



Instructional Programs

Student/Parent Handbook



2023 - 2024

INTRODUCTION

The Board of Cooperative Educational Services (BOCES) is committed to providing a safe and orderly environment where students may receive and BOCES personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors are essential to achieving this goal.

The Board has a long-standing set of expectations for conduct on BOCES property and at BOCES functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board recognizes the need to clearly define these expectations for acceptable conduct on BOCES Property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly.

Unless otherwise indicated, this code applies to all students, BOCES personnel, parents and other visitors when on BOCES property or attending a BOCES functions.

Adult students are expected to adhere to this Code of Conduct and the rules and regulations of their specific program in the same manner that elementary and secondary students are required to do so. However, the procedures for violation of this code may differ for adult students and may include discipline up to removal for infraction.

Additionally, the Board has adopted a comprehensive BOCES-wide school safety plan and building level school safety plans regarding crisis intervention, emergency response, and management.

COVID-19 HEALTH PRECAUTIONS DIRECTIVE FROM THE DISTRICT SUPERINTENDENT

All people who enter school property, which also includes school vehicles, or attend school sponsored events are directed and required to follow the District's Re-opening Plan and written protocols. The Plan and written protocols will be available at www.btboces.org. This includes, but is not limited to, any requirements to wear face masks, wash hands, maintain social distancing, permit temperature checks, and answer screening questionnaires. Failure to follow the Plan or protocols, as well as failure to follow the directive of an appropriate school official relating to following the Plan or protocols, may result in a person being refused entrance, or an administrator directing the person to leave the school property or event. It may also result in further consequences as follows:

- for all people, the District may contact law enforcement for trespass where the person refuses to leave school property as directed, as well as for any other violations committed.
- for students, discipline pursuant to the District's Code of Conduct for insubordination, endangering the health, safety, or welfare of others, as well as other applicable violations of the Code of Conduct.
- for parents and other visitors, ban on attending school events as well as consequences pursuant to the Visitors' Code of Conduct.
- for school personnel formal discipline, up to and including termination.

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WELCOME TO BROOME-TIOGA BOCES

Welcome students! On behalf of all the staff here at Broome Tioga BOCES I want to welcome you to our programs. Each student begins their BOCES program with a clean slate and a fresh start. We want you to know we are a school that cares about students and their futures.

Our BOCES mission of enriching lives through education is further enhanced by our Instructional Programs beliefs for student success. We believe if each student is provided:

- **Academically rigorous course work to meet the individual need of each student at their level.**
- **Opportunities to maximize a student's personal potential by many service-learning activities.**
- **Career building by an increased awareness of 21st century skills, employment information, work experiences, and technical training**
- **A transition plan to each student's future where we help you learn about your possible next steps in your education or employment plan.**

Student success is bound to be the outcome. Another ingredient needed for a student's success is their willingness to join in the educational process and make good choices. If you, as the student, come interested to learn and make sure you are making good choices, BOCES, as your educational partner, assures you success.

The information in this handbook is designed to familiarize you with BOCES policies and procedures. We encourage you to review this handbook with your parent/guardian and refer to it throughout the year.

We look forward to working with you in this new school year.

Sincerely,

Tom McNaair

Assistant Superintendent for Instruction

ACCESS TO PROGRAMS

Any time a student, parent or person in a parental relationship would like to speak to a principal or designee they can do so by calling the appropriate number listed below and making an appointment.

Boys & Girls Club	<u>Alternative Education Programs</u>	
	Alternative Middle School	
	Attendance/Main Office	762-6400/762-6409

East Learning Center	<u>Alternative Education Programs</u>	
	Alternative High School	
	GED Program	
	Phoenix Rising	
	<u>Special Education Program*</u>	
	8:1+1 Crossroads (6-12)	
	Attendance/Main Office	762-6400/762-6409
	Guidance Office	762-6417
Nurse's Office	762-6408	

Education Center	<u>Alternative Education Programs</u>	
	Evertch Alternative High School Evertch Alternative High + PTECH	
	<u>Special Education Program*</u>	
	12:1+1 Futures High School (9-12)	
	<u>Career Education Programs</u>	
	Career & Technical Education ½ Day Program New Visions Academies Tech Academy PTECH	
	Main Office	763-3423
	Attendance Office	763-3341
	Evertch Guidance Office	763-3342
	CTE Guidance Office	763-3343/763-3475
	<u>Special Education Programs*</u>	
	8:1+1 Oak Tree Program 8:1+1 & 12:1+1 PALS Programs 12:1+4 MOVE	
	Attendance/Main Office Oak Tree	763-3364
	Attendance/Main Office PALS	763-3687
	Nurses Office	763-3684

West Learning Center	<u>Alternative Education Programs</u>	
	Alternative High School	
	<u>Special Education Programs*</u>	
	6:1+1 Reclaim 8:1+1 Crossroads (3-8)	
	Main Office	748-8261/625-3232
	Attendance/Guidance Office	748-8261
	Nurse's Office	786-2021

Greater Binghamton Health Center	<u>Special Education Programs*</u>	
	8:1+1 Adolescent Day Treatment	
	Attendance/Main Office	762-6400/762-6409

District Based Classrooms	<u>Special Education Programs*</u>	
	8:1+1 Crossroads Program @ HARURSVILLE: <i>Olmstead Elementary</i> SUSQUEHANNA VALLEY: <i>Middle School</i> UNION ENDICOTT: <i>LW West Elementary</i>	
	Attendance/Main Office	766-3762
	<u>Special Education Programs*</u>	
	8:1+1 Oak Tree Programs @ <i>Ed Center/Evertech High School</i> ; VESTAL: <i>Tioga Hills Elementary; Middle School</i> WINDSOR: <i>Bell Elementary; CR Weeks Elementary; Middle School & High School</i>	
	Attendance/Main Office	763-3577
	Main Office - Oak Tree @ Evertech	763-3423

**Special Education Programs –Student must possess an IEP to attend.*

Main Office for Related Services @ Various Locations	763-3318
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For further assistance, please contact:

Matt Sheehan, Director of Career Education	763-3632
Marie Meagher, Director of Special Education	
Tom McNair, Assistant Superintendent for Instruction	763-3345

Broome-Tioga BOCES Website

To access more information about Broome-Tioga BOCES programs, visit the website at: www.btboces.org

Parent Portal

Broome-Tioga BOCES is currently using the school**tool** Parent Portal, a web-based student information system to allow parents/guardians to access information about their child.

The system allows anyone with computer access, a login username, and a password to view his/her child's attendance, discipline, five week interim and report card grades, registration information, and assignments based on the modules utilized by the program their student is enrolled in. For instance, a program using progress notes for grade reporting may not use the scheduling & report card modules in school**tool**.

To begin using the system, a parent-signed Parent Portal request form (included in parent packet) must be completed and returned to the BOCES Student Data Center.

POLICY 2130: CLOSING OF SCHOOLS ("No School"/Snow Day Announcements)

Classes will be in session in accordance with the BOCES school calendar, except for emergency closings. BOCES classes may be cancelled because of bad weather, contagious disease, or other emergencies. The BOCES superintendent/designee is authorized to make this decision for the health, welfare, and safety of pupils and BOCES employees. Notice will be given to parents, students, and BOCES employees through radio, TV, and via BOCES web page.

"BOCES campuses" includes the following: Education Center on Glenwood Road, East Learning Center, Johnson City Learning Center, West Learning Center, and all New Visions Programs. District Based classrooms will follow the POLICY of the school district in which they are housed.

POLICY 4540: SAFETY, SECURITY, AND DECLARED EMERGENCIES

BOCES seeks a safe and secure environment for students, staff, and visitors. The district superintendent establishes procedures to carry out this policy:

1. Identifies the safety specialist and other staff members to administer safety drills and inspections.
2. Identifies the emergency coordinator and other staff members to administer the emergency plan.
3. Provides time and resources for preparing, updating, and controlled distribution of the emergency plan book ("Red Book"). Staff time and resources will also be provided for safety drills and inspections.
4. Provides a mechanism for effective review of safety, security, and emergency planning concerns of the staff, students, and public.
5. Provides annual reports to the Board regarding significant aspects of safety and security of BOCES property and people.
6. Establishes annual written reviews of the activities of the staff to ensure compliance with laws and regulations.

POLICY 4550: SEXUAL HARASSMENT POLICY

All employees and students have a right to work or study in an environment free of discrimination and free from sexual harassment. BOCES disapproves of sexual harassment of its employees or students in any form. All employees and all students must avoid offensive or inappropriate sexual-harassing behavior at school, on school grounds, at school functions, and on school transportation and will be held responsible for ensuring that the workplace is free from sexual harassment.

Specifically, BOCES prohibits:

- Unwelcome sexual advances
- Requests for sexual favors, whether or not accompanied by promises or threats with regard to the student-teacher, student-student, or employment relationship
- Other verbal or physical conduct of a sexual nature made to any employee or student that may threaten or insinuate either explicitly or implicitly that any person's submission to or rejection of sexual advances will in any way influence any decision regarding that person's employment, evaluation, wages, advancement, assigned duties, shifts, academic performance, or any other condition of employments, academic or career development
- Any sexual-harassment conduct, verbal or physical, that has the purpose or effect of substantially interfering with a person's ability to perform the individual's duties
- Any sexual harassment conduct, verbal or physical that has the purpose of creating an intimidating, hostile, or offensive working or academic environment.

Such conduct may result in disciplinary action up to and including dismissal or suspension upon instruction. Other sexually harassing conduct in the workplace, whether physical or verbal, committed by supervisors or nonsupervisory personnel or students is also prohibited.

This behavior includes but is not limited to, commentary about an individual's body, sexually degrading works to describe an individual, offensive comments, off-color language or jokes, innuendos, and sexually suggestive objects, books, magazines, photographs, cartoons, or pictures.

Employees or students who have complaints of sexual harassment by anyone in the school environment, including any supervisors, co-employees, students, or visitors, are urged to report such conduct to the compliance officer so that BOCES can investigate and resolve the problem. If the complaint involves the compliance officer, or if the person for any reason is uncomfortable in dealing with the compliance officer, the employee or student may go to the superintendent, or a person appointed by the superintendent to handle the complaint.

BOCES investigates all complaints as quickly and as professionally as possible, consistent with the laws of the state and, if applicable, the collective negotiations agreements.

There will be no retaliation against employees or students for reporting sexual harassment or assisting in the investigation of a complaint. However, if after investigating any complaint of harassment or unlawful discrimination, BOCES learns that the complaint is not in good faith or that an employee or student has provided false information regarding the complaint, disciplinary action may be taken against the individual who provided the false information.

Student inquiries concerning this policy may be referred to the Broome-Tioga BOCES Assistant Superintendent for Instruction, who will work with the BOCES Compliance Officer, at 435 Glenwood Road, Binghamton, NY 13905-1699. Telephone: (607)763-3345.

POLICY 4555: ANTI-DISCRIMINATION POLICY

Broome-Tioga BOCES does not discriminate in employment or in the education programs and activities which it operates on the basis of race, color, national origin, religion, marital status, military status, sex, age, weight, sexual orientation, gender identity, disability or predisposing genetic characteristic, in violation of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, 42 U.S.C 1211 et. Seq. known as the Americans With Disabilities Act, Boy Scouts of American Equal Access Act of 2001, 20 U.S.C 7905, §504 of the Rehabilitation Act of 1973 and New York State Human Rights Law, including, but not limited to, access to facilities in accordance with the Boy Scouts of America Equal Access Act of 2001, 20 U.S.C. 7905, which requires equal access for the Boy Scouts of America and other designated youth groups to meet at public schools.

Grievance Procedure

1. Anyone who believes that BOCES or its staff has failed to apply or has inadequately applied the principles or regulations of:
 - Title VI of the Civil Rights Act of 1964,
 - Title IX of the Education Amendment Act of 1972, or
 - Section 504 of the Rehabilitation Act of 1973,
 - The Sexual Orientation Non-Discrimination Act of 2002, that person may bring forward a complaint, called a grievance, to the BOCES compliance officer.
2. The complainant discusses the grievance informally with the compliance officer, who then investigates the complaint and responds in writing to the complainant. The complainant may then start formal procedures according to these steps:
 - a. Sign a written statement of the grievance and give it to the compliance officer within seven days after receiving the response to the grievance. The compliance officer then further investigates the grievance and replies in writing to the complainant within seven days.
 - b. If the complainant wishes to appeal the decision of the compliance officer, the complainant may submit a signed statement of appeal to the superintendent within seven days after receiving the compliance officer's response. The superintendent meets with the complainant and any representative and makes any other inquiries the superintendent considers appropriate. The superintendent then reaches a conclusion and responds in writing to the complainant within 14 days.
 - c. If the complainant is not satisfied with the conclusion of the superintendent, the complainant may appeal through a signed, written statement to the BOCES Board within seven days after receiving the Superintendent's response in **b**. In an attempt to resolve the grievance, the Board will meet with the complainant and any representative within 30 days after receiving such an appeal. The Board's written disposition of the appeal will be sent to the complainant within ten days of this meeting.
 - d. If the grievance has not been satisfactorily settled in **b**, further appeal may be made to the Office of Civil Rights, Department of Education, and Washington, D.C. 20201.
3. The compliance officer, on request, will provide a copy of the grievance procedure to any employee or student of the BOCES. A copy of each of the acts and regulations upon which this notice is based will be made available upon written request directed to the BOCES compliance officer. When used in the POLICY "days" means calendar days. The words "person" and "complainant" include an employee as well as a student.

Inquiries concerning this POLICY may be referred to Broome-Tioga BOCES Compliance Officer, Director of Human Resources, 435 Glenwood Road, Binghamton, NY 13905-1699. Telephone: (607)763-3456. Inquiries concerning the nondiscriminatory POLICY may be made to Director, Office of Civil Rights Department of Education, Washington D.C. 20201.

Definitions

1. "Harassment" and "bullying" shall mean 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 their 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.
2. Acts of harassment and bullying shall include, but not be limited to, those acts based on a person's actual or perceived race (including traits historically associated with race such as hair texture and protective hairstyles like braids, locks and twists), 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.
3. "Cyber-bullying" shall mean harassment or bullying as defined in subdivision seven of this section, including paragraphs (a), (b), (c) and (d) of such subdivision, where such harassment or bullying occurs through any form of electronic communication.

4. "Emotional harm" that takes place in the context of harassment or bullying shall be defined as harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education. Such conduct shall include, but is not limited to, acts based on a person's actual or perceived race (including traits historically associated with race such as hair texture and protective hairstyles like braids, locks and twists), color, weight, national origin, ethnic group, including traits historically associated with race such as hair texture and protective hairstyles like braids, locks and twists, religion, religious practice, disability, sexual orientation, gender or sex.

POLICY 6241: DIGNITY FOR ALL STUDENTS ACT (DASA)

The Board is committed to providing a school environment that is free from harassment, bullying and discrimination. Harassment, discrimination, intimidation or bullying and acts of cyber-bullying, as defined by New York Education Law Article Two and the Regulations of the Commissioner § 100.2 by students, staff or visitors toward students are strictly prohibited. Therefore, in accordance with such laws and regulations, conduct of this nature is subject to discipline in accordance with the BOCES Code of Conduct and the Internet Safety and Acceptable Use Policies.

Reports of harassment, bullying and discrimination shall be made to the Building Administrator or Superintendent's designee. Students and parents/ guardians may make an oral or written report of harassment, bullying or discrimination to BOCES teachers or administrators.

BOCES employees who witness harassment, bullying or discrimination, or who receive an oral or written report of harassment, bullying or discrimination, shall promptly orally notify the Building Administrator or Superintendent's designee not later than one school day after such employee witnesses or receives a report of harassment, bullying or discrimination. After oral notification, the BOCES employee shall file a written report with the Building Administrator or Superintendent's designee not later than two school days after making the oral report.

The Building Administrator or Superintendent's designee shall lead or supervise a thorough investigation of all reports of harassment, bullying or discrimination, and ensure that said investigation is completed promptly after receipt of any written reports made.

BOCES, in its commitment to prevent harassment, bullying and discrimination may conduct searches of students and their belongings if the authorized school official has a reasonable suspicion to believe that the search will result in evidence that the student violated this, or any other BOCES policy, or the law. Reasonable suspicion may be based upon employee observations or information received from a reliable informant. An individual will be considered a reliable informant if they (1) have previously supplied accurate, verified information, (2) make an admission against their own interest, (3) provide information received independently from other sources or (4) appear to be credible and the information they are communicating relates to an immediate safety threat or potential harm to anyone at school.

BOCES officials with a reasonable suspicion a student has violated BOCES policy or the law may search a student's personal belongings after questioning the student as to whether they possess evidence of a violation, and first requesting the student's consent to the search. Regardless of whether the student consents to the search, searches will be limited to the extent necessary to locate the evidence sought, and whenever practicable, will be conducted in the privacy of administrative offices in the student's presence. Items that may be searched upon a reasonable suspicion of wrongdoing include but are not limited to backpacks, handbags, pockets and cellular phones. All searches will be reasonably related to the alleged violation and will be reasonable in scope.

Student Lockers, desks and other school storage places are the property of BOCES and students have no reasonable expectation of privacy with respect to these places. Therefore, BOCES officials, having complete control over these areas, may search them at any time without prior notice to students, and without their consent. t

In the event an investigation verifies harassment, bullying or discrimination, the BOCES shall take prompt actions reasonably calculated to end the harassment, bullying or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom. Such harassment, bullying or discrimination was directed. Retaliation against any individual who, in good faith, reports or assists in the investigation of harassment, bullying or discrimination, is strictly prohibited.

Individuals whose behavior is found to be in violation of this POLICY will be subject to discipline or removal from the premises in accordance with school POLICY, including the Code of Conduct. If appropriate, individuals may also be referred to law enforcement officials.

The Building Administrator shall make a regular report on data and trends related to harassment, bullying and discrimination to the Superintendent. The Superintendent shall establish procedures and guidelines that will include, but not be limited to, staff training and professional development, the method of reporting an incident believed to be in violation of this POLICY, the procedure for investigation and the prohibition of retaliation for reporting an incident. The BOCES shall also provide required instruction supporting development of a school environment free of harassment, bullying and discrimination having an emphasis on discouraging acts of harassment, bullying (including cyber-bullying) and discrimination and including instruction in the safe, responsible use of the Internet and electronic communications.

The Board will review this POLICY from time to time, but no less than annually, and will make any necessary modifications as required by the applicable laws and regulations. This POLICY and any amendments or addendums shall be published in the student handbook and on the BOCES website.

At least once each school year, the BOCES shall provide all school employees, students and parents/ guardians with a written or electronic copy of this POLICY and any other POLICY created by the C in compliance with the Dignity for All Student's Act.

If the Superintendent or Principal designates a staff member to receive oral or written reports of harassment, bullying, or discrimination, then the Superintendent or Principal shall publish the name and title of the designee to the school community as an addendum to this POLICY.

Cross Reference: Anti-discrimination POLICY; Sexual Harassment POLICY; Code of Conduct; Internet Safety POLICY; Acceptable Use POLICY; NYS Educ. Law §§ 10-13; 8 NYCRR §100.2 Pending Board of Education approval.

BROOME-TIOGA BOCES DIGNITY ACT COORDINATORS

Issues regarding harassment, bullying and discrimination should be addressed with:

DASA Coordinators

Site	Coordinator	Phone	Fax	e-Mail
Education Center	Matt Sheehan, Director	763-3632	763-3206	msheehan@btboces.org
East Learning Center	Chuck Wheeler, Supervisor	762-6409	762-6402	cwheeler@btboces.org
Johnson City Learning Center	Lynette Bryan, Supervisor	763-3692	763-3654	lbryan@btboces.org
West Learning Center	Maria Keesler, Supervisor	748-8261	748-8262	mkeesler@btboces.org

DASA – Superintendent or Designee to receive reports/complaints:

Tom McNair, Assistant Superintendent	763-3345	763-3213	tmcnair@btboces.org
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POLICY 4560: PREVENTION OF UNLAWFUL POSSESSION, USE OR DISTRIBUTION OF ILLICIT DRUGS AND ALCOHOL BY STUDENTS AND EMPLOYEES

The Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226, requires that, as a condition for receiving funds or any other form of financial assistance under any federal program, the BOCES must certify that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees.

The purpose of this POLICY is to comply with the requirements of the relevant federal laws and regulations.

Illicit Drugs and Alcohol Prevention Program for Students

The following program is adopted for BOCES Students:

1. Age-appropriate, developmentally based drug and alcohol education and prevention programs, attached to this policy, are adopted. These programs address the legal, social, and health consequences of drug and alcohol use and provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol. These programs are for all BOCES students who do not attend a component school for any part of the day
2. Student will be told that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.
3. Standards of conduct are adopted to clearly prohibit the unlawful possession, use of distribution of illicit drugs and alcohol by students on school premises or as a part of any of the school's activities.
4. Disciplinary sanctions, up to and including expulsion as well as referral for prosecution, will be imposed on students who violate the standards of conduct.
5. Information about any drug and alcohol counseling and rehabilitation and reentry programs that are available to students will be given to students and parents.

The standards of conduct mentioned in 3, the statement of disciplinary sanctions described in 4, and the program available described in 5 are printed in the "Notice to Students and Parents—Standards of Conduct Regarding Illicit Drugs and Alcohol." This notice is given annually to each student and to the parents of each student and, if appropriate, to the person with whom the student resides.

6. The Board biennially conducts a review of this program with the superintendent, administration, and staff to:
 - a. Determine the effectiveness of the program and implement changes to the program, if needed, and
 - b. Ensure that the disciplinary sanctions are consistently enforced.

POLICY 4561: SMOKING

No smoking, e-cigarettes, liquid nicotine, or tobacco use is permitted in any BOCES building (whether owned or leased), on any BOCES grounds (whether owned or leased), or in any vehicle used to transport children or BOCES personnel.

POLICY 4601: MEDICAID COMPLIANCE POLICY

It is the POLICY of Broome-Tioga Board of Cooperative Educational Services that its practices regarding Medicaid claims for services are to be in compliance with all applicable Federal and State laws and regulations. To prevent, detect, and report incidents of Medicaid fraud and abuse, the BT BOCES is required to develop and implement an effective Compliance Program. The Board of Education shall develop such a program to meet the requirements of applicable law and regulations. New York State Public Health Law, Section 32. New York State Social Services Law, Section 363-d. New York State Regulations 18NYCRR, Section 521.3.

Issues regarding Medicaid Fraud or any other Medicaid concerns may be referred to the Broome-Tioga BOCES Compliance Officer, Director of Instructional Programs, Tom McNair, 435 Glenwood Road, Binghamton, NY 13905.

POLICY 6110: COMPREHENSIVE STUDENT ATTENDANCE POLICY

A. Objectives

The objectives of the Comprehensive Attendance POLICY are:

1. To accurately track the attendance, absence, tardiness and early departure of students to and from the school.
2. To ensure sufficient pupil attendance of classes so that pupils may achieve State mandated education standards.
3. To track student location for safety reasons and to account to parents and school districts regarding the location of children during school hours.

B. Definitions

Whenever used within the Comprehensive Attendance POLICY, the following terms shall mean:

1. Scheduled instruction: Every period that a pupil is scheduled to attend instructional or supervised study activities during the course of a school day during the school year.
2. Absent: The pupil is not present for scheduled instruction.
3. Tardy: The pupil arrives later for scheduled instruction.
4. Early departure: The pupil leaves prior to the end of the pupil's scheduled instruction.
5. Excused: Any absence, tardiness, or early departure for which the pupil has a valid school approved excuse. Such excused non-appearance shall include: personal illness, illness or death in the family, religious observance, quarantine, required court appearances, attendance at health clinics or other medical visits, approved college visits, Military obligations, absences approved in advance by the Supervisor, and other reasons as may be approved by the Commissioner of Education.
6. Unexcused: Any absence, tardiness or early departure for which the pupil has no valid school approved excuse. Such unexcused non-appearance shall include shopping trips to the local mall, family vacation, oversleeping, skipping class, and any other absence that is not excused.
7. Attendance will be reported for each pupil enrolled in a BOCES program, period by period, by a teacher or designee. This attendance will be reported to the home district each day. Early departure and late arrivals will also be recorded.

C. In order to encourage student attendance, the following strategies and incentives shall apply:

1. Attendance will not be used as a measure of student learning. Course credit is recommended based on student performance related to learning outcomes.
2. For pupils enrolled in full-day instruction, the pupil's parent(s) or person in parental relation shall be notified of a pupil's excused & unexcused absence(s), tardiness or early departure according to the following:
 - a. Where a pupil has not been marked as present for scheduled instruction and the school has not been previously notified of the absence, the BOCES shall attempt to contact the pupil's parent(s) or persons in parental relation to learn the nature of the pupil's absence and notify the parent that the pupil has not arrived at school.
 - b. For a pattern of unexcused absences, tardiness, early departures, or any combination thereof, the pupil's parent(s) or persons in parental relation shall receive a notice containing the dates, times and the nature of the pupil's unexcused non-presence.

3. Disciplinary Procedures

The pupil may be subject to disciplinary procedures for unexcused absence, tardiness, or early departure, including verbal and written warnings, detentions, and loss of extra-curricular privileges, as described in the Code of Conduct.

4. Incentives

BOCES staff and the School Climate Team shall work with the Program Supervisor to create and implement incentive programs for excellent attendance.

5. Intervention Strategy Development

The Program Supervisor shall quarterly review student attendance records, address identified patterns of unexcused pupil absence, tardiness and early departure, and review current intervention methods. Where the Supervisor determines that existing intervention policies or practices are insufficient, the Supervisor shall recommend changes.

6. Counseling

BOCES will make available counseling or support to students with chronic attendance problems.

7. Attendance Data

Attendance data will be shared with the Board of Education on an annual basis as part of the strategic planning reports.

Attendance Clerk

The Board shall designate a person as the Attendance Supervision Clerk. The Attendance Supervision Clerk is responsible for maintaining pupil attendance records and initiate-generating reports to address excused and unexcused pupil absence, tardiness, and early departure consistent with the Comprehensive Attendance POLICY including parent and district notification.

STUDENT ELOPEMENT PROCEDURE

The procedures used by Broome-Tioga BOCES in the event of a student elopement from one of its buildings are as follows. While each situation is unique and handled on an individual basis, the general guidelines should be followed:

Students below the age of 16, or a student who does not demonstrate the ability to safely exit the building independently, contact should be made first to the Police if the student is not able to be redirected and remain in the building.

The student's school district should also be contacted and said communication should be followed up in writing. The building supervisor and parent/guardian or person in parental relationship should also be notified immediately.

Students 16 and above that demonstrate the mental capacity to independently exit the building and do so, contact should be made to the student's school district and parent/guardian or person in parental relationship. The building supervisor should also receive notification.

In the event a student is severely developmentally disabled, and they are in harm's way should they leave the building unescorted; staff is to remain with the student until assistance arrives. Contact should be made immediately to law enforcement as well as the building supervisor requesting assistance. The student's school district and parent/guardian or person in parental relationship should also be notified as soon as practicable.

Should a student place themselves in immediate or imminent danger to themselves or others, then the staff will use its best efforts to prevent the student from such harm.

This may include the use of physical restraint. Law enforcement will be contacted immediately or as soon as the staff member is able to do so without jeopardizing the safety of the student or until another staff member/other is available to make this call. Staff will remain with the student until law enforcement arrives.

Students are subject to the appropriate disciplinary consequence in accordance with the Code of Conduct. If you have a question or concern, please contact Tom McNair, Assistant Superintendent for Instruction, at 607-763-3345.

POLICY 6120: STUDENT PLACEMENT

Initial class placement of students in all BOCES programs is the responsibility of appropriate BOCES personnel in cooperation with home school district personnel. Class placements take place only after all available information has been analyzed and the pupil has been recommended by appropriate local school district personnel for such placement.

All class placements are administered and conducted according to accepted practices and the education laws and regulations of the commissioner. Class placement within a program (section or classroom) is determined by the appropriate BOCES administrator.

GRADE PROMOTION AND PLACEMENT POLICY

It is the POLICY of New York State and the BOCES that:

1. No student promotion or placement decisions for grades three and four shall be based solely on student performance on the ELA or Mathematics State assessments.
2. Student assessment scores may be considered as a measure of student performance only if the decision-making process uses multiple measure of assessments and data in addition to the State assessments and the State assessments are only a minor factor in the promotion/placement decision.
3. In making promotion and placement decisions, the school will consider in class performance, teacher observation, homework, input of the parent, social and emotional needs as well as any other applicable measures, other than State assessments.
4. The final decision regarding placement and promotion is the decision of the school.
5. This POLICY expires December 31, 2018, unless the underlying legislation is renewed by the New York State Legislature.

SPECIAL EDUCATION UPON ENTRY TO SCHOOL

Upon child's enrollment or attendance in a public school, such school shall notify parents or persons in parental relation of their rights regarding referral and evaluation of their child for the purposes of special education services or program pursuant to applicable federal and state laws. Please contact the Chairperson for Special Education at your child's home district for more information. Contact information can be found on your district's website.

POLICY 6211: CORPORAL PUNISHMENT

Corporal punishment as a means of discipline is not used against a student by any BOCES teacher, administrator, officer, employee, or agent.

The Board of Regents defines corporal punishment as "any act of physical force upon a pupil for the purpose of punishing that pupil". Specifically, exempt is the use of reasonable physical force for the following purposes if alternative procedures have not been successful:

1. To protect oneself from physical injury
2. To protect another student or teacher or any other person from physical injury
3. To protect the property of the school or of others, or

4. To restrain or remove a student whose behavior is interfering with the orderly exercise and performance of the BOCES functions, powers, or duties, if that student has refused to stop from further disruptive acts; provided that alternative procedures and methods not involving the use of physical force cannot reasonably be employed to achieve the purposes listed in 1-4 above.

However, if alternative procedures and methods eliminating the use of physical force and any of the above conditions occur, then the use of reasonable physical force is not prohibited.

Whenever a school employee uses physical force against a student, the school employee will, within the same school day, write a report to the employee's supervisor describing in detail the circumstances and the nature of the action taken.

The BOCES superintendent submits a written semi-annual report to the commissioner of education, with copies to the Board, by January 15 and July 15 of each year, stating the substance of each written complaint about the use of corporal punishment received by the school authorities during the reporting period, the results of each investigation, and the action, if any, taken by the school authorities in each case.

POLICY 6212: LOSS OR DESTRUCTION OF BOCES PROPERTY

Students and their parents or legal guardians are responsible to make restitution for BOCES- owned property damaged or destroyed by students. The compensation will not exceed \$2,500 per incident, except in instances where extreme financial hardship can be proven where the maximum will be \$1,500. The compensation will be pursued through civil action when necessary, and when the student is over the age of ten and under the age of eighteen. The BOCES superintendent is directed to take appropriate steps to recover damages in any situation caused to the buildings or grounds.

POLICY 6220: INTERVIEW OF STUDENTS BY POLICE AND DEPARTMENT OF SOCIAL SERVICES

When used in this policy, the word student means any individual who is on BOCES property for the purpose of receiving instruction.

Police authorities may not interview students in the school buildings or use BOCES facilities in connection with police department work. Students will not be made available for police interviews. Police authorities must take any matter up directly with the parents of minor students off BOCES premises. A warrant should be reviewed by the BOCES counsel before release of a student or interview of a student.

If a crime is committed on BOCES property, it is expected that school officials will notify the appropriate police authorities regarding the event and give full cooperation to an investigation. In such a case, interviews of students and school personnel may be conducted on BOCES property regarding the incident.

When a request is made by law enforcement agencies to detain someone who is on BOCES property, the request must be referred to the person in charge of the building or program. That person will handle the request in accordance with the administrative guidelines established by the BOCES superintendent.

In the event that BOCES receives from the Department of Social Services of any county which it serves, a request to interview a student, BOCES shall require the Department of Social Services a statement in writing indicating the interview is necessary to carry out the purposes of the Child Protection Act.

POLICY 6230: STUDENT TRANSPORTATION

Recognizing the integrated relationship of transportation and education, the Board directs the district superintendent to develop the procedures necessary to ensure safe and reasonable transportation of students.

Vehicle Safety/Driving/Parking

Students attending BOCES classes are expected to use the school buses provided by their home district to transport them. In instances where students need to provide their own transportation, driving permits may be issued through the respective BOCES school office with approval by your home school district and parent/guardian. Final approval will be determined by the BOCES Principal. Students using vehicles on BOCES property must obey all traffic regulations of the state and of BOCES. Reckless driving and speeding are not tolerated. Student parking is allowed only in authorized areas only.

POSITIVE BEHAVIOR INTERVENTIONS

To help students decrease behaviors that interfere with their education, whenever possible, BOCES provides these efforts prior to more severe disciplinary measures.

1. Strategies and interventions to improve motivation, social skills, problem solving abilities, anger management and conflict resolution.
2. Environmental modification to enhance student ability to stay on task, maintain attention and control behavior.
3. Behavior management system that is consistent in all BOCES programs.
4. We, at BT BOCES, believe in a Positive Behavior Intervention Support System (PBIS). This system is a way of tying together how we act, what proactive approaches are in place, and is based on preventative and proactive plans to provide positive interventions. The programs provided to staff for professional development in this area include, but are not limited to, various philosophical approaches of the following:
 - Olweus Anti-Bullying Program
 - Non-Violent Crisis Intervention
 - Dignity for All Students Act

- BOCES Code of Conduct Plan
- Avoid Cyberbullying
- BOCES Character Education Program
- BOCES Individual Program Plans

POLICY 6240: CODE OF CONDUCT

I. Introduction

The Board of Cooperative Educational Services (“the Board” or “BOCES”) is committed to providing a safe and orderly environment where students receive quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

The Board has a long-standing set of expectations for conduct on BOCES property and at BOCES functions. These expectations are based on the principles of equity, civility, mutual respect, citizenship, character, tolerance, honesty and integrity. BOCES aspires to:

1. Foster an environment of mutual trust and respect;
2. Raise students’ knowledge, skill and opportunity;
3. Inspire students, staff and communities to pursue equity and excellence and to lead by example.

BOCES recognizes the need to clearly define these expectations for acceptable conduct on BOCES property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, BOCES adopts this Code of Conduct (“Code”) which is in compliance with the Safe Schools Against Violence in Education Act, the Dignity for All Students Act (“DASA”), New York State Education Law and the New York State Regulations of the Commissioner of Education.

Unless otherwise indicated, this code applies to all students, teachers, BOCES personnel, parents and other visitors when on BOCES property or attending a BOCES program or function. Students attending any BOCES program or function, regardless of location, should be aware that their conduct will be subject to this Code of Conduct, the component district/host building’s Code of Conduct, and the provisions of the Code of Conduct in place in the student’s home district of residence, as applicable.

Unless otherwise indicated, misconduct occurring off BOCES/school property that endangers the health or safety of students, disrupts school operations or the educational process, is also subject to discipline pursuant to this Code of Conduct.

Additionally, the Board has adopted a comprehensive BOCES-wide school safety plan and building level school safety plans regarding crisis intervention, emergency response, and management.

II. Definition of Terms

For purposes of this code, the following definitions apply:

A. BOCES Function

“BOCES function” means any BOCES-sponsored extra-curricular event or activity on or off site.

B. BOCES or School Property

“BOCES or school property” means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a BOCES- owned or leased building, or a public elementary or secondary school or BOCES program; or in or on a school bus, as defined in Vehicle and Traffic Law 142.

C. Cyber-bullying

“Cyber-bullying” shall mean harassment or bullying as defined in this section, including paragraphs (a), (b), (c) and (d) of such subdivision, where such harassment or bullying occurs through any form of electronic communication.

Cyberbullying may occur via electronic communication on the Internet, on cellular phones or other electronic media. Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs). Cyberbullying can involve, but is not limited to: sending mean, vulgar or threatening messages or images; posting sensitive, private information about another person and pretending to be someone else in order to make that person look bad. Cyberbullying involving BOCES students may occur both on campus and off school grounds and may involve student use of the District internet system or student use of personal digital devices including but not limited to: cell phones, digital cameras, personal computers, tablets or other electronic tools.

D. Disability

“Disability” means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable

accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[4] and Executive Law §292[21]).

E. Discrimination

"Discrimination" means the denial of rights, benefits, equitable treatment or access to facilities or programs discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to, discrimination based on a person's actual or perceived race (including traits historically associated with race such as hair texture and protective hairstyles like braids, locks and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression or sex. Discrimination can either result in actual or potential exclusion, or lack of access.

F. Disruptive Student

"Disruptive student" means an elementary or secondary student of school age who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, building or anywhere on school property, or interferes with a bus driver's ability to safely operate a school bus.

G. Emotional Harm

Emotional harm that takes place in the context of harassment or bullying shall be defined as harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.

H. Gender

"Gender" means actual or perceived sex and shall include a person's gender identity or expression (Education Law §11[6]).

I. Gender Expression

"Gender Expression" means the manner in which a person represents or expresses gender to others often through behavior, clothing, hairstyles activities, voice or mannerisms.

J. Gender Identity

"Gender Identity" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.

K. Harassment and bullying

"Harassment" and "bullying" for purposes of prohibited conduct under the Dignity for All Students Act (DASA) shall mean the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyber-bullying, 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 their 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 BOCES or 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 BOCES or 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 (including traits historically associated with race such as hair texture and protective hairstyles like braids, locks and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender, gender identity or gender expression. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions.

L. Parent

"Parent" means the biological, adoptive, or foster parent, legal guardian or person in parental relation to a student.

M. Protective Hairstyles

"Protective hairstyles" shall include, but not be limited to, such hairstyles as braids, locks, and twists.

N. Race

"Race" means and shall include, but not be limited to, ancestry, color, ethnic group identification, and ethnic background, and shall include traits historically associated with race, including but not limited to hair texture and protective hairstyles.

O. Repeatedly Disruptive Student

"Repeatedly disruptive student" means a disruptive student as defined in this section who engages in conduct which results in the removal of the student from the classroom by teacher(s) pursuant to the provisions of Education Law 3214 (3-a) and the provisions set forth in this Code of Conduct on four or more occasions during a semester, or three or more occasions during a trimester, as applicable.

P. Violent Student

"Violent student" means a student of school age who:

1. Commits an act of violence upon a BOCES employee or attempts to do so.
2. Commits, while on school property or at a BOCES function, an act of violence upon another student or any other person lawfully on BOCES property or at the BOCES.
3. Possesses, while on BOCES property or at a BOCES function, a weapon as defined herein.
4. Displays, while on BOCES property or at a BOCES function, what appears to be a weapon as defined herein.
5. Threatens, while on BOCES property or at a BOCES function, to use any instrument that appears capable of causing physical injury or death.
6. Knowingly and intentionally damages or destroys the personal property of any BOCES employee or any person lawfully on BOCES property or at a BOCES function.
7. Knowingly and intentionally damages or destroys BOCES property.

Q. Weapon

"Weapon" means, except as otherwise provided in this Code, any unauthorized device, instrument, material or substance that is capable of causing physical injury or death. "Weapon" also means a firearm as defined in 18 USC 921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronics stun gun, pepper spray or other noxious spray, explosive or incendiary bomb. "Weapon" for the purposes of this Code also includes any object that could be considered a reasonable facsimile of a weapon.

III. Student Rights and Responsibilities

The Board is committed to providing an environment in which all student rights and freedoms are respected, and to provide opportunities that stimulate and challenge each student's interests and abilities allowing them to reach their highest potential. These opportunities will be available as long as the student pursues these interests and studies in an appropriate manner and does not infringe upon the rights of others.

The Board assures BOCES students shall have all the rights afforded them by federal and state constitutions, statutes and regulations. BOCES Board recognizes all federal, state and local laws in connection with these rights, and reminds students that certain responsibilities accompany these rights.

A. Student Rights

BOCES is committed to safeguarding the rights given to all students under state and federal law and to provide students with a safe school climate focused on positive behavior. In addition, to promote a safe, healthy, orderly and civil school environment, all BOCES students have the right to:

1. Be protected from intimidation, harassment, bullying or discrimination and report incidents of bias in accordance with the Dignity for All Students Act ("DASA") and Education Law 12[1].
2. Take part in all BOCES activities on an equal basis regardless of actual or perceived race (including traits, historically associated with race such as hair texture and protective hairstyles like braids, locks and twists), color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, gender identity, gender expression or sex.
3. Present their version of the relevant events to BOCES personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
4. Access BOCES rules and, when necessary, receive an explanation of those rules from BOCES personnel in an age-appropriate manner.
5. Inform BOCES Supervisors or staff about violent incidents, or their potential, in a confidential manner and without fear of retaliation and to be free from retaliation when, in good faith, the student reports or assists the investigation of harassment, bullying and/or discrimination.

B. Student Responsibilities

All students have the responsibility to:

1. Respect one another and treat each other fairly and civilly in accordance with BOCES; Code of Conduct and the Dignity for All Students Act (DASA) Policy including the responsibility to conduct oneself in a manner that fosters an environment that is free from bullying, intimidation, harassment, and discrimination.
2. Contribute to maintaining a safe and orderly environment that is conducive to learning and to show respect to other persons and to property.
3. Express opinions and ideas in a respectful manner so as not to offend, slander or restrict the rights or privileges of others.
4. Be familiar with and abide by all BOCES policies, rules and regulations dealing with student conduct.
5. Inform BOCES Supervisors of staff about any violent behavior or the potential of it.
6. Attend classes every day unless they are legally excused and be in class, on time, and prepared to learn.
7. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
8. React to direction given by teachers, supervisors and other BOCES personnel in a respectful, positive manner.
9. Work to develop mechanisms to control their anger.
10. Ask questions when they do not understand.

11. Seek help in solving problems that might lead to discipline.
12. Be dressed and groomed in a manner consistent with the Code of Conduct Student Dress Code for instructional activity and BOCES functions.
13. Accept responsibility for their actions.
14. Conduct themselves as representatives of BOCES when participating in or attending BOCES-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

C. Dress Code

All students are expected to give proper attention to personal cleanliness and to dress appropriately. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other BOCES personnel should exemplify and reinforce acceptable dress and help students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall adhere to the following standards, except where required for medical or religious reasons or for specific educational programs:

1. It is safe, appropriate and does not disrupt or interfere with the educational process.
2. It shall ensure that certain body parts must be covered for all students and that clothes must be worn in a way such that genitals, buttocks, undergarments, and nipples are covered with non-transparent outer clothing.
3. Underwear is to be completely covered with outer clothing.
4. Footwear is to be worn at all times. Footwear that is a safety hazard will not be allowed.
5. Items that are vulgar, obscene, and libelous or denigrate others on account of actual or perceived race (including traits historically associated with race such as hair texture and protective hairstyles like braids, locks and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, are not allowed. In addition to the foregoing, clothing that creates a hostile or intimidating environment for individuals, groups of people or any protected class is not permitted.
6. Items that promote or endorse the use of alcohol, tobacco or illegal drugs encourage illegal or violent activities are not allowed.

Each building administrator or their designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline up to and including out-of-school suspension.

Nothing in this policy will be construed to limit the ability of students to express their gender identity through clothing, jewelry makeup, or nail color or styles, or to discipline students for doing so. Likewise, nothing in this policy will be construed to restrict students from wearing hairstyles as a trait historically associated with race such as hair texture and protective hairstyles like braids locks and twists, or to discipline them for doing so.

D. Conduct Code

The Board expects all students to conduct themselves in an appropriate and civil manner per the BOCES Code of Conduct, with proper regard for the rights and welfare of other students, BOCES personnel and other members of the school community and with respect to BOCES facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. BOCES personnel who interact with students are expected to exemplify and reinforce acceptable conduct and self-discipline and are expected to use disciplinary action only when necessary.

The Board recognizes the need to make its expectations for student conduct while on BOCES property or engaged in a BOCES function or engaged in off campus activities specific and clear. The rules of conduct listed below are intended to do that and place a particular focus on safety and respect for the rights and property of others.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

1. Engage in conduct that is DISORDERLY. Examples include, but are not limited to:

- a. Running in hallways.
- b. Making unreasonable noise.
- c. Using language or gestures that are profane, lewd, vulgar or abusive.
- d. Incidents of discrimination, harassment, bullying, cyber bullying.
- e. Obstructing vehicular or pedestrian traffic.
- f. Engaging in any willful act that disrupts the normal operation of the school community.
- g. Trespassing. Students are not permitted in any portions of any BOCES building, other than the classroom, student services areas and common areas, such as corridors and rest rooms, used by the program(s) to which they are regularly assigned, without permission from a BOCES Supervisor/Supervisor.
- h. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any violation of the BOCES Internet Protection POLICY # 7240.

2. Engage in conduct that is INSUBORDINATE. Examples include, but are not limited to:

- a. Failing to comply with the directions of teachers, supervisors or other BOCES employees, or otherwise demonstrating disrespect or engaging in disrespectful behavior.
- b. Failing to comply with the rules and regulations of their program and building.
- c. Lateness for school or class, missing or leaving school or class without permission.
- d. Skipping detention or failing to comply with other disciplinary consequences.

3. Engage in conduct that is VIOLENT. Examples of violent conduct include, but are not limited to:

- a. Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, fighting, slapping and scratching) upon another student, teacher, administrator, supervisor or other BOCES employee; or any other person lawfully on BOCES property.
- b. Engaging in any act that would qualify the student to be defined as a "violent student" pursuant to Education Law Section 3214[2] [2-a] and Section 2-P of this Code of Conduct.
- c. Possessing a weapon; as defined in Section 2-Q of this Code of Conduct, "Weapon" means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu 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.
- d. Displaying what appears to be a weapon.
- e. Possessing, displaying, threatening to use or use a knife, including, but not limited to, a hunting knife, folding knife, pocketknife, fixed blade knife, kitchen knife, or box cutter, of any size. Where use of a knife is required for instructional purposes, students must use such instruments in a manner that is safe, responsible, and consistent with teacher expectations, and aims of the instructional unit.
- f. Threatening to use any weapon.
- g. Intentionally damaging or destroying BOCES property or the personal property of a student, teacher, administrator, supervisor, other BOCES employee or any person lawfully on BOCES property or at a BOCES function including but not limited to, graffiti or arson.
- h. Communication of any means, including oral, written or electronic (such as through the internet, email, online learning management systems/education platform, other forms of social media, or texting) off BOCES property where the content of the communication can reasonably be interpreted as a threat to commit an act of violence on BOCES property or results in, or reasonably can be expected to result in a material or substantial disruption to the educational environment.

4. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples include, but are not limited to:

- a. Lying, deceiving or giving false information to BOCES personnel.
- b. Stealing BOCES property or the property of other students, BOCES personnel or any other person lawfully on BOCES property or attending a BOCES function.
- c. Defamation, which includes making false or injurious statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group in a demeaning or disparaging manner.
- d. Discrimination, which includes the use of race, perceived race including traits historically associated with race such as hair texture and protective hairstyles like braids, locks and twists, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, gender identity, gender expression or sex as a basis for treating another in a negative manner.
- e. Sexual harassment as described in the BOCES *Sexual Harassment POLICY # 4550*.
- f. Acts of harassment, bullying, cyberbullying, intimidation or discrimination as defined in Section 2 of this Code of Conduct and the Dignity for All Students Act (DASA), which includes a sufficiently severe action, or more than one actions or statements directed at an individual or group which are intended to be, or which a reasonable person would perceive as ridiculing or demeaning.
- g. Intimidation, which includes engaging in threatening actions or statements that put an individual in fear.
- h. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
- i. Selling, using or possessing obscene material.
- j. Using vulgar or abusive language, cursing or swearing.
- k. Consuming, possessing, selling, attempting to sell, distribute or exchange tobacco and/or tobacco products including but not limited to cigarettes, cigars, pipes, e-cigarettes, liquid nicotine, chewing or smokeless tobacco.
- l. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana***, synthetic marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, bath salts, look-alike drugs and any substances commonly referred to as "designer drugs". Also refer to BOCES POLICY # 4560.
 - a. ***Marijuana and cannabis, although legalized for adult use in New York State remains a controlled substance under federal law and it is illegal in New York State for anyone under the age of 21 to purchase or possess adult-use cannabis or marijuana. Regardless of age, the sale, purchase, possession and use of cannabis or marijuana is prohibited on BOCES or host school grounds under federal and state laws and BOCES Policy.
- m. Unauthorized possession, use, selling, attempting to sell, distributing, exchanging or sharing prescription, or over-the-counter drugs, look-alike drugs or dietary supplements.
- n. Gambling and gaming.
- o. Extortion, pan handling or aggressive demands for money or property.
- p. Indecent exposure, that is, exposure to sight of the private parts of the body in an intentional, lewd or indecent manner.
- q. Initiating a report warning of fire or other catastrophe without valid cause, including misuse of 911, intentionally causing smoke detectors to alarm, or inappropriately discharging a fire extinguisher.
- r. Engage in misconduct while on any school bus including those under the authority of BOCES, a component/host district, or the student's district of residence, or violation of the traffic laws and/or regulations of the state or BOCES. It is crucial for students to behave appropriately while riding on school 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 the established code for classroom conduct. Students with permission to use vehicles on BOCES property must obey the traffic laws of the state and the BOCES Student Transportation POLICY #6230.

5. Engage in any form of ACADEMIC misconduct. Examples of academic misconduct include:

- a. Plagiarism.
- b. Cheating in any form or by any means including the use of the Internet and/or any Artificial Intelligence (AI) platform.
- c. Copying.
- d. Altering records/forgery.
- e. Assisting another student in any of the above actions.

6. Engagement of off-campus misconduct that endangers the health and safety of students or staff within the school or adversely affects the educational process. Examples of such misconduct include but are not limited to:

- a. Cyber-bullying as defined in Section 2 of this Code of Conduct.
- b. Threatening, hazing, harassing students or school personnel in person, by telephone or the internet.
- c. Drug and/or alcohol use.

IV. Reporting Violations

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, a BOCES administrator or their designee. For example, any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, a BOCES administrator, the administrator's designee or the BOCES superintendent.

All BOCES staff not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor, who shall impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension. The BOCES administrator or designee, following Code of Conduct violations that constitute a crime and substantially affect the order or security of BOCES property will refer the matter to the appropriate law enforcement agency as soon as practicable following the administrator's learning of the Code of Conduct violation. The notification may be made by telephone, followed by a letter mailed thereafter as soon as practicable. Any notification hereunder, verbal or written, must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

The building administrator will maintain an incident file that documents their efforts to communicate with law enforcement agencies regarding Code of Conduct violations that may constitute a crime.

V. Investigations and Student Searches

BOCES, in its commitment ensuring a safe and orderly atmosphere on school property and at school functions, may in its investigation of student misconduct, conduct searches of students and their belongings if the authorized school official has a reasonable suspicion to believe that the search will result in evidence that the student violated this, or any other BOCES policy, or the law. Reasonable suspicion may be based upon employee observations or information received from a reliable informant. An individual will be considered a reliable informant if they (1) have previously supplied accurate, verified information, (2) make an admission against their own interest, (3) provide information received independently from other sources or (4) appear to be credible and the information they are communicating relates to an immediate safety threat or potential harm to anyone at school.

BOCES officials with a reasonable suspicion a student has violated BOCES policy or the law may search a student's personal belongings after questioning the student as to whether they possess evidence of a violation, and first requesting the student's consent to the search. Regardless of whether the student consents to the search, searches will be limited to the extent necessary to locate the evidence sought, and whenever practicable, will be conducted in the privacy of administrative offices in the student's presence. Items that may be searched upon a reasonable suspicion of wrongdoing include but are not limited to backpacks, handbags, pockets and cellular phones. All searches will be reasonably related to the alleged violation and will be reasonable in scope.

Student Lockers, desks and other school storage places are the property of BOCES and students have no reasonable expectation of privacy with respect to these places. Therefore, BOCES officials, having complete control over these areas, may search them at any time without prior notice to students, and without their consent.

VI. Behavioral Interventions and Disciplinary Consequences

A. Behavioral Invention

In order to help BOCES personnel maintain a focus on encouraging positive student behavior, BOCES employs a hierarchy of behavioral interventions that promote safe, orderly and responsible student conduct. BOCES personnel are provided in-service education programs to ensure effective implementation of these interventions and are involved in the development of specific techniques appropriate to needs of

the students educated in their building or program. The interventions used in a specific situation are based on the specific needs of the student and are implemented in a progressive manner.

B. Parent Involvement in Behavioral Growth

Parents are essential partners in a student's behavioral growth and in their child's development of appropriate social skills. BOCES realizes that good communication and relationships between parents and educators are critical to resolving discipline issues. The use of sustained, multiple, coordinated interventions at home and at BOCES provide students with the consistency they need to develop behaviors. Parents must help BOCES personnel by reinforcing positive school behavior and by helping their child to understand the connection between their behavior and disciplinary consequences. BOCES recognizes that parental involvement in the behavioral process is required for the student to develop the behaviors that will ensure success in the school setting and life. Therefore, it is BOCES intent to provide parents with regular and early notification by phone or writing, in addition to the required procedural notifications, when a student's behavior is becoming problematic.

C. Discipline

Discipline is most effective when it is timely and directly addresses the issue in a way that students view as fair and impartial. All discipline is to be appropriate to the situation and in accordance with law, regulations, and BOCES policies. BOCES personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the student's ability to grow in self-discipline.

Disciplinary action, when necessary, will be progressive, firm, fair, consistent and proportional to the student's behavior.

In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate.
6. Other extenuating circumstances.
7. Effect/impact that the offense had upon the individual(s) involved.

If the conduct of a student appears related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability or presumed to have a disability.

D. Disciplinary Consequences

Students learn socially appropriate behavior by being allowed to experience positive and negative consequences for their actions.

In addressing student behaviors that may impede learning, BOCES uses a variety of:

- Positive supports, strategies and interventions to improve students' motivation, social skills, problem solving abilities, anger management and conflict resolution abilities.
- Environmental modifications to support students' abilities to maintain attention, stay on task and control their behavior.
- Building-wide behavior management systems to improve students' abilities to understand the connections between their behavior and more or less desired outcomes.

As a general practice and whenever possible, these interventions are used in combination prior to imposing more severe disciplinary consequences.

Students who are found to have violated the Code of Conduct or the rules or regulations of their specific program may be subject to the following disciplinary consequences, either alone or in combination. The BOCES personnel identified after each disciplinary consequence is authorized to impose that disciplinary consequence, consistent with the student's right to due process.

1. Verbal warning or reprimand – any member of the BOCES staff
2. Written warning or referral – any member of BOCES staff
3. Written notification to parent - teachers, administrator, guidance counselor, deputy superintendent
4. Verbal notification to parent – teachers, administrator, guidance counselor, deputy superintendent
5. Restitution for damage or destruction of BOCES-owned property – administrator, superintendent or designee
(Refer to Board POLICY on Loss or Destruction of BOCES Property)
6. Detention – teachers, administrator, superintendent or designee
7. Suspension from transportation – director of transportation, administrator, superintendent or designee
8. Suspension from athletic participation – coaches, administrator, superintendent, or designee
9. Suspension from social or extracurricular activities – activity director, administrator, superintendent or designee
10. Suspension of other privileges – administrator, superintendent or designee
11. Teacher removal of substantially disruptive student from classroom* – teachers, administrator or designee
12. In-School suspension – administrator, superintendent or designee

13. Short-term (less than five days) suspension from school – superintendent, board of education
14. Long-term (more than five days) suspension from school – superintendent, board of education
15. Permanent suspension from school – superintendent, board of education

Adult students are expected to adhere to this Code of Conduct and the rules and regulations of their specific program in the same manner that elementary and secondary are required to do so. However, the procedures for violation of this code may differ for these adult students.

E. Suspension

Suspension from school is a severe consequence, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of self or others.

The Board retains its authority to suspend students but place primary responsibility for the recommendation for suspension of students with BOCES administrators. All students who are under suspension in their home school shall be automatically suspended by BOCES during the period of their home school suspension. Supervisors of schools sending students to BOCES shall inform BOCES administrators of such suspensions.

Any staff member may recommend to the BOCES administrator that a student be suspended. All staff members must immediately report and refer a violent student to the building administrator for violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendations or referral warrant immediate attention. In such cases a written report is to be prepared as soon as practicable by the staff member recommending the suspension.

The BOCES administrator, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall undertake an immediate investigation, gather the facts relevant to the matter, and record them for subsequent presentation, if necessary.

1. In-School Suspension

BOCES must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. Therefore, administrators the superintendent or their designee may place students who would otherwise be suspended from BOCES as the result of a Code of Conduct violation into in-school suspension. Students will be provided alternative instruction by appropriately certified individuals in accordance with applicable law.

A student subject to an in-school suspension is not entitled to a full hearing under Education Law § 3214. The student and the student's parent will be provided with a reasonable opportunity to discuss the conduct and the penalty involved with the BOCES official imposing the in-school suspension. BOCES will notify parents/guardians of their child's placement in in-school suspension in accordance with applicable law.

2. Short-Term (5 days or less) Suspension from School

BOCES shall initiate the suspension of a student who is insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of self or others. When BOCES initiates a suspension, all requirements of law shall be followed.

- a. The BOCES administrator may recommend a suspension for a period of five school days or less. The BOCES superintendent and Board have the authority to suspend students.
- b. The BOCES administrator must tell the student being suspended of the suspension and the reason for the suspension.
- c. The BOCES administrator must attempt to notify the student's parents of the suspension immediately by telephone. The administrator must also notify the parents in writing. The notice must describe the charges and incident warranting the suspension and provide the student and parents an opportunity for an informal conference with the administrator upon reasonable notice, and prior to the imposition of the suspension, unless the student's presence in the school poses a continuing danger to persons or property or an on-going threat of disruption to the academic process. The notice must also inform the parents that the student's home school district has been notified of the suspension so that arrangements can be made for the student's continued educational programming until the student is permitted to return to BOCES.
- d. The written notice must be delivered to the last known address of the parents through personal delivery, express mail delivery or equivalent means within 24 hours, with notification by telephone, where possible.
- e. If a parent wishes to contest a short-term suspension by BOCES, they can obtain a copy of the appeal procedure from the BOCES administrator
- f. A copy of the suspension letter shall be placed in the student's file.
- g. UPON return to school for reinstatement, the student should be accompanied by either or both parents for a reinstatement interview if possible.
- h. ALTERNATE Instruction - During the period of suspension, the compulsory school aged student will have access to alternate instruction. This may be provided in several ways, including:
 - the student is placed on home study and receives prepared instructional materials.
 - the student is placed on in-school instruction (ISI) at a BOCES location.
 - the student is placed on in-school suspension at his/her home school district.

Suspension of a student with a disability will be done in accordance with Section X of the Code of Conduct.

3. Long-Term (more than 5 days) Suspension from School or Permanent Suspension

When BOCES initiates a long-term or permanent suspension, all requirements of law shall be followed.

- a. The BOCES administrator may recommend a long-term (more than 5 days) or permanent suspension. The BOCES superintendent and Board have the authority to suspend students.

- b. The BOCES administrator must tell the student being suspended of the suspension and the reason for the suspension.
- c. The BOCES administrator must attempt to notify the student's parents of the suspension immediately by telephone. The administrator must also notify the parents in writing. The notice must describe the charges and incident warranting the suspension and informing the student and parents of their right to a fair hearing upon reasonable notice and prior to the imposition of the suspension unless the student's presence in the school poses a continuing danger to persons or property or an on-going threat of disruption to the academic process. The notice must also inform the parents that the student's home school district has been notified of the suspension so that arrangements can be made for the student's continued educational programming until the student is permitted to return to BOCES.
- d. The written notice must be delivered to the last known address of the parents through personal delivery, express mail delivery or equivalent means within 24 hours, with notification by telephone, where possible.
- e. The BOCES superintendent shall designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the BOCES superintendent. The report of the hearing officer shall be advisory only, and the BOCES superintendent may accept all or any part thereof.
- f. At the hearing, the student shall have the right to be represented by counsel, the right to question witnesses against them and the right to present witnesses and other evidence on their behalf.
- g. An appeal of the decision of the BOCES superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the Board clerk within 30 business days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the BOCES superintendent. Final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.
- h. A copy of the suspension decision shall be placed in the student's file.
- i. Upon return to school for reinstatement, the student should be accompanied by either or both parents for a reinstatement interview if possible.
- j. Alternate Instruction - During the period of suspension, the compulsory school aged student will have access to alternate instruction. This may be provided in several ways, including:
 - the student is placed on home study and receives prepared instructional materials.
 - the student is placed on in-school instruction (ISI) at a BOCES location.
 - the student is placed on in-school suspension at his/her home school district.

Suspension of a student with a disability will be done in accordance with Section X of the Code of Conduct.

4. Minimum Periods of Suspension

- a. **Bringing a Weapon to School**
Any student found guilty of bringing or possessing a firearm, as defined by 18 USC Section 921 and in Section II of this Code of Conduct for purposes of the Gun-Free Schools Act and its implementing provisions in the New York State Education Law, onto BOCES property or to a BOCES function will be subject to suspension from BOCES by their home school district for at least one calendar year. The student will have an opportunity for a hearing in the home school district in accordance with Education Law § 3214. The Superintendent of the home school district has the authority to modify the one-year suspension on a case-by-case basis, considering appropriate factors.
- b. **Committing Violent Acts**
Any student found to have committed a violent act, other than bringing a firearm onto BOCES property, shall be subject to a suspension from school for at least three days. A "violent act" is any act that would qualify the student to be defined as a "violent pupil" in accordance with Education Law Section 3214[2] [2-a] and Section II of this Code of Conduct. If a minimum three-day suspension is warranted, the same procedural requirements for short-term suspensions as were described in section V.E.1 shall apply. The BOCES superintendent and board have the authority to reduce the suspension on a case-by-case basis. In deciding whether to modify the suspension period, the student's age, grade in school, prior disciplinary record, potential effectiveness of other forms of discipline, input from parents, teacher and others, and other extenuating circumstances may be considered. If the proposed suspension is for more than five days, the same procedural requirements for long-term suspensions as described in section V.E. 2 shall apply.
- c. **Repeatedly and Substantially Disrupting the Educational Process or Substantially Interfering with the Teacher's Authority over the Classroom**
Any student who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom shall be subject to a suspension from school for at least two days. For the purpose of this Code of Conduct, "being repeatedly and substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by the teacher(s) pursuant to Education Law 3214 (3-a) and this Code of Conduct on four or more occasions during a semester. If a minimum two-day suspension is implemented, the same procedural requirements for a short-term suspension as were described in section V.E.1 shall apply.

The BOCES superintendent and board have the authority to reduce suspensions on a case-by-case basis. In deciding whether to modify the suspension period, the student's age, grade in school, prior disciplinary record, potential effectiveness of other forms of discipline, input from parents, teacher and others, and other extenuating circumstances may be considered. If the suspension is for more than five days, the same procedural requirements for long-term suspensions as were described in section V.E. 2 shall apply.

F. Corporal Punishment

Pursuant to the BOCES Corporal Punishment POLICY # 6211, corporal punishment as a means of discipline will not be used against any student.

VII. Dealing with Inappropriate Conduct, Dress and Language

a. Inappropriate Conduct, Dress and Language

Students, who violate the Code of Conduct and/or dress code (III.B.C herein) but are not violent or substantially disruptive of the educational process, as defined in Section II, are subject to the procedures described in this section. This section applies regardless of whether the violation occurs in the classroom, anywhere on BOCES property or at a BOCES function.

b. Procedures

As described in Section V of this document, BOCES is committed to the use of a hierarchy of behavioral interventions. The range of interventions used with students who violate the Code of Conduct but are not violent or substantially disruptive of the educational process should be based on the specific needs of the student and be implemented in a progressive manner. Specific procedures and forms are developed and used for each BOCES building or program to ensure that they most effectively meet the needs of the students and their BOCES program.

The procedures required before a penalty is imposed depend on the nature of the penalty. In all cases, regardless of the penalty imposed, the BOCES personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the BOCES personnel imposing the disciplinary penalty in connection with its imposition.

Additional procedures will be followed when students are given detention, are suspended from transportation, athletic participation, extra-curricular activities or other privileges, or are given in-school suspension. These additional procedures are set forth below.

1. Detention

Teachers, Supervisors and the superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a BOCES bus, the bus driver is expected to bring such misconduct to the BOCES administrator's attention.

Students who become a serious disciplinary problem may have their riding privileges suspended by the BOCES administrator, the superintendent or their designee. In such cases, the student's parent will become responsible for ensuring that the child is transported to and from school safely.

A student subject to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent(s) will be provided with a reasonable opportunity for an informal conference with the BOCES administrator or their designee to discuss the conduct and the penalty involved.

3. Suspension from athletic participation, extra-curricular activities and other privileges.

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the BOCES official imposing the suspension to discuss the conduct and the penalty imposed.

4. In-school suspension

The Board recognizes that BOCES administrators must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, where appropriate, the Board authorizes BOCES administrators and the superintendent to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in "in-school suspension."

A student subject to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent(s) will be provided with a reasonable opportunity for an informal conference with the BOCES official imposing the in-school suspension to discuss the conduct and the penalty involved.

VIII. Dealing with Substantially Disruptive Students in the Classroom

A. Substantially Disruptive Students in the Classroom

On occasion, a student's behavior may become disruptive in the classroom. For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

As defined in Education Law, a teacher has the authority to remove the disruptive student from their classroom. The procedures listed below summarize the formal process that is required should this become necessary.

B. Procedures for Teacher Removal of Substantially Disruptive Student

1a. If the student poses an ongoing threat of disruption, the teacher may order the student to be removed immediately. (Within 24 hours the teacher must, however, explain to the student why they were removed from the classroom and give the student a chance to present their version of the relevant events.)

b. If the disruptive student does not pose an ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why they are being removed and an opportunity to explain their version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

2. The teacher must complete a Removal of Substantially Disruptive Student form and meet with the BOCES administrator or designee **as soon as possible, but no later than the end of the school day**, to explain the circumstances of the removal and to present the removal form.

The teacher may request removal of a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.

3. **Within 24 hours** after the student's removal, a BOCES administrator or designee must notify the student's parents, in writing, that the student has been removed from class and the reasons for the removal. The notice must also inform the parent that they have the right, upon request, to meet informally with the administrator or the designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

4. **Within 48 hours** of the student's removal, a BOCES administrator or designee must conduct an informal conference if requested by the parent. The timing of the informal conference may be extended by mutual agreement of the parent and administrator. The administrator may require the teacher who ordered the removal to attend the informal conference. If the student denies the charges, the administrator or designee must explain why the student was removed and give the student and the student's parents an opportunity to present the student's version of the relevant events.

5. The BOCES administrator or their designee may overturn the removal of the student from class if the administrator finds any one of the following:

- a. The charges against the student are not supported by substantial evidence.
- b. The student's removal is otherwise in violation of law, the BOCES Code of Conduct or the student's Individualized Education Program.
- c. The conduct is sufficiently serious to warrant suspension from school pursuant to Education Law 3214 and a suspension will be imposed.

The administrator or their designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested.

6. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the administrator makes a final determination, or the period of removal expires, whichever is less.

X. Dealing with Violent Students

A. Violent Students

Violent behavior on the part of students is extremely serious and immediate security measures need to be taken. See the specific definitions of **violent student**, **weapon** and **BOCES property** in Section II of this document.

B. Procedures

1. Any student or visitor to BOCES property observing or becoming aware of violent behavior or its potential, must **immediately** inform a BOCES administrator or BOCES staff member. Details should include:
 - a. WHAT: Specific details of what was done or said that represents actual or potential violent behavior.
 - b. WHO: Name(s) of individuals, if known, or descriptions of individuals and their clothing.
 - c. WHO ELSE: Names of witnesses
 - d. WHERE: Specific location that incident occurred, and location of individuals present at the time of incident(s).
 - e. WHEN: Specific time that the incident(s) occurred.
2. Any BOCES teacher or staff member observing or becoming aware of violent behavior or the potential of it must **immediately**:
 - a. Take appropriate emergency security measures at the scene,
 - b. Inform the appropriate BOCES administrator or their designee. Include WHAT, WHO, WHO ELSE, WHERE and WHEN, as described above.
3. As soon as possible after emergency security measures and reporting have been completed, the BOCES teacher or staff member must complete a Report of Violent Pupil and meet with the appropriate BOCES administrator or their designee.
4. The BOCES administrator or their designee will **immediately** invoke emergency security procedures, as appropriate.
5. The BOCES administrator or their designee will investigate the report, including interviewing witnesses and meeting with the student.

6. The BOCES administrator will determine, based upon the findings of the investigation, the appropriate penalties to be imposed or actions to be taken a written record of which will be recorded in a Disposition by Administrator report.

IX. Alternative Instruction

When a student of compulsory attendance age is suspended from school pursuant to Education Law §3214 or when a teacher formally removes a "substantially disruptive" student from the classroom, BOCES will provide alternative means of instruction. Suspended students over the compulsory education age, who show a desire to complete their high school education, will be provided with alternative education.

XI. Discipline of Students with Disabilities

It may be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or problem behavior. Students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing, or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

Authorized Suspensions or Removals of Students with Disabilities

1) For purposes of this section of the Code of Conduct, the following definitions apply:

- a. A "suspension" means a suspension in accordance with Education Law § 3214(3)(a) through (d).
- b. A "removal" means a removal for disciplinary reasons from the student's current educational placement, other than a suspension, and the change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others or by the home school district for behavior involving weapons, illegal drugs or controlled substances, or serious bodily injury.
- c. An "IAES" means a temporary educational placement, other than the student's current placement, at the time the behavior precipitating the IAES placement occurred. A student placed in an IAES will continue to receive educational services to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in their Individualized Education Program (IEP). A student who is placed in an IAES will also receive, as appropriate, a functional behavior assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.
- d. "Weapon" means any 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.
- e. "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act.
- f. "Illegal drugs" means a controlled substance, except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
- g. "Serious bodily injury" means bodily injury which involves (i) a substantial risk of death, (ii) extreme physical pain, (iii) protracted and obvious disfigurement, or (iv) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

2) BOCES personnel may order the suspension or removal of a student with a disability from the student's current educational placement as follows:

- a. The Board, the District Superintendent, building principal and those individuals designated as acting principal by the Board may order the placement of a student with a disability into an IAES, another setting, or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
- a. For violations of this Code of Conduct that warrant a suspension of more than five days, or for suspensions that may constitute a change of placement, the building principal/acting principal will refer such student to their home school district.
- b. For suspensions in excess of ten days, or suspensions that constitute a disciplinary change in placement, a referral to the student's home school district's CSE/Manifestation Team will be made. Even where a manifestation is found, the superintendent of the home school district may order the placement of a student with a disability in an IAES to be determined by the CSE, for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or

possesses a weapon to or at BOCES or school, on BOCES property or to or at a BOCES function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at BOCES or school or at BOCES function, or has inflicted serious bodily injury upon another person while at BOCES, on BOCES property or at a BOCES function.

Change of Placement Rule

BOCES personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal, except where the relevant CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances, or serious bodily injury.

Referral to Law Enforcement and Judicial Authorities

In accordance with the provisions of Individuals with Disabilities Education Act (IDEA) and its implementing regulations:

- 1) BOCES may report a crime committed by a child with a disability to appropriate authorities, and this action will not constitute a change of the student's placement.
- 2) The District Superintendent will ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported, to the extent permitted by the Family Educational Rights and Privacy Act.

XII. Interview of Students by Police

Refer to the BOCES Interview of Students by Police POLICY #6220.

XIII. Referrals

A. PINS Petitions

The BOCES administrator may file a PINS (person in need of supervision) petition in Family Court for any student under the age of 18 who demonstrates that they require supervision and treatment by behaviors such as:

- Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- Engaging in an ongoing or continual course of conduct which make the student ungovernable or habitually disobedient and beyond the lawful control of school.
- Knowingly and unlawfully possessing marijuana in violation of Penal Law 221.05. A single violation of 221.05 is sufficient basis for filing a PINS petition.

B. Juvenile Delinquents or Juvenile Offenders

The BOCES administrator or designee will refer any student enrolled in a BOCES program who meets the following specifications to the County Attorney for a juvenile delinquency proceeding before Family Court:

- Any student under the age of 16 who is found to have brought a weapon or firearm to school in violation of Education Law section 3214.
- Any student who qualifies for juvenile offender status under Criminal procedures law 1.20 (42). For purposes of this Section of the Code of Conduct, "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. For purposes of this Section of the Code of Conduct, the term "firearm" shall be as defined in Section II of this Code.

C. Criminal Offenses

The BOCES administrator or designee will report to local law enforcement agencies any Code of Conduct violation, by any student, that they believe may constitute a crime and substantially affects the order and security of the school. The student's parents, home school district and the school district in which the student's BOCES program is located, if applicable, will be notified that such a report has been filed.

1. The reporting of a crime committed by a child with a disability to appropriate authorities will not constitute a change of the student's placement.
2. The BOCES administrator or designee will ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported, to the extent permitted by the Family Educational Rights and Privacy Act.

XIV. Public Conduct on BOCES Property

BOCES is committed to providing a safe, orderly, respectful environment that is conducive to learning. To create and maintain this type of environment, BOCES has adopted a POLICY to regulate public conduct on BOCES property and at BOCES functions. This POLICY applies to the conduct of students, teachers and staff, as well as visitors, licensees, and invitees on BOCES property or in buildings under BOCES control. *Refer to the BOCES Public Order on BOCES Property POLICY #2310.*

XV. Roles/Essential Partners

A. Parents

All parents are expected to:

1. Recognize that the education of their child is a joint responsibility of the parents and the BOCES community.
2. Send their children to BOCES ready to participate and learn.

3. Ensure their children attend BOCES regularly and on time.
4. Ensure absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society, appropriate rules are required to maintain a safe, orderly environment.
7. Know BOCES rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and the BOCES.
9. Build good relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform BOCES officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.
13. Be free from retaliation when, in good faith, the individual reports or assists in the investigation of harassment, bullying and/or discrimination.

B. Teachers

All BOCES teachers are expected to:

1. Maintain a climate of mutual respect and dignity, for all students regardless of actual or perceived race (including traits historically associated with practice, disability, sexual orientation, gender, gender identity or expression, or sex, with an understanding of appropriate appearance, language, and conduct, which will strengthen student's self-image and promote confidence to learn.
2. Confront issues of discrimination, bullying, 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 BOCES property or at a BOCES function.
3. Report incidents of discrimination, bullying, and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator, Civil Rights Compliance Officer, Title IX Coordinator, or Dignity Act Coordinator (DAC), as appropriate, in a timely manner.
4. Be prepared to teach.
5. Demonstrate interest in teaching and concern for student achievement.
6. Know BOCES policies and rules and enforce them in a fair and consistent manner.
7. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan.
8. Communicate regularly with students, parents and other teachers concerning growth and achievement.
9. Be free from retaliation when, in good faith, the individual reports or assists in the investigation of harassment, bullying and/or discrimination.

C. Guidance Counselors

All counselors are expected to:

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Confront issues of discrimination, bullying, 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 BOCES property or at a BOCES function.
3. Report incidents of discrimination, bullying, and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator, Civil Rights Compliance Officer, Title IX Coordinator, or Dignity Act Coordinator (DAC), as appropriate, in a timely manner.
4. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
5. Regularly review with students their educational progress and career plans.
6. Provide information to assist students with career planning.
7. Encourage students to benefit from the curriculum and extracurricular programs.
8. Be free from retaliation when, in good faith, the individual reports or assists in the investigation of harassment, bullying and/or discrimination.

D. Administrators

All BOCES building administrators are expected to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Confront issues of discrimination, bullying, 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 BOCES property or at a BOCES function.
3. Report incidents of discrimination, bullying, and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator, Civil Rights Compliance Officer, Title IX Coordinator, or Dignity Act Coordinator (DAC), as appropriate, in a timely manner.
4. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
5. Evaluate on a regular basis all instructional programs.
6. Support the development of and student participation in appropriate extracurricular activities.
7. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
8. Be free from retaliation when, in good faith, the individual reports or assists in the investigation of harassment, bullying and/or discrimination.

E. BOCES District Superintendent

The BOCES District Superintendent is expected to:

1. Promote a safe, orderly, and stimulating BOCES environment, supporting active teaching and learning.
2. Confront issues of discrimination, bullying, 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 BOCES property or at a BOCES function.
3. Report incidents of discrimination, bullying, and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator, Civil Rights Compliance Officer, Title IX Coordinator, or Dignity Act Coordinator (DAC), as appropriate, in a timely manner.

4. Review with BOCES administrators the policies of the Board and state and federal laws relating to BOCES operations and management.
5. Inform the Board about educational trends relating to student discipline.
6. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
7. Work with BOCES administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

F. Board of Trustees

The Board of trustees will:

1. Collaborate with student, teacher, administrator, and parent organizations, BOCES safety personnel and other BOCES personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, BOCES personnel and visitors on BOCES property and at BOCES functions.
2. Adopt and review at least annually the Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Appoint a 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.
4. Lead by example by conducting board meetings in a professional, respectful, courteous manner.

XVI. Dissemination, Training and Revision

A. Dissemination of Code of Conduct

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

1. Providing copies of a summary of the Code to all students at a general assembly held at the beginning of each school year.
2. Making copies of the Code available to all parents at the beginning of the school year.
3. Providing a summary of the Code of Conduct written in plain language to all parents of BOCES students before the beginning of the school year and making this summary available later upon request.
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.

B. In-service Education for BOCES Staff

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

C. Annual Review and Revision of Code of Conduct

The Board 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.

The Board may appoint an advisory committee to assist in reviewing the code and the response to Code of Conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel. 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.

D. Submission of Code of Conduct

The Code of Conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.

CONTRABAND/DISPOSAL

Any weapon, alcohol, illegal substance, or items that violate BOCES Code of Conduct or specific rules shall be confiscated immediately and will be considered contraband.

Notification of the student's parent and the appropriate disciplinary sanction, if warranted, may include permanent suspension and referral for prosecution.

The disposal of items seized as contraband will be resolved in one of the following ways: Item may be turned over to law enforcement officials; or returned to student (or parent) NOT to be brought back on campus. BOCES reserves the right to make determination on case-by-case basis.

SAFETY REGULATIONS

Teachers will outline safety rules for each course during the first few days of the school year and will be continually alerted to see that they are followed. Students must learn and follow these rules. Disregard for safety rules may result in serious personal injury. Failure to follow regulations could result in removal from a job, removal from the program.

Certain classes require the use of safety glasses and work boots. Students will not be allowed to work unless they are wearing their safety glasses.

The following are general safety rules that apply throughout our Learning Centers:

1. Wear safety glasses, goggles, or face shield as per shop rules and the direction of the teacher. Only "Industrial Strength" safety glasses will be permitted. If a student wears prescription lenses, they must provide verification from your optometrist.
2. Do not remove guards or safety devices from equipment.
3. Do not participate in any behavior that could result in accident or injury.
4. A student may be required to wear industrial hair restraints or a safety cap.
5. In all courses, a student must wear clothing that is considered appropriate and safe by the teacher. A student will be carefully instructed about clothing guidelines, no exceptions will be made. Students will not be allowed to work if they do not have acceptable clothing.
6. Students must purchase footwear appropriate to the trade. Leather work shoes, preferably with steel toes, must be worn in all construction trades, metal and mechanical trades, and auto courses. Sneakers, sandals, etc., are not permitted. Bare feet are not allowed.

POLICY 6310: STUDENT FUNDS

Broome-Tioga BOCES recognizes the value of student activity programs and is aware of the experience to be gained by student participants in the management of activity funds. The Board therefore annually authorizes the use of student activities (w/prior review by Assistant Superintendent) which are funded from the student fund accounts.

Student funds include but are not limited to money collected from students for the purchase of supplies and materials and fees for organizations and social events. Such funds are handled according to procedures set by the state department of audit and control and BOCES regulations.

In all cases involving student funds, the BOCES treasurer has the ultimate responsibility for control of the funds and must use appropriate accounting procedures to safeguard the funds against loss, misuse, or misapplication.

Extra classroom activities funds are those funds raised by means other than taxation or charges by the Board for, by, or in the name of the school, student body, or any subdivision of it.

All extra classroom activity funds are handled according to the financial procedures illustrated in the safeguarding, the Accounting, and Auditing of Extra classroom Activity Funds, published by the New York State Education Department. In all cases involving student funds, the BOCES superintendent assigns the BOCES treasurer the ultimate responsibility for control of the funds.

PARENTS BILL OF RIGHTS FOR DATA PRIVACY AND SECURITY

Broome-Tioga BOCES is committed to protecting the privacy and security of student, teacher and principal data. In accordance with New York Education Law 2-d, BOCES wishes to inform the community of the following:

- A student's personally identifiable information cannot be sold or released for any commercial purposes.
- Parents have the right to inspect and review the complete contents of their child's education record.
- State and federal laws protect the confidentiality of personally identifiable information and safeguards associated with industry standards and best practices, including, but not limited to, encryption, firewalls, and password protection must be in place when data is stored or transferred.
- A complete list of all student data elements collected by the state is available for public review at <http://www.p12.nysed.gov/irs/sirs/documentation/NYSEDstudentData.xlsx>, or by writing to the Office of Information & Reporting Services, New York State Education Department, Room 863 EBA, 89 Washington Avenue, Albany, New York 12234.
- Parents have the right to have complaints about possible breaches of student data addressed. Complaints should be directed in writing to the Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, New York 12234. Complaints may also be directed to the chief privacy officer via email at: CPO@mail.nysed.gov.

Appendix

Supplemental Information regarding third-party contractors

In the course of complying with its obligations under the law and providing educational services, Broome-Tioga BOCES has entered into agreements with certain third-party contractors. Pursuant to such agreements, third-party contractors may have access to "student data" and or "teacher or principal data" as those terms are defined by law.

Each contract BOCES enters into with third-party contractor, where the third-party contractor receives student data or teacher or principal data, will include the following information:

- The exclusive purposes for which the student data or teacher or principal data will be used.
- How the third-party contractor will ensure that the subcontractors, person or entities that the third-party contractor will share the student data or teacher or principal data with, if any, will abide by data protection and security requirements.
- When the agreement expires and what happens to the student data or teacher or principal data upon expiration of the agreement.
- If and how a parent, student, eligible student, teacher or principal may challenge the accuracy of the student data or teacher or principal data that is collected.

- Where the student, teacher or principal data will be stored (described in such a manner as to protect data security), and the security protections taken to ensure such data will be protected including whether such data will be encrypted.

POLICY 6420: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT/NOTICE FOR DIRECTORY INFORMATION

BYLAW PERTAINING TO STUDENT RECORDS: POLICIES AND PROCEDURES

Definitions

For the purpose of this POLICY, BOCES has used the following definitions of terms:

Student - Any person who attends or has attended a program of instruction sponsored by BOCES.

Eligible Student - A student or former student who has reached age 18 or is attending a post-secondary school.

Parent - Either natural parent of a student unless their rights under the FERPA (Family Educational Rights and Privacy Act) has been removed by a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights, a guardian, or an individual acting as a parent or guardian in the absence of the student's parent or guardian.

Education Records - Any records (in handwriting, print, tape, film, microfilm, microfiche or other medium) maintained by BOCES, an employee of the district or an agent of the district which is related to a student except:

- Any personal records kept by a school staff member which meet the following tests:
 - a. It was made as a personal memory aid.
 - b. It is in the personal possession of the individual who made it.
 - c. Information contained in it has never been revealed or made available to any other person except the maker's temporary substitute.
- Employment records which are used only in relation to a student's employment by BOCES. (Employment for this purpose does not include activities for which a student receives a grade or credit in a course).
- Alumni records which relate to the student after they no longer attends classes provided by BOCES and the records do not relate to the person as a student.

Personal Identifiable Information - Any data or information that makes the subject of the records known. This includes the student's name, the student's parents' or other family member's name, the student's address, the student's social security number, a student number, a list of personal characteristics or any other information which would make the student's identity known.

Annual Notification

Within the first three weeks of each school year, BOCES will publish in the legal section of a newspaper having general circulation in the district, a notice to parents and eligible students of their rights under the FERPA and this POLICY. The district also will send home with each student a bulletin listing these rights. The bulletin will be included with a packet of material provided parents or an eligible student when the student enrolls during the school year.

The notice will include the following:

1. The right of a student's parents and an eligible student to inspect and review the student's education records.
2. The intent of BOCES to limit the disclosure of information contained in a student's education records except: (a) by the prior written consent of the student's parent or an eligible student, (b) as directory information, or (c) under certain limited circumstances, as permitted by the FERPA.
3. The right of a student's parents or an eligible student to seek to correct parts of the student's education records which they believe to be inaccurate, misleading or in violation of the student's rights. These rights include the right to a hearing to present evidence that the records should be changed if the district decides not to alter such records according to the parent or an eligible student's request.
4. The right of any person to file a complaint with the Department of Education if BOCES violates the FERPA.
5. The procedure that a student's parents or an eligible student should follow to obtain copies of this POLICY and the locations where copies may be obtained.

Statement of Rights

Parents and eligible students have the following rights under the Family Educational Rights and Privacy Act and this POLICY:

1. The right to inspect and review the student's education records.
2. The right to exercise a limited control over other people's access to the student's education records.
3. The right to seek to correct the student's education records in a hearing if necessary.
4. The right to report violations of the FERPA to the Department of Education; and
5. The right to be informed about FERPA rights.

All rights and protections given parents under the FERPA and this POLICY transfer to the student when the student reaches age 18 or enrolls in a post-secondary school. The student then becomes an eligible student.

Under the *No Child Left Behind* Act of 2001, schools receiving Title I money must release names, addresses and telephone listings to military recruiters upon request. Parents have the right to request that information not be released to military recruiters without prior written consent.

Procedure to Inspect Education Records

Parents of students and eligible students may inspect and review the student's education records upon request. In some circumstances, it may be mutually more convenient for the record custodian to provide copies of records. See the schedule of fees for copies.

Since a student's records may be maintained in several locations, the school Supervisors will offer to collect copies of records or the records themselves from locations other than a student's school, so that these records may be inspected at one site. However, if parents and eligible students wish to inspect records where they are maintained, school Supervisors will accommodate their wishes.

Parents or eligible students should submit to the student's school Supervisor a written request which identifies as precisely as possible the record or records they wish to inspect.

The Supervisor (or other custodian) will contact the parent of the student or the eligible student to discuss how access will be best arranged (copies, at the exact location, or records brought to a single site).

The Supervisor (or other custodian) will make the needed arrangements as promptly as possible and notify a parent or an eligible student of the time and place where the records may be inspected. This procedure must be completed in 45 days or less from the receipt of the request for access.

If, for any valid reason such as working hours, distance between records location sites or health, a parent or an eligible student cannot personally inspect and review a student's education records, BOCES will arrange for a parent or an eligible student to obtain copies of the records.

When the records contain information about students other than the child or the eligible student involved, a parent or an eligible student may not inspect and review the records of other students.

Directory Information

BOCES proposes to designate the following personally identifiable information contained in a student's education records as directory information, and it will disclose that information without prior written consent:

1. The student's name.
2. The student's address.
3. The student's telephone listing.
4. The student's date and place of birth.
5. The student's class designation and major field of study (e.g., first grade, tenth grade, and the like).
6. The student's participation in officially recognized activities and sports.
7. The student's degrees, achievement awards or honors.
8. The student's weight and height if a member of an athletic team.
9. Dates of attendance.
10. The student's photograph, including video recordings.
11. The most recent educational institution attended before the student enrolled in BOCES; and
12. Electronic mail address.

Within the first three weeks of each school year, BOCES will publish in the legal section of a newspaper having general circulation in the district the above list, or a revised list, of the items of directory information it proposes to designate as directory information. For students enrolling after the notice is published, the list will be given to the student's parent or the eligible student at the time and place of enrollment.

After the parents or the eligible students have been notified, they will have two weeks to advise BOCES in writing (a letter to the school superintendent's office) of any or all of the items they refuse to permit the district to designate as directory information about that student.

At the end of the two-week period, each student's records will be appropriately marked by the records custodians to indicate the items the district will designate as directory information about that student. This designation will remain in effect until it is modified by written direction of a student's parents or an eligible student.

The district may disclose directory information about former students without following the procedures specified in this paragraph.

Use of Student Education Records

To carry out their responsibilities, school officials will have access to student education records for legitimate educational purposes. BOCES will use the following criteria to determine school officials. An official is:

1. A person duly elected to the school Board.
2. A person certified by the State and appointed by the school Board to an administrative or supervisory position.
3. A person certified by the State and under appointment to the school Board as an instructor.
4. A person employed by the school Board as a temporary substitute for administrative, supervisory or instructional personnel for the

- period of their performance as a substitute; or
5. A person employed by or under appointment to the school Board to perform a special task such as a secretary, a clerk, the school Board attorney or auditor for the period of that person's performance as an employee or contractor.

School officials who meet the criteria listed above will have access to student's records if they have a legitimate educational interest in doing so. A legitimate educational interest is the person's need to know in order to:

1. Perform an administrative task required in the school official's position description approved by the school Board.
2. Perform a supervisory or instructional task directly related to the student's education; or
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement or student financial aid.

BOCES only will release information from or permit access to student's education records with a parent or an eligible student's prior written consent except that the school superintendent or a person designated in writing by the superintendent may permit disclosure:

1. When a student seeks or intends to enroll in another school district or in a post-secondary school. The district will not further notify parents or eligible students prior to such a transfer of records. Parents and students have a right to obtain copies of records transferred under this provision.
2. When certain Federal and State officials need information in order to audit or enforce legal conditions related to federally supported education programs in the district.
3. To parties who provide or may provide financial aid to a student to:
 - a. Establish the student's eligibility for the aid.
 - b. Determine the amount of financial aid.
 - c. Establish the conditions for the receipt of the financial aid.
 - d. Enforce the agreement between the provider and the receiver of financial aid.
4. If a state law adopted before November 19, 1974, required certain specific items of information to be disclosed in personally identifiable form from student records to State or local officials.
5. When BOCES has entered into a written agreement or contract for an organization to conduct studies on BOCES behalf to develop tests, administer student aid or improve instruction. Such study may not permit personal identifiable information of parents or students by individuals other than representatives of the organization. Such information must be destroyed when no longer needed.
6. To accrediting organizations to carry out their accrediting functions.
7. To parents of eligible students if the parents claim the student as a dependent as defined by the Internal Revenue Code.
8. To comply with a judicial order or lawfully issued subpoena. The district will make a reasonable effort to notify the student's parents or the eligible student before making a disclosure under this provision.
9. In connection with a health or safety emergency under conditions described below.
10. If the disclosure is an item of directory information and the student's parents or an eligible student has not refused to allow the district to designate that item as directory information for that student.
11. Disclosure to a parent of a student who is not an eligible student or the student.

BOCES will permit any of its officials to make the needed disclosure from student education records in a health or safety emergency if:

1. The official deems it is warranted by the seriousness of the threat to the health or safety of the student or other persons.
2. The information is necessary and needed to protect the health and safety of the student or other individuals.
3. The persons to whom the information is to be disclosed are qualified and, in a position, to deal with the emergency; and
4. Time is an important and limiting factor in dealing with the emergency. (The health or safety exception shall be strictly construed)

School district officials may release information from student's education records if the student's parents or the eligible student gives his prior written consent for the disclosure. The written consent must include at least:

1. A specification of the records to be released.
2. The reasons for the disclosure.
3. The person or the organization or the class of persons or organizations to whom the disclosure is to be made.
4. A parent or an eligible student's signature; and
5. The date of the consent and, if appropriate, a date when the consent is to be terminated.

The student's parents or the eligible student may obtain a copy of any records disclosed under this provision.

BOCES will not release information contained in student's education records, except directory information, to any third parties except its own officials, unless those parties agree that the information will not be redisclosed without the parents or eligible student's prior written consent.

Records of Requests for Access and Disclosure Made from Education Records

BOCES will maintain an accurate record of all requests for it to disclose information from or to permit access to a student's education records and of information it discloses and access it permits with some exceptions listed below. These records will be kept with, but will not be a part of, each student's Cumulative School Records. It will be available only to the record custodian, the eligible student, and the parents of the student or to Federal, State or local officials for the purpose of auditing or enforcing federally supported educational programs. The records will include at least:

1. The name of the person or agency that made the request.
2. The interest the person or agency had in the information.
3. The date the person or agency made the request; and
4. Whether the request was granted and, if it was, the date access was permitted, or the disclosure was made.

The district will maintain these records as long as it maintains the student's education records. Such records may be inspected by the parent or eligible student or the school official or that person's assistant responsible for the custody of the records.

These records will not include requests for access or access granted to parents of the student or to an eligible student, requests for access or access granted to officials of BOCES who have a legitimate educational interest in the student, requests for, or disclosure of, information contained in the student's education records if the request is accompanied by the prior written consent of a parent of the student or an eligible student or the disclosure is authorized by such prior consent, or for requests for, or disclosures of, directory information designated for that student.

Procedures to Seek to Correct Education Records

Parents of students and eligible students have a right to seek to change any part of the student's records they believe is inaccurate, misleading or in violation of the student's rights. (**NOTE:** Under the FERPA, the district may decline to consider a request to change the grade a teacher assigns for a course).

For the purpose of outlining the procedures to seek to correct education records, the term incorrect will be used to describe records that are inaccurate, misleading or in violation of the student's rights. The term correct will be used to describe records that are accurate, not misleading and not in violation of the student's rights. Also, in this section, the term requester will be used to describe a parent of a student or an eligible student who is asking BOCES to correct the records.

To establish an orderly process to review and correct education records for a requester, the district may make a decision to comply with the request for change at several levels in the procedure.

First Level Decision - When a parent of a student or an eligible student finds an item in the student's education records which they believe is inaccurate, misleading or in violation of student rights, the parent immediately should ask the record custodian to correct it.

If the records are incorrect because of an obvious error and it is a simple matter to make the record change at this level, the record custodian will make the correction. However, if the records are changed at this level, the method and result must satisfy the requester.

If the custodian cannot change the records to the requester's satisfaction or the records do not appear to be obviously incorrect, the custodian will:

1. Provide the requester a copy of the questioned records at no cost.
2. Ask the requester to initiate a written request for the change; and
3. Follow the procedure for a second level decision.

Second Level Decision - The written request to correct a student's education records through the procedure at this level should specify the correction the requester wishes the district to make. It should at least identify the item the requester believes is incorrect and state whether the requestor believes the item:

1. Is inaccurate and why.
2. Is misleading and why; or
3. Violates the student's rights and why.

The request will be dated and signed by the requester. Within two weeks after the record custodian receives a written request, the custodian will:

1. Study the request.
2. Discuss it with other school officials (the person who made the records or those who may have a professional concern about the district's response to the request).
3. Make a decision to comply or decline to comply with the request; and
4. Complete the appropriate steps to notify the requester or move the request to the next level for a decision.

If, as a result of this review and discussion, the record custodian decides the records should be corrected, the custodian will effect the change and notify the requester in writing that the change has been made. Each such notice will include an invitation for the requester to inspect and review the student's education records to make certain the records are in order and the correction is satisfactory.

If the custodian decides the records are correct, the custodian will make a written summary of any discussions with other officials and of the custodian's findings in the matter. The custodian will transmit this summary and a copy of the written request to the school superintendent.

Third Level Decision - The school superintendent will review the material provided by the record custodian and, if necessary, discuss the matter with other officials such as the school attorney or the school Board (in executive session). The superintendent will then make a decision concerning the request and complete the steps at this decision level. Ordinarily, this level of the procedure should be completed within two weeks. If it will take longer, the superintendent will notify the requester in writing of the reasons for the delay and a date when the decision will be made.

If the superintendent decides the records are incorrect and should be changed, the superintendent will advise the record custodian to make the change. The record custodian will advise the requester of the change as the custodian would if the change had been made at the second level.

If the superintendent decides the records are correct, the superintendent will prepare a letter to the requester which will include:

- a. The school district decision that the records are correct and the basis for the decision.
- b. A notice to the requester that the requestor has a right to ask for a hearing to present evidence that the records are incorrect and that the district will grant such a hearing.
- c. Instructions for the requester to contact the superintendent, or an official designated by the superintendent, to discuss acceptable hearing officers, convenient times and a satisfactory site for the hearing. (The district will not be bound by the requester's positions on these items but will, so far as possible, arrange the hearing as the requester wishes).
- d. That the requester may be represented or assisted in the hearing by other parties, including an attorney at the requester's expense.

Fourth Level Decision - After the requester has submitted (orally or in writing) that person's wishes concerning the hearing officer and the time and place for the hearing, the superintendent will, within a week, notify the requester when and where the district will hold the hearing and whom the superintendent has designated as the hearing officer.

At the hearing, the hearing officer will provide the requester a full and reasonable opportunity to present material evidence and testimony to demonstrate that the questioned part of the student's education records are incorrect as shown in the requester's written request for a change in the records (second level).

Within two weeks after the close of the hearing, the hearing officer will submit to the school superintendent a written summary of the evidence submitted at the hearing. Along with the summary, the hearing officer will submit recommendations, based solely on the evidence presented at the hearing, that the records should be changed or remain unchanged.

The school superintendent will prepare the district's decision within three weeks of the hearing. That decision will be based on the summary of the evidence presented at the hearing and the hearing officer's recommendation. The district's decision will be based solely on the evidence presented at the hearing.

The superintendent may overrule the hearing officer if the superintendent believes the hearing officer's recommendation is not consistent with the evidence presented.

As a result of the district's decision, the superintendent will take one of the following actions:

1. If the decision is that the district will change the records, the superintendent will instruct the record custodian to correct the records. The record custodian will correct the records and notify the requester as at the second level decision.
2. If the decision is that the district will not change the records, the superintendent will prepare a written notice to the requester which will include:
 - a. BOCES decision that the records are correct and will not be changed.
 - b. A copy of the summary of the evidence presented at the hearing and a written statement of the reasons for the district's decision.
 - c. A statement advising the requester that the requestor may place an explanatory statement which states the reasons the requestor disagrees with BOCES decision or the reasons the requestor believes the records are incorrect in the student's education records.

Final Administrative Step in the Procedure - When BOCES receives an explanatory statement from a requester after a hearing; it will maintain that statement as part of the student's education records as long as it maintains the questioned part of the records. The statement will be attached to the questioned part of the records and, whenever the questioned part of the records is disclosed, the explanatory statement also will be disclosed.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Notice for Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal Law, requires that **BOCES**, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, **BOCES** may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the **BOCES** to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production.
- The annual yearbook.
- Honor roll or other recognition lists.
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class ring or publish yearbooks.

In addition, the New York State Education Law '2-1 and two federal laws require school districts receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with student names, addresses and telephone listings – unless parents have advised BOCES that they do not want their student's information disclosed without their prior written consent.

If you do not want **BOCES** to disclose some or all directory information from your child's education records without your prior written consent, you must notify the District in writing by **September 30th**. **BOCES** has designated the following information as directory information: **[Note: a BOCES may, but does not have to, include all the information listed below.]**

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Student's Image, including video
- Date and place of birth
- Major Field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended

MEDICAL INFORMATION

Medication procedures for school-age students

All over the counter and/or prescription drugs must be authorized and kept in the Health Office. Health Office staff are the only personnel authorized to grant any exemptions. The student must adhere to the following for all medications, including over-the-counter medications:

1. A doctor's/nurse practitioner's written order, indicating the name of the medicine, dosage and time to be administered and purpose of the medication must be on file in the health office. This **includes** over-the-counter medicines. The health office will supply the form to be completed upon request.
2. A written request by the parent/guardian, which gives permission for such medication to be administered by the Health Office staff, must be on file in the health office. Forms will be provided to the student upon request.
3. All medication must be brought to school by the parent/guardian, **NOT** by the student, and be in the original, correctly labeled container. (No envelopes, baggies, or incorrect bottles.)
4. Any student, who must carry a medication on their person, must have an authorization from their Doctor/nurse practitioner, stating this.
5. A provider order needs to be signed by the provider. The health office cannot accept discharge summaries as orders. Due to HIPPA regulations, many health providers will not send orders to health offices nurses without a parent release.

Physical Exam Policy

Students new to component school districts and students entering grades K, 2, 4, 7, &10 must provide a physical exam completed by their private health care provider or school district will provide the required physical during the school year. Please contact your school nurse with questions or for more details. The component school district may arrange this physical through BOCES at an additional cost.

New York State Immunization Requirements for School Entrance/Attendance

Students are not admitted to BOCES programs unless a certificate of immunization or other acceptable evidence of immunity is presented on entrance (no later than September 21, 2014). The evidence of immunity must comply with Public Health Law, section 2164, of the regulations of the New York State Department of Health.

NOTE: This schedule reflects the minimum doses that are required for grades kindergarten through 12. Intervals between doses of vaccine should be in accordance with the ACIP-recommended immunization schedule for persons 0 through 18 years of age. See footnotes for specific information for **each** vaccine.

2023-24 School Year New York State Immunization Requirements for School Entrance/Attendance¹

NOTES:

All children must be age-appropriately immunized to attend school in NYS. The number of doses depends on the schedule recommended by the Advisory Committee on Immunization Practices (ACIP). Intervals between doses of vaccine must be in accordance with the "ACIP-Recommended Child and Adolescent Immunization Schedule." Doses received before the minimum age or intervals are not valid and do not count toward the number of doses listed below. See footnotes for specific information for each vaccine. Children who are enrolling in grade-less classes must meet the immunization requirements of the grades for which they are age equivalent.

Dose requirements MUST be read with the footnotes of this schedule

Vaccines	Pre-Kindergarten (Day Care, Head Start, Nursery or Pre-K)	Kindergarten and Grades 1, 2, 3, 4 and 5	Grades 6, 7, 8, 9, 10 and 11	Grade 12
Diphtheria and Tetanus toxoid-containing vaccine and Pertussis vaccine (DTaP/DTP/Tdap/Td) ²	4 doses	5 doses or 4 doses if the 4th dose was received at 4 years or older or 3 doses if 7 years or older and the series was started at 1 year or older	3 doses	
Tetanus and Diphtheria toxoid-containing vaccine and Pertussis vaccine adolescent booster (Tdap) ²	Not applicable		1 dose	
Polio vaccine (IPV/OPV) ⁴	3 doses	4 doses or 3 doses if the 3rd dose was received at 4 years or older		
Measles, Mumps and Rubella vaccine (MMR) ⁵	1 dose	2 doses		
Hepatitis B vaccine ⁶	3 doses	3 doses or 2 doses of adult hepatitis B vaccine (Recombivax) for children who received the doses at least 4 months apart between the ages of 11 through 15 years		
Varicella (Chickenpox) vaccine ⁷	1 dose	2 doses		
Meningococcal conjugate vaccine (MenACWY) ⁸	Not applicable		Grades 7, 8, 9, 10 and 11: 1 dose	2 doses or 1 dose if the dose was received at 16 years or older
Haemophilus influenzae type b conjugate vaccine (Hib) ⁹	1 to 4 doses	Not applicable		
Pneumococcal Conjugate vaccine (PCV) ¹⁰	1 to 4 doses	Not applicable		

1. Demonstrated serologic evidence of measles, mumps or rubella antibodies or laboratory confirmation of these diseases is acceptable proof of immunity to these diseases. Serologic tests for polio are acceptable proof of immunity only if the test was performed before September 1, 2019, and all three serotypes were positive. A positive blood test for hepatitis B surface antibody is acceptable proof of immunity to hepatitis B. Demonstrated serologic evidence of varicella antibodies, laboratory confirmation of varicella disease or diagnosis by a physician, physician assistant or nurse practitioner that a child has had varicella disease is acceptable proof of immunity to varicella.
2. Diphtheria and tetanus toxoids and acellular pertussis (DTaP) vaccine. (Minimum age: 6 weeks)
 - a. Children starting the series on time should receive a 5-dose series of DTaP vaccine at 2 months, 4 months, 6 months and at 15 through 18 months and at 4 years or older. The fourth dose may be received as early as age 12 months, provided at least 6 months have elapsed since the third dose. However, the fourth dose of DTaP need not be repeated if it was administered at least 4 months after the third dose of DTaP. The final dose in the series must be received on or after the fourth birthday and at least 6 months after the previous dose.
 - b. If the fourth dose of DTaP was administered at 4 years or older, and at least 6 months after dose 3, the fifth (booster) dose of DTaP vaccine is not required.
 - c. Children 7 years and older who are not fully immunized with the childhood DTaP vaccine series should receive Tdap vaccine as the first dose in the catch-up series; if additional doses are needed, use 1d or Tdap vaccine. If the first dose was received before their first birthday, then 4 doses are required, as long as the final dose was received at 4 years or older. If the first dose was received on or after the first birthday, then 3 doses are required, as long as the final dose was received at 4 years or older.
3. Tetanus and diphtheria toxoids and acellular pertussis (Tdap) adolescent booster vaccine. (Minimum age for grades 6 through 9: 10 years; minimum age for grades 10, 11, and 12: 7 years)
 - a. Students 11 years or older entering grades 6 through 12 are required to have one dose of Tdap.
 - b. In addition to the grade 6 through 12 requirement, Tdap may also be given as part of the catch-up series for students 7 years of age and older who are not fully immunized with the childhood DTaP series, as described above. In school year 2023-2024, only doses of Tdap given at age 10 years or older will satisfy the Tdap requirement for students in grades 6 through 9; however, doses of Tdap given at age 7 years or older will satisfy the requirement for students in grades 10, 11, and 12.
 - c. Students who are 10 years old in grade 6 and who have not yet received a Tdap vaccine are in compliance until they turn 11 years old.
4. Inactivated polio vaccine (IPV) or oral polio vaccine (OPV). (Minimum age: 6 weeks)
 - a. Children starting the series on time should receive a series of IPV at 2 months, 4 months and at 6 through 18 months, and at 4 years or older. The final dose in the series must be received on or after the fourth birthday and at least 6 months after the previous dose.
 - b. For students who received their fourth dose before age 4 and prior to August 7, 2010, 4 doses separated by at least 4 weeks is sufficient.
 - c. If the third dose of polio vaccine was received at 4 years or older and at least 6 months after the previous dose, the fourth dose of polio vaccine is not required.
 - d. For children with a record of OPV, only trivalent OPV (tOPV) counts toward NYS school polio vaccine requirements. Doses of OPV given before April 1, 2016, should be counted unless specifically noted as monovalent, bivalent or as given during a poliovirus immunization campaign. Doses of OPV given on or after April 1, 2016, must not be counted.
5. Measles, mumps, and rubella (MMR) vaccine. (Minimum age: 12 months)
 - a. The first dose of MMR vaccine must have been received on or after the first birthday. The second dose must have been received at least 28 days (4 weeks) after the first dose to be considered valid.
 - b. Measles: One dose is required for prekindergarten. Two doses are required for grades kindergarten through 12.
 - c. Mumps: One dose is required for prekindergarten. Two doses are required for grades kindergarten through 12.
 - d. Rubella: At least one dose is required for all grades (prekindergarten through 12).
6. Hepatitis B vaccine
 - a. Dose 1 may be given at birth or anytime thereafter. Dose 2 must be given at least 4 weeks (28 days) after dose 1. Dose 3 must be at least 8 weeks after dose 2 AND at least 16 weeks after dose 1 AND no earlier than age 24 weeks (when 4 doses are given, substitute "dose 4" for "dose 3" in these calculations).
 - b. Two doses of adult hepatitis B vaccine (Recombivax) received at least 4 months apart at age 11 through 15 years will meet the requirement.
7. Varicella (chickenpox) vaccine. (Minimum age: 12 months)
 - a. The first dose of varicella vaccine must have been received on or after the first birthday. The second dose must have been received at least 28 days (4 weeks) after the first dose to be considered valid.
 - b. For children younger than 13 years, the recommended minimum interval between doses is 3 months (if the second dose was administered at least 4 weeks after the first dose, it can be accepted as valid); for persons 13 years and older, the minimum interval between doses is 4 weeks.
8. Meningococcal conjugate ACWY vaccine (MenACWY). (Minimum age for grades 7 through 10: 10 years; minimum age for grades 11 and 12: 6 weeks)
 - a. One dose of meningococcal conjugate vaccine (Menactra, Menveo or MenQuadfl) is required for students entering grades 7, 8, 9, 10 and 11.
 - b. For students in grade 12, if the first dose of meningococcal conjugate vaccine was received at 16 years or older, the second (booster) dose is not required.
 - c. The second dose must have been received at 16 years or older. The minimum interval between doses is 8 weeks.
9. Haemophilus influenzae type b (Hib) conjugate vaccine. (Minimum age: 6 weeks)
 - a. Children starting the series on time should receive Hib vaccine at 2 months, 4 months, 6 months and at 12 through 15 months. Children older than 15 months must get caught up according to the ACIP catch-up schedule. The final dose must be received on or after 12 months.
 - b. If 2 doses of vaccine were received before age 12 months, only 3 doses are required with dose 3 at 12 through 15 months and at least 8 weeks after dose 2.
 - c. If dose 1 was received at age 12 through 14 months, only 2 doses are required with dose 2 at least 8 weeks after dose 1.
 - d. If dose 1 was received at 15 months or older, only 1 dose is required.
 - e. Hib vaccine is not required for children 5 years or older.
 - f. [For further information, refer to the CDC Catch-Up Guidance for Healthy Children 4 Months through 4 Years of Age.](#)
10. Pneumococcal conjugate vaccine (PCV). (Minimum age: 6 weeks)
 - a. Children starting the series on time should receive PCV vaccine at 2 months, 4 months, 6 months and at 12 through 15 months. Children older than 15 months must get caught up according to the ACIP catch-up schedule. The final dose must be received on or after 12 months.
 - b. Unvaccinated children ages 7 through 11 months are required to receive 2 doses, at least 4 weeks apart, followed by a third dose at 12 through 15 months.
 - c. Unvaccinated children ages 12 through 23 months are required to receive 2 doses of vaccine at least 8 weeks apart.
 - d. If one dose of vaccine was received at 24 months or older, no further doses are required.
 - e. PCV is not required for children 5 years or older.
 - f. [For further information, refer to the CDC Catch-Up Guidance for Healthy Children 4 Months through 4 Years of Age.](#)

For further information, contact:

**New York State Department of Health
Bureau of Immunization
Room 649, Corning Tower ESP
Albany, NY 12237
(518) 473-4437**

**New York City Department of Health and Mental Hygiene
Program Support Unit, Bureau of Immunization,
42-09 28th Street, 5th floor
Long Island City, NY 11101
(347) 396-2433**

New York State Department of Health/Bureau of Immunization
health.ny.gov/immunization

Use of Sunscreen

(Article 19 Section 907) Self-directed students may carry and apply sunscreen products from home. Sunscreen that is not outdated, with student's full name written on the bottle by the parent may be carried by the student. A student who is unable to apply sunscreen may ask BOCES staff to apply. Written permission by parent/ guardian is needed. Parent consent is available on the Health Information/Field Trip Permission form found in the parent packet or on our website @ btboces.org.

Note: Non-self-directed students would need both provider order and parent written permission.

BOCES Health Offices

If you have questions regarding any of the above, please contact the school nurse at your child's site.

Education Center	763-3684
East Learning Center	762-6408
West Learning Center	748-2021

Gym Excuses

If a school-age student is unable to participate in gym class, a written excuse from the student's doctor/nurse practitioner is required. Reason, length of time to be excused and release to return (when applicable) signed by your health care provider, not the parent is required.

Lice Policy

If Lice are suspected, the school nurse will examine the student and provide all the information you need to resolve the situation. She/he will review and answer any questions you have and may need to recheck your child at regular intervals until there is no evidence of the lice.

When to Stay Home

1. If you have an elevated temperature: Oral 100 or above, Ear 100 or above, and rectal more than 100.4. Remember you should be fever-free for 24 hours before returning to school.
2. If you have a communicable disease/sickness, i.e. strep throat, chicken pox, head lice, impetigo, pink eye, etc.
3. If you have repeated vomiting and/or diarrhea related to illness.
4. If you have any type of draining, open wound that is exposed and may be contagious.

Accident Reporting

All student accidents and injuries must be reported promptly to health office. The Health office staff will initiate a written accident report and inform the BOCES Supervisor.

POLICY 6540: CHILD ABUSE AND NEGLECT

Broome-Tioga BOCES recognizes the right of children not to be abused by their caretakers. In accordance with legal and moral obligations, BOCES staff who hold the job responsibilities of schoolteacher, school guidance counselor, school psychologist, school social worker, school nurse, school administrator, or other employee required by law or regulation to hold a teacher or administrative certificate, are to report cases of suspected child abuse or maltreatment to the Child Abuse or Maltreatment Reporting Center in Albany. They are also expected to inform their appropriate supervisor or administrator when such reporting takes place.

The definitions of abused and maltreated children from article 1012 of the Family Court Act apply. Procedures for reporting suspected cases of abuse or maltreatment must be in accordance with Title 6 of the Social Services Law. All persons in employment in the job titles described above have received trainings in the recognition and reporting of child abuse and maltreatment as a condition of issuance of a teacher or administrative certificate by the New York State Department of Education.

POLICY 7111: FIRE DRILLS AND BOMB THREATS

The administration of each school building will post, and notify occupants of, evacuation signals. The administration will also instruct students and employees in procedures for leaving the building by the shortest route in the shortest time and without confusion or panic. Regular fire drills are an excellent tool for evacuation training during regular classroom activity. Special procedures and instructions are to be provided for emergencies or drills during scheduled lunch hours.

Fire drills will be held:

1. Twelve times each regular school year.
 - a. Eight of the twelve will be held between September 1 and December 1.
 - b. One of the twelve drills is recommended to be held during a scheduled lunch period.
2. Two times during summer school in buildings where summer school is conducted. One of these drills will be held during the first week of summer school.

After-School Programs

The program supervisor or designee must require those in charge of after-school programs attended by individuals unfamiliar with the school building to announce at the beginning of the program the procedures to be followed in an emergency.

Bomb Threats and Declared Emergencies

Program supervisors will be familiar with the Emergency Management Plan ("Red Book") and will follow established procedures.

POLICY 7220: TEACHING ABOUT CONTROVERSIAL ISSUES

As a natural part of preparing to assume an adult role in society, matters of a controversial nature will arise and may be dealt with as part of the student's learning experience.

The Board recognizes that controversial issues deal with matters about which there are varied levels of opposing views, biases, emotions, and conflict. Therefore, it is essential that the classroom teacher have guidelines in order to prepare and execute lessons that will be as objective as possible while considering the subject matter. It is important that students and staff recognize the following responsibilities:

1. In the classroom, matters of a controversial nature should be handled as they arise in the normal course of instruction and not introduced for their own sake. Such issues should be neither sought nor avoided.
2. When presenting positions on a controversial issue, the teacher should balance major views and ensure that as many sides of the issues as possible are presented fairly, with no position being advocated by the teacher as the only one acceptable.
3. When materials dealing with controversial topics are to be used, assigned, or recommended, the materials must:
 - a. Balance major views and provide as many sides of the issue as possible in a fair manner, with no position presented as the only one acceptable
 - b. Be appropriate to the maturity level of the students, and
 - c. Not adversely affect the attainment of the district's instructional goals or result in substantial disruption of the normal operation of the classroom.

Before presenting materials on such an issue, the classroom teacher must present the materials to the immediate supervisor for prior approval. The chairperson will review the materials according to the guidelines above.

Before a guest speaker is permitted to address the students, approval must be granted by the building administrator who must be informed of the scheduling of all guest speakers at least three days before their presentation.

POLICY 7240: INTERNET PROTECTION POLICY

A. Student Access and Usage

General Information

Internet access will be provided to students in accordance with the terms of this policy. Internet access from school computers is reserved solely for educational purposes. Use by outside groups is prohibited.

Use by student clubs and organizations is limited to those times when the Internet access points are not in use for instruction and shall be limited to educational purposes and governed by this policy.

Access to the Internet will be under the direction and supervision of the staff assigned to the particular Internet access area or computer.

BOCES reserves the right to monitor all Internet activity including transmission and receipt of e-mail. Use of e-mail is limited to school district purposes.

Every computer in the district having Internet access shall not be operated by a student unless Internet access from the computer is subject to filtering software. Such filtering software shall be designed, and it shall operate so that images, which are obscene, pornographic, or harmful to minors, shall not be displayed. Such filtering software shall also be designed, and it shall operate so that images or language which advocate or promote violence or hatred against particular individuals or groups of individuals or promotes superiority of one racial, ethnic or religious group over another shall not be displayed.

For purposes of this policy, the phrase *harmful to minors* means any picture, image, graphic image file, or other visual depiction that, taken as a whole, and with respect to minors, appeals to prurient interest in nudity, sex or excretion; depicts, describes or represents in a patently offensive way with respect to what is suitable for minors an actual or simulated sexual acts or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals and, taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

Prohibited Conduct

No student shall while using a computer or other device connected to the Internet:

1. Access, transmit or retransmit material which promotes violence or advocates destruction of property, including information concerning the manufacture of destructive devices, such as explosives, fireworks, smoke bombs, incendiary devices or the like.
2. Access, transmit or retransmit any information, which is harmful to minors as that phrase is defined in this POLICY.
3. Access, transmit or retransmit material which advocates or promotes violence or hatred against particular individuals or groups of individuals or advocates or promotes the superiority of one racial, ethnic or religious group over another.
4. Use or possesses bootleg software. Bootleg software means any software, which has been downloaded or is otherwise in the user's possession without the appropriate registration of the software, including the payment of any fees owing to the owner of the software.
5. Use encryption software from any access point within BOCES.
6. Transmit credit card or other personal identification information, including home addresses or telephone numbers from any school district computer.
7. Transmit e-mail through an anonymous retailer.
8. Access the Internet from a school district computer using a non-school district Internet account.
9. Use an instant messenger service or program, Internet Relay Chat or other forms of direct electronic communication or enter a chat room without the express permission of the staff member supervising the computer resource.
10. Commit or attempt to commit any willful act involving the use of the network which disrupts the operation of the network within BOCES or any network connected to the Internet, including the use or attempted use or possession of computer viruses or so-called hacking or other unlawful activities on line.
11. Disable or attempt to disable filtering software. However, such filtering software may be disabled for bona fide research or other lawful purposes, when the BOCES Supervisor/Supervisor of the building in which such research or other lawful activity will be conducted has given written permission to the BOCES Network Support Service to disable the filtering software.

In addition to those penalties set-forth in the student discipline code, a violation of the internet policy may also result in loss of Internet privileges. Opinions, advice, services, and all other information expressed online are those of the on-line authors and not of BOCES. The Internet contains information pertaining to a variety of subjects.

Not all of this information is accurate or reliable, particularly where the advice of medical, legal, accounting or other professionals would be appropriate. Users are advised not to rely on advice found on the Internet. BOCES is not responsible for such advice.

BOCES does not guarantee or imply that access to the Internet will always be available when students want access or that the software provided by the district will always work as intended. BOCES is not responsible for failures in the operation or technical functioning of the Internet or the computers or software used to access the Internet.

PLEASE NOTE: All students should read the above policy and sign the internet protection policy signoff form found at the end of this handbook and turn it in to their teacher.

SOCIAL MEDIA ACCEPTABLE USE POLICY

Introduction

YOUR SCHOOL recognizes that access to technology in school gives students, parents, and teachers, greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st-century technology and communication skills.

To that end, this **Acceptable Use Policy** outlines the guidelines and behaviors that users are expected to follow when using school technologies or when using personally owned devices on the school campus.

Students, parents and teachers are expected to follow the same rules for good behavior and respectful conduct online as offline. Misuse of social media can result in disciplinary action.

YOUR SCHOOL makes a reasonable effort to ensure students' safety and security online but will not be held accountable for any harm or damages that result from misuse of social media technologies.

We encourage teachers, students, staff, and other school community members to use social networking/media (Twitter, Facebook, etc.) as a way to connect with others, share educational resources, create and curate educational content, and enhance the classroom experience. While social networking is fun and valuable, there are some risks you should keep in mind when using these tools. In the social media world, the lines are blurred between what is public or private, personal or professional.

We've created these social networking/media guidelines for you to follow when representing the school in the virtual world.

Please do the following:

Use good judgment

- We expect you to use good judgment in all situations.
- You must know and follow the school's Code of Conduct and Privacy Policy.
- Regardless of your privacy settings, assume that all of the information you have shared on your social network is public information.

Be respectful

- Always treat others in a respectful, positive and considerate manner.

Be responsible and ethical

- If you are approved to represent the school, unless you are specifically authorized to speak on behalf of the school as a spokesperson, you should state that the views expressed in your postings, etc. are your own. Stick with discussing school-related matters that are within your area of responsibility.
- Be open about your affiliation with the school and the role/position you hold.

Be a good listener

- Keep in mind that one of the biggest benefits of social media is that it gives others another way to talk to you, ask questions directly and to share feedback.
- Be responsive others when conversing online. Provide answers, thank people for their comments, and ask for further feedback, etc.
- Always be doing at least as much listening and responding as you do "talking."

Don't share the following:

Confidential information

- Do not publish, post or release information that is considered confidential or not public. If it seems confidential, it probably is. Online "conversations" are never private. Do not use your birth date, address, and cell phone number on any public website.

Private and personal information

- To ensure your safety, be careful about the type and amount of personal information you provide. Avoid talking about personal schedules or situations.
- NEVER give out or transmit personal information of students, parents, or co-workers
- Don't take information you may receive through social networking (such as e-mail addresses, customer names or telephone numbers) and assume it's the most up-to-date or correct.
- Always respect the privacy of the school community members.

Please be cautious with respect to:

Images

- Respect brand, trademark, copyright information and/or images of the school (if applicable).
- You may use photos and video (products, etc.) that are available on the school's website.
- It is generally not acceptable to post pictures of students without the expressed written consent of their parents.
- Do not post pictures of others (co-workers, etc.) without their permission.

Other sites

- A significant part of the interaction on blogs, Twitter, Facebook and other social networks involves passing on interesting content or linking to helpful resources. However, the school is ultimately responsible for any content that is shared. Don't blindly repost a link without looking at the content first.
- Pay attention to the security warnings that pop up on your computer before clicking on unfamiliar links. They actually serve a purpose and protect you and the school.
- When using Twitter, Facebook and other tools, be sure to follow their printed terms and conditions.

And if you don't get it right...

- Be sure to correct any mistake you make immediately, and make it clear what you've done to fix it.
- Apologize for the mistake if the situation warrants it.
- If it's a MAJOR mistake (e.g., exposing private information or reporting confidential information), please let someone know immediately so the school can take the proper steps to help minimize the impact it may have.

Netiquette

- Users should always use the Internet, network resources, and online sites in a courteous and respectful manner.
- Users should also recognize that among the valuable content online is unverified, incorrect, or inappropriate content. Users should use trusted sources when conducting research via the Internet.
- Users should also remember not to post anything online that they wouldn't want parents, teachers, or future colleges or employers to see. Once something is online, it's out there—and can sometimes be shared and spread in ways you never intended.

Personal Safety

If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.

- Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without adult permission.
- Users should recognize that communicating over the Internet brings anonymity and associated risks and should carefully safeguard the personal information of themselves and others.

Cyberbullying

Cyberbullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Don't be mean. Don't send emails or post comments with the intent of scaring, hurting, or intimidating someone else.

Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Remember that your activities are monitored and retained by others.

Examples of Acceptable Use

I will:

- Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline.
- Treat social media carefully, and alert staff if there is any problem with their operation.
- Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
- Alert a teacher or other staff member if I see threatening/bullying, inappropriate, or harmful content (images, messages, posts) online.
- Be cautious to protect the safety of myself and others.
- This is not intended to be an exhaustive list. Users should use their own good judgment when using social media

Examples of Unacceptable Use

I will not:

- Use social media in a way that could be personally or physically harmful to myself or others.
- Engage in cyberbullying, harassment, or disrespectful conduct toward others--staff or students.
- Try to find ways to circumvent the school's safety measures and filtering tools.
- Use language online that would be unacceptable in the classroom.

This is not intended to be an exhaustive list. Users should use their own good judgment when using social media.

Limitation of Liability

YOUR SCHOOL will not be responsible for damage or harm to persons, files, data, or hardware.

Violations of this Acceptable Use Policy

- Violations of this policy may have disciplinary repercussions, including:
- Suspension of volunteer privileges
- Removal from positions of leadership within YOUR SCHOOL.
- Removal of student from YOUR SCHOOL.
- Additional consequences determined by Administration.

PLEASE NOTE: All students should read the above policy and sign the Social Media Acceptable Use Policy signoff form found at the end of this handbook and turn it in to their teacher.

CLOSED CIRCUIT TV MONITORING

To enhance student safety, as well as reduce property loss, BOCES has installed Closed Circuit TV on many of their campuses.

ELECTRONIC DEVICES

Students are strongly urged not to bring ANY electronic devices to school with them. Should the educational process be disrupted by student use of these items, necessary disciplinary action will be taken.

The disposal of items seized will be resolved in one of the following ways: Item may be returned to student (or parent) NOT to be brought back on campus; or turned over to law enforcement officials. BOCES reserves the right to make determination on case-by-case basis.

LOCKERS AND PERSONAL PROPERTY

Lockers may be assigned to students. Lockers should be locked at ALL times. It is recommended that students not share their lockers with others unless authorized by staff. Students are not permitted to use their own lock on BOCES' lockers. Unauthorized locks will be removed at student expense.

Any personal belongings brought or left on campus will be the student's responsibility. Broome-Tioga BOCES is not responsible for finding, repairing or replacing any personal items. Additionally, jewelry and large amounts of money should not be brought to school.

If students are assigned a locker, students will NOT bring their gym bags, backpacks, tote bags or other similar items to class unless authorized by the instructor.

The same is true for hooded sweatshirts; raincoats and other outer wear unless it is appropriate for a specific occupational area. *NOTE: TO FURTHER THE PURPOSE OF BOCES TO PROVIDE A SAFE AND SECURE ENVIRONMENT TO STAFF AND STUDENTS AND TO PREVENT OR MINIMIZE DISRUPTION OF THE EDUCATIONAL ENVIRONMENT LOCKERS REMAIN THE EXCLUSIVE PROPERTY OF BOCES AND MAY BE SEARCHED WITHOUT WARNING.*

STUDENT ID BADGES

Some BOCES Programs issue student identification badges. At sites where they are issued, they are to be worn as expected.

VISITORS

There will be no casual visitors to any BOCES site. Prior approval must be obtained from a BOCES staff member. Visitors must sign-in upon arrival, receive a visitor badge, be escorted by BOCES staff, and sign-out when leaving the facility. All visitors are expected to abide by the rules for public conduct on school property contained in the Code of Conduct.

PHONE USE/CONTACT

Under normal circumstances it is expected students will conduct all their personal calls outside of the school day from their own home. It is recommended that students do not bring electronics to school.

If a parent needs to contact their child, **they should do so by calling the main office** (contact numbers are listed on pgs 6 & 7). If it becomes essential that a student make a phone call during the school day, they will be permitted a pass to the office to use the phone. Students should not use their phone during class time.

STUDENTS LEAVING THE FACILITY

Ordinarily, appointments with dentists, doctors, etc., should be arranged outside of the school day. When an emergency does occur; a student wishing to be excused must bring a written request from his/her parent/guardian specifying the student's name, date, time and place of the appointment. The note should also list the name of the adult who will pick the student up and a phone number that can be used to verify the note. All notes for early dismissal must be presented before 9:00 A.M. to the Main Office.

An excused student must report to the main office before leaving and upon returning from an appointment. The adult must enter the office to meet the excused student.

An emancipated student will follow the same rules but will function as the consenting adult or guardian. *PLEASE NOTE: NO STUDENT MAY LEAVE THE SCHOOL GROUNDS WITHOUT PRIOR APPROVAL FROM THE SUPERVISOR/PROGRAM SUPERVISOR.*

FIELD TRIPS

Field trips will be a regular component of the learning curriculum. Students need to realize these are a privilege and abuse of this will result in denying this privilege.

Students are expected to act appropriately. The Health Information/Field Trip Permission form must be completed and sent home with each participating student. A signed Health Information/Field Trip Permission slip from the parent/guardian must be received before the student may participate in the trip.

All field trips must follow the regulations and procedures developed by the administration. Any overnight trip requires advance approval of the superintendent or designee.

STUDENT SERVICES

Students who need assistance with any of the following: orientation, course changes, counseling services, career and technical information, work experience, student or staff concerns, etc. may talk with their program Supervisor, Counselor, or Student Support Specialist.

SCHOOL BREAKFAST/LUNCH

Students may purchase breakfast/lunch. Milk may be purchased separately. Menus are available on a monthly basis. Free and reduced breakfasts and lunches are available to eligible students. Students will get an application from BOCES or their home school. Applications are returned to the homeroom teacher. All forms are then turned in to the Cafeteria for processing.

Students who are in attendance for the full day may purchase lunch in the cafeteria. Eating in the hallways is prohibited. Students are allowed only in the designated cafeteria area or in a classroom with permission of, and/or under direct supervision, of the teacher. Students are not allowed to wander the hallways during their designated lunchtime.

CAREER DEVELOPMENT CENTER

Our Career Development Center offers student apprenticeships, credit-based work experiences, career planning, and job placement opportunities as well as access to a web-based Job Bank where students can access local employment opportunities throughout our region.

LIBRARY MEDIA CENTER

All students are welcome and encouraged to use the Library Media Center for school related assignments and projects. Novels and magazines are also available for leisure time reading. Students may borrow up to three books at a time for two weeks (plus an option to renew for another two weeks).

With the proper training and purpose, the following resources are available for students to use desktop computers, laptop computers (with or without a mouse), headphones, digital camera, digital camcorder, electronic databases and Inter-Library loan.

PARENT REQUEST OF TEACHER'S CREDENTIALS

In accordance with the federal *No Child Left Behind* Act of 2001, parents and guardians have the right to request specific information about the professional qualifications of their children's classroom teachers. Requests for information about qualifications of your child's teacher(s) should be directed to Broome-Tioga BOCES Human Resources Department, 435 Glenwood Road, Binghamton NY, 13905. All requests will be honored in a timely manner.

CERTIFICATE CEREMONY AND RECOGNITION CEREMONIES

Student's accomplishments will be recognized throughout the year and at the end of the school year at various ceremonies.

STUDENT EVALUATION/GRADING

A unique feature of Instructional Programs is the ability of diverse student programming to provide instruction to students with many needs. When student needs are met, students are able to grow as learners. A student, who engages in learning and participates wholeheartedly in daily instructional activities, can be assured of success. Information concerning curriculum can be obtained from the specific program supervisor/Supervisor.

Instruction is based on the New York State Learning Standards. Students will complete coursework that leads to NYS high school diploma or the equivalent. Credit and diploma recommendations are sent to your child's home school district for final approval.

Teachers maintain daily records of student progress, which affect a student's overall grade. A student report card indicating marking period averages are sent home with a copy to the home school district at ten week increments and on the following schedule: 10, 20, 30 & 40 weeks.

Additionally, parents will receive an Interim Progress Report on the following schedule: at 5, 15, 25, and 35 weeks. This Interim Progress Report is designed to provide parents and students with important information about school performance. The Interim Progress Report will reflect the student's current class average. Every student will receive a numerical grade for every course.

Any questions or concerns regarding Interim Progress Reports or Report Cards should be directed to the program supervisor of your child's site (contact information can be found on the "Access to Programs" page in front of this handbook).

Marking Periods 1 and 2 will show a grade reflecting a minimum possible 50%.

Marking periods 3, 4, & 5 will reflect the grade the student actually earned (between 0 -100%).

The final average for the student's year is determined by averaging the four marking period grades and the fifth-grade product. Regents Exam scores are not averaged in the final grade; they are reported separately on the report card.

Each teacher will explain their grading procedure during the first week of school based on the following chart:

Independent Practice	1-10%	*Bell ringer, assignments completed outside of class time, ticket out the door
Active Engagement in Class	9-30%	*Effort, in-class participation, and preparation (present, prepared & participating)
Composite of Assessments	70-90%	*Quizzes, tests, labs, exhibits, projects, essays

** Or the equivalent for special education programming*

Opportunities for makeup given within 5 days of returning to school. Each teacher’s course outline will further explain missed assignment guidelines.

Specific special education programming will provide scaled scores for the student based on individual progress. Performance scale: 4 – Exceeds Skills; 3 – Meets Skills; 2 – Progressing toward Skills; 1 – Beginning to Develop the Skills; 0 – Not Applicable. Additionally, students in special education programming will receive progress notes every marking period.

Progress Note Reporting

Students with disabilities will receive a report card and a progress note every 10 weeks. The service provider/special education teacher will provide a narrative report that indicates progress towards achieving IEP goals.

Fifth Grade Product

It is the philosophy of Broome-Tioga BOCES, that all students have the opportunity to maximize their potential through academic rigor, career opportunities, and transition planning. The fifth grade is a proactive approach to learning, designed to help students achieve greater success in classes by allowing them to interact with the material using their personal learning styles.

It will be attached to a tangible product that is a culmination of the learning in one, or more than one class working collaboratively. If an interdisciplinary approach is used, the grade will apply to all classes involved.

A fifth-grade product is expected from all classes Kindergarten through 12th grade (special education ages 5-21) in all BOCES sites and programs, including district-based classes. A description of this product and its process for implementation will be submitted in the fall along with course outlines to the program supervisor. The MP5 project is designed to culminate the course and help students succeed.

The fifth grade should include a variety of learning styles with the expectation that students will interact with course content and college and career readiness skills. There are several ways teachers may approach this assessment. Products should reflect a cumulative level of learning and should be comprised of multiple assessments. They may be group or individual projects. These products may also include such topics as career development, citizenship, life skills, or community service.

Examples of this may include, but are not limited to:

- A cumulative, year-long project
 - Portfolio
 - Review activity in which students specialize in a topic and present to class (regents’ prep)
 - Timelines or PowerPoint presentations on given topics (cumulative knowledge necessary for completion)
 - Interdisciplinary project linking two or more subjects together
 - Career exploration in a specific subject
 - Life application of subject in project or cumulative portfolio form
 - Community service activity that applies knowledge and skills from class
 - Scrapbook/posters that summarize different units
 - Portfolio of level 1 transition assessments, literacy work, or NYS alternate assessment tasks
- The fifth grade will comprise 20% of the final class average.

ASBESTOS INSPECTIONS

Broome-Tioga BOCES has completed the annual as well as the periodic AHERA asbestos inspections for each of its facilities and updated its Asbestos Management Plans. Asbestos Management Plans for individual buildings are located on site in the main office of each building.

AHERA NOTIFICATION

In accordance with the Asbestos Hazard Emergency Response Act (AHERA), the asbestos management plan (AMP) is located in the main office of each building. In addition, the Broome-Tioga BOCES has completed the required periodic inspections and has updated the AMP. If you would like to view any of these documents or ask any questions concerning their content, please contact John Garcia, the Director of School Facilities, at 607-763-3375 during the hours of 7:30 AM to 4:00 PM or by email to jgarcia@btboces.org.

FIRE INSPECTIONS

Broome-Tioga BOCES conducts fire safety inspections of all facilities annually. Successful completion of this process results in the issuance of a Certificate of Occupancy from the State Education Department. All BOCES facilities have a Certificate of Occupancy. Fire safety inspection reports and Certificates of Occupancy may be reviewed by contacting the Director of School Facilities.

STRUCTURAL INSPECTIONS

An annual visual structural inspection of all student occupied public school buildings owned or leased by the Broome-Tioga BOCES is conducted to identify conditions which may be indicative of structural deficiencies before such deficiencies pose a safety threat.

INTEGRATED PEST MANAGEMENT PROGRAM

The Broome-Tioga BOCES Integrated Pest Management Program strives to use all options available before using chemical pesticides. When and if chemicals are used, we will use the least hazardous material.

PESTICIDE NOTIFICATION

New York State Education Law Section 409-H, effective July 1, 2001, requires all public and nonpublic elementary and secondary schools to provide written notification to all persons in parental relation, faculty, and staff regarding the potential use of pesticides periodically throughout the school year.

The Broome-Tioga BOCES School District is required to maintain a list of persons in parental relation, faculty, and staff who wish to receive 48-hour prior written notification of certain pesticide applications.

The following pesticide applications are not subject to prior notification requirements:

- a school remains unoccupied for a continuous 72 hours following an application.
- anti-microbial products.
- nonvolatile rodenticides in tamper resistant bait stations in areas inaccessible to children.
- nonvolatile insecticidal baits in tamper resistant bait stations in areas inaccessible to children.
- silica gels and other nonvolatile ready-to-use pastes, foams, or gels in areas inaccessible to children.
- boric acid and disodium octaborate tetrahydrate.
- the application of EPA designated biopesticides.
- the application of EPA designated exempt materials under 40CFR152.25.
- the use of aerosol products with a directed spray in containers of 18 fluid ounces or less when used to protect individuals from an imminent threat from stinging and biting insects including venomous spiders, bees, wasps, and hornets.

In the event of an emergency application necessary to protect against an imminent threat to human health, a good faith effort will be made to supply written notification to those on the 48-hour prior notification list.

If you would like to receive 48-hour prior notification of pesticide applications that are scheduled to occur in your school, please complete the attached form and return it to John Garcia, Broome-Tioga BOCES School District pesticide representative, at: 435 Glenwood Road, Binghamton, New York 13905-1699; telephone 607-763-3375; e-mail address jgarcia@btboces.org; FAX 607-763-3499.

2023-2024 Request for Pesticide Application Notification

(Please print clearly)

School District (i.e. BOCES, Harpursville, Union Endicott, Vestal, etc.)

Please check which location you need to be notified about:

- Main Campus Education Center/ISC (435 Glenwood Road, Binghamton)
- East Learning Center (164 Hawley Street, Binghamton)
- Johnson City Learning Center (500-502 Main Street, Johnson City)
- Central Business Office (100 Marshall Drive, Endicott)
- West Learning Center (471 Pennsylvania Avenue, Apalachin)
- Document Services Center (1 North Loder Avenue, Endicott)

Parent Name:

Address:

Staff Name (if you are an employee):

Student Name:

Day Phone:

Evening Phone:

E-mail Address:

Please feel free to contact John Garcia, the Broome-Tioga BOCES School District pesticide representative, at: 435 Glenwood Road, Binghamton, New York 13905-1699; telephone 607-763-3375; e-mail address jgarcia@btboces.org; FAX 607-763-3499 for further information on these requirements.

Harassment/Discrimination Reporting Form

Broome-Tioga BOCES is committed to providing a safe environment to all members of our community. Despite our best intentions, incidents between students do occur at times. If you wish to report a disturbing incident between two or more students, complete this form and return it to the Dignity Act Coordinator at your student's site (listed below). Contact the school for additional information or assistance at any time. This form can be completed anonymously by omitting signature and name. Every reported act of bullying will be investigated. Parents of aggressors and targets will be contacted in cases of confirmed bullying.

Date of report:

Name of student target:	Age:	Grade:	School:
Name of alleged aggressor(s) (if known):	Age:	Grade:	School:

Name(s) of witnesses (if known):

Where did the incident(s) happen (choose all that apply)?

On school Property At a school-sponsored activity or event off school property Online/via technology
 On a school bus On the way to/from school Other: _____

What best describes what happened (choose all that apply):

Teasing Threat/Property Damage Stalking Theft/Property Damage
 Social Exclusion Intimidation Physical Violence Public humiliation
 Retaliation Sexual Harassment Other: _____

What did the alleged aggressor(s) say or do? (Include dates, Attach a separate sheet if necessary)

Did a physical injury result from this incident?

No Yes, but it did not require medical attention Yes, and it required medical attention

Is there any additional information you would like to provide? (Attach a separate sheet if necessary)

Name of Person Reporting Incident (Optional):

Place an X in the appropriate box: Student Parent/guardian Other: _____

Site	Coordinator	Phone	Fax	e-Mail
Education Center	Matt Sheehan, Director	607-763-3632	607-763-3206	msheehan@btboces.org
East Learning Center	Chuck Wheeler, Supervisor	607-762-6409	607-762-6402	cwheeler@btboces.org
Johnson City Learning Center	Lynette Bryan, Supervisor	607-763-3668	607-763-3654	lbryan@btboces.org
West Learning Center	Maria Keesler, Supervisor	607-748-8261	607-748-8262	mkeesler@btboces.org
OR				
Assistant Superintendent	Tom McNair	607-763-3345	607-763-3213	tmcnair@btboces.org

Please send completed investigation reports to the office of the Assistant Superintendent for Instruction upon completion.



Student Sign Off School Year 2023-2024

Student Name: _____

BOCES Site: _____

By signing below, I acknowledge that I have:

- received a copy of the BOCES 2023-2024 Parent/Student Handbook
- read and agree to comply by the terms of the BOCES Internet Protection Policy
- read and agree to comply by the terms of the BOCES Social Media Acceptable Use Policy

Student Signature: _____

Date: _____

This signature form will be kept in the student's permanent file @ BOCES.

