Instructional Programs

Student/Parent Handbook

2026 - 2027

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	**Alternative Education Programs**	
	Alternative Middle School	
	Attendance/Main Office	**762-6400/762-6409**
East Learning Center	**Alternative Education Programs**	
	Alternative High School	Phoenix Rising
	GED Program	
	Special Education Program*	
	8:1+1 Crossroads (6-12)	
	Attendance/Main Office	**762-6400/762-6409**
	Guidance Office	**762-6417**
	Nurse's Office	**762-6408**
Education Center	**Alternative Education Programs**	
	Evertech Alternative High School	Evertech Alternative High + PTECH
	Special Education Program*	
	8:1+1 PALS	12:1+1 PALS
	12:1+4 MOVE	8:1+1 Oak Tree
	12:1+1 Futures High School (9-12)	
	Attendance/Main Office	**763-3348**
	Nurse's Office	**763-3684**
	Career Education Programs	
	Career & Technical Education ½ Day Program	Tech Academy
	New Visions Academies	PTECH
	Attendance/Main Office	**763-3341/763-3423**
	Evertech Guidance Office	**763-3342**
	CTE Guidance Office	**763-3343/763-3475**
West Learning Center	**Alternative Education Programs**	
	Alternative High School	
	Special Education Programs*	
	6:1+1 Reclaim	8:1+1 Crossroads (K-8)
	Main Office	**748-8261/625-3232**
	Attendance/Guidance Office	**748-8261**
	Nurse's Office	**786-2021**
Greater Binghamton Health Center	**Special Education Programs***	
	8:1+1 Adolescent Day Treatment	
	Attendance/Main Office	**762-6400/762-6409**
District Based Classrooms	**Special Education Programs***	
	8:1+1 Crossroads Program @ *SUSQUEHANNA VALLEY: Middle & High School*	
	Attendance/Main Office	**766-3762**
	Special Education Programs*	
	8:1+1 Oak Tree Programs @ *Ed Center/Evertech High School;*	
	CHENANGO VALLEY: *Port Dick Elementary*	UNION ENDICOTT: *LW Elementary*
	VESTAL: *Tioga Hills Elementary; Middle School*	WINDSOR: *Bell Elementary; CR Weeks Elementary; Middle School & High School*
	Attendance/Main Office	**763-3577**
	Main Office - Oak Tree @ Evertech	**763-3423**
Main Office for Related Services	**@ Various Locations**	**763-3318**
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**

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

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WELCOME TO BROOME-TIOGA BOCES

Our BOCES mission of ***enriching lives through education*** is further enhanced by our Instructional Programs Mission, Vision & Core Beliefs:

Mission
Educate, empower and inspire individuals to realize their full potential and pursue lifelong success.

Vision
We aspire to be a trusted partner that provides innovative programs and exceptional service, strengthening educational communities in our region and beyond.

Guiding Principles
To ensure that every child receives a high-quality education we must promote a climate of learning. Broome-Tioga BOCES strives to promote & maintain a culture of learning in all our schools by becoming: "A School that Matters: Teaching the Mind, Reaching the Heart". 2018, Van Bockern, Steve.

A ***School that Matters*** will strive to meet the fundamental needs of all members of the school community. Described as The BOCES Circle of 6, a **School that Matters** prioritizes the biosocial needs of students and stakeholders. The BOCES Circle of 6 is a model of resilience and positive youth development. When the BOCES Circle of 6 needs are met; students, families, staff members & other stakeholders, are free to: ***Realize their full potential & pursue lifelong success***.

Safety - " I feel safe!" "Felt" Safety is in the eye of the beholder. A sense of safety is vital to a student's ability to reach his/her full potential. As long as a human's brain determines they are unsafe, higher levels of functioning, such as logical and rational thinking, are beyond reach.
Additional considerations for safety: Physical, Emotional and Cultural Safety.

- **Physical Safety** refers to the protection of all stakeholders, from various threats or harm, in order to establish a secure learning environment.
- **Emotional Safety** is an experience in which one feels safe to express emotions, security, and confidence to take risks and feel challenged and excited to try something new.
- **Cultural Safety** is an environment that is spiritually, socially, and emotionally safe and physically safe for people; where there is no assault, challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge, and experience of learning together.

Belonging - "I am accepted!": Belonging is a human emotional need to be an accepted member of a group. It's **believing**, "Adults like me and care for me." A positive sense of belonging nurtures self-esteem, self-worth and ultimately equips young children, young adults, and adults, with the ability to develop healthy relationships across generations.

Achievement - "I can!": A sense of competency, mastery and control over oneself. Achievement can be gained by learning new skills through daily life and enrichment activities. The environment provides multiple opportunities to tap personal talents and strengths.

Purpose - "I can help!": Feeling important, helpful, useful to others. Purpose is intended to provide young children, young adults, and adults with opportunities to demonstrate altruism, helping behaviors, and to recognize their importance. We all learn to understand the value of giving back to the community and making meaningful connections to someone else.
Responsibility - "I will!": Sense of autonomy, independence. "I am empowered to make choices and decisions." Responsibility focuses on providing experiences to develop autonomy and essential life skills. We learn how to accept responsibility and are empowered to understand how our choices and actions affect others and their destiny.

Exploration - "I can take risks!": By encouraging reasonable risks, innovation and laughter, we learn to identify the balance between work and play and can more deeply experience the excitement of daily life. Exploration can be anything that inspires one's curiosity and results in their engagement.

At Broome-Tioga BOCES we strive to approach student behaviors as teachable moments and opportunities for learning. While it is important that we hold students accountable for their actions, consequences without reteaching and reflection do little to change behavior. To improve outcomes for students, we must provide interventions and behavior supports that are directed at addressing academic gaps and the biosocial needs of the students experiencing behavior challenges. We know that suspensions and other avenues of classroom removal will not improve student outcomes.

Our Code of Conduct emphasizes the importance of implementing strategies, practices, interventions and plans that address students' needs before behavior issues rise to the most serious level. Students are most likely to make positive decisions when they understand expectations, feel they belong within a community and their most basic needs of emotional, cultural and physical safety are intact.

Our top priority is to ensure our schools are safe, that all students have what they need to be academically successful, and that disability, economics, race and ethnicity are never predictors of achievement.

We are partners in the education of our students. Together we can ensure that every student is academically successful on their path ***to maximized personal potential.***

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.

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.

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.

POLICY 6240: CODE OF CONDUCT

Introduction

BOCES strives to support and enhance the capacity of component school districts to carry out their roles as the chief instrument in the education of the children, youth, and adults in their communities.
BOCES is committed to providing a safe and orderly educational environment where students receive quality educational services without disruption or interference. Responsible behavior by students, teachers, other BOCES personnel, parents, volunteers, vendors, contractors, and other visitors is essential to achieving this goal.
The BOCES 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. 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.

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. This Code of Conduct has been developed and will be maintained in collaboration with student, teacher, administrator, parent, BOCES safety personnel, and other representation.

Further, the Code of Conduct has been written to comply with the Safe Schools Against Violence in Education Act, the Dignity for All Students Act, and various provisions of the Education Law and Commissioner of Education regulations, all of which seek to improve school safety and ensure a safe and effective learning environment.

The Code of Conduct includes provisions which will govern the conduct of all students, teachers and other BOCES personnel, as well as visitors. Portions of this Code will also be applicable to the conduct of parents, volunteers, vendors, and contractors, where indicated.

Students who attend any BOCES program, regardless of that program's location, should be aware that their conduct will be subject to BOCES' Code of Conduct, the component district's/host building's Code of Conduct, and the provisions of the Code of Conduct in place in the students' home district of residence, as applicable.

Unless otherwise indicated in this Code, students may be subject to discipline for engaging in acts of misconduct that take place off BOCES/school property where the conduct endangers the health or safety of students, substantially disrupts school operations or otherwise adversely affects the educational process.

Definitions

For purposes of this Code, the following definitions apply:

"Administrative, Managerial, and Technical Staff" means those individuals who are responsible for central office operations or specialized instructional or administrative management services who provide support or oversight to various BOCES programs or to component districts.

"Behavior Management System" means a process or system of consequences for behavior that is developed and monitored by staff in a particular building or program which is used by staff and students in order to monitor and improve student behaviors.

"Building Administrator" means a certified administrator who is responsible for the supervision and management of a BOCES site.

"Bullying" – see Harassment.

"Controlled Substance" means a controlled substance in schedules I through V of the Controlled Substances Act.

"Committee on Special Education (CSE)" means the Committee on Special Education, subcommittee on special education, or other multidisciplinary team of the student's home school district.

"Cyberbullying" means harassment or bullying, where the harassment or bullying occurs through any form of electronic communication.

"Detention" means an in-school or after-school penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate.

"Dignity for All Students Act" refers to Article 2 of the New York State Education Law, as well as amendments to Sections 801-a and 2801 New York State Education Law made pursuant to Chapter 482 of the Laws of 2010. For purposes of this Code of Conduct, it will also refer to subsequent amendments to those statutes, and to any and all regulations promulgated by the Commissioner of Education to achieve the aims set forth in Chapter 482 of the Laws of 2010. The intent of the Dignity Act is to provide all public elementary and secondary school students with a safe and supportive environment free from discrimination, harassment, bullying, taunting or intimidation, as well as to foster civility in public schools.

"Disability" means:

1) 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

2) A record of such an impairment; or

3) 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.

"Disciplinary Change in Placement" means a suspension or removal by the home school district of a student with a disability from their current educational placement that is either for more than ten consecutive school days, or for a period of ten consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than ten school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another.

"Discrimination" for purposes of prohibited conduct under the Dignity for All Students Act (DASA) means discrimination against any student by a student or students and/or an 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, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

"Disruptive Student" means a student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

"Emotional Harm" that takes place in the context of harassment or bullying means 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.

"Firearm" means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such weapon; any firearm muffler or silencer; or any "destructive device" (e.g., any explosive, incendiary, or poison gas, including bombs, grenades, rockets or other similar devices).

"Gender" means actual or perceived sex and includes a person's gender identity or expression.

"Gender Identity or Expression" means a person's actual or perceived gender-related identity, appearance, behavior, expression, or other gender-related characteristic regardless of the sex assigned to that person at birth, including, but not limited to, the status of being transgender.

"Harassment" and **"Bullying"** for purposes of prohibited conduct under the Dignity for All Students Act (DASA) mean creating a hostile environment by conduct, communication, threats, intimidation, or abuse, including cyberbullying, based on a person's membership in a protected class that:

1) 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

2) Reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or

3) Reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or

4) Occurs off BOCES/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/school property.

Acts of harassment and bullying that are prohibited include, but are not limited to, those acts based on a person's actual or perceived:

1) Race
2) Color
3) Weight
4) National origin
5) Ethnic group
6) Religion
7) Religious practice
8) Disability

9) Sex
10) Sexual orientation
11) Gender (which includes a person's actual or perceived sex, as well as gender identity and expression).

"Home School District" means the student's school district of residence.

"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.
*While cannabis (marijuana) is a controlled substance under federal law, it has been legalized by New York State for adult use under certain circumstances. However, it is illegal for anyone under the age of 21 to purchase, possess, or use adult-use cannabis. Regardless of age, the sale, purchase, possession, and/or use of cannabis is prohibited on BOCES or host school grounds under state and federal laws and/or BOCES policy.

"Internet-enabled Devices" are on any smartphone, tablet, smartwatch or other device capable of connecting to the Internet and enabling the user to access content on the Internet, including social media applications, but excluding any device supplied by BOCES and used exclusively for educational purposes.

"Long-Term Suspension" means a suspension of more than five consecutive school days.

"Manifestation Determination" means a review of the relationship between the student's disability and the behavior subject to disciplinary action that is conducted by the Manifestation Team or the Committee on Special Education (CSE) of the student's home school district.

"Non-violent Crisis Intervention" means those techniques that enable staff to maintain control in an unlimited number of crisis situations through calm, confident actions that help staff defuse the disruptive student and reduce the chance for physical injury to all who are present. In non-violent crisis intervention, the emphasis is always on the staff's primary responsibility--the care, welfare, safety and security of students and staff. Physical restraint is only used when all verbal techniques have been exhausted and the individual's actions are escalating toward physical aggression. Any physical control that is used will be used in a way to control and protect students.

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

"Plagiarism" is the use or close imitation of the language and ideas of another author and representation of them as one's own original work. This includes copying from electronic sources, even with minor alterations.

"School" means, unless otherwise designated, the location of a BOCES program or service.

"School Bus" means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities.

"School or BOCES Function" means any school or BOCES-sponsored extracurricular event or activity, on and/or off site.

"School or BOCES Property or Grounds" means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school or BOCES Program; or in or on a school bus.

"Sexual Harassment" of students is a form of sex discrimination and is unlawful and prohibited by BOCES. Generally, it can include harassment on the basis of sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity, and the status of being transgender. Sexual harassment can also consist of subjecting an individual to unwelcome conduct which is either of a sexual nature or which is directed at an individual because of that individual's sex. Sexual harassment can occur between any individuals, regardless of their sex or gender. In addition, under Title IX, sexual harassment includes conduct on the basis of sex that satisfies one or more of the following:

1) A BOCES employee conditioning the provision of an aid, benefit, or BOCES service on an individual's participation in unwelcome sexual conduct;

2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to a BOCES' education program or activity;

3) Sexual assault, dating violence, domestic violence, or stalking.

(BOCES' full Sexual Harassment Policy is set forth in Policy 4550 of the Board Policy book)

"Sexual Orientation" means actual or perceived heterosexuality, homosexuality, or bisexuality.

"Short-Term Suspension" means a suspension of five or less consecutive school days.

"Student Support Service Personnel" means any staff member who provides direct educationally related services or assists students in coping with peer pressure and emerging personal, social, emotional, and physical problems. These services are provided by psychologists, social workers, counselors, school counselors, ESL teachers, hearing teachers, vision teachers, mobility teachers, speech teachers, occupational, or physical therapists.

"Violent Student" means a student under the age of 21 who:
1) Commits an act of violence upon a teacher, administrator, or other school employee, or attempts to do so;

2) Commits, while on BOCES property or at a BOCES function, an act of violence upon another student or any other person lawfully upon the property or at the function, or attempts to do so;

3) Possesses, while on BOCES property or at a BOCES function, a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death;

4) Displays, while on BOCES property or at a BOCES function, what appears to be a gun, knife, explosive or incendiary bomb or other dangerous instrument capable of causing death or physical injury;

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 a teacher, administrator, other BOCES employee or any person lawfully upon BOCES property or at a BOCES function; or

7) Knowingly and intentionally damages or destroys BOCES property.

"Weapon" means, except as otherwise provided in this Code of Conduct, any unauthorized device, instrument, material or substance that is capable of causing physical injury or death. "Weapon" also means those objects or instruments which are specifically prohibited under New York State Penal Law from being possessed on school grounds, in any district/BOCES building, on a school bus or district/BOCES vehicle, or at any school sponsored activity or setting under BOCES control and supervision. This includes, but is not limited to: any of the objects or instruments referred to in Section 265.01-a of the New York State Penal Law (such as a rifle, shotgun, or firearm); or any of the objects or instruments referred to in Section 265.06 (such as any air-gun, spring-gun, or other instrument or weapon in which the propelling force is a spring, air, piston, or CO2 cartridge). "Weapon" for purposes of this Code of Conduct will also include any object that could be considered a reasonable facsimile of a weapon.

"Weight" in addition to its ordinary meaning, includes a person's size.

Students Rights & Responsibilities

BOCES is committed to safeguarding the rights given to all students under state and federal law and BOCES policy. To promote a safe, healthy, orderly, and civil environment, BOCES students have these rights and responsibilities:

RIGHTS

1) To attend BOCES and be granted the opportunity to receive a quality education.
2) To be made aware of BOCES rules and policies, and to be treated in a manner consistent with these rules and policies when resolving disciplinary matters.
3) To have the opportunity to present their version of the facts and circumstances in all disciplinary matters.
4) To take part in all BOCES activities on an equal basis regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity or expression, or sex.
5) To feel safe in the BOCES environment and not to be intimidated, bullied, or harassed by others.
6) To express their style and dress according to their own individual taste.
7) To be protected from intimidation, harassment, bullying, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender, gender identity or expression, sexual orientation, or disability, by employees or students on BOCES property or at a BOCES function.

RESPONSIBILITIES

1) To attend school, internships, and jobsites regularly and on time; perform assignments; and strive to do their highest quality work.
2) To understand the BOCES Code of Conduct, obey the rules it contains, and to be accountable for their actions.
3) To be truthful and respectful in the resolution of conflicts with all parties involved.
4) To be respectful and supportive to all who are participating in BOCES academic and extracurricular activities.
5) To behave in a manner that will not jeopardize the safety and well-being of themselves or others, and to respect and treat others in a fair and equitable manner.
6) To dress in a safe manner that is not educationally distracting to others, is appropriate to the program, and is in accordance with the BOCES dress code.
7) To respect one another and treat others fairly. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, bullying, or discrimination. To report and encourage others to report any incidents of intimidation, harassment, bullying, or discrimination.

Essential Partners in Creating a Positive School Climate

All Parents are expected to:

1) Recognize that their child's education is a joint responsibility with the BOCES community.

2) Send their children to BOCES ready to participate and learn.

3) Ensure their child attends school regularly and on time and that absences are excused in accordance with BOCES Comprehensive Student Attendance Policy (6110).

4) Insist their child be dressed and groomed in a manner consistent with the student dress code, uniform requirements, or safety requirements for specific programs.

5) Know BOCES rules and help their child understand them.

6) Help their child understand that in a democratic society, appropriate rules are required to maintain a safe, orderly environment free from intimidation, bullying, discrimination, and harassment in accordance with the Dignity for All Students Act.
7) Promote positive and respectful behavior in their child by helping them to accept the consequences of their actions and by becoming involved in the behavior management/disciplinary process.

8) Convey to their child a supportive attitude toward education and BOCES.

9) Build positive relationships with teachers, other Parents, and their child's friends.

10) Help their child deal effectively with peer pressure.

11) Inform BOCES officials of changes in the home situation that may affect student conduct or performance.

All teachers are expected to:

1) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity or

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) Be prepared to teach.

3) Demonstrate interest in teaching; concern for student well-being, achievement, and educational progress; and respond appropriately to the individual needs of each student.
4) Know and be able to apply effective classroom/building behavior management techniques and the non-violent crisis intervention philosophy and techniques.
5) Communicate to students and Parents that which is important to each student's emotional, social, behavioral, and academic progress, including but not limited to:

a. Course objectives and requirements,
b. Marking/grading procedures,
c. Assignment deadlines,
d. Expectations for students,
e. Classroom discipline plan,
f. Building-wide behavior management plan.

6) Communicate regularly with students, and other teachers concerning growth and achievement.
7) Adhere to the BOCES Code of Conduct and the district-based school Code of Conduct in which teachers or itinerant staff are providing services. In addition, know school/BOCES policies, rules, and Codes of Conduct, and enforce them in a fair and consistent manner.
8) 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.
9) 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.
10) Report to the State Education Department any known incident of testing misconduct by a certified educator or any known conduct by a non-certified individual involved in the handling, administration, or scoring of state assessments in violation of New York State law. This report will be made in accordance with directions and procedures established by the Commissioner to maintain the security and confidential integrity of State assessments.
11) Act as role models for students, maintain appropriate personal boundaries with students, and refrain from engaging in any behavior that could reasonably lead to even the appearance of impropriety. Inappropriate fraternization of staff with students is against BOCES policy. Employees are expected to maintain a professional, ethical relationship with students and all other BOCES stakeholder groups.
12) Protect students' personally identifiable information (PII) following guidelines outlined by the BOCES' Data Protection Officer, and participate in the annual data privacy and security awareness training offered to all staff.

All student support service personnel, teaching assistants and teacher aides are expected to:

1) Provide appropriate educationally related service(s) to support students in their educational program.
2) Support educational and academic goals.
3) Assist students in coping with peer pressure and emerging personal, social, emotional, and physical problems.
4) Know school/BOCES policies and rules and enforce them in a fair and consistent manner in accordance with the Code of Conduct.
5) Be knowledgeable of and be able to apply effective classroom behavior/building management techniques and non-violent crisis intervention philosophy and techniques.
6) Communicate regularly, as appropriate, with students and other staff.
7) Adhere to the Code of Conduct for the BOCES or district-based school in which staff are providing services.
8) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity or expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
9) Report incidents of discrimination, bullying, and harassment that are witnessed or otherwise brought to the staff member's attention to the building administrator, Civil Rights Compliance Officer, Title IX Coordinator, or DAC, as appropriate, in a timely manner.
10) Report to the State Education Department any known incident of testing misconduct by a certified educator or any known conduct by a non-certified individual involved in the handling, administration or scoring of state assessments in violation of

New York State law. Such report will be made in accordance with directions and procedures established by the Commissioner for the purpose of maintaining the security and confidential integrity of State assessments.
11) Act as role models for students, maintain appropriate personal boundaries with students, and refrain from engaging in any behavior that could reasonably lead to even the appearance of impropriety. Inappropriate fraternization of staff with students is against BOCES policy. Employees are expected to maintain a professional, ethical relationship with students and all other BOCES stakeholder groups.
12) Protect students' personally identifiable information (PII) following guidelines outlined by the BOCES' Data Protection Officer, and participate in the annual data privacy and security awareness training offered to all staff.

All building administrators are expected to:

1) Promote a safe, orderly, and academically engaging school environment that supports active teaching and learning for all students.
2) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity or expression, or sex, with an understanding of appropriate appearance, language, and conduct, which will strengthen student's self-image and promote confidence to learn.
3) Ensure that students and staff have the opportunity to communicate regularly with the building principals and have access to them to redress grievances.
4) Evaluate all instructional programs for which they are responsible on a regular basis.
5) Support the development of and student participation in appropriate extracurricular activities.
6) Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
7) Be knowledgeable of and be able to apply effective classroom behavior/building management techniques, and non-violent crisis intervention philosophy and techniques and assure their utilization in the building/program.
8) Ensure that a building-wide behavior management system is created and supported to meet the needs of students enrolled in their building.
9) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity or expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
10) Follow up on any incidents of discrimination, bullying, and harassment that are witnessed or otherwise brought to their attention in a timely manner in collaboration with the Civil Rights Compliance Officer, Title IX Coordinator, or DAC, as appropriate.
11) Report to the State Education Department any known incident of testing misconduct by a certified educator or any known conduct by a non-certified individual involved in the handling, administration or scoring of state assessments in violation of New York State law. Such report will be made in accordance with directions and procedures established by the Commissioner for the purpose of maintaining the security and confidential integrity of State assessments.
12) Act as role models for students, maintain appropriate personal boundaries with students, and refrain from engaging in any behavior that could reasonably lead to even the appearance of impropriety. Inappropriate fraternization of staff with students is against BOCES policy. Employees are expected to maintain a professional, ethical relationship with students and all other BOCES stakeholder groups.
13) Protect student, teacher and principal personally identifiable information (PII) following guidelines outlined by the BOCES' Data Protection Officer, and participate in the annual data privacy and security awareness training offered to all staff.

All administrative, managerial, and technical staff are expected to:

1) Provide specialized instructional and administrative services to BOCES and component districts.
2) Support the implementation of the Code of Conduct.
3) Assure that the staff under their supervision conform to the Code of Conduct.
4) Report to the State Education Department any known incident of testing misconduct by a certified educator or any known conduct by a non-certified individual involved in the handling, administration or scoring of state assessments in violation of New York State law. Such report will be made in accordance with directions and procedures established by the Commissioner for the purpose of maintaining the security and confidential integrity of State assessments.
5) Act as role models for students, maintain appropriate personal boundaries with students, and refrain from engaging in any behavior that could reasonably lead to even the appearance of impropriety. Inappropriate fraternization of staff with students is against BOCES policy. Employees are expected to maintain a professional, ethical relationship with students and all other BOCES stakeholder groups.
6) Protect student, teacher and principal personally identifiable information (PII) following guidelines outlined by the BOCES' Data Protection Officer, and participate in the annual data privacy and security awareness training offered to all staff.

All other BOCES staff are expected to:

1) Perform specialized non-instructional duties that support the operational functioning of the school/BOCES.
2) Know school/BOCES policies and rules and support the implementation of the Code of Conduct.
3) Act as role models for students, maintain appropriate personal boundaries with students, and refrain from engaging in any behavior that could reasonably lead to even the appearance of impropriety. Inappropriate fraternization of staff with students is against BOCES policy. Employees are expected to maintain a professional, ethical relationship with students and all other BOCES stakeholder groups.
4) Protect student, teacher and principal personally identifiable information (PII) following guidelines outlined by the BOCES' Data Protection Officer, and participate in the annual data privacy and security awareness training offered to all staff.

All Dignity for All Students Act (DASA) Coordinators are expected to:

1) Serve as the lead person responsible for facilitating implementation of DASA.
2) Participate in required training to respond to human relations in the areas of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, and gender, gender identity or expression.
3) Be accessible to students and other staff for consultation and guidance relative to DASA.
4) Accept reports regarding violations and conduct investigations.
5) Maintain a professional, ethical relationship with students and all other BOCES stakeholder groups.
6) Protect student, teacher and principal personally identifiable information (PII) following guidelines outlined by the BOCES' Data Protection Officer, and participate in the annual data privacy and security awareness training offered to all staff.

The District Superintendent or designee is expected to:

1) Promote a safe, orderly, and engaging school environment, free from intimidation, discrimination and harassment, supporting active teaching and learning.
2) Review with BOCES administrators the policies of the Board and state and federal laws relating to school operations and management.
3) Inform the Board concerning educational trends relating to student discipline.
4) Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5) Work with BOCES administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
6) Act as role models for students, maintain appropriate personal boundaries with students, and refrain from engaging in any behavior that could reasonably lead to even the appearance of impropriety. Inappropriate fraternization of staff with students is against BOCES policy. Employees are expected to maintain a professional, ethical relationship with students and all other stakeholder groups.
7) Protect student, teacher and principal personally identifiable information (PII) following guidelines outlined by the BOCES Data Protection Officer and participate in the annual data privacy and security awareness training offered to all staff.

The BOCES Board of Education is expected to:

1) Encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity or 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) Collaborate with student, teacher, administrator, and parent organizations, school safety personnel, and other school 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.
3) Review and approve, at least annually, this Code of Conduct to evaluate its effectiveness and the fairness and consistency of its application.
4) 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.
5) Review and approve a budget that provides programs and activities that support BOCES' goals and the goals of this Code.
6) Lead by example by conducting Board meetings in a professional, respectful, and courteous manner.
7) Protect student, teacher and principal personally identifiable information (PII) following guidelines outlined by the BOCES' Data Protection Officer, and participate in the annual data privacy and security awareness training offered to all staff.

Student Civility and Dress Code

All student interaction and communication with other students, teachers, BOCES administrators, other BOCES personnel, volunteers, vendors, contractors, and visitors on BOCES property will be appropriate, civil, and respectful. Students are expected to behave with dignity and treat others with respect and courtesy. Students should respect their peers, teachers, and BOCES and school staff. Individual behavior should not interfere with the rights of others. Students are expected to use language that is appropriate and that demonstrates respect for themselves and others. Language and gestures that are profane, vulgar, obscene, or that constitute harassment, bullying, or discrimination are prohibited. Students who engage in this speech are subject to corrective action or discipline.

Students and Parents are responsible for student dress and appearance; they have the right to determine how the student dresses, provided that attire is not destructive to BOCES property, complies with requirements for health and safety, does not interfere with or distract from the educational process, or infringe upon the rights of others. The administration may take action in instances where individual dress does not meet these stated requirements.

While BOCES administration may require students participating in physical education classes to wear certain types of clothing such as sneakers, socks, shorts, and t-shirts, they may not prescribe a specific brand which students must buy. Uniforms or other safety equipment/attire may be required for specific programs.

A student's dress, grooming, and appearance, including hair style/color, jewelry, make-up, and nails will:

1) Be safe, appropriate, and not disrupt or interfere with the educational program.
2) Not be revealing or see-through; undergarments must be completely covered with outer clothing.
3) Not be vulgar, obscene, or libelous, or denigrating to others on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, creed, religious practice, disability, sexual orientation, gender, gender identity or expression, sex, or any other legally protected category.
4) Not promote or endorse the use of alcohol, tobacco, or illegal drugs, or encourage other illegal or violent activities.
5) Not display any signs of gang affiliation that have been observed to increase the level of conflict or violent behavior in schools or under circumstances in which school or BOCES authorities may reasonably forecast that violence or substantial disruption of their activities will occur.

Students must wear appropriate footwear at all times. Footwear that is a safety hazard is prohibited. Student, faculty, or parent groups may recommend appropriate dress for school/BOCES or special occasions. A student will not be prevented from attending BOCES or a BOCES function so long as his or her dress and appearance meet the Code's requirements.

Each building principal or designee is 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. Additional details about the dress code may be addressed in building-specific student handbooks.

Students who violate the student dress code will 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 may be subject to further discipline, up to and including in-school suspension. If a student repeatedly fails to comply with the dress code, he or she may be subject to further discipline, up to and including out-of-school suspension.

Teachers and all other BOCES personnel serve as role models to the students they work with; they should exemplify and reinforce acceptable student dress and behavior, and help students develop an understanding of appropriate appearance and conduct in a school setting by attending to their own appearance through these guidelines. Staff are expected to wear clothing that is modest, safe, clean, in good repair, appropriate to their program, and not disruptive to the educational process.

Use of Personal Technology and Electronic Devices

Personal technology and electronic devices include all existing and emerging technology devices that can take photographs; record or play audio or video; input text; upload and download media; connect to or receive information from the Internet; and transmit or receive messages, telephone calls, or images, that belong to the student or the student's family, and that have not been provided by BOCES. Examples of personal technology include, but are not limited to, tablets; laptop and netbook computers; personal digital assistants (PDAs); cell phones and smart phones; and any device with similar capabilities. The use of Internet-enabled devices is strictly limited in accordance with Policy 7241.

BOCES may authorize personal technology electronic devices for instructional and non-instructional uses as set forth in Policy 7241. However, BOCES does not authorize unacceptable devices including, but not limited to, gaming devices or consoles, laser pointers, and personal modems or routers.

Prohibited Student Conduct

BOCES 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, personnel, and other members of the school community, and with respect to facilities and equipment. These expectations apply to internships and student work experiences.

Discipline should be self-imposed; 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 use disciplinary action only when necessary and to place emphasis on the students' ability to develop self-discipline.

Students who do not accept responsibility for their own behavior or who violate these school rules may be disciplined up to and including suspension from school or removal from a program, when they engage in conduct that is disorderly; insubordinate; disruptive; violent; endangers the safety, morals, health, or welfare of others; engage in misconduct on a school bus; or engage in academic misconduct including at work/internship sites.

Students are expected to promptly report any violations to a teacher or administrator. Anyone who, in good faith, reports a violation of the law, school rule, or Code of Conduct, may not be retaliated against. Students who knowingly make false accusations against another individual may face disciplinary action. This can include, but is not limited to, knowingly making false statements or knowingly submitting false information during the grievance process under Title IX, which is prohibited by this Code.

Students may be disciplined when they:

1) Engage in Conduct that is Disorderly

Examples of disorderly conduct include, but are not limited to:

a. Engaging in any act which disrupts the normal operation of the BOCES community, running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others.

b. Obstructing vehicular or pedestrian traffic.

c. Trespassing. Students are not permitted in any area of BOCES buildings, other than the areas they regularly attend, without permission from the administrator in charge of the building.

d. Misuse or unauthorized use of personal technology and electronic devices (see "Use of Personal Technology and Electronic Devices" in Section V of this Code) as well as any unauthorized or inappropriate use of BOCES computers, software, or internet/intranet account; accessing inappropriate websites; evading the BOCES or a district's content filter; using an outside wireless network; or any other violation of the Handbook Responsible Tech Use Policy/Social Media Sign Off Form.

e. Unauthorized use of personal computer, laptop, e-reader, or other computerized information resources through the BOCES computer system.

2) Engage in Conduct that is Insubordinate

Examples of insubordinate conduct include, but are not limited to:

a. Failing to comply with the reasonable directions of teachers, school administrators, or other BOCES employees, or otherwise demonstrating disrespect.

b. Missing or leaving school or class without permission.

c. Skipping detention or failing to comply with other disciplinary consequences.

3) Engage in Conduct that is Disruptive

Examples of disruptive conduct include, but are not limited to:

a. Failing to comply with the reasonable directions of teachers, BOCES administrators, or other BOCES employees, or otherwise demonstrating disrespect.

b. Engaging in behavior that interferes with the learning environment, BOCES community, or a BOCES function through inappropriate appearance or behavior as per the BOCES Code of Conduct.

c. Distributing by any means, or wearing materials on school grounds or at school functions that are obscene, inflammatory, advocate illegal action, appear libelous, obstruct the rights of others or are disruptive to the school community.

4) 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, or scratching upon another student; teacher, administrator, or other BOCES employee; or any other person lawfully on BOCES property.
b. Engaging in any other act that would qualify the student to be defined as a "violent student " in accordance with Education Law Section 3214(2) (2-a) and Section II of this Code of Conduct.
c. Engaging in harassing conduct, verbal threats, bullying, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.
d. Possessing a weapon as defined in Section II of this Code of Conduct. Unless expressly permitted by BOCES officials, only authorized law enforcement officials may have a weapon while on BOCES property or at a BOCES function.
e. Displaying what appears to be a weapon, as defined in Section II of this Code of Conduct, threatening to use any weapon, or using one or more weapons that are not required for instruction under direct supervision.
f. Possessing, displaying, threatening to use or using 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 safe, responsible, and consistent with teacher expectations and aims of the instructional unit.
g. Intentionally damaging or destroying BOCES property or the personal property of a student, teacher, volunteer, contractor, vendor, administrator, 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 by any means, including oral, written, or electronic (such as through the internet, email, online learning management systems/educational platform, other forms of social media, or texting) off BOCES property, where the content of the communication:

1. Can reasonably be interpreted as a threat to commit an act of violence on BOCES property; or
2. Results in, or can be reasonably expected to result in, a material or substantial disruption to the educational environment.

5) Engage in Any Conduct that Endangers the Safety, Morals, Health, or Welfare of Others

Examples of this conduct include, but are not limited to:
a. Lying, deceiving, or giving false information to BOCES personnel. This can include, but is not limited to, knowingly making false statements or knowingly submitting false information during the grievance process under Title IX.
b. Stealing BOCES property or the property of other students, BOCES personnel, or any other person lawfully on BOCES property or while attending a BOCES function.
c. Making statements or representations that demean, denigrate, or otherwise harm other individuals or groups. This can include posting, publishing, or disseminating written materials, video or audio recordings, or pictures on the internet, social media, or on any BOCES-owned or personally owned electronic device, when such conduct poses a reasonably foreseeable risk that the content would come to the attention of school authorities and would result in material and substantial disruption to the educational environment, or does result in such disruption.
d. Engaging in acts of harassment, bullying, cyberbullying, intimidation, or discrimination, including conduct prohibited by the Dignity for All Students Act (see Section VII of this Code).
e. Inappropriate communication of a sexual nature, including by means of any personal technology, electronic device, or other means of technology, including, but not limited to, the taking, sending, or receiving of sexually explicit videos, pictures, or audio.
f. Displaying signs of gang affiliation or engaging in gang-related behaviors that are believed or have been observed to increase the level of conflict or violent behavior on BOCES property or at a BOCES function or under circumstances in which BOCES authorities may reasonably expect violence or substantial disruption of BOCES activities.
g. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any BOCES or BOCES-sponsored activity, organization, club, or team.
h. Selling, using, possessing, or distributing obscene material.
i. Possessing, consuming, selling, attempting to sell, distributing, or exchanging tobacco, tobacco products, and any other products containing nicotine, as well as e-cigarettes, vape pens, or other similar items, including related paraphernalia, while on BOCES property.
j. Possessing, consuming, selling, attempting to sell, distributing, or exchanging alcoholic beverages or illegal drugs/substances; counterfeit, synthetic, and designer drugs; paraphernalia for use of these drugs, including, but not limited to, dab pens, cartridges, rolling papers, or being under the influence of any of these substances on BOCES property or at a BOCES function. Illegal and/or prohibited drugs/substances include, but are not limited to, inhalants, marijuana (including any other marijuana-based product or derivative, whether natural or synthetic), synthetic

cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike substances, and any other synthetic or designer drugs.

*The definition of illegal drugs includes controlled substances. While cannabis (marijuana) is a controlled substance under federal law, it has been legalized by New York State for adult use under certain circumstances. However, it is illegal for anyone under the age of 21 to purchase, possess, or use adult-use cannabis. Regardless of age, the sale, purchase, possession, and/or use of cannabis is prohibited on BOCES or host school grounds under state and federal laws and/or BOCES policy.

k. Unauthorized possession, use, sharing, selling, attempting to sell, distributing or exchanging, or attempting to distribute or exchange, prescription or over-the-counter drugs.

l. Possessing, using, consuming, selling, attempting to sell, distributing or attempting to distribute, or exchanging or attempting to exchange look-alike drugs, or possessing or consuming (without authorization), selling, attempting to sell, distributing or attempting to distribute, or exchanging or attempting to exchange other substances such as dietary supplements, weight loss pills, etc.

m. Gambling and gaming.

n. Inappropriate physical contact or physical acts, including, but not limited to, horseplay, play fighting, spitting on/at another person, contact of a sexual nature, or indecent exposure.

o. Initiating or reporting a warning of fire or other catastrophe without valid cause, misusing 911, or inappropriately discharging a fire extinguisher.

p. Unauthorized or inappropriate use of BOCES restroom facilities.

q. Engaging in conduct that could be construed as sexual harassment in accordance with this Code of Conduct and/or Title IX.

6) Engage in Misconduct While on a School Bus

Students must behave while riding on buses under the authority of Broome-Tioga BOCES, the component/host district, or the district of residence to ensure their safety and that of other passengers, and to avoid distracting the bus driver. Behaviors such as excessive noise, pushing, shoving, fighting, harassment, bullying, and discrimination will not be tolerated. Misbehavior may be addressed under the authority of the Code of Conduct of Broome-Tioga BOCES, the component/host district, or the district of residence. Students who misbehave on school buses under the authority or supervision of the component/host district or the district of residence going to or from a BOCES program will be immediately referred to their district of residence for discipline.

7) Engage in any Form of Academic Misconduct

Examples of academic misconduct include, but are not limited to:

a. Plagiarism

b. Cheating in any form or by any means, including virtually.

c. Copying

d. Altering records/forgery

e. Accessing other users' email accounts or network storage accounts, or attempting to read, delete, copy, modify, or interfere with transferring or receiving electronic communications.

f. Other violations of the Acceptable Use Policy.

g. Defacing or damaging BOCES, school, class, library, or others' materials, work, or documents.

h. Taking exam, quiz, lab, or any other instructional questions, answers, or forms to further one or more students' grade or progress.

i. Violation of copyright laws.

j. Assisting another student in any of the actions specified in Section VI (7).

Harassment, Bullying, and Discrimination

BOCES seeks to create an environment free of harassment, bullying, and discrimination, to foster civility in its schools and programs, and to prevent conduct which is inconsistent with its educational mission. BOCES therefore prohibits all forms of harassment and bullying of students by employees or other students on BOCES or school property and at BOCES functions. BOCES further prohibits discrimination against students, including, but not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity or expression, or sex by BOCES employees or other students on BOCES property and at BOCES-sponsored functions that take place at locations off BOCES property. In addition, acts of harassment and/or bullying that occur off BOCES/school property, where such acts create or would

foreseeably create a risk of substantial disruption within the BOCES/school environment, where it is foreseeable that the conduct, threats or intimidation or abuse might reach BOCES/school property, may be subject to discipline or other corrective action.

BOCES will take disciplinary measures for incidents involving harassment, bullying, or discrimination consistent with this Code of Conduct. Responses will be reasonably calculated to end the harassment, bullying, or discrimination, prevent recurrence, and eliminate any hostile environment.

The BOCES may also avail itself of remedial responses to incidents of harassment, bullying, or discrimination to affect the end of this behavior. Remedial responses may include but, are not limited to: peer support groups; corrective instruction or other relevant learning or service experience; supportive intervention; or other research-based methods of harassment, bullying, or discrimination prevention.

Dignity Act Coordinators
In each of its schools, BOCES has designated at least one employee to serve as a Dignity Act Coordinator (DAC). In accordance with the regulations of the Commissioner of Education, each DAC has been or will be thoroughly trained in the areas of: human relations; harassment, bullying, and discrimination; and exclusion, bias, and aggression in the educational setting. DACs are charged with coordinating and enforcing DASA's requirements and its implementing regulations and policies.

The designated DACs and their contact information:

Site	Coordinator	Phone	Fax	Email
Education Center	Melissa Woodruff, Supervisor	607-763-3360	607-763-3213	mwoodruf@btboces.org
East Learning Center	Chuck Wheeler, Executive Principal	607-762-6409	607-762-6402	cwheeler@btboces.org
West Learning Center	Maria Keesler, Principal	607-748-8261	607-748-8262	mkeesler@btboces.org
Virtual Learning Academy	Dan Longo, Principal	607-221-1625		dlongo@btboces.org

The designated Dignity Act Compliance Officer and their contact information (receives reports/complaints):

Site	Phone	Fax	Email
Tom McNair, Assistant Superintendent	607-763-3345	607-763-3213	tmcnair@btboces.org

Prohibition of Retaliatory Behavior
In accordance with Education Law, any person who has reasonable cause to suspect that a student has been subjected to harassment, bullying, or discrimination by an employee or student on BOCES grounds or at a BOCES function, who acts reasonably and in good faith in reporting that information to BOCES officials, the Commissioner of Education, or law enforcement authorities, or otherwise initiates, testifies, participates, or assists in any formal or informal proceedings, has immunity from any civil liability that may arise from making the report or from initiating, testifying, participating, or assisting in the proceedings. Furthermore, the Board prohibits any retaliatory action against any person who, acting reasonably and in good faith, either makes a report of harassment, bullying, or discrimination, or who otherwise initiates, testifies, participates, or assists in the investigation of a complaint of harassment, bullying, or discrimination.

Reporting Violations

All students are expected to promptly report Code of Conduct violations to a teacher, school counselor, or the building principal or designee. All BOCES staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair, and lawful manner. BOCES staff who are not authorized to impose disciplinary sanctions are expected to promptly report Code of Conduct violations to their supervisor, who will in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

The building principal or designee may be directed to notify the appropriate local law enforcement agency of Code violations that constitute a crime and substantially affect the order or security of BOCES property as soon as practicable, but in no event later than the close of business the day the principal or designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day the telephone call is made. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

Reporting Weapons or Substance Abuse Violations

Any student observing a student possessing a weapon, alcohol, or illegal drugs/substances on BOCES property or at a BOCES function must report this information immediately to a teacher or the building principal or designee. Staff who observe such misconduct will report this information immediately to the building principal or designee. Any weapons, alcohol, or illegal drugs/substances found will be confiscated immediately, followed by notification of the involved student's Parent, and the appropriate disciplinary action, up to and including permanent suspension and referral for prosecution.

*The definition of illegal drugs includes controlled substances. While cannabis (marijuana) is a controlled substance under federal law, it has been legalized by New York State for adult use under certain circumstances. However, it is illegal for anyone under the age of 21 to purchase, possess, or use adult-use cannabis. Regardless of age, the sale, purchase, possession, and/or use of cannabis is prohibited on BOCES or host school grounds under state and federal laws and/or BOCES policy.

Disciplinary Consequences and Procedures

Discipline is most effective when it is timely, and directly addresses the issue in a way that students consider 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 will use disciplinary action only when necessary and to place emphasis on the student's ability to develop self-discipline.

Disciplinary action will be firm, fair, and consistent. To be the most effective in changing student behavior, there must be a rational relationship between the student's behavior and the consequences. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary consequences 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 others, as appropriate.
6) Other extenuating circumstances.

Generally, discipline will be progressive and will include measured, balanced, and age-appropriate remedies and procedures that make appropriate use of prevention, education, intervention, and discipline. This means that a student's first violation will usually lead to a less serious consequence than subsequent violations. Under some circumstances, however, a serious first violation may lead to disciplinary action, including, but not limited to, suspension or removal from BOCES programs. Each student will be disciplined individually, taking into account appropriate factors.

Special education students in a BOCES special education program may display a range of behaviors which may be considered disruptive within a regular education setting. These behaviors may include conduct that is disorderly, insubordinate, disruptive, or violent. BOCES special education programs incorporate behavior management systems as part of the overall instructional program that are designed to address this range of student behaviors. Students with disabilities may be disciplined in accordance with this Code of Conduct and applicable provisions of law. If a student's conduct is related to a disability or suspected disability, specific procedures outlined within this Code will be followed.

Disciplinary Consequences

Students learn socially appropriate behavior by being allowed to experience both positive and negative consequences for their actions. In addressing student behaviors that may impede learning, BOCES uses a variety of appropriate classroom management techniques including:

1) Positive supports, strategies, and interventions to improve students' motivation, social skills, problem solving abilities, anger management, and conflict resolution abilities;
2) Environmental modifications to support students' abilities to maintain attention, stay on task, and control their behavior;
3) 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 before imposing more severe disciplinary consequences.

Students who violate the BOCES Code of Conduct may be disciplined as follows:

DISCIPLINARY CONSEQUENCE	PERSONNEL IMPOSING THE CONSEQUENCE
• Oral Warning	• Any member of BOCES staff
• Written Warning/Referral	• Educational program staff and bus drivers

• Written notification to Parent	• Teachers, student support services personnel, Principal, Supervisor, or designee
• Suspension of other privileges	• Principal, Supervisor, or designee
• Detention	• Principal, Supervisor, or designee
• In-School Suspension	• Building Principal/District Superintendent
• Formal removal from classroom	• Teachers, Principal or designee
• Short-term (five days or less) suspension	• Building Principal/District Superintendent
• Long-term (more than five days) suspension from school	• Officials of the student's home district
• BOCES Program exclusion	• Officials of the BOCES and the student's home district
• Permanent suspension from school	• Officials of the student's home district

Students may be required to reimburse BOCES as restitution for costs or damages incurred by BOCES resulting from any misconduct.

Parents are powerful partners in a student's behavioral growth and in their child's development of acceptable social skills. BOCES realizes that good communication and informal relations between Parents and educators are critical to resolving discipline issues. The use of sustained, multiple, coordinated interventions at home and in school provide students with the consistency they need to develop appropriate behaviors. Parents must help the staff by reinforcing positive school 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.

Procedures

The amount of due process a student is entitled to receive before a consequence is imposed depends on the circumstances. In all cases, regardless of the consequence imposed, the authorized BOCES personnel 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 before the consequence is imposed.

Students who receive consequences other than an oral warning, written warning, or written notification to their Parents are entitled to additional rights before imposition of the consequence, that are explained below.

Suspension from Extracurricular Activities and Bus Transportation

A student suspended from privileges such as extracurricular activities or transportation 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 alleged misconduct with the BOCES official imposing the suspension and the consequences arising from that conduct.

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, building principals or the District Superintendent 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 Parent(s) of their child's placement in in-school suspension in accordance with applicable law.

Detention

Detention may be used as a penalty for student misconduct in situations where removal from the classroom or suspension is inappropriate.

Removal of Disruptive Students by a Teacher

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances, the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using appropriate classroom management techniques as listed in this Code.

On occasion, a student's behavior may become substantially disruptive. 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 rules. A classroom teacher may remove a disruptive student from

class for up to two days. The removal from class applies to the class of the removing teacher only. A classroom teacher may complete the **Teacher Removal of a Disruptive Student** form and submit it to the building principal or designee.

Suspension from School

Suspension from school is a more 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 may suspend students, but places primary responsibility for the short-term suspension of students with the building principal or District Superintendent, and, for long-term suspensions, with the home school district. The home school district is also responsible for ensuring the provision of alternative instruction for students who are suspended from a BOCES program. All Career and Technical Education students who are under suspension in their home school will be automatically suspended by BOCES during the time of their home school suspension. Administrators of the home districts shall inform BOCES of student suspensions.

Any staff member may recommend to the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal for violating the Code of Conduct. All recommendations and referrals will be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In these cases, a report will be prepared as soon as possible by the staff member recommending the suspension.

The building principal/District Superintendent, upon receiving a recommendation or referral for suspension, or when processing a case for suspension, will gather the relevant facts and record them for subsequent presentation, if necessary.

1) Short-term (5 days or less) Suspension from School

BOCES will initiate the suspension of students from one of its programs when other forms of behavior intervention and disciplinary action have failed, unless circumstances otherwise warrant.

a. Suspension may only be imposed by a building principal/District Superintendent, for a period of time not to exceed five school days. Suspensions may not be imposed by any other staff member.

b. The student being suspended must be told of the proposed suspension and the reason for the proposed suspension by the building principal/District Superintendent.

c. The Parents of the student are to be notified in writing of the proposed suspension by personal delivery, express mail delivery, or equivalent means within 24 hours, with notification by telephone, where possible.

d. The student and Parent will, on request, be given an opportunity for an informal conference with the building principal/District Superintendent and complaining witnesses. This notice and opportunity for an informal conference will take place before the suspension unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference will take place as soon after the suspension as is reasonably practicable.

e. A copy of the suspension letter will be placed in the student's file.

f. The home school district will be notified immediately of the suspension.

2) Long-term (more than 5 days) Suspension from School

Principals/designee will refer students to their home districts for disciplinary proceedings where the alleged offense(s) may warrant a suspension of more than five days.

To facilitate review and action according to the disciplinary procedures established within the home district's Code of Conduct, the BOCES principal will provide appropriate documentation to the appropriate school official of the student's home school district.

For suspensions in excess of five school days, where the basis for the suspension is, in whole or in part, the possession on BOCES/school grounds or BOCES/school property by the student of any firearm, rifle, shotgun, dagger, dangerous knife, dirk, razor, stiletto or any of the weapons, instruments or appliances specified in Penal Law 265.01(1), the hearing officer or superintendent of the student's home school district shall not be barred from considering the admissibility of such weapon, instrument or appliance as evidence, notwithstanding a determination by a court in a criminal or juvenile delinquency proceeding that the recovery of such weapon, instrument or appliance was the result of an unlawful search or seizure. For purposes of this paragraph, items specified in Penal Law 265.01(1) include any firearm, electronic dart gun, electronic stun gun, gravity knife, switchblade knife, pilum ballistic knife, metal knuckle knife, cane sword, billy, blackjack, bludgeon, plastic knuckles, metal knuckles, chuka stick, sandbag, sandclub, wrist-brace type slingshot or slungshot, shirken or "Kung Fu star."

Minimum Periods of Suspension

As prescribed by law, the following behaviors are serious enough to justify suspension by BOCES of at least five days or referral of students to the home school district for long-term (more than 5 days) suspension from school or permanent suspension:

1) Bringing or possessing a firearm as defined by the Gun Free Schools Act to BOCES

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.

2) Committing violent acts

Any student who is found to have committed a violent act, other than bringing a firearm onto BOCES property as defined by the Gun Free Schools Act, shall be subject to suspension from school for at least five 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 five-day suspension is proposed, the student and the student's Parents will be given the same notice and opportunity for an informal conference given to all students' subject to a short-term suspension. If the proposed suspension exceeds the minimum five-day suspension, the student and the student's Parents will be given the same notice and opportunity for a hearing given to all students' subject to a long-term suspension as per the Code of Conduct of the student's home school district. The District Superintendent of BOCES has the authority to modify the minimum five-day suspension on a case-by-case basis using appropriate factors.

3) Repeatedly and substantially disrupting the educational process or repeatedly and substantially interfering with the teacher's authority over the classroom.

Any disruptive student may be suspended for at least five days. BOCES will consider whether the student is "repeatedly and substantially disruptive" on four or more occasions during a semester or three or more occasions during a trimester. If a minimum five-day suspension is proposed, the student and the student's Parents will be given the same notice and opportunity for an informal conference given to all students' subject to a short-term suspension. If the proposed suspension exceeds the minimum five-day suspension, the student and the student's Parents will be given the same notice and opportunity for a hearing given to all students' subject to a long-term suspension as per the Code of Conduct of the student's home school district. The District Superintendent of BOCES has the authority to modify the minimum five-day suspension on a case-by-case basis using appropriate factors.

Referrals

1) Counseling

BOCES staff may make recommendations for counseling evaluations to appropriate programs.

2) PINS Petitions

A PINS (person in need of supervision) petition may be filed in Family Court on any student under the age of 18 who demonstrates that they require supervision and treatment by:

a. Being habitually truant.

b. Behaving in a way that is ungovernable or habitually disobedient and beyond the lawful control of their Parents, guardian, or lawful custodian.

c. Violating the provisions of Penal Law Section 230.00.

d. Having been the victim of sexual exploitation, provided they consent to the filing.

3) Juvenile Delinquents and Juvenile Offenders

With the exception of a student 14 or 15 years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), the District Superintendent will refer a student under the age of 16 who has been determined to have brought a weapon or firearm to school in violation of Education Law § 3214 to a presentment agency for a juvenile delinquency proceeding. The District Superintendent will refer a student 16 years of age and older or students 14 or 15 years of age who qualifies for juvenile offender status, and who has been determined to have brought a weapon or firearm to school, to the appropriate law enforcement officials. 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.

4) Law Enforcement

BOCES principals, supervisors, administrators, or the District Superintendent or designee may notify local law enforcement in the event a violation of this Code constitutes a crime. This notification will be made not later than the close of business the day the principal/supervisor/administrator/District Superintendent or designee learns of the violation, or as soon as practicable. The notification will identify the student and explain the conduct at issue. As appropriate, BOCES will pursue the filing of criminal charges against the student involved in the misconduct.

Disciplining 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 have 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 or building principal 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.

b. 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/District Superintendent will refer such student to their home school district.

c. 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.

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 school district 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 district 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.

Restraints
BOCES believes that the classroom teacher is the key person responsible for the maintenance of acceptable discipline among students. A well-planned program that keeps students occupied with activities that are meaningful, interesting, and challenging is the best means of preventing disruptive behavior by students. The Board recognizes, however, that under certain circumstances, a classroom teacher, teacher aide, student support service personnel, supervisor, or administrator may find it necessary to resort to reasonable and prudent physical restraint in maintaining order in or on BOCES property or at a BOCES function.

If alternative procedures and methods which would not involve physical force do not work, however, then the use of reasonable physical force is allowed for the following reasons:

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 BOCES or of others; or

4) To restrain or remove a student whose behavior is interfering with the orderly exercise and performance of BOCES functions, powers, or duties, if that student has refused to comply with a request to refrain 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 set forth above.

These emergency interventions will only be used in situations where alternative procedures and methods not involving the use of reasonable physical force cannot reasonably be employed. Emergency interventions will not be used as a punishment or as a substitute for systematic behavioral interventions that are designed to change, replace, modify, or eliminate a targeted behavior.

Parent(s) of the student(s) involved will be notified on the same day whenever an emergency intervention is utilized. When the Parent(s) cannot be contacted on the same day, after reasonable attempts are made, the principal or designee will record the attempts and when applicable, report those attempts to the committee on special education.

BOCES will maintain documentation on the use of emergency interventions for each student including:

1) Name and date of birth of student;
2) Setting, location, date, and time of the incident;
3) Name of staff or other persons involved;
4) Description of the incident and emergency intervention used, including duration;
5) A statement as to whether the student has a current behavioral intervention plan; and
6) Details of any injuries sustained by the student or others, including staff, as a result of the incident.

This documentation will be reviewed by BOCES supervisory personnel and, if necessary, by the school nurse or other medical personnel.

Student Searches and Interrogations

The Board is committed to providing an atmosphere for a positive, safe, and orderly school environment. BOCES may conduct routine patrols of parking lots and plain-view inspections of student automobiles while on BOCES property.

In all instances, any search of students or their property must be justified at its inception; there must be reasonable grounds for suspecting the search will turn up evidence that the student has violated or is violating the law or BOCES rules. The search must also be reasonably related in scope to the circumstances that justified the interference in the first place.

Factors to be considered in determining whether a search is reasonable at its inception include, but are not necessarily limited to:

1) Nature and reliability of the information received regarding the proscribed activity. An authorized BOCES official may search a student or the student's belongings based upon information received from a reliable informant. BOCES employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate. Other individuals, other than the BOCES employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, make an admission against their own interest, provide the same information that is received independently from other sources, or appear to be credible and the information they are communicating relates to an immediate threat to safety.
2) The existence of observable phenomena, such as direct observation of use or the physical symptoms of using or being under the influence of illegal controlled substances or alcohol such as slurred speech, disorientation, a pattern of abnormal conduct, or erratic behavior.

The measures adopted in searching a student will be considered reasonable in scope when they are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Lockers and Desks

Lockers and desks are the property of BOCES and are provided for use by students; BOCES administration has the right to search them. A student may have exclusive use of these storage places as far as other students are concerned, but they do not have exclusivity over the locker as against the BOCES authorities. Officials who wish to search a closed item (e.g., backpack, purse, etc.) within a locker or desk must have reasonable suspicion to search that item.

Periodic Searches/Screenings

The possession or use of any weapon or dangerous item in schools creates a significant threat to safety as well as an impediment to teaching and learning. BOCES administrative staff (or designee, under the direction of a BOCES administrator), are authorized to use

metal detectors and/or metal scanners to the extent determined necessary to protect and promote the safety, health and welfare of students, faculty, staff, employees, and other persons within BOCES schools and programs.

Questioning of Students by School Officials
School officials or designees have the right to question students regarding any violations of school rules or illegal activity. In general, administration may conduct investigations concerning reports of misconduct which may include, but are not limited to, questioning students, staff, Parents, or other individuals and, when necessary, determining disciplinary action in accordance with applicable due process rights.

Should the questioning of students by BOCES officials focus on the actions of one particular student, the student will be questioned, if possible, in private by the appropriate BOCES administrator. The student's Parent may be contacted; the degree, if any, of parental involvement will vary depending upon the nature and the reason for questioning, and the necessity for further action which may occur as a result.

The questioning of students by BOCES officials does not preclude subsequent questioning/interrogations by police authorities as otherwise permitted by law. Similarly, the questioning of students by BOCES officials does not negate the right/responsibility of BOCES officials to contact appropriate law enforcement agencies, as may be necessary, with regard to statements given by students to school officials.

BOCES officials acting alone and on their own authority, without the involvement of or on behalf of law enforcement officials are not required to give Miranda warnings (i.e., advising a person, prior to any custodial interrogations as defined in law, of the right to remain silent; that any statement made by the individual may be used as evidence against him/her; and that the individual has the right to the presence of an attorney, either retained or appointed) prior to questioning students.

Questioning of Students by Law Enforcement Officials and Child Protective Services
BOCES will maintain a cooperative effort with law enforcement agencies and Child Protective Services.

Law enforcement officials may be summoned to conduct an investigation of alleged criminal conduct on BOCES property or during a BOCES function, or to maintain the educational environment. They may also be summoned to maintain or restore order when their presence is necessary to prevent injury to persons or property. Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary.

Law enforcement may not interview students in the school buildings or use BOCES facilities in connection with law enforcement department work. Students will not be made available for law enforcement interviews during instructional time. Law enforcement authorities must take any matter up directly with the Parents of minor students off BOCES premises. A warrant should be reviewed by BOCE legal 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 law enforcement authorities regarding the vent 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 administrative guidelines established by the District 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 to provide a statement in writing indicating the interview is necessary to carry out the purposes of the Child Protection Act.

School Resource Officers (SROs) and Other School Safety Officers (SSOs)
Broome-Tioga BOCES, or a host district where a BOCES program is located, may utilize School Resource Officers (SROs) or School Safety Officers (SSOs). In a building or instructional program operated by BOCES, any searches of students and/or their property that are initiated and conducted by BOCES staff shall meet the "reasonable suspicion" standard for searches as described above. In the event that a search of a student and/or their property is initiated or conducted by an SRO or SSO acting in their capacity as a law enforcement officer, such search must be justified by probable cause.

Visitors to BOCES

The Board encourages Parents and other members of the public to visit BOCES schools and classrooms to observe the work of students, teachers, and other staff. Since schools are places of work and learning, however, certain limits must be set for these visits. The principal or their designee is responsible for all persons on BOCES property. For these reasons, the following rules apply to visitors to BOCES:

1) Anyone who is not a regular staff member or BOCES student is a visitor.

2) All visitors must report to the Main Office or Principal's Office upon arrival. They will be required to sign the visitor's register and follow the prescribed building procedures.

3) Visitors attending BOCES functions that are open to the public, such as parent-teacher meetings or public gatherings, are not required to register.

4) Parents who wish to observe a classroom while school is in session must arrange these visits in advance, provide a rationale for the visit, and gain permission of the building administrator and the classroom teacher.

5) Teachers and student support service personnel will not take class time or related service sessions to discuss individual matters with visitors.

6) Any unauthorized person on BOCES property will be reported to the principal or their designee. Unauthorized persons will be asked to leave. The police may be called if the unauthorized person does not respond to requests or directions from BOCES personnel.

7) All visitors are expected to abide by the rules for public conduct on BOCES property contained in this Code of Conduct.

Public Conduct on BOCES Property

BOCES is committed to providing an orderly, respectful environment. To create and maintain this kind of an environment, it must regulate public conduct on its property and at its functions. For purposes of this section of the Code, "Public" means all persons, including our staff, when on BOCES property or attending a BOCES function including volunteers, vendors, visitors, contractors, staff of other BOCES, and component district personnel.

The restrictions on public conduct on BOCES property and at BOCES functions contained in this Code are not intended to limit freedom of speech or peaceful assembly. BOCES recognizes that free inquiry and free expression are indispensable to the objectives of BOCES. The purpose of this is to maintain public order and prevent abuse of the rights of others.

All persons on BOCES property or attending a BOCES function will conduct themselves in a respectful and orderly manner. In addition, all persons on BOCES property or attending a BOCES function are expected to be properly attired for the purposes for which they are on BOCES property.

Prohibited Conduct (including but not limited to the following)

No person, either alone or with others, will:

1) Intentionally injure any person or threaten to do so.

2) Intentionally damage or destroy BOCES property or the personal property of a student, teacher, administrator, other BOCES employee, or any person lawfully on BOCES property.

3) Disrupt the orderly conduct of classes, BOCES programs, other BOCES activities, or other BOCES work sites/internship.

4) Distribute or wear materials on BOCES property or at BOCES functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the BOCES program or BOCES workplace.

5) Intimidate, harass, or discriminate against any person on the basis of race, color, religion, national origin, sex, sexual orientation, gender, gender identity or expression, age, disability, or other legally protected category.

6) Enter any portion of the BOCES property without authorization or remain after regular closing times.

7) Obstruct the free movement of any person in any place to which this Code applies.

8) Violate the traffic laws, parking regulations, or other restrictions on vehicles.

9) Possess, consume, sell, attempt to sell, distribute, or exchange or attempt to distribute or exchange alcoholic beverages, illegal drugs/substances, and controlled substances, including drug paraphernalia, or be under the influence on BOCES property or at a BOCES function.

* The definition of illegal drugs includes controlled substances. While cannabis (marijuana) has been legalized by New York State for adult use under certain circumstances, it is illegal for anyone under the age of 21 to purchase, possess, or use adult-use cannabis. Regardless of age, the sale, purchase, possession, and/or use of cannabis is prohibited on BOCES or host school grounds under state and federal laws and/or BOCES policy. BOCES staff are further prohibited from performing their employment duties while impaired by cannabis.

10) Use tobacco and tobacco products (cigarettes or cigars, bidis, chewing tobacco, powdered tobacco, nicotine water, or any other tobacco products) on BOCES property unless otherwise authorized by law and applicable BOCES Policy.

11) Smoke or vape within 100 feet of the entrances, exits, or outdoor areas of any of the BOCES' schools.
12) Possess, display, use, or threaten to use any weapon(s,) as defined in Section II of this Code of Conduct, in or on BOCES property or at a BOCES function, except in the case of law enforcement officers or as specifically authorized by BOCES.
13) Loiter on BOCES property.
14) Refuse to comply with any reasonable order from identifiable BOCES officials performing their duties.
15) Willfully incite others to commit any of the acts prohibited by this Code.
16) Violate any federal or state statute, local ordinance, or Board policy and the BOCES Code of Conduct, where applicable, while on BOCES property or while at a BOCES function.

Penalties

1) Visitors: are subject to immediate ejection and may be precluded from returning to BOCES property or functions. BOCES may involve law enforcement officials for assistance.
2) Teachers and other BOCES staff: may be disciplined in accordance with this Code of Conduct, applicable law, or their collective bargaining agreements and due process requirements.
3) Contractors and vendors: BOCES will take appropriate action, consistent with the terms of any applicable contract, to ensure the offense is remedied and will not recur. The failure of a contractor or vendor to abide by the terms of this Code of Conduct may affect the renewal of existing agreements or the awarding of future contracts.

Enforcement

The building principal of an instructional site or their designee, or the District Superintendent at the Education Campus or their designee, is responsible for enforcing the conduct required by this Section of the Code.

When the building principal/administrator/designee sees an individual engaged in prohibited conduct, which in their judgment does not pose any immediate threat of injury to persons or property, the building principal/administrator/designee will tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The building principal/administrator/designee will also warn the individual of the consequences for failing to stop. If the person still refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the building principal/ administrator may have the individual removed immediately from BOCES property or the BOCES function. If necessary, local law enforcement authorities may be contacted to assist in removing the person.

BOCES may initiate disciplinary action against any staff member in accordance with this Code, applicable law, collective bargaining agreements, and due process requirements. In addition, BOCES may pursue or assist with a civil or criminal legal action against any person violating this Code of Conduct.

Dissemination and Review

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

1) Providing a public hearing prior to its approval of the Code of Conduct.
2) Providing copies of a summary of the Code to all students in an age-appropriate, plain- language version, during classroom, program meetings to be held at the beginning of each 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 of Conduct available for review by students, Parents, and other community members.
7) Mailing copies of the Code of Conduct to all component school districts.

The Board will sponsor an in-service education program for all BOCES staff members to ensure the effective implementation of the Code of Conduct, including, but not limited to, guidelines on promoting a safe and supportive school climate while discouraging, among other things, harassment, bullying, and discrimination against students by students or BOCES employees, and including safe and supportive school climate concepts in the curriculum and classroom management.

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.

Before approving 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.

BOCES will post the complete Code of Conduct, with all amendments and annual updates, on its website. BOCES will also file a copy of its Code of Conduct and any amendments with the Commissioner, in a manner prescribed by the Commissioner, no later than 30 days after their respective adoptions.

POLICY 7241: STUDENTS AND PERSONAL ELECTRONIC DEVICES *** NEW ***

Beginning August 1, 2025, Education Law §2803 requires each school district and BOCES to adopt a policy restricting the use of "internet-enabled devices" during the entire school day on school grounds. Such devices are defined as "any smartphone, tablet, smartwatch, or other device capable of connecting to the internet and enabling the user to access content on the internet, including social media applications." Two categories of devices are excluded under the statute: (1) those which are not capable of connecting to the internet or enabling the user to access content on the internet are excluded from this definition (e.g., voice and text-only cell phones), and (2) those which are supplied by BOCES and used for educational purposes as provided for in Policy7240.

BOCES recognizes that many students have personal electronic devices that can perform different functions. Such devices include "internet-enabled devices" as defined above. Other personal electronic devices can include devices that are not capable of connecting to the internet or accessing content on the internet, such as fitness trackers, wired or wireless headphones and earbuds, e-readers, calculators, voice recorders, cameras, and music devices. All electronic devices can create significant distraction to the school environment and reduce student engagement. Additionally, in an emergency, the use of personal electronic devices can distract students from following the directions of staff or emergency responders, contribute to the spread of misinformation, create congestion in the emergency response system, and interfere with BOCES emergency response protocols. This policy seeks to achieve the difficult balance of promoting student achievement and engagement while effectively and appropriately utilizing electronic devices.

Prohibited Use
As required by Education Law §2803 this policy prohibits student use of internet-enabled devices during the school day (including all classes, homeroom periods, lunch, recess, study halls, and passing time) on school grounds (any building, structure, athletic playing field, playground, or land contained within the boundary of a BOCES facility), unless under an exception as outlined below.

Communication with Parents/Persons in Parental Relation
During the school day, to minimize distractions, parents (which, for purposes of this policy, includes persons in parental relation) may contact their children by calling the school main office. Students may contact their parents by calling from the school main office. BOCES will notify parents in writing of the communication protocol at the beginning of each school year and upon enrollment.

Device Access and Storage
Recognizing that each campus within BOCES is unique, the administrator in charge of each campus is authorized to establish the internet-enabled device access and storage protocols for that campus provided such protocols are consistent with this Policy. Storage options available for implementation by the administrator include: the classroom teacher's storage container, the school offices, student lockers, homeroom device caddies, classroom by classroom device caddies, designated centralized device holders or individual pouches. All devices must be silenced during storage. For other personal devices, students are discouraged from bringing other personal devices to school. If students do bring such devices to school they must be stored for the entire school day in backpacks or lockers, and they must be silenced and not used during the school day unless permission is granted by the building administrator. Students may wear fitness trackers as long as they do not interfere with instruction.

Exceptions for Specific Purposes
Use of internet-enabled devices will be permitted when included in a student's Individualized Education Program, Section 504 plan, or where required by law. Additionally, BOCES permits the use of internet-enabled devices in the event of an emergency and under the following circumstances:

1. Where necessary to manage a student's health care (e.g., diabetes, asthma, medication, etc.);
2. For translation services; and/or
3. For students who are routinely responsible for the care and wellbeing of a family member (on a case-by-case basis, upon review and determination by the school psychologist, school social worker, or school counselor).

Parents must request an exception for their children to use internet-enabled devices during the school day for the exceptions listed above. Requests must be made to the building administrator, and for healthcare exceptions, must include documentation from an appropriate healthcare professional.

Students may also be permitted to use their internet-enabled devices during the school day on school grounds for specific educational purposes, if the following criteria are met:

- With administrative approval, the teacher authorized the use of specific devices for a particular activity, after which the device must be stored per policy.
- The student used the device to access the Internet or authorized applications through the BOCES network, in compliance with all BOCES network policies and procedures.

Under any of these exceptions, devices may only be used for the purposes outlined in the exceptions, and the device must be silenced and put away when not in use, to the extent compatible with the reason for the exception.

Enforcement, Consequences and Reporting

Enforcement of this policy is chiefly the responsibility of building administrative staff; however, all designated employees are expected to assist in enforcement. Students will be reminded of this policy regularly and consistently, especially at the start of the school year and after returning from breaks.

For students out of compliance of this policy, the device will be held in the school office until the end of the school day. For subsequent instances, the parent must retrieve the device. BOCES will exercise reasonable care to maintain the security of devices that are held by BOCES but cannot guarantee the devices will be secure, and this in part is why students are encouraged to leave electronic devices home. For students with exceptions under this policy, BOCES will examine and develop alternative ways to achieve the purpose of the exception, including different storage or access provisions.

Administrators will also discuss the aims of this policy with the students and their parents, the benefits of a distraction free environment, the reasons the student had difficulty following this policy, and how BOCES can help the student contribute to a distraction free environment.

BOCES may not impose or recommend suspension from the school if the sole grounds for the suspension is that the student accessed an internet-enabled device as prohibited by this policy. However, BOCES may utilize consequences under the BOCES Code of Conduct, including detention, in school suspension, and exclusion from activities.

Reporting

Beginning September 1, 2026, and annually thereafter, BOCES will publish an annual report on its website detailing the enforcement of this policy over the past year, including non-identifiable demographic information of students who have faced disciplinary action for non-compliance with this policy, and an analysis of any demographic disparities in enforcement of this policy. If a statistically significant disparate enforcement impact is identified, the report will include a plan to mitigate such disparate enforcement.

Electronic Devices and Testing

Regardless of the options selected above, electronic devices are not permitted during the administration of state assessments. To ensure the integrity of testing, students may not bring cell phones or other electronic devices into classrooms or other exam locations during all testing.

Test proctors, monitors and school officials have the right to collect cell phones and other prohibited electronic devices prior to the start of the test and to hold them for the duration of the test taking time. Admission to the test will be prohibited to any student who has a cell phone or other electronic device in their possession and does not relinquish it.
Students with Individualized Education Plans, Section 504 Plans, or documentation from medical practitioners specifically requiring use of electronic devices may do so as specified.

Policy Distribution and Translation

As required by law, BOCES will post this policy in a clearly visible and accessible location on its website. Upon request by a student or parent, BOCES will translate this policy into any of the twelve most common non-English languages spoken by limited-English proficient individuals in the state, as identified by the most recent American community survey published by the U.S.Census Bureau.

BOCES will also include this information, or plain language summary, in student/family handbooks.

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 with 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 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.

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.

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 AM or PM session 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 Principal, 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.

C.

Attendance will be reported for each pupil enrolled in a BOCES program in the morning and once after lunch 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.

Coding System
The following coding system shall be used to indicate the nature and reason for a pupil's missing all or part of scheduled instruction:

Code	Absent Type	Code	Absent Reason
AU	Absent/Unexcused Full day	EU	Early Leave Unexcused
AE	Absent/Excused Full Day	EE	Early Leave Excused
OSS	Suspended/Excused Full Day	LE	Late Unexcused
W	Withheld by Home District	LE	Late Excused
WM	Withheld-Medical		
WC	Withheld-On Co-Op		
FT	Field Trip		

The time that the pupil arrived or departed will be recorded next to the entry code describing the nature and reason for the student missing all or part of scheduled instruction.

For example, if a student left at 11:30 a.m. for a doctor's appointment, the code would read: E/A: 11:30 a.m.

D. 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 pupil's 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 district 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, tardies, 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 nonpresence.

3. <u>Disciplinary Procedures</u>

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

4. <u>Incentives</u>

    District staff and the Shared Decision Making Teams shall work with the Program Supervisor to create and implement incentive programs for excellent attendance.

5. <u>Intervention Strategy Development</u>

    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. <u>Counseling</u>

    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 Law Enforcement 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.

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.

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 school district 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 district 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 6216: USE OF TIMEOUT ROOMS

The use of a timeout room may be an effective and safe means for any student to deescalate safely, regain control, and prepare to return to the education program. It may also on occasions be necessary to use the timeout room to remove a student from a potentially dangerous situation:

- to protect oneself from physical injury;
- to protect another student, teacher, or any person from physical injury;
- to protect the property of the school, or of others; or
- to restrain or remove a student whose behavior is interfering with the orderly exercise and performance of school district functions, if that student has refused to comply with a request to refrain from further disruptive acts.

The factors which may trigger the use of timeout can depend on the particular student. Such students may be unable to control (or exhibit difficulty controlling) their actions or emotions, feel overwhelmed or overstimulated, exhibit violent actions, or pose a danger to themselves or others. These students would not have responded favorable to initial intervention and de-escalation efforts by staff, or when positive, proactive intervention strategies used by staff were unsuccessful. Any timeout room, and its utilization, must be in accordance with the provisions of this policy.

The student may not be placed in a locked room and may not be placed in a room, or in a space within a room, where the student cannot be continuously observed and supervised.

The following provisions are specific to students with disabilities:

A student with a disability may be placed in a timeout room: (1) consistent with the student's IEP and in accordance with that student's behavioral intervention plan (bip), which shall include specification of factors to determine the need for use of the timeout room and the

maximum amount of time to be spent in the room; or (2) if not designated in an IEP nor in a bip, when the student's behavior poses an immediate and unanticipated concern for the health or safety of that student or of others, and it is determined by the professional staff working with the student that the use of the timeout room is the least restrictive means to enable the student or others to remain safe and to enable the student to deescalate safely and to regain control.

Whenever a student's bip indicates that the student would be removed to a timeout room as a planned strategy to address behaviors, the student's IEP must specify the use of a timeout room, including the maximum amount of time a student will need to be in the room as determined on an individual basis in consideration of the student's age and individual needs. A student with a disability may not be placed into the timeout room for more than thirty (30) minutes for each event.

Education Law 4402(9) requires the Board of Education to develop a procedure to notify a parent or guardian of a student with a disability on the same day the student is placed in a timeout room or emergency restraint. When the student's parent or person in parental relation cannot be contacted after reasonable attempts are made, the principal must record and report such attempts to the Committee on Special Education.

Use of the timeout room for student with a disability may not exceed the time designated on the student's bip and in the IEP. If the student is not able to return safely to the education program after the maximum time specified, staff shall follow the bip for other behavioral interventions.

All parents of students with a disability whose IEP and bip specify the use of a timeout room shall be provided with a copy of this policy. They shall also be notified prior to implementation of a timeout room and that they have the right to view the physical space to be utilized as the timeout room.

Staff shall continuously monitor any student in the timeout room. A log will be maintained for each use of the timeout room to monitor the effectiveness of the timeout procedure to decrease specified behaviors. The log will include the student's name, factors precipitating the timeout intervention, the time the student entered and exited the room, and the name of the staff member(s) who initiated the timeout placement, who supervised the student during the timeout procedure, and who removed the student from the timeout room.

The Staff will document each incident of timeout (including those pursuant to a bip) and physical restraint. Documentation will include:

a. The student's name and birth date;
b. The setting and location of the incident;
c. The names of staff members who participated in the implementation, monitoring, and supervision of the use of timeout/physical restraint;
d. A description of the incident, including the duration and type of restraint used (for physical restraint);
e. Whether the student has an IEP, Section 504 plan, bip, or other plan developed by the school for the student;
f. The positive proactive intervention strategies utilized prior to the use of timeout/physical restraint (for students with disabilities, include whether those strategies were consistent with the bip, if applicable);
g. The details of any of the injuries sustained by the student or staff during the incident and whether the student was evaluated by the school nurse or other medical personnel;
h. The date and method of parent notification and whether a meeting was requested; and
a. The date of the debriefing if held.

As soon as is practicable, and after every incident in which timeout and/or physical restraint is used on a student, an administrator or designee will:

a. Meet with the staff who participated in the use of a timeout and/or physical restraint to discuss:
    1.
        i. the circumstances leading to the use of a timeout and/or physical restraint;
        ii. the positive, proactive intervention strategies that were utilized prior to the use of timeout and/or physical restraint; and
        iii. planning for the prevention and reduction of the future need for timeout and/or physical restraint with the student including, if applicable, whether a referral should be made for special education programs and/or other support services or, for a student with a disability, whether a referral for review of the students individualized education program and/or behavioral intervention plan is needed.
b. Direct a school staff member to debrief the incident with the student in a manner appropriate to the student's age and developmental ability and to discuss the behavior(s), if any, that precipitated the use of a timeout and/or physical restraint.

Data will be gathered to monitor the effectiveness of the use of the timeout room. For students with disabilities, such information is to be made available to the CSE and, upon request, to the student's parents.

The Director of Special Education shall arrange for training of staff regarding the use of the timeout room for students with disabilities. BOCES will also provide staff training for all other staff on the use of timeout and physical restraint as required by state regulation.

The timeout room must be of adequate width, length and height to allow the student to move about and recline comfortably. It must provide a means for continuous visual and auditory monitoring of the student and must have adequate lighting and ventilation. Wall and floor coverings shall be designed and constructed to prevent injury. The temperature of the room is to be within the normal comfort range and consistent with the rest of the building. The room is to be clean and free of all objects and fixtures that could be potentially dangerous to a student, and shall meet all local fire and safety codes. The room shall be unlocked and able to be opened from the inside at all times while the student is in the room.

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.

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 cyberbullying, 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's Code of Conduct and the Responsible Technology Use and Students and Personal Electronic Devices Policies. Reports of harassment, bullying and discrimination shall be made to the Building Principal, Superintendent or the Principal's or Superintendent's designee. Students

and parents/guardians may take an oral or written report of harassment, bullying or discrimination to the 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 Principal, Superintendent or the Principal's 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 Principal. Superintendent or the Principal's or Superintendent's designee not later than two school days after making the oral report. The Building Principal, Superintendent or the Principal's 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 received.

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 BOCES policy, including the Code of Conduct. If appropriate, individuals may also be referred to law enforcement officials.

The Building Principal 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 cyberbullying) and discrimination and including instruction in 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 law 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 BOCES employees, students and parents or persons in parental relation with a written or electronic copy of this policy and any other policy created by the BOCES in compliance with the Dignity for All Students 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 BOCES school community.

Cross Reference: Anti-Discrimination Policy, Code of Conduct, Responsible Technology Use Policy, Students and Personal Electronic Devices Policy, NYS Education Law §§ 10-13; 8 NYCRR §100.2

To report a concern: **https://app.sprigeo.com/district/broometioga-boces/**

BROOME-TIOGA BOCES DIGNITY ACT COORDINATORS

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

DASA Coordinators

Site	Coordinator	Phone	e-Mail
Education Center	Melissa Woodruff, Supervisor	763-3360	mwoodruff@btboces.org
East Learning Center	Chuck Wheeler, Supervisor	762-6409	cwheeler@btboces.org
West Learning Center	Maria Keesler, Supervisor	748-8261	mkeesler@btboces.org

DASA - Superintendent or Designee to receive reports/complaints:

Tom McNair, Assistant Superintendent	763-3345	tmcnair@btboces.org

POLICY 6242: FAMILY ENGAGEMENT

The Board of Education encourages participation of students in all aspects of their child's education. In order to facilitate family engagement, the District will:

1. Involved parents and family members in jointly developing the local school district plan pursuant as required by the Every Student Succeeds Act and the development of support and improvement plans in accordance with the law.

2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of all the District's schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

3. Coordinate and integrate parents and family engagement strategies under this policy with other State, Federal and local programs, including pre-school programs and conduct other activities, such as parent resource centers that encourage and support parental participation in education with oriented community services, to the extent feasible and appropriate under state and federal law.

4. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying the following:

   a. Barriers to greater participation by parents in activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background.

   b. The needs to parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.

   c. Strategies to support successful school and family interactions.

5. Use the findings of such evaluation listed in paragraph 4 to design evidence based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policies.

6. Involve parents in the activities of the schools which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members of students to represent the needs of the population served by such the District agency for the purposes of developing, revising and reviewing the parent and family engagement policy.

7. Distribute this policy to parents and families of students by placing the policy on the District's website, including the policy in District's handbooks, and sending the policy to parents and families annually.

The Board of Education hereby directs each building principal of a Title 1 school to ensure that a building level family engagement plan is generated with the participation of that building's parents and families. In addition to those goals stated above, each such building level plan will describe the details for the following possible strategies:

1. Shall providing assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.

2. Shall providing materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate to foster parental and family involvement.

3. Shall educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and build ties between parents and the school.

4. Shall coordinate and integrate parent involvement programs and activities with other Federal, State and local programs including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

5. Shall ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and in a language the parent can understand.

6. May involve parents and families in the development of training for teachers, principals and other educators to improve the effectiveness of such training.

7. May provide necessary literacy training from funds received under Title 1if the local educational agency has exhausted all other reasonably available sources of funding for such training.

8. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school related meetings and trainings.

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.

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

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 Educational 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.

Notice for 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 way 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:

1. The school district decision that the records are correct and the basis for the decision.
2. 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.
3. 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).
4. 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.

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
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

- Student's Image, including video
- Date and place of birth
- Major Field of study
- Degrees, honors, and awards received
- The most recent educational agency or institution attended

POLICY 7240: RESPONSIBLE TECH USE 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 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 in 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 Responsible Tech Use Policy signoff form found at the end of this handbook and turn it in to their teacher.

Social Media Acceptable Use

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.

Etiquette

- 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.

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.

NYS 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.

2026-27 School Year
New York State Immunization Requirements for School Entrance/Attendance[1]

NOTES:
All children must be age-appropriately immunized to attend school in New York State. 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 shown on the schedule 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 gradeless 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 (Child Caring Center, 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 and the series was started at less than 1 year of age 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)[3]	**Not applicable**		**1 dose** given at age 10 years or older	
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 years 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** given at age 10 years or older	**Grade 12: 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**		

NEW YORK STATE | Department of Health

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.

   *Serological titers are never accepted for tetanus, diphtheria, pertussis, meningococcal, haemophilus influenzae type b, and pneumococcal diseases.

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 Td 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.
   d. For further information, refer to the NYSDOH Catch-Up Guidance for Children 4 Months through 6 Years of Age.

3. Tetanus and diphtheria toxoids and acellular pertussis (Tdap) adolescent booster vaccine. (Minimum age for grades 6 through 12: 10 years).
   a. Students 11 years or older entering grades 6 through 12 are required to have one dose of Tdap given at age 10 years or older.
   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.
   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.
   d. For further information, refer to the NYSDOH Catch-Up Guidance for Children 7 through 9 Years of Age.
   e. For further information, refer to the NYSDOH Catch-Up Guidance for Children 10 through 18 Years of Age.

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 New York State 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.
   e. For further information, refer to the NYSDOH Catch-Up Guidance for Children 4 months through 17 Years of Age.

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 pre-kindergarten. Two doses are required for grades kindergarten through 12.
   c. Mumps: One dose is required for pre-kindergarten. Two doses are required for grades kindergarten through 12.
   d. Rubella: One dose is required for pre-kindergarten. One dose is required for grades kindergarten 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 12: 10 years).
   a. One dose of meningococcal conjugate vaccine 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 AAP 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 NYSDOH Catch-Up Guidance for Healthy Children 4 Months through 4 Years of Age (PedvaxHIB only).
   g. For further information, refer to the NYSDOH Catch-Up Guidance for Healthy Children 4 Months through 4 Years of Age (ActHIB, Hiberix, Pentacel, Vaxelis, or Unknown).

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 AAP 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 NYSDOH Catch-Up Guidance for Children 4 months through 4 Years of Age. *Depending on vaccine brand, schedule may change.

For further information, contact:

New York State Department of Health
Division of Vaccine Excellence
Room 649, Corning Tower ESP
Albany, NY 12237
(518) 473-4437
OSAS@health.ny.gov

New York City Department of Health and Mental Hygiene
School Compliance Unit, Bureau of Immunization
42-09 28th Street, 5th floor
Long Island City, NY 11101
(347) 396-2433
school_immunizations@health.nyc.gov

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	(607) 763-3684
East Learning Center	(607) 762-6408
West Learning Center	(607) 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.

Return to School After Injury or Illness

Some conditions may require a medical note stating any restrictions or full clearance upon the return to school. Contact the school health office with questions.

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.

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 sole 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.slxs, 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 of 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.

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.

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.

STUDENT ID BADGES

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

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.

2026-2027 REQUEST FOR PESTICIDE APPLICATION NOTIFICATION FORM

(Please print clearly)

School District (i.e. BOCES, Windsor, 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: **Staff Name (if you are an employee):** **Student Name:**	**Address:**

Day Phone:	**Evening Phone:**	**E-mail Address:**

HANDBOOK RESPONSIBLE TECH USE POLICY/SOCIAL MEDIA SIGN OFF FORM

School Year 2026-2027

Student Name: _____

BOCES Site: _____

By signing below, I acknowledge that I have:

- received a copy of the BOCES 2026-2027 Parent/Student Handbook
- read and agree to comply by the terms of the BOCES Responsible Tech Use 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.

NOTICE OF NONDISCRIMINATION

Broome-Tioga BOCES (BOCES) is a fully inclusive organization that believes in our established values of respect, diversity, and pluralism.

BOCES provides equal opportunity for students, and it does not discriminate against any student enrolled in (or any candidate for admission to) its programs and activities on the basis of actual or perceived race, color, national origin, sex, disability, or age. Further, BOCES does not discriminate on the basis of weight, ethnic group, religion, religious practice, sexual orientation, gender, gender identity or expression, or any other basis prohibited by state or federal non-discrimination laws.

BOCES is an equal opportunity employer that does not discriminate against any employee or applicant for employment in its programs and activities on the basis of race, color, national origin, sex, disability, gender identity or expression, or age. Further, BOCES does not discriminate on the basis of religion or creed, sexual orientation, military status, genetic status, marital status, domestic violence victim status, criminal arrest or conviction record, or any other basis prohibited by state or federal non-discrimination laws.

Inquiries regarding BOCES' non-discrimination policies and grievance procedures should be directed to:

Robin Eccleston, Director of Human Resources
435 Glenwood Road
Binghamton, NY 13905
607-763-3483

BOCES policies, procedures, and forms regarding non-discrimination include:
Title IX and Sex Discrimination Policy (#4551)
Anti-Discrimination Policy (#4555)
Dignity for All Students Act Policy (#6241)