

Middle School Goal Statement

The Chatham Middle School Community accepts the responsibility for understanding and facilitating the positive transition from childhood to adolescence. Through our supportive environment and challenging program, all students have opportunities to develop the skills, knowledge and personal growth necessary to achieve academic success.

Dear Students and Families,

Welcome to Chatham Middle School! This handbook has been prepared for you as a guide to programs and activities found at Chatham Middle School. It contains information regarding daily school life. We know it will be helpful to you in understanding the responsibilities we all have as citizens of our school community and in getting the greatest benefit from the educational opportunities available in our school. Please read this handbook and keep it in a convenient place for reference as needed throughout the year.

The building, equipment and programs have been designed to provide all students with opportunities to grow intellectually, physically, and socially. The pride, care and respect shown to this middle school are reflections of your own self-esteem.

In today's dynamic world, your success is often determined by many things. How well we learn to live and to work with other people is important. In school we have an opportunity to develop and to practice trustworthiness, respect, responsibility, fairness, caring, citizenship and other qualities which make a democratic society function successfully. Also, your academic performance is important for your future.

We would like to wish each of you a successful school year. If there are any parts of this handbook you do not understand, please do not hesitate to ask any staff member.

Sincerely,

Middle School Staff

Table of Contents

| | |
|--|-------|
| Academic Intervention Services..... | 21 |
| Accelerated Program - Mathematics..... | 26-27 |
| Activity Days (Grades 5-6) / Activity Nights (Grades 7-8)..... | 30-31 |
| Alma Mater..... | 6 |
| Arbor Day..... | 8 |
| Attendance..... | 11-16 |
| Books & Equipment..... | 8 |
| Bulletins & Announcements..... | 9 |
| Character Education..... | 39 |
| Daily Entering Procedures..... | 9 |
| Daily Schedule..... | 7 |
| Detention..... | 46 |
| Disciplinary Code..... | 43-44 |
| Disciplinary Referrals..... | 42-46 |
| Discipline..... | 42 |
| Distribution of Literature on School Grounds..... | 26 |
| Eligibility Effort Checklist Form..... | 53 |
| Eligibility for Extracurricular Activities (Grades 7/8)..... | 52 |
| Evacuation Drills..... | 24 |
| Extra Help..... | 21 |
| Field Trips and Excursions..... | 22-24 |
| Guidance Program..... | 49 |
| Gum Chewing..... | 49 |
| Health Education..... | 29-30 |
| Health Information..... | 17 |
| Homebound Instruction..... | 20-21 |
| Homework Administration Guidelines K-12..... | 19 |
| Honor Roll..... | 56 |
| Internet/Computer Use Policy..... | 32-36 |
| Internet Safety..... | 37 |
| Leaving the Building or School Grounds..... | 10 |
| Library Usage..... | 31 |
| Lockers..... | 8-9 |
| Lost and Found..... | 18 |
| Music Performing Groups..... | 29 |
| National Junior Honor Society..... | 57 |
| Parent/Guardian Conferences..... | 31 |
| Peer Mediation..... | 39 |
| Permission to Remain After School..... | 10 |
| Physical Education..... | 27 |

| | |
|---|--------------|
| Promotion, Acceleration, and Retention of Students..... | 54 |
| Promotion/Advancement/Retention..... | 55-56 |
| School Bus Responsibilities..... | 38 |
| School Closing..... | 9 |
| School Food Services..... | 18 |
| Smoking..... | 49 |
| Student Code of Conduct..... | 39-40 |
| Student Dress Code..... | 41 |
| School Sponsored Student Publications..... | 25 |
| Students Rights and Responsibilities..... | 40-41 |
| Student Searches and Interrogations..... | 48 |
| Student Suspension..... | 46-47 |
| Teacher Removal of Substantially Disruptive Students..... | 47-48 |
| Telephones/Cell Phones..... | 37 |
| Textbooks..... | 8 |
| Transferring to Another School..... | 38 |
| Video Cameras on School Buses..... | 38 |
| Visitors..... | 25 |
| Use of Bicycles, Skateboards and Rollerblades on School Property..... | 49 |
| Use of Radios, iPods, Beepers, Electronic Equipment and other Personal Electronic Devices..... | 49 |
| Parent/Guardian Information..... | 58-70 |
| Access to District Records..... | 64 |
| Access to Student Records..... | 65-66 |
| Board of Education..... | 68-69 |
| Child Abuse in an Educational Setting..... | 62 |
| Conduct on School Property..... | 66-67 |
| District-Wide School Safety Plan/ Building Level Emergency Response Plans..... | 69 |
| Notification of Sex Offenders..... | 62 |
| Parent/Guardian Involvement..... | 63-64 |
| Parents/Guardians with Disabilities..... | 64 |
| Programs for Students with Disabilities..... | 68 |
| Public Complaints..... | 68 |
| Public Information Program..... | 58 |
| Statement of Non-Discrimination/Anti-Harassment..... | 59 |
| Sexual Harassment..... | 59-62 |
| Student Dismissal Precautions..... | 63 |
| Teacher Qualification..... | 66 |
| Web Site Address..... | 58 |

ALMA MATER

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

Chorus

Chatham Central! Chatham Central!
Staunch and ever true!

Grateful ones, with love unfailing, all their vows renew.

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.

Daily Schedule

| | |
|----------------------|---------------|
| Doors Open | 7:30 |
| Homeroom | 7:50 - 7:57 |
| Period 1 | 8:00 - 8:39 |
| Period 2 | 8:42 - 9:21 |
| Period 3 | 9:24 - 10:03 |
| Period 4 | 10:06 - 10:45 |
| Period 5 | 10:48 - 11:27 |
| Period 6 | 11:30 - 12:09 |
| Period 7 | 12:12 - 12:51 |
| Period 8 | 12:54 - 1:33 |
| Period 9 | 1:36 - 2:15 |
| Regular Dismissal | 2:15 |
| Second Dismissal Bus | 2:55 |

Morning Assembly Schedule

| | |
|----------|---------------|
| Assembly | 7:50 - 8:30 |
| Period 1 | 8:33 - 9:08 |
| Period 2 | 9:11 - 9:46 |
| Period 3 | 9:49 - 10:24 |
| Period 4 | 10:27 - 11:02 |
| Period 5 | 11:05 - 11:41 |
| Period 6 | 11:45 - 12:21 |
| Period 7 | 12:24 - 12:59 |
| Period 8 | 1:02 - 1:37 |
| Period 9 | 1:40 - 2:15 |

Arbor Day

The celebration of Arbor Day is one of the cherished traditions in the Chatham Central School District. At the Chatham Middle School, an assembly is held to present information about the history of Arbor Day. All students have an opportunity to take part in Arbor Day activities and the annual variety show.

Textbooks/Equipment

All textbooks are furnished to students for their use during the school year. Each student is responsible for the following:

- a. Proper care of textbooks loaned to her/him. (If there is more than normal wear, a fine will be collected.)
- b. The return of all textbooks at the end of the school year (Payment for lost/damaged textbooks must be made.)
- c. The immediate return to the main office of any textbooks found in or outside the school.

Lockers

Lockers are the property of the Chatham Central School District. At the beginning of the school year, students are assigned two lockers: an individual locker for books/personal articles and a locker for physical education clothing.

In order to have the necessary materials for classes, students may go to their lockers at the following times:

- a) Before homeroom.
- b) Before and after lunch.

- c) At dismissal.
- d) With a pass.
- e) At designated times determined by the team.

All students must adhere to building procedures for using and maintaining lockers. They are expected to keep their lockers clean and report any problems to the main office.

It is important for the student to lock her/his locker and avoid giving the combination to anyone. Lockers are not to be shared by students.

Bulletins and Announcements

The announcements for the day will be made over the public address system each morning. Student information announcements will be given at lunch and dismissal.

School Closing

In the event of inclement weather or mechanical breakdown, school may be closed or the starting time delayed. The same conditions may also necessitate early dismissal. School closing, delayed starting time or early dismissal will be announced over local radio stations - WTRY, WGY and WHUC. Reports in the morning will be between 6:00 a.m. and 8:00 a.m. In addition, parents/guardians can call 392-2400. Please do not call the Middle School; telephone lines must be kept open for emergencies.

Daily Entering Procedures

Building opens at 7:30 a.m.

If a student wishes to enter the building before 7:30 a.m., s/he is to be under the direct supervision of a staff member.

If a student arrives after 7:50 a.m., s/he is tardy and must report to the front desk to have her/his name removed from the list of absentees and receive a late pass to class. A written excuse from the parent/guardian is required upon the return to school.

Permission to Remain After School

Students may elect to stay for extra help, club activities, intramurals, or group activities and ride the second dismissal bus. A staff member may also request a student to remain for extra help or for disciplinary purposes. Students remaining after school must be under the direct supervision of an adult at all times.

In order to ride the second dismissal bus, students will:

- a. Sign up in homeroom in the morning. In extenuating circumstances, s/he may sign up with the second dismissal bus supervisor before 11:00 a.m. Under no circumstances is a bus student to leave school grounds without permission.
- b. Report to the gymnasium at approximately 2:55 p.m. to be dismissed.

Leaving the Building or School Grounds

Students will remain on school property during school hours.

1. If a student is to be excused from school for an appointment with a doctor, dentist, etc., s/he is to bring a note signed by the parent/guardian. This note is to be brought to the front desk before first period for approval; a pass will be given to the student.
2. If for some reason a parent/guardian needs to ask that the student be excused during the school day, s/he may telephone the office.
3. If the student is to be excused regularly at the same time each week, one excuse will suffice for the whole year. A parent/guardian must sign the student out at the front desk prior to leaving. Upon returning to the building, the student reports to the front desk and has a pass signed to be readmitted to class.

Attendance

Board of Education 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:

A. Development of 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 of 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.

IV. 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 | Unexcuse Tardy Pending Note | Tardiness | No |
| EA | Excused Absence | Absence | Yes |
| ET | Excused Tardy | Tardiness | Yes |
| OS | Out-of-School Suspension | Absence | Yes (w/o tutoring) |
| IS | In-school Suspension | Present | Yes |
| SP | Suspended | Present | Yes |
| | (Out-of-school w/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 (w/explanation) | Absence | No |
| SC | School Closed | Present | Yes |

(extraordinary circumstance)

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.

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 to 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, increasingly 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.

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. **Evocation 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 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 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 by the Board of Education - July 23, 2002)

(readopted by the Board of Education - June 22, 2010)

Tardiness

Students are expected to report to school on time. If a student arrives after 7:50 a.m., s/he is late and must report to the front desk to have her/his name removed from the list of absentees and receive a pass to class. A written excuse from the parent/guardian is required.

Health Information

Up-to-date emergency information for each student is to be on file in the nurse's office. Parents/guardians are responsible to advise school personnel of any change in the status of their child's health including serious allergies. If parents/guardians are away for any extended time, the school should be notified of the name and telephone number of the person who will be in charge of the child(ren).

- a. **Illness or Injury:** In the event a student becomes ill or injured while in school, s/he is to report to the staff member in charge and ask for permission to see the school nurse. Any decision as to whether the student is to go home, to lie down or to go to a doctor will be made by the school nurse.
- b. **Medications:** If a student needs to take medicine in school, the parent (s)/guardian(s) should contact the health office. All medication, including epi-pens, are to be delivered to the health office by an adult in the original prescription/over-the-counter container along with a signed consent form. It will be kept in a locked cabinet, or, if necessary, a refrigerator, and dispensed as prescribed by authorized school personnel. Only empty prescription/over-the-counter bottles may be taken home by the student.

Students must not leave the building at any time without permission of an administrator or the school nurse.

School Food Services

The Chatham Central School District offers a free, reduced and paid breakfast and lunch program.

Students will receive a monthly menu. Lunch costs \$2.20 per day. Meal tickets may be purchased for \$44.00 for twenty lunches.* The school breakfast program provides students with a morning meal. Each breakfast includes milk, fruit or fruit juice, bread, cereal and/or muffins. Breakfast costs \$1.25 per day. Meal tickets may be purchased for \$25.00 for twenty breakfasts.*

Eligibility for free and reduced price meals is based upon the economic need of the family. Applications are distributed each summer in the back-to-school packet and also may be obtained through the health office throughout the school year. Parents/guardians must file a new application for the program each September. Families who fail to file a new application for the 2011-2012 school year will be discontinued from the program on September 30, 2011. For information on this program, please call the school cafeteria.

**Checks for meal tickets are to be made out to the School Lunch Fund.*

Lost and Found

1. Personal items that are found are to be turned in to the main office.
2. Physical education items that are found are to be turned in to the physical education teachers.
3. Any lost article should be reported by a student/adult to a building secretary.
4. Lost and found items will be located in the cafeteria.

Homework Administration Guidelines K-12

Board of Education Policy

(Also applicable to Chatham Summer School Programs)

Our homework administration guidelines are based upon the following principles:

1. *Grades are used for the following purposes:*
 - ◆ *To communicate the achievement 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 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 students 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.*
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 by the Board of Education - June 22, 2004)

Homebound Instruction

A student who is temporarily unable to attend school for a least two weeks due to physical, mental or emotional illness or injury may be eligible to be instructed at home or in the hospital by an appropriately certified teacher.

The parent/guardian must notify the principal or school counselor if a student will be on an extended school absence. If the inability to attend is due to a medical or emotional reason, the parent/guardian should obtain a written medical request from the child's physician for homebound instruction.

Where advanced notice is not possible, the parent/guardian should make every effort to obtain homework assignments until such a time as home/hospital instruction may begin.

As soon as possible after receiving notice of a prolonged absence, the District will arrange for home instruction. A parent/guardian is expected to be present during all teaching sessions. Tutoring may be delivered at home or an alternative site, depending upon the availability of an adult.

Students who have missed school due to hospitalization will have a reentry planning meeting prior to the student's return to classes. Appropriate school staff will meet with the student's family to gain an understanding of the student's needs. The psychologist will meet with the student to assess the student's ability to handle the academic and social demands of school. A plan will be established to assist the student in transitioning back into school, if needed.

As soon as possible after receiving notice of a prolonged absence, the District will arrange for home instruction. A parent/guardian is expected to be present during all teaching sessions. Tutoring may be delivered at home or an alternative site, depending upon the availability of an adult.

Students who have missed school due to hospitalization will have a reentry planning meeting prior to the student's return to classes. Appropriate school staff will meet with the student's family to gain an understanding of the student's needs. The psychologist will meet with the student to assess the student's ability to handle the academic and social demands of school. A plan will be established to assist the student in transitioning back into school, if needed.

Extra Help

A student may always seek extra help from teachers if an assignment is not understood, if the work is difficult, or if the student has been absent and missed assignments. A peer tutoring program is also available.

Academic Intervention Services

The District shall provide academic intervention services to students who have been identified as being at risk of falling below the State standards in English/language arts, mathematics, social studies and/or science. Such services may include additional instructional services and/or student support services such as guidance, counseling and study skills.

A student's eligibility for academic intervention services will be determined based on her/his performance on State assessment examinations and/or in accordance with District assessment procedures.

Parents/guardians will be notified when it is determined that a student needs academic intervention services. The notice will outline the reason the student needs such services, the type of services to be provided and the consequences of not achieving the performance standards. In addition, the District will provide the parents/guardians with opportunities to consult with teachers and other professional staff, regular reports on the student's progress and information on ways to monitor and work with teachers to improve the student's performance.

FIELD TRIPS AND EXCURSIONS

Board of Education Policy

Philosophy

The Board of Education recognizes that field trips serve an important educational value and encourages such trips so long as all reasonable steps have been taken to ensure the safety of our students. To that end, the Board requires that all applications for field trips conform to the following guidelines:

Approval

A written detailed description of any field trip must be submitted to the Building Administrator. Overnight or foreign travel field trips must be approved by the Superintendent of Schools and the Board. Each trip should be classified according to the following:

1. Types of Field Trips

- a) a field trip that is essential to the course of study, and in which all students are expected to participate, unless otherwise directed by administration*
- b) a field trip in which students need not participate in order to benefit from the regular course of study*

2. Duration of Field Trips

- a) day trip*
- b) overnight*
- c) foreign travel*

Chaperones

Chaperones are an integral part of a successful field trip program. The Board recommends a one-to-seven ratio of adults to students for all field trips. With regard to overnight field trips, additional considerations must be made to provide both male and

female chaperones for male and female students while maintaining that ratio. Exceptions can be made to this ratio for day trips only when a request is made, in writing, and responded to, in writing, by the Building Administrator. Exceptions can be made to this ratio for overnight trips or foreign travel only when a request is made in writing, to the Building Administrator and approved, in writing, by the Superintendent.

Chaperones must be provided with protocol and regulations relating to field trips, since they share the responsibility for our students and act as representatives of our school district. For each trip, chaperones will be provided with information concerning the purpose, dates, designations, transportation, eating arrangements and estimated times of departure and return.

Parents

Parents must be provided with information concerning the purpose, dates, destinations, transportation, eating arrangements and estimated times of departure and return from all field trips.

A signed parent's permission slip will be required for each child participating in a nonessential field trip.

Transportation

Requests for the use of school buses and district vehicles for trips will be considered on a trip-by-trip basis. Consideration will be made taking into account both cost factors and availability.

(adopted by the Board of Education - February 29, 2000)

(revised and adopted by the Board of Education - April 26, 2005)

Field Trips

Teachers arrange field trips for their classes throughout the school year. For those trips requiring written permission, the slips will be sent out at least two weeks prior to the deadline for their return. Completed slips will be due no later than three days prior to the trip.

In special cases where money needs to be collected, such as to attend a play, an earlier deadline will be announced. Telephone permissions are **not** allowed. Proper conduct, proper dress, etc., will be discussed before a group goes on a field trip.*

When the District provides transportation to students on a school-sponsored field trip, extracurricular activity or any other similar event, transportation will be provided back to either the point of departure or to the appropriate school in the District unless:

1. the parent/guardian of a student participating in such event has provided the District with a written notice authorizing an alternative form of return transportation for the student; or
2. intervening circumstances make such transportation impractical.

Where intervening circumstances have made transportation back to the point of departure or to the appropriate school in the District impractical, a representative of the District will remain with the student until the student's parent/guardian has been contacted and the student has been delivered to the parent/guardian.

Field trip participation is a privilege afforded to all students. Therefore, a student may be denied the privilege of participating if s/he has

- a) repeatedly disrupted the educational process either in or out of the classroom by violating school rules;
- b) committed a violation of a school rule which carries the penalty of suspension (as outlined in this handbook); or
- c) caused the teachers to question the student's responsiveness to adult authority through her/his general behavior. (Such students may be required to have parental supervision on the trip as a condition of participation.)

Students and their parents/guardians are asked to understand the difficult decisions teachers have to make when preparing for field trips. We want all students to participate in these activities, which promise to be enjoyable for everyone. We cannot, however, permit any student to endanger the health, safety or welfare of others.

**In addition, field trips contracted with private companies typically contain a non-refundable money clause.*

Evacuation Drills

There will be unannounced evacuation drills during the school year. Students are expected to cooperate by leaving the building promptly in an orderly manner, according to the directions given by staff members. There is to be no talking during the drills.

Visitors

Parents/guardians and other citizens are encouraged to visit the school periodically during the course of the school year. In order to provide for the safety of our students, Chatham Middle School will have a single point-of-entry between the hours of 8:00 a.m. and 2:15 p.m. daily. During these times, all visitors entering the building must enter through the front entrance nearest the athletic fields. All other entrance doors will be locked.

A staff member located in the hallway will greet all visitors, ask for a picture identification, and provide necessary instructions and/or directions to the main office.

All visitors to the building must report to the main office, sign the visitor's register and obtain a visitor's pass which must be displayed at all times. The visitor must sign out at the conclusion of the visit.

Chatham Middle School expects a high standard of conduct from its students and staff, as well as visitors to the building. Student visitors from other schools are not permitted to enter the building without prior approval by a member of the building administration. The school will enforce the Code of Conduct which governs the conduct of all persons, whether or not their presence is authorized, upon any premises or property under the control of the District.

School-Sponsored Student Publications*

Students are encouraged to participate in producing the student newspaper because it provides valuable instruction and practical experience in reporting, writing, editing and understanding responsible journalism. Through the school newspaper, students are given an opportunity to express their views and communicate within and beyond the school community.

The student newspaper, however, is not a public forum. In this instance, the District can exercise reasonable restrictions on student publications that are produced and sponsored by the District, including the student newspaper. The District will review all publications to ensure they are consistent with the rules for responsible journalism and the District's education mission.

Distribution of Literature on School Grounds*

Students may distribute literature on school grounds and in school buildings. However, school authorities may regulate the time, manner, place and duration for such distribution. In addition, school authorities may regulate the content of literature to be distributed on school grounds and in school buildings to the extent necessary to avoid material and substantial interference with normal school procedures.

No literature may be distributed on school grounds or in school buildings unless a copy is distributed in advance to a member of the building administration and/or the Superintendent.

**Reference - Board of Education Policy 5220
(adopted by the Board of Education - February 29, 2000)*

Accelerated Program - Mathematics

An accelerated program is offered in mathematics at the seventh/eighth grade levels. The course offerings are designed to enhance learning for students who have demonstrated the ability to work at a highly abstract level, have the desire to expand their knowledge and have the self-motivation to learn with sustained effort at a rigorous pace.

Criteria

It is recommended that students meet four of the following criteria; however, consideration will be given to those students who fall short of the recommendation but show a strong desire and aptitude in the subject area:

- a) Performance task - expert/practitioner level.
- b) Entrance exam - 50 or better.
- c) Three quarter math average (Quarters 1,2,3) - 3.6.
- d) Teacher recommendation.
- e) Parent/guardian recommendation.

At the end of seventh grade, identified students will take an assessment to determine their continued enrollment in the accelerated program.

Students who earn credit for Accelerated Algebra I in Grade 8 and pass the Integrated Algebra I Regents Exam may continue in the following sequence of math courses:

| Grade | Course |
|-------|-----------------------------|
| 9 | Geometry |
| 10 | Algebra II / Trigonometry |
| 11 | Pre-Calculus |
| 12 | Advanced Placement Calculus |

Parents/guardians are encouraged to contact the School Counselor for additional information.

Physical Education

All students must participate in physical education. A student with any limitations is required to present a written statement to the health office. This statement should clearly state the activities that must be limited and must be signed by the family or school physician. Short-term excuses should be explained in writing by the parent/guardian and submitted to the nurse. In the event a student is excused from regular class participation, a modified program will be provided.

General Guidelines

1. Each student will be assigned an individual locker in which s/he may store her/his gym equipment and personal belongings.
2. Each student will have at least two physical education classes a week. Each class will be one period in length.
3. Clothing appropriate for physical education activities include, loose fitting clothes, shorts, t-shirts, sweatpants and sweatshirts. Students are required to wear rubber soled shoes or sneakers.

In addition to the class program, the physical education department sponsors an intramural program and supports a modified interscholastic program

Code of Conduct for Spectators at Athletic Events

Spectators are an important part of the game and are expected to conform to accepted standards of good sportsmanship and behavior. We also encourage spectators to model the six pillars of our character education program: trustworthiness, respect, responsibility, fairness, caring and citizenship. Spectators, therefore, should comply with the following rules and expectations:

1. At all times respect officials, visiting coaches, players and cheerleaders as guests in the community and extend all courtesies to them.
2. Enthusiastic cheering is encouraged.
3. Booning, whistling, stamping of the feet and disrespectful remarks will be avoided.
4. There will be no ringing of bells, sounding of horns or other noise makers at indoor contests during play. Anyone who does not abide by this rule will be asked to leave the premises.
5. Pep bands or school bands, under the supervision of school personnel, may play during time-outs, between periods, or at half-time. Bands must coordinate their play so as not to interfere with a cheerleading squad on the floor or field.
6. The throwing of debris, confetti or other objects from the stands is prohibited. Offending individuals will be asked to leave the premises.
7. During a free-throw in basketball, all courtesies will be extended.
8. Encourage each other to observe courteous behavior. Improper behavior should be reported to school authorities.
9. Observe the rules of the local school concerning smoking, food and drink consumption, littering and parking procedures.
10. Respect and obey all school officials and supervisors at athletic contests.

Music Performing Groups

Students may elect to participate in music electives offered at Chatham Middle School. Registration for these elective music classes will occur as part of the fifth grade transition process. Students will continue in the four year sequence unless a written parent request is made at the end of the school year or during the add/drop period which is the first full week of school. After that time, students can be added only with teacher permission. There will be no student dropping of elective music courses after the add/drop period.

Musical Instruments

Musical instruments may be loaned for student use without cost to the student. If a school instrument is damaged while on loan to the student, the parent(s)/guardian(s) will be notified of the damage. If the student misused the instrument, the parent(s)/guardian(s) will be responsible for the repair of that instrument.

Health Education

Teaching about Drugs, Alcohol, Tobacco

The Chatham School District believes that health education is an important preventive measure against student involvement with drugs, tobacco and alcohol. Instruction will include sessions about the causes and effects of drug, alcohol and tobacco abuse, especially on young people.

Parents/guardians and students who want more information on substance abuse, or would like to ask questions about a specific problem, may call and/or visit the guidance office. The Chatham School District believes that individuals with problems should feel comfortable to seek help without fear of punishment. The guidance office encourages any student who believes s/he may have a substance abuse problem to meet with the counselor and discuss it as soon as possible.

AIDS Instruction

In compliance with Commissioner's Regulations, the District provides AIDS instruction as part of a sequential and comprehensive health program for all students, K-12. The school provides age appropriate instruction, which includes the following:

- a) The nature of the disease.
- b) Methods of transmission of the disease.
- c) Methods of prevention of the disease (stressing abstinence as the most effective and appropriate protection against AIDS).

Parent(s)/guardian(s) may obtain a copy of the course outlines (by grade level) from the health teacher. Parent(s)/guardian(s) may request to have their child(ren) excused from that segment of AIDS instruction regarding methods of prevention of the disease by filing a request with a member of the building administration. The request must give assurance that such instruction will be given at home. For information, please contact the health teacher.

Activity Days (Grades 5-6)/ Activity Nights (Grades 7-8)

1. Only those students currently enrolled at Chatham Middle School may attend.
2. Doors will open at 2:20 p.m. with the actual event running from 2:30 p.m. to 4:30 p.m. for Activity Days. Doors will open at 6:55 p.m. with the actual event running from 7:00 p.m. to 9:30 p.m. for Activity Nights.
3. No student will be allowed to enter one-half hour after the event begins.
4. Once a student has been admitted to the event, s/he must remain in the building.
5. Since the activity ends at 4:30/9:30 p.m., it is required that all students be picked up at 4:30/9:30 p.m. SHARP.
6. Transportation arrangements must be made prior to the event. Telephones are not available for student use.

7. All guidelines concerning student behavior as outlined in the Chatham Student Handbook are in effect. Any misbehavior or noncompliance will result in expulsion from the activity. A call will be made to the parent(s)/guardian(s) and the student is to be picked up immediately.
8. Refreshments will be available and must be consumed outside the gymnasium.

Parent/Guardian Conferences

Parent-teacher conferences are an important element in reporting student progress to parents/guardians. Parents/guardians will be notified in advance of the available dates and times so that a convenient appointment can be arranged.

Parents/guardians should feel free to request a conference with their child(ren)'s teacher at any time. Parents/guardians may initiate a conference by calling the guidance office and making an appointment. Such conferences will be planned so as not to interfere with class time.

If a parent/guardian cannot attend a scheduled conference, s/he should notify the school as far in advance as possible so that another conference time may be arranged.

Library Usage

General Guidelines

1. During regular school hours, students are admitted to the library from their classroom with a pass. The pass is to be secured from a staff member and left on the library charging desk.
2. There will be no fines for overdue books. Students will pay for lost or damaged books and magazines. Any student with overdue material cannot sign out any additional materials until payment is received.

Internet/Computer Use Policy

Board of Education Policy

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 Instructional Support Coordinator shall oversee the district's computer network.
3. The Network Administrator shall monitor and examine all network activities, as appropriate, to ensure proper use of the system.
4. The Instructional Support 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 Instructional Support Coordinator shall provide employee training for proper use of the network. The Coordinator will ensure that staff, 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.

6. The Network Administrator shall establish a system to ensure that all disks and software loaded on to 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 and staff passwords must be changed periodically and student passwords will be changed as needed.
6. All network users are expected to abide by the generally accepted 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 Network Administrator or Instructional Support Coordinator. Under no circumstance should the user demonstrate the problem to anyone other than to 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 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 user's account or password.
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.
 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 and 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

The guidelines set forth in this document will be reviewed periodically and are subject to revision.

*(adopted by the Board of Education - October 19, 1999)
(revised by the Board of Education - April 26, 2005)*

Internet Safety

The Chatham Central School District is committed to safeguarding student access to the Internet and World Wide Web on District computers. Although the District cannot totally guarantee the effectiveness of selected filtering and blocking technology, the District will use such measures that block or filter Internet access to visual depictions that are obscene or otherwise harmful to minors, as defined in the Children's Internet Protection Act.

Telephones/Cell Phones

Public phones are for student use before and after school. These phones are not for use any other time except in an emergency.

Students will not be called to the telephone during the school day except in an emergency. However, important messages will be given to the students.

Cell phones are not to be used during regular school hours. With prior permission from chaperones, cell phones may be brought on field trips.

In the event of loss, theft or damage of any electronic equipment, the school district is not responsible. Parents/guardians can contact members of the local law enforcement agency. Building level administrators will assist in the investigation if requested by the agency.

School Bus Responsibilities

Before the opening of school, the bus routes for the Chatham Central School buses are published in the local newspaper. If a student plans to ride a bus to school, s/he should ride the correct bus the first day. Unless the routes are changed or the wrong bus was ridden, the student is expected to continue on the same bus.

Students who ride the bus in the morning must go home on the same bus in the afternoon unless excused through the main office. Written permission from a parent/guardian is necessary for a student who wishes to get off at a different scheduled stop.

Bus students are to leave the building immediately at dismissal to board buses. Students who miss the bus must report immediately to the main office.

It is a privilege to ride a school bus; therefore, all students are expected to act as responsible young adults. This privilege will be suspended for the following infractions: destruction of property, fighting, lewd gesturing, abusive language directed at an adult/student, insubordination, multiple bus referrals, multiple violations of safety procedures and use or possession of a controlled substance, alcoholic beverage, tobacco product, weapon or fireworks.

Video Cameras on School Buses

Video cameras may be used to monitor student behavior on District vehicles transporting students to and from school or extracurricular activities. Students found violating bus conduct rules will be subject to disciplinary action in accordance with the District's Code of Conduct.

Transferring to Another School

A student who expects to move should bring a note from her/his parent(s)/guardian(s) stating the date of the proposed move, the new home address and the name and address of the new school.

Students must go through a checkout procedure which can be initiated in the guidance office. All materials and equipment must be turned in and any fees or fines must be paid.

Character Education

The Chatham Central School District works in partnership with parents/guardians to maintain a learning and working environment that supports positive student attitudes and the character development of its students. Character development will reflect and reinforce the Six Pillars of Character Education: trustworthiness, respect, responsibility, fairness, caring and citizenship. The standards of conduct that arise out of these values constitute the ground rules of ethics and ethical decision-making.

Parents/guardians, students and the school community will work together to teach, promote and model ethical behavior. The Chatham Central School District will reflect and reinforce positive character traits that embody community values and promote principles of fairness and justice.

Peer Mediation

Mediation allows for interpersonal and school-based conflicts to be resolved in a cooperative manner. Mediation empowers people to become decision-makers in resolving their own conflicts.

Trained student mediators are available to help their peers resolve conflicts. When necessary, immediate attention will be given to students in conflict; all others will be addressed during ninth period or at lunchtime. Information remains confidential. Students in need of help resolving a conflict with another person(s) should request mediation by speaking with any adult in the building.

Student Code of Conduct

Chatham Middle School is committed to providing a safe and orderly school environment where students may receive and staff may deliver quality educational services without disruption or interference. Responsible behavior by students is essential to achieving this goal.

The District has a long-standing set of expectations for conduct on school property, including on the playground and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. The District's Code of Conduct clearly defines student expectations for acceptable conduct on school property, identifies the possible consequences of unacceptable conduct and works to ensure that discipline, when necessary, is administered

promptly and fairly.

The District's Code of Conduct applies to all students, school personnel, parents/guardians and other visitors when they are on school property or attending a school function or on a school bus, as defined in Vehicle and Traffic Law section 142. A school function means any school-sponsored extracurricular event or activity.

All students and parents/guardians should be familiar with the District's Code of Conduct. Copies of the complete code are available in the main office.

Student Rights and Responsibilities

The Chatham Central School District is committed to safeguarding the rights given to all students under state and federal law. In addition to promoting a safe, healthy, orderly and civil school environment, all students have the right to

- a) take part in all District activities on an equal basis, regardless of race, color, creed, national origin, religion, gender or sexual orientations, or disability; and
- b) be informed of school rules and regulations and, when necessary, receive an explanation of those rules and regulations.

All students have the responsibility to

- a) maintain a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property;
- b) be familiar with and abide by all District policies, rules and regulations dealing with student conduct;
- c) attend school every day unless they are legally excused and be in class on time and prepared to learn;
- d) work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible;
- e) take direction from staff members and administrators in a respectful, positive manner;

- f) ask questions when they do not understand directions or concepts;
- g) seek help in solving questions;
- h) dress appropriately for school and school functions;
- i) accept responsibility for their actions; and
- J) conduct themselves as representatives of the District when participating in or attending school-sponsored extracurricular events to hold themselves to the highest standards of conduct, demeanor and sportsmanship.

Student Dress Code

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents/guardians have the primary responsibility for acceptable student dress and appearance. In addition, students may be required to dress in an appropriate manner on special occasions (i.e., concert performances, class presentations, field trips, or graduation ceremonies). Staff members are to reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

Students have the responsibility to choose clothing that will

- a. not be disruptive to the educational process;
- b. not be a danger to their health or safety.

Discipline

Discipline underlines the whole educational structure; it is the training that develops self-control, character, orderliness and efficiency. It is the key to good conduct and to proper consideration for other people.

With an understanding of the purpose of discipline in a school, students will not only do their part in making their school an effective place of learning, but also develop good judgment which will make them better citizens.

Disciplinary Referrals

There are specific guidelines for acceptable behavior that students are expected to follow. The Disciplinary Code outlines most circumstances and the resulting consequences. In circumstances not specified, the discretion of teachers, staff members and members of the building administration will determine if disciplinary action is warranted.

DISCIPLINARY CODE

| Offense | First Referral | Second Referral | Third Referral |
|---|---|---|---|
| *Harrasment/ Abusive Language Directed Toward an Adult | One day in-school suspension | One to two days in- school suspension | One to two days out-of- school suspension, parent conference |
| Harrasment/ Abusive Language Directed Toward a Student | One day detention or in- school suspension (depending on the severity of the offense) | One to two days detention or in-school suspension (depending on the severity of the offense) | Two to three days detention or in-school suspension (depending on the severity of the offense) |
| *Insubordination | One day in-school suspension | One day in-school suspension, parent conference | One to two days in- school or out-of-school suspension |
| Inappropriate Physical Contact (public displays of affection including, but not limited to, kissing, groping, petting, sexually suggestive actions, etc.) | One day detention or in- school suspension (depending on the severity of the offense) | One day in-school suspension, parent conference | One to two days in- school or out-of-school suspension |
| *Pulling Fire Alarm | Five days out-of-school suspension, Superintendent's Hearing will be required, police will be notified | Five days out-of-school suspension, Superintendent's Hearing will be required, police will be notified | Five days out-of-school suspension, Superintendent's Hearing will be required, police will be notified |
| *Smoking/ Possession of Tobacco Products | One day in-school suspension | Two to four days in- school suspension | Three to five days out- of-suspension |
| Plagiarism/ Cheating | Referral to office | Referral to office and/or school counselor, parent conference | One to two days in- school suspension, parent conference |
| Tardiness to Class | One day detention | Two days detention | One to two days in- school suspension and parent conference |
| *Theft | One day in-school or out-of-school suspension (depending on the severity of the offense), police may be notified | One to two days out-of- school suspension, police may be notified | One to five days out-of- school suspension, police may be notified |
| * Truancy <i>Note: Leaving school grounds without permission, for any reason, is considered truancy and will be treated in a like manner.</i> | One day in-school suspension for each day truant | One to two days in- school suspension | One to five days in- school suspension |

**THESE OFFENSES WARRANT IMMEDIATE REFERRAL TO THE OFFICE.
Students will be held accountable to the standards of conduct based on the Six Pillars of
Character Education.*

DISCIPLINARY CODE

| Offense | First Referral | Second Referral | Third Referral |
|--|--|--|--|
| *Possession/Sale/ Use of Controlled Substance/ Alcoholic Beverages | Five days out-of-school suspension, Superintendent's Hearing will be required, police will be notified | Five days out-of-school suspension, Superintendent's Hearing will be required, police will be notified | Five days out-of-school suspension, Superintendent's Hearing will be required, police will be notified |
| *Possession of Weapon(s) | Five days out-of-school suspension, Superintendent's Hearing will be required, police will be notified | Five days out-of-school suspension, Superintendent's Hearing will be required, police will be notified | Five days out-of-school suspension, Superintendent's Hearing will be required, police will be notified |
| *Possession/Use of Fireworks | Five days out-of-school suspension, Superintendent's Hearing will be required, police will be notified | Five days out-of-school suspension, Superintendent's Hearing will be required, police will be notified | Five days out-of-school suspension, Superintendent's Hearing will be required, police will be notified |
| *Threat of Violence | One to five days in-school or out-of-school suspension, Superintendent's Hearing may be required, police may be notified | One to five days in-school or out-of-school suspension, Superintendent's Hearing may be required, police may be notified | One to five days in-school or out-of-school suspension, Superintendent's Hearing may be required, police may be notified |
| Missed Detention(s) | One additional day of detention | Two additional days of detention | One day in-school suspension, detentions remain in effect |
| Profanity | One day detention | One to two days detention | One to two days detention |
| *Cutting Class | One day detention for each period cut | One day in-school suspension | Two days in-school suspension and parent conference |
| *Defacing/ Destruction of Property | One day in-school or out-of-school suspension (depending on the severity of the offense), police may be notified | One to two days out-of-school suspension, police may be notified | Out-of-school suspension for one to five days, police may be notified |
| Disobedience/ Disruptive Behaviors | One day detention | Two days detention | Three days detention |
| *Fighting | One day in-school suspension | Two to three days in-school suspension | One to five days out-of-school suspension |

**THESE OFFENSES WARRANT IMMEDIATE REFERRAL TO THE OFFICE.*

Students will be held accountable to the standards of conduct based on the Six Pillars of Character Education.

Disciplinary referrals may be made by any staff member when the student refuses to follow directions, making it impossible for the staff member to deal effectively with the situation, or when resolving the situation is not primarily the staff member's responsibility.

Each occurrence of an offense of the same kind shall result in progressive discipline. Progressive discipline means an increase in the number of days of imposed consequences, as well as progression from detention to external suspension. Upon the occurrence of differing offenses, any prior discipline will be considered in determining the consequences for the latest offense. These guidelines will not prohibit a member of the building administration or Superintendent from invoking greater disciplinary action when deemed appropriate.

In all cases of a disciplinary referral, the student is counseled by an administrator, a school counselor and/or other appropriate school personnel. Every effort is made to notify and to involve the student's parent(s)/guardian(s) in the process of resolving disciplinary problems.

Notes:

1. Maintaining proper school conduct is the responsibility of the students, parents/guardians and staff. In instances where misbehavior does occur, parents/guardians, students and staff members will be active participants in the disciplinary process. Remediation of the situation may require preventive interventions, i.e., counseling and/or referrals to outside agencies depending on the severity of the situation.
2. Before referring a student to the office for any offense other than those indicated by an asterisk, the staff member is to
 - a) discuss the issue with the student involved;
 - b) take appropriate disciplinary action; and
 - c) contact the parents/guardians if deemed appropriate.
3. Conferences may be requested at any time by a teacher, staff member, a member of the building administration, parent/guardian or student.
4. The discipline policies and procedures will be followed in all discipline cases unless extenuating circumstances clearly indicate that another course of action is in the best interest of the student and the School District. The referring individual shall be informed of any extenuating circumstance that caused departure from the established policies.

5. Copies of all disciplinary referrals will be sent home. In addition, parent(s)/guardian(s) will be called by a member of the building administration for in-school and out-of-school suspensions. Out-of-school suspensions will also require an immediate parent conference with a follow-up letter outlining the incident, consequence(s), and expectation(s) of the student during the suspended period.
6. P.I.N.S.* petitions may be filed at any time.

* PERSON IN NEED OF SUPERVISION

Detention

Detention may be assigned by any staff member. When this occurs, the student is expected to report to the assigned room promptly after school.

Student Suspension

Continuous refusal to obey the District's Code of Conduct may result in suspension (either in-school or out-of-school) and, if applicable, legal action.

The length and type of suspension will be determined by a member of the building administration. Parents will be notified of the suspension in writing within twenty-four hours of the suspension at their last known address. If possible, such notices will also be provided by telephone.

In-School Suspension

During an in-school suspension, no talking is allowed and students are expected to do school work. Students are not to leave the suspension room for any reason, unless accompanied by a staff member. Lunch will be eaten in the suspension room.

During an in-school suspension, a student may not participate in any curricular or extracurricular activities.

Out-Of-School Suspension

During an out-of-school suspension, a student may not appear on school grounds during school hours or for any after-school activity, on or off school grounds. A student suspended from school more than once in any school year must participate in a conference with parents/guardians and a member of the building administration before returning to regular classes. In some cases, a member of the building administration will recommend that the

student become involved with private or county agencies such as counseling centers, Probation Department, and/or Department of Social Services. Every reasonable effort will be made to provide the support services necessary to help the student become a more productive person.

Teacher Removal of Substantially Disruptive Students

Board of Education Policy

A teacher can remove a student from a class if the student is disruptive. The removal lasts for a maximum of three days, but may terminate if the principal/assistant principal determines that the removal is not supported by substantial evidence.*

Teacher Responsibilities

1. *Inform the student and building principal/assistant principal of the reason(s) for the removal. (A written referral must be completed by the teacher.)*
2. *Provide the student with an opportunity informally to present the student's version of the events. (This must occur 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. Otherwise, the meeting must occur within twenty-four hours of the removal, if the student's continued presence in the classroom would present a continuing danger/ongoing threat.)*

Principal/Assistant Principal Responsibilities

1. *Inform the parent(s)/guardian(s) within twenty-four hours of the student's removal.*
2. *Within forty-eight hours, provide the parent(s)/guardians(s) and student, upon request, an opportunity for an informal conference with the principal/assistant principal.*
3. *Provide an explanation of the charges and give the student and parent(s)/guardian(s) an opportunity to present the student's version of the events if the student denies the charges made by the teacher.*

4. *Make a decision based on the information presented which may include one of the following:*
- a. *Set aside the charges and return the student to class immediately, if he/she 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. The 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 three days of removal.*

* DISRUPTIVE STUDENT MEANS ANY STUDENT UNDER THE AGE OF TWENTY-ONE WHO IS SUBSTANTIALLY DISRUPTIVE OF THE EDUCATIONAL PROCESS OR SUBSTANTIALLY INTERFERES WITH THE TEACHER'S AUTHORITY OVER THE CLASSROOM
(adopted by the Board of Education-July 10,2001)

Student Searches and Interrogations

School lockers, desks, and other such equipment are not the private property of students but the property of the District, and as such, may be opened and subject to inspection at any time by school officials.

Under special circumstances, school officials may search students, particularly if there is reasonable suspicion that a student possesses illegal matter, for example, a dangerous weapon or illegal drugs. Students must be aware that such items are forbidden both on school property and at all school-related activities.

Under no circumstances, even in the case of a student who is eighteen years old, may school authorities require a student to submit to questioning by police. If the student is under eighteen, permission must be obtained from the parent(s)/guardian(s) and/or have them present. If the student is eighteen or older, the student can choose whether (s)he wishes to be interviewed on school property. In contrast, school authorities do have the authority to question students about their possible involvement and/or knowledge regarding school disciplinary issues without parent/guardian permission.

Use of Radios, iPods, beepers, Cameras, Electronic Equipment and Other Personal Electronic Devices

Radios, headsets, beepers, iPods, electronic games, cameras, other personal electronic devices are disruptive to the learning process and are not to be used during the school day.

All electronic devices are to be kept in lockers and not used during regular school hours. With prior permission from chaperones, electronic devices may be brought on field trips.

In the event of loss, theft or damage of any electronic equipment, the district is not responsible. Parents/guardians can contact members of the local law enforcement agency. Building level administrators will assist in the investigation if requested by the agency.

Use of Bicycles, Skateboards and Rollerblades on School Property

Students who ride their bicycles to school must walk them on school sidewalks and lock them in designated area. The District is not responsible for stolen or damaged bicycles.

Skateboards, roller skates and rollerblades are not allowed on school property. If a student brings these items to school, they will be confiscated and held until a parent/guardian comes to school and picks them up.

Gum Chewing

Gum chewing is not allowed because of costly repairs caused by careless gum disposal.

Smoking

Smoking is not permitted at any time in the building or on school grounds. This applies to all school-sponsored activities as well as the regular school day.

Guidance Program

The guidance program in our school helps students in many ways. The door is always open to any student wishing to see the school counselor. It is best, however, to make an appointment in the morning before school begins or during some other free time, not during class time.

CoCurricular and Extracurricular Programs

Board of Education Policy

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 the formation of 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.

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 students 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 so 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 by the Board of Education - February 29, 2000)

Eligibility for Extra-curricular Activities

Board of Education Policy

The Board of Education's eligibility policy maintains academic excellence by requiring students in grades 7-12 to uphold their academic standing in order to be eligible to participate in extra-curricular activities. Extra-curricular activities are those regarded as any organized school activity.

1. Students must maintain satisfactory effort and/or have a cumulative passing grade in each subject, including Vo-Tec courses, in order to be eligible to participate in extra-curricular activities.
2. Students who feel there are some extraordinary circumstances or some unfair practices, may appeal their case to the Appeals Board, chaired by the Building Principal and comprised of the Vice Principal, the Athletic Director, a faculty member at large, and a student representative selected by the student government. In the case of athletics, the coach may be present along with the student, to appeal the case. In other areas, the advisor may be present with the student to follow the appeals process. Each member of the Board shall have one vote. When a tie, the ultimate decision shall reside with the Principal.
3. All students are subject to academic review every two weeks. Those students failing or in danger of failing shall be placed on probation. The respective teacher shall notify students that are placed on probation. During the probationary period of two weeks, students shall be expected to remain after school for extra help or to complete missing work. Students may continue to practice, play in scheduled games and participate in extra-curricular activities during the probationary period. At the end of the probationary period if students have not completed the required work and/or are not passing, then the students shall become ineligible to practice, play or participate until the next two week review period.

(adopted by the Board of Education - February 29, 2000)

Name of Student _____

Name of Faculty Member _____

Course _____

Date _____

Eligibility Effort Checklist

A student must adhere to all of the following
to be considered eligible:

1. Attempt to do class work
2. Participate in class activities
3. Turn in homework on time
4. Make good use of time when time in class is given to do assignments
5. Come to class prepared
6. Attend after school session as directed by teachers to focus on material from the class he/she is failing

Student Signature _____

Faculty Member Signature _____

Promotion, Acceleration, and Retention of Students

Board of Education Policy

It is essential that each child experience both challenge and success from school activities. Grade placement should enhance the possibility of that happening. The concept of grade placement is based on the premise that teachers at each grade level will provide appropriate experiences for children at particular stages of physical, emotional, and academic growth.

District curriculum guides indicate goals for achievement by the "average" student at each grade level. Typically, a student will spend one year in kindergarten, two years in primary (grades 1 and 2), two years in intermediate (grades 3 and 4), and two years in intermediate (grades 5 and 6) to complete these requirements. However, academic growth, like physical growth, does not take place at the same pace or time for all individuals. Certain students may achieve mastery in a shorter period, while others may need additional time within a team. Promotion and retention are methods of meeting the needs of such children.

1. Acceleration or retention of a student will be considered according to the following criteria:
 - a. Academic achievement as compared to district;
 - b. Curriculum guides and student's ability;
 - c. Social and emotional development of the child;
 - d. Age of the child;
 - e. Physical growth (size) of the child; and
 - f. Standardized test results.
2. No child will be accelerated or retained more than once in grades 1-8 without the development of a modified academic program.
3. The teacher must make all recommendations concerning grade placement to the Principal after full notification of and consultation with the parents. Parents and/or teachers may request a psychological evaluation of the child to aid in the formulation of recommendations.
4. Parents will be asked for their written consent to any proposed changes in regular grade placement.
5. Final authority for grade placement rests with the Building Principal.

(adopted by the Board of Education - February 29, 2000)

Promotion/Advancement/Retention

The philosophy on promotion/retention at the Chatham Middle School is based on evaluating each student according to achievement, ability, age and effort and recommending alternatives that will be in the student's best interest.

Advancement/Retention

After the second quarter report card, guidance staff identifies students who are failing two or more core subjects in grade five and students who are failing one or more core subjects in grades six, seven and eight. Each of the identified students meets with a member of the building administration to craft an *Academic Intervention Plan*. The plan format consists of two lists of possible strategies for improvement - one list for parents/guardians and one for the student. Three strategies are selected for parents/guardians and three for the student. Parent/guardian involvement is encouraged. This plan includes reasonable academic goals and offers study skill options to achieve these goals (e.g., seek after-school assistance).

After the third quarter, guidance staff reviews the students' grades and, using the same criteria, creates a similar listing of students. The core teams, and subsequently the building committee, meet to discuss each student. The building committee includes the principal, the assistant principal, school counselors, school psychologist, special education staff members and the student's academic teachers. At the committee meeting, the following pieces of information are discussed: age, history of grade retention, history of promotions and advancements, academic achievement information (report cards and standardized test data) and whether there is a possible disability, the school psychologist conducts a more thorough file review and academic assessment. The consideration of the child's next year placement is tabled pending the results of that assessment.

When all the information is gathered, the committee engages in a discussion about a variety of factors related to academic performance: social/emotional circumstances (e.g., recent family difficulties and concerns), staff perceptions of the student's motivation, school attitudes, peer influences and other factors. Based on this discussion, the committee recommends advancement without

summer school, advancement based on passing summer school, or retention with summer school recommended. (If it is felt that the student's achievement during the year is of a level adequate to allow her/him to be successful in the next grade through participation in a summer program, s/he is allowed the opportunity to be advanced by passing summer school. This link between summer school performance and school-year performance to determine successful course completion is required by State regulation.)

Parent/guardian participation is encouraged throughout the entire process. These steps and all other provisions in Board of Education Policy #4750 are followed.

Promotion

Students are promoted if they have a total of eight quality points in all full-year subjects, four quality points in all semester subjects, and two quality points in all ten-week subjects.**

** A=4 B=3 C=2 D=1 PC=0

Honor Roll

After each marking period, special recognition is given to those students who meet the criteria for the honor rolls. Scholarship is determined by averaging academic grades received in each course.

To be eligible for the honor roll, a student must earn a minimum grade of B (3.0) in all subjects. In addition, a student must have a minimum average of 3.4 in academic subjects: mathematics, science, social studies and language arts. In grades seven and eight, foreign language will be included as the fifth academic subject.

To be eligible for the high honor roll, a student must earn a minimum grade of B (3.0) in all subjects. In addition, a student must have an A (4.0) in the academic subjects: mathematics, science, social studies and language arts. In grades seven and eight, foreign language will be included as the fifth academic subject.

NATIONAL JUNIOR HONOR SOCIETY

The purpose of the Chatham Middle School National Junior Honor Society is to honor scholarship, to promote leadership, to develop character, to stimulate the desire to render service and to encourage citizenship. Membership is a privilege bestowed upon a student. Selection for membership is based on a student's outstanding scholastics, leadership, service, and citizenship.

Selection Process

1. At the end of the third quarter, the guidance office will prepare a list of names of all sixth, seventh, and eighth grade students who have achieved high honors in all three-quarters of the current school year. Eligible students must be in attendance at Chatham Middle School for at least one full semester and cannot have more than two disciplinary referrals.
2. Sixth, seventh, and eighth grade students achieving high honor roll in the first three quarters for that year will be invited to apply for the National Junior Honor Society.

Application Process (April/May)

1. A meeting will be held for all candidates.
2. Candidates must complete an application folder, which is to include two letters of recommendation, a completed activity informational packet, and a personal essay. Adherence to deadlines is mandatory.
3. A confidential council of five faculty members will review the application folders. The council will review each candidate's application. All decisions are made by majority vote and are confidential.

Induction (June)

1. Members of the National Junior Honor Society will host an induction ceremony and breakfast buffet.

Summer Meeting

1. Club Members will elect the president, vice president, secretary, and treasurer by majority vote.
2. Installation of officers will be held.

Typical Yearly Activities

1. Society community service projects.
2. Fund raising projects.
3. Special projects.
4. Monthly meetings.
5. Individual service projects. (Each member chooses one service project that reflects her/his personal talents and interests.)

NOTE: Members must maintain honor roll standing each quarter. In addition, they must maintain the standards of leadership, service, citizenship and character that were the basis for their selection.

Parent/Guardian Information

Public Information Program

Parents/guardians are encouraged to contact Chatham Middle School whenever they have a question or concern with their child(ren)'s education. Below is a list of appropriate people and their area of responsibility.

District Office

Cheryl Nuciforo, Superintendent
Ann Flanagan, Administrative Assistant
Deb Pottenburgh, Secretary

Main Office

Annemarie Barkman, Interim Principal
Karen Bechdol, Assistant Principal
John Rivers, Dean of Students
Pamela Verenazi, Secretary
Pat Schlegel, Secretary

Guidance Office

Jacqueline Hoffman, School Counselor (grades 6/8)
Cynthia Herron, School Counselor (grades 5/7)
Linda Hess, Secretary

School Nurse

Bridget Malanowski

School Psychologist

Winston Hagborg

Web Site Address

www.chathamcentralschools.com

Statement of Non-Discrimination/Anti-Harassment

It is the policy of the Chatham Central School District not to discriminate on the basis of race, creed, color, sex, national origin, religion, age, economic status, marital status, sexual orientation, predisposing genetic characteristics, or disability in the District's educational programs, activities, or employment.

Harassment may take the form of comments, name-calling, jokes, stalking, perpetuating rumors or gossip, offensive gestures or language, assault, or any other behavior that is designed to annoy, intimidate, or cause fear.

Sexual Harassment

Board of Education Policy

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 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. . .

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

- a) 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);
- b) 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
- c) 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.

Unacceptable Conduct

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

- a) Unwelcome sexual invitations or requests for sexual activity in exchange for grades, promotions, preferences, favors, selection for extracurricular activities or job assignments, homework, etc.

- b) Unwelcome and offensive public sexual display of affection including, but not limited to, kissing, making out, groping, fondling, petting, inappropriate touching of one's self or others, sexually suggestive dancing and massages.
- c) 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 "rating lists;" howling, catcalls, and whistles; sexually graphic computer files, messages, or games, etc.
- d) 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.
- e) Unwelcome physical contact or closeness that is sexually suggestive, sexually degrading, or sexually intimidating such as the unwelcome touching of another's body parts, cornering or blocking an individual, standing too close, spanking, pinching, following, stalking, frontal body hugs, etc.
- f) Unwelcome 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 that it goes in between the buttocks), bra-snapping, skirt "flip-ups," "spiking/pants-ing" (pulling down someone's pants or swimming suit), pinching, placing hands inside an individual's pants, shirt, blouse, or dress, etc.
- g) Unwelcome leers, stares, gestures, or slang that are sexually suggestive, sexually degrading or imply sexual motives or intentions.
- h) Clothing with sexually obscene or sexually explicit slogans or messages.

- i) 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.
- j) Unwelcome written or pictorial display or distribution of pornographic or other sexually explicit materials such as magazines, videos, films, Internet material, etc.
- k) Any other unwelcome gender-based behavior that is offensive, degrading, intimidating, demeaning, or that is based on sexual stereotypes and attitudes.

For purpose 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...

(adopted by Board of Education - July 15, 2003)

Notification of Sex Offenders

The Chatham Central School District shall cooperate with local law enforcement in its efforts to notify the schools when a person with a history of sex offense against a child is being paroled or released into the community. Any information provided by local law enforcement officials shall be posted in an appropriate location in all buildings. In addition, the Superintendent of Schools shall ensure the dissemination of any such information to all staff who might come into contact with the offender in the course of doing their jobs. All other staff members and community residents shall be informed of the posting requirement and of the availability of the information, upon request. For additional information or for specific requests, community residents should contact the District Clerk.

Child Abuse in an Educational Setting*

Students have the right to an educational setting that does not threaten their physical and emotional health and development. Child abuse by school personnel and school volunteers violates this right and therefore is strictly prohibited. Parents/guardians who believe that their child has been abused by employees or volunteers of the District should immediately notify a member of the building administration.

(*Reference - Board of Education Policy 9620,
adopted by Board of Education - February 29, 2000)

Student Dismissal Precautions

In order to ensure student safety, parents/guardians are to submit a list of individuals that are authorized to obtain the release of their child(ren) from school. No student may be released to the custody of any individual who is not the parent/guardian of the student, unless the individual's name appears on the list.

A parent/guardian may amend a list submitted pursuant to this regulation at any time. Certified copies of any court orders or divorce decrees provided by the custodial parent, which restrict a parent's ability to seek the release of her/his child, shall be maintained in the Middle School Guidance Office.

If anyone seeks the release of a student from school, s/he must report to the main office and present satisfactory identification.

Parent/Guardian Involvement

Chatham Middle School believes that students succeed when there is a strong partnership between home and school. This partnership thrives on open communication between parents/guardians and the school, parent/guardian involvement in their child's education, and parent/guardian responsibility for all aspects of their child's education.

Parents/guardians become partners in their child(ren)'s education by

- a) becoming familiar with their child's school activities and academic program, including special programs offered by the District;
- b) discussing with school counselors, staff members and members of the building administration the options and opportunities available to their child;
- c) monitoring their child's academic progress and contacting staff members when necessary;
- d) attending scheduled teacher/school conferences; and
- e) monitoring their child's attendance at school. (Regular school attendance is important if a child is to achieve

her/his full potential. Parents/guardians are urged to make an extra effort to ensure their child establishes a regular attendance pattern.)

Learning does not end when the school day is over. We encourage parents/guardians to set aside time for reading, informal learning activities and assisting their child(ren) with homework assignments.

Parents/guardians can also become involved in their child(ren)'s education on a broader scale by joining the Parent Teacher Student Association (P.T.S.A.). The P.T.S.A. typically serves as a strong link between home and school. By joining the P.T.S.A., parents/guardians become partners in advancing the educational goals of the District while enhancing the welfare of their child.

A schedule of P.T.S.A. meetings is included in the District calendar. All parents/guardians, staff members, teachers and students are eligible and encouraged to become members.

Parents/Guardians With Disabilities

Parents/guardians with disabilities will be afforded an equal opportunity to participate in the services, programs and activities of the District, particularly those which are designed for parental/guardian involvement and are directly related to their child(ren)'s academic and/or disciplinary progress (e.g., parent/teacher conferences, and/or meetings with other school personnel).

Requests for accommodations should be directed to the Superintendent at least ten business days prior to the scheduled activity or program. Such requests should include a description of the need(s) and the specific accommodation(s) being requested.

Access to District Records

Often parents/guardians, students, and other community members may want to have specific information about the schools in the District. Interested persons may inspect and/or copy school district records at the Access Office, located in the District Office.

Requests to inspect or make copies of records must be submitted in writing. This may be done in person, by mail, or by e-mail to the Records Access Officer, who will provide information regarding fees and the number of copies available.

Access to Student Records

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over eighteen years of age (referred to in the law as "eligible students") the following rights:

- a) The right to inspect and review (your child's) (your) education records within forty-five days of the day the District receives a request for access. (Parents/guardians or eligible students should submit to the building principal a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify you of the time and place where the records may be inspected.)
- b) The right to request the amendment of (your child's) (your) education records that you believe are inaccurate or misleading. (Parent(s)/guardian(s) or eligible students may ask the District to amend a record that they believe is inaccurate or misleading by writing the principal, clearly identifying the part of the record they want changed and specifying why it is inaccurate or misleading. If the District decides not to amend the record as requested, it will notify the parent(s)/guardian(s) or eligible student of the decision and advise them of their right to a hearing regarding the request for the amendment. Additional information regarding the hearing procedures will be provided at this same time.)
- c) The right to consent (or not) to disclosures of personally identifiable information contained in (your child's) (your) education records, except to the extent that FERPA authorizes disclosure without consent. (One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member [including health or medical staff and law enforcement unit personnel] is disclosure to school officials with legitimate education records without consent to officials of another school district in which a student seeks or intends to enroll.)

- d) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. (The Office that administers FERPA is the Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue SW, Washington, D.C. 20202-4605.)

Teacher Qualification

In accordance with the Federal No Child Left Behind Act of 2001, parents/guardians have the right to request specific information about the professional qualifications of their child(ren)'s classroom teachers. As a parent/guardian of a student in the District, you have the right to request the following information:

- a) If the teacher has met the New York State qualifications and licensing criteria for the grade levels and subject areas s/he teaches.
- b) Whether the teacher is teaching under emergency or other provisional status through which the State qualifications or licensing criteria have been waived.
- c) The teacher's college major, whether the teacher has any advanced degrees, and, if so, the subject of the degrees.
- d) The qualifications of any instructional aide or similar para-professionals who provide services to your child.

Requests for information about the qualifications of your child(ren)'s teacher(s) can be directed to a member of the building administration.

Conduct on School Property

The Chatham Central School District expects a high standard of conduct from its students and staff, as well as visitors to the schools. The school will enforce the Code of Conduct which governs the conduct of all persons, whether or not their presence is authorized, upon any premises or property under the control of the District.

No person, either alone or with others, shall

- a) willfully injure any other person or threaten to do so;
- b) willfully damage or remove District property;
- c) disrupt the orderly conduct of classes, school programs or other school activities;
- d) distribute or wear materials on school grounds which appear obscene; which advocate illegal action; discriminate against race, nationality, religion, or sexual orientation; appear libelous, disruptive to the school program or obstruct the rights of others;
- e) intimidate, harass, or discriminate against any person on the basis of race, color, religion, sex, nationality, sexual orientation, age, or disability;
- f) enter upon any portion of the school premises without authorization or remain in any building or facility after it is normally closed;
- g) obstruct the free movement of any person in any place to which these rules apply;
- h) violate traffic laws, parking regulations, or other restrictions on vehicles;
- i) possess, consume, sell, distribute or exchange alcoholic beverages or controlled substances, or be under the influence of either on school property or at any school-related function;
- j) possess or use firearms and/or other weapons, including air guns, pistols, rifles, shotguns, ammunition, explosives, box cutters, knives, gas canisters, pepper spray or another noxious spray in or on school property (except in the case of law enforcement officers or except as specifically authorized by the District);
- k) loiter on or about the school buildings or grounds;
- l) gamble on school premises;
- m) refuse to comply with any lawful order of an identifiable school district official acting in the performance of her/his duties;
- n) willfully entice others to commit any of the acts herein prohibited; and/or
- o) violate any federal or state statute, local ordinance, or Board policy.

Programs for Students with Disabilities

Students with disabilities are entitled to receive, at public expense, special education, related services and/or supplementary aide and services as necessary to ensure a free appropriate public education in the least restrictive environment, appropriate to meet their individual needs.

Each student identified as having a disability will have access to the full range of programs and services of the District, including extracurricular programs and activities, which are available to all other students enrolled in the public schools of the District.

Parents/guardians and students who desire further information on these programs and services should contact the Office of Pupil Services.

Public Complaints

Most often, complaints and concerns can be addressed through a telephone call or a conference with a staff member. If the matter is not settled satisfactorily, the complaint should be directed to a member of the building administration, and, if necessary, to the Superintendent.

Complaints regarding District programs, instructional or library materials, operations and/or staff members, should be directed to a member of the building administration. If the matter is not satisfactorily settled, the complaint should be directed to the Superintendent, whenever possible.

Some complaints may require different procedures. Information regarding specific processes to be followed for making a complaint can be found in any building office or the Superintendent's Office.

Board of Education

Board of Education members are unpaid public officials elected by the voters of the school district to take formal legal actions and assume the major responsibilities for the operations of the

schools. These people are members of the community who have taken on the additional task of board membership in order to provide leadership for the welfare of District students.

In order to perform its duties in an open and public manner, and in accordance with New York State law, the Board of Education holds regular business meetings each month in the High School Library at 6:30 p.m. Parents/guardians, students and the members of the community are encouraged to attend and demonstrate their interest in the education of District students.

The Board encourages public participation at Board meetings and may ask for brief comments from the public. Persons wishing to speak should identify themselves, any organization they may be representing at the meeting and the agenda topic they wish to discuss. Comments should be kept as brief as possible (not more than five minutes in length) and relate to school matters.

The annual election will take place on Tuesday, May 15, 2012. Polls will be open during the hours of 9:00 a.m.- 9:00 p.m. The following items shall be voted upon:

- a) The annual budget.
- b) Any vacancies on the Board of Education.
- c) Any special propositions that have been properly presented.

District-Wide School Safety Plan/Building Level Emergency Response Plans

The Chatham Central School District has adopted a District-Wide School Safety Plan and Building-Level Emergency Response Plans for each building in the District. These plans are intended to define how the District and each building will respond to acts of violence and other disasters. They provide a framework for identifying and implementing appropriate strategies for creating and maintaining a safe and secure learning environment for all students. A copy of the District-Wide School Safety Plan is available in the District Office and building level offices.