



Chazy Central
RURAL SCHOOL



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

- W. H. Miner

7-12 Student Handbook & Code of Conduct

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Junior-Senior High School Handbook

This 26/27 student handbook has been prepared as a resource for school information for your family. Your comments and suggestions for the handbook are welcome.

Chazy Central Rural School: A Tradition of Excellence

What makes us special?

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

And, what a school!

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

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

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

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

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

The new school was a marvel for Chazy and was soon recognized throughout the world as an extraordinary school for a town of 800 inhabitants. It was exhibited to 30 educators on invitation of the Board of Regents on September 19, 1917. It was not only well equipped to provide for Chazy youth an education equivalent to that received by city children, but also elegant enough to be an inspiration even

to the most jaded citizen. It rose five stories and surrounded a bell tower about 71 feet higher than its roof. The tower held a carillon of 40 tons of brass bells and the four faces of a great striking clock, each face eleven feet across. Among its 44 rooms were some of particular note. The high school English room, called the Shakespeare Room, was paneled in mahogany veneer in the Tudor style and had a working fireplace with shields and gargoyles, and the language room, named the Cicero Room, was paneled in white enameled wood and held plaster statues of Hebe and Diana in niches and a columned altar of a classic temple. There was an auditorium capable of seating 1100 people when its side doors into gymnasiums were folded back. It had a stage fully equipped with lights, curtains, and scenery. There were two gymnasiums and two swimming pools, 22 by 60 feet, for boys and for girls, and a splendid boardroom paneled with mahogany and carpeted with an Oriental rug. An Otis elevator capable of carrying 50 children rose from the basement to the fifth floor, where there were two lunch rooms equipped with marble-topped tables. Each classroom was connected to a vacuum pipe for cleaning erasers and dust mops. There were fully equipped nurse's and dentist's offices, and a bell at the front door so that the dentist who lived in the building could be summoned at any time by any ailing citizens of Chazy.

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

The tradition continues...

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

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

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

Our athletic programs have been very successful, with the boys' and girls' varsity soccer teams doing extremely well. Each year both boys' and girls' soccer teams are involved in sectionals. Both our boys and girls varsity teams have participated in the state finals. Through 2013-14 our boys' teams have won seven Class D State Championships and the girls have won three. The boys' and girls'

basketball teams have been having good seasons. Our baseball and softball teams are frequently sectional winners. We are working toward greater involvement with the Chazy Public Library, the Alice T. Miner Colonial Museum, the Miner Institute, and the Town of Chazy. We believe that it takes a village, community, and a school to raise a child.

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

Educational Philosophy

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

Inquiries regarding compliance with TitleIX and Sexual Harassment/Racial Harassment should be made to: Title IX Coordinator/Sexual Harassment/Racial Harassment Coordinator Mrs. Krista Ringer at (518) 846-7135, 609 Miner Farm Road, Chazy, NY 12921.

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

Chazy Central Rural School Traditions

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

Outside Activities: All Chazy students must represent their school with the utmost respect. When Chazy students leave the building for a school sponsored activity, he/she must be appropriately dressed for the activity and the seasonal weather. This also includes evening athletic events and any time a Chazy student represents the school in an outside event.

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

Junior Prom: The annual Spring Prom is planned and hosted by the Junior Class. During the first Junior Class meeting of the school year, members will vote on whether to recognize students through a traditional Prom Court or an alternative form of recognition. All prom planning and activities shall be conducted in accordance with District policies and school expectations under the guidance of the Junior Class Advisor and administration.

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

William H. Miner Day (October 22): Having begun with the 2000-2001 school year, an annual William H. Miner Day is held. The activities are held on or near the date of October 22 to commemorate William H. Miner's birthday. This day celebrates the contributions made by our benefactor, William H. Miner. There will be special events for different grade levels.

Class Day: Since 1919, the Chazy Central Rural School community has marked the end of the school year with the tradition of Class Day. On the afternoon of the last day of classes, the Senior Class invites students in grades 6–11, faculty, staff, parents, and community members to the school auditorium to celebrate the memories of their years at Chazy and share their hopes for the future. The Class Day ceremony includes the Class History, Prophecies, Slide Show, Charge to the Junior Class, Class Oration, and Class Song. Upon the conclusion of the ceremony, the Senior Class dedicates a tree on the school grounds.

All student attendees in grades 6–11 are expected to wear formal attire for Class Day. Specifics are sent out to students and parents in the beginning of June. Students and staff are asked to refrain from wearing attire that is primarily white, as that color is reserved for the senior girls. Students are also expected to wear ribbons in their class colors, with each class responsible for providing its own ribbons.

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

Grade 12	Class of 2027	Red	Raccoon
Grade 11	Class of 2028	Purple	Panther
Grade 10	Class of 2029	Gold	Owl
Grade 9	Class of 2030	Blue	Hawk
Grade 8	Class of 2031	Red	Raccoon
Grade 7	Class of 2032	Purple	Panther
Grade 6	Class of 2033	Gold	Owl
Grade 5	Class of 2034	Blue	Hawk
Grade 4	Class of 2035	Red	Raccoon
Grade 3	Class of 2036	Purple	Panther
Grade 2	Class of 2037	Gold	Owl
Grade 1	Class of 2038	Blue	Hawk
Kindergarten	Class of 2039	Red	Raccoon

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

Graduation Speaker Selection

Eligibility - To be eligible for recognition as Valedictorian, a student must:

- Graduate with a Regents Diploma or Regents Diploma with Advanced Designation.
- Be enrolled as a full-time student in the District during the senior year.
- Have attended the District for a minimum of six consecutive semesters immediately preceding graduation unless otherwise approved by the Superintendent due to extraordinary circumstances.

Academic Ranking

Class rank shall be determined using the District's approved **unweighted** grade point average (GPA) calculation.

The Valedictorian shall be the graduating senior with the highest cumulative unweighted GPA.

The GPA used for this determination shall include all high school credit-bearing courses completed through the conclusion of the third marking period (or equivalent grading period) of the senior year. Grades earned after the established cutoff date shall not be included in determining the designation of Valedictorian.

Behavior

As in previous years, the Graduation Speaker is expected to be a positive role model who has demonstrated good character and has not engaged in significant behavioral misconduct during their time at Chazy Central Rural School. Each year, the administration will review the Valedictorian's eligibility to ensure these expectations have been met.

If the Valedictorian is determined not to be an appropriate candidate or declines the opportunity to speak, the honor will be offered to the student with the next highest cumulative grade point average. This process will continue, in GPA order, until a qualified student accepts the role.

Tie

If two or more students have identical cumulative unweighted GPAs, down to the hundredth after the decimal point, at the conclusion of the ranking process, they shall be recognized as Co-Valedictorians.

Determination and Notification

The Superintendent or designee shall certify the final class rankings.

The student(s) selected as Valedictorian shall be notified as soon as practicable following the calculation of final rankings.

Graduation Ceremony

The Valedictorian shall be invited to deliver the valedictory address at commencement exercises. If Co-Valedictorians are named, the Superintendent shall determine an appropriate format for student remarks that recognizes each student's achievement.

Final Authority

The Superintendent shall be responsible for interpreting and implementing this policy. Any questions regarding the calculation of GPA or class rank shall be resolved by the Superintendent in accordance with District policy and administrative regulations. The Superintendent's determination shall be final unless otherwise required by law.

Student Organizations

Announcers' Club

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

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

Drama Club

The Drama Club is open to academically eligible students in grades 7-12. With the goal of one performance each year, students explore the world of theater, including acting and stagecraft. Attendance at after-school rehearsals and assisting in fundraising are required for those wishing to be part of the performance.

Leo Club

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

National Honor Society

Selection into the National Honor Society is based upon four criteria. A student must have a cumulative grade average of at least 90 starting with grade 9. Nominees must also maintain active participation in an average of at least four activities for each year of high school. These activities may include extracurricular clubs, athletics and community organizations. Finally, a student must demonstrate leadership and character as determined by the faculty. A National Honor Society Induction Ceremony is held and students in grade 11 and 12 are eligible for consideration into this prestigious organization.

Public Speaking Contests

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

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

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

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

Recycling Club

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

Spelling Bee

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

Student Council

The Student Council provides a variety of services that help make each school year more enjoyable for the student body. It schedules class dances and plays a major role in planning the many activities that occur during the winter vacation. It is also the driving force behind spirit week and homecoming. The Student Council Officers frequently meet with the HS Principal to discuss problems that concern students and to propose new activities. The Council President is invited to serve on the committees that deal with a variety of curricular and extracurricular programs to assure that the students' point of view is presented. The Student Council President and officers are elected at the beginning of the school year to serve that year. Each September, classes 7-12 elect two representatives to the Council as well.

Yearbook Club

The yearbook staff is responsible for compiling and editing mostly pictorial material which highlights the achievements and history of each school year. The club meets on a regular basis throughout the school year to discuss and plan fundraising. A commitment to meeting deadlines is an important responsibility of each member. The Yearbook Club has no officers other than treasurer.

Daily Routine for a CCRS Student

Morning Arrival and School Day

Students must wait outside the school entrances, unless there is inclement weather, until the bell rings at 8:10 AM. Seniors, and students involved in the breakfast program may enter at 8:00 AM. NHS members, who are not on probation, may enter the building at 8:05am. The school day ends at 3:15 PM.

Student Drop Off/Building Entry Policy

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

1. 7-12 students will enter through the lobby doors. K-6 parents who drive and drop off their child must use the band entrance doors. All students should be dropped off between 8:00 AM and 8:10 AM. Children may not be dropped off prior to 8:00 AM.
2. No visitor passes will be issued between 8:10 AM and 8:30 AM. Projects and snacks can be dropped off at the main office during that time. All items need to be labeled with the child and the teacher's name. Visitors must check in at the main office. Picture IDs will be required to obtain a pass.

Building Entrances

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

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

Student Parking and Driving Privileges

Students with a **valid driver's license** may be eligible to drive to school and park on school grounds. Before driving to school, students must complete a vehicle registration form available in the Main Office that includes the make, model, color, and license plate number of any vehicle they may drive to school.

Student vehicles must be parked in the last two rows of the main parking lot between the school and the softball field unless prior administrative approval has been granted. During the school day, students may not park outside the industrial entrance or around the pond. Students who park in unauthorized areas are subject to disciplinary consequences, including the possible loss of on-campus parking privileges.

For liability reasons, students are not permitted to transport other students to or from school without prior administrative approval. Students who drive to CV-TEC during the school day must provide proof of liability insurance with minimum coverage of **\$300,000** for bodily injury and property damage.

Driving and parking on school property are privileges, not rights. Misuse of these privileges, including failure to comply with school parking regulations or other unsafe or unauthorized use of a vehicle, may result in the revocation of the student's privilege to drive and park on school grounds.

Electric Scooters/Bikes/Vehicles

Electric scooters and bikes can offer both a form of exercise as well as entertainment. They also can be dangerous to both the rider and pedestrians as well as potentially damaging to property. Students are

not permitted to ride E-bikes or E-scooters on school grounds unless the rider is licensed to operate the vehicle and the vehicle is registered and insured. If an ebike is being operated on school grounds by a licensed operator, it must be operated on a roadway at all times. At no time should an e-bike or e-scooter be operated on a sidewalk, playground or turf area.

Visitors: Student Guests

Visitors are welcome to tour the school as long as they have been approved by the High School Principal or Superintendent and obtain a visitors pass from the main office. All visitors must abide by the rules of the school and not take advantage of the privilege. **Parents and visitors must enter through the lobby doors on the courtyard side.**

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

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

Schedule of Periods

Homeroom: 8:15-8:20 AM

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

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

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

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

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

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

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

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

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

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

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

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

Early Release Schedule

Homeroom - 8:15-8:20

Period 1 - 8:24-8:48

Period 2 - 8:51-9:15

Period 3 - 9:18-9:42

Period 4 - 9:45-10:09

Period 5 - 10:12-10:36

Period 6 - 10:39-11:03

Period 7 - 11:06-11:32

Schedule

Student schedules are available at Back-to-School Night, held before the first day of school, and are posted online in early September. Students may add or drop classes until the deadline announced at the beginning of the school year; no schedule changes will be permitted after that date. Students may also schedule an appointment with the Guidance Office during the summer by calling (518) 846-7135, extension 500, or by emailing cbarcomb@chazy.org.

Lockers

1. Lockers are issued to each student at the beginning of each school year. Each student is responsible for the proper care of his/her own locker. Locker combinations are given to each student by his/her homeroom teacher. Students are cautioned not to share their locker combinations to other students. Lockers may not be shared.
2. Lockers may be searched at any time under the authorization of the Principal/Superintendent. There should be no expectation of personal privacy regarding student lockers. No student is to change his/her locker to another without permission from the main office. If a locker malfunctions, notify the Main Office.
3. The student's locker must be kept closed and locked at all times. Thefts can occur when the student leaves the locker open, permits others to use the locker, or shares the locker combination with others. Students should not "rig" their lockers so that it does not properly lock. If the lock is properly locked, it is not possible to open the locker without the combination. This applies to lockers in the Physical Education area as well. The school is not responsible for lost, stolen, or damaged items, including those taken from unlocked or unsecured lockers.
4. Students are permitted to go to their lockers between classes. A student must have a pass to go to his/her locker during class periods, but such requests should be kept to a minimum.
5. Cell phones, smart watches, and other personal devices must be stored in lockers and may not be kept on a student's person from 8:15 until they exit the building (Please see Appendix A: Cell Phone Policy, p. 41).
6. Nothing may be attached to the outside of a locker without prior administrative approval. Stickers are not permitted on either the inside or outside of lockers. Students may personalize the inside of their lockers using magnets or scotch, painters, or electric tape only. All other Tapes (including duct and packing tape), adhesive decals, stickers, or any other materials that could damage or leave residue on the locker surfaces are prohibited.

Hallway and Classroom

1. Students are not allowed to carry cell phones, smart phones, or any other electronic devices on their person during the school day. Cell phones and other personal electronic devices are to be left in lockers. (Please see Appendix A: Cell Phone Policy, p. 41)
2. Students may bring bottled water or water in a refillable container to classes. The water bottle must have a cap that screws shut.
3. All books/backpacks are to be left in the lockers. Only books, Chromebooks, and supplies may be brought to classes, study hall, the Senior Study and the media center. They will be carried in student's arms.

Water Bottles & Drinks During Classtime and in Hallways

To support student health while minimizing classroom disruptions, students may carry and consume **only a water bottle containing water** during class time and while in the hallways. All other beverages

must be consumed before the school day begins, during lunch, or at another time approved by school staff.

This includes, but is not limited to:

- Soda and energy drinks
- Specialty coffee or espresso beverages (e.g., Dunkin')
- Specialty teas, lemonades, and similar drinks in plastic containers

The school recognizes that staying hydrated is an important part of maintaining student health. This expectation also encourages students to make healthy, proactive choices by limiting the consumption of sugary and highly caffeinated beverages during the school day.

Energy Drinks, Caffeine Pouches, and Similar Products:

To support student health and wellness, students may not possess, consume, distribute, or display energy drinks (including products such as Monster, Red Bull, and similar beverages), caffeine pouches, or other orally consumed stimulant products while on school property, at school-sponsored events, or while being transported to or from school on district-provided transportation. These items are prohibited during the entire school day, including lunch periods, regardless of whether they are legally available for purchase. In accordance with the District Wellness Plan, the school does not sell soda or energy drinks on campus and expects students to follow the same health standards by not bringing these products to school. Any prohibited items found in a student's possession may be confiscated, and students may be subject to disciplinary action in accordance with the Code of Conduct.

Lost and Found

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

Student Fees, Fines and Charges

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

Valuables

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

General Student Conduct

Students are expected to contribute to a safe, respectful, and positive school community each day by treating others with dignity, following the directions of all school personnel, and demonstrating pride in Chazy Central Rural School. Respect extends beyond interactions with classmates, faculty, staff, and visitors to include the care of classrooms, school grounds, technology, equipment, and all District property. Students are encouraged to leave every space—and every interaction—better than they found it through kindness, responsibility, and good citizenship. Students are also expected to listen attentively to the morning and afternoon announcements, arrive to class on time and prepared to learn, and recognize that they are ultimately responsible for their own education.

Dress Code - Updated February 2025

The school dress code applies to all school-related activities and aims to maintain a respectful and conducive learning environment. Students must avoid wearing any apparel that displays offensive language, symbols, or anything that may be perceived as offensive by others. Inappropriate dress includes, but is not limited to, clothing that features advertisements for alcohol, drugs, tobacco products, guns, or weapons. It also includes any revealing clothing or attire that disrupts the educational process, as well as clothing that is unclean or has an unpleasant odor. Clothing must fully cover genitals, buttocks, and breasts with nontransparent fabric, and must be appropriately buttoned and worn at all times.

What Must Be Worn

1. A shirt (with nontransparent fabric in the front, back, and on the sides under the arms).
2. Pants/Jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress, or shorts)
3. Footwear is required at all times and must be appropriate for the weather.

What May Be Worn

- Fitted pants, including nontransparent leggings, yoga pants and “skinny jeans”
- Ripped jeans, as long as underwear and buttocks are not exposed
- Athletic attire
- Pajama pants
- Tank tops/crop tops provided that they cover at least the chest and back fully and cannot be excessively short. At a minimum, the bottom of the shirt must touch the belly button and have straps.
- Sweaters and sweatshirts. Sweatshirt hoods cannot be worn during the school day.
- Religious Headwear
- Visible undergarment waist bands or straps, provided they do not conflict with other dress code guidelines.

Student cannot wear:

- Any attire that has:
 - Violent language or images
 - Images or language depicting/suggesting/advertising drugs, alcohol, vaping , or paraphernalia (or any illegal item or activity).
 - Images or language depicting/suggesting/advertising hate speech, profanity, or pornography.
 - Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Hats, bandanas, hoods, and other similar head coverings, as well as chains, are not allowed in school except on designated spirit or fundraising days.
- Earbuds and headphones cannot be worn or used in the hallways or in classrooms without expressed permission from teachers.
- Shirts that expose the full back (not just the upper back) are not to be worn.
- Sports bras cannot be worn as standalone tops.
- Slippers can not be worn at school except on designated spirit days.
- Dress appropriately for cold weather, blankets (including wearables/snuggies) are not to be used during the school day.
- Mesh shirts, halter tops, strapless tops or strapless dresses (except for formal events), and other revealing clothing are inappropriate and will not be permitted.

Teachers are encouraged to enforce the dress code as outlined in the student handbook. Any questionable attire not explicitly mentioned in this policy should be referred to the Superintendent or Administrator in charge for clarification.

Dress Code Enforcement Students in violation of the dress code will be provided three (3) options to be dressed more to code during the school day:

1. Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
2. Students will be offered alternative clothing as provided by the main office or health office, to be dressed more to code for the remainder of the day.
3. If necessary, students' parents/guardians may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.

****Students refusing to change clothing which violates the dress code will need to be picked up by guardians for the remainder of the school day and may be subject to further disciplinary consequences.**

Student Dignity and Reporting Concerns

The **Dignity for All Students Act (DASA)** is a New York State law that ensures all public school students have the right to attend school in an environment free from harassment, bullying, and discrimination. The purpose of this law is to promote a safe, supportive, and inclusive school climate where every student is treated with respect and dignity—regardless of their race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

At Chazy Central Rural School, we take these responsibilities seriously. The *Student Mistreatment Form* is one way students, parents, or staff can report concerns about harassment, bullying, or any behavior that violates the principles of dignity and respect. Submitting a form allows us to take appropriate steps to investigate the situation and ensure the well-being of all students.

A digital copy of the Mistreatment form can be found at the following link and on the school website.

<https://docs.google.com/forms/d/e/1FAIpQLSevbCi0Eq9TvhzS62-BP4DFCyOCawvBrbFxCr3KcT91EXoG5w/viewform?usp=preview>

Forms can be found in the main office and at other locations around the building. They may be submitted anonymously or with contact information. All reports will be handled promptly and kept as confidential as possible. **Retaliation against anyone who reports or participates in an investigation is strictly prohibited and may result in immediate disciplinary action.**

If you would like help completing the form or prefer to speak directly to someone, please contact one of our Dignity Act Coordinators:

- **Megan Walls** – mwalls@chazy.org
- **Krista Ringer** – kringer@chazy.org

School Discipline

Detentions/Suspensions

Lunch Detention

Lunch detention is served for the entire assigned lunch period. Before reporting, students may obtain their lunch and then check in with the Main Office, where they will be directed to the appropriate location. Failure to report to lunch detention without prior administrative approval will result in additional disciplinary consequences.

After School Detention

After School Detention is supervised by a staff member or teacher and is held from **3:15 p.m. to 4:15 p.m.** Parents/guardians will receive at least 24 hours' notice by email, ParentSquare, or phone before a student is required to serve detention. Students must arrive on time, bring schoolwork, and remain engaged in quiet, independent work for the duration of the detention. Failure to report without prior Principal approval, arriving late, communicating with other students, refusing to work, or failing to follow directions may result in additional disciplinary consequences.

Academic Recovery

Students who are not consistently completing assigned coursework may be assigned **Academic Recovery** during their lunch period. Academic Recovery is a mandatory intervention designed to provide students with dedicated time to complete missing or overdue assignments. Students are required to remain for the entire lunch period and work on assignments identified by their teacher(s). Academic Recovery may be assigned on multiple days and may continue until academic expectations established by the teacher(s) have been met. Approval by the teacher(s) to verify that all work has been submitted will be needed before a student may leave Academic Recovery.

Academic Detention

Students who continue to demonstrate a pattern of incomplete coursework, fail to make adequate progress during Academic Recovery or other academic interventions, or whose circumstances warrant a more intensive intervention, may be assigned **Academic Detention**. Academic Detention is held from **3:15 p.m. to 4:15 p.m.** Students are required to remain for the entire session and work on assignments identified by their teacher(s). Academic Detention may be assigned on multiple days and may continue until academic expectations established by the teacher(s) have been met.

Skiping Detention

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

In-School Suspension (ISS):

In-School Suspension (ISS): In-School Suspension is a disciplinary consequence in which a student is removed from their regular classes and assigned to a supervised location within the school. Students are expected to complete assigned coursework, comply with all ISS expectations, and may be required to complete additional reflective or educational assignments related to the incident. While serving ISS, students may not participate in or attend school-sponsored events, athletics, or extracurricular activities. Parents/guardians and students will receive written notice outlining the reason for the suspension and the assigned dates. ISS may not begin immediately following the disciplinary decision

and will be scheduled based on availability. Students serving an ISS may not be on school property or participate in any school-sponsored activities, including extracurricular activities and athletics, through the final day of the suspension. Students may return to campus and resume participation on the school day following the last day of suspension.

Out-of-School Suspension (OSS):

Out-of-School Suspension is a disciplinary action in which a student is prohibited from attending school for a specified period. During this time, the student may not attend any events, sports, or other school activities. The parent and student will receive a letter explaining the reason for the suspension and the dates it will take place. This suspension may result in missed academic work, and it is the student's responsibility to make up any assignments or exams missed during this period. Students serving an Out-of-School Suspension (OSS) may not be on school property or participate in any school-sponsored activities, including extracurricular activities and athletics, through the final day of the suspension. Students may return to campus and resume participation on the school day following the last day of suspension.

Intervention/Restorative Actions

While consequences such as detention or loss of privileges may be necessary in some situations, they are not always the most effective way to address behavior or inspire meaningful change. In many cases, restorative actions and interventions, like reflective conversations, mediation, apologies, or community service, can help students understand the impact of their actions, repair harm, and build stronger relationships. Our goal is not just to correct behavior, but to guide students in developing the skills and accountability needed to grow as individuals and members of the school community.

Here is a list of possible Interventions/Restorative Actions that may be utilized.

Restorative conference	Social Skills Group
Student conference with admin/parents/teachers	Provide a Mentor
Goal Setting & Progress Monitoring	Corrective Action Plan
Community Service Assignment	Consistent Home Communication
Loss of school electronic device/system access	Program placement review
Restorative Circle	Peer Mediation
Restitution	Reflective Essay/Project/Presentation
Conflict Resolution Training	Counselor Referral

Loss of Privileges:

In certain situations, students may lose access to specific school privileges, such as free transitions, recess, or participation in events, either temporarily or for an extended period, depending on the nature of the infraction. Examples of privileges that may be lost are listed below.

- Restricted Participation in School Events
- Temporary Removal from Clubs/Sports
- Adjusted Schedule or Seating

- May not participate in recess
- Decreasing/altering student transition times
- Loss of hallway privileges
- Adult accompaniment during transitions

CONDUCT	CONSEQUENCES
CATEGORY 1 1.1 - Tardy to class 1.2 - Class Misconduct - Minor infractions; wandering the classroom, being rude to another student, etc... 1.3 - Repeatedly unprepared for class 1.4 - Swearing/use of inappropriate language (non-directive statements) 1.5 - Possession of objects unacceptable or distracting to the education process 1.6 - Possession or use of School Prohibited Products 1.7 - Incomplete assignments	Verbal Warning Lunch Detention(s) Level 1 Detentions Level 2 Detentions Interventions/ Restorative-Actions
CATEGORY 2 2.1 Insubordination 2.2 Inappropriate Behavior 2.3 Disruptive Behavior 2.4 Leaving the classroom without permission 2.5 Inappropriate Language: Directive Statements 2.6 Truant from Class 2.7 Stealing of non-expensive items 2.8 Inappropriate conduct towards staff 2.9 Inappropriate Use of Chromebook 2.10 Truant from requested/assigned 8th period attendance 2.11 Repeatedly Tardy to School/Class 2.12 Roughhousing 2.12 Repeated Category 1 Offenses	Lunch Detention(s) Level 1 Detention(s) Level 2 Detention(s) Revocation of privileges Interventions/ Restorative-Actions
CATEGORY 3 3.1 Truant from Administrative Detention 3.2 Flagrant Insubordination 3.3 Truant from school 3.4 Leaving school without permission 3.5 Forgery/cheating/plagiarism 3.6 Inappropriate behavior at extracurricular activities 3.7 Minor Vandalism 3.8 - Verbal Alteration (including online) 3.9 - Endangerment of Others 3.10 Repetition of Category 2 offenses	Level 1 Detentions Level 2 Detentions Revocation of privileges Interventions/ Restorative-Actions ISS OSS
CATEGORY 4 4.1 Possession/use of tobacco and associated products including vapes, e-cigarettes, and paraphernalia.	Level 2 Detentions ISS OSS

4.2 Minor Vandalism 4.3 Sexual Harassment (No Physical Contact) 4.4 Unauthorized photography, audio or video recording of a student, teacher, administrator, employee, or volunteer (Images shared on social media - OSS) 4.5 Inappropriate physical contact (including Pantsing, crotch punching, etc...)	Revocation of privileges Interventions/ Restorative-Actions
CATEGORY 5 5.1 Major Vandalism 5.2 Possession of a dangerous weapon 5.3 Fighting - Physical Confrontation (minor injury): pulling hair, throwing objects, slapping, etc...) 5.4 Use of discriminatory language 5.5 Possession and/or sharing of pornographic content 5.6 Theft 5.7 Threatening others or making a threat 5.8 Harassment/Bullying/Intimidation/Menacing 5.9 Cyberbullying (Increased consequences if linked to <i>Title IX violations</i>*)	ISS OSS Interventions/ Restorative-Actions
CATEGORY 6 6.1 Assault 6.2 Physical Fighting - Violent Attack (Severe Injury) 6.3 Use of a dangerous weapon 6.4 Sexual Harassment (physical contact)	OSS Interventions/ Restorative-Actions

ALL CONSEQUENCES ARE SUBJECT TO ADMINISTRATIVE DECISION.

Superintendent's Hearing:

Please be advised that any suspension—whether Out-of-School Suspension (OSS) or In-School Suspension (ISS)—may be accompanied by a Superintendent's Hearing in accordance with New York State Education Law §3214.

Parents/guardians will be notified at the time the suspension is issued if a Superintendent's Hearing will be required to further address the incident.

***Title IX Violations**

Title IX is a federal law that protects students from discrimination based on sex, gender, gender identity, disabilities, race, religion, national origin, or other protected characteristics in any school or program that gets federal money. These can fall under Title IX or other federal civil rights laws, and may lead to more serious consequences.

Examples of Possible Title IX or Civil Rights Violations:

- Making fun of a student's disability or appearance
- Harassing someone for how they identify (e.g., gender or sexual orientation)
- Spreading sexual rumors or making inappropriate comments online

- Bullying someone because of their race, culture, or religion

Whether it happens face-to-face or through a screen, this kind of behavior isn't just inappropriate—it could be a violation of federal law.

*****Possession and/or Sharing of Pornographic Content***

Possessing or sharing pornography at school or reported to staff or the administration—whether on your phone, in print, or online—will always result in school consequences.

If the pornography involves any person under the age of 18 (even if they are now older), it is considered child pornography under the law. In these cases:

- The State Police will be notified, and a formal report will be made.
- Child Protective Services (CPS) will be contacted.
- In most cases, the State Police (with a parent/guardian present) will confiscate the device involved if the student is still in school at the time. Students will never be questioned by police without a parent or guardian present.

These situations are extremely serious and may result in criminal charges beyond school discipline. Always think before you share or open anything inappropriate—once it's on your phone, it becomes your responsibility.

ATTENDANCE

Regular attendance is essential for academic success and the development of responsible habits. Students are expected to attend school each day and arrive on time, as consistent participation supports learning, engagement, and the collaborative experiences that are a vital part of the educational process. Many courses build upon knowledge and skills developed in previous lessons, and absences can result in missed instruction, group work, discussions, labs, and other learning opportunities that cannot always be fully replicated. Research consistently shows that chronically absent students are significantly more likely to experience academic difficulties, earn lower grades, struggle to meet learning standards, and face increased challenges with graduation readiness.

Students who miss 10% or more of the school year are considered chronically absent, regardless of whether absences are excused or unexcused. In accordance with New York State guidelines, attendance alone will not determine course credit; however, excessive absences may impact a student's ability to successfully complete course requirements.

Late Arrival/Tardiness

Excessive tardiness to school is not conducive to good learning and work habits. Parents should make every effort to ensure their children are in school each day and arrive on time.

After each set of three (3) unexcused late arrivals, a student will receive a consequence. Continued late arrivals will result in progressively more significant consequences. Any student arriving after the 8:15 a.m. bell, or not arriving to homeroom on time, will be considered tardy and must sign in at the main office.

Absence from School

If a student will be absent from school, please notify the Main Office before 8:30 a.m. by calling (518) 846-7135, ext. 505, emailing Kait Breton at kbreton@chazy.org, or messaging Kait Breton on ParentSquare. When reporting an absence, please include your child's name and the reason for the absence.

If your child has a doctor's appointment, please provide verification by submitting documentation electronically or sending a copy of a doctor's note upon your child's return to school.

If the Main Office has not received notification of a student's absence, school staff will attempt to contact a parent/guardian via phone, email, or ParentSquare. Any absence for which no parent/guardian contact is received, or for which no reason is provided, will be considered unexcused.

Excused & Unexcused Absences

A.) According to the NYS Education law, absences are recorded as either "excused" or "unexcused". The following are examples of "excused" absences:

- i. Student illness
- ii. Sickness or death in the family
- iii. A medical appointment
- iv. Educational trip (certified teacher present)
- v. Impassable roads as determined by the CCRS District Office
- vi. Religious observance or instruction
- vii. Quarantine
- viii. Required court appearance
- ix. Approved cooperative work program

The district reserves the right to determine whether an absence meets the criteria for an excused absence in accordance with New York State guidelines.

B.) Absences or tardiness for the above reasons will be coded as “excused” upon receipt of an explanation submitted by a parent/guardian via written note, email, ParentSquare message, or phone communications, or through documentation from an approved professional. Documentation must be submitted to the Main Office as soon as the student returns to school, or the absence will be recorded as unexcused.

C.) Illness-Related Absences: When a parent/guardian notifies the school that a student is absent due to illness, the absence will be recorded as Sick – No Documentation unless documentation from a licensed health care provider is submitted. Upon receipt of appropriate medical documentation, the absence will be updated and recorded as Sick – Documentation. Parents are encouraged to provide documentation whenever medical care is sought to ensure attendance records accurately reflect the reason for the absence.

D.) Students who are absent for three (3) or more consecutive school days must provide medical documentation for each day beyond the second day of absence in order for those additional absences to be considered excused.

E.) Repeated absences reported as illness or medical appointments without supporting documentation may result in additional attendance interventions. Such interventions may include meetings with the student, parent/guardian, school administration, counseling staff, and other members of the student support team to identify barriers to attendance and develop strategies to improve school attendance. When concerns regarding a student's educational welfare arise, the District may make referrals to appropriate support services or agencies in accordance with applicable laws, regulations, and District procedures.

F.) When a student returns to school following an absence, the student is responsible for contacting each teacher within two (2) school days to establish deadlines for completing missed work. If a student does not contact the teacher within two (2) school days, or if assignments or assessments are not completed by the agreed-upon deadlines, a zero may be recorded.

Once deadlines have been established, it is the student's responsibility to attend any scheduled meetings, seek assistance as needed, and complete all required work by the agreed-upon dates. Repeatedly missing scheduled meetings, failing to follow through on agreed-upon plans, or failing to meet established deadlines may result in the loss of make-up opportunities, and teachers are not required to continue extending deadlines.

G.) Please submit documentation for all doctor's appointments when the student returns to school, electronically via ParentSquare or email (kbreton@chazy.org), or have the documents faxed directly to the school at 518-846-8322.

H.) College Visits

Students in grades 7–12 may utilize up to three (3) school days per year for college visits. These absences will be considered excused *with prior approval*. Students and parents/guardians must notify the Guidance Office in advance and obtain approval prior to the visit.

Appropriate documentation (e.g., college visit confirmation) must be submitted upon return to school. College visit days are intended for academic planning purposes and may not be used to extend scheduled school breaks or holidays (e.g., Thanksgiving, Winter Break, February break, Spring Break, or Memorial Day weekend).

Unexcused Absences

A.) Absences that do not meet the criteria for "excused" absences will be considered unexcused, even when a parent/guardian has approved or is aware of the absence. Examples of unexcused absences include, but are not limited to:

1. Vacations
2. Missing the bus or transportation issues (unless district-related)
3. Oversleeping or lateness due to personal reasons
4. Babysitting or caring for siblings
5. Personal errands or non-medical appointments (ex. Haircut, passport picture, permit appointments/tests)
6. Hunting, fishing, or recreational activities
7. Truancy or skipping class
8. Visiting relatives
9. Working or interview for a job

B.) For planned absences that fall outside of excused reasons, like a vacation/trip, parents/guardians and students are expected to contact the Main Office (kbreton@chazy.org, 518-846-7135 ext. 505) and the student's teachers as soon as possible. Preferably, no later than ten (10) school days prior to the absence. This advance notice allows teachers adequate time to prepare materials and communicate expectations. If this timeline is not met (10 days prior notice), instructional materials and assignments may not be prepared in advance.

C.) Prior to the absence, students should meet with teachers to establish expectations and timelines for the completion of missed work. Upon returning to school, the student will be required to attend 8th period until all missing work is completed, with teachers verifying completion. Failure to complete assigned work within the established expectations may result in a zero being recorded for missed assignments or assessments.

Interventions for Absenteeism

The goal of attendance interventions is to support and improve consistent student attendance. Each situation is unique, and interventions will be implemented based on the total number of absences, as well as the nature of those absences; whether excused or unexcused. While the reasons for absences

may vary, all missed time results in a loss of instructional opportunity, and our focus is on helping students remain engaged and present in their learning.

Attendance Letters - Attendance letters will be sent to families of students who accumulate five (5) or more full-day absences (excused or unexcused) during the first quarter, and again when a student reaches seven (7), fourteen (14), and eighteen (18) total absences during the remainder of the school year.

In addition, patterns of tardiness or early dismissal may result in a student missing significant instructional time in specific classes, even without full-day absences. In these cases, communication will also be sent to address concerns related to individual class attendance.

Parent/Guardian Communication - Direct communication with families to share attendance concerns, gather information, and reinforce the importance of regular school attendance. This may include phone calls, emails, or ParentSquare messages and is intended to support early intervention and collaboration between home and school.

8th Period Academic Study Hall: Required attendance during 8th period to complete missing work and receive academic support until expectations are met.

Attendance Plan: A written plan developed with the student and parent/guardian outlining goals, expectations, and strategies to improve attendance.

Guidance Referral: Support from the school counselor to address academic, social, or emotional factors impacting attendance.

Check-In/Check-Out: Regular daily contact with a designated staff member to monitor attendance, provide support, and reinforce accountability.

Faculty or Student Mentor: Connection with a staff member or peer mentor to provide encouragement, guidance, and increased school engagement.

Parent/Guardian Attendance Conference - A meeting with the student, parent/guardian, principal, guidance counselor, and other staff members as appropriate for students with 18 or more absences to review attendance concerns and develop a plan for improved attendance moving forward.

Referral to Outside Agencies: Collaboration with external supports or agencies, when appropriate, to address ongoing attendance concerns in accordance with New York State guidelines (PSAF).

Referral to PINS (Person in Need of Supervision): When attendance concerns persist despite school-based interventions, the district may pursue a referral to PINS in accordance with New York State guidelines to provide additional support and oversight for the student and family.

Attendance and Extra-Curricular Participation

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

If a student is either assigned in-school suspension or suspended from school for any reason, he/she will not be allowed to participate in any school activity on the day of the suspension (I.E. sport practices, competition, rehearsal, or school events such as dances, concerts, etc.).

CV-TEC Attendance Policy

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

Prioritization of Instructional Time

Participation in school-day activities that require students to miss instructional time may be limited for students demonstrating ongoing concerns related to attendance, behavior, or academic performance. When concerns are raised by teachers or other staff prior to a field trip or school-sponsored activity, the student's eligibility to participate may be reviewed by the Principal. These decisions are made on an individual basis to prioritize student learning, maintain accountability, and ensure students are meeting school expectations.

Academic Information/Requirements

Homework

Homework is an important part of the learning process and is expected to be completed on time. Each teacher establishes and communicates their own homework and grading policies, which students are expected to follow. Failure to complete or submit assignments by established deadlines may result in a grade of zero, consistent with the teacher's course expectations. Students are responsible for making up work missed due to absences and are encouraged to seek assistance from their teacher when needed.

Library Media Center:

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

Policies:

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

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

A. Borrowing Policies:

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

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

Reference books can be borrowed if approved by the librarian.

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

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

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

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

B. Pass procedures:

Students may come to the library during study hall periods with a pass that indicates their reason for coming. Students must report to their study hall and sign up on the library list. Students must ask permission to leave the library for any reason. Students must ask for a signed pass to go anywhere else in the building.

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

C. Eighth Period:

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

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

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

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

D. Copier:

The copier is available for students.

Study Hall

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

1. Cell phones are not to be utilized during study hall. Students may not have their cell phones on their person during study hall, even if they are not in use. (Please see Appendix A for more information - p. 39)
2. When entering the study hall, a student should sit down quietly and be prepared to study with all materials at hand.
3. A pass needs to be issued by the monitor in order to leave to go to any other designation.
4. Only one person is allowed out at one time for the restroom or lockers.
5. A quiet atmosphere is to be maintained. Occasionally, permission will be given to students to talk about academic assignments. Disruptive students will not be tolerated.
6. No food or drinks are allowed in the study hall, unless authorized by the monitor.
7. When seniors have a study hall, they are to report their destinations (lounge, library, art, room, etc) to the study hall monitor. If seniors do not alert the monitor to their whereabouts, they will be reported for cutting class. If they leave the lounge, they must let the monitor know where they will be, for example, the library.
8. If a senior is failing one or more subjects, senior privilege is taken away. He/she must use the study hall, unless authorized by the senior advisor to leave the study hall.
9. Seniors who sign out for the lounge may return to study hall to study or work quietly.
10. If a senior may not go to the Lounge for disciplinary reasons, the senior must report to study hall. No privileges will be given, including gym. Seniors then revert to all underclassmen study hall/library rules.
11. During appropriate weather, above 33 degrees, Senior and NHS students may sign out to the courtyard for the period. Students must remain in the courtyard for the entirety of the period, they may not go to their vehicles, fields, or parking lot. In addition to the study hall, students must sign in and out with Mrs. Breton in the main office.

Eighth Period Rules and Procedures

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

They have an assigned 8th period study hall.

They have an assigned (scheduled) class.

They are directed by a teacher to do so.

They make an appointment with a teacher.

They are assigned a detention.

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

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

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

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

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

Students must prioritize their 8th period commitments as follows:

- 1.) An assigned or scheduled class, i.e. gym, lab, Regents review, assigned AIS class
- 2.) the first teacher who directed them to stay 8th period.

Students who do not report to an assigned(scheduled) class 8th period will be assigned a consequence.

8th period Assignments

AIS (Academic Intervention Service) - Academic Intervention Services (AIS) is a required academic class held during 8th period. Students enrolled in AIS are expected to attend each scheduled session. Failure to report to AIS without administrative approval will be considered skipping class and will result in disciplinary consequences in accordance with the Code of Conduct.

Extracurricular Study Hall - Available to all students who have practice, a game, or an extracurricular activity immediately after school. All students in grades 7–8 participating in after-school activities are required to attend Extracurricular Study Hall. Students in grades 9–12 who do not have a required 8th period class may leave the building during 8th period but may not return until 3:10 p.m. Students regularly assigned to this space must sign out with the study hall monitor before going to any other location. All Study Hall rules and expectations apply.

Academic Study Hall or Structured Study Hall - Students who have not consistently completed classwork or homework, or who need additional support to remain current with assignments, may be assigned to Academic Study Hall or Structured Study Hall. Both are interventions designed to improve student academic performance by providing structured time and support for completing assignments.

Students assigned to Academic Study Hall will remain enrolled for a minimum of ten (10) weeks. Following that period, students who have demonstrated consistent improvement in work completion and academic responsibility may be removed from the intervention.

Reporting Periods

Each ten (10) weeks a quarterly report card is issued and five-week student reports are available online at the halfway point of each quarter. The end of the ten-week marking periods for the 2018-2019 school year are:

Five Week Quarter 1	October 2, 2026
End of Quarter 1	November 6, 2026
Five Week Quarter 2	December 11, 2026
End of Quarter 2	January 22, 2027
Five Week Quarter 3	March 5, 2027
End of Quarter 3	April 2, 2027
Five Week Quarter 4	May 14, 2027
End of Fourth Quarter	June 17, 2027

For report cards and five-week reports, a notice will go out to parents on parentsquare once grades are finalized and will be available on SchoolTool, our student management system.

Five week reports are only available online on SchoolTool unless requested from our guidance office (518-846-7135 ext. 500 or cbarcomb@chazy.org).

Physical copies of report cards will be issued to students within seven school days of the end of the marking period. Report cards, in addition to providing a quarterly and final cumulative average, include teacher comments and may also include a request for a conference by the teacher.

Please contact the Guidance Office (518-846-7135 ext. 500 or cbarcomb@chazy.org) if you need assistance in accessing SchoolTool.

Grade Calculation

Each teacher determines how grades are calculated and how assignment categories are weighted. Quarterly grades may include, but are not limited to, the following components:

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

Grading 7-12 Policy

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

The Chazy Central Rural School marking system is as follows:

Numerical Grade Range	Q.P.A. Range and Conversion Table
100	4.0

95-99	3.95-4.0
90-94	3.5-3.94
87-89	3.2-3.49
83-86	2.8-3.19
80-82	2.5-2.79
77-79	2.2-2.49
73-76	1.8-2.19
70-72	1.5-1.79
67-69	1.2-1.49
65-66	1.0-1.19
64 and below	0.0-0.99

Incompletes

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

Academic Eligibility Policy for ExtraCurricular Activities

Please reference Appendix C, the extracurricular code of conduct, for specific information regarding eligibility policy.

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

Grades 7-8

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

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

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

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

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

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

Students in grades 9-11 will be allowed to repeat a failed subject until the mid-year. If at that time, he/she is passing both the lower and upper grade subject he/she will be allowed to be promoted to the upper grade homeroom.

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

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

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

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

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

Homeroom Placement:

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

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

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

Class Enrollment

Students are required to be enrolled in a minimum of five (5) academic credits per school year. Students may not be scheduled for more than two study halls per school day unless prior administrative approval has been granted. This limitation also applies to students attending CV-TEC. Although some of their academic credits are earned through CV-TEC rather than directly at Chazy Central Rural School, they are still subject to the maximum of two study halls per day unless otherwise approved by the administration.

Honor Roll Determination

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

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

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

Not receiving credit for a course by passing the Regents.

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

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

Policy for Attendance at Summer School- If offered

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

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

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

If a student fails a course the options are:

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

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

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

Minimum Graduation Requirements

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

Advanced Regents Diploma

English- 4 units of credit
 Social Studies- 4 units of credit
 Math- 3 units of credit
 Science- 3 units of credit
 Second Language(French)- 3 units of credit
 Health- .5 unit of credit
 Arts- 1 unit of credit
 Physical Education- 2 units of credit(.5 each year)
 +1.5 Elective Unit for 22.5 Total Credits

Regents Diploma

English- 4 units of credit
 Social Studies- 4 units of credit
 Math- 3 units of credit
 Science- 3 units of credit
 Second Language(French)- 1 unit of credit
 Health- .5 unit of credit
 Art- 1 unit of credit
 Physical Education- 2 units of credit (.5 each year)
 +3.5 units of electives for 22.5 Total Credits

Minimum Examination Requirements

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

Minimum Examination Requirements

Algebra CC- 65-100 Regs.
 Global History- 65-100 Regs.
 U.S. History- 65-100 Regs.
 ELA Common Core- 65-100 Regs.
 Earth and Space Science- 65-100 Regs.-
 Regional French Proficiency- 65-100 Regs.

*Indicates a Chazy requirement

* Indicates a Chazy requirement

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

Algebra	Geometry	Algebra 2
Earth Science	Living Environment	Chemistry

Class Rank

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

College Credit through Clinton Community College (CAP Program)

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

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

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

CV-TEC-CTE Credit

Chazy Central Rural School will grant elective credit in CTE English for students successfully completing a two-year program at CV-TEC. This elective will not replace their English requirement from CCRS.

Many CV-TEC programs offer credits in math and science. Students are encouraged to complete their third credit of math and science at CCRS, but if their schedule does not allow this, credit can be received through their CV-TEC program. If credit is received at CCRS, elective credits will be granted for the completion of these courses.

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

New Visions Medical & Engineering

Chazy Central Rural School will grant English credit to students enrolled in the New Visions Medical or Engineering programs. Students enrolled in either program are not required to take English 12 at Chazy Central Rural School, although they are encouraged to do so or participate in the CAP ELA program if their schedule permits. Students enrolled in the New Visions Medical program are also not required to take Government and Economics at CCRS, as those courses are embedded within the program (Government & Economics is not embedded into New Visions Engineering). The study hall limitation applies to all New Visions students, who may not be enrolled in more than two study halls unless administrative approval has been granted.

Student Awards and Scholarships

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

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

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

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

Chazy is fortunate to offer many local, private, and college scholarships to our graduating seniors. Scholarship information/applications are available in the Guidance Office. Awards and scholarships will be announced at graduation if the guidance office has been informed about them.

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

Enrollment and Transferring

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

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

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

Student Records

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

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

"To Parent(s)/Eligible Students:

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

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

Parents of a student under 18, or a student 18 or older, have a right to inspect and review any and all official records, files, and data directly related to their children or themselves, including all material that is incorporated into each student's cumulative record folder and intended for school use or to be available to parties outside the school or school system, and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement(grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological test, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious recurrent behavior patterns.

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

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

Student records, and any material contained therein which is personally identifiable, are confidential and may not be released or made available to persons other than parents or students without the written consent of such parents or students. There are a number of exceptions to this rule,

such as other school employees and officials, and certain state and federal officials, who have a legitimate educational need for access to such records in the course of their employment.

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

Transfer Credit

A. General

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

B. Evaluation of transcripts by Principal

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

C. General guidelines for awarding transfer credit

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

Employment of Students

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

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

Dances

Dances are held in the school cafeteria. Bands and DJ's are to be approved by the administration. The sponsor and several other faculty members are to chaperone (two (2) faculty/staff and four (4) other chaperones, preferably parents of the sponsor class). At least one chaperone must have defibrillator training.

Guests (non-Chazy Central students in grades 7-12) of Chazy Central students may be invited to dances. All guests must be entered on a sign-up sheet in the guidance office by the announced deadline. All school rules, including dress code, apply at school dances. Students will be held responsible for the behavior of their guests.

Field Trips

Field trips that are properly planned and supervised provide valuable opportunities to extend classroom instruction and extracurricular learning.

Students whose parent or guardian has signed the District's *Off-Campus Release* form may participate in school-sponsored field trips contained within the school day (8:10-3:15) without submitting an individual permission slip. Parents and guardians will receive advance notification of each field trip through ParentSquare. If a student is unable to attend due to a prior commitment or other circumstance, the parent or guardian should notify the Main Office as soon as possible.

Students who do not have a signed Off-Campus Release form on file must submit a permission slip signed by a parent or guardian before they will be permitted to participate in the field trip.

School-provided transportation will be used for all field trips, and all school bus rules and expectations remain in effect. Students are expected to return to school using the transportation provided unless prior approval has been granted by the Superintendent or Principal for the student to leave the event with their parent or guardian.

All field trips which begin before the regular start of the school day and/or return after the end of the school day will require a signed permission slip. Parents are expected to drop-off and pick-up students for early arrivals or late returns.

SAFETY

Accident Prevention and Safety Procedures

These rules are to ensure the safety of students and employees of the district while on district property.

All students and members of the school community must:

1. Immediately report any conditions involving equipment or buildings which may be dangerous to student or employee health or welfare;
2. Immediately report any unsafe practices by anyone in the building or on the grounds;
3. Ride bicycles only on the roadways and only after school hours; park bicycles in the rack provided by the school; **skateboards and rollerblades are not allowed on school property; ATV and snowmobiles are not permitted on school property.**
4. Observe the 10-mile per hour speed limit on school grounds.

Safety Drills

New York State law requires that safety drills, this includes fire drills, lock-down drills, and emergency evacuations, be held periodically. For fire drills, specific instructions on which exit to use are posted in each room. When the alarm sounds, all students are to leave the building in a quiet, orderly manner as rapidly as possible without running. There is to be no talking as, in an emergency, it would be important that all hear directions. Students will line up at a safe distance from the building and will re-enter only when the signal for their return sounds, using the same route to return to class.

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

Emergency School Closing

The ParentSquare system will be used for school closures such as snow days and emergency closings; other school events will be posted when possible. These messages are sent by telephone, text, and/or email. There is no need to respond to the messages.

If you are not currently connected to our ParentSquare system or are having issues, please contact Christy Barcomb at 518-846-7135 ext. 500.



Utilities Failure (Power, Water, etc.)

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

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

Emergency Plan/Safety Plan

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

Each year, the school will stage a test of the Early Evacuation Procedure portion of the School Safety Plan, including practice in lockdown, evacuation, and early dismissal procedures. Parents will be informed of any such drill.

The School District Safety Plan includes the following:

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

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

School Programs/Support Services

The School Health Office and Health Services

1. **Emergency illness and injury-** During the school day, the Health Office is staffed with a school nurse who can assist with assessment of illness and first aid for injury. If the Health Office is closed, emergencies should be directed to the Main Office so that the school nurse can be notified. If it is necessary for a student to be excused from school due to illness or injury, those arrangements must be made by the school nurse, using the emergency information cards that are updated yearly.
Parents should be advised that if a student drives him/herself to school and it becomes necessary for that student to be sent home ill from the health office, parents will be notified of the illness by the nurse and arrangements must be made to pick the student up at school and sign them out in the Main Office. **THE STUDENT WILL NOT BE ALLOWED TO DRIVE OR WALK THEMSELVES HOME.**
2. **Accident Insurance-** The school district provides a supplementary insurance plan to help with the cost of medical bills for school-related injuries. The family insurance remains the primary insurance provider; the Supplementary Insurance Plan becomes the secondary insurance provider. If an injury requiring medical treatment occurs at school or at a school practice or event, it is important that a written accident report be made to the Health Office. Without an accident report on file, the student is not eligible for any insurance reimbursement.
3. **Physical Examinations-** Physical examinations are required in grades 7 and 10, and annual physical examinations, athletic certificates and health updates are required for all interscholastic athletes. The school district hires a health care provider who will provide these physicals at the school's expense. The school district will also provide the required physical examination for working peppers if needed when the health care provider is in the building. If you need to have a physical examination for any of these purposes, arrangements should be made through the school nurse. Students may elect to have these examinations at their private physician's office at their own expense, with appropriate documentation forwarded to the Health Office within two weeks.
4. **Medication in school**
 - A. **Administration of Prescription and Nonprescription Medications**
A written order from a duly licensed prescriber and written permission to administer the medication are required. All medications, including nonprescription drugs, given in

school shall be prescribed by a licensed prescriber on an individual basis as determined by the student's health status, and agreed in writing by parent or guardian.

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

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

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

2. Special Considerations

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

B. Parental Responsibilities

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

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

School Counselors

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

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

courses which will be of benefit to them in reaching their goals. Some of the areas that the counselor assists with are:

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

Pupils in grades 7-12 are welcome in the Guidance Office at any time in a crisis situation.

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

School Psychologist

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

Community Relations

Faculty and Staff

A faculty and staff listing with phone extensions and email addresses can be found on the school website www.ccrsk12@chazy.org

Public Information

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

School District Records

Often parents, students, and other community members may want to have specific information about the school district. Information about student records is discussed in a later section of the handbook. For information on other topics, interested persons may inspect and/or copy school district records at the Office of the School Business Administrator, Kaitlin Tetrault, during regular business hours.

Parent Involvement

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

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

The student management system, Schooltool, provides the Parent Portal with an opportunity for parents/guardians to view their student(s) grades at any time. If you need a user password please contact the Guidance Office at (518) 846-7135 ext. 500.

For further information on how parents can be involved at the junior-senior high school level, contact the High school Principal at (518) 846-7135 or the President of the Parent Teacher Organization. For information on how parents can assist their children academically, contact the teacher directly or school Guidance Office at (518)846-7135, extension 500.

Parent Teacher Organization

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

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

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

Free and Reduced Price Food Services

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

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

Gate Receipts and Admissions

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

Appendix A

Chazy Central Rural School **Grades K–12 Cell Phone & Personal Device Policy**

Device Policy Overview

This policy applies to cell phones, smartwatches (even when set to “school mode”), iPods, tablets, and any device capable of connecting to the internet or communicating externally, unless specified for educational use and approved by administration.

Students are strongly encouraged to leave cell phones and other personal electronic devices at home. If a student chooses to bring a device to school, it must be stored in their locker, or cubby for grades K-3, upon entering the building at 8:10 a.m. and remain there until dismissal at 2:25 p.m. or 3:15 p.m. for students who are staying for 8th period. .

Devices may not be carried on the student’s person or used at any time during the school day (8:05 to 3:15)—including during class, hallway transitions, study hall, and lunch periods.

Headphone Use

With teacher permission, students may use headphones or earbuds during the school day as long as devices are connected directly to their Chromebook. Headphones or earbuds may not be used in hallways.

Parents/Guardians Contact

To contact students during the school day, parents should call the main office at 518-846-7135. Office staff will relay the message or call the student down as necessary.

If a student needs to contact home for urgent reasons, they may request to use a school phone or visit the main office, elementary office, or guidance office.

Digital Communication with Parents

At the request of parents or guardians, students may be permitted to send emails to their parents or guardians during the school day using their school-issued Chromebooks. This functionality is enabled by default for email addresses listed in SchoolTool.

To request the activation of this communication feature, please submit your request in writing to Mrs. Christy Barcomb at cbarcomb@chazy.org.

For elementary students, please submit your request to Mrs. Amanda Thew athew@chazy.org.

Student Safety & Emergencies

Chazy Central Rural School prioritizes student safety. In the event of a school-wide emergency:

- Established safety protocols will be followed.
- Communication with families will occur through Parent Square as appropriate.
- Staff and administration are equipped to respond promptly.

In the event of a school-wide emergency, students may be granted access to their cell phones to check in with families or arrange transportation, when deemed appropriate by school administration.

Consequences for Cell Phone Usage

Infraction	Consequences
1st Infraction	• Device held in the office for the remainder of the day. • 5-day probation: Student drops off and picks up devices daily at the main office. • Parents/Guardians contacted.
2nd Infraction	• Device held in the office for the remainder of the day. • Parents/guardians must pick up the device from the office.

	• 10-day probation: Student drops off and picks up devices daily at the main office.
3rd Infraction	• Device held in the office for the remainder of the day. Parents/guardians must pick up the device from the office. • 25-day probation: Student drops off and picks up devices daily at the main office. • Meeting with the principal, student, and parents/guardians.
4th Infraction	• Device held in the office for the remainder of the day. Parents/guardians must pick up the device from the office. • 50-day probation: Student drops off and picks up devices daily at the main office. • Meeting with the superintendent, principal, student, and parents/guardians.
5th Infraction	• Device held in the office for the remainder of the day. Parents/guardians must pick up the device from the office. • Probation for the remainder of the school year, potentially extending into the following school year.

***Failure to follow directions from faculty or staff will result in increased disciplinary consequences for insubordination, regardless of the original infraction.

School administration maintains the authority to exercise discretion in evaluating incidents and determining appropriate consequences. This allows for flexibility in addressing unique situations while upholding the overall standards and expectations of the school community.

Medical Exceptions:

In cases where a documented medical condition necessitates the use of a personal cell phone during the school day, a formal exception to the general cell phone policy may be requested. All medical exceptions must be reviewed and approved by the district office in collaboration with the school nurse and administration.

Once approved, the student will be permitted to carry their cell phone on their person, but the device must remain secured in a designated pouch, provided by the school, which is fastened with Velcro to discourage frequent access.

The phone may only be used for medically necessary purposes as specified in the approved documentation. Any misuse of this privilege will result in disciplinary action in accordance with the school's cell phone policy.

Inappropriate Use of Digital Devices

Students are expected to respect the privacy of others. Taking pictures or videos without the verbally expressed permission of others, including students and adults, is an inappropriate use of technology. If a personal cell phone or personal device is used to take pictures/videos during the school day, students will be assigned additional disciplinary consequences in addition to cell phone restrictions (sharing pictures/videos via text message or social media will result in more severe consequences).

Sign-Off

Students and parents/guardians are required to sign a cell phone policy agreement at the start of each school year or upon enrollment, confirming they understand the outlined policy and consequences.

APPENDIX B - Electronic Network Acceptable Use Policy

Electronic Network Use Rules (Acceptable Use Policy)

Chazy Central Rural School students and staff have an exciting opportunity to become members of the information superhighway. Access to the Internet provides vast, diverse, and unique resources. An individual can locate information anywhere in the world. Connection to universities, national libraries, businesses and museums is easily within the realm of possibility. With this opportunity comes the responsibility for appropriate use. It is for this reason that an acceptable use policy has been drawn up concerning use of both the network and the Internet.

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

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

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

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

Respect for Privacy

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

Please be sure to carefully read this document before signing.

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

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

- Reads and posts messages to personal email accounts and/or social networking accounts (students and non-employees).
- Uses computer resources for political activity.
- Uses computer resources for private use.

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

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

Plagiarism

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

Copyright

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

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

Citing Sources

Be sure to include all necessary information when citing sources.

*More information may be found in the attached addendum.

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

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

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

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

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

References:

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

APPENDIX C

Code of Conduct

For School Clubs and Interscholastic Athletics

Introduction: At the Chazy Central Rural School District, we believe in fostering a positive and respectful environment for all students participating in school clubs and interscholastic athletics. This Code of Conduct is designed to guide behavior and promote personal growth and responsibility. Our approach is progressive, with an emphasis on education and growth rather than punitive measures. The goal is to create a safe and inclusive space for all participants to excel, learn, and develop as individuals.

Section 1: General Expectations

Respect: All participants shall treat each other, coaches, advisors, and opponents with respect, regardless of differences in backgrounds, abilities, or perspectives.

Responsibility: Participants are expected to fulfill their commitments, attend meetings, practices, and events regularly, and communicate promptly with advisors or coaches.

Representative of School Community: Representing one's school and community is not only a core principle of this Code of Conduct but also a fundamental aspect of personal development and community well-being. It fosters a positive, respectful, and inclusive environment that benefits all participants and contributes to the overall success and reputation of the school and its community. The importance of positively representing your school and community is a fundamental aspect of the Code of Conduct for School Clubs and Interscholastic Athletics at the Chazy Central Rural School District. Here are several key reasons why positively representing your school and community is emphasized within this code:

A. Reflecting School Values: By treating each other, coaches, advisors, and opponents with respect, participants embody the values and principles that the school community holds dear. This positive behavior reflects well on the school and its mission.

B. Building a Positive Reputation: When participants conduct themselves with respect and responsibility, it contributes to the school's reputation as a place that fosters personal growth, teamwork, and character development. A positive reputation can attract more students, community support, and opportunities for the school.

C. Enhancing the Learning Environment: A respectful and responsible environment is conducive to learning and personal growth. Students who feel safe and included are more likely to excel academically and personally.

D. Community Pride: A school is often a central part of a community, and the behavior of its students and athletes reflects on the community as a whole. Positive representation instills a sense of pride in the community and can lead to increased support for school programs.

E. Role Modeling: Participants in school clubs and athletics often serve as role models for their peers and younger students. Their behavior sets an example for others to follow, promoting positive conduct throughout the school.

F. Promoting Sportsmanship: In interscholastic athletics, demonstrating respect for opponents and officials, even in the heat of competition, is a core tenet of sportsmanship. Upholding these values contributes to a positive sports culture and fair play.

G. Encouraging Accountability: The Code of Conduct's progressive intervention approach teaches participants to take responsibility for their actions. This accountability is a crucial life skill that can benefit individuals in their future endeavors.

H. Creating a Safe Space: A respectful and inclusive environment ensures that all participants feel safe and welcome. This is essential for their emotional well-being and personal development.

I. Minimizing Distractions: Negative behavior can be distracting and disruptive to the learning and athletic environments. By emphasizing positive conduct, the school aims to minimize these distractions, allowing everyone to focus on their goals.

J. Long-Term Success: Learning to positively represent one's school and community is a valuable life lesson. It helps participants build strong character traits and interpersonal skills that can contribute to their long-term success in various aspects of life, including their careers and relationships.

Section 2: Progressive Intervention

Code of Conduct: Frequency Minor Infraction (Category 1 & 2)

Stage 1: Education and Counseling

Counseling: In cases of frequent minor infractions (category 1 or 2 in the code of conduct) or first-time offenses, participants may meet with a counselor or principal who will guide them in understanding the code of conduct and its importance.

Conflict Resolution: Participants involved in verbal disputes or conflicts when under supervision of the team or the club will be encouraged to engage in mediation and conflict resolution strategies to address issues positively.

Stage 2: Restorative Measures

Restitution: Participants may be required to engage in activities that contribute positively to the school community, such as community service, to make amends for their actions.

Workshops, Seminars, and Counseling: Participants may be required to participate in workshops, seminars, counseling, or other programming designed to enhance their understanding of values, ethics, decision making, and teamwork.

Stage 3: Behavior Intervention Meeting

Meeting: Participants will be required to attend a meeting with the principal or superintendent and the extracurricular advisor after 3 level one or two referrals during a season or five referrals during the school year. A meeting will be set up after any level 4-6 referral.

Behavior Participation Contract: At the meeting, students will be presented with a Behavior Participation Contract outlining expectations for future conduct and the potential consequences for failing to meet those expectations. Consequences may include, but are not be limited to, restrictions from participating in school-sponsored events or activities, including field trips, performances, competitions, meetings, practices, and games; removal from a specific activity; or suspension or removal from one or more co-curricular or extracurricular activities.. The contract will need to be signed by the student and parents within two days. If the document is not signed and returned within the timeline, then the student will be ineligible to participate until the contract is signed and returned.

Timing: If five or more referrals have been reached before the beginning of an activity or sports season, a meeting will be scheduled and a behavioral contract signed before the student may begin practicing.

Previous Contracts: If a student has been placed on a contract in the previous school year, a behavior contract can be put in place with two or more referrals within a season or school year.

Category 4-6 Infractions or repeated Category 1, 2

Stage 4: Suspension or Probation

Probationary Period: Continued violations may result in a probationary period during which participants will have limited participation in club or athletic activities. Probationary periods will be aligned with the consequences assigned by an administrator.

Loss of Leadership Roles: Participants holding leadership positions may be temporarily or permanently removed from their roles, depending on the severity of the infraction. Examples: Officers of clubs, class officers, or team captains.

Stage 5: Disqualification

Temporary Suspension: Participants may be temporarily suspended from all club or athletic activities for a specified duration at the discretion of the Athletic Director and the Administration.

Permanent Disqualification: For repeated, severe, or unremedied violations, participants may be permanently disqualified from club or athletic participation up to a calendar year (365 days).

Section 3: Alcohol, Drugs, and Vaping

The possession, consumption, distribution, or use of alcohol, illicit drugs, or vaping products, including e-cigarettes, during club or athletic activities, on/off school premises, or at school-sponsored events is strictly prohibited.

Progressive Intervention for Substance Use May Include:

A. First Offense

In the event of a first violation of the substance use policy, participants will be subject to the following actions:

Substance Abuse Education and Counseling

- a. Participants will be required to attend substance abuse education and counseling sessions.
- b. A referral to clinicians on the school campus will be initiated, mandating up to three counseling sessions.
- c. Treatment Plan Upon completion of the initial counseling sessions, a treatment plan may be recommended, which could include further counseling.
- d. Students may continue to participate in their sport or activity as long as they are actively engaging and participating in the substance abuse education and counseling required.

Optional Referral: It is important to emphasize that the referral and subsequent treatment are optional. If parents or students are not committed to this process, they may choose suspension from extracurricular activities for up to three months.

B. Second Offense

In the event of a second violation of the substance use policy during the academic school year, participants will be subject to the following actions:

- a.) Referral - Suspension from participation in club or athletic activities for up to six months (2 seasons).
- b.) Education and Counseling - The student will be required to participate in the substance abuse education and counseling process outlined in the First Offense if they wish to participate in club or athletic activities after the suspension.

C. Third Offense

In the event of a third violation of the substance use policy during the academic school year, participants will be subject to the following actions:

- a.) A third violation will lead to permanent disqualification from all club or athletic activities for one calendar year (365 days).

Section 4: Reporting and Confidentiality

Reporting: Any member of the school community who becomes aware of a code of conduct violation is encouraged to report it to the appropriate advisor, coach, or school authority.

Confidentiality: All reports and investigations will be handled with discretion and respect for privacy. Information related to disciplinary actions will be disclosed only to those who have a legitimate need to know.

Section 5: Academic Eligibility Provision

Objective: The purpose of this provision is to promote academic excellence among students in grades 7–12 by reinforcing that academics take priority over participation in co-curricular activities. Academic eligibility expectations apply throughout the entire school year, regardless of whether a student is currently participating in an activity. Students placed on academic ineligibility are expected to continue progressing through all required interventions and meet established expectations until they have successfully regained academic eligibility.

Eligibility Criteria:

At the end of each 5-week report or marking period, any student failing two or more subjects will be placed on academic probation. This probationary period applies to all co-curricular activities, including athletics and clubs.

1st Offense Intervention Process:

- Students on academic probation are required to stay for and utilize the 8th period to receive extra help in the subjects they are failing. Students may be assigned an academic or structured study hall and will be required to attend that class.
- To continue full participation in co-curricular activities, students must obtain the respective teacher's sign-off via the academic eligibility form (see appendix A), confirming their active effort to improve academic standing in the subject(s) they are failing.
- Students failing to obtain sign-offs from teachers of the respective subjects being failed will not be eligible to participate in co-curricular activities until the next 5-week report or marking period.
- Students will be assigned to Academic Study Hall with any available 8th periods for the next 10 weeks.

2nd Offense Interventions & Consequence:

- All interventions and expectations listed under the 1st Offense.
- The student is assigned to academic recovery until all missing work is complete.
- Students may continue to practice and participate in their extracurricular activity but the student may not participate in any activity, including club meetings, during 8th period or lunch. Permissions may be granted by the administration.
- *Thought: In the case that the student is missing work, academic detention may be assigned until the student has completed all missing assignments.*

3rd Offense Interventions & Consequence:

- Any subsequent occurrence in which a student is failing two (2) or more courses at the end of a five-week marking period will result in **immediate Academic Ineligibility** for the following five-week marking period, without a probationary period.

Academic Review: Students may request that their situation be placed under academic review. In cases where students have regularly been attending 8th periods, completing assignments in a timely

manner, and participating in required interventions, exceptions may be made to the interventions and processes listed above at administrative discretion.

Time Sensitive Events Clause: In the event of sectionals or other time sensitive school events (school play, concert, etc...) students will not be removed from the team or activity because of academic eligibility.

Teacher Responsibilities:

- Teachers of the subjects failed by the student should engage with those students seeking extra help during 8th period.
- Teachers should provide constructive feedback on the student's efforts to improve academic performance.
- Teachers are responsible for signing off on the student's academic eligibility form and submitting the documentation to the student if they have made an effort to improve their academic standing in that class.

Review and Appeals:

- A review committee, composed of a teacher, administrator, and guidance counselor, will convene to assess the academic progress of students on probation.
- Students have the right to appeal decisions to the superintendent based on extenuating circumstances affecting their academic performance.

Implementation:

- This provision will be communicated to all students, parents, and relevant staff members at the beginning of each school year.
- Regular reminders and updates will be provided to ensure awareness of academic probation procedures.
- The 7-12 principal will oversee the implementation and adherence to this provision.

It is our goal that by implementing this Academic Eligibility Provision, the Chazy Central Rural School District will foster a culture of academic responsibility while maintaining the well-rounded development of students through their participation in co-curricular activities.

Section 6: Student Attendance

In the case that a student is running late, absent, or needs to leave school early due to various reasons, their eligibility to participate in scheduled games or activities will be determined by the following conditions:

Reporting Time: The student must arrive at school no later than 10:00 AM.

Tardiness Explanation: For any tardiness, a note explaining the reason must be submitted. This note can be issued by the parent/guardian or a medical professional.

Excused Absences: Absences, tardiness, or early departures from class or school are excused under the following circumstances:

- Personal illness or injury
- Illness or death in the family
- Impassable roads or inclement weather
- Religious observance
- Military obligations
- Required court appearance

- AP examinations
- Attendance at BOCES program or cooperative work programs
- Approved college visits
- Quarantine
- Medical appointments

All other reasons for absence are considered unexcused.

***Other unforeseen circumstances will be considered by administration on a case by case basis.*

Section VII: Student Suspensions

Students undergoing In-School Suspension (ISS) or Out-of-School Suspension (OSS) on the day of any extracurricular event will not be permitted to attend or participate in that event. This includes sports practices, competitions, club meetings, rehearsals, and school events such as dances or concerts. In the event of a multi-day suspension which encompasses a weekend (ex. Thursday through Monday), students are not permitted to participate in events on Saturday or Sunday.

*** Reserve Clause for Serious Penalties:**

The school reserves the right to implement more serious penalties beyond those expressly outlined in this code of conduct when, in its discretion, it is deemed necessary to address particularly severe or egregious violations. Such violations may include, but are not limited to, actions that pose a significant threat to the safety and well-being of individuals, the integrity of the school community, or the reputation of the school. The decision to impose a more serious penalty will be made on a case-by-case basis, taking into consideration the nature and severity of the offense. The school's administration will communicate the reasons for implementing a more serious penalty to the student involved and, where applicable, to their parents or guardians. The school's determination in this regard shall be final.

Athletic/Extracurricular Eligibility Form

Name: _____

Date: _____

Sport: _____

Grade: _____

Students: *It is your responsibility to bring this form to your teachers. After the form is completed, submit it to the front office. Students will not be allowed to return to their activity until this form has been signed and returned, provided that academic progress has been made.*

Teachers Directions: *For each subject that the student was failing at the five-week or marking period, list the subject(s), the current grade in the class, write comments regarding the student's progress/effort, sign and date the form, and then return the form to the student.*

Subject	Grade	Teacher Comments	Teacher Signature/Date Signed

Principal Signature: _____

Athletic Director Signature: _____

Athletic/Extracurricular Code of Conduct

Student Acknowledgment and Agreement

I acknowledge that I have received, read, and fully understand the Chazy Central Rural School Athletic and Extracurricular Code of Conduct. I understand that this Code outlines the expectations, rules, and statutes that govern the conduct of all students participating in school athletics and extracurricular activities.

By signing this document, I agree to adhere to all the standards and regulations set forth in the Code of Conduct. I recognize that my participation in these activities is a privilege, not a right, and that failure to comply with these standards may result in disciplinary actions presented in the code.

I further understand that this Code of Conduct applies at all times during my participation in school-sponsored athletic and extracurricular programs, including during the school day, at all school events, and outside of school hours when my behavior could reflect on the school or its programs.

By my signature below, I affirm that I have read, understood, and agree to abide by the Chazy Central Rural School Athletic and Extracurricular Code of Conduct.

Student Signature: _____

Parent/Guardian Signature: _____

Date: _____

Please keep the Athletic and Extracurricular Code of Conduct for your reference. Rip off this last page and return it to the main office.

