



Orange-Ulster BOCES Career and Technical Education

2022-2023

STUDENT HANDBOOK

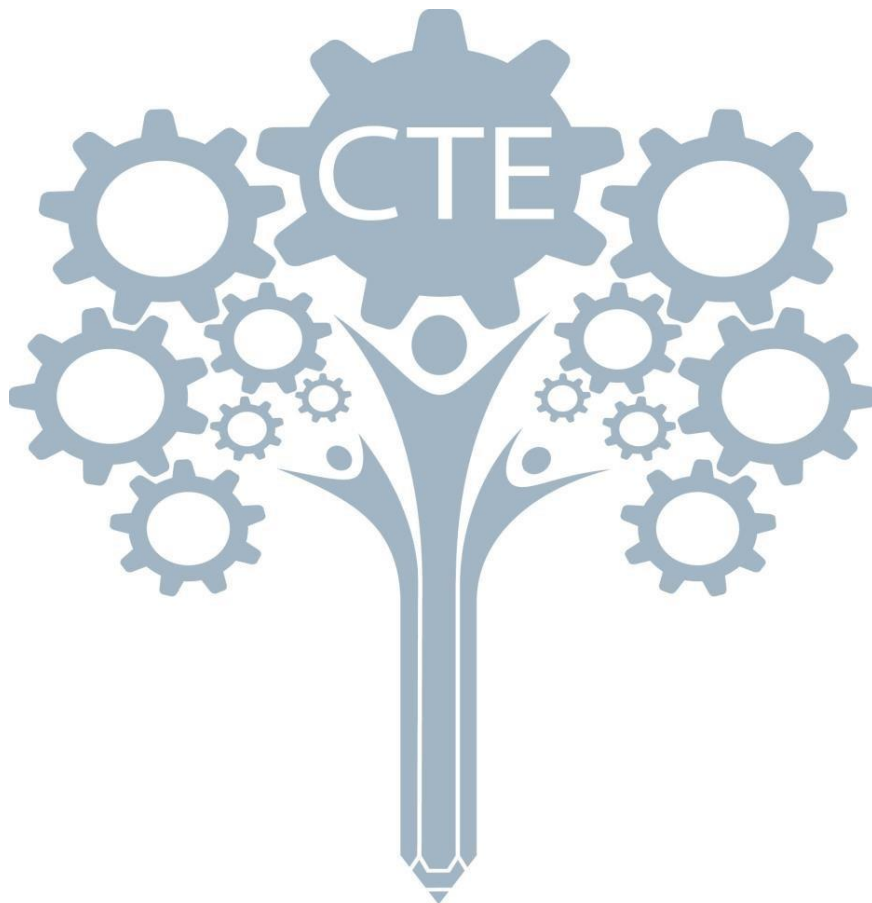


TABLE OF CONTENTS

I. Introductions

Members of the Board of Education	4
Central Administration	4
CTE Administration	4
Mission Statement	5
CTE Vision	6
Career and Technical Education at Amy Bull Crist Campus on Gibson Road	7
Contact Information	7

II. Program Information

Program Offerings	8
Integrated Academics	9
Career Ready Practices	9
Grades	11
Student Recognition	11
Student Recognition Ceremony	12
Special Awards and Honors	12
National Technical Honors Society	13
Student Youth Organizations	13

III. Student Conduct and Discipline Procedures

Student Conduct and Discipline Procedures	14
Student Rights	14
Student Responsibility	15
In-School Behavior	15
Prohibited Student Conduct	16
Disciplinary Procedures and Penalties	20
Dignity for All Students Act	21

IV. General Information

Arrivals/Departures Policies and Procedures	22
Articulation Agreements and Dual Enrollment	22
Attendance Procedures	23
Electronic Devices	25
Financial Assistance	25
General Procedures	25
Guidance Department/School Social Worker	26
Hats and Head Coverings	26
Inclement Weather School Closing	26
Job Development/Placement	26
Lockers	26
Permits for Live Work	27
Safety	27

Smoking	28
Student Dress Code	28
Student Exclusion from Field Trips	29
Theft	29
Transporting Tools	30
V. Student Parking	
Student Parking Instructions	31
Compliance Form	32
Permanent Parking Permit Application	33
VI. Acceptable Use Policy for Technology	
School District Regulations	34
Acceptable Uses	34
Unacceptable Uses	34
Cell Phones, Tablets, Computers, and Other Devices	35
Classroom Guidelines for BYOT	36
VIII. Comprehensive Student Attendance Policy	
Overview	36
Purpose	36
Attendance Requirements	37

I. Introductions

“Learning for Life”

Members of the Board of Education

Eugenia S. Pavek, President
William M. Boss, Vice President
Michael Bello
Martha Bogart
Lawrence E. Berger
David Eaton
Edwin Estrada

Central Administration

Chief Operating Officer
Deputy Superintendent
Assistant Superintendent

William J. Hecht
Deborah McBride Heppes
Kerri B. Stroka

CTE Administration

Director of CTE and Adult Practical Nurse Programs
Assistant Director, Career and Technical Education
Principal, Career and Technical Education at Gibson Road
Principal, Career and Technical Education at Arden Hill
Assistant Principal for Career and Technical Education
Assistant Principal for Career and Technical Education
Executive Assistant for CTE

Kathleen Smith
Sara Puccio
Eugene Hewitt
Neal J. Wilkinson
Greg D’Ambrosio
Jaclyn De Lao
Leah Fitzgerald

Mission Statement

The mission of the Orange-Ulster BOCES is to serve our component districts and community in the development of continuous learners who will be successful in meeting the challenges of living in our society today and in the future.

We will accomplish this mission in a cost-effective manner with a dedicated, skilled, caring staff providing quality educational services in a safe, nurturing and accessible environment.

The Board of Cooperative Educational Services, Sole Supervisory District of Orange-Ulster Counties, operates all programs in compliance with the federal and state laws, which prohibit discrimination because of race, religion, sex, age, national origin, handicap or marital status. The coordinator of Title IX and Section 504 is Kerri Stroka, Assistant Superintendent, OrangeUlster BOCES, 53 Gibson Road, Goshen, New York, 10924; (845) 291-10120.

OUR VISION



Division of
**CAREER &
TECHNICAL
EDUCATION**

The Orange-Ulster
BOCES Career and
Technical Education
Division is
diverse and **inclusive**,
committed to preparing
students for **college**
and/or **career**
success in
partnership with
community **business**,
industry **partners**, and
higher **education**
institutions.

As educators, we
believe in creating
learning environments
where all students and
staff can **achieve** their
personal **goals**, feel
safe, be **respected**
and **supported**.

Career and Technical Education at Amy Bull Crist Campus

Since 1968, the Orange-Ulster BOCES Career & Technical Education Center has provided quality programs to high school students. The administration and staff take great pride in the professionalism and responsibility instilled in our students and in the state-of-the-art shops and equipment available for instruction. By enrolling in Career & Technical Education, you have taken a big step in preparing for your future. You can be confident that, with true commitment on your part, you will have a competitive advantage in the career of your choice. The educational experience you gain at Career & Technical Education will enable you to enter the workforce, post-secondary training, or college well-prepared and secure in your skills and abilities.

Contact Information

Director: Kathleen Smith	(845) 291-0300 x 10310
Assistant Director: Sara Puccio	(845) 291-0300 x 10320
Principal: Eugene Hewitt	(845) 291-0300 x 10315
Assistant Principal: Greg D'Ambrosio	(845) 291-0300 x 10312
Assistant Principal: Jaclyn De Lao	(845) 291-0300 x 10317
Guidance Team Leader: Mary Hennessy	(845) 291-0300 x 10330
School Nurse: Tiffany Toromanides	(845) 291-0300 x 10324

AM Session: 8:05-10:35am

PM Session: 12:30-3:00pm

II. Program Information

Program Offerings

Career & Technical Education offers career and technical preparation for students in 10 academy areas. These programs meet for 2 ½ hours each day for two years (unless otherwise noted) and combine technical skill training with applied academic and career preparation knowledge. The current program areas offered are:

Appearance Careers Academy

Cosmetology
Esthetics

Construction Careers Academy

Carpentry
Electrical Construction
Technology
HVAC/Plumbing
Welding

Culinary Careers Academy

Culinary Food Trades

Education Careers Academy

Early Childhood Development and Care
Education and Management

Engineering Careers Academy

Engineering Design and Architecture
Computer Networking(Cisco Certification)
Computer Programming
Mechatronics and Robotic Engineering

Environmental Careers Academy

Heavy Equipmen
Animal Science

Security Careers Academy

Fire Science
Law Enforcement

Transitional Programs

Work Place Learning
Hospitality/ProStart
Vehicle Maintenance

Transportation Careers Academy

Automotive Technology
AutoBody/Restoration
Aviation

Visual Arts Careers Academy

Digital Design & Advertising
Fashion and Interior Design
Digital Filmmaking & Post Production

Health Careers Academy

Allied Health Assistant*
Nurse Assistant*
Principles of Health*
Exercise Science and Personal Training*
Pharmacy Technician*
Dental Careers*
Emergency Medical Services*

*Denotes programs located at
Regional Educational Center at
Arden Hill, Goshen, NY

Integrated Academics

As part of their CTE programs, students have the opportunity to receive credit in several applied academic areas. All programs are integrated and include Career and Financial Management, and the Next Generation Learning Standards for ELA and Math. Some programs include science, government, physical education, and health.

Career-Ready Practices

Career-ready practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline, or level of education. Career-ready practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impact of their decisions on others and the environment around them. They think about the short- and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community, and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with realworld applications and they make appropriate connections about when it is appropriate to apply the use of an academic skill in a workplace situation.

3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance, and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

4. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers: they master conventions, word choice and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

5. Consider the environmental, social, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and profitability of the organization.

6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices, or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices. They use an informed process to test new ideas, information, and practices in their workplace situation.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

9. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

10. Plan education and career path aligned to personal goals.

Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience, and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks -- personal and organizational - - of technology applications, and they take actions to prevent or mitigate these risks.

12. Work productively in teams while using cultural/global competence.

Career-ready individuals positively contribute to every team whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Grades

Teachers should utilize a balanced approach to assessment to include formative assessments, summative assessments, and interim assessments (e.g., quizzes, tests, projects, lab and clinical experiences, etc.), consistent with their grade-weighting formula to measure a student's achievement and then formulate a quarterly CTE grade. Quarterly grades reflect a student's mastery of the following three key instructional areas:

- Course Theory:
 - Content knowledge
 - Integrated Next Generation Learning Standards for ELA, Math, and Science
- Practical Skills:
 - Program specific skills
- Portfolio:
 - Development of student portfolio which encompasses work reflective of student mastery, work relevant to career readiness, and awards and certificates of achievement.

Student Recognition

Career & Technical Education encourages academic excellence as well as displaying and promoting positive behaviors such as being respectful, responsible, and a problem-solver. We are proud of our students and their accomplishments.

The Orange-Ulster BOCES recognizes student achievement through the following initiatives:

- High Honor Roll: Quarterly recognition for students who achieve a CTE grade point average of 95% or higher.
- Honor Roll: Quarterly recognition for students who achieve a CTE grade point average of 90% - 94%.
- Student of the Month: Recognition for students who were acknowledged by their teacher as displaying an exemplary level of commitment to their program.

- Perfect Attendance: Recognition for students who were present every day school was in session.
- CTE Valedictorian: Recognition given to the student with the highest cumulative grade average for a two-year program.
- CTE Salutatorian: Recognition given to the student with the second highest cumulative grade average for a two-year program.

Student Recognition Ceremony

Student recognition: “Making the Connection Between Hard Work and Success” The ceremony honors students who complete an *approved program sequence*, or a recognized one-year program, and earn the following local certificates:

- Certificate of Career Studies with Honors: Recognizes students that complete a program of study with a passing cumulative average of 90 – 94.
- Certificate of Career Studies with High Honors: Recognizes students that complete a program of study with a cumulative average of 95 or better.
- New York State Technical Endorsement: The CTE Guidance Department will provide the component school district with the names of students who may be eligible to receive a technical endorsement on their diploma. Students are eligible if he/she successfully passes the three-part technical assessment.

Special Awards and Honors: The awards are presented to students at the End of Year Student Recognition Ceremony. These awards and honors are as follows:

- Outstanding Student - Gold Award
- Outstanding Student - Silver Award
- Outstanding Student - Bronze Award
- Outstanding Academy Student
- Outstanding Program Student
- CTE Achievement Award: for students who demonstrate “most improved” performance

External Student Scholarships are available based on donations from private donors.

The CTE Guidance Department will provide the component school district with the names of students who may be eligible to receive a technical endorsement on their diploma. Student requirements leading to the technical endorsement are listed below.

Student requirements:

- completion of a minimum of 22 units of credit as set forth in Commissioner’s Regulations;
- passing grade on all required Regents examination(s) as approved by NYSED including approved alternatives; and
- successful completion of a 3-part technical assessment (written, practical, and portfolio).

Program requirements:

- completion of work-based learning experiences (54 hours) as provided by the approved program
- completion of a work-skills employability profile to be completed by teacher

- completion of a career plan *to be completed by the student*

Note: Students should check with their instructors as different programs have different certificate requirements i.e., application to participate.

National Technical Honor Society

The Orange-Ulster BOCES Career & Technical Education Chapter of the National Technical Honor Society became chartered during the 1990-1991 school year. The purpose of the NTHS is to promote service, leadership, honesty, career development, and skilled workmanship; to reward student achievement; to encourage and assist student educational and career goal setting; and to promote the image of Career & Technical Education. Outstanding CTE students, meeting NTHS qualifications, will be invited to become members during the Induction Ceremony that is held each spring.

The qualifications for induction are as follows: (1) Maintain a CTE cumulative average of 95 or better through the 3rd quarter; (2) no more than six unexcused absences, excluding Z-days through the third quarter (students will have exactly 2 weeks after the end of the third quarter to reconcile any unexcused absences for that quarter); (3) no CTE or home school suspensions during the year they apply for induction including the 4th quarter; and (4) one letter of recommendation. Once a student becomes an NTHS member, any CTE or home-school imposed out-of-school suspension will result in the removal of a student from the NTHS. In addition, all GPA, attendance, and discipline requirements must be met to remain a member.

Student Youth Organizations

The Career & Technical Education Division strongly encourages students to join a student youth organization. Each youth organization offers a variety of programs, community service projects, fundraisers and competitions on the local, state, and national levels. Special events and activities are held at the Career & Technical Education Center during the school year for members of all student clubs.

Following is a list of student youth organizations sponsored by the Career & Technical Education Division. Students will be receiving more information about these clubs from their instructors and club advisers.

CTEC Society For Acceptance

The CTEC Society For Acceptance's mission is to promote student activities that are designed to promote the acceptance and celebration of diversity.

Future Educators of America (FEA)

The FEA mission is to inspire competent young men and women to consider teaching as a career as well as provide members with knowledge and experiences that develop qualities and aptitudes essential to successful teaching.

Health Occupation Students of America (HOSA)

The HOSA mission is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people.

New York Association of FFA (Future Farmers of America)

The NYAFFA is an organization of students studying natural and agriculture science and helps to build leadership and communication skills.

SkillsUSA

The SkillsUSA mission is to foster a partnership of students, teachers and industry working together to ensure America has a skilled work force. It provides quality education experiences for students in leadership, teamwork, citizenship, and character development. It builds and reinforces self-confidence, work attitudes and communication skills. It emphasizes total quality at work—high ethical standards, superior work skills, life-long education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free-enterprise system and involvement in community service. Students in the CTE Chapter may participate in Regional, State and National competitions.

III. Student Conduct and Discipline Procedures

The Orange-Ulster Cooperative Board is committed to providing a safe and orderly school environment where students will receive, and staff will deliver, quality educational services, without disruption or interference. Responsible behavior by students, teachers, other BOCES personnel, parents and other visitors is essential to achieving this goal.

The Orange-Ulster BOCES Programs have a set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, tolerance, honesty, and integrity, and are essential in developing a strong character.

The Board recognizes the expectation and responsibility to educate students for appropriate conduct. Our goal is to clearly define these expectations for acceptable conduct on school property or at a school function, identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly.

To this end, the Board has adopted a Student Code of Conduct, which is available in its complete form at the following locations:

- The BOCES Web Site www.ouboces.org
- Your program principal's office
- The office of the BOCES Executive Officer.

Student Rights

The Orange-Ulster BOCES Programs are committed to protecting the rights given to all students under state and federal law. In addition to those rights, all students have the right to:

1. a safe, healthy, orderly and civil school environment;
2. learn appropriate behaviors;
3. take part in all school activities on an equal basis;
4. present their version of an incident to school personnel;
5. know the school rules;
6. resolve complaints in an expeditious, fair, and amicable manner.

Student Responsibility

All students have the responsibility to:

1. contribute to a safe and orderly school environment;
2. show respect to other persons and property;

3. be familiar with and abide by all Orange-Ulster BOCES policies dealing with student conduct;
4. attend school every day, unless they are legally excused, to be in class on time and prepared to learn;
5. work to the best of their ability in all educational and extracurricular activities;
6. respond to direction given by school personnel in a respectful, positive manner;
7. develop self-control;
8. ask questions if he/she does not understand;
9. seek help, if needed, in resolving problems;
10. dress appropriately for the academic/vocational setting;
11. take ownership of their actions;
12. conduct themselves appropriately when participating in or attending a school-sponsored extracurricular activity; and
13. comply with Orange-Ulster BOCES Internet usage and Website policies.

In-School Behavior

The Orange-Ulster BOCES Career & Technical Education Division has a long-standing set of expectations for conduct on school property, at school functions, and under school supervision. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity, which are reflective of industry standards and essential in developing a strong character.

To prepare each student to become college and career ready, the following is required:

- Upon arrival to school, proceed directly to your classroom. Congregating outside the building or in the hallways is **not** permitted.
- Be prepared with required materials, shoes, safety glasses, and uniform.
- Remain on the school grounds unless prior written approval has been provided to and verified by guidance or administration.
- Use appropriate language.
- Readily respond, in an appropriate manner, to directions given by staff members. This includes identifying yourself when requested.
- Be considerate of others.
- Follow the required safety procedures.
- Remain in the classroom area to which you have been assigned. You may leave prior to dismissal only when you have permission from your instructor.
- Refrain from inappropriate public displays of affection in school buildings, on school property, at clinical sites, and on school sponsored field trips.
- Be courteous toward all guests. Many prospective employers, students, members of the public, and outside organizations visit the Career & Technical Education Division and satellite locations. It is to your advantage, as a future employee, to make sure that visitors are favorably impressed.

Please Note: Behaviors that are illegal, such as assault, possession of weapons, theft, possession of controlled substances (including alcohol and drugs), destruction or defacement of school property, etc., **will result** in police intervention.

Prohibited Student Conduct

The Board expects students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members

of the school community. They are also expected to conduct themselves appropriately with regard to the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. Personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on educating students so that they may learn from their behavior and growth in self-discipline.

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function, specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

Students may be subject to progressive disciplinary action, depending upon the severity of the incident. These actions may range from reminders and instruction up to suspension from school, when they:

- A. Engage in conduct that is violent. Examples of violent conduct include but are not limited to:
 1. commit or threaten an act of violence (such as hitting, kicking, biting, spitting, punching, hair pulling, and scratching) upon a teacher, administrator, another student or any other person lawfully on school property;
 2. possess a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function;
 3. display what appears to be a weapon;
 4. threaten to use any weapon or object as a weapon;
 5. threaten to cause bodily harm or injury;
 6. intentionally or recklessly damage or destroy the personal property of a teacher, administrator, student, other district employee or any person lawfully on school property, including graffiti or arson;
 7. intentionally or recklessly damage or destroy school property on or off-campus (includes graffiti);
 8. participate in gang activity/wearing gang related identifying clothing, apparel, or related items; and/or
 9. engage in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.

- B. Engage in conduct that is disruptive or prevents the peaceful and orderly conduct of classroom instruction and/or normal operations of the school. Examples of disruptive conduct include but are not limited to:
 1. failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students;
 2. being late for school or class;
 3. being unprepared for class;
 4. inappropriate use of educational materials;
 5. throwing objects in class or shop, cafeteria, hallways, or on school grounds;
 6. chronic talking;
 7. using, possessing, selling or exchanging alcohol, tobacco, electric cigarettes or illegal substances on school grounds and at school sponsored events;
 8. *using cellular telephones for purposes of placing or receiving calls, texting or disseminating materials harmful to others, including but not limited to cyberbullying, “sexting” or otherwise inappropriate in content;

9. *using cellular phones or other devices for unauthorized audio, visual or other digital recordings;
10. *The same standards of acceptable student conduct, which apply to any school activity, shall apply to the use of electronic audio or visual devices. Unacceptable behavior includes, but is not limited to cyberbullying, or any other unsafe or harmful on-line behavior.

*Note: In the case of digital, cellular or electronic devices, such devices may be used for authorized instructional purposes.

11. Engage in conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:
12. failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating belligerence or disrespect;
13. lateness for, missing or leaving school or class without permission;
14. refusing to participate in assigned alternative instruction;
15. skipping or disregarding an assigned detention or other disciplinary consequence;
16. forgery of parent permission, or such documents;
17. pass misuse, including forgery of signatures;
18. refusing to wear a mask where required, unless the student has a valid excuse.

- C. Engage in conduct that is disorderly. Examples of disorderly conduct include but are not limited to:
1. Running or otherwise unsafe behavior in hallways/classrooms/cafeteria or spaces where such behavior is not appropriate;
 2. making unreasonable noise;
 3. using language or gestures that are profane, lewd, vulgar, abusive or bullying which include but no limited to, epithets or slurs involving actual or perceived race, ethnicity, national origin, religion, religious practices, gender, gender identity and expression, sex, sexual orientation, age or disability;
 4. obstructing vehicular or pedestrian traffic;
 5. engaging in any willful act, which disrupts the normal operation of the school community;
 6. wandering or trespassing in any school building, or area other than the one they regularly attend, without permission from the administrator in charge of the building;
 7. driving on campus recklessly;
 8. NOT following classroom, shop and pool safety rules;
 9. computer/electronic communication misuse including any unauthorized use of computers, software or internet/internet account, accessing inappropriate websites, or any other violation of OU BOCES Acceptable Use Policy;
 10. use of video/audio devices, including cell/camera phones, recorders, digital cameras and other electronic devices unless under the direction of authorized school personnel for the purpose of instructional activities;
 11. intentionally or recklessly damaging or destroying the personal property of a student, teacher, administrator, other district employee, or any person lawfully on school property (includes graffiti);
 12. intentionally or recklessly damaging or destroying school property (includes graffiti);
 13. harassment.

- D. Engage in any gesture or written, verbal or physical act (including harassment, intimidation or bullying) that takes place on school property or at any school sponsored function that:
1. is motivated by any actual or perceived legally protected characteristic: or
 2. by any other distinguishing characteristic: and
 3. a reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a student or damaging the student's property: or
 4. Whether the communication is initiated on or off school property, where the communication at issue has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.
- E. Engage in any conduct that endangers the safety, morals, physical or mental health or welfare of others. Examples of such conduct include but are not limited to the conduct below.
1. Attempting to engage in or perform an act of violence noted in Section A.
 2. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
 3. Lying to any school personnel.
 - a. not being truthful with school personnel
 - b. withholding information or obstructing any investigation in process
 4. Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.
 5. Acts of sexual harassment as defined in OU BOCES sexual harassment policy. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
 6. Selling, using, distributing, or possessing obscene material.
 7. Possessing or using any tobacco product including smoking a cigarette, cigar, and pipe or using chewing or smokeless tobacco, or using e-cigarettes or inhaled vapor products.
 8. Possessing, consuming, selling, distributing, offering, manufacturing, attempting to sell or exchanging alcoholic beverages, drugs, illegal or controlled substances, including but not limited to inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs and any synthetic version thereof, whether specifically illegal or not, substances commonly referred to as "designer drugs" which are substances designed and synthesized to mimic the intended effects and usages of, which are chemically substantially similar to, illegal drugs, which may or may not be labeled for human consumption, other substances such as dietary supplements, weight loss pills, etc., or possessing or consuming (without authorization). This also includes inappropriately using or sharing prescription and/or over-the-counter drugs.
 9. Initiating a report or warning of fire, threats of school shootings, or other catastrophe without valid cause, including misuse of 911, discharging a fire extinguisher, initiating a false alarm, making bomb threats or pulling fire alarms.
 10. Participating in gang activity/wearing gang-related identifying clothing, apparel or related items.

11. Discrimination which includes using race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation weight, or disability to deny rights, equitable treatment, or access to facilities available to others.
12. Harassment (or Bullying), is the creation of a hostile environment by conduct or threats, intimidation, or abuse.
13. "Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school, or infringes upon the general health, safety and welfare of students or employees.
14. Knowingly making false or inappropriate statements or representations about an individual or identifiable group or individuals that harm the reputation of their persons or group by demeaning them.
15. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily or psychological harm.
16. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school-sponsored activity, organization, club or team.
17. Using vulgar or abusive language, cursing or swearing.
18. Possession and/or use of prohibited items on school grounds including pocket knives, lighters, matches, laser pointers, fireworks, smoke bombs, stink bombs, snappers/poppers, weapon facsimiles including fake ammunition, etc.
19. Gambling.
20. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
21. Inappropriate public displays of affection.
22. Tampering with fire alarms or Automated External Defibrillators.
23. Subjecting other students, school personnel, or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct that creates substantial risk of injury.
24. Unauthorized skateboarding, rollerblading or stunt-bicycle riding on school property.

F. Engage in computer/electronics communications misuse.

1. Use of the internet, telephones, cell phones or other technological means to threaten, harass or denigrate other students or school personnel is prohibited.
2. OU BOCES will not be held responsible for the loss and/or theft of any portable electronic device.
3. Elementary/Middle School – The use of an electronic device during the school day is strictly prohibited and, upon discovery, will be confiscated. Upon receiving prior approval from the building principal, a student may use a technological device that is congruent with the student's educational program. Users shall not use system resources for any non-instructional purpose, but not limited to: personal instant messaging (chatting, text and video messages), social networking sites (e.g., Facebook, Twitter, Pinterest), inappropriate apps, online shopping, online gaming or personal use of streaming media such as online radio stations, music videos or video broadcasts.
4. High School – The use of electronic devices such as, but not limited to, smartphone/cell phones, personal music devices and pagers are not permitted in class or during emergency situations or drills without the permission of a staff member.
5. Any unauthorized use of computer software or internet/intranet account,

accessing inappropriate websites, sharing of passwords, downloading of non-educational material, altering and/or tampering with the computer system and/or computer setting or any other violation of OU BOCES acceptable use policy.

G. Assist or engage in any form of academic misconduct. Examples of academic misconduct include, but are not limited to:

1. plagiarism;
2. cheating;
3. copying; and/or
4. altering records.

H. Assist or engage in any form of academic misconduct. Examples of academic misconduct include, but are not limited to:

1. plagiarism;
2. cheating;
3. copying; and/or
4. altering records.

I. Engage in off-campus misconduct that interferes with, or can reasonably be expected to substantially disrupt the educational process in the school or a school function. Such conduct includes, but is not limited to, threatening or harassing students or school personnel through any means off-campus, including cyberbullying.

Disciplinary Procedures and Penalties

Students who are found to have violated the Student Code of Conduct may be subject to the following, either alone or in combination with one another:

- Verbal warning
- Written warning
- Verbal notification to a parent
- Written notification to a parent
- Alternative instruction and location
- Suspension from transportation
- Suspension from extracurricular activities
- Suspension from parking privileges
- Suspension of other privileges
- Removal from class
- Short-term (five days or less) suspension from school
- Long-term (more than five days) suspension from school
- Removal from program
- Permanent suspension from school by the home district
- Referral to law enforcement or judicial authorities

Dignity for All Students Act (DASA)

A student's ability to learn and to meet high academic standards, and a school's ability to educate its students is compromised by incidents of discrimination or harassment including bullying, taunting, or intimidation. The Dignity Act makes it the official policy of New York State that all students in public schools have the right to an education free of discrimination and harassment.

The Dignity Act includes, but is not limited to, acts of discrimination and harassment based on a student's race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (defined to include gender identity or expression), or sex.

A key principle in the Dignity Act relates to material incidents of harassment and discrimination. The NYSED has proposed regulations to the Board of Regents that would define material incidents of harassment and discrimination to include:

- A single incident or a series of related incidents where a student is subjected to harassment and/or discrimination by a student or school employee on school property or at a school function that creates a hostile environment by conduct, with or without physical contact and/or by verbal threats, intimidation or abuse, of such a severe or pervasive nature that:
- has or would have the effect of unreasonably interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical wellbeing; or
- reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety.

Material incidents of harassment and discrimination include, but are not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender (including gender identity or expression), or sex.

Students who feel they are being harassed or discriminated against should first tell their instructor and then speak with their guidance counselor, any administrator or Dignity Act Coordinator.

IV. General Information

Arrival/Departure Policies and Procedures

- ***Students are required to report directly to their classrooms upon arrival to the Career & Technical Education Center.*** Students who repeatedly fail to report directly to their classes upon arrival will be referred to an administrator. Repeated lateness will have an impact on the class participation grade and may result in disciplinary action. Students who fail to follow the directives of staff and administration to report directly to class will be considered insubordinate and will be subject to discipline. Students who exhibit a chronic pattern of insubordination for not following staff or administrative directives will be suspended.
- Unless the student is riding school transportation, a student arriving in the classroom after the session begins is considered late. An exception to this rule occurs when either the student's school or BOCES is on a delay.
- Meaningful, structured learning activities will be assigned to students beginning at 8:05 a.m./12:30 p.m. while attendance is being taken. Teachers will not delay instruction waiting for late buses to arrive.
- Students are not permitted to leave the room without having received **written permission (a pass) from the teacher**. Only one student will be permitted to leave a classroom at a time. Students will sign out in a log book when leaving the room.
- Clean-up activities will be scheduled according to the needs of the particular program, but are not to occur prior to 10:20 a.m./2:45 p.m.
- **Students are to be seated in the classroom prior to the dismissal times. Students will not be allowed to line up by the door for dismissal.**

Articulation Agreements and Dual Enrollment

Career & Technical Education has developed articulation agreements with numerous colleges and technical schools that allow students to earn college credits or advanced standing while in attendance. Every CTE program has at least one articulation agreement with a post-secondary institution.

Most articulation agreements require Post-Secondary school approval based on:

- Maintaining at least a B average;
- Instructor recommendation; and/or
- Enrollment at the articulated college or trade school.

A current list of articulation agreements for your program is available from your instructor, on the OUBOCES website, or the CTE Guidance Department. (www.ouboces.org) ***Arrangements for articulation agreements should be made by May of your senior year to ensure fall enrollment at the post-secondary school.***

Dual Enrollment

Career & Technical Education also offers a dual enrollment option for several programs in which students ***earn college credits from The College of Westchester*** while completing their course work at CTE. These credits are transferable to other colleges and universities once completed. A small cost is associated to obtain the credits from The College of Westchester. Please inquire with your program instructor to see if your program is eligible for this opportunity.

Attendance Procedures

The Orange-Ulster BOCES **Comprehensive Student Attendance Policy** is included at the end of this handbook. The revised Career & Technical Education Center's attendance procedures are as follows:

- Students are responsible for making up any work due to absence from school. Students need to communicate with their instructor to create a plan to make up the work. Incomplete work by the student may result in the grade of "o" for each missing assignment.
- Parent notification procedures are as follows: Parents will be notified through the mail by the guidance office after **three (3), six (6), and ten (10)** absences in a quarter.
- The School Counselor will provide ongoing interventions on the fourth (4th) absence. Counselors will initiate personal parent contact and maintain documentation of all interventions and parent notifications.
- The School Counselor will provide ongoing interventions with students on the 4th lateness to school. These interventions may include but are not limited to phone calls to parents, student meetings, and parent meetings.

In extenuating circumstances, a student or instructor may submit documentation to a review committee, consisting of the teacher, the school counselor, and the principal (or designee), for the purpose of determining student eligibility for credit.

The following definitions are used in classifying absences:

- An ***excused*** absence for which the student's parent/guardian provides school officials with a documented legal explanation for the student's absence. Parents who provide school officials with a documented legal explanation regarding their son's/daughter's absence foster positive home-school relations by keeping instructors informed about the child's general well-being.
- For all excused absences, parents and guardians are required to submit a specific, written legal explanation (or by phone) for each absence ***within two weeks following the end of a marking period***. All written notifications provided by a parent or guardian must meet with the approved list of excused absences as outlined in the Comprehensive Student Attendance Policy included in this Appendix.
- Following the two weeks after each marking period, notes will not be accepted by CTE. However, situations involving extenuating circumstances will receive consideration at the discretion of the CTE Administrative Team. If extenuating circumstances exist, parents and guardians are encouraged to contact the school guidance office for assistance.

- An **unexcused** absence for which the student's parent/guardian fails to provide school officials with a documented legal explanation for the student's absence.

Z-day:

- An absence resulting from the **student's decision** to attend a home school function or college visit. Z-day requests require advance confirmation and administrator or teacher approval.
- To verify the reason for a home school Z-Day, the student's home school administrator or his/her designee shall provide CTE school officials with a documented explanation for the student's absence.

Additional Excused Absences:

- An absence resulting from the home school district's decision to: a) cancel CTE transportation; b) mandate student participation in a major event such as a regional, state, and or national school competition that requires extensive travel; and/or c) mandate student participation in an educational program.
- An absence resulting from the home school district's decision to close school on account of inclement weather (Snow/Ice) or emergency response.

Excused Early Dismissal/Late Arrival: A recorded attendance note indicating a student's **excused** early dismissal/late arrival from CTE.

- A recorded attendance note resulting from a student's excused early dismissal/late arrival to CTE due to legitimate home school, transportation, medical, emergency or family reasons with supporting documentation.

Unexcused Early Dismissal/Late Arrival: A recorded attendance note indicating a student's **unexcused** early dismissal/late arrival from CTE.

- A recorded attendance note resulting from a student's unexcused early dismissal/late arrival to CTE without explanation or supporting documentation from a parent, school administrator, employer, or doctor.

Excused Tardy: A recorded attendance note indicating a student's **excused** late arrival to Career and Technical Education.

- A recorded attendance note resulting from a student's **excused** late arrival to CTE due to legitimate home school, transportation, medical, emergency or family reasons with supporting documentation.

Unexcused Tardy: A recorded attendance note indicating a student's **unexcused** late arrival to Career and Technical Education.

- A recorded attendance note resulting from a student's **unexcused** late arrival to CTE without explanation or supporting documentation from a parent, school administrator, employer, or doctor.

Special Attendance Request: In the event a student's home district is closed and CTE is open, the student must complete a Special Attendance Request form and submit it to the CTE Main Office for final signature by the CTE Principal. The completed form must be turned in at least the day before the requested day for special attendance. Since this requires signatures from home school personnel, planning is essential to meet this deadline.

Early Leave and Dismissal:

If it is necessary for you to leave school early, you should:

- Submit a note to the CTE Guidance Office upon arrival. This note must be signed by your parent/guardian, including a phone number where they can be reached for confirmation.
- The Guidance Office will give you an *Early Dismissal Pass* to be shown to your instructor.
- At the time of your early dismissal, you must report to the Security Desk, show your early dismissal pass, and sign out **before** leaving the CTE building. If you are being picked up by a parent/guardian, **they must come in to the Security Desk, present photo I.D., and sign you out as well.**

Electronic Devices

Cell phones and other electronic audio and visual devices (MPS players, iPods, hand-held computer games, etc.) are to be turned off, put away and out of sight when entering the building and are not to be used throughout the duration of their stay. Failure to comply will result in progressive discipline as follows: (1) warning, (2) teacher takes the device and returns it at the end of session, (3) teacher takes device and turns it over to an administrator for parent pick up.

Financial Assistance

Your instructor will tell you if your program requires the purchase of special clothing or equipment. ***Do not drop your program because of financial difficulty in buying the required items.*** Financial help may be available. If a need exists, students should request permission from their instructor to visit the Guidance Office. All discussions and arrangements will be kept confidential.

General Procedures

In addition to the information included in this Student Handbook, your instructor will provide you with:

- A course syllabus which will include major assignments for the year, classroom rules and expectations, the method for computing the quarterly and final grades, portfolio requirements, and the dates of industry-standard assessments, as well as mid-term and final exam dates;
- Procedures to be followed during emergency situations i.e., when the fire alarm sounds;
- Regulations for textbooks, equipment, and lockers; and
- An explanation of the Student Code of Conduct.

Guidance Department/School Social Worker

The Career & Technical Education Guidance Department provides assistance to students in a variety of ways. The guidance staff includes six School Counselors and one School Social Worker who work cooperatively with the staff at your home school district. If you have career, academic, or personal concerns, please do not hesitate to ask your instructor for a pass to the Guidance Department. The Guidance Department may be contacted by telephone at 291-0300 x 2, between the hours of 8:00a.m. and 3:00p.m.

Hats and Head Coverings

Certain head coverings may be prohibited inside CTEC (hoods, doo-rags, doo-caps, etc.), and students are expected to remove them as they enter the building. ***A student will be asked to remove any head covering that may obstruct the full view of a student's face, in order to ensure the safety and general welfare of students and staff.*** Students may wear head coverings outside of the building. When off campus students will follow the site protocol for wearing head coverings.

Inclement Weather School Closing

In the event a student's home school is closed due to inclement weather and CTE is open, students are encouraged to follow the decision of the home school and discouraged from attending CTE. Absences relating to school closings due to inclement weather do not affect students' academic standing.

Job Development/Placement

The Job Placement Coordinator is available to assist you in finding a job. In addition to communicating daily with employers and providing site inspections, the Job Placement Coordinator is responsible for the CTE services outlined below:

Work Based Learning: As a second year student, you may be eligible to participate in a cooperative work-based learning program, based upon your progress and the recommendation of your instructor. Ask your instructor for information about work experience programs.

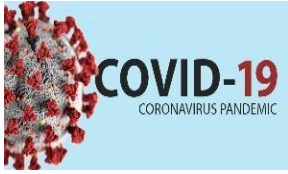
Job Bank: A job bank is maintained by the Work Based Learning/Job Placement Coordinator. Job vacancies are posted on bulletin boards located in the main hallway, and the OUBOCES website. These vacancies are updated regularly by the WBL/Job Placement Coordinator. Employers submit information concerning job openings to the office where a job order is completed. Employment opportunities are posted on a bulletin board outside the Guidance Office, posted on the OUBCOES website, and are also given to CTE instructors. Information is available for students from instructors and the Work Based Learning Coordinators.

Job and College Placement: As a graduating program completer, you will be advised of job openings and available placement services. You are encouraged to discuss your plans for further education or training with your teacher, home school counselor, or a counselor at the CTE Guidance Office.

Lockers

BOCES does not accept responsibility for personal property stored in lockers. Students are expected to remove personal belongings at the end of each session. Students have no reasonable expectation of privacy with respect to lockers. This means that student lockers may be subject to search at any time by school officials, without prior notice to students and

without their consent (See Student Code of Conduct). **Do not leave personal belongings including valuables unattended in the locker room.**



Due to the lingering effects from COVID-19, sharing of lockers will be prohibited. We will discourage students from sharing lockers. Students are encouraged to purchase a bin in which to keep their personal belongings, where practical. Bins will be assigned to classes and kept in the back of the room where space is available.

Permits For Live Work

Permit for Live Automotive Work (24 Hour Advance Notice)

Permits for work to be performed on vehicles driven by students may be obtained from the Team Leader of the Transportation Academy or the appropriate instructor. Students must have the Live Automotive Work Pass with them the day the vehicle is driven to campus, so arrangements must be made the day before. **Students must present the Automotive Live Work Pass to the designated instructor or administrator at dismissal.**

Animal Science Live Work (24 Hour Advance Notice). Any student or staff member requesting to bring in their pet for the purposes of having grooming services performed must fill out the Animal Science Live Work form. This form must be filled out completely and handed into the appropriate instructor prior to the pet being brought onto the Orange-Ulster BOCES campus. Once the form is filled out, the instructor will contact the owner of the pet and set up a time and day for the live work to be performed. All vaccination requirements must be met or the pet will not be allowed on campus. Students must arrange for the animal to be dropped off and picked up on that day.

Other Live Work (24 Hour Advance Notice). There are other programs that also may perform live work such as the Heavy Equipment program. If a student or staff member is interested in bringing in an item for the purpose of having that item worked on an Other Live Work form must be completed in full and handed into the appropriate instructor prior to any item being brought onto campus. After the form is filled out the instructor will contact the owner of the item and set up a time and day for the live work to begin.

Safety

It is important to follow all safety procedures at the CTE buildings. Behavior that jeopardizes your safety, or that of a fellow student, will not be tolerated.

- Your instructor will review safety requirements and provide you with pertinent information concerning safety rules for your shop or classroom.
- An accident that occurs at CTE, or on a school bus, that results in an injury must be reported immediately to your instructor, the School Nurse, and a CTE administrator. **A written report must be filed within 24 hours of the accident.**
- CTE provides student accident insurance coverage. Your family's health/accident insurance is considered as primary coverage. ***It is important that you report any injury immediately so you will be covered by these insurance plans.***

Smoking

- **1st Offense:**

This is a warning. Further breaches of this policy will result in disciplinary action. According to the Student Discipline Code, use of tobacco at the Orange-Ulster BOCES Career and Technical Education Center (CTEC) is considered as conduct endangering the health, safety, welfare and morals of others. A copy of the disciplinary referral will be mailed home.

- **2nd Offense:**

The student's parents will be contacted to inform them of the infraction, the penalty, and of the penalties for future infractions. In addition, a copy of the disciplinary referral will be mailed home.

- **3rd Offense:**

The student will be assigned a one day, out-of-school suspension, and the student will be counseled. A telephone conference with the student's parents will be conducted, informing them of the infraction and the penalty, or request that they come to the school for a conference, if the principal believes such a conference is desirable. A copy of the referral form will be mailed to the student's parents.

Student Dress Code

All students are expected to give proper attention to personal hygiene and to dress appropriately and professionally for school and school functions. If a uniform is required for the student in their course of study, then students must be prepared with a clean and neat uniform daily.

Students are responsible for acquiring and purchasing school uniforms for their course of study. Financial assistance may be available for extreme hardships. Students and their parents have the primary responsibility for acceptable student dress and appearance.

All Orange-Ulster BOCES personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming, and appearance shall:

1. be safe, appropriate, and not disrupt or interfere with the educational process;
2. recognize that extremely short skirts and shorts and brief garments such as tube tops, net tops, halter tops, midriff/cropped tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments are not appropriate;
3. ensure that underwear is completely covered with outer clothing;
4. include appropriate footwear at all times. Approved footwear will be required in certain designated programs. (Footwear that is a safety hazard will not be allowed);
5. **NOT** include the wearing of hats in the classroom except for pre-approved medical or religious purposes;
6. **NOT** include items that are vulgar, obscene, libelous, or that denigrate others with respect to age, color, religion, ancestry, national origin, sex, sexual orientation or disability;
7. **NOT** promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities.

8. **NOT** wear or promote items that, for any reason, cause a disruption to the learning environment in any manner, shape, or form.

Students who violate the Student Dress Code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall meet with the Principal or his/her designee.

Student Exclusion from Field Trips

Field trips are designed to supplement and enrich ongoing instruction in the classroom. Though field trips are made available to all students, there might be instances in which some students will not be allowed to participate. The safety of our students is our utmost priority. School districts may suspend or exclude students from extracurricular activities.

Students who (1) demonstrate repeated violations to the Student Code of Conduct that endanger the general safety, morals, health, or welfare of students and staff; (2) are substantially disruptive of the educational process; and (3) substantially interfere with a teacher's authority over the classroom, will lose the privilege of attending field trips due to misbehavior. Any exclusion of a student from a class trip will be subject to administrative review.

Theft

The school does not assume responsibility for students' personal belongings regardless of storage location. Students are reminded that they should refrain from bringing large sums of cash, electronic devices, and valuables to school. Cases of theft are reported to and investigated by law enforcement officials. Anyone found to be in possession of another person's property will be prosecuted to the fullest extent of the law.

Transporting Tools

Several academies require that students have specific tools to be used in class. The following procedures have been put in place for all academies that use tools that can be considered dangerous or an actual weapon.

- The Visual Arts Academy and the Appearance Academy will order extra sets of scissors and cutting tools to be left in the classroom. The students' tools will be purchased in the "Student Kit" at the beginning of the year. The tools in this kit will be brought home in its original packaging and shall remain at home.
- The Construction Academy will allow students to purchase their items on their own but must bring items in one of two ways:
 1. Personal transportation or by parent
 2. Keep the item in its original packaging so that its purpose cannot be misconstrued.
 - a. Drop item in Home School Main Office
 - b. Item given to bus driver to hold

If any student violates this process, there will be consequences since this is a serious violation of all schools' Codes of Conduct.

V. Student Parking

2022-2023 AMY BULL CRIST CAMPUS

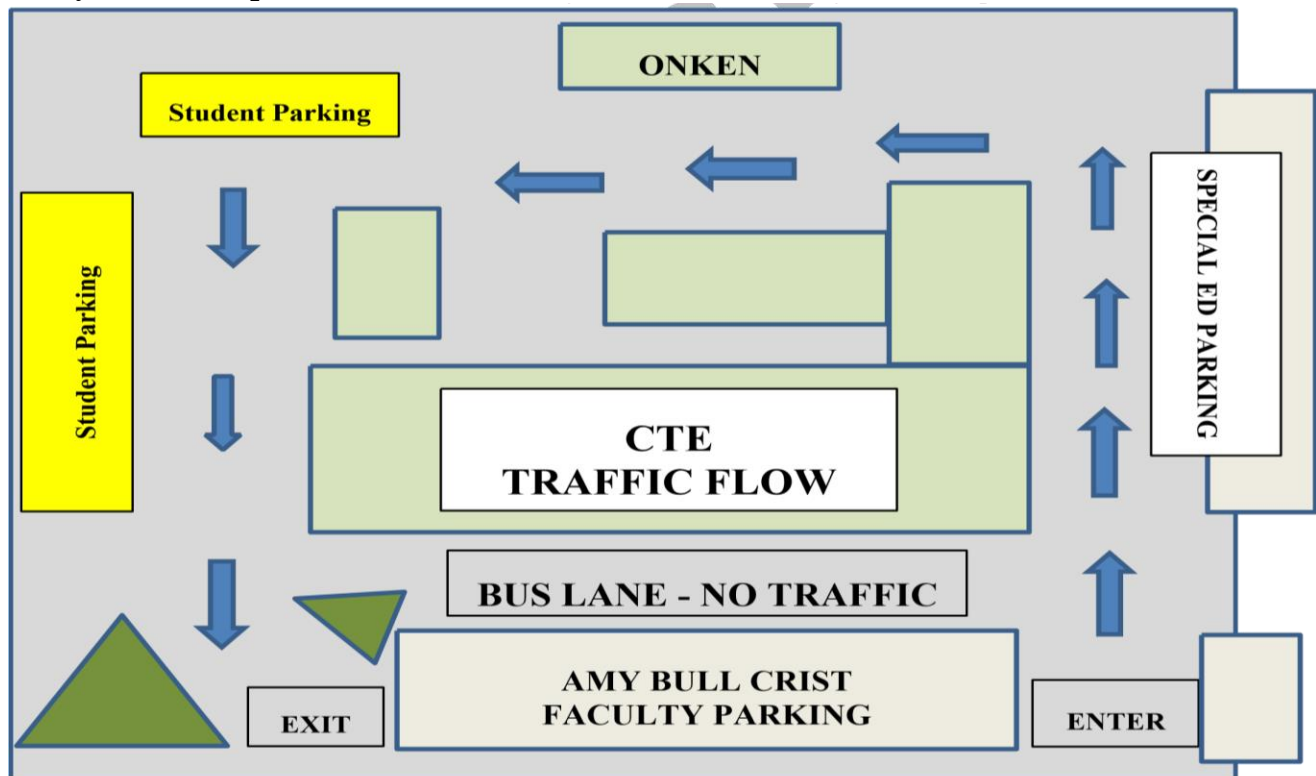
All students who wish to drive to and from Career and Technical Education at the Orange-Ulster BOCES are required to obtain a Permanent Parking Permit Application at the Security Desk.

The permanent parking permit will allow access to ***designated student parking areas only***. Student parking is located on the Greenhouse side of the building. Additional parking is available for students at the Southwest Parking Lot (see map).

Under no circumstances are students permitted to park outside of designated areas.

To obtain an Orange-Ulster BOCES Career and Technical Education permanent parking permit, students must complete the Permanent Parking Permit Application, sign and return the Student Driving and Parking Regulations Compliance Form, obtain all required signatures, and submit supporting documentation (i.e., copies of Driver's License, Registration Card and Insurance Card).

Please note that permanent parking permits are extremely limited and will be issued to ***students only*** who have ***extenuating circumstances*** on a first come/first serve basis. Once capacity is reached, a wait-list will be established. This will be strictly enforced for the safety of our campus.



STUDENT DRIVING TRAFFIC FLOW MAP
ORANGE-ULSTER BOCES

**CAREER AND TECHNICAL EDUCATION (CTE)
GOSHEN, NEW YORK
STUDENT DRIVING AND PARKING REGULATIONS
COMPLIANCE FORM
2022-2023 AMY BULL CRIST CAMPUS**

Parking on campus is a privilege. Students who obtain parking privileges are expected to exhibit responsible behavior. ***Students who violate the Orange-Ulster BOCES Career and Technical Education Driving and Parking regulations are subject to the temporary or permanent revocation of their parking permit, administrative disciplinary action, the towing of their car at the owner's expense, and/or police intervention. Orange-Ulster BOCES does not recommend any student driver transport other individuals.***

1. Students must adhere to all New York State and local traffic laws.
2. Safe and courteous driving is expected in the parking lots and on school grounds. Student drivers must be courteous to staff on bus duty and are required to readily present identification or permits upon request.
3. Permanent parking stickers issued to drivers must be affixed to the windshield and clearly visible on the windshield. Only **one (1)** sticker will be issued per student.
4. All cars parked on campus must be registered with the Main Office. Any vehicle parked on campus that is not registered with the Main Office and is parked in an undesignated area may be towed at the owner's expense. Student parking is located on the Greenhouse side of the building. Additional parking is available at the Southwest Parking Lot (see map).
5. The Orange-Ulster BOCES assumes no responsibility for any vehicle or its contents.
6. Cars must be parked between the lines and must be clear of all exits and emergency vehicle lanes.
7. Vehicles must be taken home from the parking lot at the end of the school day.
8. Student drivers are responsible for arriving on time. Morning sessions will start at 8:05 a.m. and afternoon sessions will start at 12:30 p.m. Student drivers arriving after these times will be considered late, given a late pass, and have their attendance marked accordingly.
9. All students are to exit BOCES property via the Greenhouse exit ONLY during morning or afternoon dismissal. Students are not permitted to exit the property via any alternate egress.
10. Students obtaining a live-work permit (students must show permit to staff upon departure) may park adjacent to the transportation academy.
11. Students are not allowed to rev their engines, honk their horns, spin their tires, or blast loud music or noises of any kind during dismissal. Any noise during dismissal interferes with the safety protocols for ensuring a smooth departure from school.
12. All instances of property damage related to motor vehicle use must be reported immediately following the occurrence to an administrator.
13. **If a student's vehicle is temporarily not able to be driven, the student must take the bus from their home school to CTE.**
14. **If a student must drive a different vehicle to CTE, other than the vehicle documented on this form, the student must inform the Assistant Principal, Mr. D'Ambrosio. If there are extenuating circumstances, the student will have to obtain the appropriate document to be able to park on campus.**

NOTE: All other CTE students must use district bus transportation. Any violations of the foregoing will jeopardize driving privileges.

I have read, fully understand, and will comply with the Student Driver and Rider Rules listed above.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

**CAREER AND TECHNICAL EDUCATION
PERMANENT PARKING PERMIT APPLICATION
2022-2023 AMY BULL CRIST CAMPUS**

Last Name: _____ **First Name:** _____

Program: _____ **Teacher:** _____

Address: _____ **A.M.** _____ **P.M.** _____

City: _____ **State:** _____ **Zip:** _____

Home Phone: _____ **Cell Phone:** _____

Vehicle Make: _____ **Model:** _____

Color: _____ **License:** _____

District: _____ **Reason:** _____

By signing below I understand and accept the following:

- The Orange-Ulster Board of Cooperative Educational Services (BOCES) regards the use of personal motor vehicles for travel to and from school as an assumption of responsibility by parents/guardians and students. Specifically, automotive liability and bodily injury insurance is the responsibility of the owner of the vehicle used; the BOCES does not carry any automotive liability or injury insurance covering student drivers/passengers. **Orange-Ulster BOCES does not recommend any student driver transport other individuals.**
- Parking on campus is a privilege. Students who obtain a permit and privilege are expected to exhibit responsible behavior. Students who violate the Orange-Ulster BOCES Career and Technical Education parking regulations are subject to the temporary or permanent revocation of their parking permit, administrative disciplinary action, the towing of their car at the owner's expense, and/or police intervention.

DRIVER (Signature): _____ **DATE:** _____

PARENT/GUARDIAN: _____ **DATE:** _____

CTEC ASSISTANT PRINCIPAL: _____ **DATE:** _____

Parking Permit #: _____ **Date:** _____

VI. Acceptable Use Policy for Technology

School District Regulations for Computer Use, Email, Internet Usage and Use of Personal Devices for Educational Purposes

These regulations and procedures are established pursuant to the OU BOCES Technology Services, Equipment and Use policy and accompanying regulation.

BOCES reserves the right to monitor all student and employee email and internet access at any time. Any unauthorized use is prohibited. No rights of privacy from use of OU BOCES computers are intended nor should they be expected by any user, including all students and employees.

Students and Staff shall be expected to abide by the following general rules regarding access to and use of OU BOCES email and internet:

Acceptable Uses

1. All use of the internet and OU BOCES network must be in support of educationally- related inquiry.
2. Network user accounts are ONLY to be used by the authorized owner of the account.
3. All use of messaging software, including email, must be in support of educational-related inquiries.
4. Only school owned devices or personal devices used in connection with an educational related inquiry may connect to the OU BOCES network.

Unacceptable Uses

1. Sharing passwords or seeking passwords belonging to other individuals or making unauthorized entry into another individual's network account.
2. Impersonation – real names MUST be used, pseudonyms are not allowed.
3. Using profanity or obscenity.
4. Personal attacks upon others, including attacks that may be interpreted as “bullying” or “cyber-bullying.”
5. Illegal installation of copyrighted software on OU BOCES network. Users must respect all copyright issues regarding software, information, all media (i.e., music, video, intellectual property) and attributions of ownership. The unauthorized copying or transfer of copyrighted materials is not acceptable.
6. Downloading or uploading pirated or illegal software.
7. Publishing, accessing, distributing, downloading, forwarding, or sending any information which violates or infringes upon the rights of others or which would be considered abusive, profane or sexually offensive, discriminatory or harassing.
8. Using the network for financial or commercial gain.
9. Downloading computer applications or installing software applications or computer hardware without first having the express permission from OU BOCES.
10. Using the network for illegal activities or political lobbying.
11. Accessing or processing pornographic materials, or inappropriate text/video files.
12. Accessing or processing files/software dangerous to the integrity of the network.
13. Creating any inappropriate documents or other digital content.
14. Degrading or disrupting equipment, software or system performance.

15. Disclosing or disseminating personal information regarding minors (i.e., address, phone number, pictures, social security number and academic standing).
16. Bypassing or attempting to bypass any security measures or software
17. OU BOCES has in place, including but not limited to, firewall, internet content filtering, desktop security software and anti-virus software.
18. Users shall not use system resources for any non-instructional purpose, including but not limited to: personal email account access (e.g., Hotmail, AOL, Yahoo, Gmail, etc.), personal instant messaging (text and video messages), social networking sites (e.g., Facebook, Twitter, Pinterest), inappropriate apps, online shopping, online gaming or personal use of streaming media such as online radio stations, music videos or video broadcasts.

Students and parents are encouraged to review Policy 6315, Student Use of Computerized Information Resources (Acceptable Use Policy) in its entirety prior to using OU BOCES network and email.

During virtual learning, students shall be held to the same standards set forth in the Code of Conduct, including the prohibited conduct and potential penalties. Students may not display any virtual backgrounds, photographs or objects during a videoconference or during virtual learning that would violate the Code of Conduct.

Personally Owned Cell Phones, Tablets, Computers and Other Communication Devices

Elementary and Middle School Use

Use of personal cell phones, tablets, smartphones and other internet-connected devices are not allowed during the school day, unless used for educational purposes in accordance with this policy. OU BOCES does not assume responsibility for the care of personal cell phones, tablets, smartphones and other internet-connected devices should a student bring a personal device to the elementary or middle school.

High School Use

Cell phones, tablets, smartphones and other internet-connected devices are valuable and necessary tools; however, the display of or use of these devices may cause disruption to the educational process and need to be used at the appropriate time during school hours. If a high school student decides to carry a device, these devices may only be used at the high school during a student's lunch period and passing time at the discretion of the principal. Students who possess communication devices in any program shall assume responsibility for their care and any data costs. The devices must be turned off during class time, unless permission is granted by the teacher to use such device.

Regardless of whether a student-owned device is used for instructional purposes or personal use, OU BOCES shall not be responsible for stolen, lost, or damaged personal electronic devices.

Misuse of an electronic device will result in its confiscation until the end of the school day.

Personal electronic devices shall be allowed to be used in the classroom in accordance with the following criteria:

- The teacher has authorized use of personal devices either in their classroom generally or for a particular exercise.
- The student uses the personal device to access the internet or authorized applications through OU BOCES network, pursuant to OU BOCES Acceptable Use Terms, and has agreed to abide by OU BOCES Policy and Regulation pertaining to acceptable use of computers.

Classroom Guidelines for BYOT

- Teachers shall discuss acceptable and inappropriate use with students at the beginning of the year and prior to each exercise.
- Students will use devices only when directed during teacher-selected activities.
- Students shall only use the device during authorized times and shall refrain from using a device when others are presenting, when others are talking, or when the teacher is talking to the entire class.
- Students are not expected to have a device to use as we do have other avenues to gain knowledge and information through other sources (books, textbooks, magazines, iPad/Chromebook/etc.).
- Students will adhere to OU BOCES Guidelines for acceptable use.
- Students will use devices for educational purposes only.

VIII. Comprehensive Student Attendance Policy

Overview

It is the goal of the Orange-Ulster BOCES to ensure that each student attend school the maximum number of days possible, and to afford each student the opportunity to meet his/her potential. The attendance regulations, which follow, are intended to be constructive rather than punitive. The intent is to encourage each student to attend all classes in order to achieve their maximum potential in school. The Orange-Ulster BOCES is committed to creating and maintaining a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.

Purpose

Good attendance and class participation are essential ingredients for academic and vocational success. Any absence from class is detrimental to the learning process. Classroom lessons foster and require social interaction, development of effective communication skills, and critical thinking in addition to subject mastery. Textbook or make-up assignments are not an adequate substitute for classroom attendance and participation.

Students must attend their classes in order to achieve educational goals and to maintain a true learning environment. School attendance is both a right and a responsibility. The Orange-Ulster BOCES is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards:

- to increase school completion for all students;

- to raise student achievement and close gaps in student performance;
- to identify attendance patterns in order to design attendance improvement efforts; and
- to verify that individual students are complying with education laws relating to compulsory attendance.

Attendance Requirements

I. Applicability

All students of compulsory education age must attend school. Legal school age and legal residence are determined by the Cooperative Board in accordance with state requirements as set forth in New York State Education Law § 3202, 3205 to 3208, 3209 to 3210, and 8 NYCRR § 100.2.

II. Guidelines

The Orange-Ulster BOCES recognizes an important relationship between class participation and class performance. Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused student absences, tardiness and early departures, will affect a student's grade, including credit for work ethic, for the marking period. Consequently, each teacher will consider classroom participation as well as the student's performance on homework, tests, papers, and projects, etc. When a student is absent, with or without an excuse, he/she misses the opportunity for class participation. Any absence from class that is not made up will result in a loss of points from the student's class participation grade unless extenuating circumstances can be determined.

Minimum Attendance Rule

All registered students are expected to attend all classes as scheduled. Any student who exceeds the maximum number of absences set forth by the BOCES and/or home-school district AND does not make-up assigned work, pursuant to Section II (C), may not be recommended to receive credit by BOCES.

Absences counted under the attendance/grading policy include:

- all absences (whether excused or unexcused) not excluded in Section II;
- any period of "out-of-School Suspension" (OSS) where a student does not accept alternative instruction.

The following should **NOT** be counted as absences under the attendance policy:

- In-School Suspension (ISS)
- any period of OSS where student accepts alternative instruction
- attendance at a special education program or service offered by a public school or an approved private school or facility when a student is homeless, disabled or incarcerated. (See § 175.6 of the regulations of the NYS Commissioner of Education.)

Make-up Policy

The Orange-Ulster BOCES believes that classroom participation is related to and affects a student's performance and grasp of the subject matter and, as such, is properly reflected in a

student's final grade. For purposes of this policy, classroom participation means that a student is in class and prepared to work.

Consequently, for each marking period a certain percentage of a student's final grade will be based on classroom participation as well as the student's performance on homework, tests, papers, projects, etc.

as determined by the building administrator and/or classroom teacher.

When a student misses a class or school day, he/she is expected upon his/her return to provide a written explanation or phone call from his/her parent or guardian. Moreover, the student must consult with his/her teachers regarding missed work. When an absence occurs, the student may make up any work missed by arranging an assignment with the teacher.

Make-up assignments must be completed by the date specified by the student's teacher for the particular class. Upon satisfactory and timely completion of the make-up assignment, any earned points will be included when calculating the student's quarterly grade.

Reasonable make-up opportunities will be given to students with *excused absences* due to:

- a. family medical;
- b. family bereavement;
- c. no home school transportation;
- d. religious observance;
- e. required court appearances;
- f. pre-approved post-secondary activities

Students who are unable to attend a class period/day due to their participation in a school sponsored activity (e.g., field trip, music lessons, etc.) **and** who arrange with their teachers to make up missed work, shall be given credit for class participation on the class day/period missed.

The following are not considered *excused* absences for Orange-Ulster BOCES and will be marked as *unexcused absences* on the student's report card:

3. hair appointments
4. obtain learner's permit/road test
5. oversleeping
6. babysitting
7. needed at home
8. hunting
9. trip with or without parent/guardian for recreational purposes
10. truancy
11. home district event or post secondary activity not pre-approved by the BOCES and/or home school district

III. Consequences for Exceeding Absences without Making-Up Classwork

Any student who does not meet the course requirements of BOCES and/or the home-school district **AND** does not make up assigned classwork pursuant to Section II (C) will:

- receive a No Credit (NC) as the quarterly grade for the course;
- not be eligible to take any local final examination/assessment for that course; and
- not be recommended to receive full credit for the course.

If a student is in jeopardy of losing course credit, he/she will attend a meeting with his/her guidance counselor to discuss all remaining options.

IV. Attendance Incentives

The Orange-Ulster BOCES will design and implement incentives to acknowledge students' efforts to maintain or improve school attendance. Such incentives may include but not be limited to:

- special events (e.g., guest speakers, field days) scheduled on days that historically have high absenteeism (e.g., Mondays, Fridays, day before vacation);
- grade-level rewards at each building for best attendance;
- classroom acknowledgement of the importance of good attendance (e.g., individual certificates, recognition chart, bulletin boards, "Good News" post cards);
- assemblies collaboratively developed and promoted by student council and the administration to promote good attendance;
- Honors Day;
- Student of the Month;
- incentive awards (tee shirts, gift certificates, etc.).

V. Incremental Interventions

The Orange-Ulster BOCES will maintain a system of specific incremental intervention strategies to identify and alleviate attendance problems in their early stages. Examples include but are not limited to:

- Meetings with teacher, guidance counselor or social worker
- Parental Notification
- verbal
- written
- advisory
- Conference request
- Meeting with principal or other designated administrator
- staff and student
- parent and student

VI. District Notification (written)

- Alternative Learning Center/Student Services
- Loss of privileges or participation in special events/activities
- Loss of points from class participation grade

- When resources of the school have been exhausted and attendance patterns have not improved, other outside resources, including Person in Need of Supervision (PINS), may be appropriate in an attempt to correct the problem.
- Any discipline imposed as a result of unexcused absences shall be consistent with the Orange-Ulster BOCES-wide Code of Conduct.

VII. Responsibilities

Successful implementation of any attendance policy requires cooperation among all members of the educational community including parents, students, teachers, administration and support staff.

Student's Responsibilities

- Students must attend school daily and on time.
- Students must attend all classes.

Teachers' Responsibilities

- Provide make-up assignments for students who are absent.
- Notify parent/guardian of attendance problems via telephone and comments on progress reports and report cards.
- Forward to guidance documentation or notice indicating student absences.

Administration's Responsibilities

- When a student cuts class or is otherwise absent, designated staff member will notify the student's parent/guardian and review the attendance policy.
- Notify the student and parent/guardian when the teacher of the course has provided notice of the unexcused absence. Hold at least one meeting to explain the attendance policy to the student.
- Notify the student and parent/guardian when the student has exceeded a certain number of absences without making up course work, such that credit is being denied in the course.
- Review of attendance records:
- Each building must have a person who is designated to review attendance records and initiate appropriate action to address unexcused absences, tardiness, and early departures.
- Attendance records must be reviewed by a designated teacher or administrator to address unexcused absences, tardiness and early departures.

Guidance Counselors' or Social Workers' Responsibilities

- Counsel students individually when they first receive a notification of excessive absences in any subject area.
- Meet with the students to discuss options regarding credit or matters related to attending school.
- Meet with or contact parent/guardian regarding above options.
- Provide community resource information to assist students as needed.

VIII. Notification Regarding Attendance Policy

Student Notification

- School Handbooks, which shall include the Orange-Ulster BOCES' attendance policy, shall be distributed to all students.
- If a student misses a class period or school day without an excuse, a designated staff person may review attendance requirements with the student upon his/her return to school.
- School newsletters and publications may include periodic reminders of attendance requirements.

Parent/Guardian Notification

- All parents/guardians will be provided with a plain language summary of this policy at the beginning of each school year.
- Upon enrollment, the Orange-Ulster BOCES will provide each new student's parent or guardian with a copy of the attendance policy.
- At any "open house" or "back to school" event, parents/guardians will have the opportunity to obtain/discuss the attendance policy.
- If a student misses successive class periods or school days without an excuse, a designated staff person will notify the parent/guardian regarding the absences.

Faculty/Staff Notification

Each member of the faculty/staff will be given a copy of this policy, including any subsequent amendments. This policy will be distributed to new teachers upon commencement of employment. In addition, a building administrator may meet with faculty at the beginning of the school year to review policy and individual roles in its implementation.

Community Notification

Copies of this policy will also be available to any other member of the community upon request.

IX. Appeals

All appeals will be made directly to the BOCES and/or home school district. The home school district will make the final decision regarding the withholding of credit.

X. Returning to Program

Students who leave the Orange-Ulster BOCES and subsequently return must still honor the attendance policy. All previous class absences will still count for that academic year.

XI. Building Review of Attendance Records

The building principal will work with designated staff in reviewing attendance records at the end of each term. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of unexcused absences, tardiness and early departures.

XII. Annual Review by the Board of Education

The Cooperative Board shall annually review the building level student attendance report and if such report shows a decline in student attendance, the Board shall make any revisions to the Policy deemed necessary to improve student attendance. Education Law Sections 3024, 3025, 3202, 3205, 3206, 3210, 3211, and 3213 New York Code of Rules and Regulations (NYCRR) Sections 104.1, 109.2 and 175.

Orange-Ulster BOCES operates all programs in compliance with the federal and state laws which prohibit discrimination because of race, color, religion, creed, national origin, political affiliation, sex, age, marital status, sexual orientation, pregnancy, military status, veteran status, genetic predisposition or carrier status, ancestry, disability or any other legally protected status. The Compliance Officer is Kerri Stroka, Assistant Superintendent & Title IX/Section 504/ADA Coordinator, (845) 291-0100 Extension 10120.