To have highly satisfied customers...
To treat all individuals with respect...
To provide an environment that supports innovation and risk...

Code of Conduct
2021 - 2022
2021-2022 CODE OF CONDUCT

Includes “Student Comprehensive Attendance Policy”
BOCES Board of Education – approved August 4, 2021
BOARD OF COOPERATIVE EDUCATIONAL SERVICES

[BOCES]
For the Sole Supervisory District of
Cattaraugus, Allegany, Erie, Wyoming Counties

www.caboces.org

CA BOCES CENTER AT OLEAN
1825 Windfall Road
Olean NY  14760

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Students who attend CABOCES programs are also subject to their home school’s Code of Conduct.

CODE OF CONDUCT

I. Introduction

The Board of Education (“Board”) is committed to providing a safe and orderly school environment where students may receive and CA BOCES personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, CA BOCES personnel, parents, and visitors is essential to achieving this goal.

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

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the board adopts this Code of Conduct (“code”).

Unless otherwise indicated, this code applies to all students, school personnel, parents and visitors when on school property or attending a school function.
II. Definitions

For purposes of this code, the following definitions apply.

A. “Parent” means parent, legal guardian or person in parental relation to a student.

B. “Student” means anyone enrolled in a CA BOCES program for the purpose of learning.

C. “Teacher” means professionals employed by CA BOCES to teach.

D. “School Personnel” means any employee of CA BOCES.

E. “Visitor” means anyone not a student or employee of CA BOCES.

F. “Disruptive student” means anyone who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.

G. “Violent student” means a student who:
   1. Commits an act of violence upon a school employee, or attempts to do so.
   2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
   3. Possesses, while on school property or at a school function, a weapon.
   4. Displays, while on school property or at a school function, what appears to be a weapon.
   5. Threatens, while on school property or at a school function, to use a weapon.
   6. Knowingly and intentionally damages or destroys any property on CA BOCES owned or leased sites, the property of CA BOCES, any school employee, or any person lawfully on school property or at a school function.
   7. Knowingly and intentionally damages or destroys CA BOCES property.

H. “Weapon” means a firearm as defined in 18 USC §921 for purposes of the Gun-Free School Act. It also means any device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death. “Disorderly Conduct” means when a person, with intent to cause inconvenience, annoyance or alarm, or recklessly creates a risk thereof: engaging in fighting or in violent, tumultuous or threatening behavior; or makes unreasonable noise; or uses abusive or obscene language, or makes an obscene gesture; or disturbs any lawful assembly or meeting of persons; or obstructs vehicular or pedestrian traffic; or congregates with other persons and refuses to comply with a lawful order or creates a hazardous or physically offensive condition by any act which serves no legitimate purpose.

I. “School Property” means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus (Education Law §11[1]).

J. “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 (Education Law §11[1] and Vehicle and Traffic Law §142).

K. “School Function” means a school-sponsored extra-curricular event or activity (Education §11[2]).

L. “Disability” means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[4] and Executive Law §292[21]).

M. “Discrimination” means discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to, discrimination based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

N. “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.

O. “Employee” means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title 9-B of article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law §§11[4] and 1125[3]).

P. “Gender” means a person’s actual or perceived sex and includes a person’s gender identity or expression (Education Law §11[6]).

Q. “Sexual Orientation” means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law §11[5]).

R. “Harassment/bullying” means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying as defined in Education Law §11(8), 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 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.

S. For purposes of this definition, the term “threats, intimidation or abuse” shall include verbal and non-verbal actions. (Education Law §11[7]).
T. **Harassment** includes “cyberbullying” and any action that 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.

U. “Cyberbullying” means harassment/bullying, as defined above, through any form of electronic communication.

Acts of harassment and bullying that are prohibited include but are not limited to those acts based on a person’s actual or perceived membership in the following groups including, but not limited to: race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender (which includes a person’s actual or perceived sex, as well as gender identity and expression).

III. **Essential Partners**

A. **Parents**

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Build good relationships with teachers, other parents and their children’s friends.
9. Help their children deal effectively with peer pressure.
10. Inform school officials of changes in the home situation that may affect student conduct or performance.
11. Provide a place for study and ensure homework assignments are completed.
12. Teach their children respect and dignity for themselves, and other students regardless of actual or perceived membership in the following groups including, but not limited to race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender (which includes a person’s actual or perceived sex, as well as gender identity and expression), which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

B. **Teachers**

All CA BOCES teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of a person’s actual or perceived membership in the following groups including, but not limited to: race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender (which includes a person’s actual or perceived sex, as well as gender identity and expression), with an understanding of appropriate appearance, language, and behavior in a school setting and/or function, which will strengthen students' self-image and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
a. Course objectives and requirements
b. Marking/grading procedures
c. Assignment deadlines
d. Expectations for students
e. Classroom discipline plan.

6. Communicate regularly with students, parents and other teachers concerning student growth and achievement.

7. Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.

8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

9. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher’s attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

C. School Counselors

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.

2. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.

3. Regularly review with students their educational progress and career plans.

4. Provide information to assist students with career planning.

5. Encourage students to benefit from the curriculum and extracurricular programs.

6. Maintain and encourage a climate of mutual respect and dignity for all students regardless of a person’s actual or perceived membership in the following groups including, but not limited to: race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender (which includes a person’s actual or perceived sex, as well as gender identity and expression), with an understanding of appropriate appearance, language, and behavior in a school setting and/or function, which will strengthen students’ self-image and promote confidence to learn.

7. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor’s attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

D. Principals

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.

2. Ensure students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.

3. Evaluate on a regular basis all instructional programs.

4. Support the development of and student participation in appropriate extracurricular activities.

5. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

6. Maintain and encourage a climate of mutual respect and dignity for all students regardless of a person’s actual or perceived membership in the following groups including, but not limited to: race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender (which includes a person’s actual or perceived sex, as well as gender identity and expression), with an understanding of appropriate appearance, language, and behavior in a school setting and/or function, which will strengthen students’ self-image and promote confidence to learn.

7. Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal’s attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).
E. Superintendent
1. Promote a safe, orderly and stimulating school environment, free from intimidation, discrimination and harassment, supporting active teaching and learning.
2. Review with CA BOCES administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
4. Work with CA BOCES administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

F. Board of Education
1. 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, CA BOCES personnel and visitors on school property and at school functions.
2. Adopt and review the CA BOCES Code of Conduct at least once of year to evaluate the code’s effectiveness and the fairness and consistency of its implementation.
3. Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.

IV. Student Conduct

A. Student Behavior; Code of Conduct
The goal of the CA BOCES Code of Conduct is to provide a productive educational environment in which students may learn the social skills appropriate to their development into mature, responsible adults accountable for their own actions.

When issues of student discipline arise these issues should be resolved whenever possible by the classroom teacher. Teachers are instructed to contact their Administrator or Building Principal in the event of serious student behavior problems. In a crisis situation the Building Principal or Administrator should take whatever action is necessary to resolve the situation and protect the health and safety of all students. When students involved in disciplinary situations fall under the auspices of the Committee for Special Education, all due process regulations shall be observed.

The Asst. Superintendent for Career and Technical Education and the Asst. Superintendent for Special Education Programs are available to the Teachers, Building Principals and Area Administrators in the event that necessary disciplinary action may require supervisory intervention.

B. Student’s Rights and Responsibilities
We believe that by accepting and fulfilling appropriate responsibilities, individuals will come to value resultant privileges. Responsibility is inherent in the exercise of every right and it must be emphasized that lack of responsibility means weakening of rights.

<table>
<thead>
<tr>
<th>It is the student’s right to:</th>
<th>It is the student’s responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend CA BOCES programs provided by CA BOCES as enrolled by your district</td>
<td>Attend school daily, except when ill, and be on time to all classes.</td>
</tr>
<tr>
<td>Express his or her opinions verbally or in writing.</td>
<td>Express his or her opinions and ideas in a respectful manner so as not to offend, slander, or restrict the rights and privileges of others.</td>
</tr>
<tr>
<td>Expect that the school will be an orderly place for all students to gain an education.</td>
<td>Be aware of all rules and regulations regulating student behavior and conduct him or her in accordance with these guidelines.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>It is the student’s right to:</strong></td>
<td><strong>It is the student’s responsibility to:</strong></td>
</tr>
<tr>
<td>Be afforded due process in the event of disciplinary action brought against him or her, including suspension or expulsion.</td>
<td>Should be willing to volunteer information in disciplinary cases if he or she has knowledge of importance in such a case.</td>
</tr>
<tr>
<td>Be represented by an active Local Advisory Council selected by the administration.</td>
<td>Take part in student government by running for office, or conscientiously voting for the best candidates and making his or her problems known to the representative.</td>
</tr>
<tr>
<td>Be afforded equal and appropriate education opportunities.</td>
<td>Be aware of available educational programs in order to use and develop capabilities to the maximum.</td>
</tr>
<tr>
<td>Be afforded an opportunity to be involved in the planning and evaluation of curriculum and instruction.</td>
<td>Honestly express his or her opinions so as to impact the development of courses, course materials and procedures.</td>
</tr>
<tr>
<td>Be afforded channels of communication to the Board of Education.</td>
<td>Express view concerning the operation of the school system with supporting rationale.</td>
</tr>
<tr>
<td>Be afforded the opportunity to develop school publications such as school newspapers.</td>
<td>Refrain from libel and obscenity and observe the normal rules for responsible journalism.</td>
</tr>
<tr>
<td>Be afforded the opportunity to participate in extracurricular activities.</td>
<td>Be aware of all rules and expectations governing participation and conduct of him or her in accordance with these regulations.</td>
</tr>
<tr>
<td>Have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with severe personal problems.</td>
<td>Be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate.</td>
</tr>
<tr>
<td>Have his or her student records available for inspection by his or her parent or legal guardian upon request, or by the student if 18 years of age or older.</td>
<td>Be aware of the “Student Records: Access and Challenge” guidelines governing such access. Board Policy 7240.</td>
</tr>
<tr>
<td>Be free from unreasonable intrusion upon his or her person or property by school personnel and/or police agencies.</td>
<td>Be aware of actions which constitute serious and dangerous wrong doing and refrain from such acts (possession of contraband, drugs, etc.)</td>
</tr>
<tr>
<td>Be afforded mechanisms for the expression and resolution of grievances, which cannot be resolved through informal discussion.</td>
<td>Pursue informal discussion to resolve any perceived grievances before moving to formal stage.</td>
</tr>
<tr>
<td>Be free from discriminatory practices.</td>
<td>Refrain from participating in and discriminatory practices against others, students, teachers, custodians, etc.</td>
</tr>
<tr>
<td>Be respected as an individual entitled to his or her personal dignity and integrity.</td>
<td>Demonstrate appreciation for the dignity and integrity of all.</td>
</tr>
</tbody>
</table>
To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity.

To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination.

C. Prohibited Student Conduct
The Board of Education expects students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, CA BOCES personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. CA BOCES personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the student’s ability to grow in self-discipline.

The Board recognizes the need to make its expectations for student conduct while on school property, off school property where applicable, and/or engaged in a school function, specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others.

Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

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

1. Engage in conduct that is disorderly (any act of molesting, interrupting, hindering, agitating or otherwise depriving others of the educational process)
   - Examples of disorderly conduct include but are not limited to:
     a. Using language or gestures that are profane, lewd, vulgar or abusive.
     b. Obstructing vehicular or pedestrian traffic.
     c. Engaging in any act which disrupts the normal operation of the school community.
     d. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.

2. Engage in conduct that is insubordinate (defy established authority). Examples of insubordinate conduct include but are not limited to:
   a. Failing to comply with the lawful directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
   b. Lateness for, missing or leaving school without permission.
   c. Driving or riding without permission.
   d. Any violation of health or safety regulations or actions that may result in harm to others or exposure to hazardous situations.

3. Inappropriate dress (see section on Student Dress Code).

4. Engage in conduct that is disruptive. Examples of disruptive conduct include but are not limited to:
a. Failing to comply with the lawful directions of teachers, school administrators or other school personnel in charge of students or otherwise demonstrating disrespect.
b. Being late for school or class.
c. Being unprepared for class.
d. Throwing things.
e. Verbally disrupting.
f. Practical joking.

5. Engage in conduct that is violent. Examples of violent conduct include but are not limited to:
   a. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee.
   b. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property.
   c. Engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.
   d. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function. A weapon is defined as any tool or object that through the intent of the user may or does inflict harm, such as a gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, metal knuckle knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other dangerous instrument that can cause physical injury or death. See CA BOCES Board Policies #7360
e. Displaying what appears to be a weapon.
f. Threatening to commit an act of violence, use a weapon or destroy CA BOCES property.
g. Intentionally damaging or destroying the personal property of a teacher, administrator, other CA BOCES employee or any person lawfully on school property, including graffiti or arson.
h. Intentionally damaging or destroying CA BOCES property.

6. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include but are not limited to:
   a. Lying to school personnel, providing false statements, incomplete information or the omission of information.
   b. Failure to report a violation of the Code of Conduct.
   c. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.).
   d. Discrimination, based on a person’s actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, or disability as a basis for treating another in a negative manner on school property or at a school function.
   e. Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on a person’s actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex.
f. Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.

g. "Cyber bullying" (also referred to as "internet bullying") of students by any student or employee: on school property, including at school functions; and off school property and creates or would foreseeably create a risk of substantial disruption with the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property. Cyberbullying may include, among other things, the use, both on and off school property, of electronic technology, including, but not limited to, e-mail, instant messaging, blogs, chat rooms, pages, cell phones, gaming systems and social media websites, to deliberately harass or threaten others.

h. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.

i. Stealing the property of CA BOCES, other students, school personnel or any other person lawfully on school property or attending a school function.

j. Use of obscene, threatening, abusive, or slanderous language, materials, and/or behaviors including any form of harassment.

k. Selling, using or possessing obscene material.

l. Possessing or using tobacco products or a chemical equivalent including: cigarettes, patches, gum, faux cigarettes, cigars, pipes or smokeless tobacco.

m. Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs or be under the influence of any such substances on school property or at a school function. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia and any substances commonly referred to as "designer drugs."

n. Possessing, consuming, selling, distributing or being under the influence of prescription and over-the-counter drugs.

o. Violation of safety regulations & procedures.

7. Engage in misconduct while in a CA BOCES vehicle. It is crucial for students to behave appropriately while riding in CA BOCES vehicles, to ensure their safety and that of other passengers and to avoid distracting the driver. Students are required to conduct themselves in the vehicle in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, fighting, harassment, and discrimination will not be tolerated. Students waiting for buses when not on school property are expected to conduct themselves in accordance with the CA BOCES Code of Conduct.

8. Engage in any form of academic misconduct. Examples of academic misconduct include but are not limited to:
   a. Plagiarism.
   b. Cheating.
   c. Fabrication of data
   d. Deception - providing false information
   e. Sabotage – acting to prevent others from completing their work.
   f. Sleeping in class.
   g. Violation of Computer Policy, see section J.

D. Reporting Violations
   All students have an affirmative duty to report any and all violations of the Code of Conduct to a teacher, school counselor, the building principal or his/her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal’s designee or the superintendent.
All CA BOCES staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. CA BOCES staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor, who shall 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.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution.

The building principal or his/her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on same day as 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.

E. Student Dress Code

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Therefore, CA BOCES has established acceptable standards for appropriate dress, and it is the primary responsibility of our students and their parents to meet these standards.

In addition, Career and Technical Education programs are designed to help students develop the skills, knowledge, attitudes, and habits that will prepare them for a rewarding career and for further study after high school. It is, therefore, essential that students develop the personal appearance and dress habits that are considered appropriate by employers.

A student's dress, grooming, and appearance, including hair style/color, jewelry, make-up, and nails, shall:
1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back), short shorts or skirts and see-through garments are not appropriate.
3. Pants are appropriately secured and covering all under garments.
4. Ensure that underwear is completely covered with outer clothing.
5. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
6. Be aligned with acceptable business and industry standards for safety and professionalism as established by the course teacher.
7. Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, ancestry, national origin, sex, sexual orientation or disability.
8. Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities or brands that do.

Students and their parents shall be informed of the student dress code for the building and for each specific program at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, including suspension and/or removal from CTE programs.
F. Drug Free Schools
It is required of each New York State School to establish a policy against the use, distribution, possession or sale of controlled substances in school buildings and on school grounds. Controlled substances are defined as illegal drugs plus drugs that have medical use but are highly addictive. Alcohol is also a controlled substance. A copy of board policy 5640 and 7320, which covers the subject of drugs, alcohol, smoking, tobacco, and cannabis (marijuana) use is printed below. Please read this policy carefully. Disciplinary action will result from any violation of the policy. Discipline may include, but is not limited to, suspension from the Career and Technical Education Center. If you have any questions, please consult with your building principal.

POLICY #7320 – ALCOHOL, TOBACCO, DRUGS, AND OTHER SUBSTANCES (Students)
POLICY #5640 – SMOKING, TOBACCO, AND CANNABIS (MARIJUANA) USE

1. Prohibited Conduct
The Board recognizes that the misuse of alcohol, tobacco, electronic cigarettes (e-cigarettes, Juuls), drugs, counterfeit and designer drugs, look-alike products (i.e. GRIND: coffee grounds, high caffeine chewing tobacco look-alike), over-the-counter drugs, prescription drugs, vitamins, supplements, herbs, and other similar substances is a serious problem with legal, physical, emotional, and social implications for our students, as well as the entire community. Therefore, the consumption, sharing, selling, use, and/or possession of these and similar substances, as well as tobacco products and drug paraphernalia are prohibited in accordance with law and regulation, BOCES policy, the BOCES Code of Conduct, and/or other similar documents.

Students are not permitted to be under the influence of alcohol, drugs, or other prohibited substances on school grounds or at school-sponsored events.

2. Disciplinary Measures
Students will be disciplined in accordance with BOCES policy, the BOCES Code of Conduct, and/or other similar documents for the consumption, sharing, selling, use, and/or possession of alcohol, tobacco, e-cigarettes, drugs, counterfeit and designer drugs, over-the-counter drugs, prescription drugs, vitamins, supplements, herbs, and other similar substances, as well as tobacco products and drug paraphernalia.

3. Information on Substance Use Related Services
The District Superintendent has designated one or more individuals to provide information regarding where and how to find available substance use related services to students, parents, and staff. The designated individual for the BOCES is the Director of Personnel. Any information provided by a student, parent, or staff member to the designated individual(s) will not be used in any school disciplinary proceeding and will, in addition to any other applicable privilege, be considered confidential in accordance with law.

G. Weapons In School/Gun Free Schools
Students are not allowed to have weapons or firearms on school property. Weapons are defined as any tool or object that through the intent of the user may or does inflict harm. See CA BOCES Board Policies #7360. “Firearm” includes 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 similar devices.
Any student found violating these rules may be subject to suspension. The student’s parents will be notified, the weapon(s) taken, and the police may be notified of any confiscated weapons.

**H. Loss Or Destruction Of CA BOCES Property**
CA BOCES is authorized to seek restitution, through civil action when necessary, from the parent or guardian of an unemancipated student over the age of ten (10) and under the age of eighteen (18) where such student:

4. Has willfully, maliciously, or unlawfully damaged, defaced or destroyed real or personal property in the care, custody and/or ownership of CA BOCES; or
5. Has knowingly entered or remained in a CA BOCES building, and wrongfully taken, obtained or withheld personal property owned or maintained by CA BOCES.

**I. Bus Transportation / Driving & Riding**
Limited parking facilities for students are available at the Career and Technical Education Centers. All students will arrive at the center by bus, unless given permission to drive by the Building Administrator. Students are to get on and off buses at the prescribed bus stops. Upon dismissal from class, go directly to your bus stop.

Any student who repeatedly fails to comply with transportation regulations shall be subject to progressive disciplinary action, up to and including out of school suspension and/or removal from their program.

The home school may also deny bus transportation because of poor conduct.

The privilege to drive a car or ride to the Career and Technical Education Center may be obtained, if you receive, in advance, signed permission from your home school, your parents, and the Career and Technical Education Building Administrator. The Permission to Drive/Ride form must be obtained from the office, filled out, and you must obtain the permit before bringing a car to the center.

If a student intends to be picked up at the center, proper provision for sign-out must be made to assure that the home school, parents, and the Career and Technical Education office are aware and approve.

Students will lose their driving/riding privileges and/or be subject to progressive disciplinary action from the Career and Technical Education Center for any violation of transportation regulations.

**J. Student Acceptable Use Policy (AUP)**
The Board will provide access to various computerized information resources through the BOCES’ computer system ("BCS") consisting of software, hardware, computer networks, and electronic communications systems. This may include access to email, on-line services, and the Internet. It may include the opportunity for some students to have independent access to the BCS from their home or other remote locations. All use of the BCS, including independent use off school premises, will be subject to this policy. Further, all BCS use must be in support of education or research and consistent with the goals and purposes of the BOCES.

**Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices**
This policy is intended to establish general guidelines for the acceptable student use of the BCS and also to give students and parents or guardians notice that student use of the BCS will provide student access to external computer networks not controlled by the BOCES. The BOCES cannot screen or review all of the available content or materials on these external computer networks, thus, some of the available content or materials on these external networks may be deemed unsuitable for student use or access by parents or guardians.
It is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access this content or material from their home, other locations off BOCES premises and/or with a student’s own personal technology or electronic device on school grounds or at school events. Parents and guardians should establish boundaries and standards for the appropriate and acceptable use of technology and communicate these boundaries and standards to their children. The acceptable use standards outlined in this policy apply to student use of technology via the BCS or any other electronic media or communications, including by means of a student’s own personal technology or electronic device on school grounds or at school events.

**Standards of Acceptable Use**

Generally, the same standards of acceptable student conduct which apply to any school activity apply to use of the BCS. This policy does not attempt to articulate all required and/or acceptable uses of the BCS; nor is it the intention of this policy to define all inappropriate usage. BOCES students must also adhere to the laws, policies, and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law. Students who engage in unacceptable use of the BCS may lose access in accordance with applicable due process procedures, and may be subject to further discipline in accordance with the BOCES Code of Conduct.

Student data files and other electronic storage areas are considered BOCES property subject to control and inspection. The Computer Coordinator may access all files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy. Students should not expect that information stored on the BCS will be private.

**STUDENT USE OF PERSONAL TECHNOLOGY**

The Board seeks to maintain a safe and secure environment for students and staff. Advances in technology have made it possible to expand the learning environment beyond traditional classroom boundaries. Using personal electronic devices during instructional time can enable students to explore new concepts, personalize their learning experience, and expand their global learning opportunities. Additionally, the use of personal technology devices is ubiquitous in today’s society and standards for student use during non-instructional time should adapt to this change. This policy defines the use of personal technology during instructional and non-instructional times and reinforces the standard that all use, regardless of its purpose, must follow the guidelines outlined in the Student Acceptable Use Policy (AUP), the BOCES Code of Conduct, and the Dignity for All Students Act.

Personal technology includes 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. Examples of personal technology include, but are not limited to, iPods and MP3 players; iPad, Nook, Kindle, and other tablet PCs; laptop and netbook computers; personal digital assistants (PDAs), cell phones and smart phones such as BlackBerry, iPhone, or Droid, as well as any device with similar capabilities. Unacceptable devices include, but are not limited to, gaming devices or consoles, laser pointers, modems or routers, and televisions.

**Instructional Purposes**

Personal technology use by students is permitted during the school day for instructional purposes and/or in approved locations only. Teachers will indicate when and if classroom use is acceptable. Students are expected to act responsibly and thoughtfully when using technology resources. Students must first inquire with school administrators or teachers when they are unsure of the permissibility of a particular use of technology.

Instructional purposes include, but are not limited to, approved classroom activities, research, college admissions activities, career development, communication with experts, homework, and other activities as deemed appropriate by school staff.
Non-Instructional Uses
Appropriate use of personal technology during non-instructional time is also allowed if students follow the guidelines in the AUP and Code of Conduct. Non-instructional use includes texting, calling, and otherwise communicating with others during free periods and in common areas of the school building such as the hallways, cafeteria, study halls, buses, and student lounges. Other non-instructional uses include Internet searches, reading, listening to music, and watching videos. Use during non-instructional time must be conducted in a safe and unobtrusive manner. Devices must also be in silent mode to avoid disrupting others.

V. Discrimination/Harassment

It is the policy of the CA BOCES that all members of its school community have the right to work, learn, or visit in an environment that is free from all forms of discrimination, including harassment. Harassment of any kind will not be tolerated.

The CA BOCES will take all steps necessary to ensure that CA BOCES shall be free from all forms of Discrimination/Harassment.

1. Harassment or other forms of discrimination/harassment are forms of discrimination based on sex that violate the law.
2. CA BOCES does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by title IX and this part not to discriminate in such a manner.
3. It is a violation of this policy for any student, employee or third party under control of school authorities to discriminate/harass a student, employee or third party through conduct or communications.
4. Discrimination/harassment in the district by any student, employee or third party under the control of school authorities shall result in appropriate disciplinary action. Discrimination/harassment can also lead to the filing of criminal charges through the court system.
5. The CA BOCES will address all complaints in a sensitive and expedient manner.
6. Retaliation against students, employees or third parties under the control of the school authorities for reporting discrimination/harassment or assisting the district in the investigation of a complaint is not permitted and will not be tolerated.

VI. Bullying: Peer Abuse in Schools

Bullying of a student by another student is strictly prohibited on school property, in school buildings, on school buses, and at school sponsored events and/or activities whether occurring on or off campus. The Board of Education shall require the prohibition of bullying - along with the range of possible intervention activities and/or sanctions for such misconduct.

A. Definition of bullying

The term "bullying" among children is defined, in general, as: "a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power, with a more powerful child or group attacking those who are less powerful." Bullying can take many forms, including, but not limited to:

1. Physical (including, but not limited to, hitting, kicking, spitting, pushing, taking personal belongings);
2. Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats);
3. Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation); and
4. Cyberbullying (including, but not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages,
digital pictures or images, or Web site postings (including blogs). Cyberbullying may occur both on campus and off school grounds. Cyberbullying may include, among other things, the use, both on and off school property, of electronic technology, including, but not limited to, e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and social media websites, to deliberately harass or threaten others.

While bullying is generally a variety of acts carried out over time it is important to note that a single negative act as enumerated above may also constitute "bullying" (if not more serious misconduct) based upon the particular circumstances such as the seriousness of the act and/or the intent of the actor.

VII. Discrimination/Harassment Procedure

A. Reporting Allegations of Discrimination, Harassment & Bullying/Cyberbullying Behavior

1. REPORT. Any student who believes that he/she is being subjected to bullying/cyberbullying behavior, as well as any other person who has knowledge of or witnesses any possible occurrence of bullying/cyber bullying, shall report the behavior to any staff member or the Building Principal. School employees who witness harassment, bullying, and/or discrimination or receive an oral or written report of such acts shall promptly orally notify the principal, superintendent, or their designee not later than one school day after such employee witnesses or receives a report of such acts, and shall also file a written report with the principal, superintendent, or their designee no later than two school days after making an oral report.

2. INVESTIGATION. The principal, superintendent or the principal's or superintendent's designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports.

3. RESPONSE. When an investigation verifies a material incident of harassment, bullying, and/or discrimination, the superintendent, principal, or designee shall take prompt action, reasonably calculated to end the harassment, bullying, and/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 behavior was directed.

4. LAW ENFORCEMENT. The principal, superintendent, or their designee shall notify promptly the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct.

5. ANNUAL REPORT. The principal shall provide a regular report, at least once during each school year, on data and trends related to harassment, bullying, and/or discrimination to the superintendent.

6. NO RETALIATION. Pursuant to Education Law section 13 and Title IX, retaliation by any school employee or student shall be prohibited against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination, including cyberbullying. Follow-up inquiries and/or appropriate monitoring of the alleged bully and victim shall be made to ensure that bullying/cyberbullying behavior has not resumed and that all those involved in the investigation have not suffered retaliation.

7. BOARD POLICY. HARASSMENT/DISCRIMINATION. Consistent with Board Policy No. 2270 Non-Discrimination & Anti-Harassment and No. 6440 Sexual Harassment of Students, student(s) may also report incidents of discrimination, harassment and/or bullying to the CA BOCES Compliance Officer, Pamela Kirkwood, CTE Center at Olean, at 716-376-8237. Such complaint should be in writing. Upon receipt of a complaint of harassment/discrimination, BOCES will promptly investigate. The investigation may consist of personal interview with the complainant, the alleged offender and others who may have knowledge of the circumstances leading to the complaint. The district will notify the complainant and the alleged offender of the outcome of the investigation. Any supervisor, agent or employee who is found to have engaged in harassment shall be subject to appropriate disciplinary action, up to and including discharge.
Civil Rights Compliance Officers

Pamela Kirkwood, Esq. – General Counsel / Director of Labor Relations
James Schifley – Assistant Superintendent for CTE Programs
CA BOCES
1825 Windfall Road
Olean, NY 14760
Email: CivilRightsCompliance@caboces.org
Telephone: 716.376.8237

Title IX Coordinators

Pamela Kirkwood, Esq. – General Counsel / Director of Labor Relations
Dina Allen – Senior Counsel / Senior Labor Relations Specialist
CA BOCES
1825 Windfall Road
Olean, NY 14760
Email: TitleIXCoordinator@caboces.org
Telephone: 716.376.8237

B. Prevention and Intervention

Personnel at all levels are responsible for taking corrective action to prevent bullying/cyberbullying behavior of which they have been made aware at School District sites or activities and/or reporting such behavior to their immediate supervisor. Further, staff training shall be provided to raise awareness of the problem of bullying/cyberbullying within the schools and to facilitate staff identification of and response to such bullying/cyberbullying behavior among students. Prevention and intervention techniques within the District to prevent against bullying/cyberbullying behavior and to support and protect victims shall include building-level and classroom-level strategies and activities as determined by administration. Individual intervention will be provided by appropriate staff members to bullies, victims and their parents to help ensure that the bullying/cyberbullying stops.

VIII. Disciplinary Penalties & Consequences

A. Procedures and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students’ ability to grow in self-discipline.

Disciplinary action, when necessary will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student’s age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student’s prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate.
6. Other extenuating circumstances.

As a general practice, discipline will be progressive. This means that a student’s first violation will usually merit a lighter penalty than subsequent violations.
If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, and if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

B. Penalties & Consequences
Students who are found to have violated the CA BOCES Code of Conduct may be subject to the following penalties and/or consequences, either alone or in combination. The school personnel identified after each penalty/consequence are authorized to impose that penalty/consequence, consistent with the student’s right to due process.

1. Verbal warning – any member of the CA BOCES staff
2. Written warning – school counselor, teachers, principal
3. Written notification to parent – school counselor, teachers, principal
4. Detention – teachers, principal
5. Suspension from transportation – director of transportation, principal, superintendent
6. Suspension from social or extracurricular activities – activity director, principal, superintendent
7. In-school suspension – principal, superintendent
8. Removal from classroom by teacher – teachers, principal
9. Short-term (five days or less) suspension from school – principal, superintendent, Board of Education
10. Long-term (more than five days) suspension from school – principal, superintendent, Board of Education
11. Permanent suspension from school – superintendent, Board of Education
12. Remedial Responses were deemed appropriate may include but are not limited to - peer support groups; assignment of an adult mentor at school that the student checks in with at the beginning and end of each school day; corrective instruction that reemphasizes behavioral expectations or other relevant learning or service experience; engagement of student in a reflective activity, such as writing an essay about the misbehavior and its impact on others and how the student might handle the situation differently in the future and/or make amends to those who have been harmed; supportive intervention and/or mediation where constructive conflict resolution is modeled; behavioral assessment or evaluation; behavioral management plans or behavior contracts, with benchmarks that are closely monitored; student counseling and parent conferences that focus on involving persons in parental relation in discipline issues.

C. Procedures
The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below

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

2. **Suspension from transportation**  
   If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal’s attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent or their designees. In such cases, the student’s parent will become responsible for seeing that his/her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the CA BOCES will make appropriate arrangements to provide for the student’s education.

   A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student’s parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal’s designee to discuss the conduct and the penalty involved.

3. **In-school suspension**  
The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in “in-school suspension.” The in-school suspension teacher will be a certified teacher.

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

4. **Teacher disciplinary removal of disruptive students**  
   A student’s behavior can affect a teacher’s ability 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 good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his/her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) sending a student into the hallway briefly; (2) sending a student to the principal’s office for the remainder of the class time only; or (3) sending a student to a school counselor or other CA BOCES staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

   On occasion, a student’s behavior may become disruptive. For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher’s authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher’s classroom behavior 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.
If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he/she is being removed and an opportunity to explain his/her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he/she was removed from the classroom and give the student a chance to present his/her version of the relevant events within 24-hours.

The teacher must complete a student referral form and meet with the principal or his/her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.

Within 24-hours after the student’s removal, the principal or another CA BOCES administrator designated by the principal must notify the student’s parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he/she has the right, upon request, to meet informally with the principal or the principal’s designee to discuss the reasons for the removal.

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

The principal may require the teacher who ordered the removal to attend the informal conference. If at the informal meeting the student denies the charges, the principal or the principal’s designee must explain why the student was removed and give the student and the student’s parents a chance to present the student’s version of the relevant events. The informal meeting must be held within 48 hours of the student’s removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

The principal or the principal’s designee may overturn the removal of the student from class if the principal finds anyone of the following:
   a. The charges against the student are not supported by substantial evidence.
   b. The student’s removal is otherwise in violation of law, including CA BOCES Code of Conduct.
   c. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The principal or his/her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.
Each teacher must keep a complete log (on a CA BOCES provided form) for all cases of removal of students for his/her class. The principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student’s placement. Accordingly, no teacher may remove a student with a disability from his/her class until he/she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student’s rights under state or federal law or regulation.

5. **Suspension from school**

   Suspension from school is a severe penalty, 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 others.

   The board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the building principals.

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

   The superintendent or principal, upon receiving a recommendation or referral for suspension, or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

   a. **Short-term (5 days or less) suspension from school.**

      When the superintendent or principal (referred to as the “suspending authority”) proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student’s parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

      The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal. Both, the notice and informal conference, shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish.

      The notice and opportunity for an informal conference shall take place before the student is suspended unless the student’s presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student’s presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.
After the conference, the principal shall promptly advise the parents in writing of his/her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the superintendent’s decision, they must file a written appeal to the Board of Education with the CA BOCES clerk within 10 business days of the date of the superintendent’s decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

b. Long-term (more than 5 days) suspension from CA BOCES
When the superintendent determines that a suspension for more than five days may be warranted, he/she shall give written notice to the student and the student’s parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The superintendent shall personally hear and determine the proceeding or may, in his/her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. The hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.

An appeal of the decision of the superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the CA BOCES clerk within 10 business days of the date of the superintendent’s decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The board may adopt in whole or in part the decision of the superintendent. Final decisions of the board may be appealed to the Commissioner within 30 days of the decision.

c. Permanent suspension
Permanent suspension is reserved for extraordinary circumstances such as where a student’s conduct poses a life threatening danger to the safety and well-being of other students, school personnel or any other person lawfully on school property or attending a school function.

D. Minimum Periods of Suspension

1. Students who bring a weapon to school.
Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214.

The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the following:
   a. The student’s age
   b. The student’s grade in school
   c. The student’s prior disciplinary record.
   d. The superintendent’s belief that other forms of discipline may be more effective.
   e. Input from parents, teachers and/or others.
   f. Other extenuating circumstances.
A student with a disability may be suspended only in accordance with the requirements of state and federal law.

2. **Students who commit violent acts other than bringing a weapon to school.** Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the 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 penalty 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. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

3. **Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interferes with the teacher’s authority over the classroom.** Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom will be suspended from school for at least five days. For purposes of this Code of Conduct, “repeatedly is substantially disruptive” means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Educational Law §3214(3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student’s parent 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 penalty exceeds the minimum five-day suspension, the student and the student’s parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

E. **Referrals**

1. **Counseling**
   The Guidance Office shall handle all referrals of students to counseling.

2. **PINS Petitions**
   CA BOCES may file a PINS (Persons In Need of Supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:
   a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
   b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school.
   c. Knowingly and unlawfully possesses marijuana in violation of Penal Law §221.05 will be a sufficient basis for filing a PINS petition.

3. **Juvenile Delinquents and Juvenile Offenders**
   The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:
   a. Any student under the age of 16 who is found to have brought a weapon to school, or
   b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).
F. Discipline of Students with Disabilities

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

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

1. Authorized Suspensions or Removals of Students with Disabilities.
   a. For purposes of this section of the Code of Conduct, the following definitions apply.
      A “suspension” means a suspension pursuant to Education Law § 3214.
      A “removal” means a removal for disciplinary reasons from the student’s current educational placement other than a suspension and 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.
      An “IAES” means a temporary educational placement for a period of up to 45 days, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student’s current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.
   b. School personnel may order the suspension or removal of a student with a disability from his/her current educational placement as follows:
      i. The board, CA BOCES superintendent, or a 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.
      ii. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
      iii. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
      iv. The superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (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 school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
         o “Weapon” means the same as “dangerous weapon” under 18 U.S.C. §930(g) (w) which includes “a weapon, device, instrument, that is used for, or is readily capable of causing death or serious bodily injury, except...(for) a pocket knife with a blade of less than 2 ½ inches in length.”
         o “Controlled substance” means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law regulations applicable to this policy.
"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.

2. Change of Placement Rule
   a. A disciplinary change in placement means a suspension or removal from a student’s current educational placement that is either:
      i. for more than 10 consecutive school days; or
      ii. for a period of 10 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 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
   b. School 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.

   However, CA BOCES may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removal if the 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.

3. Special Rules Regarding the Suspension or Removal of Students with Disabilities
   a. The Committee on Special Education responsible for developing a student’s IEP shall:
      i. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the CA BOCES is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs, or controlled substances.
      ii. If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitutes a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.
          If one or more members of the CSE believe that modifications are needed, the district responsible for developing the student's IEP shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.
      iii. Conduct a manifestation determination review of the relationship between the student’s disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

   The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the CA BOCES is deemed to have had knowledge that their child was a student with a disability before the behavior precipitation disciplinary action occurred. If the CA BOCES is deemed to have had such knowledge the student will be considered a student presumed to have a disability for discipline purposes.
   • The superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the CA BOCES had knowledge the student was a student with a disability the CA BOCES either:
- conducted an individual evaluation and determined that the student is not a student with a disability, or
- determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the CA BOCES, which can include suspension.

b. The CA BOCES shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

c. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.

d. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner’s regulations incorporated into this code.

e. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student’s disability.

f. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the commissioner’s regulations incorporated into this code.

4. Expedited Due Process Hearings
   a. An expedited due process hearing shall be conducted in the manner specified by the Commissioner’s regulations incorporated into this code, if:
      i. The CA BOCES requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
      ii. The parent requests such a hearing from a determination that the student’s behavior was not a manifestation of the student’s disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student’s disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and CA BOCES agree otherwise.

If school personnel propose to change the student’s placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

b. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to CA BOCES and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

5. Referral to law enforcement and judicial authorities
In accordance with the provisions of IDEA and its implementing regulations:

a. CA BOCES may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student’s placement.

b. The superintendent shall 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.

G. Student Grievance Procedure
1. Proclamation
In compliance with the standards set for the governing of civil rights, all students are protected under the following grievance procedures.

NOTE: Certain areas, which are within the scope of professional teacher’s responsibilities, are not subject to grievance. (Example: interpretation of a subject and/or work experience in the area of the teacher’s expertise.)

2. Definition of a Grievance
A grievance is a complaint regarding an alleged violation of a student’s rights regarding grading, academic and laboratory work, dismissal, suspension, student conduct or discrimination.

3. Grievance Procedure
1.1 A student or a group of students have the right to submit a complaint informally to the staff member involved. If no satisfactory resolution occurs, a formal written complaint may be filed with a program coordinator and/or Building Principal within five (5) school days of the complaint.

1.2 The coordinator and/or Building Principal will conduct a hearing within five (5) school days of receiving the complaint and will respond in writing within five (5) school days of the hearing.

1.3 If the student and/or students are not satisfied with the settlement offered at the first level, within five (5) school days of the decision, an appeal may be made in writing to the Asst. Superintendent overseeing that educational program (Asst. Superintendent for Career and Technical Education, Asst. Superintendent for Special Education Programs, or the Asst. Superintendent for Instructional Support Services).

1.4 A hearing by the appropriate Asst. Superintendent with the student and faculty will be held within five (5) school days of the receipt of the appeal.
1.5 At the conclusion of the hearing, a decision will be made in writing by the Asst. Superintendent within five (5) school days.

1.6 If the student and/or group of students are not satisfied with the settlement at the Asst. Superintendent’s level, within five (5) school days of the decision, a written appeal may be carried to the CA BOCES Superintendent.

1.7 A hearing by the CA BOCES Superintendent with the student and faculty will be held within five (5) school days of the receipt of the appeal.

1.8 At the conclusion of the hearing, a decision will be made in writing by the CA BOCES Superintendent within five (5) school days.

1.9 If the student and/or group of students are not satisfied at the CA BOCES Superintendent level, they may appeal to the final level, which is the Board of Education.

1.10 A hearing by the Board of Education will be held within ten (10) days of the receipt of the written appeal and a decision in writing submitted within five (5) school days of the conclusion of the hearing.

H. Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any CA BOCES employee is strictly forbidden. However, corporal punishment shall not mean the use of reasonable physical force for any of the following purposes where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect the property of the school or others.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of CA BOCES functions, powers and duties, if that student had refused to refrain from further disruptive acts.

CA BOCES will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with the Commissioner’s regulations.

I. Student Searches and Interrogations

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or CA BOCES Code of Conduct. Students are not entitled to any sort of “Miranda” type warning before being questioned by school officials, nor are school officials required to contact a student’s parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the board authorizes the superintendent, building principals, the school nurse and/or CA BOCES security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the CA BOCES Code of Conduct.

An authorized school official may conduct a search of a student’s belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student’s belongings, including a vehicle if on CA BOCES’ property, based upon reliable information.

Before searching a student or the student’s belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the CA BOCES code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.
Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

1. Student Lockers, Desks and other School Storage Places
   The rules in this Code of Conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

2. Strip Searches
   A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat or jacket. If an authorized school official believes it is necessary to conduct a strip search of a student, the school official may do so only if the search is authorized in advance by the superintendent or the school attorney. The only exception to this rule requiring advanced authorization is when the school official believes there is an emergency situation that could threaten the safety of the student or others.
   Strip searches may only be conducted by an authorized school official of the same sex as the student being searched and in the presence of another CA BOCES professional employee who is also of the same sex as the student. Before conducting a strip search, the school official must consider the nature of the alleged violation, the student’s age, the student’s record and the need for such a search. School officials will attempt to notify the student’s parent by telephone before conducting a strip search, or in writing after the fact if the parent could not be reached by telephone.

3. Documentation of Searches
   The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:
   a. Name, age and grade of student searched.
   b. Reasons for the search.
   c. Name of any informant(s).
   d. Purpose of search (that is, what item(s) were being sought).
   e. Type and scope of search.
   f. Person conducting search and his or her title and position.
   g. Witnesses, if any, to the search.
   h. Time and location of search.
   i. Results of search (that is, what items(s) were found).
   j. Disposition of items found.
   k. Time, manner and results of parental notification.
   The building principal or the principal’s designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The principal or his or her designee shall clearly label each item(s), until the item(s) is turned over to the police. The principal or his or her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

4. Police Involvement in Searches and Interrogations of Students
   CA BOCES officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in school or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:
   a. A search or an arrest warrant; or
b. Probable cause to believe a crime has been committed on school property or at a school function; or
c. Been invited by school officials.

Before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student’s parent to give the parent the opportunity to be present during the police questioning or search. If the student’s parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:
   a. They must be informed of their legal rights.
   b. They may remain silent if they so desire.
   c. They may request the presence of an attorney.

5. Child Protective Services Investigations

Consistent with the CA BOCES commitment to keep students safe from harm and the obligation of school officials to report to Child Protective Services when they have reasonable cause to suspect that a student has been abused or maltreated, CA BOCES will cooperate with local Child Protective Services workers who wish to conduct an interview of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by Child Protective Services to interview a student on school property shall be made directly to building principal or his or her designee. The principal or his or her designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interview and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the Child Protective Services worker to verify the allegations, the school nurse or other CA BOCES medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a Child Protective Services worker or CA BOCES official of the opposite sex.

A Child Protective Services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent’s consent.

IX. Student Progress

A. Grades for Students enrolled in CTE Programs

A student’s grade will be based upon performance assessments, written assessments, and professional responsibilities as defined by your program of study. Grades will be reported to your home school four times a year. The passing grade is 65. However, a final marginal grade (65) in your first year’s work may jeopardize your chance of being allowed to return for the second year of the program. Final assessments are a mandatory requirement for graduation.

All students completing a High School Diploma are required to have three credits of Math, three credits of Science, and four credits of ELA. Math, Science, and ELA content is delivered within the Career and Technical Education program using the collaborative teaching model, in which CTE teachers and certified Math, Science and English teachers work closely together to plan, deliver, and assess the academic content in each CTE program. All students who are enrolled in Career and Technical Education programs will receive instruction in related math, science and ELA content as part of their course of study. Each course (math, science, ELA and CTE) must have a grade assigned at the completion of each marking period and at the conclusion of the school year.
Students, who complete all components of their CTE program, including the academic components, are eligible to receive the third credit of Math, third credit of Science, and the fourth credit of ELA required for a high school diploma. In order to receive this credit, the student must pass at least one regents exam in each of these academic areas.

Excessive absences prevent students from meeting the participation, academic, and performance requirements of CTE programs. Any student who does not meet the academic, attendance, or performance requirements of their career and technical program will receive an incomplete or a failure.

In the event of a student’s absence due to medical, educational, or extenuating personal reasons beyond the student’s control, the student and appropriate instructors are required to meet and jointly identify class work missed during the absence and arrange for the missed class work to be made up. It is expected that a student’s parent or guardian will follow up with the instructor to ensure arrangements for the making up the missed work have been made. Upon completion of the missed class work, the student will be given appropriate credit.

**B. Career Portfolio**

All CTE students will be required to develop and complete a portfolio. Each student will be given a three-ring binder at the beginning of the school year that contains a grading rubric and dividers for materials to be included in the portfolio throughout your course of study. It is important that students add to their portfolio throughout the school year as they prepare for careers and further study. The result will be a portfolio that will promote you and your career. Your portfolio will count for 1/3 of your final assessment (exam) grade, and are mandatory for graduation. For more information, please see the “Student Guide for Career Portfolios”.

**C. Certificate of Completion**

CTE students who complete their course of study will be given a “Certificate of Completion”. All completers of CTE programs receive a student profile that outlines the skills they have achieved.

**D. CTE Technical Endorsement**

Students enrolled in an approved CA BOCES Career and Technical Education (CTE) program who successfully complete all requirements may earn a technical endorsement to be affixed to your high school diploma. Requirements leading to the technical endorsement include:

1. The student must earn a Local or Regents High School Diploma.
2. The student must meet or exceed the New York State cut score on the written and performance Technical Assessment approved for that CTE program.
3. Successfully complete an internship/work based experience.
4. Students must earn a final grade of 65 or better on their Career Portfolio.
5. Students must earn a final grade of 65 or better in their CTE program and in each of the core academic areas (Math, Science and ELA).

**X. Attendance**

Board Policy 7110, *Comprehensive Secondary Student Attendance Policy*:

**A. Statement of Overall Objectives**

The BOCES is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. The BOCES recognizes that consistent school attendance, academic success, and school completion have a positive correlation, and therefore has developed, and, if
necessary, will revise a Comprehensive Student Attendance Policy to meet the following objectives:

1. Increase school completion for all students.
2. Raise student achievement and close gaps in student performance.
3. Identify attendance patterns in order to design attendance improvement efforts.
4. Know the whereabouts of every student for safety and other reasons.
5. Verify that individual students are complying with education laws relating to compulsory attendance.
6. Determine the BOCES' average daily attendance or report attendance to the home school district for state aid purposes.

B. Description of Strategies to Meet Objectives
The BOCES will:

1. Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.
2. Develop a Comprehensive Student Attendance Policy based upon the recommendations of a multifaceted BOCES Policy Development Team that includes representation from the Board, administrators, teachers, students, parents, and the community. The BOCES will hold at least one public hearing prior to the adoption of this collaboratively developed Comprehensive Student Attendance Policy.
3. Maintain accurate recordkeeping via a Register of Attendance to record attendance, absence, tardiness, or early departure of each student.
4. Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.
5. Develop early intervention strategies to improve school attendance for all students.

C. Determination of Excused and Unexcused Absences, Tardiness, and Early Departures
Based upon the BOCES' education and community needs, values, and priorities, the BOCES has determined that absences, tardiness, and early departures will be considered excused or unexcused according to the following standards:

1. **Excused:** An absence, tardiness, or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations, home school district excused, or other reasons as may be approved by the Board.
2. **Unexcused:** An absence, tardiness, or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, haircut, obtaining learner's permit, road test, oversleeping).

BOCES students attending programs in a school district operated building will follow the host building's school district attendance policy for excused and unexcused absences. All other BOCES students' absences will be classified as listed above.
A written excuse signed by a parent or person in parental relation should be presented by the student when returning to school following each absence.

D. Student Attendance Recordkeeping/Data Collection
The record of each student's presence, absence, tardiness, and early departure will be kept in a register of attendance in a manner consistent with Commissioner's regulations. An absence, tardiness, or early departure will be entered as "excused" or "unexcused" along with the BOCES code for the reason.

Attendance will be taken and recorded in accordance with the following:

1. For students in non-departmentalized kindergarten through grade 8 (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.), the student's presence or absence will be recorded after the taking of attendance once per school day, provided that students are not dismissed from school grounds during a lunch period. Where students are
dismissed for lunch, their presence or absence will also be recorded after the taking of attendance a second time upon the student’s return from lunch. For purposes of APPR and Teacher-Student Data Linkages (TSDL), classroom attendance for all students in grades K through 12 must be recorded on a subject by subject basis for Teacher of Record Determinations.

2. For students in grades 9 through 12 or in departmentalized schools at any grade level (i.e., students pass individually to different classes throughout the day), each student's presence or absence will be recorded after the taking of attendance in each period of scheduled instruction.

3. Any absence for a school day or portion thereof will be recorded as excused or unexcused in accordance with the standards articulated in this policy.

4. In the event that a student at any instructional level from grades K through 12 arrives late for, or departs early from, scheduled instruction, the tardiness or early departure will be recorded as excused or unexcused in accordance with the standards articulated in this policy.

A record will be kept of each scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of or damage to a school building, or other cause as may be found satisfactory to the Commissioner of Education.

Attendance records will also indicate the date when a student withdraws from enrollment or is dropped from enrollment in accordance with Education Law Section 3202(1-a).

At the conclusion of each class period or school day, all attendance information will be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness, or early departure will be coded on a student's record in accordance with the established BOCES or building procedures.

E. Student Attendance and Course Credit Recommendation

The BOCES believes that classroom participation is related to, and affects, a student's performance and grasp of the subject matter and, as such, is properly reflected in a student's final grade. For purposes of this policy, classroom participation means that a student is in class and prepared to work. Consequently, for each marking period, a certain percentage of a student’s final grade will be based on classroom participation as well as the student's performance on homework, tests, papers, projects, etc., as determined by the building administrator or classroom teacher.

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused student absences, tardiness, and early departures will affect a student's grade, including credit for classroom participation, for the marking period.

At the middle school/senior high school level, any student with more than 18 absences in a course may not receive credit for the course. However, students with properly excused absences, tardiness, and early departures for which the student has performed any assigned make-up work, assignments, and/or tests will not be counted as an absence for the purpose of determining the student’s eligibility for course credit. BOCES procedures will specify how student tardiness and early departures will be calculated and factored into the BOCES' minimum attendance standard.

However, the BOCES may not deny course credit to a student who has exceeded the allowable number of absences but taken all tests, completed missed class work, and secured a passing grade.

For summer school and courses meeting 1/2 year or 1/4 year, the same policy will apply and a calculation of the unexcused absences will be prorated accordingly.

Transfer students and students re-enrolling after having dropped out will be expected to attend a prorated minimum number of the scheduled class meetings during their time of enrollment.
Students will be considered in attendance if the student is:

1. Physically present in the classroom or working under the direction of the classroom teacher during the class scheduled meeting time; or
2. Working under an approved independent study program; or
3. Receiving approved alternative instruction.

Students who are absent from class due to their participation in a school-sponsored activity must arrange with their teachers to make up any work missed in a timely manner as determined by the student's teacher. Attendance at school-sponsored events where instruction is substantially equivalent to the instruction which was missed will be counted as the equivalent of regular attendance in class.

Upon returning to school following a properly excused absence, tardiness, or early departure, it will be the responsibility of the student to consult with his or her teacher(s) regarding arrangements to make up missed work, assignments, and/or tests in accordance with the time schedule specified by the teacher.

BOCES students attending programs in a school district operated building will follow the host building's school district attendance policy as it relates to course grading and credit.

**Notice of Minimum Attendance Standard/Intervention Strategies Prior to the Denial of Course Credit**

In order to ensure that parents or persons in parental relation and students are informed of the BOCES' policy regarding minimum attendance and course credit, and the implementation of specific intervention strategies to be employed prior to the denial of course credit to the student for insufficient attendance, the following guidelines will be followed:

Copies of the BOCES' Comprehensive Student Attendance Policy will be available to parents or persons in parental relation and provided to students at the beginning of each school year or at the time of enrollment in the BOCES.

School newsletters and publications will include periodic reminders of the components of the BOCES' Comprehensive Student Attendance Policy. Copies of the Attendance Policy will also be included in parent or student handbooks or posted on the BOCES website.

At periodic intervals, a designated staff member(s) will notify, by telephone, the parent or person in parental relation of the student's absence, tardiness, or early departure and explain the relationship of the student's attendance to his or her ability to receive course credit. If the parent or person in parental relation cannot be reached by telephone, a letter will be sent detailing this information.

A designated staff member will review the BOCES' Attendance Policy with students who have excessive and/or unexcused absences, tardiness, or early departures. Further, appropriate student support services within the BOCES, as well as the possible collaboration or referral to community support services and agencies, will be implemented prior to the denial of course credit for insufficient attendance by the student.

**F. Notice of Students who are Absent, Tardy, or Depart Early Without Proper Excuse**

A designated staff member will notify by telephone the parent or person in parental relation to a student who is absent, tardy, or departs early without proper excuse. The staff member will explain the BOCES' Comprehensive Student Attendance Policy, the BOCES' or building level intervention procedures, and, if appropriate, the relationship between student attendance and course credit. If the parent or person in parental relation cannot be reached by telephone, the staff
member will provide the notification by mail. Further, the BOCES’ Attendance Policy will be mailed to the parent or person in parental relation to promote awareness and help ensure compliance with the policy.

If deemed necessary by appropriate school officials, or if requested by the parent or person in parental relation, a school conference will be scheduled between the parent or person in parental relation and appropriate staff members in order to address the student’s attendance. The student may also be requested to attend this conference in order to address appropriate intervention strategies that best meet the needs of the student.

G. Chronic Absenteeism
Chronic absenteeism is defined as missing at least 10% of enrolled school days in a year for any reason, excused or unexcused. Chronic absenteeism differs from truancy because it emphasizes missed instructional time rather than unexcused absences. Missed instructional time can increase a student’s risk for disengagement, low achievement, and dropping out, among other things.

Students who miss at least 5% of enrolled school days in a year are at risk of becoming chronically absent. In light of this, the BOCES will implement intervention strategies for students who miss 5% or more of the enrolled school days in a year.

H. Attendance Incentives
In order to encourage student attendance, the District Superintendent will develop and implement program/grade-appropriate strategies and programs.

I. Disciplinary Consequences
Unexcused absences, tardiness, and early departures will result in disciplinary sanctions as described in the BOCES Code of Conduct. Negative consequences will not be imposed, however, where the absence, tardiness, or early departure is related to homelessness. Consequences may include, but are not limited to, in-school suspension, detention, and denial of participation in extracurricular activities. Parents or persons in parental relation will be notified by designated BOCES personnel at periodic intervals to discuss their child’s absences, tardiness, or early departures and the importance of class attendance and appropriate interventions. Individual buildings and grade levels will address procedures to implement the notification process to the parent or person in parental relation.

J. Intervention Strategy Process
In order to effectively intervene when an identified pattern of excused absences, unexcused absences, tardiness, or early departures occur, the District Superintendent will develop and implement program/grad level strategies for continuous improvement.

K. Appeal Process
A parent or person in parental relation may request a building level review of his or her child’s attendance record.

L. Building Review of Attendance Records
The building principal will work in conjunction with the building attendance clerk and other designated staff in reviewing attendance records at the end of each term. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of unexcused absences, tardiness, and early departures.

M. Annual Review by the Board
The Board will annually review the Career and Technical Education building level student attendance records and if those records show a decline in student attendance, the Board will make any revisions to the Policy and plan deemed necessary to improve student attendance.
N.  Community Awareness

The Board will promote necessary community awareness of the BOCES’ Comprehensive Student Attendance Policy by:
1. Providing a plain language summary of the policy to parents or persons in parental relation to students at the beginning of each school year and promoting the understanding of this policy to students and their parents or persons in parental relation;
2. Providing each teacher, at the beginning of the school year or upon employment, with a copy of the policy; and
3. Providing copies of the policy to any other member of the community upon request.

XI.  Student Welfare

A.  Accidents
ALL accidents and illnesses should be reported to your instructor, or if not in class, the main office. An accident report form will be filled out for all accidents that result in injury.

B.  Safety
The specialized nature of each course requires that you observe all safety rules that your instructor establishes, whether you agree with them or not. All students will receive safety instruction in each class. If safety rules are violated, a student will not be allowed to work until he/she is willing to meet the requirement. Safety glasses are issued to each student who works in a shop area. Students must wear their glasses whenever work is in progress, even if they are only watching others work. Loss of vision due to a shop accident might cause a student to be unemployable.

C.  Fire and Emergency Drills
To be prepared for an emergency or crisis provisions have been made for shelter, evacuation, early dismissal, annual written notification to students and staff, an annual emergency drill, and coordination with local emergency preparedness coordinators.

You will be instructed in the proper method of leaving the building for fire drills. As with the fire drills in your home school, all students are responsible for leaving the building quickly and quietly and for remaining outside the building until a call for return is announced. No one is permitted to remain in the building while a fire drill is in progress.

Every teacher and administrator has the legal responsibility to provide a safe school environment and to promote the safety of all individuals connected with the school. One of the responsibilities is the preparation of detailed plans for action in an emergency brought about by any disaster that may occur in school or in the community.

The need for emergency action goes beyond our ordinary safety measures and those associated with fire prevention. It is incumbent upon schools to develop comprehensive emergency and disaster plans to cover students, staff, and visitors for their protection, evacuation, and other contingencies. Copies of the District Emergency Plan are available for your review through the CA BOCES Health & Safety Department or on the website.

In the event of a real emergency, students may need to be evacuated from the premises according to our District Emergency Plan. Depending upon the nature of the emergency, students could either be returned to their component school district or temporarily relocated to another nearby component school.
circumstances parents or guardians may need to be contacted directly. If you are concerned about your child during an emergency, please call the main number of the building where your child is located. Student safety is our primary concern.

D. Field Trips
Off Campus Release: From time to time, it might be necessary for your son/daughter to be engaged in educational activities away from their school. This will be part of their educational program and under the supervision of their teacher.

A parent’s signature is required on the Student Information Sheet authorizing the center to transport the students to and from the off-school premises as our instructional program dictates.

E. Textbooks-Uniforms-Tools
Textbooks are provided and should be treated as loans to be returned in satisfactory condition. Students are financially responsible for damaged or lost books.

Uniforms, when required, should be kept neat and clean. If a student is not in uniform, he/she will not be permitted to work. He/she may be given another assignment and their progress will be affected.

Basic tools are assigned to the students in each course. They may, however, want their own set of tools and may need some tools in order to be employable. Their instructor will indicate what kinds of tools and equipment students must purchase for their course.

Most required items may be purchased in the Career and Technical Education school store when available, or in your local community. Uniforms are generally purchased for a whole class at one time. Consult your instructor before any uniforms are bought.

Because of the technical nature of our courses, all students are encouraged to keep and maintain a notebook. Each instructor will discuss regulations with regard to the notebook’s specific make up.

F. Lockers
Teachers assign student lockers, when available. The school assumes no responsibility for property kept in lockers. Lockers are school property, therefore, they are subject to periodic inspections.

The school will provide keys or locks when available. A deposit fee will be charged per lock. This fee will be returned when the key/lock is turned in at the close of the school year.

G. Student Visitors
The Career and Technical Education Center welcomes visitors at all times. All visitors are required to report to the main office before visiting class areas. The classes are work areas where students may not bring friends without permission from the main office. A student who wishes to bring a friend must secure a visitor’s pass signed by his/her parent, home school counselor or principal, Career and Technical Educational teacher, and the CA BOCES main office at least one day before the scheduled visit.
H. Photo Release
Throughout the year, local media or Career and Technical Education agents will be photographing or video-taping at our center. This permission will allow interested media/Career and Technical Education agents to photograph/videotape a student for the purpose of public relations in promoting individual/school programs.

I. Career Services for Students
The Career and Technical Education Center provides a variety of services to assist you in discovering, establishing, and attaining your academic, career and personal goals. These services are offered to all students and are available at any time.

All students are encouraged to come to the career services office to discuss:
1. Progress toward your chosen career, including course changes and interpretation of your grades.
2. Problems of a personal nature.
3. Further educational opportunities.
4. Interpretation of school policies, procedures and regulations.
5. Job availability and the general employment outlook for the local labor market.
6. Armed Forces information.
7. Internship opportunities.

Certificate of Completion – a student who successfully completes his/her course will be given a Certificate of Completion, indicating the proficiencies achieved at the area center.

J. The Family Education Rights and Privacy Act (FERPA)
CA BOCES shall annually inform parents or eligible students of their right to refuse the release of student directory information and indicate a time period for their response. Following such notice and a reasonable period CA BOCES may release such information to an outside group without individual consent.

The Family Education Rights and Privacy Act (FERPA) defines student directory information as the following: name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height (if members of athletic teams), degrees and awards received, and the name of the educational agency or institution previously attended by the student.

K. Notice Regarding Asbestos Management Plans
The Board of Cooperative Educational Services of Cattaraugus-Allegany-Erie-Wyoming Counties (CA BOCES) provides notice that all facilities owned, leased or operated by CA BOCES have been inspected for the presence of asbestos-containing materials (ACBM) and the required triennial re-inspections have been performed. These inspections were required by recently enacted EPA regulations and were performed by accredited inspectors.

No friable ACBM was found at the Career and Technical Education Centers at Olean, Ellicottville, and Belmont. Plans for periodic surveillance, maintenance and possible abatement of ACBM have been developed for all facilities. Copies of the management plans are available for public inspection during business hours in the CA BOCES administrative office located at the Center at Olean 1825 Windfall Road, Olean, NY and in the administrative office at each of the facilities. Questions concerning the inspections and management’s plans should be made to the Health and Safety Department at 716-376-8249.
L. **Pesticides & Other Potentially Hazardous Materials**

CA BOCES has adopted Integrated Pest Management (IPM) as an effective and environmentally sensitive approach to pest management. IPM uses common sense practices to control pests by taking advantage of various pest management options including the judicious use of pesticides. The New York State Education Law 409-h requires CA BOCES to inform staff and persons in parental relations of pesticide use in CA BOCES buildings and on CA BOCES grounds. The pesticide notification process consists of three parts:

1. **Initial Annual Notification** — At the beginning of each school year all staff and persons in parental relations will be informed that there is potential pesticide use at school facilities (buildings and grounds), that CA BOCES will maintain a list of individuals wishing to receive notification 48 hours prior to actual pesticide use, and that CA BOCES is the school district’s Integrated Pest Management contact.

2. **48-Hour Prior Notification** — Staff and persons in parental relations may ask to be notified 48 hours in advance of pesticide use in facilities where they regularly work or have children regularly attending classes. CA BOCES must keep a list of these individuals and provide them with written notification at least 48 hours before pesticide use giving date, location, and name of pesticide used.

3. **Interim (Summary) Notifications** — Within two days of the end of winter and spring recess, and within 10 days of the beginning and end of the school year all staff and persons in parental relation must be notified of pesticide use since the last notification.

CA BOCES is required to keep a list of individuals wishing to be notified at least 48 hours in advance before pesticide use at the facilities in which they work or have a child attending classes. If you wish to have your name placed on the 48-hour pesticide notification list, please complete the Pesticide Use Notification List Request form and return it to CA BOCES. Should anyone have questions about the Integrated Pest Management Program or pesticide used at CA BOCES, contact the Health and Safety Department at 716-376-8249.

M. **School Closings**

Classes will be in session in accordance with the CA BOCES calendar, except for emergency closings. If the Career and Technical Education centers are to be closed, announcements will be made over the following radio stations:

<table>
<thead>
<tr>
<th>Television Stations</th>
<th>WKBW Channel 7</th>
<th>WIVB Channel 4</th>
<th>WGRZ- Channel 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buffalo</td>
<td>WBEN</td>
<td>930 AM</td>
<td>WKSE</td>
</tr>
<tr>
<td>Buffalo</td>
<td>WTSS</td>
<td>1460 AM</td>
<td>98.5 FM</td>
</tr>
<tr>
<td>Olean</td>
<td>WHDL</td>
<td>1360 AM</td>
<td>102.5 FM</td>
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<tr>
<td>Salamanca</td>
<td>WQGO</td>
<td>1590 AM</td>
<td>95.7 FM</td>
</tr>
<tr>
<td>Wellsville</td>
<td>WLSV</td>
<td>790 AM</td>
<td>101.5 FM</td>
</tr>
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Whenever the CTE Centers are closed, all other activities at the closed centers are also cancelled. This includes evening Workforce Development/Community Learning programs.

N. **Student Organizations**

The following organizations with similar goals and objectives are available for student membership on a voluntary basis, and they are co-curricular activities of the Career and Technical Education curriculum. Each is affiliated with state and national charters.
**SkillsUSA** – SkillsUSA is a partnership of students, teachers, and industry, working together to ensure America has a skilled workforce. SkillsUSA is a national organization serving teachers and high school and college students who are preparing for careers in technical, skilled and service occupations, including health occupations.

**FFA** – FFA is a dynamic youth organization that is a part of agricultural education programs, such as Animal Science and Natural Resources. FFA connects students to exciting careers in the science, business and technology of agriculture. Members are involved in leadership, academic and career experiences essential for success.

**NTHS** – National Technical Honor Society is a nationally recognized organization serving schools and colleges throughout the United States since 1984. Nomination to the NTHS is based on performance at the home school and the Career and Technical Education Center. A minimum cumulative average of 85 at the home school and 90 at the Career Tech Center, as well as nomination by the instructor is required. Qualities of leadership and good citizenship are also considered.

**O. Visitors to the Schools**
The Board encourages parents and other citizens to visit the CA BOCES Career and Technical Education centers and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal or his/her designee is responsible for all persons in the building and on the grounds. For this reason, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to CA BOCES must report to the main office upon arrival at the school. There they will be required to sign the visitor’s register and will be issued a visitor’s identification badge, which must be worn at all times while in the school or on CA BOCES grounds. The visitor must return the identification badge to the principal’s office before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

**XII. Public Conduct on School Property**
CA BOCES is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, “public” shall mean all persons when on school property or attending a school function including students, teachers and CA BOCES personnel.
The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. CA BOCES recognizes that free inquiry and free expression are indispensable to the objectives of the CA BOCES. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons are expected to be properly attired.

A. Prohibited Conduct
No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy CA BOCES’ property or the personal property of a teacher, administrator, other CA BOCES employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
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, distribute or exchange alcoholic beverages, illegal substances, or controlled substances, or be under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except as specifically authorized by CA BOCES.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable CA BOCES officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function. Such policies are available on the CA BOCES website and/or upon request.

B. Penalties
Persons who violate this code shall be subject to the following penalties:

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. Students. They shall be subjected to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights they may have.
5. Staff members other than those described in subdivisions 3 and 4. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.
C. Enforcement

The building principal or his/her designee shall be responsible for enforcing the conduct required by this code. When the building principal or his/her designee sees an individual engaged in prohibited conduct, which in his/her judgment does not pose any immediate threat of injury to persons or property, the principal or his/her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his/her designee shall also warn the individual to stop. The principal or his/her designee shall also warn the individual of the consequences for failing to stop. If the person 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 principal or his/her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

CA BOCES shall initiate disciplinary action against any student or staff member, as appropriate, with the “Penalties” section above. In addition, CA BOCES reserves its right to pursue a civil or criminal legal action against any person violating the code.

XIII. Dissemination and Review

The Board will work to ensure that the community is aware of this Code of Conduct by:
1. Providing copies of a summary of the code to all students at the beginning of each school year.
2. Providing copies of a summary of the Code to all students, in an age-appropriate, plain-language version, at a general school assembly held at the beginning of each school year.
3. Making copies of the code available to all parents at the beginning of the school year.
4. Providing a summary of the Code of Conduct written plain language to all parents of CA BOCES’ students before the beginning of the school year and making this summary available later upon request.
5. 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.
6. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
7. Making copies of the code available for review by students, parents and other community members.
8. The Board will sponsor an in-service education program for all CA BOCES staff members to ensure the effective implementation of the Code of Conduct. The superintendent may solicit the recommendations of CA BOCES staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

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

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

Before adopting any revisions to the code, the Board will hold at least one public hearing at which school personnel, parents, students, and any other interested party may participate.
The Code of Conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.

The District shall post the complete Code of Conduct (with all amendments and annual updates) on the District's website, if available. The District shall file a copy of its Code of Conduct and any amendments with the Commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

XIV. Career and Technical Education Course Offerings

Animal Science
Audio Visual Production (Olean)
Automotive Technology
Carpentry and Construction Trades (Belmont & Ellicottville)
Collision Repair and Auto Body Technology
Cosmetology
Criminal Justice
Culinary Arts
Early Childhood Education and Human Services
Early Entry CTE (Belmont & Ellicottville)
Heavy Equipment Operations (Belmont & Ellicottville)
Media Communication Technology
Medical Assisting
Natural Resources (Belmont & Ellicottville)
New Visions Educational Careers (Olean)
New Vision – Health Professions (Belmont & Olean)
Power Equipment Technology (Ellicottville)
Product Design and Manufacturing (Olean)
Pre-Engineering and CADD (Belmont)
Welding and Metal Fabrication
Dear Parent:

For the safety of your child/teenager, we are asking you to take a moment to complete the following information, only if applicable, and return this form to the office of the CABOCES location you attend. It is extremely important that we have accurate and current information in regards to custody issues and those who are allowed, or not allowed, to pick up your child/teenager from school.

Sincerely,

Scott Payne
District Superintendent and Chief Executive Officer

Student’s Name: ________________________________

Primary Placement

(With Whom) ____________________________________ (Street Address) ________________________________

(Phone Number with Area Code) ______________________ (City, State, Zip Code) ______________________________

Joint or full custody: ________________________________ (With Whom) ________________________________

Can both parents pick the student up from school? □ Yes □ No

If no, who can? ________________________________________

**Copies of custody papers MUST be on file in the Attendance Office**

Signature of Parent: __________________________________ Date: ____________________________
August 2021

Dear Parents & Guardians

RE: Pesticide Notification

Although we are not required to do so, this letter is notifying you of our school’s plan regarding the application of pesticides. We are not using any products in our school building which come under the regulation known as the Pesticide Notification Education Law 409-h, however, we will be using the following products to control ants, cockroaches, and other unwanted insects: baits, gels and granular products that contain boric acid and/or disodium octaborate tetrahydrate. We may also use growth regulators so that the pests do not mature and breed if they should hatch out from eggs brought into the school on food products, containers, or by persons entering the building. Also, it may become necessary to use an aerosol spray to protect our students and staff from stinging and biting insects, which includes venomous spiders, bees, wasps, and hornets. These emergency applications if needed, will be done by certified pest control applicators.

Rodent control will be accomplished by using cultural controls such as regular trash pickup, not leaving food items out to attract pests, and other sanitation methods. We will only use traps as a means of mechanical control because poisons are too hazardous to be used in a school setting.

Weeding will control unwanted vegetation for the most part, but if application of a herbicide should be necessary to control poison ivy or other harmful weeds, it will occur over a long weekend, which will nullify any harmful effects associated with the application.

Anti-microbial products have been excused from the notification law for practical reasons. Germs, fungi, and molds need to be controlled for health reasons, and our school will be using them to control disease.

This letter is sent to inform you of the district’s plan to use the least toxic approach to pest control and to outline the steps we are using to control unwanted pests. Our integrated pest management plan is designed to effectively manage pest control and continually monitor the situation through feedback, monitors, and inspections. We will readjust and update the plan to ensure the safety and health of all building occupants. If you have any questions, please contact the CA BOCES Center at 716-376-8249.

Sincerely,

Scott Payne
District Superintendent and Chief Executive Officer
August 2021

Dear Parent/Guardian:

**RE: Student Information to Military Recruiters & Institutions of Higher Learning**

The Cattaraugus-Allegany Erie Wyoming BOCES must disclose to military recruiters and institutions of higher learning, upon request, the names, addresses and telephone numbers of our high school students. However, we must also notify parents/guardians of their rights and the rights of their children to request, in writing, that the district **NOT** release such information if it is requested.

Parents/guardians or students who are at least 18 years old, wishing to exercise their option to withhold their consent to the release of the above information to military recruiters and institutions of higher learning must sign and return the attached form below to the office of the CABOCES location you attend **September 13, 2021**.

Sincerely,

Scott Payne
District Superintendent and Chief Executive Officer

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**NOTIFICATION TO CABOCES**

Re: Reservation of Consent for the Release of Certain Student Information under the **Every Student Succeeds Act**

Please **DO NOT** release the name, address or telephone number of ____________________________________________ (Print Name of Student) to military recruiters or institutions of higher learning.

(Parent/Guardian Signature) ____________________________________________ Date __________

Student Signature, if 18 years old or older ____________________________________________ Date __________

Please return to the CABOCES location you attend:

- CTE Center at Belmont, 5536 County Route 48, Belmont NY 14813 - Phone: 716-376-8322
- CTE Center at Ellicottville, 5550 Route 242E, Ellicottville NY 14731 - Phone: 716-376-8300
- CTE Center at Olean, 1825 Windfall Road, Olean, NY 14760 - Phone: 716-376-8265

Career and Technical Education Center at Olean
1825 Windfall Road • Olean NY 14760-9303
(716) 376-8371 • fax (716) 376-8450
Student’s Legal Name: ___________________________ (last) ___________________________ (first) (middle) ___________________________ Date of Birth: ____________ (mm/dd/yyyy)

Mailing Address: _________________________________________________________________ City, State, Zip: ___________________________

Home Phone: ___________________________ School: ___________________________ Grade Level: ___________________________

(Include Area code) Student Email: ___________________________ Student Cell #: ___________________________ (Include Area code)

Is the student Hispanic or Latino? ☐ Yes ☐ No What is the student race? ☐ White ☐ Black or African American

☐ American Indian or Alaska Native ☐ Native Hawaiian/Other Pac Islander ☐ Asian

CONTACT #1: (Parent/Guardian Residing with student)

Name: ___________________________ Relationship: ____________ Email address: ___________________________

Home phone: ___________________________ Work Phone: ___________________________ Ext. ___________________________ Cell Phone: ___________________________

(Include Area code) (Include Area code) (Include Area code)

Employer: ___________________________ Occupation: ____________ Has Full Custody? Yes ☐ No ☐

CONTACT #2:

Name: ___________________________ Relationship: ____________ Email address: ___________________________

Home phone: ___________________________ Work Phone: ___________________________ Ext. ___________________________ Cell Phone: ___________________________

(Include Area code) (Include Area code) (Include Area code)

Mailing Address: ___________________________

Mailing City, State, Zip: ___________________________ Employer: ___________________________

Occupation: ___________________________ Should contact 2 receive separate parent mailings? Yes ☐ No ☐ Has Joint Custody? Yes ☐ No ☐

PLEASE COMPLETE OTHER SIDE
IN CASE OF EMERGENCY: (Whom do we contact if Contacts #1 or #2 are not available?)

Name: ______________________  Relationship: ________  Phone 1: __________________________

(Include Area code)  Phone 2: __________________________

(Include Area code)

Do you have internet available at home? Yes [ ] No [ ]

Does your school provide a laptop? Yes [ ] No [ ] or an IPad? Yes [ ] No [ ]

Medical Information:
What health or medical information should we know?  ie: allergies, special diet, seizures, physical needs, medications? (Your doctor must give written permission for medication to be given at school.):

Name of Primary Care Physician: ________________________________________________

Phone Number: __________

Student Records Release Authorization:
I give permission for Cattaraugus-Allegany BOCES, to release placement records, including grades, attendance, skill profiles and placement file to employers and colleges.

Release of Information:
In order to satisfy NYS Ed. Dept. reporting requirements, we are requesting that parents authorize the release of information from each student’s home district school records including: school grades, testing records, participation in remediation/academic intervention services, and Federal School Lunch programs. All information reported will be kept confidential and will only be used to comply with NYS Ed. reporting requirements. I understand this authorization can be rescinded at any time with written notice.

Student Use of Computerized Information Resources:
• I, the student agree to abide by the rules and regulations pertaining to computer use as detailed in the Student Code of Conduct. I further realize that this is a privilege, not a right, to receive access to the CABOCES computer systems and should I not follow the rules, my privileges may be suspended.

• I, the parent/guardian have read and understand that the computer usage policy is a privilege, not a right, and should my child not abide by the rules, this privilege may be suspended.

Photo Release:
[ ] I hereby give permission for the use of my child’s photographs/videotape taken during the course of the school year for publicity, promotional and/or educational purposes (including publications, presentation or broadcast via newspaper, internet or other media sources).

[ ] I do not give my permission for my child’s photographs/videotape taken during the course of the school year.

Student Handbook/Code of Conduct Acknowledgements:
I have read, understand, and approve of the policies and regulations in the student handbook/code of conduct. By signing below, I acknowledge that I have read, understand and agree to all of the policies and procedures.

________________________  __________________________  __________________________
(Parent/Guardian Signature)  (Date)  (Student Signature)  (Date)
# Cattaraugus-Allegany BOCES
## CTE Student School Calendar

### 2021-2022

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**Total Teacher Days = 185**

**Total Student Days = 181**

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Adopted 3/3/21