CROTON-HARMON HIGH SCHOOL

STUDENT HANDBOOK

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(Handbook is accurate as of 6/23/25. Updates will be posted on the high school website www.chufsd.org.)

THINK. CREATE. REFLECT. RESPECT.

Challenging all students to be critical and creative thinkers

SCHOOL CALENDAR 2025-2026

August/September		
27, 28	Wednesday, Thursday	Superintendent's Conference Days
1	Monday	Labor Day - SCHOOL CLOSED
2	Tuesday	First Day of School
23, 24	Tuesday, Wednesday	Rosh Hashanah - SCHOOL CLOSED
October		
2	Thursday	Yom Kippur - SCHOOL CLOSED
13	Monday	Columbus Day - SCHOOL CLOSED
November		
4	Tuesday	Superintendent's Conference Day
11	Tuesday	Veteran's Day - SCHOOL CLOSED
26	Wednesday	Thanksgiving Recess - Half Day
27, 28	Thursday, Friday	Thanksgiving Recess - SCHOOL CLOSED
December		
10	Wednesday	Half Day for Students
24-31	Wednesday-Wednesday	Holiday Recess - SCHOOL CLOSED
January		
1, 2	Thursday, Friday	New Year's Day - SCHOOL CLOSED
19	Monday	Martin Luther King Day-SCHOOL CLOSED
February		
4	Wednesday	Half Day for Students
16-20	Monday - Friday	Winter Recess - SCHOOL CLOSED
17	Tuesday	Lunar New Year
March		
9	Monday	Superintendent's Conference Day
30, 31	Monday - Tuesday	SCHOOL CLOSED
April		
1-3	Wednesday - Friday	SCHOOL CLOSED
May		
22, 25	Friday, Monday	Memorial Day - SCHOOL CLOSED
June		
9-25	Tuesday-Thursday	Local Exams/Regents Exams
11	Thursday	Last Day of Classes
19	Friday	Juneteenth - SCHOOL CLOSED
22	Monday	CHHS Senior Awards Ceremony
23	Tuesday	CHHS Graduation

COLLEGE BOARD TESTING DATES - CHHS TEST CENTER (331550)

Saturday, October 4	SAT
Friday, October 17	PSAT/NMSQT (Grade 11)
Friday, March 20	PSAT-10 (Grade 10)
Saturday, May 2	SAT
Monday, May 4-Friday, May 15	AP Exams

GRADE REPORTING CHECKPOINTS

Event	Type of Entry	Published date
Checkpoint 1	Progress Report (All courses)	10/31/25
Checkpoint 2	Progress Report (All courses)	12/5/25
End of Sem 1	Final Grades Report (Semester courses)	1/30/26
Checkpoint 3	Progress Report (yearlong courses)	1/30/26
Checkpoint 4	Progress Report (All courses)	3/6/26
Checkpoint 5	Progress Report (All courses)	5/1/26
End of Sem 2 End of Year	Final Grades Report (All courses)	6/26/26

CHHS uses a rolling gradebook/running average, which means that grades are calculated throughout the entire course (semester or full year). At various checkpoints listed above, in-progress grades will be posted, similar to a traditional progress report. Final grades are final at the end of a semester (for semester courses) and the end of the year (for yearlong courses).

SCHOOL SERVICES

ASSISTANCE	LOCATION
Attendance Information	Assistant Principal
Arriving Late (with legitimate excuse)	Nurse (Main Office if nurse not available)
Bus Transportation	Assistant Principals
Career Information	Guidance Department
Class Schedule/Selection of Courses	Guidance Department
College Information	Guidance Department
Community Service	Assistant Principal/Guidance
Excuse to Leave Early	Nurse/Principal/Assistant Principals
Family Issues (Drugs, Alcohol)	Student Assistance Counselor, Psychologist
Graduation Requirements	Guidance Department
Hall Lockers	Assistant Principals/Security/Main Office Front Desk
Lost and Found	Head Custodian/Main Office Front Desk
Military Career	Guidance Department
Occupation Education	Guidance Department
PA Announcements/Posters	Main Office Secretaries
Personal Counseling	Guidance Counselors/Psychologist
Physical Education Excuse	Nurse
Regents Exams Retakes	Guidance Department
Returning from Absence	Nurse
Sports	Athletic Director
Sports Events Schedule	Athletic Director
Student Records/Grades	Guidance Department
Student Clubs/School-Wide Events	Main Office Secretaries
Summer School Information	Guidance Department
Registration or transferring students	Guidance Department
Visitor's Pass	Principal/Assistant Principals
Working Papers	Guidance

CROTON-HARMON HIGH SCHOOL
PHILOSOPHY/MISSION STATEMENT

PHILOSOPHY/MISSION STATEMENT:

All Croton-Harmon students will develop the habits of mind and social skills to become lifelong learners, able to contribute to the well-being of society.

OBJECTIVES:

The Croton-Harmon School District is committed to:

- Challenging all children with high expectations.
- Including parents and the wider community as partners in this endeavor.
- Fostering a climate of mutual respect.
- Having teachers play a strategic role in students' education.
- Developing skills that will enable students to responsibly meet the challenges that lie ahead.

Croton-Harmon School District graduates will develop into effective communicators, researchers, and problem solvers, individuals who are independent learners and assume responsibility from their learning behavior.

CROTON-HARMON SCHOOL DISTRICT
VISION STATEMENT

All members of the Croton-Harmon learning community will demonstrate an enduring curiosity, engage in the pursuit of inspiration, and develop the habits of mind to promote personal growth and the well-being of society.

LEARNER OUTCOMES
CROTON-HARMON HIGH SCHOOL

Problem Solving

A graduate of CHHS will be able to solve a problem in a given domain through defining and framing the problem, designing and implementing suitable problem solving strategies for that domain, and reaching a defensible solution.

Typical strategies include gathering evidence, drawing inferences, and posing alternatives.

Communicate

A graduate of CHHS will:

- be able to communicate substantive ideas effectively and confidently to various audiences by using appropriate verbal, written, and/or artistic strategies.

- be able to demonstrate that they are listening by responding intelligently to others' comments/ideas, asking perceptive questions, and reflecting verbally and/or in writing about what was conveyed.

Research

A graduate of CHHS will be able to take a given topic, frame a question, recognize, find and use a variety of appropriate resources to address the topic and question, and bring the findings together into a coherent presentation.

Focus of the District Strategic Coherence Plan

The Croton-Harmon Union Free District's Vision Map can be found at:

https://www.chufsd.org/what-school-can-be

DAILY CLASS SCHEDULE

The first period of the day begins at **7:55 AM.** Attendance is taken and announcements are read at that time. Students arriving before school begins are requested to remain on the first floor.

7:40 AM	Buses arrive
7:50 AM	Warning bell
7:55 AM	Classes begin
2:50 PM	Last period ends
3:00 PM	End of school day

EXTRA HELPING PERIOD/ENRICHMENT PERIOD/EXTRACURRICULAR PERIOD

Students are expected to utilize Enrichment Period to support their learning. Enrichment Period (formerly Helping Period) is a resource for students during the school day to work with their teachers, make up work, and ask questions. Teachers who are not facilitating clubs during extracurricular periods are also available for Enrichment/Helping Period on any given day. In addition, from 2:50-3:00 each day, teachers are available for Office Time for quick check-ins and questions at the end of the school day.

SNOW DAYS - DAILY SCHEDULE ON DAY OF RETURN

If school is cancelled on a double period day (Wednesday/Thursday), we will run a Wednesday/Thursday schedule on the day we return to school. The next week will restart with the usual Monday-Friday schedule (we never skip a double-day).

Please see the high school website for delay schedules in the event of a two- or three- Hour Delay.

ATTENDANCE

Absence

The following reasons for student absences from school are recognized as valid by the Board of Education:

- death in the family
- impassable roads or weather making travel unsafe
- religious observance or instruction (pursuant to Policy 5182)
- approved school-sponsored trips
- quarantine
- required court or immigration appearances
- college visits up to a maximum of three
- illness

Lateness to School

At CHHS, attendance is taken by period. Any student arriving to any class after the bell has rung is considered to be late.

Attendance Procedures

1. If a student is going to be out, the parent should call the school nurse at 271-6935 to report their absence and reason for the absence or email attendance@chufsd.org.
2. Students who are absent for three or more days will require a written note from their parent in addition to the phone call.
3. Partial day absences: for students arriving to school late or leaving school early for a legitimate reason from the list above, parents should call the school nurse at 271-6935 to provide details of the absence. A parent note is also acceptable. Students arriving late or leaving early from school must sign in and out from the nurse's office. Please note that class absences resulting from late entry or early dismissal are excusable ONLY if they are on the list outlined above.
4. Any communication to the school nurse regarding absences must occur within 24 hours. Any absence for which no legitimate excuse has been provided within this time frame will be considered an illegal absence ("cut').
5. Once a student has reported to school for the day, if the student is feeling ill in any way, they must report to the nurse. No excuses will be accepted for students who leave school during the school day without signing out of school.

CHHS Sign Out Procedure for Students

Any student planning to leave school early for an appointment should have their parent/guardian contact the school nurse via phone, email or written note prior to the start of the school day. Please state the time the student will be leaving, the reason they need to leave school, and whether or not they will be returning before the end of the school day. Students will be given a pass to leave early. Students should be met by their parents outside the front entrance of the building at the time of dismissal. Parents do not need to enter the building to pick up their child.

ATTENDANCE POLICY

At Croton-Harmon High School, classroom participation is an integral part of the student's grade. Therefore, a student will receive credit for a course by maintaining an acceptable academic average and maintaining an acceptable attendance of no more than 20 absences in a full year course and 10 absences for a semester course. Absences in excess of the stated maximum allowance will result in no credit. This policy does not differentiate between legal and illegal absences, other than cited below as exceptions. In order for seniors to be eligible to participate in our CHOOSE program they may not exceed 15 absences for the first three quarters in any full year course.

Medical and dental appointments are not exceptions to this rule and should be scheduled during off school hours.

EXCEPTIONS: Students on home instruction are not considered absent. If a student's schedule is altered administratively, that absence will not count as one of the absences to deny credit. Other absences that will not count toward denial of credit are school testing, curriculum-based field trips, athletic and academic participation in school contests, and intervention counseling.

PROCEDURES: The Administration will notify the student and parents/guardians when absences will result in the loss of credit. The student will remain in class but receive no school credit for the course. Students who do not remain in the class will not be eligible for summer school.

The school will make every attempt to notify parents of absences which are accumulating at a high rate under this policy at appropriate intervals, however, it shall be the responsibility of the student and their parent/guardian to track absences or lateness/early departures. Students and parents who have questions about their status should contact the assistant principal.

Reasonable efforts shall be made to assist the student in addressing the causes of the attendance problem. Such efforts may include:

- Discussions with the student's teachers.
- Discussions and/or meetings with the student and their parent(s)/guardian(s).
- Discussions with the student's guidance counselor.
- Recommendation to the appropriate administrator for the suspension of extra and co-curricular activity privileges.

APPEAL: Students who have exceeded the class absence limit may present an appeal in writing, with supporting evidence to the high school principal or the principal's designee. The principal or designee will meet with the student to hear the appeal. The principal will resolve the matter within 10 school days and communicate the decision in writing to all involved parties.

STUDENT RIGHTS AND RESPONSIBILITIES

A. Student Rights

The District is committed to safeguarding the rights given to all students under state and federal law and district policy. In addition, to promote a safe, healthy, orderly and supportive school environment, all District students have the right to:

1. Take part in all District activities on an equal basis regardless of race, color, creed, national origin, ethnic group, weight, religion, religious practice, gender or sexual orientation or disability.
2. Learn in an environment that is free from harassment of any kind, whether in the form of sexual harassment or harassment based on a person's race, color, ethnicity, disability, religion, national origin, gender, sexual orientation or any other category prohibited by law or of an unlawful nature.
3. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
4. Access school policies, regulations, and rules and, when necessary, receive an explanation of those rules from school personnel.
5. Due process, as defined by applicable law and policy.

B. Student Responsibilities

All District students have the responsibility to:

1. Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all District policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn, and complete assignments when due.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop the social behaviors necessary to interact with others in a positive manner.
7. Ask questions when they do not understand.
8. Seek help in solving problems.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the District when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
12. Students may find themselves in the unique situation of possessing information that could be potentially dangerous to themselves or others. They should report any and all situations or suspicions about harmful acts to other students, to their teachers, or to other school personnel. All suspicions should be immediately reported. The identities of students who report such situations or suspicions will be kept confidential by school authorities until legally required to do otherwise.

SUMMARY OF THE STUDENT CODE OF CONDUCT

PURPOSE OF THE STUDENT CODE OF CONDUCT:

Croton-Harmon High School is a wonderful place to learn, develop friendships, and prepare for the future. CHHS is a supportive community where students are given the opportunity to learn and develop interpersonal and academic skills. For our students to grow and learn, they must be in a physically, academically, mentally, and emotionally safe environment. We are a school that maintains high expectations for all and we are committed to supporting our students when mistakes are made. We strongly believe in personal responsibility as well as responsibility to everyone in our community. This is a guiding principle of our Code of Conduct.

The Code of Conduct represents the expectations for the entire community emphasizing not just consequences but also opportunities for restoration and learning through the principles and practices of restorative justice.

Please note that this student-friendly summary is meant to help students more easily understand and reference the Code of Conduct, but it does not take the place of the full Code of Conduct, as approved by the Board of Education, which is published on the district website or available on request in the main office.

WHEN THE CODE OF CONDUCT APPLIES

The Code of Conduct applies any time a student's behavior or person has a direct connection to school. Most often, this is during school hours and on school grounds. However, students must realize that their behavior is connected to school, and therefore the rules apply, in a number of other cases such as:

- Any time, day or night, when a student is on school property.
- When traveling to/from school, even if outside the school day.
- At any school event, on or off campus, at any time of day, or while traveling to or home from a school event.
- Off campus, during school hours (example: during lunch period, even if a student is in their own home) unless the student has been legally excused from school.
- Any time, any day, any place, if a student is participating in a circumstance that would create a hostile environment for another person at school. Example: cyberbullying.
- Any time, any day, any place that a student's behavior can be shown to be directly connected to school (examples: an activity conducted by a school club, or a school field trip).

INVESTIGATORY PROCESS AND RECORDS OF DISCIPLINE

Whenever it is believed or alleged that a student has broken the Code of Conduct, school personnel will investigate to determine the circumstances and administrators will assign consequences. All disciplinary incidents will be recorded in the student's disciplinary record, which can be considered when determining eligibility for:

- Any extra school activities including National Honor Society
- Overseas exchange programs
- Extra-curricular clubs
- Athletics (note that there is a separate athletic code of conduct governing athletic participation)
- Field trips

POSITIVE SUPPORTS AND RESTORATIVE JUSTICE

The school recognizes that there are many circumstances in which positive supports are needed to improve future behavior and allow a student to make up for the damage done to the community. Often these types of supports are referred to as forms of "Restorative Justice", and the school supports this where appropriate. Examples of positive supports or restorative justice may include:

- Counseling by school counselors or school psychologists
- Referral to student assistance counseling
- Opportunity to perform community service to make up for damage
- Meeting with students, teachers or other adults in a counseling setting to restore trust and rebuild damaged relationships
- Referral to social service or outside agencies

The scope of the negative consequences may be diminished for a **student** who takes the necessary steps to commit to the process of restorative practices. Restorative justice does not diminish the authority of the administration to take appropriate action for violations of the code of conduct.

Note that restorative justice is <u>not</u> considered an appropriate action in cases of bullying, cyberbullying, harassment, or sexual harassment, as it is more important to protect the victim.

RANGE OF CONSEQUENCES

Depending on the given situation, there might be consequences in addition to a range of positive supports put in place. When restorative approaches are either not appropriate or have not been successful, the Code of Conduct spells out a range of consequences and, in general, progressive discipline is followed. This means that initial consequences are based on the severity of the infraction, and if the mistake is repeated, the level of consequence is increased. Administration considers a student's past record and individual circumstances when making decisions about consequences in conjunction with the nature or severity of the offense. **This does not mean, however, that students cannot be suspended, or even expelled, for a first-time offense.** The administration retains the right to determine consequences appropriate to the infraction.

General range of negative consequences in order of severity:

- Meeting with an administrator/warning
- Parent/guardian contact
- Detention
- Loss of privileges
- Restricted participation in school activities
- In-school suspension
- Out-of-school suspension for up to five days
- Referral to police
- Superintendent's hearing to consider extended suspension or expulsion

RIGHTS VERSUS PRIVILEGES

By law, all students have a right to an education. Therefore, disciplinary consequences that limit student access to education services are considered very serious and have significant right to appeal. Other consequences which involve removal of a privilege have only limited right to appeal (barring discrimination) and may be applied at the discretion of administration. The following are some examples of privileges: the ability to leave campus for lunch; free periods; attending field trips; participation in athletics; attending prom; attending graduation; participation in school clubs; attending sporting events or school performances; participation in school performances, participation in CHOOSE.

In general, a suspension of five days or less (principal's suspension) may result in loss of privileges for up to one calendar year. However, administration reserves the right to extend this loss of privileges to longer than one calendar year if the situation warrants. In the case of a suspension of more than five days (superintendent's suspension), privileges may be permanently revoked.

SUSPENSION FOR FIRST-TIME OFFENSES

In certain cases, the administration believes it is appropriate to suspend out of school, even for first-time offenses. Please refer to the Code of Conduct for more information on suspension for first-time offenses.

EXAMPLES OF UNACCEPTABLE BEHAVIOR

Violence, threats or endangerment	Fighting; intimidation; threatening; reckless or endangering behavior; extortion; vandalism; arson; false alarms; possession or use of: firearms, knives, dangerous chemicals, explosives, any object not necessary for school use and which could be used as a weapon; throwing snowballs; trespassing on the roofs of buildings
DASA offenses	Harassment of any kind, bullying, cyberbullying, and hazing
Property offenses	Theft, vandalism, graffiti
Insubordination	Refusing to follow the directions of a teacher or administrator; lying to school personnel; disruptive behavior
Drug/alcohol offenses	Smoking; possession of cigarettes; vaping; possession of vaping paraphernalia; possession of drugs or alcohol; possession of drugs or alcohol in a quantity sufficient for sale; sale of drugs, alcohol, or smoking/vaping materials; intoxication; providing drugs or alcohol to another student
Attendance offenses	Cutting class; excessive lateness to class or to school
Parking offenses	Parking on campus before 2:30pm (note: consequences may include immobilizing vehicle or towing)
Dishonesty	Plagiarism; cheating; altering school records; forgery; providing a fake attendance excuse
Electronics offenses	Violation of Acceptable Use Policy; disruption of the computer network; installing unauthorized programs on district computers; recording or photographing in class without permission; using a cell phone in class when not permitted by teacher
Trespassing	Entering school property when closed (note: school fields such as Spencer Field are always closed after dark, unless lighted for a specific school event); entering any area off-limits to students
Disorderly conduct	Obscene language or gestures; possession of obscene materials; dress code violations

DEFINITION OF CONSEQUENCES:

Loss of Privileges:

May include, but is not limited to: loss of open campus for lunch; assignment to a limited area during lunch; loss of free periods; restricted use of library and/or computer lab; loss of computer network privileges; restricted participation in club activities; restricted from attending field trips; restricted from participating in interscholastic sports; loss of off-hours parking privileges to attend school events.

Detention:

Detention is held from 7:15 AM to 7:45 AM or from 3:00 PM to 3:45 PM.

In-School Suspension:

Student is suspended from class during in-school suspension, however student reports to school and is supervised in a quiet work area. Student is expected to complete classwork and study; students must bring their lunch; ISS ends when the school day ends. A student who serves ISS may not participate in extracurricular activities or sports on the day of their suspension.

Out-of-school Suspension:

Student is suspended from classes, the school campus and all school property. During suspension a student may not participate in any extracurricular activities or sports, or attend any school events, for the duration of their suspension.

Superintendent's hearing to consider extended suspension or expulsion:

A school principal may suspend a student for up to five days. In a superintendent's hearing, a serious case is brought before the Superintendent, who listens to evidence and testimony and may assign a suspension period longer than five days.

NONDISCRIMINATION, TITLE IX, AND DIGNITY FOR ALL STUDENTS ACT (DASA)

Non-discrimination Statement

The Board of Education, its officers and employees, shall not discriminate in its programs and activities against or in favor of any student, employee, or applicant on the basis of legally protected classes, such as, but not limited to: race, color, national origin, creed, religion, marital status, sex, age, sexual orientation, genetic information, gender identity, gender expression, predisposing genetic characteristics, physical or mental disability, weight, use of a guide dog, hearing dog, or service animal as appropriate, pregnancy and related medical conditions, cancer-related conditions, military work or status, disabled or Vietnam-era veterans status, domestic violence victim status, or any other basis protected by law.

Title IX Summary

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in federally funded education programs and activities. Title IX provides, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activities receiving federal financial assistance."

What is covered by Title IX?

- Complaints of sex discrimination, including sexual harassment, sexual violence, and other sexual misconduct
- Complaints of retaliation for reporting any form of sex discrimination
- Concerns related to gender identity or gender expression
- Issues related to education opportunities
- Issues related to pregnancy or parenting status

Who can students go to, to report harassment or a Title IX concern?

- Principal, School Counselors, School Psychologists, Student Assistance Counselor, Teachers (any adult)
- Dignity for All Students Act (DASA)/Title IX Coordinator – Mr. Mark Maxam
- Online anonymous alerts system, available through the school and district websites

Where can students go to find information to support them in learning about or getting help with issues of consent, dating, or dating violence?

- Culture of Respect website: https://cultureofrespect.org/ This organization has partnered with CHHS to provide advice and assistance to our programming districtwide, and works closely with the district "Culture of Respect Task Force" to address issues of consent and respect in all our schools.
- Victim Assistance Services http://www.westcopny.org/victims-assistance/ Based here in Westchester, Victims Assistance Services provides free, comprehensive and compassionate services to crime victims and their families, friends and loved ones.
- My Sister's Place http://mspny.org/ Through direct services, My Sister's Place supports victims of domestic violence, sexual assault, dating violence, stalking and human trafficking, in seeking safety, self-determination, and justice. My Sister's Place also maintains a 24-hour crisis hotline.

DIGNITY FOR ALL STUDENTS ACT (DASA)

The Croton-Harmon UFSD is committed to ensuring that students learn in an environment that is free from harassment and bullying.

Effective July 1, 2012, the Dignity for All Students Act is now part of New York State Education Law. DASA is intended to create a safe and supportive school climate by prohibiting all forms of discrimination and harassment.

Specifically, DASA prohibits any harassment or discrimination by employees or students on school property or at a school function based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. Bullying, cyberbullying, and hazing are forms of harassment and discrimination and are covered by this legislation. It is important to note that apparent permission or consent by a person being subject to discrimination or harassment does not lessen this policy or its consequences.

Definitions:

Discrimination is different treatment based upon a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

Harassment means 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 well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for their physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religions practice, disability, sexual orientation, gender or sex.

Bullying means intentional and aggressive behavior that involves an imbalance of power or strength and is usually repeated over time. Traditionally, bullying has involved actions such as hitting or punching (physical bullying); teasing or name-calling (verbal bullying); or intimidation through gestures or social exclusion.

Cyberbullying (also known as "electronic bullying") means the repeated use of information technology such as the Internet, email, instant messaging services, blogs, cell phones and gaming systems to deliberately harass, threaten or intimidate others. Cyberbullying may also involve sending mean, vulgar or threatening messages or images; posting sensitive or private information about another person; pretending to be someone else in order to malign that person; or intentionally excluding someone from an Internet-based group or activity.

Hazing means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose.

REPORTING PROCEDURES

A. Any person who believes they have been the victim of harassment or discrimination or any person with knowledge or belief of conduct that may constitute harassment or discrimination shall report the alleged acts immediately to any teacher, counselor, or administrator. Reports may also be filed via the form available on the CHHS website.

B. Teachers, administrators, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events that might include harassment or discrimination. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute harassment or discrimination shall inform a building administrator immediately. Submission of a good faith complaint or report of harassment or discrimination will not affect the complainant's or reporter's future employment, grades or work assignments.

School District Action

A. Upon receipt of a complaint or report of harassment or discrimination, administrators shall undertake an investigation of the incident.

B. At the discretion of administration, immediate steps to protect the complainant, reporter, students, or others may be taken, pending completion of the investigation of hazing.

C. Upon completion of the investigation, administration will take appropriate action as outlined in the code of conduct. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior.

Reprisal

Appropriate action will be taken against any student, teacher, administrator, volunteer, contractor or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

CHHS ACADEMIC HONESTY POLICY

Academic honesty applies to all work in the learning process including but not limited to writing pieces, projects, tests, quizzes, homework, classwork, and labs. We believe that academic honesty means that students value the pursuit of learning - challenges, curiosity, original thought, and voice. As a result, students value and take pride in their original work. Some examples of academic honesty include:

- Respecting the learning environment and using tools appropriate to the task (please note: use of AI may be appropriate to support learning in some instances, but not always. Please check with your teacher before making use of AI).
- Following the guidelines of the assignment and teacher directions -- Use the tools and resources appropriately and discuss how you use resources with your teacher.
- Attributing sources properly.
- Seeking additional support and guidance from your teacher when necessary, including support for how to use resources and tools appropriately.
- Engaging in collaboration when appropriate, following guidelines set by the teacher.

In cases where work is not the original product of a student, in part or whole, one aspect of integrity is owning your mistakes. As a result, all conversations about academic dishonesty will begin between the teacher and student, following these procedures:

- Conversation between teacher and student where a range of consequences might be determined including redoing the work, redoing the work under supervision of the teacher, redoing the work for a passing grade, and a conversation with a student's parent/guardian.
- The teacher will report the outcome of the above steps to the assistant principal so that it can be recorded centrally.
- If a student engages in more than one instance of academic dishonesty, this may result in failing grades for assignments beyond the first where academic dishonesty was found.
- If a student engages in more than one or in repeated instances of academic dishonesty, they will be referred to administration for additional consequences under the code of conduct. Consequences can include disciplinary actions, eligibility for National Honor Society, as well as consequences for students who may be taking courses for college credit under those institutions' academic honesty policy.
- Student honesty is a factor in decision making about additional consequences under the code of conduct.

STUDENT DRESS CODE

The responsibility for student dress and general appearance rests with individual students and parents. Student attire (including dress, grooming and appearance, hair, jewelry, make-up and nails) and personal cleanliness should be in good taste and appropriate for the business of learning.

The Superintendent of Schools and other designated administrative personnel shall have the authority to require a student to change their attire should it be deemed inappropriate according to the above guidelines.

Students are required to attend school in appropriate dress that meets health and safety standards and does not interfere with the educational process. Students may be asked to wear appropriate protective gear in certain classes (e.g. home and careers classes, science laboratory classes, physical education classes).

In particular:

- Students shall not wear clothing or items that display messages that (i) are sexually explicit or display sexual acts, bodily functions, or nudity or that denigrate others individually or on account of race, color, religion, creed, national origin, gender or sex, sexual orientation, weight, or disability; (ii) promote, encourage or endorse acts of violence or membership in groups that promote, encourage or endorse acts of violence; (iii) glorify or promote drug, alcohol, or tobacco use, or illegal activities, and/or is otherwise materially disruptive to the learning environment; or (iv) denote or represent gang affiliation such as bandanas, beads, jewelry or other indicators and/or symbols intended expressly to do so.

- Hats, other head coverings, and coats may be worn in the hallways. Unless otherwise prohibited or restricted in an individual school dress code, hats, other head coverings, and coats may be worn in the classroom; however, individual teachers may direct students to remove hats, sunglasses, bandanas, hoods, or other head coverings (other than those worn for a religious or medical reason) or coats in the classroom.

- Students may not wear extremely brief, revealing or see-through garments, or garments that expose underwear.

- Students must wear footwear at all times.

USE OF THE CHHS NAME

Students are not to use the Croton-Harmon High School name in any publication, either written or electronic, without prior written permission by the Principal.

ILLNESS, MAKEUP WORK, AND INCOMPLETE GRADES

Students are expected to assume responsibility for their academic program. Responsibilities include inquiring about missed classwork. Makeup classwork and tests following an excused absence from school or class is allowed, but it is the student's responsibility to see the teacher(s). Students should not assume that the teacher will contact them. Report card incompletes are given only to students with medical excuses and must be made up. Such incompletes must be made up within two weeks of the end of the quarter unless special circumstances exist. Incompletes will only be given for extenuating circumstances like a prolonged illness. An incomplete must be approved by administration. It is the student's responsibility to see teachers and clear up incomplete grades.

SCHEDULE CHANGES

Students desiring a schedule change must make an appointment with their guidance counselor. School and parental permission is needed for any major change in a student's schedule. All changes must be made and recorded by the student's guidance counselor. Please note that requests for a teacher change cannot be honored, except in the case where a student has had that teacher previously and a second teacher is available. No student may leave or drop a course without completing each of the following five steps:

1. Speak with the teacher of the course to be dropped.
2. Speak with a guidance counselor.
3. Obtain parental permission.
4. Sign out of the dropped course with the proper form, and return all school-issued books and equipment connected with the course.
5. Return the signed schedule change form to the Guidance Office.

COURSE CHANGES

Course Drops: Courses may be dropped up until the half-way point of the course. After the half-way point the student’s transcript will reflect either a Drop-Pass or Drop-Fail depending on the student’s status at the time the course is dropped.

Course Adds: Students may add a new course through the first two eight-day cycles of a course. This time limitation does not apply when a student is changing levels of the same course; for example, moving from A.P. Calculus to Calculus.

ACADEMIC SUPPORT POLICY

Every five weeks, whether on the report cards or interim reports, teachers must report all students failing their classes. This failure will be noted on the interim report and/or a failing grade on the report card. A statement will be added to the forms sent to parents, which will convey the essence of the Academic Support Policy. Additionally, faculty members are to notify those students who are failing a particular course and to follow this revelation with a phone call to the parent.

Any student placed on Academic Support must attend the designated helping period for that subject until grades have improved and the teacher no longer requires extra help attendance. The academic support period takes place during the school day, either during Enrichment Period or Extracurricular Period. Teachers have the option of meeting with the students on the list during the scheduled school day, if their schedule allows.

Any student not attending a required Academic Support session will be assigned after school detention. The teacher will notify the Assistant Principal by using the standard blue "cut slip." In addition, three missed sessions, regardless of the class, will render the student ineligible to participate in sports and co-curricular activities for the duration of the Academic Support assignment.

STUDENT VISITORS

In general, student visitors will be allowed only if there is an academic reason for the visit and the visitor has prior approval by the principal or assistant principal. Approval will not be granted for a visit on the day before or after a vacation or during school-wide testing. No visit will be approved without a minimum of three school days' notice.

STUDENT USE OF UNASSIGNED TIME

Unassigned time refers to lunch periods for all students and free periods. Areas available for students in good standing who have unassigned time:

- Library Information Center (with permission from librarian)
- Learning Center
- Cafeteria
- Music Room - with teacher approval
- Outdoors - front lawn and in rear of building

Note: With reference to the use of outside areas:

1. All school regulations apply to the grounds, including the front lawn, the parking lot, and the field area in the rear of the building.
2. Loud music is not to be played on school grounds. Frisbee is allowed <u>on the front lawn</u> if it is not disruptive nor a safety hazard. Other athletic activities without staff supervision are not permitted.
3. Student use of the front lawn provides the community with a very visible image of the school and the student body. We expect students to make this as positive an image as possible. If you want to keep the privilege of using the front lawn, conduct yourselves appropriately to ensure that the high school looks good. Take pride in the appearance of the grounds and the people who use it.

BUS REGULATIONS/BUS RULES

Violation of proper behavior while riding a school bus will be dealt with in the following manner:

1st offense - suspension of bus privileges for 1 school day
2nd offense - suspension of bus privileges for 5 school days
3rd offense - suspension of bus privileges for 10 school days

Students wishing to take another bus, other than their own, must have a note from a parent/guardian and prior approval from an administrator prior to boarding another bus. Forms can be obtained in the main office.

All students must stay out of the driveway in front of the school from 3:00 to 3:25 PM daily.

LUNCH PERIOD

CHHS students have the option of remaining in school, going to town, or going home for lunch. Parents who want their child to be able to leave school grounds for lunch must sign and return a permission slip. Eating of lunch in the school should be confined to the first floor only. Students are required to remain on the first floor until the start of the period following lunch. Students returning from lunch may socialize in the cafeteria or on the front lawn, or study in the Library Information Center, or socialize on the front lawn. The cafeteria will continue to be open throughout the school day if the tables and floor are maintained in a reasonably clean and orderly fashion. Students are expected to take some pride in and responsibility for the general cleanliness in the cafeteria. They should make use of the trash cans available for refuse and litter, and clear the table of food, bags and bottles when finished eating.

LOCKERS

School Lockers

Locker assignments and combinations will be given out during the first week of school. **All school lockers have built-in combination locks**. Students are required to keep their lockers clean, neat, and locked when not in use. Based on past experience, students are strongly urged to keep their lockers locked, and to refrain from carrying large amounts of money or expensive equipment. Also, lockers should be cleaned out periodically and prior to long school breaks. Please contact the Assistant Principal if it is absolutely necessary to have large sums of money on your person so the money can be locked in the office safe. Remember that lockers are school property and may be opened by the administration. Students who have any locker problems should see a secretary in the main office.

Gym Lockers

All students will have access to lockers in the gym during their physical education class. Students will provide their own combination locks. Students are strongly urged to keep their clothing and belongings locked up in the gym locker room. Key locks should not be used.

LOST TEXTBOOKS

Students will be issued a variety of textbooks, workbooks, and equipment for specialized subjects, and will be held accountable for the safekeeping of each article issued them by the school district. All books damaged or lost must be paid for by the student to whom it was issued.

Payment for lost or damaged books, materials or equipment should be by check to the CROTON-HARMON SCHOOL DISTRICT. All payments due must be submitted by check or money order. ***No cash will be accepted***.

LIBRARY INFORMATION CENTER

An excellent collection of materials, books and non-print media is available for student use in the Library Information Center. Borrowing privileges are extended to students with designated times of return adjusted according to the type of material and the student demand for the materials. Students assume responsibility for borrowed materials and are expected to be conscious of the needs of others in their use and return of materials. Students who fail to return or to pay for school owned materials and equipment will not be issued new materials or books and will lose loan privileges.

While it is understood that quiet talking and movement are necessary in the Library Information Center, no running, loud noise or boisterous activity will be permitted.

Students and parents must have a signed Rules and Code of Ethics Agreement for Network and Internet Users on file in the Library Information Center before they will be permitted to use any networked computers in the building.

The Library Information Center supports the instructional program at CHHS. It is a privilege for all members of the school community to utilize the LIC. Everyone has the following responsibilities for this space:

- All books must be signed out at the circulation desk before taking them from the LIC.
- Students must not eat or drink in the LIC.
- Students must throw all garbage away.
- The reading room will be the quiet room.

The above guidelines are designed to promote a mutual respect among students, teachers, and the LIC.

POSTING OF FLIERS AND ADVERTISEMENTS

All fliers and advertisements for non-school sponsored activities posted in the building must receive prior approval from the Superintendent's Office. Fliers and advertisements for school-sponsored activities need prior approval from high school administration.

Any flier not properly approved will be taken down and discarded.

Fliers and advertisements may only be posted on designated bulletin boards. Note specifically that fliers and advertisements are not allowed to be posted on doors, window glass, or any painted surface.

HEALTH AND SAFETY

Student Illness: Students who become ill during the day must report to the nurse. Students may not go home without checking out through the Health Services or Main office.

Returning to School after Absence: Students must bring a written excuse from a parent or guardian to the nurse when returning after an absence before you report to class.

Medication Administration: No medication, even over the counter medication can be dispensed at school without an order from a NYS licensed healthcare provider. If there is a chance that your child may have the need for any medication, the school nurse MUST have a completed form "Parent and Physician's Authorization for Administration of Medication in School" on file. This form expires at the end of the school year on June 30th. Authorization for next school year needs to be dated July 1st or later. Forms are available at http://chhsnurse.weebly.com/. You must provide the medication in its original container, clearly labeled with your child's name on it. No loose medication will be accepted. For prescription medication, the label must be the one provided by the pharmacy.

Required Physicals: Physical examinations are required for all new students entering the district and for those entering 10th grade. Baseline information can save lives and help detect problems early. We highly recommend annual physicals for all students, and for parents/guardians to submit this information to the school nurse. These examinations are best made by a family physician because they are most familiar with your health issues. If this is not possible, an examination will be conducted by the school physician on a scheduled day in the fall for 10th grade only (this will NOT be for sports clearance).

Sports Physicals: For an athlete to be eligible for interscholastic sports a physical exam report must be on file with Health Services. In accordance with the American Academy of Pediatrics' recommendation that every child have a medical home, the Croton-Harmon School District **recommends that our students obtain their pre-participation sports physical with their family doctor**. Your family doctor knows your child and has access to their complete medical history. This makes them the best choice to clear your child for all physical activity. Physical exams should state that the student is clear to participate in all school related activities. They are valid for a 12 month period.

Sports Participation Forms: At the start of each sports season, a sports participation form MUST be completed and signed by the student and parent/guardian before the student is eligible to play. The Medical History Update portion of the form must be completed for each season. The completed form must be sent or dropped off to the nurse at CHHS for review, NOT to the coach. Sports participation forms are available in the Athletic Department office or may be downloaded from the CHHS website.

Sports Injuries: Students who are injured while participating in athletics must follow proper procedures before returning to their sport. Students may not return to participation in a sport until they have been cleared by a NYS physician. Written clearance must be submitted to the school nurse. Coaches will not permit an injured player to participate in practices or competition until they have received notification from the school nurse that the student has been medically cleared to return to their sport.

Fire Drills: Twelve (12) fire drills must be held each year. A fire drill card is posted in each classroom with a description of the exit route. Students should follow the instructions posted in the room and exit the room with the teacher and the class. In order to maintain safety, fire drills must be accomplished as quickly and quietly as possible. Once outside the building, students must remain with their class and their teacher. Students will return to the building after the all clear signal has been given.

Safety Drills: There may be other types of safety drills, including evacuation and lock- downs.

Safety Glasses: In certain areas while engaged in certain activities in some science labs, the wearing of safety glasses is required. Teachers will give specific directions regarding the wearing of safety glasses or other protective apparel. It is important that students listen and observe these cautions. Personal safety, as well as that of others, will depend upon it.

STUDENT ACTIVITIES

Student Clubs

CHHS has a wide range of extracurricular clubs. A complete listing of current clubs can be found on the high school website. Each fall there is a club fair where students can learn about the various clubs and talk to student representatives of each club. New clubs may be formed based on student interest. Students wishing to start a new club must meet with the principal to discuss the proposed club. If the concept is approved, the organizing students must then compile a list of students interested in the proposed club and find a faculty advisor. Once this is done they must get final approval from the principal.

Student Faculty Congress

This is the major governing/legislative body of the school. All students are welcome and encouraged to voice their opinions. Faculty, students and administrators work together to address issues brought to their attention regarding all aspects of student life. Members are elected by their respective classes or as at-large members selected by students and the principal. Meetings are held on Tiger Tuesdays. The advisors are Mrs. Morrison and Mr. Bohuniek.

PARTICIPATION IN CO-CURRICULAR ACTIVITIES

Participation in the CHHS extra-curricular activities and interscholastic sports is considered a privilege for all students: as such, students may be restricted from participating in a club event or activity by the club advisor or school administrator. Students must be in attendance at school by 9:30 AM in order to participate in club activities for that day, unless they have a legal excuse other than illness.

INTERSCHOLASTIC SPORTS

The following interscholastic sports are available for students in grades 7-12 in Croton. There are Modified, Junior Varsity and Varsity teams where applicable.

FALL SPORTS	WINTER SPORTS	SPRING SPORTS
Football	Girls' Basketball	Boys' Tennis
Boys' Soccer	Boys' Basketball	Boys' Lacrosse
Girls' Field Hockey	Winter Track	Girls' Lacrosse
Boys' Cross Country	Wrestling	Golf
Girls' Cross Country	Winter Cheerleading	Softball
Fall Cheerleading	Boys' Skiing	Baseball
Girls' Volleyball	Girls' Skiing	Boys' Track & Field
Boys' Volleyball		Girls' Track & Field
Girls' Tennis		
Girls' Soccer		
Girls' Swimming		

Participation in an interscholastic sport is a privilege; as such **students may be restricted from participating by a coach, athletic director, or school administrator**. Participation requires parental permission and successful completion of a physical examination by the school physician. It should be noted that the interscholastic sports program has its own code of conduct that must be adhered to by student athletes.

STUDENT SERVICES IN GRADES 9-12

Student Services include all those services available to students that are not directly instructional services. These include school counseling, psychology, health services, speech services, attendance, school social work and special education.

The main function of Student Services is to help create an effective climate for learning, to integrate and utilize all available information on each child pertinent to the educational process, and provide educational experiences appropriate to the unique characteristics of the individual.

Administrator in Charge of School Counseling Services	**School Counselors**
Mark Maxam	Kirby Mosenthal
	Zoha Nadeem
	Tanya Thibideau

PUPIL PERSONNEL SERVICES

School counselors work directly with students to plan individual course schedules to assure that students are clear about college and careers. The counselors are directly concerned with overall performance of their students and provide the necessary guidance for successful student achievement.

Additional information of many types is available in the Counseling office. Pamphlets, books, catalogs, and computer programs pertaining to colleges can be found there. Students needing assistance can ask the school counselors or secretary: Ms. Nadeem, Mrs. Thibideau, Ms. Mosenthal and Ms. Ratliff.

The school psychologists, social workers and student assistance counselor offer student assistance in working through difficult personal and/or social problems. They are also available to help students deal with matters regarding family, peer, and teacher relationships, the achievement of goals, self-worth, and success. Students are encouraged to use the counseling and support services available in the high school when needed. Students should also realize that administrators, teachers, secretaries, and teacher aides are there to help when problems arise.

Many services exist within the school for students seeking help or for those who would like to assist others. A major support group is the Teen Leadership Council.

GRADUATION REQUIREMENTS

Students must earn a minimum of 22 credits to graduate. We expect all students to take full advantage of our curricular programs and earn more than the required credit minimum. A unit of credit or the equivalent generally represents completion of a full-year course that meets six times in an eight-day cycle. In addition, the Croton-Harmon School District requires each graduate to perform twenty-five hours of community service. The chart below describes the requirements in detail. Please note that Croton-Harmon High School requires *all* seniors to maintain 5.5 credits (including Physical Education) during their senior year, even if they have fulfilled the NYS minimum credit requirements for graduation.

Regents Diploma

Required Courses	Credits
English	4
Social Studies	4
Math	3
Science	3
Language other than English	1
Art/Music	1
Health	.5
Physical Education	2
Electives	3.5
TOTAL	22

Required Regents Exams

The NYS Board of Regents has revised the requirements for a Regents diploma (as of January 2015). **As in the past, students need to pass five (5) Regents exams in order to meet graduation requirements. Regents Exam scores are not printed on students' transcripts, but are still required for graduation.** However, students now have a **"4+1" option** that creates alternate tracks towards earning a Regents diploma:

<u>The Required Four</u>
Students need a 65 or higher on the following four (4) exams:

- ELA Regents exam
- one Math Regents exam
- one Science Regents exam
- one Social Studies Regents exam

+ 1 Option

Students need a 65 or higher on any one (1) of the following assessments:

- Additional Math Regents exam in a different course
- Additional Science Regents exam in a different course
- Additional Social Studies Regents exam in a different course
- Additional English assessment in a different course selected from the NYS Department Approved Alternative list
- A NYS Department approved CTE pathway assessment, following successful completion of an approved CTE program
- A NYS Department approved pathway assessment in the Arts
- A NYS Department approved pathway assessment in a Language other than English (LOTE)

Compensatory Safety Net for Students with Disabilities

Students with disabilities have a safety net when it comes to scores needed for Regents and local diplomas. Students should see their counselor for the most up to date requirements.

New York State Career Development and Occupational Studies Commencement Credential
(available only to students with disabilities)

The NYS CDOS Commencement Credential is a credential recognized by the NYS Board of Regents as a certificate that the student has the knowledge and skills necessary for entry level employment. There are two options available for students to earn this credential.

OPTION 1:

- The student must have developed a Career Plan that includes documentation of the student's self-identified career interests; career-related strengths and needs; career goals; and career and technical coursework and work-based learning experiences that the student plans to engage in to achieve those goals; and

- The student must have demonstrated achievement of the commencement level CDOS learning standards in the areas of career exploration and development; integrated learning; and universal foundation skills; and

- The student must have successfully completed at least 216 hours of CTE coursework and/or work-based learning experiences (of which at least 54 hours must be in work-based learning experiences); and

- The student must have at least one completed employability profile that documents the student's employability skills and experiences; attainment of each of the commencement level CDOS learning standards; and, as appropriate, attainment of technical knowledge and work-related skills, work experiences, performance on industry-based assessments and other work-related and academic achievements.

OPTION 2:

In lieu of a student meeting the requirements of option 1 to be awarded the NYS CDOS Commencement Credential, a district may award a student this credential if the student has met the requirements for one of the nationally recognized work readiness credentials, including but not limited to:

- National Work Readiness Credential
- SkillsUSA Work Force Ready Employability Assessment
- National Career Readiness Certificate WorkKeys - (ACT)
- Comprehensive Adult Student Assessment Systems Workforce Skills Certification System.

Although a school district may provide individual students the option of earning the NYS CDOS Commencement Credential by meeting the requirements for one of the nationally recognized work readiness credentials, the national credential option should not be the only option available to students in the district to earn the Credential.

NY State Skills and Achievement Commencement Credential

This credential will recognize each individual student's preparation and skills for post-school employment. The CDOS Commencement Credential is a credential recognized by the NYS Board of Regents as a certificate that the student has the knowledge and skills necessary for entry level employment. Most students with disabilities will be able to graduate with the CDOS Commencement Credential as a supplement to their regular diploma (Regents or local diploma). Students who are unable to earn a regular diploma because of their disability may graduate with the CDOS Commencement Credential as a student's only exiting credential, provided they meet the requirements for award of the credential and have attended school for at least 12 years, excluding Kindergarten. Please note that this credential is not an option for students who take the NYS Alternate Assessment.

LOCAL DIPLOMA

Local diplomas are only available to classified special education students. For these students who entered Grade 9 prior to September 2011, a local diploma may be earned by passing the RCT exams. For these students who are entering Grade 9 in September 2011 and beyond, a local diploma may only be earned by passing required Regents Exams with a grade of 55-64.

PARTICIPATION IN GRADUATION

Any student who has **not** completed all graduation requirements established by the Croton-Harmon Board of Education and the New York Board of Regents may **not** participate in graduation exercises.

GRADING STANDARDS

Grade Point Average (GPA) is computed at the end of the junior year and the first semester of the senior year. Final class grades for all high school credit courses, excluding Physical Education, are used in GPA calculation. Middle school courses with HS credit are NOT included in the calculation. Each final grade is converted to a numerical value using the Quality Points listed below. The GPA is calculated by dividing the total number of quality points by the total number of credits earned.

Listed below is the scale used in determining Quality Points for each course final grade.

A+	4.333
A	4
A-	3.667
B+	3.333
B	3
B-	2.667
C+	2.333
C	2
C-	1.667
D	1
F	0

Highlighted below is an illustration of the formula used:

Course	**Final Grade**	**Credits**	**Quality Points**
English 9	A	1.00	4
Earth Science	B+	1.00	3.333
Photography	B	0.50	1.5
Geometry	A+	1.00	4.333

Total Quality Points = 13.166

Total Credits = 3.5

GPA = $\frac{13.166}{3.5}$ = 3.762

END-OF-YEAR GRADING POLICY

A grade of D is deemed the minimal passing grade for all credit bearing courses at Croton-Harmon High School. Final averages are determined averaging the entire year (rolling gradebook) and the final assessment (if applicable). Passing the course Regents exam does not automatically result in passing the course.

GRADE POINT AVERAGE (GPA)

GPA's will be determined using the grades from every course taken, each measured equally, with the exception of Physical Education, which is not included in the GPA. Croton-Harmon High School does not weigh grades. GPA's will be calculated at the end of the junior year for purposes of college transcripts. GPA's will be recalculated at the end of the second semester in the senior year to determine the valedictorian and salutatorian.

COMMUNITY SERVICE REQUIREMENT

All CHHS students are required to complete a minimum of 25 hours of community service prior to graduation. **These hours must be completed after the first day of school of the student's freshman year, and before graduation** (note: hours completed during the summer before the freshmen year begins are not counted). All hours must be documented using our online volunteer service platform (www.volunteeraccess.com). Documented community service hours must be submitted by July 1 of the school year in which they were earned.

It is important to realize that not all volunteer hours will be considered community service. Submitted hours will be evaluated for approval by school administration, using the following general criteria:

- Community service hours must not be paid or otherwise compensated in any way.
- Community service hours must benefit the community at large OR an individual in need. In the case of benefitting an individual, the person benefited must not be a relative of the student receiving community service hours. Any organization benefiting from volunteer service should not be a for-profit organization.
- In general, students may not receive community service for school club or extra-curricular activities, unless the club/team is specifically performing community service (Examples: An athlete or performer may not receive community service for their performance, but if the team decides to clean the park after school one day as a service activity, this would count. The Interact Club is a community service club, so all service events and planning meetings would count, but not a "social" event done for club members.)
- In general, community service should be performed outside of regular school hours.

A list of suggested community service opportunities is available in the CHHS Guidance Office, and the website also has a list of sample activities and why they were either approved or denied for community service. We suggest that students ask in the Guidance Office whether an activity will receive community service credit before volunteering, if the student is in doubt.

TRACKING COMMUNITY SERVICE HOURS

Hours are now tracked through our online community service platform, Volunteer Access (www.volunteeraccess.com). The site is linked through the guidance website and the school website. The site also lists current volunteer opportunities with contact information for the supervisors.

Hours should be submitted to the system as they are earned, and never later than eight months after they are earned. Hours earned on multiple days from the same supervisor can be submitted separately by date, or by accounting date/hours in the comments section, or by submitting a paper log of dates/hours to the guidance office. If submitted on a paper form, it must, at a minimum, list the date of service and hours earned on each date.

NATIONAL HONOR SOCIETY

The purpose of the Croton-Harmon High School Chapter of the National Honor Society is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership and to develop character in the students of Croton-Harmon High School.

The academic requirement for eligibility for NHS is an overall grade point average (GPA) of A- or higher, which in our case is 3.5, (rounded to two decimal places) over the first five semesters at CHHS.

Recognizing the rigor of Advanced Placement Courses, AP courses will receive additional weighting when calculating the GPA used to determine NHS eligibility. The weighting factor will have the effect of raising the final grade in an AP course to the next higher grade. For example, if a student received a B+ in an AP course, the weighting factor will increase the GPA value to the equivalent of an A-.

During the spring semester of junior year, each student who has earned a cumulative GPA of 3.5 or higher through the first five semesters is invited to complete a membership packet. Students are asked to verify completion of a minimum of 40 hours of service while at CHHS and to show evidence of their character and leadership. Students must have a record free of any serious disciplinary actions. In the event a student has been disciplined by Croton-Harmon High School administration, the student may jeopardize their admittance into the National Honor Society. Moreover, if a student has not been formally disciplined, yet information has come to the attention of the council that the student has exhibited behavior contradicting the spirit and purpose of NHS, for example academic dishonesty, the council may take this into consideration when deciding whether or not to offer membership to the student.

The NHS Faculty Council is made up of guidance counselors and teachers. The Faculty Council meets during the month of March and reads each membership packet. The council then decides whether to accept or deny a student membership. Students wishing to appeal the council's decision may do so, in writing to the principal ten or more days prior to the induction ceremony. No appeals will be heard after the induction.

VALEDICTORIAN AND SALUTATORIAN

The graduating senior with the highest GPA determined at the end of the first semester, senior year will be named the class valedictorian. The graduating senior with the second highest GPA determined at the end of the first semester senior year will be named the class salutatorian. In order to be eligible for either designation, the student must have attended Croton-Harmon High School for all four years.

Recognizing the rigor of Advanced Placement Courses, AP courses will receive additional weighting (.3333) when calculating the GPA used to determine the valedictorian and salutatorian. The weighting factor will have the effect of raising the final grade in an AP course to the next higher grade. For example, if a student received a B+ in an AP course, the weighting factor will increase the GPA value to the equivalent of an A-. Note: this will also apply to an A+ which for calculation purposes will have a weighted GPA value of 4.6667.

COMPUTER ACCEPTABLE USE POLICY

All students are required to sign the District Computer Acceptable Use Agreement in order to be granted access to the school computer network. This agreement is mailed home in the summer packet prior to the start of the school year.

INDEPENDENT STUDY

***Purpose**:*

The primary purpose of Independent Study is to provide students with the opportunity to study areas **not presently included** in our curriculum and to recognize their efforts by granting academic credit. Students enrolled in Independent Study for credit are expected to acquire more/enriched knowledge compared to students in a conventional class. Admission to this program is by application only, and with the approval of the principal.

Types of Independent Study:

Option #1 – for courses that do not exist at CHHS: This is the only form of "true" Independent Study for credit, and is only for the student who wishes to take courses that do not exist in our course catalog. The student must demonstrate a level of work exceeding that of the typical CHHS course. Due to the rigor of this option a stringent review of the application will be conducted before approval. The student will receive a grade and the course will be indicated on the transcript. This option is open only to students in grades 11-12 for a maximum of ½ credit per year. *Note: this option is not available for any course that is taught at CHHS.*

Option #2 – Formal Audit: This is for the student who wishes to "Audit" (participate but not be required to complete all the formal work) a course which already exists in the CHHS Catalog, *and* receive recognition on their transcript. The student and instructor will agree upon meeting times, requirements for the audit and any work that must be accomplished. The course will be indicated as "Audit" with no grade or credit on the transcript. This option is open to students in grades 10-12.

Option #3 – Informal Audit: This is for the **s**tudent who wishes to Audit the course but is not concerned about transcript recognition. This may be done through a private arrangement directly with the instructor, which requires no formal application procedure. The student and instructor will agree upon meeting times, requirements for the audit and any work that must be accomplished. The course audited will *not* appear in any way on the student's transcript, and no grade will be issued. This option is open to students in grades 10-12.

Procedure:

Any interested student should pursue the following steps:

1. Solicit the support of a faculty member who is willing to serve as his/her advisor.

2. Consult with his/her school counselor to obtain an Independent Study application.

3. Arrange and attend a meeting with student-school counselor-teacher to go over the application and what will be done as part of this arrangement, if approved.

4. Student/teacher work together to complete the application.

5. Return the completed application to his/her school counselor. Counselor will sign their approval and submit to the principal; if approved, the paperwork goes to Director of Counseling to create course/enroll student.

6. From that point forward, grades are entered quarterly in Infinite Campus (letter grades for Option 1; AUD for an audit student making acceptable progress. Final grades will be produced by averaging the quarters (no grade listed on the transcript in the case of an audit).

Limits*:*

Independent study courses for credit are only available to juniors and seniors. Courses for Audit are available to grades 10-12. Students are limited to no more than ½ credit per year for any independent study.

Deadlines for completion depend upon the timeframe for work and should be agreed-upon in advance between student and teacher and listed in the narrative.

Applications *must* be approved in advance of work, and allow enough time for reasonable completion. Applications received by the principal after work is already well underway (or should already have been well underway) will *not* be approved.