

FOREWORD

Contained herein are the policy statements formulated by the Western Suffolk Board of Cooperative Educational Services.

Policy is defined as a basic plan of action. It establishes limits within which freedom of judgment can be exercised.

Policy is a governing principle of management. It is a statement which has an effect on the interests of those who come under its jurisdiction. A policy may originate from the constitution, from statute, from local determinations and/or from customary patterns of formal behavior.

Policy should accomplish the following:

- a) State a position taken by the BOCES;
- b) Grant the authority to act;
- c) Be sufficiently detailed to give adequate direction;
- d) Be achievable within the real environment of the school and community;
- e) Provide for impartial procedures.

In addition to the adopted policies, the operation of the Board of Cooperative Educational Services is governed by and subject to all applicable Laws, Regulations of the Commissioner of Education, Civil Service requirements, Board of Education Resolutions, School Administrative Regulations and Contracts of Agreement.

If any part of this manual is made invalid by judicial decision or legislative or administrative enactment, all other parts shall remain in full effect unless and until they are amended or repealed by the Board. The official record of the adoption, amendment, or repeal of the by-laws and policies of the Western Suffolk BOCES shall be the minutes of the meetings of the Board.

PHILOSOPHY STATEMENT

The Board of Cooperative Educational Services of the Second Supervisory District of Suffolk County (also known as Western Suffolk BOCES) as created by order of the Commissioner of Education pursuant to Education Law provisions, is intended to serve as an extension of its component school districts, is committed to providing cooperative shared services for its school districts in those instances when the rendering of such service, with SED approval, makes it either more efficient or more effective or both than would be the delivery of such service on an individual district basis. This BOCES is committed to assisting its component districts in complying with the priorities of the Regents and the Commissioner in all instances when the component districts indicate that regional cooperation will facilitate the achievement of these priorities, rules and regulations. This BOCES is committed to encouraging the sharing within the region of personnel, resources, information and technical support on an interdistrict basis so that services of a high quality may be delivered on a cost effective basis to all of the students within the region. It also provides services to implement the State Education Department's goals related to life-long learning opportunities. The BOCES is further committed to linking the component districts with many other public and private organizations. The BOCES is further committed to orchestrating the cooperative efforts which result from such linking efforts. Furthermore, it is pledged to fulfilling these obligations in both a cost effective and an exemplary way - so as to serve as a model in public education.

WESTERN SUFFOLK BOCES POLICIES
TABLE OF CONTENTS

NUMBER

SECTION 1000

ORGANIZATION OF THE BOARD OF COOPERATIVE EDUCATIONAL SERVICES

Legal Status, Organization and Authority.....	1110
Number of Members and Terms of Office.....	1120
Official Seal.....	1130

NOMINATION AND ELECTION OF BOARD MEMBERS

Board of Education Members: Qualifications	1210
Board of Education Members: Nomination and Election.....	1220
Oath of Office.....	1230

ROLE OF THE BOARD OF COOPERATIVE EDUCATIONAL SERVICES

Powers and Duties of the Board and its Officers	1310
Duties of the President.....	1311
Duties of the Vice-President.....	1312
Duties of the Clerk.....	1313
Duties of the Treasurer	1314
Duties of the BOCES Auditor.....	1315
Duties of School Attorney	1316
Methods of Operation.....	1320
Principles for Board Members	1330

METHODS OF OPERATION

Formulation, Adoption and Dissemination of Policy	1410
Execution of Policy: Administrative Regulations.....	1420
Meetings	
Regular Meetings of the Board of Cooperative Educational Services	1431
Order of Business	1431.1
Providing Board Information to Component District Boards.....	1431.2
Public Sessions	1432
Executive Sessions	1433
Advisory Committees.....	1434
Quorum and Attendance of the Board.....	1435
Minutes	1436
Special Meetings of the Board	1437
Annual Meeting	1438
Organizational Meeting	1439

INTERNAL BOARD OPERATIONS

Use of Parliamentary Procedure.....	1510
Board Conferences, Conventions and Workshops.....	1520
Board Member Compensation and Expenses	1521
Membership in Associations	1530
Board Self-Evaluation	1540
Orienting New Board Members	1550
Board Member Conflicts of Interest.....	1560
Board Legislative Program.....	1570
Health Insurance for Board Members	1580

COMMUNITY RELATIONS

NUMBER

SECTION 2000

PUBLIC RELATIONS

BOCES/Community Relations and Communications 2110
Public Relations 2120
WEB Pages 2121
Printed Materials..... 2130
Crisis Management..... 2140
Nondiscrimination in Educational Programs and Services..... 2150

PARTICIPATION BY THE PUBLIC

Visits to BOCES Facilities, Schools and Programs 2210
Participation by the Public..... 2220
Use of BOCES Owned Facilities 2230
Volunteers..... 2240
Public Complaints 2250
Solicitation of Charitable Donations from Students 2260

BOCES RECORDS

Freedom of Information 2310
Records Management 2320

PUBLIC ORDER ON SCHOOL PROPERTY

Maintenance of Public Order on School Property 2410

ADMINISTRATION

NUMBER

SECTION 3000

ADMINISTRATIVE PERSONNEL

Administrative Personnel

Executive Officer.....	3111
Administrative/Supervisory Personnel.....	3112
Evaluation of Administrative and Management Personnel	3120

ADMINISTRATIVE OPERATIONS

Job Descriptions	3210
Administrative Organization Plan.....	3220
Administrative Organizational Chart	3221
Special Education Organizational Chart	3222
Career & Technical Education Organizational Chart	3223
Instructional Support Services Organizational Chart.....	3224
Administrative Councils, Cabinets and Committees	3230

COMPENSATION AND RELATED BENEFITS

Compensation	3310
Compensation for Central Administration Personnel	3311
Additional Compensation for Administrators.....	3312
Professional Staff Fringe Benefits – Central Office Administration.....	3321
Medical Insurance for disabled Retirees	3331
Professional Staff Vacations & Holidays.....	3340
Vacation Accrual – Non-Represented Administrators & Supervisors	3341
Contract Negotiations	3350
Benefits Contained in Article 18 of Public Officers Law	3360

NON-INSTRUCTIONAL/BUSINESS OPERATIONS

NUMBER

SECTION 4000

BUDGET

Preparation and Adoption of the Annual Budget.....	4110
Service Requests by Districts.....	4120
Administration of Budget.....	4130
Budget Transfers and Adjustments.....	4140
Distribution of Surplus/Deficits.....	4150

INCOME FUNDS

Cash Management and Investments.....	4210
Revenue from Local Districts.....	4220

PURCHASING

Purchasing.....	4310
-----------------	------

FISCAL ACCOUNTING

Approval of Expenditures.....	4410
Payroll.....	4411
Official Expense Reimbursement.....	4412
Use of BOCES Credit Cards.....	4413
Telephone Usage/Cellular Phones.....	4414
Inventories.....	4420
Income from School Shop Sales & Services.....	4430
Special Aid Funds.....	4431
Trust and Agency Funds.....	4432
Cash in School Buildings and Petty Cash Funds.....	4440
Special Projects Contracts.....	4450
Financial System Controls Policy.....	4460
Reserves.....	4470

NON-INSTRUCTIONAL OPERATIONS

Facilities Planning.....	4510
Facilities: Inspections, Operation and Maintenance.....	4511
Insurance and Employee Bonds.....	4520
Safety/Security.....	4530
Exposure Control Program.....	4531

Vandalism.....	4532
Video Surveillance	4533
Smoke Free Environment.....	4540
Transportation	
Student Transportation	4551
Owned or Leased Vehicles.....	4552
Use of BOCES Cars and other Vehicles	4553
BOCES Owned Vehicles.....	4554

PERSONNEL

NUMBER

SECTION 5000

INSTRUCTIONAL AND NON-INSTRUCTIONAL PERSONNEL

Code of Ethics for All BOCES Personnel.....	5110
Defense and Indemnification of Officers and Employees of BOCES.....	5111
Non-Discrimination Policy.....	5120
Affirmative Action	5121
Sexual Harassment	5122
Performance Review	5130
Evaluation of Professional Staff: Teachers	5131
Health of Employees	5140
Human Immunodeficiency Virus (HIV) Related Illnesses.....	5141
Exposure to Bloodborne Pathogens	5142
Hepatitis B. Disease.....	5143
Communicable Diseases.....	5144
Recruitment, Selection and Appointment of Staff.....	5150
Temporary and Part-Time Employees	5151
Part-Time Faculty – Salary Increment	5151.1
Support Staff Supplementary Pay Plans and Pay Date Schedules	5152
Non-Represented Staff Fringe Benefits	5152.1
Incidental Teaching	5153
Program Consultants	5154
Conditional Appointment & Emergency Conditional Appointments of Staff Members..	5155
Alcohol, Drugs and Other Substances	5160
Excessing and Seniority	5170
Complaints and Grievances by Employees.....	5180

ACTIVITIES

Employee Attendance at Conferences	5210
Reimbursement for Approved Expenses.....	5211
Employee Personnel Records and Release of Personnel Information.....	5220
Negotiations.....	5230
Employee Use of BOCES Property	5240
Staff Involvement in Decision Making	5250

COMPENSATION AND RELATED BENEFITS

Health Insurance	5310
Professional Staff Compensation and Fringe Benefits	5320
Workers' Compensation.....	5321
Staff Protection	5330
Retirement System Membership	5340
Leaves of Absence.....	5350

Employee Assistance Program.....	5360
Student Teaching	5370

STUDENTS

NUMBER

SECTION 6000

ATTENDANCE

Student Attendance..... 6112
Student Referral and Placement 6120
Equal Educational Opportunities..... 6130
Non-Resident Students 6140

STUDENT CONDUCT

Code of Conduct..... 6211
Code of Conduct (Abstract Version)..... 6211
Regional Summer School Conduct & Discipline 6211.1
Code of Conduct (for Adult Students) 6211.2
Code of Conduct (for Adult Students)(Abstract Version) 6211.2
Corporal Punishment..... 6212
Loss or Destruction of BOCES Property 6213
Alcohol, Drugs and Substance Abuse..... 6220
Interrogation and Searches 6230
Possession or Use of a Weapon on School Property 6240
Gun-Free Schools 6241
Student Automobile Use 6250

STUDENT ACTIVITIES

Student Funds 6310
Student Involvement in Decision Making..... 6320
Co-Curricular and Interscholastic Programs..... 6330
Lending/Rental of BOCES Property to Students..... 6340

STUDENT PROGRESS

Student Evaluation..... 6410
Provision of Interpreter Services to Parents who are Hearing Impaired 6411
Student Records: Access and Challenge 6420
Release of Information to the Non-Custodial Parent..... 6421
Parents Bill of Rights for Data Privacy and Security.....6422

STUDENT WELFARE

Medical Treatment of Students 6510
Administration of Emergency Non-Patient Specific Epinephrine by School Nurses
to Students and Staff..... 6511
Administration of Emergency Opioid Antagonists.....6512

Required Immunizations	6520
Human Immunodeficiency Virus (HIV) Related Illnesses.....	6530
Student Safety.....	6540
Accidents	6541
Child Abuse and Neglect.....	6550
Child Abuse in an Educational Setting	6551
Sexual Harassment	6560
Complaints and Grievances by Students.....	6570
Defibrillator Policy	6580
Notification of Student Threat of Violence to Self.....	6589
Student Wellness	6590
Student Meal Charge Policy.....	6595

INSTRUCTION

NUMBER

SECTION 7000

INSTRUCTION

Instructional Services and Programs	7110
Safety Conditions and Programs	7120
BOCES Management Plan	7123
School Bus Safety Program.....	7124
Emergency Closings.....	7125
Adult Education.....	7140
Evaluation of Instructional Programs.....	7160
Instructional Technology.....	7170
Internet Use Policy	7171
Limited English Proficiency Instruction	7180

INSTRUCTIONAL MATERIALS

Textbooks	7210
Use of Copyrighted Materials	7240

INSTRUCTIONAL ARRANGEMENTS

School Year/School Calendar	7310
School Day	7311
Field Trips, Travel Training and Excursions	7320
Work Experience Opportunities.....	7321

By-Laws

Legal Status, Organization and Authority

Boards of cooperative educational services are part of the State's public school system. In 1948 the New York Legislature enacted a law authorizing the establishment of these agencies for the purpose of providing shared educational services to school districts within supervisory districts.

In essence, then, boards of cooperative educational services are area educational agencies, which provide a variety of special instructional and administrative services to local school districts. Their programs and services are designed to serve the local districts, and are provided upon request.

All BOCES are established, organized, governed, and financed in accordance with law, policies of the Board of Regents, and regulations of the Commissioner of Education. BOCES programs, services, and budgets must be approved by the State Education Department.

The Board of Cooperative Educational Services of the Second Supervisory District of Suffolk County shall be known and referred to as the Western Suffolk BOCES.

The Western Suffolk BOCES is a corporate body created by statute and vested with complete authority over the educational and fiscal affairs of the agency. In the exercise of such authority the Western Suffolk BOCES shall exercise only such powers as are expressly granted to it by law.

All authority rests with the Board as a whole and not with any individual member or any group of members in any committee. Committee members may act on an individual basis only when specifically delegated with the authority by the Board. All final policy decisions are placed in the hands of the Board of Cooperative Educational Services.

Limitation of Responsibilities as Individuals

The authority and responsibilities of individual Board members do not extend to execution of the policies which they adopt as a body.

The role of the Board, as with any legislative body, is to act collectively, not individually. Individual members have no status as, and shall not attempt to act as, administrators in the BOCES. Rather, the Executive Officer, all administrators, as well as all other personnel of the BOCES, are responsible to the Board as an entity. Board members, however, as with all legislators, are entitled to full information and all data necessary, in their judgment, to the proper casting of their votes on any matter which can come before the Board for action. Administrative duties will be delegated to the Executive Officer and his/her staff; governing powers will be rigorously retained for action by the Board itself.

Individual Board members being recipient of citizens' comments, petitions, or complaints serious enough to warrant, or by their nature such as to warrant, action by the Board as a whole, should normally request the same to be reduced to writing and transmitted to the Executive Officer for revision and inclusion on the agenda, if deemed appropriate.

Individual Board members, speaking in their own behalf outside of regular Board meeting debates, should make it clear that their personal views are not necessarily the same as the full Board acting collectively.

Each member of the Board should read his/her agenda and necessary documents accompanying the same, prior to the Board meeting, and mark portions which need clarification; and otherwise be prepared for maximum participation necessary in the shortest time possible on each question coming before the Board. Board members are encouraged to contact the Executive Officer prior to the meeting, to clarify any items on the agenda.

Board members, if they are to retain effective control of the BOCES without becoming involved in the administration thereof, should avail themselves of every opportunity to develop their knowledge and skills as members of the governing body of this BOCES.

Education Law Section 1950

Adopted: October 10, 1995

By-Laws

Number of Members and Terms of Office

The Western Suffolk Board of Cooperative Educational Services shall consist of seven (7) members elected to represent the component districts within the BOCES area.

Members of the Western Suffolk BOCES shall serve on the Board for a term of three (3) years, commencing July 1 following election. However, Board members elected prior to December 1, 1993 may complete their five (5) year term. Board members elected on or after December 1, 1993 must be elected for a term of three (3) years, except that the BOCES may direct that one or more members be elected for terms of 1, 2 or 4 years in order to assure that, as nearly as possible, an equal number of Board members are elected each year.

Education Law Section 1950(2)

Adopted: October 10, 1995

By-Laws

Official Seal

- a. There will be only one official seal for the Western Suffolk BOCES.
- b. This seal may be used for authenticating signatures on official documents, transcripts, and diplomas.
- c. Other uses of the seal will be determined by individual administrators with program responsibilities.
- d. The official seal will be kept in the safe of the business office at the central services building at 507 Deer Park Road, Dix Hills, New York.
- e. Requests for use of the seal shall be made by the program administrator to the District Clerk.
- f. Individual documents and small quantity use can be completed in the business office.
- g. For extensive use outside the business office, clearance must be obtained and security during off-premise use maintained.
- h. Requests of the business office to "seal" large numbers of documents should be made sufficiently in advance of due date for "time-available" service.

Adopted: October 10, 1995

By-Laws

Qualification of Board Members

Any eligible voter who resides within the boundaries of a component school district may be elected to the Board of Cooperative Educational Services. A candidate need not be a member of a board of education of the district. A candidate must be eligible to hold office in a component district. An employee of one of the component school districts of the Western Suffolk BOCES, or a member of the BOCES staff, is not eligible for election to the Board of Cooperative Educational Services.

Educational Law Section 1950(9), (9a)

Adopted: October 10, 1995

By-Laws

Nomination and Election of Board Members

Board members are nominated by component districts and the names transmitted to the Clerk of the BOCES in writing by the date designated by the President of the BOCES, which must be at least thirty (30) days prior to the date of the election.

Election of the Board members will occur between April 16 and April 30 on a date selected by the BOCES Board President. No component district may have more than one member on the BOCES Board. The ballot will be prepared by the BOCES Board Clerk and mailed to each component district no later than fourteen (14) days prior to the date designated as the day of the election by the President of the Board of Cooperative Educational Services. The candidates receiving a plurality of the votes cast are elected, with the candidate receiving the highest vote total elected to the position with the longest term and the candidate with the second highest vote total elected to the position with the second longest term and so on. Any tie vote will be broken by a runoff within twenty (20) days of the initial vote.

Component districts are entitled to cast one vote for each vacant Board position provided no more than one vote may be cast for any individual candidate. Board members are elected for terms as indicated in Policy #1120.

Education Law Sections
1950(20, (4), (9) and (11)

Adopted: October 10, 1995

By-Laws

Oath of Office

The constitutional oath of office is required by New York State law to be administered to all officers and members of the Board of Cooperative Educational Services. The oath shall be administered by either the President of the Board or the Clerk at the July organizational meeting and filed in the Clerk's office.

A Board member who is appointed during the year must take the oath within a thirty (30) day period commencing the day of appointment. Members who are re-elected to the Board must also take the oath following re-election.

Officers of the Board such as President, Vice President, Clerk and Treasurer, shall be administered the oath each year following election or appointment. The fact that an oath has been administered shall appear in the Board minutes.

Public Officers Law Section 10

Adopted: October 10, 1995

By-Laws

Powers and Duties of Board Members

Chief among the powers and duties of a Board of Cooperative Educational Services, as set forth in the Education Law, Sections 1950 and 1951, are the following:

- a. To appoint an Executive Officer, with the approval of the Commissioner.
- b. To provide services on a cooperative basis to component school districts whenever two districts request such a service after the particular service is approved by the State Education Department.
- c. To provide the State Education Department with a list of proposed programs and services annually; and to present long-range plans on a five-year basis.
- d. To make surveys and studies to determine the need for cooperative educational services in the area.
- e. Upon recommendation of the Executive Officer, to employ staff -- administrative and supervisory personnel, teachers, clerical employees, and others needed to carry out its services.
- f. To provide transportation for students to and from the classes it maintains.
- g. To prepare and adopt an annual budget, subject to procedures set forth in law and to approval by the State Education Department.
- h. To charge local districts for services provided, and to apportion administrative costs among component districts according to procedures established by law.
- i. To receive and disburse moneys; to borrow money in anticipation of revenue due; to apportion surpluses among the districts which paid for the service.
- j. To rent suitable land and facilities for a period of not more than 10 years; to purchase real property when such propositions have been approved by voters of the area in accordance with procedures established by law; to build facilities subject to statutory conditions.

Education Law Sections 1701 and 1950(4)

Adopted: October 10, 1995

By-Laws

Duties of the President

The President shall be a member of the Board of Cooperative Educational Services and elected by the Board at the annual organization meeting in July. The term of office of the President shall be one year. The President shall perform the following duties:

- a. Preside at all public Board meetings and all meetings held in executive session;
- b. Appoint membership on committees established by the Board;
- c. Execute all documents as required;
- d. Discharge duties imposed by law;
- e. Vote upon all questions before the Board, and at his/her own discretion, take part in the debate on any questions under consideration;
- f. He/she shall be an ex-officio member of all committees, and upon his/her request, he/she shall be notified of all committee meetings;
- g. Consult with the Executive Officer about planning Board agendas;
- h. Perform such other duties as may be specified by the Board.

Education Law Section 1950(4)(j)

Adopted: October 10, 1995

By-Laws

Duties of the Vice-President

The Vice-President shall be a member of the Board of Cooperative Educational Services and elected by the Board at the annual organization meeting in July. The term of office of the Vice-President shall be one year. The Vice-President shall perform the duties of the President when the President is absent or disabled.

Adopted: October 10, 1995

By-laws

Duties of the Clerk

The Clerk shall be appointed by the BOCES at the organizational meeting in July. The term of office of the Clerk shall be one year. The Clerk shall perform the following duties:

- a. Take and record accurate minutes of each public Board meeting, and furnish copies of such minutes to Board members within a reasonable time after such meeting;
- b. Sign documents and papers, as required by law or Board order;
- c. Post and publish notices, as required by law or Board order;
- d. Call the annual BOCES meeting and annual organizational meeting to order and preside until a president is elected;
- e. Preside at Board meetings in the event of the absence of the president and vice-president;
- f. Other duties as assigned by the Board.

Education Law Sections 1950(7)(j) and 2130

Adopted: October 10, 1995

By-Laws

Duties of the Treasurer

The Treasurer shall be elected by the BOCES at the annual organizational meeting in July. The term of office of the Treasurer shall be one year. The Treasurer shall perform the following duties:

- a. Assume responsibility for custody of BOCES funds. Such responsibility shall include receipt of BOCES money and deposit of same in banks designated by the Board.
- b. Maintain custody and safekeeping of the check-signing machine. The Treasurer or Deputy Treasurer is authorized to sign checks for the Western Suffolk BOCES.
- c. Prepare accounts and reports as required by law, Commissioner's Regulations or the Board.
- d. Pay bills for the Western Suffolk BOCES as they become due.
- e. Invest idle funds in accordance with the Board's Investment Policy.
- f. Assume other duties as assigned by the Board.

Before entering upon the duties of the office, the Treasurer shall file with this Board a bond in such amount as the Board shall annually designate. Said bond shall be reviewed by the Board at the organizational meeting in July.

Education Law Sections 1950(7)(j) and 2130

Adopted: October 10, 1995

By-Laws

Duties of the BOCES Claims Auditor

The Claims Auditor shall be appointed by the Board of Cooperative Educational Services at its annual organizational meeting and shall serve at the pleasure of the Board. It shall be the responsibility of the Claims Auditor to:

- a. Report to the Executive Officer and the Board, as necessary;
- b. Audit all bills for payment from funds:
 - a. Gather together all bills and supporting vouchers and documents;
 - b. Verify that purchases have been properly authorized pursuant to legal and policy requirements;
 - c. Ascertain that all items being billed have been received in good condition;
 - d. Check invoices for accurate pricing and discounts;
 - e. Certify lists of bills for payment by the Treasurer.
- c. Perform such other duties as may be assigned as pertinent to the office of Claims Auditor.

Commissioner's Regulations
Section 170.3

Adopted: October 10, 1995

Approved and re-adopted: February 10, 2009

By-Laws

Duties of the School Attorney

The attorney for the Board of Cooperative Educational Services shall be appointed annually by the Board. He/she shall advise the Board in all matters of a legal nature relating to the Board's actions and conduct. He/she shall attend regular meetings of the Board, special meetings of the Board, and meetings of committees of the Board when so requested.

Adopted: October 10, 1995

By-Laws

Methods of Operation

The Board of Cooperative Educational Services operates at the policy-making level, leaving the administration of policy to its executive officer, administrators and supervisors, thus freeing itself for major considerations and decisions.

Board policies are statements which set forth the purposes and prescribe in general terms the organization and program of a school system. They create a framework within which the Executive Officer and other staff can discharge their assigned duties with positive direction. Essentially, they tell what is desired and they may also indicate reasons why and how much.

Specific directions, however, giving precise details of how, by whom, where, and when things are to be done, are rules and regulations.

This distinction between policy, rules and regulations does not imply that policy should deal only with abstract expressions of theory and philosophy. On the contrary, statements of policy should spell out clearly what the Board intends. The clearer the statement of the policy the clearer the directions to be taken by the administration.

Education Law Section 1709

Adopted: December 12, 1995

By-Laws

Principles for Board Members

The success of every school system depends on an effective working relationship between the Board of Cooperative Educational Services and the Executive Officer. This code emphasizes the most important goals and obligations of that relationship.

- a. Assure the opportunity for high quality education for every student and make the well-being of students the fundamental principle in all decisions and actions.
- b. Obey all national, state, and local laws and regulations pertaining to education and public agencies.
- c. Represent the entire community without fear or favor, while not using these positions for personal gain and accepting all responsibilities as a means of unselfish service.
- d. Uphold the principles of due process and individual dignity, and protect the civil and human rights of all.
- e. Adhere to the principle that the Board's primary role is policy-making, planning, and appraisal while the Executive Officer shall implement the Board's policies.
- f. Act as part of an educational team with mutual respect and regard for each other's respective responsibilities and duties, recognizing that the strength of a Board is in acting as a Board, not as individuals; and that the strength of the Executive Officer is in being the educational leader.
- g. Maintain high standards and the effectiveness of education through research and continuing professional development.
- h. Preserve the obligation of having all issues considered fairly and without bias.
- i. Instill respect for community, state, and nation.
- j. Honor the spirit and letter of all contracts until fulfillment or modification by mutual agreement.

Adopted: December 12, 1995

By-Laws

Policy Formulation, Adoption and Dissemination

As a standard operating procedure, the Executive Officer or a Board member may recommend approval of critically needed new policies, policies with high priorities or those policies in operation whose proposed changes are deemed necessary. Policies shall be reviewed by the Board at one meeting and voted upon at a subsequent meeting. The Board may read a policy once and then vote on said policy only if a motion is made recommending a single reading which is passed unanimously by the Board members present at the time. If a policy is approved, it shall be duly recorded in the Clerk's official minutes, shall be assigned an appropriate classification system code, and shall be inserted in the Board Policy Manual. If not approved, the policy may be eliminated from consideration or it may be resubmitted, with or without modifications, as a newly recommended policy under the same procedures enumerated above.

The formulation and adoption of these written policies shall constitute the basic method by which the Board shall exercise its leadership in the operation of the BOCES. The study and evaluation of reports concerning the execution of its written policies shall constitute the basic method by which the Board shall exercise its control over the operation of the BOCES.

Adopted: December 12, 1995

Revised and Adopted: Oct. 12, 2004

By-Laws

Execution of Policy: Administrative Regulations

The Board delegates to the Executive Officer the function of specifying required actions and designing the detailed arrangements under which the BOCES will be operated. These rules and these detailed arrangements shall constitute the administrative regulations governing the BOCES. They must be in every respect consistent with the policies adopted by the Board. The Board shall be kept informed periodically of changes in administrative regulations.

Adopted: December 12, 1995

By-Laws

Regular Meetings of the Board of Cooperative Educational Services

The Board of Cooperative Educational Services shall meet regularly on the second Tuesday of each month. All meetings shall be held at the central administration building, Dix Hills, unless other arrangements are approved by the Board. All meetings shall be held within the boundaries of the Supervisory District.

Each meeting shall be presided over by the Board President or Vice-President or in the absence of both officers, the next most senior member.

The agenda for each Board meeting shall be distributed to each Board member prior to the meeting. The agenda for special meetings shall be provided at the beginning of the meetings.

Public Notice

Public notice of the time and place of a meeting scheduled at least one week prior thereto shall be given to the news media and shall be conspicuously posted in the BOCES administrative building at least seventy-two hours before each meeting.

Adjourned Meeting

Any meeting may be adjourned to a specific future date, time, and place when so voted by the Board of Education.

All Board members shall be notified at least twenty-four hours (24) in advance of the call-to-order of an adjourned meeting, reconvened.

The only business which can be transacted is the business which was on the agenda of the meeting that was adjourned.

Public Officers Law, Article 7

Adopted: December 12, 1995

By-Laws

Order of Business at Regular Board Meetings

- a. Call to Order;
- b. Pledge of Allegiance;
- c. Roll Call of Members;
- d. Approval of Minutes;
- e. Program Presentation;
- f. Treasurer's Report;
- g. Acknowledgment of Visitors by Presiding Officer*;
- h. Business Report;
- i. Action on Facilities Matters;
- j. Action/Status on Personnel Matters;
- k. Executive Officer's Report;
- l. Unfinished Business;
- m. New Business;
- n. Communications;
- o. Adjournment.

*Speakers are requested to limit their remarks to five minutes. The Board has agreed to provide up to one hour for visitors to address the Board.

Adopted: December 12, 1995

By-Laws

Providing Board Information to Component District Boards

In its desire to keep the Boards informed of all BOCES actions, the following procedures shall be implemented immediately regarding BOCES Board meetings:

- a. The notice of all regular and special meetings shall be sent to component districts via fax at the same time they are sent to the media.
- b. That the agendas for each meeting shall be sent to the component school district offices at the same time they are sent to the members of the BOCES Board.
- c. That copies of all backup material shall be made available at each Board meeting for any component Board member and/or Superintendent who notifies the District Clerk 24 hours prior to the meeting that they will be in attendance at the meeting.
- d. The minutes of all meetings shall continue to be forwarded to the school districts immediately after they are approved. Copies of backup material from the previous meeting shall be made available to any component Board member who requests the specific backup on any item included in the approved minutes.

The above material shall be provided to the component Boards without charge.

Adopted: December 12, 1995

By-Laws

Public Sessions

All Board meetings must be open to the public except those portions of the meetings which qualify as executive sessions. A "meeting" is defined as an official convening of a public body for the purpose of conducting public business and a "public body" is defined as an entity which requires a quorum to conduct business, including committees and subcommittees.

Whenever such a meeting is to take place, there must be at least seventy-two (72) hours advance notice in accordance with the provisions of the Open Meetings Law. Notice of other meetings shall be given as soon as is practicable in accordance with law.

Public Officers Law, Article 7
Education Law Section 1708

Adopted: December 12, 1995

By-Laws

Executive Sessions of the Board

The Board of Cooperative Educational Services may hold executive sessions where only the members of the Board of Education and those persons invited by the Board shall be present.

Upon a majority vote of its total membership, taken in an open meeting pursuant to a motion identifying the general area or areas of the subject or subjects to be considered, the Board may conduct an executive session for discussion of the below enumerated purposes only, provided, however, that no action by formal vote shall be taken except on a 3020-a probable cause finding:

- a. Matters which will imperil the public safety if disclosed;
- b. Any matter which may disclose the identity of a law enforcement agent or informer;
- c. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement, if disclosed;
- d. Discussions regarding proposed, pending or current litigation;
- e. Collective negotiations pursuant to Article 14 of the Civil Service Law;
- f. The medical, financial, credit or employment history of any particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of any particular person or corporation;
- g. The preparation, grading or administration of examinations;
- h. The proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value thereof.

Minutes shall be taken at executive sessions of any action that is taken by formal vote which shall consist of a record summary of the final determination of such action, and the date and vote thereon; provided, however, that such summary need not include any matter which is not required to be made public by the Freedom of Information Law.

Public Officers Law Sections 105 and 106(2)(3)
Education Law Sections 1708 and 3020-a
Commissioner's Regulations Section 200.5

Adopted: December 12, 1995

By-Laws

Advisory Committees

The Board shall rely primarily on the chief school administrators as representatives of its component districts, meeting regularly with the Executive Officer to serve as an overall advisory committee in all matters that pertain to BOCES services, programs, and operations.

The Executive Officer may schedule a meeting of local board presidents or their representatives whenever it develops that the chief school administrators of the local districts believe that such a session would be desirable.

Areawide ongoing or ad hoc advisory committees for particular BOCES services and programs may be established by the administration as the need arises. When an advisory committee or council is required by state or federal regulations, its composition shall meet the guidelines established for that type of group.

In keeping with federal/state aid requirements, an occupational education advisory council shall be established and maintained for the BOCES occupational education program to provide a communicating link between BOCES, the business community, and the school district we serve.

This occupational education advisory council shall include in its membership persons who represent business and industry, labor, post-secondary education, secondary schools, employment agencies, and the general community. Representatives of the Vocational Industrial Clubs of America will be asked to serve as ex officio members.

Additional course consultant committees shall be established for particular trade and technical programs.

Adopted: December 12, 1995

By-Laws

Quorum and Attendance of the Board of Cooperative Educational Services

The quorum for any meeting of the Board shall be four members. No formal action shall be taken at any meeting at which a quorum is not present. When only a quorum exists, the Board shall act by unanimous vote unless otherwise required by the laws of the State of New York.

The Executive Officer and members of his/her staff at the Executive Officer's discretion shall attend all meetings of the Board. The Executive Officer shall attend all executive session meetings of the Board except those which concern his/her job performance and remuneration. The Board may request the attendance of such additional persons as it desires.

It shall be the duty of each member of the Board of Cooperative Educational Services to attend all meetings of the Board. If any member refuses or neglects to attend three successive meetings of the Board, of which the member is duly notified, without rendering a good and valid excuse to the other Board members, the member vacates the office by a refusal to serve.

Education Law Section 2502(8)

Adopted: January 11, 1996

By-Laws

Minutes

The minutes are a legal record of the activities of the Board as a public corporation having the specified legal purpose of maintaining public schools. The minutes of all meetings shall be kept by the Clerk or, in his/her absence, by the Executive Officer or his/her designee. The minutes shall be complete and accurate and stored in a minutes file.

The minutes of each meeting of the Board of Cooperative Educational Services shall state:

- a. The type of meeting;
- b. The date, time of convening and adjournment;
- c. Board members present and absent;
- d. All action taken by the Board, with evidence of those voting in the affirmative and the negative and those abstaining;
- e. The nature of events that transpire, in general terms of reference.

Communications and other documents that are too long and bulky to be included in the minutes shall be referred to in the minutes and shall be filed in the District Office.

Minutes of the meeting are to be delivered to each Board member following the meeting. Minutes of meetings shall be approved based upon final transcripts of minutes in the hands of Board Members. No minutes will be approved "as corrected" or "as amended" unless the specific language of the correction or the amendment is agreed upon and included in the minutes of the meeting at which the subject minutes are finalized and approved or at any subsequent meeting of the Board.

All Board minutes shall be signed by the Clerk when submitted and stored in a vault or file. Unless otherwise provided by law, minutes shall be available to the public within two (2) weeks following the date of a meeting; draft copies, so marked, are acceptable, subject to correction.

Public Officers Law Section 106

Adopted: December 12, 1995

By-Laws

Special Meetings

Special meetings of the Board of Cooperative Educational Services shall be held on call by any member of the Board. A reasonable and good faith effort shall be made by the Executive Officer or the Board President, as the case may be, to give every member of the Board a twenty-four hour notice of the time, place and purpose of the meeting. All special meetings shall be held at a regular meeting place of the Board.

In an emergency, if all Board members are present, the twenty-four hour notice requirement may be waived by unanimous agreement. In this situation, the Clerk of the Board may request each member to sign a waiver of notice and the fact of such signing shall be entered in the minutes.

Education Law Section 1606
Public Officers Law, Section 104

Adopted: January 11, 1996

By-Laws

Annual Meeting

The Annual Meeting of the Board of Cooperative Educational Services of the component school districts comprising the Western Suffolk BOCES must be held between April 1 and April 15 in each year on a date and at a place and hour designated by the Board of Cooperative Educational Services, for the purpose of reviewing the BOCES budget. The Notice of the Call of such meeting shall conform to the law and be administered by the Clerk of the BOCES.

The agenda shall include:

- a. Opening of meeting and greetings by President;
- b. Pledge of Allegiance;
- c. Introduction of Board Members;
- d. Presentation of proposed BOCES budget;
- e. Meet-the-Candidates for Election to the Board;
- f. Other items as scheduled on agenda;
- g. Adjournment.

Public Notice

Pursuant to Education Law Section 1950(4)(b), public notice must be given by publishing notice of the annual meeting in two newspapers in general circulation in the BOCES, or one such newspaper if there is only one, once each week within the two weeks preceding the annual meeting, with the first publication at least 14 days prior to the annual meeting. Where there are no such newspapers, notice must be posted in at least 20 public places. Additionally, notice of the date, time and place of the annual meeting must be mailed to each Board member of the component school districts at least 14 days prior to the meeting.

Public Officers Law Article 7
Education Law Sections 1950(4)(b)
and 2031-a

Adopted: January 11, 1996

By-Laws

Organizational Meeting

The Board shall hold its annual organizational meeting at any time during the first fifteen (15) days of July. The BOCES Clerk shall serve as temporary chairperson, who shall open the meeting and conduct the election of the President. The President shall assume office immediately, and shall conduct the remainder of the Board's business.

The agenda shall include:

- a. Call to Order;
- b. Pledge to the Flag;
- c. Oath of Office for Newly Elected (or Re-Elected Members);
- d. Elections/Oaths of Office;
 1. President
 2. Vice-President
- e. Board Appointments;
 1. Board Clerk
 2. Treasurer
 3. Deputy Treasurer
 4. Internal Claims Auditor
 5. General/Labor Relations Counsel
 6. Special Counsel
 7. Physicians for Regular Medical Examinations
 8. BOCES Auditor
 9. Insurance Brokers/Consultants
 10. Grants Control Officer
 11. Records Management Officer
 12. Purchasing Agent
 13. Other

f. Designations;

1. Official Bank Depository
2. Day and Hour of Regular Monthly Meetings
3. Other

g. Authorizations

1. Executive Officer to certify payroll
2. Purchasing Agent
3. Attendance at conferences, conventions and workshops
4. Instructional and non-instructional substitutes and temporary employees
5. Establishment of Petty Cash Funds
6. Bonding personnel
7. Mileage reimbursement rate
8. Investment of funds
9. Treasurer to pay bills when due
10. Authorize overtime and establish rate of pay for employees not included in collective bargaining agreements
11. Signature on checks
12. Executive Officer to sign contracts and grants
13. Other

h. Adjournment

Public Officers Law, Article 7

Adopted: January 11, 1996

By Laws

Use of Parliamentary Procedure

The business of the Board of Cooperative Educational Services shall be conducted in accordance with the following principles:

- a. Rules of the Board will have precedence;
- b. Authoritative principles of parliamentary procedure as found in the latest edition of Robert's Rules of Order shall be followed.

Commissioner's Decision Numbers
8018 and 8873
General Construction Law Section 41

Adopted: January 11, 1996

By-Laws

Board Conferences, Conventions and Workshops

In keeping with the need for continuing inservice development for its members, the Board shall participate from time to time in appropriate educational conferences, workshops, conventions and related services.

The Board shall annually authorize the attendance of all Board members at local meetings and workshops held by the State Education Department, school board organizations, component school districts, or other educational groups and to reimburse conference expenses. Attendance at State and National conferences and other non-Metropolitan New York continuing education programs require prior approval by the Board.

Funds for participation in such meetings will be budgeted. Reimbursement of expenses associated with such attendance will be made in accordance with policy and procedures for expense reimbursements.

General Municipal Law Section 77-b
Education Law Section 2118

Adopted: January 11, 1996

Revised and Adopted: January 11, 2005

By-Laws

Board Member Compensation and Expenses

Board members shall receive no compensation for their services. However, upon submitting vouchers and such supporting evidence as required by agency regulations, they shall be reimbursed for expenses incurred in carrying out specific duties authorized by the Board.

Such reimbursement may cover necessary expenses incurred for attendance at meetings of the Board. Mileage shall be paid at the rate set by the Board for employees. BOCES supports Board Member recognition of the contribution made by the Administrative staff in leading the educational programs of the BOCES. It encourages Board attendance at all special events within the programs and Divisions. This includes attendance at ceremonies and events celebrating administrative achievement including at the end of their career. The cost of Board member attendance at such events will be borne by the BOCES.

Reimbursement shall also be authorized for the cost of providing home access to the internet (internet service provider) so that Board members may have availability to e-mail communications in connection with their official duty. In addition, this policy shall authorize Board members to have home use of BOCES-owned computers, printers and other equipment needed to support internet service.

General Municipal Law Section 77-b

Adopted: January 11, 1996

Revised and Adopted: January 11, 2005

Revised and Adopted: July 12, 2005

By-Laws

Membership in Associations

The Board may elect to maintain membership in the National, New York State and the Nassau-Suffolk County's School Boards Associations, taking an active part in the activities of these groups. It may also maintain memberships in other educational, professional or trade organizations which the Executive Officer and/or the Board find to be of benefit to members and BOCES personnel.

The materials and other benefits of memberships will be distributed and used to the best advantage of the Board and the BOCES staff.

Adopted: January 11, 1996

By-Laws

Board Self-Evaluation

The Board shall review the effectiveness of its internal operations at least once annually and will formulate a plan for improving its performance.

The Executive Officer and others who work regularly with the Board may be asked to participate in this review and to suggest ways by which the Board can improve its functioning as a legislative body.

Adopted: January 11, 1996

By-Laws

Orienting New Board Members

Orientation of new members of the Board should be accomplished as soon as possible after their election or appointment. The Board and its staff shall assist each new member, to understand the Board's functions, policies and procedures before he/she takes office, by the following methods:

- a. The electee shall be given selected material regarding the role of being part of the Board.
- b. The electee shall be invited to attend Board meetings, including executive sessions, and to participate in the discussions with no power to vote until the effective date of the electee's term.
- c. The incoming member shall be invited to meet with the officers of the Board of Education, the Executive Officer, and other administrative personnel to discuss services to be performed for the Board and will receive materials pertinent to meetings with an explanation of their use.
- d. A copy of the Board's policies, and by-laws, as well as a copy of the BOCES Administrative Regulations Handbook.

Orientation shall be considered as an ongoing process for all Board members, and may include such activities as those indicated above and the addition of items such as these:

- a. Attendance at school board administrative conferences and conventions on a local, area, state, and national basis.
- b. Exchange of ideas through joint meetings with neighboring Boards of Cooperative Educational Services and component districts.

Adopted: January 11, 1996

By-Laws

Board Member Conflicts of Interest

Under law, no public school officer or employee may have an interest, direct or indirect, in any contract with the school district or other public educational agency when such an officer or employee, individually or as a member of a Board, has the power or duty to negotiate, prepare, authorize, or approve payment thereunder.

Additional involvement's that constitute conflict of interest for officers and employees of the state and municipalities are spelled out in the General Municipal Law and Local Finance Law.

Education Law Section 3016-2
General Municipal Law Sections 800-808
Local Finance Law Section 6010

Adopted: January 11, 1996

By-Laws

Board Legislative Program

The Board recognizes the importance of sound and constructive state and federal legislation in establishing the framework and support for public education. It therefore shall work actively for those legislative proposals supportive of public education and BOCES programs.

The Board shall communicate or cause to be communicated its concerns to its elected representatives and make its position known to school board organizations and to appropriate state and federal representatives and senators.

The executive officer shall be responsible for keeping the Board informed of pertinent legislative proposals.

Adopted: January 11, 1996

By-Laws

Health Insurance for Board Members

Current School Board members may participate in medical, surgical and hospital insurance plans offered by the BOCES. However, the total cost of participation by School Board members and their families shall be borne by such members.

School Board members with twenty (20) or more years of service in such a position, subject to such conditions, limitations, and eligibility requirements as may be fixed by the Board, are permitted to participate in such insurance plans provided that the participating retired School Board members pay the total cost of participation for themselves and their families.

General Municipal Law Sections
92-a(1-a), 92-a(2) and 92-a(4)

Adopted: March 10, 1998

Community Relations

BOCES/Community Relations and Communications

The Board of Cooperative Educational Services shall support the following goals of community relations:

- a. To develop and maintain the confidence of the community in the BOCES and its staff;
- b. To stimulate public interest in the schools and public understanding of BOCES Programs;
- c. To discover what people think and what they want to know;
- d. To correct erroneous impressions and supply information;
- e. To develop effective means of communication with the various publics of the BOCES, the components and the community.

Communication with Component Districts

It is essential that the Board and the BOCES staff keep component boards of education informed as to policies and programs that might affect their educational processes. As much as possible, the Board should attempt to provide written and/or oral communication to the Superintendents and board members of component districts on any matter that might affect them, including agendas and minutes of the BOCES meetings. The Cooperative Board shall direct the Executive Officer to develop procedures for such communications.

Communications with the Board of Cooperative Educational Services

The Board recognizes the need to keep all employees as fully informed as possible about district policies and programs. Conversely, all employees are to keep the Board fully informed of all formal activities dealing with programs which reach groups or individuals outside the supervisory district. This information should be supplied to the Board through the Office of the Executive Officer.

Adopted: March 12, 1996

Community Relations

Public Relations

It is the right of the public to be informed and the responsibility of the Board of Cooperative Educational Services to inform the public about the goals, objectives, programs, achievements and the needs of the various BOCES programs. Therefore, the Board supports and encourages the following:

- a. An ongoing public relations program, conducted by the administration, to use all available media to communicate information to the general public about BOCES programs.
- b. An active Occupational Education Advisory Council.
- c. Formal Parent/Teacher organizations where appropriate.
- d. Referral of program suggestions and complaints to the appropriate administrative channels for review and/or resolution.
- e. The right of citizens to address the Board in an orderly fashion during any regular meeting of the Board.

Communications involving Board policy shall have prior approval of the Executive Officer or his/her designee.

Adopted: March 12, 1996

BOCES Web Pages

The Board recognizes the benefits of establishing web pages on the Internet for Western Suffolk BOCES and its schools and programs. As an integral component of the BOCES public information program, the creation and maintenance of web pages allow BOCES, its schools, and its programs to share information about broad educational goals and philosophy, school curriculum, instruction, school-authorized activities, and other information relating to the schools and programs.

To ensure that web pages associated with Western Suffolk BOCES benefit the BOCES mission, the following guidelines shall be followed:

- Information shall be accurate and current and presented in a professional manner as would any other publication of the agency.
- Responsibilities for tasks associated with the BOCES website shall be clearly delineated.
- The website shall provide a flexible framework that promotes consistency without stifling creativity.

The District Superintendent shall establish procedures governing the creation, maintenance, use, and security of the BOCES web pages.

Adopted: March 11, 2003

PROCEDURES FOR BOCES WEB PAGES

1. Subject Matter

- a. All subject matter on Western Suffolk BOCES web pages must relate to curriculum and instruction, BOCES-authorized activities, or information about Western Suffolk BOCES or its mission.
- b. Staff or student work may be published only as it relates to a class project, course, program offering or BOCES school-related activity.
- c. Students, staff or other individuals may not use the district's web pages to provide access to their personal pages on other servers or online services.

2. Quality

- a. All work must be free of any spelling or grammatical errors.
- b. Documents may not contain objectionable or offensive material. This includes defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- c. If a problem in content or design is discovered, the building administrator will be contacted by the Public Relations Specialist with a request that the problem be corrected. If it is not corrected, the page will be removed from the BOCES website.

3. Student and Staff Safeguards

- a. Documents shall not include a student's or staff member's home phone number or address.
- b. Web page documents may not include any information which indicates the physical location of a student at a given time, other than attendance at a particular school, or participation in activities.
- c. Published e-mail addresses are restricted to staff members or to a general group e-mail address whose arriving mail is forwarded to a staff member.
- d. Any e-mail address links, survey-response links, or other direct-response content may be made to staff e-mail addresses only; not student e-mail addresses.
- e. No unlawful copies of copyrighted material may be produced on or transmitted via BOCES equipment, including its web server.

Technical Standards

Each web page added to the district website must contain certain common elements:

1. There must be a link that returns the user to appropriate points in the district pages. This would normally be a return to the BOCES home page.
2. Direct links on web pages outside Western Suffolk BOCES must be approved by the Executive Director of the Division.
3. Home pages should require a minimum of scrolling.
4. The authorized teacher/program administrator who is publishing a final web page will edit, test the document for accurate links, and ensure that the page meets the content standards listed above. In addition, the teacher/program administrator will assume responsibility for updating the links as needed.
5. Styles:
 - Keep pages simple and attractive for aesthetic reasons and to download quickly.
 - Care should be used in creating extensive files with tiled backgrounds, large graphics, or unusual or dark color combinations. These files can take a long time to download, frustrating users and slowing down the server, or they may be difficult to read on a monochrome monitor. Try to keep the load time within 30 seconds for the home page.
 - Use consistent and light colored backgrounds wherever possible.
 - Select colors for text, images, and backgrounds which complement each other.
6. Pages may not contain links to other pages that are not yet completed. If a page is being re-designed, it should clearly state “is currently under construction and is expected to be in operation by date.”
7. Create menus and links that are formatted consistently on each web page.
8. An officially approved BOCES logo shall be used whenever a logo is used.
9. Pages should not create a volume of network traffic or computer load that disrupts or interferes with the normal activities of BOCES.
10. Western Suffolk BOCES will not host any other person or organization’s web site.

These guidelines will be evaluated and updated as needed in response to the changing nature of technology and its applications in Western Suffolk BOCES.

Ownership

All web pages on the BOCES server are the property of Western Suffolk BOCES.

Content Standards

Before a new web page is added to a BOCES website, the Executive Director or designee must approve the concept based on program needs and budget considerations.

All documents to be published on district servers must be edited and approved by a referring teacher and building administrator.

Individual schools are encouraged to develop and make public their own standards for content as long as they are no less restrictive than the district's standards.

Schools should concentrate on submitting material that reflects school activities, student work, special projects, or aspects of the community which they serve. Be careful to provide meaningful content.

School sites that say essentially "Here's our school, here's a picture of our principal" are common and do not contribute to the information available on the World Wide Web.

All work published on the district's WWW servers must be free of spelling or grammatical errors consistent with maintaining the "voice" of the author appropriate to age and grade level.

Content of web pages must not violate any Federal or State laws or the policies of BOCES, including those regarding copyright, harassment or obscenity. In addition, web pages must not be used for personal, for-profit activities. Violators will be subject to the loss of their access privileges.

Content Suggestions

1. Main home page containing school name, address, e-mail, phone and fax, photograph, and page links
2. Principal's and assistant principal's greeting and welcome message
3. Grade level information
4. Subject area or department information
5. Club descriptions and activities
6. Curriculum and project information
7. Calendar of special events
8. Completed student projects

Responsibilities

The following model shows the chain of responsibility for Western Suffolk BOCES web publications. It is the responsibility of each entity below to make sure that standards for which (s)he is responsible are followed closely.

Student/Class

- Follows guidelines set by teacher, school and BOCES
- Edits for spelling and grammar
- Edits for content
- Edits for appropriate length
- Seeks approval to publish from supervising teacher

Classroom (supervising Teacher)

- Follows guidelines set by BOCES.
- Edits student work for spelling and grammar
- Edits student work for content
- Edits student work for appropriate length
- Checks for appropriate permissions from parent/guardians
- Grants permission to student for publication
- Submits student and class material for publication to the building administrator
- Updates webpage monthly

Building Administrator

- Sets standards for school content
- Approves content and links of student and school pages
- Notifies teacher that content is approved for posting
- Regularly reviews school web pages and links for appropriate content and for timeliness

District Web Manager

- Sets technical standards for web pages
- Ascertains that approved links function properly
- Suggests templates that are easy to use and maintain
- Provides technical assistance as required to maintain a graphically pleasing and technically efficient website
- After proper approvals have been ascertained, updates web pages as required to meet program goals.

Public Relations Specialist

- Regularly reviews program/school web pages and links for appropriate content and for timeliness
- Prepares BOCES-wide material, including news releases, for the website
- Updates BOCES website at least monthly
- Approves graphic look of web pages based on program goals and targeted audience after consultation with program level staff.

Executive Director

- Approves all links on the division's pages for timeliness, appropriateness and relevance to the division's goals and objectives.
- Regularly reviews program web pages and links for appropriate content and for timeliness.

Social Media Regulations

Western Suffolk BOCES realizes that part of 21st century learning is adapting to the changing methods of communication. The importance of teachers, students and parents engaging, collaborating, learning, and sharing in these digital environments is a part of 21st century learning. To this aim, Western Suffolk BOCES has developed the following guidelines to provide direction for instructional employees, students and the community when participating in online social media activities.

Western Suffolk BOCES social media guidelines encourage employees to participate in online social activities in an atmosphere of trust and individual accountability. Information produced by Western Suffolk BOCES teachers and students is a reflection on the entire BOCES and is subject to BOCES' regulation on Acceptable Use of the Internet.

Whether or not an employee chooses to participate in a blog, wiki, online social network or any other form of online publishing or discussion, it is his or her own decision. Free speech protects educators who want to participate in social media, but the laws and courts have ruled that schools can discipline teachers if their speech, including online postings, disrupts school operations.

By accessing, creating or contributing to any blogs, wikis, or other social media for classroom or district use, employees and students agree to abide by these guidelines.

Content

- Western Suffolk BOCES employees are personally responsible for the content they publish online. Be mindful that what you publish will be public for a long time—protect your privacy.
- Online behavior should reflect the same standards of honesty, respect, and consideration that educators and students would use face-to-face.
- Respect copyright and fair use guidelines.
- Ensure that the content is consistent with the mission of Western Suffolk BOCES.
- When contributing online, do not post confidential student information. Use of personally identifiable information must conform to the BOCES Directory Information regulation. Photo postings are subject to parental approval for those under 18 (age 21 for students in special education) or to the student's approval for those over 18.
- When uploading digital pictures or avatars that represent BOCES make sure to select a school-appropriate image. All images must have appropriate approval for BOCES to use.
- Hyperlinks to outside sources must have content that is appropriate and adheres to the BOCES' Acceptable Use and must be appropriately credited. Attempt to link directly to a page or resource if possible because BOCES does not control what appears on landing pages in the future.
- Inappropriate content that should not be posted includes, but is not limited to: abusive, violent, obscene, profane, offensive, hateful, or racist; comments that threaten or defame any person or organization; solicitations or advertisements of any financial, commercial or non-governmental agency; comments that suggest or encourage illegal materials or activity; multiple off-topic posts by a single user; repetitive posts copied and pasted by multiple users.

Requests for Social Media Sites

BOCES understands that 21st century learning is constantly changing technology and that many sites that are currently "blocked" by BOCES' internet filter may have pedagogical significance for teacher and student use. If teachers/instructional staff would like to request that another online site be accessible to use for teaching and learning, submit a request to the Building Administrator. If approved, such requests will be forwarded to the Executive Director for final approval. BOCES social media guidelines will be updated periodically throughout the school year.

Any social media site created to represent Western Suffolk BOCES or any program/division must be approved by the appropriate Executive Director and overseen by the Public Relations Specialist.

- Suggestions for postings clearly from Western Suffolk BOCES or a division must be submitted to the Public Relations Specialist who will be responsible for posting.
- Social media sites created by a program must have a BOCES administrator assigned to oversee content and postings.
- The official logo of Western Suffolk BOCES (or icon/photo developed by the BOCES Graphic Department specific for a program) must be used for postings.
- Any request for a new social media site representing Western Suffolk BOCES or any program/division, must include plans for updating regularly and the name of the person(s) assigned to update the site.
- Sites that are inactive for six months must be removed.

Social Media Pages Ground Rules and Guidelines

The following are to be included on any social media site created for or by Western Suffolk BOCES:

- The INSERT NAME Facebook page, wiki, blog, or etc. was created for insert description of intended audience and purpose for Western Suffolk BOCES.
- Be respectful when interacting on the INSERT NAME page. Use discretion in posting comments and sharing information on these pages. This is not the place for private conversations. You are responsible for your comments just as if they were part of a live conversation or in a printed publication.
- Do not use the INSERT NAME page for advertisements or marketing efforts. It is ok to share opinions and differences of opinions and to discuss specific products or services within the context of ongoing discussions. It is not ok to post commercial messages without express permission from Western Suffolk BOCES.
- If inappropriate content or materials as described above are posted, Western Suffolk BOCES will remove them immediately.

Monitoring

Due to the wealth of new social media tools available to students, student products and documents have the potential to reach audiences far beyond the classroom. This translates into a greater level of responsibility and accountability for everyone. Parents, teachers, educators and students are urged to notify a teacher, parent or BOCES administrator immediately of any objectionable material.

Social Media Guidelines for Students

- Be aware of what you post online. Social media venues are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you wouldn't want friends, enemies, parents, teachers, or a future employer to see.

- Follow the school's code of conduct when writing online. It is acceptable to disagree with someone else's opinions, however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.
- Be safe online. Never give out personal information. Do not share your password with anyone besides your teachers and parents.
- Linking to other websites to support your thoughts and ideas is recommended. Be sure to read the entire article prior to linking to ensure that all information is appropriate for a school setting.
- Do not violate copyright laws.
- How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.
- If you run across inappropriate material that makes you feel uncomfortable, or is not respectful, tell your teacher or building administrator right away.
- Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or access to future use of online tools.

Social Media Guidelines for Faculty & Staff

- Employees are expected to model the Social Media Guidelines for Students given above.
- Faculty and staff should remember their association and responsibility with BOCES in online social environments. If one identifies oneself as a BOCES employee, ensure one's profile and related content is consistent with how one wishes to present oneself with colleagues, parents, and students. How one represents oneself online should be comparable to how one represents oneself in person.
- Blogs, wikis and podcasts are an extension of a teacher's classroom. What is inappropriate in the classroom should be deemed inappropriate online. Classroom blogs do not require a disclaimer, but teachers must moderate on a regular basis content contributed by students.
- The lines between public and private, personal and professional are blurred in the digital world. By virtue of identifying yourself as a BOCES employee online, you are now connected to colleagues, students, parents and the school community. BOCES employees must include disclaimers within their personal blogs that the views are their own and do not reflect on their employer. For example, "The postings on this site are my own and don't necessarily represent Western Suffolk BOCES' positions, strategies, opinions, or policies." This standard disclaimer does not by itself exempt BOCES employees from a special responsibility when blogging.

Related Policies

- 4414 Telephone Use/Cellular Phones
- 7170 Instructional Technology
- 7171 Internet Use

Updated: 9/13/10

Community Relations

Printed Materials

The Board of Cooperative Educational Services shall encourage wide distribution of printed materials, including, but not limited to, newsletters, news releases, budget statements and brochures.

The Board encourages the development of materials and publications that are of direct use in the educational process in component schools; which inform the public, member districts, BOCES personnel, and the teaching profession concerning policies, activities, and accomplishments of Western Suffolk BOCES; and which aid and promote the improvement of education.

Such publications and materials shall be of a professional quality and shall be appropriately reviewed by the Office of the Executive Officer or his/her designee before publication.

All publications will be dated at the time they are issued.

In every case the title, the Western Suffolk BOCES logo, and the date of publication will appear on the publication.

Adopted: March 12, 1996

Community Relations

Crisis Management

When a crisis arises, immediate, effective and responsible management and communication can resolve the crisis and maintain the organization's integrity and credibility. Therefore, the Western Suffolk BOCES shall develop and maintain a unified position by:

- a. Preparing, maintaining and distributing an Emergency Plan.
- b. Identifying a media spokesperson who will be briefed on all details. The spokesperson shall be the Executive Officer or his/her designee. Only these spokespersons shall talk to and maintain a timely flow of information to the media.

The Administration shall be responsible for informing staff of the procedures in the Plan.

Adopted: March 12, 1996

Community Relations

Nondiscrimination

This Board is committed to a policy of nondiscrimination in relation to disability or handicap, marital status, race, gender, age, religion, creed, ethnic origin and veteran status. This policy shall prevail in all of its policies concerning staff, students, educational programs and services, and individuals with whom the Board does business.

The staff shall establish and maintain an atmosphere in which students can develop attitudes and skills for effective, cooperative living, including:

- a. Respect for the individual regardless of economic status, intellectual ability, race, national background, religion, sex, age or disability.
- b. Respect for cultural differences.
- c. Respect for economic, political, and social rights of others.
- d. Respect for the rights of others to seek and maintain their own identities.

The Board and staff shall promote good human relations by removing any vestige of prejudice and discrimination in recruitment, employment, assignment, and promotion of personnel; in location and use of facilities; in instructional materials, educational offerings, and other activities operated by this Board.

Adopted: March 12, 1996

Community Relations

Visitors to the Schools

It is the policy of the Board to encourage parents and other citizens to visit classrooms and shops to observe the work of BOCES. The Board believes that there is no better way for the public to learn what BOCES is doing.

In order to assure that no unauthorized person enters buildings with wrongful intent, these visits should be scheduled through the building administrator. All visitors shall report to the school office when entering, receiving authorization before visiting elsewhere in the building. (This policy does not apply when parents have been invited to a classroom or assembly program.)

Unauthorized persons shall not be permitted in BOCES buildings or on the grounds. Building administrators are authorized to take appropriate action to prevent such persons from entering buildings and from loitering on grounds.

Observations of Students by Parent/Parental Designee

- Parental requests to observe the education of their child in Western Suffolk BOCES programs will be honored.
- Parental requests for observations by parental designees will be reviewed.
- The request for a parent designee observation should be submitted by parents in writing at least 24-hours prior to the requested observation. A standard form will be provided for such request.
- No parent designee observations may occur for more than 45 minutes during any one day in any one week.
- All visitors shall report to the school office when entering, receiving authorization before visiting elsewhere in the building.
- The use of audio, camera, video or other electronic devices is strictly prohibited while visiting any BOCES programs.

Public Law Sections 140.10 and 240.35

Adopted: March 12, 1996

Updated: December 13, 2016

Community Relations

Participation by the Public at Board Meetings

A time shall be designated on the agenda of Board meetings for the public to voice opinions, recommendations, concerns and constructive criticism. Members of the public wishing to make formal presentations before the Board should make arrangements in advance with the Executive Officer who shall notify the Board President of the request in order that the presentation may be included on the agenda.

The Board reserves the right to limit presentations and to refuse to hear those coming from the floor of a Board meeting without advance notice of the same to the President. Speakers shall be requested to limit their remarks to five minutes. The Board shall provide up to one hour for visitors to address the Board. Further, the Board finds it inadvisable to act on items which are not on the agenda or on which its members do not have full information, so items requiring action will be placed on a subsequent agenda.

Adopted: April 2, 1996

Community Relations

Use of BOCES Owned Facilities

BOCES buildings and grounds may be used by organizations at times they are not in use for BOCES activities. Requests for use of any Board facilities shall be made to the Executive Officer, or designated representative, who shall authorize such use. The Executive Officer shall develop an application form, and the necessary rules and regulations governing the use of facilities.

Organizations applying for use of a BOCES facility will provide evidence of general liability insurance coverage. Western Suffolk BOCES reserves the right to require an organization to name BOCES as additionally insured. Fees will be determined by BOCES if the use of the facility will create additional costs.

Adopted: April 2, 1996

Community Relations

Volunteer Workers

It is the policy of the Western Suffolk Counties BOCES to encourage volunteers, where appropriate, for various programs. The Board directs the Executive Officer or his/her designee to develop the necessary procedures for proper implementation.

Adopted: May 14, 1996

Community Relations

Public Complaints

Complaints regarding any facet of the school operation often can be handled more satisfactorily by the administrative officer in charge of the unit closest to the source of the complaint. In most instances, therefore, complaints will be made to the building principal and/or his/her assistant if the matter cannot be resolved by the teacher, coach, or other school employee.

If the complaint and related concerns are not resolved at this level to the satisfaction of the complainant, the complaint may be carried to the Division Director.

If the complaint and related concerns are not resolved at the Director level to the satisfaction of the complainant, the complaint may be carried to the Executive Officer and/or one of his/her assistants.

Refer to Policies #5180, Complaints and Grievances by Employees and #6570, Complaints and Grievances by Students.

Adopted: April 2, 1996

Community Relations

Solicitation of Charitable Donations From Students

Direct solicitation of charitable donations from students attending classes at BOCES on school property during regular school hours shall not be permitted. It will be a violation of Board policy to ask BOCES students directly to contribute money or goods for the benefit of a charity during the hours in which BOCES students are compelled to be on school premises.

However, this policy does not prevent the following types of fund raising activities:

- a. Fund raising activities which take place off BOCES premises, or outside of regular school hours during before-school or after-school extra-curricular periods;
- b. Arms-length transactions, where the purchaser receives a consideration for his/her donation. For example, the sale of goods or tickets for concerts or social events, where the proceeds go to charity, shall not be prohibited as the purchaser will receive consideration - the concert or social event - for the funds expended;
- c. Indirect forms of charitable solicitation on school premises that do not involve coercion, such as placing a bin or collection box in a hallway or other common area for the donation of food, clothing, other goods or money. However, collection of charitable contributions of food, clothing, other goods or funds from students in the classroom or homeroom is prohibited.

The Cooperative Board shall ultimately decide which organizations, groups, etc. can solicit charitable donations and for what purposes, as long as the activities comply with the terms of this policy and the Rules of the Board of Regents.

Regulations shall be developed by the administration to implement this policy.

Commissioner's Regulations
Section 19.6
New York State Constitution Article VIII,
Section 1
Education Law Section 414

Adopted: April 2, 1996

Community Relations

Freedom of Information

This policy is in compliance with revisions to Article Six Public Officers Law which requires the enactment of regulations pertaining to availability of public records. It is the intent of the Western Suffolk Board of Cooperative Educational Services to comply with provisions of such law and to make those records available for public inspection as set forth in the statute.

Public Access to Records

In compliance with the Public Officers Law Section 89(1)(iii) (Chapter 25, Part 1401) the general public shall have access to records of the BOCES as outlined in this policy.

- a. Records Access Officer - As determined by the Board at its reorganization meeting.
- b. Records Accessibility - Records accessible under the Freedom of Information Law may be requested each day the office of the Executive Officer is open, between the hours of 8:45 a.m. and 4:30 p.m.

Public Officers Law Section 65-b

Adopted: January 11, 1996

Freedom of Information PUBLIC'S RIGHT-TO-KNOW

All program directors, building and program administrators, and central office administrators shall advise appropriate professional and clerical staff of the procedures approved by the Board and shall make available application forms for use by the public. Records will be made available for inspection only after approval of the request by the records access officer who will consult with and make any necessary prior arrangements with an appropriate administrator who might have custody of an involved record.

In addition to the approved procedures, the following statements shall also apply to the release of records to the public:

1. Copies of appropriate records shall be made available for a fee established by the Board.
2. Information which invades the privacy of an individual will not be made available, nor will data be released for commercial enterprise usage.
3. The approved procedures will not supersede the normal utilization of records among professional or other appropriate staff members within the BOCES, or with school districts and public agencies.
4. Such procedures also shall not change the existing rules under which pupil records are made available for inspection by parents and guardians in the presence of appropriate staff who can assist in interpreting them. If parents should request copies of such records, such copies must be requested on the proper form and will be furnished only after appropriate approval.
5. Requests to examine certain employment records can be made by the news media only and must be made on a special application form which will be available only at the central administrative offices. Data regarding names, addresses, titles, and salaries generally must be made available after assurances are received that such information will not be utilized for any private, commercial, fundraising, or other such purpose.
6. Members of the inquiring general public shall be advised that the procedures do not provide for immediate inspection of a record but initially involve an approval and then an appropriate appointment time and place.
7. Receipt of subpoenas and other legally oriented demands for records must be reported as quickly as possible to the records access officer.

Designation of Officers

The following BOCES personnel are designated as indicated for the purposes required by law.

1. Records Access Officer – Shall be appointed annually by the Board.

2. Appeals Officer – The District Superintendent, who is also the executive officer of the BOCES, and whose office is located at the central administrative services building at 507 Deer Park Road, Dix Hills, New York.

Location and Time for Request Submissions and Record Inspection and Copying

Requests to inspect and/or secure copies of available records shall be submitted to the records access officer at the central administrative services building on any Western Suffolk BOCES regular business day between the hours of 9:00 a.m. and 3:30 p.m. prevailing time. Such requests must be submitted on forms supplied by the BOCES (see KBA-E[1]). Requests may be filed by mail in lieu of personally.

Procedures

1. The records access officer will determine whether the record requested is currently maintained by the BOCES and whether any part of the record should be withheld to avoid unwarranted invasion of privacy.
2. The records access officer will, thereafter, make the record available as promptly as possible for inspection and will, upon payment of required fees, make machine or other type copies available. The requester will have the right to abstract personally by hand without cost data from the record.
3. Upon request, the records access officer will certify to the correctness of any record copies by the BOCES at request.
4. If a record is determined to be unavailable because of unwarranted invasion of privacy, the records access officer will note the reason for unavailability on the request form and return one copy of the form to the requester. If the record cannot be located, he/she will certify in writing as to whether the agency is not the legal custodian of such record, whether the record may have been properly disposed of in accordance with regulations of the commissioner of education, or whether the record cannot be found.

Appeals

1. Appeals from a denial of access to records will be directed to the District Superintendent on forms prescribed by him, copies of which will be available at the central administrative services building.
2. Such appeals will be delivered to the records access and fiscal affairs officer within 30 days after the denial from which the appeal is taken.
3. Appeals will be determined by the District Superintendent or, in his absence, by his designated representative.

Fees

1. The fees for copies of available records will be as follows:

Pages not larger than 8 ½" x 14	\$.25/page
Existing computer printouts	\$.25/page
Other records: actual cost thereof to the BOCES	

2. Extended personnel research for records and supplements thereto shall be at a cost of \$8.00 per hour or part thereof for each person so involved.
3. Fees shall be paid by check or money order payable to "Western Suffolk BOCES, Suffolk County."

Issued and approved 9/18/74

Adopted 9/18/74

Updated:

LEGAL REF.: cited above

CROSS REF.: Student Records Policy #6420

Community Relations

Records Management

A Records Management Officer (RMO) shall be designated by the Board of Cooperative Educational Services. Such records management officer shall coordinate the development of and oversee a program for the orderly and efficient management of records, including the legal disposition or destruction of obsolete records, and be given the authority and responsibility to work with other local officials at all levels in the development and maintenance of the records management program.

In addition, a Records Advisory Board may be created to assist in establishing and supporting the records management program.

The Records Management Officer shall develop appropriate regulations and procedures.

Retention and Disposition of Records

The Records Management Officer shall retain records for such a period and dispose of them in the manner described in Records Retention and Disposition Schedule ED-1, established pursuant to Part 185, Title VIII of the Official Compilation of Codes, Rules and Regulations of the State of New York and Article 57-A of the Arts and Cultural Affairs Law.

Commissioner's Regulations
Section 185
Public Officers Law Section 65-b
Local Government Records Act of 1987

Adopted: January 11, 1996

Guidelines for Storing of Student Records

Following are the guidelines to use when purging student records:

Career & Technology Education Student File Contents

- Registration – Family Data Sheet.
- Transcript (Academic Grades and Credits). If electronically recorded, there should be a check system for total records maintenance before submitting as actual final transcript.
- Test Data Card – (proficiency exams, core exams where applicable).
- Transfer Records from other school districts (where applicable).
- Health records (includes physical examinations where applicable).
- Employability Profile.

Special Education Students Contents

- Student Fact Sheet (information sheet)
- Student Referral Form – all pages
- CSE Reports re: Classification/Disability
- All Attendance Cards
- Entire Health Record
- All Transcripts
- IEP for the last year student was in attendance
- Report Cards for the Last 3 Years Student Was in Attendance
- Drop Sheet
- Social Work/History Report – last report
- Speech Report – last report
- Physical Therapy Report – last report
- Occupational Therapy Report – last report
- VIP Reports, including Vision Report – last report
- ESL Report – last report
- Counseling Report – last report
- Psychological Report – last report
- Achievement Tests, including reading report – last report
- Career Assessment Report
- Vocational Assessment – last report
- Level One Assessment – last report

- Student Exit Summary

Do Not Microfilm:

- Medicaid Records – Hold in Building. Label and store these records separately. Retain records for 7 years (i.e. 2010-11 records can be shredded in July 2018).
- All Suspensions – Place each student's suspension records in a separate folder, label with student's name and send to Records Access Officer Do **NOT** Microfilm.

April 1995

Revised: May 1999

Revised: July 2005

Revised: July 2009

Revised: May 2014

Revised March 2015

Guidelines for Storing of Employee Records

Personnel files shall be kept intact when an employee retires/departs. Six years after the employee retires/departs, the personnel file shall be purged according to this list. The following items shall be retained permanently with the intention that they will be microfilmed as the permanent employee file.

RETAIN PERMANENTLY (will be microfilmed 6 years after employee leaves)

1. All Payroll Information (PP)Form noting hire date
2. Retirement System Waiver Form
3. Appointment letters noting job title changes/civil service status
4. All salary notices-noting job title/start date
5. Tenure Appointment Record
6. Inservice Certificates, Undergraduate/Graduate Transcripts and Professional Development Record
7. FMLA Records and related Medical Records
8. Notice of Resignation/Termination

Shredders

Western Suffolk BOCES has adopted the Records Retention Schedule ED-1 which details what records the agency must retain and the number of years such records must be kept. Administrators must consult this publication to determine which records do not have to be kept. Before any record is destroyed or disposed of in any fashion, the building administrator is responsible for ascertaining that BOCES is not required to maintain such record. While several departments may have copies of the same document, the department that originates the document is the one that must maintain the official record. Programs may also retain these records at their discretion.

Western Suffolk BOCES permits one shredder per building for the specific purpose of destroying records that include personally identifiable information and that the agency has no legal requirement to retain. When a record is to be destroyed, the attached form must be completed and signed by two employees, one of whom must be the building administrator. The form is then to be sent to the Records Management Office to be filed.

November 2004

Record of Documents Shredded

Type of Records: _____
(e.g. nursing students' files)

Date of Records: _____
(e.g. 2004-05 drops)

I have reviewed the Records Retention Schedule ED-1 and find that Western Suffolk BOCES no longer has to maintain the above records.

Person Shredding Documents

_____	_____	_____
Print Name	Signature	Date

Building Administrator Approving Shredding of Documents

_____	_____	_____
Print Name	Signature	Date

The above records were actually destroyed on _____.

SEND TO: Susan E. Smith, Records Management Officer
Western Suffolk BOCES
507 Deer Park Road
P. O. Box 8007
Huntington Station, NY 11746-9007

Community Relations

Maintenance of Public Order on School Property

The Board of Cooperative Educational Services shall approve and/or adopt the appropriate rules and regulations for maintenance of public order on school property and shall file with the Regents and the Commissioner of Education such rules and regulations, and any amendments thereto, to the extent required by the law. Administration shall include a copy of these rules and regulations in their Administrative Handbook.

Education Law Section 2801

Adopted: January 11, 1996

Administration

Executive Officer

The chief executive officer for the Board, as ex officio member, shall possess the powers and discharge the duties defined in Education Law and, be responsible for executing all policies, decisions and orders of the Board of Education.

The Executive Officer shall report to the Board upon the operation of the policies adopted by the Board and may present for consideration such changes and amendments as he/she believes to be desirable or necessary. In the absence of a Board Policy, the Executive Officer shall have the power to take administrative action.

The general administration of all programs shall be under the Executive Officer's direction and supervision. He/she or his/her designee shall attend all meetings of the Board and shall act in an advisory capacity on all matters. In all emergency situations not specifically designated herein, the Executive Officer shall have the power to act in accordance with his/her best judgment. In the absence of the Executive Officer, the Deputy Superintendent shall assume responsibility for administrative decisions.

Education Law Section 2204

Adopted: May 14, 1996

Updated & Re-Adopted: April 9, 2002

Administration

Administrative/Supervisory Personnel

Administrative and supervisory personnel shall be considered to be those employees officially designated by Board of Education action as responsible for the administrative and supervisory tasks required to carry out Board of Education programs, decisions and actions. Administrative/Supervisory personnel include the following as well as other titles as approved by the Board: the Executive Officer, Deputy/Associate Superintendent, Directors, Assistant Directors, Principals, Supervisors/Administrators, Assistant Principals, Assistant Supervisors and Coordinators.

These employees shall meet all certification and/or Civil Service requirements, as outlined in New York State Education Law, the New York State Civil Service Law, and the Rules and Regulations promulgated by the Commissioner of New York State. The administrative and supervisory personnel shall be obligated to meet these requirements at the time of employment or be eligible to meet these requirements at the time of employment.

The obligations, duties and responsibilities of all administrative and supervisory personnel shall be set forth in a job description for each position as authorized by the Board of Education, upon the recommendation of the Executive Officer.

Terms of Employment

Effective with the adoption of this policy, all new non-classified (certified) administrative/supervisory personnel will be appointed to their positions for a probationary period of three years; all new classified (Civil Service) administrative/supervisory personnel will be appointed to their positions for a probationary period of 26 weeks. Administrative/supervisory personnel will be placed on tenure or permanent status at the completion of their probationary period, if their performance is deemed satisfactory by their immediate superior, the Executive Officer, and the Board of Education. The Board of Education, the Executive Officer and all administrative/supervisory personnel employees are obligated to adhere to the New York State Education Law and all Rules and Regulations of the Commissioner in matters relating to probationary and tenure appointments. Each administrative/supervisory employee shall be employed for a full twelve (12) month period with the employment year beginning July 1st and concluding on June 30th of the subsequent calendar year unless employment year is defined under collective bargaining agreement.

Adopted: May 14, 1996

Administration

Evaluation of Administrative and Management Personnel

Evaluation of the performance of all administrators and management personnel is an integral part of the total system of accountability instituted by the Board. The primary purpose of evaluation is the improvement of the services provided by this BOCES.

The Board, in conference with the Chief Executive Officer, shall review the Executive Officer's performance prior to June 30 of each year.

The Chief Executive Officer shall evaluate the Deputy Superintendent annually. All other central administrative personnel and directors shall be evaluated annually by the Deputy Superintendent in consultation with the Chief Executive Officer. Other management personnel shall be evaluated annually by the administrator to whom they report. All evaluations shall be conducted prior to June 30 of each year.

The Board shall be apprised of issues regarding the performance of Administrative and Management personnel by the Chief Executive Officer in a timely fashion.

Commissioner's Regulations Section 100.2(o)

Adopted: April 2, 1998

Administration

Job Descriptions

A written job description shall be on file in the Personnel Office for every position in the Western Suffolk BOCES. These descriptions shall generally detail the job responsibilities for each position.

Adopted: May 14, 1996

Administration

Administrative Organization Plan

The legal authority of the Board shall be transmitted through the Executive Officer along specific paths from person to person. The Board shall approve organizational chart(s) annually. The lines of authority on the chart shall represent direction of authority and responsibility.

The Executive Officer shall have the freedom to reorganize lines of authority and to revise the organizational chart subject to Board approval of major changes and/or the elimination and creation of positions. The Board expects the Executive Officer to keep the administrative structure up to date with the needs for supervision and accountability throughout the school system.

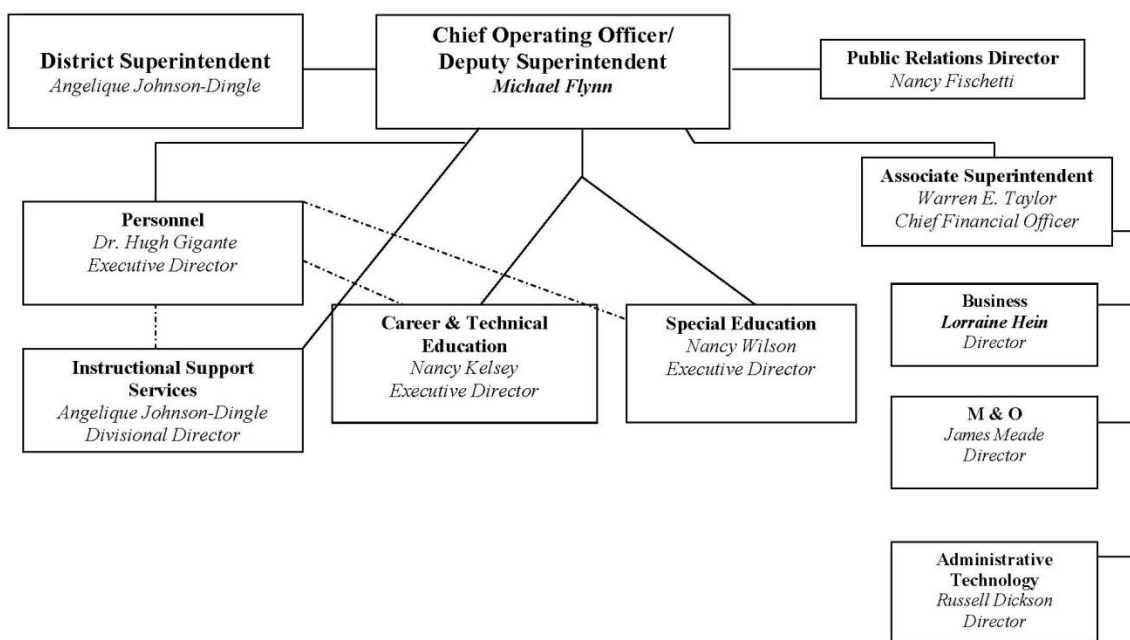
Administrative responsibilities and relationships shall be set forth in the job descriptions of division heads.

Adopted: May 14, 1996

Administration

Administrative Organization Chart, 2017-18

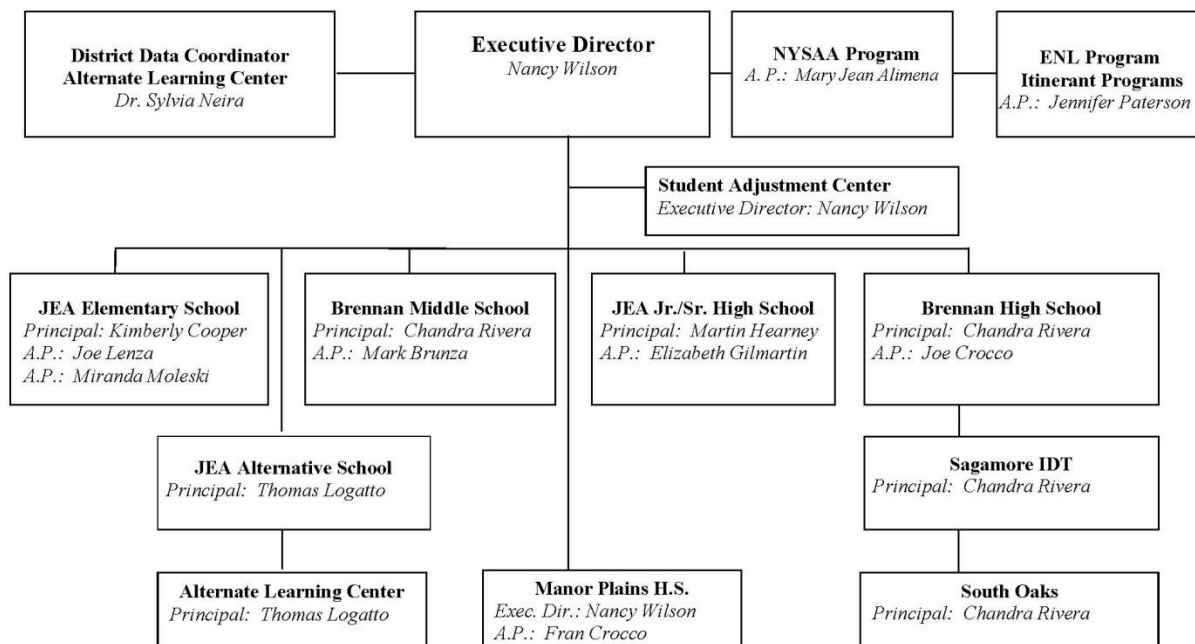
WESTERN SUFFOLK BOCES Administration Organization Chart



Administration

Special Education Division Organization Chart, 2017-18

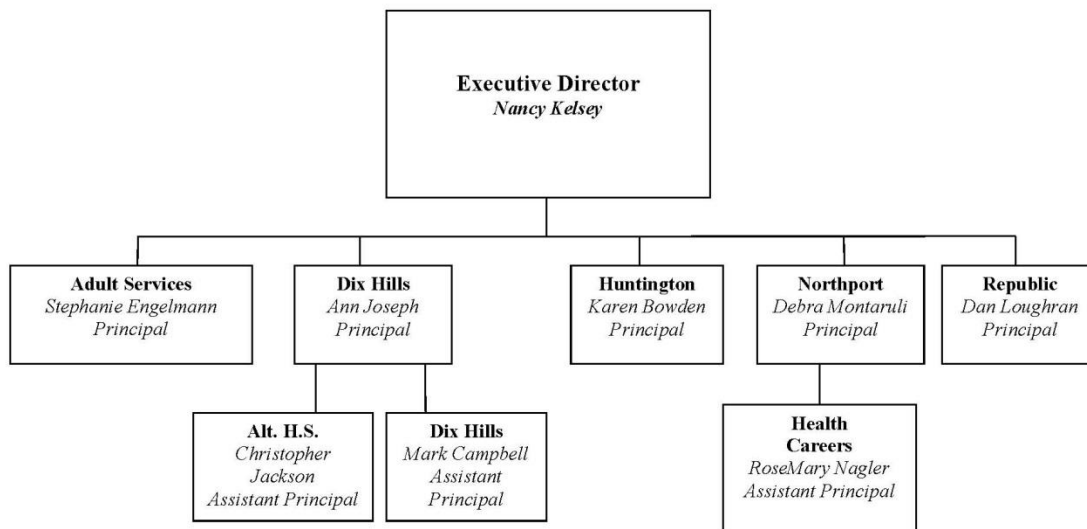
WESTERN SUFFOLK BOCES Special Education Division Organization Chart



Administration

Career & Technical Education Division Organization Chart, 2017-18

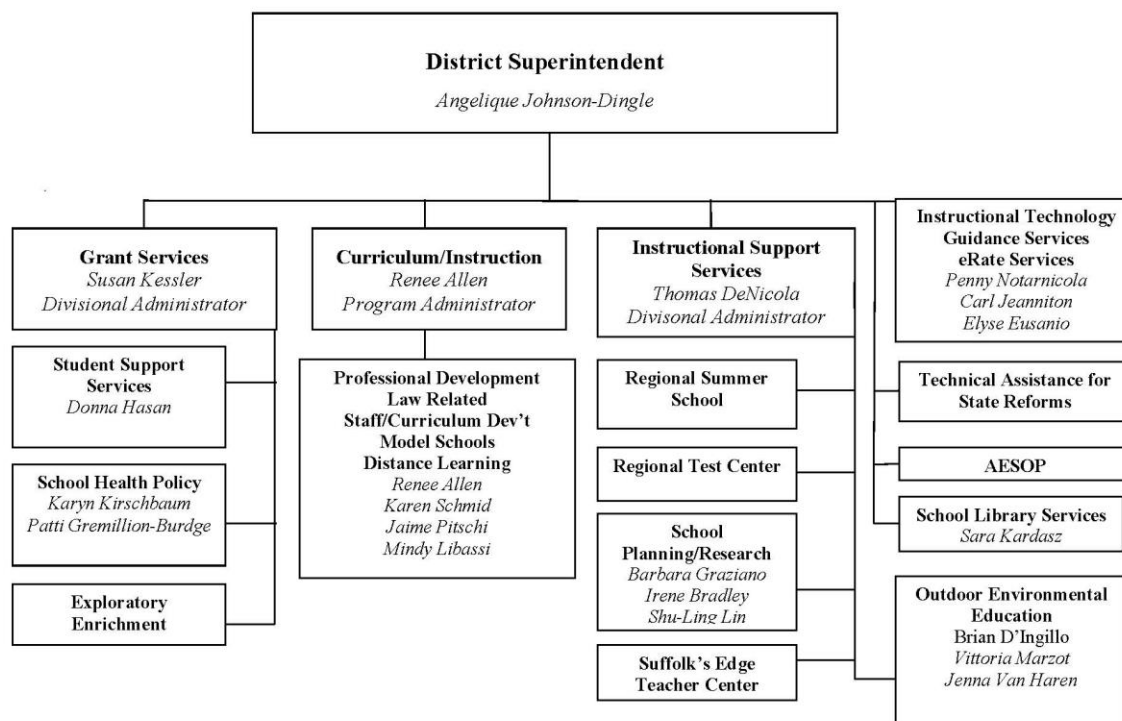
WESTERN SUFFOLK BOCES Career & Technical Education Division Organization Chart



Administration

Instructional Support Services Division Organization Chart, 2017-18

WESTERN SUFFOLK BOCES Instructional Support Services Division Organization Chart



Administration

Administrative Councils, Cabinets, and Committees

The Board authorizes the Executive Officer to establish such permanent or temporary councils, cabinets, and committees as are necessary for proper administration of Board policies and for the improvement of the total BOCES program.

All councils, cabinets, and committees created by the Executive Officer shall be for the purpose of obtaining to a maximum degree the advice and counsel of administrative and supervisory personnel and to aid in communication. Functioning in an advisory capacity, such groups may make recommendations for submission to the Board through the Executive Officer. However, such groups shall exercise no inherent authority. Authority for establishing policy remains with the Board and authority for implementing policy remains with the Executive Officer.

The membership, composition, and responsibilities of administrative councils, cabinets, and committees shall be defined by the Executive Officer and may be changed at his/her discretion.

Adopted: May 14, 1996

Administration

Compensation

Compensation for non-represented administrative personnel shall be recommended by the District Superintendent and approved by the Board.

Codifies current practice
Premised on GCB

Adopted: August 27, 1996

Administration

Compensation for Central Administration Personnel

The Board acknowledges that it has the responsibility to establish wages and benefits for Central Administration personnel not covered by labor contracts. These wages and benefits will be reviewed annually.

The Legislature of the State of New York, with the approval of the Governor, has enacted fixed statutory limitations on the salary and benefits that may be granted to a District Superintendent of Schools, the chief executive officer of the BOCES, under Chapter 295 of the Laws of 1993 amending Section 1950 4.A(2) Thus the salary of the District Superintendent will not be altered pending legislative change.

9/13/94

Revised: 9/12/95

Adopted: August 27, 1996

Revised and Adopted: July 2, 1998

Revised and Adopted: December 8, 1998

Revised and Adopted: June 13, 2000

Administration

Additional Compensation for Administrators

Administrators may not be paid additional compensation for assignments outside of their usual duties without prior approval of the Executive Officer or his/her designee.

No overtime payments are permitted for administrative/supervisory personnel.

Codifies current practice

Adopted: August 27, 1996

Administration

Professional Staff Fringe Benefits - Central Office Administration

The term central office administrative staff shall be limited to those persons holding titles of:

- Deputy Superintendent
- Executive Director – Instructional Support Services
- Executive Director – Occupational Education
- Executive Director – Special Education
- Executive Director for Business/Chief Financial Officer
- Executive Director for Personnel/Associate Supt. for Personnel/Instruction
- Senior Executive Director/Personnel and Instructional Support Services

The following specific benefits are herewith extended to the above central office administrative positions, except as modified by individual contracts for fringe benefits:

1. Life insurance will be provided to central office administrators in the amount of three (3) times their annual salary. This will consist of \$400,000 of split dollar life and the balance in term life insurance (see note). The full premium cost will be paid by the Western Suffolk BOCES board and the board shall be entitled to a refund of the amount of the split dollar premium paid after the first year upon the death of the insured.
- 1b. Central office administrators appointed to any of the titles named after July 1, 2008 will be provided term life insurance in the total amount of three times their annual salary not to exceed \$500,000, the full amount to consist of term insurance. The full premium will be paid by the Western Suffolk BOCES board. Employees covered under this item will not be eligible for benefits under item (1a) above.
- 1c. The life insurance amounts included above are to be rounded to the next higher \$1,000 and are subject to any restrictions or limitations that the board's designated carrier may impose. The board shall not be expected to compensate for such restrictions or limitations.
- 2a. The total cost of long-term disability insurance, individual/family health insurance, individual/family vision care insurance, and individual/family dental insurance will be paid by the Western Suffolk BOCES Board for all central office administrative staff.
- 2b. Central office administrators appointed to any of the named titles after January 1, 2017 shall contribute 12% of the cost of individual/family health insurance.
3. A complete physical examination by the Life Extension Institute or equivalent medical facility will be provided annually to each of the above central administrative staff at the expense of the Western Suffolk BOCES Board.
4. Vacation days shall be accrued at the rate of 30 days per year. These days shall be credited to each of the above central office administrative positions at the rate of 2.5 days per month. Accumulated unused vacation leave carried over from one year to the next shall not exceed a total of thirty (30) days except for employees who have worked for BOCES for ten (10) or more years. In this instance, they may carry up to 60 days.

5. Payment for Accumulated Unused Vacation Leave:

Employees may request payment for up to 30 days at any time prior to retirement at the rate of 1/220th of the then current salary.

At the time of separation or resignation for purposes of retirement, payment for accumulated unused vacation leave shall be limited to sixty (60) days accumulated vacation leave less any days for which payment has been made after 7/1/02 and prior to retirement or separation. Payment shall be made at the per diem rate of 1/220th of the then current annual salary.

6. Sick days shall be accrued at the rate of 16 days per year of which 3 days may be used as personal days. The full 16 days will be credited to each of the above central office administrative positions on July 1 of each year.
7. Effective 7/1/01, each of the above central office administrative positions will be reimbursed each calendar year for health and dental copayments, deductibles and other non-insured expenses not to exceed \$500/calendar year.
8. For the purpose of this policy, central office administrators with the titles listed above who retire (and qualify for a benefit from NYSTRS or NYSERS) with at least 5 years service with Western Suffolk BOCES will qualify for the following benefits:
 - a. Cash payments at retirement for all accumulated and unused sick leave and/or terminal leave based upon the accumulation of sick days at the rate of one day's pay for every two days accumulated sick leave to a maximum of 220 days accumulated, at the rate of one/two hundred twentieth per day. Employees who have worked for BOCES for more than ten (10) years and who provide notice of intent to retire a minimum of 12 months prior to the effective date shall be paid at the rate of 1.2 days for each 2 days of sick leave up to a maximum of 220 days. All such payments shall be, to the extent permitted under the law, converted to a non-elective contribution to an authorized 403(b) plan.
 - b. Continued payments for the split dollar policies through age 65 but no less than for 15 years. BOCES shall be entitled to receive a refund of all premiums paid after the first year upon the death of the insured. In addition, the Board will continue to provide term insurance through age 70.
 - c. Continued coverage for individual or family health insurance (pursuant to Board policy 5310) vision care insurance and dental insurance. The total cost of this coverage will be assumed by the Board. Employees appointed after January 1, 2017 shall contribute 12% to the cost of individual/family health insurance. Employees who retire on or after 1/1/01 shall have the same choice of health plans offered to active BOCES employees.
 - d. Said central office administrators retiring after 1/1/01, shall elect one of the choices below. This election shall not be changed after it is made.
 - payment by BOCES for health insurance for the employee's spouse upon the death of the employee - or -
 - reimbursement to the employee of the employee's health insurance deductible and unreimbursed medical expenses in an amount not to exceed \$750/year.
9. Summary of Fringe Benefit Provisions by Employee Group

EMPLOYEE GROUP (Term of Agreement)	FRINGE BENEFIT	BOCES COST SHARE
UNIT 3	Health Insurance (appt > 1/1/17)	88%
	Health Insurance (appt < 1/1/17)	100%
Central Adm.	Vision Care Insurance	100%
N/A	Dental Insurance	100%
Established by Board Policy and/or Individual Contracts	Long-Term Disability 60% of salary minus offsets	100%
	Annual Physical	100%
	Term Life Insurance 1 – 3 x salary/max \$500,000	100%
	Work Year – 12 months	---
	Vacation – 30 days/year	---
	Vacation Accumulation 60 days maximum (see item 4)	---
	Proration Computation 1/220	---
	Sick/Personal 16 days per year (including 3 personal)	---
	Sick Leave Retirement Accumulation 60% X 220/2 days (see item 8b)	
	Retirement Incentive – NO	
	Automobile	Business use only
	Longevity	
After 10 years of service	\$3,200	
After 15 years of service	\$4,200	
Each additional year to 20 years of service	+\$ 250	
Each additional year to 25 years of service	+\$ 80	
Doctorate	+ \$1,000	

Adopted: August 27, 1996

Premised on policy GCBC-2, 1981 Board Agreement and Charts presented to Board 2/2/94.

Codifies current practice. Readopted: September 8, 1998

Revised and adopted: May 8, 2001

Revised and re-adopted: June 25, 2002

Revised and re-adopted: July 8, 2008

Revised and re-adopted: May 14, 2013

Revised and re-adopted: July 8, 2014

Revised and re-adopted: July 7, 2015

Revised and re-adopted: February 14, 2017

Administration

Medical Insurance for Disabled Retirees

Employees or dependents of employees who have a certified permanent disability at the time of the employee's retirement may continue their existing coverage offered through their enrollment in the Empire or HIP plans.

The BOCES' contribution for disabled retirees or retirees with disabled dependents who remain in the Empire or HIP Plans shall be equal to the BOCES' contribution for all other retired employees.

Premised on Board Resolution adopted July 12, 1991

Adopted: August 27, 1996

Revised and Adopted: June 12, 2012

Administration

Professional Staff Vacations and Holidays

Holiday schedules for 10-month professional employees shall be in accordance with the annually adopted school calendar.

A 12-month administrative calendar shall be promulgated by the Executive Officer to define the 15 scheduled and 2 floating holidays for non-represented administrative and supervisory staff.

All other 12-month certified staff members shall be accorded annual vacation and holidays as established by agreement, contract, or board policy.

Premised on GCBE
Codifies current practice

Adopted: August 27, 1996

Administration

Vacation Accrual - Non-Represented Administrative & Supervisory Employees

Vacation leave is designed to provide rest and restoration to employees and their families. Collective bargaining agreements, various Board policies and individual agreements have established vacation leave policies and regulations. It is the intention of this Board to place limits on future accumulation of unused vacation leave, while at the same time recognizing current accruals as earned by the employee and as a liability of the agency. The following policy, adopted pursuant to §92 of the General Municipal Law, is effective July 1, 1993, for employees not covered by individual contract or for those not included in collective bargaining agreements.

1. Accumulated unused vacation leave carried over from one year to the next shall not exceed a total of thirty (30) days except for employees who have worked for BOCES for ten (10) or more years. In this instance, they may carry up to 60.
2. Payment for Accumulated Unused Vacation Leave
 - a. For those hired within this group prior to July 1, 2012:
Employees hired prior to July 1, 2012 may request payment for up to 30 days at any time prior to retirement at the rate of 1/220th of the then current salary.
At the time of separation or resignation for purposes of retirement, payment for accumulated unused vacation leave shall be limited to sixty (60) days accumulated vacation leave less any days for which payment has been made after 7/1/02 and prior to retirement or separation. Payment shall be made at the per diem rate of 1/220th of the then current annual salary.
 - b. For those hired within this group on or after July 1, 2012:
At the time of separation or resignation for purposes of retirement, payment for accumulated unused vacation leave shall be limited to thirty (30) days accumulated vacation leave. Payment shall be made at the per diem rate of 1/220th of the then current annual salary.
 - c. For those hired within this group on or after July 1, 2015:
At the time of separation or resignation for the purposes of retirement, payment for accumulated unused vacation leave shall be limited to thirty (30) days accumulated vacation leave. Payment shall be made at 70% of the per diem rate of 1/220th of the then current annual salary.
3. The Board shall be informed of any intended payments for unused accumulated sick, vacation leave, retirement incentive or other non-regular remuneration to staff members that exceed \$10,000. Such notification shall be given at the regularly scheduled Board meeting which occurs at least two weeks prior to the date of the intended payment.
4. Annually, the Board will be advised of the number of accumulated unused sick and vacation days standing to the credit of those employees not included in a collective bargaining unit, which days have been accumulated pursuant to Board policy and/or individual contract.

The then applicable per diem cash value shall also be set forth, along with the total cash value thereof.

5. At the time of separation or resignation for purposes of retirement, and at the discretion of the District Superintendent, payment for accrued vacation time may be paid to those employees with satisfactory job performance.

Premised on G-Z1 & G-Z2

Revised and Adopted: July 7, 2015

Revised and Adopted: June 12, 2012

Revised and Adopted: August 27, 2002

Revised and Adopted: May 8, 2001

Adopted: September 10, 1996

Administration

Individual Contract Negotiations

- a. Board counsel shall be present during any negotiations between the Board and an employee whose terms and conditions of employment are established by an individual contract.
- b. All individual contracts and/or amendments thereto shall be submitted to Board counsel for review and/or drafting. Thereafter, Board counsel will meet (in Executive Session) and discuss the terms and provisions thereof with the Board, prior to Board action.
- c. The Board will be presented with a financial impact statement prepared by administration respecting any individual contract or amendment presented to the Board for approval.

Premised on GZ-2

Adopted: August 27, 1996

Administration

Benefits Contained in Article 18 of Public Officers Law

Western Suffolk BOCES elects to confer the benefits contained in Article 18 of the Public Officers Law on its members, officers, employees, agents, and the District Superintendent, pursuant to Subdivision 2a of said Article 18 of the Public Officers Law.

Western Suffolk BOCES agrees to be held liable for the costs incurred arising from the benefits provided by said Article 18 of the Public Officers Law.

The aforescribed benefits of the said Article 18 shall supplement and be in addition to any and all rights and benefits of its members, officers, employees, agents, and the District Superintendent for defense and/or indemnification protection conferred by the Education Law of the State of New York and/or other provisions of law of the State of New York.

Originally adopted as Board Resolution on July 7, 1987.

Adopted: September 10, 1996

Non-Instructional/Business Operations

Preparation and Adoption of the Annual Budget

In order to provide for a comprehensive and accurate budget, the Board and administrative staff shall prepare the budget in a systematic manner. The Board shall be informed of the budgetary process and shall be presented annually with a budget calendar.

The annual budget process for the July 1 - June 30 fiscal year involves the preparation, authorization, and administration of the funds necessary to finance the educational and service programs operated for the participating schools.

The Executive Officer is authorized to prepare the tentative annual budget pursuant to current law and regulations. Expenditures in this budget are to be based on service requests estimated by both component and non-component districts. The tentative budget shall contain funds for all costs necessary for the operation of the BOCES and its service programs. The Board shall review this tentative budget prior to the annual meeting at which time the tentative budget will be presented to the component districts.

The Board shall adopt a budget for each fiscal year prior to the deadline set by state law.

Education Law Section 1950(4b)

Adopted: Adopted October 8, 1996

Non-Instructional/Business Operations

Service Requests by Districts

Planning for the annual budget shall enable the BOCES to effectively inform component districts of their costs and meet any deadlines by the State Education Department, as well as any set forth by law or regulation.

District requests for BOCES services will be executed by the superintendent of each school district annually in accordance with Section 1950 of Education Law. After this date, requests for changes in the district's level of participation, either increases or decreases, shall be made in writing by the component school superintendent to the Executive Officer or his/her designee. The Executive Officer is authorized to provide increased services and either approve or disapprove requests to decrease services based on the financial condition of the individual service involved.

Requests from component school districts for services not available from Western Suffolk BOCES must be made in writing to the Executive Officer who may authorize the issuance of a cross contract with another BOCES.

Education Law Section 1950

Adopted: October 8, 1996

Non-Instructional/Business Operations

Administration of Budget

The Executive Officer is responsible to the Board for the administration of the budget.

- a. The Executive Officer with the assistance of the Executive Director for Business shall acquaint BOCES employees with the final provisions of the program budget and guide them in planning to operate efficiently and economically within these provisions. Function and object appropriations for all service budget line items shall be determined by July 1.
- b. The Executive Director for Business shall maintain such records of accounting control as are required by the New York State Uniform System of Accounts (for BOCES) and the Board and shall follow such other procedures as are deemed necessary. He/she shall keep the various administrative units informed as to the status of their individual service budgets, on a function and object basis. The Business Office shall bring to the attention of the administrative units and the Executive Officer any material variances from budgeted amounts.
- c. Executive Directors are responsible to the Executive Officer for operation of their programs within budgetary limits.
- d. The Executive Officer shall require the Executive Director for Business to render a semi-annual report of the budget status by program or major function.

Commissioner's Regulations
Section 170.2

Adopted: October 8, 1996

Non-Instructional/Business Operations

Budget Transfers and Adjustments

Because the administrative, capital and various service budgets of BOCES are distinct and separate, no transfer of funds is permitted among the administrative, capital or service budgets.

The Executive Officer or designee is authorized to transfer funds among line items within a budget to adjust budgets to reflect increases/decreases in enrollments or changes in requests for services.

All budget adjustments that increase the total adopted budget or that include transfers of amounts greater than \$25,000 between object codes as defined by the Comptroller's accounting manual shall be reported to the Board at the next regular meeting.

Commissioner's Regulations
Section 170.2

Adopted: October 8, 1996
Revised: July 5, 2016

Non-Instructional/Business Operations

Distribution of Surplus/Deficits

Any unencumbered surplus in the administrative or capital budgets, or in one of the service budgets, shall be distributed at the end of the fiscal year to the appropriate districts. In event of deficits, the appropriate districts shall be assessed to make up the deficit. Both surplus and deficits shall be apportioned based on the district's participation in the administrative and service budgets, participation being defined as the dollar billing made to the district in the fiscal year. Distribution of either surplus or deficits shall be made to all participating districts within the time set by law or regulation.

Adopted: October 8, 1996

Non-Instructional/Business Operations

Cash Management and Investments

The objectives of this policy are to safeguard the funds of Western Suffolk BOCES, Second Supervisory District of Suffolk County, to minimize risk to these funds, to insure that cash is available as required to finance operations and to insure a competitive rate of return on cash balances, while conforming with all applicable federal and state legal requirements.

- In accordance with these objectives, the Treasurer is authorized to invest and/or deposit the funds of Western Suffolk BOCES in the following instruments:
- Demand Deposits, Certificates of Deposit, Savings Accounts or Money Market Savings Accounts of a bank or trust company
- Direct obligations of the United States Government
- Direct obligations of the State of New York
- Revenue notes or Tax Anticipation Notes of other School Districts (with the approval of the Comptroller of the State of New York)
- Repurchase Agreements involving the purchase and sale of Treasury bonds, bills or notes which are direct obligations of the United States.
- Irrevocable letters of credit issued by a Federal Home Loan Bank whose commercial paper and other unsecured short-term debt obligations are rated in the highest rating category by at least one nationally recognized rating organization.
- All investments and deposits of funds shall, to the extent possible, be placed through solicitation of at least three (3) quotations.

In addition, the following conditions shall prevail:

- Collateral securities meeting the requirements of the Comptroller shall be required for all deposits discussed above. Collateral shall be delivered to a custodial bank or deposited into a segregated account at the time of deposit of Western Suffolk BOCES funds and shall not be transferred or substituted without the authorization of the Treasurer or Deputy Treasurer.
- The market value of the collateral shall at all times exceed the funds on deposit.
- Collateral shall be held in the form of Federal, New York State Obligations, political subdivisions within New York State and Federal Government Securities.

- All instructions and agreements between Western Suffolk BOCES and its depository banks, custodial banks and trading partners shall be in written form.
- Repurchase agreements shall be permissible only with banks and dealers published by the Federal Reserve System. Repurchase agreements shall not exceed a term of more than thirty (30) days. The substitution of securities shall not be permitted.
- All repurchase agreements must be entered into subject to a Master Repurchase Agreement. Obligations shall be limited to obligations of the United States of America and obligations guaranteed by agencies of the United States. In the event of a repurchase agreement, the Treasurer's report to the Board will provide detailed information regarding such investments.
- The written contracts, agreements or forms shall be reviewed by counsel prior to implementation.
- The independent auditors shall audit the investments and investment proceeds of the Board of Cooperative Educational Services, Western Suffolk BOCES, Second Supervisory District for compliance with the provisions of this investment policy.
- Monthly reports of investments shall be submitted to the Board at each monthly meeting.

Within 120 days of the end of the fiscal year, the District Superintendent shall have prepared and submitted to the Board of Cooperative Educational Services an annual investment report.

General Municipal Law Section 39
Educational Law Section 1604-a and
1723(a)
Local Finance Law Section 165

Revised and Adopted 8/29/95

Readopted annually at the Organizational Meeting 1996-2009, 2012

Revised and Adopted 4/3/12

Readopted at the Organization Meeting 2013, 2014, 2015, 2016, 2017

Non-Instructional/Business Operations

Revenue from Local Districts

All districts shall be billed for services and administrative costs based on each district's annual BOCES contract. The Executive Officer, after consultation with the Superintendents of the component districts, shall establish guidelines and procedures for the billing of tuition charges or contracts for each service. Such procedures shall conform with regulations of the Commissioner and shall reflect the anticipated or actual student enrollment or the anticipated or actual level of services requested by each district. Tuition for students attending BOCES classes for any part of the monthly attendance period shall be billed to their home district based on formula(s) determined by mutual agreement between BOCES and the component districts. In some instances special contracts may establish other conditions of payment.

The billing of all services shall be a function of the business office.

The Executive Officer shall work through the superintendents of the local districts to obtain prompt payment.

Adopted: October 8, 1996

Non-Instructional/Business Operations

Purchasing Objectives: *The Board approves and supports the following objectives governing all purchases to be made using Agency resources:*

1. The Purchasing procedures and decisions shall be made in compliance with all existing, applicable laws and regulations of New York State, including New York State General Municipal Law and the Regulations of Commissioner of Education.
2. Purchases should be consistent with the educational or programmatic needs of the Agency, both as to quality and timeliness.
3. Purchases should be made at the lowest prices and/or the best value consistent with the objectives above. To the extent practical, competition should be utilized in an effort to achieve the lowest prices and/or the best value.
4. Purchasing practices shall include adequate internal controls.

Purchasing will be centralized in the Business Office under the general supervision of the Purchasing Agent and Assistant Purchasing Agent appointed by the Board of Education at the annual organization meeting.

The Purchasing Agent shall be Lorraine Hein and the Assistant Purchasing Agent shall be Mary Bradley, or such other persons designated by the Chief Financial Officer.

The Chief Financial Officer shall develop and disseminate appropriate rules and regulations and procedures to assure compliance with the purchasing objectives above.

The Chief Financial Officer may make reasonable exceptions to rules and regulations where necessary to assure the health and safety of staff or students, the safety and integrity of BOCES facilities, or when vendor availability or other circumstances may delay or result in unnecessary administrative costs.

Adopted: 9/17/13 (replaces previous Policy 4310)

NYS Education Law §1950

NYS GML §103, 104-b

NYS State Finance Law §163

Readopted at the Organizational Meeting 2014, 2015, 2016, 2017

Non-Instructional/Business Operations

Procurement of Goods and Services

Procurement of goods and services that are not required by law to be procured pursuant to competitive bidding must be procured in a manner to assure the prudent and economical use of public moneys in the best interest of the taxpayers; to facilitate the acquisition of goods and services of maximum quality at the lowest possible cost under the circumstances; and to guard against favoritism, improvidence, extravagance, fraud and corruption. To further these goals, the following regulations govern all procurements of goods and services.

Purchases or Contracts Subject to Competitive Bidding

All purchase contracts for materials, equipment, or supplies and all public works contracts (material and labor) involving an annual expenditure in excess of the established bidding limits in General Municipal Law shall be awarded on the basis of public advertising and competitive bidding and a contract (if any) awarded to the lowest responsible bidder or to a responsive and responsible offerer on the basis of "best value" ("competitive offering"), instead of to the lowest responsible bidder or as may otherwise be defined under GML §103.

For this purpose, the term "purchase contract" includes contracts for service work, but excludes contracts necessary for the completion of a public works contract covered by prevailing wage provisions of article 8 of the Labor Law. The term "public works contract" applies to those items or projects involving labor or both material and labor. Included in this category is construction, paving, printing, repair contracts, etc. "Best value" is defined for this purpose as a basis for awarding contracts "to the offerer which optimizes quality, cost and efficiency, among responsive and responsible offerers" or as may otherwise be defined under GML §103 or State Finance Law §163(1)(j).

Western Suffolk BOCES shall comply with the requirements of NYS GML §103-g which prohibits, with few exceptions, competitive bidding contracts with entities that invest significantly in the Iranian energy sector.

Western Suffolk BOCES authorizes the receipt of sealed bids for purchase contracts in electronic format, pursuant to the provisions of General Municipal Law §103(1) which addresses proper documentation, authentication, security, and confidentiality of electronic bids.

Procurement of goods and services for Western Suffolk BOCES is subject to competitive bidding based upon the following:

1. The aggregate cost to the Western Suffolk BOCES of an item or commodities (custodial supplies, audio-visual equipment, etc.) is considered for purchases in a fiscal year.

2. The following are also subject to competitive bidding and other legal requirements:
 - Lease/rental of personal property (§1725 of NYS Education Law);
 - "Lease Purchasing" agreement for instructional equipment (§1725-A of NYS Education Law);and
 - "Installment Purchase" of equipment, machinery and apparatus (§109-b of NYS General Municipal Law); and Cooperative Bid Arrangements (§119-0 of NYS General Municipal Law) must be in accordance with §103 of the NYS General Municipal Law.
3. Purchase of Standardized Equipment and Material Standardization (§103 of NYS General Municipal Law) makes it possible for a governing board to standardize a particular type of material or equipment. This does not eliminate the necessity to conform to the competitive bidding requirement. The only exception is that there is no longer a need for the inclusion of the term "or equivalent" after make or model.
4. Transportation contracts and cafeteria contracts covered by "NYS Education Law" are subject to same dollar limits as "Purchase Contracts" under §103 of NYS General Municipal Law (§305, Subdivision 14, NYS Education Law).

Western Suffolk BOCES may elect to bid items even though they fall below the bid limit.

Purchases or Contracts Not Subject to Competitive Bidding Requirements and/or Below Bid Limits (amounts below refer to estimated total annual purchases within a single category)

Competitive bidding is not required by law for the following and the suggested documentation to support this determination is indicated:

1. For purchases under \$750 - no quotation shall be required;
2. For purchases between \$750 and \$2,000 - a minimum of three (3) telephone, fax, e-mail, or informal written quotations must be solicited and attached to the purchase requisition (see attached Telephone Quotation Record)
3. For purchases from \$2,000 through the bid limits established under General Municipal Law- a minimum of three (3) written quotations shall be solicited for each such purchase and attached to the purchase requisition
4. "Emergency purchase" – in the case of a public emergency arising out of an accident or other unforeseen occurrence or condition whereby circumstances affecting public buildings, public property, the life, health, safety or property of the inhabitants of a political subdivision require immediate action which cannot await competitive bidding or competitive offering, contracts may be let by the board and/or appropriate officers designated herein. (§103(4) of NYS General Municipal Law).
5. Purchases from Government Contracts
 - A. New York State Contracts (§104 of NYS General Municipal Law);
 - B. County Contracts (§408-A of NYS County Law; §103(3) of NYS General Municipal Law);
 - C. Federal General Services Administration (GSA) Contracts for information technology and telecommunications hardware, software and professional services, and consolidated schedule contracts that shall comply with federal schedule ordering procedures as provided in Federal Acquisition Regulation 8.405-1 or 8.405-2 or successor regulations;
 - D. Certain Other Government Contracts (Piggybacking) – the district may purchase apparatus, materials, equipment and supplies, and contract for services related to the installation, maintenance or repair of those items, through the use of contracts let by the United States or any agency thereof, any state or any political subdivision or district therein, provided the contract was let in a manner that constitutes competitive bidding "consistent with state law, and is made available for use by other governmental entities".

NYS GML §103(16). Note: Piggybacking expires 8/1/2017 unless extended by legislation;

- E. BOCES services;
 - F. Municipal Agreements; and
 - G. Surplus and second-hand supplies, material or equipment purchased from the Federal government, the State of New York, or any other political subdivision within the State of New York (§103-[6] of NYS General Municipal Law).
6. Purchases from Preferred Sources
- A. Industries for the Blind of NYS;
 - B. NYS Industries for the Disabled (§175-A&B of NYS Finance Law);
 - C. Corcraft - prison-made goods (Article 7, §184 of NYS Correction Law); and
 - D. State Contracts, County Contracts, Municipal and Cooperative Agreements, BOCES Cooperative Purchasing Agreements, Corcraft (New York Prison System), Industries for the Blind, or Industries for the Disabled must be used whenever feasible for purchases that are not required to be bid. The CFO may authorize exceptions to the requirements for quotations in situations where health and safety, vendor availability or other circumstances would generate unacceptable delay or unnecessary administrative costs.
7. Purchases from Sole Source Providers
- Competitive bidding is not required under §103 of General Municipal Law where the object of the contract is controlled by a sole source provider, such as in the case of natural gas and electric utilities. Should particular supplies or materials be obtainable only directly from a specific manufacturer (sole source), the purchase would not be subject to bidding requirements. However, should there be a possibility of purchasing the item from two or more suppliers, the purchase may fall under the bid requirements. Supporting documentation will be required for all sole source purchases.
8. Insurance
- Insurance contracts do not require competitive bidding, although periodically RFP's should be considered as a method to foster competition.

Purchases or Contracts Exempt from Bid Requirements

- 1. Contracts for Professional Services requiring specialized expertise, use of professional judgment, and/or a high degree of creativity, such as, but not limited to, architectural services, claims management, engineering services, insurance, investment management, IT consultants, legal services, medical services, pharmaceutical services, property appraisals, public relation services, and experts in specific educational areas, are exempt from bidding. However, the Director of Purchasing may decide if the solicitation of Request for Proposals (may include multiple vendors to be awarded for the same professional service) is in the best interest of Western Suffolk BOCES.
- 2. Contracts for the acquisition of products for testing evaluation purposes. Such testing must be coordinated and documented.
- 3. Independent Audit Financial Statements. The use of competitive RFP process is required by law when contracting for the annual independent audit of the financial statements of the agency. The maximum period over which the audit engagement may extend is limited to five (5) years.

The awarding of professional service contracts without solicitation of alternate proposals or quotations would be in the best interest of the subject defined based on some of the following criteria:

- Continuity of service
- Confidentiality of service
- Cost effectiveness of the service
- Confidence of the expertise of the provider of the services being rendered

Knowledge of district's needs
Ability to meet the district's needs on a timely basis

It is within the Board's right to award professional service contracts based on the above. The Board may also determine from time to time that it may be in best interest of the agency to solicit Requests for Proposals for some or all of the above services.

Unintentional Failure to Comply

The unintentional failure to fully comply with the provisions of General Municipal Law §104-b or Western Suffolk BOCES policies regarding procurement will not be grounds to void action taken nor give rise to a cause of action against Western Suffolk BOCES or any officer or employee thereof.

Special Situations

The following special situations are subject to regulations and procedures on file with the Purchasing Office:

- Purchasing Procedures (4310P.1)
- Open Purchase Orders (4310P.2)
- Anticipated Expenditure Purchase Orders (4310P.3)
- Online Subscriptions/Software Licenses (4310P.4)
- Apple Ipad Applications (4310P.5)
- Signing Authority (4310P.6)
- Professional Service Contracts (4310P.7)
- Refreshments for Meetings (4310P.8)
- Sample Materials for vendors (4310P.9)
- Petty Cash Purchases (4310P.10)

References:

- Board Policy 4310 – Purchasing
- Board Policy 4440 – Cash in School Buildings and Petty Cash Funds
- Comprehensive Iran Sanctions, Accountability, and Divestment Act of 2010 (Public Law 111-195)
- Federal Acquisition Regulation 8.405-1 and 8.405-2
- NYS Education Law §§1725, 1725-a, 1950
- NYS General Municipal Law §§102, 103, 103-g, 104, 104-b and 109-a, 109-b; 800 *et seq.*
- NYS General Municipal Law §119-O
- NYS Finance Law §§ 163, 163-b, 165-a,
- NYS Correction Law Article 7, §184
- NYS County Law §408-a(2)
- NYS Office of the State Comptroller memorandum dated November 2012 – *New “Piggybacking” Law – Exception to Competitive Bidding*

Reviewed: 9/17/13

Adopted at the Organizational Meeting 2014

Non-Instructional/Business Operations

Approval of Expenditures

Funds will not be expended for budgeted BOCES functions except upon approval by the Claims Auditor appointed annually by the Board pursuant to Sections 1950 and 1709. The Board will also appoint an individual or individuals to certify the payroll and to act as Purchasing Agent.

Authorized Signatures

The signature of the Treasurer or Deputy Treasurer shall be required on all checks drawn on accounts authorized by the Board.

The Treasurer, or Deputy Treasurer, shall be authorized to transfer from one account to another account in the same bank (example, from savings account to checking account).

All transactions executed by electronic fund transfers (wire transfers) shall require the prior authorization of the Claims Auditor for transactions that represent the expenditure of BOCES funds, the Payroll Certification Officer(s) for payroll transactions or the CFO for transactions that involve the transfer of funds between and among BOCES accounts.

Adopted: December 10, 1996

Approved and re-adopted: February 10, 2009

Non-Instructional/Business Operations

Payroll

Preparation of Payroll

Preparation of the payroll shall be the responsibility of the Chief Financial Officer who shall promulgate procedures, rules and regulations to ensure that payrolls conform to all Federal and State law and that all net pay, withheld taxes and other deduction amounts are promptly transmitted.

Pay rates for all employees shall be in conformance with rates adopted by the Board.

Certification of Payroll

The payroll shall be certified in writing by two (2) administrators as designated by the Board.

Computation of Pay Rates

Calculation of earned pay for all salaried employees shall be based on Education Law Section 3101 subdivision 3 and Decision of the Commissioner in the matter of Swain (7/31/69).

For purposes of determining the amounts of regular paychecks of salaried employees, as well as any partial days occasioned by resignation or deductions for non-paid leave, a daily rate shall be determined for each employee.

- a. The daily rate for employees hired for the teacher work year (10 months) shall be 1/200 of annual salary.
- b. The daily rate for 12-month administrative, supervisory or technical employees shall be 1/220 of annual salary.
- c. The daily rate for 12-month, non-teaching employees shall be 1/240 of their annual salary.

The above may vary based on the provisions of collective bargaining agreements or for employees whose work calendar may vary from the standard ten or twelve month calendars.

Payday Schedules

All employees shall be paid by electronic transfer on a regular biweekly schedule through their employment year.

The payday schedule shall be established so as to provide for uniform paydays for all regular employees. Pay schedules shall be established to ensure that employees are paid only for salary or time actually earned.

Salary Deductions

Except for deductions for absence not covered by paid leave or those required by law, or collective bargaining agreement, all deductions made from salary shall be subject to prior approval of the Board of Education and voluntary on the part of the individual employee with the exception of agency fee. For all voluntary deductions, the employee shall complete a form authorizing the deduction.

Adopted: December 10, 1996

Approved and re-adopted: September 9, 2008

Official Expense Reimbursement

The Board recognizes that the members of the administration and staff may incur expenses in connection with the carrying out of their official duties.

It is the intent of the Board that these individuals be reimbursed for such reasonable and necessary official expenses including travel, meals, lodging, registration fees for conference attendance, tolls, telephone calls and such other related expenses as the District Superintendent may approve.

The board further intends that in order to maximize the time available for WSB sponsored meetings, seminars and other gatherings of WSB and/or school district staff, modest food and beverages be provided at WSB expense when such activities occur during normal meal periods. The District Superintendent should establish guidelines for such expenses including the direct purchase of appropriate food and beverages or the reimbursement of administrators for the costs of same.

The District Superintendent is directed to establish rules and regulations for the prior approval of all major expenses as well as for the processing and auditing of claims for reimbursement. Expenditures shall be within budgeted appropriations.

Adopted: July 19, 1977

Revised and Adopted: August 17, 1982

Revised and Adopted: April 1, 1997

Revised and Adopted: May 10, 2005

REFS. General Municipal Law, Sec. 77-b
Education Law, Sec. 1604, Subd. 27; Sec. 2118
BFA Agreement - Employee Benefits
CSEA Agreement - Official Travel
BA&S Agreement - Employee Benefits Status

Non-Instructional Business Operations

OFFICIAL EXPENSE REIMBURSEMENT

The following rules and regulations are intended to implement the Board policy for Official Expense Reimbursement and will be applicable to all employees, volunteers or others who may be designated as representatives of Western Suffolk BOCES.

1. Approval

Application for prior approval of official expense reimbursement shall be made on the Application for Approval of Official Travel form and approvals shall be required as follows:

Prior approval is not required for local travel required as part of normally assigned duties.

a. Approval by the Division Director: The Divisional Director shall be authorized to approve attendance at all conferences, meetings, visitations, and workshops which may require absence from normally assigned duties and which do not require reimbursement for other than local travel expenses and/or registration fees not in excess of \$200.

b. Approval of District Superintendent: The District Superintendent (or designee) shall approve all other conferences, meetings, workshops and other business which will require reimbursement of costs other than those specified in (a.) above.

2. Direct Payment of Expenses

Expenses which have been approved on the Application for Approval of Official Travel may be requested to be paid directly by BOCES through the issuance of an approved purchase order. Such items would generally fall into one of the following categories:

Conference Registration
Air Travel
Auto Rental
Hotel Expenses

The issuance of purchase orders and prepayments, if required, are subject to the timely submission of requisitions accompanied by copies of the approved Application for Approval form. Such arrangements may require that the vendor accept a purchase order.

In order to assure the most cost-efficient procedure for auto rentals, the following limitations must be followed:

1. Rentals will be limited to subcompact, compact or midsize sedans. Larger vehicles will require advance approval based on an explanation of need submitted through the Divisional Director.
2. Additional drivers will be approved only if the individuals to be authorized are employees of Western Suffolk BOCES and if they are approved on the purchase order based on an explanation of need submitted by the Divisional Director.
3. Optional insurance coverage items are not necessary for Western Suffolk BOCES and will not be approved for payment. Such items should not be authorized by staff.

3. General Requirements for Payment/Reimbursement of Official Expenses

Reimbursement shall be claimed for each individual's expenses on the Official Expense Claim form. Only the following expenses shall be authorized.

a. Local Travel Expenses:

Local travel expenses shall be limited to auto mileage reimbursement for travel between locations to which the employee is assigned to travel for official business when such travel does not involve overnight stays. There shall be no mileage permitted for travel between the employee's home and the assigned work location for any day.

Mileage will be permitted for travel between the employee's home and the location of an approved conference if such mileage exceeds the distance between the employee's home and his/her normal assigned work location. In such cases, a copy of the approved conference form must be attached to the official expense claim.

There shall be no reimbursement of any other expenses, such as meals, while in the local area, which is defined as Suffolk County, Nassau County and New York City, unless such expenses have the prior approval of the Division Director on the appropriate form.

b. Travel by Personal Auto:

Travel by personal auto shall be reported by odometer reading on the Auto Mileage Report which must be filed with the claim. Reimbursement for personal auto mileage will be at the rate approved by the BOCES Board.

The Auto Mileage report must be completed as follows:

1. Destination must include both the start and ending point of each trip. Specific locations are required.
2. Odometer reading should be recorded to the nearest mile reading.
3. Only the total miles for each month should be indicated on the expense claim.
4. The employee must sign the Auto Mileage Report.
5. Claims for personal auto mileage must be submitted by the later of:
 - a. the 15th of the month following the month for which the expenses are claimed or
 - b. when the cumulative amount being claimed exceeds \$25.00.

c. Other Travel Expenses:

Travel should be by the least costly means. Travel arrangements should be shared to the extent possible.

Travel by ferry (Pt. Jefferson-Bridgeport/Orient-New London) or travel by taxi/limousine must represent the least cost method of travel. Reimbursement for either of the foregoing means of travel will be made only if the item is specifically noted on the approved travel approval form.

Travel expenses for other than personal auto mileage must be supported by receipts. Air travel, rail travel, tolls and parking fees should be claimed in this section.

d. Lodging

When a room is shared by a spouse, the single occupancy rate will be reimbursed. When a room is shared by another employee of BOCES or another district or BOCES one half of the double rate will be reimbursed.

The hotel/motel bill must be attached to the claim. Credit card receipts will not be accepted.

NY State sales taxes will not be approved. Tax exemption forms are available and should be presented to the hotel/motel for this purpose.

Employees attending conferences and other official activities in New York City will not generally be approved for overnight lodging unless the conference/activity begins prior to 9 a.m. or ends after 8 p.m. Expenses incurred for daily commutation by car or public transportation will be approved. All exceptions to the foregoing must be noted on the conference approval form and approved by the District Superintendent.

e. Meals

Meal expenditures must be supported by itemized receipts. Alcoholic beverages may not be claimed as part of meal expenses. Meal expenses that exceed a reasonable amount will not be approved.

Meal amounts that will be considered to be reasonable and therefore in compliance with the existing rules and regulations for official expense reimbursement are as follows:

Breakfast	\$15.00
Lunch	\$15.00
Dinner	\$30.00

The actual amounts claimed may not exceed the amounts substantiated by receipts.

Conference package rates or special meals associated with meetings will be reimbursed if a receipt or other documentation is submitted.

Meal expenses during normal working hours while on business will not be reimbursed unless approved in connection with travel requiring an overnight stay.

f. Registration Fees

Memberships may not be included in registration fees.

A copy of the conference agenda, and completion certificate or name tag if received, should be attached to the official expense claim.

g. Other - Miscellaneous Expenses

Receipts for items claimed in this section shall be submitted and the items claimed shall be fully itemized.

No reimbursement will be made for recreation fees or alcoholic beverages.

Tips will be reimbursable without receipts in situations where tips are customary such as waiter/waitress, taxi, bellman, chambermaids. Amounts claimed must be reasonable. Employees who are away from home overnight may be reimbursed for one daily call home. Calls to the employee's office or for other documented business purposes may also be reimbursed. Employees may not be reimbursed for calls made from home or personal cellular phones.

The purchase of supplies, materials and services will not normally be reimbursed unless specifically included on the approved Official Travel Approval form.

4. Notes

- a. Claims for expenses may not exceed the amount approved on the Conference Approval Form without prior approval of the District Superintendent.
- b. Claims for expenses not covered by these procedures will require the prior approval of the District Superintendent.
- c. The original copy of the approved Application for Approval of Official Travel will be submitted with all claims for reimbursement of official expenses.

5. Forms Related to These Procedures:

Official Expense Claim

Application for Approval for Official Travel

Auto Mileage Report

Ref: Board Policy 5211

Adopted 7/20/82 Revised 5/11/92, 3/11/97, 4/21/98, 5/7/03

Non-Instructional Business Operations

Use of BOCES Credit Cards

The issuance of credit cards in the name of Western Suffolk BOCES shall be restricted to only those employees requiring credit cards for their duties and only in instances where the amount of charges would be in excess of what would be reasonable to reimburse. This may involve credit cards for telephone use, purchase of gasoline, or such other credit cards that may be required for the conduct of normal business.

There shall be no personal use of Western Suffolk BOCES credit cards under any circumstances.

The Chief Financial Officer shall be authorized to apply for and issue credit cards in the name of Western Suffolk BOCES. The Chief Financial Officer shall also develop controls over the custody and usage of credit cards. The controls shall include the central issuance and recording of cards, requirements for recording of purchases and authorization of payment of invoices resulting from the use of cards.

The loss or theft of any card shall be immediately reported to both the issuer of the card and to the BOCES Business Office.

Adopted: April 1, 1997

Revised and Adopted: December 8, 1998

Revised and Adopted: May 8, 2007

Non-Instructional Business Operations

Usage of Telephone/Internet/Cellular Phones

All BOCES telephones, cellular phones, and telephone lines including Internet service are provided for official use only. It is recognized that employees may be forced to make personal calls on BOCES telephones and cellular phones when working beyond normal work hours or in cases of emergency. All other personal calls should be reimbursed to the agency.

The Executive Officer or his designee may authorize the issuance of cellular phones to buildings or selected employees for either emergency communications needs or because the duties of the selected employees require that they be able to communicate by this method.

A record will be maintained of all cellular phones owned or leased and the employee or location to which the phones are assigned. "Free" or prepaid service charges may not be utilized for personal use calls.

The Executive Director for Business will establish procedures for users to confirm the validity of all charges billed as well as to collect any reimbursements due for personal use of the telephone or cellular phones.

Adopted: June 10, 1997

Amended: March 10, 1998

BOCES Personal Property/Capital Assets Accountability – Inventories

I. Definition of Personal Property

1. **Personal property shall mean** all tangible personal property of the Board of Cooperative Educational Services (BOCES), including but not limited to equipment, supplies, parts, vehicles and materials , provided that such terms shall not include buildings or other real property or equipment which is permanently affixed to real property or leases, notes or other written instruments.
2. **Capital assets shall mean** personal property which has a unit resale value of \$500 or more.
3. **Surplus personal property shall mean** personal property which has no known, immediate or currently foreseeable use to the Board of Cooperative Educational Services.

II. Acquisition of Personal Property by Purchase

Acquisition of Personal Property shall be in accordance with all laws, regulations and policies 4310.

III. Acquisition of Personal Property by Gift

1. **Acceptance.** It shall be the policy of the Board that all donations of equipment, materials, and property shall be presented to the Board for acceptance. Acknowledgment of receipt shall be sent to the donor within five business days of the Board's acceptance. Anyone contacting employees regarding the donation of equipment, materials and property shall be referred to the **District Superintendent or his designee** for valuation and processing. No other staff member will act as an agent of the Board for the receipt of donations of equipment, materials, and property without specific authorization to do so by the District Superintendent or his designee.
2. **Accounting for Gifts.**
 - a. All items meeting the definition of capital assets shall be entered into the perpetual physical inventory of the BOCES in the same manner as purchased personal property and consistent with the provisions of this policy.
 - b. Gifts of money shall be accounted for as received under the trust and agency account in the bank designated by the Board.
 - c. Any property donated shall be for the use of BOCES and no employee shall benefit personally from such donations.
 - d. All gifts shall become the sole property of the BOCES.
 - e. It shall be the responsibility of the Business Official to acknowledge, in writing, the receipt of the gift or donation on behalf of the Board of Cooperative Educational Services.

- f. All gifts or donations shall be immediately brought to the attention of the director of the division to which the contribution is made.
- g. The director shall recommend the acceptance or rejection of the gift to the District Superintendent, and notify the donor of the intention.
- h. The District Superintendent shall make a recommendation to accept or reject such gifts to the Board at a regular meeting.
- i. The executive director to which the gift or donation is made shall be responsible to see that the gift or donation is appropriately used.
- j. Gifts or donations made that are not specific to a program shall be brought to the attention of the District Superintendent who will be responsible for implementation of the regulations.

IV. Perpetual Inventory

1. BOCES shall maintain systems for the continuing inventory of property and equipment to conform to recognized standards for capital assets. Such systems shall include all donated equipment and materials. The inventory systems shall serve both the functions of control and conservation. All items fair market valued at \$500 or greater at the time of acquisition or when subsequently increased to fair market value of \$500 or greater shall be tagged and inventoried. Overall responsibility for the development and maintenance of these systems shall reside with the **District Superintendent or his designee**, with specific responsibilities assigned to other administrators as applicable. All staff members shall carry out requirement for inventorying equipment, materials, and supplies in their classrooms and shops.
 - a) The minimum standards to be considered for inclusion in the capital assets inventory record are:
 - i) The item must have significant value. Capital assets valued at \$500 or more shall be included in the inventory.
 - ii) The item must have estimated useful life of one year or more.
 - iii) The physical characteristics of the item are not appreciably affected by use or consumption.
2. Inventory Records. The inventory record shall contain sufficient information to identify each item classified as capital assets and include the following:
 1. A sufficient description of the item, including any assigned inventory tag designating model and serial number.
 2. The class of the item (machinery, equipment, etc.).
 3. The year of acquisition of the item.
 4. The historical cost (the cost at acquisition) of the item. If unknown or a gift, the estimated value.

5. The source of financing or acquisition (general fund, federal fund, gift, etc.).
 6. The assigned location of the item.
 7. Any other data associated with the acquisition of the item such as Purchase Order, vendor or check number.
3. **Personal Property.** All staff will be responsible to protect and account for all equipment and supplies delivered to their care. To accomplish this, the Chief Financial Officer will direct the establishment and maintenance of a comprehensive system to account for capital assets.
 4. **Physical Inventory.** A physical inventory shall mean determining the actual existence, and condition, of real and personal property in the records by visually examining the property in question.
 - a. Physical inventory of capital assets will be developed in compliance with the BOCES auditor's recommendations and completed by the 30th of June each fiscal year.
 - b. For all other personal property, a physical inventory shall be conducted at least once every three years.

V. Disposition of Surplus Property

It shall be the policy of the Board to dispose of surplus or obsolete materials, supplies, or equipment no longer required to accomplish the mission of BOCES. Surplus or obsolete items shall be recommended to the District Superintendent by the Executive Director and approved by the Board.

Disposal of such items shall be the responsibility of the Purchasing Agent after approval by the Board.

Equipment or materials no longer needed that are considered to have resale value will be advertised for bid or posted on an internet website providing auction services such as, but not limited to, eBay, government auctions, etc. and sold to the highest bidder under conditions specified.

Used books and instructional materials that have no resale value, and any equipment deemed valueless or for which no bids are received, may be given away to other schools or educational or public agencies, sold or given to students, disposed of for scrap value or disposed of as junk, with the approval of the District Superintendent.

No staff member will dispose of any school property without specific authorization to do so by the District Superintendent or his designee.

VI. Procedure for Accountability of Officers and Employees for Violating the Personal Property Policy

1. **Penalty for violation.** Any officer or employee who engages in the unauthorized use, theft, or conversion of personal property belonging to the BOCES, or who otherwise violates this policy, shall be subject to removal from office and/or such other discipline or penalties as authorized by law.

2. Complaints. Any complaint concerning an alleged violation of this policy shall be submitted to the District Superintendent on an appropriate form prescribed by the District Superintendent. The District Superintendent shall cause an investigation to be conducted and a report shall be filed in his or her office at the completion of the investigation. The District Superintendent is responsible for and shall take such action as is necessary for the enforcement of this policy.
3. Dissemination of policy. The District Superintendent shall take such action as is necessary to communicate this policy to all officers and employees of the BOCES including but not limited to, the publication of this policy in the BOCES Policy Manual. This policy will be included on the agenda of faculty and administrative meetings at least annually.

VII. Review and Amendment of the Policy

1. Review. The BOCES shall review its policy on personal property accountability annually at the Organizational meeting and make amendments it deems necessary.
2. Amendments. The BOCES shall submit its amended policy, within 30 days of its adoption, to the Commissioner of Education for approval.

Legal Reference:
Section 170.3 of the Regulations of the Commissioner
of Education
Education Law §1950 (18)

Adopted: December 10, 1996 (Replacing: 4420; 4421; 4422)

Modified and Adopted: February 4, 1997

Modified and Adopted: July 2, 1998

Modified and Adopted: April 2, 1998

Readopted at the annual organizational meeting 1999-2006, 2008

Modified and Adopted: March 13, 2007

Modified and Adopted: April 2, 2009

Readopted annually at Organizational Meeting 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017

Non-Instructional/Business Operations

Income from School Shop Sales and Services

(Customer Service Controls/Management)

Customer service programs are offered to provide work experience to students in occupational education courses. These work experiences are an integral part of the instructional program--the particular work, sequence, and time requirements shall be determined solely on the basis of the needs of the student learners.

The building administrator shall have the right to accept or reject work dependent upon the usefulness of the job to student learners and the phase of instruction being pursued by the class at the particular time.

Standard procedures for customer service programs shall be established. These shall include:

1. Charges shall include the cost of all parts and materials. Additionally, the customer shall pay a service charge of 20% as a labor charge to reflect other costs to BOCES, including the appropriate sales taxes. Programs such as Cosmetology may set uniform charges for services. These charges shall be prominently posted and shall apply to all such services.
2. Customers shall sign standardized work orders. These shall serve as an agreement between the school and the customer, and shall release BOCES, the instructor, and students from any liability in connection with the service provided.
3. Uniform procedures shall be used for accepting, receipting, and depositing all payments received for customer service.
4. All forms and receipts shall be prenumbered and issued from the Central office. In the cosmetology program funds will be collected at the time of service and the customer will be given a numbered receipt which will be issued from the Central Office. Additional procedures shall be established for the acceptance of work, its performance, and delivery. It is expected that the work done in customer service programs will reflect positively on the occupational education provided by BOCES.

Premised on policy DFG

Adopted: February 4, 1997

Non-Instructional/Business Operations

Special Aid Funds

The BOCES shall account for each specially aided project separately, and shall expend such funds only as authorized by the approved project application.

Adopted: December 10, 1996

Non-Instructional/Business Operations

Trust and Agency Funds

The BOCES Trust and Agency Account shall account for all moneys collected from employees for taxes and miscellaneous withholdings and BOCES share of taxes and Unemployment Insurance.

Adopted: December 10, 1996

Non-Instructional/Business Operations

Cash in School Buildings and Petty Cash Funds

Building administrators will establish procedures, in cooperation with the Business Office, to safeguard all cash received in the buildings. Building administrators are to make arrangements which shall minimize the amount of cash retained in the school building. It shall be his/her responsibility to make sure that any small sums of money retained in a building are securely locked in a fire-retardant safe area.

Petty Cash Funds

Petty cash funds of not more than one hundred dollars (\$100) shall be maintained in the Executive Officer's office and at such locations as approved by the Board of Cooperative Educational Services at the Re-organization Meeting.

Expenditures from such funds shall be used to cover minor day-to-day operational expenditures which cannot be satisfactorily handled through the normal requisition/purchasing procedures. All such expenditures shall be also limited to items deemed appropriate by the executive officer or his/her designee.

Appropriate regulations shall be developed for implementation of this policy.

Education Law Section 1709

Adopted: February 4, 1997

Non-Instructional/Business Operations

Special Projects Contracts

Special Projects Contracts are agreements between Western Suffolk BOCES and persons who can provide services of a specialized, unique or immediate nature which may not otherwise be provided by regular staff.

Special Projects Contracts shall be used to facilitate the delivery of services to divisions within BOCES and agencies served by BOCES in cases where temporary assistance is needed.

All Special Projects Contracts must receive approval by the Executive Officer or his/her designee and reported to the Board for approval, before they are initiated. Expenses connected with the service must be included in the total sum to be specified in the contract.

Types of services must be classified in the following Temporary Support Service categories:

- a. Consultant - Provides advice, guidance, planning assistance, etc.;
- b. In-Service Workshop - Provides instructional services at workshops or courses provided by Western Suffolk BOCES;
- c. Curriculum Development - Provides assistance in providing new curriculum programs and materials;
- d. Other*.

*In the case of a need to obtain other temporary services which do not fall in the above categories, a rationale shall be presented along with the Special Projects Contract form indicating why it is appropriate to temporarily obtain the service.

Adopted: February 4, 1997

FINANCIAL SYSTEM CONTROLS POLICY

The Board recognizes the importance of ensuring that the BOCES financial accounting software (the “Financial System”) and the financial network facilities are adequately secured. Accordingly, the District Superintendent and the Chief Financial Officer will establish appropriate procedures and controls including the following:

Systems Administrator

The Director of Technology Support will be designated as the System Administrator. The Systems Administrator shall report to the Chief Financial Officer and shall have the authority to create and change access and functional permissions for the users of the Financial System subject to the approval of the CFO. The CFO may also designate an Alternate System Administrator.

Neither System Administrator shall have the ability to process transactions in the Financial System or to permit changes to their own permissions.

System Access

Access to the financial system will be limited to those individuals requiring access to perform their assigned duties and such permissions will be limited to information and functions required for such assigned duties.

Guidelines for establishing and changing access and permissions are as follows:

- Electronic permissions of employees shall appropriately reflect their duties.
- A request to the Systems Administrator for a change in the permissions must set forth the current and proposed permissions, as well as the reason for the proposed change. All requests will be completely documented and submitted as part of a permanently maintained written or electronic request system.
- Any change must be approved by the CFO thru the written or electronic request system.

A log of all changes will be created and reviewed on a quarterly basis by an individual outside the business function and as designated by the CFO.

Passwords

Passwords must be changed periodically but not less often than twice each year for all staff with access to the Financial System. The passwords should include complexity requirements (e.g., alphanumeric, special characters, minimum length). Executive Directors will take appropriate measures to insure that all employees with access to the BOCES financial system and/or other program systems are made aware of these guidelines and their responsibilities and are instructed on acceptable use of their user id and password.

Sharing a user id and/or password is a violation of this policy. Western Suffolk BOCES retains the sole right to immediately cancel any access and/or account at any time due to breach of the Financial System Controls Policy.

Segregation of Duties

Adequate segregation of duties will be accomplished by limiting permissions to any single individual so that an adequate number of separate individuals are required in order to complete financial transactions. The CFO will ensure adequate segregation of duties in his/her review and approval of requests for permissions.

Remote Access

Remote access to the network and/or Financial System by the Financial System vendor shall only be permitted for purposes of updating or correcting the system. Each request for such access must be approved in advance by the System Administrator and adequately documented as part of the written or electronic request system.

Data Backup

The District's accounting and other financial data will be backed up on a daily basis. A backup of such data will be maintained offsite. Periodically, but no less than annually, the Technology Support department will test the ability to restore the backed up data to the system.

Review

Compliance with this policy will be reviewed annually by the Internal Auditor and reported to the Board of Western Suffolk BOCES.

Adopted: October 13, 2009

Reserves/Fund Balance

1. The board recognizes the value of reserves as one method for adjusting for unexpected increases in costs that cannot be adequately anticipated or funded within the restrictions of the annual charges assessed to the component districts.
2. Reserves shall be authorized by action of the board and within the limitations of the law and, once authorized, any funds transferred to reserves shall be expended only for those purposes authorized under the applicable law.
3. The board will establish reasonable formulas for the amounts to be included in reserves and will periodically review those formulas as they relate to the current budgetary conditions.
4. To the extent possible the District Superintendent and the Chief Financial Officer shall establish a plan for the application of reserve funds as part of the annual budget process.
5. Any portion of reserves or fund balance may be applied, transferred, amended or modified for a specific purpose only by resolution of the board.
6. The board shall receive an annual report of the activity within the various reserves.
7. The board delegates authority to assign fund balance thru the issuance of a purchase order for a specific purpose to the Purchasing Agent pursuant to the provisions of Purchasing Policies 4310.
8. Reserves and fund balance shall be accounted for as required under the procedures established by Generally Accepted Accounting Principles and fully disclosed within publicly available financial statements. In circumstances where an expenditure is incurred for a purpose for which amounts are available in multiple fund balance classifications, the expenditure is to be charged in the following order: restricted fund balance, unrestricted (committed) fund balance and lastly, unrestricted (unassigned) fund balance.

Adopted: May 11, 2010

Revised and re-adopted: July 5, 2011

Non-Instructional/Business Operations

Facilities Planning

The Board of Cooperative Educational Services is responsible for maintaining a quality education at a reasonable cost. For this reason, the Board shall concern itself with both short-range and long-range planning as it relates to the properties of the BOCES. The Board shall rely on a comprehensive long-range facilities plan developed by the Executive Officer in accordance with the Commissioner's Regulations to serve as a guide for capital improvements.

Such plan shall be reevaluated and made current at least annually, and shall include appraisal of the following:

- a. The educational philosophy of the BOCES, with resulting administrative organization and program requirements;
- b. Present and projected pupil enrollments;
- c. Space used and pupil capacity of existing facilities;
- d. Priority of need for maintenance, repair or modernization of existing facilities, including consideration of the obsolescence and retirement of certain facilities; and
- e. The provision of additional facilities.

The Board's building program shall be designated to provide the highest quality education possible. The building program shall be based upon specific Board policies which have been and will continue to be modified to conform to changes in the curriculum, availability of construction funds, expansion of territory to be served and changes in enrollments. The Board also feels that, whenever possible, parents/legal guardians, SEPTA representatives, component districts, and other community representatives, as well as principals, teachers, and central office staff members should be involved in the planning process.

Commissioner's Regulations
Section 155.1
Education Law Section 1950

Adopted: February 4, 1997

Non-Instructional/Business Operations

Facilities: Inspection, Operation and Maintenance

Operation and Maintenance

The Executive Officer is charged with the responsibility for administering plant operations in the most efficient and economical manner possible, while placing high priority on health and safety of students and conservation of natural resources.

The Board, through the Executive Officer and his/her staff, has the responsibility of protecting the BOCES investment in plant and facilities through a systematic maintenance program.

It is expected that the program shall include periodic preventive maintenance activities, long-range maintenance schedules and emergency repair procedures. It is further expected that all maintenance work will be carried out in a manner that will cause the least interference with the educational program.

Construction and Remodeling of BOCES Facilities

Plans and specifications for the erection, enlargement, repair or remodeling of facilities of the BOCES shall be submitted to the Commissioner in accordance with Commissioners Regulations and applicable laws.

For remodeling or construction projects costing \$5,000 or more, the BOCES may retain the services of an architect or engineer licensed to practice in New York State if necessary to comply with any legal requirement.

Inspections

The administration of the BOCES shall cooperate with officials conducting health, fire, asbestos, bus, and boiler inspections. The administration shall keep the Board of Education informed of the results of such inspections in a timely fashion.

Structural Safety Inspections

It shall be the duty of the Board of Education to ensure that each facility owned by the BOCES which is used for instructional purposes shall be inspected annually for structural deficiencies.

Every annual structural safety inspection shall be a visual inspection which will examine the structural elements of each building, and may also include inspection of building systems such as heating, plumbing and electrical systems.

If a visual inspection results in a determination that a building may have a structural deficiency, then the building shall be inspected by a licensed architect or a licensed professional engineer.

The annual structural safety inspection shall be made prior to June thirtieth of every school year, and reports of the inspections shall be made available to the public.

Fire Inspection: Commissioner's
Regulations Section 155.4
Education Law Section 807-a
Health Inspection: Education Law
Section 906
Asbestos Inspection: Education Law,
Article 9-A
40 Code of Federal Regulations
(CFR) Part 763, Subpart E
Plans and Specifications: Education
Law Sections 408, 408-a and 409
8 New York Code of Rules and
Regulations (NYCRR)
Sections 155.1 and 155.2
Structural Safety Inspections:
Education Law Sections 409-d and
3602(6)(d)

Adopted: February 4, 1997

Non-Instructional/Business Operations

Insurance and Employee Bonds

The Board shall be advised and assisted by specialists in insurance in the placement of the required and desired insurance coverage. A review of our coverage will be available annually.

Combined Comprehensive Bodily Injury and Property Damage Liability Coverage

This coverage shall include, also, the automobile liability and property damage coverage including Non-Owned and Hired Car Coverage. The Board shall constantly evaluate both the single and multiple limits, to ascertain whether the BOCES has adequate protection.

Fire and Allied Perils Insurance Including Vandalism and Malicious Mischief

The BOCES shall insure its buildings and its equipment on a replacement cost basis, with an appropriate deductible.

Worker's Compensation Insurance

BOCES shall have a Worker's Compensation Coverage which complies with the requirements of the State of New York.

Employee Fidelity Bond

The Board treasurer and internal auditor shall be bonded in the amount set by the Board at its annual organizational meeting.

The Board shall provide for a blanket bond covering other designated individuals who handle BOCES funds.

Other Insurance and Bonding Coverage's

The Board instructs the Executive Officer to recommend desirable coverage to the Board in the following areas:

- a. Protection of Property and Money
- b. Student Accident
- c. Malpractice and Products Liability
- d. Professional Liability
- e. Officers and Directors Liability

f. Other areas as desirable.

Settlement of Small Liability Claims

The Executive Officer is authorized to approve for payment from General Fund without prior Board approval -- in lieu of processing for insurance recovery -- small claims in excess of other insurance coverage's involving personal appurtenances not to exceed \$300 per claim and \$3,000 in the aggregate in any fiscal year.

General Municipal Law Section 6-n
Education Law Section 3023

Adopted: February 4, 1997

Non-Instructional/Business Operations

Safety/Security

The Western Suffolk Board of Cooperative Educational Services hereby declares that it is the policy of this BOCES to provide a safe and secure environment to all those persons; students, staff and visitors, who lawfully enter upon BOCES property.

It shall be the responsibility of the Executive Officer to establish and carry out written regulations which will:

- a. Identify those staff members who will be responsible for the effective administration of the regulations, required safety drills and inspections;
- b. Provide staff time and other necessary resources for the effective administration of the regulations;
- c. Establish periodic (at least annually) written review of the activities of the staff to insure compliance with applicable laws and regulations;
- d. Provide an on-going mechanism for the effective review of safety and security concerns of the staff, students and affected public.

Hazard Communication Standard

The Board recognizes the rights of all personnel to work in a healthy and safe environment which is as free as practicable from recognized hazards and risks to their safety.

Therefore, all personnel shall be provided with applicable training to comply with the New York State "Right-to-Know" Law and the Hazard Communication Standard.

The Board directs the Executive Officer to adopt rules and regulations to insure BOCES implementation of this policy which shall include awareness information, employee training and record keeping.

NYS Labor Law
12 NYCRR Part 820
Article 28
OSHA 29 CFR 1910.1200

Adopted: March 11, 1997

EMPLOYEE IDENTIFICATION BADGES

In a time when it is in everyone's best interest to enhance security, Western Suffolk BOCES will issue photo identification badges for all employees. These will prove especially useful for those staff members who travel between our buildings or to schools in other districts or for those who make home visits.

Use of Badges

Recognizing that different buildings/programs have different security needs, each building principal/administrator in conjunction with the Division Director will determine a policy for when and where employees of that building must wear or show their badges.

Contract Employees

Contract employees will receive a permanent badge which will not have to be renewed.

Non-Contract Employees

Non-contract employees (those paid by time sheet) will receive a badge that expires August 31 of each year. For those non-contract employees who continue employment with Western Suffolk BOCES, a new badge will automatically be sent for September 1.

Lost/Stolen Badges

When a person leaves the agency, the badge must be surrendered to the building administrator on the last day of work or at the time the final paycheck is issued.

For a lost or stolen I.D. badge, employees are responsible for contacting the Personnel Office.

Surrendering Identification Badges

Our goal is to have all staff identification badges returned when a staff member leaves employment at Western Suffolk BOCES. The following guidelines will be used to collect badges.

- If the program level administrator is aware of the staff member's pending departure, said administrator is required to collect the identification badge prior to the end of the last day of work. The badge should then be returned to the Division Director for confirmation. The Division Director will then return it to the personnel office.
- If the individual's departure date does not allow the program administrator to take the badge on the last day, said administrator should notify the Division Director. The Division Director will contact the business office (who will attempt to hold the final paycheck) and the personnel department.
- The personnel office will send a letter to any employee who does not surrender his/her identification badge prior to leaving. The letter will request immediate return of the badge to the personnel office. Personnel will notify program administrator, Division Director and the business office when the badge is returned.

- All employees, excluding 12 month employees, will surrender their badges to the building administrator at the end of each school year (I.D. Badges should be added to the end-of-year check sheet). The building administrator will hold these badges and reissue them at the beginning of summer school/or the beginning of the next school year. (The building administrator will collect the badges from the summer school employees at the end of summer school.)

Questions about this procedure should be directed to the Personnel Administrator.

U.S. Department of Labor
OSHA Instructional CPL2-244B

Adopted: March 11, 1997

Non-Instructional/Business
Operations

Exposure Control Program

The Board of Cooperative Educational Services shall establish an exposure control program designed to prevent and control exposure to infectious disease. According to the New York State Department of Labor's Division of Safety and Health and OSHA standards, the program shall consist of:

- a. Guidelines for maintaining a safe, healthy school environment to be followed by staff and students alike.
- b. Written standard operating procedures for blood/body fluid clean-up.
- c. Appropriate staff education/training.
- d. Evaluation of training objectives.
- e. Documentation of training and any incident of exposure to blood/body fluids.
- f. A program of medical management to prevent or reduce the risk of pathogens, specifically hepatitis B and HIV.
- g. Written procedures for the disposal of medical waste.
- h. Provision of protective materials and equipment for all employees who perform job-related tasks involving exposure or potential exposure to blood, body fluids or tissues.

U.S. Department of Labor
OSHA Instructional CPL2-244B

Adopted: March 11, 1997

Non-Instructional/Business Operations

Vandalism

Each employee of the BOCES shall report to the administration any incident of vandalism of BOCES property and the names of those responsible.

The Executive Officer is authorized to sign a criminal complaint and to press the charges against perpetrators of vandalism of BOCES property, and is further authorized to delegate such authority to other BOCES administrators.

Adopted: March 11, 1997

Video Surveillance

Western Suffolk BOCES agrees to allow the use of Video Surveillance to promote the safety and security of students and staff, protect BOCES property, deter and prevent criminal activities and enforce school rules. "Video Surveillance" refers to video-audio-digital components of multi-media surveillance.

All recording or monitoring of the activities of individuals or groups by BOCES-authorized security cameras will be conducted in a manner consistent with existing BOCES policies, and will never be based on the subjects' personal characteristics, including race, gender, ethnicity, sexual orientation, disability, or other protected classifications.

Any video recording used for surveillance purposes in school buildings and/or on school property shall be the sole property of the BOCES. The District Superintendent or his/her designee shall be the custodian of such recordings. The District Superintendent or his/her designee is authorized to appoint administrator(s) to determine appropriate location for video cameras. Only individuals authorized by the District Superintendent or his/her designee in accordance with policy, shall have access to video monitors, operate the controls, or view video records.

Guidelines for Placing Video Surveillance

Video surveillance may be placed in areas where surveillance has proven or is suspected to be necessary as a result of threats, prior property damages, or security incidents. School buildings (non-instructional areas such as hallways, building entrances, cafeterias and exits) and grounds (parking lots, storage facilities and athletic fields) on property owned, leased or rented by Western Suffolk BOCES may be equipped with video monitoring devices.

Cameras shall not be installed:

- In areas where staff and public have a reasonable expectation of privacy, such as restrooms.
- For the express purpose of monitoring or evaluating staff performance.

Guidelines for Recording Surveillance

The surveillance cameras are intended to monitor student behavior, promote student and staff safety, and deter vandalism.

BOCES shall notify staff and students annually through student/parent and staff handbooks that security cameras may be placed within BOCES facilities. Signs shall also be posted at the front or main entryway that surveillance equipment may be in operation on the premises.

Guidelines for Monitoring/Using Recordings of Video Surveillance

Video records should be viewed on a need-to-know basis only, in such a manner as to avoid public viewing. Requests to view a video recording must be made in writing to the District Superintendent or his/her designee. Such requests must describe a specific time period in a specific location and

include a compelling reason for viewing a recording. If the request is granted, viewing shall occur in the presence of BOCES' custodian of the recording. Under no circumstances will the video be duplicated and/or removed from BOCES premises, unless in accordance with a court order and/or subpoena, or at the discretion of the District Superintendent or his/her designee.

Recordings of actions may be used as evidence of misconduct in disciplinary proceedings. This does not preclude other uses deemed appropriate by the Board of Education. Video recordings may become a part of a student's educational record or behavioral record.

All video recordings will be stored for 30 days in their original form unless as part of a district or official investigation, in which case such recordings shall be retained as long as may be necessary. Such recordings shall be secured to avoid tampering and protect confidentiality. BOCES shall comply with all applicable state and federal laws in retaining and/or distributing these recordings.

The District Superintendent or his/her designee is authorized to develop such regulations and procedures as may be necessary to implement this policy.

Adopted: Jan. 11, 2011

Non-Instructional/Business Operations

Smoke Free Environment

Medical studies have indicated that smoking is harmful to the health of individuals, and the Board believes that all individuals are entitled to work and learn in a smoke free environment.

The various divisions of Western Suffolk BOCES shall incorporate the dangers of smoking into their health curriculums. Programs shall be offered for staff to assist them to stop smoking.

To comply with federal, state and local laws that prohibit smoking in school facilities and on school grounds, all Western Suffolk BOCES facilities and grounds shall be smoke free environments and the Executive Officer, working with members of the staff, shall provide the necessary assistance for the implementation of a no smoking policy.

Adopted: March 11, 1997

Non-Instructional/Business Operations

Student Transportation

BOCES may at the request of the home district, provide transportation, either directly or on a contracted basis, for students enrolled in the occupational education centers and in BOCES special education classes when their local districts desire that BOCES provide the service. Occupational education students shall be transported from their local high schools to the BOCES center; full-time special education students ordinarily shall be transported from their homes to the BOCES facility.

Transportation for student assignment to the centers and/or sessions will be co-ordinated with local districts to minimize transportation time where possible. However, supplemental transportation may be arranged for students who, by virtue of the peculiarities of their individual programs, must be enrolled at another center or sessions.

Transportation of Area Students to Neighboring BOCES

Western Suffolk BOCES may, upon request of component districts and the recommendation of the Executive Officer, provide transportation to programs conducted by other BOCES in the region. The cost to BOCES for that transportation will be billed to the home districts according to the number of students being transported at any given time.

Districts wishing to utilize this shared transportation service must make written request of BOCES on dates as prescribed by Education Law and the Regulations of the Commissioner of Education.

The safety and welfare of student riders shall be the first consideration in all matters pertaining to transportation. The following policies are to be observed:

- a. Contracts shall require all drivers to take special training in school bus driving and meet all other state requirements.
- b. Drivers shall follow and enforce established safety rules and rules of conduct.
- c. Emergency bus drills shall be conducted during the school year as required by state regulation.
- d. All vehicles used to transport children shall be maintained by contractors in such condition as to provide safe and efficient transportation service with a minimum of delays and disruptions of such service due to mechanical or equipment failure.

Adopted: April 1, 1997

Non-Instructional/Business Operations

Owned or Leased Vehicles

Western Suffolk BOCES-owned or -leased vehicles may be made available for official travel by the BOCES personnel upon approval of the Executive Officer or designee. Alternatively, the Board may approve an automobile use allowance for business travel in a private vehicle for authorized personnel at an amount approved by the BOCES Board. The Executive Officer or designee may in lieu of the above approve reimbursement for travel for professional purposes in a private vehicle at a mileage rate approved annually by the Board.

In no case is a BOCES-owned vehicle to be approved for personal use unless authorized by the Board.

Maintenance of a Vehicle Inventory

The Executive Officer or his/her designee will keep an inventory of all BOCES owned vehicles for the purpose of making recommendations regarding the maintenance of vehicles and replacement by sale or disposal.

Adopted: November 12, 1996

Non-Instructional/Business Operations

Use of BOCES Vehicles

BOCES-owned vehicles are to be used only for official business.

The District Superintendent will establish rules and regulations for the use and custody of all BOCES-owned vehicles.

The District Superintendent may assign vehicles to specific administrators whose duties require significant travel. In such cases the District Superintendent may authorize the administrator to utilize such a vehicle for commuting purposes for which the appropriate income tax calculations are to be made.

Adopted: April 1, 1997

USE OF BOCES VEHICLES

The following priorities will be observed in the use of BOCES cars and other vehicles:

1. **First priority** – use by administrators/staff in the event of a student emergency
2. **Second priority** – use by associate/assistant superintendents and other administrators to whom vehicles are specifically assigned
3. **Third priority** – use by other central office administrators
4. **Fourth priority** – use by central office civil service personnel whose duty normally requires travel away from office
5. **Fifth priority** – use by teacher/other staff to transport students, when transporting by bus is not practical, to attend conferences or to conduct BOCES business
6. **Sixth priority** – use by administrators at other BOCES facilities for trips which can be completed within the working day.

An attempt will be made to maintain one office vehicle at the central services building at all times for emergency use. In cases where two individuals require an automobile at the same time because of an emergency vehicle use will be assigned in accordance with the priorities listed above.

WESTERN SUFFOLK BOCES

USE OF OFFICIAL VEHICLE AGREEMENT

Specified administrators are assigned vehicles for use in the performance of their duties with Western Suffolk BOCES. The following will serve as a guideline for the use of these vehicles:

1. The vehicle is to be used only for official business, including commuting, not for personal use.
2. Because of the nature of the position, administrators are on call for emergency purposes. They have been authorized to store the vehicle at their place of residence at the end of the workday.
3. No one else is authorized to drive this vehicle except designated administrators or other BOCES employees who may be assigned on a temporary basis.
4. Maintenance of a log of gasoline used including credit card purchases is required.
5. Each administrator must check all official papers and safety inspection stickers for their vehicle. Mechanical problems should be promptly reported to the M&O office for repair.
6. Any motor vehicle violations which are received while operating the assigned vehicle are the individual's administrator's responsibility and not BOCES'.
7. It is understood that the imputed value of use of the vehicle for commutation is taxable to each administrator as appropriate.

ASSIGNED

VEHICLE: _____

VEHICLE IDENTIFICATION

#: _____

ASSIGNED USER (print or

type) _____

I hereby agree to the above conditions and recognize that failure to comply with the above will be condition for forfeit of the use of the assigned official vehicle.

Signature

Date

Non-Instructional/Business Operations

Heavy Motorized Equipment/Electric Carts Owned by BOCES

Occupational Education

Tractors and similar pieces of heavy equipment purchased or leased for use at the occupational centers may be used only within the confines of these centers or on projects specifically approved by the building administrator and the executive director.

If such equipment must be moved, it must be transported by means of a flat-bed trailer.

Maintenance and Operations

Tractors, front loaders, forklifts and similar pieces of heavy equipment purchased or leased by M&O may only be used by BOCES employees to perform the duties of the department.

Approved Usage for Heavy Motorized Equipment/Electric Carts

1. The use of those vehicles is restricted to authorized use for instruction, receiving or maintenance purposes only.
2. Only authorized personnel may use these vehicles. Such authorization will be given by the building administrator, and the use cleared by the chief/head custodian at the location where the vehicle is housed.
3. Extreme caution will be exercised in driving the vehicles; caution will be used to prevent vehicle overload.
4. The chief/head custodian shall be responsible for the maintenance of the vehicle and for its operation.
5. Service to vehicles will be performed by authorized company representatives only.

EEBA-R, 1974

Adopted: April 1, 1997

Personnel

Code of Ethics for All BOCES Personnel

Pursuant to the authority of Section 806 of the General Municipal Law, the BOCES adopts this code of ethics setting forth for the guidance of its officers and employees, the standards of conduct reasonably expected of them.

The code of ethics described herein is in addition to the prohibited conflicts of interest in Article 18 of the General Municipal Law; and the provisions of any other general or special law governing conflicts of interests and/or ethical conduct of municipal officers and employees.

Standards of Conduct

Every officer and employee of the BOCES shall be subject to the following standards of conduct:

- a. Gifts - No officer or employee shall directly or indirectly solicit any gift; or accept or receive any gift having a value of \$25.00 (twenty-five dollars) or more, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, where it could reasonably be inferred that the gift was intended to influence the officer or employee or could reasonably be expected to influence the officer or employee in the performance of his/her official duties; or was intended as a reward for any official action by the officer or employee.
- b. Confidential Information - No officer or employee shall disclose confidential information acquired in the course of official duties or use such information to further personal interest. Within the framework of collective bargaining, individuals designated as confidential shall not disclose information which would influence the negotiating process.
- c. Representation before the BOCES - No officer or employee shall receive, or enter into any agreement, express or implied, for compensation for services to be rendered in any matter before the BOCES.
- d. Representation before any agency for a contingent fee - No officer or employee shall receive, or enter into any agreement, express or implied, for compensation for services to be rendered in any matter before the BOCES, whereby compensation is to be dependent or contingent upon any action by the BOCES with respect to such matter, provided that this paragraph shall not prohibit the fixing of fees based upon the reasonable value of service rendered.
- e. Disclosure of interest in resolution - An officer or employee who participates in the discussion of or gives official opinion to the Board of Education on any resolution before such Board shall publicly disclose in the minutes of a public Board meeting the nature and extent of any direct or indirect financial or other private interest in such resolution.

- f. Investments in conflict with official duties - No officer or employee shall invest or hold any investment, directly or indirectly, in any financial, business, commercial venture, or other private transaction, which creates a conflict of interest with official duties or work assignments.
- g. Private employment - No officer or employee shall engage in, solicit, negotiate for or promise to accept private employment or render services to private interests when such employment or service creates a conflict of interest with or impairs the proper discharge of official duties or work assignments.
- h. Future employment - No officer or employee shall appear before any board or agency or committee of the BOCES in relation to any matter in which the officer or employee personally participated during their employment.

Distribution/Posting of Code of Ethics

The Executive Officer of the BOCES shall cause a copy of this code of ethics to be distributed to every officer and employee of the BOCES within 30 days after the effective date of this resolution. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his/her office or employment.

The Executive Officer shall also cause a copy of Article 18 of the General Municipal Law to be kept posted in each building in the BOCES in a place conspicuous to its officers and employees. Failure to distribute any such copy of this code of ethics or failure of any officer or employee to receive such copy, as well as failure to post any such copy of General Municipal Law, Article 18, shall have no effect on the duty of compliance with such code or Article 18, nor with the enforcement of provisions thereof.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of this code may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

Note these definitions:

- a. "BOCES" shall mean the Board of Cooperative Educational Services of Western Suffolk County.
- b. "Municipal Officer or Employee" means an officer or employee of the BOCES, paid or unpaid, including members of any administrative board, commission, agency, or committee thereof.
- c. "Interest" means a direct or indirect pecuniary or material benefit accruing to a BOCES officer or employee as the result of a contract with the BOCES.

Adopted: May 13, 1997

Personnel

Defense and Indemnification of Officers and Employees of BOCES

Western Suffolk BOCES confers the benefits contained in Section 18-2a of the Public Officers Law on its members, officers, employees, agents, and the District Superintendent.

This BOCES agrees to be held liable for the costs incurred arising from the benefits provided by said Section 18-2a of the Public Officers law.

The aforescribed benefits of the said Section 18-2a shall supplement and be in addition to any and all rights and benefits of its members, officers, employees, agents, and the district Superintendent for defense and/or indemnification protection conferred by the Education Law of the State of New York and/or other provisions of law of the State of New York.

Adopted: May 13, 1997

Personnel

Non-Discrimination

The Board of Cooperative Educational Services of Western Suffolk County, New York does not discriminate on the basis of age, religion, creed, ethnic origin, national origin, marital status, race, color, gender, sexual orientation, veteran status, weight, disability or handicap in the educational programs or activities it operates and provides equal access to the Boy Scouts and other designated youth groups. This policy of non-discrimination includes the recruitment, hiring and advancement of employees; salaries, pay and other benefits; counseling services to students; student access to course offerings; lawful political activities; educational programs and other activities; and the business activities of the Board.

Inquiries concerning the application of regulations prohibiting discrimination may be referred to the BOCES Compliance Officer, Dr. Hugh Gigante, who may be contacted at 507 Deer Park Road; PO Box 8007; Huntington Station, NY 11746-9007 or (631) 549-4900, ext. 204 or email hgigante@wsboces.org. Or, inquiries may be made by contacting the Office for Civil Rights at NY Office for Civil Rights, U.S. Department of Education, 32 Old Slip, 26th Floor, New York, NY 10005-2500 or call [646-428-3900](tel:646-428-3900), or fax [646-428-3843](tel:646-428-3843), or TDD [800-877-8339](tel:800-877-8339), or email OCR.NewYork@ed.gov or file form at <http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>

Employment

Provisions will be provided for the publication and dissemination, internally and externally, of this policy to insure its availability to interested citizens and groups.

Job descriptions for all BOCES positions shall be developed and maintained by administration, reflecting the essential functions that an employee must be able to perform, with or without reasonable accommodation. Additionally, administration shall establish grievance procedures that provide for the prompt and equitable resolution of complaints alleging discrimination.

Learning Environment

The staff shall establish and maintain an atmosphere in which students can develop attitudes and skills for effective, cooperative living, including:

1. Respect for the individual regardless of economic status, intellectual ability, race, color, national background, religion, sex, age, handicap or disability.
2. Respect for cultural differences
3. Respect for economic, political, and social rights of others
4. Respect for the right of others to seek and maintain their own identities.
5. Respect for the opinions of others.

Civil Rights Act of 1964, as amended in 1972, Title VI, Title VII - Prohibits discrimination on the basis of race, color and national origin.

Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990, 42 United States Code (USC) Sections 12101 et seq. - Prohibits discrimination on the basis of disability.

Education Amendments of 1972, Title IX (P.L. 92-318) - Prohibits discrimination regarding sex.

Commissioner's Guidelines on Title IX

Executive Law Section 291(1)
45 Code of Federal Regulations CFR, Part 90 (Federal Register, June 4, 1975, August 11, 1975) - Prohibits discrimination regarding age and marital status.

Boy Scouts of America Equal Access Act, 20 U.S.C § 7905, and 34 C.F.R. Part 108.

previous Board Policies: AC, JB, GBA

Revised & Adopted: July 10, 2012
Revised & Adopted: October 8, 2002
Revised & Adopted: July 10, 2001
Adopted: June 10, 1997
Revised & Adopted: November 12, 2013
Revised & Adopted: May 13, 2014
Revised & Adopted: May 10, 2016

Personnel

Affirmative Action

Western Suffolk BOCES is an Equal Opportunity Affirmative Action employer. The Board affirms its policy of not discriminating against any prospective employee or employee on the basis of race creed, color, national origin, sex, age, religion, marital status, veteran status, disability or handicap, or lawful political activities. Decisions and actions taken within the District shall conform with all relevant Federal and State nondiscrimination and affirmative action regulations, including but not limited to: the Civil Rights Act of 1964 as amended by the Equal Employment Act of 1972, Section 701(K) of Title VII of the Civil Rights Act of 1964 as amended, the Rehabilitation Act of 1973, the Nondiscrimination Policy of Western Suffolk BOCES, and the New York State Human Rights Law.

The affirmative action policy shall apply equally to all job categories in the BOCES and to all appointments and purchases under the Board's jurisdiction. It shall govern all of the BOCES employment policies, practices and actions and purchases, including but not necessarily limited to: recruitment, selection, hiring, assignment, advancement, transfer, promotion, and bidding.

The Affirmative Action Policy shall govern all the BOCES' employment policies, practices, and actions, including, but not limited to recruitment, hiring, employment, advancement.

Goal

To increase the percentage of minority staff so that it more closely reflects the racial composition of the area served by BOCES.

Strategies

Western Suffolk BOCES will:

1. Conduct outreach and active recruitment of minority candidates to fill position vacancies.
2. Encourage minority employees of the BOCES to qualify for and prepare for advancement within the BOCES.
3. Encourage Minority bidders in our advertising.

Affirmative Action Officer

The Affirmative Action Officer shall be the Executive Director for Personnel.

Affirmative Action Advisory Committee

The Affirmative Action Officer shall convene as needed a meeting of the Affirmative Action Advisory Committee which shall consist of the Executive Directors and representatives of employee job categories within BOCES to monitor compliance with this policy.

The Committee shall make recommendations regarding recruitment and hiring with special emphasis on specific methods for increasing the minority pool of candidates for professional, paraprofessional and non-certified positions.

Adopted: August 26, 1997

Guidelines for Employees

Ensuring our Workplace and Schools are Free from Harassment/Intimidation/Bullying/Discrimination

Western Suffolk BOCES condemns all harassment/intimidation/bullying/discrimination and further forbids all employees from engaging in such activities. The Board also strongly prohibits any retaliatory behavior against complainants or any witnesses.

Definitions

The Board is committed to maintaining a work and school environment that is free from all forms of harassment/intimidation/bullying/discrimination (for definitions of the following terms, see Policy 6211--Code of Conduct):

Bullying

Cyberbullying

Discrimination

Harassment

Intimidation

Sexual Harassment

For purposes of this policy (heretofore referred to as Sexual Harassment of Employees), the following definitions shall apply to violations that are adult to adult or adult to student. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment.
2. submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment is not dependent upon the alleged harasser's intention. It is irrelevant that the alleged harasser had no intent to sexually harass the person. The Board recognizes that sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from peers as well as supervisors, visitors or students.

Reporting Incidents of Harassment/Intimidation/Bullying/Discrimination

Employees who believe that they have been subjected to any form of harassment/intimidation/bullying/discrimination should report the alleged misconduct immediately pursuant to the attached Administrative Regulations relating to this Board policy so that an investigation can begin at once. Upon a finding of any form of the above, corrective action, up to and including suspension or discharge of the offender, may be taken. In the absence of a complainant's complaint, the Board, upon learning of, or having a reasonable basis to suspect the occurrence of, a violation of the above, will cause an investigation to be promptly commenced by appropriate individuals. Formal complaints should be recorded on forms annexed to this policy as Attachment A. Appeals of previous decisions should be recorded on forms annexed to this policy as Attachment B.

Employees who witness harassment/intimidation/bullying/discrimination or receive an oral or written report of harassment/intimidation/bullying/discrimination shall promptly orally notify the building administrator who will promptly notify the appropriate Executive Director or Compliance Officer not later than one school day after such employee witnesses or receives a report of harassment/intimidation/bullying/discrimination. Such school employee shall follow reporting procedures pursuant to the attached Administrative Regulations relating to this Board policy

Overseeing Implementation

The Deputy Superintendent or Senior Executive Director of Personnel will oversee the implementation of procedures on reporting, investigating and remedying allegations of any of the above prohibited behavior(s).

A Compliance Officer shall be appointed annually to carry out the district's responsibilities pursuant to this policy, Policy 6560, and Policy 6211.

The Board shall annually appoint in each school a Dignity Act Coordinator. The role of the DAC, in addition to his/her regular position, is described in Policy 6211.

Adopted: August 26, 1997

Revised and readopted: July 13, 1999

Revised and adopted: July 10, 2012

Revised and adopted June 11, 2013

Revised and adopted August 12, 2014

***Ensuring our Workplace and Schools are
Free from Harassment/Intimidation/Bullying/Discrimination***

The Board recognizes that harassment/intimidation/bullying/discrimination can originate from another employee, a student, a Board member or any non-employee volunteer who works subject to the control of school authorities, as well as "any person" on school premises.

Procedures

The BOCES shall publicize on the website and in official publications of the BOCES the name and contact information of the BOCES Compliance Officer:

Dr. Hugh Gigante, Executive Director of Personnel
507 Deer Park Rd., Dix Hills, NY 11746
631-549-4900, ext. 204
hgigante@wsboces.org

In addition, the Board, through this regulation, has established grievance procedures that provide for prompt investigation and equitable resolution of employee harassment/intimidation/bullying/discrimination complaints.

Consistent with federal and state law, and all applicable provisions contained in the district's policy manual and collective bargaining agreements, the following procedures shall be employed in handling any report, investigation and remedial action concerning allegations of harassment/intimidation/bullying/discrimination:

Reporting

Employees who believe they have been subjected to harassment/intimidation/bullying/discrimination are to report the incident to their immediate supervisor or other building administrator or the Compliance Officer. The administrator receiving the report shall notify the appropriate Executive Director, who in turn will inform the Compliance Officer of all complaints. Should the immediate supervisor be the alleged, the report shall be made to a different administrator in the building or appropriate Executive Director or Compliance Officer. Employees can pursue the complaint informally or file a formal complaint.

School employees who witness harassment/intimidation/bullying/discrimination or receive an oral or written report of harassment/intimidation/bullying/discrimination shall promptly orally notify the building administrator, who will promptly notify the appropriate Executive Director or Compliance Officer, not later than one school day after such employee witnesses or receives a report of harassment/intimidation/bullying/ discrimination. Should immediate supervisor be the alleged, the report shall be made to a different administrator in the building or appropriate Executive Director or Compliance Officer.

Such school employee shall also file a written report using Attachment A with the building administrator who will promptly notify the appropriate Executive Director or Compliance Officer no later than two school days after making an oral report.

The building administrator or designee shall lead or supervise the thorough investigation of all reports of harassment/intimidation/bullying/discrimination, and ensure that such

investigation is completed promptly after receipt of any written reports.

The Compliance Officer shall promptly lead or supervise a thorough investigation of all material incidents as per the investigation guidelines below and take prompt action, consistent with the BOCES Code of Conduct or other relevant Board policy. This action shall be reasonably calculated to end the harassment/intimidation/bullying/discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed.

The building administrator shall notify promptly the appropriate Executive Director and the appropriate local law enforcement agency when it is believed that any harassment/intimidation/bullying/discrimination constitutes criminal conduct.

Upon receipt of a formal or informal complaint, a prompt, thorough and impartial investigation of the allegations shall follow. This investigation is to be conducted diligently. All witnesses shall be interviewed, and pertinent materials reviewed. Complainants and the accused are to be notified of the outcome of the investigation.

Where possible, all reports of harassment/intimidation/bullying/discrimination will be held in confidence subject to all applicable laws and any relevant provisions found in the BOCES Policy Manual and collective bargaining agreements, provided they do not interfere with the district's ability to investigate a complaint or take corrective action on the complaint.

INVESTIGATION GUIDELINES

Employees who believe they have been subjected to harassment/intimidation/bullying/discrimination may request that an informal meeting be held between them and the appropriate supervisor. Although it is recommended that employees first contact the appropriate supervisor/building administrator, employees may freely bring their complaint to any administrator in the school district with whom they feel comfortable. Immediately upon receiving such a request, the building administrator should be notified of the request. The building administrator will inform the appropriate Executive Director. The appropriate Executive Director will contact the Compliance Officer. Only after contact with the Compliance Officer is any further action to be taken.

The building administrator will conduct the investigation of an informal complaint which is to include a prompt discussion of the complaint with the alleged. The building administrator is encouraged to seek assistance/guidance from the appropriate Executive Director and the Compliance Officer. The building administrator will report all such incidents/investigations to the Compliance Officer. The purpose of a meeting with the complainant is to discuss the allegation(s) to ensure accuracy and clarity, remedial or corrective steps available, and to allow the complainant the opportunity to decide whether the complaint is **informal** (verbal) or **formal** (written). Employees are entitled to be accompanied by a representative of their bargaining unit should they so choose. The specific procedural steps are outlined below:

Informal Complaints (Verbal)

The building administrator, with the knowledge of the appropriate Executive Director and the Compliance Officer, is responsible for conducting the investigation of an informal complaint.

Informal: Step 1 Based on the information provided by the complainant, the building administrator will interview any witnesses, followed by an interview with the accused. At the conclusion of the interviews, the building administrator will write a summary report of the incident

and the completed interviews. If it is determined that harassment/intimidation/bullying/discrimination took place, the summary report should include any recommendations for corrective or disciplinary actions. The summary report should be transmitted to the Compliance Officer with a copy to the appropriate Executive Director for review before any action is taken.

Informal: Step 2 After reviewing the summary report, the Compliance Officer will provide specific directions to the building administrator. The directions will encompass actions to be taken dependent on whether the summary report determines that harassment/intimidation/bullying/discrimination took place and/or whether the accused admits the allegations.

- a. Should the accused admit the allegations, the building administrator will be advised to obtain a written assurance that the unwelcome behavior will stop. The written assurance should be transmitted to the Compliance Officer. Depending on the severity of the allegations, further disciplinary actions may be taken by the Compliance Officer.
- b. Based on the summary report (and the written assurance from the accused if one is obtained), the Compliance Officer in consultation with the appropriate Executive Director will develop the final resolution report that includes a Resolution Statement indicating whether harassment/intimidation/bullying/discrimination has occurred. The Resolution Statement will be shared with the complainant and the accused by the building administrator. The complainant will indicate on the Resolution Statement whether or not the resolution is satisfactory. If the complainant is satisfied with the resolution, the incident will be deemed closed. However, the complaint may be reopened for investigation if a recurrence of harassment/intimidation/bullying/discrimination is reported. The building administrator is to inform the complainant to report any recurrence or any retaliatory action that might occur.
- c. If the accused admits the allegations, but refuses to give assurance that the unwelcome behavior will stop, the building administrator is to confer with the appropriate Executive Director and then file a written report with the appropriate Executive Director. The report is to indicate the nature of the complaint, a description of what occurred when the building administrator informed the accused of the allegations, the accused's response to the allegations, and a recommendation that stronger corrective measures be taken. The report may be accompanied by the employee's **formal** complaint.
- d. Should the accused **deny** the allegations, the building administrator will inform the appropriate Executive Director and the Compliance Officer who will then develop the final resolution report, including the Resolution Statement, and transmit it to the building administrator with a copy to the appropriate Executive Director. The building administrator will inform the complainant of the denial, and ask the complainant to indicate on the form whether the resolution is satisfactory. The building administrator will also inform the complainant that s/he may file a **formal** written complaint for further formal investigation.
- e. If the complainant is dissatisfied with the resolution and desires that further investigation occur, the building administrator will provide a formal complaint form for the complainant to complete and submit. The building administrator will then file a report with the appropriate Executive Director and the Compliance Officer setting forth the events that have occurred to that point. If the complainant submits a formal complaint, a copy of the complaint should accompany the building administrator's report with a recommendation for further action.
- f. The Compliance Officer is to keep the accused informed of the satisfactory or unsatisfactory resolution and is to reiterate the Board's prohibition of any retaliatory action.

Formal Complaints (Written)

A formal written complaint will consist of a completed form and a copy of any applicable building administrator reports. The form shall solicit the specifics of the complaint; e.g., date and place of incident, description of misconduct, names of any witnesses, and any previous action taken to resolve the matter.

Formal complaints may be submitted either to initially report any incidence of harassment/intimidation/bullying/discrimination, or as a follow-up to an unsatisfactory resolution of an informal attempt to resolve a complaint. In the latter case, the formal written complaint is to be submitted to the building administrator/supervisor originally consulted, who will then forward it to the appropriate Executive Director and the Compliance Officer. The Compliance Officer with full support of the appropriate Executive Director is responsible for conducting the investigation of a formal complaint.

Although it is recommended that employees bring their complaints to the appropriate supervisor/building administrator, the complaint may be received by any administrator. Should the building administrator be the accused, the matter should be referred to another administrator, and the accused bypassed. Whomever the employee files the complaint with is responsible for reporting the incident to the building administrator, who will then follow the procedures outlined in these guidelines. In the event that the building administrator is the accused the individual who receives the complaint should forward it to the appropriate Executive Director who will then immediately submit to the Compliance Officer.

Formal: Step 1 Based on the information provided by the complainant, the Compliance Officer will begin to review necessary documents, interview any witnesses, other pertinent individuals as appropriate, and the accused within 5 school days.

Formal: Step 2 Within 30 school days, the Compliance Officer will write a final report of the investigation which indicates whether harassment/intimidation/bullying/discrimination occurred, and includes a Resolution Statement. The report will also include a list of those persons interviewed and documents reviewed during the investigatory process. The report is to be filed with the Compliance Officer. If, for good cause, more time is needed for the investigation, the complainant shall be notified of the delay and given an expected date of completion.

Formal: Step 3 The Compliance Officer shall take immediate, appropriate corrective action upon a determination of harassment/intimidation/bullying/discrimination. The Compliance Officer shall meet with the complainant to report the findings and resolution of the complaint, as well as to allow the complainant the opportunity to decide whether the resolution is satisfactory. The Compliance Officer shall also report the findings to the accused and reiterate the Board's prohibition of any retaliatory action. Irrespective of the findings or the complainant, BOCES is not precluded from initiating disciplinary action against the accused.

If the both parties are satisfied with the resolution, the incident will be deemed closed. However, the investigation may be reopened for investigation if a recurrence of harassment/intimidation/bullying/discrimination is reported. The Compliance Officer will follow-up with the complainant to verify that no recurrence of the harassment/intimidation/bullying/discrimination or any retaliatory action has occurred.

Formal: Step 4 If the investigation reveals that no harassment/intimidation/bullying/discrimination has occurred, the Compliance Officer will report such to both parties and provide the

complainant with the opportunity to indicate whether s/he is satisfied with the resolution. The Compliance Officer shall also report the findings to the accused and reiterate the Board's prohibition of any retaliatory action. BOCES, however, is not precluded from initiating disciplinary action against accused.

Formal: Appeal Process If the complainant or accused is dissatisfied with the resolution and desires that further investigation occur, an appeal shall be made on the Appeal Form to the District Superintendent within 30 days of complainant's receipt of the final resolution report. The Compliance Officer will file a report with the District Superintendent or designee setting forth the events that have led to this point. All significant information/data will also be shared with the District Superintendent or designee for use in resolving the situation.

First Appeal: District Superintendent Level

Within five school days of receiving notice of appeal, the District Superintendent or designee will review necessary documents, interview any witnesses or other pertinent individuals, as appropriate, and interview the accused. Within 30 school days, The District Superintendent or designee will render a decision. If for good cause more time is needed to conduct a thorough investigation, all parties will be so notified in writing with a new expected date of completion.

Second Appeal: BOCES Board Level

If a party is not satisfied with the decision reached at the District Superintendent level, an appeal can be made by either party to the BOCES Board. Notice of appeal must be made in writing and delivered to the board or the district superintendent's office within five school days of the district superintendent-level decision. The BOCES Board will hire persons knowledgeable in civil rights laws and investigations who have no affiliation with any of the parties to conduct an independent review of all materials. Within 30 school days, the independent reviewers will render a decision. If for good cause more time is needed to conduct a thorough investigation, all parties will be so notified in writing with an expected date of completion.

Remedial Action

If the investigation reveals that harassment/intimidation/bullying/discrimination has occurred, appropriate sanctions will be imposed in a manner consistent with any applicable law, BOCES policies and regulations and collective bargaining agreements. Depending on the gravity of the misconduct, sanctions may range from a warning, up to and including dismissal of an employee or suspension of a student. Remedial action shall also be considered where appropriate.

Anyone subjecting complainants or witnesses to any form of retaliation will also be subject to disciplinary action in the manner prescribed by law and consistent with any applicable provisions in the BOCES policy manual or collective bargaining agreements.

If the investigation reveals that no harassment/intimidation/bullying/discrimination has occurred, or if the complainant is not satisfied with the remedial action taken after a finding of harassment/intimidation/bullying/discrimination, the complainant may appeal to the District Superintendent or designee as described above. The appeal must include a copy of the original complaint, all relevant reports, the specific action being appealed, and an explanation of why the complainant is appealing.

Post Remedial Action

Following a finding of harassment/intimidation/bullying/discrimination, complainants may be

periodically interviewed by the appropriate supervisory personnel to ensure that the violation has not resumed, and that retaliatory action has not occurred. If warranted these follow-up interviews may continue over a period of time. A report will be made of the complainant's response. All records will be maintained in the Compliance Officer's office in a central depository.

Complaint Records

Upon written request, the complainant and/or the accused may receive a copy of the Resolution Statement filed by the supervisor or other district official concerning the complaint.

False Accusations

False accusations of harassment/intimidation/bullying/discrimination shall be subject to disciplinary action in the manner prescribed by law and consistent with any applicable provisions in the BOCES policy manual or collective bargaining agreement. Given the nature of these types of violations and the serious ramifications that may result from the complaint, BOCES recognizes also that false accusations can have serious effects on innocent people, and any such false accusations will be dealt with severely.

Investigation in the Absence of a Complaint

The Board will, in the absence of a complainant's complaint, ensure that an investigation is commenced by the appropriate individuals, upon learning of, or having reason to suspect, the occurrence of harassment/intimidation/bullying/discrimination.

Staff Training Regarding this Policy

All new staff members are to receive a copy of this policy upon being hired. The building administrator shall annually provide a copy of this policy to all staff. Annual staff training shall cover the contents of this policy and how staff members are to promote a positive school environment that is free from harassment/intimidation/bullying (including cyberbullying) and discrimination and to respond properly to complaints related to harassment/intimidation/bullying/discrimination. The Dignity Act Coordinators (DACs) shall provide input on relevant training at each building level to raise awareness and sensitivity to potential acts of harassment/intimidation/bullying/discrimination directed at students and/or employees. See DAC description in Policy 6211.

The building administrator and the appropriate Executive Director will work with the building's DAC to plan training to address issues that arose in the building related to reported incidents not withstanding matters of privacy.

Administrator Training

All administrators shall be trained upon hiring and then on a regularly scheduled basis on the contents of this policy; how to respond properly to this policy; methods for conducting and documenting an investigation; reporting requirements; confidentiality issues and information on how to prevent retaliation and promoting a positive school environment that is free from harassment/bullying (including cyberbullying) and discrimination.

Revised and adopted: July 10, 2012

Revised and adopted: June 11, 2013

Revised and adopted: August 12, 2014

FORMAL COMPLAINT FORM
Harassment/Intimidation/Bullying/Intimidation

Individual Filing Complaint -

Name _____

Position/Title _____

Complaint Filed Against -

Name _____

Position/Title _____

Date of Incident _____

Place of Incident _____

Description of event(s) which caused you to file this complaint. Please give dates and all relevant information in sequential order. Attach any evidence. If you need additional space, feel free to attach additional pages to this form.

Name of witnesses (if any)

Has the incident been reported before _____

If yes, when? _____ To Whom? _____

What was the resolution?

Signature of Complainant

Date

Signature of Supervisor/Building Administrator*

Date

Complaint may be given verbally or completed form may be given or sent to the immediate supervisor or building administrator. Or, it may be sent to the Compliance Officer or the District Superintendent or designee who is located at 507 Deer Park Road, Dix Hills, NY 11746.

Upon request, assistance will be provided by the Compliance Officer at (631) 549-4900 Ext. 204.

* except as described in Formal Complaints section of policy.

COMPLAINT APPEAL FORM
Harassment/Intimidation/Bullying/Intimidation

Individual Filing Complaint -

Name _____

Position/Title _____

Date of Original Complaint _____

Have there been any prior appeals? _____

If yes, when? _____ To whom? _____

Description of decision being appealed

Why is the decision being appealed?

If you need additional space, feel free to attach additional pages to this form.

Signature of Complainant

Date

Completed form must be sent to the District Superintendent or designee who is located at 507 Deer Park Road, Dix Hills, NY 11746

Upon request, assistance will be provided by the Compliance Officer at 549-4900 Ext. 204.

Personnel

Performance Review

The administration shall undertake a continuous program of supervision and evaluation of all personnel in Western Suffolk BOCES in order to promote improved performance and to make decisions regarding tenure and continued employment. The primary purposes of this program of evaluation are:

- a. To enhance self-improvement and performance;
- b. To encourage and promote self-evaluation by personnel;
- c. To provide a basis for evaluative judgments by administrative staff.

Adopted: June 10, 1997

Personnel

Evaluation of Professional Staff: Teachers

The primary purpose of teacher observation and evaluation shall be improvement of instruction. It is through a strong program of evaluation, based on goal--setting with individuals, observation, supervisor assistance, and formal evaluation, that the goals and objectives of BOCES' instructional programs can be met.

The evaluation process shall assure that:

- a. The instructional staff participates in the development of evaluation procedures instruments.
- b. Specific performance objectives are mutually established by the evaluator and evaluatee.
- c. All observations are conducted in a professional manner.
- d. Assistance for improvement, as needed, is offered by the supervisor.
- e. Regular evaluation is made of the performance of all instructional personnel, both tenured and non-tenured personnel, pursuant to the labor agreement between Western Suffolk BOCES and the Faculty Association (schedule attached).
- f. Inservice assistance is provided to supervisors and administrators in the arts of evaluating.
- g. Ongoing review is conducted of evaluation techniques, instruments, and procedures.

Adopted: July 8, 1997

TEACHER OBSERVATION/EVALUATION PROCEDURES AND INSTRUMENTS

1. Each teacher will be observed by an appropriate supervisor in accordance with the following schedule:

Tenured and non-tenured teachers – at least one observation per year.

Non-tenured teachers who may not be receiving tenure must be observed at least three times in the non-tenured year, one prior to January 1, the second prior to March 1 and the SECOND prior to May 1 and each observation shall be at least one month apart.

2. Prior to each observation, the teacher will receive five working days' notice of said observation. Notice time may be extended or shortened subject to mutual agreement of supervisor and teacher.
3. The teacher and supervisor will cooperatively schedule a Pre-Observation Conference or they may mutually agree to waive the pre-observation conference.
4. The teacher and supervisor will mutually discuss identified goals, objectives, instructional strategies, IEP's for Special Education, and evaluation techniques as prepared by the teacher on the Pre-Observation Conference form. Modifications will be noted as agreed to.
5. During the course of the formal observation, the supervisor will record as carefully as possible what actually takes place during the instructional period.
6. Within five working days after the observation, the supervisor will provide the teacher with a copy of his or her report of the observation.
7. Within five working days after the observation, the teacher and supervisor will cooperatively schedule a Post-Observation Conference for review of the observation record.
8. During the Post-Observation Conference, the supervisor and teacher will discuss the report and record teacher strengths and areas of improvement as found in Appendix 3.
9. Instruments used to record information are the Pre-Observation Conference form, the Observation report and the Post-Observation Conference form which will be signed as acknowledgment by teacher and supervisor prior to filling in the teacher's permanent record folder. (See Appendix 1, 2, 2B and 3.)
10. This process should in no way be construed to limit the number of teacher observations to one per year or preclude requests for additional observations.
11. Alternate instruments for non-classroom situations will be mutually developed. These instruments will be reviewed and approved by the Labor Management Committee.
12. The total evaluation process will consist of an assessment of the formal observations conducted during the school year as well as reports of classroom visitations and all other reports filed by the designated supervisor or supervisors. (See Appendix 4.)

13. Teachers on probation and not being recommended for tenure as well as 3020A possible under the Education Law as decided by the administration may request and shall receive an additional observation by a different supervisor.

APPENDIX 1
PRE-OBSERVATION CONFERENCE FORM

Teacher's Name _____

Supervisor's Name _____

Conference Date _____ Time: Beg. _____ End _____

Lesson Date _____ Time _____

Goal of the Lesson _____

Specific objectives to be accomplished (State in observable, measurable terms or as relevant to IEP's for Special Education.)

1. _____
2. _____
3. _____

Plans for meeting objectives-include materials, techniques, rationales, etc. (More than one plan should be considered.)

Evaluation Procedure(s) (Teacher describes process for evaluating effectiveness of the lesson-student progress.)

Summary of Pre-Observation Conference (Lesson plan should be identified.)

Signatures of Acknowledgment

Teacher _____ Date _____

Supervisor _____ Date _____

APPENDIX 2
LEWIS A. WILSON TECHNOLOGICAL CENTER
OCCUPATIONAL EDUCATION

TEACHER OBSERVATION

Teacher:

Supervisor:

Date:

Time:

Goal of the Lesson:

The Lesson:

Teacher's Initial

Date

APPENDIX 2B
SPECIAL EDUCATION
CLASSROOM OBSERVATION

TEACHER _____ DATE _____

CLASS _____ TIME _____

SITUATION DESCRIPTION: _____

COMMENDATIONS: _____

RECOMMENDATIONS: _____

DATE OF PRE-OBSERVATION CONFERENCE _____

DATE OF POST-OBSERVATION CONFERENCE _____

TEACHER'S INITIALS

SUPERVISOR'S SIGNATURE

APPENDIX 3
POST OBSERVATION CONFERENCE FORM
(To Be Completed by Supervisor)

Teacher's Name _____

Supervisor's Name _____

Conference Date _____ Time: Beg. _____ End _____

Lesson Date _____ Time _____

Teaching strengths as agreed to by teacher and supervisor:

Supervisory plans for improving areas as identified for improvement:

Objectives accomplished by the lessons identified in Pre-Observation Conference:

1. _____

2. _____

3. _____

(Attach supporting documentation.)

Summary of Post Observation Conference:

Signatures of Acknowledgment:

Teacher _____ Date _____

Supervisor _____ Date _____

APPENDIX 4

TEACHER'S EVALUATION

TEACHER'S NAME _____ DATE _____

1. Classroom Performance:

2. Performance of assigned duties, i.e., Bus, Homeroom

3. Interaction with others, i.e., Parents, Teachers, Staff:

4. Other Constructive Comments:

Teacher's Signature _____ Date _____

Supervisor's Signature _____ Date _____

PERSONNEL

Health of Employees

The District Superintendent is hereby authorized to develop regulations and administrative procedures as needed to safeguard the health of the Western Suffolk BOCES staff. In keeping with this goal, Western Suffolk BOCES will have a program of universal precautions in place at each facility.

Adopted: October 14, 1997

Revised & Re-adopted: October 16, 2013

Personnel

Human Immunodeficiency Virus (HIV) Related Illnesses

The Board contends that a student shall not be denied the right to attend school or continue his/her education nor shall an employee be denied the right to continue his/her employment who has been diagnosed or identified as having a positive blood test for the antibodies to the Human Immunodeficiency Virus (HIV). The Board further contends that under current law and regulations, the disclosure of confidential HIV-related information must be strictly limited.

Administrative regulations and procedures shall be developed and implemented by the administration based on recommendations from the New York State Education Department and New York State Department of Health and from consultation with professional and medical staff in the District.

The Superintendent shall also establish protocols for implementing universal precautions to deal with the cleaning and handling of body fluids in school, with special emphasis placed on staff awareness.

This policy should be reviewed on an annual basis and revised as legislation warrants.

Confidentiality: Public Health Law,
Article 27-F

Adopted:

Personnel

Exposure to Bloodborne Pathogens

The Board of Education recognizes that all Board appointed employees may be exposed to blood and/or body fluids as a consequence of employment. The Exposure Control Plan (ECP) is provided to eliminate or minimize occupational exposure to bloodborne pathogens in accordance with OSHA Bloodborne Pathogens Standard, Title 29 Code of Federal Regulations 1910.1030.

The ECP is a key document to assist our organization in implementing and ensuring compliance with the Standard, thereby protecting our employees. This ECP includes:

- a. Employee exposure determination;
- b. The procedures for evaluating the circumstances surrounding an exposure incident; and
- c. The schedule and method for implementing the specific sections of the standard, including:
 1. Methods of compliance
 2. Hepatitis B vaccination and post-exposure follow-up
 3. Training and communication of hazards to employees
 4. Recordkeeping

Adopted:

Personnel

Hepatitis B

The Executive Officer will develop procedures relevant to Hepatitis B. Special precautions will be taken to provide for the health and safety of staff and students.

Adopted:

Personnel

Communicable Diseases

The Board requires that appropriate administrative rules, regulations and procedures shall be adopted and enforced so as to assure that this BOCES is in compliance with all Federal and State laws, rules and regulations which pertain to the establishment of reasonable precautions designed to prevent the spread of communicable diseases. Further, the Board requires that this BOCES supplement its administrative rules, regulations and procedures which are derived from Federal and State requirements with administrative rules, regulations and procedures which may be needed based exclusively on local need. This policy, even though general in nature, is specifically intended to apply to the students enrolled in the programs of this BOCES.

The Board requires that appropriate administrative rules, regulations, and procedures shall be adopted and enforced so as to assure that this BOCES is in compliance with all Federal and State laws, rules and regulations which pertain to the establishment of reasonable precautions designed to prevent the spread of communicable diseases. Further, the Board requires that this BOCES supplement its administrative rules, regulations and procedures which are derived from Federal and State requirements with administrative rules, regulations and procedures which may be needed based exclusively on local need. This policy, even though general in nature, is specifically intended to apply to the employees of the BOCES.

Adopted:

Personnel

Recruitment, Selection, and Appointment of Personnel

It is the policy of the Board to employ the individual best qualified. The Board encourages recruitment of employees with a wide variety of backgrounds. Recruitment practices shall not overlook the talents and potential of individuals already employed by BOCES. Any present BOCES employee may apply for any position for which he/she has certification and meets other stated requirements.

It is the responsibility of the superintendent, with the assistance of other administrators, to determine the personnel needs of BOCES and to locate suitable candidates to recommend for employment.

It shall be the duty of the Executive Officer to see that persons recommended for employment meet all qualifications established by law, or by the Board, for the position for which the recommendation is made.

Openings in BOCES programs shall be known to present employees in sufficient time before the position is filled to permit them to submit an application.

Assignments of personnel shall be at the direction of the Executive Officer/designee. Upon employment, the Personnel Office shall be responsible for familiarizing staff with the policies and administrative plans of the Western Suffolk BOCES.

Instructional and non-instructional personnel shall be appointed by the Board upon the recommendation of the Executive Officer.

As a condition of employment, all new professional staff members shall take the oath of allegiance required by the State of New York.

Civil Service Employees

All non-instructional employees are subject to the regulations of the Suffolk County Civil Service Commission. An individual must receive a passing grade and be reachable on the appropriate list to qualify for permanent appointment to a competitive position.

Refer to Policy #5151, Temporary and Part Time Employees, concerning part-time and temporary employees.

Adopted: November 12, 1997

Personnel

Temporary and Part-Time Employees

The Executive Officer is authorized to fill vacant positions on a temporary basis when such positions are necessary for the maintenance or continuity of a program or service.

Substitute Teachers

The Executive Officer's designees are responsible for obtaining the services of a qualified substitute teacher after having been notified that the regular teacher shall be absent.

Commissioner's Regulations
Section 80.36
Education Law Section 3023

Adopted: November 12, 1997

Revised and re-adopted: September 9, 2008

Personnel

Part-Time Faculty - Salary Increment

Part-Time Teachers

When a part-time teacher is entitled to advancement on the next highest step on an approved salary schedule each teacher's salary will be prorated on the appropriate step based on their percent of part-time employment.

Full-time Teachers Working Less than a Full Year

Full-time teachers who work less than a full year as a result of an approved leave of absence or a beginning date of employment after the start of the school year, will receive advancement on the salary schedule (if they are entitled to such step advancement) if their effective date of employment is prior to February 1.

Adopted: November 12, 1997

Personnel

Support Staff Supplementary Pay Plans (and Overtime) and Pay Date Schedules

Support Staff Supplementary Pay Plans

In the event it becomes necessary for employees to work additional hours beyond those of the normal work week in order to maintain the proper functioning of BOCES services and/or facilities, compensation shall be paid for overtime in accordance with contractual requirements, the Federal Fair Labor Standards Act and the policy below.

All overtime shall require the advance approval of the employee's immediate supervisor and the administrator in charge of the particular operation.

Pay Date Schedules

Salaries of 10 month and school year employees will be paid bi-weekly on alternate Fridays on a ten- or twelve- month basis. Payments are to be made when due without further action by the Board.

Adopted: November 12, 1997

Personnel

Fringe Benefits - Non-Represented Staff (Unit VI)

Benefits in addition to basic salary are recognized by the board as an integral part of the total compensation plan for staff members. The benefits extended to non-represented positions covered by this policy shall be to provide economic security and incentive for professional development that will benefit the BOCES programs.

Employees in this category shall be included in one of the following groups.

- A. Assistant Directors and Directors
- B. Administrators/Supervisors and Support Staff hired prior to Jan. 1, 2000
- C. Support Staff hired after Jan. 1, 2000
- D. Support Staff/200 day calendar

The District Superintendent or designee shall determine what job titles represent administrative or supervisory functions.

For the purposes of this policy, fringe benefits shall include all items included on Attachment B.

Payment for Sick Leave at Retirement:

Employees covered by this policy who retire (qualify for a benefit from NTSTRS or NYSERS) and who have at least 10 years of full-time service with satisfactory job performance with Western Suffolk BOCES will qualify to receive a payment for all accumulated and unused sick leave at the rate of one day's pay for every two days accumulated sick leave to a maximum of 220 days accumulated at the rate of 1/220th per day (1/200th per day for 10-month and 200-day employees.)

Employees who have at least 15 years of full-time service with satisfactory job performance with Western Suffolk BOCES and who notify the District Superintendent of their intent to retire a minimum of 12 months prior to the effective retirement date will qualify to receive a payment for all accumulated and unused sick leave at the rate of 1.2 day's pay for every two days accumulated sick leave to a maximum of 220 days accumulated at the rate of 1/220th per day (1/200th per day for 10-month and 200 day employees.)

Regardless of other provisions in this section:

- A. Employees hired between July 1, 2012 and June 30, 2015, in categories B, C or D above will be limited to a maximum payment not to exceed one day's pay for every two days accumulated to a maximum of 100 days accumulated at the rate of 1/220th per day (1/200th per day for 10-month and 200 day employees.)
- B. Employees hired on or after July 1, 2015, will be limited to a maximum payment not to exceed one day's pay for every two days accumulated to a maximum of 100 days accumulated at the rate of 70% of 1/220th per day (1/200th per day for 10-month and 200 day employees.)

All such payments shall be, to the maximum permitted under the law, converted to a non-elective contribution to an authorized 403 (b) plan.

Vacation Leave

Employees who work either the school calendar or the 200-day calendar shall not be eligible to earn vacation leave credit.

Accrual and payment for vacation days is limited by Policy 3341.

Employees Less Than Full-Time

Employees working less than full-time shall receive prorated credit for all benefits. It is recognized that some benefit plans may limit the participation of part-time staff.

Cross References: Policy 3341

Updated and Re-Adopted: July 2, 1998

Updated and Re-Adopted: January 11, 2000

Updated and Re-Adopted: April 9, 2002

Updated and Re-Adopted: February 11, 2003

Revised and Re-Adopted: June 13, 2006

Revised and Re-Adopted: June 12, 2007

Revised and Re-Adopted: June 12, 2012

Revised and Re-Adopted: July 7, 2015

NON-REPRESENTED STAFF (UNIT VI)

Group A

Assistant Director, Career & Technical Ed.	Director of Technology Support
Assistant Director, Special Education	Director of Purchasing
Director of Facilities Support	
Director of Personnel	

Group B

Case Manager	Grants Analyst
Chief Occupational Therapist	Grants Technician
Chief Physical Therapist	Grants Writer
Claims Auditor	Library Coordinator
Confidential Clerical – Pre Jan. 1, 2000	Network Communications Manager
Coord. of Professional Development	Outdoor Envir. Education Prog. Admin.
Database Manager	Program Coordinator, School Planning
Division Administrator – DISS	School Lunch Coordinator
Division Administrator - Grants	School Lunch Manager – 12 month
Divisional Admin. for Curr. & Instruc.	School Purchasing Agent
Employee Benefits Supervisor	
Food Service Supervisor	

Group C

Applications Software Specialist	Program Administrator
Assistant Plant Facilities Administrator	Program Manager – EVEN Start
Bus Transportation Technician	Program Specialist – DISS
Conf. Clerical – Post Jan. 11, 2000	Program Specialist – Health
Case Manager – Post 1/11/00	Program Specialist – Instr. Technology
Community Service Aide	Program Specialist – Model Schools
Educational Coordinator	Programmer Analyst
Ed. Program Specialist (10-month)	Purchasing Manager
Grants Coordinator	Research Analyst
Labor Specialist I	Research Technician
Labor Specialist II	School Maintenance Crew Leader
Labor Specialist III	School Planning & Research Manager
Media Development Coordinator	School Transportation Coordinator
Media Development Specialist	Software Application Manager
Network Communications Specialist	Sr. Accountant
Network & Systems Specialist I	Sr. Program Specialist
Network & Systems Technician	Sr. Programmer Analyst
Outdoor Environmental Education Specialist	Sr. Programmer Specialist
Principal Programmer Analyst	Training Coordinator
	Treasurer
	Web Site Manager

Group D

Teacher Center Director

Program Specialist – Instructional Coach – Literacy (ELA)

Program Specialist – Instructional Coach - Math

Program Specialist/Learning & Technology (200 day)

Program Specialist/School Planning (200 day)

School Health Policy Specialist

Previously revised by monthly Board actions: 10/97

Updated and Re-Adopted: June 30, 2001

Updated by monthly Board actions: 2003 through July 2007

Updated and Re-Adopted: August 19, 2008

Updated by monthly Board actions: through July 2009

Updated by monthly Board actions: through June 2010

Updated by monthly Board actions: through June 2012

Updated by monthly Board actions: through June 2013

Updated by monthly Board actions: through April 2014

**Unit VI – Unrepresented Staff
Summary of Benefit Items**

Item	Group A Assist Director/ Director	Group B			Group C Support Staff hired after 1/1/2000	Group D Support Staff 200 days
		Admin/Supervisor 12 month	Admin/Supervisor 10 month	Support Staff hired before 1/1/2000		
WSB/Employee: Health Ins Hired < 7/1/15 Salary < 85,000 Salary > 85,000 Hired >7/1/15	89/11% 83/17%	89/11% 83/17%	89/11% 83/17%	89/11% 83/17%	89/11% 83/17%	80/20% 80/20%
	\$7,700/Individual, \$18,000/Family. Amounts to increase by 3.5% annually					
Enhanced Vision Care	\$80/yr (Bd. Share)	\$80/yr (Bd. Share)	\$80/yr (Bd. Share)	\$80/yr (Bd. Share)	\$80/yr (Bd. Share)	\$80/yr (Bd. Share)
Dental Ins	\$30.35 Ind \$89.64 Fam	\$30.35 Ind \$89.64 Fam	\$30.35 Ind \$89.64 Fam	\$30.35 Ind \$89.64 Fam	\$30.35 Ind \$89.64 Fam	\$30.35 Ind \$89.64 Fam
LTD Plan	80%	80%	80%	80%	80%	80%
Term Life for those Appointed prior to 7/1/12 Appointed after 6/30/12 Appointed after 6/30/14	\$400,000 \$400,000 \$100,000	\$400,000 \$100,000	\$400,000 \$100,000	\$400,000 n/a	\$100,000 \$100,000	\$100,000 \$100,000
Calendar	Office (+2 H)	Office (+2 H)	School	Office (+2 H)	Office (+2 H)	200 days/12mo.
Sick Leave (posted 7/1, earned monthly)	16/yr (3 personal)	16/yr (3 personal)	13.33/yr (3 personal)	16/yr (3 personal)	16/yr (3 personal)	6/yr (1 personal)
Sick Accum	Unlimited	Unlimited	Unlimited	Unlimited	Unlimited	90 day max
Pd at Retirement (as 403b non elec)	See policy 5152.1	See policy 5152.1	See policy 5152.1	See policy 5152.1	See policy 5152.1	N/A
Vacation Appointed after 6/30/14	30/yr (2.50/mo.) 25/yr (2.08/mo.)	25/yr (2.08/mo.)	N/A	25/yr (2.08/mo.)	20/yr (1.67/mo.)	N/A
Vac Maximum	30/60 > 10 yr	30/60 > 10 yr	N/A	30/60 > 10 yr	30/60 > 10 yr	N/A
Pd at Retirement (as 403b non elec)	See policy 3341	See policy 3341	N/A	See policy 3341	See policy 3341	N/A
Longevity Pay (yr of full time service)	10 yr = \$3200 15 yr = \$4200 ea yr to 20 = \$250 ea yr to 25 = \$80	10 yr = \$3200 15 yr = \$4200 ea yr to 20 = \$250 ea yr to 25 = \$80	10 yr = \$3200 15 yr = \$4200 ea yr to 20 = \$250 ea yr to 25 = \$80	10 yr = \$3200 15 yr = \$4200 ea yr to 20 = \$250 ea yr to 25 = \$80	10 yr = \$3200 15 yr = \$4200 ea yr to 20 = \$250 ea yr to 25 = \$80	N/A
Doctorate	\$1,200	\$1,200	\$1,200	N/A	N/A	N/A

Note: For purposes of this policy, "appointed" refers to the date appointed to a Unit VI position covered by this policy, "hired" refers to the date initially appointed to any WSBOCES salaried position.

Adopted: June 12, 2007,
Revised & Adopted June 12, 2012,
Revised & Adopted January 15, 2013
Revised & Adopted: July 8, 2014,
Revised & Adopted: July 7, 2015,
Revised & Adopted: September 13, 2016
Revised & Adopted: December 12, 2017

Personnel

Incidental Teaching

Pursuant to Sections 207, 305 and 3004 of the Education Law, this BOCES adopts the following policy regarding incidental teaching:

BOCES will endeavor to recruit and hire New York State certified teachers whenever possible. If it is not possible to assign a New York State certified teacher, the following shall take place:

- a. The Executive Officer shall make a finding that the teacher being assigned to teach a subject on an incidental basis has sufficient teaching experience and knowledge of the subject matter to teach such subject in a competent manner.
- b. By October 1 of each year, the Executive Officer shall submit a list of all teachers assigned to teach on an incidental basis, including the courses he or she has been assigned to teach and the certification area of the teacher so assigned, to the BOCES at a public meeting. In the event an incidental teaching assignment is made after October 1, the Executive Officer shall report the assignment to the Board at the next regularly scheduled public Board meeting. The list of incidental teaching assignments for the current school year shall be submitted to the State Education Department.

Adopted: December 9, 1997

Personnel

Program Consultants

In situations where knowledge and/or technical skills are needed that cannot be supplied by the regular staff, technical and consultant assistance may be obtained. For example, consultants may be employed for planning and taking part in inservice programs, seminars, and workshops; for assisting in planning services; for making surveys.

Any arrangements to pay consultants for services must be endorsed by a contract which the Board and Executive Officer will execute.

Consultants who serve BOCES shall exercise no authority over the work of BOCES employees, but shall act only as advisers in the field in which they are qualified to offer assistance. All supervision of employees shall remain in the hands of those to whom such responsibility has been delegated by the District Superintendent.

Adopted: December 9, 1997

Personnel

Conditional Appointment & Emergency Conditional Appointment of Staff Members

The Board of Cooperative Educational Services recognizes that there will be instances in which it is necessary upon recommendation of the District Superintendent, for the Board to make a conditional appointment or an emergency conditional appointment of a prospective employee. To protect the district and provide for the safety of students who have contact with an employee holding a conditional appointment or an emergency conditional appointment, the Board adopts the following policy.

All employees to be employed on a conditional or emergency conditional appointment will sign an affidavit assuring the district that they have not been convicted of any criminal offense and that there are no criminal actions pending against him or her. Further, the district will conduct credential and reference checking of such employees in the same manner and to the same extent such checking is conducted of all prospective employees, whether to be employed on a conditional, emergency conditional or regular appointment basis. Such checking includes but is not necessarily limited to a review and confirmation of paper documents, including certification and licenses, transcripts, and other documents where such references may include both names of those provided by the prospective employee as well as names of persons with possible relevant information not so provided.

At the building level, administrators at each site shall ensure that conditional appointees:

1. consistent with the nature of employment, limit one-on-one contact with students to the extent practical;
2. must adhere to the regular schedule and shall not be given before or after-school assignments with students on an individual basis;
3. may not transport students in their private vehicles or be in contact with students in their professional capacity off school property.

In addition to the above, school administrators shall take deliberate steps to advise conditional appointees regarding appropriate conduct and monitor their activities to insure the safety of students in the district.

REFERENCE: Chapter 147 of the Laws of 2001 Amending Chapter 180 of the Laws of 2000

ADOPTED: August 28, 2001

Personnel

Drug-Free Workplace

It shall be the general policy of the Board of Education to affirm that all programs in the BOCES which receive Federal funds shall guarantee that their workplaces are free of controlled substances. A “controlled substance” includes drugs which are illegal and prescription drugs which are considered highly addictive. This policy shall guarantee that not only Federally funded programs, but the entire BOCES is free of controlled substances.

The Board of Education directs the administration to develop regulations to comply with this policy, and further supports such actions and activities of the administration as shall be required to maintain a drug-free workplace.

Drug-Free Workplace Act of 1988
(DFWAP.L. 100-690)

Adopted: December 9, 1997

Personnel

Alcohol, Drugs and Other Substances

The Board of Cooperative Educational Services of the Western Suffolk Board of Cooperative Educational Services, is committed to the prevention of alcohol, tobacco, and other substance use/abuse. This policy describes the philosophy of BOCES and the program elements that will be used to promote healthy life styles for its students and staff and to inhibit the use/abuse of alcohol, tobacco, and other substances.

No person may use, possess, sell or distribute alcohol or other substances, nor may use or possess drug paraphernalia on school grounds or at school-sponsored events except drugs prescribed by a physician and dispensed in accordance with policy (6510) JHCD. The terms "alcohol, tobacco and other substances" shall be construed throughout this policy to refer to the use of all substances including, but not limited to, alcohol, tobacco, inhalants, marijuana, cocaine, crack, LSD, PCP, amphetamines, heroin, steroids, look-alikes, and any of those substances commonly referred to as "designer drugs." The inappropriate use of prescription and over-the-counter drugs shall also be prohibited.

Additionally, the following persons shall be prohibited from entering school grounds or school-sponsored events: A person exhibiting behavior, conduct, or personal or physical characteristics indicative of having used or consumed alcohol or other substances.

Philosophy

The Western Suffolk BOCES will use the following principles as guides for the development of its substance use/abuse prevention efforts and for any disciplinary measures related to alcohol and other substances:

- a. Alcohol, tobacco and other substance use/abuse is preventable and treatable.
- b. The illegal and abusive use of alcohol and other substances by staff and/or students inhibits the Western Suffolk BOCES from carrying out its central mission of educating students.
- c. The behavior of the Western Suffolk Board, the administration, and all school staff should model the behavior asked of students.
- d. While the Western Suffolk BOCES can and must assume a leadership role in alcohol, tobacco, and other substance use/abuse prevention, this goal will be accomplished only through coordinated, collaborative efforts with parents, students, staff, and the community as a whole.

Primary Prevention for Students

- a. A sequential K-12 prevention program of activities adapted for the Special Education population and a preventative program of activities for students participating in alternative high school programs through Wilson Tech will be offered. Occupational Education students in our traditional half-day programs will receive their primary education on the prevention of substance use/abuse from their home school districts.
 1. Accurate and developmentally appropriate information about alcohol, tobacco, and other substances, including the physical, psychological, and social consequences of their use/abuse.
 2. Information about the relationship of alcohol and other substance use/abuse to other health compromising issues such as AIDS, teenage pregnancy, eating disorders, child abuse, suicide, and dropping out of school.
 3. Helping students develop appropriate life skills to resist the use of alcohol and other substances and to promote healthy life styles.
 4. Helping students identify personal risk factors for alcohol and other substance use/abuse and the steps needed to intervene.
 5. Helping students develop a positive self-concept.
 6. Helping students identify when they are under stress and how to manage or reduce stress through non-chemical means.
- b. Training school staff (in all Divisions), parents and guardians (in Special Education) to use the information and skills necessary to reinforce the components of this policy in the home, school, and community.
- c. Positive alternatives to alcohol and other substance use/abuse, such as peer leadership programs, service projects, and recreational and extracurricular activities. Such activities will be planned collaboratively by students, school staff, parents, community members and agencies.

Intervention

The intent of intervention programming is to eliminate any existing use/abuse of alcohol and other substances by students, and to identify and provide supportive services to those students at high risk for such use/abuse.

The components of such programming shall include:

- a. Providing alcohol and other substance use/abuse assessment and referrals to counseling services for students.
- b. Developing a referral process between district schools and community providers.

- c. Identifying and referring students to appropriate agencies when their use/abuse of alcohol and/or other substances requires counseling and/or treatment.
- d. Providing services to students in or returning from treatment to assure that the school environment supports the process of recovery initiated in the treatment program.
- e. Providing individual, group, and family counseling targeted at students at high risk for alcohol and/or other substance use/abuse.
- f. Educating parents on when and how to access Western Suffolk's intervention services.
- g. Confidentiality.

Employee Assistance Program

The Board recognizes that the problems of alcohol and other substance use/abuse are not limited to the student population but affect every segment of society. As such, the Western Suffolk BOCES Board in collaboration with the collective bargaining units has established an Employee Assistance Program to provide appropriate and confidential prevention, intervention, assessment, referral, support, and follow-up services for District staff who seek assistance with alcohol and other substance use/abuse related problems, emotional problems, mental illness, and other human problems. Western Suffolk BOCES staff are informed as to the services they can receive through the Employee Assistance Program and are encouraged to seek such help voluntarily.

Disciplinary Measures

Disciplinary measures for students and staff members found to have used or to be using, in possession of, selling, or distributing alcohol and/or other substances, and for students possessing drug paraphernalia are outlined in the Western Suffolk BOCES School Conduct and Discipline Policy.

Similar disciplinary measures for District staff are addressed in Education Law Sections 1711(5)(e), 2508(5), 3020-a, and 913.

Students who are disciplined for any of these infractions will be mandated to the intervention services established by this policy, or, in the case of BOCES staff, will be referred to the Employee Assistance Program.

Staff Development

The Board recognizes that if the administrative, instructional, and non-instructional staff are to be responsible for understanding, implementing, and modeling this policy, they must be trained about the components of an effective alcohol and other substance prevention program. Staff training will be an on-going process including the following:

- a. For all Staff:
 1. An understanding of why individuals use and abuse alcohol and other substances.
 2. Their role in implementing this policy, including how to identify students who exhibit high risk behaviors or who are using/abusing alcohol, tobacco and other substances, and how to refer these students to the appropriate services established by this policy.
 3. Awareness of personal risk factors for alcohol and other substance use/abuse so that they may identify personal use/abuse problems and seek assistance.
 4. Awareness of the special needs of students returning from treatment.
- b. Additionally, for teachers: The knowledge and skills necessary to implement alcohol and other substance prevention programs.
- c. For intervention staff: appropriate staff training for those identified to carry out the intervention function to assure that their assessment, individual, group, and family counseling and referral skills support the needs of high-risk, using, and abusing youth.
- d. For prevention staff: appropriate staff training to assure that they have the necessary knowledge and skills to support the application of prevention concepts through programming targeted at the school, home, and community.

Implementation, Dissemination and Monitoring

The Western Suffolk BOCES Board charges the Executive Officer to collaborate with BOCES staff, parents, students, community members, organizations, and agencies, including alcohol and other substance abuse service providers, in developing the specific programs and strategies necessary to implement this policy.

Upon adoption, copies of this policy will be distributed to and reviewed with all staff, students and parents annually and will be disseminated to the community through its organizations.

The Executive Officer is responsible for providing the Board with a periodic review of this policy, the programs and strategies implementing it, and his or her recommendations for revisions in the policy.

Drug-Free Workplace Act of 1988
(DFWAPL. 100-690)

Drug-Free Schools and Communities Act
Amendments of 1989 (P.L. 101-226)
Adopted: January 13, 1998

Personnel

Determination of Seniority/Instructional Personnel

BOCES is required under State Education Law to excess those staff members for whom no position exists. This excessing must be accomplished on the basis of seniority within tenure areas, it is necessary for the Board of Education to adopt procedural rules to establish such seniority.

Therefore, seniority for the purpose of excessing shall be established by the following tie breaking rules:

1. Beginning date of continuous service in the tenure area regardless of date of probationary appointment.
2. Date of board listing probationary appointment.
3. Date/Time of completion of personnel processing as indicated on the New Employees Form.
4. Amount of recall seniority in their bargaining unit.

Adopted: January 13, 1998

Revised and Re-adopted: November 13, 2007

Personnel

Complaints and Grievances by Employees

In accordance with the provisions of General Municipal Law and the collective bargaining agreements, all BOCES personnel shall have the opportunity to present their complaints or grievances free from interference, coercion, restraint, discrimination or reprisal. The BOCES shall provide at least two procedural stages and an appellate stage for the settlement of any grievance.

Complaints or grievances not covered under employee contracts shall be handled and resolved, whenever possible, as close to their origin as possible. The Executive Officer is responsible for implementing regulations for the redress of complaints or grievances through proper administrative channels.

Complaints and Grievances Coordinator

Additionally, the Board shall ensure compliance with Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and The Americans With Disabilities (ADA). The Executive Officer shall designate a BOCES employee as the Title IX/Section 504/ADA Coordinator and shall implement regulations and procedures to resolve complaints of discrimination based on sex or disability.

Prior to the beginning of each school year, the BOCES shall issue an appropriate public announcement which advises students, parents/legal guardians, employees and the general public of the BOCES established grievance procedures for resolving complaints of discrimination based on sex or disability. Included in such announcement will be the name, address and telephone number of the Title IX/Section 504/ADA Coordinator. The Title IX/Section 504/ADA Coordinator shall also be responsible for handling complaints and grievances regarding discrimination based on race, color, creed, national origin, political affiliation, age or marital status.

General Municipal Law, Sections 681-685
 Civil Rights Act of 1964, as amended in
 1972, Title VI, Title VII - Prohibits
 discrimination on the basis of race,
 color and national origin.
 Education Amendments of 1972, Title IX
 (P.L.92-318) - Prohibits discrimination
 regarding sex.
 Section 504 of the Rehabilitation Act of
 1973 and the Americans With Disabilities
 Act of 1990, 42 United States Code (USC)
 Sections 12101 et seq. - Prohibits discrimination on the

basis of disability.
Executive Law Section 291(1)
45 Code of Federal Regulations (CFR)
Part 90 (Federal Register, June 4, 1975,
August 11, 1975) - Prohibits discrimination regarding age and
marital status.

Adopted: January 13, 1998

Personnel

Employee Attendance at Conferences

The Board recognizes the importance of workshops, conferences and meetings to keep staff members informed of new developments within their field and to improve personal knowledge and skills. The following policy provides guidelines by which staff members may be authorized to attend such meetings.

- a. BOCES administrative personnel may participate in conferences subject to the approval of the Executive Officer or his designee. Limitations will depend on the time, cost and number of conferences during a school year. Requests shall be submitted in writing at least four weeks prior to conferences.
- b. BOCES administrative personnel may attend meetings and workshops with prior, written approval of the supervisor.
- c. BOCES teachers may be authorized to attend a conference by submitting a request to their immediate supervisor. Final approval will be granted by the Program Director.
- d. Non-instructional personnel may attend meetings, workshops and conferences with the approval of their immediate supervisor and the Program Director.
- e. Permission may be granted to employee organizations for some of their members to attend and represent the organization at meetings as set forth in the various negotiated contracts.

Adopted: January 13, 1998

Personnel

Reimbursement for Approved Expenses

The Board recognizes that the members of the administration and staff may incur expenses in connection with the carrying out of their official duties.

It is the intent of the Board that these individuals be reimbursed for such reasonable and necessary official expenses including travel, meals, lodging, registration fees for conference attendance, tolls, telephone calls and such other related expenses as the Executive Officer may approve.

The Executive Officer is directed to establish rules and regulations for the prior approval of all major expenses as well as for the processing and auditing of claims for reimbursement. Expenditures shall be within budgeted appropriations.

Adopted: January 13, 1998

Personnel

Employee Personnel Records and Release of Personnel Information

Employee Personnel Records

The Board of Cooperative Educational Services directs the Executive Officer to maintain a personnel file for each employee employed by the BOCES. The Board also directs the Executive Officer to maintain administrative regulations and procedures governing the inspection by BOCES employees of their personnel file.

Release of Personnel Information

All steps should be taken to protect the privacy of employees and former employees of the Board of Cooperative Educational Services. To ensure the individual's privacy, confidential information shall not be shared with a third party except in the following situations:

- a. When it is determined that the Board needs information from the employee's personnel record to aid them in performing their legal responsibilities. Examination of this information shall be conducted only at executive sessions of the Board.
- b. When the employee grants permission.
- c. When the third party would need to contact a particular staff member in case of a verified emergency during non-school hours.
- d. When served with a subpoena, other court document or as required by law requiring release of the information. Any other request for information on an employee shall be handled by the Records Access Officer.

BOCES personnel who violate this policy by releasing information will be subject to disciplinary action.

Commissioner's Regulations
Section 84
Public Officers Law Section 87

Adopted: February 10, 1998

Personnel

Negotiations

Legal Status

The legal status for negotiations is the Public Employee's Fair Employment Law (Taylor Law), Article 14 of the Civil Service Law, being Chapter 392 of the Laws of 1967.

Organizations recognized for the purposes of collective bargaining include:

- a. Western Suffolk BOCES Faculty Association; Unit I
- b. Western Suffolk BOCES Administrative and Supervisory Association; Unit II
- c. Civil Service Employees Association, Inc. Local 1000 AFSCME AFL-CIO, Unit IV of Local 870;
- d. Civil Service Employees Association, Inc., Local 1000 AFSCME AFL-CIO, Unit V of Local 870 CSEA;
- e. Western Suffolk BOCES Alliance of School Based Health Professionals; Unit VII.
- f. Western Suffolk BOCES Adult Instructors, Unit IX
- g. Western Suffolk BOCES Summer School Faculty; Unit X
- h. Civil Service Employees Association, Inc., Local 1000 AFSCME AFL-CIO, Unit XII of Local 870.

Civil Service Law Sections 131, 134 and 135

Adopted: February 10, 1998

Personnel

Employee Use of BOCES Property

No employee may use BOCES facilities, equipment, tools, supplies, materials or any other property for the purpose of servicing, repairing, producing, creating or otherwise working on any personal property of any kind at any time for him/herself or for any other person whatsoever except when such work is approved in writing by the immediate supervisor and the Executive Director.

Further, the building administrator shall retain written work orders regarding all services provided by any BOCES class for any other person(s) or organization. Such information shall include the name of the teacher and course, the name of the person or organization for whom the work was done, the date(s) when the work was performed, the nature of the work performed, and the cost of the service.

Use of School Equipment for Private Purposes

Equipment or other personal property owned by the BOCES is not to be loaned or leased to any individual or organization for private use unless approved in writing by the immediate supervisor and Executive Director. "Private use" shall not include a use which is authorized by the Executive Officer or his/her designee and determined by him/her to be directly related to the improvement, enhancement or development of the BOCES' educational program.

Notwithstanding the above, BOCES computer-related equipment may be assigned to individual employees at the discretion of the immediate supervisor and Executive Director. It is understood that any personal use of such computer-related equipment is permissible when such use will enhance learning, system development, communication or job performance.

Each person assigned BOCES equipment or other personal property for any purpose must complete a BOCES Equipment Transfer form with the signatures of both the building administrator and Executive Director and indicate clearly that the transfer is to an individual for use at that person's home before any such equipment is removed from BOCES facility. The employee is responsible for returning the equipment in good condition. The employee's administrator is responsible for maintaining a record of equipment on loan and forwarding completed Equipment Transfer Form to the Purchasing Department. The decision as to which equipment will be loaned and the length of the period of the loan is the responsibility of the administrator and Executive Director.

Adopted: February 10, 1998

Personnel

Staff Involvement in Decision Making

Background: In 1991 the New York State Board of Regents adopted A New Compact for Learning, a comprehensive strategy for improving the results of elementary, middle and secondary education. Commissioner's Regulation Part 100.11, therefore, provides opportunities for parents and teachers to participate in making decisions about educational issues. All school districts and BOCES developed and adopted a plan by February 1, 1994, for the participation of parents and teachers with administrators in school-based planning and decision making. This plan was adopted at a public meeting after consulting with representatives of the administration, teachers, and parents and after seeking endorsement of the plan by such groups.

POLICY

The Board of Cooperative Educational Services of Western Suffolk County shall designate a district committee to be known as the Division - Wide Compact Partnership Program Committee.

The Committee shall be comprised of three parents designated by their represented group, three teachers designated by the BOCES Faculty Association, three administrators designated by the BOCES Administrative & Supervisory Association and two district-wide administrators in addition to the District Superintendent.

The District-Wide Compact Partnership Program Committee will convene periodically to make written recommendations to the Board on the make-up of the Site-Based School Improvement Teams (SBSIT) and to assist SBSITs in conflict resolution. The Division-Wide Committee will submit a biennial review of the Western Suffolk BOCES District-Based Plan to the Board which must in turn submit a status report of the existing plan or an amended plan to the State Education Department.

The Compact Partnership Program Committee shall develop and maintain a building based plan that:

Specifies the manner and extent of the expected involvement of all parties.

Sets the means and standards by which all parties shall evaluate improvement in students' achievement.

Sets the means by which all parties will be held accountable for the decisions that they share in making.

Stipulates the process whereby disputes presented by the participating parties about the educational issues being decided upon will be resolved.

Stipulates the manner in which all state and federal regulations for which the involvement of parents in planning and decision making will be coordinated with and met by the overall plan.

The Committee will maintain a plan that identifies the educational issues which will be subject to cooperative planning and shared decision making at the building level; it shall be the policy of the Board that the following issues shall be subject to shared decision making:

- Curriculum development and implementation
- Recommendations on personnel and budgetary resource allocation
- Discipline
- Academic assessment accountability
- Issues specific to a building/program
- Communications
- Professional practices
- Staff development
- Recommendations on staff selection
- Selection of instructional materials and resources
- Implementation and use of instructional technology
- Student achievement
- Recommendation on space usage.
- Guidelines for building /site based teams

The Board will consider recommendations of other items to be included in the shared decision making process that do not impinge on the rights and responsibilities of others and conform to the guidelines below.

- Areas of decision making requiring approval of the Board of Education or District Superintendent will still require that approval.
- All items governed by contract, law, commissioner regulation or Board of Education Policy shall not be subject to shared decision making.

- All items which impact beyond the local building/site and would infringe upon the shared decision making responsibilities of other Building/Site Teams shall not be subject to shared decision making.

Adopted as amended: January 13, 1998

Personnel

Health Insurance Benefits for Retirees

The following policy for health care in retirement sets forth the benefits that Western Suffolk BOCES provides to all current and future retirees with the exception of those staff members whose health insurance benefits have been specifically covered under negotiated contracts.

1. Provided the employee at the time of retirement* has the equivalent of at least ten (10) years full-time active service with Western Suffolk BOCES during which time health insurance was available to the employee, the employee shall be granted the same benefit level for individual or family coverage as the Board provides for its active employees.
2. Excepted from the foregoing are staff employed after July 1, 1990 through June 30, 2012 who have served the equivalent of at least ten (10) years of full time active service with the BOCES during which time health insurance was available to the employee. At the time of retirement* of said employee they shall be eligible for:
 - a. A BOCES' contribution of 50% of the amount contributed for current employees for individual or family coverage in the Western Suffolk BOCES health program;
 - b. An additional 5% premium contribution for each additional year of BOCES' active service (during which time health insurance was available to the employee) beyond the ten (10) years described in subparagraph (a) above, to a maximum of the same dollar amount paid for health coverage for active employees covered in the same unit or classification.
 - c. Individual contracts granted for retiring employees embodying the provisions of this policy shall be provided
3. Excepted from the foregoing are staff employed after July 1, 2012, who have served the equivalent of at least twenty (20) years of full-time active service with the BOCES during which time health insurance was available to the employee. At the time of retirement* of said employee, they shall be eligible for the same benefit level for individual and family coverage in the health program for staff who have retired as the Board provides for active employees covered in the same unit or classification.
4. All prior dates established in Board policies respecting health coverage during retirement are herewith deemed superseded by the dates in this policy.
5. If any rules, regulations or laws of the State of New York mandate continued coverage in the New York State Government Employees Health Insurance Plan for current or future retirees, then BOCES' rate of contribution is hereby established at the minimum rates allowed under the law for those retirees choosing to remain covered by the New York State Government Employees Health Insurance Plan, notwithstanding any previous resolution of this Board which may establish different rates of contribution.

6. Based on the recruitment needs of BOCES, the Executive Officer, at the time of employment, may grant by exception prior service credit for BOCES' credit. Such credit shall become effective at the completion of ten (10) years of active service with the BOCES.
7. Notwithstanding paragraphs 1 & 2 above, for the District Superintendent and central office administrators hired after July 1, 1990, the ten (10) year active service requirement with Western Suffolk BOCES, shall be modified to five (5) years, and the provision of Health Insurance into retirement shall be the same as for those employees hired prior to July 1, 1990. Said employees shall have the option of continuing the Health Insurance plan in which they were enrolled immediately prior to their employment with Western Suffolk BOCES if that plan is provided by Western Suffolk BOCES.
8. The benefit level may be provided through an insured program, or BOCES' self-funded and/or in combination with Medicare, where applicable.

* Eligible to receive benefits under the New York State Teachers Retirement System or New York State Employees Retirement System.

Continuation of Medical Insurance Coverage at Termination of Employment

In addition to the provisions in this policy, employees of the agency may be subject to the provisions of the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA).

General Municipal Law
Section 92-a

Consolidated Omnibus Budget
Reconciliation Act of 1985

Policy EIC 4/9/92

Revised and Adopted: June 12, 2012

Adopted: February 10, 1998

Personnel

Board Notification Regarding Professional Staff Compensation and Fringe Benefits

Various sources of authority exist in the BOCES for the establishment of staff compensation and fringe benefits. These include Board policy, contracts with individual staff members, collectively bargained agreements, and the law.

In order to protect the interests of the Agency, the following policy shall be implemented:

- a. The Board shall be informed of any intended payments for unused accumulated sick, vacation leave, retirement incentive or other non regular remuneration to staff members that exceed \$10,000. Such notification shall be given at the regularly scheduled Board meeting which occurs at least two weeks prior to the date of the intended payment.
- b. Annually, the Board will be advised of the number of accumulated unused sick and vacation leave days standing to the credit of those employees not included in a collective bargaining unit, which days have been accumulated pursuant to Board policy and/or individual contract. The then applicable per diem cash value shall also be set forth, along with the total cash value thereof.
- c. Negotiation and Analysis of Individual Contracts:
 1. Board counsel shall be present during any negotiations between the Board and an employee whose terms and conditions of employment are established by an individual contract.
 2. All individual contracts and/or amendments thereto shall be submitted to Board counsel for review and/or drafting. Thereafter, Board counsel will meet (in Executive Session) with, and discuss, the terms and provisions thereof with the Board, prior to Board action.
 3. The Board will be presented with a financial impact statement prepared by administration respecting any individual contract or amendment presented to the Board for approval.
 4. Any amendment to an individual contract, or modification of benefit policy, shall also be presented in the context of the underlying agreement which the amendment is intended to amend, or in the context of the prior policy or policies that proposed policy is intended to amend.
- d. All individual contracts and/or amendments thereto executed by the Board shall be distributed to the 18 component districts.

Adopted 7/1/93 as G-Z 2

Re-adopted: March 10, 1998

Personnel

Workers' Compensation

All Board members, representatives of the Board of Cooperative Educational Services and employees injured in the performance of their duties are covered by Workers' Compensation Insurance. Employees shall report work-related injuries immediately to their immediate supervisor. Delay in reporting, if necessary, must be justified to the satisfaction of the Board and/or the insurance agency.

Individuals must report all injuries sustained while discharging their official duties on the Western Suffolk BOCES Employee Injury and Illness report form specified by workmen's compensation insurance. This accident report must be filed immediately through the building office to the BOCES central office with a copy to the Executive Division Director. If the staff member is incapacitated, another designated person will complete the accident report and submit it immediately for him/her.

Adopted: March 10, 1998

Readopted: December 8, 1998

Personnel

Staff Protection

The Board shall be vigorous in the protection of its employees from physical abuse and shall provide such protection and benefits as set forth by law and its various policies below.

Protection Against Claims

The Board shall save staff members harmless from any financial loss, including reasonable attorney's fees, arising out of any claims, demands, suit, criminal prosecution, or judgment by reason of any act or omission to act by such staff member within or without the school building, provided such staff member at the time of the act or omission complained of, was acting within the scope of his/her employment or under the direction of the Board. In accordance with law, such staff member shall within ten (10) days of the time he/she is served with any summons, complaint, process notice, demand, or pleading deliver the original or a copy of the same to the Board.

Further, the Board shall provide for the protection of all employees against claims and costs in such circumstances as set forth in Section 3023 of the Education Law.

Adopted: March 10, 1998

Personnel

Retirement System Membership

Employees should be advised of their eligibility to become members of the New York State Teachers Retirement System or the New York State Employees Retirement System pursuant to the laws governing membership in those systems.

The District Superintendent is directed to make adequate information available to all employees as to their rights to membership in the retirement systems.

Adopted: April 2, 1998

Personnel

Leaves of Absence

The Board believes that the provision of leaves of absence help to attract and retain staff members who will continue to grow professionally, maintain their physical health, and have a feeling of security. The District Superintendent or his designee is authorized to grant leaves of absences in accordance with the circumstances listed below:

- a. Providing the employee with an opportunity for continued professional growth.
- b. Encouraging the employee to take the necessary time to recuperate from illnesses.
- c. Providing the employee with income in the event of illness or accident.
- d. Providing a way for the employee to arrange for absence in the event of an emergency.
- e. Cooperating with the employee in arranging time for the performance of certain obligations or for other personal purposes that can be accomplished only during the regular workday.

All leaves of absence which extend beyond a 30-day period shall be approved by the Board.

Provision for such leaves are contained in FMLA and employee labor agreements where appropriate. Administrative and supervisory personnel shall be granted temporary and extended leaves of absence on substantially the same basis that such leave is granted other personnel.

Source: GCBDA
GCBDB
Codifies practice

Adopted: April 2, 1998

Administrative Regulations

Western Suffolk BOCES, in accordance with the Family and Medical Leave Act of 1993 (FMLA), gives “eligible” employees of the BOCES the right to take unpaid leave for a period of up to 12 work weeks in a 12-month period as determined by the BOCES. The BOCES will compute the 12-month period according to the following timeframe: a “rolling” 12-month period will be used that is measured backward from the date an employee uses any FMLA leave. The calculation of the 12-week period will be based on calendar weeks and will include paid holidays of less than a week in duration. For ten month employees, “summer vacation” and vacation periods of more than one week of duration do not apply towards FMLA entitlement.

Employees are “eligible” if they have been employed by the BOCES for at least 12 months and for at least 1,250 hours of service during the previous 12-month period. Full-time teachers are deemed to meet the 1,250 hour test. The law covers both full-time and part-time employees.

Qualified employees may be granted leave for one or more of the following reasons:

- a. The birth of a child and care for the infant;
- b. Adoption of a child and care for the infant;
- c. The placement with the employee of a child in foster care;
- d. To care for a spouse, child or parent who has a serious health condition as defined by the FMLA;
- e. A serious health condition of the employee, as defined by the FMLA, that prevents the employee from performing his or her job.
- f. Qualifying exigency arising out of the fact that the spouse, child or parent of the employee is on covered active duty (or has been notified of an impending call or order to covered active duty) in the Armed Forces.

At BOCES or an employee’s option, an employee may elect or BOCES may require an employee to substitute accrued paid vacation or personal leave for a leave granted for any of the above listed reasons. Additionally, an employee may elect or BOCES may require an employee to also substitute accrued paid sick leave for a leave granted because of a serious health condition of the employee, as defined by the FMLA, that prevents the employee from performing his or her job.

Employees who are the spouse, child, parent or next of kin of a covered service member, will be entitled to a total of 26 work weeks of leave during a 12 month period to care for the service member.

An employee on FMLA leave is also entitled to have health benefits maintained while on leave. If an employee was paying all or part of the premium payments prior to leave, the employee will continue to pay his/her share during the leave period.

In most instances, an employee has a right to return to the same position or an equivalent position with equivalent pay, benefits and working conditions at the conclusion of the leave.

The BOCES has a right to 30 days advance notice from the employee where practicable. In addition, the BOCES may require an employee to submit certification from a health care provider to substantiate that the leave is due to the serious health condition of the employee or the employee's immediate family member. Failure to comply with these requirements may result in the denial of FMLA leave. The BOCES may also require that an employee present a certification of fitness to return to work when the absence was caused by the employee's serious health condition. The BOCES has the right to deny restoration to employment if the employee does not furnish the certificate of fitness.

A notice which explains the FMLA's provisions and provides information concerning the procedures for filing complaints of violations of the FMLA shall be posted in each school building.

Administration is directed to inform employees of their rights and responsibilities under the FMLA.

Family and Medical Leave Act of 1993
Public Law 103-3
29 Code of Federal Regulations (CFR)
Part 825
Regulations updated September 2014

Personnel

Employee Assistance Program

Western Suffolk BOCES and its employee bargaining units agree that behavioral, medical and/or other problems which threaten an individual's health, family-life, safety, participation in community affairs, interpersonal relationships or on-the-job performance are treatable.

It is therefore mutually agreed to offer an Employee Assistance Program that provides confidential prevention, intervention, assessment, referral, support, and follow-up services for the District's staff who seek assistance with alcohol and other substances use/abuse related problems, emotional problems, family problems, bereavement, coping with chronic illness, financial stress, and other related problems.

BOCES Administrators' Responsibility

It will be the responsibility of all administrators and supervisors to implement this policy. This responsibility will be limited to assessing job performance and taking appropriate corrective action. Administrators and supervisors should not make any diagnosis relative to the employee's behavioral/medical problem.

Implementation of this policy will not require or result in any special regulations, privileges or exemptions from standard administrative practices applicable to job performance requirements, especially in those instances where the health and safety of clients and other employees are concerned.

Also, refer to Policy #5160, Alcohol, Drugs and Other Substances.

Adopted: April 2, 1998

EMPLOYEE ASSISTANCE PROGRAM

A comprehensive effort to reach and help employees or family members with the services of the Employee Assistant Program will include:

1. Identifying the work-related problem(s) early;
2. Encouraging the employee to seek appropriate assistance;
3. Referring the employee to the best source of assistance.

The bargaining units and BOCES agree to establish an Employee Assistance Committee to implement and coordinate the program. This committee shall consist of representatives from the Faculty Association, CSEA, and Administrators and Supervisors Association and the Alliance of School Based Health Professional Administration. This committee will not be involved in cases unless requested by the Employee Assistance Coordinator. The committee is responsible for monitoring referral services, follow-up services, training of the coordinator, contact persons, and supervisors, a program of prevention education, and other similar activities.

Confidentiality/Neutrality

1. All clinical records accumulated in connection with this program are to be kept in a separate secure file maintained by the coordinator and marked "Confidential Information" in accordance with Federal Regulations (42 CRR Part 2).
2. The neutrality of the Employee Assistance Coordinator must be insured in all matters which pertain to this program.

Appointment of a Coordinator and Contact Persons

1. The Employee Assistance Program Coordinator must be appointed by a unanimous vote of the Employee Assistance Program Committee.
2. The Contact Person in each building must be acceptable to the Employee Assistance Program Coordinator and be appointed by the unanimous vote of the Employee Assistance Program Committee.

Employee Assistance Program Committee Functions

1. To review the effectiveness of the Employee Assistance Coordinator to insure that satisfactory referral and follow-up services are provided.
2. To periodically review overall program effectiveness.

3. To assist in providing a training program for supervisors, all contact persons, and the Employee Assistance Coordinator.
4. To engage in other Bargaining Unit/BOCES approved activities which will be beneficial such as program orientation for all personnel and prevention education.
5. To assist, upon the request of the Coordinator, in evaluating the selection of diagnostic and treatment services.

Employee Responsibility/Job Security

1. It will be the responsibility of the employee to comply with referrals for diagnosis and to cooperate with prescribed therapy.
2. Any employee who seeks assistance on a voluntary or involuntary basis will not jeopardize job security or promotional opportunities. No information obtained from or about employee as a result of his or her participation in the program shall be made available to be used for any purpose by either party.

Personnel

Student Teaching/Interns

The Western Suffolk BOCES recognizes the responsibility of our society to insure adequate quantities of competent educators. Thus, the Board encourages participation in the student teacher/internship training program as a professional responsibility. The agreement for participation in the student teacher program and placement of student teachers shall be between the Board of Cooperative Educational Services and the participating college/teacher training institution with the approval of the Executive Officer/designee in order to provide beginning teachers with the best possible student teaching experience. Student teachers shall be protected from liability for negligence or other acts resulting in accidental injury to any person by the BOCES, as provided by law.

Student Teachers/Interns may be accepted in BOCES programs with the approval of the Executive Divisional Director who shall insure that no disruption of the delivery of programs results from such acceptance. Interns may also be accepted in administrative roles with the approval of the District Superintendent.

Tuition Waivers

Tuition waivers granted to a cooperating teacher by the college, and not used for course work taken by the cooperating teacher, must be utilized in accordance with the college guidelines.

Adopted: March 14, 2000

Revised and re-adopted: September 9, 2008

Student Teachers/Interns

1. All requests for student teachers and interns shall come to the Executive Directors for review and approval.
2. Executive Directors will confirm with the Principals that appropriate and experienced staff member(s) are willing to serve in a “mentoring” role.
3. The Principals will then make the appropriate arrangements with the college/university.
4. In the case of administrative interns, the Deputy Superintendent or his/her designee shall make the appropriate arrangements with the college/university.

ATTENDANCE

Student Attendance

Attendance is a critical factor in student success in school. Consistent school attendance, academic success and school completion have a positive correlation. **School attendance is both a right and a responsibility in New York State.** The Board of Cooperative Educational Services considers a student's attendance and active participation in his/her program to be crucial to foster the development of skills and behaviors necessary for future success in life and the workplace. Students with excessive absences, regardless of the reason, jeopardize their ability to learn and, therefore, their ability to earn necessary credentials. The Executive Officer is responsible for the development of administrative regulations to insure that students, parents, faculty, component districts and other concerned parties are aware of this student responsibility.

Accurate recordkeeping and analysis of data are critical to:

- know the whereabouts of every student for safe and effective school management
- verify that individual students are complying with Education Law in relation to compulsory attendance
- identify individual and group attendance patterns in order to provide attendance improvement programs and services
- determine attendance factors for state aid reimbursement

Strategies to Meet Objectives: Plans for Recording/Reporting/Analyzing Attendance

To adequately address both the program needs and the individual needs of the diverse student populations attending the various BOCES programs/schools, building administrators, under the direction of the Executive Director, will be responsible for developing Attendance Plans for the following program groupings:

- Special Education (non-departmental)
- Special Education (departmental)
- Secondary Career & Technical Education
- Secondary Center for Alternative Education
- Adult Career & Technical Education
- Adult Literacy

To address the Board's guiding principles of regular attendance, each Attendance Plan shall include procedures/provisions for:

- recording/reporting excused and unexcused student absences, tardiness and early departure
- the supervision of the register of attendance
- administrative oversight to analyze attendance data
- recommendations for the awarding of academic credit, completion certificates or credentials
- reporting absenteeism regularly to parents and districts
- incentives/sanctions
- make-up work
- intervention strategies
- reporting absenteeism annually to the Board

The Board will provide adequate resources to support effective attendance systems for its students.

Excused/Unexcused Absences

BOCES teachers shall maintain records of student attendance and report absenteeism. As deemed

appropriate, BOCES building administrators may require documentation from student and/or parent/guardian for the absences of a child.

Where additional information is received that requires corrections to be made to a student's attendance records, such correction will be made immediately. Notice of such a change will be sent to appropriate school personnel subject to applicable confidentiality rules.

Attendance will be recorded electronically where the default setting means "present." The following list shall be used to determine excused absences. All other absences are unexcused.

Excused Absence	Excused Late	Excused Early Release
Illness/Injury	Illness/Injury	Illness/Injury
Doctor's	Doctor's	Doctor's
Appointment	Appointment	Appointment
Court Appearance	Court Appearance	Court Appearance
Death in the Family	Transportation (bus) Problem	Early Dismissal due to weather/emergency
Religious	Religious	Religious
Observation	Observation	Observation
No Regents Exams	No Morning Regents Exams	No Afternoon Regents Exams
Hospitalization		
Home Tutoring		
Transportation (bus) Problem	Delayed Opening due to weather/emergency (for adults)	
Diagnostic Evaluation	Diagnostic Evaluation	Diagnostic Evaluation
Incarceration	Incarceration	Incarceration

Coding Absences

The Board recognizes that the Special Education Division and the Career and Technical Education Division have differing needs in how absences are coded. Therefore, each division shall adopt reporting codes to meet its needs. Those codes will be described in the Attendance Plans for programs within that division.

Make-Up for Absences

Opportunities shall be extended whenever possible for students to make up the missed work, exams, and assignments. Under the direction of the Executive Director of the Division, each program shall establish procedures in the program's Attendance Plan for make-up work.

BOCES will work closely with home school districts to ensure home instruction is provided to those students who it is known will be out for any length of time due to extended illness.

Recommendation for Academic Credit or CTE Certificate of Completion

The authority to award academic credit is vested in the home school district. As such BOCES will report attendance, grades, and the results of statewide assessments to the home school district. The district then shall make a determination as to the awarding of academic credit. Local district policy will supersede any BOCES recommendation.

Each program's Attendance Plan will determine how a recommendation for the awarding of academic credit, certificate of completion or credential will be made.

Incentives and Sanctions

Under the direction of the Executive Director of the Division, each building/program will design and implement systems to acknowledge a student's efforts to maintain or improve school attendance. Incentives shall be appropriate for the age and/or disability of the student and specified in each program's Attendance Plan.

Sanctions shall be appropriate for the age and/or disability of the student and consistent with the BOCES Code of Conduct. Examples of other sanctions shall be included in each program's Attendance Plan.

Notification

Parents/Guardians: A plain language summary of this Attendance Policy and the program's Attendance Plan shall be given to all parents/guardians at the beginning of each school year.

Staff: Instructional staff shall be given a copy of the BOCES Attendance Policy, all policy amendments, and the appropriate program's Attendance Plan. New instructional staff shall be given a copy of the above documents upon commencement of employment with BOCES. At a faculty meeting in the beginning of each school year, this Attendance Policy and the program's Attendance Plan shall be reviewed to clarify individual roles in implementing such.

Students: A plain language summary of this Attendance Policy and the program's Attendance Plan shall

be included in student handbooks and shall be reviewed with students at the start of the school year.

Reports of Absences

Districts and Parents/Guardians: To encourage the partnership that exists between the BOCES and the participating districts and with the parents of BOCES students, district staff and parents must be kept informed of student absenteeism. Under the direction of the Executive Director of the Division, each program shall determine in its Attendance Plan when reports of absences shall be reported to the student's home school and/or his/her home.

Intervention Strategies

Continuous monitoring will be conducted to identify students who are absent, tardy, or leave class or school early. The Attendance Plan for each program shall include multiple levels of intervention strategies based on the nature of the student's absence from class/program.

Retention of Student Attendance Records

Each Attendance Plan shall make provisions to maintain student attendance records according to the Records Retention Schedule adopted by the Board.

Appeals

Should a student be dissatisfied with a sanction promulgated upon this Attendance Policy or the Attendance Plan for any program, an appeal may be made by the parent or adult student within 30 days of such written decision. Such appeal shall be made in writing to the Appeals Committee. The Appeals Committee shall consist of the Executive Director and Assistant Director of the Division for the program in which the student is enrolled as well as a Building or Program Administrator and a Pupil Personnel staff member, both of whom shall work in the division in which the student is enrolled but at a campus/program other than the one where the student attends.

The Appeals Committee shall render its decision within 30 days. If the student is dissatisfied with the decision of the Appeals Committee, a written appeal shall be made to the District Superintendent or his designee within 7 days. The District Superintendent or his designee shall render a decision within 7 days. Such decision shall be final.

Review of Attendance Records

The administrator responsible for the Attendance Plan in each program shall regularly review the attendance records with the person appointed to record student absences to identify patterns or trends in student absences. At the conclusion of each academic year, each building/program shall submit a summary of the average daily attendance record for its students to the Assistant Division Director. Based upon all available data, specific strategies to improve or further develop student attendance shall be included in this annual attendance report.

Annual Report to the Board

The Assistant Director shall provide the Executive Division Director with the annual attendance report for the division's programs. This annual attendance report shall be reported to the Board at its August meeting.

Education Law 1709; 3024; 3025
3202; 3205-3213; 2115
NYCRR 104.1; 175.6
Attendance Policies 6110 and 6111
Originally adopted: May 12, 1998
Policies 6110 and 6111 deleted and
replaced and adopted by Policy 6112: June 25, 2002
Revised and readopted: December 11, 2007
Policy updated: December, 2009
Revised and readopted: March 9, 2010
Revised and readopted: March 8, 2016
Revised and readopted: June 14, 2016

Special Education Departmental

(Manor Plains High School, Brennan High School and ALC High School)

Attendance Plan

To adequately address both the program needs and the individual needs of the diverse students attending the various programs at Western Suffolk BOCES, the following Attendance Plan shall further the Board's objectives of regular attendance.

Recording/reporting excused and unexcused student absences, tardiness and early departure

Attendance shall be taken according to the following schedule:

Manor Plains High School	twice a day
Brennan High School	each period
ALC High School	during home room

Supervision of the register of attendance and administrative oversight

The following administrators are responsible for the supervision of the register of attendance and for administrative oversight to analyze attendance data.

Program/Building	Administrator
Manor Plains High School	Fran Crocco
Brennan High School	Chandra Rivera
ALC High School	Sylvia Neira

Absence Coding

The following codes shall be used in recording absences:

Absent -Excused	(AE)
Absent-Unexcused	(AU)
Late-Excused	(LE)
Late-Excused (No Morning Regents Exam)	(LENMR)
Late-Unexcused	(LU)
Early Release-Excused	(EE)
Early Release-Excused (No Afternoon Regents Exam)	(EENAR)
Early Release-Unexcused	(EU)
Out-of-School Suspension	(OSS)
Absent-Excused (No Regents Exam)	(AENRE)
Absent-Excused (Hospital Instruction)	(HOI)
Absent Excused (Home Instruction)	(HI)
Absent Excused (Diagnostic Evaluation)	(DEVAL)
Absent Excused (Incarceration)	(INC)
Absent Unexcused (At District Request)	(ADR)

Determining Recommendation for Academic Credit

Special Education students who have an excused absence shall be provided with the ability to "make up"

work missed, either via homework assignments or attendance in AIS class period. In addition, BOCES shall work closely with home school districts to ensure home/hospital instruction is provided to those students who it is known will be out for any length of time due to extended illness.

Reporting to Parent/Guardian and/or District

- Attendance is taken on a daily basis by the classroom teacher. If a student is absent and there was no prior notice as to the reason for the absence (written note or phone call from the parent/guardian), contact is made by the school to determine the reason for the absence. All absences are recorded in the computer pursuant to the codes listed in the Attendance Policy. If no reason is obtained, the absence is recorded as unexcused and a written form is sent to the parent/guardian.
- A computer printout of absences for the day is reviewed by the administrator indicated above on a daily basis. Students who have 1-3 days of unexcused absences are referred to the school nurse or social worker for more intense follow-up. Such follow-up will also be monitored by an administrator. In most instances, a reason for the absence is thus determined and recorded. In some instances, a parent/guardian may be called in for a conference to discuss the pattern of attendance.
- If a student has 5-10 days of unexcused absences, another letter will be sent to the parent/guardian expressing concern with a copy of the letter being sent to the district CSE. This may result in a conference with district representation.

Incentives/Sanctions

Attendance is built into the building-wide behavior management systems and can affect both grading and the ability of the student to earn privileges within that point system (club privileges, recreation time, etc.)

Make-Up Work

The schools listed above will provide students with the ability to “make up” work missed, either via homework assignments or attendance in AIS class periods, for those students who have excused absences.

Intervention Strategies

In all instances attendance is closely monitored by the building administrator to determine where problems exist. Poor attendance patterns will be referred to school support personnel to determine what type of strategies/interventions may be necessary. Often this will be done in concert with the parent/guardian and the district. In some instances, if a student is involved in the court system, it may also involve the student’s probation officer; while in other instances, if a student is involved in the day treatment program, it would involve the student’s therapist.

When circumstances warrant, the school support staff may link families to other state, county or community resources to assist parents with situations that impact regular school attendance.

If it is felt that a student is not benefiting from the special education program offered, due to excessive absence, a student might be referred back to their district CSE for alternative placement.

Special Education Non-Departmental

(JEA Elementary, JEA Jr./Sr. High, JEA Alternative, Brennan Middle School, and ALC Elementary & Middle Schools)

Attendance Plan

To adequately address both the program needs and the individual needs of the diverse students attending the various programs at Western Suffolk BOCES, the following Attendance Plan shall further the Board's objectives of regular attendance.

Recording/reporting excused and unexcused student absences, tardiness and early departure

Attendance shall be taken according to the following schedule:

JEA Elementary School	once a day
JEA Jr./Sr. High School	once a day
JEA Alternative School	once a day
Brennan Middle School	once a day
Alternate Learning Center	once a day

Supervision of the register of attendance and administrative oversight

The following administrators are responsible for the supervision of the register of attendance and for administrative oversight to analyze attendance data.

Program/Building	Administrator
JEA Elementary School	Martin Hearney
JEA Jr./Sr. High School	Regina Giunta
JEA Alternative School	Thomas Logatto
Brennan Middle School	Chandra Rivera

Alternate Learning Center	Sylvia Neira
---------------------------	--------------

Absence Coding

The following codes shall be used in recording absences:

Absent -Excused	(AE)
Absent-Unexcused	(AU)
Late-Excused	(LE)
Late-Excused (No Morning Regents Exam)	(LENMR)
Late-Unexcused	(LU)
Early Release-Excused	(EE)
Early Release-Excused (No Afternoon Regents Exam)	(EENAR)
Early Release-Unexcused	(EU)
Out-of-School Suspension	(OSS)
Absent-Excused (No Regents Exam)	(AENRE)
Absent-Excused (Hospital Instruction)	(HOI)
Absent Excused (Home Instruction)	(HI)
Absent Excused (Diagnostic Evaluation)	(DEVAL)
Absent Excused (Incarceration)	(INC)
Absent Unexcused (At District Request)	(ADR)

Reporting to Parent/Guardian and/or District

- Attendance is taken on a daily basis by the classroom teacher. If a student is absent and there was no prior notice as to the reason for the absence (written note or phone call from the parent/guardian), contact is made by the school to determine the reason for the absence. All absences are recorded in the computer pursuant to the codes listed in the Attendance Policy. If no reason is obtained, the absence is recorded as unexcused and a written form is sent to the parent/guardian.
- A computer printout of absences for the day is reviewed by the administrator indicated above on a daily basis. Students who have 1-3 days of unexcused absences are referred to the school nurse or social worker for more intense follow-up. Such follow-up will also be monitored by an administrator. In most instances, a reason for the absence is thus determined and recorded. In some instances, a parent/guardian may be called in for a conference to discuss the pattern of attendance.
- If a student has 5-10 days of unexcused absences, another letter will be sent to the parent/guardian expressing concern with a copy of the letter being sent to the district CSE. This may result in a conference with district representation.

Incentives/Sanctions

The Special Education Division provides services to a wide variety of students from cognitively capable emotionally-disturbed students, capable of achieving a high school diploma to severely developmentally-disabled and medically fragile students. It is recognized that the highest incentive for having students attend school is to provide a warm, supportive, and positive learning environment for all.

For many of our younger and/or more developmentally disabled students, “truancy” is not an issue. Poor attendance patterns, where they exist, are often due to fragile situations in the home. Family training and counseling, as well as linkage to other state, county or community resources by the school social workers are provided to assist parents within these situations.

In other instances, most particularly with the cognitively capable emotionally-disturbed populations, attendance is built into the building-wide behavior management systems and can affect both grading and the ability of the student to earn privileges within that point system (club privileges, recreation time, etc.).

Make-Up Work

The schools listed above will provide students with the ability to “make up” work missed, either via homework assignments or attendance in AIS class periods, for those students who have excused absences.

Special Education Non-Departmental (cont'd)

6112.2

Intervention Strategies

In all instances attendance is closely monitored by the building administrator to determine where problems exist. Poor attendance patterns will be referred to school support personnel to determine what type of strategies/interventions may be necessary. Often this will be done in concert with the parent/guardian and the district. In some instances, if a student is involved in the

day treatment program, it would involve the student's therapist.

When circumstances warrant, the school support staff may link families to other state, county or community resources to assist parents with situations that impact regular school attendance.

If it is felt that a student is not benefiting from the special education program offered, due to excessive absence, a student might be referred back to their district CSE for alternative placement.

Secondary and General Career and Technical Education

Attendance Plan

To adequately address both the program needs and the individual needs of the diverse students attending the various programs at Wilson Technological Center, the following Attendance Plan shall further the Board's objectives of regular attendance.

Recording/reporting excused and unexcused student absences, tardiness and early departure

Attendance is taken and recorded at the beginning of each scheduled period.

Supervision of the register of attendance and administrative oversight

The following administrators are responsible for the supervision of the register of attendance and for administrative oversight of analysis of attendance data.

Overall responsibility for the recording and reporting of attendees is assigned to the Assistant Divisional Director (Nancy Kelsey.)

Program/Building	Administrator
WT-Dix Hills	Ann Joseph - Principal
WT-Northport	Debra Montaruli – Principal
WT-Huntington	Karen Bowden – Principal
WT-Republic	Daniel Loughran – Principal

Determining Recommendation for Academic Credit, Certificate of Completion and/or Credential Academic Credit

The responsibility for the award of academic credit is that of the component school district. Quarterly reports of absences are transmitted to component districts.

Certificate of Completion

In order that secondary students can document that they have completed a program with the skills necessary for success in the workplace, Wilson Technological Center will award a Certificate of Completion to those students who have successfully met course objectives, maintained at least a ninety percent (90%) record of attendance, and earned a passing final grade average.

Where extenuating circumstances result in periods of multiple absences on consecutive days causing a student's attendance to fall below 90%, but not lower than 85%, the component district high school principal may send a written request for the issuance of a Certificate of Completion. Such Certificate will be awarded if the student has demonstrated competence in

all required outcomes of the program in which they have been enrolled.

Credential

Career and Technical Education programs provide students the opportunity to earn a certificate or credential that meets national standards from relevant national certifying agencies. In instances where a minimum number of hours of attendance are required to meet such standards, a student must meet this minimum attendance requirement in his/her Tech program.

Reporting Absenteeism

When a student is absent without prior notice as to the reason for the absence (written note or phone call from the parent/guardian or district), BOCES shall contact the home high school to determine the reason for the absence. Students who have 1-3 days of unexcused absences are referred to the school nurse or counselor for more intense follow-up. Such follow-up will also be monitored by an administrator. In most instances, a reason for the absence is thus determined and recorded. A computer printout of absences shall be reviewed by an administrator (usually the Assistant Principal) on a daily basis.

Attendance reports are mailed eight (8) times each year to parents/guardians via the student's interim and quarterly report cards. In some instances, a parent/guardian may be called for a phone or personal conference to discuss the pattern of attendance.

Reports of attendance are available daily for all high schools enrolling students in a secondary CTE program so that the local school maintains awareness of instances of truancy, excessive absenteeism, and cutting. Where requested, a daily report is transmitted via FAX. Districts also receive a summary of absences eight times per year. In addition, districts may view daily, weekly and year-to-date attendance electronically.

Districts shall also be alerted when the potential exists that a student may be in jeopardy for denial of a recommendation for academic credit and/or for the awarding of the Certificate of Completion from Wilson Tech due to excessive absenteeism.

Coding

The codes listed in the chart below are to be used in recording absences on a student’s attendance record.

Incentives

A number of incentives are available for the purpose of maintaining a positive record of student attendance.

The highest incentive for having students attend Career & Technical programs at Wilson Technological Center is the awarding of a Certificate of Completion. To encourage students in all secondary Career & Technical programs to complete assigned work in class, absences, tardiness, and early departures shall be weighted to reflect missed work according to the schedule below. To apply the weights, multiply the weight of each absence by the number of such absences. To calculate the student’s record of attendance, a percentage shall be calculated after the total of these weighted absences is subtracted from the total number of class sessions held in the school year.

Certificates of Completion shall be awarded based upon this attendance percentage and other criteria as specified above in the section entitled, “Certificate of Completion.”

Code	Absence Reason	Weight of the Absence
A	Absent	1
B	Bus (bus problem)	0
C	Cut Class	1
D	Sent Home (nurse)	0
E	Excused	0
F	Field Trip	0
G	Home Tutoring	0
H	Academic Field Trip	0
I	In-School Suspension	0
J	Home School ISS	0
L	Legal	0
M	Make Up	0
N	Suspension	1
P	Visited other Class	0
R	Release to Parent	.5
S	Home School Closed	0
T	Tardy – more than 10 min	.5
U	Home School Excused	0
V	SkillsUSA/Youth Leadership	0
W	Work Study	0
X	Suspension Makeup	0
Y	Tardy (10 min. or less)	.06
Z	Home School Request	0

Other incentives include:

- Monthly student recognition breakfasts/luncheons for students with excellent attendance
- Membership in the National Technical Honor Society (requires 95% attendance rate)
- Participation in Renaissance Program

Sanctions

The most serious sanction shall be the withholding of a Certificate of Completion for those students with excessive absenteeism as noted above.

Other sanctions include:

- Withdrawal from program (at request of district)
- Recommendation for a reduction in academic credit (awarded by district)
- Withdrawal from co-curricula or extra-curricular activities
- Withdrawal of recommendation for award of credential or certification

Make-Up Work

Opportunities shall be extended whenever possible for students to make up work missed, either via homework assignments or attendance in AIS class periods.

Administrative Review/Intervention Strategies

In all instances attendance is closely monitored by the building administrator to determine where problems exist. Poor attendance patterns will be referred to school support personnel to determine what type of strategies/interventions may be necessary. Often, this will be done in concert with the parent/guardian and the district.

When circumstances warrant, the school support staff may link families to other state, county or community resources to assist parents with situations that impact regular school attendance.

Center for Alternative Education

Attendance Plan

To adequately address both the program needs and the individual needs of the diverse students attending the various programs at Wilson Technological Center, the following Attendance Plan shall further the Board's objectives of regular attendance.

Recording/reporting excused and unexcused student absences, tardiness and early departure

Attendance shall be taken each period.

Supervision of the register of attendance and administrative oversight

The following administrators are responsible for the supervision of the register of attendance and for administrative oversight to analyze attendance data.

Overall responsibility for recording and reporting of attendees is assigned to the Assistant Division Director (Nancy Kelsey).

Program/Building	Administrator
Center for Alternative Education	Chris Jackson

Determining Recommendation for Academic Credit, Certificate of Completion, and/or Credential

Academic Credit

In order that alternative high school students obtain the instruction necessary for successful completion of their academic coursework, a student must successfully meet course objectives and make up **all** absences. BOCES will then recommend that credit be awarded by the home high school.

Credential

For students in the Alternative High School Equivalency Preparation Program (AHSEPP) working towards a GED credential, attendance is recorded on an hourly basis. Student success is based upon the student's advancing one literacy level or passing a GED practice exam after attending 150 hours of instruction.

Reporting Absenteeism to District

Written attendance reports shall be sent at every interim and report card period to all high schools enrolling students in the Center for Alternative Education program so that the local school maintains awareness of instances of truancy, excessive absenteeism, and cases where students may not be awarded credit or a certificate due to excessive absences.

Reporting Absenteeism to Parent/Guardian

If a student is absent and there was no prior notice as to the reason for the absence (written note or phone call from the parent/guardian), contact is made by the CAE to determine the reason for the absence. All absences are recorded in the computer to the codes listed in the Attendance Policy. If no reason is obtained, the absence is recorded as unexcused.

The counselor shall submit a computer printout of absences for the day to the administrator (usually the Assistant Principal) on a daily basis. Students who display a pattern of unexcused absences are referred to the counselor for more intense follow-up. Such follow-up will also be monitored by an administrator. In most instances, a reason for the absence is thus determined and recorded. In some instances, a parent/guardian may be called in for a conference to discuss the pattern of attendance.

If a student has an attendance rate below 85%, a conference with district personnel is convened.

Coding

The codes listed in the following chart shall be used to record weighted absences on a student's attendance record.

Incentives

The highest incentive for having students attend the Center for Alternative Education at Wilson Technological Center is the earning of a high school diploma or a GED. To encourage students in the Center for Alternative Education to complete assigned work in class, absences, tardiness, and early departures shall be weighted to reflect missed work according to the schedule below. To apply the weights, multiply the weight of each absence by the number of hours of absences. To calculate the student's record of attendance, a percentage shall be calculated after the total of these weighted hours of absences is subtracted from the total number of hours in the student's program.

Code	Absence Reason	Weight of the Absence
A	Absent	1
B	Bus (bus problem)	0
C	Cut Class	1
D	Sent Home (nurse)	0
E	Excused	0
F	Field Trip	0
G	Home Tutoring	0
H	Academic Field Trip	0
I	In-School Suspension	0
J	Home School ISS	0
L	Legal	0
M	Make Up	0
N	Suspension	1
P	Visited other Class	0
R	Release to Parent	.5
S	Home School Closed	0
T	Tardy – more than 10 min.	
U	Home School Excused	0
V	SkillsUSA/Youth Leadership	0
W	Work Study	0
X	Suspension Makeup	0
Y	Tardy (10 min. or less)	.06
Z	Home School Request	0

Each marking quarter an awards celebration shall be held to honor students who excel in attendance, participation, and/or academics. Certificates shall be presented to students to acknowledge their accomplishments.

Make-Up Work

In order that alternative education students obtain the instruction necessary for successful completion of their academic coursework, a student must successfully meet course objectives and make up the weighted number of hours of absences as calculated above. BOCES will then recommend that credit be awarded by the home high school.

Intervention Strategies

In all instances attendance is closely monitored by the program administrator and guidance personnel to determine where problems exist. Poor attendance patterns will be referred to school support personnel to determine what type of strategies/interventions may be necessary. Often this will be done in concert with the parent/guardian and the district.

When circumstances warrant, the school support staff may link families to other state, county or community resources to assist parents with situations that impact regular school attendance.

Adult Career & Technical Education

Attendance Plan

To adequately address both the program needs and the individual needs of the diverse students attending the various adult career and technical education programs at Western Suffolk BOCES, the following Attendance Plan shall further the Board's objectives of regular attendance.

Recording/Reporting

(excused and unexcused student absences, tardiness and early departure)

Attendance for class and clinical sessions is taken on an hourly basis or by scheduled session dependent upon specific program requirements.

Each full-time program has specific attendance requirements that are described in each program's handbook. When appropriate, a student will be called in for a conference with a career counselor to discuss the pattern of his/her attendance. Teachers and administrators shall enforce attendance requirements to ensure programs meet rigorous academic standards.

All absences are recorded in the computer.

Determining Recommendation for Certificate of Completion and/or Credential

- **Part-Time Adult Programs**

Unless superseded by requirements necessary for licensure/certification, Certificates of Completion for part-time Career & Technical Education Programs will be awarded to adult students at the last class at no cost to students who have successfully completed a course. To be eligible for a certificate, adult students must attend 80% of the class sessions (unless otherwise stipulated) and complete all other course requirements with a grade of 80% or above. Some programs have course-specific attendance requirements.

- **Full-Time Adult Programs**

Unless superseded by licensure or certification requirements, Certificates of Completion and/or Credentials for full-time Career & Technical Education Programs will be awarded to adult students who have successfully met course objectives and met the individual program attendance and grade requirements as outlined in the student handbook for:

- Aircraft Maintenance Technology
- Automotive Technology
- Cosmetology
- Diagnostic Medical Sonography
- Esthetics
- Medical Assisting
- Nurse Assisting
- Practical Nursing
- Surgical Technology

Incentives

The highest incentive for having students attend Adult Career and Technical Education programs at Western Suffolk BOCES is the awarding of a Certificate of Completion and/or Credential. A number of incentives are available for the purpose of maintaining a positive record of student attendance.

Students may also qualify for the attendance Honor Roll, National Vocational Technical Honor Society or Perfect Attendance recognition at graduation or program completion ceremonies.

Sanctions

The most serious sanction shall be the withholding of a Certificate of Completion and/or Credential for those students with excessive absenteeism. Other sanctions include: removal/withdrawal from the program; recommendation of alternative courses of study; and/or recommendation of alternate day or evening program schedule.

Students with excessive absenteeism as described in the student handbook specific to each full-time program may be dismissed from the program.

Supervision of the Register of Attendance and Administrative Oversight

The following administrators are responsible for the supervision of the register of attendance and for administrative oversight to analyze attendance data.

Overall responsibility for recording and reporting of attendees is assigned to the Executive Division Director.

Program/Building	Administrator
Part-time Adult Career & Technical Education	Dr. Stephanie Engelmann – Principal
Full-time Adult Career & Technical Education	Debra Montaruli – Principal
Health Careers	Rosemary Nagler – Assistant Principal

Updated 9/2015

Adult Literacy

Attendance Plan

To adequately address both the program needs and the individual needs of the diverse students attending the various adult literacy programs offered by Western Suffolk BOCES, the following Attendance Plan shall further the Board's objectives of regular attendance.

Recording/Reporting (excused and unexcused student absences, tardiness and early departure)

Attendance shall be taken on an hourly basis and recorded in tenths (1/10) of an hour.

Supervision of the register of attendance and administrative oversight

The following administrators are responsible for the supervision of the register of attendance and for administrative oversight to analyze attendance data.

Overall responsibility for recording and reporting of attendance is assigned to the Assistant Division Director.

Program/Building	Administrator
Adult Literacy Programs	Dr. Stephanie Engelmann Administrator

Reporting Absenteeism

If a student is absent more than six consecutive hours in one week without prior notice as to the reason for the absence, contact is made by an adult career counselor/adult instructor to determine the reason for the absence. When necessary, a student will be called in for a conference with a career counselor/administrator to discuss the pattern of his/her attendance.

A computer printout of absences is reviewed daily by the designated administrator.

Coding

The codes listed in the chart below shall be used to record weighted absences on a student's attendance record.

Incentives

A number of incentives are available for the purpose of maintaining a positive record of student attendance. The main incentive for students to attend adult literacy programs at Western Suffolk BOCES is to earn a local high school diploma or a high school equivalency diploma (GED) to improve English literacy skills.

Certificate of participation are awarded based upon attendance and participation criteria as per individual literacy program requirements. To encourage students in all adult literacy programs to complete assigned work in

class, absences, tardiness, and early departures shall be weighted according to the schedule below. To apply the weights, multiply the weight of each absence by the number of sessions of such absences. To calculate the student's record of attendance, a percentage shall be calculated after the total of these weighted absences is subtracted from the total number of sessions held in the program.

Code	Absence Reason	Weight of the Absence
A	Absent	1.0 of session
E	Excused	0
1	Tardy or left early (30 minutes or less)	.25 of session
2	Tardy or left early (30 minutes to one hour)	.33 of session
T	Tardy (half of scheduled session)	.5 of session

Sanctions

The most serious sanction shall be dismissal from the literacy program. Other sanctions include: recommendation of alternate literacy site placement; recommendation of alternate day or evening program; and/or, recommendation of enrollment in non-traditional literacy program.

Make-Up Work

Whenever possible, students may be provided the opportunity to make up missed class hours by additional attendance at another literacy site.

Intervention Strategies

In all instances attendance is closely monitored by the designated administrator to determine where problems exist. Poor attendance patterns will be referred to career counselors to determine appropriate strategies/interventions.

When circumstances warrant, the literacy support staff may link families to other state, county or community resources to assist students with situations that impact regular school attendance.

Students

Student Referral and Placement

This policy pertains to all tuition-based student programs except adult programs.

Student Referral

The BOCES strives to provide optional educational opportunities for referred students, including students with unique educational needs. Participation in BOCES programs augments local district educational opportunities. Referral to BOCES programs is made by the home school district.

Placement

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

Class placement within a program (i.e. section, classroom, clinical site, or work site) shall be determined by the appropriate BOCES administrator.

Student Physical and Health Screening

Health records, physicals, etc. may be required of any student to insure his/her safe and appropriate participation in any BOCES program.

Adopted: May 12, 1998

Students

Equal Educational Opportunities

The right of a student to participate fully in classroom instruction and extracurricular activities shall not be abridged or impaired because of sex, sexual orientation, race, color, religion, ethnic origin, pregnancy, parenthood, marital status, disability, weight, or for any other reason not related to the student's individual capabilities.

All occupational courses shall be open to persons of both sexes; there shall be no separate courses for girls and boys or men and women.

Civil Rights Act of 1964, as amended in 1972, Title VI, Title VII - Prohibits discrimination on the basis of race, color and national origin.

Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990, 42 United States Code (USC) Sections 12101 et seq. - Prohibits discrimination on the basis of disability.

Education Amendments of 1972, Title IX (P.L. 92-318) - Prohibits discrimination regarding sex.

Executive Law Section 291(1)
45 Code of Federal Regulations CFR, Part 90 (Federal Register, June 4, 1975, August 11, 1975) - Prohibits discrimination regarding age and marital status.

Dignity Act, 2012

Adopted: May 12, 1998

Revised and adopted: July 10, 2012

Students

Non-Resident Students

This policy pertains to all tuition-based student programs except adult programs.

- a. Students who live outside the supervisory district shall be called "non-resident students."
- b. Students who reside outside the supervisory district and desire to attend Western Suffolk BOCES classes shall initiate all contacts with the local BOCES through school district officials of their home school district. Any authorization for non-resident attendance must carry the written approval of the local school district and the local BOCES in which the residence is located.

Education Law Sections 2045 and 3202

Adopted: May 12, 1998

Code of Conduct

I. INTRODUCTION

The BOCES is committed to providing a safe and orderly educational environment where students receive and BOCES personnel deliver quality educational services without disruption or interference. The BOCES is also committed to maintaining a climate of mutual respect and dignity in the schools to promote learning within a safe environment. Responsible behavior by students, teachers, other BOCES personnel, parents and other visitors is essential to achieving these goals.

BOCES is committed to provide training to all employees, including school and district administrators and instructional and non-instructional staff at least annually to ensure a proactive anti-bullying/harassment approach that stresses the prevention of incidents through education and enlightenment. This training will enable employees to prevent and respond to incidents of discrimination, harassment, intimidation and bullying and serve to raise awareness and sensitivity to potential acts of discrimination, harassment, intimidation and bullying directed at students that are committed by students or school employees on school property or at school functions; including but not limited to, discrimination, harassment, intimidation and bullying based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, or gender.

The Western Suffolk BOCES Board has a long-standing set of expectations for conduct on school property, at school functions, and while traveling to and from school and school events. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity, as well as the following BOCES beliefs:

- We are a diverse community of children and adults who are reflective, life-long learners.
- Our community of children and adult learners is a valuable resource entitled to the highest quality instruction and equitable service.
- Respect, honesty, and trust are essential in all our interactions.
- Integrity, continuous assessment, high standards, and innovation are the foundation of organizational success.
- The integrity and high standards of our educational programs are reflected in our students and provide them with the skills they need to become responsible citizens and useful members of society.
- Successful organizations create effective operational systems and depend upon individuals who take responsibility for their actions, are accountable for the programs and services they deliver, and use all their energies to fulfill the expectations of those who count on them.
- Effective communication of accurate information within BOCES and to all our stakeholders enhances involvement and reduces conflict.
- Production of quality outcomes depends on the collective effort of a well-trained, motivated and healthy workforce who are encouraged to express their opinions.
- Everyone has the right to a safe, healthy and caring environment which fosters respect and high expectations, maximizes potential, motivates interest and enthusiasm, and encourages the pursuit of happiness.

The Board recognizes the need to clearly define the expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly including the prompt notification of local law enforcement agencies when a violation of the Code of Conduct is believed to constitute criminal conduct. To this end, the Board adopts this Code of Conduct

("Code"). Itinerant teachers are expected to adhere to the building and/or program parameters for discipline of each location in working with students attending that school.

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

II. DEFINITIONS

For purposes of this code, the following definitions apply:

“Act of Violence” means violent incident which occurs on school property and is defined by subdivision (gg) of Section 100.2 of the Commissioner’s Regulations and the criteria set forth by the State Education Department in the glossary of definitions under the Uniform Violent Incident Reporting System.

“Arson” is deliberately starting a fire with intent to destroy property.

“Assault with Serious Physical Injury” is intentionally or recklessly causing serious physical injury to another person. Serious physical injury creates a substantial risk of death or causes serious and protracted disfigurement, protracted impairment of health or protracted loss or impairment of the function of any bodily organ.

“Assault with Physical Injury” is intentionally or recklessly causing physical injury to another person. Physical injury means impairment of physical condition or substantial pain.

“Behavior Intervention Room” (different programs within BOCES may use other terms such as Re-direction Program) means a special location or room within a school building that is used for students who need to be temporarily placed under continual staff supervision in a safe environment more conducive to their needs in order to gain composure or avoid a potential problem.

“Behavior Management System” means a process or system of consequences for behavior that is developed by staff in a particular building or program which is used by staff and students in order to monitor and improve student behaviors. Point accumulation, levels and rewards are all part of a typical behavior management system,

especially within the BOCES special education programs.

“Bomb Threat” is a telephoned, written, or electronic message that a bomb, explosive, chemical or biological weapon has been placed on school property.

“Bullying” means the intentional and repeated intimidation of others who are considered by the offender to be weaker, with cruelty, thereby creating a hostile environment. Bullying may involve physical, verbal or electronic intimidation through gestures or social exclusion based on but not limited to a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation or disability.

“Building” means the physical site (school) where a program's services are delivered to students. BOCES may refer to buildings as "centers" or “campuses.”

“Building Administrator” means a certified administrator who is responsible for the supervision and management of a building or program.

“Cisgender” describes a person whose gender identity corresponds to their assigned sex at birth.

“Color” The term refers to the apparent pigmentation of the skin, especially as an indication or possible indication of their race.

“Committee on Special Education (CSE)” means the Committee on Special Education, subcommittee on special education, or other multidisciplinary team of the student's home school district.

“Controlled Substance” means a drug or chemical substance whose possession and use are controlled by law.

"Crisis Intervention" means those verbal and non-verbal techniques that enable staff to maintain control in crisis situations through calm, confident actions that help staff defuse a disruptive or violent student and reduce the potential for physical injury to all who are present. In non-violent crisis intervention, the staff's primary responsibility is always for the care, welfare, safety and security of our students and staff. Physical restraint may be used when all other techniques have been exhausted and is necessary to control and protect the health and safety of students and staff.

"Cyberbullying" the repeated use of information technology either on or off of school property including e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and social media web sites to deliberately harass, threaten or intimidate others. It may involve sending mean, vulgar, private information about another person; pretending to be someone else to make that person look bad, or intentionally excluding someone from an online group using either school or personal information technology equipment. **Also includes:**

- **Cyberstalking:** Repeated harassment that includes threats or harm or that is highly intimidating and intrusive upon one's personal privacy.
- **Denigration:** "Dissing" someone online. Sending or posting cruel gossip or rumor about a person to damage his or her reputation or friendships.
- **Flaming:** Online fights using electronic messaging with angry and/or vulgar language.
- **Happy Slapping:** An extreme form of bullying where physical assaults are recorded on mobile phones or digital cameras and distributed to others.
- **Impersonation:** Breaking into someone's account, posing as that person and sending messages to make the person look bad, get that person in trouble or danger, or damage that person's reputation or friendships.

"Defamation" means making false or slanderous 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.

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

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

"Disciplinary Change in Placement" means a long term suspension or removal by the home school district of a student with a disability from his/her current educational placement that is either for more than ten consecutive school days or for a period of ten consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they accumulate to more than ten school days in a school year.

"Disrupting the Educational Process" means behavior that materially or substantially disrupts the educational process, whether on school property or at school-sponsored events and

activities such behavior shall not be tolerated and shall subject the offending pupil to appropriate disciplinary action. Students may be disciplined for conduct that occurred outside of the school that may endanger the health or safety of pupils within the educational system or adversely affect the educational process. Behavior which disrupts the educational process shall include, but not be limited to:

- Conduct which threatens the health, safety, or welfare of others;
- Conduct which may damage public or private property, including property of students or staff;
- Illegal activity;
- Conduct that materially or substantially interferes with another student's access to educational opportunities or programs, including the ability to attend, participate in and benefit from instructional and extracurricular activities, or
- Conduct that materially or substantially disrupts the delivery of instructional services or interferes with the orderly administration of the school and school-related activities or district operations.

"Electronic Device" includes cameras, camcorders, radios, beepers, MP3 players, iPods, music players, cell phones, tape recorders, laptops, tablets, iPads, computers, phone watch and any electronic device which assists in communications.

Emotional Harm that takes place in the context of "harassment or bullying" means harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonable and substantially interfere with a student's education.

"Employee" means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine-B of article five of the Social Services Law, and

consistent with the provisions of such title for the provision of services to such district, its students or employees, directly through contract, whereby such services such service performed by such person involve direct student contact.

"Ethnic Group" means a group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and or ideology that stresses ancestry.

"Firearm" means "(A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm." (per 18 U.S.C. § 921).

"Formal Removal by Teacher" means the action by a teacher to have a disruptive student removed from the classroom. Classroom management techniques for controlling student behavior, defusing a situation and/or preventing a crisis, which may involve brief periods of time spent out of the classroom, are not considered "formal removal by a teacher" for purposes of this code.

"Gang" means any group or sub-group that has a common purpose, a membership, a structured hierarchy and a pattern of continued criminal activity over time.

"Gender" means actual or perceived sex and includes a person's gender identity or expression.

Gender Identity and Expression: is an individual's internal sense of being a man, a woman, a boy, a girl, or something outside of these binaries. Since gender identity is internal, it is not necessarily visible to others. Some ways in which people may express or represent their gender include dress, hair style, mannerisms, body characteristics, name and pronouns. This has also been described by the Empire State Pride Agenda

as the way in which people self-identify and present their masculinity and femininity to the world.

“Gender Nonconforming (GNC)” is used to describe people whose gender expression differs from the stereotypic expectations. The terms “gender variant” or “gender atypical” are also used. Gender nonconforming individuals may identify as male, female, some combination of both, or neither.

“Harassment and bullying” means the creation of a hostile environment by employees or students on school property or at school functions by conduct or by verbal threats, intimidation or abuse, including cyberbullying as defined in educational law section 11(8) that either: a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; including conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm or b) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. This definition is inclusive of acts of harassment or bullying that occur on school property, at a school function or off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. For the purpose of this definition, emotional harm means harm to a student’s well-being through the creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education.

“Material Incident of Harassment, Bullying and/or Discrimination” is defined as a single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying and/or discrimination by a student and/or employee on school property or at a school function. This term includes a **verified** incident or a series of related **verified** incidents of harassment or bullying that occur off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property, **and** is the subject of a written or oral complaint to the district superintendent, principal, or their designee, or other school employee.

“Hazing” means any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any BOCES or school-sponsored activity, organization, club or team.

“Illegal or Controlled Substances” means, but is not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, non-prescribed prescription drugs and any substances commonly referred to as "designer drugs."

“Individualized Educational Program (IEP)” means a written statement developed, reviewed and revised in accordance with section 200.4 of the Regulations of the Commissioner that includes the components specified in section 200.4(d)(2) of the Regulations to be provided to meet the unique educational needs of a student with a disability.

“Individuals with Disabilities Education Act (IDEA)” means the Federal laws related to the education of students with disabilities.

“Insubordination” means failing to comply with the reasonable directions of teachers, school administrators or any other school employee.

“Intimidation” includes threatening, stalking, or seeking to coerce or compel a person to do something; engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving race, ethnicity, national origin, religion, religious practices, gender, sexual orientation, age, or disability that substantially disrupts the educational process. This includes any form of harassment that does not involve actual physical contact but does involve the threat of harm, including verbal harassment. This means actions or statements, including bullying, that put an individual in fear of bodily harm and/or emotional discomfort.

“Itinerant Teacher” means a certified staff member who provides specialized services, such as hearing, vision, or other educationally related services or special subject content such as physical education, art, music, or language instruction (i.e. Spanish) to students and is not assigned to one program or building. These teachers usually travel to various BOCES or district sites in order to deliver specialized services or curricula to students.

“Long Term Suspension” means an out-of-school suspension of six consecutive school days or more.

“Manifestation Determination” means a review of the relationship between the student's disability and the behavior subject to disciplinary action that is conducted by the Committee on Special Education (CSE) of the student's home school district.

“Menacing” is intentionally placing or attempting to place another person in fear of imminent physical injury.

“Mischief (criminal)” is the intentional or reckless damaging of property of the school or another person including, but not limited to, vandalism and the defacing of property with graffiti.

“National origin” means a person’s country of birth or their ancestor’s country of birth.

“Non-Instructional Staff” means non-pedagogical staff such as clerical, custodial, and food service personnel who are located within a school building and provide operational support to the school program.

“Other Administrative, Managerial, and Technical Staff” means those individuals employed by BOCES who are responsible for central office operations and/or for specialized instructional or administrative management services who provide support and/or oversight to various BOCES programs and/or to component districts.

“Other Privileges” means co-curricular activities which may occur during or after regular school hours, on or off school property, such as Youth leadership activities, field trips, etc.

“Paraprofessionals” means teacher aides who work under the supervision of a teacher to support the instruction of students.

“Parent or Guardian” means a natural or adoptive parent, a guardian, a person in parental relationship to the child as defined in Education Law section 3212 or a surrogate parent who has been appointed in accordance with section 200.5(m) of this Part. The term does not include the State if the student is a ward of the State. A foster parent may act as a parent if the natural parent’s authority to make educational decisions on the student’s behalf has been extinguished under state law; and the foster parent has an ongoing, long-term parental relationship with the student; is willing to make the educational decisions required of parents; and has no interest that would conflict with the interests of the student.

“Positive School Climate” means a setting where all students and staff experience a safe, healthy and caring environment which fosters learning and

high expectations, maximizes potential, and stimulates interest and enthusiasm.

"Principal's Designee" means another certified administrator or instructional staff member designated by the principal.

"Program" means a BOCES service which provides learning experiences in order to address academic, behavioral, developmental or career needs of students. A program can be center-based or can exist in more than one building.

"Race" means geographically local or global human population groups distinguished as a more or less distinct group by genetically transmitted physical characteristics.

"Reckless Endangerment" is conduct that subjects individuals to danger by recklessly engaging in behavior that creates a substantial risk of serious injury or physical injury, but no actual physical injury results. A person acts recklessly when he/she is aware of and consciously disregards a substantial and unjustifiable risk that such result will occur.

"Religion" a person's group or religion is the specific fundamental beliefs and practices generally agreed to by large numbers of the group, a body of persons adhering to a particular set of beliefs and practices.

"Religious Practice" this term includes practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities.

"Robbery" is forcible stealing from a person by violence or threat of violence with or without a weapon.

"School Bus" Every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons

acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities.

"School Property" means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of any BOCES program location, or in or on a school bus, as defined in Vehicle & Traffic Law §142.

"School Function" means any school-sponsored extracurricular event or activity.

"Sex" means the biological and physiological characteristics that define men and women (male and female).

"Sexting" means sending, receiving or forwarding sexually suggestive nude or nearly nude photos through text message or email using either school or personal information technology equipment.

"Sexual Harassment" means overt or subtle behaviors and comments of a sexual nature that are offensive, unwelcome, interfere with another's work or academic performance, or create an intimidating, hostile or offensive working or educational environment.

"A Sexual Offense which involves forcible compulsion and aggravated sexual contact" means to compel by either a) use of force or b) a threat, express or implied, which places another person in fear of immediate physical injury.

"A Sexual Offense which involves forcible compulsion and inappropriate sexual contact" means the use of force or threat to touch the sexual or other intimate parts of a person whether directly or through clothing.

"Other Sexual Offenses" means inappropriate sexual contact with no forcible compulsion. This

would include incidents of sexual contact that do not involve the use of force or threat with a child under 17 years of age or a child unable to consent by reason of disability.

“Sexual Orientation” actual or perceived heterosexuality, homosexuality, or bisexuality.

"Short-Term Suspension" means an out-of-school suspension of from one to five consecutive school days.

"Student Support Staff" means any staff member who provides direct educationally related services that assist students in preventing and resolving personal, social, emotional, academic and physical problems.

“Synthetic Cannabinoids or Synthetic Marijuana” means products that are produced, distributed, marketed, and sold as legal alternatives to marijuana and often carry a label stating ‘not for human consumption’ to disguise the true nature of the substance. Synthetic cannabinoid products are sold as incense, herbal mixtures, or potpourri. They are often sold in convenience stores, gas stations, and smoke shops. These products are commonly smoked.

“Teacher” means any staff member appointed by BOCES to provide direct instruction to school age or adult students in a BOCES program.

“Transgender” refers to people who identify their gender differently from what is traditionally associated with the sex assigned to them at birth. This includes people who have undergone medical procedures to change their sex and those who have not. Transgenders can be gay, straight or bisexual.

“Trespassing” means unauthorized presence on any school property, other than the one a student regularly attends, without permission from the administrator in charge of the program.

"Violent Student" means a school age student or adult who:

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

"Weapons Possession”: Possession of one or more of the weapons listed below, except possession in a classroom or laboratory as part of an instructional program or in a school-related activity under the supervision of a teacher or other school personnel as authorized by school officials. Possession includes bringing a weapon to or possessing a weapon at school.

“Weapons” include:

- a. a firearm, including but not limited to, a rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun, spring gun; bb gun or paintball gun
- b. a switchblade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk, razor, box cutter, metal knuckle knife, utility knife, or any other dangerous knife.
- c. A billy club, blackjack, bludgeon, chukka stick, or metal knuckles;
- d. A sandbag or sandclub;
- e. A sling shot or slungshot

- f. A martial arts instrument, including but not limited to, a kung fu star, ninja star, ninchuck, or shirken;
- g. An explosive, including but not limited to, a firecracker or other fireworks;
- h. A deadly or dangerous chemical, including but not limited to, a strong acid or base, mace, or pepper spray;
- i. An imitation gun;
- j. Loaded or blank cartridges or other ammunition, or
- k. Any other deadly or dangerous instrument.

“**Weight**” aside from its obvious meaning in the physical sciences, in weight discrimination legislation from a variety of sources, the word is used in reference to a person’s size or sometimes interchangeably with a person’s size.

III. STUDENT RIGHTS AND RESPONSIBILITIES

All student interaction and communication among themselves, teachers, school administrators, other school personnel, and visitors on school property will be acceptable, civil, and respectful.

A. Student Rights

BOCES 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 BOCES students have the right to:

- Take part in all BOCES activities on an equal basis regardless of race, color, creed, national origin, religion, gender or sexual orientation or disability.
- Present their version of the relevant events to the appropriate school personnel in connection with the imposition of disciplinary consequences.
- Be informed of school rules and, when necessary, receive an explanation of those rules from school personnel.
- Treat all students and school personnel in a kind courteous manner regardless of their actual or perceived race, color, weight, national origin, ethnic group, religion,

religious practice, gender, sexual orientation or disability.

- Promptly report any witnessed acts of harassment and/or bullying to the school Dignity Act Coordinator or school staff.

B. Student Responsibilities

All BOCES students have the responsibility to:

- Contribute to maintaining a safe and orderly school environment that is conducive to learning and show respect to other persons and to property.
- Be familiar with and abide by all BOCES policies, rules and regulations dealing with student conduct.
- Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
- Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
- React to direction given by all school staff in a respectful, positive manner.
- Utilize available resources to control their anger.
- Ask questions when they do not understand.
- Seek help in solving problems.
- Dress appropriately for school and school functions consistent with the Building Dress Code.
- Be accountable for their actions.
- Conduct themselves as representatives of BOCES when participating in or attending school-sponsored extracurricular events and hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
- Promptly report violations of the Code of Conduct to a teacher, student support staff, the building administrator or his or her designee. When incidents of harassment/intimidation/bullying/discrimination are reported, BOCES will follow the specific steps described in Policy 6560.

IV. ESSENTIAL PARTNERS IN CREATING A POSITIVE SCHOOL CLIMATE

A. Parents and Guardians

All parents and guardians are expected to:

- Recognize that the education of their children is a joint responsibility of the parents/guardians and the school community.
- Send their children to school ready to participate and learn.
- Ensure their children attend school daily and on time.
- Insist their children be dressed and groomed in a manner consistent with the student dress code.
- Know school rules and help their children understand them.
- Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- Promote positive behavior in their children by helping them to accept the consequences of their actions and by becoming involved in the behavior management/disciplinary process
- Convey to their children a supportive attitude toward education and BOCES.
- Build good relationships with teachers, other parents and their children's friends.
- Help their children deal effectively with peer pressure.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Provide a place for study and ensure homework assignments are completed.
- Respond promptly to school personnel when requested to do so.
- Be aware of behavioral changes that may indicate that their child is either participating in the harassment or bullying of another student or that they are being harassed or bullied either in school, at a school function or on the school bus.

- Report immediately, either oral or written, to their child's building administrator or any other school personnel any known incidents of harassment or bullying by students or employees on school property, at a school function or on the school bus. When incidents of harassment/intimidation/bullying/discrimination are reported, BOCES will follow the specific steps described in Policy 6560.
- Encourage a school climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation or disability.

B. Teachers

All teachers are expected to:

- Maintain a climate of mutual respect and dignity, which will strengthen the student's self-concept and promote confidence to learn.
- Demonstrate interest in teaching, concern for student well-being, achievement and educational progress, and respond appropriately to the individual needs of each student.
- Know BOCES policies and school rules, and enforce them in a fair and consistent manner.
- Communicate to students and parents that which is important to the student's emotional, social, behavioral and academic progress, including but not limited to:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan
 - f. Building-wide behavior management plan.
- Communicate regularly with students, parents and other teachers concerning growth and achievement.
- Adhere to the Code of Conduct for the districts or district-based school in which itinerant teachers (see definition) are providing services.

- Be knowledgeable of effective classroom/building behavior management techniques and the non-violent crisis intervention philosophy and techniques.
- Maintain confidentiality about all personal information and educational records concerning students and their families.
- Demonstrate dependability, integrity and other standards of ethical conduct.
- Follow established administrative procedures.
- Report violent students to the building administrator.
- Implement age/grade/functioning level appropriate anti bullying/harassment instruction in the classroom to increase awareness of anti- harassment/bullying initiatives.
- Confront issues of discrimination, harassment, intimidation and bullying or any situation that threatens the emotional or physical health or safety of any student, school employee or any person that is lawfully on school property or at a school function.
- Report immediately to the school's building administrator or other appropriate school personnel any incident witnessed or otherwise brought to the teacher's attention of discrimination, harassment, intimidation or bullying that involve students or employees either as the bully, bullied or bystander on school property, at a school function, on the school bus, or that may endanger the health or safety of pupils within the educational system or adversely affect the educational process. This report shall be made not later than one school day after the teacher witnesses or is made aware of such incidents. When incidents of harassment/ intimidation/bullying/ discrimination are reported, BOCES will follow the specific steps described in Policy 6560.
- Maintain a school climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation or disability.

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

C. Paraprofessionals

All paraprofessionals are expected to:

- Work under the direct supervision of a teacher utilizing the teacher's lesson plan and classroom/building behavior management plan.
- Utilize crisis intervention techniques.
- Maintain a climate of mutual respect and dignity which will strengthen the self-concept of students and promote learning.
- Know school/BOCES policies and rules and enforce them in a fair and consistent manner.
- Maintain confidentiality about all personal information and educational records concerning students and their families.
- Demonstrate dependability, integrity and other standards of ethical conduct.
- Follow established administrative procedures.
- Be aware of behavioral changes that may indicate that a student or employee is participating in the harassment or bullying of another student or employee either in school, at a school function or on the school bus.
- Report immediately to the school's building administrator or other appropriate school personnel any incident witnessed or otherwise brought to the paraprofessional's attention of discrimination, harassment, intimidation or bullying that involve students or employees either as the bully, bullied or bystander on school property, at a school function or on the school bus, or that may endanger the health or safety of pupils within the educational system or adversely affect the educational process. This report shall be made not later than one school day after the paraprofessional witnesses or is made aware of such incidents. When incidents of harassment/intimidation/ bullying/discrimination are reported, BOCES will follow the specific steps described in Policy 6560.

- Address personal biases that may prevent equal treatment of all students in the school or classroom.
- Maintain a school climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation or disability.

D. Student Support Staff

All student support staff are expected to:

- Provide educationally related service(s) to support students in their educational program.
- Support educational goals of the student and the program.
- Know school/BOCES policies and rules and enforce them in a fair and consistent manner.
- Communicate regularly with students, parents and other staff.
- Adhere to the Code of Conduct for the school in which services are provided.
- Be knowledgeable of effective classroom behavior/building management techniques and the crisis intervention philosophy and techniques.
- Maintain confidentiality about all personal information and educational records concerning students and their families.
- Demonstrate dependability, integrity and other standards of ethical conduct.
- Follow established administrative procedures.
- Be aware of behavioral changes that may indicate that a student or employee is either participating in the harassment or bullying of another student or employee either in school, at a school function or at on the school bus.
- Report immediately to the school's building administrator or other appropriate school personnel any incident witnessed or otherwise brought to the support staff's attention of discrimination, harassment, intimidation or bullying that involve students or employees either as the bully, bullied or bystander on school property, at a school function or on the school bus, or that may endanger the health or safety of pupils within the educational system or adversely affect the educational process. This report shall be made not later than one school day after the related service provider witnesses or is made aware of such incidents. When incidents of harassment/intimidation/bullying/discrimination are reported, BOCES will follow the specific steps described in Policy 6560.

- Confront issues of discrimination, harassment, intimidation and bullying or any situation that threatens the emotional or physical health or safety of any student, school employee or any person that is lawfully on school property or at a school function.
- Maintain a school climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation or disability.

E. Building Administrators

All building administrators are expected to:

- Promote a safe, orderly and academically stimulating school environment that supports active teaching and learning.
- Ensure that students and staff have the opportunity to communicate regularly for redress of grievances.
- Evaluate all instructional programs for which they are responsible on a regular basis.
- Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- Be knowledgeable of effective classroom behavior/building management techniques, and the crisis intervention philosophy and techniques and assure their utilization in the building/program.
- Maintain confidentiality about all personal information and educational records concerning students and their families.

- Demonstrate dependability, integrity and other standards of ethical conduct.
- Follow established administrative procedures.
- Maintain a school climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation or disability. Consult on a regular basis with the school's Dignity Act Coordinator on the school climate and solicit suggestions for training or programs to maintain a learning environment that is free of harassment/intimidation/bullying/discrimination.
- Confront issues of discrimination, harassment, intimidation, bullying or any situation that threatens the emotional or physical health or safety of any student, school employee or any person that is lawfully on school property or at a school function or that endangers the health or safety of pupils within the educational system or adversely affects the educational process.
- Lead or supervise the thorough investigative process in concert with the BOCES Compliance Officer per policies 5122 and 6560 in regard to reported incidents of discrimination, harassment, intimidation and/or bullying and ensure that all staff and/or students involved receive the proper level of intervention consistent with the Code of Conduct that are reasonably calculated to end the discrimination, harassment, intimidation and/or bullying, eliminate any hostile environment, create a more positive school climate and culture, prevent recurrence of the behavior and ensure the safety of the student or students against whom such behavior was directed. Work in concert with the BOCES Compliance Officer to determine/make appropriate notification to involved parties of findings/resolution per policies 5122 and 6560.
- Promptly notify the appropriate local law enforcement agency when it is believed that any discrimination, harassment, intimidation and/or bullying constitutes criminal conduct.

- Provide a regular report on data and trends related to discrimination, harassment, intimidation and/or bullying to the superintendent at least once per school year.

F. Other School Staff

All other school staff are expected to:

- Perform specialized non-instructional duties that support the operational functioning of the school.
- Know school/BOCES policies and rules.
- Maintain confidentiality about all personal information and educational records concerning students and their families.
- Demonstrate dependability, integrity and other standards of ethical conduct.
- Follow the established administrative procedures.
- Report immediately to the school's building administrator or other appropriate school personnel any incident witnessed or otherwise brought to the staff's attention of discrimination, harassment, intimidation or bullying that involve students or employees either as the bully, bullied or bystander on school property, at a school function or on the school bus, or that may endanger the health or safety of pupils within the educational system or adversely affect the educational process. This report shall be made not later than one school day after the school staff member witnesses or is made aware of such incidents. When incidents of harassment/intimidation/bullying/discrimination are reported, BOCES will follow the specific steps described in Policy 6560.

G. Executive Directors and Assistant Directors of Instructional Programs

The Executive Directors and Assistant Directors of instructional programs are expected to:

- Promote a safe, orderly and academically stimulating school environment that is free of discrimination, harassment, intimidation, and

bullying, and that supports active teaching and learning.

- Review with BOCES and component district administrators the policies of the BOCES Board and state and federal laws relating to school operations and management.
- Keep others in the organization informed about educational trends relating to student discipline.
- Work to create instructional programs that are academically sound and promote an environment that is sensitive to student and teacher needs and that is designed to minimize problems of student misconduct.
- Work with BOCES administrators and the Compliance Officer in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- Maintain confidentiality about all personal information and educational records concerning students and their families
- Demonstrate dependability, integrity and other standards of ethical conduct.
- Follow established administrative procedures.
- Confront issues of discrimination, harassment, intimidation, bullying or any situation that threatens the emotional or physical health or safety of any student, school employee or any person that is lawfully on school property or at a school function.
- Serve as resource to schools' Dignity Act Coordinators.

H. Other Administrative, Managerial and Technical Staff

All administrative, managerial, and technical staff are expected to:

- Provide specialized instructional and administrative services to BOCES and component districts.
- Support the implementation of the Code of Conduct.
- Assure that the staff under their supervision conform to the Code of Conduct.
- Maintain confidentiality about all personal information and educational records concerning students and their families.

- Demonstrate dependability, integrity and other standards of ethical conduct.
- Follow established administrative procedures.
- Report immediately to the school's building administrator or other appropriate school personnel any incident witnessed or otherwise brought to the staff's attention of discrimination, harassment, intimidation or bullying that involve students or employees either as the bully, bullied or bystander on school property, at a school function or on the school bus. When incidents of harassment/intimidation/bullying/discrimination are reported, BOCES will follow the specific steps described in Policy 6560.

I. Executive Officer and the Board

The Executive Officer or designee and the Board are expected to:

- Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, BOCES personnel and visitors on school property and at school functions.
- Adopt and review at least annually the BOCES Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation.
- Lead by example by conducting board meetings in a professional, respectful, courteous manner.
- Ensure community awareness of the Code of Conduct by mailing a plain language summary of the code of conduct to all persons in parental relation to students before the beginning of each school year and then making it available thereafter upon request.
- Provide each teacher with a copy of the code of conduct and a copy of any amendments to the code as soon as practicable following initial adoption or amendment of the code, and provide new teachers with a copy of the code upon employment.

J. Dignity Act Coordinator

Each school has a Dignity Act Coordinator who is expected, in addition to their regular position, to:

- be thoroughly trained in methods to respond to human relations issues in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation or disability.
- act as liaison to building and/or central administration regarding incidents that arise relative to human relations issues listed above.
- work in concert with building administrator and appropriate Executive Director as needed to insure program/building provides a safe and orderly educational environment where students receive and BOCES personnel deliver quality educational services without disruption or interference in a climate of mutual respect and dignity.

Students, parents and staff are encouraged to suggest to the Dignity Act Coordinator issues of specific relevance to the school's students and/or staff that can be addressed through training or other ongoing programs on the human relations issues listed above.

Dignity Act Coordinators	
Program	DAC
JEA Elementary Sch.	Lori Manno 631-254-0094
JEA Jr/Sr High School	Maryann Sullivan 631-549-5580
Brennan Middle/High	Mark Brunza 631-491-4149
JEA Alternative & ALC Program.	Michael DeGeronimo 631-586-1300
Manor Plains High	Fran Crocco 631-754-2900
Itinerant Program & ENL	Jennifer Paterson 631-595-6914
Division Wide Special Education	Mary Jean Alimena 631-425-9090x245
Wilson Tech, Dix Hills	Ann Joseph 631-667-6000 X-383
Wilson Tech, NPT	Debra Montaruli 631-261-6000 X-200
Wilson Tech, Huntington	Karen Bowden 631-754-2900
Wilson Tech, Republic.	Daniel Loughran 631-752-1957

K. School Safety Team

Each BOCES building/program has a team that addresses school safety. This team includes principal or building administrator, teacher representatives, paraprofessional representatives and support staff. The teams shall meet regularly and make suggestions to insure that both students and staff are kept safe throughout the school day, arrivals/dismissals, transit times, recess, and lunch. Such suggestions may also include professional development activities related to various issues on school safety, supportive school climate concepts and how to discourage harassment, bullying and discrimination in the school.

V. STUDENT DRESS CODE

All students are expected to give proper attention to personal cleanliness and to dress appropriately while on school property and at school functions.

Students and their parents or persons in parental relation have the primary responsibility for acceptable student dress and appearance. Building Administrators will review with students the attire and accessories that are acceptable and what are unacceptable within the context of the ongoing dissemination of the BOCES Code of Conduct.

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

A student's dress, grooming and appearance shall:

- Be safe, appropriate, and not interfere with school activities or be disruptive to or interfere with the educational process.
- Not include items that contain inappropriate symbolism, especially that which discriminates against others based on race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation or disability.
- Include footwear at all times. Footwear that is a safety hazard will not be allowed.
- Not include hats, "do rags," bandanas, or other types of headwear except for approved medical and/or religious purposes or where authorized by the building administrator.
- Not include items that are vulgar, obscene, lewd, profane or libelous.

- Not include items that denigrate others on account of race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation or disability.
- Not promote and/or endorse the use of alcohol, tobacco or illegal drugs.
- Not include items that encourage, promote and/or incite illegal activities, violent activities or the violation of law or school policy or regulations.
- Not include any attire or accessory whose color or emblem is worn specifically for the purpose of promoting or reflecting membership in a gang, sub-group of a gang, or any suspected gang.
- Not include any attire or accessory that is potentially dangerous to others.

Each building administrator or his or her designee shall be responsible for informing all staff, students and their parents of the student dress code.

Students who violate the student dress code shall be required to modify their appearance. Any student who refuses to do so shall be subject to the established consequences. Any student who repeatedly fails to comply with the dress code shall be subject to additional consequences pursuant to the Code of Conduct.

VI. PROHIBITED STUDENT CONDUCT AND DISCIPLINARY CONSEQUENCES

All students must conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, teachers, school administrators, other school personnel and visitors on school property, and for the care of facilities and equipment.

Prohibited conduct includes discrimination and harassment, bullying and /or discrimination against any student or employee on school property or at a school function that creates a hostile environment by conduct or by threats, intimidation or abuse including cyberbullying as defined in this code of conduct that either has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits or mental, emotional and/or physical well-being including conduct, threats intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm or physical injury to a student or to cause a student to fear for his or her physical safety. This prohibited conduct extends to incidents that occur off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats intimidation or abuse, inclusive of verbal and non-verbal actions, might reach school property. This conduct is inclusive of, but not limited to acts based on a person's actual or perceived race,

color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex as defined by this code of conduct.

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

Students who violate the Code of Conduct will be subject to remedial and/or disciplinary action based on the following infractions/consequences. Students should report immediately, either oral or written, to their building administrator or any other school employee any known incident(s) of harassment, intimidation, bullying, discrimination by students or employees on school property, at a school function or on the school bus. When such incidents are reported, BOCES will follow specific steps described in Policy 6560. The infractions have been categorized as minor, serious or major with the understanding that an infraction is assessed on an individual basis to determine the circumstances of the incident and may escalate to a higher level based on its repetitive or persistent nature. Retaliation against anyone who, in good faith reports or assists in the investigation of harassment, bullying and/or discrimination is prohibited.

Each division will annually review the Code of Conduct policy with their respective administrative staff for the purpose of recommending all appropriate or required revisions.

A. Minor Infractions and Consequences

1) Minor Infractions

- Engaging in any willful act which interferes with the operation of class, school or school function
- Making unreasonable noise
- Using language or gestures that are profane, lewd, vulgar, abusive, teasing, or that incite others
- Rude or disrespectful behavior
- Lateness, unpreparedness for class, irregular attendance
- Misusing computer devices, including any unauthorized or inappropriate use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the BOCES Internet use policy
- Lying to school personnel
- Defamation
- Discrimination
- Displaying or using any electronic device, including cell phones, (except where authorized by IEP or authorized by building administrator) on school property
- Littering or bringing food or beverage in undesignated areas
- Violation of dress code except those related to gang affiliation (see Major Infractions)
- Unauthorized copying of homework/classwork
- Obstructing vehicular or pedestrian traffic
- Off campus, minor incident of misconduct that endangers the health and safety of student or staff within the school or can be reasonably forecast to disrupt the work and discipline of the school environment
- Disruptive behavior in cafeteria or hallways; during recess or any school activity; on school bus

2) Disciplinary and Remedial Consequences for Minor Infractions-include but are not limited to:

- Verbal reprimand
- Assignment of extra work
- Denial of special privileges
- Written notification to building administrator
- Parent/guardian contact, verbal and/or written
- Request for involvement of Student Support Staff
- Conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) with observable and

measurable benchmarks that are closely monitored.

- Assignment to behavior intervention room
- Assignment to in-school suspension
- Peer support groups; corrective instruction or other relevant learning or service experience.

- Supportive intervention
- Student counseling and parent conferences
- Referral to appropriate human services agency

B. Serious Infractions and Consequences

1) Serious Infractions

- Repeated or persistent minor infractions
- Misusing computer devices, including any unauthorized or inappropriate use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the BOCES Internet use policy – serious incident
- Trespassing
- Harassment – serious incident
- Intimidation – serious incident
- Menacing – serious incident
- Bullying – serious incident
- Cyberbullying – serious incident
- Sexual harassment or overt sexual behavior
- Using electronic cigarettes, tobacco products such as cigarette(s), cigar(s), pipe and/or chewing or smokeless tobacco on school property or while attending a school function.
- Gambling
- Academic misconduct including plagiarism, cheating, altering records, or assisting another student in any of the above actions

- Unauthorized presence in, or absence from, assigned area
- Cutting class
- Insubordination to any school/BOCES employee
- Driving to/from school and/or transporting students without administrative permission
- Making a prank phone call
- Making or posting an inappropriate, prank or disruptive electronic communication such as a web page, video, blog, internet posting, email or text message
- Violation of safety procedures
- Leaving school grounds without permission
- Sexting
- Off campus, serious incident of misconduct that endangers the health and safety of students or staff within the school or can be reasonably forecast to disrupt the work and discipline of the school environment.
- Violating the civil rights of other students and/or school employees – serious incident
- Not following BOCES procedures for the use of prescription medication.

2) Disciplinary and Remedial Consequences for Serious Infractions include but are not limited to:

- Parent/guardian conference by telephone or in-person
- Conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) with observable and measurable benchmarks that are closely monitored.
- Designation of involvement of Student Support Staff
- Denial of special privileges

- Requirement for reimbursement or restitution for damaged or stolen property
- Referral to appropriate human services agency
- Referral to the district CSE for consideration of a more appropriate placement
- Referral to the district CSE for a manifestation determination to establish if the conduct is a manifestation of the student's disability.
- Assignment to behavior intervention room
- Assignment to in-school suspension

- Short-term out-of-school suspension accompanied by parental notice of disciplinary removal
- Formal removal by classroom teacher accompanied by parental notice of disciplinary removal
- Peer support groups; corrective instruction or other relevant learning or service experience.
- Supportive intervention
- Student counseling and parent conferences

C. Major Infractions and Consequences

1) Major Infractions

- Repeated or persistent serious infractions
- Misusing computer devices, including any unauthorized or inappropriate use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the BOCES Internet use policy – major incident
- Possessing/stealing school/BOCES property or the property of another student, school/BOCES employee or any other person lawfully on school property or while attending a school function
- Intimidation – major incident
- Harassment – major incident
- Menacing – major incident
- Bullying – major incident
- Cyberbullying - major incident
- Threats (verbal, written in any media including the Internet, or physical) to another student or school/BOCES employee
- Attempting to cause or intentionally or recklessly causing physical injury or serious physical injury to another with or without a weapon.
- Sexual offenses involving forcible compulsion and aggravated sexual contact
- Sexual offenses involving forcible compulsion and inappropriate sexual contact
- Sexual offenses involving inappropriate contact with no forcible compulsion
- Kidnapping
- Assault with serious physical injury
- Assault with physical injury
- Robbery
- Reckless endangerment
- Use, display or possession of a weapon* or any other item, material, chemical or fluid which could be used as a dangerous or deadly instrument or weapon
- Intentionally damaging or destroying the school/BOCES property or the personal property of a student, a school/BOCES employee or any person lawfully on school property
- Displaying overt signs, including any attire or accessory, of gang affiliation, or engaging in gang-related behaviors, that increase the level of conflict or violent behavior in the school or disrupt the educational process
- Hazing
- Selling, using or possessing obscene material
- Possessing, consuming, selling, distributing or exchanging alcoholic beverages, illegal substances, controlled substances, synthetic cannabinoids, or off-label use of any chemical, or being under the influence of any of the above.
- Inappropriately using or sharing prescription or over-the-counter drugs
- Initiating a bomb threat and/or report warning of fire or other catastrophe without valid cause; misuse of 911
- Inappropriately discharging and/or tampering with a fire extinguisher
- Committing an act of arson
- False fire alarm/smoke bombs, use of fireworks
- Endangering the health and safety of others
- Off campus, major incident of misconduct that endangers the health and safety of students or staff within the school or can be reasonably forecast to disrupt the work and discipline of the school environment.
- Violating the civil rights of other students and/or school employees – major incident

- Inappropriate use of or tampering with a fire alarm or AED
- Failure to follow directions during an emergency or safety drill

- Inappropriate, unwanted or aggressive physical contact with staff•

*Pursuant to the Gun-Free School Act (P.L. 103-227, Section 8001.

2) Disciplinary and Remedial Consequences for Major Infractions include but are not limited to:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Behavior intervention services or in-school suspension for one to five days • Assignment to a behavior intervention room • Designation of involvement of Student Support Staff • Short-term out-of-school suspension for one to five days following application of statutory procedures accompanied by parental notice of disciplinary removal • Following due process, referral to home school district for Long-term Out-of-School suspension (more than five days) following application of statutory procedures accompanied by parental-notice of disciplinary removal • Conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) with observable and | <ul style="list-style-type: none"> measurable benchmarks that are closely monitored. • Referral to the district CSE for consideration of a more appropriate program • Referral to the district CSE for a manifestation determination to establish if the conduct is a manifestation of the student’s disability. • Contact of appropriate law enforcement agency • Permanent suspension following application of statutory procedures • Consequences for possession of a firearm shall be as described in Policy #6241 • Peer support groups; corrective instruction or other relevant learning or service experience. • Supportive intervention • Student counseling and parent conferences • Referral to appropriate human services agency. |
|---|---|

Environmental Remediation

Beyond the individual-focused disciplinary and remedial responses discussed above, school-wide or environmental remediation can be an important tool to prevent discrimination, harassment, intimidation and bullying. Environmental remediation may include:

- Supervisory systems which empower school staff with prevention and intervention tools to address incidents of discrimination, harassment, intimidation and bullying.
- School and community surveys or other strategies for determining the conditions contributing to the relevant behavior.
- Adoption of a research-based, systematic harassment prevention programs.
- Modification of schedules
- Adjustment in hallway traffic and other student routes of travel
- Targeted use of monitors
- Staff professional development
- Involvement of parent teacher organizations

VII. PHILOSOPHY AND PROCEDURES FOR APPLYING CONSEQUENCES

A. General

Methods of student discipline vary in style and effectiveness. 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. While no single method of discipline is recommended or mandated, all discipline is to be humane and appropriate to the situation. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to develop self-discipline. In order to help school personnel maintain a focus on encouraging positive student behavior, BOCES employs a hierarchy of behavioral interventions to promote safe, orderly and responsible student conduct. Staff are provided in-service education programs to ensure effective implementation of these interventions and are involved in the development of building-specific techniques appropriate to needs of the students educated in their building.

In regard to acts of harassment, bullying and/or discrimination toward students, by students, BOCES incorporates a progressive model of student discipline that includes measured, balanced and age-appropriate remedies and procedures that make appropriate use of prevention, education, intervention and discipline and considers amongst other things the nature and severity of the offending student's behavior(s), the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, and the impact the student's behavior had on the individual(s) who was physically injured and/or emotionally harmed. Responses shall be reasonably calculated to end the harassment, bullying and/or discrimination, prevent recurrence and eliminate the hostile environment. This progressive model of student discipline shall be consistent with the other provisions of the code of conduct.

Disciplinary action, when necessary, 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 of that

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

- The student's age.
- The nature of the offense and the circumstances which led to the offense.
- The impact on the targeted student.
- The student's prior disciplinary record.
- The effectiveness of other forms of discipline.
- Information from parents, teachers and/or others, as appropriate.
- Other extenuating circumstances.
- If the conduct of a student is related to a disability or suspected disability, specific procedures outlined within the context of this section must be followed.

As a general rule, discipline will be progressive. This means that a student's first violation will usually result in a lesser consequence than subsequent violations.

B. Special Education Students

For students with disabilities (as defined in sections 200.1(zz) and 200.1(mm) of the Regulations of the Commissioner) in a BOCES program, the Board accepts that students with disabilities often display a range of behaviors which would be deemed disruptive within a regular education setting. These behaviors may include conduct that is minor, serious and/or major as defined in this Code of Conduct. The 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. Each program within the division has a behavior management system tailored to the specific needs resulting from the disabilities of the students within that program.

The behavior management system of each program takes into consideration:

- The student's age.
- The nature of the offense and the circumstances which led to the offense.
- The student's past history of behavior.

- The effectiveness of alternative behavior management approaches.
- Information from parents, teachers, and/or others, as appropriate.
- Other extenuating circumstances, such as medications.

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.

C. Due Process

1. The level of due process a student is entitled to receive before a consequence is imposed depends on the nature of the incident.

Regardless of the consequence being imposed, the authorized school personnel must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. Prior to imposing the disciplinary consequence, the authorized school personnel shall provide the student an opportunity to present his/her version of the facts. Upon request, the student and the student's parent will be provided with an informal conference with the BOCES official imposing the consequence arising from that conduct. In the consequences noted below, students may be entitled to additional rights.

2. All major infractions of the Code of Conduct and unsuccessful attempts to modify ongoing serious infractions shall be brought to the attention of the appropriate Executive Director and/or the Superintendent or designee. Upon the recommendations of the District Superintendent or designee, the Board of Cooperative Educational Services hereby authorizes the building principal to act in their behalf. All actions taken under Major Infractions shall be accompanied by appropriate notification to the parent or legal guardian and an appropriate representative of the home school district. The student and the parent (or person in the parental relation) shall be given an opportunity to appear informally before the person authorized to impose discipline and to discuss the conduct being reviewed.

D. Denial of Special Privileges

A student denied special privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the denial of such privileges to discuss the conduct and the penalty involved.

E. Formal Removal of Disruptive Students by a Teacher

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

A student's behavior may become disruptive. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules. In general, this Code has categorized these behaviors as Serious Infractions. For purposes of this Code of Conduct, a disruptive student is a student who is **substantially disruptive** of the educational process or **substantially interferes** with the teacher's authority over the classroom.

1. The specific examples of what constitutes a substantial disruption or substantial interference with the teacher's authority over the classroom must be appropriate to the population of students educated within each program operated by BOCES.

2. The procedural requirements for a formal removal by a teacher of a student are:

- a. A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.
- b. If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be formally removed immediately. The teacher must, however, explain to the student why he

- or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours.
- c. If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being formally removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher formally remove a student from class.
 - d. The teacher must complete a BOCES-established form for a formal removal by a teacher and meet with the principal or the principal's designee (see definition) as soon as possible, but no later than the end of the school day, to explain the circumstances of the formal removal and to present the BOCES form for a formal removal by a teacher.
 - e. Within 24-hours after the student's formal removal by a teacher, the principal or designee must notify the student's parents, in writing, that the student has been formally removed by the teacher from the class and the reason why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the teacher and the principal or the principal's designee to discuss the reasons for the formal removal.
 - f. The written notice must be delivered to the last known address of the parents through one or more of the following means: delivery by express mail, personal delivery, or delivery by some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's formal removal by a teacher. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.
 - g. If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was formally removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's formal removal by a teacher. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.
 - h. The principal or the principal's designee may overturn the formal removal of the student from class if any one of the following are found:
 - The charges against the student are not supported by substantial evidence.
 - The student's formal removal is otherwise in violation of law, the district's Code of Conduct and/or federal or state laws regarding the education of students with disabilities.
 - The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.
 - i. The principal or his or her designee may overturn a formal removal by a teacher at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of the formal removal expires, whichever is less.
 - j. Any disruptive student who is formally removed from the classroom by the classroom teacher shall be offered continued educational programming and activities by a teacher in an alternate setting until the student is permitted to return to the classroom.
 - k. The place the student is removed to, appropriate activities engaged in during

the formal removal and supervision provided will be determined by the building administrator or designee.

1. Each teacher must keep a complete log (on a BOCES-provided form) for all cases of formal removal of students from his or her class. The principal must keep a building log of all formal removals by teachers of students from class.

F. Assignment to Behavior Intervention Services

The Board recognizes the school must balance the need for students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes building principals and the District Superintendent or designee to place students who would otherwise be suspended from school as the result of a code of conduct violation into some level of behavior intervention services.

In such cases, staff shall discipline students in a therapeutic manner with the goal of diffusing a situation and assisting students in gaining self-control. Such intervention may include a Re-direction Program for removing violent or agitated students from a potentially dangerous situation and placing them in a safe, supervised location until they are able to regain self-control.

Each program shall develop guidelines and procedures for re-direction rooms used for behavior intervention services that will be positive, proactive and appropriate to the students being served. Such guidelines and procedures shall include a description of:

- the range of inappropriate behaviors that lead to placement in intervention services
- the location and description of room where intervention services will take place
- the range of intervention strategies to be used in the room
- the required supervision
- parental notification describing the behavior intervention room and its use
- parental notification each time the child is assigned to the behavior intervention room
- due process procedures
- staff training
- parent training

- method of ongoing evaluation of the effectiveness of such behavior intervention services.

G. Suspension from School

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the building principals (short-term suspension) or the home school district (long-term suspension). All students who are under suspension in their home school shall be automatically suspended by BOCES during the time of their home school suspension. Principals of high schools sending students to BOCES should inform BOCES principals of such suspensions.

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

When BOCES initiates a suspension of 5 days or less, all requirements of law shall be followed:

- a. Suspensions may be made by a Principal for a period of term not to exceed five school days or less.
- b. The student being suspended must be informed of the suspension and the reason for the suspension by the Building Administrator or designee.
- c. Whenever possible, the student's parent/guardian must be notified immediately by telephone of the proposed suspension. The Principal must also notify the parent in writing. The notice must describe the infraction for which the suspension is proposed and provide the student and parent/guardian an opportunity for an informal conference with the Principal or designee. The notice must also inform the parent/guardian that the student's home school district has been notified of the suspension.
- d. The written notice must be delivered to the last known address of the parents through one or more of the following means: delivery by express mail, personal delivery, or delivery by some other means that is reasonably calculated

to assure receipt of the notice within 24 hours.

- e. A copy of the suspension letter shall be placed in the student's file.
 - f. Upon return to school, a reinstatement interview may be requested with either or both parents/guardians.
2. Long-term (6 school days or more) suspension from school, permanent suspension, and removals or suspensions that constitute a disciplinary change of placement for students with disabilities (which could include an alternative special educational setting).

When a student engages in behavior that may warrant a long-term or permanent suspension, or when a student with a disability engages in behavior that may warrant a manifestation determination because the disciplinary action may constitute a disciplinary change of placement, the building principal shall give notice to:

- the student and the student's parents;
 - the BOCES Executive Director for the Division in which the student is enrolled;
 - and the appropriate school district administrator of the student's home district.
- a. In the case of a regular education student, the appropriate home district school official is the component school district's designated discipline officer.
 - b. In the case of a student with disabilities, the appropriate home district school official is the Committee on Special Education (CSE) chair. Students with disabilities and their parents should be aware that there are special protections surrounding disciplinary actions which may warrant a manifestation determination and should receive the specifics of these procedural safeguards from the CSE of their home school district.
 - c. In order to facilitate review and action according to the disciplinary procedures

established within the home district's Code of Conduct or, in the case of a student with disabilities, by a manifestation determination as required by state and federal law, the BOCES principal shall provide appropriate documentation to the appropriate school official of the student's home school district.

H. Referrals

1. PINS petitions

The building administrator or designee may refer to the home school district any student under the age of 16 for whom a PINS (person in need of supervision) petition should be filed in Family Court because the student demonstrates that he or she requires supervision and treatment by behaviors such as:

- Being habitually truant and not attending school.
- Engaging in an ongoing or continual course of conduct which make the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
- Knowingly and unlawfully possesses marijuana in violation of Penal Law §221.05 will be a sufficient basis for filing a PINS petition.

2. Juvenile Delinquents or Juvenile Offenders

The building administrator or designee will refer to the home school district any student enrolled in a BOCES who meets the following specifications so that the Superintendent of the student's home school district can meet the requirement to refer the student to the County Attorney for a juvenile delinquency proceeding before Family Court:

- Any student under the age of 16 who is found to have brought a weapon to school
- Any student 14 or 15 years old who qualifies for juvenile offender status under Criminal procedure law §1.20 (42).

The District Superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender

status to the appropriate law enforcement authorities.

3. Criminal offenses

The building administrator 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.

VIII: Recording-keeping and Reporting

Building administrators shall submit reports on material incidents of discrimination, intimidation, bullying and/or harassment that occur each school year to the appropriate Executive Director who shall submit to the Compliance Officer for filing reports as required by NYS law and Commissioner's Regulations. Such incidents shall be monitored in each building by the building administrator and throughout the BOCES by the Compliance Officer to better understand behavioral trends and to aid in the implementation of preventative programming.

IX. STUDENT SEARCHES AND INTERROGATIONS

Western Suffolk BOCES Board is committed to providing an atmosphere for a positive, safe and orderly school environment. Accordingly, student searches and interrogations will be conducted in accordance with Policy 6230.

X. VISITORS TO THE SCHOOLS

All visitors are expected to abide by the Code of Conduct and Policies 2210 and 2230.

XI. BOCES EMPLOYEES

- A. **Teachers and all other BOCES personnel are expected to model the behaviors stated in the Code of Conduct.**
- B. BOCES may initiate disciplinary action against any student or staff member, as appropriate, consistent with the consequences described herein, relevant bargaining unit contracts, and relevant laws. All persons shall be subject to disciplinary action as the facts may warrant in accordance with due process requirements.

In addition, BOCES reserves its right to pursue a civil or criminal legal action against any person violating this Code.

XII. DISSEMINATION AND REVIEW

- A. The Board will work to ensure that the community is aware of this Code of Conduct by:
 - Providing copies of a summary of the Code of Conduct to all students at an assembly appropriate to each individual program at the beginning of each school year.
 - Making copies of the Code of Conduct available to all parents.
 - Mailing a summary of the Code of Conduct written in plain language to all parents of BOCES students before the beginning of the school year and making this summary available later upon request.
 - Providing all current teachers and other staff members with a copy of the Code of Conduct and a copy of any amendments to the Code as soon as practicable after adoption.
 - Providing all new employees with a copy of the current Code of Conduct when they are first hired.
 - Making copies of the Code available for review by students, parents and other community members.
 - Mailing copies of Code of Conduct to all component school districts.
 - Posting this Code in the BOCES policies on the BOCES website.
- B. The Board will sponsor a staff development program for all BOCES staff members to ensure the effective implementation of the Code of Conduct. The Executive Officer will consider the recommendations of the BOCES staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.
- C. The Board will review this Code of Conduct every year and update it as necessary. In

conducting the review, the Board will consider how effective the Code's provisions have been and whether the Code has been applied fairly and consistently.

Before adopting any revisions to the Code, the Board will hold at least one public

Adopted: July 10, 2001

Revised and Re-Adopted: June 25, 2002;

Jan. 10, 2006; June 12, 2007; May 10, 2011

July 10, 2012; June 11, 2013; May 13, 2014,

August 12, 2014, July 7, 2015, October 13, 2015;

June 14, 2016, July 11, 2017

hearing at which school personnel, parents, students and any other interested party may participate.

CODE OF CONDUCT

The BOCES is committed to providing a safe and orderly educational environment where students receive and BOCES personnel deliver quality educational services without disruption or interference. The BOCES is also committed to maintaining a climate of mutual respect and dignity in the schools to promote learning within a safe environment. Responsible behavior by students, teachers, other BOCES personnel, parents and other visitors is essential to achieving these goals.

The Western Suffolk BOCES Board has a long-standing set of expectations for conduct on school property, at school functions, and while traveling to and from school and school events. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. BOCES is committed to provide training to all employees to help prevent and respond to incidents directed at students that are committed by students or school employees on school property or at school functions including but not limited to discrimination, harassment, intimidation and bullying based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, or gender. The Board also recognizes the need for prompt notification of local law enforcement agencies when a violation of the Code of Conduct is believed to constitute criminal conduct.

Unless otherwise indicated, this Code applies to all students, school personnel, parents and other visitors when on school property or attending a school function. For specific definitions used in this policy, please see full version.

STUDENT DRESS CODE

All students are expected to give proper attention to personal cleanliness and to dress appropriately while on school property and at school functions. Students and their parents or persons in parental relation have the primary responsibility for acceptable student dress and appearance.

Teachers and all other BOCES personnel should reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. A student's dress, grooming and appearance shall:

- Be safe, appropriate, and not interfere with school activities or be disruptive to or interfere with the educational process.
- Not include items that contain inappropriate symbolism, especially that which discriminates against others based on race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation or disability.
- Include footwear at all times. Footwear that is a safety hazard will not be allowed.
- Not include hats, "do rags," bandanas, or other types of headwear except for approved medical and/or religious purposes or where authorized by the building administrator.
- Not include items that are vulgar, obscene, lewd, profane or libelous.
- Not include items that denigrate others on account of race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation or disability.

- Not promote and/or endorse the use of alcohol, tobacco or illegal drugs.
- Not include items that encourage, promote and/or incite illegal activities, violent activities or the violation of law or school policy or regulations.
- Not include any attire or accessory whose color or emblem is worn specifically for the purpose of promoting or reflecting membership in a gang, sub-group of a gang, or any suspected gang.
- Not include any attire or accessory that is potentially dangerous to others.

Students who violate the student dress code shall be required to modify their appearance. Any student who refuses to do so shall be subject to the established consequences. Any student who repeatedly fails to comply with the dress code shall be subject to additional consequences pursuant to the Code of Conduct.

DIGNITY ACT COORDINATOR

Each school has a Dignity Act Coordinator. Students, parents and staff are encouraged to suggest to the school's DAC (listed below) issues of specific relevance to the school's students and/or staff that can be addressed through training or other ongoing programs on the human relations issues listed in the preamble to this policy.

Program	DAC	Division Wide	Mary Jean Alimena
JEA Elementary Sch.	Lori Manno 631-254-0094	Special Education Wilson Tech, Dix Hills	631-425-9090 x245 Ann Joseph
JEA Jr/Sr High School	Maryann Sullivan 631-549-5580	Wilson Tech, NPT	631-667-6000 X-383 Debra Montaruli
Brennan Middle/High	Mark Brunza 631-491-4149	Wilson Tech, Huntington	631-261-6000 X-200 Karen Bowden
JEA Alternative Sch. & ALC Program	Michael DeGeronimo 631-586-1300	Wilson Tech, Republic.	631-754-2900 Daniel Loughran
Manor Plains High	Fran Crocco 631-754-2900		631-752-1957
Itinerant Program & ENL	Jennifer Paterson 631-595-6914		

PROHIBITED STUDENT CONDUCT AND DISCIPLINARY CONSEQUENCES

Prohibited conduct includes discrimination and harassment, bullying and /or discrimination against any student or employee on school property or at a school function that creates a hostile environment by conduct or by threats, intimidation or abuse including cyberbullying as defined in this code of conduct that either has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits or mental, emotional and/or physical well-being including conduct, threats intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm or physical injury to a student or to cause a student to fear for his or her physical safety. This prohibited conduct extends to incidents that occur off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats intimidation or abuse, inclusive of verbal and non-verbal actions, might reach school property. This conduct is inclusive of, but not limited to acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex as defined by this code of conduct.

Students who violate the Code of Conduct will be subject to remedial and/or disciplinary action based on the illustrative infractions/consequences that follow. The illustrative infractions have been categorized as minor, serious or major with the understanding that an infraction may escalate to a higher level based on its repetitive or persistent nature.

If the conduct of a student is related to a disability or suspected disability, specific procedures outlined within the full policy must be followed. As a general rule, discipline will be progressive. This means that a student's first violation will usually result in a lesser consequence than subsequent violations. Retaliation against anyone who, in good faith, reports or assists in the investigation of harassment, bullying and/or discrimination is prohibited. Due process details are in the full policy.

A. Minor Infractions and Consequences

Minor Infractions

- Engaging in any willful act which interferes with the operation of the class, school or school function
- Making unreasonable noise
- Using language or gestures that are profane, lewd, vulgar, abusive, teasing, or that incite others.
- Rude or disrespectful behavior
- Lateness, unpreparedness for class, irregular attendance
- Misusing computer devices, including any unauthorized or inappropriate use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the BOCES Internet use policy.
- Lying to school personnel.
- Defamation
- Discrimination
- Displaying or using any electronic device, including cell phones, (except where authorized by IEP or authorized by building administrator) on school property.
- Littering or bringing food or beverage in undesignated areas
- Violation of dress code except those related to gang affiliation (see Major Infractions)
- Unauthorized copying of homework/classwork
- Obstructing vehicular or pedestrian traffic
- Off campus, minor incident of misconduct that endangers the health and safety of student or staff within the school or can be reasonably forecast to disrupt the work and discipline of the school environment.
- Disruptive behavior in cafeteria or hallways; during recess or any school activity; on school bus

Consequences for Minor Infractions

(include but are not limited to)

- Verbal reprimand
- Assignment of extra work
- Denial of special privileges
- Written notification to building administrator
- Parent/guardian contact, verbal and/or written
- Request for involvement of Student Support Staff
- Conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP)

- Assignment to behavior intervention room
- Assignment to in-school suspension
- Peer support groups; corrective instruction or other relevant learning or service experience
- Supportive intervention
- Student counseling and parent conferences
- Referral to appropriate human service agency

B. Serious Infractions and Consequences

Serious Infractions

- Repeated or persistent minor infractions
- Misusing computer devices, including any unauthorized or inappropriate use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the BOCES Internet use policy – serious incident
- Trespassing
- Harassment – serious incident
- Intimidation – serious incident
- Menacing – serious incident
- Bullying – serious incident
- Cyberbullying – serious incident
- Sexual harassment or overt sexual behavior
- Using electronic cigarettes, tobacco products such as cigarette(s), cigar(s), pipe and/or chewing or smokeless tobacco on school property or while attending a school function.
- Gambling
- Academic misconduct including plagiarism, cheating, altering records, or assisting another student in any of the above actions
- Unauthorized presence in, or absence from, assigned area
- Cutting class
- Insubordination to any school/BOCES employee
- Driving to/from school and/or transporting students without administrative permission
- Making a prank phone call
- Making or posting an inappropriate prank or disruptive electronic communication such as a web page, blog, video, internet posting, email or text message
- Violation of safety procedures
- Leaving school grounds without permission
- Sexting

- Off campus, serious incident of misconduct that endangers the health and safety of students or staff within the school or can be reasonably forecast to disrupt the work and discipline of the school environment.
- Violating the civil rights of other students and/or school employees – serious incident
- Not following BOCES procedures for the use of prescription medication.

Consequences for Serious Infractions

(include but are not limited to)

- Parent/guardian conference by phone or in-person
- Conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP)
- Designation of involvement of Student Support Staff
- Denial of special privileges
- Requirement for reimbursement or restitution for damaged or stolen property
- Referral to appropriate human services agency
- Referral to the district CSE for consideration of a more appropriate placement
- Referral to the district CSE for a manifestation determination to establish if the conduct is a manifestation of the student's disability
- Assignment to behavior intervention room
- Assignment to in-school suspension
- Short-term out-of-school suspension accompanied by a parental notice of disciplinary removal
- Formal removal by classroom teacher accompanied by parental notice of disciplinary removal
- Peer support groups; corrective instruction or other relevant learning or service experience.
- Supportive intervention
- Student counseling and parent conferences

C. Major Infractions and Consequences

Major Infractions

- Repeated or persistent serious infractions

- Misusing computer devices, including any unauthorized or inappropriate use of computers, software, or internet/intranet account; accessing

inappropriate websites; or any other violation of the BOCES Internet use policy – major incident

- Possession/stealing of school/BOCES property or the property of another student, school/BOCES employee or any other person lawfully on school property or while attending a school function
- Intimidation – major incident
- Harassment – major incident
- Menacing – major incident
- Bullying – major incident
- Cyberbullying – major incident
- Threats (verbal, written in any media including the Internet, or physical) to another student or school/BOCES employee
- Attempting to cause or intentionally or recklessly causing physical injury or serious physical injury to another with or without a weapon.
- Sexual offenses involving forcible compulsion and aggravated sexual contact
- Sexual offenses involving forcible compulsion and inappropriate sexual contact
- Sexual offenses involving inappropriate contact with no forcible compulsion
- Kidnapping
- Assault with serious physical injury
- Assault with physical injury
- Robbery
- Reckless endangerment
- Use, display or possession of a weapon* or any other item, material, chemical or fluid which could be used as a dangerous or deadly instrument or weapon
- Intentionally damaging or destroying the school/BOCES property or the personal property of a student, a school/BOCES employee or any person lawfully on school property
- Displaying overt signs, including any attire or accessory, of gang affiliation, or engaging in gang-related behaviors, that increase the level of conflict or violent behavior in the school or disrupt the educational process
- Hazing
- Selling, using or possessing obscene material
- Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, controlled substances, synthetic

cannabinoids, or off-label use of any chemical, or being under the influence of any of the above

- Inappropriately using or sharing prescription or over-the-counter drugs
- Initiating a bomb threat and/or report warning of fire or other catastrophe without valid cause; misuse of 911
- Inappropriately discharging and/or tampering with a fire extinguisher
- Committing an act of arson
- False fire alarm, smoke bombs, use of fireworks
- Endangering the health and safety of others
- Off campus, major incident of misconduct that endangers the health and safety of students or staff within the school or can be reasonably forecast to disrupt the work and discipline of the school environment.
- Violating the civil rights of other students and/or school employees – major incident
- Inappropriate use of or tampering with a fire alarm or AED
- Failure to follow directions during an emergency or safety drill
- Inappropriate, unwanted or aggressive physical contact with staff

Consequences for Major Infractions (include but are not limited to)

- Behavior intervention services or in-school suspension for one to five days
- Assignment to a behavior intervention room
- Designation of involvement of Student Support Staff
- Short-term out-of-school suspension following application of statutory procedures accompanied by parental notice of disciplinary removal
- Referral to home school district for long-term out-of-school suspension (more than five days) following application of statutory procedures accompanied by parental notice of disciplinary removal
- Conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP)
- Referral to the district CSE for consideration of a more appropriate program
- Referral to the district CSE for a manifestation determination to establish if the conduct is a manifestation of the student's disability
- Contact of appropriate law enforcement agency

- Permanent suspension following application of statutory procedures
- Consequences for possession of a firearm shall be as described in Policy #6241.
- Peer support groups; corrective instruction or other relevant learning or service experience.
- Supportive intervention
- Student counseling and parent conferences
- Referral to appropriate human services agency

** pursuant to the Gun-Free School Act (P.L. 103-227, Section 8001)*

Copies of the entire Code of Conduct for Western Suffolk BOCES may be obtained from any Building Administrator, by calling (631) 549-4900, ext. 224, or by visiting our website at wsboces.org/policies

STUDENTS

Regional Summer School Policy on Conduct, Discipline, Attendance and Grading

Conduct and Discipline

Regional Summer School offered through Western Suffolk BOCES will abide by the School Conduct & Discipline Policy of the host school district. Any disciplinary procedure requiring intervention beyond the Head Summer School Principal will be conducted by the District Superintendent of Western Suffolk BOCES or his designee.

Each Head Summer School Principal is responsible for informing all students and staff of the School Conduct & Discipline Policy of the host school district by the opening of summer school.

Attendance

Summer School students are not subject to compulsory attendance, therefore, they are not subject to the disciplinary rules set in Education Law 3214. Class participation will, however, factor into a student's summer school grade. There is no distinction made between excused and unexcused absences. The lack of class participation which can relate to poor attendance may result in denial of course credit. If a student does earn a passing grade in a course despite poor attendance, credit may not be denied as a form of discipline.

Grading

Grading will consist of the following components:

- 80% of the course grade will be based on **participation**, including attendance, completion of assignments, tests/quizzes, engagement in class activities and effort
- 20% of the course grade will be based on **tests**, specifically mid-term and final examinations

Credit Awarded

The passing grade for Western Suffolk BOCES regional summer school is 65. The final course credit will be determined by the home school district. The home school district determines the final grade a student will receive for the purpose of their permanent school record. Each school district may have a different policy.

Adopted: June 8, 1999

Revised and Adopted: April 8, 2008

Regional Summer School Grading

Summer School is remedial in nature. Students are expected to attend all class sessions to develop the skills and gain a sense of achievement.

Grading will consist of the following components:

80% of the course grade will be based on **participation**, including attendance, completion of assignments, tests/quizzes, engagement in class activities and effort

20% of the course grade will be based on **tests**, specifically mid-term and final examinations

Participation points will be determined by the following formula:

The summer program consists of 24 instructional days. Each day, students will have the potential to earn 5 participation points, based on 1 – 3 points for effort and 1 -2 points for attendance. It is noted that students who are absent 3 or more days will likely not earn enough points to achieve a passing course grade

Points Earned for Effort

3	2	1	0
Student is involved in class activities	Student needs reminders to stay involved in class activities	Student needs considerable assistance to stay involved in class activities	Student does not engage in class activities

Points Earned for Attendance

2	1	0
Student is present in class within 15 minutes of start time	Student is present in class within 16 - 30 minutes of start time	Student is not present in class within 31 minutes of start time

The final grade is composed as follows:

80% based on the grade equivalence of the **participation points**

Participation Points for 24 Days – Final Grade	Grade Equivalent	Participation Points for 12 Days – Mid Term Grade
120	100	60
119 - 115	95	59 – 55
114 - 106	85	54 – 51
105 - 100	65	50 – 45
99 - 95	50	44 – 40
94 - 90	45	39 – 35
89 - 85	40	34 – 30
84 - 80	35	29 – 25
79 - 75	30	24 - 20

20% based on the average of the **tests**, specifically mid-term and final examinations

I. INTRODUCTION

The BOCES is committed to providing a safe and orderly educational environment where students receive and BOCES personnel deliver quality educational services without disruption or interference. The BOCES is also committed to maintaining a climate of mutual respect and dignity in the schools to promote learning within a safe environment. Responsible behavior by students, teachers, other BOCES personnel, parents and other visitors is essential to achieving these goals.

BOCES is committed to provide training to all employees, including school and district administrators and instructional and non-instructional staff at least annually to ensure a proactive anti-bullying/harassment approach that stresses the prevention of incidents through education and enlightenment. This training will enable employees to prevent and respond to incidents of discrimination, harassment, intimidation and bullying and serve to raise awareness and sensitivity to potential acts of discrimination, harassment, intimidation and bullying directed at students that are committed by students or school employees on school property or at school functions; including but not limited to, discrimination, harassment, intimidation and bullying based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, or gender.

The Western Suffolk BOCES Board has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity, as well as the following BOCES beliefs:

- We are a diverse community of adults who are reflective, life-long learners.
- Our community of adult learners is a valuable resource entitled to the highest quality instruction and equitable service.
- Respect, honesty, and trust are essential in all our interactions.
- Integrity, continuous assessment, high standards, and innovation are the foundation of organizational success.
- The integrity and high standards of our educational programs are reflected in our students and provide them with the skills they need to become responsible citizens and useful members of society.
- Successful organizations create effective operational systems and depend upon individuals who take responsibility for their actions, are accountable for the programs and services they deliver, and use all their energies to fulfill the expectations of those who count on them.
- Effective communication of accurate information within BOCES and to all our stakeholders enhances involvement and reduces conflict.
- Production of quality outcomes depends on the collective effort of a well-trained, motivated and healthy workforce who are encouraged to express their opinions.
- Everyone has the right to a safe, healthy and caring environment which fosters respect and high expectations, maximizes potential, motivates interest and enthusiasm, and encourages the pursuit of happiness.

The Board recognizes the need to clearly define the expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly including the prompt notification of local law enforcement agencies when a violation of the Code of Conduct is believed to constitute criminal conduct. To this end, the Board adopts this Code of Conduct ("Code").

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

II. DEFINITIONS

For purposes of this code, the following definitions apply:

“Act of Violence” means violent incident which occurs on school property and is defined by subdivision (gg) of Section 100.2 of the Commissioner’s Regulations and the criteria set forth by the State Education Department in the glossary of definitions under the Uniform Violent Incident Reporting System.

“Arson” is deliberately starting a fire with intent to destroy property.

“Assault with Serious Physical Injury” is intentionally or recklessly causing serious physical injury to another person. Serious physical injury creates a substantial risk of death or causes serious and protracted disfigurement, protracted impairment of health or protracted loss or impairment of the function of any bodily organ.

“Assault with Physical Injury” is intentionally or recklessly causing physical injury to another person. Physical injury means impairment of physical condition or substantial pain.

“Bomb Threat” is a telephoned, written, or electronic message that a bomb, explosive, chemical or biological weapon has been placed on school property.

“Bullying” means the intentional and repeated intimidation of others who are considered by the offender to be weaker, with cruelty, thereby creating a hostile environment. Bullying may involve physical, verbal or electronic intimidation through gestures or social exclusion based on but not limited to a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation or disability.

“Building” means the physical site (school) where a program's services are delivered to students. BOCES may refer to buildings as "centers" or “campuses.”

“Building Administrator” means a certified administrator who is responsible for the supervision and management of a building or program.

“Cisgender” describes a person whose gender identity corresponds to their assigned sex at birth.

“Color” The term refers to the apparent pigmentation of the skin, especially as an indication or possible indication of their race.

“Controlled Substance” means a drug or chemical substance whose possession and use are controlled by law.

“Crisis Intervention” means those verbal and non-verbal techniques that enable staff to maintain control in crisis situations through calm, confident actions that help staff defuse a disruptive or violent student and reduce the potential for physical injury to all who are present. In non-violent crisis intervention, the staff’s primary responsibility is always for the care, welfare, safety and security of our students and staff. Physical restraint may be used when all other techniques have been exhausted and is necessary to control and protect the health and safety of students and staff.

“Cyberbullying” the repeated use of information technology either on or off of school property including e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and social media web sites to deliberately harass, threaten or intimidate others. It may involve sending mean, vulgar, private information about another person; pretending to be someone else to make that person look bad, or intentionally excluding someone from an online group using either school or personal information technology equipment. **Also includes:**

- **Cyberstalking:** repeated harassment that includes threats or harm or that is highly intimidating and intrusive upon one’s personal privacy.
- **Denigration:** “Dissing” someone online. Sending or posting cruel gossip or rumor about a person to damage his or her reputation or friendships.
- **Flaming:** Online fights using electronic messaging with angry and/or vulgar language.
- **Happy Slapping:** An extreme form of bullying where physical assaults are recorded on mobile phones or digital cameras and distributed to others.
- **Impersonation:** Breaking into someone’s account, posing as that person and sending messages to make the person look bad, get that person in trouble or danger, or damage that person’s reputation or friendships.

“Defamation” means making false or slanderous 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.

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

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

“Disrupting the Educational Process” means behavior that materially or substantially disrupts the educational process, whether on school property or at school-sponsored events and activities such behavior shall not be tolerated and shall subject the offending pupil to appropriate disciplinary action. Students may be disciplined for conduct that occurred outside of the school that may endanger the health or safety of pupils within the educational system or adversely affect the educational process. Behavior which disrupts the educational process shall include, but not be limited to:

- Conduct which threatens the health, safety, or welfare of others;
- Conduct which may damage public or private property, including property of students or staff;
- Illegal activity;
- Conduct that materially or substantially interferes with another student’s access to educational opportunities or programs, including the ability to attend, participate in and benefit from instructional and extracurricular activities, or
- Conduct that materially or substantially disrupts the delivery of instructional services or interferes with the orderly administration of the school and school-related activities or district operations.

“Electronic Device” includes cameras, camcorders, radios, beepers, MP3 players, iPods, music players, cell phones, tape recorders, laptops, tablets, iPads, computers, phone watch and any electronic device which assists in communications.

“Emotional Harm” means harm to a student’s well-being through the creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education.

“Employee” means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine-B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly through contract, whereby such services such service performed by such person involve direct student contact.

“Ethnic Group” means a group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and or ideology that stresses ancestry.

“Firearm” means “(A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.” (per 18 U.S.C. § 921).

“Formal Removal by Teacher” means the action by a teacher to have a disruptive student removed from the classroom. Classroom management techniques for controlling student behavior, defusing a situation and/or preventing a crisis, which may involve brief periods of time spent out of the classroom, are not considered “formal removal by a teacher” for purposes of this code.

“Gang” means any group or sub-group that has a common purpose, a membership, a structured hierarchy and a pattern of continued criminal activity over time.

“Gender” means actual or perceived sex and includes a person’s gender identity or expression.

Gender Identity and Expression: is an individual’s internal sense of being a man, a woman, a boy, a girl, or something outside of these binaries. Since gender identity is internal, it is not necessarily visible to others. Some ways in which people may express or represent their gender include dress, hair style,

mannerisms, body characteristics, name and pronouns. This has also been described by the Empire State Pride Agenda as the way in which people self-identify and present their masculinity and femininity to the world.

“Gender Nonconforming (GNC)” is used to describe people whose gender expression differs from the stereotypic expectations. The terms “gender variant” or “gender atypical” are also used. Gender nonconforming individuals may identify as male, female, some combination of both, or neither.

“Harassment and bullying” means the creation of a hostile environment by employees or students on school property or at school functions by conduct or by verbal threats, intimidation or abuse, including cyberbullying as defined in educational law section 11(8) that either: a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; including conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm or b) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. This definition is inclusive of acts of harassment or bullying that occur on school property, at a school function or off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

“Material Incident of Harassment, Bullying and/or Discrimination” is defined as a single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying and/or discrimination by a student and/or employee on school property or at a school function. This term includes a **verified** incident or a series of related **verified** incidents of harassment or bullying that occur off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property, **and** is the subject of a written or oral complaint to the district superintendent, principal,

or their designee, or other school employee.

“Hazing” means any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any BOCES or school-sponsored activity, organization, club or team.

“Illegal or Controlled Substances” means, but is not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, non-prescribed prescription drugs and any substances commonly referred to as "designer drugs."

“Insubordination” means failing to comply with the reasonable directions of teachers, school administrators or any other school employee.

“Intimidation” includes threatening, stalking, or seeking to coerce or compel a person to do something; engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving race, ethnicity, national origin, religion, religious practices, gender, sexual orientation, age, or disability that substantially disrupts the educational process. This includes any form of harassment that does not involve actual physical contact but does involve the threat of harm, including verbal harassment. This means actions or statements, including bullying, that put an individual in fear of bodily harm and/or emotional discomfort.

“Menacing” is intentionally placing or attempting to place another person in fear of imminent physical injury.

“Mischief (criminal)” is the intentional or reckless damaging of property of the school or another person including, but not limited to, vandalism and the defacing of property with graffiti.

“National origin” means a person’s country of birth or their ancestor’s country of birth.

“Non-Instructional Staff” means non-pedagogical staff such as clerical, custodial, and food service personnel who are located within a school building and provide operational support to the school program.

“Other Administrative, Managerial, and Technical Staff” means those individuals employed by BOCES who are responsible for central office operations and/or for specialized instructional or administrative management services who provide support and/or

oversight to various BOCES programs and/or to component districts.

"Paraprofessionals" means teacher aides who work under the supervision of a teacher to support the instruction of students.

"Positive School Climate" means a setting where all students and staff experience a safe, healthy and caring environment which fosters learning and high expectations, maximizes potential, and stimulates interest and enthusiasm.

"Principal's Designee" means another certified administrator or instructional staff member designated by the principal.

"Program" means a BOCES service which provides learning experiences in order to address academic, behavioral, developmental or career needs of students. A program can be center-based or can exist in more than one building.

"Race" means geographically local or global human population groups distinguished as a more or less distinct group by genetically transmitted physical characteristics.

"Reckless Endangerment" is conduct that subjects individuals to danger by recklessly engaging in behavior that creates a substantial risk of serious injury or physical injury, but no actual physical injury results. A person acts recklessly when he/she is aware of and consciously disregards a substantial and unjustifiable risk that such result will occur.

"Religion" a person's group or religion is the specific fundamental beliefs and practices generally agreed to by large numbers of the group, a body of persons adhering to a particular set of beliefs and practices.

"Religious Practice" this term includes practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities.

"Robbery" is forcible stealing from a person by violence or threat of violence with or without a weapon.

"School Bus" Every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils,

teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities.

"School Property" means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of any BOCES program location, or in or on a school bus, as defined in Vehicle & Traffic Law §142.

"School Function" means any school-sponsored extracurricular event or activity.

"Sex" means the biological and physiological characteristics that define men and women (male and female).

"Sexting" means sending, receiving or forwarding sexually suggestive nude or nearly nude photos through text message or email using either school or personal information technology equipment.

"Sexual Harassment" means overt or subtle behaviors and comments of a sexual nature that are offensive, unwelcome, interfere with another's work or academic performance, or create an intimidating, hostile or offensive working or educational environment.

"A Sexual Offense which involves forcible compulsion and aggravated sexual contact" means to compel by either a) use of force or b) a threat, express or implied, which places another person in fear of immediate physical injury.

"A Sexual Offense which involves forcible compulsion and inappropriate sexual contact" means the use of force or threat to touch the sexual or other intimate parts of a person whether directly or through clothing.

"Other Sexual Offenses" means inappropriate sexual contact with no forcible compulsion. This would include incidents of sexual contact that do not involve the use of force or threat with a child under 17 years of age or a child unable to consent by reason of disability.

"Sexual Orientation" actual or perceived heterosexuality, homosexuality, or bisexuality.

"Student Support Staff" means any staff member who provides direct educationally related services that assist students in preventing and resolving personal, social, emotional, academic and physical problems.

"Synthetic Cannabinoids or Synthetic Marijuana" means products that are produced, distributed, marketed, and sold as legal alternatives to marijuana and often carry a label stating 'not for human consumption' to disguise the true nature of the substance. Synthetic cannabinoid products are sold as incense, herbal mixtures, or potpourri. They are often sold in convenience stores, gas stations, and smoke shops. These products are commonly smoked.

"Teacher" means any staff member appointed by BOCES to provide direct instruction to school age or adult students in a BOCES program.

"Transgender" refers to people who identify their gender differently from what is traditionally associated with the sex assigned to them at birth. This includes people who have undergone medical procedures to change their sex and those who have not. Transgenders can be gay, straight or bisexual.

"Trespassing" means unauthorized presence on any school property, other than the one a student regularly attends, without permission from the administrator in charge of the program.

"Violent Student" means a school age student or adult who:

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

"Weapons Possession": Possession of one or more of the weapons listed below, except possession in a

classroom or laboratory as part of an instructional program or in a school-related activity under the supervision of a teacher or other school personnel as authorized by school officials. Possession includes bringing a weapon to or possessing a weapon at school.

"Weapons" include:

- a. a firearm, including but not limited to, a rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun, spring gun, bb gun or paintball gun;
- b. a switchblade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk, razor, box cutter, metal knuckle knife, utility knife, or any other dangerous knife.
- c. A billy club, blackjack, bludgeon, chukka stick, or metal knuckles;
- d. A sandbag or sandclub;
- e. A sling shot or slungshot
- f. A martial arts instrument, including but not limited to, a kung fu star, ninja star, ninchuck, or shiriken;
- g. An explosive, including but not limited to, a firecracker or other fireworks;
- h. A deadly or dangerous chemical, including but not limited to, a strong acid or base, mace, or pepper spray;
- i. An imitation gun;
- j. Loaded or blank cartridges or other ammunition, or
- k. Any other deadly or dangerous instrument.

"Weight" aside from its obvious meaning in the physical sciences, in weight discrimination legislation from a variety of sources, the word is used in reference to a person's size or sometimes interchangeably with a person's size.

III. STUDENT RIGHTS AND RESPONSIBILITIES

All student interaction and communication among themselves, teachers, school administrators, other school personnel, and visitors on school property will be acceptable, civil, and respectful.

A. Student Rights

BOCES 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 BOCES students have the right to:

- Take part in all BOCES activities on an equal basis regardless of race, color, creed, national origin, religion, gender or sexual orientation or disability.

- Present their version of the relevant events to the appropriate school personnel in connection with the imposition of disciplinary consequences.
- Be informed of school rules and, when necessary, receive an explanation of those rules from school personnel.
- Treat all students and school personnel in a kind courteous manner regardless of their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation or disability.
- Promptly report any witnessed acts of harassment and/or bullying to the school staff.

B. Student Responsibilities

All BOCES students have the responsibility to:

- Contribute to maintaining a safe and orderly school environment that is conducive to learning and show respect to other persons and to property.
- Be familiar with and abide by all BOCES policies, rules and regulations dealing with student conduct.
- Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
- Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
- React to direction given by all school staff in a respectful, positive manner.
- Utilize available resources to control their anger.
- Ask questions when they do not understand.
- Seek help in solving problems.
- Dress appropriately for school and school functions consistent with the Building Dress Code.
- Be accountable for their actions.
- Conduct themselves as representatives of BOCES when participating in or attending school-sponsored extracurricular events and hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
- Promptly report violations of the Code of Conduct to a teacher, student support staff, the building administrator or his or her designee. When incidents of harassment/intimidation/bullying/discrimination are reported, BOCES will follow the specific steps described in Policy 6560.

IV. ESSENTIAL PARTNERS IN CREATING A POSITIVE SCHOOL CLIMATE

A. Teachers

All teachers are expected to:

- Maintain a climate of mutual respect and dignity, which will strengthen the student's self-concept and promote confidence to learn.
- Demonstrate interest in teaching, concern for student well-being, achievement and educational progress, and respond appropriately to the individual needs of each student.
- Know BOCES policies and school rules, and enforce them in a fair and consistent manner.
- Communicate to students and parents that which is important to the student's emotional, social, behavioral and academic progress, including but not limited to:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan
 - f. Building-wide behavior management plan.
- Communicate regularly with students and other teachers concerning progress and achievement.
- Be knowledgeable of effective classroom/building behavior management techniques and the non-violent crisis intervention philosophy and techniques.
- Maintain confidentiality about all personal information and educational records concerning students.
- Demonstrate dependability, integrity and other standards of ethical conduct.
- Follow established administrative procedures.
- Report violent students to the building administrator.
- Implement appropriate anti-harassment/bullying initiatives of BOCES.
- Confront issues of discrimination, harassment, intimidation and bullying or any situation that threatens the emotional or physical health or safety of any student, school employee or any person that is lawfully on school property or at a school function.
- Report immediately to the school's building administrator or other appropriate school personnel any incident witnessed or otherwise brought to the teacher's attention of discrimination, harassment, intimidation or bullying that involve students or employees either as the bully, bullied or bystander on school property or at a school function, that may endanger the health or safety of pupils within the educational system or adversely affect the educational process. This report shall be made not later than one school day after the teacher witnesses or is made aware of such incidents.

When incidents of harassment/ intimidation/ bullying/ discrimination are reported, BOCES will follow the specific steps described in Policy 6560.

- Maintain a school climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation or disability.
- Address personal biases that may prevent equal treatment of all students in the school or classroom.

B. Building Administrators

All building administrators are expected to:

- Promote a safe, orderly and academically stimulating school environment that supports active teaching and learning.
- Ensure that students and staff have the opportunity to communicate regularly for redress of grievances.
- Evaluate all instructional programs for which they are responsible on a regular basis.
- Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- Be knowledgeable of effective classroom behavior/building management techniques, and the crisis intervention philosophy and techniques and assure their utilization in the building/program.
- Maintain confidentiality about all personal information and educational records concerning students.
- Demonstrate dependability, integrity and other standards of ethical conduct.
- Follow established administrative procedures.
- Maintain a school climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation or disability. Solicit suggestions for training or programs to maintain a learning environment that is free of harassment/ intimidation/bullying/discrimination.
- Confront issues of discrimination, harassment, intimidation, bullying or any situation that threatens the emotional or physical health or safety of any student, school employee or any person that is lawfully on school property or at a school function or that endangers the health or safety of pupils within the educational system or adversely affects the educational process.
- Lead or supervise the thorough investigative process in concert with the BOCES Compliance

Officer per policies 5122 and 6560 in regard to reported incidents of discrimination, harassment, intimidation and/or bullying and ensure that all staff and/or students involved receive the proper level of intervention consistent with the Code of Conduct that are reasonably calculated to end the discrimination, harassment, intimidation and/or bullying, eliminate any hostile environment, create a more positive school climate and culture, prevent recurrence of the behavior and ensure the safety of the student or students against whom such behavior was directed. Work in concert with the BOCES Compliance Officer to determine/make appropriate notification to involved parties of findings/resolution per policies 5122 and 6560.

- Promptly notify the appropriate local law enforcement agency when it is believed that any discrimination, harassment, intimidation and/or bullying constitutes criminal conduct.
- Provide a regular report on data and trends related to discrimination, harassment, intimidation and/or bullying to the superintendent at least once per school year.

C. Executive Directors and Assistant Directors of Instructional Programs

The Executive Directors and Assistant Directors of instructional programs are expected to:

- Promote a safe, orderly and academically stimulating school environment that is free of discrimination, harassment, intimidation, and bullying, and that supports active teaching and learning.
- Review with BOCES and component district administrators the policies of the BOCES Board and state and federal laws relating to school operations and management.
- Keep others in the organization informed about educational trends relating to student discipline.
- Work to create instructional programs that are academically sound and promote an environment that is sensitive to student and teacher needs and that is designed to minimize problems of student misconduct.
- Work with BOCES administrators and the Compliance Officer in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- Maintain confidentiality about all personal information and educational records concerning students.
- Demonstrate dependability, integrity and other standards of ethical conduct.

- Follow established administrative procedures.
- Confront issues of discrimination, harassment, intimidation, bullying or any situation that threatens the emotional or physical health or safety of any student, school employee or any person that is lawfully on school property or at a school function.

D. Other Administrative, Managerial and Technical Staff

All administrative, managerial, and technical staff are expected to:

- Provide specialized instructional and administrative services to BOCES.
- Support the implementation of the Code of Conduct.
- Assure that the staff under their supervision conform to the Code of Conduct.
- Maintain confidentiality about all personal information and educational records concerning students.
- Demonstrate dependability, integrity and other standards of ethical conduct.
- Follow established administrative procedures.
- Report immediately to the school's building administrator or other appropriate school personnel any incident witnessed or otherwise brought to the staff's attention of discrimination, harassment, intimidation or bullying that involve students or employees either as the bully, bullied or bystander on school property or at a school function. When incidents of harassment/ intimidation/bullying/ discrimination are reported, BOCES will follow the specific steps described in Policy 6560.

E. Executive Officer and the Board

The Executive Officer or designee and the Board are expected to:

- Collaborate with student, teacher, administrator, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, BOCES personnel and visitors on school property and at school functions.
- Adopt and review at least annually the BOCES Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation.

V. STUDENT DRESS CODE

All students are expected to give proper attention to personal cleanliness and to dress appropriately while on school property and at school functions. Students have the primary responsibility for acceptable student dress and appearance.

- Lead by example by conducting board meetings in a professional, respectful, courteous manner.
- Ensure community awareness of the Code of Conduct by distributing a plain language summary of the code of conduct to students and/or informing students that the Code is available online at www.wsboces.org/policies.
- Provide each teacher with a copy of the Code of Conduct and a copy of any amendments to the code as soon as practicable following initial adoption or amendment of the code, and provide new teachers with a copy of the code upon employment.

F. Dignity Act Coordinator

Each school has a Dignity Act Coordinator. Students and staff are encouraged to suggest to the Dignity Act Coordinator issues of specific relevance to the school's students and/or staff that can be addressed through training or other ongoing programs on the human relations issues listed above.

Dignity Act Coordinators

Program	DAC
Wilson Tech, Dix Hills	Dr. Stephanie Engelmann, 631-667-6000 X-383
Wilson Tech, NPT	Debra Montaruli 631-261-6000 X-200
Wilson Tech, Huntington	Karen Bowden 631-754-2900
Wilson Tech, Republic	Daniel Loughran 631-752-1957

G. School Safety Team

Each BOCES building/program has a team that addresses school safety. This team includes principal or building administrator, teacher representatives, paraprofessional representatives and support staff. The teams shall meet regularly and make suggestions to insure that both students and staff are kept safe throughout the school day, arrivals/dismissals, transit times, recess, and lunch. Such suggestions may also include professional development activities related to various issues on school safety, supportive school climate concepts and how to discourage harassment, bullying and discrimination in the school.

Teachers will review with students the attire and accessories that are acceptable and what are unacceptable within the context of their class/program. Teachers and all other BOCES personnel should reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the work setting.

A student's dress, grooming and appearance shall:

- Be safe, appropriate, and not interfere with school activities or be disruptive to or interfere with the educational process.
- Not include items that contain inappropriate symbolism, especially that which discriminates against others based on race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation or disability.
- Include footwear at all times. Footwear that is a safety hazard will not be allowed.
- Not include hats, "do rags," bandanas, or other types of headwear except for approved medical and/or religious purposes or where authorized by the building administrator.
- Not include items that are vulgar, obscene, lewd, profane or libelous or denigrate others on account of race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation or disability.
- Not include items that promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage or incite illegal activities or violent activities or the violation of law or school policy or regulations.
- Not include any attire or accessory whose color or emblem is worn specifically for the purpose of promoting or reflecting membership in a gang, sub-group of a gang, or any suspected gang.
- Not include any attire or accessory that is potentially dangerous to others.

The appropriate principal or his or her designee shall be responsible for informing all staff and students of the student dress code.

Students who violate the student dress code shall be required to modify their appearance. Any student who refuses to do so shall be subject to the established consequences. Any student who repeatedly fails to comply with the dress code shall be subject to additional consequences pursuant to the Code of Conduct.

VI. PROHIBITED STUDENT CONDUCT AND DISCIPLINARY CONSEQUENCES

All students must conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, teachers, school administrators, other school personnel and visitors on school property, and for the care of facilities and equipment.

Prohibited conduct includes discrimination and harassment, bullying and /or discrimination against any student or employee on school property or at a school function that creates a hostile environment by conduct or by threats, intimidation or abuse including cyberbullying as defined in this Code of Conduct that either has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits or mental, emotional and/or physical well-being including conduct, threats intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm or physical injury to a student or to cause a student to fear for his or her physical safety. This prohibited conduct extends to incidents that occur off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats intimidation or abuse, inclusive of verbal and non-verbal actions, might reach school property. This conduct is inclusive of, but not limited to acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex as defined by this code of conduct.

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

Students should report immediately, either oral or written, to their evening supervisor or appropriate principal or any other school employee any known incident(s) of harassment, intimidation, bullying, discrimination by students or employees on school property or at a school function. When such incidents are reported, BOCES will follow specific steps described in Policy 6560. The infractions have been categorized as minor, serious, and major infraction with the understanding that an infraction is assessed on an individual basis to determine the circumstances of the incident and may escalate to a higher level based on its repetitive or persistent nature. Retaliation against anyone who, in good faith reports or assists in the investigation of harassment, bullying and/or discrimination is prohibited.

Each division will annually review the Code of Conduct policy with their respective administrative staff for the purpose of recommending all appropriate or required revisions.

Students who violate the Code of Conduct will be subject to disciplinary action based on the following. Note: Discipline procedures for adults in BOCES full-time programs are also described in the handbooks for each program.

A. Minor Infractions and Consequences

1) Minor Infractions

- Engaging in any willful act which interferes with the operation of the class, school or school function
- Making unreasonable noise
- Using language or gestures that are profane, lewd, vulgar, abusive, teasing, or that incite others
- Rude or disrespectful behavior
- Misusing computer devices, including any unauthorized or inappropriate use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the BOCES Internet use policy
- Defamation
- Discrimination
- Violation of dress code except those related to gang affiliation (see Major Infractions)
- Obstructing vehicular or pedestrian traffic

2) Disciplinary and Remedial Consequences for Minor Infractions-include but are not limited to:

- Verbal reprimand
- Written notification to appropriate principal
- Referral to appropriate human services agency

B. Serious Infractions and Consequences

1) Serious Infractions

- Repeated or persistent minor infractions
- Misusing computer devices, including any unauthorized or inappropriate use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the BOCES Internet use policy – serious incident
- Trespassing
- Harassment, intimidation, menacing, bullying, or cyberbullying– serious incident
- Academic misconduct including plagiarism, cheating, altering records, or assisting another student in any of the above actions.
- Sexual harassment or overt sexual behavior
- Insubordination to any school/BOCES employee
- Violation of safety procedures
- Violating the civil rights of other students and/or school employees – serious incident

2) Disciplinary and Remedial Consequences for Serious Infractions include but are not limited to:

- Requirement for reimbursement or restitution for damaged or stolen property
- Referral to appropriate human services agency
- Referral to evening supervisor or appropriate principal.

C. Major Infractions and Consequences

1) Major Infractions

- Repeated or persistent serious infractions
- Misusing computer devices, including any unauthorized or inappropriate use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the BOCES Internet use policy – major incident
- Possessing/stealing school/BOCES property or the property of another student, school/BOCES employee or any other person lawfully on school property or while attending a school function
- Harassment, intimidation, menacing, bullying, or cyberbullying– major incident
- Threats (verbal, written in any media including the Internet, or physical) to another student or school/BOCES employee
- Attempting to cause or intentionally or recklessly causing physical injury or serious physical injury to another with or without a weapon.
- Sexual offenses including inappropriate contact with no forcible compulsion
- Assault with physical injury

- Robbery
- Reckless endangerment
- Use, display or possession of a weapon* or any other item, material, chemical or fluid which could be used as a dangerous or deadly instrument or weapon
- Intentionally damaging or destroying the school/BOCES property or the personal property of a student, a school/BOCES employee or any person lawfully on school property
- Displaying overt signs, including any attire or accessory, of gang affiliation, or engaging in gang-related behaviors, that increase the level of conflict or violent behavior in the school or disrupt the educational process
- Possessing, consuming, selling, distributing or exchanging alcoholic beverages, illegal substances, controlled substances, synthetic cannabinoids, or

off-label use of any chemical, or being under the influence of any of the above.

- Inappropriately using or sharing prescription or over-the-counter drugs
- Initiating a bomb threat and/or report warning of fire or other catastrophe without valid cause; misuse of 911
- Inappropriately discharging and/or tampering with a fire extinguisher
- Committing an act of arson
- False fire alarm/smoke bombs, use of fireworks
- Endangering the health and safety of others
- Violating the civil rights of other students and/or school employees – major incident

*Pursuant to the Gun-Free School Act (P.L. 103-227, Section 8001.

2) Disciplinary and Remedial Consequences for Major Infractions include but are not limited to:

- Dismissal from class with no refund.
- Contact of appropriate law enforcement agency
- Permanent prohibition from entering school grounds or enrolling in any BOCES adult education program.
- Consequences for possession of a firearm shall be as described in Policy #6241
- Referral to appropriate human services agency.

Environmental Remediation

Beyond the individual-focused disciplinary and remedial responses discussed above, school-wide or environmental remediation can be an important tool to prevent discrimination, harassment, intimidation and bullying. Environmental remediation may include:

- Supervisory systems which empower school staff with prevention and intervention tools to address incidents of discrimination, harassment, intimidation and bullying.

- School and community surveys or other strategies for determining the conditions contributing to the relevant behavior.
- Adoption of a research-based, systematic harassment prevention programs.
- Modification of schedules
- Staff professional development

VII. PHILOSOPHY AND PROCEDURES FOR APPLYING CONSEQUENCES

A. General

Methods of student discipline vary in style and effectiveness. 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. While no single method of discipline is recommended or mandated, all discipline is to be humane and appropriate to the situation. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to develop self-discipline.

In regard to acts of harassment, bullying and/or discrimination toward students, by students, BOCES incorporates a progressive model of student discipline

that includes measured and balanced remedies and procedures that make appropriate use of prevention, education, intervention and discipline and considers amongst other things the nature and severity of the offending student's behavior(s), the previous disciplinary record of the student and other extenuating circumstances, and the impact the student's behavior had on the individual(s) who was physically injured and/or emotionally harmed. Responses shall be reasonably calculated to end the harassment, bullying and/or discrimination, prevent recurrence and eliminate the hostile environment. This progressive model of student discipline shall be consistent with the other provisions of the code of conduct.

Disciplinary action, when necessary, 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 of that behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary consequences will consider the following:

- The nature of the offense and the circumstances which led to the offense.
- The impact on the targeted student.
- The student's prior disciplinary record.
- The effectiveness of other forms of discipline.
- Other extenuating circumstances.
- If the conduct of a student is related to a disability or suspected disability, the incident shall be referred to the Executive Director of Career and Technical Education.

As a general rule, discipline will be progressive. This means that a student's first violation will usually result in a lesser consequence than subsequent violations.

B. Students with Special Needs

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.

C. Due Process

1. The level of due process a student is entitled to receive before a consequence is imposed depends on the nature of the incident. Regardless of the consequence being imposed, the authorized school personnel must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. Prior to imposing the disciplinary consequence, the authorized school personnel shall provide the student an opportunity to present his/her version of the facts. Upon request, the student will be provided with an informal conference with the BOCES official imposing the consequence arising from that conduct.
2. All major infractions of the Code of Conduct and unsuccessful attempts to modify ongoing serious infractions shall be brought to the attention of the Executive Director and/or the District Superintendent or designee. Upon the recommendations of the District Superintendent or designee, the Board of Cooperative Educational Services hereby authorizes the appropriate principal to act in their behalf. The student shall be given an opportunity to appear informally before the

person authorized to impose discipline and to discuss the conduct being reviewed.

For purposes of this Code of Conduct, a disruptive student is a student who is **substantially disruptive** of the educational process or **substantially interferes** with the teacher's authority over the classroom. The specific examples of what constitutes a substantial disruption or substantial interference with the teacher's authority over the classroom must be appropriate to the students educated within the program.

D. Dismissal from School

The Board retains its authority to inform adult students of their dismissal, but places primary responsibility for the dismissal of adult students with the appropriate principals.

The Principal must also notify the student in writing of the dismissal. The notice must describe the infraction for which dismissal is proposed and provide the student an opportunity for an informal conference with the Principal or designee.

E. Criminal offenses

The appropriate principal or the evening supervisor 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.

VIII: Recording-Keeping and Reporting

The appropriate principal shall submit reports on material incidents of discrimination, intimidation, bullying and/or harassment that occur each school year to the Executive Director of Career and Technical Education who shall submit to the Compliance Officer for filing reports as required by NYS law and Commissioner's Regulations. Such incidents shall be monitored in each building by the building administrator and throughout the BOCES by the Compliance Officer to better understand behavioral trends and to aid in the implementation of preventative programming.

IX. STUDENT SEARCHES AND INTERROGATIONS

Western Suffolk BOCES Board is committed to providing an atmosphere for a positive, safe and orderly school environment. Accordingly, student searches and interrogations will be conducted in accordance with Policy 6230.

X. VISITORS TO THE SCHOOLS

All visitors are expected to abide by the Code of Conduct and Policies 2210 and 2230.

XI. BOCES EMPLOYEES

A. Teachers and all other BOCES personnel are expected to model the behaviors stated in the Code of Conduct.

B. BOCES may initiate disciplinary action against any student or staff member, as appropriate, consistent with the consequences described herein, relevant bargaining unit contracts, and relevant laws. All persons shall be subject to disciplinary action as the facts may warrant in accordance with due process requirements. In addition, BOCES reserves its right to pursue a civil or criminal legal action against any person violating this Code.

XII. DISSEMINATION AND REVIEW

A. The Board will work to ensure that the community is aware of this Code of Conduct by:

- Providing copies of a summary of the Code of Conduct to all students at the beginning of each school year/term.
- Providing all current teachers and other staff members with a copy of the Code of Conduct and a copy of any amendments to the Code as soon as practicable after adoption.
- Providing all new employees with a copy of the current Code of Conduct when they are first hired.
- Posting this Code in the BOCES policies on the BOCES website.

B. The Board will sponsor a staff development program for all BOCES staff members to ensure the effective implementation of the Code of Conduct. The Executive Officer will consider the recommendations of the BOCES staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

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

Before adopting any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

Adopted: July 10, 2001

Revised and Re-Adopted: June 25, 2002;

Jan. 10, 2006; June 12, 2007; May 10, 2011

July 10, 2012; June 11, 2013; May 13, 2014; August

12, 2014; Jan. 13, 2015; July, 7, 2015; Dec. 8, 2015;

June 14, 2016

Code of Conduct (for Adult Students)

The BOCES is committed to providing a safe and orderly educational environment where students receive and BOCES personnel deliver quality educational services without disruption or interference. The BOCES is also committed to maintaining a climate of mutual respect and dignity in the schools to promote learning within a safe environment. Responsible behavior by students, teachers, other BOCES personnel, parents and other visitors is essential to achieving these goals.

The Western Suffolk BOCES Board has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, and honesty and integrity. BOCES is committed to provide training to all employees to help prevent and respond to incidents directed at students that are committed by students or school employees on school property or at school functions including but not limited to discrimination, harassment, intimidation and bullying based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, or gender. The Board also recognizes the need for prompt notification of local law enforcement agencies when a violation of the Code of Conduct is believed to constitute criminal conduct.

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

V. STUDENT DRESS CODE

All students are expected to give proper attention to personal cleanliness and to dress appropriately while on school property and at school functions. Students have the primary responsibility for acceptable student dress and appearance. Teachers will review with students the attire and accessories that are acceptable and what are unacceptable within the context of their class/program. Teachers and all other BOCES personnel should reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the work setting.

A student's dress, grooming and appearance shall:

- Be safe, appropriate, and not interfere with school activities or be disruptive to or interfere with the educational process.
- Not include items that contain inappropriate symbolism, especially that which discriminates against others based on race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation or disability.
- Include footwear at all times. Footwear that is a safety hazard will not be allowed.
- Not include hats, "do rags," bandanas, or other types of headwear except for approved medical and/or religious purposes or where authorized by the building administrator.
- Not include items that are vulgar, obscene lewd, profane or libelous or denigrate others on account of race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation or disability.
- Not include items that promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage or incite illegal activities or violent activities or the violation of law or school policy or regulations.
- Not include any attire or accessory whose color or emblem is worn specifically for the purpose of promoting or reflecting membership in a gang, sub-group of a gang, or any suspected gang.
- Not include any attire or accessory that is potentially dangerous to others.

The appropriate principal or his or her designee shall be responsible for informing all staff and students of the student dress code.

Students who violate the student dress code shall be required to modify their appearance. Any student who refuses to do so shall be subject to the established consequences. Any student who repeatedly fails to comply with the dress code shall be subject to additional consequences pursuant to the Code of Conduct.

VI. PROHIBITED STUDENT CONDUCT AND DISCIPLINARY CONSEQUENCES

Prohibited conduct includes discrimination and harassment, bullying and /or discrimination against any student or employee on school property or at a school function that creates a hostile environment by conduct or by threats, intimidation or abuse including cyberbullying as defined in this Code of Conduct that either has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits or mental, emotional and/or physical well-being including conduct, threats intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm or physical injury to a student or to cause a student to fear for his or her physical safety. This prohibited conduct extends to incidents that occur off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats intimidation or abuse, inclusive of verbal and non-verbal actions, might reach school property. This conduct is inclusive of, but not limited to acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex as defined by this code of conduct.

Students should report immediately, either oral or written, to their evening supervisor or appropriate principal or any other school employee any known incident(s) of harassment, intimidation, bullying, discrimination by students or employees on school property or at a school function. When such incidents are reported, BOCES will follow specific steps described in Policy 6560. The infractions have been categorized as first, second and third infraction with the understanding that an infraction is assessed on an individual basis to determine the circumstances of the incident and may escalate to a higher level based on its repetitive or persistent nature. Retaliation against anyone who, in good faith reports or assists in the investigation of harassment, bullying and/or discrimination is prohibited.

Students who violate the Code of Conduct will be subject to disciplinary action based on the following. Note: Discipline procedures for adults in BOCES full-time programs are also described in the handbooks for each program.

A. First Infractions and Consequences

1) Minor Infractions

- Engaging in any willful act which interferes with the operation of the class, school or school function
- Making unreasonable noise
- Using language or gestures that are profane, lewd, vulgar, abusive, teasing, or that incite others
- Rude or disrespectful behavior
- Misusing computer devices, including any unauthorized or inappropriate use of computers, software, or internet/intranet account; accessing

inappropriate websites; or any other violation of the BOCES Internet use policy

- Defamation
- Discrimination
- Violation of dress code except those related to gang affiliation (see Major Infractions)
- Obstructing vehicular or pedestrian traffic

2) Disciplinary and Remedial Consequences for Minor Infractions-include but are not limited to:

- Verbal reprimand
- Written notification to appropriate principal
- Referral to appropriate human services agency

B. Serious Infractions and Consequences

1) Serious Infractions

- Repeated or persistent minor infractions
- Misusing computer devices, including any unauthorized or inappropriate use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the BOCES Internet use policy – serious incident
- Trespassing

- Harassment, intimidation, menacing, bullying, or cyberbullying– serious incident
- Academic misconduct including plagiarism, cheating, altering records, or assisting another student in any of the above actions.
- Sexual harassment or overt sexual behavior
- Insubordination to any school/BOCES employee
- Violation of safety procedures

- Violating the civil rights of other students and/or school employees – serious incident

2) Disciplinary and Remedial Consequences for Serious Infractions include but are not limited to:

- Requirement for reimbursement or restitution for damaged or stolen property
- Referral to evening supervisor or appropriate principal.
- Referral to appropriate human services agency

C. Major Infractions and Consequences

1) Major Infractions

- Repeated or persistent serious infractions
- Misusing computer devices, including any unauthorized or inappropriate use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the BOCES Internet use policy – major incident
- Possessing/stealing school/BOCES property or the property of another student, school/BOCES employee or any other person lawfully on school property or while attending a school function
- Harassment, intimidation, menacing, bullying, or cyberbullying– major incident
- Threats (verbal, written in any media including the Internet, or physical) to another student or school/BOCES employee
- Attempting to cause or intentionally or recklessly causing physical injury or serious physical injury to another with or without a weapon.
- Sexual offenses including inappropriate contact with no forcible compulsion
- Assault with physical injury
- Robbery
- Reckless endangerment
- Use, display or possession of a weapon* or any other item, material, chemical or fluid which could be used as a dangerous or deadly instrument or weapon
- Intentionally damaging or destroying the school/ BOCES property or the personal property of a student, a school/BOCES employee or any person lawfully on school property
- Displaying overt signs, including any attire or accessory, of gang affiliation, or engaging in gang-related behaviors, that increase the level of conflict or violent behavior in the school or disrupt the educational process
- Possessing, consuming, selling, distributing or exchanging alcoholic beverages, illegal substances, controlled substances, synthetic cannabinoids, or off-label use of any chemical, or being under the influence of any of the above.
- Inappropriately using or sharing prescription or over-the-counter drugs
- Initiating a bomb threat and/or report warning of fire or other catastrophe without valid cause; misuse of 911
- Inappropriately discharging and/or tampering with a fire extinguisher
- Committing an act of arson
- False fire alarm/smoke bombs, use of fireworks
- Endangering the health and safety of others
- Violating the civil rights of other students and/or school employees – major incident

*Pursuant to the Gun-Free School Act (P.L. 103-227, Section 8001.

2) Disciplinary and Remedial Consequences for Major Infractions include but are not limited to:

- Dismissal from class with no refund.
- Contact of appropriate law enforcement agency
- Permanent prohibition from entering school grounds or enrolling in any BOCES adult education program.
- Consequences for possession of a firearm shall be as described in Policy #6241
- Referral to appropriate human services agency.

Environmental Remediation

Beyond the individual-focused disciplinary and remedial responses discussed above, school-wide or environmental remediation can be an important tool to

prevent discrimination, harassment, intimidation and bullying. Environmental remediation may include:

- Supervisory systems which empower school staff with prevention and intervention tools to address

- incidents of discrimination, harassment, intimidation and bullying.
- School and community surveys or other strategies for determining the conditions contributing to the relevant behavior.
- Adoption of a research-based, systematic harassment prevention programs.
- Modification of schedules
- Staff professional development

VII. PHILOSOPHY AND PROCEDURES FOR APPLYING CONSEQUENCES

Methods of student discipline vary in style and effectiveness. 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. While no single method of discipline is recommended or mandated, all discipline is to be humane and appropriate to the situation.

The appropriate principal or the evening supervisor 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.

Adopted: July 10, 2001
Revised and Re-Adopted: June 25, 2002;
Jan. 10, 2006; June 12, 2007; May 10, 2011
July 10, 2012; June 11, 2013; May 13, 2014,
August 12, 2014, Jan. 13, 2015; Dec. 8, 2015

Students

Corporal Punishment

Corporal punishment as a means of discipline shall not be used against a student by any teacher, administrator, officer, employee or agent of this BOCES. However, if alternative procedures and methods eliminating the use of physical force and any of the following conditions occur, then the use of reasonable physical force is not prohibited:

- a. To protect oneself from physical injury;
- b. To protect another student or teacher or any other person from physical injury;
- c. To protect the property of the school or of others; or
- d. To restrain or remove a student whose behavior is interfering with the orderly exercise and performance of BOCES functions, powers or duties, if that student has refused to comply with a request to refrain from further disruptive acts; provided that alternative procedures and methods not involving the use of physical force cannot reasonably be employed to achieve the purposes set forth above.

Whenever a school employee uses physical force against a student the school employee shall, within the same school day, make an immediate written report to his/her supervisor describing in detail the circumstances and the nature of the action taken.

Education Law Sections 3028 and 3811
Penal Law 35.10
Rules of the Board of Regents
Commissioner's Regulations
Section 100.2(1)(3)

Adopted: June 9, 1998

Corporal Punishment - Administrative Regulations

(And Use of Physical Force)

Teachers will be expected to handle all ordinary problems with professional calm, dignity, and purpose. They will, however, be expected to bring any unusual and difficult problem to the attention of the building principal. Teachers will also be encouraged to contact the parents of children who are presenting disciplinary problems in an attempt to find solutions to the problems.

However, if at any time a teacher has found it necessary to use physical force to subdue a child or to have him comply to a reasonable request, the procedures listed below will be followed:

The teacher will report the incident to the office.

The child will be called to the office by the principal, or his designee.

The teacher will notify the parent, either by telephone or by written message, of the action taken and the circumstances precipitating the incident.

Issued prior to 1976

Students

Loss or Destruction of BOCES property

BOCES maintains many buildings and much valuable equipment. Every effort is made to keep buildings and equipment in excellent condition. Damage to buildings or loss of equipment results in added costs to the taxpayers of the BOCES area. The Executive Officer is authorized and directed to take all appropriate steps to recover damages in any situation caused to the buildings or grounds.

BOCES will re-key locks on BOCES property on a periodic basis. Once issued a key, such staff member shall be responsible to ensure the key is secured and shall report a missing key immediately. Copies of keys should not be made unless authorized by building principals.

Education Law Section
1709(36)
General Municipal Law 78-a
General Obligation Law 3112

Adopted: June 9, 1998

Students

Alcohol, Drugs and Other Substances (Students)

The Board of Cooperative Educational Services of the Western Suffolk Board of Cooperative Educational Services, is committed to the prevention of alcohol, tobacco, and other substance use/abuse. This policy describes the philosophy of BOCES and the program elements that will be used to promote healthy life styles for its students and staff and to inhibit the use/abuse of alcohol, tobacco, and other substances.

No person may use, possess, sell or distribute alcohol or other substances, nor may use or possess drug paraphernalia on school grounds or at school-sponsored events except drugs prescribed by a physician. The terms "alcohol, tobacco and other substances" shall be construed throughout this policy to refer to the use of all substances including, but not limited to, alcohol, tobacco, inhalants, marijuana, cocaine, crack, LSD, PCP, amphetamines, heroin, steroids, look-alikes, and any of those substances commonly referred to as "designer drugs." The inappropriate use of prescription and over-the-counter drugs shall also be prohibited.

Additionally, the following persons shall be prohibited from entering school grounds or school-sponsored events: A person exhibiting behavior, conduct, or personal or physical characteristics indicative of having used or consumed alcohol or other substances.

Philosophy

The Western Suffolk BOCES will use the following principles as guides for the development of its substance use/abuse prevention efforts and for any disciplinary measures related to alcohol and other substances:

- a. Alcohol, tobacco and other substance use/abuse is preventable and treatable.
- b. The illegal and abusive use of alcohol and other substances by staff and/or students inhibits the Western Suffolk BOCES from carrying out its central mission of educating students.
- c. The behavior of the Western Suffolk Board, the administration, and all school staff should model the behavior asked of students.
- d. While the Western Suffolk BOCES can and must assume a leadership role in alcohol, tobacco, and other substance use/abuse prevention, this goal will be accomplished only through coordinated, collaborative efforts with parents, students, staff, and the community as a whole.

Primary Prevention for Students

- a. A sequential K-12 prevention program of activities adapted for the Special Education population and a preventative program of activities for students participating in alternative high school programs through Wilson Tech. Occupational Education students will receive their primary education on the prevention of substance use/abuse from their home school districts.
 1. Accurate and developmentally appropriate information about alcohol, tobacco, and other substances, including the physical, psychological, and social consequences of their use/abuse.
 2. Information about the relationship of alcohol and other substance use/abuse to other health compromising issues such as AIDS, teenage pregnancy, eating disorders, child abuse, suicide, and dropping out of school.
 3. Helping students develop appropriate life skills to resist the use of alcohol and other substances and to promote healthy life styles.
 4. Helping students identify personal risk factors for alcohol and other substance use/abuse and the steps needed to intervene.
 5. Helping students develop a positive self-concept.
 6. Helping students identify when they are under stress and how to manage or reduce stress through non-chemical means.
- b. Training school staff (in all Divisions), parents and guardians (in Special Education) to use the information and skills necessary to reinforce the components of this policy in the home, school, and community.
- c. Positive alternatives to alcohol and other substance use/abuse, such as peer leadership programs, service projects, and recreational and extracurricular activities. Such activities will be planned collaboratively by students, school staff, parents, community members and agencies.

Intervention

The intent of intervention programming is to eliminate any existing use/abuse of alcohol and other substances by students, and to identify and provide supportive services to those students at high risk for such use/abuse.

The components of such programming shall include:

- a. Providing alcohol and other substance use/abuse assessment and referrals to counseling services for students.
- b. Developing a referral process between district schools and community providers.

- c. Identifying and referring students to appropriate agencies when their use/abuse of alcohol and/or other substances requires counseling and/or treatment.
- d. Providing services to students in or returning from treatment to assure that the school environment supports the process of recovery initiated in the treatment program.
- e. Providing individual, group, and family counseling targeted at students at high risk for alcohol and/or other substance use/abuse.
- f. Educating parents on when and how to access Western Suffolk's intervention services.
- g. Confidentiality.

Employee Assistance Program

The Board recognizes that the problems of alcohol and other substance use/abuse are not limited to the student population but affect every segment of society. As such, the Western Suffolk BOCES Board in collaboration with the collective bargaining units has established an Employee Assistance Program to provide appropriate and confidential prevention, intervention, assessment, referral, support, and follow-up services for District staff who seek assistance with alcohol and other substance use/abuse related problems, emotional problems, mental illness, and other human problems. Western Suffolk BOCES staff are informed as to the services they can receive through the Employee Assistance Program and are encouraged to seek such help voluntarily.

Disciplinary Measures

Disciplinary measures for students and staff members found to have used or to be using, in possession of, selling, or distributing alcohol and/or other substances, and for students possessing drug paraphernalia are outlined in the Western Suffolk BOCES School Conduct and Discipline Policy. Similar disciplinary measures for District staff are addressed in Education Law Sections 1711(5)(e), 2508(5), 3020-a, and 913.

Students who are disciplined for any of these infractions will be mandated to the intervention services established by this policy, or, in the case of BOCES staff, will be referred to the Employee Assistance Program.

Staff Development

The Board recognizes that if the administrative, instructional, and non-instructional staff are to be responsible for understanding, implementing, and modeling this policy, they must be trained about the components of an effective alcohol and other substance prevention program. Staff training will be an on-going process including the following:

- a. For all Staff:
 - 1. An understanding of why individuals use and abuse alcohol and other substances.

2. Their role in implementing this policy, including how to identify students who exhibit high risk behaviors or who are using/abusing alcohol, tobacco and other substances, and how to refer these students to the appropriate services established by this policy.
 3. Awareness of personal risk factors for alcohol and other substance use/abuse so that they may identify personal use/abuse problems and seek assistance.
 4. Awareness of the special needs of students returning from treatment.
- b. Additionally, for teachers: The knowledge and skills necessary to implement alcohol and other substance prevention programs.
 - c. For intervention staff: appropriate staff training for those identified to carry out the intervention function to assure that their assessment, individual, group, and family counseling and referral skills support the needs of high-risk, using, and abusing youth.
 - d. For prevention staff: appropriate staff training to assure that they have the necessary knowledge and skills to support the application of prevention concepts through programming targeted at the school, home, and community.

Implementation, Dissemination and Monitoring

The Western Suffolk BOCES Board charges the Executive Officer to collaborate with BOCES staff, parents, students, community members, organizations, and agencies, including alcohol and other substance abuse service providers, in developing the specific programs and strategies necessary to implement this policy.

Upon adoption, copies of this policy will be distributed to and reviewed with all staff, students and parents annually and will be disseminated to the community through its organizations.

The Executive Officer is responsible for providing the Board with an annual review of this policy, the programs and strategies implementing it, and his or her recommendations for revisions in the policy.

Adopted: June 12, 1990

Readopted: July 2, 1998

Students

Interrogation and Searches

In recognition of certain societal problems which present themselves from time to time in our schools, the Board of Education authorizes the District Superintendent, Building Principals and Assistant Principals to conduct searches of students and their possessions for illegal matter or matter which otherwise constitutes a threat to the health, safety, welfare or morals of students attending our schools.

In authorizing such searches, the Board acknowledges both state and federal constitutional rights which are applicable to personal searches of students and searches of their possessions (e.g., pocket contents, bookbags, handbags, etc.). Such searches shall not be conducted unless founded upon reasonable individualized suspicion.

Students shall be informed by the Administration that school lockers are not their private property but the property of the BOCES and that as such may be opened and subject to inspection from time to time by school officials. Not only shall school authorities have a right to inspect lockers, but this right will become a duty when suspicions arise that something of an illegal nature may be secreted there.

While recognizing the right to inspect student's school lockers without the necessity of obtaining students' consent is inherent in the authority granted school boards and administrators, school officials will exercise every safeguard to:

- a. protect each student's constitutional rights to personal privacy and protection from coercion;
- b. emphasize that schools are educational rather than penal institutions.

Realizing the intrusive nature of a search which requires a student to remove any and/or all clothing, the Board authorizes these searches following a review of the facts by the School Attorney or the District Superintendent or his/her designee in the absence of the School Attorney. Such searches are to be conducted only in situations where an emergency exists or necessity of searching a particular student without delay exists. Prior to engaging in such search, the BOCES will take into account the nature of the crime, the student's age, student's record, need for such a search, and a demonstration of individualized suspicion.

Inspections for the location of drugs, narcotics, alcoholic beverages, weapons, poisons and missing properties shall be matters relating to health and safety and may be regarded as reasonable purposes for inspection by school personnel.

Interrogation of Students by Police

It is the policy of this BOCES to cooperate with law enforcement agencies. While police do not have a general power to interview children in schools, or to use school facilities in connection with police department work, the police may enter the schools of the BOCES if a crime has been committed on school property, if they have a warrant for arrest or search, or if they have been invited by school officials.

When police have properly entered the school and desire to interview students in the school, the students must be afforded the same rights they have outside the school. They must be informed of their legal rights, may remain silent if they so desire, may request the presence of an attorney and must be protected from coercion and illegal restraint. Within the framework of their legal rights, students have the responsibility to cooperate with the police.

Child Protective Services' Investigations

From time to time, Child Protective Services may desire to conduct interviews of students on school property. Such interviews generally pertain to allegations of suspected child abuse and/or neglect. The Board encourages cooperation with Child Protective Services in accordance with applicable Social Services Law.

The District Superintendent shall establish regulations regarding personal searches and interrogations of students in accordance with this policy and the law.

Ref: *New Jersey v. TLO*, 469 US 325 (1985)
People v. Scott D., 34 NY2d 483 (1974)
Horton v. Goose Creek Independent District, 690 F 2d 470 (1982)
Doe v. Renfrow, 631 F 2d 91, cert. den. 451 US 1022 (1981)
M.M. v. Anker, 477 F.Supp. 837, aff'd. 607 F.2d 589 (2d Cir. 1979)
Bellnier v. Lund, 438 F.Supp. 47 (1977)
US v. Albarado, 495 F 2d 799 (2d Cir. 1974)
In Re Ronald B., 61 AD2d 204 (1978)
People v. Haskins, 48 AD2d 480 (1975)
People v. Overton, 24 NY2d 522 (1967)
Opinion of Counsel, 1 EDR 800 (1959)
Opinion of Counsel, 1 EDR 766 (1952)

Adopted: July 2, 1998

SEARCHES AND INTERROGATIONS

1. Pursuant to Board policy, students may be subject to personal searches and searches of their possessions where reasonable individualized suspicion exists to conduct such search.
2. Searches may be conducted by the Division Director, the building principal, the building/program administrator, assistant building principal or administrative designee.
3. A search based upon the reasonable belief that the health or safety of those in our schools is seriously and immediately threatened may be conducted with as much speed as is required to protect persons and property.
4. Reasonable individualized suspicion to conduct a search of a student or a student's possessions and the scope of the particular search shall be based upon: the student's age; the student's history and record in school; the prevalence and seriousness of the problem to which the search is directed; the urgency necessitating an immediate search; and the probative value and reliability of information used as justification for the search.
5. The request for a search of a student or student's possessions shall be directed to the building principal, administrator, or assistant building principal, who shall attempt to obtain an admission from the student of possession of the illegal matter or a voluntary consent to the search. The search shall be limited to the extent necessary to locate the illegal matter.
6. Whenever practicable, the search should be conducted in the privacy of administrative offices and the student should be present when his/her possessions are being searched. Two members of the staff shall conduct inspections together, particularly when the student is not present.
7. If school officials conclude that a more intrusive search is needed (i.e., a search which requires a student to remove any or all clothing (with the exception of a search of outer coats and jackets), they shall attempt to notify the parents of the students involved by telephone, or in writing after the fact if the parents could not be reached by telephone. Such searches will be conducted by school officials only after consultation with the school attorney and/or the Division Director or another school official designated by the District Superintendent, unless there is reasonable cause to believe that an emergency situation may exist (e.g., a dangerous weapon is being concealed by a student). Such searches shall be conducted by an administrator or administrative designee of the same gender as the student in the presence of another district professional employee who is also of the same gender.
8. The building principal/administrator or assistant building principal shall be responsible for the prompt recording in writing of each student search. Such writing should include the reasons for the search, information received that established the need for the search, and, where appropriate, the name of any informant(s) from whom information was received (informants other than the district employees will be considered reliable if they have previously supplied information which was accurate and verified, if they make an admission against their own penal interest or it

the same information is received independently from several informants). The written record of the student's search shall also contain the names of those persons who were present when the search was conducted, any substance or objects discovered, and the disposition of such matter.

9. The building principal/administrator or assistant building principal shall be responsible for the custody, control and disposition of any illegal or dangerous matter taken from a student. He or she will remain in control of such substance or objects unless the same are delivered to policy authorities whereupon it shall be the responsibility of said building principal to personally deliver such matter to policy authorities.
10. Students have no reasonable expectation of privacy rights in school lockers, desks or other school storage places, and the school exercises overriding control over such school property. The building principal/administrator shall give notice to all students that lockers, desks and other school storage places may be subject to inspection at any time by school officials.
11. No police officer may enter the schools of the district without properly identifying himself/herself.
12. No police officer shall be allowed to perform a student search unless authorized by a search warrant or upon demonstrating probable cause to establish that the commission of an illegal act is occurring on school premises. In the case of a police officer presenting a search warrant, the building principal shall first attempt to inform the parent or guardian of the police demand to search in order to afford the parent or guardian an opportunity to be present at the search. In the event that the parent or guardian cannot be contacted prior to a police search, the parent or guardian shall be informed of the search in writing by the building principal/administrator as soon thereafter as is practicable.
13. When police have properly entered the school and desire to interrogate a student, the building principal/administrator shall first attempt to notify the parent or guardian of the student involved by telephone prior to any such interrogation or by telephone or in writing after the fact if the parent or guardian should not be reached beforehand. The student's parent or guardian should be present, where appropriate. The building principal or other designated professional, should also be present during any interrogation of a student by police on school property.
14. When taking a student into custody or making a lawful arrest, the officer shall display either an order signed by a judge of the juvenile court authorizing him/her to take the student into custody, display a warrant for the student's arrest, or shall have placed the student under arrest after observing the student in the commission of a crime.
15. If the student is arrested or taken into custody at a school, the school officials shall make every effort to notify the parents/guardians and home school district immediately. A BOCES staff member will accompany the student to the precinct and remain with the student until the parent or guardian arrives.
16. The child's home school district will be notified by the BOCES administrator.
17. No police officer shall be allowed to remove a student from the school for purposes of interrogation in the absence of the specific consent of parent or guardian.

Documentation of Searches

The following factors should be considered in order to determine whether reasonable individualized suspicion exists with regard to a search of a student's person or his/her effects:

1. Eyewitness accounts

Note: by whom
date/time
place
detailed description of events/items witnessed

2. Information from a "reliable source"

Note: from whom
time received
how information was received
who received information
complete summary of information

3. Suspicious behavior: describe behavior and explain suspicions

If a search is conducted, the following information should be documented:

- Time and location of search
- Age of student
- Circumstances contributing to exigency of search
- Purpose of search: what item(s) were being searched for?
- Type of search and scope thereof
- Person conducting search and his/her title/position
- Witnesses of search
- Results of search: material(s) found, disposition of such material/s
- Results of parental notification

Subpoena

While police officer(s) shall have the legal right to serve a subpoena to a student at school, the serving officials shall be strongly urged to serve these subpoenas at the home of the student, whenever possible.

In all of these situations, every possible step shall be taken to ensure a minimum of embarrassment or loss of class time for the student.

The Division Director and District Superintendent shall be notified immediately when any of the above actions have occurred.

Regulations Pertaining to Child Protective Services' Investigations

From time to time, Child Protective Services may desire to conduct interviews of students on school property. Such interviews generally pertain to allegations of suspected child abuse and/or neglect. This regulation is for the protection and benefit of the students of the BOCES and every reasonable effort shall be made to accommodate the request of the Department of Social Services, Child Protective Services, as it relates to the aforementioned investigations.

Cross Reference:
Policy 6550 (Child Abuse & Neglect)

POLICE INTERROGATION IN BOCES SCHOOLS

To assist a principal or designee in the situation of a police officer seeking to interrogate a student while in school, other than police activity initiated by the district, this procedure is to be followed:

If the police officer has an arrest warrant, he or she can take the student into custody for interrogation without parental or guardian consent. In such a case, a BOCES principal or designee has no choice but to cooperate with the police. The student's parent(s) or guardian(s) should be notified immediately. The principal should then notify the Division Director followed by the home school district.

However, the more troublesome scenario is when the police officer does not have an arrest warrant, yet nevertheless wants to interrogate a student on school premises. In this situation, the first thing the principal or designee should do is attempt to contact the student's parent(s) or guardian(s), unless allegations of parental or guardian misconduct are involved. Next, the principal or designee should contact the Division Director who shall then contact the BOCES legal firm so that they can make a case-by-case determination whether an emergency situation occurs. This determination involves a careful balancing of the need for an expedient interrogation against the student's constitutional rights. If they determine that this is an emergency situation, BOCES should cooperate with the police and allow them to interrogate the student whether or not the parent(s) or guardian(s) have actually been contacted. Also, an attempt at parental or guardian contact should be made even though not a prerequisite to interrogation in an emergency. The local school district should be informed of the steps taken.

On the other hand, if legal counsel determines that this is not an emergency situation, and that the student's constitutional rights prevail, the principal or designee should wait until the parent(s) or guardian(s) are notified so they can make the determination of whether or not to subject the student to police interrogation. In such cases, the police officer should be encouraged to interrogate the student off school grounds.

During all interrogations, a school district representative should be present. Should a student be removed from school premises, a staff member will remain with the student until a parent is present.

USE OF METAL DETECTOR WANDS

To reduce the possibility of danger to students and staff, the Western Suffolk BOCES Board has approved the inclusion of metal detector wands in a crisis kit located in each of our schools. The procedures for using this metal detector wand are as follows:

1. This wand may be employed by the building administrator when the building administrator has reasonable suspicion that a student may be in possession of a weapon.
2. Parents are to be notified at the beginning of each school year that the use of a metal detector wand is an option available to the building administrator.
3. The student's parent/guardian is to be contacted by the building administrator within 24 hours of the use of metal detector wand. The parent/guardian is to be told the outcome of the use of this wand.
4. The building administrator is to keep a log indicating the name of the student, the reasonable suspicion and the outcome for all instances when the metal detector wand is used. A copy of that log should be forwarded to the Executive Director of the Division after each incident.

LOG FOR USE OF METAL DETECTOR WANDS

School _____ Year _____

Date	Name of Student	Reasonable Suspicion	Outcome	Parent Contacted Yes/No	Date
------	-----------------	----------------------	---------	-------------------------------	------

REPORT OF SEARCH OF A STUDENT

Date: _____ Time: _____

Name of Student: _____

What information established need for a search? _____

Who conducted the search? _____

Who was present during the search? _____

What was discovered? _____

What was the disposition of this matter? _____

Parent Contacted? _____ Yes _____ No

If Yes, how? _____

If No, describe attempt. _____

Administrators signature

Date

Students

Possession or Use of a Weapon on School Property

The possession or use of a weapon will not be permitted on the grounds of the District, except those weapons required by law officers on duty, military personnel on duty, or those required for instructors or students in an approved educational program when specifically approved by the Director of the division. This policy shall apply to all persons on school property including school employees and visitors as well as students.

The Penal Code of the State of New York and the Gun Free Schools Act shall be used to determine what must be considered a weapon.

Penal Law 265.01

Adopted: July 2, 1998

Students

Gun-Free Schools Policy

No student shall bring onto school premises or have in his/her possession on school premises any "firearm" as defined in federal law. For purposes of this policy, the term "firearm" shall mean: any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such weapon; any firearm muffler, or silencer; or any destructive device. The term does not include an antique firearm.

In accordance with the Gun-Free Schools Act of 1994, any student found guilty of bringing a firearm onto school premises or having such a firearm in his or her possession on school premises, after a hearing has been provided pursuant to Section 3214 of the Education Law, will be suspended from school for a period of not less than one year. However, after the imposition of the one-year penalty has been determined, the District Superintendent may review and modify such suspension requirement for a student on a case-by-case basis. In reviewing the student's one-year suspension penalty, the District Superintendent may modify the penalty based on factors as set forth in Section 100.2 of the Regulations of the Commissioner of Education and in Commissioner's Decisional Law.

For students who are classified as having a disability under the Individuals With Disabilities Education Act (IDEA) and Part 200 of the Commissioner's Regulations, a suspension for more than ten days constitutes a change of placement. As such, if a student with a disability brings a weapon to school in violation of Board policy and federal law, BOCES will not only follow the procedures under Education Law Section 3214, it will also provide parental notice in accordance with Commissioner's Regulations to refer the student to the Committee on Special Education (CSE) before a change of placement (i.e., a suspension for more than ten days) is invoked.

The District will continue to offer students with disabilities a free appropriate public education despite any suspension imposed as a result of this Board policy. Additionally, this policy does not diminish the authority of the Board of Education to offer courses in instruction in the safe use of firearms pursuant to Education Law Section 809-a.

This policy does not prohibit BOCES from utilizing other disciplinary measures, including but not limited to, out-of-school suspension for a period of five days or less or in-school suspensions in responding to other types of student misconduct which infringe upon the established rules of the school.

BOCES will continue to provide the suspended student with appropriate alternate instruction at the request of the local school district during the period of the student's suspension.

Regulations shall be developed by the administration to implement this policy.

Goals 2000: Educate America Act,
P.L. 103-227 (Gun-Free Schools Act of 1994)
18 United States Code (U.S.C.) Section 921
Education Law Sections 809-a and 3214
8 New York Code of Rules and Regulations
(NYCRR) Section 100.2 and Part 200
Public Law 101-476,
Individuals With Disabilities Education Act
(IDEA)

Adopted: July 2, 1998

Students

Student Automobile Use

Secondary Students

Inasmuch as transportation is provided from local high schools to the various campus locations of the Lewis A. Wilson Technological Center, secondary students may park personal automobiles at the Career and Technical Centers and Alternate Learning Centers only with permission of the component high school principal, parent and the Western Suffolk BOCES principal. In unique circumstances permission to park at the Brennan High School and/or JEA-Alternate High School may be granted with the permission of the student's parent, local district, and both Western Suffolk BOCES principal and Executive Director.

Permission for a student to park at a BOCES center or ALC site is a courtesy extended to the student and may be rescinded by the administration for the following reasons:

- a. Reckless or inconsiderate driving;
- b. Carrying other students as passengers;
- c. Disciplinary reasons;
- d. Parking in unauthorized areas at the centers.

Adult Students

Parking at a BOCES facility is a privilege and may be revoked at the discretion of the administrator for reasons a, c, d listed above.

Adopted: July 2, 1998

Readopted: April 14, 1999

Students

Student Funds

The Western Suffolk Board of Cooperative Educational Services recognizes the value of student activity programs and is aware of the experience to be gained by student participation in the management of funds for their organization. The Board therefore, authorizes the use of Student Extraclassroom Activity Funds to account for funds collected in the name of a Board approved student organization.

Such funds shall be raised for, by, or in the name of an authorized student activity or student group and handled in accordance with procedures set by the State Education Department*, State Department of Audit and Control and the regulations set forth by the Executive Officer of the BOCES.

* Finance Pamphlet No. 2, Revised 1970, The Safeguarding, the Accounting, and Auditing of Extraclassroom Activity Funds

NOTE: This policy replaces #4433.

Adopted: October 13, 1998

STUDENT ACTIVITIES FUNDS MANAGEMENT

Functions and Duties of Officers

1. Central Occupational Education Treasurer (appointed by the Board)

It shall be the duty of the Central Occupational Education Treasurer to have custody of all funds. All disbursements of funds shall be by means of prenumbered check forms signed by the Division director, or his/her designee, upon receipt of a disbursement order signed by the activity treasurer and faculty adviser and then approved by the Building Principal Administrator. The Central Occupational Education Treasurer will have no part in the approval of payments but will disburse funds only on the presentation of a properly signed voucher providing, of course, that there are sufficient funds available in the account. The completed check will be returned to the student treasurer who will send it to the vendor after posting.

The Central Occupational Education Treasurer must sign a receipt for all funds placed in his/her custody, and will deposit these funds promptly in a bank designated by the Board.

The Central Occupational Education Treasurer will keep an account listing the receipts and expenditures of each individual activity and post a register of all the receipts and disbursement of the combined pupil organization on approved ledger forms.

Once each month, the Central Occupational Education Treasurer will receive and verify his/her statements and prepare reports for presentation to the Board. These reports to the Board will show beginning balances, receipts for the month, disbursements for the month, and the ending balances, for each organization, as well as a copy of the bank reconciliation.

2. Faculty Advisers (appointed by the Director in consultation with the Principals)

It will be the responsibility of these officers to guide and advise the student officers in planning extra-classroom activities and the planning of financial budgets. The advisers will assist the activity treasurer in the preparation of statements of income and will audit these statements and sign them as acknowledgment of verification of the income statement to be attached to deposit slips. The adviser will guide the student treasurer in posting his account ledger and from time to time will check the balancing of the activity treasurer's accounts and the completeness of their supporting evidence. The faculty adviser will supervise expenditures by insuring that funds are available before approving each proposed purchase and by signing all pay orders drawn on the central occupational education treasurer for disbursement of funds. The faculty adviser is responsible for determining which of the activities of his/her organization are subject to sales tax and for taking steps to see that all tax information is accurately recorded and sent to the central treasurer. The faculty adviser shall constantly work toward the goal of insuring the largest educational return from the activities participated in by the pupils.

3. Activity Treasurer (elected by the pupils of each organization)
The activity treasurer will receive moneys raised by the activity and will immediately deposit such funds with the Central Occupational Education Treasurer. Duplicate deposit slips will be made out and signed by both the adviser and activity treasurer. One of these is to be retained by the central treasurer, and one, after being signed by the central treasurer, is to be returned to the activity treasurer together with a central treasurer's receipt.
4. Independent Auditor
The independent auditor appointed by the Board to make an annual audit of all BOCES finances should be required to include the extra-classroom activity fund as a part of his/her annual audit. This audit should include a statement of receipts, disbursements, and balances for each activity together with a reconciliation of cash.

Deposit Procedures for Activity Treasurers

Each activity treasurer will issue a receipt for all moneys received by him to be deposited in the activity account. These receipts will be pre-numbered and must be used in consecutive order. If a mistake is made, the receipt should be voided but not destroyed.

Upon receiving money, the activity treasurer will take the following steps:

1. Count the money received and reconcile with the statement of admissions or activity treasurer receipts which are involved in the transaction. The faculty adviser should sign the statement of admissions under the signature of the activity treasurer, check any activity treasurer receipts involved, place the receipts in a bank deposit bag, and place the bag in the school vault until the next school day. No activity money should be taken home by anyone.
2. Prepare the deposit slip, obtain the signature of the faculty adviser on the deposit slip following his review, and deposit the funds with the central treasurer.
3. Return all funds used for making change.
4. Receive the duplicate deposit slip signed by the central treasurer together with a receipt for the money deposited
5. Enter the amount of the deposit in the activity fund register indicating the source from which the funds were received.
6. File chronologically the supporting data consisting of the duplicate deposit slip, central treasurer's receipt, and, if applicable, the statement of admissions. These forms provide the evidence for the entries made in the activity treasurer's books.

Withdrawal Procedure for Activity Treasurers

When merchandise is to be purchased, a requisition approved by the activity treasurer and the faculty adviser must be prepared. The adviser is responsible for being sure all is proper. The original is given (or mailed) to the vendor as authorization to buy. When the goods are received and the bill arrives, the activity treasurer, under the faculty adviser's supervision, checks the goods, bill, and a copy of the requisition to see that there are no discrepancies.

When payments are to be made for services rendered, a check must be used. The activity treasurer and the faculty adviser should be certain, however, that the bill accurately reflects the services rendered.

When it is determined that the bill is correct, the following steps are taken:

1. A voucher is prepared and signed by both the activity treasurer and the faculty adviser. The building administrator/principal must then review and approve.

2. The final audited bill is attached to the original voucher form and both plus the copy of the voucher are given to the Central Occupational Education Treasurer.
3. The Central Occupational Education Treasurer records the consecutive voucher number on the forms and prepares the check.
4. The central occupational education treasurer makes the entries in his book and files both the original voucher and the bill as evidence for the entries.
5. The occupational education treasurer is responsible for preparing the checks for any payment. Each check must be signed by the Divisional Director or his/her designee.

Procedure for Inactive Activity Accounts

Prior to the termination of a student organization, all funds remaining in the treasury must be disposed of in one of the following ways:

1. Expended by vote of the organization controlling these funds as provided for in the bylaws.
2. Transferred to another student organization following the standard withdrawal procedure.
3. Transferred to the school district for a specific and designated purpose. When the student organization votes to dispose of funds in this manner, the following procedure will be applied:
 - a. The funds shall be turned over to the clerk of the Board along with a signed statement from the organization authorizing the school district to use the funds in a specific manner as agreed upon by the student organization.
 - b. The funds shall be held in a trust agency fund until the proper expenditures have been made. Any balance remaining after these expenditures will be transferred to the general fund for use by the school district.
4. Transferred by motion of the Board to the general fund if none of the preceding ways has been implemented.

Reconciliation of Activity Balances

Balances on the records of the Central Treasurer shall be reconciled with the records of the Faculty Advisors and student treasurers at each campus at least on a semi-annual basis.

Reconciliation schedules shall be signed by both the Faculty Advisor and the Central Treasurer and should be maintained in the offices of the Executive Director.

Previously issued and approved prior to 1976

Updated: 1/09

Students

Student Involvement in Decision Making

A primary task of the BOCES is to create a stimulating learning climate which develops active involvement of students in their education and develops a spirit of inquiry. This climate is created when students work together with BOCES staffs in such activities as planning and evaluating programs.

The Board believes that students should:

- a. Be encouraged to participate in establishing course goals, in planning classroom activities, and in improving courses of studies;
- b. Feel free to express, without fear, their own opinions, recognizing that every privilege and right has a corresponding responsibility;
- c. Be involved in the planning of assembly programs and BOCES sponsored forums of interest;
- d. Be encouraged to participate in student youth group organizations that provide students with a voice in school affairs; and
- e. Be encouraged to participate in a variety of co-curricula class and extraclass activities to broaden their educational experiences.
- f. Participate where appropriate in the activities of the Site-Based Management Team of their school.

Adopted: August 25, 1998

Students

Co-Curricular and Interscholastic Programs

The Board recognizes that the fundamental task of the schools is to prepare young people for life. In order for this preparation to be done properly, the educational program of the schools must be as wide as life itself. An integral part of such a program is extra classroom activities. They represent an essential part of the educational experiences which should be available to young people.

Children enrolled in the BOCES special education programs shall be provided with a range of activities and athletics appropriate to abilities, age, and maturity levels. BOCES shall strive to find suitable ways to add fullness to the lives of these children through activities, including athletic contests, and the support of the Special Olympics, and shall try to make as many activities available to these children as are available to their non-disabled peers in other schools.

The student class schedule of the Lewis A. Wilson Technological Center is such that extracurricular activities are by necessity somewhat curtailed. However, the Board does recognize that certain activities are appropriate at the center and shall, upon the recommendation of the Executive Officer, approve the establishment of certain student organizations and activities when they are for educational or school service purposes.

The Board specifically endorses the organization of SkillsUSA and the Future Farmers of America (FFA) in its occupational centers, and the affiliation of these groups with the state and national organizations.

In order to promote the organization and maintenance of extra classroom activities and to provide for the proper handling and safeguarding of extra-classroom activity funds, the Board shall periodically approve rules and regulations to serve as guidelines for students, teachers, and principals.

Policy : IGD

Adopted: October 13, 1998

Readopted: April 14, 1999

Approved and re-adopted: February 10, 2009

CO-CURRICULAR AND INTERSCHOLASTIC PROGRAMS

Purpose

Student extra-classroom activities may only be formed for educational and school service purposes.

Organizational Procedures

Students desiring to form an extra-classroom activity shall petition their Executive Director in writing. The petition shall state the purpose of and describe the activities of the proposed extra-classroom activity and shall be signed by at least seven students before it is presented to the Executive Director for action. If the purpose of the proposed extra-classroom activity falls within the scope of educational or school service purposes, and if the necessary space and equipment are available, the Executive Director, in conjunction with the petitioning students, shall seek a suitable adviser. When these procedures have been accomplished, the Executive Director shall recommend to the chief school officer that the extra-classroom activity be approved by the Board.

Approved Extra-Classroom Activities

All extra-classroom activities will be approved by the Board. The Executive Director will maintain an up-to-date register of all extra-classroom activities that are approved or discontinued.

Faculty Adviser

Each extra-classroom activity will have a faculty adviser appointed by the Executive Director. The faculty adviser will attend all meetings of the extra-classroom activity.

Meetings

All extra-classroom activities may meet at least once quarterly while school is in session and meeting will be held on school property unless the consent of the program's Executive Director has been given for meeting to be held elsewhere.

Officers

Each extra-classroom activity shall have a president, vice-president, secretary, and treasurer. These officers shall be elected annually from among the membership by secret ballot.

Constitution

Each extra-classroom activity shall adopt a document which shall define the purposes of the organization, duties of its officers, membership requirements, rules of procedure, and such other matters as are deemed necessary. This document shall incorporate any policies, rules, and regulations of the BOCES which are applicable; and if the school has a general student organization, any rules of the latter which are applicable. The constitution of each extra-classroom activity shall be approved by the faculty adviser and the Executive Director, and a copy of the document shall be on file in the office of the Executive Director.

Updates and replaces Regulation IGD-R

Students

Lending/Rental of BOCES Property to Students

The Board recognizes that from time to time the successful conduct of certain instructional activities may require that students have access to BOCES owned or controlled equipment and supply items outside of the regular instructional hours for purposes of supplementary instruction and practice. Such items may include textbooks, small musical instruments, special instructional aids for the visually impaired or hard of hearing, etc.

While the lending of such items on a controlled basis is perceived as a legitimate exercise of authority, there exists the need to protect the BOCES against negligent loss or excessive damage. To this end adequate inventory and loan procedure controls shall follow Policy #4420. The District Superintendent is authorized to establish appropriate monetary deposits and loss recovery charges.

Cross Reference: Policy #4420 - BOCES Personal Property Accountability

Adopted: August 25, 1998

Students

Student Progress Reports to Parents

The Board feels it is essential for a student's parents and his/her home school to be kept fully informed of the student's progress in BOCES programs. Accordingly, the following policies have been established.

Secondary Students in Career & Technical Education

Students' grades shall be forwarded at the end of each quarter to the parents and to the home schools which shall incorporate the grade on the report card sent by that school.

Between marking periods interim reports for all secondary students shall be sent to homes and home schools. The purpose of these reports shall be to advise parents and the home schools when students are doing superior or inferior work in particular classes. Where a student is doing poorly, the informal report shall be issued in sufficient time to allow the student the opportunity to improve before receiving a quarterly grade.

When the need arises, teachers shall be expected to inform parents of the desirability of a conference. In order to provide a parent with as much information as possible about their child, conferences should be held with the student's guidance counselor present.

Adult Students in Career & Technical Education

Progress reports for adults will be transmitted to the appropriate funding agency. Grades for courses such as nursing shall be posted.

Special Education Students

Student progress reports for special education students will be sent to both parents and home school districts on a quarterly basis.

Adopted: October 13, 1998

Readopted: April 14, 1999

Students

Provision of Interpreter Services to Parents who are Hearing Impaired

The Board of Education assures parents or persons in parental relationship who are hearing impaired the right to meaningful access to school-initiated meetings or activities pertaining to the academic and/or disciplinary aspects of their children's education. School-initiated meetings or activities are defined to include, but are not limited to, parent-teacher conferences, child study or building-level team meetings, planning meetings with school counselors regarding educational progress and career planning, suspension hearings or any conferences with school officials relating to disciplinary actions. The term "hearing impaired" shall include any hearing impairment, whether permanent or fluctuating, which prevents meaningful participation in BOCES meetings or activities.

Parents or persons in parental relationship shall be notified of the availability of interpreter services to be provided at no charge, provided that a written request is made to the building administrator/principal within fourteen (14) days of the scheduled event. Exceptions to the time frame request may be made for unanticipated circumstances as determined by the principal/designee.

If interpreter services are requested, BOCES shall appoint an interpreter for the hearing impaired to interpret during the meeting or activity. BOCES will arrange for interpreters through a BOCES-created list or through an interpreter referral service. BOCES shall also develop interagency agreements, as appropriate, to ensure that sign language interpreters are provided for eligible parents or persons in parental relationship when BOCES students attend out-of-BOCES schools or programs.

In the event that an interpreter is unavailable, BOCES shall make other reasonable accommodations which are satisfactory to the parents or persons in parental relationship. Examples of what constitutes reasonable accommodations in the event an interpreter cannot be located may include, but are not limited to, the use of:

- a. Written communications, transcripts, notetakers, etc; and
- b. Technology, such as: a decoder or telecommunication device for the deaf, assistive listening devices, and closed or open captioning.

Education Law Section 3230
8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(aa)

Adopted: October 13, 1998

Students

Student Records: Access and Challenge

Definition

For the purpose of this policy and related administrative regulation a student record means anything concerning a student which is maintained in writing or on film or tape for others to see or hear. A student record is distinguishable from private notes or working notes in that the latter consists of data collected for the use of the collector only. Such notes do not become a student record until they are made available to another person. Such sharing automatically makes the notes of student records subject to the policies and regulations governing student records in this school system.

Compliance

This BOCES will comply with all Federal, State and other legal regulations in regard to student records including the so called "Buckley Amendment." All student records will be filed in a manner designed to protect security and confidentiality.

Rights

Students 18 years of age or older have the same rights in regard to their student records as the parents of students under 18.

Confidentiality

Student records and any material contained therein which is personally identifiable are confidential and may not be released or made available to persons other than parents or students without the written consent of such parents or students. There are a number of exceptions to this rule. These exceptions are:

- a. Other school officials including teachers within the educational institution or local educational agency who have legitimate educational interest.
- b. Officials of other schools in which the student intends to enroll. The parents or student are notified of the transfer of the records, are given a copy if they desire one and have an opportunity for a hearing to challenge the content of the record.
- c. Authorized representatives of certain designated Federal and State agencies, including State Education authorities for the purposes of the audit and evaluation of federally supported programs or in conjunction with the enforcement of Federal legal requirement.
- d. In connection with a student's application for employment or receipt of financial aid.

e. Pursuant to court order or subpoena after notification to the parents or student.

Where a record or personally identifiable information is to be released to other third parties a written consent is required specifying the record to be released, the reason for such release, and the person/persons to whom they are to be released. Such records or information may be released to a third party only on condition that they will not further release them without consent.

All persons desiring access to such records including Federal authorities mentioned above shall be required to sign a written form to be kept within the student's file for inspection by the student or parents. The forms shall indicate legitimate educational or other interest that each such person has in inspecting the records.

No such form is required with the respect to the legitimate use of such records by the school employees or state officials.

The Executive Officer and his/her staff shall be responsible for developing administrative regulations necessary to assure the proper handling of all student records.

Directory Information

Unless specifically requested in writing by the parent or guardian, school employees may release directory information (name, community in which a student resides and name of the program student attends). Parents may object to the release of such information by writing to Records Access Officer, PO Box 8007, Huntington Station, NY 11746-9007.

Public Officers Law Sections 84 et seq.
Family Educational Rights and Privacy Act of 1974

Previously adopted as JQ, KBA
Readopted: November 10, 1998
Readopted: September 21, 2004
Revised and Re-adopted: July 10, 2007

STUDENT RECORDS

Cumulative Student Records

Students' folders may be taken from the building office file for use by a teacher involved with the student. The folder must be signed for in the book kept by the office secretary for this purpose. The folder must be returned to the secretary, by the teacher personally, before the teacher leaves the building for the day. No folder may be taken out of the building.

In order to keep records up-to-date, it will be necessary to inform the office of any change in the student's address or telephone number. Staff members who become aware of this information should make it a point to put such information in writing and to give it to the secretary.

Release of Information

Each division will be responsible for designing specific individual(s) to provide information that complies with requests from those parties specified in Confidentiality sections a, b, d, of Policy 6420. All other requests for student records shall be handled by the duly appointed Freedom of Information officer.

Release of information forms for parental signature will be available in the office of each building administrator and in the office of the Freedom of Information officer.

Adult Education Student Transcripts: Students and former students may receive official transcripts of records upon payment of the processing fee established by the agency.

Issued prior to 1976

Updated: 10/98

Students

Release of Information to the Non-custodial Parent

The District may presume that the non-custodial parent has the authority to request information concerning his/her child and release such information upon request. If the custodial parent wishes to limit the non-custodial parent's access to the records, it would be his/her responsibility to obtain and present to the school a legally binding instrument that prevents the release of said information.

20 United States Code
(U.S.C.) 1232(g)(b)(4)(A)
34 Code of Federal Regulations
(CFR), Part 99

Adopted: November 10, 1998

PARENTS BILL OF RIGHTS FOR DATA PRIVACY AND SECURITY

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

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

Complaints should be directed in writing to:

Western Suffolk BOCES
P.O. Box 8007
Huntington Station, NY 11746-9007

Or

Chief Privacy Officer
New York State Education Department
89 Washington Avenue
Albany, New York 12234

Complaints may also be directed to the Chief Privacy Officer (“CPO”) via email at: CPO@mail.nysed.gov.

Supplemental Information Regarding Third-Party Contractors:

In the course of complying with its obligations under the law and providing educational services, Western Suffolk BOCES has entered into agreements with certain third-party contractors.

Pursuant to such agreements, third-party contractors may have access to “student data” and/or “teacher or principal data,” as those terms are defined by law.

Each contract BOCES enters into with a third party contractor where the third party contractor receives student data or teacher or principal data will include the following information:

- (1) the exclusive purposes for which the student data or teacher or principal data will be used;
- (2) how the third party contractor will ensure that the subcontractors, persons or entities that the third party contractor will share the student data or teacher or principal data with, if any, will abide by data protection and security requirements;
- (3) when the agreement expires and what happens to the student data or teacher or principal data upon expiration of the agreement;
- (4) if and how a parent, student, eligible student, teacher or principal may challenge the accuracy of the student data or teacher or principal data that is collected; and

(5) where the student data or teacher or principal data will be stored (described in such a manner as to protect data security), and the security protections taken to ensure such data will be protected, including whether such data will be encrypted.

The State Education Department (“SED”) has issued a preliminary Parents’ Bill of Rights for Data Privacy and Security which is subject to change. Additional elements will be developed in conjunction with the CPO, districts, parents and the Board of Regents. In the meantime, you can access additional information and a question and answer document issued by SED at <http://www.p12.nysed.gov/docs/parents-bill-of-rights.pdf>.

This Bill of Rights is subject to change based upon regulations of the Commissioner of Education and the New York State Education Department Chief Privacy Officer, as well as emerging guidance documents.

Adopted: July 7, 2015

Students

Medical Treatment of Students

The Board of Cooperative Educational Services authorizes emergency first aid medical treatment to be rendered (by the school nurse where possible). A parent or guardian of the child will be promptly notified.

Administering Medicines to Students

Students who are required to take medication during school hours must provide the building administrator with written authorization by a licensed physician for such medication and are to use the approved medication under direct supervision of a professional staff member. On field trips, teachers may give medication that has been packaged by the school nurse.

Adopted: October 14, 1997

**Administration of Emergency Non-Patient Specific Epinephrine by Western Suffolk
BOCES Registered Nurses to Students and Staff**

To enhance the safety of students and staff, the Western Suffolk BOCES Board hereby authorizes the maintenance of non-patient specific epinephrine auto-injectors in each school of Western Suffolk BOCES. To this end, the Western Suffolk BOCES Board shall annually enter into an agreement with a Collaborative Provider (defined as a NYS licensed physician with knowledge and experience in the delivery of emergency care or a nurse practitioner affiliated with a hospital that provides emergency care) which shall incorporate written practice protocols and procedures to ensure compliance with all applicable laws and regulations governing the administration of emergency epinephrine.

The Board hereby allows registered nurses employed by Western Suffolk BOCES schools to administer emergency epinephrine auto-injectors in accordance with a non-patient specific order written annually by the Collaborative Provider as an emergency first aid response to any student, staff or visitor experiencing anaphylaxis. The registered nurses will follow the anaphylaxis emergency response procedures.

Public Health Law 3000c and Education Law 921

Adopted: August 9, 2016

Revised & Adopted: October 18, 2016

Administration of Emergency Opioid Antagonists

To enhance the safety of students and meet the mandates of the State, the Western Suffolk BOCES Board hereby authorizes the maintenance of one dose of an Emergency Opioid Antagonist in each school building of Western Suffolk BOCES. Additionally, training on the administration of Emergency Opioid Antagonists will be provided to all school nurses. In buildings where there are no school nurses on staff, training will be provided for the building's Administrator and/or an additional staff member/designee. Emergency Opioid Antagonists will be administered according to the procedures and practices established.

Public Health Law 3000c and Education Law 921

Adopted: August 9, 2016

Students

Required Immunizations

Full-time students shall not be admitted to BOCES programs unless a certificate of immunization or other acceptable evidence of immunity is presented.

The evidence of immunity must comply with Public Health Law Section 2164 subdivisions 5,6, and 7, and Part 66 of the Regulations of the New York State Department of Health.

Adopted:

Students

Human Immunodeficiency Virus (HIV) Related Illnesses

The Board of Education contends that a student shall not be denied the right to attend school or continue his/her education nor shall an employee be denied the right to continue his/her employment who has been diagnosed or identified as having a positive blood test for the antibodies to the Human Immunodeficiency Virus (HIV). The Board further contends that under current law and regulations, the disclosure of confidential HIV-related information shall be strictly limited.

Administrative regulations and procedures shall be developed and implemented by the administration based on recommendations from the New York State Education Department and from consultation with appropriate professional and medical staff in the District.

The Superintendent shall also establish guidelines for the implementation of Universal Precautions.

This policy should be reviewed on an annual basis and revised as legislation warrants.

Confidentiality: Public Health Law,
Article 27-F

Adopted:

Students

Student Safety

The safety of students shall be secured by BOCES through close supervision and special attention to the following:

- a. Maintaining a safe school environment (regular safety inspections shall be made in all shops and laboratories by the building administrator).
- b. Enforcement of safe practices on the part of school personnel and students, particularly in shops and laboratories.
- c. Offering occupational safety education to students as germane to particular courses.

General safety provisions for each program/school shall be given annually to staff in the appropriate Staff Handbook. The building administrator and teachers shall develop safety rules and regulations pertinent to the above for individual programs/classes.

Adopted: December 8, 1998

Students

Accidents

The teacher, school nurse, or other staff member must submit a report of any student accident/injury on the official student incident report form and on the accident and sickness proof of loss form specified by the BOCES insurance carrier on the day the injury/accident occurred. The forms will be submitted through the building office to the BOCES central office with a copy to the Executive Divisional Director.

Accident Insurance

The Board of Cooperative Educational Services shall provide for student accident insurance for all students enrolled in BOCES programs and not covered by their home school district or their own insurance. Such coverage shall be "EXCESS" over any other collectible insurance benefits for students who are injured during school functions.

The Board does not provide insurance covering students privately owned equipment, tools or personal belongings. Students are encouraged to review their own family insurance relative to off-premise coverage.

First Aid for Student Accidents

The Executive officer will establish procedures for providing first aid for student accidents.

Administrative Regulations #6541

Adopted: December 8, 1998

FIRST AID (Accidents/Emergency Illness)

A school nurse or other assigned staff member shall be responsible for providing emergency services in case of injury to, or sudden illness of a student, staff member, or other person on BOCES property.

Procedures for the proper handling of such emergencies shall incorporate the following requirements:

1. Data readily available in each facility for all students shall include an emergency telephone number where the parent/guardian of each student can be reached during the school day.
2. A school nurse or other trained person shall be responsible for administering first aid.
3. In case of student illness or accident, the administrator of the facility shall be notified immediately. He shall at once notify the student's legal guardian.
4. When required, transportation to a hospital will be arranged with the fire department (EMT); transportation of a student to his home may be provided by the home school district's transportation or by BOCES transportation services. In either event, a staff member will accompany the ill or injured student if medically indicated.
5. When an accident requires hospitalization, the administrator shall notify the student's home district by telephoning the home district. If the accident is serious, the administrator shall also notify the Executive Division director.
6. A complete report of any accident shall be made by the nurse or other person attending the injured student and filed with the BOCES office by the end of the day.

Detailed procedures for providing care in case of emergency shall be developed and made known to the staff at each facility.

Current practice codified 1976
Adopted: date of manual adoption

Revised and Reissued:

Reporting Child/Abuse/Neglect

The attached policy and procedures were revised by a task force of staff appointed by the District Superintendent of Western Suffolk BOCES. This task force was asked to assume the responsibility for reviewing and revising the child abuse policy and procedures for implementation within all divisions of BOCES. To accomplish this task, they were asked to review existing policies and procedures within Western Suffolk BOCES, as well as other school districts. The task force charges included:

- interfacing with the Suffolk County Child Protective Services Agency
- participating in informational meetings as it refers to the changes in the reporting process
- working in partnership with all of the divisions to highlight and select county and state agencies that can be a resource to a family or a child in crisis
- to develop a better mechanism for an ongoing dialogue with Child Protective Services and school districts to insure the health and safety of all children

POLICY ON REPORTING CHILD ABUSE/NEGLECT

The Board of Cooperative Educational Services for Western Suffolk endorses all efforts to protect children from child abuse and neglect and recognizes the legal and moral obligation of the district to protect the children within its charge. Therefore, all district personnel will work cooperatively with State and County agencies to comply with the intent of the child abuse and neglect laws of the State of New York.

The New York State Child Protective Service Act of 1973 mandates that school personnel report suspected cases of child abuse and neglect to the New York Central Register of Child Abuse and Maltreatment, for youngsters ages birth to 18 years old.

It shall be the responsibility of the Chief School Administrator or his/her designee to effectively implement the intent of The Child Abuse and Maltreatment Law and to continually update the procedures and regulations set forth herein in accordance with any changes in the law or in keeping with improved administrative practice.

Adopted: October 14, 1997

Revised and readopted: July 13, 1999; June 14, 2016

CHILD ABUSE/NEGLECT TEAMS

BOCES-wide Child Abuse/Neglect Team

A BOCES-wide Child Abuse/Neglect Team (to be referred to as the CA/NT) will be appointed on an annual basis by the Superintendent, preferably by July. At that time, there will also be an appointed Chairperson who will be responsible for coordination and dissemination of information. (See Appendix A) Consideration for members of this BOCES-wide committee will include administrators, guidance counselors, nurses, school psychologists, social workers, youth counselors, teachers and any other members of a school building that would come in to contact with youngsters on a daily basis. Representation on the CA/NT must include members from every building/program as designated by the Executive Division Directors. The CA/NT will meet in April to review and, if necessary, revise the existing Child Abuse/Neglect Policy. If a revision is necessary, it will culminate in an updated policy, which will be submitted to the District Superintendent, no later than June 30. Throughout the year, the BOCES-wide CA/NT may be called upon to review the Western Suffolk BOCES' policy and insure that the procedures are being appropriately implemented.

Below are the employees of Western Suffolk BOCES who have been appointed to serve on the BOCES-wide CA/NT. Their willingness to serve in this capacity is greatly appreciated.

Chandra Rivera – Chairperson
Devon Anderson
Marion Caravello
Jean Marie Ciaffone
Chris Jackson
Denise McHugh
Miranda Moleski
Maureen O'Donovan
Jennifer Paterson
Christine Pober
Donna Reisinger

Intra-School Team

An Intra-School Team (IST) will be appointed by September 1 by the program administrator for each of the Western Suffolk BOCES buildings/programs. A listing of the IST members from each program will be submitted to the CA/NT with any necessary revisions indicated on an as need basis. Where possible, the IST will reflect a similar membership as the CA/NT. The composition and size of this team will be at the discretion of the program administrator with the approval of the Executive Division Director. There is a recommendation that the team involve one consistent appointed individual (i.e., nurse, psychologist, social worker, guidance counselor, etc.) who will be responsible for participating in all building/program reviews of any allegation. The IST or a person designated by the building principal will meet with the CA/NT prior to June 30 to review the procedures and any new revisions. The IST is responsible, on a building level, for providing support and insuring that the Western Suffolk BOCES' policy is being implemented.

REPORTING PROCEDURES

Initial Oral Reports

- A. Any staff member who suspects a case of child abuse/neglect must phone the report directly to the New York State Central Register of Child Abuse and Maltreatment at 1-800-635-1522. When there is any question about the basis for such reporting, immediately contact the principal, designee or IST member.
- B. The staff member who initially suspects a case of child abuse/neglect should use a completed LDSS 2221-A form as a guide when making the report to the New York State Central Register of Child Abuse and Maltreatment. The staff member is encouraged to seek assistance from the principal, designee or any IST member for accurate and prompt reporting. Be prepared to offer the following information:
 - Name and address of the student and the parents or legally responsible guardians.
 - Child's age, sex and nationality.
 - Nature and extent of the child's injuries, abuse or maltreatment to the child or their siblings.
 - Name of the alleged person or persons responsible for causing the injury, abuse or maltreatment.
 - Family Composition
 - Source of the Report
 - Person making the report and who the program contact will be.
 - The name, title and contact information for every school staff person who is believed to have direct knowledge of the allegations in the report.
 - Any action taken by the reporting source.
 - Any additional information which would be deemed helpful in the investigation.
- C. Upon completion of the oral report, the staff member who initially suspected a case of child abuse/neglect will indicate to the building principal/designee or an IST member, if he/she has not already been informed, that the report has been completed and that a local CPS verification phone call may be forthcoming. No condition can be imposed upon said employee prior to this oral reporting.
- D. The principal, designee or IST member will immediately convene a team meeting.
- E. If photographs are taken, the IST member making the report should indicate that these are available to Child Protective Services at the building/program level upon request.

Building-Level Procedures

- A. The principal or designee is responsible for all subsequent administration including making the written report to the New York State Central Register of Child Abuse and Maltreatment within 48 hours using form LDSS-2221-A (Appendix B). The principal and/or their designee will contact the Executive Division Director and indicate that a report will be made.
- B. Photographs of any visible trauma on the child are recommended and should be taken by the school nurse, principal, designee or member of the IST with an authorized camera. Personal cameras, including personal cell phone cameras, should not be used. In this event, it is recommended that three photographs be taken. One photograph should be attached to the copy of the LDSS 2221-A form which will be placed in a sealed envelope marked "Personal/Confidential" and forwarded to the Executive Division Director or designee.
 - One copy should be maintained in a secure area by the principal/designee on a building/program level.
 - One copy should be attached to the original LDSS 2221-A form which is mailed to the Suffolk County Department of Social Services. (Appendix B)
- C. During the course of the team discussion or when it is feasible, every effort should be made to contact the child's school district to inform them of the suspicions/allegations.
- D. If it is perceived to be medically necessary, the IST member may request that an X-ray of the child be performed.
- E. If there is an emergency situation and a child appears to be in imminent danger (i.e., a student is left at home with no adult supervision, a student contacts the school building and indicates that they are currently being abused, etc.) immediate contact should be made with the Executive Division Director or their designee, with a follow-up law enforcement referral to the local police department.
- F. If the team judges that a child should be taken into protective custody (removal from the home), the principal or designee shall call the Suffolk County Child Protective and Preventive Services Bureau.
- G. The reporting member of the IST should make sure to clearly indicate at the top of the LDSS 2221-A form:
 - The case identification number.
 - The time and date of the oral report.
 - The name of the registry person taking the report.

Written Reports

- A. Within 48 hours of the initial oral report, the principal/designee or the reporting IST member is responsible for forwarding the LDSS 2221-A form to:
1. Suffolk County Department of Social Services Child Protective & Preventive Services Bureau
P.O. Box 18100
Hauppauge, NY 11788-8900
Attention: Intake/Register Unit
 2. A copy should also be sent to the Western Suffolk BOCES Executive Division Director or designee's office. Copies must be sent in a sealed envelope marked "PERSONAL/CONFIDENTIAL".

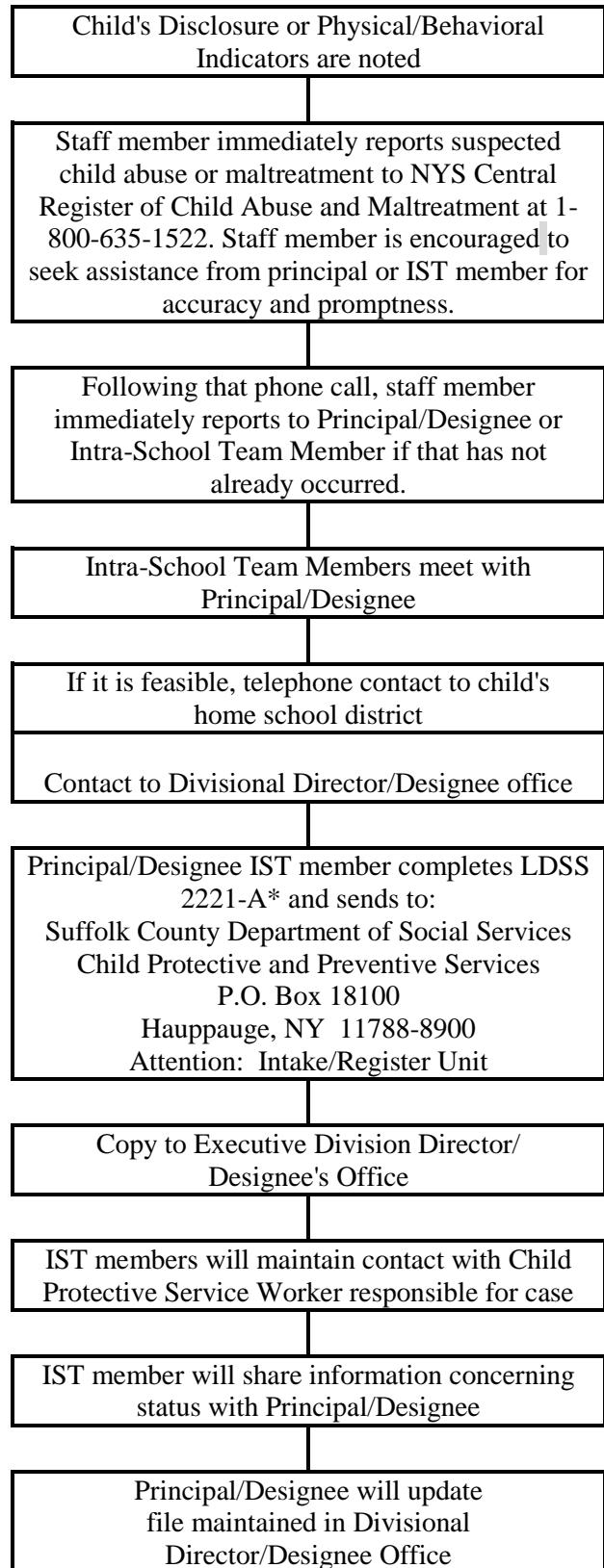
Confidentiality of Reports and Records

- A. Photocopies of each LDSS 2221-A report filed by the principal or IST member will be maintained only in a confidential locked file located in the Executive Division Director or designee's office.
- B. The Executive Division Director or designee will safeguard the confidentiality of the file.
- C. Upon receipt of the letter from the Suffolk County Child Protective and Preventive Services Bureau that the case is deemed to be unfounded, a copy will be forwarded to the Executive Division Director or designee so that he/she may destroy the photocopy of the LDSS 2221-A Form.
- D. Subsequent letters that the case is pending or unfounded may be maintained on a building/program level in the students' cumulative file under the "Correspondence" section.
- E. Reports of suspected child abuse and maltreatment are confidential and will only be available to those individuals or groups specified by law.

Follow-Up Procedures

- A. The IST will be responsible for a follow-up contact to the students' home school district to inform them of the status/outcome of the CPS referral.
- B. The IST will periodically communicate with the Suffolk County CPS team responsible for the case for the purpose of securing information relative to the status of the case.

CHILD ABUSE/NEGLECT REFERENCE



*Form is attached as Appendix B or is available at

www.ocfs.state.ny.us/main/Forms

**INDICATORS OF A CHILD'S
POTENTIAL NEED FOR PROTECTION**

	Physical Indicators	Behavioral Indicators
PHYSICAL ABUSE	<ul style="list-style-type: none"> • Unexplained bruises (in various stages of healing), welts, human bite marks, bald spots • unexplained burns, especially cigarette burns or immersion burns (glove like) • unexplained fractures, lacerations or abrasions 	<ul style="list-style-type: none"> • self destructive • withdrawn and aggressive, behavioral extremes • uncomfortable with physical contact • arrives at school early or stays late as if afraid to be at home • chronic runaway (adolescents) • complains of soreness or moves uncomfortably • wears clothing inappropriate to weather, to cover body
PHYSICAL NEGLECT	<ul style="list-style-type: none"> • abandonment • unattended medical needs • consistent lack of supervision • consistent hunger, inappropriate dress, poor hygiene • lice, distended stomach, emaciated 	<ul style="list-style-type: none"> • regularly displays fatigue or listlessness, falls asleep in class • steals food, begs from classmates • frequently absent or tardy • self destructive • school dropout (adolescents)
SEXUAL ABUSE	<ul style="list-style-type: none"> • torn, stained or blood underclothing • pain or itching in genital area • difficulty walking or sitting • bruises or bleeding in external genitalia • venereal disease • frequent urinary or yeast infections 	<ul style="list-style-type: none"> • withdrawal, chronic depression • role reversal, overly concerned for siblings • poor self esteem, self evaluation, lack of confidence • peer problems, lack of involvement • massive weight change • suicide attempts (especially adolescents) • hysteria, lack of emotional control • sudden school difficulties • inappropriate sex play or premature understanding of sex • threatened by physical contact, closeness
EMOTIONAL MALTREATMENT	<ul style="list-style-type: none"> • speech disorders • delayed physical development • substance abuse • ulcers, asthma, severe allergies 	<ul style="list-style-type: none"> • habit disorders (sucking, rocking) • antisocial, destructive • neurotic traits (sleep disorders, inhibition of play) • passive and aggressive behavioral extremes • delinquent behavior (especially adolescents) • developmentally delayed

LEGAL/SUPPORTING INFORMATION

New York State Legal Mandate

The purpose of New York State's Child Protective Services Law is to provide an effective system for preventing abused and maltreated children from suffering further injury or impairment. Chapter 1039, Laws of 1973, codified as Title 6, Section 411 et. seq. of the Social Services Law **mandates** the reporting of suspected cases of child abuse and/or maltreatment. The pertinent sections of the law are designed to:

- Encourage more complete reporting of suspected child abuse and maltreatment.
- Establish in each county a Child Protective Service with the ability to:
 - a. Investigate reports of child abuse and maltreatment swiftly and competently.
 - b. Provide protection for children who need it.
 - c. Provide rehabilitative services for both families and children involved.
- Insure that all school personnel report suspected cases of child abuse to the Child Protective Services (CPS).
- Hold responsible any person who fails to act in accordance with the provisions of the statute; such person can be guilty of a Class A misdemeanor and civilly liable for damages caused by failure to report.

Access to School Records

The Federal Family Educational Rights and Privacy Act of 1972 contains several exceptions to the rule that parental consent is needed prior to the disclosure of information from school records. One such exception is "in a health or safety emergency."

An educational agency or institution may disclose personally identifiable information from the education records of a student to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals.

The following factors should be considered in determining whether or not an emergency exists:

- The seriousness of the threat to the health or safety of the student or other individuals.
- The need for the information to meet the emergency.
- If time is of the essence in reporting suspected child abuse and neglect because delay can create the threat of future harm or result in the family leaving the jurisdiction involved.

Legal Liability of School Officials

Any person, official or institution who, in good faith, makes an abuse or maltreatment report, have immunity from any liability, civil or criminal, that might otherwise result by reasons of such action. The good faith of any person, official or institution legally required to report cases of child abuse or maltreatment is presumed, provided such a person, official or institution was acting in the discretion of their duties and within

the scope of their employment and that such liability did not result from the willful misconduct or gross negligence of such person, official or institution.

This BOCES is prohibited from taking any retaliatory personnel action against an employee who believes there is reasonable cause to suspect that a child is an abused or maltreated child, and upon such reasonable belief makes a report.

Child Protective Services Interviews

CPS interviews of students on school property must be administered in a delicate manner. The building administrator should contact the Executive Director of his/her division upon receipt of such a request. The Executive Director or his/her designee will make every effort to contact BOCES legal counsel prior to a CPS interview of a student on school property.

Unless otherwise advised by Executive Director or his/her designee, building administrators should permit CPS workers to conduct student interviews on school property when the school is the source of the reported abuse of the child. However, even where the school is not the source of the reported abuse, a student may be interviewed on school premises without parental consent. Unless advised to the contrary by BOCES' legal counsel, the interview should be permitted under any of the following circumstances:

1. Where time is of the essence; or
2. Where imminent danger to a child is perceived; or
3. Where there exists other identifiable justification for making use of the school setting for the interview.

The interview should be conducted in the presence of a school official. A school official need not be present for the interview if, in the estimation of the CPS worker **AND** school official, the presence of a school official would be detrimental to the child's emotional condition. Likewise, if the child indicates that he/she does not want the school official to be present, the school official should be excluded.

Subject to legal counsel, the school may participate in the initial formation of an appropriate plan for protection of the child.

DEFINITIONS OF TERMS

Abused Child - "Abused Child" means a child less than 18 years of age whose parent or other person legally responsible for his care:

- inflicts or allows to be inflicted upon such child physical injury by other than accidentally means which causes or creates a substantial risk of death, or serious or protracted disfigurement, or protracted impairment of the physical or emotional health or protracted loss or impairment of the function of any bodily organ. Creates or allows to be created a substantial risk of physical injury to such a child by other than accidental means which would be likely to cause death or serious or protracted

disfigurement, or protracted impairment of the physical or emotional health or protracted loss or impairment of the function of any bodily organ, or

- commits, or allows to be committed, a sex offense against such child, as defined in the penal law.

Neglected Child - "Neglected Child" means a child less than 18 years of age whose physical, mental, or emotional condition has been impaired or is in imminent danger of becoming impaired as a result of the failure of his parent or other person legally responsible for his care to exercise a minimum degree of care:

- in supplying the child with adequate food, clothing, shelter or education in accordance with provisions of part one of article 65 of the education law, or medical, dental, optometrical or surgical care though financially able to do so or offered financial or other reasonable means to do so; or
- in providing the child with proper supervision or guardianship, by unreasonably inflicting or allowing to be inflicted harm, or a substantial risk thereof, including the infliction of excessive corporal punishment; or by using a drug or drugs; or by using alcoholic beverages to the extent that he loses self-control of his actions; or by any other acts of a similarly serious nature requiring the aide of the court; or
- who has been abandoned by his parents or other person legally responsible for his care.

Impairment of Emotional Health and Impairment of Mental or Emotional Condition -

"Impairment of emotional health" and "impairment of mental or emotional condition" includes a state of substantially diminished psychological or intellectual functioning in relation to, but not limited to such factors as failure to thrive, control of aggression or self-destructive impulses, ability to think and reason, or acting out and misbehavior, including incorrigibility, ungovernability or habitual truancy; provided, however, that such impairment must be clearly attributable to the unwillingness or inability of the respondent to exercise a minimum degree of care toward the child.

Person Legally Responsible - "Person legally responsible" includes the child's custodian, guardian, or any other person responsible for the child's care at the relevant time. Custodian may include any person continually or at regular intervals found in the same household as the child when the conduct of such persons causes or contributes to the abuse or neglect of the child.

GENERAL GUIDELINES

- Each building/program will insure that all staff are cognizant of their ongoing responsibility as it pertains to reporting any suspicion of child abuse or neglect. All building/program staff should be given every opportunity to clarify any questions about the BOCES' policy for child abuse and neglect.

- Revisions, reviews and discussions, regarding this policy/administrative regulations should occur prior to July 1. All building/programs will have an opportunity to review this so it can be included in their opening faculty meetings no later than September 30 of each school year.
- Every effort will be made to have a consistent representation on the CA/NT from all of the buildings/programs that service youngsters from birth through age 18.
- All members of the Building/Program IST must be identified to staff by Sept. 30.
- All Building/Program staff handbooks will include the following statement:
- "The Board of Education of Western Suffolk BOCES endorses all efforts to protect children from child abuse and neglect. It is a requirement of all staff that they review the Policy on Child Abuse/Neglect on a yearly basis."
- Empowerment of students is a critical aspect, particularly in the High School programs. BOCES will investigate and establish resources for students to be able to better understand the dynamics of abuse, especially as it is demonstrated in peer relationships. Each secondary program will provide information to students 16 years or older to allow them to self refer and seek appropriate attention in situations that they have chosen not to divulge to staff.
- All Programs/Buildings must have the availability of a camera (preferably an instant camera) and the appropriate film for possible documenting of any bruises.

APPENDIX A

Responsibilities of the Chairperson

Periodically contact Executive Directors to discern their need for DSS 2221-A forms.

- Discern if there are any changes in the Suffolk County Child Protective/Preventive procedures which would impact upon the Western Suffolk BOCES reporting manual.
- Establish a contact/resource person in CPS that can respond and assist in any questions that the agency poses.
- Maintain contact with the BOCES-wide CA/NT and gain insight/feedback on any existing issues relative to the policy.
- To facilitate the discussion between the building-level ISTs and the CA/NT on a yearly basis.

Regs. Revised 9/07

NY Social Services Law § 413
NY Labor Law § 740 (1)(e)

APPENDIX B
Report of Suspected Child Abuse or Maltreatment Form

This form (LDSS-2221A) is available in every building administrator's office or from the NYS Office of Children and Family Services at
<http://www.ocfs.state.ny.us/main/Forms/cps/LDSS-2221A%20Report%20of%20Suspected%20Child%20Abuse%20or%20Maltreatment.pdf>

Child Abuse in an Educational Setting

The Board of Western Suffolk BOCES recognizes that children have the right to an educational setting that does not threaten their physical and emotional health and development. Child abuse by school personnel and school volunteers violates this right and, therefore, is strictly prohibited.

Allegations of child abuse by school personnel and school volunteers shall be reported in accordance with the requirements of article 23-B of the Education Law.

Required Reporters

Any person holding any of the following positions shall be required to promptly report written and oral allegations of child abuse in an educational setting:

- school board member
- teacher
- school nurse
- school guidance counselor
- school psychologist
- school social worker
- school administrator
- other school personnel required to hold a teaching or administrative license or certificate
- all other BOCES employees including casual and temporary employees

For purposes of this policy, persons holding these positions shall be referred to as “required reporters.”

Definitions

For purposes of this policy, “educational setting” means the buildings and grounds of the district, the vehicles provided by the district to transport students to and from school buildings, field trips, co-curricular and extra-curricular activities both on and off school district grounds, all co-curricular and extra-curricular activity sites, and any other location where direct contact between an employee or volunteer and a child has allegedly occurred.

“Child” means a person under the age of 21 enrolled in a New York State school district, other than New York City.

“Child abuse” generally refers to any intentional or reckless act by an employee or a volunteer against a child which injures or kills a child or creates a risk of injury or death, or constitutes child sexual abuse, or involves the actual attempted dissemination of indecent materials to minors. If a required reporter or any other district employee has a question as to whether alleged conduct constitutes “child abuse,” he or she shall promptly raise the question to the Building Administrator where the abuse is alleged to have occurred. The Building Administrator shall consult with the Executive Division Director and the Deputy Superintendent to determine whether the allegations constitute child abuse.

Reporting Requirements

Required reporters and any other district employee deciding to report an allegation of child abuse by district staff or volunteers shall complete a written report, Attachment A, as soon as practical after receiving the allegation, but in no event shall a required reporter wait more than one workday to file a report.

The required reporter shall personally file the report with the Building Administrator of the school in which the child abuse allegedly occurred.

If the alleged abuse did not occur in a school building, the report shall be filed with the Building Administrator of the school attended by the alleged victim.

If the alleged abuser is an employee or volunteer of another district, the report shall be sent to the Deputy Superintendent of Western Suffolk BOCES who will then forward the report to the Superintendent of the district where the alleged child attends school and to the Superintendent of the district where the abuse allegedly occurred (if different). Each Building Administrator shall keep a supply of the forms available in his or her office and the form shall be available within this policy on the BOCES website.

Upon receiving a written report, the Building Administrator in consultation with the Executive Division Director and Deputy Superintendent shall determine whether there is reasonable suspicion to believe that an act of child abuse has occurred. If the person making the allegation of abuse is someone other than the child or the child's parent, the Building Administrator in consultation with the Executive Division Director and the Deputy Superintendent shall contact the person making the report to learn the source and basis for the allegation.

Reasonable Suspicion

If the Building Administrator in consultation with the Executive Division Director and the Deputy Superintendent determines there is reasonable suspicion:

- He or she shall promptly notify the parent of the alleged child victim (assuming the parent is not the person who originally reported the alleged abuse). The notice shall be given by telephone (if possible) and in writing, sent via overnight mail to the parent. The notice, Attachment B, shall inform the parent of his or her rights and responsibilities related to the allegations of abuse.
- The Building Administrator shall also promptly provide a copy of the written report to the Executive Division Director and District Superintendent/designee and then send a copy to the appropriate law enforcement authorities. In no event shall the Building Administrator delay in sending the report to law enforcement because of an inability to contact the Executive Division Director and District Superintendent/designee.
- The District Superintendent/designee shall send to the Commissioner of Education any written report forwarded to the local law enforcement authorities where the employee or volunteer alleged to have committed an act of child abuse holds a certificate or license issued by the department.

No Reasonable Suspicion

If there is no reasonable suspicion found, the Building Administrator in consultation with the Executive Division Director and Deputy Superintendent shall report this finding to the person who made the original report and to the employee/volunteer against whom an allegation of child abuse has been made.

Rights of Employees and Volunteers

Employees. Pending resolutions of the allegations, no employee against whom an allegation of child abuse has been made shall be permitted to have unsupervised contact with any district student. Any employee against whom an allegation of child abuse has been made and against whom the district intends to take adverse action shall be entitled to receive a copy of the report and to respond to the allegations.

Volunteers. Pending resolution of the allegations, no volunteer against whom an allegation has been made shall be permitted to render volunteer services to the district. Any volunteer against whom an allegation of child abuse has been made and against whom the district decides to take adverse action shall be entitled to receive a copy of the report and to respond to the allegations.

Confidentiality

All reports and other written material submitted pursuant to this policy and Article 23-B of the Education Law shall be confidential and may not be redisclosed except to law enforcement authorities involved in investigating the alleged abuse or except as expressly authorized by law or pursuant to a court-ordered subpoena. The Building Administrator, Executive Division Director and District Superintendent/designee shall exercise reasonable care to prevent unauthorized disclosure.

Penalties

Required Reporter. Any required reporter who willfully fails to make a written report of alleged child abuse required by Article 23-B of the Education Law shall be subject to criminal penalties provided for in law, as well as disciplinary sanctions imposed in accordance with law and any applicable bargaining agreement.

Administrators. Any administrator who (1) willfully fails to submit a written report of alleged child abuse to an appropriate law enforcement authority as required by Article 23-B of the Education Law, or (2) makes any agreement to withhold from law enforcement authorities, the District Superintendent or the Commissioner, the fact that an allegation of child abuse in an educational setting on the part of any employee or volunteer has been made in return for the employee's or volunteer's resignation or voluntary suspension from his or her position, or (3) willfully discloses a confidential record shall be subject to criminal penalties provided for in law, as well as disciplinary sanctions imposed in accordance with law and any applicable collective bargaining agreement. In addition, the Commissioner of Education may, following an administrative determination impose a civil penalty of up to five thousand dollars on any administrator who fails to submit a report of child abuse to an appropriate law enforcement authority.

Recorded Retention

Any report of child abuse by an employee or volunteer that does not result in a criminal conviction shall be expunged from the records kept by the district with respect to the subject of the report after five years from the date the report was made.

Training

The District Superintendent shall be responsible for establishing and implementing on an ongoing basis a training program for all required reporters on the procedures required under Article 23-B. The program shall include at a minimum all the elements specified in the Commissioner's regulations.

Education Law §§1125-1133

8 NYCRR § 100.2 (hh) (Reporting of Child Abuse in an Educational Setting)

Adoption date: September 21, 2004

CONFIDENTIAL REPORT OF ALLEGATION

Policy 6551 Attachment A

SUBJECT CHILD	PARENT OF SUBJECT CHILD
Name _____ <div style="display: flex; justify-content: space-between; width: 100%;"> Last First MI </div>	Name _____
Address _____ _____	Address (if different) _____ _____
School _____	
Grade _____ Sex (M, F, Unknown) _____	
Age or Birthday (Mo/Day/Yr) _____	

SOURCE OF ALLEGATION (Check as Appropriate)
<input type="checkbox"/> Child <input type="checkbox"/> Parent <input type="checkbox"/> Other - Name _____ Relationship to Child (if any) _____

ALLEGED PERPETRATOR (EMPLOYEE OR VOLUNTEER)
Name _____ School District _____
School Building _____ School Position _____

SPECIFIC ALLEGATION Use this space to provide information to describe or explain the circumstances surrounding the allegation. (attach additional sheets if necessary)

REPORTER INFORMATION
Name _____ School District _____
School Address _____ School Telephone _____
Relationship to Child (if any) _____
<input type="checkbox"/> Teacher <input type="checkbox"/> School Guidance Counselor <input type="checkbox"/> School Nurse <input type="checkbox"/> School Psychologist <input type="checkbox"/> Administrator <input type="checkbox"/> School Board Member <input type="checkbox"/> School Social Worker <input type="checkbox"/> School personnel required to hold teaching or administrator license or certification
Date Submitted to Administrator ____/____/____/
Signature _____

FOR ADMINISTRATOR USE ONLY	FOR SUPERINTENDENT OF SCHOOL USE ONLY
Reasonable Suspicion ____ Yes ____ No	Reasonable Suspicion ____ Yes ____ No
Date Submitted to Superintendent ____/____/____	Date Submitted to Law Enforcement ____/____/____
Name/Signature _____	Name/Signature _____
Date Submitted to Law Enforcement ____/____/____	Date Submitted to Commissioner ____/____/____
Name/Signature _____	Name/Signature _____

Policy 6551
Attachment B

Date: _____

Dear Parent;

An allegation of child abuse to your child _____
name of child
has been made. Western Suffolk BOCES has determined that there is reasonable suspicion that an act of child abuse has occurred.

Enclosed herein is a copy of the Western Suffolk BOCES policy on Child Abuse in an Educational Setting. The policy specifies the steps Western Suffolk BOCES must now take to meet reporting requirements set forth in Article 23-B of the Education Law. According to both policy and law, this matter is being reported to the appropriate law enforcement authorities.

Sincerely,

Building Administrator

Ensuring our Schools are Free from Harassment/Intimidation/Bullying/Discrimination

Western Suffolk BOCES condemns all harassment/intimidation/bullying/discrimination and further forbids all students and staff from engaging in such activities. The Board also strongly opposes any retaliatory behavior against complainants or any witnesses. The Board is committed to maintaining a learning environment that is free from all forms of harassment/intimidation/bullying/discrimination.

The Board recognizes that harassment/intimidation/bullying/discrimination can originate from a student, employee, a Board member or any non-employee volunteer who works subject to the control of school authorities. Conduct is deemed to be sexual harassment when it consists of unwelcome conduct of a sexual nature. Sexual harassment is not dependent upon the alleged harasser's intention. The Board recognizes that sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from peers as well as district employees or visitors.

The BOCES Compliance Officer, Dr. Hugh Gigante, will oversee the implementation of procedures on reporting, investigating and remedying allegations of harassment/intimidation/bullying/discrimination. Dr. Gigante can be contacted at 507 Deer Park Rd., Dix Hills, NY 11746 or by calling 631-549-4900, ext. 204 or by email at hgigante@wsboces.org.

Definitions

For definitions of harassment, intimidation, bullying, and discrimination, see Policy 6211. References in this policy to harassment are intended to cover any and all forms of sexual harassment which is also described in Policy 6211.

Procedures for Reporting

1. Students who believe they have been subjected to harassment/intimidation/bullying/discrimination are to report the incident immediately any school employee who will then be responsible to report it in accordance with this BOCES policy.
2. The building administrator shall notify the appropriate Executive Director who will in turn inform the Compliance Officer of all complaints. Should the building administrator be the alleged harasser, the report shall be made to a different administrator in the building or the appropriate Executive Director.
3. The student can pursue the complaint informally or file a formal written complaint (Attachment A).

Upon Receiving a Complaint

1. Upon receipt of a formal or informal complaint, a prompt, thorough and impartial investigation of the allegations shall follow.
2. The Compliance Officer shall notify the student's home school district that a complaint has been lodged and indicate the procedure the agency is following and an estimated time frame for the investigation.
3. The Compliance Officer shall make the final report available to the district. Where possible, all reports of harassment/intimidation/bullying/discrimination will be held in confidence, subject to all applicable laws and any relevant provisions found in the

BOCES Policy Manual and collective bargaining agreements, provided they do not interfere with the district's ability to investigate or take corrective action on the complaint.

Investigation of a Complaint

1. All witnesses shall be interviewed.
2. Complainants and the accused are to be notified of the outcome of the investigation.

Appeal Process

If the complainant is dissatisfied with the resolution and desires that further investigation occur, the complainant will indicate such on the Appeal Form (Attachment B) to the District Superintendent or designee within 30 days of complainant's receipt of the final resolution report. The appeal must include a copy of the original complaint, all relevant reports, the specific action being appealed, and an explanation of why the complainant is appealing.

Remedial Action

If the investigation reveals that harassment/intimidation/bullying/discrimination has occurred, appropriate sanctions will be imposed in a manner consistent with any applicable law, BOCES policies and regulations and collective bargaining agreements. This action shall be reasonably calculated to end the harassment/intimidation/bullying/discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed.

Depending on the gravity of the misconduct, sanctions may range from a warning, up to and including dismissal of an employee or suspension of a student.

BOCES shall notify promptly appropriate law enforcement when it is believed that harassment/intimidation/bullying/discrimination constitutes criminal conduct.

Anyone subjecting complainants or witnesses to any form of retaliation will also be subject to disciplinary action in the manner prescribed by law and consistent with any applicable provisions in the BOCES policy manual or collective bargaining agreements.

False Accusations

False accusations of harassment/intimidation/bullying/discrimination shall be subject to disciplinary action in the manner prescribed by law and consistent with any applicable provisions in the BOCES policy manual or collective bargaining agreements.

Investigation in the Absence of a Complaint

The Board will, in the absence of a complainant's complaint, ensure that an investigation is commenced by the appropriate individuals, upon learning of, or having reason to suspect, the occurrence of harassment/intimidation/bullying/discrimination.

Age-Appropriate Student Training Regarding Harassment/Intimidation/Bullying/Discrimination

The parent/guardian of BOCES students in half-day or full-day programs shall receive an abstract version of this policy annually. Age-appropriate training to prevent harassment/intimidation/bullying/discrimination should be part of new student orientation and then should be conducted for all BOCES students in half-day and full-day programs periodically, thereafter. Training should include providing examples of what is and is not considered harassment/intimidation/bullying/discrimination, procedures for registering a complaint and an explanation of what will occur when a complaint is received.

Each school's Dignity Act Coordinator (DAC) shall provide input on relevant training at each building level to raise awareness and sensitivity to potential acts of harassment/intimidation/bullying/discrimination directed at students. See DAC description in Policy 6211.

Staff Training Regarding Sexual Harassment

All new staff members are to receive a copy of this policy upon being hired. The building administrator shall annually provide a copy of this policy to all staff. Annual staff training shall cover the contents of this policy and how staff members are to respond properly to complaints of harassment/intimidation/bullying/discrimination.

Administrator Training Regarding Sexual Harassment

All administrators shall be trained upon hiring and then on a regularly scheduled basis on the contents of this policy; how to respond properly to harassment/intimidation/bullying/discrimination policy; methods for

conducting and documenting an investigation; reporting requirements; confidentiality issues and information on how to prevent retaliation.

Copies of the entire policy and administrative regulations, including additional forms, for "Ensuring Our Schools are Free from Harassment/Intimidation/Bullying/Discrimination" may be obtained from any Building Administrator, by calling (631) 549-4900, ext. 224, or by visiting our website at www.wsboces.org/policies

COMPLAINT FORM
Harassment/Intimidation/Bullying/Discrimination

Individual Filing Complaint -

Name _____

Program/Homeroom#/Position/Title _____

Complaint Filed Against -

Name _____

Program/Homeroom #/Position/Title _____

Date of Alleged Incident _____

Place of Alleged Incident _____

Description of event(s) which caused you to file this complaint. Please give dates and all relevant information in sequential order. Attach any evidence. If you need additional space, feel free to attach additional pages to this form.

Name of witnesses (if any) _____

Has the incident been reported before? _____

If yes, when? to whom? _____

What was the resolution? _____

Signature of Complainant

Date

Signature of Teacher/Guidance Counselor/Building Administrator

Date

Upon request, assistance will be provided. Call the Deputy Superintendent at (631) 549-4900 Ext. 222 or BOCES Compliance Officer Hugh Gigante at (631) 549-4900 Ext. 204.

COMPLAINT APPEAL FORM
Harassment/Intimidation/Bullying/Discrimination

Individual Filing Complaint -

Name _____

Program/Home Room #/Position/Title _____

Date of Original Complaint _____

Have there been any prior appeals? _____

If yes, when? to whom? _____

Description of decision being appealed _____

Why is the decision being appealed? _____

If you need additional space, feel free to attach additional pages to this form.

Signature of Complainant

Date

Completed form must be sent to the District Superintendent or designee who is located at 507 Deer Park Road, Dix Hills, NY 11746.

Upon request, assistance will be provided. Call the Deputy Superintendent at (631) 549-4900 Ext. 222 or the BOCES Compliance Officer at (631) 549-4900 Ext. 204.

Guidelines for Students and Parents

Ensuring Our Schools are Free from Harassment/Intimidation/Bullying/Discrimination

Western Suffolk BOCES condemns all harassment/intimidation/bullying/discrimination and further forbids all students from engaging in such activities. The Board also strongly prohibits any retaliatory behavior against complainants or any witnesses.

Definitions

The Board is committed to maintaining a learning environment that is free from all forms of harassment/intimidation/bullying/discrimination (for definitions of the following terms, see Policy 6211--Code of Conduct):

Bullying

Cyberbullying

Discrimination

Harassment

Intimidation

Sexual Harassment

For purposes of this policy (heretofore referred to as Sexual Harassment of Students), the following definition of sexual harassment will be applied by the Board to the educational environment. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic progress, or placement.
2. submission to or rejection of such conduct by an individual is used as the basis for decisions on employment, academic progress, or placement affecting such individual, or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work/academic performance or creating an intimidating, hostile, or offensive working/learning environment.

Sexual harassment is not dependent upon the alleged harasser's intention. It is irrelevant that the alleged harasser had no intent to sexually harass the person. The Board recognizes that sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from peers as well as administrators, visitors or teachers.

Reporting Incidents of Harassment/Intimidation/Bullying/Discrimination

Students who believe that they have been subjected to any form of harassment/intimidation/bullying/discrimination should report the alleged misconduct immediately pursuant to the attached Administrative Regulations relating to this Board policy, so that an investigation can begin at once. Upon a finding of any form of the above, corrective action, up to and including suspension or

discharge of the offender, may be taken. In the absence of a complainant's complaint, the Board, upon learning of, or having a reasonable basis to suspect the occurrence of, a violation of the above, will cause an investigation to be promptly commenced by appropriate individuals. Formal complaints should be recorded on forms annexed to this policy as Attachment A. Appeals of previous decisions should be recorded on forms annexed to this policy as Attachment B.

Overseeing Implementation

The Deputy Superintendent or Senior Executive Director of Personnel will oversee the implementation of procedures on reporting, investigating and remedying allegations of any of the above prohibited behavior(s).

A Compliance Officer shall be appointed annually to carry out the district's responsibilities pursuant to this policy, Policy 5211 and Policy 6211.

The Board shall annually appoint in each school a Dignity Act Coordinator. The role of the DAC, in addition to his/her regular position, is described in Policy 6211.

Adopted: August 26, 1997

Revised and readopted: July 13, 1999

Revised and adopted: July 10, 2012

Revised and adopted June 11, 2013

Revised and adopted August 12, 2014

Administrative Regulations
Policy 6560

Ensuring our Workplace and Schools are Free from Harassment/Intimidation/Bullying/Discrimination

The Board recognizes that harassment/intimidation/bullying/discrimination can originate from a student, an employee, a Board member or any non-employee volunteer who works subject to the control of school authorities.

Procedures

The BOCES shall publicize on the website and in official publications of the BOCES the name and contact information of the BOCES Compliance Officer:

Dr. Hugh Gigante, Executive Director of Personnel
507 Deer Park Rd., Dix Hills, NY 11746
631-549-4900, ext. 204
hgigante@wsboces.org

In addition, the Board, through this regulation, has established grievance procedures that provide for prompt investigation and equitable resolution of student complaints of harassment/intimidation/bullying/discrimination.

Consistent with federal and state law, and all applicable provisions contained in the district's policy manual and collective bargaining agreements, the following procedures shall be employed in handling any report, investigation and remedial action concerning allegations of harassment/intimidation/bullying/discrimination:

Reporting

Students who believe they have been subjected to harassment/intimidation/bullying/discrimination are to report the incident to the building administrator. Although this is recommended, students may bring their complaints to a teacher, guidance counselor, or any school employee who will then be responsible to report it to the building administrator not later than one school day after such employee receives a report of harassment/intimidation/bullying/discrimination. The building administrator shall investigate at the informal level and notify the appropriate Executive Director and the Compliance Officer of all complaints deemed necessary. The Compliance Officer shall promptly lead or supervise a thorough investigation of all material incidents as per the investigation guidelines below. Should the building administrator be the alleged harasser, the report shall be made to a different administrator in the building or the appropriate Executive Director. The student can pursue the complaint informally or file a formal complaint.

If there is a sexual harassment or "serious" complaint that needs to be handled at the district level, the Compliance Officer shall notify the student's home school district that a complaint has been lodged and indicate the procedure the agency is following and an estimated time frame for the investigation. The Compliance Officer shall make the final report available to the district. Where possible, all reports of harassment/intimidation/bullying/discrimination will be held in confidence, subject to all applicable laws and any relevant provisions found in the BOCES Policy Manual and collective bargaining

agreements, provided they do not interfere with the district's ability to investigate or take corrective action on the complaint.

Investigation Guidelines

Upon receipt of a complaint, the building administrator shall immediately notify the appropriate Executive Director that he/she is beginning an investigation. The building administrator shall lead or supervise the thorough investigation of reports of harassment/intimidation/bullying/discrimination and ensure that such investigation is completed promptly. When an investigation verifies a material incident of harassment/intimidation/bullying/discrimination, the building administrator shall notify the Executive Director and the Compliance Officer who shall take prompt action, consistent with the BOCES Code of Conduct or other relevant Board policy. This action shall be reasonable calculated to end the harassment/intimidation/bullying/ discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed. The building administrator shall notify promptly the appropriate Executive Director, the Compliance Officer and the appropriate local law enforcement agency when it is believed that any harassment/intimidation/bullying/discrimination constitutes criminal conduct. All witnesses shall be interviewed. Complainants and the accused are to be notified of the outcome of the investigation.

Informal Complaints

Students who believe they have been subjected to harassment/intimidation/bullying/discrimination may request that an informal meeting be held between themselves and the building administrator. The purpose of such a meeting will be to discuss the allegations and remedial steps available. Parents or guardians of the student shall be notified of their right to attend the interview with their child.

The building administrator will conduct the investigation of an informal complaint which is to include a prompt discussion of the complaint with the alleged. The building administrator may consult with the appropriate Executive Director and the Compliance Officer.

Should the alleged admit the allegations, the building administrator is to obtain a written assurance that the unwelcome behavior will stop. Depending on the severity of the charges, further disciplinary action may be taken by the Compliance Officer.

Thereafter, the building administrator is to prepare a written report of the incident to be reviewed by the appropriate Executive Director and the Compliance Officer and then inform the complainant and the accused of the resolution. The complainant and accused are to indicate on the report whether or not the resolution is satisfactory.

If parties are satisfied with the resolution, the incident will be deemed closed. However the complaint may be reopened for investigation if a recurrence of harassment/intimidation/bullying/ discrimination is reported. The building administrator is to follow-up with the complainant ensure there is no any recurrence of the harassment/intimidation/bullying/discrimination or any retaliatory action that might occur. The accused is to be

informed by the building administrator (for students) or the Compliance Officer (for employees) of the satisfactory or unsatisfactory resolution and is to reiterate the Board's prohibition of any retaliatory action.

Should the complainant be dissatisfied with the resolution, a formal written complaint should be filed.

If during the building administrator's informal attempt to resolve the complaint, the alleged admits the allegations but refuses to give assurance that the unwelcome behavior will stop, the building administrator is to file a report with the appropriate Executive Director and the Compliance Officer. The report is to indicate the nature of the complaint, a description of what occurred when the building administrator informed the alleged of the allegations, the alleged's response to the allegations, and a recommendation that stronger corrective measures be taken. This report should be accompanied by the student's formal complaint.

Should the alleged deny the allegations, the building administrator is to inform the complainant of the denial and state that a formal written complaint will be required for further formal investigation. The building administrator will then file a report with the appropriate Executive Director who will forward this to the Compliance Officer setting forth the events that have occurred to that point. If the complainant submits a formal complaint, a copy of the complaint should accompany the building administrator's report with a recommendation for further action.

Should the alleged deny the allegations and the investigation fails to find evidence to support the allegations, the building administrator will prepare a report of such findings and file such report with the appropriate Executive Director and the Compliance Officer. The building administrator will then notify the complainant of such findings and inform the complainant that a formal complaint may be submitted.

Formal Complaints

Formal complaints using Attachment A may be submitted either to initially report any incidence of harassment/intimidation/bullying/discrimination, or as a follow-up to an unsatisfactory resolution of an informal attempt to resolve a complaint. In the latter case, the formal written complaint is to be submitted to the building administrator originally consulted, who will then forward it to the appropriate Executive Director. The Executive Director will transmit the written complaint to the Compliance Officer. The Compliance Officer with full support of the appropriate Executive Director is responsible for conducting the investigation of a formal complaint.

The formal written complaint will consist of Attachment A and a copy of any applicable building administrator reports. The form shall solicit the specifics of the complaint: e.g., date and place of incident, description of misconduct, names of any witnesses, and any previous action taken to resolve the matter.

Although it is recommended that students bring their complaints promptly to the appropriate building administrator, students may bring their complaints to a teacher, guidance counselor, or any school employee who will then be responsible to report it in accordance with the procedures outlined herein.

Each level will be followed in succession in the event of the appeal of a formal complaint or the unsuccessful resolution of an informal complaint. Should the individual to whom a report should be

filed by the alleged, the matter will be referred to a different administrator in the building or to the appropriate Executive Director, and the alleged bypassed.

Formal: Step 1 Based on the information provided by the complainant, the Compliance Officer will begin review necessary documents, interview any witnesses, other pertinent individuals as appropriate, and the accused within 5 school days.

Formal: Step 2 Within 30 school days, the Compliance Officer will write a final resolution report of the investigation which indicates whether harassment/intimidation/bullying/ discrimination occurred, and includes a Resolution Statement. The report will also include a list of those persons interviewed and documents reviewed during the investigatory process. The report is to be kept by the Compliance Officer. If, for good cause, more time is needed for the investigation, the complainant shall be notified of the delay and given an expected date of completion.

Formal: Step 3 The Compliance Officer shall take immediate, appropriate corrective action upon a determination of harassment/intimidation/bullying/discrimination. The Compliance Officer shall notify the complainant, according to his/her age and level of cognitive/social development, of any findings and action taken, as well as allow the complainant the opportunity to decide whether the resolution is satisfactory. Irrespective of the findings or the complainant, BOCES is not precluded from initiating disciplinary action against the accused.

If the both parties are satisfied with the resolution, the incident will be deemed closed. However, the investigation may be reopened for investigation if a recurrent of harassment/intimidation/bullying/ discrimination is reported. The Compliance Officer will follow-up with the complainant to verify that no recurrence of the harassment/intimidation/bullying/discrimination or any retaliatory action has occurred.

The accused is to be informed by the building administrator (for students) or the Compliance Officer (for employees) of the satisfactory or unsatisfactory resolution and is to reiterate the Board's prohibition of any retaliatory action.

Formal: Step 4 If the investigation reveals that no harassment/intimidation/bullying/ discrimination has occurred, the Compliance Officer will report such to both parties and provide the complainant with the opportunity to indicate whether s/he is satisfied with the resolution. The Compliance Officer will report such results of the investigation to the accused and is to reiterate the Board's prohibition of any retaliatory action.

BOCES, however, is not precluded from initiating disciplinary action against the subject of the complaint.

Formal: Appeal Process If the complainant is dissatisfied with the resolution and desires that further investigation occur, the complainant will indicate such on the Appeal Form (Attachment B) to the District Superintendent or designee within 30 days of complainant's receipt of the final resolution report. The Compliance Officer will file a report with the District Superintendent or designee setting forth the events that have led to this point. All significant information/data will also be shared with the District Superintendent or designee for use in resolving the situation.

First Appeal: District Superintendent Level

Within five school days of receiving notice of appeal, the District Superintendent or designee will review necessary documents, interview any witnesses or other pertinent individuals, as appropriate, and interview the accused. Within 30 school days, The District Superintendent or designee will render a decision. If for good cause more time is needed to conduct a thorough investigation, all parties will be so notified in writing with a new expected date of completion.

Second Appeal: BOCES Board Level

If a party is not satisfied with the decision reached at the District Superintendent level, an appeal can be made by either party to the BOCES Board. Notice of appeal must be made in writing and delivered to the board or the district superintendent's office within five school days of the district superintendent-level decision. The BOCES Board will hire persons knowledgeable in civil rights laws and investigations who have no affiliation with any of the parties to conduct an independent review of all materials. Within 30 school days, the independent reviewers will render a decision. If for good cause more time is needed to conduct a thorough investigation, all parties will be so notified in writing with an expected date of completion.

Remedial Action

If the investigation reveals that harassment/intimidation/bullying/discrimination has occurred, appropriate sanctions will be imposed in a manner consistent with any applicable law, BOCES policies and regulations and collective bargaining agreements. Depending on the gravity of the misconduct, sanctions may range from a warning, up to and including dismissal of an employee or suspension of a student. If conduct is believed to constitute a criminal offense, BOCES will promptly contact the appropriate law enforcement agency.

Anyone subjecting complainants or witnesses to any form of retaliation will also be subject to disciplinary action in the manner prescribed by law and consistent with any applicable provisions in the BOCES policy manual or collective bargaining agreements.

If the investigation reveals that no harassment/intimidation/bullying/discrimination has occurred, or if the complainant is not satisfied with the remedial action taken after a finding of harassment/intimidation/bullying/discrimination, the complainant may appeal to the District Superintendent or designee. The appeal must include a copy of the original complaint, all relevant reports, the specific action being appealed, and an explanation of why the complainant is appealing.

Post Remedial Action

Following a finding of harassment/intimidation/bullying/discrimination, complainants may be periodically interviewed by the appropriate building administrator to ensure that the harassment/intimidation/bullying/discrimination has not resumed, and that no retaliatory action has occurred. If warranted, these follow-up interviews may continue over a period of time. A report will be made of the complainant's response.

Complaint Records

Upon written request, complainants may receive a copy of the resolution reports filed by the building administrator or other district official concerning their complaint. Upon substantiation, copies should also be filed with the student or employment records of both the complainant and the alleged. All

reports will be maintained in the Central Administrative Offices in a central depository.

False Accusations

False accusations of harassment/intimidation/bullying/discrimination shall be subject to disciplinary action in the manner prescribed by law and consistent with any applicable provisions in the BOCES policy manual or collective bargaining agreements. Given the nature of this type of harassment/intimidation/bullying/discrimination and the serious ramifications that may result from the complaint, BOCES recognizes also that false accusations of harassment/intimidation/bullying/discrimination can have serious effects on innocent people, and any such false accusations will be dealt with severely.

Investigation in the Absence of a Complaint

The Board will, in the absence of a complainant's complaint, ensure that an investigation is commenced by the appropriate individuals, upon learning of, or having reason to suspect, the occurrence of harassment/intimidation/bullying/discrimination.

Age-Appropriate Student Training Regarding Harassment/Intimidation/Bullying/Discrimination

The parent/guardian of BOCES students in half-day or full-day programs shall receive an abstract version of this policy annually. Age-appropriate harassment/intimidation/bullying/discrimination training should be part of new student orientation and then should be conducted for all BOCES students in half-day and full-day programs periodically, thereafter. Training should include providing examples of what is and is not considered harassment/intimidation/bullying/discrimination, procedures for registering a complaint and an explanation of what will occur when a complaint is received.

The Dignity Act Coordinators (DACs) shall provide input on relevant training at each building level to raise awareness and sensitivity to potential acts of harassment/intimidation/bullying/discrimination directed at students. See DAC description in Policy 6211.

Staff Training Regarding this Policy

All new staff members are to receive a copy of this policy upon being hired. The building administrator shall annually provide a copy of this policy to all staff. Annual staff training shall cover the contents of this policy and how staff members are to promote a positive school environment that is free from harassment/intimidation/bullying/discrimination and to respond properly to harassment/intimidation/bullying/discrimination complaints.

The Dignity Act Coordinators (DACs) shall provide input on relevant training at each building level. See DAC description in Policy 6211.

The building administrator and the appropriate Executive Director will work with the building's Dignity Act Coordinator (DAC) to plan training to address issues that arose in the building related to reported incidents notwithstanding matters of privacy.

Administrator Training Regarding

All administrators shall be trained upon hiring and then on a regularly scheduled basis on the contents of this policy; how to respond properly to concerns of harassment/intimidation/bullying/discrimination; methods for conducting and documenting an investigation; reporting requirements; confidentiality

issues and information on how to prevent retaliation.

The building administrator shall provide a report at least annually on data and trends related to harassment/intimidation/bullying/discrimination to the appropriate Executive Director who will forward to the District Superintendent or designee in a manner prescribed by the BOCES.

Revised and adopted: July 10, 2012

Revised and adopted June 11, 2013

Revised and adopted August 12, 2014

HARASSMENT/INTIMIDATION/BULLYING/DISCRIMINATION COMPLAINT FORM

Individual Filing Complaint -

Name _____

Program/Homeroom#/Position/Title _____

Complaint Filed Against -

Name _____

Program/Homeroom #/Position/Title _____

Date of Alleged Incident _____

Place of Alleged Incident _____

Description of event(s) which caused you to file this complaint. Please give dates and all relevant information in sequential order. Attach any evidence. If you need additional space, feel free to attach additional pages to this form.

Name of witnesses (if any) _____

Has the incident been reported before? _____

If yes, when? to whom? _____

What was the resolution? _____

Signature of Complainant _____

Date _____

Signature of Teacher/Guidance Counselor/Building Administrator _____

Date _____

Complaint may be given verbally or completed form may be given or sent to the student's teacher, guidance counselor, or building administrator. Or, it may be sent to the Compliance Officer or the District Superintendent or designee who is located at 507 Deer Park Road, Dix Hills, NY 11746.

Upon request, assistance will be provided. Call the Deputy Superintendent at (631) 549-4900 Ext. 222 or Compliance Officer at (631) 549-4900 Ext. 204.

**HARASSMENT/INTIMIDATION/BULLYING/DISCRIMINATION
COMPLAINT APPEAL FORM**

Individual Filing Complaint -

Name _____

Program/Home Room #/Position/Title _____

Date of Original Complaint _____

Have there been any prior appeals? _____

If yes, when? to whom? _____

Description of decision being appealed _____

Why is the decision being appealed? _____

If you need additional space, feel free to attach additional pages to this form.

Signature of Complainant

Date

Completed form must be sent to the District Superintendent or designee who is located at 507 Deer Park Road, Dix Hills, NY 11746.

Upon request, assistance will be provided. Call the Deputy Superintendent at (631) 549-4900 Ext. 222 or Compliance Officer at 549-4900 Ext. 204.

Students

Complaints and Grievances by Students

While students have the responsibility to abide by the policies and regulations of the BOCES, they shall also be afforded opportunity to present complaints and grievances free from interference, coercion, restraint, discrimination or reprisal. Administration shall be responsible for:

- a. Establishing rules and regulations for the redress of complaints or grievances through proper administration channels
- b. Developing an appeals process
- c. Ensuring students have access to information on regulations and procedures
- d. Providing prompt consideration and determination of student complaints and grievances.

Complaints and Grievances Coordinator

The Executive Executive Director of Personnel shall be the title IX/Section 504/ADA Coordinator who shall be responsible for handling complaints and grievances regarding discrimination based on age, religion, creed, ethnic origin, marital status, race, color, sex, veteran status, disability or handicap. All other complaints and grievances should be filed with the program or building administrator.

Civil Rights Act of 1964, as amended in 1972, Title VI, Title VII - Prohibits discrimination on the basis of race, color and national origin.

Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990, 42 United States Code (U.S.C.) Sections 12101 et seq. - Prohibits discrimination on the basis of disability.

Education Amendments of 1972, Title IX (P.L. 92-318) - Prohibits discrimination regarding sex.

Executive Law Section 291(1)

45 Code of Federal Regulations (CFR), Part 90 (Federal Register, June 4, 1975 August 11, 1975) - Prohibits discrimination regarding age and marital status.

Adopted: December 8, 1998

Complaints and Grievances by Students

1. Any student with a complaint or grievance should report such to an adult in the program/building or to a parent/guardian who will in turn relay all information to the building/program administrator. The building/program administrator will immediately notify the Executive Director.
2. The building/program administrator is responsible for conducting a thorough, timely and non-biased investigation using appropriate staff such as psychologists/social workers/Pupil Personnel staff. Such an investigation should involve prompt and complete interviews with all parties.
3. A summary of the investigation will be forwarded to the Executive Director for final determination. The student and staff member involved in the dispute shall be notified in a timely manner of the final determination. Parents/guardians and districts are also to notified in a timely manner.
4. Where appropriate, an appeal may be lodged with the District Superintendent or designee whose decision is final. Such a decision shall be made in a timely manner.

Complaints and Grievances by Students in Adult Programs

Western Suffolk BOCES has developed these procedures for adults to follow in regard to disciplinary actions, suspensions, unfavorable evaluations and dismissals related to programs/services for adults. The goal is to secure as rapidly and equitably as possible a resolution to the “grievance.”

DEFINITIONS:

“GRIEVANCE” is an event or condition related to the student’s classroom or practical achievement, disciplinary action and/or appeal requiring attention.

“DAYS” refers to working school days.

GRIEVANCE PROCEDURE:

LEVEL I: The student will discuss the event with those directly involved in the problem. For example, if the problem is relevant to the adult’s coursework, the student should speak to the teacher. Alternatively, evening students can discuss the issue with the evening Supervisor; day students can meet with a counselor in an attempt to resolve the problem; students in the health programs can speak to the Chairperson of Health Careers.

LEVEL II: If the problem is not resolved or the student is not satisfied with the disposition of the grievance at Level I the grievance may, within two days, be filed in writing. Request a Student Grievance Form from the Adult Education or Health Careers Offices. Complete the Grievance Form and return to the Principal of the Adult Programs or the Principal of Health Careers if you are a health student. An official grievance should state:

- Name of aggrieved party
- Reason(s) for grievance with statement of nature and facts of grievance including date concern first arose and events or conditions which constitute the grievance.
- Statement of redress sought by aggrieved party.
- School representative with whom the aggrieved party met and reason for dissatisfaction with the results of Level I.

The Principal shall within two days of receipt of the written grievance meet with the student in an effort to resolve the grievance. If the student is not satisfied with the disposition of the grievance at Level II or in the event that no decision has been rendered, the student shall forward the written grievance within two days to the Executive Director of Career and Technical Education.

LEVEL III: The Executive Director of Career and Technical Education shall within two days of receipt of the written grievance schedule a meeting of the Grievance Appeal Committee which is

composed of the Principal of Adult Career & Technical Education or Principal of Health Careers, a member of the faculty and a student representative. The committee will meet with the student in an effort to resolve the grievance.

If the student is not satisfied with the disposition of the Grievance at Level III or in the event that no decision has been rendered, the student may file the grievance within two days in writing with the Senior Executive Director.

LEVEL IV: The Senior Executive Director or his representative shall, within four days of receipt of the written grievance, meet with the student in an effort to resolve the grievance. The Senior Executive Director has four days from the date of the meeting to render a decision.

LEVEL V: If the student deems the grievance is not resolved at the Senior Executive Director level, the written grievance and all decisions shall be forwarded to the Chief Operating Officer who will make a final decision within 15 school days.

LEVEL VI: If the student deems the grievance is not resolved at the Chief Operating Officer level, the student may contact the Council on Occupational Education (COE), 7840 Roswell Rd. Building 300, Suite 325, Atlanta, GA 30350. The telephone number is 770-396-3898, fax 770-396-3790 and website is www.council.org. The student should use the official Complaint Certification Form which is available from supervisors in the Adult Education or Health Careers Offices. After the complainant contacts the COE, he/she will receive a letter acknowledging receipt of complaint.

NOTE: At any point in the procedure, the student may request, in writing, the presence of one peer or an ombudsman of his or her choice. Western Suffolk BOCES will maintain written records of all complaints filed through two complete accreditation cycles.

last updated: 2/2014



ADULT CAREER & TECHNICAL EDUCATION

STUDENT GRIEVANCE FORM

NAME : _____ **DATE :** _____

ADDRESS : _____

TELEPHONE NUMBER: HOME : _____ **WORK :** _____

COURSES YOU ARE TAKING AT WESTERN SUFFOLK BOCES :

PLEASE INDICATE YOUR REASON(S) FOR FILING THIS GRIEVANCE FORM (BE AS SPECIFIC AS POSSIBLE) :

STATEMENT OF REDRESS SOUGHT BY AGGRIEVED PARTY:

PLEASE INDICATE ACTIONS TAKEN FROM LEVEL I AND SCHOOL REPRESENTATIVE WITH WHOM YOU MET:

SIGNATURE :

PLEASE RETURN THIS FORM TO THE
PRINCIPAL OF ADULT EDUCATION OR
THE PRINCIPAL OF HEALTH CAREERS
(IF YOU ARE A HEALTH STUDENT)

Lm 2/2014

Use of Automatic External Defibrillators in the BOCES Public Access Defibrillators (PAD) Program

The Board of Western Suffolk BOCES recognizes the need to make Automatic External Defibrillators (AED)s available in its buildings as a part of the Public Access Defibrillation (PAD) Program. Early access defibrillation has been recognized as a significant factor in the survival from incidents of sudden cardiac arrest.

The Board authorizes the use of PADs in the school buildings of the BOCES in accordance with the Public Access Defibrillation Law (Chapter 552 of the Laws of 1998). Individuals authorized to use the PAD units shall have current training and certification in CPR and in the use of the Automatic External Defibrillator from a recognized training agency. At least one trained PAD user is to be available on-site whenever any school or extra-curricular activity occurs.

Annually, the Board shall appoint an emergency health care provider to provide medical oversight for the use of the PADs. The Regional Emergency Services Council and the State Department of Health as well as the local emergency services providers shall be notified of the location and use of PADs within the BOCES.

The District Superintendent shall develop regulations and protocols governing the use of the PADs within the BOCES. These regulations and protocols shall be incorporated into the Western Suffolk BOCES School Emergency Management Plan.

Public Health Law Section 3000-b
Education Law Section 917
Section 136-4 of the Commissioner's Regulations

Adopted: August 27, 2002

WRITTEN PRACTICE PROTOCOLS AND PROCEDURES RELATING TO THE PUBLIC ACCESS DEFIBRILLATION (“PAD”) PROGRAM

In order to enhance safety measures for the students, faculty and visitors of Western Suffolk BOCES, the BOCES has instituted a public access defibrillation program (PAD). This document sets forth the practice protocols and procedures of the PAD Program and is deemed incorporated into each collaborative agreement to which the BOCES is or becomes a party. These administrative regulations are designed to assure that the BOCES personnel who operate the public access defibrillators (“PAD”) are properly trained, that all PAD equipment is maintained in good operating condition, and that all New York State Laws, rules and regulations applicable to the program are strictly adhered to by the BOCES.

A. Training

1. Only those BOCES employees who are trained to use PAD’s in accordance with the laws of the State of New York shall be authorized to use the BOCES PADs. Each building is to maintain a list of personnel authorized to use the BOCES PADs. Training in the use of the PAD by the staff shall be voluntary except for the Building Administrator(s) and the School Nurse. The use of CPR and the AED in accordance with the training received and approved protocols shall be considered within the scope of the employment of the staff member. The trained and certified personnel present in the building shall constitute the Responder Core Team. The School Nurse shall be the PAD Coordinator. In facilities that do not have a nurse, the building administrator shall be the PAD Coordinator. In the event that a greater number of staff respond to an emergency than are needed, the building administrator or in his/her absence the nurse shall determine the Responder Core Team.
2. All Authorized Personnel must successfully complete a training course in the operation of PAD’s designed by a nationally recognized organization approved by the New York State Department of Health for the purpose of training people in the use of PADs.
3. All authorized personnel must maintain on file with the BOCES Personnel Office and the Building Administrator a written certification card from a recognized training agency or other written evidence satisfactory to the BOCES, establishing such Authorized Person’s successful completion of an approved PAD training course.
4. All such certifications must be current and still effective under the standards of the organization that has approved the course to which such certification relates, and only Authorized Personnel with certifications effective at the time of use of any PAD may use BOCES PAD.

5. The BOCES will provide ongoing training in the use of PAD's for its Authorized Personnel to the extent recommended by the organization that has approved the training courses attended by BOCES Authorized Personnel.
6. All Authorized Personnel shall be familiar with and trained to use the specific model of PAD Units owned by BOCES.

B. Location of PAD Unit(s)

1. At least one Automatic External Defibrillator will be located in each of the buildings with students of Western Suffolk BOCES. A label with the location of the PAD must be posted at the nearest entrance(s). PADs are to be easily accessible to all on-going events. The number and location of the PADs shall be determined by each Executive Director based on the facility and student population. The specific location of the PAD in a building will be communicated to all staff members.
2. If the BOCES elects to obtain additional PADs, this administrative regulation shall be amended to reflect such additions, and the location at which they shall be employed.

C. Maintenance and Inspection of PAD Unit(s)

1. All PAD Units shall be kept protected in their cases or in an approved wall mount, as supplied by the manufacturer, and shall be kept in a clean, warm and dry location at all times when not in use.
2. Inspections. The units conduct self-diagnostic tests daily. In the event the unit emits a beep, the building administrator or designee shall be notified immediately. Corrective action is to be taken immediately.
 - a. Monthly Inspection. The building administrator at which a PAD unit is located shall, on the first business day of each month, inspect, or direct a subordinate employee to inspect, the PAD unit stationed at such facility, and shall note on a monthly safety inspection report to be submitted to the Purchasing Agent and the Executive Director the status of the PAD located at such facility.
 - b. Battery Inspection: The Purchasing or designated department shall maintain a list of the units with the date by which a battery should be ordered. The Purchasing Agent or designee is responsible for ordering the new battery on a regularly scheduled basis and sending it to the building administrator for replacing.

Each inspection shall include observation of all self-diagnostic indicators on the equipment, as well as verification that each Unit is complete, clean and in good operating condition.

If a problem is detected in any such inspection, or if some attention otherwise seems warranted, then the PAD unit should be serviced or attended to immediately. The person inspecting the unit and

detecting problems or any other need for attention shall promptly notify the Purchasing Agent or designee to report the results of the inspection, immediately upon completion of the inspection.

In the event that such service or attention so warrants, arrangements must be made immediately to have a replacement PAD unit provided until the PAD unit is serviced or repaired and is again fully functional.

D. In the Event of Emergency

1. IN THE EVENT OF ANY EMERGENCY, the BOCES will immediately contact 911 for an ambulance, assuming the emergency so requires.
2. If more than one BOCES employee is present in the course of an emergency situation, then one employee shall contact 911 while the other employee assists or stays with the victim.

E. After the Arrival of Medical Assistance

1. After emergency medical service assistance has reached the location of the emergency, the BOCES employee or employees who have been attending to the emergency situation shall remain at the scene to assist the emergency medical service personnel.
2. If the accident or emergency victim must be transported from the facility with the PAD unit, the BOCES employee must determine to which hospital the victim will be taken. Inquiry should be made of the ambulance or other emergency vehicle operator. If that information is not available, then such employee shall contact the Emergency Medical Services provider's offices to determine where that emergency vehicle or ambulance took that victim. At least one BOCES employee shall accompany or follow the student to the hospital until a family member arrives.
3. The BOCES and the emergency health care provider (hereinafter referred to as "Medical Director") with which the BOCES has entered into a collaborative agreement related to this Program must file reports with respect to each incident involving use of a PAD. Therefore, it is imperative that the information be retrieved after any PAD unit's use.
4. In any situation in which any BOCES PAD remains at the scene after it is used, personnel should immediately secure it. When a unit is removed from the premises, the employee involved in the incident and assisting EMS should provide all relevant information to the building administrator so that the BOCES may retrieve the PAD unit.

F. Documentation Requirements

1. In the event that any PAD is used, the following steps are required:
 - a. The Authorized Personnel using same should complete a student incident report and submit to the building administrator. Within 24 hours of the use of a PAD, an *AED Report Sheet* must be filed by the building administrator with the Executive Director. The Chief Operating Officer or designee submits this report to the Medical Director and the Regional EMS when required.
 - b. The BOCES Medical Director must be notified promptly upon **any** use of a PAD, and provided with all relevant data.

G. Emergency Health Care Provider

1. The BOCES has entered into a collaborative agreement with the following Medical Director.

Health Training Consulting
Joseph Sciammarella, MD, FACP, FACEP
368 S. 12th Street
Lindenhurst, New York 11757

2. If the identity of the Medical Director changes, BOCES shall enter into a collaborative agreement with the new Medical Director, and shall submit the new collaborative agreement to REMSCO.

Information provided by Health Training Consulting
Joseph Sciammarella, MD, FACP, FACEP

**Western Suffolk BOCES
Public Access Defibrillation Program**

AED Protocol

**WHEN A PERSON IN NEED OF MEDICAL ASSISTANCE IS IDENTIFIED,
STANDARD CPR PROCEDURE IS TO BE FOLLOWED:**

- **Assess responsiveness:**

If unresponsive: immediately **dial 911** to activate the EMS System
or designate someone to activate the EMS system and return with the AED

WITNESSED

Turn AED on; apply pads to chest and
Follow the voice prompts

UNWITNESSED

Perform 2 minutes of CPR (5 cycles) 30:2,
Then turn on AED, apply pads to chest and follow
voice prompts

- **If NO SHOCK advised**

Perform CPR for 2 minutes then re-analyze with AED and follow further voice prompts

- **If SHOCK Advised**

Assure that the area is clear:

Press shock button when advised

Immediately resume CPR for 2 minutes (5 cycles) 30:2

Then re-analyze

Health Training

Joseph Sciammarella, MD, FACP, FACEP

Consulting

Claire DeSetto, RN

Public Access Defibrillation Program

AED REPORT SHEET

THIS FORM IS TO BE COMPLETED EVERY TIME AN AED IS USED TO ASSESS A PATIENT

Date of AED Use _____ AED Provider's Name _____

Name of Person who used the AED _____

Patient's Name _____ Age _____ Male Female

Where was the location of the cardiac arrest:

Home (specify) _____

Away (specify) _____

Cardiac Arrest was: witnessed unwitnessed: estimated downtime before CPR started _____

Estimated time from collapse to start of CPR _____

Estimated time from collapse to 1st shock _____

Was shock advised? No Yes Number of shocks delivered _____

Was a pulse restored? Yes No

What Ambulance service transported the patient? _____

What hospital was the patient taken to? _____

**After the completion of this form, immediately contact both Dr. Sciammarella @ (631) 226-4407 and Claire DeSetto @ (516) 931-2896 to report the AED Use.
Fax completed form to (516) 931-2896.**

RESTOCK THE AED KIT AFTER EACH USE

Notification of Student Threat of Violence to Self

In accordance with New York State Education Law and in recognition of the need to protect the health, safety and welfare of our students and particularly in the threat or attempt of suicide, the Western Suffolk Board hereby directs that parents/guardians be notified whenever a student exhibits any indication to inflict self-harm, whether that indication is spoken, written, drawn or otherwise threatened. This policy supports efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury.

Additionally, all staff are expected to exercise sound professional judgment, err on the side of caution and demonstrate extreme sensitivity throughout any crisis situation. School personnel should be informed of the signs of youth depression/suicide. Any threat in any form must be treated as real and dealt with immediately, following the procedures in place.

Adopted: August 9, 2016

Student Wellness

Given the commonly accepted belief that overall wellness improves student attendance which can improve a child's ability to learn, the Board of Western Suffolk BOCES adopts the following goals and actions to provide full-time students with a school environment that promotes student health and wellness and reduces childhood obesity. It is understood that children should have access to healthy foods, have the opportunity to be as physically active as possible and have an understanding of the positive impact that healthy choices have on lifelong health, well-being and ability to learn.

Food and Beverages Available in School

The Board recognizes that a nutritious, well-balanced, reasonably-portioned diet is essential for student wellness, therefore, to the extent practical, all BOCES schools will participate in the available federal School Meals Program. To help students possess the knowledge and skills necessary to make nutritious food choices for a lifetime, the BOCES shall:

- Have each school cafeteria serve as a “learning laboratory” to allow students to apply the skills taught in the classroom.
- Strive to increase participation in the BOCES School Food Service Program. Make efforts to ensure that families are aware of need-based programs for free or reduced-price meals and encourage eligible families to apply.
- Use healthy cooking methods to prepare all food served to students.
- Offer a variety of age-appropriate healthy food and beverage selection according to the HHFKA of 2010 for all school age levels including a variety of fruits and vegetables., Offer low fat and fat free dairy products and serve whole grain products with at least 50% coming from whole grains.
- Comply with USDA dietary guidelines for all foods; select snacks under the Healthy Hunger Free Kids Act of 2010.

Nutrition Education

BOCES shall provide nutrition education to support overall student wellness and encourage and promote healthy eating choices.

- Teach students about the importance of various food groups and the importance of limiting calories, sugar and fat intake.
- Insure that the staff responsible for nutrition education will be adequately prepared and participate regularly in professional development activities to effectively deliver an accurate nutrition education program.
- Provide nutrition education at each grade level that fosters lifelong habits of healthy eating.
- Encourage teachers to develop opportunities for nutrition education in lesson plans and during classroom snack times.

Physical Activity

BOCES recognizes the benefits of providing students with physical activity each day in accordance with the national and state recommended guidelines and with awareness of each child's abilities. To that end, the BOCES shall:

- Provide an environment where students can participate safely in physical activities.
- Teach individual activities as well as team activities to encourage lifelong physical activity.
- Assess students on developmentally appropriate activities.
- Provide parents with information to assist them in ways to incorporate physical activity, appropriate to their children's abilities, into their children's daily lives.

Other School-Based Activities

BOCES schools may implement other appropriate programs that help create a school environment that conveys consistent wellness messages and is conducive to healthy eating and physical activity. Such activities may include, but are not limited to, health forums or fairs, health newsletters, parent outreach, employee health and wellness, limiting the use of food as a reward, and food marketing and advertising in school. To the extent practical, BOCES schools shall:

- Encourage fundraising, class parties and school events with healthy food choices based on HHFKA 2010.
- Offer or sell beverages and snacks that meet HHFKA guidelines.

Implementation

The Board shall designate one person as BOCES Wellness Coordinator to be responsible for ensuring that the provisions of this policy are carried out in each BOCES school/program in conjunction with each Building Administrator.

Information and Dissemination

BOCES will make health and nutrition information available to students and families on menus, the BOCES website, bulletin boards and in other relevant materials.

Monitoring and Review

The BOCES Wellness Program will be reviewed by the Executive Directors and the Wellness Coordinator every year. The Associate Superintendent, Executive Directors and the BOCES Wellness Coordinator, in consultation with appropriate building-level staff, shall monitor and review the BOCES' wellness activities to determine whether this policy is having a positive effect on increasing student wellness. Based on the results, this policy may be revised as needed.

References: P.L. 108-265 (Child Nutrition and WIC Reauthorization Act of 2004)
 42 USC §§1758 (f)(1); 1766(a) (Richard B. Russell National School Lunch Act)
 42 USC §1779 (Child Nutrition Act)
 7 CFR §210.10; 210.11 (National School Lunch Program participation requirements-- standards for lunches, snacks, and competitive foods)
 7 CFR §220.8 (School Breakfast Program participation requirements – nutrition standards)

Adopted: July 11, 2006

Revised and adopted: April 12, 2016

Policy #6595

Student Meal Charge Policy

The goal of the Western Suffolk BOCES is to provide students with access to nutritious low-cost meals, or free meals to qualifying students, each school day.

The Board of Education recognizes that, on occasion, students may forget to bring meal money to school. To ensure that students do not go hungry while at the same time promoting responsible student behavior and minimizing the fiscal burden to the agency, the Board will allow students who forget meal money to “charge” the cost of meals. This “charge” would be paid back at a later date subject to the terms outlined in Western Suffolk BOCES Meal Charge Procedures.

The intent of this policy is to ensure that there are appropriate and clearly defined procedures in place to address unpaid meal charges throughout Western Suffolk BOCES and that those procedures pertain to regular priced school breakfast, lunch and snack (if applicable) meals only. This policy prohibits the charging of items outside of the reimbursable meals (a la carte items, adult meals, etc.).

Meal Charge Procedures will be developed according to State Education Department guidelines through a cooperative effort of the Chief Operating Officer, Child Nutrition Director, Director of Business and the Executive Directors of Career and Technical Education and Special Education, who will meet at least once per school year and at additional times if deemed necessary, to review and revise procedures as warranted. Said procedures will specifically address Free Meal Benefit, Reduced Meal Benefit, guidelines for Full Pay Students, parent/guardian notification of accounts in arrears; refunds for withdrawn or graduating students; unclaimed funds; collection of balances owed; and other related topics. Parents/guardians will be provided with information about the Western Suffolk BOCES Meal Charge and that information will also be posted on the Western Suffolk BOCES website.

To safeguard the well-being of our students, the Board authorizes the Administration to investigate the situation more closely if a student is without meal money on a consistent basis and take further action as needed. If financial hardship exists, Administration will continue its practice of encouraging parents and families to apply for free or reduced price lunches for their child, if applicable.

Adopted: July 11, 2017

Instruction

Instructional Services and Programs

In keeping with the purpose of a BOCES, which is to provide services to local school districts on a shared basis, the Board shall, at the request of two or more component school districts, study the feasibility of offering a requested service.

It shall be the practice of BOCES to encourage, to the extent possible, representatives of the districts requesting a particular service or program, to participate in the planning and development of the service. In the case of new services, the Board believes that it is especially important for representatives of the districts to be involved whenever possible in the regular, ongoing evaluation of the program or service.

Prime criteria for considering the offering of a BOCES service or program shall be the provision that the offering will provide efficiency, economy, and effectiveness greater than that which can be achieved by operating the program locally.

All BOCES program and service offerings are subject to the approval of the Commissioner of Education. Guidelines established by the State Education Department and BOCES for the development or implementation of programs shall be observed at all times.

In order to keep component districts and other interested persons informed of the programs and services of BOCES, the Executive Officer shall annually prepare a directory of shared services for the forthcoming school year. The directory shall include a listing of all available BOCES services, program descriptions, and to the extent possible, the name of the individual responsible for supervising the program.

Adopted: January 12, 1999

Instruction

Safety Conditions and Programs

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

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

General areas of emphasis in the safety program will include, but not be limited to, in-service training, plant inspection, fire prevention, accident recordkeeping, emergency procedures and drills, and compliance with the agency's policy on Universal Precautions.

Eye safety devices are to be used for the protection of employees, students and visitors, and worn in all appropriate Career and Technical occupational education classes and labs when activities present a potential eye hazard. The Executive Officer or his/her designee will insure that these devices are properly repaired, cleaned and stored.

Education Law Sections
906, 807-a and 409.2
Commissioner's Regulations
Section 136

Adopted: January 12, 1999

Instruction

BOCES Management Plan

To be prepared for an emergency or crisis in the BOCES and to insure a prompt, thoughtful response, the Executive Officer will maintain guidelines for a BOCES Emergency Plan.

An Emergency Planning Committee composed of members of the Administrative Council and any other staff designated by the District Superintendent will oversee and administer the plan. The Deputy Superintendent shall serve as the Emergency Management Plan Coordinator.

Commissioner's Regulations
Section 155.13

Adopted: January 12, 1999

Instruction

School Bus Safety Program

The safety and welfare of student riders shall be the first consideration in all matters pertaining to transportation. Among policies to be observed are the following:

1. All contractors and their employees shall meet or exceed all regulations prescribed by the Department of Motor Vehicle, the State Education Department and the Department of Transportation, and in addition, any and all other regulations or statutes to which school bus drivers, driver assistants and vehicle compliance might be subject.
2. Drivers shall be required to cooperate fully with Western Suffolk BOCES by assuring that students comply with Western Suffolk BOCES' standards of behavior. Disciplinary problems shall be reported promptly to the contractor and building administrator on the Western Suffolk BOCES' Bus Conduct Report Form. The Building Administrator shall take appropriate disciplinary steps.
3. Any additional safety measures that are developed must be incorporated into each bid specification.

SED - Article 156
DMV - Article 19A

Adopted: March 9, 1999

Instruction

Emergency Closings

The District Superintendent or designee is empowered to close the school or to dismiss them early or delay opening in event of hazardous weather or other emergencies which threaten the safety or health of students or staff members.

It is understood that the District Superintendent or designee will take such action only after thorough evaluation of transportation and weather conditions and consultation with local districts.

Parents, students, and staff members shall be informed early in each school year how they shall be notified in event of emergency closings or early dismissals.

Adult Evening Classes

If day classes are canceled due to inclement weather, adult evening classes will not be held. If inclement weather starts late in the day, evening classes may be canceled by the District Superintendent or his/her designee.

Current practice codified 1976

Adopted: April 14, 1999

Readopted: July 6, 2000

Revised and Readopted: December 11, 2007

Guidelines for School Closings or Delayed Openings

Western Suffolk BOCES will be guided in its decision to close schools for inclement weather based upon the information noted below:

1. Through input from component superintendents, BOCES will gather information concerning the decision of the 18 districts regarding operating a regular school day, implementing a delayed school opening, school closing and, if appropriate, planning for early dismissal.
2. BOCES will maintain a record of the number of students it serves by district.
3. Except in cases of extreme emergency or inclement weather, Western Suffolk BOCES will not utilize a delayed opening.
4. As a general rule, when enough districts are closed for inclement weather to represent 50% or more of the enrolled CTE students at BOCES, Western Suffolk BOCES will close. Or, when enough districts are implementing delayed openings to represent 50% or more of the enrolled CTE students at BOCES, Western Suffolk BOCES will implement a delayed opening.
5. There may be instances when a combination of district closings and district delayed openings will result in BOCES closing for the day.
6. Districts are strongly encouraged to have their transportation bid require working two-way radios. BOCES should monitor compliance with this requirement on an ongoing basis.
7. It is understood that the ultimate decision with respect to closing of BOCES schools to protect the health and safety of its students rests with the District Superintendent or designee.

Public Notification

1. Parents will be advised at the beginning of each school year, or upon enrollment, to listen to the following radio stations which are notified of closings due to inclement weather, or any emergency:
WALK (97.5) WBAB (102.3FM) WBLI (106.1FM)
WBZO (94.3FM) channel 12 NEWS-LI

2. Parents can also check for current emergency information relative to BOCES schools on the Western Suffolk BOCES website: www.wsboces.org

ALC Program will follow schedule of the host school district.

1. If the school district in which the ALC Program is located is open, there will be school for students attending that ALC site even if Western Suffolk BOCES is closed.
2. If the school district in which the ALC Program is located is closed, there will be no school for students attending the ALC site even if Western Suffolk BOCES is open. This includes students who attend half-day Career & Technical Education programs, even though the BOCES Career & Technical Education Centers are open.
3. If a child's school district is closed but their ALC site is open, the child is not expected to attend.
 - a. If the school district has a delayed opening, all BOCES classes in that district will follow the delayed opening schedule.
 - b. ALC principal will make arrangements to be placed early on the emergency telephone chain of each host school district.
 - c. ALC staff will arrange to be on emergency telephone chains of their host school to receive notification of the school closing or delayed opening from their own telephone chain.
 - d. Upon notification of a school closing or delayed opening in any of the host districts, the ALC principal will contact our Transportation Coordinator, who will notify:
 - G. each transportation carrier transporting ALC students to sites within such districts, and
 - H. the Special Education substitute caller.

Itinerant Program

District-based itinerant staff will follow the schedules of the districts to which they are assigned on the day of the inclement weather. Obviously, this means that itinerant staff must arrange to be placed on the snow chain of the districts or buildings to which they are assigned. If an itinerant teacher or therapist is assigned to more than one district in a day, they should report for work if 50% or more of their day would be spent in a district(s) that is open. If an itinerant teacher or therapist is assigned to more than one district in a day, they need not report for work if 50% or more of their day is assigned to a district(s) that is closed. The concept of 50% shall mean 50% of their total treatment time for that day.

Updated: 10/11/07

Early Dismissal Guidelines

1. In the event that BOCES declares an early dismissal, the Executive Directors of Special Education and Career and Technical Education will inform the designated personnel in each of 18 districts.
2. The District Superintendent or designee will call the BOCES Transportation Coordinator to inform the transportation coordinators in each of the 18 districts.
3. Once notified of any early dismissal, BOCES through the individual building staff, where necessary, will contact parents and/or emergency contacts for students involved in early dismissal. In cases where parental contact has not been achieved, the student will be placed on the bus with directions to the driver to ensure that a responsible adult be present at home to receive the child. If the child is of elementary age, if the child is middle school age without latchkey consent or if the child is high school age and developmentally disabled without latch key consent. If no responsible adult is home to receive the child, and the bus driver has followed all protocols for such an event, the driver should inform the dispatcher of the need to return to the BOCES school. If weather, driving conditions and distance prevent safe travel back to the BOCES program, the student should be transported to the nearest police station.
4. Once an early dismissal time has been designated, teachers are not to dismiss their class until so notified by the Building Administrator. Teachers are to wait for this notification before moving outside with their class. The actual dismissal of the students may be delayed 5-20 minutes following the early dismissal time due to the need to wait for the buses to pull into their assigned slots.
5. All staff will be required to remain in school until the students have boarded their respective buses and an announcement has been made relative to staff dismissal. Staff is not to leave school until an announcement has been made. Certain staff will be designated to remain after the staff dismissal to supervise students where the bus has been significantly delayed. An announcement will be made relative to where teachers are to bring these students.
6. Bus companies will be directed to report any bus breakdowns or other possible reason for late home arrivals to the Western Suffolk BOCES Transportation Coordinator, who will then advise Principals of such problems so that Principals can keep parents informed. Ultimately, when Principals are no longer required to be available in the building, responsibility for such parent communication will be assumed by the Transportation Coordinator, in combination with the Divisional Directors.

7. The BOCES switchboard will remain open until advised that the crisis situation no longer exists.
8. Full Day Tech Students:
 - a. Center for Alternative Education students would take a district bus based on approval of the home district and available space to their local high schools where responsibility of transporting these children to their homes will be assumed by the local district.
 - b. Any Parenting student with a child attending Little Tots would first be transported back to Dix Hills campus to get their child. Parent and child would be bused from Dix Hills to their homes. BOCES transportation coordinator will contact local districts to make appropriate arrangements.
 - c. Adult students will be transported on shuttle buses based on arrangements made by the BOCES transportation coordinator.
9. Students who attend the Manor Plains High School Program on a full-time basis will be dismissed from the Manor Plains School. Districts will have been advised by the Transportation Coordinator of the need to return to district all (full-day) Manor Plains students at the time of the a.m. dismissal of half-day GCTE students.
10. Students from the Alternate Learning Centers, the Brennan High School, and the JEA Alternative School who are in attendance at Career & Technical Education facilities in the morning will be dismissed from these facilities at about 11:00a.m. on district buses to their local high schools where responsibility of transporting these children to their homes will be assumed by the local district. Such students will not be returned to their Special Education facilities for their regular dismissal.
11. Students from the Alternate Learning Centers, the Brennan High School, and the JEA Alternative School who normally attend Career & Technical Education programs in the afternoon will not attend those programs on days of early dismissal, but will be dismissed early from their Special Education program with the students from those sites who do not attend Career & Technical Education.
12. If the carrier from a local district cannot accommodate Special Education students added to the bus which will be departing from the Career & Technical Education facilities, the school district will be responsible to send a special vehicle to transport students from Career & Technical Education facilities.

A School District Declares Early Dismissal

1. If a school district institutes an early dismissal for their district's students, early dismissal of their BOCES students will also be implemented.

2. Each district is asked to submit the names of their district administrator(s) authorized to inform BOCES of an early dismissal. In such cases, BOCES needs two (2) hours advance notice of an early dismissal by the district.
3. The local district must be responsible to notify BOCES of an early dismissal and simultaneously notify all bus companies transporting students to BOCES of their districts' early dismissal. Each district's Transportation Coordinator should call the BOCES Transportation Coordinator to confirm that the early dismissal has been finalized with the bus companies.
4. Buses arriving at BOCES schools to pick up students whose districts have not notified BOCES of an early dismissal will not be permitted to leave school until it has been verified through the transportation coordinator that the school district has put into effect an early dismissal.
5. In cases where students from multiple districts ride a single bus, unique requirements will exist. Ideally we would like agreement among districts sharing a bus that once one district implements early dismissal, the other districts using the bus will authorize early dismissal as well. BOCES must be notified in such cases to assure that, where necessary, parents of students riding the bus are notified.
6. If two or more districts sharing a bus do not agree that early closing by one district will bring about early dismissal of all students, then the two districts must consult in advance with the bus carrier and BOCES. In these instances, the carrier must agree to make two separate trips to the BOCES school.
7. In cases where more than the majority of the BOCES districts are implementing early dismissal, the BOCES Career and Technical Education Division is likely to close for the p.m. session. In such instances, BOCES will notify all districts.

Students in District-Based Programs

1. Host school districts must take the responsibility to notify the ALC Principal of the district implementing an early dismissal procedure as early as such decision is made.
2. Students in district-based ALC classes will follow the early dismissal procedures initiated for their host school district. This is necessary to insure the safety of the students, some of whom may have to travel long distances to get home.

Instruction

Adult Education

The Western Suffolk BOCES recognizes the value of education to people of all ages. As such, the Board encourages the Executive Officer to establish fiscally sound procedures to foster the enrollment of "adult" students in any appropriate existing program and to establish programs, where feasible, to serve this population when such service will not detract from our responsibilities to the school age residents of component school districts. The overall program offerings for adults shall be financially self-sustaining. No charges may be levied to component districts to support such programs.

Senior Citizens

In recognition of the support which senior citizens (age 62 and older) of this supervisory district have afforded to the public educational institutions during their most productive wage earning years and of, in some cases, the need for older members of our communities to seek and gain new employment skills for second career income producing opportunities and, in other cases, acquire avocational skills for enhanced enjoyment of the retirement years, the Board of Cooperative Educational Services is desirous of extending to this segment of our population such reasonable financial adjustments for attendance in the Continuing Occupational Education program as may be deemed appropriate and practical. Payment for all books, supplies, and special fees, however, will be the responsibility of the participant.

Recommendations to implement this goal will be submitted periodically by the Executive Officer, in conjunction with suggestions offered by the Executive Director of Career and Technical Education.

Adopted: March 9, 1999

Instruction

Evaluation of Instructional Programs and Services

Appropriate means for the evaluation of BOCES programs and services shall be developed and maintained. Elements of such evaluation may include:

- a. Specially designed evaluation instruments to be used by school administrators, staffs, and parents in local districts and others to evaluate phases of BOCES operations.
- b. Utilization of State Education Department services; participation in regional studies; contracted evaluation services.
- c. Testing programs designed to measure student achievement.
- d. Follow-up studies of students who have been trained in BOCES programs.

Evaluation of the various programs and services shall be a basic means through which BOCES plans for the future in meeting the needs of school districts in the area.

Adopted: April 14, 1999

Instruction

Instructional Technology

The Board of Education recognizes its responsibility to further the BOCES educational goals through the use of appropriate and high quality technological materials and equipment. For the purpose of this policy, technology refers to computers, interactive videodiscs, Compact Disc-Read Only Memory (CD-ROM) devices, local area networks, satellite transmission and other telecommunications equipment.

Continuing advances in technology are bringing about changes that have an increasing impact on the way we obtain, process, evaluate and use information. Therefore, the BOCES is committed to:

- a. A comprehensive staff development program to ensure appropriate and effective use of technology.
- b. The preparation of students to utilize multiple types of technology.
- c. The integration of technology within and across all curriculum areas.
- d. The equitable distribution and access to technological equipment and materials for all students.
- e. The promotion of technology as an alternative to traditional methods of gathering, organizing and synthesizing information.
- f. The provision of sufficient funds, within the budgetary constraints of the Board, for the implementation of technology instruction.

The Board directs the Executive Officer or his/her designee to assess the technological needs of the BOCES instructional program, research and review current materials and make recommendations to the Board.

Adopted: March 9, 1999

Instruction

Internet Use Policy

Internet access is now available to students, teachers and staff at Western Suffolk BOCES. Western Suffolk BOCES believes that the Internet offers vast, diverse, and unique resources. The goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation and communication. The use of all computer equipment, including Internet access, is dedicated solely to educational purposes.

Western Suffolk BOCES has taken precautions to restrict access to inappropriate materials, however, on a global network it is impossible to control all materials and a user may discover controversial information. Western Suffolk BOCES strongly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of Western Suffolk BOCES.

To effectively use the Internet, therefore, Administrative Regulations are hereby incorporated as part of this policy.

To be permitted access to the Internet, every student and a parent/guardian of those students under the age of 18 (under the age of 21 for classified students) must:

- review the cover letter explaining the agency's reasoning in offering Internet services
- review the Internet Use policy
- review the Administrative Regulations governing Internet Use
- sign the BOCES Internet Use Agreement

Administrative regulations will be promulgated as necessary to implement the BOCES Internet Use policy.

Adopted: March 10, 1998

Revised and Re-adopted: November 13, 2007

INTERNET USE

Western Suffolk BOCES strongly believes that the Internet can be a valuable educational tool. To achieve that end, the following administrative regulations shall be enforced.

Acceptable Use

The purpose of the Internet is to support research and education in and among academic institutions in the world by providing access to unique resources and the opportunity for collaborative work. The use of access and/or an account must be in support of education and research and consistent with the educational objectives of Western Suffolk BOCES. Use of another organization's network or computing resources must comply with the rules appropriate for that network. Transmission of any inappropriate material or material in violation of any U.S. or state regulation is prohibited. Use of commercial activities is not acceptable. Use of product advertisement or political lobbying is also prohibited.

Privileges

The use of the Internet is a privilege, not a right, and inappropriate use will result in immediate cancellation of those privileges. Each person who receives access and/or an account will be responsible for that access and/or account and its usage. Therefore, under no circumstances should your account be shared with anyone other than the BOCES Internet coordinator. Also, each participating student will be required to attend an orientation session with a BOCES faculty member regarding the proper use of the network. Western Suffolk BOCES retains sole and unreviewable discretion to determine appropriate use; its decisions shall be final. Western Suffolk BOCES retains the sole right to immediately cancel any access and/or account at any time due to breach of the Internet Use policy, these Administrative Regulations or any part of the signed Internet Use Agreement and thereupon terminate the user's rights thereunder.

Privacy

The BOCES telephone lines and computer networks are proprietary communication systems to which employees and students are permitted access. Employees and students should have no expectation of privacy. BOCES has access to all Internet activities that are sent and received. Messages relating to or in support of illegal activities may be reported to the authorities. Messages may be reviewed by the system administration to insure appropriate use. BOCES reserves the right to access and view any material transmitted or stored on district equipment or any material used in conjunction with BOCES telephone lines and/or computer networks.

All communications and information accessible via the network should be assumed to be private property.

Warranties

Western Suffolk BOCES makes no warranties of any kind, whether expressed or implied, for the service it is providing. Western Suffolk BOCES will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, nondeliveries, mis-deliveries, or service

interruptions caused by its own negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. Western Suffolk BOCES specifically denies any responsibility for the accuracy or quality of information obtained through its networks and services.

Vandalism

Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any of the agencies or other networks that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.

Internet Use Agreement (IUA) for Students

Western Suffolk BOCES will distribute an Internet Use Policy, Administrative Regulations and an Internet Use Agreement (IUA) providing guidelines for the exploration and use of the Internet in BOCES programs. This agreement does not set forth limitations or restrictions. Rather it is designed to facilitate and set guidelines for exploring and using the Internet as an educational resource for teacher and student, for curriculum enrichment, and for specific business applications of the agency. In programs that have access to the Internet, the student and a parent/guardian of those students under the age of 18 (under the age of 21 for classified students) must sign the BOCES Internet Use Agreement.

Staff's Personal Use of Internet

Staff's personal use of BOCES Internet accounts are also governed by Policy 4414.

Administrative regulations will be promulgated as necessary to implement the BOCES Internet Use policy.

**WESTERN SUFFOLK BOCES
INTERNET USE AGREEMENT**

Student Agreement:

I understand and will abide by the Western Suffolk BOCES Internet Use Policy and Administrative Regulations. I understand that Internet access is a privilege. I also understand that the BOCES has the right to monitor access to the Internet and I give my consent to such monitoring. I further understand that any violation of the regulations above described is unethical and may constitute a criminal offense. Should I violate BOCES Internet Use Policy or Administrative Regulations, my access privileges may be revoked, school disciplinary actions may be taken, and/or appropriate legal action may be taken by Western Suffolk BOCES or others. Further, I will hold Western Suffolk BOCES harmless against all damages, judgments, and attorneys' fees that may be obtained against them arising out of my use of the Internet by accessing the Western Suffolk BOCES service from outside of school.

User Name (please print): _____

User Signature: _____ Date: _____

(If you are under the age of 18 (under the age of 21 for classified students), a parent or guardian must also read and sign the following agreement.)

Parental Consent:

As the parent or guardian of this student, I have read the Internet Use Policy and Administrative Regulations. I understand that this access is designed for educational purposes. Western Suffolk BOCES has taken precautions to eliminate access to inappropriate material. However, I also recognize it is impossible for Western Suffolk BOCES to restrict access to all inappropriate or controversial materials and I will not hold the BOCES responsible for materials my child may acquire on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. In connection herewith, I will hold Western Suffolk BOCES harmless against all damages, judgments, and attorneys' fees that may be obtained against them arising out of my child's use of the Internet during access at other than his or her school. I hereby give permission to Western Suffolk BOCES to issue an account for my child and certify that the information contained on this form is correct.

Parent/Guardian's Name (please print): _____

Address: _____ Town _____

Telephone: _____

Signature: _____ Date: _____

Principal/Designee Agreement:

I have read the Western Suffolk BOCES Internet Use Policy and Administrative Regulations and agree to take appropriate measures to insure that all students are made aware of the guidelines and their responsibilities and are instructed on acceptable use of the network and proper network etiquette. Because the student may use the network for individual work or in the context of other classes, I cannot be held responsible for the student use of the network.

Principal/designee _____

Signature: _____ Date: _____

Letter to Parents

RE: Internet Use

Dear Parent/Guardian,

Western Suffolk BOCES has the ability to enhance your child's education through the use of computers and the Internet. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual users. Our intended use for all computer equipment, including Internet access, is for educational purposes. With this educational opportunity also comes responsibility. When your child is given access to the Internet, it is extremely important that BOCES rules are followed. Please remember that you are legally responsible for your child's actions.

Users of the Internet are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to the following:

Be polite. Do not get abusive in your messages to others.

Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.

Do not reveal your personal address or phone number or those of anyone else.

Do not use the network in such a way that you disrupt the use of the network by other users.

We encourage parents to actively participate in the learning experiences offered through the resources of the Internet. Please review with your child the BOCES Internet Use Policy and our Administration Regulations on Internet Use. To be permitted access to the Internet, every student and a parent/guardian of those students under the age of 18 (under the age of 21 for classified students) must sign and return the enclosed BOCES Internet Use Agreement. This Agreement should be returned to _____ . If you have any concerns, please call _____ at _____.

Thank you.

Sincerely,

BOCES Official

Instruction

Instruction for Students with Limited English Proficiency

The Board of Education recognizes its responsibility to ensure that students of foreign birth or ancestry, who have limited English proficiency, are provided with an appropriate program of bilingual transitional education or free standing English as a Second Language. The Executive Officer shall develop regulations and procedures pursuant to the Regulations of the Commissioner to:

- a. Identify those students with limited English proficiency by means of a diagnostic screening of new entrants and provide a program of bilingual education or English as a Second Language for eligible students. A plan shall be developed to meet the educational needs of each student and proficiency will be measured annually by a language assessment instrument in order to determine further participation by a student. The plan will include assessment of each student's performance in content areas to measure the student's academic progress. State mandated tests may be offered in a student's native language.
- b. Ensure that such students have access to appropriate instructional and support services, including guidance programs pursuant to Commissioner's Regulations and the opportunity to participate in BOCES educational programs, including all existing extracurricular programs and activities, which are available to all other students enrolled in the public schools of the district.

The Executive Officer shall ensure that all data required by the Commissioner's Regulations is submitted to the State Education Department in a timely manner.

Education Law Section 3204(2)(2-a)
Commissioner's Regulations
Sections 80.9, 100.2(g), 117 and 154

Adopted: March 9, 1999

Instruction

Textbooks

The Board of Cooperative Educational Services shall furnish all required textbooks to school-age students.

It is the student's responsibility to maintain possession of textbooks or workbooks; a fine may be assessed the student for lost or damaged books. Each student shall be fully advised of this responsibility upon entering a BOCES program.

Education Law Sections 701 and 702

Adopted: June 8, 1999

Instruction

Use of Copyrighted Materials

All employees 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.

Any employee who willfully disregards the copyright policy shall be in violation of Federal Copyright Laws and BOCES policy and shall assume all liability.

Title 17, United States Code (U.S.C.)
Sections 101, et seq.

Adopted: June 8, 1999

Instruction

School Year/School Calendar

In keeping with State requirements, the student calendar to be approved by the Board shall provide for a school year of at least 180 days. Additional days shall be scheduled to accommodate emergency closings.

The BOCES calendar for the ensuing school year shall be prepared by the Executive Officer and presented for Board approval early in the spring of each year.

The calendar shall set forth the days BOCES schools shall be in session, holidays and vacation periods, and special conferences and meetings as appropriate.

It is the desire of the Board that the Executive Officer and his/her staff coordinate the development of the calendar with component districts in order to minimize any interruption of educational services.

Adult Program Services

The holidays and vacation periods for the adult education program shall coincide whenever possible with the regular school calendar adopted by the Board.

Education Law Section 3604(7)

Adopted: July 13, 1999

Instruction

School Day

The length of the school day for various BOCES programs and/or facilities shall be in keeping with State requirements.

The Executive Officer is authorized to establish the particular opening and closing hours for programs and/or schools and to make changes in these times to facilitate the scheduling of transportation and to provide for the specific needs of individual programs/services.

Adopted: July 13, 1999

Instruction

Field Trips, Travel Training and Excursions

The Board of Cooperative Educational Services, recognizing the inherent value of properly organized and conducted field trips to the educational process, endorses the use of these supplemental learning experiences to the degree which financial resources permit. The Board expects such trips to be conducted in appropriately registered, safe vehicles, sufficient for the number of students to be accommodated. Further, it expects that students will be accompanied by sufficient numbers of BOCES professional staff members and volunteer chaperones.

Teachers, with their respective administrator, must determine whether the field trip is the most appropriate procedure to meet the instructional objective. Prior approval of the District Superintendent or Executive Division Director shall be secured in advance of the intended dates of the field trips.

Field trip parental permission slips must be completed and sent home for each participating student. A signed permission slip from the parent/legal guardian must be on file before the student may participate in any trip.

Adopted: July 13, 1999

Instruction

Work Experience Opportunities

The Board shall approve the establishment of a diversified cooperative career and technical education program. This unique educational program is seen as an alternative to traditional education and shall be designed to accommodate the needs of students who want to learn first hand the operations of an occupation or career. It shall be one in which students can remain in school and work toward goals that provide for graduation from high school, the acquisition of saleable skills, social adjustments, competent citizenship, and general overall maturity.

To allow career and technical investigations by a student in his/her junior or senior year of high school, the operations and functions of such a program shall be initiated in the home school district and referred to the BOCES guidance department which, in cooperation with the home school, shall attempt to tailor a program to the needs of the cooperating employer and the individual student.

In addition, BOCES may develop work experience opportunities for its students. Such opportunities would allow students to participate in relevant work experiences while they are enrolled in a program at Western Suffolk BOCES

Adopted: July 13, 1999

WESTERN SUFFOLK BOCES POLICY INDEX

- 6111 ABSENCES AND EXCUSES: STUDENT
- 6541 ACCIDENTS: STUDENT
- 5141 and ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)
6530
- 3230 ADMINISTRATIVE COUNCILS, CABINETS AND COMMITTEES
- 5151 ADMINISTRATIVE INTERNS
- 3220 ADMINISTRATIVE ORGANIZATION AND OPERATION
- 3112 ADMINISTRATIVE/SUPERVISORY PERSONNEL
- 7140 ADULT EDUCATION
- 5121 AFFIRMATIVE ACTION
- 5160 &ALCOHOL, DRUGS AND OTHER SUBSTANCES
6220
- 6112 ATTENDANCE: STUDENT
- 1435 ATTENDANCE OF THE BOARD
- 5151 AUTHORIZATION TO EMPLOY TEMPORARY AND/OR PART-TIME EMPLOYEES
BOARD
- 1434 ADVISORY COMMITTEES
- 1570 BOARD LEGISLATIVE PROGRAM
- BOARD MEETINGS
 - 1431 Regular
 - 1431.1 Order of Business
 - 1431.2 Providing Information to component districts
 - 1432 Public Sessions
 - 1433 Executive Sessions
 - 1434 Advisory Committees
 - 1435 Board member attendance & Quorum
 - 1437 Special Meetings

1438 Annual
1439 Organizational

1520 BOARD MEMBER ATTENDANCE AT CONFERENCES, CONVENTIONS AND WORKSHOPS

1110 BOARD MEMBER AUTHORITY

1560 BOARD MEMBER CONFLICT OF INTEREST

1580 BOARD MEMBER HEALTH INSURANCE

1220 BOARD MEMBER NOMINATION AND ELECTION

1330 BOARD MEMBER PRINCIPLES

1210 BOARD MEMBER QUALIFICATIONS

1530 BOARD MEMBERSHIP IN ASSOCIATIONS

1320 BOARD METHODS OF OPERATION

1310 BOARD OFFICERS - POWERS AND DUTIES

1130 BOARD OFFICIAL SEAL

1550 BOARD ORIENTATION

1510 BOARD PARLIAMENTARY PROCEDURE

1540 BOARD SELF-EVALUATION

1120 NUMBER OF MEMBERS AND TERMS OF OFFICE

1230 OATH OF OFFICE

1110 ORGANIZATION AND AUTHORITY

1310 POWERS AND DUTIES

1316 BOARD ATTORNEY: DUTIES OF

1315 BOARD AUDITOR: DUTIES OF

1313 BOARD CLERK: DUTIES OF

1311 BOARD PRESIDENT: DUTIES OF

1314 BOARD TREASURER: DUTIES OF

1312 BOARD VICE PRESIDENT: DUTIES OF

6340 BOCES PROPERTY: LENDING/RENTAL

4520 BONDS: EMPLOYEE

4110 BUDGETARY PROCESS

4120 BUDGET: PLANNING, REVIEW AND ADOPTION

4140 BUDGET TRANSFERS AND ADJUSTMENTS

4440 CASH IN SCHOOL BUILDINGS

4210 CASH MANAGEMENT

6550 CHILD ABUSE AND NEGLECT

2510 CLOSING OF SCHOOLS

6330 COCURRICULAR AND INTERSCHOLASTIC PROGRAMS

6211 CODE OF CONDUCT

6211 CODE OF CONDUCT – Abstract Version

1434 COMMITTEES: ADVISORY

2110 COMMUNITY RELATIONS AND COMMUNICATIONS

COMPENSATION & RELATED BENEFITS

3310 Compensation

3311 Central Administration Personnel

3312 Additional compensation for Administrators

3340 Vacations & Holidays

3341 Vacation Accrual Non-represented

3350 Contract Negotiations

3360 Benefits - Article 18 of Public Officers Law

COMPLAINTS

5180 Employees
2250 Public
6570 Students

5155 CONDITIONAL APPOINTMENTS & EMERGENCY CONDITIONAL
APPOINTMENTS OF STAFF MEMBERS

5154 CONSULTANTS: PROGRAM

7240 COPYRIGHTED MATERIALS

6212 CORPORAL PUNISHMENT
4413 CREDIT CARDS USE

2140 CRISIS MANAGEMENT

5111 DEFENSE & INDEMNIFICATION OF OFFICERS
AND EMPLOYEES OF BOCES

6580 DEBIBRILLATOR POLICY

5170 DETERMINATION OF SENIORITY

5180 DISCRIMINATION GRIEVANCE

4420 DISPOSITION OF SURPLUS PROPERTY

5160 DRUG FREE WORKPLACE

5160 DRUGS AND ALCOHOL
and
6220

2510 EMERGENCY CLOSINGS
&7125

5360 EMPLOYEE ASSISTANCE PROGRAM

5330 EMPLOYEE PROTECTION

5240 EMPLOYEE USE OF BOCES PROPERTY

6130 EQUAL EDUCATIONAL OPPORTUNITIES

5120 EQUAL EMPLOYMENT OPPORTUNITY

ETHICS

1330 Board Member Ethics

5110 Code of Ethics for All BOCES Personnel

EVALUATION

3120 Evaluation of Administrative and Management Personnel

7160 Evaluation of Instructional Programs

5130-31 Evaluation of Personnel

3111 EXECUTIVE OFFICER

4410 EXPENDITURES: APPROVAL OF

4412 EXPENSE REIMBURSEMENT

4531 EXPOSURE CONTROL PROGRAM

4511 FACILITIES -- INSPECTION, OPERATION AND MAINTENANCE

4510 FACILITIES PLANNING

5350 FAMILY AND MEDICAL LEAVE ACT

7320 FIELD TRIPS

2310 FREEDOM OF INFORMATION

FUNDS

6310 Extraclassroom Activity

4430 School Shop Sales Income

4431 Special Aid funds

5110 GIFTS TO SCHOOL PERSONNEL

6241 GUN-FREE SCHOOLS

HEALTH

5140 Health of Employees

5141 HIV

5142 Exposure to Bloodborne Pathogens

5143 Hepatitis B Disease
5144 Communicable Diseases

5310 HEALTH INSURANCE

6411 HEARING IMPAIRED PROVISIONS

5330 HOLD HARMLESS CLAUSE

6520 IMMUNIZATIONS

5153 INCIDENTAL TEACHING

4520 INSURANCE
and
5310

7171 INTERNET USE POLICY

5151 INTERNS

6230 INTERROGATION AND SEARCHES

4420 INVENTORIES

4210 INVESTMENTS
3210 JOB DESCRIPTIONS

5350 LEAVES OF ABSENCE

7180 LIMITED ENGLISH PROFICIENCY INSTRUCTIONS

6213 LOSS OR DESTRUCTION OF BOCES PROPERTY

2410 MAINTENANCE OF PUBLIC ORDER ON SCHOOL PROPERTY

7123 MANAGEMENT PLAN: BOCES

6510 MEDICAL TREATMENT OF STUDENTS

1436 MINUTES

5230 NEGOTIATIONS

6421 NON-CUSTODIAL PARENT: RELEASE OF INFORMATION TO

6422 PARENTS BILL OF RIGHTS FOR DATA PRIVACY AND SECURITY

5152.1 NON-REPRESENTED STAFF FRINGE BENEFITS

6140 NON-RESIDENT STUDENTS

2150 NONDISCRIMINATION IN EDUCATIONAL PROGRAMS AND SERVICES

4310 ORDERING GOODS

3221-24 ORGANIZATIONAL CHARTS

6422 PARENTS BILL OF RIGHTS FOR DATA PRIVACY AND SECURITY

5151.1 PART-TIME FACULTY -- SALARY INCREMENT

2220 PARTICIPATION BY THE PUBLIC

5152 PAY DATE SCHEDULES & PAY PLANS

4411 PAYROLL

5130 PERFORMANCE REVIEW

5220 PERSONNEL INFORMATION RELEASE

4450 PETTY CASH FUNDS

POLICIES

1420 Execution of Policy: Administrative Regulations

1410 Formulation, Adoption and Dissemination of Policy

6510 PRESCRIPTIVE MEDICATION

2130 PRINTED MATERIALS

5210-11 PROFESSIONAL GROWTH/STAFF DEVELOPMENT

5320 PROFESSIONAL STAFF COMPENSATION & FRINGE BENEFITS

2250 PUBLIC COMPLAINTS

2120 PUBLIC INFORMATION PROGRAM

2410 PUBLIC ORDER ON SCHOOL PROPERTY -- MAINTENANCE OF
PURCHASING

4310 PURCHASING

1435 QUORUM AND ATTENDANCE

2320 RECORDS MANAGEMENT

5150 RECRUITMENT, SELECTION AND APPOINTMENT OF STAFF

5211 REIMBURSEMENT FOR APPROVED EXPENSES

5220 RELEASE OF PERSONNEL INFORMATION

3331 RETIREES MEDICAL INSURANCE (FOR DISABLED)

4220 REVENUE FROM SCHOOL DISTRICTS

5340 RETIREMENT SYSTEM MEMBERSHIP

7120 SAFETY CONDITIONS AND PROGRAMS

7124 SCHOOL BUS SAFETY PROGRAM

6211.1 SCHOOL CONDUCT AND DISCIPLINE - SUMMER SCHOOL

7311 SCHOOL DAY

7310-11 SCHOOL YEAR/SCHOOL CALENDAR/SCHOOL DAY

4530 SECURITY

5170 SENIORITY: DETERMINATION OF

5122,
5180,
6560 SEXUAL HARASSMENT
4540 SMOKE FREE ENVIRONMENT

2260 SOLICITATIONS

4431 SPECIAL AID FUNDS

4450 SPECIAL PROJECT CONTRACTS

5210-11 STAFF DEVELOPMENT

5250 STAFF INVOLVEMENT IN DECISION MAKING

STAFF FRINGE BENEFITS

3321 Central Office Administration

5150 STAFF RECRUITMENT SELECTION AND APPOINTMENT

6320 STUDENT INVOLVEMENT IN DECISIONMAKING

6410 STUDENT EVALUATION

6310 STUDENT FUNDS

6420 STUDENT RECORDS: ACCESS AND CHALLENGE

6120 STUDENT REFERRAL AND PLACEMENT

6540 STUDENT SAFETY

5370 STUDENT TEACHING/INTERNS

6250 STUDENT AUTOMOBILE USE

6590 STUDENT WELLNESS

5151 TEMPORARY AND PART-TIME EMPLOYEES

4150 SURPLUS/DEFICITS DISTRIBUTION

6212 SUSPENSION

5151 TEACHERS – SUBSTITUTE

7170 TECHNOLOGY: INSTRUCTIONAL

4414 TELEPHONE USE/CELLULAR PHONES

5151 TEMPORARY AND PART-TIME EMPLOYEES

7210 TEXTBOOKS

4210 TIME DEPOSITS

4130 TRANSFERS: BUDGET

TRANSPORTATION

- 4551 Student Transportation
- 4553 Use of BOCES Cars & Other Vehicles
- 4554 BOCES Owned Vehicles
- 6250 Student Automobile Use

TRAVEL EXPENSE ALLOWANCE

- 1521 Board Member

- 5211 Personnel

4432 TRUST AND AGENCY FUNDS

5240 USE OF BOCES PROPERTY: EMPLOYEE

2230 USE OF BOCES OWNED FACILITIES

7240 USE OF COPYRIGHTED MATERIALS

4532,
6213 VANDALISM

4552 VEHICLES: OWNED OR LEASED

2210 VISITS TO BOCES FACILITIES, SCHOOLS AND PROGRAMS

2240 VOLUNTEERS

2121 WEB PAGES

6240 WEAPONS IN SCHOOL

5321 WORKERS' COMPENSATION

7321 WORK EXPERIENCE OPPORTUNITIES