

Kenton Career & Technical Center



Student Handbook 2021-2022



www.e1b.org/cte

elcome to Erie 1 BOCES Career Centers

The staff at the Erie 1 BOCES Career Centers would like to welcome you to a new year. We encourage you to take advantage of excellent opportunities available here in career and technical education. The staff looks forward to providing you with a foundation of both career and academic skills and many activities to enhance your high school program.

This handbook has been developed to assist you in understanding the programs and procedures at the Centers. Please read it thoroughly and ask for clarification if needed.

Your success at the Centers will be determined by your attitudes, behavior and enthusiasm for learning. Best wishes for a successful and rewarding experience at the Career Center.



**Kenton
Career & Technical Center**

Two Mile Creek Road
Tonawanda, NY 14150
961-4010

ADMINISTRATORS

Principal

Jeffrey Sikora

Assistant Principal

Matthew Ciurczak

CLERICAL STAFF

Dianne Babski

Kimberly Paglicci

SOCIAL WORKER

Nancy Buscaglia

WORK-BASED LEARNING

Mark Sorrento

LIAISON TEACHER

Bernadette Hager

SCHOOL NURSE

Suzette Euscher

DASA COORDINATORS

Nancy Buscaglia

Matthew Ciurczak

www.e1b.org/cte

T

ABLE OF CONTENTS

STUDENT RIGHTS AND RESPONSIBILITIES	1
MISSION/GOALS STATEMENT	2
STUDENT ACTIVITIES/SERVICES	
Career Counselors.....	3
Career Development.....	3
Liaison Services.....	3
English as a Second Language.....	3
Integration of Academics	3
Internship Program.....	4
National Technical Honor Society	4
School Nurse	4
School Resource Officer.....	4
Social Work Services	4
Student Organizations	4
PROGRAM INFORMATION	
Certificates.....	5
College Credit.....	5
Employability Profile	6
Grading/Reporting	6
Portfolio.....	7
Safety.....	7
Technical Endorsement	7
SCHOOL RULES AND REGULATIONS	
Appearance/Dress	8
Arrival at School	8
Attendance.....	8
Cell Phones and Electronic Devices.....	9
Computer Policy.....	9
Early Release Procedure	9
Emergency Closing.....	10
Fire Drills.....	10
Lock Down/Evacuation	10
Lockers	11
Passes	11
Prescriptions and Medications	11
Punctuality	12

T ABLE OF CONTENTS

Cont'd.

Safety	12
Visitors.....	12
Suspension.....	12
Textbooks	12
Transportation	12

STUDENT DISCRIMINATION GRIEVANCE GUIDELINES

Guidelines.....	13
Grievance Process.....	14

STUDENT CODE OF CONDUCT

Disorderly Conduct.....	15
Insubordinate/Disruptive Conduct.....	15
Violent Conduct.....	16
Endangering Conduct of Safety, Morals, Health or Welfare of Others	17
School Bus Misconduct	19
Academic Misconduct	19
Disciplinary Consequences	19
Student Searches and Interrogations	21
Questioning of Students	21
Enforcement	21

CALENDAR.....	22
---------------	----

ACKNOWLEDGEMENT OF PROCEDURES.....	23
------------------------------------	----

NOTES	24
-------------	----

CODE OF CONDUCT

The Erie 1 BOCES Code of Conduct may be obtained via the
Erie 1 BOCES website.

Go to: e1b.org/cte
Code of Conduct

S **TUDENT RIGHTS AND RESPONSIBILITIES**

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

Erie 1 BOCES Student Rights and Responsibilities

RIGHTS

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

RESPONSIBILITIES

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

M ISSION/GOALS

MISSION/GOALS STATEMENT

CAREER AND TECHNICAL EDUCATION - ERIE 1 BOCES

The mission of the Career Education Division is to provide programs that develop career interests, skills and work attitudes.

GOALS

1. To develop and maintain programs to meet the career aspirations and needs of youth and adults who will be entering the labor force, as well as those who seek to upgrade their occupational competencies through the acquisition of new skills.
2. To provide quality Career Education compatible with the employment opportunities available in business and industry.
3. To achieve effective delivery of Career Education through cooperation with other BOCES divisions and other appropriate agencies.
4. To provide continuous research and development activities designed to assist in the improvement of existing Career Education programs, the development of new programs and the phasing out of non-relevant programs.
5. To provide flexible instructional facilities and equipment to meet changing needs of Career Education.
6. To assist component schools in providing career education activities which relate general and Career Education offerings to the career objectives of students.
7. To promote effective professional development activities for BOCES personnel.
8. To keep the community aware of BOCES Career Education objectives, programs and facilities.
9. To assist with the development and coordination of Career Education programs for children with handicapping conditions.
10. To affirm the right of all citizens to participate equally in employment and program opportunities regardless of race, age, sex, color, religion, national origin, or disability.

S TUDENT ACTIVITIES/SERVICES

CAREER COUNSELORS

Career Counselors are available to provide students and their families current information necessary to make more informed academic and career and technical education decisions. They will provide information on post secondary opportunities and articulation agreements with area colleges.

CAREER DEVELOPMENT

The Work-based Learning Office offers current students and graduates a wide range of career planning and job placement services. These include: comprehensive reference materials on careers, colleges, and training opportunities; a job bank; an employer data base; internships; placement assistance and follow-up. The current placement survey reported successful placement of 98% of program graduates in employment, post-secondary education or the military.

LIAISON SERVICES

Liaison teachers ensure the transition of special education services between the District and CTE. They share student progress with District special education teachers and counselors. They represent CTE teachers at students' CSE meetings and secure student IEPs and 504's from the district to assist CTE teachers with their interpretation and implementation. CTE liaisons provide instructional and behavioral strategies and manage all testing accommodations.

ENGLISH AS A SECOND LANGUAGE

Instructional staff is available as needed to provide support to those students who speak English as a Second Language and therefore require assistance in the learning environment.

INTEGRATION OF ACADEMICS – ACADEMIC CREDIT

BOCES that have Approved CTE programs can offer students up to eight units of integrated academic credit through the approved program. According to Commissioner's Regulations 100.5, an integrated CTE course combines CTE and academic commencement level learning standards and may be jointly developed and taught by an academic subject teacher and/ or a CTE teacher. Successful completion of one unit of study in an integrated CTE course may be awarded only one unit of credit but may be used to meet the distribution requirements in more than one subject. For details on this option, please see Commissioner's Regulations 100.5(d) (6) Diploma Requirements and Expansion of Integrated Credits in Approved CTE Programs.

INTERNSHIP PROGRAM

The Internship Program enhances theory instruction and lab experiences with a supervised work experience at a business site.

Students are able to apply skills and knowledge learned at the centers. They develop the career competency, ability to work with others and appropriate attitudes and behaviors for their chosen career. All eligible seniors and program instructors participate in the internship program.

NATIONAL TECHNICAL HONOR SOCIETY

The National Technical Honor Society was established to honor excellence in workforce education programs. Students must demonstrate scholastic achievement, skill development, good character, leadership, honesty and responsibility. Candidates must be approved by a home school counselor and maintain a 90% average over 2 years in their CTE program and, maintain a combined 85% average with the home school, have 95% attendance, complete a personal interview, membership application and portfolio which includes 2 letters of recommendation.

Successful candidates will be inducted at a district ceremony.

SCHOOL NURSE

A school nurse is available at each Career Center should students require medical care or supervision.

SCHOOL RESOURCE OFFICER

A School Resource Officer is available at each Career Center to provide support and resources to students and staff as needed.

SOCIAL WORK SERVICES

A school social worker is available at the Centers should a situation require counseling services. Teachers and building administrators can be contacted for a confidential referral.

STUDENT ORGANIZATIONS

We encourage all students to become members of the national student organizations at the Career Centers. Students are able to: enter skill competitions; take part in social and fund raising events, seek and hold elective offices, serve on advisory councils, and participate in workshops and conferences. They develop leadership, citizenship and workplace skills. To participate in organization events, students must have a good academic average, good attendance, participate in organization meetings and demonstrate excellent behaviors/attitudes.

Examples including: Skills USA, Student Ambassadors and US First Robotics.

P ROGRAM INFORMATION

CERTIFICATE OF COMPLETION

A certificate of completion will be awarded upon successful completion of the program. This requires a year-end average of 65% or higher per program year.

CERTIFICATE OF HIGH ACHIEVEMENT

To encourage students to use their full potential and to recognize their accomplishment and efforts, Certificates of High Achievement are presented to students who complete a CTE program and develop the essential skills required for the workplace.

Requirements include:

- 1) Completion of all program requirements.
- 2) Average of at least 90% for the program.
- 3) Good attendance. (Maximum 20 days for two years; 10 days absence for one year program.)
- 4) Punctuality (Maximum of 10 days late per year).
- 5) Average of at least 90% on Career Portfolio.
- 6) Successful participation in a program internship.

COLLEGE CREDIT

1. **Articulation Agreements:** Each CTE program has articulation agreements with select colleges. When a CTE course curriculum aligns with a college's course curriculum, the college determines that the content is sufficient to grant credit. The college credit is free, but it can only be used in the designated program at the college where BOCES has the agreement.

In order to receive articulated credit, student will need to:

- Apply and be accepted into the college and program that Erie 1 BOCES has the agreement.
- Earn the required overall average in the career and technical education program. An 85% average for the junior and senior CTE program is required for most credits.
- Notify the college's Admission's Office of wanting to use articulated credit.
- Request transcript and College Agreement form signatures from CTE Center's Main Office.

2. Dual Enrollment Agreements: A dual enrollment course is an opportunity for a high school student to enroll in a college course and receive college credit. The high school course follows the college syllabus, but it is taught by Erie 1 BOCES teachers in the BOCES center. The students pay a fraction of the cost of a college course and receive Transcribed credit. Student will need to:

- Complete an application
- Pay the reduced tuition rate

For a complete listing of Articulation and Dual Enrollment Agreements visit www.e1b.org/StudentsofAllAges/CareerTechnicalEducation/CollegeCreditAgreements.aspx

EMPLOYABILITY PROFILE

The Employability Profile is a student's cumulative record of skills acquired over the entire length of a career program. It reflects an analysis of the student as a prospective entry level employee. It becomes part of the student's permanent record. A copy of this may be made available to completing students for potential employers, colleges, or other agencies.

GRADING/REPORTING

Report card grades are based upon a combination of PERFORMANCE in lab activities and KNOWLEDGE of theory. Authentic assessment of performance accounts for 2/3 of a grade and written testing accounts for 1/3. Technical skills, attitudes, work habits (including punctuality and attendance) the ability to work with others, following safety rules, cooperation, productivity and the ability to follow instructions are considered when assigning grades.

Incomplete grades for a marking period must be made up during the first two weeks of the following marking period or the incomplete grade will be changed to a failing grade. It is the responsibility of the student to pursue makeup work.

Final yearly grades are computed by averaging a student's four quarterly grades. The final examination grade will be included within the fourth quarter test scores. A minimum final grade of 65% is required to receive three and three quarters (3 3/4) units of high school credit per year.

Report cards are issued by the home school at the 10th, 20th, 30th and 40th week during the school year. Progress reports are issued by the Career Center at the 5th, 15th, 25th and 35th week. Progress reports are used to report failing grades and to reflect outstanding work and/or great improvement.

PORTFOLIO

A Career Portfolio is a purposeful collection of a student's work at the Career and Technical Education Centers. It demonstrates the skills, knowledge, and personal qualities developed in a career education program. The purpose of the portfolio is to present these skills to the teacher, employer, or college admissions officer in an organized and professional format. The student, as collector and keeper of the portfolio, completes all required work and selects work to be included. The student takes responsibility for both the learning and documentation of the learning. The Career Portfolio is the personal record of their growth and achievement. Portfolios are reviewed and graded on a quarterly basis according to a prescribed rubric.

SAFETY

Safety is a primary concern at the Centers and the instructor will teach the safety rules for the Center and the program.

Students will be expected to:

- 1) Take responsibility for their own safety and the safety of others;
- 2) Follow safety rules, use all safeguards and safety equipment provided and make safety a part of their education;
- 3) Detect and report hazardous conditions, practices and behaviors and make suggestions for corrections; and
- 4) Report accidents promptly to instructors and get first aid or medical help without delay. Assist teacher in completing accident report.
- 5) Participate in a safety lesson of at least 5-10 minutes each week.

TECHNICAL ENDORSEMENT

Students enrolled in a New York State approved 2-year Career and Technical Education program who successfully complete all CTE program requirements are eligible to have a technical endorsement affixed to the High School Diploma, if they meet the additional following criteria.

Requirements for a technical endorsement are:

- 1) Successful completion of the required units of credit for high school graduation;
- 2) Passing grades on 5 required Regents examinations or approved alternatives;
- 3) Successful completion and passing of a 3-part technical assessment (written, demonstration, career portfolio).
- 4) Successful completion of a work based learning experience.

The Career and Technical Endorsement is imprinted on a seal to be affixed to the High School diploma.

SCHOOL RULES & REGULATIONS

APPEARANCE/DRESS

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

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

ARRIVAL AT SCHOOL

A single point-of-entry has been instituted for all students, visitors and guests entering the building. The main entry to the building, identified by the red #1 affixed to the exterior of the door, will serve as the designated single point of entry. Students must enter the building immediately and go to their assigned classroom by the most direct route. Students are not to leave the property until approved dismissal time, or upon receiving written permission by the Main Office.

ATTENDANCE

Erie 1 BOCES has developed a Student Attendance Policy to raise student achievement, ensure student safety and verify compliance with education laws. Parents/Guardians are expected to notify the Career Center in the event of an absence.

Excused Absences: Personal illness; illness or death in the family, impassable roads, religious observance, quarantine, required court appearances, medical appointments, pre-approved college visits, approved cooperative work programs, military obligations, home school excused, approved BOCES sponsored activities.

Written Excuses: Must be an approved excused reason, be received in 10 school days, include date, reason for absence and parent/guardian signature. After 10 school days, if no note is received, the absence will be recorded as unexcused.

Student Attendance/Course Credit: Students in BOCES programs will be held accountable as follows: more than 27 absences in a year, a student may not receive credit for the course. Upon returning to school following an excused absence, tardiness or early departure, it shall be the responsibility of the student to consult with his/her teacher(s) regarding arrangements to make up missed work, assignments and/or tests.

CELL PHONES, TECHNOLOGY AND ELECTRONIC DEVICES

Students are permitted to have and use personal technology devices in the classroom at times, and to the extent, teachers 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, or otherwise violate applicable law or BOCES policies.

Student cell phones or electronic devices may be confiscated. Administration will return device to the student at the end of the session or communicate with parents accordingly.

COMPUTER POLICY

The Career and Technical Education Services Division of Erie 1 BOCES will provide access to various computerized information resources through the district's computer system consisting of software, hardware, computer networks and electronic communications systems.

The same standards of acceptable student conduct that apply to any school activity shall apply to the use of the district's computer system.

A student who does not adhere to computer policy will face disciplinary action and suspension of his/her computer privileges.

Student use of the computer system is conditioned upon written agreement by all students and their parents or guardians that student use will conform to the requirements of this policy and any regulations adopted to ensure acceptable use.

EARLY RELEASE PROCEDURES

In order to be released early from the Career Center, these procedures must be followed:

- 1) All early dismissal requests must be in writing and contain parent/guardian contact phone numbers for verification purposes. Upon arriving at the Center, a student must report to the office to have an early dismissal request verified and approved by a phone call to the parent/guardian. The student will present the

approved release to the respective teacher. After leaving class at the arranged time, the student must proceed to the office and sign out before leaving the Center.

- 2) A student who becomes ill while in transit to the Center should come directly to the nurse's office. A parent will be contacted and proper action taken. Under no circumstances is a student who becomes ill in transit to the Center, to return to their home school or residence without first reporting to the Center office. The dismissal request will be verified.
- 3) A student who becomes ill at the Center must get the teacher's permission to go to the nurse's office for assistance. The Nurse will contact the parent and proper action will be taken.

EMERGENCY CLOSING

Classes will be in session in accordance with the school calendar, except for emergency closings. If the Center is to be closed, check www.e1b.org, WGRZ-TV Ch.2, WIVB-TV Ch.4, WKBW-TV Ch.7, Spectrum News - Buffalo or the following radio stations: WBEN 930 AM, WGR 550 AM and WWKB 1520. If the announcement is not made for the specific Center [Harkness, Potter, Kenton], students are expected to report to school.

FIRE DRILLS/AED DRILLS

Fire drills are required and will be held throughout the year. During these drills, signaled by an alarm:

- 1) Students will leave the building immediately in silence in single orderly lines as directed by the teacher.
- 2) Silence is necessary at all times so that it will be possible to hear additional instructions.

AED Drills will be conducted in conjunction with local fire and rescue units as well as teachers, students and community members.

LOCK DOWN/EVACUATION

Procedures for lock down/evacuation will be reviewed throughout the year. When lock down is signaled:

- 1) All students are to report to nearest occupied classroom.
- 2) Students may be evacuated to alternate site and/or transported to home schools.
- 3) Parents may obtain information on the status of the situation by contacting the Erie 1 BOCES Communication Services Office. (821-7193)

LOCKERS

Erie 1 BOCES shall not be liable for theft or loss of personal property on school grounds. Students are strongly discouraged from bringing valuable belongings to school. Valuable belongings include, cell phones, cash, electronic or digital equipment (i.e. games, cameras, computers, i-pods, etc.), roller blades, expensive clothing attire, jewelry, etc. Should students choose to bring such items to school, they do so at their own risk.

The district takes reasonable precautions to ensure the general security of property within the buildings. Students are provided with lockers for depositing personal belongings. In some cases, students are required to provide their own combination locks for these lockers. It is the responsibility of the students to make sure that the combination locks are properly used to secure their lockers. Students are not permitted to share lockers and must keep the combination to their locks confidential.

Lockers are provided by the school for student use and the administration has the right to search lockers. A student may have exclusive use of a locker as far as other students are concerned but he/she does not have such exclusivity over the locker as against the school authorities.

PASSES

Students must have a teacher-approved pass and go directly to and from the place indicated on the pass. Students must follow rules for proper conduct in the halls. A student who cuts class, leaves class early or is out of class without a pass can expect a referral to the office, parent notification and a possible suspension.

PRESCRIPTIONS AND MEDICATIONS

Medications to be taken by a student while at the Career Center may be brought into the school based upon circumstances as identified by the student's doctor and parent or guardian. Medications must be deposited immediately in the nurse's office. The medication should be in a prescription container and must be accompanied by a note or prescription from the student's physician which identifies the medication and the time and amount of dosage. A note from the parent or guardian which cites the necessity for bringing the medication to school must also be provided. All medications need to be picked up by a parent before the last day of school.

Students found to be in possession of, or in the act of distributing or taking what appears to be medications, will be escorted by a staff member to the Center office. If the medication or its container is available, it should be turned over to the administrative office. Without appropriate documentation as described above, drugs or medication may be considered illegal, and parents will be contacted to pick up drugs and student.

PUNCTUALITY

Students are expected to be in their classroom when the bell rings. If a student is late, he/she must sign in at the office and obtain a late pass to be admitted to class. If a student is repeatedly tardy, he/she will be referred to the office. Disciplinary action may be necessary for repeated tardiness. Driving privileges may also be revoked.

SAFETY

Students must work safely to avoid jeopardizing the welfare of themselves, their teachers and/or their classmates. Students are to be prepared each day with the necessary safety equipment, safety glasses, proper clothing, shoes and lab supplies. An unprepared student cannot participate in lab activities on that day and will be given an alternate assignment to complete in the lab. Teachers will call parents and arrange a parent conference for a student who is continually unprepared for class.

VISITORS

All persons on BOCES property or attending a BOCES function will conduct themselves in a respectful and orderly manner. Visitors and volunteers are required to adhere to BOCES policy as well as applicable laws and regulations. Parents or pupils who wish to observe a classroom while school is in session are required to obtain permission in advance from the Building Principal. All visitors and volunteers will be required to sign in at the Main Office and follow specific building procedures.

SUSPENSION

If a student is suspended from the Career Center, he/she will usually be suspended from the home school or alternative academy. Suspension by the home school also suspends a student from attending the Career Center. Parents are notified of all suspensions in writing and may be requested to contact school officials before the student returns.

TEXTBOOKS

Textbooks are provided and should be treated as a loan to be returned in satisfactory condition. Students are financially responsible for damaged or lost materials.

TRANSPORTATION

Students are expected to ride school buses to and from the Career Center. Special permission for a student to drive to the center may be granted only after appropriate approvals are obtained and a parking permit is issued and displayed on the vehicle. Driving forms include specific rules and regulations and may be obtained at the Career Center. Approved student drivers must park in the designated student parking area. Students transporting other students must provide proof of parental/home school permission.

Driving privileges may be revoked at anytime without prior warning for violations (tardiness, unsafe driving). Suspension from the program and/or police referral may also result.

S TUDENT DISCRIMINATION

GRIEVANCE GUIDELINES

GENERAL STATEMENT

Erie 1 BOCES does not discriminate on the basis of race, color, national origin, creed, religion, political affiliation, marital status, sex, sexual orientation, age, or disability as defined by law and is in compliance with Title IX of the Education Amendments of 1972 and with Section 504 of the Rehabilitation Act of 1973.

The Compliance officer for Title IX and Section 504 is the Assistant Superintendent, Instructional Services.

The Assistant Superintendent, Instructional Services, is available from 8:00 a.m. – 4:00 p.m. at Erie 1 BOCES, 355 Harlem Road, West Seneca, NY 14224 (716) 821-7000.

GUIDELINES

Students of the Erie 1 BOCES are protected from discrimination in the following areas:

- 1) Admission to schools
- 2) Access to enrollment in courses
- 3) Access to and use of school facilities
- 4) Counseling and guidance materials, tests, and practices
- 5) Career and technical education
- 6) Physical education
- 7) Competitive athletics
- 8) Graduation requirements
- 9) Student rules, regulations, and benefits
- 10) Treatment as a married and/or pregnant student
- 11) Financial assistance
- 12) Health services
- 13) School-sponsored extracurricular activities
- 14) Most other aids, benefits, or services.

GRIEVANCE PROCESS

Any student suspecting discrimination on the basis of sex, sexual orientation, age, marital status, military status, political affiliation, race, creed or religion, color, national origin, or disability may make a claim of discrimination. This claim or grievance is filed with the District Superintendent/designee, who will assist with the grievance process if necessary. The following information should be included on the grievance:

- 1) The exact nature of the grievance – actions, policies, or practices believed to be discriminatory and any person believed to be responsible.
- 2) The date, time and place of the alleged discriminatory actions (s).
- 3) The names of witnesses or persons who have knowledge about the grievance.
- 4) Any available written documentation or evidence that is relevant to the grievance.
- 5) The actions that could be taken to correct the grievance.

The District Superintendent/designee shall cause a review of the grievance to be conducted (including necessary meetings and interviews) and a written response mailed to the complainant within ten school days after receipt of the complaint.

If agreed that discrimination occurred, corrective action will be taken to restore denied rights.

If there is not agreement, a written appeal may be submitted to the Board indicating the reasons for disagreement. The Board shall consider the appeal at its next regularly scheduled meeting following receipt of the appeal.

A complaint of illegal discrimination may also be file with the Federal Office for Civil Rights, United States Department of Education.

NOTE:

Refer also to Regulation #2420R – Non-Discrimination and Anti-Harassment in the BOCES and Erie 1 BOCES Code of Conduct – Dignity for All Students Act

S TUDENT CODE OF CONDUCT

BOCES expects all students to conduct themselves in an appropriate and civil manner per the BOCES Code of Conduct, with proper regard for the rights and welfare of other students, personnel and other members of the school community, and with respect to facilities and equipment. These expectations also apply to internships and student work experience. The students will not:

1) Engage in Conduct that is Disorderly

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

- a. Engaging in any act which disrupts the normal operation of the BOCES community, running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others.
- b. Obstructing vehicular or pedestrian traffic.
- c. Trespassing. Students are not permitted in any area of BOCES buildings, other than the areas they regularly attend, without permission from the administrator in charge of the building.
- d. Misuse or unauthorized use of personal technology and electronic devices (see "Use of Personal Technology and Electronic Devices" in Section V of this Code) as well as any unauthorized or inappropriate use of BOCES computers, software, or internet/intranet account; accessing inappropriate websites; evading the BOCES or district's content filter; using an outside wireless network; or any other violation of the BOCES Acceptable Use Policy.
- e. Unauthorized use of personal computer, laptop, e-reader, or other computerized information resources through the BOCES computer system.

2) Engage in Conduct that is Insubordinate

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

- a. Failing to comply with the reasonable directions of teachers, school administrators or other BOCES employees or otherwise demonstrating disrespect.
- b. Missing or leaving school or class without permission.
- c. Skipping detention or failing to comply with other disciplinary consequences.

3) Engage in Conduct that is Disruptive

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

- a. Failing to comply with the reasonable directions of teachers, BOCES administrators or other BOCES employees or otherwise demonstrating disrespect.
- b. Engaging in behavior that interferes with the learning environment, BOCES community, or a BOCES function through inappropriate appearance or behavior.

4) Engage in Conduct that is Violent

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

- a. Committing, threatening, or attempting an act of violence such as hitting, kicking, punching, or scratching upon another student; teacher, administrator, or other BOCES employee; or any other person lawfully on BOCES property.
- b. Engaging in any other act that would qualify the student to be defined as a “violent student” in accordance with Education Law Section 3214(2)(2-a) and Section II of this Code of Conduct.
- c. Engaging in harassing conduct, verbal threats, bullying, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.
- d. Possessing a weapon as defined in Section II of this Code of Conduct. Unless expressly permitted by BOCES officials, only authorized law enforcement officials may have a weapon while on BOCES property or at a BOCES function.
- e. Displaying what appears to be a weapon as defined in Section II of this Code of Conduct, threatening to use any weapon, or using one or more weapons that are not required for instruction under direct supervision.
- f. Possessing, displaying, threatening to use or using a knife, including, but not limited to, a hunting knife, folding knife, pocket knife, fixed blade knife, kitchen knife or box cutter of any size. Where use of a knife is required for instructional purposes, students must use such instruments in a manner that is safe, responsible, and consistent with teacher expectations and aims of the instructional unit.
- g. Intentionally damaging or destroying BOCES property or the personal property of a student, teacher, volunteer, contractor, vendor, administrator, other BOCES employee, or any person lawfully on BOCES property or at a BOCES function, including, but not limited to, graffiti or arson.

- h. Communication by any means, including oral, written, or electronic (such as through the internet, email, online learning management systems/educational platform, other forms of social media, or texting) off BOCES property, where the content of the communication:
 - (1) Can reasonably be interpreted as a threat to commit an act of violence on BOCES property; or
 - (2) Results in, or can be reasonably expected to result in, a material or substantial disruption to the educational environment.
- 5) **Engage in Any Conduct that Endangers the Safety, Morals, Health or Welfare of Others**

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

- a. Lying, deceiving or giving false information to BOCES personnel. This can include, but is not limited to, knowingly making false statements or knowingly submitting false information during the grievance process under Title IX.
- b. Stealing BOCES property or the property of other students, BOCES personnel or any other person lawfully on BOCES property or while attending a BOCES function.
- c. Making statements or representations that demean, denigrate, or otherwise harm other individuals or groups. This can include posting, publishing, or disseminating written materials, video or audio recordings, or pictures on the internet, social media, or on any BOCES-owned or personally owned electronic device, when such conduct poses a reasonably foreseeable risk that the content would come to the attention of school authorities and would result in material and substantial disruption to the educational environment, or does result in such disruption.
- d. Engaging in acts of harassment, bullying, cyberbullying, intimidation, or discrimination, including conduct prohibited by the Dignity for All Students Act (see Section VII of this Code).
- e. Inappropriate communication of a sexual nature, including by means of any personal technology, electronic device, or other means of technology, including, but not limited to, the taking, sending, or receiving of sexually explicit videos, pictures, or audio.
- f. Displaying signs of gang affiliation or engaging in gang-related behaviors that are believed or have been observed to increase the level of conflict or violent behavior on BOCES property or at a BOCES function or under circumstances in which BOCES authorities may reasonably expect violence or substantial disruption of BOCES activities.

- g. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any BOCES or BOCES-sponsored activity, organization, club, or team.
- h. Selling, using, possessing, or distributing obscene material.
- i. Possessing, consuming, selling, attempting to sell, distributing, or exchanging tobacco, tobacco products, and any other products containing nicotine, as well as e-cigarettes, vape pens, or other similar items, including related paraphernalia, while on BOCES property.
- j. Possessing, consuming, selling, attempting to sell, distributing, or exchanging alcoholic beverages or illegal substances; counterfeit, synthetic, and designer drugs; paraphernalia for use of these drugs, including but not limited to: dab pens, cartridges, rolling papers or being under the influence of any of these substances on BOCES property or at a BOCES function. Illegal and/or prohibited substances include, but are not limited to, inhalants, marijuana (including any other marijuana-based product or derivative, whether natural or synthetic), synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike substances, and any other synthetic or designer drugs.
- k. Unauthorized possession, use, sharing, selling, attempting to sell, distributing or exchanging, or attempting to distribute or exchange, prescription or over-the-counter drugs.
- l. Possessing, consuming, selling, attempting to sell, distributing or exchanging tobacco, tobacco products, e-cigarettes and any other products containing nicotine, while on school grounds and/or within 100 feet of the entrances, exits or outdoor areas of the school grounds.
- m. Gambling and gaming.
- n. Inappropriate touching, including contact of a sexual nature, or indecent exposure.
- o. Initiating or reporting a warning of fire or other catastrophe without valid cause, misusing 911, or inappropriately discharging a fire extinguisher.
- p. Unauthorized or inappropriate use of BOCES restroom facilities.
- q. Engaging in conduct that could be construed as sexual harassment in accordance with this *Code of Conduct* and/or Title IX.

6) Engage in Misconduct While on a School Bus

Students must behave while riding on buses under the authority of Erie 1 BOCES, the component/host district, or the district of residence to ensure their safety and that of other passengers, and to avoid distracting the bus driver. Behaviors such as excessive noise, pushing, shoving, fighting, harassment, bullying, and discrimination will not be tolerated. Misbehavior may be addressed under the authority of the Code of Conduct of Erie 1 BOCES, the component/host district, or the district of residence. Students who misbehave on school buses under the authority or supervision of the component/host district or the district of residence going to or from a BOCES program will be immediately referred to their district of residence for discipline.

7) Engage in any Form of Academic Misconduct

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

- a. Plagiarism.
- b. Cheating.
- c. Copying.
- d. Altering records/forgery.
- e. Accessing other users' email accounts or network storage accounts, or attempting to read, delete, copy, modify, or interfere with transferring or receiving electronic communications.
- f. Other violations of the Acceptable Use policy.
- g. Defacing or damaging BOCES, school, class, library, or others' materials, work, or documents.
- h. Taking exam, quiz, lab, or any other instructional questions, answers, or forms to further one or more students' grade or progress.
- i. Assisting another student in any of the actions specified in Section VI(7).

DISCIPLINARY CONSEQUENCES AND PROCEDURES

Methods of student discipline vary in style and effectiveness. Discipline is most effective when it timely and directly addresses the issue in a way that students consider fair and impartial. While no single method of discipline is recommended or mandated, all discipline is to be appropriate to the situation and in accordance with law, regulations, and BOCES policies. BOCES personnel who interact with students will use disciplinary action only when necessary and to place emphasis on the student's ability to develop self-discipline.

Disciplinary action will be firm, fair, and consistent. So as to be the most effective in changing student behavior, there will be a rational relationship between the student's behavior and the consequences. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary consequences will consider the following:

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

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

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

Disciplinary Consequences

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

- 1) Positive supports, strategies and interventions to improve students' motivation, social skills, problem solving abilities, anger management, and conflict resolution abilities;
- 2) Environmental modifications to support students' abilities to maintain attention, stay on task, and control their behavior;

- 3) Building-wide behavior management systems to improve students' abilities to understand the connections between their behavior and more or less desired outcomes.

As a general practice and whenever possible, these interventions are used in combination before imposing more severe disciplinary consequences.

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

CONSEQUENCE

AUTHORIZED PERSONNEL

- | | |
|---|---|
| 1) Oral Warning | Any member of BOCES staff |
| 2) Written Warning/Referral | Educational program staff and bus drivers |
| 3) Written notification to parent | Teachers, student support services personnel, Principal, Supervisor and/or designee |
| 4) Suspension of other privileges | Principal, Supervisor and/or designee |
| 5) Detention | Principal, Supervisor and/or designee |
| 6) In-School Suspension | Principal/Acting Principal |
| 7) Formal removal from classroom | Teachers, Principal/or designee |
| 8) Short-term (five days or less) suspension | Principal/Acting Principal |
| 9) Long-term (more than five days) suspension from school | Officials of the student's home district |
| 10) BOCES Program exclusion | Officials of the BOCES and the student's home district |
| 11) Permanent suspension from school | Officials of the student's home district |

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

STUDENT SEARCHES AND INTERROGATIONS

A student may be searched and contraband seized on school grounds or in a school building by a school official only when the employee has reasonable suspicion to believe the student is engaging in proscribed activity which is in violation of school rules and/or illegal.

A confiscated electronic device is subject to search if school district officials have reasonable suspicion that the search will reveal evidence of violation of law, the code of conduct or other school rules.

QUESTIONING OF STUDENTS BY SCHOOL OFFICIALS

School officials or designee have the right to question students regarding any violations of school rules and/or illegal activity.

ENFORCEMENT

The building principal or his or her designee of an instructional site or the designated administrator in a service center shall be responsible for enforcing the conduct required by this Code.



Erie 1 BOCES School Calendar 2021-2022

JULY 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Updated 1/26/2021
Approved 2/10/21 BOE #988

August
31 Staff Development Day

September
1 Staff Development Day
6 Labor Day
7 First Day for Students

October
11 Columbus Day

November
2 Staff Development Day
11 Veteran's Day
25-26 Thanksgiving Recess

December
24-31 Winter Recess

January
17 M. L. King Jr. Day

February
21-25 Mid-Winter Recess

March
18 Staff Development Day

April
11-15 Spring Recess

May
30 Memorial Day

June
20 Juneteenth Observed
24 Rating/Closing Day
(LAST TEACHER DAY)

JANUARY 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

CALENDAR DAYS						
T	S	T	S	T	S	T
Sept 19	18	Feb 15	15			
Oct 20	20	March 23	22			
Nov 19	18	April 16	16			
Dec 17	17	May 21	21			
Jan 20	20	June 17	16			
TOTAL TEACHER ATTENDANCE DAYS = 187						
TOTAL STUDENT ATTENDANCE DAYS = 183						

A CKNOWLEDGEMENT OF STUDENT HANDBOOK PROCEDURES

Learning can only take place in an orderly, mutually respectful environment. The Student Handbook is intended to allow students and staff to work together successfully, cooperatively, and safely.

We are asking that you review the rules and regulations of the Student Handbook and acknowledge your awareness by signing on the designated line below. The students must return this agreement to their teachers. This will then be filed in the student's folder in the office.

I have reviewed these rules and regulations with

(Print) Name of Student

and his/her classmates on _____.

Date

Teacher's Signature

Student's Signature

I am aware of the rules and regulations for student behavior in the Student Handbook and the Summary Code of Conduct and Summary of Attendance Policy and agree to support these policies. I will be readily available for conferences with teachers and/or administrators, when necessary.

Parent/Guardians Signature

Date

Home Phone: _____

Business Phone: _____

Cell Phone: _____

Fax Number: _____

Parent e-mail: _____

NOTES

[illegible]

Erie 1 BOCES does not discriminate on the basis of race, color, national origin, creed, religion, political affiliation, marital status, sex, sexual orientation, age, or disability as defined by law and is in compliance with Title IX of the Education Amendments of 1972 and with Section 504 of the Rehabilitation Act of 1973.

The Civil Rights/Section 504 Compliance Officer and Title IX Coordinator is the Assistant Superintendent, Instructional Services.

The Assistant Superintendent, Instructional Services, is available from 8:00 a.m. - 4:30 p.m. at Erie 1 BOCES, 355 Harlem Road, West Seneca, NY 14224 (716) 821-7000

For information about the final quality rating and composite score based on the annual professional performance review (APPR) contact the Director of Human Resources,
Erie 1 BOCES at (716) 821-7006.

Printed by

