



REGIONAL EDUCATION CENTER

STUDENT HANDBOOK 2025~2026 School Year



“The best way to predict the future is to invent it”

-Alan Kay

Cayuga – Onondaga BOCES

Component School Districts

Auburn

Cato-Meridian

Jordan Elbridge

Moravia

Port Byron

Skaneateles

Southern Cayuga

Union Springs

Weedsport

STUDENT HANDBOOK

CAYUGA-ONONDAGA BOARD OF COOPERATIVE EDUCATIONAL SERVICES

2025-2026

Non-Discrimination Policy

The Cayuga-Onondaga Counties Board of Cooperative Educational Services (BOCES), in accordance with Title IX of the Educational Amendments of 1972, Title VI of The Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans With Disabilities Act, or the Age Discrimination Act of 1975, does not discriminate on the basis of race, color, creed, national origin, political affiliation, sex, age, marital or veteran status, or disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The BOCES recognizes its responsibility to provide an environment free from discrimination, harassment and intimidation in the career, technical or educational programs and activities it operates. We do not permit discrimination by employees, school volunteers, students and non-employees such as contractors and vendors, as well as any third parties participating in, observing or otherwise engaged in activities subject to the supervision of the BOCES. This includes recruitment and employment practices, pay and benefits, counseling services for students, access by students to career, technical or other educational programs, courses and activities. The Board also prohibits harassment based upon an individual's opposition to the discrimination or participation in a related investigation or complaint proceeding under the anti-discrimination statutes. This policy of non-discrimination and anti-harassment will be enforced on school district premises, in school buildings and at all school sponsored events, programs and activities including those that take place off school premises. Inquiries or complaint should be forwarded to the Superintendent of Schools.

Grievance Procedure for Non-Discrimination Policy

The compliance officer for Section 504 and other grievances related to student activities and all employee related activities is Randy Ray, Esq., telephone 315-255-7683, or email at civilrightscomplaint@caybores.org. The compliance officer can be contacted at the BOCES Administrative Offices, 1879 West Genesee Street Road, Auburn, New York 13021. The compliance officer, upon request, will provide a copy of the BOCES' grievance procedure to any employee, student or other covered person. A copy of each of the Acts and Regulations upon which this notice is based will be made available, upon written request to the BOCES compliance officer.



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CAYUGA-ONONDAGA
BOARD OF COOPERATIVE EDUCATIONAL SERVICES
1879 West Genesee Street Road, Auburn, New York 13021
(315) 253-0361

September 2025

We are pleased that you have elected to attend programs at the Cayuga-Onondaga BOCES Regional Education Center. We hope that this choice will assist in providing life-long skill development and a career path that will provide you with a successful future. You are our nation's future workforce!

This handbook is designed to introduce you and your parents to procedures followed while in our school. Regular attendance, attention to academic assignments, following all safety regulations and policies and positive behavioral characteristics are fundamental to success within our programs. It is expected that you will accept the responsibility of adhering to the policies and procedures that are explained in this handbook.

Please review this handbook with your parents. Then complete and return the accompanying inserts to your teacher. We encourage you to ask questions whenever you have them.

Sincerely,

Scott Bradley
Director/Principal of Career & Technical Education

Dr. Jennifer Singer
Director of Special Education

Drew Yakawiak
Principal of Alternative Education

**CAYUGA-ONONDAGA BOCES SCHOOL DISTRICT
2024-2025**

COOPERATIVE BOARD of EDUCATION

Board Meetings: Third Thursday of each month

PRESIDENT

Melinda Quanbeck.....Port Byron Central School District

VICE PRESIDENT

Kathleen Bratt.....Cato Meridian Central School District
William AndreAuburn Enlarged City School District
Jodi May.....Jordan-Elbridge Central School District
Russell Riddell.....Moravia Central School District
Tim ChiavaraSkaneateles Central School District
Robert H. Jetty II.....Southern Cayuga Central School District
Carol Quill.Union Springs Central School District
Colleen Borza.....Weedsport Central School District
Linda Brown.....Clerk of the Board

ADMINISTRATIVE STAFF

Dr. Brian Hartwell..... District Superintendent of Schools/Chief Executive Officer
Mrs. Docteur.....Deputy Superintendent of Curriculum, Instruction, and Educational Programs
Mr. Tomandl.....Assistant Superintendent for Management, Regional Services & Finance
Mr. Ray..... Director of Personnel Relations
Mrs. Singer..... Director of Special Education
Mr. Bradley.....Director of Career & Technical Education
Mr. Yakawiak.....Principal of Alternative Education and Summer School
Ms. Horton.....Director of Instructional Support Services
Mr. Albring.....Head of Building Maintenance

STUDENT SERVICES

Ms. Townsend.....School Counselor, Career & Technical Education

SECRETARIES

Ms. Herman Deputy Superintendent of Curriculum, Instruction and Educational Programs
Mrs. Henry.....Director/Principal of Career and Technical Education
Ms. Budge..... Director/Principal of Alternative Education

REGIONAL EDUCATION CENTER FACULTY & STAFF

Mr. Lasher.....	Applied Electrical Technology
Mr. McNabb.....	Auto Body Repair
Mr. Coughlin.....	Auto Technology
Mr. Iorizzo	Computer Systems & Network Administration
Mr. Hayden	Construction/Building Trades
Mrs. Conley.....	Cosmetology
Mrs. Jones	Criminal Justice
Mr. Fitzgerald	Culinary Arts
Mrs. Stephens.....	Early Childhood Education
Mrs. Parish.....	Emerging Careers in Commerce
Mr. Rastegar	English
Mrs. Durant	English
Mrs. Bryant.....	Exploration in Food Service and Hospitality
Mr. Martin.....	Exploration in Construction and Mechanical Trades
Mr. Cuddy	Graphic Design & New Media
Mrs. Parker.....	Health Related Occupations
Mrs. Gaines	Health Related Occupations
Mrs. Padula	Health Related Occupations Coordinator
Mr. Jirinec	Heavy Equipment Repair & Operation
Mr. Meyer	Welding
Mr. Nelson.....	Machining
Mrs. O'Hora	Mathematics
Mrs. Deyo.....	New Visions - Medical Professions
Mr. Marcellus.....	Outdoor Power Equipment & Powersports Technology
Mrs. Ragucci	Physical Education
Mrs. LaFave	Plant, Animal, & Life Sciences
TBA	Social Studies
Mrs. Daugenti-Bailey.....	Special Education Teacher
Ms. Jedra	Special Education Teacher
Ms. Schulze-Phoenix.....	Special Education Teacher
Ms. Myhill-Reed.....	Special Education Teacher
Mr. Dorsey.....	Teacher Assistant (CTE)
Mr. Warner.....	Teacher Assistant (CTE)
Mrs. Parker	Teacher Assistant (CTE)
Ms. Campbell.	Teacher Assistant (CTE)
Mr. Crandall.....	Teacher Assistant (CTE)
Mrs. Senior	Teacher Assistant (CTE)
Ms. Giannino	Teacher Assistant (CTE)
Mrs. Wright.....	Teacher Assistant (CTE)
Mrs. Deyo.....	Teacher Assistant (CTE)
Mrs. Gulnac.....	Teacher Assistant (CTE)
Mr. Higgins.....	Teacher Assistant (CTE)
Mr. Cuddy.....	Teacher Assistant (CTE)
Mrs. LoPiccolo	Teacher Assistant (CTE)
Mr. Murray.....	Teacher Assistant (CTE)
Mrs. Pettigrass.....	Teacher Assistant (CTE)
Mrs. Short.....	Teacher Assistant (CTE)
Mrs. Warn.....	Teacher Assistant (CTE)
Mrs. Kazanivsky.....	Teacher Assistant (CTE)
Ms. Genkos.....	Teacher Assistant (CTE)
TBA.....	Cafeteria

BOCES Purpose and Values

Our Purpose:

To unleash potential in our community

Our Values:

Be adventurous

Be collaborative learners

Be solution-driven

Be joyful in our work

Cayuga-Onondaga BOCES

SCHOOL CALENDAR
2025-2026

September 2	Opening Day
October 9	Open House
October 13	Columbus Day
October 30	Consultant Committee Dinner
November 11.....	Veterans’ Day
November 24.....	Staff Development Day
November 25-28	Thanksgiving Recess
December 22 – January 2.....	Christmas and New Year’s Break
January 19.....	Martin Luther King Day
February 16 - 20.....	Mid-Winter Break
March 13	Superintendent’s Conference Day
March 30 - April 3	Spring Break
April 9.....	Annual Dinner
May 6	NTHS Induction Ceremony
May 25	Memorial Day Observance
June 11	CTE Year End Ceremony
June 12	Last Day of School for Students
June 19.....	Juneteeth Holiday

MARKING PERIOD DATES

1st Marking Period Ends

October 10, 2025

2nd Marking Period Ends

November 21, 2025

3rd Marking Period Ends

January 23, 2026

4th Marking Period Ends

March 13, 2026

5th Marking Period Ends

May 1, 2026

6th Marking Period Ends

June 12, 2026

IMAGE

Students should realize that visitors and prospective employees often are in our building and on training sites.

Students are encouraged to leave them with a positive impression of you and our programs through professional behavior.

SAFETY

Students are to exhibit safe behavior at all times.

Due to the “hands-on” nature of Career & Technical training, it is extremely important that safety rules and regulations stressed throughout the Regional Education Center (REC) be followed. Teachers are responsible for setting safety guidelines specific to their programs. Students will have appropriate tools, uniforms, kits and/or materials where applicable. Students are expected to adhere to these specific rules as well as the General Guidelines listed below:

1. Learn and comply with all safety procedures.
2. Wear proper safety attire when in shop areas including safety glasses, work boots and/or appropriate attire to the specific course.
3. Always observe safe and efficient use of tools and equipment.
DO NOT REMOVE GUARDS UNDER ANY CIRCUMSTANCES!
4. NO tools or equipment are to be operated by students unless checked out by the instructor.
5. Students are not to be in work designated areas if they do not wear appropriate safety equipment.

Are safety glasses required in school shops? YES

In accordance with Regulations of the Commissioner (8NY NYCRR 141.10), every student and teacher participating in certain vocational, shop and laboratory courses must wear eye safety devices. This requirement also extends to visitors to such courses.

* Students will sign for the FIRST pair of safety glasses provided by the REC. It is the STUDENT’S RESPONSIBILITY to replace any glasses which are broken, lost or stolen prior to reentering work areas.
Replacement glasses are available in the REC office.

Clear Lens \$ 3.00

ACCIDENT REPORTING

All accidents must be reported to the instructor. Regardless of how minor it may seem, please report it **immediately** so that appropriate action can be taken for treatment and insurance purposes.

MEDICATION

Under certain unusual circumstances, when it is necessary for a student to take medication during school hours, parents/guardians must submit a written request which is accompanied by a note from a physician which indicates the frequency and dosage of prescribed medication. Such medication is to be brought to the main office in its original container.

FIRE DRILLS

Fire drills are held periodically in accordance with State Law. A fire drill is a rehearsal of a procedure which might one day save your life. It is serious preparation for a possible emergency and demands PROMPT attention and orderly conduct. Familiarize yourself with the fire drill regulations posted in your classroom. It is important to comply with the following regulations:

1. Upon hearing the signal stop all work.
2. Stop all machines and shut off power.
3. Leave books on desks. (Do not take any materials with you.)
4. Walk quietly out of the classroom in single file.
5. Follow the fire drill directions and walk quickly.
6. Refrain from talking or using cell phones or other electronic devices.
7. Upon reaching the outside of the building, walk far enough from the building so that exits, sidewalks and driveways are clear.
8. When outside, stand in a quiet and orderly manner. Re-enter the building quietly when the proper signal is given.

LOCKDOWN DRILLS

Lockdown drills will be held periodically to insure the safety of students and staff.

1. A **Lockdown** will be announced by the intercom or public address system.
2. Students should immediately enter the nearest classroom or office.
3. At the direction of the teacher, students are to take a seated position on the floor next to the wall out of view from the door or window. **STAY OUT OF SIGHT.**
4. Refrain from talking or using cell phones, other electronic devices or the classroom phone.
5. Do not respond to a fire alarm unless you see imminent signs of fire in your immediate area.
6. The **Lockdown** will end only when you are physically released from your room by a law enforcement officer.

VISITORS

Student visitors are not allowed without a main office approval. If you have a friend or relative who desires to visit our school, please contact the building principal (in advance) so arrangements can be made.

Student visitors considering programs should arrange for the visit at least two (2) days in advance. This should be arranged via home school and CTE guidance offices. Visitors without a clear purpose are not permitted.

All visitors must sign in at the main office. Visitors will be issued a Visitor's Pass that must be worn during the duration of their visit.

TELEPHONE

Students in need of emergency telephone communication may use the main office telephone **upon request**. Students must have a pass from their classroom instructor to do so.

***UNAUTHORIZED STUDENT USE OF CELL PHONES OR OTHER ELECTRONIC DEVICES ON SCHOOL PROPERTY IS PROHIBITED.**

LOCKERS

School lockers are provided for students at the BOCES. It should be noted that students are responsible for the security of their locker. Students are discouraged from sharing lock combinations with their peers to assure reasonable security. Items of great value should not be stored in lockers as they are not "safe deposit boxes."

SEARCHES

Students are protected by the Constitution from unreasonable search and seizure. A student may be searched and contraband seized when there is reason to believe the student is engaging in illegal activity. Lockers are provided by the school for student use and the administration has the right to search a locker when there is reasonable suspicion.

FIELD TRIPS

Field trips are an extension of regular classroom activities; therefore all school rules and regulations shall be in effect for students who are participating.

LUNCH PERIOD

Full-day high school students are expected to report to the lunch room area immediately following the AM class session and must remain there until the PM session begins . **Students may not leave campus during the lunch period.**

Students may bring a bag type lunch or purchase lunch available through the school lunch program. The cost of the lunch is \$2.75. Free/reduced lunch applications are available through Ms. Giannino, who manages the lunch program.

ATTENDANCE

The BOCES staff views attendance as a vital aspect of the learning process. As career and technical education courses emphasize hands-on learning, students cannot satisfactorily complete required activities/assignments without consistent patterns of attendance.

ABSENCES

Should there be a need to be absent, written excuses for the absence(s) are to be submitted to the classroom teacher within TWO (2) days of the student's return to class. Only legal excuses, which include illness, court appearance, death in the immediate family and medical appointments will permit work to be "made-up" for a grade. Failure to "make-up" work, even when full credit is not received can jeopardize future grades where that work is required as a predicate to new work. If a safety lecture is missed, for example, the student will not be allowed to complete any future task using that implement until the safety lecture is "made-up". In an effort to communicate and encourage improved patterns of attendance, regular communication with home will take place regarding all absences.

STUDENT ARRIVAL

Students are expected to enter the BOCES building through the Main Entrance upon arrival. Students should not wander unsupervised on school grounds at any time. Once students enter the building they must remain in the building and report directly to their classroom.

BELL SCHEDULE:

A.M. 9:00 - 11:20 P.M. 12:00 - 2:25

RECOGNITION OF GOOD ATTENDANCE

Good attendance patterns will aid students in their success in occupational programs and can be an indicator of future success. The Administration, Guidance Department and Faculty recognize the importance of good attendance and choose to recognize students attending regularly. Recognition of good attendance patterns by students will occur by week, month, semester and year.

TARDINESS

Students arriving on campus after classes begin are expected to sign in at the main office. An excuse with a parent or guardian's signature must be turned in to the attendance secretary when the student signs in. A late pass will be issued and it is to be given to the classroom teacher when entering class. Should a school bus arrive after classes begin, an announcement will be made and late passes will not be required.

For record keeping purposes, students who arrive after 9:00 A.M. or 12:00 P.M. but before 10:00 A.M. or 1:00 P.M. will be penalized 1/2 days absence. Students who arrive after 10:00 for the AM session or after 1:00 for the PM session will be considered absent for the day.

If a student arrives tardy without an excuse, attempts will be made to immediately contact parents or guardians and/or home school officials. If contact cannot be made, written documentation of the tardy and reason given by the student will be sent to the parent.

SICKNESS

Students who become sick in school are to report immediately to the main office. Students are not to call their parents for transportation home or to leave the building without permission from the principal.

PERMISSION TO LEAVE EARLY

Students who have legitimate reasons will be allowed to leave campus early according to the following guidelines:

- (a) Students must notify their home school via written communication from parents/guardians.
- (b) **Students must have their note approved at their home school** and also present this note to the BOCES principal's secretary. In case of an emergency, students may leave early with approval through the main office or guidance secretary. Proper home notification is REQUIRED!

TRANSPORTATION/WALKING

Transportation: The home schools are responsible for providing a student's bus transportation to and from the BOCES Center. If students are being transported by bus to another district, approval from both schools and parents/guardians must be obtained. **Students are not permitted to walk or ride bicycles to or from campus for any reason. Skateboards, scooters, roller skates and roller blades are prohibited on campus.**

DRIVING:

Driving is a privilege. The privilege will be honored as follows:

If a student must drive to campus on a "one day" basis for the purpose of, for example, a doctor's appointment, the CTE principal should be provided with a parent note signed by the home school principal. If a student wishes permission to drive to campus so that work can be done on a vehicle, the students should see the teacher for permission forms in advance of driving.

Students requesting long term driving permits must complete an application, which can be obtained from the main office. If approved, students will be issued parking permits.

Students who drive may only have approved passengers. **To ride as a passenger with a student driver, students MUST complete the proper paperwork and submit it to the main office. Student drivers may only transport one passenger at a time.**

Students who drive to the Regional Education Center building are required to park in the parking lot located on the East side of the building in the designated students spaces.

NOTE: Those who abuse the driving policy will be subject to loss of driving privileges and subject to disciplinary action.

Students are **NOT** to drive to class worksites or field trip sites.

GUIDANCE SERVICES

The Regional Education Center's Guidance Department provides supportive personal counseling and academic advisement to secondary education students. The counselor acts as a liaison between home school Guidance Departments and the Cayuga-Onondaga BOCES to schedule courses in support of both the educational and personal needs of students. In a cooperative effort with students, parents, home schools and the BOCES staff, the Guidance Counselor advocates for student's rights and responsibilities. Students are given the opportunity to discuss both school and non-school related issues which impact them both emotionally and academically. This includes the counselor's role as Equity Advisor to ensure all students, including minorities and those in non-traditional programs, are afforded access and support.

In addition, the Guidance Department is responsible for the following:

- maintaining and monitoring Cayuga-Onondaga BOCES student grades and attendance.
- scheduling of career & technical, alternative education, campus academic courses and interdisciplinary sequences.
- resource for employment, vocational colleges and scholarships.
- liaison and referral source for community agencies.
- scheduling for student visitations, tours and recruitment efforts.

Career & Technical Education Endorsement may be earned by students who complete all requirements as outlined in the Commissioner's Regulation. Special certification will be affixed to the student's high school diploma at graduation.

Requirements for Career & Technical Endorsements are as follows:

- Completion of a minimum of 22 units of credit for graduation
- Passing grades on 5 required Regents examinations or approved alternatives
- Successful completion of a 3-part technical assessment (written, performance and portfolio)
- Completion of a work-based learning experience
- Completion of a Senior Portfolio (including a work-skills/employability profile)
- Completion of a two-year, State approved CTE program

Student Recognition: The Administration, Guidance Department and faculty recognize student achievement in their career & technical education classes by awarding any of the following:

- 1) **Honor Roll:** 85-94 average for the current marking period
High Honor Roll: 95-100 average for the current marking period
- 2) **Perfect Attendance:** Awarded to a first or second year student who has attended every day as scheduled by his/her home school.
- 3) **National Technical Honor Society (NTHS):** Outstanding CTE students who meet the following criteria are eligible for membership in the NTHS:
 - a) CTE grade point average 90 or above,
 - b) teacher recommendation,
 - c) home school recommendation,
 - e) outstanding leadership & citizenship, and
 - f) articulated post secondary goals.

Juniors who have been inducted into the National Honor Society must maintain an 85 grade point average and participate in NTHS activities and service projects during their senior year. If students do not meet these criteria they may lose membership rights in the NTHS.

- 4) **Student of the Month:** Each month teachers will have the opportunity to nominate students who demonstrate positive behavior, strong academic performance, and contribute positively to the school community.

In addition to the specific awards listed above, students may be recognized for their CTE course work at their home school annual awards ceremonies as well.

PUPIL EVALUATION

It is a pleasure to reward excellent student performance! For CTE programs this is accomplished through the use of:

1. Competency Lists
2. Employability Profiles
3. Grades

1. COMPETENCY LISTS (Skills Profile)

Student Competency lists are made of skills submitted by staff members. They are to be kept up to date with information on each student as the semesters progress. As a skill is introduced and then mastered, the progress of each student will be noted on the proper forms. Instructors will review the competency lists with you at regular intervals throughout the school year. At the end of each year, or when a student withdraws, instructors summarize competencies for each of their students.

Competency lists are to be reviewed on an annual basis by teachers reflecting input from consultant committees.

2. EMPLOYABILITY PROFILE

The employability profile will be handled in a similar fashion as the competency lists. The employability profile contains separate items that pertain to work attitudes and employability skills. These will be updated, processed, and sent out to the individual schools along with the competency skills list at the end of each year or when students withdraw from their program. Copies of the employability profiles and competency lists for each student will be kept on file in the guidance office. These may be released to potential employer's upon written request by the student and/or the student's parents or guardians.

3. GRADING

Teachers will identify for students the means by which grades will be determined. Every six weeks constitute a marking period for CTE student grading. As in component schools, 65 and above is considered a passing grade. Proficiency examinations must be passed coupled with a grade of 65 or higher to be awarded sequencing credit for the course.

*For students enrolled in Health Related Occupations — In order to qualify for the CNA certification they must attend 108 clinical hours and maintain a 75% average. In order to qualify for the HHHA certification they must attend 80% of the offered clinical hours, including 10 specified days in an assisted living facility and maintain a 75 average. In order to qualify for the PCA certification the student must attend 50% of the offered clinical hours and maintain a 65 average.

GRADES

Grading will be based on three categories:

- Performance work
- Written work
- Career essential skills

All teachers will calculate grades as follows:

50% performance + 30% written + 20% career essential skills = quarterly grade

Students who miss work because of an absence from school are responsible to make up the work they miss. This is expected to be done in a timely manner and is based on the discretion of the teacher.

Any student who is issued an “incomplete” for a grade must make up all necessary work within two weeks of the end of the marking period. Failure to make up the necessary work will result in a grade of zero.

Zeros received for incomplete assignments may be averaged into both performance and written grades.

FINAL GRADES

Final grades will be calculated by averaging the six (6) marking periods' grades plus the final exam. The averages will be weighted as follows:

MP 1	MP 2	MP 3	MP 4	MP 5	MP 6	Final Exam
15%	15%	15%	15%	15%	15%	10%

No incomplete grades will be issued for final grades.

ACCESS TO STUDENT RECORDS

Parents of students under 18, or a student 18 or older, have a right to inspect and review any and all official records, files and data directly related to participation in BOCES programs, as mandated in Public Law 93-380 (Family Education Rights and Privacy Act of 1974). These records include all material that is incorporated into each student's cumulative record folder and intended for school use or to be available to parties outside the school or school system.

Records may be reviewed by appointment with the student's building principal.

RELEASE OF INFORMATION

Student records, and any material contained therein which is personally identifiable, are confidential and **may not** be released or made available to persons other than parents/guardians or students without the written consent of such parents/guardians or students over 18. There are a number of exceptions to this rule, such as other school employees and officials and certain State and Federal officials, who have legitimate educational needs for access to such records.

STUDENT CLUBS

There are a variety of clubs which are affiliated with the training programs at the Regional Educational Center. These include the following:

- ~Skills USA
available for all Career & Technical Education students
- ~National FFA Organization
available for PALS students
- ~Future Earth Movers of America (FEMA)
available for Heavy Equipment Repair and Operation students
- ~National Technical Honor Society
available for all Career & Technical Education students

Students are encouraged to become involved with these clubs and participate in educational leadership activities and competitions.

Cayuga-Onondaga Board of Cooperative Educational Services

Code Of Conduct And Student Discipline

I. PREFACE TO DISCIPLINE CODE

The Cayuga-Onondaga BOCES is committed to providing a safe and orderly school environment where students may receive and personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other personnel, parents and other visitors is essential to achieving this goal. A primary task of our school is to create a stimulating educational climate for all students, in an atmosphere that is conducive to teaching, learning and living. This is achieved in part with a focus on the rights of all those involved.

It is the position of the Cayuga-Onondaga BOCES faculty and administration that students cannot learn and teachers cannot teach when disruptions exist. It is also our firm belief that the students in attendance are responsible people.

The rights of individuals are reserved only by the protection and preservation of the rights of others. Students responsible for the way they exercise these rights must accept the consequences of their actions and recognize the boundaries of their rights. Each exercise of an individual's rights must demonstrate respect for the rights of others.

The Cayuga-Onondaga BOCES recognizes the need to clearly define expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the Cayuga-Onondaga BOCES adopts this code of conduct. Unless otherwise indicated, this code of conduct applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

II. DEFINITIONS

For purposes of this code of conduct, the following definitions apply:

Disruptive student means an elementary or secondary student under the age of 22 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom (as exhibited by the student's persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules).

Firearm means a firearm as defined in 18 USC §921. The term "firearm" means (A) 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; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "**destructive device**" means:

- (A) any explosive, incendiary, or poison gas
 - (i) bomb,
 - (ii) grenade
 - (iii) rocket having a propellant charge of more than four ounces,
 - (iv) missile having an explosive or incendiary charge of more than one-quarter ounce,
 - (v) mine, or
 - (vi) device similar to any of the devices described in the preceding clauses;
- (B) any type of weapon by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and
- (C) any combination of parts either designed or intended for use in converting any device into any destructive device described in subparagraph (A) or (B) and from which a destructive device may be readily assembled.

The term "destructive device" shall not include any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device; surplus ordnance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684(2), 4685, or 4686 of title 10 of the United States Code; or any other device which the Secretary of the Treasury finds is not likely to be used as a weapon, is an antique, or is a rifle which the owner intends to use solely for sporting, recreational or cultural purposes.

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

Removal means an action taken by a teacher to remove a disruptive student from a classroom for a full period or more or for a period of time greater than forty-five (45) minutes. A removal does not include such practices as short-term time away, sending a student into the hallway or to the principal's or counselor's office for a brief period of time, to the extent that the removal does not exceed a full period or forty-five (45) minutes.

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, as defined in Vehicle and Traffic Law §142. Education Law §2801(1).

School function means any school-sponsored extra-curricular event or activity.

Violent student means a student under the age of 21 who:

- 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.
- Commits an act of violence upon a school employee, or attempts to do so.
- Possesses, while on school property or at a school function, a firearm or weapon.
- Displays, while on school property or at a school function, what appears to be a firearm or weapon.
- Threatens, while on school property or at a school function, to use a firearm or weapon.
- Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
- Knowingly and intentionally damages or destroys school property.

Weapon shall mean any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

III. STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

A. Student's Bill of Rights

In accordance with Section 100.2(l) of the Commissioner's Regulation, this code will be followed on the Cayuga-Onondaga Counties BOCES grounds, in buildings, and at any function or on any work site sponsored by the BOCES, or when being transported to or from a function or work site.

- Students have the right to pursue an education in an atmosphere that is safe and conducive to learning, and to achieve all that they are capable of achieving.
- Students have the right to pursue a particular course of study which best meets their educational needs.
- Students have the right to be respected on the merits of their attributes as individuals.
- Students have the right to procedural due process guaranteed by the United States Constitution and New York State Education Law prior to disciplinary action taken against them.
- Students have the right to freedom of speech and expression which do not interfere with the educational process or infringe upon the rights of others.
- Students have the right to freedom from discrimination relative to participation in curriculum offerings and extra-curricular activities.
- Students have the right to have rules clearly stated, explained and distributed at the beginning of every school year or at the start of enrollment in the BOCES.
- Students have the right to freedom from unreasonable search and seizure. The key word is "unreasonable", as a student may be searched and contraband seized when there is reason to believe the student is engaging in an illegal activity in violation of BOCES rules or policy.

Students with disabilities have the right to have their behavior evaluated on the basis of their disability.

B. Student's Bill of Responsibilities

- Students will conduct themselves with respect toward self, fellow students, teachers and others.
- Students will strive to achieve to their potential in all areas.
- Students will follow the directions of the faculty and administration.
- Students will fulfill all classroom obligations.
- Students will show respect for BOCES property and for the property of others.
- Students will strive to demonstrate good conduct and positive attitude at all times in all BOCES activities.
- Students will dress in clothes that are suitable for school activities in accordance with the dress code contained within this code. Clothing which is not compatible with safety or which interferes with the ability to engage in the activities involved in the classroom, shop or lab is prohibited, as is dress which is so distracting as to interfere with the

learning process.

- Students will be held financially responsible for texts, tools, locks or any other BOCES equipment assigned to them.

IV. RESPONSIBILITIES OF STAFF

A. Teachers

All teachers are expected to:

- Recognize that the education of the children is a joint responsibility of the parents and the school community.
- Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
- Be prepared to teach.
- Demonstrate interest in teaching and concern for student achievement.
- Know school policies and rules, and enforce them in a fair and consistent manner.
- Communicate to students and parents:
- Course objectives and requirements
- Marking/grading procedures
- Assignment deadlines
- Expectations for students
- Classroom discipline plan
- Communicate regularly with students, parents and other teachers concerning growth and achievement.
- Build good relationships with students and parents.
- Help students deal effectively with peer pressure.
- Maintain a working environment for classroom staff that promotes professionalism.

B. Counselors

- Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
- Regularly review with students their educational progress and career plans.
- Provide information to assist students with career planning.
- Encourage students to benefit from the curriculum and extracurricular programs.

C. Principals

- Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
- Evaluate on a regular basis all instructional programs.
- Support the development of and student participation in appropriate extra-curricular activities.
- Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

D. District Superintendent

- Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- Review with administrators the policies of the board of education and state and federal laws relating to school operations and management.
- Inform the board about educational trends relating to student discipline.
- Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
- Work with administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

E. Board of Education

- 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, personnel and visitors on school property and at school functions.
- Adopt and review at least annually the code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
- Lead by example by conducting board meetings in a professional, respectful, courteous manner.

V. STUDENT DRESS CODE

Students will dress in clothes that are suitable and appropriate for school activities. Clothing which is not compatible with safety or which interferes with the ability to engage in the activities involved in the classroom, shop or lab is prohibited, as is dress which is so distracting as to interfere with the learning process. Students and their parents have the primary responsibility for acceptable student dress and

appearance. Teachers and all other personnel shall exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

A student's dress and appearance shall be safe, appropriate and not disrupt or interfere with the educational process. Clothing should not be excessively revealing or offensive and should not contain vulgar language, or promote violence or other illegal activities, the denigration of others, the use of drugs, alcohol, tobacco, or other illegal products.

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

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

VI. PROHIBITED STUDENT CONDUCT

The Cayuga-Onondaga BOCES expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, 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. The Cayuga-Onondaga BOCES, however, recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are not all inclusive and are intended to 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.

Discipline may be imposed on students who engage in the following:

A. Disorderly Conduct

Examples of disorderly conduct include:

- Running in hallways.

- Making unreasonable noise.
- Using language or gestures that are profane, lewd, vulgar or abusive.
- Obstructing vehicular or pedestrian traffic.
- Engaging in any willful act which disrupts the normal operation of the school community.
- 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.
- Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the Cayuga-Onondaga BOCES acceptable use policy.
- Bringing to school or having in his/her possession any item considered a nuisance dangerous or immoral (firearms, weapons, chains, sharp objects, firecrackers, pornographic material, etc.).
- Driving or riding to and from the BOCES Campus or a BOCES-sponsored activity without permission.

B. Insubordinate Conduct

Examples of insubordinate conduct include:

- Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
- Lateness for, missing or leaving a class or school, school grounds or a job site without permission.
- Entering any area without authorization.
- Refusing to leave any classroom, building or job site after being directed to do so by BOCES authorized personnel.

C. Disruptive Conduct

Examples of disruptive conduct include:

- Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
- Physically restrain or detain any other person or remove such person from any place where he/she has authority to remain.
- Obstruct the free movement of persons and vehicles in any place where such movement is authorized or permitted.

D. Violent Conduct

Examples of violent conduct include:

- Committing an act of violence (such as hitting, kicking, punching, scratching, spitting or biting – this is not an exhaustive list) upon a teacher, administrator or other school employee or attempting to do so.
- Committing an act of violence (such as hitting, kicking, punching, scratching, spitting or biting – this is not an exhaustive list) upon another student or any other person lawfully on school property or attempting to do so.
- Possessing a firearm or weapon. Authorized law enforcement officials are the only persons permitted to have a firearm or weapon in their possession while on school property or at a school function.
- Displaying what appears to be a firearm or weapon.
- Threatening to use any firearm or weapon.
- Intentionally damaging or destroying the personal property of a student, teacher, administrator, other employee or any person lawfully on school property, including graffiti or arson.
- Intentionally damaging or destroying school property.

E. Endangering The Safety, Morals, Health Or Welfare Of Others

Examples of such conduct include:

- Lying to school personnel.
- Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
- 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.
- Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation or disability as a basis for treating another in a negative manner.
- Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
- Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
- Selling, using or possessing obscene material.
- Using vulgar or abusive language, cursing or swearing.
- Possession or use of tobacco or nicotine products.
- Possession or use of any electronic cigarette, vapor cigarette, or any smoking device, electronic or otherwise.

- Possession or use of any non-tobacco smoking product, any nicotine delivery product, device or accessory.
- Possessing, consuming, selling, distributing or exchanging alcoholic beverages, marijuana, synthetic marijuana or illegal substances, or being under the influence of alcohol, marijuana, synthetic marijuana or an illegal substance. “Illegal substances” include, but are not limited to, inhalants, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, or synthetic cannabinoids, and any substances commonly referred to as “designer” or “look alike” drugs.
- Inappropriately using, selling or sharing prescription and over-the-counter drugs.
- Gambling.
- Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
- Harassment or bullying, which shall mean the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse, including cyberbullying, that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
- “Sexting” which includes the sending, receiving, or possession of sexually explicit messages, photographs, or images by electronic devices.
- Cyberbullying, which includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or website postings (including blogs).
- Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, tampering with or discharging a fire extinguisher.

- Engage in any act which is in violation of an established BOCES rules or policy, to willfully incite others to commit any of the acts herein, or to engage in irresponsible behavior or conduct contrary to decent, polite, honorable and honest standards.

F. Transportation

It is crucial for students being transported to a BOCES function or work site to behave appropriately while being transported to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.

G. Academic Misconduct

Examples of academic misconduct include:

- Plagiarism.
- Cheating.
- Copying.
- Altering records.
- Assisting another student in any of the above actions.

H. Off Campus Speech

The BOCES may take disciplinary action pursuant to this Code of Conduct against students for off-campus speech that causes or threatens to cause a material or substantial disruption in the school. Speech can include traditional speech, or electronic speech including social media.

I. Electronic Devices

The BOCES strongly discourages students from bringing and/or using electronic devices at school. The use of electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen.

The BOCES is not responsible for the security and safekeeping of these items and is not financially responsible for any damage, destruction, or loss of electronic devices.

In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the BOCES hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.

“Electronic device(s)” means any device that can be used to store, process, or communicate information electronically. This includes cell phones, tablets, computers, and other similar devices.

Except as otherwise provided by this policy, student use of electronic devices on the BOCES campus is strictly prohibited. Electronic devices are to be stored by students in a safe place and shall not be removed or used except as authorized by a teacher or administrator. Teachers shall have the discretion to designate certain times when electronic devices can be used in their classrooms. Administrators shall have the discretion to permit the use of electronic devices on BOCES property during school hours.

Electronic devices may be used during a class period or school activity when specifically approved by the teacher or a school administrator in conjunction with educationally appropriate objectives.

Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan.

Students shall not use electronic devices at any time or place for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities, including, but not limited to, sexting; (e) activities which threaten, humiliate, harass, or intimidate others; (f) activities in violation of BOCES policies and procedures relating to student conduct and harassment; or (g) activities which invade the privacy of others. Such student misuses may result in appropriate disciplinary action, including, but not limited to, suspension from school in accordance with this code of conduct.

Electronic devices used in violation of this policy may be confiscated by school personnel and returned to the student or parent / guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school's main office to be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.

J. Harassment and Discrimination (Dignity for All Students Act)

Definitions:

1. **School property** shall mean 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, as defined in section one hundred forty-two of the vehicle and traffic law. ^[L]_[SEP]
2. **School function** shall mean a school-sponsored extra-curricular event or activity.
3. **Disability** shall mean: (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 shall 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.
4. **Employee** shall mean 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 nine-B of article five 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.
5. **Sexual orientation** shall mean actual or perceived heterosexuality, homosexuality or bisexuality.
6. **Gender** shall mean actual or perceived sex and shall include a person's gender identity or expression.

7. **Harassment and Bullying** mean the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse, including cyberbullying, that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotion or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, protective hairstyle, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
8. **Discrimination** means discrimination against any student by a student or students and/or an employee or employees on school property or at a school function including, but not limited to, discrimination based on a person's actual or perceived race, protective hairstyle, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
9. **Race** shall include traits historically associated with race, including, but not limited to, hair texture and protective hairstyles.
10. **Protective hairstyles** shall include, but not be limited to, such hairstyles as braids, locks, and twists.
11. **Material Incident of Discrimination and/or Harassment** means a single incident or a series of related incidents where a student is subjected to discrimination and/or harassment by a student and/or employee on school property or at a school function that creates a hostile environment by conduct, with or without physical contact and/or by verbal threats, intimidation or abuse, of such severe or pervasive nature that:
 - a. Has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental or emotional and/or physical well-being; or
 - b. Reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety.

The BOCES prohibits discrimination and harassment against any student, by employees or students on school property or at a school function, that creates a hostile environment by conduct, with or without physical contact and/or verbal threats, intimidation or abuse, of such a severe nature 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 and/or physical well-being; or
2. Reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety.

Such conduct shall include all forms of discrimination and harassment of students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or students on school property and at school-sponsored activities and events that take place at locations off school property. In addition, any act of discrimination or harassment, outside of school sponsored events, which can reasonably be expected to materially and substantially disrupt the education process may be subject to discipline.

K. Reporting Allegations of Harassment, Bullying or Discrimination

Students shall have the right to file a complaint if they have been subject to harassment, bullying or discrimination. A complaint may be filed with any Dignity Act Coordinator or any administrator. The BOCES will investigate all complaints of harassment, bullying and discrimination, either formal or informal, and take prompt corrective measures, as necessary. Complaints will be investigated in accordance with applicable policies and regulations. If, after an appropriate investigation, the BOCES finds that this code of conduct has been violated, corrective action will be taken in accordance with BOCES policies and regulations, this code of conduct, and all appropriate federal or state laws.

L. Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)

The BOCES prohibits any retaliatory behavior directed at complainants, victims, witnesses and/or any other individuals who participated in the investigation of any complaint of discrimination, harassment, or violation of this code of conduct.

VII. REPORTS TO LAW ENFORCEMENT

All students are expected to promptly report violations of the code of conduct to a teacher, the building principal or his or her designee. Any student observing a student possessing a firearm, 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. Any firearm, weapon, alcohol or illegal substance found shall be confiscated immediately, if possible.

All staff authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. 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 the building principal or his or her designee.

The building principal or his or 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.

VIII. DISCIPLINARY PENALTIES & PROCEDURES

Any pupil who violates any of the rules of the code of conduct shall be subject to immediate and appropriate disciplinary action. Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. A student with a disability may be suspended only in accordance with the requirements of state and federal law.

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

- The student's age.
- The nature of the offense and the circumstances which led to the offense.
- The student's prior disciplinary record.
- The effectiveness of other forms of discipline.
- Information from parents, teachers and/or others, as appropriate
- Other extenuating circumstances.

A. Penalties

Students who are found to have violated the code of conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process. In addition, students who attend the Cayuga-Onondaga BOCES are subject to discipline from their home school district for conduct occurring while in attendance at the BOCES.

- Oral warning – any member of the staff
- Written warning– bus drivers, aides and monitors, counselors, teachers, principal, District Superintendent
- Written notification to parent – counselors, teachers, principal, District Superintendent
- Detention – teachers, principal, District superintendent
- Suspension from clubs, social or extracurricular activities – activity director, principal, District Superintendent
- Suspension of other privileges – principal, District Superintendent
- In-school suspension – principal, District Superintendent
- Removal from classroom – teachers, principal, District Superintendent
- Short-term (five days or less) suspension from school – principal, District Superintendent, board of education, official from home school district
- Long-term (more than five days) suspension from school – District Superintendent, board of education, official from home school district
- Permanent suspension from school – District Superintendent, board of education, official from home school district

The Principal and the home school principal are authorized to suspend pupils from the BOCES for a period of time not to exceed five days for any one incident. The District Superintendent and board of education may impose long-term suspensions in accordance with Education Law §3214. Generally, recommendations for long-term suspensions shall be made to the home school executive officer.

B. Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. Students who are to be disciplined other than an oral warning, written warning or written notification to their parents are entitled to additional rights before discipline can be imposed.

1. Teacher disciplinary removal of disruptive students

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

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

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 or she is being removed and an opportunity to explain his or 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 or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours.

The teacher must complete a BOCES established disciplinary removal form and meet with the principal or his or her designee as soon as possible, but not later than the end of the first day of a student removal, 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 administrator designated by the principal must notify the student's parents that the student has been removed from class and why. The parent must be informed that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal. If a conference is requested by the parent, the teacher who ordered the removal must 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 any one of the following:

- The charges against the student are not supported by substantial evidence.
- The student's removal is otherwise in violation of law, including the code of conduct.
- The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The principal or his or 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.

Each teacher must keep a complete log (on a provided form) for all cases of removal of students from his or her class. The principal must keep a log of all removals of students from class.

2. Suspension from school

The Cayuga-Onondaga BOCES retains its authority to suspend students, but places primary responsibility for the suspension of students with the District superintendent and principals. Any staff member may recommend to the District Superintendent or a 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 District Superintendent or a 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 District 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 established.

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 or 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. The District Superintendent shall issue a written decision regarding 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 board clerk within five business days of the date of the superintendents' decision. 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 school

Generally, long-term suspensions will be initiated and conducted by the student's home school district upon a recommendation from the District superintendent or principal. The Cayuga-Onondaga BOCES does not, however, relinquish its right to suspend students from attendance for periods in excess of five (5) days.

When a suspension for more than five days is warranted, reasonable notice shall be given 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 District superintendent shall personally hear and determine the proceeding or may, in his or 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 steno-graphic transcript shall be required.

A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of 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 of education. All appeals to the board of education must be in writing and submitted to the clerk of the board of education within five business days of the date of the superintendent's decision. 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 thirty days of the decision.

C. Minimum Periods of Suspension

1. Students who bring a firearm to school (Gun Free Schools Act)

Any student found guilty of bringing a firearm (as that term is defined in 18 USC §921) 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:

- The student's age.
- The student's grade in school.
- The student's prior disciplinary record.
- The superintendent's belief that other forms of discipline may be more effective.
- Input from parents, teachers and/or others.
- Other extenuating circumstances.

2. Students who commit violent acts or bring a weapon to school

Any student, who is found to have committed a violent act or who has brought a weapon onto school property, as that term is defined by this code of conduct, may be subject to suspension from school for a minimum of 5 school days. 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, as set forth above.

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 who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom may be suspended from school for at least five school 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 Education Law §3214(3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. 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.

D. Referrals

1. Counseling

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

2. Cayuga County Families Access to Services Team (FAST) / Restorative Case Management (RCM)

Students in need of social, emotional, behavioral, environmental or safety needs may be referred by the BOCES and/or home school district to Cayuga County FAST or other programs such as RCM.

IX. DISCIPLINARY RESPONSIBILITIES

A. District Superintendent and Board Responsibilities

The Superintendent and Board of Cooperative Educational Services have the following discipline responsibilities:

- To maintain a well-trained staff at all levels.
- To give full support to the staff charged with the responsibility for enforcing discipline in accordance with BOCES policies and New York State Law.

B. Administrator and Faculty Responsibilities

The administrators and faculty have the following student discipline responsibilities:

- To communicate the student rules and discipline procedures to parents, pupils and the community.
- To support and enforce the student rules and discipline procedures in a fair and consistent manner.
- To protect the group and individual rights of pupils, parents, faculty, and community in all matters related to student behavior.
- To promptly notify parents of student problems relative to the student's discipline.
- To work towards an educational solution to all student discipline problems in an effort to prevent their occurrence and/or reoccurrence.
- To periodically review and evaluate student disciplinary rules and procedures as they relate to community and school goals.

C. Parent Responsibilities

The parents or guardians have the following student discipline responsibilities.

- To be aware of the student rules and discipline procedures.
- To discuss and reinforce the student rules and discipline procedures with the pupil.
- To work with the BOCES administrators, faculty and pupils towards the solution of a student's behavior problems.
- To provide suggestions for the on-going development of the disciplinary rules and procedures at the Cayuga-Onondaga BOCES.
- To make sure your child's attendance at the BOCES is regular and punctual and that all absences are properly excused as required by New York State Law.
- To take financial responsibility for texts, tools, locks or any other BOCES equipment assigned to the student.

D. Student Responsibilities

The student has the following student discipline responsibilities:

- To know the student behavior rules and discipline procedures.
- To exhibit reasonable conduct in accordance with the BOCES rules.
- To seek help in solving problems that might lead to disciplinary problems.
- To accept responsibility for one's actions.

X. ALTERNATIVE INSTRUCTION

When a student of any age is removed from class by a teacher, the Cayuga-Onondaga BOCES will provide continuing educational programming and activities for the student. When a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the Cayuga-Onondaga BOCES will take immediate steps to notify the student's home district so that alternative instruction for the student can be provided. Given the nature of technical education, alternative instruction in each curricular area may not be possible.

XI. DISCIPLINE OF STUDENTS WITH DISABILITIES

The Cayuga-Onondaga BOCES recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Cayuga-Onondaga BOCES 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 federal and state laws and regulations. This code of conduct, however, affords students with disabilities no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

A. Definitions

For purposes of this section of the code of conduct, the following definitions apply:

A **disciplinary change of placement** is a removal from the child's current educational placement for more than ten consecutive school days in the course of a school year, or a series of removals that constitute a pattern, because they cumulate to more than ten school days in a school year and because of factors such as the length of each removal, the total amount of time the child is removed and the proximity of the removals to each other.

An **illegal drug** means a controlled substance, but does not include such a substance that is legally possessed or used under the supervision of a licensed health-care professional or under any other authority under the Controlled Substances Act or under any other provision of federal law. "Controlled substance" means a drug or other substance as defined under certain schedules of the Controlled Substances Act.

An **interim alternative educational setting or "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.

A **manifestation** means where the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or if the conduct was a direct result of the school district's failure to implement the IEP.

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.

A **serious bodily injury** shall mean a bodily injury that involves a substantial risk of death; extreme physical pain; protracted or obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

A **suspension** means a suspension pursuant to Education Law § 3214.

A **weapon** is defined as a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade less than 2 1/2 inches in length.

B. Suspensions or Removals

Ordinarily, the discipline of students with disabilities will be initiated by the BOCES in consultation with officials at the student's home school district. The Cayuga-Onondaga BOCES, however, has not relinquished its right to suspend or remove a student with a disability from his or her current educational placement. Students with disabilities shall be afforded the same procedural protections set forth in Education Law §3214 as non-disabled students.

1. CSE Involvement

The home school district's CSE shall be notified of any disciplinary action taken by or intended to be taken by the Cayuga-Onondaga BOCES if:

- The student is identified as a student with a disability;
- A referral is pending with the home school district's CSE;
- or
- The student is "deemed to be a student with a disability", which includes students in the following situations:

- The parent has expressed concern in writing to school personnel that the student is in need of special education and related services (or orally if the parent cannot write or has a disability which prevents the parent from putting it in writing);
- The behavior or performance of the student demonstrates the need for special education in accordance with the definition of “a student with a disability”;
- The child’s teacher or other school district personnel has expressed concern about the behavior or performance of the student to the chairperson, a teacher, the principal, or other school personnel in accordance with the Child Find or CSE referral system.

2. Suspensions Up To 5 Days

A Principal, the District Superintendent or the Board of Education may suspend a student from school for up to five (5) days, as long as the discipline imposed is consistent with the discipline imposed on non-disabled students under similar circumstances.

If a student with a disability is suspended from school, then the Principal, District Superintendent or Board of Education will be required to follow the procedures outlined in Article IX(B)(2)(a).

If it is determined that the suspension will not result in a disciplinary change of placement, then the suspension may be imposed without a manifestation determination.

- **Disciplinary Change of Placement & CSE Involvement**

If it is determined that the suspension would result in a disciplinary change of placement, then the suspension may not be imposed until the home school district’s CSE has conducted a manifestation determination. A manifestation determination must be scheduled immediately, but in no case later than 10 school days after the date on which a decision involving a disciplinary change of placement is made.

If the CSE finds a manifestation, then no discipline may be imposed (unless the student is found guilty of possessing weapons or drugs, or inflicting serious bodily injury on another person, and is placed in an IAES).

If the CSE does not find a manifestation, then discipline may be imposed in a manner similar that imposed on a non-disabled student.

3. Suspensions Over 5 Days

- If an out of school suspension of more than five (5) days is sought the BOCES will recommend the home school district conduct a superintendent's hearing in accordance with the Education Law.

- **Notice Of Due Process Rights**

Parents are to be provided with written notice of their due process rights. Notice of procedural safeguards must be given not later than the day on which a decision to take disciplinary action which could result in a suspension of over ten (10) days is made. The notice must include a full explanation of procedural safeguards available, including those relating to procedures for students who are subject to placement in an interim alternative educational setting.

- **Disciplinary Change of Placement & CSE Involvement**

If it is determined that the suspension would result in a disciplinary change of placement, then the suspension may not be imposed until the home school district's CSE has conducted a manifestation determination. A manifestation determination must be scheduled immediately, but in no case later than 10 school days after the date on which a decision involving a disciplinary change of placement is made.

If the CSE finds a manifestation, then no discipline may be imposed (unless the student is found guilty of possessing weapons or drugs, or inflicting a serious bodily injury upon another person while at school, on school premises, or at a school function under jurisdiction of a school district, and is placed in an IAES).

- If the CSE does not find a manifestation, then discipline may be imposed in a manner similar to that imposed on a non-disabled student. The CSE should be notified of any disciplinary action which will be imposed so that it can meet within 10 days to develop/review the functional behavioral assessment and behavior intervention plan.
- If the suspension to be imposed will not result in a disciplinary change of placement, then a manifestation determination will not have to be conducted.

4. IAES For Drugs/Weapons/Serious Bodily Injury

If a student with a disability has been found guilty of possessing weapons or drugs, or inflicting a serious bodily injury upon another person while at school, on school premises, or at a school function under jurisdiction of a school district, then school personnel may order the student to be placed in an interim alternative educational setting ("IAES") for the same amount of time that a student without a disability would be subject to discipline, but not more than forty-five (45) days.

After a finding of guilt has been made at the superintendent's hearing, but prior to placing a student with a disability in an IAES, the CSE must conduct a manifestation determination. If the CSE determines that the student's behavior is a manifestation of his/her disability, the student may still be placed in an IAES if he/she was found guilty of possessing drugs or weapons.

The determination of the IAES must be made by the CSE.

5. IAES For Dangerous Students

If the student is dangerous, the district may request an expedited hearing before an impartial hearing officer who can order that the student be placed in an IAES for up to forty-five (45) days.

If an IAES is sought from a hearing officer, the hearing officer must consider the following in making a placement:

- the appropriateness of the child's current placement; and
- whether the school has made reasonable efforts to minimize the risk of harm in the child's current placement, including the use of supplementary aids and services. 34 C.F.R. §300.521.

In order to place a student in a 45 day IAES, a hearing officer must determine:

- that the alternative educational setting meets the same requirements imposed upon the IEP Team in making such a placement;
- that the district has proven by substantial evidence (defined as “beyond a preponderance of the evidence”) that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

If the CSE determines that the student’s behavior is a manifestation of his/her disability, the student may still be placed in an IAES by the impartial hearing officer if the impartial hearing officer determines that maintaining the student in his/her current placement is substantially likely to result in injury to the student or others.

6. Alternative Instruction & FAPE

The home school district must immediately arrange for “substantially equivalent” alternative instruction for any student under the compulsory school age who has been suspended from school.

If the suspension is less than ten (10) days, a free appropriate public education (“FAPE”) does not have to be provided. The right to a FAPE begins on the eleventh school day in a school year that the student is removed from his/her current educational placement. The FAPE provided to such students shall meet the same requirements as an IAES.

If a suspension results in more than 10 cumulative days of suspension, but does not result in a disciplinary change of placement, the principal (or other designated school administrator) in consultation with the student’s special education teacher, must arrange for services “to the extent necessary to enable the student:

- Progress appropriately in the general curriculum; and
- Appropriately advance toward achieving the goals in the student’s IEP

XII. PUBLIC CONDUCT ON SCHOOL PROPERTY

The Cayuga-Onondaga BOCES is committed to providing an orderly, respectful environment that is conducive to learning. The maintenance of public order on school property is the responsibility of all members of the school community. Teachers, staff, students, and citizens must work together to facilitate the educational process. Students, employees of the BOCES, and visitors on school premises should at all times conduct themselves in a manner so as to reflect a proper respect for public property and the rights of others. 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 personnel.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. Staff and employees of the BOCES are expected to exemplify and reinforce the standards for appropriate student dress (Section VI of this Policy) and behavior.

A. Prohibited Conduct

No person, either alone or with others, shall:

- Intentionally injure any person or threaten to do so.
- Intentionally damage or destroy school property or the personal property of a teacher, administrator, other employee or any person lawfully on school property, including graffiti or arson.
- Disrupt the orderly conduct of classes, school programs or other school activities.
- 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.
- Wear any clothing or garment which is disruptive or interferes with the educational process or is not appropriate or safe for the school function or activity being attended.
- Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.

- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- Obstruct the free movement of any person in any place to which this code applies.
- Violate the traffic laws, parking regulations or other restrictions on vehicles;
- Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
- Possess or use firearms or weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the Cayuga-Onondaga BOCES.
- Use any tobacco product on school grounds.
- Loiter on or about school property.
- Gamble on school property or at school functions.
- Refuse to comply with any reasonable order of identifiable school officials performing their duties.
- Willfully incite others to commit any of the acts prohibited by this code.
- Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.
- Engage in picketing and/or demonstrating which: interferes with entrances to buildings or the normal flow of pedestrian or vehicular traffic; interferes with organized meetings or other assemblies for the purpose of harassment; obstructs the privacy of administrative offices or the functioning of the physical plant.

B. Penalties

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

- 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.
- Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
- Trespassers are individuals with no specific license or invitation to be on school grounds and shall be subject to immediate ejection.

- 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.
- 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 that they may have.
- Staff members other than those described in subdivisions 4 and 5. 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 principal or his or her designee shall be responsible for enforcing the conduct required by this code.

When the principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or 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 or 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.

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

XIII. DISSEMINATION AND REVIEW

A. Dissemination of Code of Conduct

The board will work to ensure that the community is aware of this code of conduct by:

- Providing copies of a summary of the code to all students at a general assembly held at the beginning of each school year.
- Making copies of the code available to all parents at the beginning of the school year.
- Providing all staff members with access to the code and any amendments to the code as soon as practicable after adoption.

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.

XIV. EFFECTIVE DATE AND STATUTORY AUTHORIZATION

This policy shall become effective on July 1, 2025.

Education Law §2801; Education Law §3214; Education Law Article 89; Education Law§801-a; Part 100 of the Commissioner's Regulations; Part 200 of the Commissioner's Regulations; Part 201 of the Commissioner's Regulations; 20 U.S.C. §1415; 34 C.F.R. Part 300.

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE POLICY

Statement of Overall Objectives

The Cayuga-Onondaga BOCES views attendance as a vital aspect of the learning process. Courses and classes emphasize learning. Students cannot satisfactorily complete required activities/assignments without consistent patterns of attendance.

School attendance is both a right and a responsibility. 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, the BOCES will develop, review and, if necessary, revise a Comprehensive Student Attendance Policy to meet the following objectives:

- a) To increase school completion for all students;
- b) To raise student achievement and close gaps in student performance;
- c) To identify attendance patterns in order to improve attendance;
- d) To know the whereabouts of every student for safety and other reasons;
- e) To verify that individual students are complying with education laws relating to compulsory attendance;
- f) To determine the BOCES average daily attendance and to report attendance to the component school districts for state aid purposes.

Description of Strategies to Meet Objectives

The BOCES will:

- a) 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 will lead to increased attendance.
- b) Develop a Comprehensive Student Attendance Policy based upon the recommendations of a Policy Development Team. The BOCES will hold at least one public hearing prior to the adoption of this collaboratively developed Comprehensive Student Attendance Policy.

- c) Maintain accurate record keeping via a Register of Attendance to record attendance, absence, tardiness or early departure of each student.
- d) Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.
- e) Develop early intervention strategies to improve attendance for all students.

Determination of Excused and Unexcused Absences, Tardiness and Early Departures

The BOCES has determined that absences, tardiness and early departures will be considered excused or unexcused according to the following standards.

- a) **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, attendance at school sponsored events, suspension from school or in-school suspension where the student attends the required alternative instruction or other such reasons as may be approved by the Board of Education.

Proof or documentation for the absence is required by the BOCES in order to determine if the absence will be deemed excused. An absence due to personal illness will be excused only where a written excuse is submitted by the student signed by his/her parent within two (2) days of the student's return to class.

- b) **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, hair cut, obtaining learner's permit, road test, oversleeping), or if the proper written excuse or verification is not submitted by the student.

Student Attendance Record keeping/Data Collection

The record of each student's presence, absence, tardiness and early departure shall 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 code for the reason.

Attendance records shall use the following code:

- A Excused Absence
- U Unexcused Absence
- T Excused Tardy

Commencing July 1, 2003 and thereafter, attendance shall be taken and recorded in accordance with the following:

- a) For students in non-departmentalized kindergarten through grade eight (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.), such student's presence or absence shall 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 shall also be recorded after the taking of attendance a second time upon the student's return from lunch.
- b) For students in grades nine through twelve 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 shall be recorded after the taking of attendance in each period of scheduled instruction except that where students do not change classrooms for each period of scheduled instruction, attendance shall be taken in accordance with paragraph "a" above.
- c) Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.
- d) In the event that a student at any instructional level from kindergarten through grade twelve arrives late for or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.

A record shall be kept of each scheduled day of Attendance records shall 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 shall be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness or early departure shall be coded on a student's record in accordance with the established District/building procedures.

Attendance records shall 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 shall be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness or early departure shall be coded on a student's record in accordance with the established District/building procedures.

Student Attendance and Grading

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 student's final grade will be based on the student's performance on homework, tests, papers, projects, classroom participation, etc. as determined by the building administrator and/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 can affect a student's grade for the marking period.

Students will be considered in attendance if the student is:

- a) Physically present in the classroom or working under the direction of the classroom teacher during the class scheduled meeting time; or
- b) Working pursuant to an approved independent study program; or
- c) Attending and receiving approved alternative instruction.

Make-Up Work

Students who are absent from class due to their participation in a school sponsored activity are to 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 shall be counted as the equivalent of regular attendance in class.

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

Notice of Minimum Attendance Standard/Intervention Strategies

In order to ensure that parents/persons in parental relation and students are informed of the BOCES policy regarding minimum attendance and the implementation of specific intervention strategies to be employed the following guidelines shall be followed:

- a) Copies of the BOCES Comprehensive Student Attendance Policy will be mailed to parents/persons in parental relation and provided to students at the beginning of each school year or at the time of enrollment in the District.
- b) 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/student handbooks.
- c) At periodic intervals, a designated staff member(s) will notify, by telephone, the parent/person in parental relation of the student's absence, tardiness, or early departure and the relationship between the student's attendance and the impact on classroom participation. If the parent/person in parental relation cannot be reached by telephone, a letter shall be sent detailing this information.
- d) 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/personnel within the BOCES, as well as the possible collaboration/referral to community support services and agencies, will be implemented.

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

A designated staff member shall notify by telephone the parent/person in parental relation to a student who is absent, tardy or departs early without proper excuse. The staff member shall explain the BOCES Comprehensive Student Attendance Policy, the BOCES/building level intervention procedures. If the parent/person in parental relation cannot be reached by telephone, the staff member will provide such notification by mail. Further, the BOCES Attendance Policy will be mailed to the parent/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/person in parental relation, a school conference shall be scheduled between the parent/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.

Attendance Incentives

Good attendance patterns will aid students in succeeding at the BOCES and can be an indicator of future success. The BOCES recognizes the importance of good attendance and chooses to recognize students attending regularly. Recognition of good attendance patterns by students may occur by week, month, semester and year. In order to encourage student attendance, the BOCES will develop and implement grade-appropriate/building-level strategies and programs may include:

- a) Attendance honor rolls may be posted in prominent places in BOCES buildings and included in BOCES newsletters and, with parent/person in parental relation consent, in community publications.
- b) Special events (e.g., assemblies, guest speakers, field days) scheduled on days that historically have high absenteeism (e.g., Mondays, Fridays, day before vacation).
- c) Grade-level rewards at each building for best attendance.
- d) Classroom acknowledgment of the importance of good attendance (e.g., individual certificates, recognition chart, bulletin boards).

Disciplinary Consequences

Unexcused absences, tardiness and early departures can result in disciplinary sanctions as described in the BOCES Code of Conduct. Consequences may include, but are not limited to, in-school suspension, detention and denial of participation in interscholastic and extracurricular activities. Parents/persons in parental relation will be notified by 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/grade levels will address procedures to implement the notification process to the parent/person in parental relation.

Intervention Strategy Process

In order to effectively intervene when an identified pattern of unexcused absences, tardiness or early departures occur, designated BOCES personnel will pursue the following:

- a) Identify elements/ specifics of the pattern (e.g., grade level, building, time frame, type of unexcused absences, tardiness or early departures);
- b) Contact the BOCES or school district staff most closely associated with the element. In specific cases where the pattern involves an individual student, the student and parent/person in parental relation will be contacted ;
- c) Discuss strategies to directly intervene with specific element;
- d) Recommend intervention to the District Superintendent or his/her designee if it relates to change in BOCES policy or procedure;
- e) Implement changes, as approved by appropriate administration;
- f) Utilize appropriate BOCES and/or community resources to address and help remediate student unexcused absences, tardiness or early departures;
- g) Monitor and report short and long term effects of intervention.

Appeal Process

A parent/person in parental relation may request a building level review of their child's attendance record. If the parent/person in parental relations is dissatisfied with the decision rendered at the building level, then he/she may submit a request for an appeal in writing to the District Superintendent, within

five (5) days of the building level decision. If the parent/person in parental relations is dissatisfied with the decision rendered by the District Superintendent, then he/she may submit a request for an appeal in writing to the Board of Education, within five (5) days of the building level decision. Such a request shall be submitted to the Clerk for the Board of Education.

Building Review of Attendance Records

Each school year the building principal, or in the case of a special education student, the special education director or his/her designee, 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.

Annual Review by the Board of Education

The Board of Education shall annually review the building level student attendance records and if such records show a decline in student attendance, the Board shall make any revisions to the Policy and plan deemed necessary to improve student attendance.

Community Awareness

The Board of Education shall promote necessary community awareness of the BOCES Comprehensive Student Attendance Policy by:

- a) Providing a plain language summary of the policy to parents or persons in parental relation to students at the beginning of the each school year and promoting the understanding of such a policy to students and their parents/persons in parental relation;
- b) Providing each teacher, at the beginning of the school year or upon employment, with a copy of the policy; and
- c) Providing copies of the policy to any other member of the community upon request.

Education Law Sections 3024, 3025, 3202,
3205, 3206, 3210, 3211, and 3213
8 New York Code of Rules and Regulations
(NYCRR) Sections 104.1, 109.2 and 175.6

PESTICIDE APPLICATION NOTIFICATION

Dear Parent, Guardian, and School Staff:

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

The Cayuga-Onondaga BOCES is required to maintain a list of persons in parental relation, faculty, and staff who wish to receive 48-hour prior written notification of certain pesticide applications. The following pesticide applications are **not** subject to prior notification requirements.

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

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

Please feel free to contact Mr. Al Albring, the Cayuga-Onondaga BOCES pesticide representative at:
Cayuga-Onondaga BOCES,
1879 West Genesee Street Road, Auburn, NY 13021
(315) 253-0361, Fax: (315) 252-6361 if you have any concerns or would like to be notified.

**INTERNET ACCEPTABLE USE POLICIES REGULATIONS FOR Students,
Administrators, Teachers and Staff 6/01/11**

Internet/Online Resources

Access to and use of information has become relatively unconstrained through the use of computers, on-line services and the availability of the Internet. The BOCES generally supports access to information through electronic media with appropriate guidelines for use. For instructional use the BOCES also directs staff to incorporate as deemed appropriate the skills necessary to access, analyze and evaluate such resources and to instruct users to access electronic resources responsibly. All users of the BOCES' computer network and the Internet must understand that use is a privilege, not a right, and that use entails responsibility. Users should not have an expectation of privacy in anything they create, send, store, or receive. All users must understand that monitoring software may be used that tracks electronic transmissions to and from all computers at the BOCES. The computer equipment is BOCES property and users have no expectation of privacy while using the computer, e-mail or accessing the Internet. The BOCES has the right to access and view any material stored on BOCES' equipment or any material used in conjunction with the BOCES' computer network.

Instructional Programs Authorized Use - Users

- Any user of an instructional program shall be allowed access when suitable for instruction as defined by course instructors for study, research, communications or for any activity instructors deem appropriate. Access will be granted only after proper instruction on uses of the Internet and access software and hardware, upon user's agreement in writing to the rights and responsibilities

User Protocol

Users are expected to abide by generally accepted rules of online etiquette. They will:

- Observe politeness when communicating. Abuse of others will not be tolerated.
- Use appropriate language. Vulgarities or other inappropriate language is considered unacceptable use.
- Respect privacy. Personal information of any kind (address, phone numbers, credit card numbers of those of users or colleagues) should never be revealed. Any attempt to represent oneself as another user or secure passwords or personal information is considered a violation of use.
- Realize that electronic information and mail may not always be completely private. Communications should not be sent or received which would support unlawful activities or which would be defamatory, abusive, offensive and/or obscene.
- Refrain from acts that waste resources or prevent others from using them including (but not limited to) commercial advertising, mass mailing for other than educational purposes, political fund raising or support of political candidates, downloading of large and time consuming files not appropriate for instructional or business use.
- Prudently use the BOCES' finite resources and shared technological resources.
- Refrain from purposely exploiting any gaps in security and/or disrupting network traffic of crashing the network and connected systems.
- Not reveal or share user names and passwords.

Unauthorized and Illegal Uses

Any use, whether onsite or offsite, of BOCES Internet/online connections, which is not authorized by, or in compliance with these policies, practices and procedures, and user agreements is considered unauthorized use. In addition to previously stated regulations, users are advised of the following specific illegal uses of BOCES provided accounts:

- Use to promote or sell any commercial product or service use to commit a crime or in any area where BOCES staff is present. Adult users may work independently as course work requires.

or in any area where BOCES staff is present. Adult users may work independently as course work requires.

E-mail

Administrators, teachers, and staff will be provided with individual accounts for both network and e-mail. Individual student e-mail accounts will be created on an as needed basis. However, instructors may at their discretion use a Learning Management System (LMS), such as Moodle, for discussion groups and classroom projects.

Regulations for All Users

All users shall recognize their personal responsibility to comply with these regulations:

- Only legally (registered) acquired and approved resources shall be used (e.g. software, data bases, accounts, resources, etc.)
- Copyright restrictions on resources obtained shall be honored and the intellectual property rights of others shall be maintained.
- Users should be aware of the effects of, electronic information and should verify the integrity and authenticity information compiled or used and properly cite authors of original materials.
- Electronic files or electronic access/use shall be open to examination by BOCES as guided by policy for print resources.
- Users should understand that if commercial sites are used any charges required may be the responsibility of the user.
- All users shall adhere to *User Protocols* as defined in these regulations and accept responsibility to not engage in improper or unauthorized use as defined.
- All users shall report any questionable use, sites or incoming information.
- All users shall not intentionally endanger the security of BOCES information or any information, software or files housed on instructional or office equipment. Nor shall any user download information or software which may introduce computer viruses or any other destructive element to equipment, software or electronic files.
- Only approved hardware is to be connected to the network.

User Protocol

- Use to make or distribute or receive obscene materials as defined in State and Federal Laws
- Use to in any way endanger the health and security of any individual or organization.

Monitoring of Internet Use

- It shall be the primary responsibility of instructors and supervisors to:
- Provide proper instruction for students and staff on use, guidelines and regulations and consequences of inappropriate use.
- Reasonably monitor the use of electronic resources
- Initiate or recommend appropriate disciplinary actions consistent with established BOCES procedures and to report serious infractions as defined in the "illegal uses" section to proper supervisory personnel and/or authorities

Consequences

At the discretion of the Information Technology Administrator, instructor or principal a user's privileges may be revoked, suspended or modified. Infractions which seriously violate the BOCES user disciplinary code may result in action consistent with applicable due process of law and BOCES policy, practices, and procedures. All users must recognize that they assume personal responsibility and liability, both civil and criminal, for unauthorized use of the Internet as outlined but not limited to, items outlined herein.

PROCEDURES FOR OBTAINING APPROVAL FOR INTERNET ACCESS VIA CAYUGA-ONONDAGA BOCES FACILITIES AND CONNECTIONS

Students:

A student may be authorized to use the Cayuga - Onondaga BOCES Internet facilities and connections with the following conditions:

- The student must complete a teacher-supervised orientation in the use of the Internet, which shall include instruction in the operation of the Cayuga - Onondaga BOCES equipment, instruction in the authorized educational uses of the Internet facilities and user conduct on the Internet. Satisfactory completion of the orientation shall be certified by a teacher.

- The student shall sign the Cayuga - Onondaga BOCES Internet User Agreement.
- The student's parents or guardians will be notified of the Cayuga-Onondaga BOCES Acceptable Use Policy and be required to sign and return the notification.

The student shall file the signed user agreement and parent notification form with the building principal.

The building principal will approve properly completed forms, at which time the student is authorized to access the Internet and commence using the system.

Parents' Bill of Rights for Data Privacy and Security

In accordance with Education Law Section 2-d, the Cayuga-Onondaga BOCES hereby sets forth the following Parents' Bill of Rights for Data Privacy and Security, which is applicable to all students and their parents/legal guardians.

A student's personally identifiable information cannot be sold or released for any commercial purposes;

In accordance with FERPA, Section 2-d and Board Policy 72400 Student Records:

Access and Challenge, parents have the right to inspect and review the complete contents of their child's education record;

The District has the following safeguards in place to protect student data, including personally identifiable information stored or transferred by the District.

- a. All databases that have student information are protected by a secure password and login. These logins are monitored and kept up to date;
- b. Student information is only accessible by those that are deemed warranted of having the information.

The New York State Education Department collects a number of student data elements for authorized uses. A complete list of all student data elements collected by the State is available for public review from the State Education Department.

Websites and mailing addresses will be made public when they become available.

Parents have the right to submit complaints about possible breaches of student data or teacher or principal APPR data. Any such complaint must be submitted, in writing to:

Jessica Docteur
Deputy Superintendent of Curriculum, Instruction, and Educational Programs
Cayuga-Onondaga BOCES
1879 West Genesee Street Road
Auburn, NY 13021
315-253-0361 x5115