

CHESTER UNION FREE SCHOOL DISTRICT STUDENT HANDBOOK 2025-2026



The Chester School District develops global leaders by providing students with learning opportunities that foster critical thinking, creativity, collaboration, and communication. Students engage in authentic applications that support inquiry and innovation through partnerships with their community, local businesses, and higher education.



The CUFSD Handbook is designed to provide students and families with comprehensive information, ensuring you have the resources and support necessary for a successful and fulfilling year at school.

Should you have any questions, concerns, or issues, we encourage you to follow our recommended chain of communication, outlined in the pages that follow. This approach ensures your inquiries are addressed by the individuals most knowledgeable about the specific topic or issue. By directing your concerns to the appropriate contact, we aim to support you with accurate information and prompt solutions.

Thank you for your partnership and commitment to supporting a safe, respectful, and welcoming environment where all students can reach their highest potential.

TABLE OF CONTENTS

TABLE OF CONTENTS	3
CUFSD DIRECTORY	6
BOARD OF EDUCATION DIRECTORY.....	6
SCHOOL DISTRICT OFFICE DIRECTORY.....	7
CHESTER ELEMENTARY DIRECTORY.....	8
CHESTER ACADEMY DIRECTORY	8
CUFSD CHAIN OF COMMUNICATION	9
COMMUNICATION & ALERTS	11
DELAYED OPENINGS, SNOW, AND EMERGENCY CLOSINGS.....	11
PARENT/TEACHER CONFERENCES	11
HEALTH & SAFETY	11
CLOSED CAMPUS.....	11
CUSTODY ISSUES.....	11
EMERGENCY PLANS	12
FIRE DRILLS	12
LOCK DOWN/LOCK OUT DRILLS	12
MEDICATIONS.....	13
PHYSICAL EXAMINATIONS.....	13
RECESS/PLAYGROUND GUIDELINES.....	13
STUDENT ACCIDENT REPORT	13
VISITORS	14
ATTENDANCE	14
ABSENCE FROM SCHOOL.....	14
ABSENCE FROM CLASS	15
LATE ARRIVAL	15
EARLY LEAVES.....	15
SIGNING OUT STUDENTS	16
ACADEMIC & STUDENT SUPPORTS	17
COMMITTEE ON SPECIAL EDUCATION.....	17
FIELD TRIPS.....	17
HOMEBOUND INSTRUCTION.....	17
HOMEWORK.....	17
LIBRARY/MEDIA CENTER.....	18
PHYSICAL EDUCATION DEPARTMENT GUIDELINES.....	19
TEXTBOOKS.....	19
CHESTER ACADEMY GUIDANCE DEPARTMENT SERVICES	20
ALTERNATE WAYS OF EARNING CREDITS.....	20
OUBOCES CAREER & TECHNICAL EDUCATION CENTER (CTEC).....	21

OUBOCES CAREER & TECHNICAL EDUCATION CENTER CERTIFICATE.....	22
CLASS RANK COMPUTATION.....	22
TRANSFER STUDENTS.....	22
COURSE REQUIREMENTS.....	22
DOUBLING UP.....	22
GRADUATION.....	22
HONOR ROLL.....	23
MARKING POLICY.....	23
MIDDLE SCHOOL RETENTION.....	23
NATIONAL HONOR SOCIETY AND NATIONAL JUNIOR HONOR SOCIETY.....	23
NCAA CLEARINGHOUSE.....	24
REPORT CARDS - INTERIM REPORTS.....	24
STUDENT AWARDS AND SCHOLARSHIPS.....	24
INSTRUCTIONAL SUPPORT TEAM/ MULTI-TIERED SYSTEMS OF SUPPORT.....	24
ATHLETICS AND EXTRACURRICULAR ACTIVITIES.....	27
INTERSCHOLASTIC ATHLETICS.....	27
INTRAMURALS.....	28
ATHLETIC CONTRACT.....	28
ATHLETIC INSURANCE.....	30
TRANSPORTATION OF ATHLETES TO & FROM AWAY ATHLETIC EVENTS.....	30
ATHLETIC CERTIFICATE OF PARTICIPATION.....	30
ACTS OF STEALING.....	30
RESPONSIBILITY FOR EQUIPMENT.....	31
QUITTING A TEAM.....	31
ELIGIBILITY GUIDELINES FOR PARTICIPATION IN ATHLETICS, CLUBS & SCHOOL EVENTS.....	31
SPORTSMANSHIP FOR ATHLETES.....	31
SPORTSMANSHIP CODE.....	32
CHESTER SPORTSMANSHIP CODE FOR SPECTATORS.....	32
ADDITIONAL GUIDELINES WHICH WILL BE FOLLOWED AT CHESTER:.....	33
DISCIPLINARY PROCEDURES.....	33
ALLIED ACTIVITIES FUND.....	33
CLUBS AND ACTIVITIES.....	34
TRANSPORTATION.....	36
BUS—REGULATIONS.....	37
BUS—DISCIPLINARY PROCEDURES.....	37
DISMISSAL ROUTINE CHANGE.....	38
TRAFFIC SAFETY.....	38
WALKER SAFETY.....	38
CODE OF CONDUCT.....	39

INTRODUCTION	39
DEFINITIONS.....	40
STUDENT BILL OF RIGHTS AND RESPONSIBILITIES	43
RIGHTS OF STUDENTS	43
RESPONSIBILITIES OF STUDENTS	46
THE ROLE OF PARENTS	46
THE ROLE OF SCHOOL PERSONNEL.....	47
THE ROLE OF TEACHERS	47
THE ROLE OF BUILDING ADMINISTRATORS	49
THE ROLE OF DISTRICT ADMINISTRATORS	50
THE ROLE OF THE BOARD OF EDUCATION.....	50
CONDUCT OF VISITORS	50
REPORTING CODE VIOLATIONS	51
REMOVAL OF A STUDENT FROM THE CLASSROOM	51
STUDENT SUSPENSION PROCESS.....	52
OFF-CAMPUS MISCONDUCT	56
DRESS CODE.....	56
COMPUTER AND INTERNET USE	57
STUDENT USE OF ELECTRONIC COMMUNICATION DEVICES	58
BUS RULES.....	58
SUSPENSION FROM EXTRA-CURRICULAR, CO-CURRICULAR ACTIVITIES, AND SCHOOL FUNCTIONS	59
SUSPENSION OF STUDENTS WITH DISABILITIES	59
PUBLIC CONDUCT ON SCHOOL PROPERTY.....	63
PROHIBITED CONDUCT	63
PENALTIES AND PROCEDURES	65
ENFORCEMENT PROGRAM	65
DISSEMINATION OF CODE OF CONDUCT	66
DISCIPLINE CODE GRADES K-12	66
ADDITIONAL RESOURCES & LINKS	71
DIGNITY FOR ALL STUDENTS ACT (DASA)	71
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT	71
TITLE IX.....	71

CUFSD DIRECTORY
BOARD OF EDUCATION DIRECTORY

BOARD OF EDUCATION MEMBERS		
PRESIDENT	Kim DiCurcio	Click Here to Email
VICE-PRESIDENT	Caroline Negersmith	Click Here to Email
BOE MEMBER	Diane Arnett	Click Here to Email
BOE MEMBER	Lisa Hines-Johnson	Click Here to Email
BOE MEMBER	Rosalie Pena	Click Here to Email

SCHOOL DISTRICT OFFICE DIRECTORY

DISTRICT OFFICES

64 Hambletonian Ave Chester, NY 10918

Phone: 845-469-5052 ~ Fax: 845-469-2377

LEADERSHIP AND SUPPORT STAFF		
SUPERINTENDENT OF SCHOOLS	Catherine O'Hara	Click Here to Email
ADMINISTRATIVE ASSISTANT TO THE SUPERINTENDENT & DISTRICT CLERK	Lindsay Iannuzzi	Click Here to Email
ASSISTANT SUPERINTENDENT OF PUPIL PERSONNEL SERVICES & HUMAN RESOURCES	Rachel Loftus	Click Here to Email
SECRETARY TO THE ASSISTANT SUPERINTENDENT	Donna Hart	Click Here to Email
SECRETARY - SPECIAL EDUCATION OFFICE	Deirdre Spalthoff	Click Here to Email
ASSISTANT SUPERINTENDENT FOR BUSINESS	Nicole DeSousa	Click Here to Email
ACCOUNTS CLERK	Donna Powles	Click Here to Email
TAX COLLECTOR	Dennis Lepre	Click Here to Email
PAYROLL CLERK	Karen Bower	Click Here to Email
DIRECTOR OF CURRICULUM, INSTRUCTION & COMMUNICATION	Dayanara Garcia	Click Here to Email
DIRECTOR OF TECHNOLOGY & DATA MANAGEMENT	Daniel Svarczkopf	Click Here to Email
DIRECTOR OF PHYSICAL EDUCATION & ATHLETICS	Michael Doucette	Click Here to Email
SECRETARY FOR THE DIRECTOR OF PE/ATHLETICS	Jill Yannella	Click Here to Email
DIRECTOR OF FACILITIES	Matthew DeRosa	Click Here to Email
HEAD CUSTODIAN	Bill Kanoff	
BUILDING MAINTENANCE MECHANIC	Brett Sutton	Click Here to Email
ASST BUILDING MAINTENANCE MECHANIC	Tyler Kreischer	Click Here to Email
ASST BUILDING MAINTENANCE MECHANIC	Brian Rogers	Click Here to Email

CHESTER ELEMENTARY DIRECTORY

CHESTER ELEMENTARY SCHOOL

2 Herbert Drive Chester, NY 10918

Phone: 845-469-2178 ~ Fax: 845-469-2794

LEADERSHIP AND SUPPORT STAFF		
PRINCIPAL	Mary-Kate Boesch	Click Here to Email
SCHOOL CULTURE COORDINATOR	Doreen Baptiste	Click Here to Email
PSYCHOLOGIST	Emma McKay Rebecca Davis	Click Here to Email Click Here to Email
SOCIAL WORKER	Lisa Ringel	Click Here to Email
SCHOOL NURSE	Denise Rydell	Click Here to Email

CHESTER ACADEMY DIRECTORY

CHESTER ACADEMY

64 Hambletonian Avenue Chester, NY 10918

Phone: 845-469-2231 ~ Fax: 845-469-5831

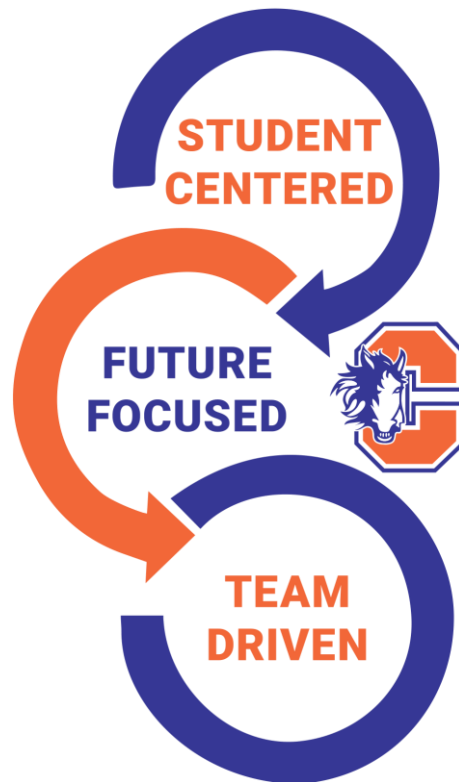
LEADERSHIP AND SUPPORT STAFF		
PRINCIPAL	John Flanagan	Click Here to Email
ASSISTANT PRINCIPAL	Rolando Aguilar	Click Here to Email
SCHOOL COUNSELORS	Yvonne Sternemann (HS) Jennifer Cuomo (MS) Jennifer Burretto Jennine McKenzie	Click Here to Email Click Here to Email Click Here to Email
PSYCHOLOGISTS	Rebecca Davis Monica Gonzalez	Click Here to Email Click Here to Email
SOCIAL WORKER	Tyra Busigo	Click Here to Email
SCHOOL NURSE	Gina Straub	Click Here to Email

CUFSD CHAIN OF COMMUNICATION




To ensure your questions and concerns are addressed efficiently and effectively, we encourage you to start by reaching out to the person most directly involved with your concern. This is your first point of contact in the chain of communication.

This approach ensures your inquiries are addressed by the individual most knowledgeable about your specific topic or issue.

By directing your concerns to the appropriate contact, we aim to support you with accurate information and prompt solutions. Please use the chart on the following page to determine the best point of contact for your situation.



Begin with the Best Point of Contact to Receive Timely and Accurate Information

Topic/Area	1st Contact	2nd Contact	3rd Contact	4th Contact	5th Contact	6th Contact
ACADEMICS STUDENT INSTRUCTION	Teacher	 School Counselor (CA)	Building Principal	Director of Curriculum, Instruction & Communication	Superintendent	Board of Education
SPECIAL EDUCATION	Teacher	Building Principal	Assistant Superintendent of Pupil Personnel Services & HR	Superintendent	Board of Education	
STUDENT CONDUCT	Teacher	School Culture Coordinator (CES) Building Asst. Principal (CA)	Building Principal	Superintendent	Board of Education	
ATHLETICS	Coach	Athletic Director	Building Principal	Superintendent	Board of Education	
CLUBS & EXTRACURRICULARS	Advisor (CA) 	Building Asst. Principal (CA) 	Building Principal	Superintendent	Board of Education	
TECHNOLOGY SUPPORT	Teacher	Tech Support	Director of Technology & Data Management	Superintendent	Board of Education	
HEALTH SERVICES	Health Office Assistant	School Nurse	Building Principal	Assistant Superintendent of Pupil Personnel Services & HR	Superintendent	Board of Education

TRANSPORTATION	Bus Driver	Transportation Coordinator	Business Official	Superintendent	Board of Education	
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COMMUNICATION & ALERTS

DELAYED OPENINGS, SNOW, AND EMERGENCY CLOSINGS

On days school is delayed or closed because of any emergency or bad weather conditions, the district will continue to use a notification system to notify the school community of the status of the situation and decisions made about the school day.

The notification system, ParentSquare, is a service that enhances our communication in the event of an emergency or weather related school closing. The service only allows the school to communicate with family members whose information has been verified in our Student Information System. Please ensure the school district has the most up to date contact information. In the event of an actual emergency, please do not telephone the schools so that telephone lines remain open for emergency communication.

PARENT/TEACHER CONFERENCES

Chester Elementary School

We have two scheduled parent/teacher conference days each year. A third parent conference is optional and may be scheduled by the teacher. Please remember that your child's teacher schedules every parent for a conference, and it is imperative that you arrive at your conference on time. You are welcome to speak with your child's teacher at any time throughout the year.

Chester Academy

Parent conferences are encouraged at any time of the year. Parents may contact individual teachers or your child's Guidance Counselor to arrange for a meeting time with more than one teacher. School wide parent conferences are held after the first marking period. Sign-up for these afternoon and evening conferences is using PTC Fast. You are welcome to speak with your child's teacher at any time throughout the year.

HEALTH & SAFETY

CLOSED CAMPUS

It is the policy of the Board of Education that students in Grades K-12 are not permitted to leave school grounds from the time they arrive until the time they walk home or are transported home after the final dismissal. An exception to the policy will be made for seniors in accordance with written regulations.

CUSTODY ISSUES

Please notify the office immediately if there are any changes in custody or if there is a restraining order for anyone. Custody papers need to be kept on file in the office.

EMERGENCY PLANS

In accordance with regulations of the Commissioner of Education, the District has developed an emergency management 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” or drill of the emergency management plan, including an early dismissal at a time not more than 15 minutes earlier than the normal dismissal time. Parents will be informed of any such “test” at least one week prior to the drill. The District emergency management 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 which may be available for use during an emergency;
7. a system of informing all schools within the district of the emergency;
8. plans for taking the following actions, if appropriate: school cancellation; early dismissal; evacuation; and sheltering;
9. pertinent information about each school (including school population, number of staff, transportation needs, and the telephone number of key employees of the district, as appropriate); and
10. procedures for obtaining advice and assistance from local government officials.

Copies of the emergency management plan are available in the District Office.

FIRE DRILLS

Fire drills will be conducted approximately 12 times during the school year. At the sound of the fire bell, students should quietly follow teacher instructions, moving quickly and orderly without running. Those not in a classroom should use the nearest exit, and if blocked, follow teacher directions to an alternate exit. Once outside, students should stay with their classes for attendance, ensuring lines move far enough from the building for fire trucks and equipment.

LOCK DOWN/LOCK OUT DRILLS

Students and staff at Chester Elementary School will participate in announced “Lockdown and Lockout” drills. Lock Down and Lock Out are intended to minimize any potential threat to the safety of our students from outside our building or hallway corridors.

The intent of these drills is for routine practice so that everyone knows proper procedures during an emergency.

MEDICATIONS

In accordance with NYS requirements, ANY medications, over the counter medications, or topical ointments or solutions (examples: peroxide, alcohol, Caladryl, cough drops, etc.) need a written order by a medical doctor so that the School Nurse can administer it during school hours.

If the medication has to be given during school hours, the medicine (in its original container), the order from the physician, and parental permission to administer the medication to their child must be presented. All medications must be personally delivered to the School Nurse by the parent or guardian.

PHYSICAL EXAMINATIONS

In accordance with New York State Education Law, student physical examinations are required for all students in Pre-K and grades K, 1,3,5,7, 9 and 11 and also for all students new to the Chester School District.

Annual examinations by your family physician and dentist are recommended to ensure optimal health for students. Forms are available on the CUFSD website under the Health Office tab within the Departments heading.

Examinations should be completed and reports returned to the Health Office between July 1st and October 1st. After this date, a school designated medical provider will conduct a physical appraisal of students for whom we have no report.

RECESS/PLAYGROUND GUIDELINES

Outside recess is a privilege. It is designed to provide recreational and physical activities for the children. In order for the children to have a safe and enjoyable recreational period, the following behavioral guidelines are suggested:

1. Children will be taught and encouraged by school personnel the importance of appropriate behavior. Children are not to leave the playground without the permission of a teacher or designee.
2. Students' behavior will be monitored and rules enforced by school personnel.
3. No physically aggressive behavior is allowed.
4. All safety rules will be followed when using the equipment.
5. All playground materials used at recess must be supplied and approved by the principal.
6. Children are expected to wear appropriate footwear at all times to ensure their safety.

STUDENT ACCIDENT REPORT

If a student receives an injury or becomes ill during a school activity or class, he/she must report immediately to the teacher in charge and the school nurse. Students who become ill during the school day may not leave the school without reporting to the school nurse or to a school principal. A call will be made to parents to notify

them that a student is ill and is to be taken home. If the parents cannot be reached for permission, the student will remain in school under supervision.

Any violation of this rule will be considered cutting and will not be excused by a note from the parents on the day after the incident. This applies to students who become ill during their lunch period. If the student is not at school, a call must be made to the nurse by the end of the lunch period.

A limited accident insurance policy which covers students during school activities is provided. This policy is secondary to the health insurance carried by the family. Insurance forms may be obtained from the health office and should be filed promptly.

Students who know they will be absent for several days should telephone the Guidance Office to arrange for schoolwork to be sent home.

VISITORS

Parents and other citizens are encouraged to visit the school periodically during the course of the school year. Student visitors from other schools, unless they have a specific reason and prior approval of the Building Principals, are not permitted to enter school buildings.

All visitors to the school are required to follow safety protocols, including presenting a state-issued ID for processing through the VisitorAware system. Upon approval, visitors will be issued a visitor's pass, which must be visibly displayed at all times while on school grounds. At the conclusion of the visit, visitors must return to the Security/Greeter Desk to sign out.

ATTENDANCE

ABSENCE FROM SCHOOL

When a student is absent, the parent or guardian must telephone the school office (469-2231) between 7:30 a.m. and 9:00 a.m. to state the reason for the absence. If the parent call is not received, the school will then contact the parent. If the condition is serious and/or must be kept confidential, please ask for the Health Office, especially if the student's return to school requires any special attention.

If parent contact is not made, parents should address absence notes stating the date, the duration, and the reason for the absence to the Main Office. Notes must be submitted the day the student returns to school.

In case of chronic absenteeism, administration will require further documentation (i.e., doctor's note, etc.) and a parent conference.

BOCES C-Tech students must resolve late or absence problems prior to attending their first class.

Students are expected to be in school for the primary purpose of learning and academic growth. Participation in school functions or activities is permitted only if a student is in attendance for at least half of the school day. For Chester Elementary School, a half day is defined as either from the beginning of the school day until noon,

or from noon until the end of the school day. For Chester Academy, it is defined as either from the beginning of the day through the end of 5th period, or from the beginning of 5th period through the end of the school day. On district-designated half days, students must attend for the full duration of the school day in order to participate in athletics or any extracurricular activities.

Only written legal excuses, as defined by Board of Education Policy 7110: Comprehensive Student Attendance, and submitted to the Main Office, will be accepted.

After the 3rd request to leave early, verification of any appointment is required.

ABSENCE FROM CLASS

Regular class attendance is a prerequisite for the successful completion of any course.

Cutting class or having an unexcused absence from any class is considered a serious violation of school policy and will be recorded in the school's discipline system. Parents will be notified, and appropriate disciplinary action will be taken. *Any student who is truant, cuts class, or leaves school without permission will receive a zero for any classes missed and will be subject to disciplinary consequences.*

Suspensions or unexcused absences may jeopardize eligibility for participation in extracurricular activities, such as dances, the prom, concerts, sports, or the senior trip.

LATE ARRIVAL

Punctuality is essential to a successful school day. Any student who is not in homeroom before the 7:40 a.m. bell at Chester Academy must report to the Main Office to obtain a late pass. The first unexcused late (no parent note presented at the time of arrival) will result in a one-hour detention after school. If a student is more than one hour late to school, he/she will be assigned two after school detentions. Three unexcused lates in any four-week period will result in the detentions indicated above and a suspension conference with the principal and the student's parents.

Students arriving after 8:55 a.m. at Chester Elementary School must check in at the greeter/security desk.

EARLY LEAVES

Requests for leaving school early must be in writing, signed by the parent, and must be presented to the Main Office at the beginning of the school day. If the note is not presented at the beginning of the school day, a parent must come to the office to sign a student out. Requests must include:

1. reason for request
2. telephone number where parents can be reached
3. the time of departure and return

A phone call from a parent must be received by the Main Office before the student leaves, if not accompanied by a parent. Students must sign out in the Main Office when they leave and sign in when they return. Failure to follow this procedure will result in disciplinary action.

After the third request, verification of any appointment is required.

SIGNING OUT STUDENTS

Parents/guardians requesting early pick up for their child must provide written notice at the beginning of the school day. This should accompany the child to school and be given to his/her homeroom teacher during attendance.

PLEASE MAKE SURE YOU ARE ON TIME WHEN PICKING UP YOUR CHILD AS ANY LATE ARRIVALS AFTER 3:45 P.M. WILL BE REQUIRED TO PICK UP THEIR CHILD FROM THE MAIN OFFICE.

ACADEMIC & STUDENT SUPPORTS

COMMITTEE ON SPECIAL EDUCATION

The Committee on Special Education meets regularly to make recommendations to the Board of Education and parents regarding the program and placement of children who require special education. The Committee is responsible for finding out what services these children require, preparing an Individual Education Program, assuring that it is acted upon, and conducting annual reviews of student progress. By law, each district must have a Committee on Special Education (C.S.E.) which includes the following people: a school psychologist, a teacher or administrator of special education, a physician, a parent of a handicapped child who lives in the district, and others who may be appointed by the Board of Education. A student may be referred in writing to the C.S.E. by a parent, doctor, teacher, judicial officer, or if over 18 years of age, oneself. A referral should be made to the Chairperson of the C.S.E. or the school administrator. Parents/students who desire further information on these programs and services should contact the Director of Special Education and Pupil Personnel Services at 845-469-5052 ext. 3751.

FIELD TRIPS

Field trips are a valuable extension of classroom instruction, and students are encouraged to participate whenever possible to enhance their educational experiences. Written parental permission is required for all students to attend field trips. Students who have been suspended for disciplinary reasons or are failing more than three subjects may be excluded from field trips at the discretion of the building principal.

HOMEBOUND INSTRUCTION

Students who are injured or ill and will not be able to attend school for more than ten school days should call the Pupil Personnel Office to arrange for a home tutor.

8 NYCRR 100.22 Requests for home/hospital or institutional instruction.

(1) When requesting home, hospital, or institutional instruction, the parent or guardian must submit a request to the school district of residence that includes written medical verification from the student's treating healthcare provider demonstrating the student's anticipated inability to attend school in person for at least ten days during the next three months and written consent authorizing the school medical director or designee to contact the treating healthcare provider. Refusal to provide such written consent will result in a denial of the request for home, hospital, or institutional instruction.

(2) The school district shall forward the request to the school's medical director, who shall review the need for home, hospital, or institutional instruction. The school's medical director may contact the student's treating healthcare provider to obtain additional information necessary regarding the student's health or mental health.

(3) The school district shall notify the parent or guardian regarding the medical director's approval or reason(s) for denial within five school days after receipt of written medical verification from the student's treating healthcare provider.

(4) The parent or guardian may appeal the medical director's denial to the school district's board of education within ten school days of receipt thereof.

(5) Instructional services shall be provided during the timeframe prescribed while an appeal of a denial of home, hospital or institutional instruction is pending before the school district's board of education.

HOMEWORK

Chester Elementary School

Homework is intended to be completed independently. It is simply an instrument to determine student understanding and reinforce content taught in class. Homework is not intended to be a source of frustration at home, and if your child is struggling with their homework, please reach out to the classroom teacher.

There is an expectation that students are also reading every night. In an effort to establish reading habits that promote the love of literature, students should read or be read to regularly. Growing readers often select books based on interest and/or intent. Daily practice of the skills they have learned will support more fluent and proficient readers.

Chester Academy

Students are responsible to hand in homework, according to classroom procedures and/or teacher directions, on the date due. Any student absent from classes for legal reasons is required to make up all work missed. It is the responsibility of the student to see his/her teachers to obtain the work and any extra help needed. Homework grade = up to 10% of the student's average.

LIBRARY/MEDIA CENTER

Chester Elementary School

Books/materials to be taken from the library must be properly charged at the circulation desk. They should be returned on or before the due date, or they will be considered overdue. Students with overdue books/materials will not be allowed another checkout until overdue books/materials have been returned. Students who misplace or lose library books/materials will be required to pay for them. The cost for the lost books/materials will be the replacement price.

Chester Academy

The Library Media Center will be open each day from 7:40 a.m. until 3:30 p.m., unless otherwise posted. Students may come to the Library/Media Center with an individual teacher pass, a study hall pass, or when accompanied by a teacher during a scheduled class. The Library/Media Center is a place for students to conduct research, study, read, search for and checkout material, and other similar types of activities. Inappropriate student behavior in the Library/Media Center will result in the suspension of library privileges.

The following items will not be permitted in the Library/Media Center: backpacks, food or drink, or electronic devices (e.g., cell phones or audio/video players).

Book Loans

Library/Media Center materials to be taken from the library must be properly charged at the circulation desk. Students must present their Chester Academy identification card for checkout. Books are loaned for a two-week period, due every 10 school days. Books should be returned on or before the due date or they will be

considered overdue. Students with overdue books will not be allowed another checkout until overdue books have been returned or lost books paid for. The cost for lost books will be the replacement price. Reference books must be used in the Library/Media Center; they may not be checked out. The Library/Media Center also subscribes to on-line reference databases, which can be accessed by computer.

Periodicals

The Library/Media Center subscribes to a number of magazines and newspapers. EBSCO online magazines and newspapers can be accessed by computer.

Computers

Students may not play games or send/receive e-mail on Library/Media Center computers. Users are not allowed to load any programs onto library computers. Non-compliance of computer regulations will result in the suspension of student computer privileges.

Individual student use of computers will be subject to availability; scheduled classes have priority. The library utilizes a software program to monitor all student use of computers. The Library/Media Center adheres to School Board Policy regarding student computer use.

Library Web Page – Students can access the library web page for information about the library, for links to the on-line catalog, and for links to reference databases subscribed to by the library: www.chesterufsd.org.

Theft of Library Materials

Any student in possession of library material that has not been properly checked out will be subject to disciplinary action.

PHYSICAL EDUCATION DEPARTMENT GUIDELINES

The Physical Education curriculum is designed to accommodate the unique developmental levels of students at various ages, which is often individualized. Correct warm-ups and fitness levels are carefully considered. For questions about any aspect of the curriculum, please contact your child's Physical Education teacher.

Students must wear appropriate clothing to participate in physical education classes, including sneakers and socks, shorts or sweatpants, and suitable t-shirts. Sneakers must be athletic footwear that fasten securely to the feet; slip-ons and high-soled sneakers are not allowed. Jewelry, such as rings, earrings, necklaces, bracelets, and watches, is not permitted in class. The school is not responsible for lost, stolen, or damaged items.

The State Education Department requires that all children take part in the Physical Education program unless a health problem makes this inadvisable. A note from a physician is necessary for a child to be excused from this requirement. A doctor's note must be brought to the Health Office at the start of the school day. The school nurse will communicate with the doctor and physical education teachers. Written parental requests will be honored for one or two class sessions, but periodic or repeated excuses require medical validation in the interest of the pupil's health. An adaptive physical education form is available in the Health Office for anyone with medical restrictions. Students excused from physical activity will be given an alternative assignment.

TEXTBOOKS

Students are entrusted with the care and use of textbooks and school materials (e.g., calculator) each year. The condition of the book is rated by the teacher and student at the beginning and the conclusion of the year. The students must sign a book condition sheet and sign the inside cover of the textbook upon receiving the textbook. They will be responsible for damage to books or materials entrusted to them. Damaged or lost books must be paid for by the student. To willfully destroy school district property or to tamper with any safety device is forbidden. Unauthorized use of school equipment, including duplicating equipment, is forbidden. Students are not to be in unauthorized areas at any time. Willful destruction or theft of school district property or personal property is forbidden and subject to punishment and/or legal action or restitution.

CHESTER ACADEMY GUIDANCE DEPARTMENT SERVICES

Guidance services are available to all students and their parents. Among the services provided are the following:

1. Educational guidance and counseling
2. Career counseling
3. Counseling with students involving social or emotional problems which affect school work

In addition to counselors, the pupil personnel department is staffed with a school psychologist who works with students requiring individual testing and counseling. A social worker, A.I.S. English and math teachers, and a speech therapist provide support services. Referrals may be made by teachers or by personal request of students and/or their parents.

Students' records will be reviewed during the spring of their 8th grade year to determine what course of study an individual student will begin in 9th grade. Students and parents should consult with the School Counselor to make this important determination.

Teachers are responsible for contacting parents when a student is failing a class, not being recommended for an Honors class or moving to the next level of foreign language.

ALTERNATE WAYS OF EARNING CREDITS

Eligible students have the option of earning up to 6½ credits without completing specific courses of study. However, the school must determine that this alternative will benefit the student academically. This may be done as follows:

- The student achieves 85% or better on state-developed exams (e.g. Regents exams, proficiency exam, or State approved exams) and passes an oral examination or completes a special project.
- In the areas of Science and Occupational Education, where credit is through examination, laboratory requirements will be met through special projects demonstrating appropriate skills.
- In the area of physical education, for pupils in grades 10 through 12 only, a comparable time each semester in out-of-school activities may be used to satisfy requirements upon the approval of the physical education staff and principal. The activity must be equivalent and must be applied for one semester in advance; only exceptional situations will be considered.
- A student may obtain the unit of credit in Art and/or Music required for graduation in an advanced out-of-school art or music activity. Only exceptional situations will be considered. Credit for such participation shall be upon recommendation by the student's Art or Music teacher, and shall be approved by the school principal. Application must be made to the principal at the start of the school year.

In each of the above situations and possibly other curriculum areas, the professional staff and principal will determine the criteria and application process.

OUBOCES CAREER & TECHNICAL EDUCATION CENTER (CTEC)

To apply for admission to BOCES, a student must be entering the eleventh grade and follow the procedure below:

1. Fill out a visitation pass and have parental approval
2. Arrange through the Guidance Department to visit CTEC for a half-day orientation and investigation
3. CTEC is only offered in the AM at Chester Academy

Students must be aware that, in order to be accepted in a CTEC program, they must have good attendance and good academic records.

The following courses are offered:

Appearance Careers Academy

Fire Science

Business Computers Career Academy

Basic Office Applications

E-Business and Microsoft Applications

Medical Administrative Executive Assistant

Mechatronics & Robotic Engineering

Construction Careers Academy

Carpentry

Electrical Construction Technology

HVAC/Plumbing

Welding

Culinary Careers Academy

Culinary Food Trades

Education Careers Academy

Early Childhood Development & Care

Education and Management

Health Careers Academy

Dental Assistant

Emergency Medical Services

Exercise Science and Sports Medicine

Principles of Health Occupations

Allied Health Assistant

Nurse Assistant

Pharmacy Technician

Esthetics

Security Careers Academy

Law Enforcement

STEM Careers Academy

Engineering Design & Architecture

Computer Networking

Computer Programming

Transitional Careers Academy

Hospitality/ProStart

Vehicle Maintenance

Workplace Learning

Transportation Careers Academy

Auto Body/Restoration

Automotive Technology

Aviation

General Service Technician

Environmental Careers Academy

Animal Science (Veterinary Assistant)

Heavy Equipment

Visual Arts Careers Academy

Digital Design and Advertising

Digital Filmmaking & Post

Fashion & Interior Design

OUBOCES CAREER & TECHNICAL EDUCATION CENTER CERTIFICATE

This certificate is granted to students who successfully complete a two-year program in CTEC. This is not a diploma in itself, but is awarded in conjunction with the Regents diploma.

CLASS RANK COMPUTATION

Grades for all classes taken at Chester Academy are used to determine class rank. Class rank is first calculated after the sixth semester for the purpose of college applications and is finalized after the seventh semester.

A weighted system is applied as follows:

- Honors courses are weighted at **1.05**
- AP and college-level courses offered through Chester Academy are weighted at **1.10**

Students who choose to enroll in an online or college-level course not offered by Chester Academy will not have that course included in their GPA calculation for the purpose of class rank.

TRANSFER STUDENTS

To be considered for first and second honors, i.e. valedictorian and salutatorian, a transfer student must have been in attendance two consecutive years prior to graduation.

COURSE REQUIREMENTS

High School students are required to take a minimum of six units each year in their program in addition to P.E. requirements and any remediation mandates such as A.I.S. Math, Reading, Writing Skills, Science, Social Studies, and Resource Room. One period of lunch must be in each student's schedule. Many students will take seven units of credit. Academic history of students is considered for heavy loads. If seniors are taking Physics, A.P., or College Courses, they may take a minimum of 5.5 credits.

*Students may not drop a class after October 1st.

DOUBLING UP

Students in grades 6-12 may not "double up" in courses such as English, Social Studies, Science, or Math except where High School graduation is possible during the last year of attendance. Only one area of doubling up is possible: e.g. English 11 and 12 or Social Studies 11 and 12. Doubling up is used only as a last resort. Administrative approval is required for doubling up of courses.

Summer school is recommended for many students to clear up deficiencies, and some students may need up to five years to earn a diploma.

GRADUATION

The full graduation ceremony at the end of school in June is reserved for only those students who have fulfilled all academic requirements to graduate. Those students who have not paid fines owed to the school will not be permitted to participate. Semi-formal attire along with the school graduation cap and gown must be worn to participate. Students who do not demonstrate proper behavior will not be permitted to participate. Students who demonstrate inappropriate behavior or dress during the ceremony will forfeit the privilege of continued participation in the ceremony.

HONOR ROLL

Chester Elementary School

Students in grades 3-5 who achieve a combination of Level 3 and Level 4 scores in all subject areas will earn Honor Roll.

Chester Academy

To qualify for the Honor Roll, students must earn an overall average between 85 and 92.49. To qualify for the High Honor Roll, students must earn an overall average of 92.5 or above.

MARKING POLICY

Grades are recorded as numerical grades on permanent records and report cards. Regents exams are also recorded as numerical grades. The minimum passing grade is 65. Middle School students will receive a minimum score of 50 in any given marking period

RETENTION

Middle

School:

Students who fail two or three core academic subjects (English, Math, Science, Social Studies) may be required to attend an approved summer school program, pending review by the district. The cost of summer school and transportation to and from the program are the responsibility of the parent or guardian.

Failure to attend and successfully complete the required summer school program may result in retention. Students who fail all four core academic subjects will automatically be retained.

High

School:

Students who fail a course may be eligible to retake the course for credit recovery through an approved summer school program, with prior approval from Chester Academy.

NATIONAL HONOR SOCIETY AND NATIONAL JUNIOR HONOR SOCIETY

The selection procedure begins with Scholarship. The GPA will be calculated at the end of the sophomore year and must be 90% or above. During the fall semester of the junior year, qualified juniors will be invited to submit

applications by a deadline determined by the advisor. Unless there is an extenuating circumstance and approval by the advisor, failure to meet the deadline immediately invalidates the application thus ending the process for that individual.

A minimum of 10 hours of volunteer service not associated with any school service organization is required for the Service component. The high school faculty will then be asked to complete a survey asking for input on the Character, Service and Leadership of all candidates.

The Faculty Council will meet to review both individual applications as well as the faculty survey. The advisor will act as a non-voting facilitator as the Faculty Council makes its deliberations. Once the deliberations are complete, the advisor will notify individuals of the results. The advisor will then meet with the unsuccessful candidates as to the reasons for denial as well as the appeal process. If a student is not selected or eligible, the process will begin again at the end of the junior year.

The evaluation process is comprehensive, and membership is only bestowed as an honor to those selected.

The selection process for the National Junior Honor Society will commence following the third marking period of the 7th grade year or after the first marking period of the 8th grade year.

NCAA CLEARINGHOUSE

In order for students to participate in college athletics on the Division I or II level, they must receive clearance from the NCAA. Part of this clearance mandates students take courses beyond the basic minimum New York State graduation requirements.

Students who are interested in playing college athletics on the Division I or II level must inform the Guidance Office in writing by the beginning of the Junior year. This will allow the Guidance Counselor to schedule the student in courses that will meet not only NY State standards, but the standards of the NCAA as well.

It should also be noted that NCAA approval also requires minimum grade levels in the classes mentioned above, as well as on the SAT.

REPORT CARDS - INTERIM REPORTS

All 5-week notices and report cards will be available on-line. They will be mailed only upon parent request.

Five-Week Period Ends:

Marking Period Ends:

October 3, 2025

November 7, 2025

December 12, 2025

January 30, 2026

March 6, 2026

April 10, 2026

STUDENT AWARDS AND SCHOLARSHIPS

Information on post-secondary awards and scholarships may be obtained through the Guidance Office. An Academic Awards Evening Assembly is held each June to recognize student’s achievements.

INSTRUCTIONAL SUPPORT TEAM/ MULTI-TIERED SYSTEMS OF SUPPORT

The Instructional Support Team is dedicated to fostering academic, social, and emotional growth for all students. This team, made up of administrators, counselors, social workers, teachers and school psychologists collaborate to identify and implement strategies that promote student success.

The team meets regularly to review student needs and recommend supports tailored to individual strengths and challenges. These supports may range from general classroom strategies to more targeted or intensive interventions.

COURSES		SEPTEMBER 2001 and Thereafter Entering Grade 9	
		REGENTS DIPLOMA	ADVANCED REGENTS DIPLOMA
REQUIRED CREDITS	English	4	4
	Social Studies (a)	4	4
	Mathematics	3 (b)	3 (b)
	Science	3 (b)	3 (b)
	Health	0.5	0.5
	The Arts (c)	1	1
	Core Credits	15.5	15.5
	Languages Other Than English	1 (d)	(e)
	Physical Education(f)	2	2
UNITS	Sequence Courses/Electives (LOTE, CTE, The Arts (d)	3.5	4.5 (f)
	TOTAL REQUIRED (MINIMUM)	22	22
MINIMUM TESTING REQUIREMENTS	EXAMINATIONS		
	RE English	Yes	Yes
	RE Mathematics	Yes (i)	Yes (i)
	2 nd RE Mathematics	No	Yes (i)
	RE Global History Geog.	Yes	Yes
	RE US History & Gov’t.	Yes	Yes
	RE Science	Yes	Yes (j)
	2 nd RE Science	No	Yes (j)
	Languages Other Than English	(k)	Yes (l)
	RCT Mathematics	No	No
	RCT Global Studies	No	No
	RCT US History & Gov’t.	No	No
RCT Science	No	No	

NOTE: School District may establish requirements in addition to those outlined.

RE = Regents Examination

RCT = Regents Competency Test

FOOTNOTES FOR DIPLOMA REQUIREMENTS CHART

(Section 100.5 of NYCRR)

- (a) Four credits required, including 1 unit in American History and 1/2 unit each in Participation in Government and Economics.
- (b) Students may meet the learning standards in technology either in a course in technology education or through an integrated course combining technology with mathematics and/or science. A commencement-level course in technology education may be used as the third unit of credit in science or mathematics, but not both.
- (c) The Arts are defined as dance, music, theater, and visual arts.
- (d) Students with a disability may be excused from the requirement for one unit of credit in LOTE if so indicated in the Individualized Education Program (IEP). Students must receive LOTE instruction no later than the beginning of Grade 8 and complete 2 units of study by the end of grade 9.
- (e) To earn the advanced designation, the student must complete one of the following: two additional units in a language other than English (3 LOTE credits total); career and technical education (5 credit CTE sequence); or the Arts (5 credit sequence). Students with disabilities who are exempt from the LOTE requirements as indicated on the IEP may earn the advanced designation as long as the required number of credits to graduate are met.
- (f) Sequence courses and/or electives may include LOTE, CTE and the Arts.
- (g) Students must pass two commencement level Regents Examinations in mathematics through one of the following combinations: Mathematics A and Mathematics B; or, Mathematics A and Algebra 2/Trigonometry.
- (h) Students must pass one of four combinations of commencement level Regents Examinations in mathematics: For the two examination combination, Mathematics A and Mathematics B, or Mathematics A and Algebra 2/Trigonometry; For the three examination combination, Mathematics A, Geometry, and Algebra 2/Trigonometry, or Integrated Algebra, Geometry, and Algebra 2/Trigonometry.
- (i) Students must pass three commencement level Regents Examinations in mathematics through one of the following combinations: Mathematics A, Geometry, and Algebra 2/Trigonometry or Integrated Algebra, Geometry, and Algebra 2/Trigonometry.
- (j) A total of two Regents Examinations in science, with at least one in life science and at least one in physical science.
- (k) Students who complete Checkpoint A of the syllabus and two units of study in a single language other than English no later than the end of Grade 8 must pass the second language proficiency examination in order to earn one unit of credit toward the high school diploma.

(l) If so indicated in the IEP, students with a disability may be excused from completing the additional LOTE units and corresponding LOTE Checkpoint B examination. Students completing a sequence of not less than 5 units of credit in CTE or the Arts are not required to complete the additional two units of LOTE or to pass the LOTE Checkpoint B examination in that language to earn a Regents Diploma with Advanced Designation.

(m) Students who successfully appeal two Regents Examination scores within three points of the 65 passing score and who meet the other requirements of the appeals process specified in CR 100.5(d)(7) will earn a local diploma.

(n) For students with disabilities who first enter grade 9 in September 2005 and thereafter, a score by the student of 55-64 may be considered as a passing score on any Regents Examination required for graduation with a local diploma.

(o) Students with disabilities who fail one or more Regents Examinations and who pass the corresponding Regents Competency Test (RCT) will receive a local diploma.

Please note: Graduation requirements may be subject to change in accordance with new State regulations. Please check with your school counselor about the most current requirements.

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

INTERSCHOLASTIC ATHLETICS

Students and their parents must sign an athletic contract, which further defines participation rules and expectations. Students are encouraged to try out for the teams. The athletic program is designed to be an important part in the overall life of those associated with our school and community.

Students selected to participate are expected to:

- devote time to daily academic work to insure that they will remain eligible to participate
- attend all practice sessions
- study new plays and work with other team members refining the plays
- show respect to fellow players, spectators, officials and coaches at all times
- obey all training rules, which will be clearly explained at the beginning of the season.

We encourage members of our student body to attend as many athletic contests as possible. The New York State Public High School Athletic Association (NYSPHSAA) has established guidelines for spectators at activities. Students disregarding these guidelines may be barred from attending athletic events.

Athletic Letter Awards and/or pins are presented each year to players earning them. Letters are to be worn by those who have earned them, and not by other students. All players must continue to meet eligibility standards to be active participants on teams (see eligibility requirements).

The Chester Academy is prepared to field teams in the following sports when student participation is adequate and qualified coaches are available.

SPORT	VARSITY	JV	MODIFIED
FALL			
Football	Boys		Boys
Soccer	Boys/Girls	Boy/Girls	Boys/Girls
Volleyball	Girls	Girls	Girls
WINTER			
Basketball	Boys/Girls	Boys/Girls	Boys/Girls
Track	Boys/Girls		
Wrestling	Boys/Girls		
SPRING			
Baseball	Boys	Boys	Boys
Lacrosse	Girls		Girls
Softball	Girls	Girls	Girls
Track	Boys/Girls		

INTRAMURALS

Grade 4/5	Boys & Girls
Grade 6	Boys & Girls
Weight Training	7-12 Boys & Girls

ATHLETIC CONTRACT

Parents Night

At the beginning of each season, each head coach will conduct a parents meeting. It is recommended that each student athlete attend this meeting with a parent/guardian. Coaches will review team rules and expectations. If an emergency arises, please contact either the coach or athletic director to reschedule a meeting.

Alcohol or Other Drug Use

1. NO drinking of alcoholic beverages.
2. NO smoking of any substances, including smokeless tobacco and vaping.
3. NO use of drugs of any type or form unless prescribed by a doctor.
4. Possessing or using alcohol or other drugs is **STRICTLY PROHIBITED**.
5. Any athlete in possession of, under the influence of, or participates in the sale of alcohol or illegal drugs other than those prescribed for legitimate medical reasons will:
 - A. **IMMEDIATELY** be suspended from the team, for a minimum of two weeks.
 - B. **NOT** be permitted to participate in the Athletic Program until the athlete seeks regular counseling.
 - C. A second offense will result with the removal from the team permanently.
 - D. A third offense will mean the student athlete will be banned from participation of all athletics throughout the school year.

The consequences described above may be superseded by discipline under the Student Code of Conduct.

6. Smoking/Vaping – Any student caught smoking will face a one-week suspension. A second offense is a two-week suspension and a third offense will result in the removal from the team.
7. “PARTY RULE” - The District is aware of the need for a student-athlete/participant to engage in social activities. Gatherings of groups of students at homes of friends, picnic sites, etc. are all part of the life of high school students. Athletes/participants should make every effort not to attend gatherings where illegal activities are taking place. Attendance at such parties where alcohol is being consumed, and/or illegal drugs are being used, will NOT be condoned. If a student-athlete/participant attends such a party or gathering where alcohol is being consumed or illegal drugs are being used, the student-athlete is to leave at once.

A Very Special Note to Parents

Sectional and County level officials have notified the District to forward the following information to all parents of athletes:

In regard to private parties where ALCOHOL is accessible, whether or not adults know or permit the use, the PARENTS who host the party in their home are directly responsible for all occurrences involving those children, regardless if the incident occurs on the premises or off the premises.

Uniforms

Be advised that each athlete is TOTALLY RESPONSIBLE for all equipment and uniforms given to him/her. The athlete will not be issued any further athletic equipment or uniforms until missing equipment or uniforms are returned or paid for. Lost or stolen equipment or uniforms must be paid for by the athlete.

Attendance in School

Students are expected to attend each and every practice and athletic contest.

Students are permitted to participate in extracurricular activities provided that the student is in attendance for at least half of a school day. Half of a school day is defined as the beginning of the day until noon or noon until the end of the school day.

In the event a practice must be missed, the athlete is responsible for contacting his/her coach and providing a valid reason. Disciplinary action in connection with continued participation on the team will be based on the coach's rules.

Suspension

The procedure for SUSPENSION of an athlete for DISCIPLINE, BEHAVIOR, or ACADEMIC REASONS is:

If the athlete is given in-school or out-of-school suspension, the athlete is NOT permitted to attend that day's practice or game.

Arrest

Athletes who are proven to have engaged in a crime during a sports season could face suspension or expulsion from the team. The Athletic Director and Superintendent will investigate the charges to determine the length of suspension. Since Athletics is a privilege, students do not have to be found guilty in a court of law to face suspension from their respective athletic team.

Behavior

Foul language and insulting remarks are not permissible.

Students will not be permitted to fight or strike teammates and opponents unless in the context of a contact sport where such physical conduct is required or permitted. Violators will face disciplinary action in accordance with the school Code of Conduct. Athletes are expected to obey a coach's directions. Disobedience, unwarranted comments, and other subversive behaviors may interfere with the coach's ability to conduct a practice and may distract from the time a coach should spend for the purpose of the team. Athletes are expected to communicate with coaches before or after practice to avoid distracting team practices and team goals.

Athletes are expected to follow the rules and protocol of their sport and should not intentionally violate the rules of the sport that they are playing during practice or competitions.

If an athlete is removed from an athletic team, he/she will be ineligible to participate in any sport until a parent conference is conducted with the Athletic Director and Building Principal. Following the parent conference, a decision regarding eligibility will be rendered by the Athletic Director and Building Principal.

ATHLETIC INSURANCE

If your child is injured in the Athletic Program, please contact his/her coach immediately so that the proper forms and claims may be filed. WE STRONGLY RECOMMEND NON-BREAKABLE GLASSES REFERRED TO AS "REC SPECS" OR CONTACT LENSES FOR STUDENTS PARTICIPATING IN OUR ATHLETIC PROGRAM.

TRANSPORTATION OF ATHLETES TO & FROM AWAY ATHLETIC EVENTS

This procedure applies to all athletic trips for all seasons. Students who are associated in any capacity with an athletic team, e.g., players, managers, stats, scorers, timers etc., must travel from the school to the game site and return to the school on the bus.

If there is an emergency, parents/guardians should contact the Athletic Director prior to the game date and supply the coach with a note including signature & date. Students will only be released to their parents.

ATHLETIC CERTIFICATE OF PARTICIPATION

Certificates will be awarded to each Athlete that completes the entire sports season. Certificates will be awarded to an Athlete who medically is unable to complete the sport season, due to an injury sustained participating in that sport.

Certificates will NOT be awarded to Athletes who are ACADEMICALLY ineligible, who have been SUSPENDED from the team, who have DISREGARDED team policy or regulations, and sustained a season ending injury by participating in an outside activity.

A CERTIFICATE OF PARTICIPATION will be awarded for all sports and all levels of participation including Modified, Junior Varsity and Varsity.

Please feel free to contact the Athletic Director at (469-2231) if you have any questions or concerns.

ACTS OF STEALING

Acts of stealing and/or willfully damaging District facilities or properties or those of other schools will result in suspension of at least two (2) weeks. Full payment must be completed before the athlete can return.

RESPONSIBILITY FOR EQUIPMENT

Athletes are responsible to secure all personal items. It is not the responsibility of the coach or Athletic Department if unsecured goods are stolen, lost or damaged.

QUITTING A TEAM

If an athlete/participant is removed or quit an athletic team/club, he or she will be ineligible to participate in any sport/club until a parent conference is conducted with the athletic director/advisor and building principal. Following the parent conference, a decision regarding eligibility will be rendered by the building principal.

As a Chester Academy Athlete your first commitment is to your school team. Missing practices or contests due to other outside athletic activity is not acceptable. Your first responsibility is to your Chester Academy Team.

ELIGIBILITY GUIDELINES

Purpose

This policy establishes a structured, equitable framework to ensure students participating in athletics, clubs, and school sponsored events are meeting minimum academic expectations while receiving the support needed to succeed. It emphasizes personal accountability, intervention, and the importance of academic engagement.

I. Eligibility Criteria

To remain eligible for participation in extracurricular activities, including athletics, clubs, dances, trips, and special school events, students must maintain a minimum **GPA of 70** and **may not be failing more than one core academic subject**.

- GPA calculation will include **all courses** in a student's schedule.

- Students with a GPA **below 70** will be placed in the **Academic Eligibility Support Program (AESP)** and must meet the following intervention requirements to regain or maintain eligibility.

II. Academic Eligibility Support Program (AESP)

Study Session & Point System Requirements

- Students must earn **8 points** to be considered for continued or restored eligibility.
- **Each study session equals 1 point.**
- Students must attend a **minimum of 3 study sessions (3 points) per week** to remain eligible while under review.
- Study sessions must be **actively used for academic work across all content areas** to avoid falling behind in non-failing subjects.
- Students will create an academic plan for success that focuses on the academic improvement in the courses they are currently not passing.

Study Session Options

- **Before School:** 2–3 days per week, starting at 6:55 AM.
- **Lunch Periods:** (specifically for HS Periods 5 & 7)
- **After School:** Tuesdays, Wednesdays, and Thursdays, lasting **42 minutes** for consistency and equity.

III. Accountability and Review Process

- After earning 8 points, the student will be reviewed by a **committee** consisting of:
 - Athletic Director
 - Building Administrator
 - School Counselor
 - Teacher Representative
 - CSE Chairperson as applicable
- During sessions, students must:
 - Bring work from any class to complete.
 - Be actively engaged and productive.

- Maintain a **study session digital binder** to track progress and submit for final review.
- **Inappropriate behavior or failure to work** during a session will result in a referral to the committee and may lead to immediate ineligibility.

IV. Special Education/ ENL Consideration

- Students with an **IEP/ ENL Services** will be reviewed according to their **individual accommodations and supports**.
- A determination will be made based on documented **effort, teacher feedback, and classroom performance**.

Classified students will be reviewed to determine if the subject failure is a related manifestation of the student's handicapping condition. If it is suspected that a student's failure is related to his or her disability, an immediate referral should be made to the CSE for review and modifications to the IEP, if appropriate.

An IEP is not an exemption from this policy. Students must show that they are putting the effort forward to be successful in the AESP.

V. Communication and Notification

- Identified students will meet with a staff member to:
 - Review eligibility expectations.
 - Identify courses contributing to ineligibility.
 - Receive a copy of the AESP form outlining required steps.
- Students involved in **clubs, athletics, or planning to attend school-sponsored events (e.g., trips, dances)** must comply fully with the eligibility policy.

VI. Refund & Trip Participation Clause

- If a student **pays for a trip or event** before being flagged for academic ineligibility, they will **not be refunded** if they:

- Fail to attend at least **3 study sessions per week**, OR
- Do not earn **8 total points**, OR
- Are deemed ineligible by the review committee.

VII. Enforcement and Oversight

- The eligibility list will be reviewed and updated at the end of the five week progress reporting period and again at the end of each quarter.
- Coaches, advisors, and event organizers are responsible for enforcing eligibility requirements.

SPORTSMANSHIP FOR ATHLETES

It is important for athletes to remember that participation is a privilege that is not to be abused by unsportsmanlike conduct.

The District athlete is to demonstrate self-control and respect for teammates, other athletes, officials, and spectators at all times.

District athletes are expected to treat opponents with respect before, during, and after competitions. Congratulations, shaking hands, and other acts of good sportsmanship are expected from the athlete.

SPORTSMANSHIP CODE

1. The athlete must understand and comply with the following Sportsmanship Code:
2. Follow the proper ideals of sportsmanship, ethical conduct, and fair play.
3. Eliminate all possibilities which tend to destroy the best values of the game.
4. Stress values derived from playing a game fairly.
5. Show cordiality and courtesy to visiting teams and officials.
6. Establish positive relations with visiting teams and hosts.
7. Respect the integrity and judgment of game officials.
8. Follow the Section IX, NYSPHSAA, and the High School rules of eligibility.
9. Encourage leadership, use of initiative, and good judgment by teammates.
10. Recognize that the purpose of athletics is to promote the physical, moral, social, and emotional wellbeing of the individual player.
11. Remember that an athletic contest is **ONLY A GAME**, not a matter of life or death, for any athlete, coach, school, spectator, or community.

CHESTER SPORTSMANSHIP CODE FOR SPECTATORS

Spectators are an important aspect of the District's athletic program and enhance the accomplishments of the individual athletes. Spectators are expected to conform to the accepted standards of sportsmanship and may never distract from the accomplishments of the District's athletes. Spectators are capable of creating a negative impression of the District's athletic program and embarrassing District athletes. The following rules of conduct must be followed by all spectators.

The following types of behavior are not acceptable:

1. Lack of respect during the playing or singing of the National Anthem or the saying of the Pledge of Allegiance.
2. Swearing and/or making derogatory remarks.
3. Throwing of any substances onto the gym floor or in the stands. If substances are thrown during the course of an athletic contest, the individuals will be asked to leave the premises, and forfeiture may be declared by the officials.
4. Bringing alcoholic beverages or other controlled substances onto school grounds.
5. Smelling of, or acting as if, under the influence of alcohol or other controlled substances.
6. Not remaining seated while the contest is in progress.
7. Using noisemakers such as horns, bells, whistles, etc.
8. Booing, whistling, disrespectful remarks, and obscene gestures must be avoided and will not be tolerated.
9. During a free throw in basketball, all courtesies should be extended.
10. Absolutely no comment of a personal nature may be made toward a visiting player, coach, or official.
11. All spectators must refrain from making derogatory comments toward any District player, coach, or spectator.
12. Respect officials, visiting coaches, visiting players, visiting cheerleaders, and visiting spectators. Treat all visitors as guests to our community and extend all courtesies to our visitors.
13. Pep bands or school bands under the supervision of school personnel may play during time outs, between periods, or at half time. Bands must coordinate their play so as not to interfere with a cheerleading squad on the floor or field.
14. Spectators will respect and obey all school officials and supervisors at athletic contests.
15. Spectators should encourage each other to observe courteous behavior. Improper behavior should be reported to the school authorities.

ADDITIONAL GUIDELINES WHICH WILL BE FOLLOWED AT CHESTER:

1. Students who leave the building before the contest is over will not be allowed to return.
2. Students should have rides waiting for them at the school when the contest is over.
3. Fans at athletic contests should realize that there is a difference between sportsmanship and rowdiness. Spectators are encouraged to support our teams and help bring about the type of school spirit we can all be proud of.

Violators of these expectations will be removed from the contest and prohibited from attendance in other Chester Athletic contests at the discretion of the Athletic Director.

DISCIPLINARY PROCEDURES

The principal will be responsible for determining the nature of any offense of this code and assigning disciplinary action in connection with suspension or expulsion from the team.

The student athlete and his/her parents/guardians will be given the opportunity to discuss the charges and proposed disciplinary action with the principal / athletic director or another designated administrator.

Notwithstanding the above, these procedures shall not supersede the statutory powers of the Superintendent of Schools and Building Principal to suspend or otherwise discipline a student pursuant to the District's Code of Conduct.

Each student-athlete must register for sports using the Synergy platform. All appropriate documents are uploaded and must be acknowledged during the registration process.

ALLIED ACTIVITIES FUND

All student organization funds must be deposited and dispersed through the Allied Activities Account. Deposit slips and withdrawal forms are available through the treasurer

CLUBS AND ACTIVITIES

Teachers and students are encouraged to organize clubs and activities, which are educationally and socially appropriate. New clubs wishing to organize must receive prior approval from the building administrator and the Board of Education.

1. ANIME CLUB

The Anime Club gives students the opportunity to talk about their favorite anime with like minded students, to draw anime characters, make Japanese lanterns, and make up their own anime stories.

2. ART CLUB

As an alternative to a competitive after school activity, art club allows students to further their art abilities and to be a part of the larger school community. Students use the skills they have in creating art to increase the aesthetic of our working environment while increasing their skill in painting. Art club's hands-on experience also helps students who are seeking to enroll in college for the visual arts.

3. BUILDERS CLUB

The Mission of the Builders Club, as an extension and affiliate of Kiwanis International, is to provide a middle school community service organization with the following goals:

- a. To provide opportunities for working together in service to school and community.
- b. To develop leadership potential.
- c. To foster the development of strong moral character.

- d. To encourage loyalty to school, community and nation.
4. **CODING CLUB**
Coding Club is for students who are interested in learning more about computers and writing computer code. It is also a place where students who are interested in computers and programming can meet to share their interest and knowledge with other students who have those same interests.
 5. **COOKING CLUB**
Interested students meet every week with their advisor to create healthful and culturally diverse culinary delights to share with club members. Students work in a cooperative environment, planning and discussing food creations that help to enrich and unify the club members. Guest ‘chefs’ and special assignments help make this club a great experience for students in grades 7-12.
 6. **DRAMA CLUB (SCHOOL PLAY)**
Each year, members of the Drama Club present a production for the school and the community. As a result of the time devoted to this experience, the students gain acting experience and insights into the complexity of producing a dramatic production. In addition to the acting, students also learn the technical aspects of the theater.
 7. **FOREIGN LANGUAGE (MULTICULTURAL) CLUB**
Foreign Language / Multicultural Club is a club that promotes the cultural diversity existing in our school and community. Students will learn about other cultures including their ways of life, traditions, history, holidays, and languages. If you are interested in sharing your cultural heritage and learning about others, the Foreign Language / MultiCultural Club is for you!
 8. **JAZZ BAND**
The Chester Jazz Ensemble is a performance-oriented ensemble specifically designed for the student interested in furthering his/her involvement in the music program. The primary goal and function of the Jazz Band is to introduce and provide basic knowledge to students of a wide array of jazz literature. The Jazz Band will perform in concert twice yearly.
 9. **KEY CLUB**
The Key Club is a community service organization affiliated with the Kiwanis Club. Kiwanis is an international organization; Key Club is sponsored by the Chester Kiwanis. Key Club members participate in community service projects (e.g., blood drives, food drives, fundraisers for charity) and provide opportunities for members to help others and develop initiative and leadership.
 10. **MATH CLUB**
The Middle school Math Club is a program to foster a love for mathematics, enhance problem-solving skills and provide a collaborative environment for students who enjoy math.
 11. **MOCK TRIAL**
The members of this club participate in a county-wide competition involving a simulated trial that is judged by local and county legal professionals.
 12. **ODYSSEY OF THE MIND (OM)**
Is a creative problem solving competition that encourages students to think outside the box, work collaboratively and develop innovative solutions to various challenges. Its objectives include: Encourage Creativity, Promote Teamwork, Develop Diverse Skills and Preparation for Competitions (Regional Tournaments, State Tournaments and World Finals).

13. SAGA-GAY STRAIGHT ALLIANCE

Sexuality and Gender Alliance (SAGA) is a club open to all High School aged students. The club aims to promote dignity for all students and aims to create a safe space and support system for all students within the LGBTQ spectrum. The club will work throughout the year to create an atmosphere of inclusion, respect and tolerance for all students.

14. STEP DANCE CLUB

Stepping or step-dancing is a form of percussive dance and has had a long tradition in African and Black culture. In stepping, the body is used to make sounds through clapping, stomping and spoken word. Modern day stepping also uses elements of tap dancing, break dancing, gymnastics and Afro-Caribbean dance.

15. STUDENT COUNCIL

The Student Council has a highly active role. Its purpose is not to govern the students but to serve as a liaison between the student body and the administration. It is a forum for problems or questions arising from either the students or the administration. Students can assume much of the responsibility for organizing high school activities.

The Student Council's principal purposes are as follows:

- To unify student activities under one control and promote the general activities of the school
- To aid in the internal administration of the school
- To teach the student the values of working in a democracy
- To recommend scheduling for extracurricular activities
- To coordinate a student guide system
- To promote communications between the student body and the school staff
- To promote interest in all school activities

16. VARSITY CLUB

Those students who participate in any varsity sport and remain in good academic standing are eligible for the Varsity Club. This organization promotes Chester athletics throughout the District and County.

17. WEIGHT ROOM (FALL)

Chester Academy Intramurals, as an outgrowth of the physical education curriculum, will provide an opportunity for sixth grade students to participate in competitive sport and recreational activities in a safe and professionally supervised environment regardless of their performance skill level or physical ability. Intramurals will provide students with activities that will encourage active and healthy choices as part of their leisure time.

18. YEARBOOK

The members of the student body work throughout the year to publish an annual yearbook. Attempts are made to provide coverage for all of the activities and classes in the school. Members of the yearbook staff gain valuable experience as a result of their efforts to produce the yearbook.

19. YOUTH-IN-GOVERNMENT

This organization is open to Middle/Senior High School students who wish to gain a better understanding of American politics by actually taking part in a two-party political campaign on the local and county level. The People's Party and the Citizens' Party hold conventions, wage a lively campaign, and hold mock elections for local, State, County, and national offices. The Social Studies Department provides advisors for the project.

20. ODYSSEY OF THE MIND (OM-CES)

There is an active program for interested and eligible students called Odyssey of the Mind. Members plan and develop creative solutions to given problems and then compete regionally and nationally. The group meets together regularly to work as a team on their agreed upon task commitment.

Final acceptance into the program is determined by a selection committee which considers:

- academic potential
- academic achievement
- teacher recommendations
- peer, self, or parent nominations

For further information, contact:

Mrs. Mary Kate Boesch, Elementary School Principal
2 Herbert Drive
Chester, NY 10918
(845) 469-2178

TRANSPORTATION

Changes made in transportation along with other inquiries about busing should be made to the Business Office (845-469-9184).

BUS—REGULATIONS

Please remember that supervision to the bus stop, at the bus stop, and home from the bus stop is a parental responsibility. See Code of Conduct for detailed bus rules.

1. Students who regularly ride the bus must have written parent approval to walk home or go home with another adult.
2. Changing buses requires parent notification and a bus pass provided by the main office.

Students must stay seated until the bus comes to a complete stop. If you need to cross in front of the bus, always walk at least 10 feet ahead so the driver can see you. Most importantly, always stay alert and be aware of your surroundings to keep yourself safe.

Parents and guardians are reminded that all drivers must stop at least 15 feet in front of or behind a school bus when it stops to pick up or drop off students.

BUS—DISCIPLINARY PROCEDURES

All students are expected to follow established bus safety rules and procedures, which align with schoolwide expectations for respectful, responsible, and safe behavior. When a student does not follow these expectations, the school's progressive disciplinary process will be applied.

Ongoing infractions may result in a temporary suspension of bus privileges. Parents or guardians will be notified and provided with 24 hours' notice and an informal conference with the suspension authority

before the suspension begins. Repeated violations may lead to an extended loss of bus privileges and a required meeting with the building administrator, the bus driver, and a representative from the bus company. Suspensions from transportation will be handled in accordance with the due process procedures for suspension from school when students are otherwise unable to attend school due to the absence of transportation.

Immediate loss of bus privileges may occur as a result of serious behaviors, including but not limited to:

- Fighting
- Causing physical harm to others
- Harassment or intimidation of others
- Impeding the bus driver's ability to operate the vehicle safely
- Unauthorized use of emergency exits
- Smoking or vaping

These expectations are in place to protect the safety and well-being of all students. We appreciate your partnership in promoting safe and respectful behavior on the bus.

DISMISSAL ROUTINE CHANGE

Chester Elementary School

In order to change a student's regular daily dismissal routine, (i.e. riding the bus, a different person picking student up), parents/guardians must contact (845) 469-2178 ext 2264 before 2:00 p.m. Office staff will verify student information, and communicate the routine change to the homeroom teacher. Children will only be released to those adults authorized to pick up. Picture identification is required. Unless there is an emergency, children will follow their normally scheduled dismissal routine after 2:00 pm. This ensures that all children are accounted for at dismissal.

Chester Academy

Students may not be in school buildings after dismissal time except for a specific and legitimate reason, such as detention, sports, extra-curricular activity, or extra help from teachers. Students are not to loiter anywhere around school property before, during, or after school except in those designated and supervised areas. Students breaking this rule will be subject to action in the Code of Conduct.

TRAFFIC SAFETY

Please help us to prevent the risk of serious injury by carefully adhering to all rules of traffic safety:

1. All parents who are dropping students off should use the designated lower school parking lot. Students may be dropped off at 8:30am. There is no supervision prior to 8:30 a.m. unless your child is enrolled in the before/after school program. Do not leave your vehicle unattended, unless you are parked in a designated parking space. Parents may drop off students in front of the school once the buses have left, however, late arrivals need to sign in at the front desk.
2. Do not park in the bus loading area as noted by the “No Parking” signs. Do not park in the fire lanes as noted by the bold yellow lines on the pavement. Do not park in a handicapped parking space unless you have a valid permit.
3. Children are not permitted to cross the driveway unless accompanied by an adult.
4. Parents are required to follow the directives of school personnel assigned to bus duty.

WALKER SAFETY

For your child's safety, your child needs written, signed permission to walk home. You may give a one-time general permission for the year if they are walking every day.

CHESTER ELEMENTARY WALKERS WALK ONTO HERBERT DRIVE. PLEASE GO SLOWLY!!! IF YOU ARE DRIVING, PLEASE GO 7 MILES PER HOUR ALONG HERBERT DRIVE

Eligibility:

https://docs.google.com/document/d/1JB3Ku_LHhCDlycSrFj3wFOkw6U-i-vUTuKlqFf0FOW4/edit?tab=t.0#heading=h.n1w3bn3rfzk

Go Hambos!

CODE OF CONDUCT

INTRODUCTION

The Chester Union Free School District is committed to maintaining high standards of education for students in the schools. Because the District believes that order and discipline are essential to being educated effectively, the District is also committed to creating and maintaining high behavioral standards and expectations. A safe orderly educational environment requires that everyone in the school community play a role in contributing to an effective environment. It also requires the development and implementation of a code of discipline that clearly defines individual responsibilities, describes unacceptable behavior, and provides for appropriate disciplinary options and responses.

The District believes that order and discipline must be a shared responsibility between school, home, and community. This Code of Conduct was developed in collaboration with student, teacher, administrator, and parent organizations, law enforcement personnel, and other Board-approved school personnel. Finally, it is our belief that, to be effective, such a code must:

- identify, recognize and emphasize acceptable behavior;
- identify, recognize and prevent unacceptable behavior;
- promote self-discipline;
- consider the welfare of the individual, as well as that of the school community as a whole;
- promote a close working relationship between parents/guardians and the school staff;
- distinguish between minor and serious offenses, as well as between first time and repeated offenses;
- provide disciplinary responses that are appropriate to the misbehavior;
- outline procedures to ensure that it is administered in a way that is fair, firm, reasonable, and consistent;
- encourage a high regard for every person's right to reasonable hearing procedures and due process when accused of misconduct;
- Comply with the provisions of federal, state, and local laws, as well as the guidelines and directives of the New York State Department of Education and the Board of Regents.

A school's primary concern in establishing a code of discipline is to enable our young people to become responsible, respectful, and caring citizens within the school and community settings. The Board of Education is responsible for ensuring that essential regulations are established and adequate discipline is maintained in the operation of the schools to effectively promote safety, as well as the social and educational growth of the students. Administrative regulations are developed and enforced by the school administration and staff.

The parent/guardian is expected to assume primary responsibility for control of his or her child and actively cooperate with the school in providing the necessary structure to promote his or her child's social and educational growth. To this end, a high degree of parent-school communication is fostered by the school.

A continuum of disciplinary measures available to the administration of each school building include informal/formal classroom management techniques provided by the student's teacher, including positive behavioral supports, conferences, detention, in-school suspension, out-of-school suspension, and

administrative hearings with the designated Hearing Officer. Administrative hearings can result in out-of-school suspensions of more than five days, and in particularly serious cases, a student may be permanently suspended from school.

DEFINITIONS

For the purposes of this Code, the following definitions apply:

Disruptive Student - Any CUFSD student under the age of 22 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

Nexus - probable relationship between the student's behavior and the student's disability.

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

Removal - the act of a teacher in discontinuing the presence of the student in his/her classroom after the teacher's interventions and discipline plan have been exhausted.

School Property - in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of property owned by the school district, or in or on a school bus as defined in §142 of the New York State Vehicle and Traffic Law.

School Function - any school sponsored extra-curricular, co-curricular, or other event or activity.

Suspension - the act of a building Principal (or acting building Principal), Superintendent of Schools, District Superintendent, or Board of Education in discontinuing the presence of a student from his/her regular classes.

Violent Student - a student under the age of 22 who:

- commits an act of violence upon a school employee, or attempts to do so;
- commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at a school function, or attempts to do so;
- possesses, while on school property or at a school function, a weapon;
- displays, while on school property or at a school function, what appears to be a weapon;
- threatens, while on school property or at a school function, to use a weapon;
- knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function;
- knowingly and intentionally damages or destroys school district property.

Weapon - a firearm as defined in the Gun-Free Schools Act (18 USC §921) (any firearm, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such firearm; any firearm muffler or silencer; or any destructive device, as well as any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun,

dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, slingshot, metal knuckle knife, box cutter, cane sword, electronic dart gun, throwing star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

The Chester Union Free School District believes in the right of each child, between the ages of 3 and 21 years or until the child receives a high school diploma, whichever comes first, to receive a free and appropriate education. All students in this state between the ages of 6 and the school year through which he or she becomes 16 are required by law to regularly attend school, either in the public schools, non-public schools that are approved for equivalency of instruction by the appropriate school authorities, or in the home in accordance with the Regulations of the Commissioner of Education.

The right to a free public school education extends to all students, including those with disabilities. However, this right is not unconditional. As long as due process of law requirements are met, a student may be removed from the classroom, suspended temporarily, or suspended permanently from school. Only students within the compulsory education ages (age 6 through the school year in which the student turns 16) are entitled to alternative, equivalent instruction following suspension.

RIGHTS OF STUDENTS

Education in a free society demands that students be aware of their rights and learn to exercise them responsibly. To this end, students have a right

- to be provided with an education that is intellectually challenging and relevant to demands of the 21st century;
- to learn in an environment free from interruption, harassment, discrimination, intimidation, and fear;
- to participate in district activities on an equal basis regardless of race, color, creed, national origin, religion, gender, disability, or sexual orientation;
- to be informed of all school rules;
- to be guided by a discipline policy which is fairly and consistently implemented.
- to be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity.

In addition, students in this District are afforded the following rights:

1. Student Expression - Students shall be allowed the opportunity for the free expression of ideas consistent with rights established by the federal and state constitutions. However, a student's freedom is subject to limitation in that the constitutional protections will not extend to libelous, slanderous, vulgar, lewd, indecent

or obscene words or images or to words or images which by their very use incite others to damage property, physically injure persons or engage in unlawful and/or illegal activities. Furthermore, speech which materially and substantially disrupts the work and discipline of the school may be subject to limitation.

2. Symbolic Expression - Students, in light of constitutionally protected free speech rights, may wear political buttons, arm bands, or badges of symbolic expression so long as the same conform to the limits set forth herein under “school newspaper” and “dress code”.

3. School Newspaper(s)/Broadcast(s) - The official school newspaper(s) affords students an opportunity to participate in the activity of learning how to report the news events of the school and for the sincere expression of all facets of student opinion. The following guidelines shall apply to materials published in school newspaper(s):

- a. all materials shall be subject to prior review by the official advisor of the school newspaper(s) and by the principal of the building where the newspaper is published whose decisions regarding publication shall be made within two (2) days.
- b. either the advisor to the school newspaper(s) or the building principal, as well as the superintendent of schools or Board of Education, may prohibit the publication of school newspaper materials or articles to the extent that they:
 - clearly endanger the health, safety, or welfare of students.
 - imminently threaten to disrupt the educational process of the school.
 - constitute libelous or obscene writing.
 - threaten any person or group in the school or advocate discrimination on the basis of race, religion, age, sex, sexual orientation, marital status, or national origin.
- c. Appeals Procedure: in the event that the newspaper(s) advisor or another school official renders a decision that certain materials shall not be printed in the school newspaper(s), the student shall be entitled to a review of that decision by the superintendent of schools, whose decision shall be final in this matter and shall be rendered within three (3) days of the initial decision to prohibit such publication.

4. Student Activities - All pupils shall enjoy equal access to the extent of their capabilities for participation in the various extra-curricular and co-curricular activities sponsored by the School District. The privilege of participating in such activities shall be conditioned upon appropriate conduct as established by the student Code of Conduct and any rules promulgated specifically for participation in extra and/or extracurricular activities.

5. Student Government - Students are encouraged to participate in the various student governmental bodies, which have been or may be established in our schools. It shall be the duty of the student governmental body to establish reasonable standards for qualification of candidates to serve in offices of the government. Elections for student government shall be conducted in accordance with the principles of our democracy, and elected student representatives shall work with the faculty, administration, and student body in identifying cooperatively those areas of appropriate student responsibility. All student governmental bodies shall have a faculty advisor and shall be organized pursuant to a specific written constitution which the students shall participate in formulating.

6. Student Clubs and Other Student Organizations - The District encourages students to participate in curriculum related extra-curricular activity clubs and/or organizations. To the extent that the District authorizes meetings of non-curriculum related clubs or organizations, the same shall be subject to the constitution of the student government and shall be conducted in accordance with any applicable federal or state law, as well as Board of Education policy or regulations.

7. Privacy Rights (Search and Seizure) - Students in attendance in our public schools are protected against illegal or unreasonable personal searches or seizures of their property by both the federal and state constitutions. Police will be notified when there is reason to believe the student possesses an illegal substance or a dangerous weapon. In light of these protections, no student's person or property shall be searched for illegal substances or materials unless the school authorities conducting the search have reasonable individualized suspicion to do so. District property, including but not limited to lockers and desks assigned to students may be subject to inspection at any time by school officials since such places are not the property of the student, but rather are owned by the School District and shared with the student.

8. Pregnant Students - During pregnancy and the period of pregnancy related disability which follows childbirth, a student shall be entitled to home instruction, upon request. Pregnant students who desire to attend their regularly scheduled classes prior to the time of childbirth may do so to the extent that their physician approves of such attendance.

9. Student Grievances and Complaints - If a student has a grievance or a complaint about a school-related matter, a school employee, or other school official, he/she may have a conference with the principal or submit it, in writing, to the Principal of the school who shall respond within ten (10) school days with a written answer or proposed resolution. Grievances or complaints may be appealed in writing to the Superintendent of Schools if the Principal's answer or proposed resolution is not deemed satisfactory by the student. The Superintendent of Schools shall respond to all grievances and complaints within a reasonable period of time following receipt of the written appeal document.

RESPONSIBILITIES OF STUDENTS

Students attend school so that they may develop to their fullest potential. With this in mind, each student is expected:

- to accept responsibility for his/her actions;
- to respect the rights of others, including his/her right to secure an education in an environment that is orderly and disciplined;
- to attend school on a regular and punctual basis;
- to complete class assignments and other school responsibilities by established deadlines;
- to show evidence of appropriate progress toward meeting course and/or diploma requirements;
- to respect school property, e.g. lockers, and help to keep it free from damage;
- to obey school regulations and rules made by school authorities and by the student governing body;
- to recognize that teachers assume the role of in loco parentis in matters of behavior and discipline when at school, as well as during any school-sponsored activities;
- to contribute toward establishing and maintaining an atmosphere that generates mutual respect and dignity for all;
- to become familiar with this code and seek interpretation of parts not understood;
- to actively discourage inappropriate behavior of other students and report the incidents to the administration, teacher, or staff member who, in turn, will report the behavior to administration;
- to communicate regularly with their parent/guardian regarding his/her educational program and/or progress and to seek assistance with the same whenever necessary.
- To respect one another and treat others in accordance with the District Code of Conduct and the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination.

THE ROLE OF PARENTS

A cooperative relationship between home and school is essential to each student's successful development and achievements. To achieve this wholesome relationship, parents are urged:

- to show an enthusiastic and supportive attitude toward school and education;
- to build a good working relationship between themselves and their child;
- to teach their child self-respect, respect for others, respect for the law and for public property at all school sponsored activities, and on all school district property;
- to insist on prompt and regular attendance;
- to listen to the views and observations of all parties concerned;
- to recognize that teachers merit the same consideration and respect that parents expect from their child;
- to encourage their child to take pride in his/her appearance;
- to insist that their child promptly bring home all communications from school;
- to respond to any communication or directive from the school in a timely fashion;

- to cooperate with the school in jointly resolving any school related problem;
- to set realistic standards of behavior for their child and resolve to remain firm and consistent;
- to help their child learn to deal effectively with negative peer pressure;
- to provide a place conducive for study and completion of homework assignments;
- to demonstrate desirable standards of behavior through personal example;
- to foster a feeling of pride in their child for their school;
- to provide support and positive reinforcement to their child;
- to communicate regularly with their child's teacher regarding emotional issues, particularly if a situation arises at home which may impact the child's ability to perform in school.
- Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

Parents should be aware that they are responsible for any financial obligations incurred by their child in school. This includes lost books, damage to property, etc.

THE ROLE OF SCHOOL PERSONNEL

School personnel play an important role in the education of students. In view of this responsibility, school personnel must:

- promote a climate of mutual respect and dignity which will strengthen each student's positive self-image;
- reinforce the common courtesies by instruction and example;
- treat students in a respectful and ethical manner;
- help students to reach their maximum potential;
- demonstrate desirable standards of behavior through personal example;
- report violations of the Code of Conduct to the building Principal or acting building Principal;
- immediately report and refer violent students to the Principal or Superintendent of Schools;
- Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC) and the District's Civil Rights Compliance Officer.

THE ROLE OF TEACHERS

Every teacher knows that he/she works every day with this nation's most precious resource - the future generation. In view of this responsibility, the teacher must:

- Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn;
- plan and conduct a program of instruction that will make learning challenging and stimulating;
- recognize that some disciplinary problems are caused by a student's personal and academic frustrations;
- utilize classroom routines which contribute to the total instructional program and to the student's development of civic responsibility;
- seek to develop close cooperative relationships with parents for the educational benefit of the student;
- distinguish between minor student misconduct best handled by the teacher and major problems requiring the assistance of other school personnel and or an administrator;
- teach and reinforce the common courtesies by instruction and example;
- handle individual infractions privately and avoid punishing the group for the misbehavior of one or two;
- help students cope with and learn to deal with negative peer pressure;
- identify changing student behavior patterns and notify appropriate personnel;
- enable students to discuss their problems with them;
- send communications home promptly;
- report to the Principal any student who jeopardizes his/her own safety, the safety of others or of the teacher, or who seriously interferes with the instructional program of the classroom;
- treat students in a respectful and ethical manner;
- help students to reach their maximum potential in and outside the classroom;
- serve in loco parentis in matters of behavior and discipline in accordance with New York State School Law;
- provide positive behavioral supports to encourage academic success and emotional well-being;
- explain and interpret the discipline code to students;
- enforce the code in all areas of the school;
- demonstrate desirable standards of behavior through personal example;
- know the support services available to students and refer students who are in need of such services;
- comply with state educational law regarding corporal punishment and mandated reporting of suspected child abuse to proper authorities;
- inform the student and the Principal of the reason for the removal from class;
- immediately report and refer violent students to the Principal or Superintendent of Schools;
- Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function;
- Address personal biases that may prevent equal treatment of all students in the school or classroom setting;

- Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) and the Civil Rights Compliance Officer in a timely manner.

THE ROLE OF BUILDING ADMINISTRATORS

As the educational leaders of the school, the Principal and his/her assistant(s) set the disciplinary climate for the school, not only for students, but for staff as well. Therefore, they must:

- seek to develop a welcoming atmosphere of mutual respect;
- evaluate the program of instruction in their school to achieve a meaningful educational program;
- help their staff self-evaluate their procedures and attitudes in relation to the interactions within their classrooms;
- develop procedures which reduce the likelihood of student misconduct;
- provide the opportunity for students and staff to approach the Principal directly for redress of grievances;
- work with students and staff to formulate school regulations;
- assist staff members to resolve problems which may occur;
- work closely with parents to establish a wholesome relationship between home and school;
- utilize all appropriate support staff and community agencies to help parents and students identify problems and seek solutions;
- establish necessary building security;
- assume responsibility for the dissemination and enforcement of the "Discipline Code" and ensure that all discipline cases referred are resolved promptly;
- ensure that students are provided with fair, reasonable, and consistent discipline;
- comply with pertinent state laws governing hearings, suspensions, and student rights;
- develop behavior guidelines and appeals procedures specific to each assigned school in harmony with this "Code of Student Conduct and Responsibilities";
- demonstrate desirable standards of behavior through personal example;
- Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC) and the Civil Rights Compliance Officer.

THE ROLE OF DISTRICT ADMINISTRATORS

As the educational leaders of the school system, the Superintendent of Schools and central administrators must:

- Promote a safe, orderly, respectful and stimulating school environment, free from intimidation, discrimination and harassment, supporting active teaching and learning;
- reinforce and extend the indicated responsibilities of the Principals and make them applicable to the school system for grades K-12;
- recommend to the Board of Education appropriate policy, regulations, and actions to achieve optimum conditions for positive learning;
- develop and implement an effective “Code of Conduct” supportable by students, parents, staff, and community;
- demonstrate desirable standards of behavior through personal example;
- provide each teacher, student and parent with a copy of the Code of Conduct.

THE ROLE OF THE BOARD OF EDUCATION

As the elected officials in charge of our schools, the Board of Education:

- adopts the policies governing the District, including this Code of Conduct;
- ensures that the Code of Conduct contains clear behavioral expectations and disciplinary consequences for students, staff, and visitors;
- ensures that the Code of Conduct is clearly communicated to students, parents, staff, and the school community;
- ensures that the Code of Conduct is implemented and enforced in a consistent, reasonable, fair and equitable manner;
- annually reviews the Code of Conduct and updates it as necessary
- Appoint a districtwide Civil Rights Compliance Officer(s) and Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.

CONDUCT OF VISITORS

In an effort to maintain a safe, orderly, and healthy educational environment, all visitors to the District must present identification, sign-in at the Main Office (Greeters Desk) of the building visited and obtain a visitor’s pass that is to remain visible at all times. Visitors are expected to conduct themselves in a manner that does not disrupt the academic process and in accordance with the law and this Code of Conduct and at all school sponsored events and on all school district property.

REPORTING CODE VIOLATIONS

1. To School District Personnel - Students, teachers, and other District personnel are encouraged to report any violation of the Code of Conduct to appropriate school personnel or the Principal or, in his/her absence, the acting Principal. Teachers and other District personnel shall immediately report violent students to the Principal or Superintendent of Schools.

2. To Local Law Enforcement Agencies - The District will report any acts of violence against persons that may constitute a felony or misdemeanor and other violations of the Code of Conduct which may constitute a felony to the appropriate local law enforcement agency when the actor is over the age of 16. When necessary, the District will file a complaint in criminal court against the offender.

3. To Human Services Agencies - The District will report any violations of the Code of Conduct which constitute a crime when the offender is under the age of 18 to the appropriate human services agencies and may report the same to the local law enforcement agency.

REMOVAL OF A STUDENT FROM THE CLASSROOM

The School District has determined that certain acts of misconduct interfere with instruction and/or the safety and welfare of students and staff. Although some incidents of misconduct may require removal from the classroom or suspension from school, effort will be made to deal with misconduct without removal from the classroom or suspension from school. This is in keeping with the District goal of avoiding consequences that interrupt or interfere with learning. However, no child will be allowed to continue disrupting the instruction of the class or interfering with the safety of the school, its staff, students, and visitors.

Teachers shall have the authority to remove a student from their classrooms whenever the student substantially disrupts the educational process or substantially interferes with the teacher's authority over the classroom. "Substantially disruptive" shall mean that the course of instruction has to be discontinued more than momentarily such that it breaks the continuity of the lesson, to address the disruptive conduct of the student. "Substantially interferes" with the teacher's authority over the classroom shall mean that the student has been insubordinate to the teacher in the presence of the class and has failed to obey the teacher's directives to cease and desist (e.g., at least two directives).

A teacher may remove a student for the remainder of the class upon the first event and for two days of class upon the second or third event. Upon the occurrence of a fourth event, a Principal's suspension shall occur.

Notwithstanding the above, in light of circumstances that warrant suspension, a Principal's suspension for substantially disruptive behavior may be implemented in addition to or in lieu of removal of the student from the classroom by the teacher.

Once the teacher determines that the student has been substantially disruptive or substantially interferes with the teacher's authority over the classroom:

- the teacher must advise the student in class (or within 24 hours of removal where the student is unmanageable at the time of initial removal) to inform the student of the reason(s) for the removal;
- prior to removal from the classroom (or within 24 hours of removal where the student presents an ongoing threat of disruption or a continuing danger at the time of removal), the teacher shall inform the student of the basis for the removal and allow the student to informally present his/her version of the relevant events;
- the Principal or designee must be notified immediately, in writing, by the teacher of the student's removal from the teacher's class;
- the Principal or designee must inform the student's parent of the removal and the reasons therefore within 24 hours of the student's removal;
- upon request, the student and his/her parent must be given an opportunity for an informal conference with the Principal or designee to discuss the reasons for removal. If the student denies the charge(s), the Principal or designee must provide an explanation of the basis for the removal and allow the student and/or his/her parent an opportunity to present the student's version of the relevant events within 48 hours of the student's removal.
- the Principal or designee may not set aside the removal unless he/she finds that the charges against the student are not supported by substantial evidence, or the student's removal otherwise violates law, or the conduct warrants suspension from school and a suspension will be imposed.
- the Principal's/designee's determination on whether or not to support the teacher's removal of the student shall be made by the close of business on the day succeeding the 48-hour period for the informal Principal's removal conference. The teacher who causes the removal may be required to attend the Principal's conference at the Principal's discretion.

The District shall provide continued educational programming and activities for students who are removed from their classrooms.

An appeal brought by the parent or student over the age of 18 of a Principal's removal decision must be presented to the Superintendent of Schools in writing prior to any further appeal.

(Refer to "Suspension of Students with Disabilities" for specifics of discipline for special education students)

STUDENT SUSPENSION PROCESS

The Board of Education, District Superintendent, Superintendent of Schools, a Principal or in his/her absence, an acting Principal, may suspend a student from school where it is determined that the student:

- is insubordinate or disorderly, or exhibits conduct which endangers the safety, morals, health or welfare of others; or
- exhibits a physical or mental condition(s) which endangers the health, safety, or morals of himself/herself or of other students; or
- is removed from a classroom for substantially disrupting the educational process or substantially interfering with the teacher's authority in the classroom four or more times in one semester.

In addition to the statutory grounds for suspension from school for conduct or health condition, students shall also be subject to suspension based upon a violation of the specific disciplinary infractions listed below.

In-School Suspension

Building principals and Board of Education approved administrators shall have the authority to issue an in-school suspension not to exceed five (5) school days. Prior to the imposition of an in-school suspension, an informal conference must be offered to the Parent and Student and held (if requested) prior to in position of an in-school suspension by a person with suspension authority who is familiar with the facts underlying the in school suspension and who authorized by the code of conduct to impose the in school suspension. In school suspensions do not include a parent right to confront complaining witnesses.

A. Pre-Suspension Process

Prior to being suspended from school, the student shall be confronted by a school official empowered to suspend, as referenced above, at which time the evidence upon which the decision to suspend is based shall be stated to the student and the student shall be given the opportunity to explain his/her version of the facts. The student shall also be afforded the right to present relevant evidence to the suspending authority in support of his/her version of the facts. If the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, such confrontation shall occur following suspension, as soon thereafter as is reasonably practicable. In all cases, there shall be no suspension until after the student's confrontation by the suspension authority.

B. Short-Term Suspension Process

Prior to a proposed suspension from school for between 1 and 5 days by a Principal or an acting Principal in the absence of the Principal, the student and his/her parent shall be contacted by telephone and notified, in writing, by personal delivery, express mail or overnight service, and by telephone, if possible, within 24 hours of the decision to propose suspension. Such written notice shall include a description of the incident(s) resulting in the suspension and shall inform the parent of their right to request an immediate informal conference with the Principal at which the student and/or his/her parent may present the student's version of the event and ask questions of complaining witnesses. Upon such request, an informal conference with the Principal and other parties involved shall be convened as soon as possible, at which time the evidence, including the witness(es) relied upon by the Principal in making the suspension determination, may be questioned by the parent or guardian. If a student is to become a witness, the student's parent will be informed and may be present prior to testifying.) The right to an informal conference with the Principal shall also extend to a student of 18 years of age or older. The notice and informal conference shall be in the dominant language or mode of communication used by the parent. If the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

Any appeal brought by the parent or student over the age of 18 of a Principal's suspension must be presented to the Board of Education within 30 days and prior to filing any further appeal.

C. The Long-Term Suspension Process: Suspension for More than Five Days

Any suspension from school in excess of 5 school days shall be considered a long-term suspension. Unless there is an agreement between the person requesting the suspension and the parent, a long-term suspension may be done only after the Superintendent of Schools or the Board of Education has conducted a hearing.

When a student is subject to a long-term suspension, a hearing shall be conducted by the Superintendent if the Principal, acting Principal, or the Superintendent has made the original suspension, or before the Board where that body has made the original suspension. The Superintendent of Schools or Board of Education may designate a Hearing Officer to make findings of fact with respect to the charges of infractions under this Code of Conduct, as well as penalty recommendation pursuant to the penalty parameters described herein.

D. Hearing Procedures

Notice of Hearing

In the event of the suspension of a student under the age of 18 years, the notice of suspension will be mailed or delivered to the parent, who shall have a minimum of 48 hours' notice of the time and place of the hearing, as well as the nature of the charge(s) and the facts, sufficiently stated, so that a proper defense may be placed upon the record on behalf of the student.

In the event of the suspension of a student over the age of 18, the notice, as described above, shall be delivered or mailed to the student, as well as to the student's parent(s), if any. Emancipated minors shall be entitled to the same notice rights as a student beyond the age of 18 years.

All notices of long-term suspension hearings shall contain provisions indicating that the student has the right to be represented by an attorney or lay counsel, that the student can not be required to testify against him/herself and has a privilege against self-incrimination, that a transcript of the hearing will be prepared (tape recording or stenographic record), and that the student has the right to subpoena witnesses or otherwise present witnesses in his/her defense. The time, date, and location of the hearing shall also be prominently set forth in the notice.

If the student is 18 years of age or older, the letter described above will be mailed to the student as well as his/her parent.

The Long-Term Suspension Hearing

The hearing shall be conducted by the Superintendent or a designated Hearing Officer in the event of a suspension by a Principal, acting building Principal, or the Superintendent. The hearing shall be conducted by the Board or its designated Hearing Officer in the event that the suspension originated by Board action.

At the beginning of the hearing, the Hearing Officer shall inform the student and the student's representative(s):

- that the District's and the student's representatives shall have the right to examine and cross-examine witnesses;
- that the student has the privilege against self-incrimination but, that if the student does testify, he/she shall be subject to cross-examination;
- that the District has the burden of proving the charges by a preponderance of the credible evidence;

- that a transcript of the proceedings shall be maintained and made available to the student's representative upon request; and
- that the hearing shall be private or open to the public, as determined by the student's representative.
- The person conducting the hearing shall not have intimate knowledge of the details of the charges to assure an impartial, unbiased hearing of the case.

The Hearing Officer shall inform the parties:

- that the case will proceed by having the District present its evidence through witnesses and other evidence first;
- that the District's witnesses shall be subject to cross-examination by the student's representative; and
- that the student will then have the opportunity to present witnesses on his/her behalf, subject to cross-examination by the District's representative.

Following the conclusion of the testimony and the introduction of other evidence matters, the parties shall be afforded the opportunity to present oral arguments to the Hearing Officer indicating the reasons why the charges should be sustained or dismissed. The Hearing Officer shall then reach findings of fact upon the charges.

In the event that one or more of the charges is sustained, the Hearing Officer shall then entertain testimony and other evidence from the parties regarding the appropriate penalty outcome. In the event that the parent and/or the student, in an appropriate case, have been served with a copy of the student's past disciplinary anecdotal record in a timely fashion (at least 48 hours before the hearing), for consideration at the hearing, such record may be considered by the Hearing Officer in determining an appropriate penalty. The incidents contained within the past anecdotal record shall be subject to proof to the extent that they are denied by the student, as expressed by the student's representative.

The Hearing Officer, upon the conclusion of the portion of the proceedings dealing with penalty determinations, shall make advisory findings of fact and penalty recommendations, if any, to the person or body which designated him/her immediately upon the conclusion of the long-term suspension hearing.

The Superintendent or Board, whichever designated the Hearing Officer, shall make its own findings of fact and penalty decision, by adopting those of the designated Hearing Officer, where applicable, in whole or in part, or by reaching independent findings of fact and penalty determinations. This process shall be concluded within the 5 school day period from the time of the initial suspension if the student is to be continuously suspended. The decision may be communicated to the student's representative and/or student (where over the age of 18) beyond the 5 school day period in cases where the student has been reinstated to attendance in school pending the final determination on the charges and penalty by the Superintendent or the Board, in cases to be decided by them, respectively.

Alternative Instruction

Pursuant to the Education Law, no compulsory age student shall be suspended from school in his/her regularly scheduled classes without being provided alternative equivalent instruction, either in the form of home

instruction or instruction in an alternative setting. Such instruction shall be of an equivalent nature to that provided in the student's regularly scheduled classes. A good faith effort shall be made to provide such alternative instruction immediately.

In the event that a student within the compulsory education ages of 6 and the school year in which he/she becomes 16 is suspended from school in excess of 5 school days, alternative equivalent instruction shall be provided for the duration of the period of suspension.

Appeals Process

The decision of the Superintendent with respect to the findings of fact sustaining charges in a long-term suspension hearing and/or penalty determination shall be subject to appeal [or may be appealed] to the Board of Education. The Board shall review the letter of appeal, the record of the proceedings before the Superintendent or his/her designated Hearing Officer, including a review of the transcript of the proceedings, documentary evidence, and written arguments of the representatives of the respective parties, if any. The Board does not provide the representatives of the respective parties with the opportunity either to present evidence not previously in the record or to make arguments in person before the Board.

In the event that the initial long-term suspension hearing was conducted by the Board or its designated Hearing Officer, or where the Board has ruled on an appeal from a Superintendent's long-term suspension hearing, the matter may be further appealed to the Commissioner of Education or the courts.

OFF-CAMPUS MISCONDUCT

A student may be subject to discipline for conduct constituting a crime which is committed off of school premises or at non-school sponsored activities to the extent that the Superintendent of Schools and/or Board of Education believes that the continued attendance in school of the student would constitute an endangerment to the health, safety, welfare, or morals of the student and/or others in our schools.

DRESS CODE

Our objective is to support a safe, disruption free learning environment.

Staff is expected to dress in a professional manner. Students are expected to dress in an appropriate manner. Students must be dressed in appropriate clothing and protective equipment as required for physical education classes, participation in athletics, science laboratories, and home and careers skills classes.

If a student's attire violates the dress code, he/she will be required to change to acceptable attire. The school will provide laundered loaner clothing and the student will return to their classes as soon as the matter is resolved.

The following are considered to be inappropriate and are prohibited in school or at school functions:

- any dress or appearance which constitutes a threat or danger to the health and safety of students, staff, or others, or impedes school safety (e.g., heavy jewelry or jewelry with spikes, hats, hoods, sunglasses);

- any dress or appearance which is (or implies) vulgar, lewd, obscene, indecent or profane or which exposes to sight the private parts of the body (e.g., t-shirts with a phallic symbol and messages consisting of sexual metaphors, see-through garments);
- any dress or appearance which encourages or advocates use of drugs, alcohol and/or tobacco;
- any dress or appearance which advocates or encourages other illegal or violent activities;
- any dress or appearance which advocates discrimination or denigrates others based upon race, color, creed, religion, national origin, gender, sexual orientation or disability;
- the wearing of hats or hoods (except for religious observance) as they interfere with the ability to identify individuals for safety purposes, or may conceal listening devices which interfere with instruction.

When a dress code violation occurs, the following procedures will occur:

Elementary School

- School staff will notify the appropriate personnel that a student is in violation of the dress code;
- If a violation has occurred, the student will be provided laundered clothing to resolve the violation;
- A phone call may be made to the parent/guardian.

Chester Academy

- School staff will notify the nurse or appropriate personnel that a student is in violation of the dress code;
- If a violation has occurred, the student will be provided laundered clothing to resolve the violation;
- A phone call may be made to the parent/guardian.

COMPUTER AND INTERNET USE

The following prohibited use of District-owned computer drives, network facilities, and Internet links may give rise to disciplinary action against users of such equipment and/or facilities:

1. E-mail originating from the school premises or received at the school premises that a student user creates that:
 - a. is lewd, vulgar, obscene, indecent, or inappropriate for student recipients of certain ages;
 - b. conveys an imminent threat of violence, including sexual violence, to a specific individual or individuals;
 - c. constitutes a state and/or federal crime;
 - d. is the cause of or a substantial contributing factor to a substantial interference with the orderly functioning of the school(s);
 - e. attributes the text of email to school officials or that the text is school endorsed, unless there is such official endorsement or consent from school officials;

2. Internet use that circumvents access restrictions placed upon the District's computer systems by the Board of Education or its administrative designee(s).
3. Computer and/or Internet use that is not school related or is unauthorized, including the use of Instant Messaging.
4. Permitting the use of a student's computer access code by any other person and such student shall assume responsibility for occurrences in violation of this Code of Conduct that occurs under the student's access code number.
5. The school district has an "acceptable use policy" for computer use that all students and parents must consider.
6. Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, cameras, and other personal electronic devices deemed inappropriate by the administration).
7. Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the District computer system is prohibited.

STUDENT USE OF ELECTRONIC COMMUNICATION DEVICES

To maintain a safe and productive learning environment that supports both student well-being and academic excellence, it is important to address the impact of cell phones and personal electronic devices during the school day.

Students are required to silence and store devices, including smartphones, smartwatches, tablets, earbuds, and other internet-enabled personal technology, for the entire school day. This includes all periods of the day, from arrival to dismissal, as well as hallway transitions, lunch, and any other non-instructional time.

- **Chester Elementary School (Pre-K–5)** All personal electronic devices will remain off/silenced and stored in backpacks or lockers for the entire school day.
- **Chester Academy (Grades 6–12)** All personal electronic devices will remain off/silenced and stored in backpacks or lockers at all times during the school day, from arrival to dismissal. This includes hallway transitions, lunch, and any other non-instructional periods, in full compliance with the bell-to-bell expectations outlined in the state mandate.

BUS RULES

It is crucial for students to behave appropriately while riding on District buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, fighting, harassment, and discrimination will not be tolerated. First Student Bus Company has established the following rules for riding the bus.

1. Observe classroom conduct.
2. Be courteous, use no profane language.
3. Do not eat or drink on the bus.
4. Keep the bus clean.

5. Cooperate with the driver.
6. Do not smoke/vape.
7. Do not damage the bus or equipment.
8. Stay in your seat.
9. Keep head, hands, and feet inside the bus.
10. Do not fight, push, or shove.
11. Do not tamper with bus equipment.
12. Do not bring pets on the bus.
13. Do not bring flammable material on the bus.
14. The bus driver is authorized to assign seats.
15. Have a safe trip.

Suspension from Transportation Service

Students may be suspended from transportation services for an infraction or infractions listed herein upon the conducting of an informal hearing by the Superintendent of Schools or his/her designee, at which time the student's parent/guardian or other representative shall be allowed to confront the witnesses relied upon by the District in determining the appropriateness of such suspension of service. (If a student is to become a witness, the student's parent will be informed and may be present prior to testifying). If such informal hearing is conducted before the Superintendent's designee, the designee shall make a recommendation to the Superintendent as to the action to be taken.

SUSPENSION FROM EXTRA-CURRICULAR, CO-CURRICULAR ACTIVITIES, AND SCHOOL FUNCTIONS

A student may be suspended from participating in extra-curricular or co-curricular activities (including a sports team) for an infraction of any of the provisions herein, for violating a Code of Conduct issued to participants in the activity by the activity supervisor or for fighting at games.

Upon the request of the student's parent/guardian, the building Principal shall allow the parent/guardian or other representative of the student the right to appear before the activity director and principal informally, to discuss the conduct which led to suspension from the activity.

If a student is suspended from school pursuant to §3214 of the Education Law, he/she shall not be permitted to participate in any extra-curricular or co-curricular activities, as well as any other school events or activities which take place on the days of suspension (including intervening weekends).

SUSPENSION OF STUDENTS WITH DISABILITIES

In the event that a student has a known disability or when school officials can be deemed to know, in accordance with law, that a student has a disability, the District will first proceed to conduct a §3214 disciplinary proceeding for any suspension of more than 5 days. The §3214 disciplinary proceeding will be held in two parts, first to determine the student's guilt or innocence on the charges and the second to determine the penalty.

If guilt is determined, before a penalty may be imposed, the following rules shall apply:

Section (§) 504/Title II ADA Disability

Before discipline may be meted out for a student with a disability or suspected disability founded solely under §504 of the Rehabilitation Act of 1973 (hereinafter §504)/Title II of the Americans with Disabilities Act (hereinafter the “ADA”), the §504 multi-disciplinary committee (hereinafter the “§504 Committee”) must make a determination of whether the conduct underlying the charge(s) was a manifestation of the disability.

1. If a nexus is found between the disability and the conduct underlying the charges, the §3214 proceeding must be discontinued and the matter placed under the jurisdiction of the §504 Committee for any further consideration. The §504 Committee must register a referral and bring about an evaluation of a student with a suspected disability or, if the student is already eligible under §504, it must consider possible program modification and disposition on a non-disciplinary basis.
2. If no nexus is found, yet a disability is indicated or has been identified, discipline may be imposed upon remand to the §3214 Hearing Officer. Students whose sole disabilities are founded under §504 and for whom no nexus is found shall be disciplined in the same manner as their non-disabled peers.

Any penalty imposed may not be based on past behavior for which a nexus determination was not made.

The School District must continue to provide a free appropriate public education to students who have been suspended from school as required by the regulations implementing §504 (34 CFR 104 et. seq.) until the end of the school year in which the student reaches the age of 21.

IDEA Disability

Before discipline may be meted out for a student classified or deemed to be known as having a disability under the Individuals with Disabilities Education Act (hereinafter “IDEA”) [a student with an educational disability], the Committee on Special Education (hereinafter the “CSE”) must make a determination of whether the conduct underlying the charges was a manifestation of the disability:

1. If a nexus is found between the disability and the conduct, the §3214 proceeding must be discontinued (except for weapons, drugs and serious bodily injury behavior) and the matter placed under the jurisdiction of the CSE for any further consideration. The CSE must register a referral and bring about an evaluation in the case of a student who may be deemed to be known as having a disability or, if the student is already classified under IDEA, it must consider possible program modification and disposition on a non-disciplinary basis.
2. If no nexus is found, yet nonetheless a disability is indicated or has been identified, discipline may be imposed upon remand to the §3214 Hearing Officer. The relevant disciplinary procedures applicable to children without disabilities may be applied in the same manner in which they would be applied to children without disabilities, as long as the child continues to receive a free appropriate public education during any such term of suspension.
3. Where no nexus is found and no suspected disability is determined to exist, the matter shall be remanded to the §3214 Hearing Officer for a determination of penalty.

Any penalty imposed may not be based on past behavior for which a nexus determination was not made.

The School District must continue to provide a free appropriate public education to students who have been suspended from school. The CSE shall recommend and Interim Alternative Educational Setting where the student shall receive instruction during the period of suspension.

Suspensions Beyond Ten (10) School Days

A student with a disability or suspected disability founded solely under §504/Title II of the ADA may not be suspended for more than 10 school days unless the §504 Committee has conducted a nexus determination and found that the behaviors underlying the disciplinary charges were not a manifestation of the student’s disability.

A student classified or deemed to be known as having an educational disability under IDEA may not be suspended for more than 10 school days unless:

1. The CSE has made a determination that the student’s misconduct was not related to the student’s disability;
2. The School District obtains a court order authorizing the suspension;
3. The disciplinary charges involve the carrying of a weapon to school or a school function, the knowing possession, use or sale of illegal drugs at school or a school function or infliction of serious bodily injury as defined within Regulations of the Commissioner at Part 201;
4. The parent or student 18 years of age or older gives their consent, in writing.

In determining a disciplinary outcome, a §3214 Hearing Officer and/or decision making authority may not consider incidents in the past anecdotal record of a student with a disability under §504/Title II ADA and/or IDEA, or suspected of being a disability unless there has been a negative manifestation determination regarding such incident(s) by the §504 Team or CSE, respectively.

Suspensions for Misconduct Involving Weapons and/or Drugs

A student classified or deemed to be known as having an educational disability under IDEA may be suspended and placed in an interim alternative educational setting for up to forty-five (45) days (less if the discipline for a non-disabled student would be less), if the student carries a weapon to school or a school function, or knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school or a school function.

1. In accordance with law, the term “weapon” means “a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2-1/2 inches in length.”
2. In accordance with law, the term “illegal drugs” means controlled substances but not those legally possessed or used under the supervision of a licensed health care professional or other permitted authority under the Federal Controlled Substances Act or under any other provision of Federal law.

Controlled substances are drugs and other substances identified under schedules set forth in applicable Federal law provisions.

3. Serious bodily injury means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty

Before a student is suspended and placed in an interim alternative educational setting for up to 45 days for behavior involving weapons and/or drugs, the CSE must conduct a manifestation determination and a functional behavioral assessment, as well as implement a behavioral intervention plan that addresses the behavior underlying the disciplinary proceeding or review any such pre-existing plan for modification, if necessary.

1. Placement in an interim alternative educational setting as a result of conduct involving weapons and/or drugs and/or serious bodily injury is not contingent upon a CSE determination that the misconduct is not related to the student's disability.
2. It is up to the CSE to determine what would constitute an interim alternative educational setting that would meet the requirements of the student's IEP and enable the student to participate in the general curriculum (although in another setting).

Such an interim alternative educational setting shall be deemed the student's "stay put" placement during the pendency of any due process proceedings contesting the interim alternative educational setting for the duration of the interim placement.

Dangerous Students

To continue the suspension of a student classified or deemed to be known as having an educational disability under IDEA for more than 10 school days, the School District may initiate a hearing before a special education Impartial Hearing Officer who can order the placement of the student in an interim alternative setting for up to 45 days.

1. Placement in an interim alternative educational setting as a result of dangerous behavior is not contingent upon a CSE determination that the misconduct is not related to the student's disability.
2. It is up to the CSE to determine what would constitute an interim alternative educational setting.
3. The hearing officer may grant such if maintaining the student in the current placement is substantially likely to result in injury to the student and/or others, and the School District has made reasonable efforts to minimize the risk of harm in the current placement. The Hearing Officer must also consider the appropriateness of the student's current placement and whether the interim alternative educational setting meets all the requirements of the student's IEP, including continued participation in the general curriculum (although in another setting) with an appropriate behavioral component.

Such an interim alternative educational setting shall be deemed the student's "stay put" placement during the pendency of any due process proceedings contesting the interim alternative educational setting for the duration of the interim placement.

Declassified Students

In accordance with law, the CSE must conduct a manifestation determination in the case of a student with an educational disability who has been declassified if the disciplinary matter involves behavioral problems.

PUBLIC CONDUCT ON SCHOOL PROPERTY

The Board of Education recognizes that the primary purpose of the School District is to provide a superior atmosphere for learning and education. Any action by an individual or group(s) aimed at disrupting, interfering with or delaying the education process or having such effect, is prohibited. The Board also recognizes its responsibility to protect school property and declares its intent to take any and all legal action to prevent its damage or destruction. The Board may also seek restitution from, and prosecution of, any person or persons who willfully damage school property.

These rules govern the conduct of students, parents, faculty and other staff, other visitors, licensees, invitees, and all other persons, whether or not their presence is authorized, upon district property, and also upon or with respect to any other premises or property (including school buses) under the control of the District and used in its instructional programs, administrative, cultural, recreational, athletic, and other programs and activities, whether or not conducted on school premises.

PROHIBITED CONDUCT

No person, either singly or in concert with others, shall:

- willfully cause physical injury to any other person, or threaten to do so, for the purpose of compelling or inducing such other person to refrain from any act which he/she has a lawful right to do, or to do any act which he/she has a lawful right not to do;
- engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being;
- intimidate, harass, or discriminate against any person on the basis of race, creed, color, national origin, religion, gender, age, marital status, sexual orientation or disability;
- physically restrain or detain any other person, or remove such person from any place where he/she is authorized to remain;
- willfully damage or destroy property of the District or under its jurisdiction, or remove or use such property without authorization;
- without permission, expressed or implied, enter into any private office of an administrative officer, member of the faculty or staff member;
- enter upon and remain in any building or facility for any purpose other than its authorized uses or in such manner as to obstruct its authorized use by others;

- without authorization, remain in any building or facility after it is normally closed;
- refuse to leave any building or facility after being required to do so by an authorized administrative officer, member of the faculty or staff member, or member of the Board of Education;
- obstruct the free movement of persons and vehicles in any place to which these rules apply;
- deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings or deliberately interfere with the freedom of any person to express his/her views, including invited speakers;
- knowingly have in his/her possession upon any premises to which these rules apply, any rifle, shotgun, pistol, revolver, or other firearm or weapon without written authorization of the chief administrative officer, whether or not licensed to possess the same has been issued to such person;
- willfully incite others to commit any of the acts herein prohibited with specific intent to procure them to do so;
- smoking, vaping or other tobacco or nicotine products use on campus or at school functions;
- possession of illegal drugs, dangerous drugs, counterfeit drugs or alcohol, drug paraphernalia or a substance which the individual believes or represents to be such drugs or alcohol, at school or at school functions;
- use of illegal drugs, dangerous drugs, counterfeit drugs or alcohol, drug paraphernalia or a substance which the individual believes or represents to be such drugs or alcohol, at school or while attending school functions;
- sale or other distribution of illegal drugs, alcohol or counterfeit drugs, or a substance which the individual believes or represents to be such drugs or alcohol, at school or while at school functions.
- Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.).
- Discrimination, based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, or disability as a basis for treating another in a negative manner on school property or at a school function.
- Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex.
- Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.
- "Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.

- Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
- Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.
- Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any District or school sponsored activity, organization, club or team.
- Selling, using, possessing or distributing obscene material.

PENALTIES AND PROCEDURES

A person who shall violate any of the provisions of these rules shall be subject to the following penalties and procedures:

- If a licensee or invitee, his/her authorization to remain upon the grounds or other property shall be withdrawn and he/she shall be directed to leave the premises. In the event of failure to do so, he/she shall be subject to ejection.
- If trespasser or visitor without specific license or invitation, he/she shall be subject to ejection and/or arrest.
- If he/she is a student, he/she shall be subject to disciplinary action as the facts of the case may warrant, as prescribed by §3214 of the Education Law and the student Code of Conduct.
- If a faculty member, he/she shall be subject to disciplinary action as prescribed by and in accordance with procedures of the Education Law and any applicable collectively negotiated agreement.
- If a staff member in the classified service of the civil service, described in §75 of the Civil Service Law, he/she shall be guilty of misconduct and subject to the penalties and procedures prescribed in said section and be subject to ejection.
- If a staff member other than one described above, he/she shall be subject to discipline in accordance with law and any applicable collectively negotiated agreement.

ENFORCEMENT PROGRAM

1. The Superintendent of Schools shall be responsible for the enforcement of these rules, and he/she shall designate the other personnel who are authorized to take action in accordance with such rules when required or appropriate to carry them into effect.
2. In the case of any apparent violation of these rules by such persons, which, in the judgment of the Superintendent or his/her designee, does not pose any immediate threat of injury to person or property, such officer may make reasonable effort to learn the cause of the conduct in question and to persuade those engaged therein to desist and to resort to permissible methods for resolution of any issues which may be presented. In doing so such officer shall warn such persons of the consequences or persistence in the prohibited conduct, including their ejection from any district properties where their continued presence and conduct is in violation of these rules.

3. In any case where violation of these rules does not cease after such warning and in other cases of willful violation of such rules, the Superintendent or his/her designee shall cause the ejection of the violator from any premises, which he/she occupies in such violation and shall initiate disciplinary action hereinbefore provided.
4. The Superintendent or his/her designee may request aid from the public authorities for any aid which he/she deems necessary in causing the ejection of any violator of these rules and he/she may request the Board's Counsel to apply to any court of appropriate jurisdiction for any injunction to restrain the violation or threatened violation of such rules.
5. The Superintendent may permanently eject any person from school property who engages in egregious conduct, such as repeated use of profanity; threats of physical assault; assaulting another individual; use of a weapon; use of or sale of alcohol, drugs, or illegal substances, etc.

This code and the penalties set forth herein are not considered to be inclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal or state law or local ordinance and the imposition of a fine or penalty provided for therein.

DISSEMINATION OF CODE OF CONDUCT

The Board will work to ensure that the community is aware of this Code of Conduct by:

1. Providing a public hearing prior to Board approval.
2. Providing copies of a summary of the Code to all students.
3. Making copies of the Code available to all parents at the beginning of the school year.
4. Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
6. Making copies of the Code available for review by students, parents and other community members and providing opportunities to review and discuss this Code with the appropriate personnel.

The Board will sponsor an in-service education program for all District staff members to ensure the effective implementation of the Code of Conduct. The Superintendent may solicit the recommendations of the District staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

The Board of Education will review this Code of Conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the Code has been applied fairly and consistently.

Before adopting any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

The District shall post the complete Code of Conduct (with all amendments and annual updates) on the District's website, if available. The District shall file a copy of its Code of Conduct and any amendments with

the Commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

DISCIPLINE CODE GRADES K-12

The Chester Discipline Code for students in grades K-12 is on the next two pages titled “Disciplinary Measures” and “Infractions with Range of Penalty References”. Administrators are authorized to impose the consequences listed.

Disciplinary Measures

1. Warnings (oral or written)
2. Parent Notification
3. Parent Conference
4. Referral to Counselor
5. Detention
6. Loss of student privileges
7. Restriction of Bus Privileges
8. Teacher Removal
9. Removal to Alternate Location
10. Community Service
11. Restitution
12. Social Probation
13. In-school Suspension
14. Out-of-school Suspension (1-5 days)
15. Referral to Police
16. Referral to Outside Agency
17. Superintendent’s Hearing (> 5 days)
18. Alternative Education up to 45 days
19. Mandatory Year long Suspension – Superintendent
20. Permanent Suspension
21. Other

INFRACTIONS WITH RANGE OF PENALTY REFERENCES

	Elementary	Chester Academy				
INFRACTIONS	Range	Level 1	Level 2	Level 3	Level 4	Level 5
Absent - no note	2,10,12	2,5	2,5	3,4,13		
Abusive language - major	1-6,8,10,12-13	2,6,13	3,4,12,13	3,4,12,14	3,12,14,17	
Abusive language - minor	1,10,12	1,2,5	2,5,6	3,6,13		
Abusive language or gestures to staff	2,3,10,12-14	3,4,14	3,14,17			
Arson	2,3,14,10,12,15,16,17	3,15,16,17				
Bus incident	21	2,5	3,5	3,5,7	3,7,13	
Bullying and Cyberbullying	2,5,6,13,14	2,5,6	2,12,13	2,4,12,14		
Carelessness in following rules	1,2,3,10,12	1,2,5	2,5	2,5,6		
Cell phone	Confiscation	Confiscation	Confiscation+2	Confiscation+3		
Cheating	1-3,10,12-14	2-4,13	3,4,13	3,4,14		
Cigarettes and/or e-cigarettes possession or use	2,3,10,12,13-14	1,2,5	2,4,5	3,13		
Computer use violation policy	1-6,10,12,13	1,2,6	2,5,6	3,4,6,13		
Cut class	2,5,10,12	2,13	2,4,13,6	3,4,6,13		
Cut detention	2,5,10,12	1,2,5	3,6,13	3,12,13		
Dangerous mental or physical cond.	3,4,14,16,17	3,4,14,16,17				
Defacing school property (vandalism)	1-5,10,12	2,10,12,13	3,4,10,12,14	3,10,14,17		
Disrespectful behavior - major	2,13	2,13	3,12,13	4,3,14	4,3,14,17	
Disrespectful behavior - minor	2,5	2,5	2,12,13	3,13		
Disruptive behavior	1-6,8-14	1,2,5	5,12	3,4,6,13	3,6,9,13	3,6,9,14
Dress or grooming - inappropriate	1-3,6,10,12	2,13	3,13	3,5,9	3,13	3,6,13
Driving recklessly	N/A	1,2,6,(13)	3,6,13			
Eating outside lunchroom	N/A	1	1,2,5	2,5,6	3,13	
Extortion	1-5,10-12	2,4,13	3,4,14	3,4,14,17		

False alarm or bomb threat	2,4,10,12,13,14,15,16,17	3,14,15,16,17				
Felony	2,3,10,12,14,15,16,17	3,14,15,16,17				
Fighting	2,3,4,6,8-10,12,13,14,15,17	3,4,12,13,14,15	3,12,13,14,15,17			
Fighting - verbal	1-5,10,12,13	2,5,6	3,4,13	3,4,12,13	3,4,12,14	
Fighting major - weapon or threat of	2,3,10,12,14,15,16,17	3,14,15,16,17,19				
Forgery or fraud	2,5,6,10,12	2,5,6	3,6,13	3,6,14		
Gambling	2,3,10,12,14,15,16,17	2,3,10,12,14,15,16,17				
Harassment - physical student	2-6,8-10,13,14	3,4,13,14	3,4,12,14	3,4,14,17		
Harassment - verbal student	1-6,10,12,13,14	1,2,5,13,14	3,4,12,13,14	3,4,6,14,17		
Hate Speech	2,3,4,6,13,14,15,17	2,3,4,6,13,14,15,17				
Hazing	2,3,10,12,14,15,17	3,12,13,14,15,17				
Inappropriate racial remarks	2,3,4,13,14,15,17	2,3,4,13,14,15,17				
Insubordination/not following school rules	1-3,10,12-14	3,4,12,13	3,12,14	3,4,14,17		
Intentional destruction of school property	2-6,10,11,12,13,14,15,17	3,4,10,11,12,13,14,15,17				
Intimidation or coercion (threatening)	2-6,8-10,13,14,15,17	2,5,6,13,14,15,17				
Leaving campus	2-5,10,12	2,6,13	3,6,13	3,12,14		
Lewd behavior	1-5,10,12,16	3,4,14,16	3,4,14,16,17			
Misdemeanor commission on school property	2,3,10,12,14,15,17	3,14,15,17				
Misuse of pass	1-3,5,6,10,12	1,2,5	2,5,6	3,4,6,12,13	3,13	3,14
Misuse of technology	2,5,10,12,13	2,13	2,4,6,13	3,4,6,13		
Parking in unauthorized areas	N/A	1,2,5	3,6,13	3,6,12,13		
Plagiarism	1-3,6,10,12	2,13,21	3,14,21			
Possession of alcohol or drugs	2,3,10,12,14,15,16,17	3,12,14,15,16,17				
Possession weapon	2,3,10,12,14,15,17,19	3,12,14,15,17,19				
Possession of fireworks	2,3,10,12,14,15,17	3,12,14	3,14,17			
Possession of obscene materials	2,3,10,12,13,14	3,4,13	3,4,12,13	3,12,14	3,12,14,17	

Promoting a fight	2,3,10,12,14,15	3,14	3,14,15,17			
Public displays of affection	2,10,12	1	2,5	3,4,5	3,4,13	
Safety hazard	2,4,10,12,13,14,16	1,2,4,5,16	3,4,5,6,13,16	3,12,13,14		
Sale of alcohol or other drugs	2,3,10,12,14,15,17	3,4,12,15,17				
Sexual Harassment	2,3,4,6,14,15,16,17	2,3,4,6,14,15,16,17	2,3,4,6,14-17			
Smoking/vaping	2,3,10,12,13,14,16	2,3,4,13,14,16,17				
Tardiness to class	1,2,3,4,5,10,12	2,5	2,5,6	3,4,5,6	3,6,13	
Tardiness to school	1,2,3,4,5,10,12,16	1,2,5,16	2,5	2,4,5	3,12,13	
Terroristic Threat / "Threat against the school building	2,3,4,6,13,14,15,16,17,21	2,3,4,6,13,14,15-17,21				
Theft of personal property	2-6,10,12,14,15,16	3,10,11,12,14,15-17				
Theft of school property	2-6,10,12,14,15,16	3,10,11,12,14,15-17				
Threatening another person	2,3,10,12,13,14,15,17	3,13,14,15,17				
Trespassing while suspended	2,10,12	1,12,14,15				
Truacy	2,3,10,12	3,4,13	3,4,13	3,12,13,16		
Use of alcohol or other drugs	2,3,10,12,14,15,16,17	3,12,14,15,16,17				
Unauthorized use of electronic devices	2,6,10,12,21	2,6,21	2,6,21	2,6,21		
Use of fireworks	2,3,10,12,14,15,17	3,14,15,17				
Vaping of nicotine	2,3,4,13,14,16	2,3,4,13,14,16				
Vaping of cannabis/drugs	3,12,14,15,16,17	3,12,14,15,16,17				
Violent act against a student	2,3,10,12,14,15,17	3,12,14,15,17				
Violent act against Teacher/staff--verbal	2,3,10,12,14,15,17	3,12,14,15,17				
Violent act against Teacher/staff-physical	2,3,10,12,14,15,17	3,12,14,15,17				

ADDITIONAL RESOURCES & LINKS

Please click on the links below for up to date information on those items. You will be redirected to our school website.

DIGNITY FOR ALL STUDENTS ACT (DASA)

Pursuant to the Dignity for All Students Act:

“Bullying” means a series of acts or a single negative act (depending on severity) that involve(s) a real or perceived imbalance of power, i.e., where a more powerful (whether real or perceived) group of students, or an individual engages in harassment of another student or students who is/are less powerful or perceived to be less powerful. Bullying can take many forms, including but not necessarily limited to the following three forms:

Physical (including, but not limited to, hitting, kicking, spitting, pushing, taking personal belongings);

Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats); and

Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation).

“Harassment” means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying shall include, but not be limited to, those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. For the purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions. (Education Law Section 11[7]).

[New York Consolidated Laws, Education Law - EDN § 11 | FindLaw](#)

A Material Incident of Harassment, Bullying, and/or Discrimination means:

A single verified incident *or* a series of related verified incidents where a student is subjected to harassment, bullying and/or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property... and is the subject of a written or oral complaint to the superintendent, principal, or their designee, or other school employee. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex; provided that nothing in this subdivision shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person’s gender that would be permissible under Education Law sections 3201-a or 2854(2)(a) and Title IX of the Education Amendments of 1972 (20 U.S.C. section 1681, *et seq.*), or to

prohibit, as discrimination based on disability, actions that would be permissible under section 504 of the Rehabilitation Act of 1973.

Harassment or bullying means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying (bullying through electronic means) as defined in Education Law section 11(8), that either:

- i. has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or
- ii. reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety.
- iii. Acts of harassment and bullying shall include, but not be limited to, acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

PROHIBITED DISCRIMINATION

The Chester Union Free School District does not discriminate on the basis of sex, race, color, national origin, or disability in the educational programs and/or activities which are operated by the District.

The District is required by Title VI, Title IX of the Civil Rights Law and Section §504 of the Rehabilitation Act of 1973 to operate its facilities in a non-discriminatory manner. This policy of non-discrimination includes the following areas: recruitment and appointment of employees, payment of employees, benefits for employees, student counseling services, student access to educational programs, and course offerings and student activities.

Pursuant to Title IX, Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- a. Quid pro quo harassment: A school employee conditioning the provision of a school-related aid, benefit, or service on an individual's participation in unwelcome sexual conduct;
- b. Hostile environment harassment: Unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity. Such conduct can be carried out by school staff, a student, or another person; and
- c. Specific offenses: Sexual assault, dating violence, domestic violence, or stalking as defined in the 2020 Title IX regulations.

Sexual Harassment can be carried out by school staff, a student, or another person. It can occur in-person or online, including through email, texts or messages, apps, or other technologies. Depending upon facts and circumstances, some

examples may include, but are not limited to: • Unwelcome conduct on social media platforms, such as sexually demeaning or discriminatory slurs or threats of sexual violence; • Nonconsensual texting, posting, or otherwise sharing naked or intimate images of a person— whether real, altered, or created through artificial intelligence (AI) technologies; or • Stalking using technology, including sending multiple unwanted text messages, creating fake social media accounts, or using apps to work around a blocked number.

Pursuant to Title VI:

Racial Discrimination on the basis of race, color, or national origin includes discrimination based on a person’s actual or perceived race, color, national origin, ethnicity, or ancestry. This includes discrimination based on the country, world region, or place where a person or his or her ancestors come from; a person’s limited English proficiency or English learner status; or a person’s actual or perceived shared ancestry or ethnic characteristics, including membership in a religion that may be perceived to exhibit such characteristics (such as Hindu, Jewish, Muslim, and Sikh individuals).

Racial and National Origin harassment is unwelcome conduct based on a student’s actual or perceived race or national origin. Harassers can be students, school staff, or even someone visiting the school, such as a student or employee from another school. Racial and national origin harassment can take many forms, including slurs, taunts, stereotypes, or name-calling, as well as racially-motivated physical threats, attacks, or other hateful conduct. Although none of the laws OCR enforces expressly address religious discrimination, OCR can investigate complaints that students were subjected to ethnic or ancestral slurs; harassed for how they look, dress, or speak in ways linked to ethnicity or ancestry (e.g. skin color, religious attire, language spoken); or stereotyped based on perceived shared ancestral or ethnic characteristics. Hindu, Jewish, Muslim, and Sikh students are examples of individuals who may be harassed for being viewed as part of a group perceived to exhibit both ethnic and religious characteristics.

The Chester Union Free School District conducts all of its programs and business in compliance with Title VI/IX/504. Any individual who believes he/she has been discriminated against because of a sex and/or gender and/or race and/or national origin and/or ethnicity and/or disability or believes that they have a sexual harassment complaint should follow the following procedures to resolve the matter:

1. Meet with the building principal in an attempt to resolve the matter.
2. File a complaint with Appeal the matter to the Title VI/ IX/Section 504 Civil Rights Compliance Coordinator:

Ms. Rachel Loftus

Assistant Superintendent/Pupil Personnel Services

64 Hambletonian Avenue, Chester, New York 10918