

2023-2024

Student & Parent Handbook

Batavia Campus



Career & Technical Education & Batavia Academy



FOR MAPS AND DIRECTIONS TO ANY OF OUR LOCATIONS, GO TO
GVBOCES.ORG/DIRECTIONS.CFM

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Foreword

This handbook is intended to provide you, your parents and educators at your home school with information concerning the Genesee-Livingston-Steuben-Wyoming Board of Cooperative Educational Services. We are now proudly known as the Genesee Valley BOCES. Our new name emphasizes what we do best – work in partnership with families, schools and communities for the success of our students. We look forward to working with you!

The following pages will provide you with information regarding our operations as well as a brief description of the Center.

Participating Schools in the Genesee Valley BOCES

Alexander	Keshequa	Perry
Attica	LeRoy	Warsaw
Avon	Letchworth	Wayland-Cohocton
Batavia	Livonia	Wyoming
Byron-Bergen	Mount Morris	York
Caledonia-Mumford	Notre Dame	
Dansville	Oakfield-Alabama	
Elba	Pavilion	
Geneseo	Pembroke	

Note

This handbook summarizes but does not supersede the formal rules and policies of the Genesee-Livingston-Steuben-Wyoming Board of Cooperative Educational Services. A copy of the Board Policy Handbook is available for inspection on our website at www.gvboces.org and at the administrative offices in LeRoy.

GV BOCES Board of Education

The Board consists of 11 community members elected to three-year terms. They are elected by members of the Boards of Education from the 22 central schools in the Supervisory District.

Regular meetings are held by the Board on the third Wednesday of each month.

The Board encourages members of the public to voice opinions, recommendations, and constructive criticism. Members of the public wishing to make formal presentations before the Board should make arrangements in advance with the District Clerk (344-7501).



July 2023

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September 2023

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November 2023

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

January 2024

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

March 2024

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May 2024

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

August 2023

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

October 2023

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

December 2023

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February 2024

M	T	W	TH	F
				1
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

April 2024

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

June 2024

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

First Day/Last Day of School

First Day of School: Wednesday, September 6th
 Last Day of School: CTE - Friday, June 7, 2023
 SPED/Alt Ed - Monday, June 24

Holidays & Recesses

Labor Day	Monday, September 4
Columbus Day	Monday, October 9
Veterans Day	Friday, November 10
Thanksgiving Recess	November 22-24
Winter Recess	December 25-Jan 1
Martin L. King Day	Monday, January 15
President's Recess	February 19-23
Spring Recess	March 29-April 8
Memorial Day	Monday, May 27
Juneteenth	Wednesday, June 19

BOCES Budget Vote

Monday, April 22, 2024

Testing Schedule

January Regents	Jan. 23-26
Grades 3-8 ELA Paper Based	April 10-12
Grades 3-8 Math Paper Based	May 7-9
Grades 3-8 Math, ELA, Science CBT	April 8-May 17
Algebra I	June 4
June Regents	June 14-26
Rating Days	June 17, 26

Superintendent's Conference Days

Tuesday, September 5
 Friday, October 6
 Friday, January 26
 TBD

Days of Instruction

September	18 + 1
October	20 + 1
November	18
December	16
January	20 + 1
February	16
March	20
April	16
May	22
June	17
TOTAL DAYS OF INSTRUCTION	183+3=186

BATAVIA CAMPUS DIRECTORY

Career & Technical Education (585) 344-7711

- Rachel Slobert, *Executive Principal*..... 344-7713
- Patrick Chierichella, *Assistant Principal* 344-7726
- Courtney Gates, *Coordinator of Student Services*..... 344-7716

Adult Education (585) 344-7704

- John Cima, *Lead Coordinator*..... 344-7720

Career & Tech Schedule:

- Monday / Friday
- AM Session: 8:45 - 11:10
- PM Session: 12:00 - 2:30

Batavia Academy Daily Schedule:

- Monday / Friday – 8:30 a.m. to 2:30 p.m.

Batavia Academy (585) 344-7769

- Tara Nicosia, *Assistant Principal of Alternative and Special Education* 344-7773
- TBD, *Assistant Principal*..... 344-7786
- Emily Morrill, *Clerical*..... 344-7769

Building Hours

- Monday/Friday
- 7:30 a.m. to 4:00 p.m.

Closing of School

Official school closings will be announced on radio stations WBEN-930 (Buffalo), WHAM-1180AM (Rochester), WBTA-1490AM (Batavia), and TV Channels 4, 7 (Buffalo) and 10, 13 (Rochester). The school will be announced as “Batavia BOCES.”



HUMAN SERVICES

Title IX

In compliance with Title IX of the Educational Amendments of 1972 (U.S. Congress), it is the policy of the Genesee Valley BOCES not to discriminate on the basis of actual/perceived color, sex, sexual orientation, race, religion, religious practice, gender/gender identity, national origin, age, weight, ethnic group, disability, or marital status in admissions, employment and treatment of students and employees in any education program or activity.

The Compliance Officers for Title IX are Julie Donlon and Steve Mahoney. Both are located at the Genesee Valley BOCES, 80 Munson Street, LeRoy, NY 14482 (585) 344-7900.

Section 504 of the Rehabilitation Act of 1973

In compliance with Section 504 of the Rehabilitation Act of 1973, it is the policy of the Genesee Valley BOCES not to discriminate on the basis of actual/perceived color, sex, sexual orientation, race, religion, religious practice, gender/gender identity, national origin, age, weight, ethnic group, disability, or marital status in admissions, employment and treatment of students and employees in any education program or activity.

The district official responsible for coordination of activities relating to compliance with section 504 is Julie Donlon, Genesee Valley BOCES Services Center, 80 Munson Street, LeRoy NY 14482 (585) 344-7900.

Sexual Harassment/Other Forms of Harassment/Discrimination Based on Race, Sex, Sexual Orientation or Disability

The Board is committed to safeguarding the rights of all employees and students within the Partnership to a work and learning environment that is free of all forms of harassment and discrimination based on color, race, sex, sexual orientation or disability. Therefore, the Board has adopted Board Policy 5180, which prohibits harassment and discrimination based on actual/perceived color, sex, sexual orientation, race, religion, religious practice, gender/gender identity, national origin, age, weight, ethnic group, disability, or marital status in our programs, facilities and activities. This prohibition includes sexual harassment, which is defined generally as unwelcome behavior of a sexual nature designed to extort sexual favors from an employee as a term or condition of employment or from a student, or which has the purpose or effect of creating an intimidating, hostile, or offensive working or learning environment. The Board also prohibits any retaliatory behavior against complainants or witnesses.

If you believe that you have been the victim of sexual harassment or any other form of prohibited discrimination or harassment, or if you have knowledge of or have witnessed such misconduct, you should immediately:

- (1) Report the alleged misconduct to any teacher or administrator. The teacher or administrator will ensure that your complaint is promptly and appropriately addressed, or
- (2) Report the alleged misconduct to one of our Complaint Review Officers – Steve Mahoney, Labor Relations or Julie Donlon, Ed.D., Deputy Superintendent. The offices where they can be reached are located at 80 Munson Street, LeRoy, NY 14482 or you can reach them by phone at (585) 344-7900.

Complaints of sexual harassment or other prohibited harassment or discrimination will be taken seriously and will be promptly and thoroughly investigated.

You may obtain a copy of Policy 5180, entitled "Harassment and Discrimination Based on Race, Sex, Sexual Orientation or Disability," by contacting Jennifer Lewis, Clerk of the Board, whose office address is 80 Munson Street, LeRoy, NY 14482 and whose telephone number is (585) 344-7501 or online @ www.gvboces.org.

WELCOME TO THE CAREER & TECHNICAL EDUCATIONAL CENTER

Dear Student,

The teachers and staff of the Genesee Valley BOCES welcome you to our Career & Technical Center, and congratulate your decision to include career & technical training in your educational plan.

By choosing to attend the Career & Technical Center, you have accepted the challenge of leaving the familiar surroundings of your home school to explore new opportunities and meet new people.

In cooperation with you and your parents/guardian, the staff of the Center offers all the support needed for a successful educational experience. Consider these three suggestions to help you benefit most from the time you are a student with us and in your future:

1. Be here regularly.
2. Come with a positive attitude.
3. Put forth your best effort in everything you do.

This handbook will help you become acquainted with our operations, rules and policies, and the many opportunities offered at the Center. Please read it and share it with your parents/guardian. If you have any additional questions or concerns regarding any aspect of our program, please don't hesitate to contact us.

We're all looking forward to working with you!

Career & Technical Education Vision Statement

In partnership with business, industry and the community, appropriate programs will be provided in a variety of career & technical areas meeting current and future workforce demands, as well as community interests. Genesee-Livingston-Stauben-Wyoming Service Delivery Area will continue to ensure that participants are successfully prepared to meet life and career goals. Career & Technical Education, an essential component of the educational system and a continual process, will provide specialized job training within a framework of responsibility, decision making, initiative, time management, and problem solving. This vision depends on a mutual commitment from local, state, and federal agencies to provide necessary political, social, and economic support to make it a reality.

Goals of Career & Technical Education

1. To prepare high school students for entry-level gainful employment for vocations currently needing or anticipating a demand for workers or to advance to further training related to the vocation.
2. To prepare high school students for entry-level employment in which they will find satisfaction and in which they will be satisfactory employees.
3. To enhance the home school's academic courses and general education program.
4. To prevent students from leaving before graduation.
5. To increase the general and specific employment skills of students.

Since we are primarily concerned with career training for employment, we must gear our instruction for direct entry into the field of work. However, many of our graduates may benefit from further training at technical institutes and two- and four-year colleges.

CAREER & TECHNICAL EDUCATION CENTER FACULTY AND STAFF

Batavia Campus Administration

Executive Principal Rachel Slobert
 Assistant Principal Patrick Chierichella
 Coordinator of Student Services..... Courtney Gates

Career & Technical Instructors/Staff/Programs

Animal Science.....Shannon Drazkowski
 Auto Body Jeff Fronk
 Auto Trades: Auto Technology Robert Yates
 Building Trades Phillip LoBello, Scott Henahan, Kelly Mileham
 Career Counselor Erin Edwards
 Career Assessment Program (CAP) Pam Preston
 Computer Information Systems Robert Swinarski
 Conservation Challis Mathes
 Cosmetology Shelly Spink, Chyle Castillo
 Criminal Justice..... Jason Davis
 Culinary Arts TBD
 Diesel Mechanics..... Craig Ruston
 Electro-Mechanical Trades Richard Monroe
 English Cate Pelino-Curry
 Graphic Arts Erica Gibson
 Health Careers Academy..... Jay Balduf
 Health Dimensions Colleen Garner
 Justice Academy..... Derek Thomson
 Math Molly Roy
 Metal Trades: Precision Machining..... Rodney Staats
 Metal Trades: Welding..... Andrew Geyer
 Science..... Jordan Strapp
 Special Education Teacher Alicia Palmer
 Special Education Teacher Mary Dorman
 Interventionist Kathy Antonelli

Teacher Aides/Assistants

Denise Kaus, Maureen Kwasniewski, Anne Vandenbosch, Ryan Ditacchio, James Hale,
 Melodi Leaton, Benjamin Best, Nicole Toal, Janet Cervoni

Support Staff

Career & Technical Administrative Assistants JoAnne Coffey,
 Crystal Geitner,
 Diane Hooper,
 Jennifer Ingerick
 Sue Mills
 School Resource Officer Kyle Tower
 School Nurse Patti Schwerthoffer

WELCOME TO THE BATAVIA ACADEMY

Dear Student,

Welcome to the Batavia Academy. By choosing to attend this program, you have accepted the challenge of leaving the familiar surroundings of your home school to explore new opportunities and meet new people.

In cooperation with you and your parents/guardian, the staff at the Academy offers all the support needed for a successful educational experience.

This handbook will help you become acquainted with our operations, rules and policies, and the many opportunities offered at the Academy. Please read it and share it with your parents/guardian. If you have any additional questions or concerns regarding any aspects of our program, please don't hesitate to contact us.

We're all looking forward to working with you!

Introduction

The Batavia Academy is a standards-focused, 7-12 grade school that has two basic goals:

- 1) To develop the intellectual development and academic achievement of all students
- 2) To foster the personal and social-emotional development of each student

The Academy will build its foundation on the Essential Elements of Standards-Focused Middle and High School Programs.

Why Batavia Academy?

We offer experiential-based middle and high school programs, while addressing the unique needs of adolescents. Our alternative approach will address issues such as self-esteem, self-confidence, and a desire for learning. Students will be given alternative opportunities to learn that are exciting and relevant. They will acquire life long skills necessary for future academic/social success. We will encourage educational partnerships with the family, community, and other human service agencies necessary for effective education. Our students will have a sense of academic purpose, a positive attitude toward school and learning, and an appreciation of and respect for cultural diversity. Participants in the Academy will be well prepared for the academic, career, and social challenges that lie ahead. Students attending the Academy will be expected to meet the requirements leading to a New York State Regents diploma.

Our Program Provides:

- Culture of caring teachers
- Holistic approach
- Multi-disciplinary instruction
- Integrated learning
- Relevant information
- Exciting instructional delivery
- A trauma-informed approach
- Academically challenging lessons
- Healthy decision-making skills
- Empathy for oneself and others
- A framework to foster high self-esteem
- Situations which develop awareness of commitment to social responsibility
- Leadership opportunities
- Positive community involvement
- A building designed to promote a sense of belonging

Expectations

In addition to the Genesee Valley BOCES Batavia Campus Dress Code, the following are NOT allowed at the Batavia Academy:

- Hoods
- Gang Identifying Symbols
- Bandanas
- Pajama pants

BATAVIA ACADEMY FACULTY AND STAFF

Administration

Executive Principal	<i>Rachel Slobert</i>
Assistant Principal	<i>Tara Nicosia</i>
Assistant Principal	<i>TBD</i>
Administrative Assistant	<i>Emily Morrill</i>

Faculty/Staff

Science	<i>TBD</i>
English, (ELA) Spanish and GED	<i>Aaron Sherman</i>
Social Studies	<i>Pamela Putney</i>
English 8, Social Studies and Spanish	<i>Aaron Sherman</i>
Math	<i>Christina Phelps</i>
Art	<i>Megan Dawson</i>
Physical Education	<i>Michelle Martinucci</i>
Health	<i>Michelle Martinucci</i>
Teacher's Assistants	<i>Jane Mignano, Deb Fay, Amy Swanson</i>
Crisis Intervention Specialist	<i>Bob Tuites</i>
GED	<i>Aaron Sherman</i>
Social Worker	<i>Erika Bucci</i>

SPECIAL EDUCATION FACULTY AND STAFF

Transitions I	<i>Jeanne Johnson</i>
Transitions II	<i>Robin Krenzer</i>
Transitions III	<i>Courtney Kopper</i>
WEST	<i>Kate Winters</i>
Teacher Aides	<i>Patti Puleo, Mary Scoins, Connie Geedy,</i> <i>Dhanisha Pandya, Anne Newton, Alexis Eustice, Jamie Kendall</i>
Social Worker	<i>TBD</i>

INTENSIVE THERAPEUTIC PROGRAM

Physical Education	<i>Michelle Martinucci</i>
Social Workers	<i>Toni Kusmierski, Elaine Hosmer</i>
ELA and American Culinary	<i>Shannon Lopez</i>
Math	<i>Vanessa Taran</i>
Science and Spanish	<i>Erin Staley</i>
Social Studies and Electives	<i>Joe Nolan</i>
9th Grade	<i>Bethany Guiste</i>
10-11th Grade and Electives	<i>Jeanne Johnson</i>
7-8th Grade and Electives	<i>Caleb Orbaker</i>
Teacher Aides/Assistants	<i>Deb Barone, Audrey Henry,</i> <i>Will Gebhart, Marianne Barth, Amy Hamilton, Tesla Phelinger, Jane King</i>

GENERAL INFORMATION

Publications

Newsletters are published to highlight programs and student activities, and are made available to students. Students are included in newsletters, news releases, brochures, video presentations, our website, and printed materials. Photographs of students and activities may also be published.

Visitors

Parents and guardians are an important part of the success of our students and programs. When necessary and appropriate, face to face meetings with parents and guardians are welcome. Social distancing and face coverings will be required to provide a safe environment for parents, faculty and students to have those important conversations. Please respect these protocols and follow the following safety measures when visiting our center.

1. If you do not have a scheduled meeting, please call in advance and schedule the meeting with the administrator of the program your child attends.
2. All visitors will be required to sign in at the Building A (Main Front Building) Main Entrance. Please report to the front desk, remain socially distant when possible, and wear a face covering.
3. Prior to entering, you will be required to provide your license (standard protocol) as well as complete a health survey. This is a mandated requirement.
4. In addition, all visitors will have their temperature taken with our touch free facial temperature scanner. This is also a mandated requirement. If you are running a fever of 100.4 or higher, you will be denied entrance to the building. Again, we appreciate your cooperation and understanding as we rely on everyone to keep our students and staff safe.
5. While moving throughout our building, please be respectful of the rules regarding social distancing and mask coverings.

Gifts to School Personnel

Recognizing that parents and students may wish to express their gratitude and appreciation for outstanding services rendered by a staff member, the Board recommends that such expressions be in the form of a personal letter to the staff member.

When the circumstances are appropriate, however, parents and students may give, and staff members may accept, material gifts of nominal value in accordance with policy #5110, Code of Ethics.

Donations

The Board recognizes that various individuals or organizations may wish to make donations to the Partnership from time to time. It is the intent of the Board that donations, whether in the form of cash, scholarships, supplies, equipment, or other form of value, may be accepted from those donors in cases where the donor disavows any vested or special interest in returned value.

An individual or organization wishing to make a donation to the Partnership must complete a Donation Form and submit it to the appropriate division administrator. Forms are available from the appropriate building office.

Child Protective Laws (Child Abuse and Neglect)

The Genesee Valley BOCES subscribes to all of the provisions of Title VI - Child Protective Services of the Social Services Law (Sections 411-428). Our purpose is to provide protective services to abused and maltreated children as described by the law, and to make all school personnel within the BOCES aware of our legal responsibilities under this law.

Students With Disabilities

The Genesee Valley BOCES recognizes the existence of individual differences in the intellectual, social, emotional and physical development of children attending school in the component districts. In recognizing these differences the Board supports a system of services offered to our component districts for students with handicapping conditions.

Program Accessibility

The Genesee Valley BOCES affirms its compliance with those sections of the Rehabilitation Act of 1973 dealing with program accessibility.

Section 504 of the Rehabilitation Act prohibits discrimination against qualified students with handicapping conditions in federally assisted programs or activities solely on the basis of handicap.

GV BOCES shall make its program and facilities accessible to all its students with disabilities.

Freedom of Information

In compliance with revisions to Article Six Public Officers Law, BOCES has enacted regulations pertaining to availability of public records. Interested individuals will contact the Genesee Valley BOCES Records Access Officer:

Genesee Valley BOCES
80 Munson Street, LeRoy NY 14482
(585) 344-7900

Selective Service System Registration Requirement

Federal law requires that all males register with the Selective Service within 30 days of their eighteenth birthday. Failure to register is a felony punishable by a fine of up to \$250,000 and/or five years in jail. Young men can register at the post office, by mail, checking a box on the application form for Federal Student Financial Aid, at their high school (if the school has an appointed Selective Service Registrar), or via the Internet. The web site is www.sss.gov.

Student Records

The Genesee Valley BOCES will comply with the provisions of the "Family Educational Rights and Privacy Act of 1974." Under its provisions, "parents/legal guardians and non-custodial parent(s), whose rights are not limited by court order or formal agreement, of a student under eighteen (18), or a student eighteen (18) or older, have a right to inspect and review any and all official records, files, data, 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."

Access to Student Records.

The Board directs that administrative regulations and procedures be formulated to comply with the provisions of Federal Law relating to the availability of student records. The purpose of such regulations and procedures shall be to make available to the parent(s)/legal guardian(s) of students and non-custodial parent(s) whose rights are not limited by court order or formal agreement, or students eighteen (18) or older, student records and files on students and to insure the confidentiality of such records with respect to third parties.

Challenge to Student Records.

Under the law, parent(s)/legal guardian(s) of a student under the age of eighteen (18) or a student eighteen (18) years or older "shall have an opportunity for a hearing to challenge the content of the school records, to insure that the records are not inaccurate, misleading or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data contained therein."

For your further information the following is Family Educational Rights and Privacy Act of 1974:

Resolved, that in accordance with Sections 438 and 439 of Public Law 93-380, Education Amendments of 1974, the Board has adopted the following procedures under the provisions of the above sections, popularly known as the "Family Educational Rights and Privacy Act of 1974."

1. Upon request to the appropriate building administrator, parents or legal guardians of a student under 18, or a student 18 or older, have the right to inspect and review any and all official records, files and data directly related to them, 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 system. Such review will be accomplished in the presence of the building administrator who may request that other staff member(s) be present.
2. If, after reviewing such records, a parent or eligible student believes certain information to be inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, he may identify, in writing, the record or records in question and submit same to the appropriate building administrator together with a statement of the reasons for their challenge to the record.
3. Upon receipt of such written challenge, the appropriate building administrator will in turn respond in writing to the challenger indicating his opinion on the matter. If he finds in favor of the challenge, appropriate corrections or deletions will be made; if not, the parent or student will upon written request be given an opportunity for a hearing before the District Superintendent.
4. At such hearing, the parent or student will have the right to present evidence in support of the record, and a written decision will be rendered stating the disposition of the challenge to the record and the reasons for the determination. In cases where the nature of the record in question involves a constitutionally protected right, the school district attorney will be consulted with respect to the

CURRICULUM & INSTRUCTION

Student Referral and Placement

The home school district strives to provide optimal educational opportunities for all its students, including students with unique educational needs. Participation in the Genesee Valley BOCES programs augments local school district educational opportunities. Referrals to our programs are made by the home school district.

Initial placement of students in all BOCES programs shall be the responsibility of appropriate personnel in cooperation with home school district personnel. Student placements shall take place only after all available information has been received, analyzed and recommended by appropriate local school district personnel. All placements shall be administered and conducted in accordance with accepted practices and Education Laws and Regulations of the Commissioner.

Placement within a program (i.e. section or classroom) shall be determined by the appropriate Genesee Valley BOCES administrator.

Career Assessment

The Career Assessment Center provides a career & technical evaluation for students needing academic and career & technical program direction. An evaluation is done to assess your career & technical interests and abilities so that a decision can be made as to what academic program and career field is appropriate.

Textbooks

BOCES furnishes textbooks to students taking courses in its programs, other than supplementary review books and reference books.

Textbooks are to be approved by the Board for use by students. It is the student's responsibility to maintain possession of textbooks or workbooks. Each student shall be fully advised of this responsibility upon entering a program.

Student Evaluation

Each program at the Career & Technical Center has a clearly developed outline of activities, skills to be learned and appropriate projects to be completed by students. Emphasis is placed on student outcomes. Each student's evaluation will be made on the basis of the completion of his or her objectives, at the appropriate level of performance.

At the end of each ten-week marking period you will receive a Student Progress Report. This is a teacher evaluation of your progress toward becoming competent in the skills of your chosen vocation. The following criteria will be considered when establishing your grade:

- Cumulative daily grade - to reflect attendance, attitude, participation.
- Proficiency grade - this will reflect your skill development by completion of assigned projects and knowledge of related instructional material.
- Preparedness for work - dressed in required uniform with necessary notebooks, pencils, homework, tools.
- Classroom behavior - carrying out the day's assignment, use of tools, equipment, attentiveness in shop and class.

- Productivity - according to ability, quantity and quality.
- Safety - as it relates to adherence to all safety rules and regulations.

Interim reports are an indication of student progress. They will be sent home at the mid-point of each quarter.

The ultimate factor determining your success or failure in your course work at the Center is NOT your final grade but your employability. To determine your employability, your teacher will be evaluating you on your personal characteristics (attitudes, habits, attendance), operational proficiency (skills), and the knowledge you have of the trade you have selected.

Evaluation of Instructional Program

To ensure that students and staff achieve and perform at their fullest potential, the Board maintains an on-going evaluation process.

Controversial Issues

Controversial issues may be studied as part of the curriculum. Teachers who present these issues as part of the curriculum in their classrooms, will do so in an impartial and objective manner.

Teachers wishing to call upon outside speakers in the presentation of controversial issues are required to obtain the approval of the principal who shall keep in mind the obligation for presenting opposing views as well, and who shall inform the District Superintendent prior to the presentation.

It is recognized that parents and citizens of the community have a right to object to perceived unfair and prejudiced presentations made by a teacher. In considering such objections, the District Superintendent shall provide for a hearing so that both parties may fairly express their views. If requested, the District Superintendent's decision may be appealed to the Board.

Field Trips

It is recognized that field trips are instructional techniques that offer potential effectiveness. Teachers, with their respective administrator, must determine whether the field trip is the most appropriate procedure to meet the instructional objective.

A signed permission slip from the parent/guardian must be received before the student may participate in an all day field trip, any overnight trip, or a trip on days when school is not in session. Any overnight trip, or a trip on days when school is not in session also requires advance approval of the Board.

College Credits and Articulation Agreements

Students may be eligible to earn college credits while attending selected career & technical classes. The following post-secondary institutions have articulation agreements with the Genesee Valley BOCES:

- The Art Institute of Pittsburgh
- Baran Institute of Technology
- Corning Community College
- Delhi College
- Erie Community College
- Finger Lakes Community College
- Genesee Community College
- Hilbert College
- University of Northwestern Ohio
- Monroe Community College
- Mohawk Valley Community College
- Paul Smith's College
- SUNY Alfred
- SUNY Canton
- SUNY Cobleskill
- SUNY Morrisville
- Universal Technical Institute

Credits

Successful completion of a course earns credits each year toward high school graduation. The number and type of credits earned toward graduation is determined by the program in which the student is enrolled and the home school.

Student Services Office

The Student Services Office is available to assist students whenever the need arises. Areas of assistance include:

1. Orientation - The office works with home schools in helping you become familiar with the career programs available.
2. Course Changes - After discussing this with your teacher, contact the Student Services Office for assistance. Changes should be discussed with your home school counselor, Student Services and with your parents.
3. Counseling Services - At one time or another we all need someone to talk with or listen to our problems. Many times it is easily taken care of by a friend. At other times, however, confidential help is needed. Should the need arise, the Student Services Office is available to provide counseling services in addition to those provided by your home school counselor. Student Services can provide information about available drug and alcohol counseling, rehabilitation and re-entry programs. Do not hesitate to come to the Student Services Office should you need assistance.
4. Career & Educational Information - Student Services is available to help you locate information concerning vocations related to your field of study and information on requirements of post-secondary educational institutions. We have agreements with many colleges and post-secondary institutions relative to college credit and/or advanced placement.
5. Career & Technical Endorsement - Students enrolled in an approved Career & Technical program who successfully complete all requirements earn a technical endorsement seal to be affixed to their high school diploma. Requirements for earning technical endorsement include passing an assessment based on industry and national standards. Other requirements include class average and attendance. Your program instructor can provide you with details.

Work Experience

1. Placement Assistance - The Career & Technical Center makes a special effort to help students find employment by contacting employers and keeping a job. Many teachers and guidance counselors have direct contact with people who employ our students. Do not hesitate to ask your teacher to help you find employment, prepare for a job interview, and/or write a resume.
We will inform you of the job openings which have been reported. An active file on employers is maintained. Occupational literature, and other publications useful for career planning are also available.
2. Follow-Up - When you graduate from the Career & Technical Center, you are not forgotten. We compile data on completers/graduates as to employment and post-secondary education status. This is accomplished by mail or phone contact after graduation. If you change jobs, contact us. If you are out of work, let us know. The Work Experience Team will make every attempt to assist you.
3. Work Experience - Students in each class may be selected for a short-term, on-the-job training work experience. This occasionally leads to permanent

employment. To participate, you must be recommended by your classroom teacher. A contract must be signed by the student, parents, home school principal, Career & Technical teacher, and the employer.

If you are interested in learning more about this opportunity, contact the Student Services Office

Annual Recognition/Award Ceremony

Your accomplishments will be recognized at the end of each school year at a special Recognition Awards Ceremony. The awards may be in the form of money, equipment, certificates, and/or scholarships. Potential area employers, service organizations, teachers' associations and private individuals sponsor these awards. You are urged to talk with your teacher or Student Services so that you will know what you have to do to qualify for one or more of these awards. Recognition at the Annual Ceremony is also given to winners of regional and state competitions; to students with outstanding attendance records; and the various scholarship winners. Check the "Scholarship Opportunities" bulletin board near the Main Office for specific information.

The Charles Holowach Memorial Scholarship

Many career & technical graduates have both the qualifications and the desire to continue their education, but need financial aid. The Charles Holowach Memorial Scholarship is a \$2,000, \$1,500, and a \$1,000 award presented annually to assist deserving career & technical students in meeting their college or technical school expenses.

The scholarship is a memorial to Dr. Charles Holowach, District Superintendent (1982-1988). Students are encouraged to apply for this prestigious scholarship. More information and applications are available in the Student Services Office.

Adult Education

In its commitment to learning as a life-long process, the Genesee Valley BOCES has established the Office of Adult Educational Services, which provides a variety of programs, including continuing education, high school equivalency, and job training to adult learners.

Many local community and governmental agencies work closely with us providing counseling and financial assistance to help adults realize their educational and career & technical goals. There is no charge for TASC instruction.

The Office of Adult Educational Services also conducts a variety of evening programs. Adults enter these courses to upgrade current job skills, train for new careers or for personal growth and pleasure.

Any person sixteen (16) years of age or older may enroll in our continuing education courses. All courses are open to persons regardless of actual/perceived gender, race, age, national origin, or disability. For information call 344-7704.

Adult Students in Career & Technical Classes

It is the policy of the Genesee Valley BOCES to accept adult students when space is available and when such enrollment does not exclude regular, daytime high school students.

The tuition amount charged adults will be adjusted from time to time by appropriate Board action.

Student Organizations

The following Career & Technical Center organizations encourage student involvement and provide opportunities which are not readily available in other areas of your

educational program. Club membership can be a tool for helping you develop both real life and career & technical skills. Opportunities are provided for personality, career, leadership, citizenship and skill development while learning to work cooperatively with others.

Among the Career & Technical Center's student organizations are:

- F.F.A.... Students enrolled in Conservation/Forestry/Heavy Equipment Operation and Animal Science.
- Skills USA... Students enrolled in the trade and industrial courses.
- National Technical Honor Society... Career & Technical Education students have an opportunity to qualify for membership in NTHS following an application/interview process.
- F.B.L.A. (Future Business Leaders of America)... Students enrolled in Computer Information Systems are eligible for membership.

Note: For additional information about student organizations, contact the Student Services Office.

Copyright

- All publications, videotapes, and software disks developed by Genesee Valley BOCES staff or persons/agencies under contract to the BOCES are the BOCES property.
- All students and staff are prohibited from copying materials not specifically allowed by the copyright law, fair use guidelines, licenses, or contractual agreements, or the permission of the copyright proprietor. Appropriate copyright notices will be placed above each machine used for duplication.
- Computer Software Copyright - The ethical and practical problems caused by software piracy will be taught by the staff at the Career & Technical Center.
- Illegal copies of copyrighted programs may not be made or used on school equipment.
- Anyone who willfully disregards the copyright policy shall be in violation of Federal copyright laws and District policy and shall assume all liability.
- Questions may be directed to the principal who will be responsible for enforcing the appropriate copyright practices.
- Student Internet and Electronic Communications Acceptable Use Agreement... The Genesee Valley BOCES recognizes that the use of technology is an integral part of the learning environment of its students. The computer system is to be used for educational and research reasons only and its use must be consistent with the goals, purposes, and policies of Genesee Valley Educational Partnership. Each student, prior to acquiring Internet and e-mail access, must read and sign an Acceptable Use Agreement annually. Students are also required to obtain parental or custodial consent, where applicable, before obtaining Internet access. The Acceptable Use Agreement outlines user responsibilities and acknowledges personal liability should internet account owned by the Partnership be used for any illegal activities.

CODE OF CONDUCT SUMMARY

Introduction

To facilitate a safe environment conducive to the educational process, the board has adopted a Code of Conduct. It applies to students, school personnel, parents and visitors to school property and school functions.

This is a summary (not a complete reproduction) of our Code of Conduct. All students, school personnel, parents and visitors to school property or school functions are expected to understand what conduct is allowed and what conduct is prohibited. The complete Code of Conduct is available for review in the district's central office. Students, school personnel, parents and visitors to school property or function are invited and encouraged to review the complete code of conduct for further information.

Dignity for all Students Act

The New York State Dignity for All Students Act (Dignity Act) is a new law that will have an impact on all school communities as of July 1, 2012. The goal of the Dignity Act is to create a safe and supportive school environment free of bullying, discrimination, and harassment. The Dignity Act also recognizes "cyberbullying" as a form of harassment. The Dignity Act states that no student shall be subject to harassment or discrimination by employees or students on school property or at a school function based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. A committee of Genesee Valley BOCES administrators, teachers, parents, support staff, and students met to amend our Code of Conduct to reflect the Dignity Act guidelines.

The Dignity Act Coordinators for the Batavia campus is Bob Tuites.

I. Student Rights and Responsibilities

Student Rights

The district is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly, and civil school environment, all district students have the right to:

With every right comes a responsibility.

IT IS THE STUDENT'S RIGHT:

- 1) To attend school in the district in which one's parent or legal guardian resides.
- 2) To expect that school will be a safe, orderly and purposeful place for all students to gain an education and to be treated fairly. To access school rules and, when necessary, receive an explanation of those rules from school personnel.
- 3) To be respected as an individual.

IT IS THE STUDENT'S RESPONSIBILITY:

To attend school daily, regularly and on time, perform assignments, and strive to do the highest quality work possible and be granted the opportunity to receive a good education.

To be aware of all rules and expectations regulating student's behavior and conduct oneself in accordance with these guidelines.

To respect one another, and to treat others in the manner that one would want to be treated. To react to direction given by teachers, administrators, and other school personnel in a respectful, positive manner.

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|---|---|
| 4) To express one's opinions verbally or in writing. To present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty. | To express opinions and ideas in a respectful manner so as not to offend, slander, or restrict, the rights and privileges of others. |
| 5) To dress in such a way as to express one's personality. | To dress appropriately in accordance with the dress code, so as not to endanger physical health, safety, limit participation in school activities or be unduly distracting. |
| 6) To be afforded equal and appropriate educational opportunities. | To be aware of available educational programs in order to use and develop one's capabilities to their maximum. |
| 7) To take part in all school activities on an equal basis regardless of race, color creed, religion, religious practice, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status, or disability. | To work to the best of one's ability in all academic and extracurricular activities, as well as being fair and supportive of others. To conduct themselves as representative of the district when participating in or attending school-sponsored extra-curricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship. |
| 8) To have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems. | To be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate. |
| 9) To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity. | To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination. |

II. Student Use Of Electronic Communication Devices

Students are permitted to have and use personal technology devices in the classroom at times, and to the extent, teachers and administrators deem acceptable. Students are expected to act thoughtfully and responsibly when using technology resources, either personal or BOCES-owned, and may not use those resources to invade the privacy of others, engage in harassment, bullying, or discrimination, gain access to or transmit inappropriate materials, disrupt the learning environment and otherwise violate applicable law or BOCES policies.

Teachers and all other district personnel should exemplify and reinforce acceptable student behavior (including possession/use of electronic devices) and help students develop an understanding of appropriate conduct in the school setting.

III. 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/guardians

have the primary responsibility for acceptable student dress and appearance. Teachers and all other district 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, including hair style/color, jewelry, make-up, and nails, shall:

- 1) Be safe, appropriate, and not disrupt or interfere with the educational process.
- 2) Recognize that extremely brief garments such as tube tops, mesh tops, halter tops, spaghetti straps, plunging necklines (front and/or back), see-through garments, short-shorts, and short skirts are not appropriate. Ensure that underwear is completely covered with outer clothing.
- 3) Include footwear at all times. Footwear that is a safety hazard will not be allowed.
- 4) Not include items that are vulgar, obscene, libelous or denigrate others on account of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex.
- 5) Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs/substances and/or encourage other illegal or violent activities.
- 6) Students may not wear blankets over their clothes.

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

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

IV. Prohibited Student Conduct

Our approach to managing student behavior emphasizes teaching students to behave in ways that contribute to academic achievement, school success and post-secondary success. Our intent is to support a school environment where students and school staff are responsible and respectful. We also emphasize the need for school staff to promote appropriate behaviors by teaching, modeling, reinforcing, and monitoring appropriate behaviors. We recognize that effective school discipline is anchored to meaningful, corrective instruction and guidance that offers students an opportunity to learn from their mistakes, make amends, and contribute to the school community. Ongoing monitoring and documentation of student management data is essential to record and adjust disciplinary practices in a fair and non-discriminatory manner.

Genesee Valley BOCES upholds expectations for conduct on school property and at school functions based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity. The Board of Education recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible reactions to unacceptable conduct, and to ensure that when disciplinary action is necessary, it is administered promptly and fairly. Choices have consequences and there are times when accepting consequences for those choices is part of learning how conduct impacts the expected school culture. When possible, students are expected to make restitution, but there are times when disciplinary consequences are required to promote and uphold the principles mentioned above. Consequences may include suspension from school or removal from a program when engagement in conduct that is disorderly, insubordinate, disruptive, violent, endangers the safety, morals, health or welfare of others, engage in misconduct on the school bus, or engage in academic misconduct including work/internship sites.

A. Engage in Conduct that is Disorderly

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

1. Engaging in any act which disrupts the normal operation of the school community, running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others.
2. Obstructing vehicular or pedestrian traffic.
3. Trespassing. Students are not permitted in any area of the school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
4. Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, software, or Internet/intranet account; accessing inappropriate websites; evading the District's content filter; using an outside wireless network; or any other violation of the District Acceptable Use Policy.
5. Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, cameras, and other personal electronic devices deemed inappropriate by the administration).
6. Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the District computer system is prohibited.

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 District employees or otherwise demonstrating disrespect.
2. Lateness for, missing or leaving school or assigned area without permission.
3. Intentionally avoiding disciplinary sanctions.

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, District administrators or other District employees or otherwise demonstrating disrespect.
2. Endangering the health and safety of other students or staff or interfering with classes or District activities by means of inappropriate appearance or behavior as per District Code of Conduct.

D. Engage in Conduct that is Violent

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

1. Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon a teacher, administrator or other District employee.
2. Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon another student or any other person
3. Lawfully on school property.
4. Engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to
5. Fear for his or her physical well-being.
6. Possessing a weapon (see definition). Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on
7. District property or at a District function.

8. Displaying what appears to be a weapon.
9. Threatening to use any weapon(s).
10. Using weapon(s).
11. Intentionally damaging or destroying District property, the personal property of a student, teacher, volunteer, contractor, vendor, administrator, other
12. District employee or any person lawfully on District property, or at a District
13. Function including but not limited to graffiti or arson.
14. Communication by any means, including oral, written or electronic (such as through the Internet, email or texting) off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or, (b) results in material or substantial disruption to the educational environment.

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. Violation of rules governing the operation of motor vehicles on district property and violations of vehicle and traffic law on district property.
2. Lying, deceiving or giving false information to school personnel.
3. Stealing District property or the property of other students, school personnel or any other person lawfully on school property or while attending a school function.
4. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.).
5. Discrimination, based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, or disability as a basis for treating another in a negative manner on school property or at a school function.
6. Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex.
7. Bullying is a form of harassment that consists of inappropriate persistent behavior including threats or intimidation of others, treating others cruelly, terrorizing, coercing, or habitual put-downs and/or badgering others.
8. "Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.
9. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.

10. Use or possession of drugs or alcohol. Being under the influence of, possessing, consuming, selling, attempting to sell, distributing, or exchanging alcohol or any type of drug or drug delivery device. Defining drugs and devices to include, but not limited to, the following: tobacco, tobacco products, prescription drugs, illegal drugs, controlled substances, synthetic or designer drugs, or any drug delivery systems such as cigarettes, e-cigarettes (vapes) or any e-cigarette/vape hardware including but not limited to the battery, tank, heating element, accessories or the vape juice, or any device or paraphernalia that could be used to store, conceal, inject, inhale, or consume any type of prescription drug, illegal drug, controlled substance, or synthetic or designer drug or substance.
11. Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.
12. Hazing is a form of harassment which involves committing an act against a student or coercing a student into committing an act that creates a risk of emotional, physical or psychological harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The fact that the victim may consent to the act does not excuse the behavior or lessen the offense.
13. Selling, using, possessing or distributing obscene or pornographic material including "sexting" as defined as sending, receiving or forwarding of sexually suggestive nude or nearly nude photos through text messages or email.
14. Using vulgar or abusive language, cursing or swearing.
15. Gambling and gaming.
16. Inappropriate touching and/or indecent exposure.
17. Initiating or reporting warning of fire or other catastrophe without valid cause, misusing 911, or inappropriately discharging a fire extinguisher.
18. Violating gender privacy when using school restroom facilities.

F. Engage in Misconduct While on a School Bus

It is crucial for students to behave appropriately while riding on District 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, fighting, harassment, and discrimination 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. Altering records.
4. Accessing other users email accounts or network storage accounts and/or attempting to read, delete, copy, modify, and interfere with the transferring and receiving of electronic communications.
5. Violation of the District Acceptable Use Policy for technology.
6. Assisting another student in any of the above actions.

V. Reporting Violations

All students are expected to promptly report violations of the code of conduct. For example any student observing a student possessing a weapon, alcohol, or illegal substance on school property or at a school function shall report this information

immediately to a teacher, the building principal, the principal's designee, or the superintendent.

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.

VI. 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 students' ability to grow in self-discipline.

A. Consequences

Students who are found to have violated the district's code of conduct may be subject to the following penalties, either alone or in combination.

B. Referrals

1. Suspension from Activities and Other Privileges
2. Suspension from Transportation
3. In-School Suspension
4. Teacher Disciplinary Removal of Disruptive Students
5. Suspension from School
6. Permanent Suspension
7. Counseling, Internal or External
8. PINS Petitions
9. Local Law Enforcement

VII. Alternative Instruction

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school, the district will take immediate steps to provide alternative means of instruction for the student. If a student has in-school suspension, the certified teacher will provide instructional materials. The student's teacher must provide classroom work and materials the first day of out-of-school suspension.

VIII. Discipline of Students With Disabilities

This code of conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations. Please see official Code of Conduct for specific information regarding discipline of students with disabilities.

IX. Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden. However, in situations where methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force, in conformance to district policy and procedures may be used.

X. Student Searches and Interrogations

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may

question a student about an alleged violation of law or the district code of conduct. School officials will tell all students why they are being questioned.

The Board authorizes the superintendent, building principals, other administrative personnel, and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct.

A. Student Lockers, Desks, Vehicles, and Other School Storage Places

Student lockers, desks, and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

B. Personal Searches

Strip searches are reserved for extraordinary circumstances in which there is probable cause to believe that a strip search is required to reduce the risk of injury in a potentially dangerous situation. Strip searches are not a frequent or regular occurrence.

If an authorized school official believes it is necessary to conduct a strip search of a student, the school official may contact the local police authorities to conduct.

C. Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording all information about each search.

D. The Use of Trained Narcotic Dogs to Search School Buildings

To better insure the safety of students and staff, the Genesee Valley BOCES in cooperation with the Sheriff's Department and the New York State Police may use trained narcotic dogs to search our buildings and grounds.

E. Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

F. Child Protective Services Investigations

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local child protective services workers.

All requests by child protective services to interview a student on school property shall be made directly to building principal or his or her designee.

XI. Visitors to the Schools

The Board encourages parents and other district residents to visit the district's schools and classrooms to observe the work of students, teachers, and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

XII. Field Trip Procedures

To insure the continued safety and security of students/staff, students attending off-campus activities are not permitted to bring any water/soda/beverage containers with them. Bottled water and/or other beverages will be provided for any trip in excess of one hour travel time.

In the instance of overnight field trips/competitions, ALL LUGGAGE and personal items will be subject to search both by school administration and utilizing law enforcement trained K-9 units.

XIII. Notice

The complete code of conduct is available in the offices of the District Superintendent, Assistant Superintendents, Principal and Board of Education. Genesee Valley BOCES adheres to the laws and regulations set forth by the New York State Department of Education.

XIV. Loss or Destruction of District Property

Students and their parents or legal guardians are responsible to make restitution for District-owned property that is damaged or destroyed by students. The amount of compensation shall not exceed \$2,500 per each incident, except in instances where extreme financial hardship can be proven where the maximum shall be \$1,500. Such compensation shall be pursued through civil action when necessary and when the student is over the age of ten (10) and under the age of eighteen.

XV. False Reporting Act of 1999

Chapter 207 "False Reporting Act," signed into law on July 6, 1999, classified the false report of an incident or bomb a crime in New York State. Depending on the specific crime, a person could be found guilty of reporting an incident in the third degree (which is a class B misdemeanor), falsely reporting an incident in the second degree (which is a class A misdemeanor), and falsely reporting an incident in the first degree (which is a class E felony). Incarceration may be assessed and municipalities may recover any costs incurred for the false emergency report. Liability can be passed to the parent, legal guardian, local social services department, or a foster parent.



STUDENT ATTENDANCE

The Plain Language Summary of the Genesee Valley BOCES Attendance Policy

Introduction

Regular school attendance is a major component of academic success. To facilitate the academic success of its students, BOCES has adopted a Comprehensive Attendance Policy that complies with the Regulations issued by the Commissioner of Education. All students, parents and persons in parental relation to students attending our programs are expected to comply with this policy.

This is a summary (not a complete reproduction) of the Comprehensive Attendance Policy. It is not intended to be a substitute for the Comprehensive Attendance Policy and does not include all of its terms. The policy and accompanying regulations address the following topics: objectives; specific strategies designed to accomplish these objectives; excused and unexcused absences, tardiness and early departures; Register of Attendance; the coding system to be used in the Register of Attendance; the Board policy regarding attendance and course credit; the incentives to be used to encourage attendance; the disciplinary sanctions to be used to discourage unexcused absences, tardiness and early departures; parental notice; specific intervention strategy development; the identification of a person to review pupil attendance records and to initiate actions to address attendance problems; and, community awareness. The Comprehensive Attendance Policy is available for review at all home schools. Students and parents are invited and encouraged to review the Comprehensive Attendance Policy and may obtain a copy upon request.

Student Attendance Record Keeping – Register of Attendance

The policy requires that a record of each student's presence, absence, tardiness and early departure be kept in a Register of Attendance at each of our centers. Each pupil's absence, tardiness or early departure will be entered and recorded as "excused" or "unexcused" in the Register of Attendance, along with the code for the reason for said absence, after the taking of attendance in each scheduled period of instruction.

In addition, the Register of Attendance shall contain specific information regarding each pupil, including:

1. Pupil's name, date of birth and address;
2. Full name(s) of parent(s) or person(s) in parental relation;
3. Phone number where the parent(s) or person(s) in parental relation can be contacted;

Excused and Unexcused Absences, Tardiness and Early Departure

The policy distinguishes excused absences, tardiness and early departures from unexcused absences, tardiness and early departures.

Excused absences, tardiness and early departures are defined as absences, tardiness and early departures from class or school due to:

- Personal illness
- Illness or death in the family requiring one (1) or two (2) days
- Religious observance
- Quarantine
- Required court appearance
- Attendance at health clinics
- Approved college visits

- Military obligations
- Impassable roads or weather
- Impassable roads or weather when the component school district is closed or delayed
- Any activity approved and scheduled by a student's home school district
- Other such reasons as are approved by the building principal

All other absences, tardiness and early departures are considered unexcused.

The parent or person in parental relation is required to notify us when his or her child is absent, tardy or departs early and must provide the Genesee Valley BOCES with a written excuse within five (5) school days of the pupil's absence, tardiness or early departure. If a satisfactory written excuse is not presented to BOCES within five (5) school days, the absence, tardiness or early departure will be recorded as unexcused.

School Attendance and Classroom Participation Grading Policy

For each marking period, a certain percentage of a student's final grade will be based on classroom participation as well as the student's performance on homework, tests, papers, projects, etc. as determined by the building administrator and/or classroom teacher. Classroom participation means that a student is in class and prepared to work.

Unexcused student absences, tardiness and/or early departures will affect a student's grade, including credit for classroom participation, for the marking period.

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 the missed work, assignments or tests in accordance with the time specified by the teacher.

Notice of Minimum Attendance Standard/Intervention Strategies

A staff member has been designated to review BOCES Attendance Policy with students who have excessive and/or unexcused absences, tardiness or early departures. In these circumstances, appropriate student support services/personnel may intervene and possibly collaborate/refer to community support services and agencies.

At periodic intervals, a designated staff member will notify by telephone the parent or person in parental relation to a student who has excessive absences, tardiness or early departures and explain the Attendance Policy. If the parent or person in parental relation cannot be reached by telephone, then a letter shall be sent detailing this information.

Notice to Parents/Person in Parental Relation of Students who are Absent, Tardy or who Depart Early Without a Proper Excuse.

A designated staff member shall attempt, as is reasonably practicable, to notify by telephone the parent of or person in parental relation to a student who is absent, tardy or departs early without a proper excuse. If the parent or person in parental relation cannot be reached by telephone, the staff member will provide such notification by mail.

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. School officials may require the student to attend this conference.

Attendance Incentives

In order to encourage student attendance, BOCES will develop and implement grade-appropriate building level strategies and programs including, but not limited to: attendance honor rolls, special events, classroom acknowledgment of the importance of good attendance and assemblies. At the classroom level, teachers are encouraged to assign special responsibilities to students who may need extra motivation to come to school.

Disciplinary Consequences

Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in BOCES Code of Conduct. Consequences may include, but are not limited to, in-school suspension, detention and denial of participation in extracurricular activities.

Community Awareness

Copies of this policy are available to parents, students and members of the community upon request.

STUDENT HEALTH & SAFETY

Safety/Security

It is the Board's policy to provide a safe and secure environment to all students, staff and visitors.

It shall be the responsibility of students and visitors to adhere to all health and safety directives of the administration and to report all unsafe conditions for corrective action.

Safety Conditions & Programs

Every possible precaution will be taken to protect the safety of all students, employees, visitors and others present on school property or at school-sponsored events.

Fire Drills

The practice of safety will also be considered an integral part of the instructional program through fire prevention and emergency procedures and drills.

Emergency Drills

The Genesee Valley BOCES conducts a variety of emergency drills – i.e. lock down, lock out, emergency release, sheltering.

Eye Safety

Eye safety devices are to be made available to the student at cost. For the protection of employees, students and visitors, safety glasses must be worn in all appropriate career & technical education classes and labs when activities present a potential eye hazard.

Transportation/Vehicle Safety

Students attending classes at the Genesee Valley BOCES are expected to use the school buses provided to transport them. Students are not permitted to ride buses of other school districts without written permission from the home school principal, the principal of the district bus on which the student requests to ride, and the students' parent or guardian.

BOCES will be enforcing home district policies for student driving. Students must communicate their intentions of driving to our Genesee Valley BOCES campuses with their home district Administrator and provide any documentation to support their request.

Accidents

All accidents and injuries shall be immediately reported to the building supervisor who will take appropriate action to obtain necessary assistance. All proper forms must be made out before the close of the same working day.

Emergency Response

In the event of a wide-spread emergency, the Crisis Response Team will implement the Emergency Preparedness plan and maintain on-going communications with parents and students through a designated spokesperson.

In the event of an emergency the Crisis Response Team, faculty and staff will provide directions and information to students in order to ensure the safety and security of all students.

AIDS/HIV

Cases involving any student who has been diagnosed or identified as having acquired immune deficiency syndrome, an AIDS related complex (ARC), and/or positive blood tests for the anti-bodies to the Human Immunodeficiency Virus (HIV) shall be reviewed on a case-by-case basis to determine whether circumstances exist that would tend to pose increased risks to others or require special precautions.

The Board contends that a student shall not be denied the right to attend school or continue his/her education on the basis of such diagnosis. The Board further contends that under current law and regulations the disclosure of confidential AIDS and/or HIV-related information shall be strictly limited.

The District Superintendent shall also establish protocols for routine sanitary procedures for dealing with the cleaning and handling of body fluids in school, with special emphasis placed on staff awareness.

Medication

BOCES shall not be responsible for the diagnosis or treatment of student illness.

The administration of prescribed medication to a student during school hours will be permitted only when failure to take such medicine would jeopardize the health of the student, or the student would not be able to attend school if the medicine were not made available to him/her during school hours. Students with contagious or infectious diseases will not be permitted to remain in school in accordance with State Law.

For purposes of this policy "medication" could include medicines prescribed by a physician and over-the-counter medications.

Before any medication may be administered to or by any student during school hours BOCES shall require:

- a) The written request of the parent which shall give permission for such administration and relieve BOCES and its employees of liability for administration of medication.
- b) The written order of the prescribing physician which shall include the purpose of the medication, the dosage, the time at which or the special circumstances under which medication shall be administered, the period for which medication is prescribed, and the possible side effects of the medication.

Both documents shall be kept on file in the office of the building administrator or designee.

All medications including those prescribed by a physician and over-the-counter medications that are to be administered to the student by the school are to be kept by the school nurse in locked areas in accordance with state law. Students attending the Genesee Valley BOCES Career and Technical Education Center or the Academy shall not be in possession of prescription medication or over-the-counter medication. Any student found to be in possession of prescription medication or over-the-counter medication may be subjected to disciplinary action in accordance with the Student Code of Conduct and the Student Handbook.

Use of Metal Detectors

For the protection of students, faculty, staff, employees and visitors, metal detectors or metal scanners may be used to determine if a weapon or any dangerous items are in the possession of students and/or other persons on school property.

Electronic Cigarettes and Vaporizers (including solutions) are Prohibited at ALL Genesee Valley BOCES Campuses and School Sponsored Events

All students and other minors are prohibited from possessing electronic cigarettes, vaporizers (including solutions) and/or any nicotine delivery system on all Genesee Valley BOCES campuses and school-sponsored events and extracurricular activities per Code of Conduct. Furthermore, if any device has been, or has commonly known to be, used for the delivery of illicit drugs (including synthetic marijuana, bath salts, etc.), nicotine, alcohol, or other drugs, the device will be classified as drug paraphernalia and may result in disciplinary consequences. If the presence of drugs or alcohol is determined to be in the device, then the student will be determined to be in possession of a banned substance and may be referred to law enforcement and face additional consequences.

Prohibited items include, but are not limited to, e-cigarettes, vaporizer pipe/pens/ and/or hookah pipes/pens and/or possession of drug and/or smoking paraphernalia such as bong, grinders, snorters, rolling papers, scales, glassine bags or bags used for packaging.



Mission

Our mission is to lead collaboratively in creating quality solutions to emerging educational challenges.

We Believe

- All people have something to contribute
- Learning enriches life
- Accepting responsibility for choices and actions is essential for growth
- Quality relationships require honesty, trust, fairness, openness and mutual respect
- Embracing diversity enriches the individual and strengthens society

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Non-Discrimination Policy

It is the policy of the Genesee Valley BOCES not to discriminate on the basis of actual/perceived color, sex, sexual orientation, race, religion, religious practice, gender/gender identity, national origin, age, weight, ethnic group, disability, or marital status in admissions, employment and treatment of students and employees in any education program or activity.

If you have any questions regarding discrimination or harassment contact an administrator in your building and/or the Compliance Officer: Julie Donlon, Ed.D. located at the Genesee Valley BOCES, 80 Munson St., LeRoy, NY 14482 (585) 344-7900.