



**ORLEANS/NIAGARA**  
Board of Cooperative Educational Services

# Student Handbook

## Orleans/Niagara BOCES

# MISSION STATEMENT

The mission of the Orleans/Niagara Board of Cooperative Educational Services is to be the premier provider of innovative and effective solutions for the evolving needs of our component districts and other learning collaboratives.

### *Core Values:*

*We believe that:*

- *Respect for all people and the diversity of their ideas, enriches the individual and strengthens society*
- *All people are responsible for their choices*
- *Each person has potential and abilities that when developed and shared, both the individual and society benefit*
- *Integrity and hard work are essential for positive outcomes*
- *Communication and collaboration are the keys to mutual understanding and effective relationships*
- *With visions there is hope; with hope there is opportunity*
- *Continuous learning is essential to enriching the quality of life*



**ORLEANS/NIAGARA BOCES NON-DISCRIMINATION STATEMENT**

The Orleans/Niagara Board of Cooperative Educational Services (BOCES) is an equal opportunity employer and does not discriminate against any employee or applicant for employment on the basis of gender, gender identity or expression, race, color, religion or creed, age, national origin, marital status, disability, sexual orientation, military or veteran status, domestic violence victim status, genetic predisposition or carrier status, or any other classification that is recognized by law as a protected classification.

The Orleans/Niagara Board of Cooperative Educational Services (BOCES) is an equal opportunity educational system and does not discriminate against any student or candidate for enrollment on the basis of actual or perceived race, creed, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, marital status, gender, gender identity or expression, sex, or any other classification that is recognized by law as a protected classification.

Any person wishing to obtain information about the BOCES procedures for grieving alleged civil rights violations may obtain information by contacting Wayne M. Van Vleet, Director of Labor Relations/Civil Rights Compliance Officer, 4232 Shelby Basin Road, Medina, New York 14103, telephone number (716) 731-6800, extension 2206, e-mail address wvanvleet@onboces.org.

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## **MESSAGE TO STUDENTS**

*Dr. Clark J. Godshall*

*District Superintendent of Schools*

Welcome to the Orleans-Niagara BOCES! Our Career & Technical Education centers were founded for the sole purpose of providing you, the student, with outstanding programs designed to enable you to acquire the skills and training necessary for entry into your chosen vocation or post-secondary schooling. I am confident that your teachers will do their utmost to help you take full advantage of the BOCES facilities and the career opportunities available to you upon the successful completion of the course of study you have chosen to pursue.

Success at work, and in life generally, requires personal initiative, cooperation with others, and the desire to excel. Taken together, these characteristics make a person mature and responsible, and it is our goal to help you develop in this manner. But we cannot do this alone. You, the learner, must play an active role in your own growth and development. We at Orleans/Niagara BOCES will do our part, and we will expect you to do yours. Only in this way can you benefit most.

I encourage you to help us evaluate our programs so that we can continue to meet the needs of all the students. Please do not hesitate to suggest ways that might help us improve our course offerings.

Let me emphasize that the staff at BOCES, your home school, your parents, and you yourself, all have a common goal: to help you become a citizen capable of taking your rightful place in our democratic society. To achieve this common objective requires that we honor your right to a good education, and that you assume the responsibility of respecting the right of your fellow students to that same education. Have a superior academic year.

## **MESSAGE TO PARENTS**

*From the Principals*

The Orleans and Niagara Career & Technical Education Centers offer Career & Technical Education training to approximately 1,800 students from Orleans and Niagara County high schools.

Our primary focus is the development of skills that will enable our students to successfully obtain employment or continue on with their education upon graduation from high school. However, skills alone do not assure anyone of continuous employment. We attempt to teach many other desirable traits, such as working cooperatively with others, the desire to do the best work possible, pride in oneself, and the importance of honesty and good attendance. These are all factors that make an individual valuable to our society.

At times we may have adult students over the age of 21 enrolled in our Career and Technical classes.

Close cooperation between parents and Career & Technical Education staff is vitally important. Parents are always welcome to visit the Center. At some point in the year, we will have an "Open House" at which time you will be invited to meet the staff and observe various classroom demonstrations and projects. We do, however, encourage visits whenever your schedule will allow.

We, at the Orleans and Niagara Career & Technical Education Centers and the staffs of the high schools we serve, hope that your son or daughter will excel in their chosen field. Your attention and encouragement will help us do our best for your child.

Please go over this Student Handbook with your son or daughter. There are several items you may wish to refer to in the future. Should you at any time have questions, please contact us at 716-731-6800.

## **MESSAGE TO STUDENTS**

### ***From the Staff***

Orleans/Niagara BOCES is a school which emphasizes career and technical education with a supporting academic program. Our main focus is to successfully train students to meet the human resource needs of the local business and industrial community.

## **EXPECTATIONS**

We expect students to:

1. Present yourself and behave like a young professional in your field of study.
2. Respect yourself, other students, teachers, administrators, parents and all adults.
3. Be in school each day. Students learn best when they are in school every day. If you are sick or will be late, call the Attendance Office.
4. Be on time to school and classes.
5. Complete all assignments in a timely manner.
6. Meet deadlines.
7. Participate in class, SkillsUSA and other student activities.
8. Obey the rules and do not disrupt the classrooms or school environment.
9. Take care of your property and the school's property that you share and use.
10. Pick up your own mess and clean up after yourself.
11. Keep the halls, rooms, lockers and school grounds clean.
12. Remove your hats/other headgear before entering the building.
13. DO YOUR BEST!

## **STUDENT CONDUCT AND DISCIPLINE**

It is expected that students will conduct themselves in a mature and orderly manner while at the Center. In the interest of safety, health, and orderly operation of the educational program, discipline is necessary. Any violation of school rules, or any conduct that endangers the health, safety, morals, or welfare of any individual(s), will subject the offending student(s) to disciplinary action that may include suspension from school. Additionally, any conduct that adversely affects the educational environment or program may result in such disciplinary action, even if the conduct did not occur at school or during a school event or function. *(Please also refer to the Code of Conduct Summary on page 18.)*

## **ACADEMIC LEARNING CENTER (ALC)/IN SCHOOL DETENTION**

Students placed in ALC have been deemed inappropriate for the regular classroom environment by the teacher, aide, administrator or other school faculty, due to their behavior.

Student in ALC/In School Detention who do not follow the directions of the supervising adult may receive additional consequences, up to and including suspension from school. (Please also refer to the Code of Conduct Summary on page 17.)

## **ARRIVAL AND DEPARTURE**

Students, upon arrival, will go immediately to their assigned class by the shortest possible route. Upon dismissal, students will go directly to their bus. If the buses are late, students must wait on the sidewalk.

## **AT THE CENTER**

When passing through school corridors and while on school grounds, loud talking and disruptive behavior will not be tolerated. No student is to be outside his/her assigned class without proper permission.

## **SCHOOL PROPERTY**

The Board of Education and the taxpayers have provided an attractive and well-equipped building for your Career & Technical Education studies, and they expect that all students will make an effort to keep it free from litter and damage. This building is yours. Take pride in it and keep it in the same condition as when you first entered.

## **SMOKING AND CONTROLLED SUBSTANCES**

Possessing, smoking, consuming, selling, distributing, or exchanging a cigarette, cigar, pipe, tobacco, any tobacco products, electronic cigarettes, look-alike items or substances, or any paraphernalia (including but not limited to lighters, matches, rolling papers, etc.), is prohibited.

Students are prohibited from possessing or using prescription or non-prescription medication without express authorization from the school administration.

Students violating these regulations will be referred to the office. Such violations will subject the individual to possible suspension or dismissal from the program.

## CELLULAR PHONES/ELECTRONIC DEVICES

The display and/or use of all electronic devices including cell phones by students are prohibited during all school-sponsored events, activities and transportation. Students are expected to put these devices away as they enter the building and keep them out of sight during the school day.

A phone for emergency student use is provided in the main office. Should a parent and/or guardian need to reach a student, please call 716-731-6800 and we will do our best to accommodate you.

- Students will be asked to put the cell phone/electronic device away.
- Teacher, classroom assistant or administrator may take cell phone or electronic device and lock it in teacher's desk. Teacher will contact parent/guardian. The student will receive their cell phone at dismissal.
- Further incidents may result in the cell phone or electronic device being taken from the student and given to an administrator. Parent/guardian may be contacted to come pick up cell phone or electronic device and have a conference with the teacher. This may result in the student being asked to give the teacher their cell phone each day as the student enters the classroom. If student refuses, parent will be contacted and additional consequences will follow.

If the problem persists, it will be handled by administration, which could include in-school suspension, out of school suspension or dismissal from BOCES.

BOCES will not accept responsibility for lost, stolen or destroyed personal items.

## SUSPENSION

When students are suspended from the Educational Center, they may be suspended from their home school for the same period of time. When students are suspended from their home school, they may be suspended from the Center for the same period of time.

## TRANSPORTATION

1. **BUS STUDENTS** - Unless specified otherwise, students are to ride to and from the Center in vehicles provided by their districts. Students are to be courteous and obedient at all times, recognizing the drivers' authority while en route. Any disobedience will subject the student to possible loss of bus privileges, suspension or dismissal from BOCES.
2. **MISSED BUS** – Students who do not get to their designated bus pickup area (typically the home school) and miss their ride to BOCES, **DO NOT** have permission to drive to the CTE site. They are to notify the home school, receive permission from administration to drive in or arrange for a parent/guardian to transport them to the CTE site. The home school district must contact CTE site to acknowledge permission has been granted.
3. **DRIVING PASSES** - No student may drive to the BOCES Center on a daily basis. One-day driving passes may be granted with written permission from: *the BOCES teacher, the BOCES Principal, a parent or guardian and home school principal*

secured in advance of the day the student is to drive. The completed pass must be brought into BOCES on the day the student drives.

- a. Forms for one-day driving passes are available in the Career & Technical Education main office. Permission will be granted for limited reasons.
  - b. As part of your particular educational program, students will be allowed to work on personal vehicles provided that they follow the approved registration and authorization procedure (see item 5).
  - c. Students granted one-day driving passes are to park their cars in the student parking areas on school grounds and enter through the main doors. No cars are to be parked off school property. Student cars must be parked in student parking lot. After attendance is taken, student notifies office to secure entrance through gate to shop area.
4. **STUDENT RIDERS** - Student drivers may **not** carry riders.
  5. **STUDENT AUTOMOBILES BROUGHT IN FOR REPAIR WORK** – Autos that are to be worked on in the shops may be brought to the Center only after proper permission has been given by both the student's instructor and the instructor in whose shop the work will be done. A repair order must be completed by the **owner**. The auto must be left at the Center until the work is completed and paid for. Cars being delivered for repairs or returned home are to carry **NO** passengers. Failure to comply will subject the student to disciplinary action.
  6. **STUDENT DEPARTURE FROM BOCES** - Students departing from BOCES other than by bus must have the parent/guardian/driver sign them out in the Career & Technical Education office. Photo ID will be required by the person picking up the student. If the driver is not the parent or guardian, written permission from the parent/guardian must be given to an office staff member prior to departure. Students will not be dismissed without proper verification.

## STUDENT RESPONSIBILITIES

### ACCIDENTS

In case of an accident, any injury, no matter how small, is to be reported IMMEDIATELY to the instructor. He or she will complete an accident report and file it with the Career & Technical Education office. A copy will be sent to the home school.

### ATTENDANCE

Each student **MUST** maintain regular attendance in order to meet industry standards and program requirements. Inability to meet this expectation may result in the failure of the program and/or returning for 2<sup>nd</sup> year of program. Each class a student misses results in a loss of instruction that can seldom be made up. Absence from class has been found to be one of the major reasons for course failure. Many students strive for perfect or excellent attendance and receive recognition quarterly and at the end of each year. Perfect Attendance means **NO** absences, **NO** tardies, and **NO** non-school early dismissals. Excellent Attendance means tardies, absences, emergency leave may not exceed 2 days per quarter.

If a student is going to be out of school for any length of time, the parent should contact the Career & Technical Education office to make arrangements for assignments that can be worked on at home.

A good attendance record is also important in securing part or full time work as employers are always most anxious to note the school attendance record of a prospective employee.

1. **ABSENCES** - A written excuse, including a phone number where a parent can be reached, must be submitted when returning from an absence. Students must be physically present to be counted as in attendance.
2. **EARLY DISMISSAL** – Upon arrival at the center, when it is necessary to be excused from class early, the student must bring a note, including a phone number where a parent can be reached to the designated office. The nurse or Career & Technical Education office will then verify by calling. Leaving without obtaining a verbal from the parent will lead to a suspension.
1. **TARDINESS** - Students coming in late to BOCES must report to the designated office to obtain a late pass. Instructors will not admit students to class without this pass. Students missing buses at their home school must report to their high school office. If the student must drive in order to attend BOCES that day, written permission must be obtained from the high school principal and presented to the Career & Technical Education office upon arrival at BOCES. Excessive tardiness will not be tolerated.
2. Participation grades will be affected negatively due to excessive absences and tardies. Excessive absences will result in a review of the student's ability to remain in the occupational program.

## **DRESS**

### **Student Dress Code**

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

A student's dress, grooming and appearance shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Include footwear at all times. Footwear that is a safety hazard will not be allowed. Flip flops are not considered appropriate footwear.
3. Not include items that are vulgar, obscene, libelous or denigrate others.
4. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs, contain sexual references or innuendo, and/or encourage other illegal or violent activities.
5. Meet fair standards of the field of employment.
6. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back), distracting shorts, clothing that allows midriffs to be exposed, and see-through garments are not appropriate.
7. Not include extremely tight clothing.
8. Not include the unauthorized wearing of coats, jackets, or trench coats during the school day.

9. Not include the unauthorized wearing of head coverings in school, except for a bona fide medical or religious purpose.
10. Not include any attire that a BOCES administrator has designated as a gang or group identity that may become disruptive or intimidating.
11. Ensure that underwear is completely covered with outer clothing.

Each building principal or his or her 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.

Any student who violates the dress code shall be subject to discipline, up to and including suspension from school.

If the student does not have the required clothing within the time that is established by the instructor, he/she will not be permitted to participate in the practical phase of the course and will be graded accordingly due to the lost time.

### **EXTRA TIME REQUIREMENTS**

In order to fulfill all course requirements, students will be expected to put in additional time outside of the normal class hours. The particular assignments shall be determined by the classroom teacher.

In order to participate in specific BOCES activities, students who miss their home school classes need to obtain special permission from the home school on a Full Day Attendance form available in the Career & Technical Education office. Students who are not in good standing at their home school may be denied this permission.

### **FINANCIAL RESPONSIBILITY**

Depending on the course, students may be assessed the material cost of individual projects. Payment must be made to the Career & Technical Education office before projects are removed from the shop.

All school fundraising and donations must be approved in advance by the appropriate instructor, administrator, and superintendent. No student shall fundraise or solicit donations without appropriate approval. This would include online fundraising such as GoFundMe.

### **GRADES**

Grades will be recorded and sent to the Guidance Department of district high schools at the requested intervals. Schedules will be disseminated giving the dates when grade sheets are due to the occupational office. Strict adherence to this schedule is necessary since there is, in many instances, virtually no time between these dates and those when report cards are issued by the home school.

To receive credit at the home school for a Career & Technical program a student must achieve the minimum final grade required by the home school. Individual departments will be responsible for the weighting and distribution of grade percentages in three main categories. They are:

- 1) class participation
- 2) practical participation
- 3) test/theory

An interim progress report will be initiated at the mid-point of each marking period for each student.

## **TRANSCRIPTS**

All students can request a transcript at the completion of their 2-year programs. Transcripts will include: 1<sup>st</sup> and 2<sup>nd</sup> year grades, attendance and achievements.

## **COMPLETION CERTIFICATE**

A student who completes a 2-year CTE program with an overall average of 65% or better in both years is eligible to receive a completion certificate. Failure to complete the senior year with a 65% or better will make a student ineligible for a completion certificate as well as attendance in our completion ceremony.

## **TECHNICAL ENDORSEMENT ON DIPLOMA**

Students enrolled in an approved school district or BOCES career and technical education (CTE) program who successfully complete all requirements earn a technical endorsement to be affixed to the high school diploma.

Student Requirements:

1. Completion of a minimum of 22 units of credit, as required for graduation.
2. Passing grades on 5 required Regents examinations or approved alternatives.
3. Have earned a completion certificate, as defined above.
4. Successful completion of a 2-part technical assessment (written & practical).
5. Achieved a 70% or better average on student portfolio.

## **ACHIEVEMENT AWARD**

To encourage students to reach their full potential and to recognize their accomplishments and efforts, Career and Technical Education Achievement Awards are issued. Certificates are given to students who develop the essential skills required for the workplace:

Student Requirements:

1. A final 2-year average grade of at least 85%.
2. Good attendance (8 days absence per year, maximum of 16 days for two years).
3. Portfolio in program area completed with an 85% or above grade.
4. Participation in a program internship: Shadowing, Capstoning or equivalent.

## **LOCKERS, DESKS, AND OTHER STORAGE SPACES**

Lockers, desks, cabinets, computers (including computer systems, hardware, software, and/or e-mail), other equipment, and/or other storage spaces may be provided for use by students. Such lockers, desks, cabinets, computers (including computer systems, hardware, software, and e-mail), other equipment, and other storage spaces remain exclusively the property of Orleans/Niagara BOCES. No student has any expectation of privacy in any Orleans/Niagara BOCES lockers, desks, cabinets, computers (including computer systems, hardware, software, or e-mail), any other equipment, or any other storage spaces.

Lockers, desks, cabinets, computers (including computer systems, hardware, software, and e-mail), any other equipment, and any other storage spaces may be accessed and searched at any time.

Orleans/Niagara BOCES does not assume responsibility for loss of or damage to any personal property kept in desks, lockers, cabinets, or any other storage spaces.

Locks are school property and must be returned before credit is granted for the course. A fee of \$3.50 will be charged for lost or damaged locks, if provided by the school.

## **SAFETY**

### **ONE OF THE MOST IMPORTANT FACTORS STRESSED IN INDUSTRY**

Your instructor will outline the safety rules of your course during the first few days. Safety in school is mandated by law, as well as by good common sense. Good conduct makes safer conditions, and the practices of pushing, hitting, running, etc., are juvenile and dangerous, and will not be tolerated. Any student not observing safety procedures will be subject to suspension or dismissal from the program.

### **SAFETY EQUIPMENT AND UNIFORMS, WHERE REQUIRED, WILL BE WORN**

Chapter 166 of the Education Laws of 1965 added a new section- Law #409a relative to "Eye Safety Devices". **Teachers and students in shop programs must wear approved safety glasses.** Students already having prescription lenses must have them approved by BOCES.

## **TELEPHONE USAGE**

*See "Cellular Phones/Electronic Devices" page 5*

## **TEXTBOOKS**

In some classes, textbooks are provided but should be treated as a loan to be returned in satisfactory condition. Students are financially responsible for damaged or lost textbooks. Students may purchase workbooks and textbooks independently from the publishing company. Your instructor can provide you with information for ordering. Textbooks purchased will serve as valuable reference materials for students, both in school and in their career.

## **STUDENT SERVICES**

### **PLACEMENT OFFICE**

Throughout the year, the Placement Office will be making contacts with industry in an effort to secure employment for students upon graduation. Whenever possible, current students are placed in part time employment. Many activities generate from the Placement Office, including a work shadowing program and capstoning. These will be further explained to you after the school year is in progress.

An employment seeking module will be introduced by each instructor to help develop employment finding techniques for securing that all-important first employment.

### **STUDENT ORGANIZATIONS**

### **TECH CENTERS THAT WORK**

Tech centers, technology centers, technical centers, career centers and career/technical centers all have a common purpose: to provide high quality career/technical studies to high

schools students. Students may attend these centers for only a portion of the school day, receiving both academic and technical instruction at the center.

The *Technology Centers That Work* school improvement initiative was formed in 2007 to help these shared-time centers review and implement the actions needed to produce high-demand, high-wage graduates who will be leaders in their selected careers. The network now includes more than 130 sites in 12 states.

Mission Statement:

To help all students be successful in careers and further studies.

Goals:

1. To raise the level of academic and technical performance within each program area.
2. To increase, improve and unify completion certificates for Orleans/Niagara Career and Technical Centers.
3. To raise the level of all programs consistent with industry standards and requirements.

### **SkillsUSA**

The staff encourages all students to become members of **SkillsUSA**. **SkillsUSA** is a partnership of students, teachers, and industry representatives working together to ensure that America has a skilled workforce. It is a nationally recognized organization serving teachers and high school students who are preparing for careers in technical, skilled, and service occupations. **SkillsUSA** programs include local, state, and national competitions in which students demonstrate occupational and leadership skills. **SkillsUSA** programs also help to establish industry standards for job skill training and promote community service. **SkillsUSA** is recognized by the U.S. Department of Education and is cited as a “successful model of employer-driven youth development training program” by the U.S. Department of Labor.

Opportunities in the local **SkillsUSA** chapter include:

- Serve as an officer
- Learn to speak effectively
- Acquire leadership
- Learn how to plan and enjoy social activities
- Learn to work with others
- Attend district, state, and national events
- Take part in competitive activities such as public speaking or skill contests at the regional, state, and national level.
- Experience the feeling of accomplishment through service to others.

Belong to a nationally recognized student/professional organization such as Future Farmers of America (FFA).

### **NATIONAL TECHNICAL HONOR SOCIETY**

NTHS is the acknowledged leader in the recognition of outstanding student achievement in career and technical education. Thousands of high schools and colleges are affiliated with the Society. Member schools agree that NTHS encourages higher scholastic achievement, cultivates a desire for personal excellence, and helps top students find success in today’s highly competitive workplace. Our NTHS chapter at Orleans/Niagara BOCES was established in October 2007.

The criteria used to select students for membership are:

1. A member in good standing of SkillsUSA or other professional organization. Students interested in this opportunity who are not SkillsUSA members, need to show proof of membership in other occupational associations.
2. Excellent attendance – 4 days or fewer absent in the junior year.
3. An average of 90 or higher BOCES
4. An overall average of 85 or higher at home school.
5. Community Service completed by the student.
6. Recommendation from faculty or staff at Career & Technology.

### **MEDICATION RULES**

Only those medications which are necessary to maintain the student in school and which must be given during the school day will be administered. NYS Education Law requires the following guidelines for administration of any medication (prescription or nonprescription) during school hours:

- Written order from a licensed prescriber.
- Written parental permission.
- Orders must be renewed each year or if there is a change in dosage.
- Written order must accompany a discontinuance of medication.
- Parent or guardian must deliver the medication directly to the clinic in a properly labeled original container. The container must display the following: student name, name/phone number of pharmacy, licensed prescriber's name, date/number of refills, name/dosage of medication, frequency of administration, route of administration and any other directions. Medication to be dispensed must be housed in our clinic at all times.
- For a student to self-administer any medication at school, the following must be provided: written permission to self-administer from a licensed prescriber, written parental permission to self-administer and approval of the school nurse that the student is capable of self-administration. Any misuse of this privilege will result in removal of the self-administration order.

## **ORLEANS/NIAGARA BOCES STATEMENT PERTAINING TO STUDENT RECORDS**

This statement on behalf of the Orleans/Niagara Board of Cooperative Educational Services (hereinafter sometimes referred to as “Orleans/Niagara BOCES” or “the BOCES”) is to inform you of the rights of parents and students with respect to education records pursuant to the Federal Family Educational Rights and Privacy Act.

Parents of a student under 18 years of age, or students 18 years of age or older, have the right to inspect and review any and all official records, files, and data directly related to their children or themselves, including 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, and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns.

A parent of a student under 18 years of age or a student 18 years of age or older may make a request for access to that student’s school records, in writing, to the program supervisor or coordinator. Upon receipt of such request, arrangements shall be made to provide access to such records within a reasonable period of time, but in any case, not more than 45 days after the request has been received.

If information contained in the student’s record is believed to be inaccurate or misleading, the parent or eligible student should write to the supervisor or coordinator, clearly identifying the part of the record he or she wants changed, and specify why it is inaccurate or misleading. If the BOCES does not amend the record as requested, the parent or eligible student will be notified of the decision and advised of his or her right to a hearing regarding the request for amendment.

Student records, and any material contained therein which is personally identifying, are confidential and generally may not be released or made available to persons other than parent or student without the written consent of such parent or student. There are a number of exceptions to that rule, including but not limited to exceptions that authorize (and will prompt Orleans/Niagara BOCES to make) disclosures of such records and/or information: To Orleans/Niagara BOCES employees and/or officials who are determined to have legitimate educational interests; to representatives of other schools, school systems, and/or institutions of postsecondary education in which the student is enrolled and/or in which the student seeks or intends to enroll, so long as the disclosure is for purposes related to the student’s transfer or enrollment; certain state and federal officials who have a legitimate need for access to such records in the course of their business; in case of a health or safety emergency, to the extent authorized by law; and in response to a court order or lawfully issued subpoena, to the extent authorized by law.

Regarding the exception that permits the Orleans/Niagara BOCES to disclose education records (without consent) to school employees and/or officials with legitimate educational interests, a school employee or official includes: A person employed by Orleans/Niagara BOCES as an administrator, supervisor, instructor, or support staff member (including but not limited to health or medical staff and/or law enforcement unit personnel); a person serving on the Orleans/Niagara Board of Cooperative Educational Services; a person or company (including but not limited to an attorney, auditor, medical consultant, or therapist) to whom the BOCES has outsourced services or functions that it would otherwise assign its employees to perform; a school resource officer; a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school employee

or official in performing his or her tasks. A school employee or official has a legitimate educational interest if the employee or official needs access to an education record in order to fulfill his or her professional responsibility.

Orleans/Niagara BOCES may routinely disclose designated directory information without written consent, unless you have notified the Orleans/Niagara BOCES to the contrary in accordance with Orleans/Niagara BOCES procedures. One purpose of directory information is to allow the Orleans/Niagara BOCES to include this type of information from your child's education records in certain school publications including but not limited to newsletters, articles, calendars, etc.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside persons and organizations without a parent's prior written consent. Outside organizations include, but are not limited to, news media, military personnel, and police and law enforcement agencies. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Orleans/Niagara BOCES to disclose directory information from your education records (or those of your child) without your prior written consent, you must notify the Orleans/Niagara BOCES in writing by no later than the tenth (10<sup>th</sup>) day of instruction. Please send your written request to: Labor Relations Office, Orleans/Niagara BOCES, 4232 Shelby Basin Road, Medina, NY 14103. Orleans/Niagara BOCES has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Enrollment status
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

To the extent that FERPA authorizes the creation of a "law enforcement unit" that may include the designation of individuals, offices or other components to act in such capacity, Orleans/Niagara BOCES elects to maintain a law enforcement unit as provided for under FERPA and the BOCES intends that the records of the law enforcement unit be maintained separately from students' education records and thereby be exempt from FERPA confidentiality and non-disclosure requirements that apply to education records. Therefore, under Orleans/Niagara BOCES policy, the following offices are authorized and designated as the BOCES' law enforcement unit with authority to carry out the activities of a law enforcement unit (including

enforcement of law, referral of matters to law enforcement authorities, and maintenance of physical security and safety of the BOCES).

Niagara County Sheriff's Department (including designated school resource officer)  
Office of the Director of Labor Relations  
Office of the Director of Career and Technical Education  
Office of the Director of Special Programs  
Office of the Director of Business Services

Images of students captured on security videotapes are considered records of the Orleans/Niagara BOCES law enforcement unit, and such videotapes and the images captured thereon are not considered education records under FERPA. Accordingly, those videotapes may be shared with law enforcement authorities or others as deemed appropriate by the Orleans/Niagara BOCES.

A parent or eligible student may file a written complaint with the United States Education Department regarding an alleged violation of the Family Educational Rights and Privacy Act. The name and address of the office that administers FERPA is: Family Policy Compliance Office, United States Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605.

**Revised August 2016**

## ORLEANS/NIAGARA BOCES

### PARENTS' BILL OF RIGHTS FOR DATA PRIVACY AND SECURITY

The Orleans/Niagara BOCES is committed to protecting the privacy and security of student, teacher, and principal data. In accordance with New York Education Law § 2-d, the Orleans/Niagara BOCES wishes to inform the school community of the following:

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

*April 2015*

## **BUILDING-LEVEL EMERGENCY MANAGEMENT OPERATIONS PLAN**

In accordance with the Commissioner of Education's Regulation 155.17, Orleans/Niagara BOCES has developed a Building-Level Emergency Management Operations Plan to safeguard the safety and health of students and staff, as well as District property, in the event of an emergency.

Each year, as required by SED, each school district will conduct at least one drill to test the effectiveness of the district's sheltering procedures and at least one drill to test the district's early dismissal procedures. Parents and/or legal guardians will be notified at least one week before the early dismissal drill.

The Building-Level Emergency Management Operations Plan includes the following:

1. Definition of "emergencies" and procedures to be followed when plan is activated.
2. Designation of an Incident Command System in anticipation of, or in response to, an emergency.
3. Identification of sites of potential emergencies.
4. Identification of appropriate responses to emergencies.
5. Identification of District resources which may be available for use during an emergency.
6. Procedures for coordinating the use of the District's resources and personnel during emergencies.
7. Identification of external resources which may be available for use during an emergency.
8. A system for informing all schools within the District of the emergency.
9. Plans for taking the following actions, if appropriate: School cancellation; early dismissal; evacuation; and sheltering.
10. Pertinent information about each school (including information on school population, number of staff, transportation needs and the business and home telephone numbers of key staff of the District and others, as appropriate).
11. Procedures for obtaining advice and assistance from local government officials.

The District-Wide Safety Plan, which is an overview of the Building-Level Emergency Management Operations Plan, is available for review in the central office.

7/02

## **SUMMARY OF ORLEANS/NIAGARA BOCES CODE OF CONDUCT**

### **I. Introduction**

The Orleans/Niagara Board of Cooperative Educational Services (hereinafter sometimes referred to as “BOCES” or “the BOCES” or “the Board”) board of education ("board") is committed to providing a safe and orderly school environment where students may receive and BOCES personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other BOCES personnel, parents and other visitors is essential to achieving this goal.

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

The board recognizes the need to clearly define those 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 board adopts this code of conduct ("the code").

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

### **II. Definitions**

For the purposes of this code, the following definitions apply unless otherwise stated.

"Disruptive student" means an elementary or secondary student under the age of 21 who substantially disrupts or interferes with the educational process or with a staff member's authority.

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

"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.

“School function” means any school-sponsored extracurricular event or activity.

“Student” means an elementary or secondary student, unless otherwise specified herein.

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

1. Commits an act of violence upon a school employee, threatens to do so or attempts to do so.

2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys BOCES property.
8. Engages in other conduct that is determined to be violent.

“Weapon” means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, knife, dagger, dirk, razor, stiletto, switchblade 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 in a manner to cause physical injury or death.

### **III. Student Rights and Responsibilities**

#### **A. Student Rights**

##### GENERAL RIGHTS OF STUDENTS

- I. To be treated with respect by school personnel.
- II. To receive a quality education.
- III. To have an environment in which personal respect for self, others, and property can be developed.

##### SPECIFIC RIGHTS OF STUDENTS

- I. To be treated with respect by school personnel. Every student has the right to:
  - A. Be treated fairly.
  - B. Know the rules.
  - C. Know the consequences of one's own behavior.
  - D. Be treated as an individual.
  - E. Have pleasant interactions with adults.
  - F. Be told when he/she is doing well.

- G. Confidentiality, to the extent practicable and appropriate, in reports and discussions of personal and academic performance.
- H. Express one's own view in a constructive manner.
- I. Take part in all activities on an equal basis regardless of, and be free from discrimination or harassment of the basis of, actual or perceived race, weight, color, creed, national origin, ethnic group, religion, religious practice, gender, sex, sexual orientation or disability. Terms in the preceding sentence shall be defined as provided for in Article Two (2) of the Education Law.
- J. Present his or her version of relevant events to school personnel authorized to impose a disciplinary penalty, in connection with the imposition of the penalty.
- K. Access school policies, regulations, and rules and, when necessary, receive an explanation of those rules from school personnel.

II. Right to quality education. Every student has a right to:

- A. A free, appropriate, public education.
- B. Attend school.
- C. Know what the school's expectations are.
- D. Appropriate and current materials.
- E. Participate in the IEP conference as per special education policy and add to the IEP.
- F. Participate in regular educational activities to the extent of his/her ability.
- G. Have questions answered honestly.
- H. Receive academic and personal help.
- I. Help plan their own activities and instruction.
- J. A variety of instructional activities.
- K. Choose participation in extracurricular courses and/or activities, contingent upon meeting requirements for eligibility.
- L. An orderly school.
- M. Be active in student government, where it exists.

III. Right to an environment in which they can develop respect for self/others/property. Every student has a right to:

- A. Have his/her mistakes considered by adults as opportunities for the student to learn.
- B. Have a classroom that is conducive to learning.
- C. Have clear communication channels to one's teachers and with others in authority.
- D. Be exposed to appropriate adult models.
- E. Ask questions.
- F. Due process.
- G. Feel safe and comfortable in one's environment in order to learn.
- H. Freedom from prohibited discrimination.

## **B. Student Responsibilities**

### GENERAL RESPONSIBILITIES OF STUDENTS

Every student has the responsibility to make a reasonable effort to develop:

- I. Respect for oneself.
- II. Respect for others and for the school.
- III. Respect for property.
- IV. Respect for learning and knowledge.

### SPECIFIC RESPONSIBILITIES OF STUDENTS

All BOCES students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning, and to show respect for other persons and property.
2. Be familiar with and abide by all BOCES policies, rules and regulations (and, when appropriate, district policies, rules and regulations) dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward the highest level of achievement possible.
5. Respond to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the BOCES when participating in or attending school-sponsored extracurricular events, and hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

## **IV. Essential Partners**

### **A. Parents**

It shall be the responsibility of parents to:

1. Send their children to school ready to participate and learn.
2. Make certain their children's attendance at school is regular and punctual and that all absences are properly excused.

3. Insist that their children are clean and dressed and groomed in compliance with the dress code and reasonable directives of school personnel and in a manner that will not disrupt classroom procedures.
4. Guide their children from the earliest years to develop socially acceptable standards of behavior, to exercise self-control and to be accountable for their actions.
5. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
6. Teach their children, by word and example, respect for law, for the authority of the school, and for the rights and property of others.
7. Know and understand school rules, help their children understand those rules, be aware of the consequences for any violation of those rules, and accept legal responsibility for their children's actions.
8. Instill in their children a desire to learn; encourage a respect for honest work and an interest in exploring broader fields of knowledge.
9. Convey to their children a supportive attitude toward education and the BOCES. Become acquainted with their child's school, its staff, curriculum and activities. Attend parent-teacher conferences and school functions.
10. Build positive, constructive relationships with school faculty and staff, other parents, and their children's friends.
11. Help their children deal effectively with peer pressure.
12. Inform school officials of changes in the home situation that may affect student conduct or performance.
13. Provide a place for study and ensure homework assignments are completed.
14. Support the goals of the BOCES instructional program.

## **B. Teachers and Staff**

It shall be the responsibility of the teachers and staff to conduct themselves as follows:

1. Reflect a personal enthusiasm for teaching and learning, and a genuine concern for the individual student.
2. Guide learning activities so students learn to think and reason, assume responsibility for their actions, and respect the rights of others.
3. Participate in the establishment of school rules and regulations regarding student behavior; explain those rules to students and require observance of them.
4. Be fair, firm and consistent in enforcing school rules in classrooms, hallways, restrooms, school buses, on school grounds and at all school sponsored activities.
5. Give positive reinforcement for acceptable behavior.
6. Demonstrate, by word and personal example, respect for law and order and self-discipline.
7. Refer to a counselor, school psychologist, school social worker or administrator, any student whose behavior requires special attention.
8. Inform parents regarding student achievement and behavior; and consult with parents whenever practicable.
9. Require and be knowledgeable of effective classroom management and instruction.
10. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, which will strengthen students' self-concept

and promote confidence to learn. Terms in the preceding sentence shall be defined as provided for in Article Two (2) of the Education Law.

### **C. Administrators**

It shall be the responsibility of the administrators in the exercise of authority delegated by the Board and District Superintendent to conduct themselves as follows:

1. Create the best teaching-learning situation possible.
2. Require and be knowledgeable of effective classroom management and instruction.
3. Provide leadership in establishing reasonable rules and regulations for the well-ordered operation of the school.
4. Make those rules and regulations known to and understood by students, parents and all school staff.
6. Receive teacher, counselor, school psychologist and school social worker referrals of students with behavior problems; confer with those students; communicate with parents; and set up cooperative procedures for bringing about modification of the student's behavior.
6. Be fair, firm and consistent in all decisions affecting students, parents and staff.
7. Demonstrate, by word and personal example, respect for law and order, self-discipline and genuine concern for all persons coming under their authority.
8. Become acquainted with students by visiting classrooms and attending school activities.
9. Maintain open lines of communication between school and home.
10. Refer to the District Superintendent for consideration those disciplinary situations for which the recommended action would exceed the administrator's legal authority.
11. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, which will strengthen students' self-concept and promote confidence to learn. Terms in the preceding sentence shall be defined as provided for in Article Two (2) of the Education Law.

### **D. District Superintendent and Board of Education**

It shall be the responsibility of the District Superintendent and the Board of Education to conduct themselves as follows:

1. Maintain a well-trained staff at all levels.
2. Inform the community regarding what is expected of students and the consequences if rules are violated.
3. Give full support to the staff charged with the responsibility for enforcing discipline in accordance with district policies and New York State Law.
4. Develop programs that provide for students with special needs.
5. Be fair and consistent in making the final decisions regarding those students whose behavior problems have been appealed to the District Superintendent or to the School Board.
6. Become acquainted with the schools, staff and students by visiting buildings regularly and by attending school activities.
7. Maintain professional and courteous interaction among Board members and between Board members and the District Superintendent.

8. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, which will strengthen students' self-concept and promote confidence to learn. Terms in the preceding sentence shall be defined as provided for in Article Two (2) of the Education Law.

## **E. Dignity Act Coordinators**

1. Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, which will strengthen students' self-concept and promote confidence to learn. Terms in the preceding sentence shall be defined as provided for in Article Two (2) of the Education Law.
2. Address incidents of bullying, harassment, or any situation that threatens the emotional or physical health or safety of any student.

## **V. Student Dress Code**

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

A student's dress, grooming and appearance shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
3. Not include items that are vulgar, obscene, libelous or denigrate others.
4. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs, contain sexual references or innuendo, and/or encourage other illegal or violent activities.
5. Meet fair standards of the field of employment.
6. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back), distracting shorts, clothing that allows midriffs to be exposed, and see-through garments are not appropriate.
7. Not include extremely tight clothing.
8. Not include the unauthorized wearing of coats, jackets, or trench coats during the school day.
9. Not include the unauthorized wearing of head coverings in school, except for a bona fide medical or religious purpose.
10. Not include any attire that a BOCES administrator has designated as a gang or group identity that may become disruptive or intimidating.
11. Ensure that underwear is completely covered with outer clothing.

Each building principal or his or her 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.

Any student who violates the dress code shall be subject to discipline, up to and including suspension from school.

## **VI. Prohibited Student Conduct**

The board of education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, BOCES personnel and other members of the school community, and for the care of school facilities and equipment.

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

The BOCES 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 intended to do that and focus on safety and respect for the rights and property of others. Students who do not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

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

- A. Engage in conduct that is disorderly. Examples of disorderly conduct include but are not limited to:
  1. Running in hallways.
  2. Making unreasonable noise.
  3. Using language or gestures that are profane, lewd, vulgar or abusive.
  4. Obstructing vehicular or pedestrian traffic.
  5. Engaging in any willful act that disrupts the normal operation of the school community.
  6. 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.
  7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the BOCES' acceptable use policy.
  8. Unauthorized display, use, or carrying of personal electronic devices, including but not limited to cell phones, iPods, smartphones, other mobile computing devices, digital (or other) cameras, and/or electronic cigarettes (e-cigarettes).

9. Using (or attempting to use) electronic or recording devices (including but not limited to cameras, video cameras, tape recorders, cell phones, iPods, smartphones, or other mobile computing devices) to record or photograph incidents or individuals while without authorization. Regardless of authorization, it is never permissible to use such devices in lavatories, locker rooms or changing areas.
  10. Any conduct that constitutes or promotes distraction from or disruption of the learning environment or undermines health or safety.
  11. Any inappropriate display of affection.
  12. Initiation of a report warning of fire or other exigency without valid cause, misuse of 911 or other emergency notice system or mechanism, causing a false alarm, or inappropriately discharging a fire extinguisher.
  13. Stealing or attempting to steal the property of other students, school personnel or any other person.
- B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include but are not limited to:
1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students; or otherwise demonstrating disrespect.
  2. Lateness for, missing or leaving school without permission.
  3. Skipping detention.
- C. Engage in conduct that is disruptive. Examples of disruptive conduct include but are not limited to:
1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
  2. Unauthorized display, use, or carrying of personal electronic devices, including but not limited to cell phones, i-Pods, smartphones, other mobile computing devices, and/or digital (or other) cameras.
  3. Any conduct that constitutes, causes, or promotes distraction from or disruption of the learning environment or undermines health or safety.
- D. Engage in conduct that is violent. Examples of violent conduct include but are not limited to:
1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee, or attempting to do so.
  2. Subjecting another individual to indecent, lewd or unwanted physical contact.
  3. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property, or attempting to do so.

4. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
  5. Possessing or displaying what appears to be a weapon.
  6. Threatening to use any weapon or any item or instrument that appears to be a weapon.
  7. Damaging or destroying the personal property of a student, teacher, administrator, other employee or any person lawfully on school property, including graffiti or arson.
  8. Damaging or destroying school property.
  9. Threatening the health and safety of others, whether or not the threat is made or uttered on school premises. This prohibition shall apply to, but shall not be limited in application to, bomb threats.
- E. Engage in any conduct that endangers the safety, morals, health or welfare of others.

Examples of such conduct include but are not limited to:

1. Lying to school personnel.
2. Stealing or attempting to steal the property of other students, school personnel or any other person.
3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that demean and harm the reputation of the person or the identifiable group.
4. Discrimination, including the use of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex as a basis for treating another in a negative manner.
5. Harassment, which includes conduct directed at an identifiable individual or group that is intended to be or that a reasonable person would perceive to be ridiculing or demeaning, or that creates a hostile, abusive, or intimidating environment.
6. Intimidation, which includes engaging in actions or making statements that put an individual in fear of bodily harm.
7. Bullying, including but not limited to any hostile activity that harms, induces fear, creates a hostile, intimidating, or abusive environment, and/or creates terror. Bullying can be: Physical (including but not limited to hitting, kicking, spitting, pushing, and/or taking personal belongings); verbal (including but not limited to taunting, malicious teasing, name-calling, and/or making threats); and/or psychological (including but not limited to spreading rumors, manipulating social relationships, and/or engaging in social exclusion, extortion, or intimidation).
8. Hazing, which includes harassment or 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.

9. Cyberbullying, which includes but is not limited to any use of technology that constitutes harassment, teasing, intimidation, threatening, or terrorizing of another individual. Examples of such conduct include but are not limited to sending or posting inappropriate or derogatory e-mail or other electronic messages, instant messages, text messages, digital pictures or images, or Web site postings (including but not limited to blogs).
  10. Selling, using or possessing obscene material.
  11. Using vulgar or abusive language, cursing or swearing.
  12. Possessing, using, or smoking a cigarette, cigar, pipe, tobacco, liquid nicotine, an electronic cigarette, electronic nicotine, a look-alike cigarette, a vaporizer, a vape delivery system, inhalation device, or any other device or paraphernalia that enables usage of an electronic cigarette.
  13. Possessing, consuming, selling, transferring, distributing, exchanging, or being under the influence of any alcoholic beverages, any illegal or unauthorized drugs, or any illegal or unauthorized substances. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs or substances, and any substances commonly referred to as "designer drugs".
  14. Unauthorized possession, use, sale, dissemination, exchange, or sharing of prescription or over-the-counter medications or drugs.
  15. Possessing, selling, transferring, distributing, or exchanging any drug, drug-related, alcohol, or alcohol-related tools, equipment, paraphernalia, containers, and/or storage devices.
  16. Gambling.
  17. Indecent exposure, that is, exposure to sight of the private parts of the body or undergarments in a lewd or indecent manner. This paragraph encompasses and prohibits any and all indecent exposure, including but not limited to indecent exposure that is in-person or electronic (i.e. by possession or transmission of nude, obscene, pornographic or sexually explicit pictures, recordings, or messages).
  18. Initiation of a report warning of fire or other exigency without valid cause, misuse of 911 or other emergency notice system or mechanism, causing a false alarm, or inappropriately discharging a fire extinguisher.
  19. Subjecting any other student(s), school personnel, or any other person to danger by engaging in conduct that creates a risk of injury or harm.
- F. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on school buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.
- G. Engage in any form of academic misconduct. Examples of academic misconduct include but are not limited to:
1. Plagiarism.
  2. Cheating.

3. Copying.
  4. Altering records.
  5. Assisting another student in any of the above actions.
- H. Engage in any on-campus or off-campus conduct that: Endangers the safety, health, morals and/or welfare of any others; interferes with, disrupts, or negatively impacts the school environment or educative process; or can reasonably be expected to interfere with, disrupt, or negatively impact the school environment or educative process. As provided for in statute, the terms “bullying” and “harassment”, as used in this policy, shall mean: The creation of a hostile environment by conduct or by verbal threats, intimidation, or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities, or benefits, or mental, emotional, or physical well-being, including conduct, threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause emotional harm; 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 upon a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. The foregoing definition shall include acts of “bullying” and “harassment” that occur on school property, at a school function, or off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property. Examples of such conduct include but are not limited to:
1. Cyberbullying, which includes but is not limited to any use of technology that constitutes harassment, teasing, intimidation, threatening, or terrorizing of another individual. Examples of such conduct include but are not limited to sending or posting inappropriate or derogatory e-mail or other electronic messages, instant messages, text messages, digital pictures or images, or Web site postings (including but not limited to blogs).
- I. Students are prohibited from using or having on or in an operational mode any electronic device or electronic communication device during instructional time, except as expressly permitted in connection with authorized use in classrooms. Students are prohibited from using any such devices in any manner that invades the privacy of students, employees, volunteers or visitors. Students are not permitted to use any form of information technology, including their own personal electronic devices, to intimidate, harass or threaten any others. That type of harassment is generally referred to as cyberbullying.

## **VII. Reporting Violations**

All students are expected to promptly report violations of the code of conduct to a teacher, counselor, the building principal or his or her designee. Any student

observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or the district superintendent.

All BOCES staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. BOCES staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations to the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

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

The building principal or his or her designee shall promptly notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of the school. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

## **VIII. Disciplinary Penalties, Procedures and Referrals**

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

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

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

As a general rule, discipline will be progressive, meaning that a student's first violation will usually merit a lighter penalty than subsequent violations. If the conduct of a student is related to a disability or suspected disability, then the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability.

A student identified as having a disability shall not be disciplined for behavior related to his/her disability, to the extent that such discipline is prohibited by law.

The District Superintendent shall be authorized to establish rules and procedures to ensure compliance with any provisions of law relating to the provision of continued educational programming and activities (to include alternative educational programs appropriate to individual student needs) for students removed from the classroom, placed in detention or suspended from school.

## **A. Penalties or Remedies**

Students who are found to have violated the BOCES' 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.

1. Oral warning – member of the BOCES staff
1. Written warning – bus drivers, teacher aides, monitors, teachers, administrators, district superintendent
2. Written notification to parent – bus drivers, teacher aides, monitors, teachers, certificated support staff (including school psychologists, school counselors, school social workers, speech/language therapists and therapists for the visually impaired), administrators, district superintendent
3. Placement in alternative learning classroom or loss of privileges classroom – administrators (who may delegate such authority), district superintendent
5. Detention – teachers, certificated support staff (including school psychologists, school counselors, school social workers, speech/language therapists and therapists for the visually impaired), administrators, district superintendent
6. Suspension from social or extracurricular activities – activity directors, teachers, administrators, district superintendent
7. Suspension of other privileges – administrators, district superintendent
8. Suspension from transportation – administrators, district superintendent
9. In-school suspension – administrators, district superintendent
10. Removal from classroom by teacher – teachers, principal
11. Short-term (5 days or less) suspension from school – administrators, district superintendent, board of education
12. Long-term (more than five days) suspension from school – administrators, district superintendent, board of education
13. Permanent suspension from school – administrators, district superintendent, board of education

## **IX. Discipline of Students with Disabilities**

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

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

# REGULATION

2012

7302-R2

Orleans/Niagara BOCES

The following individuals and/or their successors shall serve as Orleans/Niagara BOCES Dignity Act Coordinators:

<b>Name and Title</b>	<b>Site Information</b>
Amanda Bennett Principal	Niagara Academy 3181 Saunders Settlement Road Sanborn, New York 14132 716-731-6800 extension 4481
Paulette Hamilton-Koehler Principal	Roy-Hart Learning Center 4500 Orchard Place Gasport, New York 14067 716-731-6800 extension 4269
Ann Logel Principal	North Tonawanda Learning Center North Tonawanda Middle School 1350 Ruie Road North Tonawanda, New York 14120 716-807-3570  North Tonawanda High School 405 Meadow Drive North Tonawanda, New York 14120 716-807-3570
Krista Macomber Principal	Newfane Learning Center 6175 East Avenue Newfane, New York 14108 716-778-6469  Orleans Learning Center 4232 Shelby Basin Road Medina, New York 14103 716-778-6469

<b>Name and Title</b>	<b>Site Information</b>
Leslie Tanner Principal	Niagara Career and Technical Education Center 3181 Saunders Settlement Road Sanborn, New York 14132 716-731-6800 extension 4443
Michael Weyrauch Principal	Orleans Career and Technical Education Center 4232 Shelby Basin Road Medina, New York 14103 716-731-6800 extension 2231
Brenda Good Principal	LaSalle Prep Learning Center 7436 Buffalo Avenue Niagara Falls, NY 14305 716- 278-5880  Niagara Falls Learning Center 4455 Porter Road Niagara Falls, NY 14305 716-278-5800