to be kept in lockers and not worn during the course of the school day.
6. Students must also comply with the dress code for physical education class.

### Response:

Faculty, staff or administration will ask the student to comply with a request to remove, cover or turn inside out the offending item of apparel. The faculty member will notify the office of the incident and the action taken by the student. If the student refuses to comply with their request, they will be reported immediately to an administrator for action.

## Third Level Intervention-

The school will send a letter to the parent stressing the concern with continuing poor attendance and requesting a parent conference. The letter will be followed by a call to schedule the conference. The school will communicate to the parent when a student is in danger of failing or being denied credit.

## Fourth Level Intervention—

Based on the information and response at the previous levels, any or all of the following may occur. (The administration may implement one or more of these steps at an earlier level if warranted.) The school will communicate to the parent when a student is in danger of failing or being denied credit.

Home Visit: Staff members visit the home to meet with the family and/or student.

Discipline: Student is assigned In School Suspension and/or Detention.

Letter Warning of Potential PINS or CPS Referral: School will send letter warning that failure to rectify poor attendance may result in a referral.

Revocation or suspension of Driving Privileges—High School Only

Person in Need of Supervision Referral (PINS)—Provides accountability for students and parents through the courts and probation system.

Child Protective Referral (CPS)—Educational Neglect complaints address parents who willfully fail to ensure their child's school attendance.

## TARDINESS

Patterns of persistent tardiness to school will be addressed using similar interventions to those for absenteeism and as prescribed in the Code of Conduct. Because tardiness varies greatly in degree, frequency, and cause, some interventions listed above will not be appropriate for some tardiness cases. In general, the intent is to provide reinforcement of the importance of arriving at school on time, support for addressing obstacles to doing so, and consequences as appropriate.

VII. Policy Review and Assessment:

This policy shall be annually reviewed by the Board of Education at the same time that the building level attendance records are reviewed. If the attendance records show a decline in attendance, the Board shall revise this policy as is necessary to improve attendance.

VIII. Distribution and Public Awareness:

A. Public Meeting. This Policy shall be adopted only after it has been presented at a public meeting of the Board of Education, duly noticed, that provides for the participation of school personnel, parents, students, and any other interested persons.

B. Plain Language Summary. District personnel shall create a plain language summary of this Policy which shall be distributed to parent and persons in parental relationship to all District students at the beginning of each school year.

C. Distribution to staff. Each teacher and administrator shall be provided with a copy of this policy upon adoption or subsequent amendment. Each new teacher or administrator shall be provided a copy of this policy upon employment.

D. This policy shall be made available to any member of the community upon request.

ADOPTED: JULY 23, 2002

READOPTED: JUNE 22, 2010

CCSD Board of Education

Student Misbehavior	Possible Consequences
Insubordination	Suspension, internal restriction, detention, parental contact, warning, extended detention, loss of parking privileges, Superintendent Hearing
Misuse of Technology	Police involvement, suspension, loss of use of technology, detention, warning, community service, extended detention, loss of parking privileges, Superintendent Hearing
Privileged Activities – Violations	Internal restriction, detention, parental contact, warning, verbal explanation, extended detention, loss of parking privilege, suspension
Public Display of Affection	Internal restriction, detention, parental contact, warning, extended detention, suggested referral to social worker or other agency
Sexual Harassment	Suspension, detention, internal restriction, parental contact, warning, follow sexual harassment policy, extended detention, suggested referral to social worker or other agency, Superintendent Hearing
Substance Abuse: Under the Influence of, Use, Sale, Possession	Suggested referral to social worker or other agency, loss of driving privileges, Superintendent Hearing, Police, suspension
Theft	Internal restriction, detention, parental contact, extended detention, suggested referral to social worker or other agency, loss of parking privileges, Police involvement, restitution, suspension, Superintendent Hearing
Vandalism	Internal restriction, detention, parental contact, extended detention, suggested referral to social worker or other agency, loss of parking privileges, restitution, police, suspension, Superintendent Hearing
Weapons	Police, Superintendent Hearing, suspension, suggested referral to social worker or other agency, loss of parking privileges

Student Misbehavior	Possible Consequences
Bus Discipline	Internal restrictions, loss of bus privileges, detention, parental contact, warning, parental meeting, extended detention, suspension
Class Cutting	Internal restriction, detention, parental contact, attendance intervention strategy, external suspension, extended detention
Tardy	Detention, internal restriction, parental contact, warning,, attendance intervention strategy, extended detention, loss of parking privileges, suggested referral to social worker or other agency

Disruptive Action	Internal restrictions, detention, parental contact, warning, extended detention, suspension
Dress – Inappropriate	Removal from class, parental contact, warning, students directed to changes inappropriate clothing, detention, extended detention, suspension
Ethnic or Racial Slurs	Internal restrictions, detention, parental contact, extended detention, suggested referral to social worker or other agency, suspension
Field Trips – Misconduct	Detention, loss of trip privileges, parental contact, warning, detention, extended detention, suspension
Fighting	Automatic suspension, suggested referral to social worker or other agency, Superintendent Hearing
Harassment/Bullying Cyberbullying	Suspension, internal restriction, detention, parental contact, warning, extended detention, suggested referral to social worker or other agency, Superintendent Hearing
Inappropriate Language	Internal restriction, detention, parental contact, warning, extended detention, suspension

## Unexcused Absence:

Absences from classes for reasons not listed in the attendance policy, but with the permission of the parent, are referred to as “unexcused absences”. Examples of this are: vacation trips, visiting relatives, working, etc. If it is possible, the teacher involved should be contacted prior to the absence. At this time, a contract will be signed with the teacher for the completion of all work missed. Ordinarily, students are given an amount of time equal to the number of days missed in which to make up the missed work before any penalties are assessed to the student. If a prior contract is not made, the student is to contact his or her teachers on the day of return. If the work is not completed within a reasonable amount of time, the student will receive zeroes for missed work.

## BULLYING: PEER ABUSE IN THE SCHOOLS

Bullying of a student by another student is strictly prohibited on school property, school buildings, on school buses, and at a school sponsored events and/or activities whether occurring on or off campus. The term “bullying” is defined, in general, as a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power, with a more powerful child or group attacking those less powerful. Bullying can take three forms:

- a) Physical (including, but not limited to, hitting, spitting, pushing, taking personal belongings);
- b) Verbal (including, but not limited to, taunting, teasing, name calling, making threats); and
- c) Psychological (including, but not limited to spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation).

Bullying may also occur as various forms of harassment and or hazing of students by other students (including pledging and/or a student’s initiation into or affiliation with a school or student related organization or team).

The district also prohibits “internet bullying” (also referred as “cyberbullying”) including the use of instant messaging, emails, web sites, chat rooms, and text messaging when such use interferes with the operation of the school; or infringes upon the general safety and welfare of others.

However, it is important to note that a single negative as enumerated above may also constitute “bullying” (if not more misconduct) based upon the particular circumstances such as seriousness of the act and/or the intent of the actor.

Any student who believes that he/she is being subjected to bullying behavior, as well as any other person who has knowledge of or witnesses any possible

occurrence of bullying, shall report the bullying to any staff member or the building principal. The staff member/building principal to whom the report is made (or the staff member/building principal who witnesses bullying behavior) shall investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the District to investigate allegations of bullying. Investigation of allegations of bullying shall follow the procedures utilized for complaints of harassment within the district. Allegations of bullying shall be promptly investigated and will be treated as confidential and private to the extent possible within legal constraints.

Retaliatory behavior directed against complaints, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of bullying is prohibited. Follow-up inquiries and/or appropriate monitoring of the alleged bully and victim shall be made to ensure that bullying behavior has not resumed and that all those involved in the investigation of allegations of bullying have not suffered retaliation.

## CAFETERIA / MEAL SERVICES

All students must have a lunch period. Students must report directly to the cafeteria at the beginning of their lunch period. Students may bring or buy their lunches. A variety of options, both hot and cold, are available. Breakfast is also served every school day at 7:30 a.m.. The school nurse may send students to the cafeteria for breakfast when it is determined necessary.

## CHILD WELFARE

The school has a legal and moral responsibility to act on behalf of a child who may be neglected or mistreated at home. Staff has been instructed to report signs of child abuse or neglect to the building administrators.

## CLUBS, CLASSES AND ACTIVITIES

### Co-Curricular and Extra-Curricular Programs (5200)

The Board of Education recognizes the educational values inherent in student participation in the extracurricular life of the school, and encourages such participation. It is committed to the assignment of staff for student groups for such purposes as building social relationships, developing interests in an academic area, and gaining an understanding of the elements and responsibilities of good citizenship.

# DISCIPLINE

## DISCIPLINARY OVERVIEW

**The Chatham Central Schools have zero tolerance for drugs, alcohol, smoking, weapons, fighting and sexual harassment on school premises.** School premises is defined as any building, structure and surrounding grounds within the district's property boundaries and vehicles used to transport children to school personnel.

The consequences listed are disciplinary options and not necessarily sequential, depending on the seriousness of the offense. They will be applied at the discretion of the administrator. This guide is not intended to tie the hands of the administrator in dealing with Code of Conduct infractions.

Discipline may result in any one, or combination of consequences, depending upon the seriousness of the act.

Student Misbehavior	Possible Consequences
Academic Fraud and Cheating	Reduction in grade or possible "0" parental contact, extended detention, internal or external suspension
Threat of/or Assault of school personnel or other students	Suspension, internal restriction, parental contact, warning, Superintendent Hearing Police involvement, suggested referral to social worker or other agency.
Attendance / Truancy	Internal restriction, detention, attendance intervention strategy, direct effect to class participation grade, extended detention, loss of participation in school activities, parental contact, loss of parking privileges, suggested referral to social worker or other agency, family Court

## Expo

Expo is a community celebration of education; it is a “thank you” to the taxpayers, parents, grandparents, relatives, friends, teachers, administrators, and Board of Education members. Other staff and undergraduates attend. Each senior sets up a personal display that shares experiences and accomplishments from his/her academic and non-academic lives and demonstrates the successful achievement of commencement expectations. Musical performances by our soon-to-be graduates enhance the evening. New members of the National Honor Society serve refreshments. It is an evening of memories, music, art, flowers, congratulations and pride. One student described it as a “hug from the whole community.” The Senior Expo night will be held in June in conjunction with Senior Awards Night.

### Senior Exhibition

Tasks	Suggested Required Product
Meet with advisor to define thesis	Preliminary thesis statement
Initial research – check library resources, internet, etc. (some class time provided)	
Meet with advisor to discuss and refine thesis	Secondary thesis statement form
Outline of argument, gather relevant supporting evidence	Outline/précis paper
Secondary research – use primary sources, contact experts, prepare bibliography	Minimum of 5 sources with synopsis for each
Synthesis of information, construction of argument, writer version of presentation	Written text of exhibition (notecards, etc.)
Final preparation of rehearsal, develop multimedia, meet with advisor if needed	Posters, videos, overheads, etc.
Rehearsal of Exhibition with advisor and peer review.	
Debrief with advisor, revise exhibition, information rehearsal, if necessary, prepare final bibliography.	
Final exhibition before a panel of evaluators.	

Recognizing that student activities are a part of the school program, the Board has established the following criteria, which all student activity programs must meet:

1. student activities must have educational value for students;
2. student activities must be in balance with other curricular offerings in the schools; and
3. student activities must be managed in a professional manner.

The following guidelines will govern student activities programs:

1. student activities are those school activities that are voluntarily engaged in by students, have the approval of the school administration and do not carry credit toward promotion or graduation;
2. each school, under the direction of the Building Principal, will have a well-balanced and effectively administered student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities;
3. each activity should be designed to contribute directly to the educational, civic, social and ethical development of student involved;
4. the student activity program should receive the same attention in terms of philosophy, objectives, social setting, organization and evaluation that is given the regular school curriculum;
5. each school will develop definite written guidelines and procedures regulating the creation, organization, administration and dissolution of student activity programs;
6. the expenses involved in participating in any student activity and in the total program for a school year should be set that a majority of the students may participate without financial strain;
7. activities must be open to all students, regardless of race, religion, sex, sexual orientation, national origin, marital status, disability or other human differences;
8. activities must not place undue burdens upon students, teachers or schools;
9. activities should be held after classes are dismissed, or at an appropriate time during the school day; and
10. activities at any level should be unique, not duplications of others already in operation.

Cross-Reference: 5020, Equal Educational Opportunities  
5210, Student Organizations

Adoption date: February 29, 2000

## **Student Organizations (5210)**

The Board of Education recognizes the educational values inherent in student participation in the extracurricular life of the school, and supports the concept of the formation of student groups for such purposes as building sound social relationships, developing interests in an academic area, and gaining an understanding of the elements and responsibilities of good citizenship.

The Superintendent of Schools, with the aid of students, faculty and administration, is charged with developing procedures for registering and regulating student groups or clubs. Such procedures shall ensure that the district will register any group organized for a purpose not prohibited by Board policy or by law, if such group submits a list of its members designated as contacts, a copy of its constitution and/or bylaws, and the constitution and bylaws of any off-campus organization with which it may be affiliated. Student groups may not restrict membership on the basis of race, sex, national origin or other arbitrary criteria.

The Board may prohibit the formation of any clubs, including fraternities or sororities, or any other secret society, whose deliberations and activities have caused or created, or are likely to cause or create, a disruption of or interference with the school program.

Administrative regulations governing the use of school facilities shall abide by the Equal Access Act in the creation of a "limited open forum." All non-curricula related student activities, regardless of religious or political content, shall have the same opportunities as any other such activity to operate on school grounds.

The district shall provide non-curriculum related secondary student-initiated groups access to school facilities. The meetings of such groups shall occur at times immediately preceding or immediately following the regularly scheduled school day. The scheduling of such meetings shall be acceptable to the administration minimize district expense and ensure appropriate supervision and ancillary staff support. Non-curriculum related student groups may not hold meetings during the school day.

Membership in non-curriculum-related student-initiated groups shall be voluntary and restricted to students attending the Chatham Central Schools. Parents shall be provided a listing of all such organizations, but parental permission for student membership shall not be required beyond grade 10. No student shall be denied admission to such a group on the basis of race, national origin, gender or disability

The Superintendent shall establish procedures to provide adequate adult supervision and appropriate room assignments for all such meetings. Students

## **SENIOR PROGRAM**

### **Overview**

The Senior Program was designed by faculty, parents, and students during the summer of 1993 to give seniors a sense of progression into adulthood and to encourage them to become more independent and responsible. They were to "own their own education." We recognized the need for emphasis on transitional skills, identified desirable commencement expectations for CHS graduates and set in place strategies to help students attain them. A portfolio of written, presented, and displayed skills became a requirement for a CHS diploma.

### **Program**

The graduation portfolio is composed of three parts: the Curriculum Vitae (C.V.), the Senior Exhibition, and Expo. The C.V. grade is recorded on the January report card and the Senior Exhibition grade is averaged into their English grade. Expo takes place during the first week of June. An outstanding performance on all three components earns a designation of "Distinguished Portfolio" on the graduation program and on the diploma.

#### **The Curriculum Vitae**

The Curriculum Vitae is a formal compilation of a resume, personal narrative, letter of recommendation, references, verification of computer skills and certificates of achievement. The compilation has proven useful to our graduates in securing jobs and scholarships as well as entry into college. The C.V. is due in January.

#### **The Senior Exhibition**

The student demonstrates his/her mastery of the basic goals of the commencement expectations by choosing a topic/problem, creating a thesis statement, researching relevant material, documenting the work and presenting the thesis and conclusion before a panel of teacher evaluators. Exhibitions will take place in the spring.

3. assured of having equal opportunities to participate in all school programs and extracurricular activities as non-LEP students.

The Superintendent shall be responsible for ensuring that the Commissioner is provided with all information required under the Commissioner's Regulations and that the district provides appropriate school-related information to the parents of LEP students in English, or when necessary, in the language they understand. In addition, the Superintendent shall ensure that all teachers employed for any bilingual and/or ESL program are properly certified in accordance with the Commissioner's Regulations.

Cross-Reference: 4325 Compensatory Education

Reference: education Law §3204  
Bilingual Education Act of 1974, §§701 et seq., 20 USC §§880b et seq.  
Equal Education Opportunities Act of 1974, §§201 et seq., 20 USC §§1701 et seq.  
8 NYCRR §§80.9; 80.10; 117; 154 et seq.  
Lau v. Nichols, 414 US 563 (1974)  
Rios v. Read, 480 F. Supp. 14 (1978)  
Cintron v. Brentwood UFSD, 455 F. Supp 57 (1978)  
Aspira of New York v. Board of Educ. (City of New York), 394 F. Supp 1161 (1974)

4326 Adopted: 2-29-00

## PHYSICAL EDUCATION

Students who have medical concerns limiting physical activity for more than one class period must have a written note from a physician. The medical excuse must be specific in nature, describing exactly what activities are prohibited and what activities are allowed. If a student is completely restricted from physical activity, it is the responsibility of the physical education teacher to assign an alternative non-physical assignment(s). There will be no medical exceptions from physical education. All students must pass four years of physical education totaling two course credits.

### Sophomore Community Service Requirement

The Sophomore Community Service requirement was designed by faculty members of the 10<sup>th</sup> Grade Team in conjunction with 9<sup>th</sup> -12<sup>th</sup> grade faculty and building administrators. This requirement was developed in an effort to assist students in becoming active and contributing members of their community and to help prepare students for the year-long Senior Program.

Students will complete a minimum of six community service hours during their 10<sup>th</sup> grade year. Each sophomore will be assigned to work with an advisor to develop their plan for completing this requirement. Students will be provided with a general list of community service ideas.

will be expected to follow the district's Students' Code of Conduct at all group meetings. Meetings are to be student-directed, conducted and controlled. No non-school person may attend more than two group meetings during a school year. Any non-school persons attending club meetings shall adhere to the rules governing all school visitors. The administration shall be notified at least 24 hours in advance of any non-school persons invited to or attending club meetings.

The definition of curriculum and non-curriculum related groups shall strictly follow the decision of the courts. The Superintendent shall establish procedures to annually review all current and proposed secondary student clubs or organizations in light of the most recent court decisions and legislative actions related to this law.

### Student Publications (5220)

Students shall enjoy the constitutional right of freedom of expression. They shall have the right to express their views in speech, writing, or through any other medium or form, limited solely by those restrictions imposed on all citizens generally and those specifically applicable to children and youth in a school setting.

The Board of Education encourages student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views.

All student publications will comply with the rules for responsible journalism. Libelous statements, unfounded charges and accusations, obscenity, false statements, materials advocating racial or religious prejudice, hatred, violence, the breaking of laws and school policies and/or regulations, or materials designed to disrupt the educational process will not be permitted. Expressions of personal opinion must be clearly identified as such, and bear the name of the author. Opportunities for the expression of opinions differing from those of the student publishers must be provided.

Reference: *Hazelwood School District v. Kuhlmeier*, 484 US 260, 108 S Ct 562 (1988)  
*Bethel School District v. Fraser*, 478 US 675 (1986)  
*Tinker v. Des Moines Independent Community School District*, 383 US 503, 1969)  
*Thomas v. Board of Education, Granville Central School District*, 607 F 2d 1043 (1979)  
*Trachtman v. Anker, et al.*, 563 F 2d 512 (1977)  
*Eisner v. Stamford Board of Education*, 314 F Supp 832, mod' d, 440 F2d 803 (1971)  
*Frasca v. Andrew et al.*, 463 F Supp 1043 (1979)  
*Matter of Beil and Scariati*, 26 EDR 109 (1986)

Adoption date: February 29, 2000

## *Distribution of Literature*

The time and place and manner of distribution of literature will be reasonably regulated by the Building Principal, and will comply with the regulations governing student publications.

The Superintendent shall establish guidelines that are in keeping with the above and shall provide for the review of the content of all student publications prior to their distribution.

### **Student Fundraising (5251)**

In recognition of the need for financial resources in management of school sponsored clubs and organizations, and the limited responsibility of the district in this regard, the Board of Education provides that students may solicit funds for these organizations for curriculum-related purposes or to support the activities of these groups.

Fund raising activities that support school clubs and that are contained within school grounds should be carefully monitored by club advisors. Fund raising projects for these clubs that involve the solicitation of funds off school grounds require prior written approval by the Building Principal. Major fund raising efforts in excess of \$2,000 that reach into the community at-large to support school programming or the plant (e.g., theater lighting, musical instruments, athletic equipment and ground improvements), must be approved by the Board.

All monies collected in fund raising activities must be accounted for in strict accordance with procedures established by the Business Office. All funds remaining in accounts of student organizations in which there has been no activity for a period of 24 months shall be declared defunct. Those funds will then be transferred to the student government account to be used for the benefit of the student body. Sales tax must be collected in accordance with state law and deposited with the District Treasurer for payment to the state.

Adoption date: February 29, 2000

### **Application to Become a School Club or Extra-Curricular Program**

1. Name of Proposed Club:
2. Purpose (detailed explanation) :
3. Name of proposed advisor:
4. Proposed constitution and guidelines (please attach)
5. List of 50 student signatures and 10 faculty members giving support to this activity.
6. Review Board polices:
  - 5200 Co-Curricular and Extra-Curricular Programs
  - 5210 Student Organizations
  - 5220 Student Publications
  - 5252 Student Fund Raising

The guidelines set forth in this document will be reviewed periodically and are subject to revision. ***Students must fill out and return the computer use form in order to be allowed use of the computer. This form is mailed home and should be returned at the opening of school.***

## **LIBRARY**

Students are encouraged to make use of our library facility and its resources to meet their information needs. The library opens each morning at 7:45 a.m. Students may come to the library throughout the day from study halls, during lunch periods, or after school. To gain admittance to the library students must present a pass from the teacher, or sign a library list from study hall. The library has a number of computers that students may use which provide access to the Internet. An acceptable use policy form must be signed by students and their parents prior to student use of the computers.

## **STUDY HALLS**

Study halls provide a place for students to read, prepare for classes, complete their homework, and study for upcoming tests and quizzes. If students wish to use the library during study hall, they must report to their study hall and sign their name on the library list. Only a limited number of students may sign out on this list per period. There is no card playing of any kind during study halls. IPOD's and or MP3 players are allowed during study halls only.

## **LIMITED ENGLISH PROFICIENCY INSTRUCTION**

The Board of Education believes that students who, by reason of foreign birth or ancestry, have limited English proficiency, will be more effective learners of both the language and English. The district will therefore make every effort to ensure that limited English proficient (LEP) students are provided with an appropriate program of transitional bilingual education or free-standing English as a second language program.

Pursuant to this policy and the regulations of the Commissioner of Education, the Superintendent of Schools is directed to develop appropriate administrative regulations to ensure that LEP students are:

1. diagnostically screened for limited English proficiency, in accordance with Part 117 of the Commissioner's Regulations. Those students who according to their scores are identified as LEP will be annually evaluated. Included in the evaluation shall be each student's performance in content areas to measure academic progress;
2. assured of access to appropriate instructional and support services, including guidance program; and

20. Use the network in a fashion inconsistent with directions from teachers and other staff and generally accepted network etiquette.
21. Change any system feature without prior authorization from the Computer Network Coordinator.

***No Privacy Guarantee:***

All users of the district's computer network should not expect, nor does the district guarantee privacy for electronic mail (e-mail) or any use of the district's computer network. The district reserves the right to access and view any material stored on district equipment or any material used in conjunction with the district's computer network.

***Sanctions:***

All users of the district's computer network and equipment are required to comply with the district's policy and regulations governing the district's computer network. Failure to comply with the policy or regulation may result in suspension or revocation of computer access privileges, and in disciplinary measures as defined by the district's Code of Conduct.

In addition, illegal activities are strictly prohibited. Any information pertaining to or implicating illegal activity will be reported to the proper authorities. Transmission of any material in violation of any federal, state or local law or regulation is prohibited.

***District Responsibilities:***

The district makes no warranties of any kind, either expressed or implied, for the access being provided. Further, the district assumes no responsibility for the quality, availability, accuracy, nature or reliability of the service or information provided. Users of the district's computer network and the Internet use information at their own risk. Each user is responsible for verifying the integrity and authenticity of the information that is used or provided.

The district will not be responsible for any damages suffered by any user, including, but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or the errors or omissions of any user. The district also will not be responsible for unauthorized financial obligations resulting from the use of or access to the district's computer network or the Internet.

Further, even though the district has implemented safeguards to regulate access and information, these methods do not provide a foolproof means of enforcing the provisions of the district policy and regulation.

***Guidelines Review:***

7. Use of Facilities Form
8. Submit to building principal for consideration.

Any student group wishing to use the school for after school activities or fund raising should submit a Building Use form to the main office. This application should include the date and time of the activity and a brief description including any special arrangements that are necessary. The advisor of the student group should sign the application.

The following clubs, sports, and activities are offered at the high school: **Shakespeare and Company, Chess Club, Envirothon Club, Football, Soccer, Volleyball, Tennis, Cross Country, Golf, Cheerleading, Basketball, Bowling, Baseball, Softball, Track, Student Council, Literary Magazine, National Honor Society, SADD, School Newspaper, Ski Club, Drama Club, Outdoor Club, Film Club, Modern Language Club and Yearbook. Clubs and activities are subject to change based on student interest.**

Students interested in initiating application for a school sponsored club should see building administration for the appropriate forms.

**National Honor Society**

Membership in the Chatham High School chapter of the National Honor Society is an important and prestigious honor in a student's high school career. Invitation to apply is determined by students' earned weighted GPA of 89.5 or higher through first semester Junior year. Eligible candidates are then required to submit an application. Subsequently, a faculty committee reviews applications and approved membership for those students who are outstanding in the areas of scholarship, leadership, service and character. An induction ceremony is typically held in May.

**Student Council**

The Student Senate is the student governing body at Chatham High School. It serves as a liaison between the administration, faculty, and students. The Student Senate consists of a president, vice president, secretary, treasurer, and a representative from each homeroom.

**Yearbook**

Assistants, photographers, and promotions staff all work diligently together to create a yearbook to capture the memories of Chatham High School. Every page of the yearbook is designed and produced by students guided by a faculty advisor. Students are not allowed to include material in the yearbook that condones the use of drugs / alcohol or suggests sexual innuendoes in any way.

Prior to publication of the yearbook, it is reviewed by the high school administration.

## DANCES

Dances are sponsored periodically by administration, individual classes, or student organization. All students in good standing in grades 9-12 may be admitted to the dance.

All students in grades 9-12 may be admitted to a dance with the following exceptions:

### 1. Absentee List:

A student whose name appears on the absentee list for that day will not be admitted to the dance.

### 2. In-School Suspension and Suspension List:

A student who has received in-school suspension or has been suspended will not be admitted to the dance on the day(s) he or she serves the suspension.

### 3. Late Entry:

Students will not be allowed entry into a dance one-half hour after the start of the dance. If a student leaves the dance, he or she must leave school property and may not be readmitted to the dance. Book bags and backpacks may not be brought into school dances.

### Guests:

Students from other schools may be admitted to the dance, provided their name appears on a guest list with an eligible Chatham High School student acting as a sponsor. To place a guest on the guest list, CHS students must give the name, age, and school that the guest attends to the Assistant Principal's Secretary. These names are subject to approval by the Assistant Principal. Guests must be in grades 9-12. These guests must obtain and fill out a student visitor form and submit it to the Assistant Principal for final approval of attendance.

## EARLY DISMISSAL

Doctor appointments, family trips, motor vehicle tests, etc., should be scheduled after school hours to the greatest extent possible. If students must leave during the school day one of the following procedures must be followed:

7. Attempt to read, delete, copy or modify the electronic mail (e-mail) of other system users or deliberately interfere with the ability of other system users to send or receive e-mail.
8. Forge or attempt to forge e-mail messages.
9. Engage in vandalism. Vandalism is defined as any malicious attempt to harm or destroy district equipment or materials, data of another user of the district's network or of any of the entities or other networks that are connected to the Internet. This includes, but is not limited to, creating or placing a computer virus on the network.
10. Use the network to send anonymous messages or files.
11. Use the network to receive, transmit or make available to others a message that is inconsistent with the district's Code of Conduct.
12. Reveal the home address, telephone number or other personal information of any system user.
13. Intentionally disrupt network traffic or crash the network and connected systems.
14. Install personal software or use personal disks on the district's computers or network without the permission of the supervising teacher.
15. Use district-computing resources for fraud or any illegal or illicit activity.
16. Steal data, equipment or intellectual property.
17. Gain or seek to gain unauthorized access to any files, resources or computer or phone systems, or vandalize the data of another user.
18. Wastefully use finite district resources such as:
  - downloading large files unless absolutely necessary. If necessary, users will download the file at a time when the system is not being heavily used and immediately remove the file from the system computer to their personal computer.
  - posting chain letters or engaging in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people.
  - subscribing to educationally or professionally irrelevant discussion group mail lists.
19. Use or attempt to use the network while access privileges are suspended or revoked.

6. All network users are expected to abide by the generally acceptable rules of network etiquette. This includes being polite and using only appropriate language. Abusive language, vulgarities and swear words are all inappropriate.
7. Network users identifying a security problem on the district's network must notify the appropriate teacher, Principal or Computer Network Coordinator. Under no circumstances should the user demonstrate the problem to anyone other than the district official or employee being notified.
8. Any network user identified as a security risk or having a history of violations of district computer use guidelines may be denied access to the district's network.

***Prohibited Activity and Uses:***

The following is a list of prohibited activities concerning the use of the district's computer network. Violation of any of these prohibitions may result in a suspension or revocation of a user's access to the computer network, and in disciplinary measures as defined by the district's Code of Conduct. District computer system users may **NOT**:

1. Use the District system for commercial purposes, defined as offering or providing goods or services for personal profit. Students may not use the District system to purchase products or services. To the extent that it does not interfere with the operation of the system, staff may purchase items at their own risk on their own time.
2. Use the system for political lobbying. District employees and students may use the system to communicate with their elected representatives and to express their opinion on political issues.
3. Infringe on any copyrights or other intellectual property rights, including copying, installing, receiving, transmitting or making available any copyrighted software on the district computer network without proper licensing agreements.
4. Use the network to receive, transmit or make available to others obscene or sexually explicit material.
5. Use the network to receive, transmit or make available to others messages that are racist, sexist, abusive or harassing to others.
6. Use or attempt to use another's user's account or password.

- The student's parent or guardian must go to the main office to sign out the student.
- A dismissal note must be brought to the attendance office in the morning. This note must include the date and purpose of dismissal, parental signature and a phone number where the parent may be contacted.
- The student's parent or guardian must phone the main office to request dismissal. The attendance office will take down the phone number and return the call to confirm parent contact.

Students with early dismissal should leave the high school immediately upon dismissal.

## **ELECTRONIC DEVICES**

**Unauthorized use** of radios, electronic games, pagers, laser pointers, cell phones, IPODs and similar devices, is prohibited during the school day. Students are encouraged to leave these devices at home.

An exception is that IPODs and similar music devices are allowed for use during study halls and lunch periods. Students who abuse this privilege will be asked to surrender the device and lose this privilege. **No phones** or other electronic devices are allowed in study halls or lunch periods.

**Disciplinary Procedures:**

Violation of the electronic device policy will result in the device being taken from the student and delivered to an administrator.

First offense: Electronic device will be returned at the end of the day to the student.

Second offense: Electronic device will only be returned to a parent/guardian.

Any time a student refuses to hand over a device to school personnel, there will be immediate disciplinary consequences.

**Use of Communication Devices:**

You may **not** use any communications device while taking a State examination, either in the room where the test is being administered or while on a supervised break (such as a bathroom visit). Such devices include, but are not limited to, CD and audiocassette player, radios, cellular telephones, pagers, MP3 players, Personal Digital Assistants, video devices, and associated headphones, headsets, microphones, or earplugs.

If your cell phone rings, you may not answer it. If your pager beeps or vibrates, you may not look at it. You must therefore turn these and other such devices **OFF and**

**secure them underneath your desk** (or in the location specified by the principal), **OFF and away from** your desktop. Your examination will be invalidated and no score will be calculated for you if you use any such device or related communications technology or if you wear headphones while in the testing room.

## **ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES**

Board of Education policy strives to maintain academic excellence by requiring students in grades seven through twelve to uphold their academic standing in order to be eligible to participate in extracurricular activities. Extracurricular activities are those that require more than five hours of participation per week.

Students are subject to academic review every two weeks, beginning the second Friday in September of each school year. Students who have a passing grade of 65 or better, and/or show consistent effort, are eligible to participate in extracurricular activities. Those students who do not meet these criteria, and are failing two or more subjects, will immediately be ineligible for two weeks beginning on the subsequent Sunday at midnight. At the end of the two-week period, students who do not have a passing grade of 65 or better, or have not shown consistent effort, continue to be ineligible to play or practice until the next two-week review period. \*

Students may appeal their case to a member of the building administration who will make a decision regarding eligibility. For example, students may appeal to a member of the building administration after one week of ineligibility if effort criteria have been met.

\*The teacher is responsible to notify students.

\*The athletic director's secretary will contact parents and/or guardians.

## **INSURANCE**

The Chatham Central School District carries accident insurance on all students. Whenever a pupil is injured, this information should be reported immediately to the teacher, supervisor, or bus driver in charge. An accident report must be filed within 24 hours in order to be considered by the insurance carrier. Any medical liability must first be submitted to the family's health insurance. Benefits provided are payable only after payment by the family's private insurance is paid first.

There is no liability insurance for thefts in school.

## **LATE ARRIVAL**

6. The Computer Network Coordinator shall establish a system to ensure that all disks and software loaded onto the computer network have been scanned for computer viruses.
7. All student agreements to abide by district policy and regulations and parental consent forms shall be kept on file in each respective school.
8. The building Principal will serve as the building-level coordinator for the District system, approve building-level activities, ensure teachers receive proper training in the use of the system and the requirements of this policy, establish a system to ensure adequate supervision of students using the system, maintain executed user agreements, and be responsible for interpreting the District Acceptable Use Policy at the building level.

### ***Acceptable Use and Conduct***

1. Access to the district's computer network is provided solely for educational purposes and research consistent with the district's mission and goals. As directed by the instructional staff, students will have access to the computer system during school hours. Computer access by students beyond the normal school day may be approved by the building Principal.
2. Use of the district's computer network is a privilege, not a right. Inappropriate use may result in the suspension or revocation of that privilege. During a period of suspension, alternate means of providing a student access to information or communications required by a course of study will be provided.
3. Each individual in whose name an access account is issued is responsible at all times for its proper use.
4. Users may have access to e-mail. Elementary students may access e-mail through a classroom account under the direct supervision of the classroom teacher. Secondary students may be provided with an individual e-mail account solely for educational purposes with the approval of the Computer Network Coordinator, and with written permission from their parents or guardians. Chatham staff members will be provided with individual e-mail accounts. Other acceptable uses of the Internet, such as web browsing, will be guided by teachers' instructional plans. Parents may specifically request that their children not be provided access to the Internet by notifying the building Principal in writing. Alternative activities that do not require Internet access will be provided for these students.
5. All network users will be issued a login name and password. Administrative passwords must be changed periodically and student passwords will be changed as needed.

The Superintendent shall develop K-12 guidelines for the administration of the homework policy to be reviewed annually by the Board of Education.

Adoption Date: February 29, 2000

## **INTERNET / COMPUTER USE POLICY**

*Adopted by Board of Education 10/19/99*

### ***Purpose***

The Board of Education is committed to optimizing student learning and teaching. The Board considers student access to a computer network, including the Internet, to be a powerful and valuable educational and research tool, and encourages the use of computers and computer-related technology in district classrooms solely for the purpose of advancing and promoting learning and teaching. All users of the district's computer network and the Internet must understand that use is a privilege, not a right, and that use entails responsibility.

### ***Administration***

1. The Superintendent of Schools shall establish regulations governing the use and security of the district's computer network. All users of the district's computer network and equipment shall comply with this policy and those regulations. Failure to comply may result in suspension or revocation of computer access privileges, and in other disciplinary measures as defined by the district's Code of Conduct.
2. As designated by the Superintendent of Schools the Assistant Superintendent for Educational Services shall serve as Computer Network Coordinator to oversee the district's computer network.
3. The Computer Network Coordinator shall monitor and examine all network activities, as appropriate, to ensure proper use of the system.
4. The Computer Network Coordinator shall be responsible for disseminating and interpreting district policy and regulations governing use of the district's network at the building level with all network users.
5. The Computer Network Coordinator shall provide employee training for proper use of the network. The Coordinator will ensure that staff, is supervising students using the district's network, provide similar training to their students, including providing copies of district policy and regulations governing use of the district's network.

Students who are tardy after 9:30 a.m., without a valid excuse, will not be allowed to practice in or take part in athletic or other extracurricular activities that day. Extenuating circumstances may be appealed to the Principal. Students who report to school late must sign in at the Main office.

## **LOCKERS**

School lockers are the property of Chatham Central School District and the school district shall exercise its authority over all student lockers. The school district has a master key to all student lockers and retains control over and access to all lockers. All students must use a school lock which can be purchased in the main office for \$5.00. A relationship has been established with the Columbia County Sheriffs Office to do periodic K-9 searches of lockers throughout the year. These are confidential at the discretion of administration and students are not warned in advance of the search. Students found to have illegal substances in their locker or on their person may be subject to arrest.

### **Locker Information:**

Do not give your combination to anyone. Keep your combination where it will not be seen by others. Do not leave your lock set so it can be opened without dialing the combination. There is a good chance that it will turn up missing if you don't keep it locked. Leave your lock on your locker over summer vacation. You will keep the same locker throughout high school. You will be responsible for paying \$5.00 to replace your lock if it is missing as a result of one of the above reasons.

## **LOST AND FOUND**

The school is not responsible for lost items. Students finding books, clothing, or other items should turn these items in to the custodian. Students looking for lost items should check with the custodian.

## **PARKING AND SPEED LIMITS**

Student parking at the high school is a privilege, not a right. Poor behavior and/or attendance may result in a loss of driving privilege. Each student who plans to drive a vehicle to school must obtain a form from the Assistant Principal in the Main Office to apply for a parking spot. This form must be signed by the parents of the student. When it is returned the student must also bring a copy of his/her license, registration, and proof of insurance (to be kept on file in the office). The fee for parking is due on the day of sign-up. The fee for parking is determined by the Board of Education. Parking spots will be issued to seniors only. If any parking spots remain, juniors will be notified to sign up in the main office, on a lottery basis. Sophomores and freshmen are not allowed to drive to school. Vehicles must be parked within the painted lines

and must display the school parking decal. **Vehicles parked in the fire zone, handicapped spaces or incorrectly parked will be towed at the owner's expense.**

When vehicles are parked, they should be locked to inhibit thefts and vandalism. Students are not to return to their vehicles until they are leaving school grounds for the day unless they receive permission from the Principal or Assistant Principal. **At no time are students to sit in their vehicles during the school day or to congregate in the parking lot. Students who abuse school parking privileges will be prohibited from further parking on school grounds.** Cars parked in the parking lot may be subject to random searches.

Chatham Central School District Board of Education has established 20 miles per hour as the legal speed limit for Chatham High School. During entrance or dismissal periods, students should use extra caution. **Students who do not obey this limit may have their parking privileges revoked and may be subject to legal action.**

## PASSES

Students will not be allowed in the halls during class periods without a bathroom pass or a signed pass to a specific area. Students will not be allowed to go to their lockers during class time unless the teacher feels it necessary. In this situation, the teacher will write a specific pass to the locker. Only one student at a time will be allowed to leave a classroom unless there has been a pre-signed pass issued. Students who are found in the hallway, without a pass during class time will be brought directly to the Main Office for disciplinary action. Pupils who do not follow both school and classroom procedures for the pass system correctly may have hall privileges revoked. Students may never leave a room without first being granted permission by the teacher. Students with an NHS card may use this card as a hallway pass during study halls, however, they may not report late to a class with the use of these cards. If significant complaints are received by the NHS advisor regarding misuse of NHS privileges, that NHS member who has abused the privileges listed above, that NHS members will lose their membership card for one marking period. A study hall will be assigned for any free period the NHS member may have and faculty members will be notified of the NHS member's temporary suspension and loss of privileges.

## POSTERS

Students or student groups wishing to place posters around the school must have the posters approved by administration. Criteria include: neatness, spelling,

2. At the start of each year or each course, teachers will communicate in writing to parents the system to be used for evaluating homework, and how homework performance will be represented in overall grades.

*Cross reference – Attendance, #5100 and Student Progress Reports to Parents, #4712 Adopted: June 22, 2004*

## Homework

Homework is recognized and encouraged as an extremely valuable activity and as an appropriate extension of classroom instruction. Homework provides excellent opportunities for developing good study habits, providing for individual differences and abilities, and encouraging self-initiative on the part of the student.

Planning homework assignments should be given as much care as the planning of any other aspect of a lesson. An assignment important enough to be done must be considered worthy of teacher evaluation.

Homework shall be assigned according to these guidelines:

1. Homework should be a properly planned part of the curriculum extending and reinforcing the learning experience of the school.
2. Homework should help children learn by providing practice in the mastery of skills, experience in data gathering and integration of knowledge, and an opportunity to remediate learning problems.
3. Homework should help develop the student's sense of responsibility by providing an opportunity for the exercise of independent work and judgment.
4. The number, frequency, and degree of difficulty of homework assignments should be based on the abilities, activities, and needs of the student. However, the grade given for the homework is dependent on the student's performance.
5. As a valid educational tool, homework should be clearly assigned and its product carefully and promptly evaluated.

The Board of Education believes that parental involvement in students' homework is essential to making homework an integral part of the educational program. Parents are expected to encourage and monitor homework assignments and, to the extent possible, provide conditions that are conducive to their successful completion.

When deemed necessary and appropriate by school administrators, correspondence or online courses may be an acceptable option for credit recovery. Courses may be approved by the High School Principal prior to enrollment. A final grade of “C” or better is required for credit to be granted.

## **HOMEWORK ADMINISTRATION GUIDELINES K-12**

*Also applicable to Chatham Summer School Program*

**Our homework administration guidelines are based upon the following principles:**

1. Grades are used for the following purposes:
  - to communicate the achievements of students to parents and others;
  - to give information that students can use for self-evaluation;
  - to provide incentives for students to learn;
  - to identify students for different educational options; and
  - to evaluate program effectiveness.
2. Grades are not to be used as a means of disciplining a student unless the student’s misconduct is related to his or her academic performance.
3. Grades are produced to measure the following types of learning criteria:
  - Product criteria (what students know and are able to do, e.g. tests, quizzes, homework)
  - Process criteria (how the student got there – effort, homework completion, class participation, work habits, etc.)
  - Progress criteria (how far the student has come, as opposed to how he measures up against fixed standards)

*Source: Dr. Thomas Guskey – University of Kentucky*

**The following guidelines will be followed regarding administration of the homework policy:**

1. Homework is an important part of the learning process, and its completion is strongly encouraged. Deadlines for completion of homework will be clear and reasonable. Tardiness may affect either an overall grade for the work or a separate “process” grade.

relevancy, and good taste. (School sponsored activities only.) Posters are to be placed on bulletin board areas only.

## **VISITORS TO SCHOOLS**

The Chatham Board of Education and staff of the District encourage parents and other District citizens to visit the schools. The building principal or his/her designee is responsible for all persons in the building and on the grounds. Anyone who is not a regular staff member or student of the school will be considered a visitor. The following rules apply to visitors:

1. All visitors must report to the main office upon arrival at the school. There they will be required to sign the visitors’ register and will be issued a visitors’ identification badge, which must be worn at all times while in the school or on school grounds.
  2. All visitors who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s). These visits will be allowed when they are not disruptive to classroom instruction.
  3. All visitors are expected to abide by the rules contained in this Code of Conduct for public conduct on school property.
- Any unauthorized person on school property will be reported to the principal or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.

## **TELEPHONES**

There is a student telephone available in the main office for student convenience. The phone is only used during a student’s free period or during lunch periods unless an emergency family situation develops. This phone should only be utilized for necessary communications to home or work.

## **WORKING PAPERS**

Application forms for working papers are available in the nurse’s office. Working papers should be applied for from September through June.

## Chatham High School 2010-2011 Bell Schedules

<i>Period</i>	<i>Regular</i>	<i>1 Hr. Delay</i>	<i>2 Hr. Delay</i>
Homeroom	8:00 - 8:04	9:00 - 9:04	10:00 - 10:04
1	8:06 - 8:46	9:06 - 9:39	10:06 - 10:33
2	8:49 - 9:29	9:42 - 10:16	10:36 - 11:02
3	9:32 - 10:12	10:19 - 10:52	11:05 - 11:32
4	10:15 - 10:55	10:55 - 11:29	11:35 - 12:02
5	10:58 - 11:38	11:32 - 12:05	12:05 - 12:31
6	11:41 - 12:21	12:08 - 12:41	12:34 - 1:01
7	12:24 - 1:04	12:44 - 1:17	1:04 - 1:31
8	1:07 - 1:47	1:20 - 1:53	1:34 - 2:00
9	1:50 - 2:30	1:56 - 2:30	2:03 - 2:30

## ACADEMICS

### New York State Learning Standards New York State Education Department 10/98

#### English / Language Arts

Standard 1: Students will read, write, listen and speak for information and understanding.

*As listeners and readers, students will collect data, facts and ideas; discover relationships, concepts and generalizations; and use knowledge generated from oral, written and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply and transmit information.*

Standard 2: Students will read, write, listen and speak for literacy response and expression.

*Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical and cultural dimensions and texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.*

**Please note that all requests to attend VoTec should be made by April 1 prior to the year in which you plan to attend.**

ALP Students intending to apply for the ALP programs at Questar may only do so after they have been in full attendance at Chatham for a year.

#### Summer School:

*Who Repeats a Course at CHS?*

A student has failed a course when his/her final average for that course is lower than 65.

To advance to the next homeroom level, a student must earn the number of credits indicated below. (Please note that inability to earn a sufficient number of credits in a given year may result in the student being retained at the same homeroom level the following school year.)

9 <sup>th</sup> Grade Homeroom Level:	0	-	4.5	credits
10 <sup>th</sup> Grade Homeroom Level:	5	-	10	credits
11 <sup>th</sup> Grade Homeroom Level:	11	-	15	credits
12 <sup>th</sup> Grade Homeroom Level:	15 plus			credits

*Who should attend Summer School?*

A student who has failed a course has the option to attend summer school (if the failed course is offered). Students are encouraged to attend summer school in order to remain on track for graduation.

A student earns course credit by attaining a final average of at least 65. This average is the combination of the regular school year grades and the summer school grades. The final average for a course will be calculated in the following manner:

The two lowest quarter grades from the regular school year course will be replaced by the two summer school marking period grades for that course.

The final examination or Regents examination from the regular school year course will also be replaced by the summer school final examination or Regents examination grade for the same course.

Those five grades are then averaged together to determine the student's final grade for that course.

#### CREDIT RECOVERY

*Credit Recovery Option*

The district has an established procedure to assist students who are returning to school after an extended absence for medical or social/emotional reasons. Please contact the guidance counselor or school social worker prior to the student's return for information regarding this procedure so we may assist with the transition back to school.

## Questar III Vocational & Technical Education (VoTec) Eligibility Policy

Students who attended VoTec during their junior and senior years are out of the high school building for approximately half of the school day, which often result in scheduling challenges. . Special circumstances such as transferring students and Alternative Learning Placements will be reviewed by the administrative team (Principal, Assistant Principal, and Guidance).

1. Students must have passed the following courses\*:

- 2 years of Math
- 2 years of Science
- 2 years of Global
- 2 years of English
- 2 years of Physical Education
- ½ credit of Health
- 1 credit of Art or Music
- Foreign Language requirement satisfied

\* A student who does not pass one or more classes during the school year may earn credit by passing the class(es) in summer school.

2. It is recommended that students have passed the following New York State Exams\*:

- Integrated Algebra Regents
- One Science Regents
- Global History Regents

\* A student who does not pass one or more NYS exam during the school year may retake the exam(s) in August.

3. Attendance history will be considered for students requesting to attend VoTec. Those with an inappropriate history of absences or tardiness will not be considered for VoTec, at the discretion of the High School Principal.

For a complete listing of VoTec Program offerings, please refer to the course descriptions section of this guide.

Standard 3: Students will read, write, listen and speak for critical analysis and evaluation.

*As listeners and readers, students will analyze experiences, ideas, information and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.*

Standard 4: Students will read, write, listen and speak for social interaction.

*Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.*

### Mathematics, Science & Technology

Standard 1: Students will use mathematical analysis, scientific inquiry and engineering design, as appropriate to post questions, seek answers and develop solutions.

Standard 2: Students will access, generate, process and transfer information using appropriate technologies.

Standard 3: Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through integrated study of number systems, geometry, algebra, data analysis, probability and trigonometry.

Standard 4: Students will understand and apply scientific concepts, principles and theories pertaining to the physical settings and living environment and recognize the historical development of ideas in science.

Standard 5: Students will apply technology knowledge and skills to design, construct, use and evaluate products and systems to satisfy human environmental needs.

Standard 6: Students will understand the relationships and common themes that connect mathematics, science and technology and apply the themes to these and other areas of learning.

Standard 7: Students will apply the knowledge and thinking skills of mathematics, science and technology to address real-life problems and make informed decisions.

### Social Studies

Standard 1: History of the United State and New York

*Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United State and New York.*

Standard 2: World History

*Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, years, themes, developments and turning points in world history and examine the board sweep of history from a variety of perspectives.*

Standard 3: Geography

*Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national and global – including the distribution of people, places and environments over the Earth's surface.*

Standard 4: Economics

*Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making*

units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Standard 5: Civics, Citizenship and Government

*Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civil values of America constitutional democracy; and the roles, rights and responsibilities of citizenship, including avenues of participation.*

## The Arts

Standard 1: Creating, Performing and Participating in the Arts

*Students will actively engage in processes that constitute creation and performance in the arts (dance, music, theatre and visual arts) and participate in various roles in the arts.*

Standard 2: Knowing and Using Arts Materials and Resources

*Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles*

Standard 3: Responding to and Analyzing Works of Art

*Students will respond critically to a variety of works in the arts, connecting the individual work to other works to other aspects of human endeavor and thought.*

Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts

*Students will develop an understanding of the personal and cultural forces that shape artistic communications and how the arts in turn and shape the diverse cultures of the past and present society.*

## Languages Other Than English

Standard 1: Students will be able to use a language other than English for communication.

Standard 2: Students will develop cross-cultural skills and understandings.

## Health, Physical Education & Home Economics

Standard 1: Personal Health and Fitness

*Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.*

Standard 2: A Safe and Healthy Environment

*Students will acquire the knowledge and ability to create and maintain a safe and healthy environment.*

Standard 3: Resource Management

*Students will understand and be able to manage their personal and community resources.*

grant permission after consultation with the individual student's counselor, student and parent(s). Parents and students will have an opportunity to contest the Principal's decision in a formal hearing with the Principal and Superintendent of Schools. A student who graduates early must complete all requirements of the State Education Department and the Board of Education.

In regard to individual student requests, the following factors may be considered: the student's grades, performance in school, his/her future plans, and benefits that would accrue to the student if the request for early graduation were to be approved.

## College Courses During Senior Year:

Some senior students may wish to begin their college experience early in lieu of a full day at Chatham High School. Their intention to accomplish this must be stated in writing to the Building Principal no later than June 30 of their 11<sup>th</sup> grade year. Students who wish to pursue this course of study must take their remaining required classes for graduation at Chatham High School. This program does not waive the Senior Project requirement. It is expected that students will regularly meet with their faculty advisor throughout the year.

Although the Guidance Office will make every attempt to schedule students so they may take the courses they wish at the community college, there is no guarantee that all requirements will be offered or available when the student needs them.

## Incomplete Policy

Periodically students may receive a quarter mark of "INC" (incomplete) for one or more classes. An INC means the teacher has granted an extension on work due, usually because of an extended excused absence resulting from medical circumstances. Students have a maximum of two weeks from the day report cards are issued to make up the required work. They should promptly communicate with their teacher(s) to develop a plan for completion. If the work is not made up, the INC could be changed to a 50 or whatever grade the teacher calculates it should be. The teacher will submit the grade to guidance at the end of the two week time period.

## Re-entry Procedure

If a family is aware that a student will be out for an extended medical reason, it is important to communicate this information with teachers and guidance. With advanced notification, teachers can provide work for students during their absence and in certain cases, a tutor may be warranted.

value. These values will be added together and this total will be divided by the total number of credits.

5. Students who meet the following criteria for each marking period will be included on the Honor Roll:
  - a. Honors: Unweighted GPA for the marking period of 85 or above with all passing grades.
  - b. High Honors: Unweighted GPA for the marking period of 90 or above with no grade below 80.
  - c. Any student who carries an incomplete at the end of the marking period is not eligible for inclusion on the Honor Roll.
6. Class ranking is done at the end of the junior year and again at the end of the first semester of the senior year:
  - a. After weighted GPA is computed students will be ranked. The ranking will be recorded based upon 5% intervals. (Example: Top 5%; Top 10%; Top 15%; etc.).
  - b. This ranking determines honor students, valedictorian and salutatorian. It is also used to determine eligibility for the National Honor Society. Graduating honors students will be determined by using 3 ½ years of cumulative weighted GPA of 89.5% and above. The announcement of honor students, valedictorian, and salutatorian will be made at the annual Arbor Day Banquet. National Honor Society eligibility will be based upon obtaining a cumulative weighted GPA of 89.5% and other factors as outlined in the regulations of the organization.
  - c. The final transcript, including final ranking, done after final exams in June, does not change or alter the status of honor students or valedictorian or salutatorian.

### Early Graduation:

A student who, for sound educational and vocational reasons, wishes to graduate from high school in less time than the ordinary four-year sequence may request permission to complete graduation requirements on an altered schedule. The student and his/her parents will consult with high school guidance personnel in order to develop an early graduation plan. Their intention to accomplish this will be stated in writing to the Building Principal at the end of the Freshmen year or the beginning of the junior year in order to allow time to develop an early graduation plan. The Principal shall make the final decision on whether to

### Career Development & Occupational Studies

- |              |  |
|--------------|--|
| Standard 1:  | Career Development   |
|              | <i>Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes and abilities to future career decisions.</i>   |
| Standard 2:  | Integrated Learning  |
|              | <i>Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.</i>  |
| Standard 3:  | Universal Foundation Environment   |
|              | <i>Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace; and...</i>  |
| Standard 3b: | Career Majors  |
|              | <i>Students who choose a major will acquire the career specific technical knowledge and skills necessary to progress toward gainful employment, career development and success in post-secondary programs.</i> |

## FIELD TRIPS

### Guidelines:

1. There will be a mandatory baggage check before and anytime during field trips. Any student not willing to submit to the baggage check will not be allowed to travel on this trip. Any student not willing to submit to a baggage check during a field trip will be sent home. Transportation will be arranged by parent contact.
2. The chaperone is to contact the building principal or assistant principal immediately in case of any serious violation of school policy. These violations may include the use and/or possession of alcohol or drugs, or conduct which is deemed to be in violation of the law.
3. Should the above circumstance exist, parents will be contacted immediately following communication with administration. Provisions will be made for safe transportation home for those students involved. This may impact only those students involved or the entire trip depending on administrative action.
4. Once a student has been accused of violating school policy, additional questioning of the student(s) should not take place until direction is given by administration.
5. Field trips at the High School are usually not permitted after May 1<sup>st</sup> unless the approval of the faculty is given. This requires a simple majority vote.
6. All field trips should be of an educational nature, and 75% of their time should be devoted to these academic endeavors. Instructional time is of the

essence and student who are excused for field trips are expected to make up any and all missed work, including class work, homework, and tests. This work will be made up at the convenience of faculty members.

7. Students found in violation of any school or civil regulations are subject to the school disciplinary code upon their return.

## ***Guidance Department 2010 – 2011***

The Guidance Department is staffed by two counselors, social worker, part-time psychologist and a secretary. The Guidance Office maintains an up-to-date file of information about occupations and colleges, nursing, technical, military, and other specialized schools. Information is also provided on SAT / ACT preparation and career development. College scholarship information may also be obtained in the guidance office. The library maintains a collection of college catalogs and videos.

The Guidance Office presents an opportunity for a student to discuss school, careers, or personal problems with his or her counselor. The counselors help students plan a high school course of study and make adjustments when necessary. If a student is in danger of failing a subject, the counselors are available to discuss the problem and its potential impact on the student's academic standing. Success in high school is dependent upon many factors, including regular attendance, completion of homework and projects, being prepared for class and proper preparation for exams. The counselors invite and encourage parents to communicate with them as often as necessary. It is suggested that appointments with parents be arranged by telephone (392-1575).

### **Commencement Objectives**

- All students will be self-directed learners who master the acquisition and use of knowledge and skills necessary to pursue their aspirations and flourish with confidence.
- All students will be fluent in the use of technologies as a tool to help solve problems and shape their futures.
- All students will recognize their ability to contribute productively to the local and global community and experience the benefits of choosing to be of service.
- All students will meet academic expectations as determined by district standards of excellence.
- All students will master the New York State Learning Standards as outlined in the following document.

- d. In quarter or semester courses the actual grade earned shall be recorded for each grading period.

2. Students shall be allowed to drop a course only under the following conditions:

- a. A student must be enrolled in classes bearing 6 credits (plus Physical Education) at all times.
- b. In all courses, a student may drop a course without penalty only in the first five weeks.
- c. After the 5 week period a student who drops a course shall receive either a withdraw-fail or withdraw-pass as a grade for that course. The student will receive no credit for this course.

3. A cumulative weighted Grade Point Average (weighted GPA) will be computed for each student. This average will be used in determining class rank. For the level of specific courses, please refer to the most recent program planning guide found in the guidance office.

- a. Level I final course grades will be multiplied by 1.00 to obtain a weighted grade. (AIS / Remedial / Applied Courses).
- b. Level II final course grades will be multiplied by 1.03 to obtain a weighted grade. (Accelerated and Pre-AP Courses).
- c. Level III final course grades will be multiplied by 1.06 to obtain a weighted grade. This includes Advanced Placement or College Accredited courses taken while in attendance at Chatham.
- d. The weighted Grade Point Average will be computed as follows: each weighted grade will be multiplied by its credit value; the grades will then be totaled, and divided by the number of credits attempted.
- e. Independent study shall not be included in class ranking computations unless the course is meeting a graduation requirement. In such a case, approval must be obtained from the Principal and guidance counselor.

4. An unweighted Grade Point Average (unweighted GPA) will be computed, recorded on report cards and transcripts and used to determine Honor Roll status each quarter. The unweighted GPA will be calculated by multiplying the final grade for each course by its credit

1. Teacher recommendation:
  - a. The student must be recommended by his or her current English teacher for the next level of Pre-AP.
2. Writing Sample:
  - a. A writing sample is required for students coming from 8<sup>th</sup> grade into 9<sup>th</sup> grade Pre-AP.
3. GPA:
  - a. The student must have an overall GPA or 90-100% (*A- or higher*) **in a related current class** to be eligible for 9<sup>th</sup> Pre-AP. *Example:* Johnny has an A- in English 8. With a writing sample, teacher recommendation, and that grade, he is eligible for Pre-AP English 9.

**For Transfer Students without a reasonable possibility of a Teacher Recommendation:**

1. GPA:
  - a. The student must have an overall GPA of **86-100% in a related current class** to be eligible for 9<sup>th</sup> Pre-AP. *Example:* Johnny has a 90% in Social Studies in another school district. He is eligible for Pre-AP Social Studies 10.
2. Writing Sample:
  - a. A writing sample is required for students coming from another district to ours who wishes to enter into a Pre-AP class.

**Miscellaneous:**

1. All GPA requirements are based on most current grades. In other words, when scheduling the student, if only the first three quarter grades are available, then those grades will be used for the GPA requirement.

**Grading Policy**

1. A 100 point numerical grading system is in place.
  - a. Course grades shall be the straight numerical average of all quarter grades and final / Regents exams.
  - b. Minimum passing grade shall be 65.
  - c. In the first quarter of any full year course, no grade lower than 50 may be given. In subsequent quarters the actual grade earned shall be recorded.

**Current Graduation Requirements  
for students who entered 9<sup>th</sup> grade in 2005-2006**

Courses And/or Credits Required	Local		Regents		Advanced Regents	
	English	4	English	4	English	4
Social Studies	4	Social Studies	4	Social Studies	4	
Mathematics	3	Mathematics	3	Mathematics	3	
Science	3	Science	3	Science	3	
Health	0.5	Health	.5	Health	.5	
Art/Music/DDP	1	Art/Music/DDP	1	The Arts	1	
<b>Core Credits</b>	<b>15.5</b>	<b>Core Credits</b>	<b>15.5</b>	<b>Core Credits</b>	<b>15.5</b>	
Foreign Language	1	Foreign Language	1	*Foreign Language	3	
Physical Education	2	Physical Education	2	Physical Education	2	
Electives	3.5	Electives	3.5	Electives	1.5	
<b>Total Required</b>	<b>22</b>	<b>Total Required</b>	<b>22</b>	<b>Total Required</b>	<b>22</b>	
Regents Exams / Minimum Grade Required						
English	**	English	65	English	65	
Global History	**	Global History	65	Global History	65	
US History	**	US History	65	US History	65	
Math A	**	Math A	65	Math A	65	
Science	**	Science	65	Math B	65	
				Science	65	
				2 <sup>nd</sup> Science Regents	65	
				*Foreign Language	65	

**\*\*Students who entered 9<sup>th</sup> grade in 2005 must earn 65+ on at least two of the five required Regents Exams, and 55\* on the remaining three.**

**\*\* Students who entered 9<sup>th</sup> grade in 2006 must earn 65+ on at least three of the five required Regents Exams, and 55+ on the remaining two.**

\*May be replaced with a 5 unit sequence in Career & Technical Education or The Arts

Students with an Individualized Education Plan (IEP) or an eligible 504 Plan may be eligible for a Local Diploma under the Regents Competency Test (RCT) Safety Net.

**Types of High School Diplomas**

In addition to the course and credit requirements listed above, the following criteria are required for each diploma type listed.

Diploma Type	Criteria
Local Diploma	55-64 on the five required Regents Exams (see table above) and/or "P" on RCT's
Regents Diploma	65+ on the five required Regents Exams (see "Regents" column above)
Regents Diploma with Honors	Scores on the five required Regents Exams must average 90+
Advanced Regents Diploma	65+ on the eight required Regents Exams

	(see "Advanced Regents" column above)
Advanced Regents Diploma with Honors	Scores on the eight required Regents Exams must average 90+

**Current Graduation Requirements  
for students who entered 9<sup>th</sup> grade in 2007-2008 and there after**

Courses And/or Credits Required	Local		Regents		Advanced Regents	
	English	4	English	4	English	4
	Social Studies	4	Social Studies	4	Social Studies	4
	Mathematics	3	Mathematics	3	Mathematics	3
	Science	3	Science	3	Science	3
	Health	0.5	Health	.5	Health	.5
	Art/Music/DDP	1	Art/Music/DDP	1	The Arts	1
	<b>Core Credits</b>	<b>15.5</b>	<b>Core Credits</b>	<b>15.5</b>	<b>Core Credits</b>	<b>15.5</b>
	Foreign Language	1	Foreign Language	1	*Foreign Language	3
	Physical Education	2	Physical Education	2	Physical Education	2
	Electives	3.5	Electives	3.5	Electives	1.5
	<b>Total Required</b>	<b>22</b>	<b>Total Required</b>	<b>22</b>	<b>Total Required</b>	<b>22</b>
Regents Exams / Minimum Grade Required	English	**	English	65	English	65
	Global History	**	Global History	65	Global History	65
	US History	**	US History	65	US History	65
	Math A	**	Integrated Algebra	65	Integrated Algebra	65
	Science	**	Science	65	Geometry	65
					Algebra 2/Trig	65
					Science	65
					2 <sup>nd</sup> Science Reg	65
				*Foreign Language	65	

\*\*Students who entered 9<sup>th</sup> grade in 2007 must earn 65+ on at least **four** of the five required Regents Exams, and 55\* on the remaining one.

\*\* Students who entered 9<sup>th</sup> grade in 2008 and there after must earn 65+ on all of the five required Regents Exams.

\*May be replaced with a 5 unit sequence in Career & Technical Education or The Arts

Students with an Individualized Education Plan (IEP) or an eligible 504 Plan may be eligible for a Local Diploma under the Regents Competency Test (RCT) Safety Net.

**Types of High School Diplomas**

In addition to the course and credit requirements listed above, the following criteria are required for each diploma type listed.

Diploma Type	Criteria
Local Diploma	55-64 on the five required Regents Exams (see table above) and/or "P" on RCT's
Regents Diploma	65+ on the five required Regents Exams (see "Regents" column above)
Regents Diploma with Honors	Scores on the five required Regents Exams must average 90+

Students and parents should be aware that, except under the most compelling of circumstances, they will not be permitted to drop courses or make changes after the semester has begun. Students have six months from March to August to make course selections. We work very diligently to accommodate all requests possible and to balance class sizes. Changes made after the beginning of the semester often create overcrowded classes. Students who are added to classes after the first week of school may have difficulties due to missed lessons and work. Students must take a minimum of six classes plus physical education each semester, including seniors. Courses will only be offered if a minimum of 10 students are enrolled.

Please make your program decisions carefully so that changes can be avoided.

Students requesting a drop/add after the start of school must do the following:

- Pick-up a drop / add form in the Guidance Office.
- Have this form signed by:
  - parent
  - teacher whose class you want dropped
  - teacher whose class you want added
  - return to Counselor
- Refer to #2 on page 7 of the Program Planning Guide under which a student will be allowed to drop a course.
- Permission to drop or add will be made by the Guidance Counselors in conjunction with the Principal.

***Standards for entrance into, or continuance of, the Pre-AP English and Pre-AP Social Studies courses at the high school.***

**For Students Currently in CHS:**

- Teacher recommendation:
  - The student must be recommended by his or her current English teacher for the next level of Pre-AP.
- GPA:
  - The student must have an overall GPA of **80-100% in a related Pre-AP class** to be eligible for the next level of Pre-AP. *Example:* Johnny has an 85% in Pre-AP English 9. His grade and the teacher recommendation make him eligible for Pre-AP English 10.
  - A student in a **Regents level class must have a GPA of 86-100%** in that class to be eligible for the next level of Pre-AP. *Example:* Johnny has an 88% in Regents English 9. His grade and the teacher recommendation make him eligible for Pre-AP English 10.

**For 8<sup>th</sup> Graders entering 9<sup>th</sup> grade:**

throughout the country and applied, with a grade of C or higher, to the credit requirements of an undergraduate degree.

UHS Program courses also provide students with the academic challenges of college-level curriculum during their first year(s) in high school. As a “bridging” experience to college, these courses can help students begin to develop the skills and perspectives necessary for academic success in higher education. In addition, it can provide students the opportunity to shorten the four-year college sequence by entering college with previously earned credits. Students registered for UHS Program courses are entitled to University ID cards that allow them onsite use of University library resources, campus recreational facilities, and student admission to sporting, cultural, and other University sponsored events.

*Student Eligibility*

Typically, only juniors and seniors with an average of B or better are eligible to register for UHS Program courses. In exceptional cases, sophomores with advanced academic standing can register at the direction of the UHS Program Director. **Freshmen are not eligible to register for any UHS Program courses.** Language courses are open only to students who have passed the NYS Regents exam in that subject.

Students who register for courses through the UHS Program are subject to the same academic expectations as students at the University at Albany campus. Recorded student grades for all courses result in a permanent academic record at the University. Withdrawals from courses in accordance with the schedules printed on the registration forms each year are the responsibility of the individual student and must be put in writing and sent to and confirmed the UHS Program office.

Students who register for courses through the Columbia Greene are subject to the same academic expectations as students at the campus. Recorded student grades for all courses result in a permanent academic record at the College. Withdrawals from courses are the responsibility of the individual student and are subject to the policies of the individual college.

Columbia Greene Community College Program  
 Anticipated 2010-2011 Course Offerings: Marketing, Management, Accounting or Business Law, Psychology, Sociology, Public Speaking, Mythology, and Spanish.

*Student Eligibility for Columbia Greene Courses*

A student who wishes to register for courses offered by CGCC at Chatham must have attained junior or senior status. In addition, the student must have an 80 average in a related subject area as the intended CGCC course. If there is no related subject area, then the student’s English grade(s) will be used.

**Change of Course Procedure**

Advanced Regents Diploma	65+ on the eight required Regents Exams (see “Advanced Regents” column above)
Advanced Regents Diploma with Honors	Scores on the eight required Regents Exams must average 90+

**New York State Department of Education Approved Alternatives for Regents Testing**

Some students with unusual circumstances may be eligible to substitute an alternate exam for a given Regents Exam. Following is a list of approved alternatives. The test scores indicated are the minimum acceptable score(s) that can be substituted for a Regents Examination score for students who have successfully completed the course of study for that subject. Please see you guidance counselor if you think this may be an option for you.

Subject	Approved Alternative Exam	Minimum Acceptable Score
<b>English</b>	Advanced International Certificate (AICE) English Examination	E
	Advanced Placement Language and Composition Exam	3
	Advanced Placement Literature and Composition Exam	3
<b>Mathematics</b>	Advanced International Certificate of Education (AICE) Mathematics Examination	E*
	Advanced Placement Calculus AB Examination	3*
	Advanced Placement Calculus BC Examination	3*
	International General Certificate of Secondary Education (IGCSE)	A*
	SAT II Mathematics Level IC	470*/490**
	SAT II Mathematics Level IIC	510*/550**

\* Achieving this score on this mathematics examination may be accepted as equivalent to passing with a 65 the Mathematics A Regents Examination or the Sequential Mathematics, Courses I and II Regents Examinations.

\*\* Achieving this score on this mathematics examination may be accepted as equivalent to passing with a 65 the Sequential Mathematics, Courses I, II, and III Regents Examinations.

<b>Subject</b>	<b>Approved Alternative Exam</b>	<b>Minimum Acceptable Score</b>
<b>Science</b>	Advanced Placement Biology	3
	SAT II Biology*	520
	SAT II Chemistry	540
	SAT II Physics	530
<b>US History and Government</b>	Advanced Placement United States History	3
	SAT II United States History**	560
<b>Languages Other Than English</b>	SAT II French Listening <b>and</b> French Reading	500/500
	SAT II German Listening <b>and</b> German Reading	470/470
	SAT II Modern Hebrew	490
	SAT II Italian	450
	SAT II Latin	470
	SAT II Spanish Listening <b>and</b> Spanish Reading	460/460

\* In addition to achieving the established score, students must complete 1,200 minutes of hands-on laboratory work with satisfactory laboratory reports.

\*\* In addition to achieving the established score, students must complete a multi-source, in-depth research project that demonstrates the ability to use primary and secondary sources.

## Chatham High School Academic Program

### Curriculum

All students are required to earn a minimum of 22 credits to graduate.

### Regents Courses (Courses which have Regents exams)

### Advanced Placement Courses

AP English Literature, AP European History (offered every other year), AP American History, AP World History, AP Calculus, AP French Language, and AP Spanish Language, AP Computer Programming (offered every other year) and AP Fine Arts.

Students interested in electing any one of these college level courses should consult with their teachers and guidance counselors. Colleges will give credit or placement only to those students who take the AP examination and demonstrate the mastery of the material presented in the course. AP scores eligible for college credit will vary by college. Students seeking college credit should check directly with their prospective colleges for their policies.

### College Credit Courses

#### *University in the High School*

Students enrolled in AP US History and Government, French IV and V (pending student interest and SUNY approval) may register to earn college credits through the University in the High School Program of the State University of New York.

The University in the High School Program at the University at Albany was established in 1983. Originally designed as an innovative way to provide students in the Capital Region area high schools with the opportunity to earn University at Albany credit for advanced study in foreign languages, the Program has since expanded to include course offerings at 23 academic disciplines at more than 220 high school from 41 counties throughout New York State.

#### *University in the High School Program Objectives*

Through the UHS Program, students can earn University at Albany credit while still in high school. These credits form the basis of a permanent post-secondary academic record that can be transferred to many colleges and universities