

CVES MISSION

Champlain Valley Educational Services empowers students, schools and communities by providing exemplary education, training, support and shared services.

Welcome to CV-TEC

2021-2022

CONGRATULATIONS ON YOUR ENROLLMENT AT CV-TEC!

Team CV-TEC is excited to have you at CV-TEC for the upcoming school year!

We will be starting our school year according to our CVES Reopening Plan:

Traditional Model 2

- Staff & students in person - WITH mitigation in place (face masks, social distancing, etc.)
- Restrictions in building use for public health safety
- Our schedule will look differently than last year's schedule. Each student will be assigned to one of two half-day sessions and will attend CV-TEC for five days per week. Please confirm with your home school district the session that you have been assigned.

A CV-TEC Reopening Video Call Forum has been scheduled for all students and parents on Thursday, August 26th at 6pm to update families on the details of the start of the school year. The link to the forum can be found on the CVES website <https://www.cves.org/> and will be posted on our CV-TEC Facebook Page.

Generally, students will be assigned using these criteria:

First year students attend in the morning session and returning students attend in the afternoon session.

AM Session | First Year Students - 8:30 a.m. - 11:25 a.m.*

PM Session | Returning Students - 12:00 p.m. - 2:55 p.m.*

*New Visions Medical Careers & Applied Engineering students are assigned to either the AM or PM session by CV-TEC.

*PreCTE students are assigned to either the AM or PM session by their home district.

All colored forms will need to be completed and returned on the first day of classes.

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- **Face Covering (masks) Required by Students and Staff**

Except for meals, and short breaks with appropriate social distancing, Industry Standards for PPE & social distancing will also be incorporated into the CTE Programs of Study.

- **Attendance Expectations**

Attendance of all school-age students of compulsory age and who attend a CVES program will have their attendance taken daily in accordance with established NYSED guidelines and CVES reporting procedures.

- **Microsoft Teams**

To prepare for multiple modes of learning, Microsoft Teams will be used in all CV-TEC Programs and classes as part of the instructional process for the 2021-2022 school year. This instructional tool will go into effect at the start of the school year to establish and to build student confidence and to ease transitions between levels of our school continuum model.

- **Equity**

- Students without access to technology will be referred immediately to the building principal who will engage with the CVES Technology Department and the Home-school to assist with the issuing of a device. Recorded lessons will be posted in MS Teams for students to review if needed (missed the lesson or need further reinforcement).
- School Counselors will be available to meet with students in need of additional supports;
- Teachers will be available during scheduled office hours to work individually with students;
- Attendance will be regularly monitored. Students with extenuating circumstances will be reviewed on a case by case basis.
- Curriculum materials will be translated to different languages as needed including but not limited to ASL (American Sign Language).



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CONGRATULATIONS ON YOUR ENROLLMENT AT CV-TEC!

We've put together some items to assist you to get ready to join us at CV-TEC for the first day of classes on Tuesday, September 7, 2021. In your welcome packet you will find:

- CV-TEC Directory
- 2021-2022 CV-TEC School Calendar
- Parent School Tool Parent Portal Form
- Information on Using Teams
- Various CV-TEC Forms that will need to be returned no later than the first day of attendance at CV-TEC

(all colored forms will need to be completed and returned on the first day of classes)

We know you may have many questions and want to assist you any way we can. If this is your first year at CV-TEC or you are a returning student, please feel free to visit us prior to the start of the school year or give our main office a call if you have any questions at **(518) 561-0100 ext. 240.**

- CV-TEC Plattsburgh Campuses Student Summer Visitation Hours (by appointment only): Wednesday, August 25th through Friday, August 27th from 9:00 a.m. - 2:00 p.m.
- CV-TEC Mineville Campus Student Summer Virtual Visitation Hours (by appointment only due to construction): Please call the CV-TEC Mineville Office for availability
- CV-TEC Reopening Video Call Forum: Thursday, August 26th at 6pm (The link to the forum can be found on the CVES website <https://www.cves.org/> and will be posted on our CV-TEC Facebook Page.)
- First Day of CV-TEC Classes for High School Students: Tuesday, September 7, 2021.

Congratulations on your enrollment! We look forward to seeing you!
#teamcvtec #CTEisESSENTIAL #youmatter #welcometocvtec

Sincerely,
Team CV-TEC



Follow us on Facebook and Instagram

**2021-2022 CV-TEC
PERMISSION FORM**

EMERGENCY TREATMENT PERMISSION

If an accident should happen in school or on a field trip and you cannot be reached, permission is given to authorize emergency treatment and/or transportation to a medical facility.

Parent/Guardian's Signature: _____ Date: _____

OFF-CAMPUS RELEASE

Permission given so that our child may go on off-campus TEC field trips, clinical and hospital visitations, youth organization activities, and other field experiences. **YES / NO (Please circle one)**

Parent/Guardian's Signature: _____ Date: _____

MEDIA RELEASE PERMISSION

Permission given for my child's picture to be used for the purpose of media releases (newspapers, television, promotional literature, slides, etc.) If over 18 years old, student may sign. **YES / NO (Please circle one)**

Parent/Guardian's Signature: _____ Date: _____

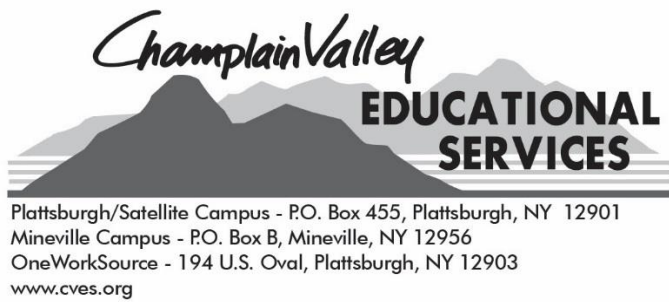
STUDENT RECORDS RELEASE

Permission given for CV-TEC to release placement records, including grades, attendance, skill profile and placement file, to employers and colleges. **YES / NO (Please circle one)**

Parent's Signature: _____ Date: _____

The U.S. Government requires us to report student enrollments by ethnic status. Please circle one.

- 1) White, 2) Black or African American, 3) Hispanic or Latino, 4) Asian,
5) American Indian or Alaska Native, 6) Hawaiian/Other Pacific Islander, 7) Multi-Racial



CV-TEC DIVISION
Michele M. Friedman
Director of Career and Technical Education

friedman_michele@cves.org
Plattsburgh Main Campus, 518-561-0100 FAX 518-561-0494
Mineville Branch Campus, 518-942-6691 FAX 518-942-3368
Satellite Branch Campus, 518-561-0100 FAX 518-324-6620
OneWorkSource, 518-561-0430 FAX 518-324-3379

CVES MISSION

Champlain Valley Educational Services empowers students, schools and communities by providing exemplary education, training, support and shared services.

Re: Introduction to the SchoolTool Parent Portal

Dear Parents and Guardians:

Research shows that the more parents get involved in their child's education, the higher level of success the student can achieve. Parent engagement is vital to how far your child will go. CV-TEC continues to improve ways to provide information to you, allowing you to be more involved in your child's academic success.

To improve our student information system, we have moved to a system called SchoolTool. Once you have an account set up, you can even download and install the mobile app on your device available in the Apple App Store or Google Play Store. **Even though you may have a Parent Portal at a home district, you will need to use the web address <https://schooltool.cves.org> to connect to the CV-TEC SchoolTool system.** If you are using a mobile device, you will need to use the web address <https://schooltool.cves.org/schooltoolweb/>.

The SchoolTool Parent Portal will include your child's CV-TEC schedule, grades, attendance, and demographic information, which are all presented in an easy to use format. We hope that the access to this information will increase communication between school and home.

The Portal will be accessible through the CVES Website or the mobile app. Students will have access to the portal with their CV-TEC username and password allowing them to retrieve information as it becomes available.

As with any system, we would like to ensure all data is up to date. We will need to link each parent/guardian account with his/her child(s). Included with this letter is the **Parent Portal Access Form**, which when completed and updated in the system will allow you access to the Parent Portal. **Once your account is set up, you will be notified via the email address you provided.** A quick **Parent Portal Tutorial** will be included in the email and is also available on the CVES Website **under the Parent Portal tab.**

Please complete and sign the enclosed Parent Portal Access Form. You may return it to the CV-TEC Main Office by mailing, or scanning it to osika_nicole@cves.org.


Thank you in advance for completing the form and for your continued interest and communication regarding the success of your child's academic progress. If you have questions, please contact Nicole Osika at (518) 561-0100 extension 238.

CVES/Component School District

2021-2022

School Calendar

Adopted by the CVES Board on January 13, 2021

 School is not in session

July						
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***Wednesday, December 8, 2021 (Special Education ONLY)**

***Thursday, January 6, 2022 (Special Education ONLY)**

Tuesday, February 1, 2022

Thursday, March 17, 2022

Wednesday, May 11, 2022

CV-TEC Regents Days- No School for Students

January 25-26, 2022

Champlain Valley Educational Services

CODE OF CONDUCT

Adopted September 9, 2020

CVES CODE OF CONDUCT

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CODE OF CONDUCT

CVES Mission Statement

“Champlain Valley Educational Services empowers students, schools and communities by providing exemplary education, training, support and shared services.”

CVES Vision Statement

“We aspire to be a nationally recognized, premier provider of dynamic and innovative programs and services, serving as a catalyst for personal and regional economic growth.”

Core Beliefs

- *Students are our first priority.*
 - *We value open and honest communication.*
 - *We embrace collaboration and shared decision-making.*
 - *We promote creativity and innovation.*
 - *All students can learn and be successful.*
 - *We all lead by example.*
 - *We act with integrity, fostering respect for all.*
 - *Students, family and community are valued partners for success.*
 - *We ensure a safe, supportive learning and work environment.*
 - *We all impact the educational process and are dedicated to perform at the highest possible levels.*
- Teachers, administrators, parents, employers and our community share the responsibility for helping students learn.*

Public Non-Discrimination Notice:

Champlain Valley Educational Services does not discriminate on the basis of race, color, national origin, sex, disability, age or any other legally protected status in its programs, activities, employment and admissions; and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding this nondiscrimination policy may be directed to one of the following Civil Rights Compliance Officers:

Civil Rights Compliance Officer
Mr. James McCartney III
518 Rugar Street
Plattsburgh, NY 12901
(518) 561-0100 Ext. 243
McCartney_James@cves.org

Civil Rights Compliance Officer
Dr. Grace Stay
3092 Plank Road
Mineville, NY 12956
(518) 942-6691 Ext. 100
Stay_grace@cves.org

504 Compliance Officer
Mr. Matthew Slattery
1585 Military Turnpike
Plattsburgh, NY 12901
(518) 561-0100 Ext. 291
Slattery_matt@cves.org

I. INTRODUCTION

CVES is committed to providing a safe and orderly educational environment where students receive, and CVES personnel deliver, quality educational services without disruption or interference. Responsible behavior by all individuals, including students, teachers, parents, volunteers, vendors, contractors, CVES personnel, component district personnel, and other visitors is essential to achieving this goal.

CVES has a long-standing set of expectations for conduct on CVES property and at CVES functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, acceptance, kindness, inclusion, tolerance, honesty and integrity. CVES embraces research-based programs and strategies that prevent crisis from occurring, de-escalating potential crises, managing disruptive and acute physical behaviors, reducing potential and actual injury to personnel and students, teaching students adaptive coping skills and developing a positive learning environment. Such programs and strategies include but are not limited to: Therapeutic Crisis Intervention for Schools (TCIS), CALM, restorative and trauma informed practices.

Unless otherwise indicated, this Code of Conduct applies to all individuals, including students, CVES personnel, parents, persons in parental relation, volunteers, vendors, contractors and other visitors when on CVES property or attending a CVES function. Adult students enrolled in adult education programs should consult their individual program handbook and student handbook for specific disciplinary procedures. CVES programs or services provided in component district/"host building" locations, unless otherwise authorized, shall comply with the Code of Conduct prescribed by that building/district. Students who attend any CVES program, regardless of that program's location, should be aware that their conduct will be subject not only to CVES' Code of Conduct and the applicable component district's/"host building's" Code of Conduct, but may also be governed by additional provisions of the Code of Conduct in place in the student's home district of residence.

The Board recognizes the need to define clearly these expectations for acceptable conduct on CVES property and while attending CVES functions, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the CVES Board adopts this code of conduct. This Code of Conduct has been drafted in collaboration with all stakeholders to meet the requirements of the Project SAVE legislation (Education Law §2801), section 100.2(1) of the Education Commissioner's regulations, and the Dignity for All Students Act (DASA). The law seeks to improve school safety and ensure a safe and effective learning environment.

II. DEFINITIONS For purposes of this code, the following definitions apply: *(Some of the following definitions are defined by law and regulation and included in the Code of Conduct for simplicity. To the extent any definitions here differ from legally required definitions, such legal definitions are controlling.)*

Behavioral Intervention Plan: a plan that is based on the results of the functional behavioral assessment and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.

Behavior Management System: a process or system of consequences for behavior that is developed and monitored by staff in a particular building or program which is used by staff and students in order to monitor and improve student behaviors.

Bullying: is unwanted, aggressive behavior among that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can be verbal (e.g., teasing, name-calling), social (e.g., exclusion, public embarrassment), or physical (e.g., hitting, damaging personal belongings).

Business Day: Monday through Friday, except for federal or State holidays.

CALM: A medically-evaluated physical intervention program developed by the New England Center for Children focusing on de-escalation and the safety of students and staff. CALM procedures are not intended to be used as a behavior intervention or to reduce challenging behaviors. CALM was developed specifically for professionals working with students over the age of 5 and diagnosed with autism or related disorders. CALM will be used in the Autism classrooms at CVES.

CVES Function: a CVES sponsored curricular, co-curricular and/or extracurricular event or activity, or a CVES sponsored work site/internship.

CVES Property: Means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus or any CVES owned or leased equipment, building, structure, playground, parking lot or land wherever situated. (Education Law §11[1]).

Cheating: the use of fraudulent means to complete an academic assignment or test.

Co-Regulation: non-verbal and verbal strategies that staff use to provide support in a way that helps reduce stress and risk during a crisis.

Committee on Special Education or CSE: a committee on special education, subcommittee on special education, or other multidisciplinary team established in accordance with Education Law section 4402 or, in the case of a preschool student with a disability, the committee on preschool special education.

Compulsory School Age: a minor who becomes six years of age on or before the first of December in any school year shall be required to attend upon full-time instruction from the first day that the appropriate public school is in session in September of such school year, and a minor who becomes six years of age after the first of December in any school year shall be required to attend upon full-time instruction from the first day of session in the following September; and, shall be required to remain in attendance until the last day of session in the school year in which the minor becomes 16 years of age.

Controlled Substance: drugs that have a legitimate medical purpose, coupled with a potential for abuse and psychological and physical dependence.

Cyber bullying: " shall mean harassment or bullying as defined in subdivision seven of this section, including paragraphs (a), (b), (c) and (d) of such subdivision, where such harassment or bullying occurs through any form of electronic communication."

Day: a calendar day, except where a school day or business day is specified.

- *School day* means any day, including a partial day that students are in attendance at school for instructional purposes. The term *school day* has the same meaning for all students in school, including students with and without disabilities.
- *Business day* means Monday through Friday, except for Federal and State holidays (unless holidays are specifically included in the designation of business day).

Dignity for All Students (DASA) Complaint Officer. The staff member who is responsible for receiving reports or complaints of bullying and harassment and cyberbullying, as defined by DASA. CVES has appointed the Administrator of the Building, or their designee.

Dignity for All Students (DASA) Coordinator: A staff member in each school who is trained in human relations in the area of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.

Disability: means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[4] and Executive Law §292[21]).

Disciplinary Change in Placement: a suspension or removal from a student's current educational placement that is either: 1. more than 10 consecutive school days or 2. for a period of 10 consecutive days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year; because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another. The school district determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

Disruptive Student: a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

District Superintendent: Chief School Officer for a Board of Cooperative Educational Services (BOCES) pursuant to Education Law.

Emotional Harm that takes place in the context of harassment or bullying shall be defined as harm to an individual's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with an individual's education or work environment. Such conduct shall include, but is not limited to, acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes a person's actual or perceived sex, as well as gender identity and expression), or sex. (Education Law §11[7])

Expedited Due Process Hearing: an impartial hearing conducted in an expedited manner under the circumstances and in accordance with the procedures specified in the Commissioner's Regulations.

Expedited Evaluation: an individual evaluation conducted in an expedited manner under the circumstances and in accordance with the procedures specified in section 201.6 of this Part.

Fabrication: falsifying or inventing any information, citation, or data.

Firearm: as defined by Gun-Free Schools Act (18 USC Section 921) means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of such weapon, any firearm muffler or silencer, or any "destructive device" (i.e., any explosive, incendiary, or poison gas, including bombs, grenades, rockets or other similar devices).

Functional Behavioral Assessment (FBA): the process of determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment.

Harassment: may be verbal, written, or other conduct that is threatening or harmful. It does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment is only a small part of the larger universe of bullying or cyberbullying activity.

“Harassment” and “bullying” shall mean the creation of a hostile learning or work environment by conduct or by threats, intimidation or abuse, including cyberbullying, that:

- (a) has or would have the effect of unreasonably and substantially interfering with an individual’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or
- (b) reasonably causes or would reasonably be expected to cause an individual to fear for his or her physical safety; or
- (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to an individual; or
- (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

For purposes of this definition, the term “threats, intimidation or abuse” shall include verbal and non-verbal actions. (Education Law §11[7])

Acts of harassment and bullying shall include, but not be limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes a person’s actual or perceived sex, as well as gender identity and expression), or sex. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions. (Education Law §11[7])

Hazing: an abusive and often humiliating form of initiation into or affiliation with a group including any willful action taken or situation created which recklessly or intentionally endangers the mental, emotional or physical health of another.

Hearing Officer: an individual assigned by a Board of Education (pursuant to Education Law Section 4404(1), or by the Commissioner in accordance with section 200.7(d)(1)(i) of this Part), to conduct a hearing and render a decision.

Home school district: a secondary student’s school district of residence.

Illegal Drug: a controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health-care professional or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of Federal law.

Impartial Hearing Officer: one who is appointed to conduct an impartial hearing or expedited due process hearing pursuant to Education Law section 4404(1). Such term shall not include a hearing officer designated by a superintendent of schools to conduct a superintendent's hearing pursuant to Education Law section 3214(3)(c).

Individualized Educational Program (IEP): a written statement developed, reviewed and revised in accordance with the Regulations of the Commissioner that includes the components specified in the Regulations to be provided to meet the unique educational needs of a student with a disability.

Individuals: As used in the CVES Code of Conduct, refers to all students, CVES personnel, parents, persons in parental relation, volunteers, vendors, contractors and other visitors when on CVES property or attending a CVES function.

Individuals with Disabilities Education Act (IDEA): the federal law related to the education of students with disabilities.

In-School Detention: an intermediate step between minor behavior problems and out of school suspension for serious or continuous discipline problems. The student may be separated from the classroom.

Interim Alternative Educational Setting or IAES: a temporary educational placement, other than the student's current placement at the time the behavior precipitating the IAES placement occurred. A student who is placed in an IAES shall:

- (1) continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and
- (2) receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

Itinerant Teacher: a certified staff member who provides specialized services, such as hearing, vision, or other educationally related services to students and is not assigned to one program or building. These teachers usually travel to various sites in order to deliver specialized services. Itinerant teachers are expected to adhere to the building and program parameters for discipline of each location in working with students attending that school unless otherwise authorized.

Loitering: wandering or standing without purpose.

Long Term Suspension: a suspension of more than five consecutive school days.

Manifestation Determination: a review of the relationship between the student's disability and the behavior subject to disciplinary action that is conducted by the Committee on Special Education (CSE) or 504 Committee of the student's home school district.

Other Administrative, Managerial, and Technical Staff: individuals who are responsible for central office operations or specialized instructional or administrative management services who provide support or oversight to various CVES programs or to component districts.

Plagiarism: the use or close imitation of the language and ideas of another author and representation of them as one's own original work. This includes copying from electronic sources.

Red Flag Law: also known as the extreme risk protection order law, is effective in New York State as of August 24, 2019. The law prevents individuals who show signs of being a threat to themselves or others from purchasing or possessing any kind of fireman.

Removal :

- (1) a removal of a student with a disability for disciplinary reasons from that student's current educational placement, other than a suspension as defined in subdivision (r) of this section; and
- (2) the change in placement of a student with a disability to an IAES by an impartial hearing officer pursuant to section 201.8 of this Part. Such term shall also include the change of placement of a student with a disability to an IAES pursuant to section 201.7(e) of this Part made in conjunction with a suspension.

Restorative Practice is a social science that studies how to improve and repair relationships between people and communities. The purpose is to build healthy communities, decrease crime and anti-social behavior, repair harm and restore relationships.

School: unless otherwise designated, the location of a CVES program or service.

School Administrator: a certified administrator who is responsible for the supervision and management of a CVES site.

School Day: any day, including a partial day, students are in attendance at school for instructional purposes.

School function: a school-sponsored or school-authorized curricular, co-curricular and/or extra-curricular event or activity regardless of where such event or activity takes place or a CVES sponsored work site/internship.

Serious Bodily Injury: bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Short Term Suspension: a suspension of five or less consecutive school days.

Student: a person who participates in any CVES program and who is either sponsored by a school district or attends as an adult.

Student with a Disability: a student with a disability as defined in section 200.1(zz) of this Part or a preschool student with a disability as defined in section 200.1(mm) of this Part.

Student presumed to have a disability for discipline purposes: a student who the school district is deemed to have knowledge was a student with a disability before the behavior that precipitated disciplinary action under the criteria in section 201.5(b) of this Part.

Student Support Service Personnel: means any staff member who provides direct educationally related services or assists students in coping with peer pressure and emerging personal, social, emotional and physical problems. These services are provided by psychologists, social workers, counselors, school counselors, behavior specialists, ESL teachers, hearing teachers, vision teachers, mobility teachers, speech teachers, occupational or physical therapists.

Substance: a drug or other substance identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. section 812) (United States Code, 2006 edition, volume 13; Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9328; 2008 - available at the Office of Counsel, New York State Education Department, State Education Building Room 148, 89 Washington Avenue, Albany, NY 12234).

Superintendent's Hearing: A disciplinary hearing conducted pursuant to Education Law by a District Superintendent, Superintendent of schools, or a hearing officer designated by a Superintendent of schools, to determine whether a student should be suspended from instruction for more than five consecutive school days.

Teacher Removal: any classroom teacher has the power and authority to remove a disruptive student in accordance to Education Law.

Therapeutic Crisis Intervention for Schools (TCIS): assists schools in preventing high-risk and disruptive crisis behaviors from occurring, de-escalating potential crises, managing acute physical behaviors, reducing potential and actual injury to students and staff, teaching students positive coping skills, and helping to create learning organizations. It provides schools with a model for eliminating the need for physical interventions by putting in place a system to promote learning and reflective practice. TCIS may utilize interventions when a student is at imminent risk to themselves or to others.

Title IV: [Applies to CV-TEC Division Adult Students] The programs authorized under Title IV of the Higher Education Act are the major source of federal student aid. Title IV programs include: Loans; Federal Family Education Loan (FFEL); Direct Loan; Federal Perkins Loan Grants; Federal Pell Grant; Academic Competitiveness Grant (ACG); National SMART Grant; Federal Supplemental; Educational Opportunity Grant (FSEOG); Federal Work-Study (FWS). Title IV also requires participating institutions to ensure student safety and appropriate interventions for inappropriate student behavior.

Violent Student: an individual who:

- commits an act of violence upon a school employee, or attempts to do so;
- commits, while on school property or at a school function, an act of violence upon another individual or any other person lawfully on school property or at the school function, or attempts to do so;
- possesses, while on school property or at a school function, what appears to be a weapon;
- displays, while on school property or at a school function, what appears to be a weapon;
- threatens, while on school property or at a school function, to use a weapon;
- knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function;
- knowingly and intentionally damages or destroys school district property.

Weapon: any device, instrument, material or substance (animate or inanimate) that is used for or readily capable of causing physical injury or death (e.g., dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb).

III. INDIVIDUAL RIGHTS AND RESPONSIBILITIES

CVES is committed to safeguarding the rights given to all individuals under State and federal law and to promote a safe, healthy, orderly and civil school environment.

CVES STUDENT RIGHTS AND RESPONSIBILITIES

RIGHTS

1. To attend CVES and be granted the opportunity to receive a quality education.
2. To be made aware of the CVES rules and policies, and to be treated in a manner consistent with these policies when resolving disciplinary matters.
3. To have the opportunity to present your version of the facts and circumstances in all disciplinary matters.
4. To take part in all CVES activities on an equal basis regardless of race, gender, ethnicity, religion, age, political affiliation, sexual orientation, national origin, color, weight, religious practice, sex, or disability.
5. To feel safe in the school environment and not be intimidated or harassed by others.
6. To express your style and dress in a manner that is appropriate for a school setting.
7. To Due Process

RESPONSIBILITIES

- To attend school, internships and jobsites regularly and on time, perform assignments, and strive to do your highest quality work.
- To understand CVES Code of Conduct, obey the rules it contains and to be accountable for your actions.
- To be truthful and respectful in the resolution of conflicts with all parties involved.
- To be respectful and supportive to all who are participating in CVES academic and extracurricular activities.
- To behave in a manner that will not jeopardize the safety and well-being of yourself or others, and respect and treat others in a fair and equitable manner.

- To dress in a safe manner that is not educationally distracting to others, is appropriate for the program, and is in accordance with the CVES dress code policy.

IV. ESSENTIAL PARTNERS IN CREATING A POSITIVE SCHOOL CLIMATE

All parents and Persons in Parental Relation are expected to:

1. Recognize that the education of their children is a joint responsibility of the parents/person(s) in parental relation and the school community;
2. Send their children to school ready to participate and learn;
3. Ensure their children attend school regularly and on time;
4. Ensure absences are excused pursuant to CVES Attendance Policy;
5. Ensure their children be dressed and groomed in a manner consistent with the student dress code, uniform requirements and/or safety requirements for specific programs;
6. Know school rules and help their children understand them;
7. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment;
8. Promote positive behavior in their children by helping them to accept the consequences of their actions and by becoming involved in the behavior management/disciplinary process;
9. Convey to their children a supportive attitude toward education and CVES;
10. Build positive relationships with teachers, other parents and their children's friends;
11. Help their children deal effectively with peer pressure;
12. Inform school officials of changes in the home situation that may affect student conduct or performance.

All teachers are expected to:

1. Establish and sustain a safe, orderly, and productive classroom environment by establishing and sustaining reasonable expectations for student conduct within their classroom and program;
2. Enforce the Code of Conduct with their students and engage with appropriate others to ensure that student conduct matters are resolved promptly and fairly;
3. Refrain from creating or enabling a hostile learning/work environment;
4. Maintain a climate of mutual respect and dignity, which will strengthen student's self-concept and promote confidence to learn;
5. Be prepared to teach;
6. Demonstrate interest in teaching, concern for student well-being, achievement and educational progress, and respond appropriately to the individual needs of each student;
7. Be knowledgeable of, and be able to, apply effective classroom/building behavior management techniques, Therapeutic Crisis Intervention for Schools (TCIS) philosophy and techniques, as well as CALM philosophy and techniques for the ABA program;
8. Fulfill those duties which are important to each student's emotional, social, behavioral and academic progress, including but not limited to:
 - a. course objectives, lesson plans, draft IEPs, and other related documents
 - b. marking/grading procedures
 - c. assignment deadlines
 - d. expectations for students
 - e. classroom discipline plan
 - f. behavior management system.
9. Communicate regularly with students, parents, person(s) in parental relation and other teachers concerning growth and achievement.
10. Adhere to and enforce the Code of Conduct for CVES or district-based school.

11. Maintain a professional atmosphere and appearance and use language appropriate for their professional position that does not detract from the educational environment.

All student support service personnel and teacher aides are expected to:

1. Provide educationally related service(s), as appropriate, to support students in their educational program;
2. Support educational and academic goals;
3. Assist students in coping with peer pressure and emerging personal, social, emotional, and physical problems;
4. Know CVES policies and rules and enforce them in a fair and consistent manner in accordance with the Code of Conduct;
5. Be knowledgeable of, and be able to apply, effective classroom behavior/building management techniques and the Therapeutic Crisis Intervention for Schools (TCIS) philosophy and techniques;
6. Communicate regularly, as appropriate, with students, parents and other staff;
7. Adhere to the Code of Conduct for CVES or district-based school.
8. Maintain a professional atmosphere and appearance and use language appropriate for their professional position that does not detract from the educational environment.

All school administrators are expected to:

1. Promote a safe, orderly and academically stimulating school environment that supports active teaching and learning;
2. Ensure that students and staff have the opportunity to communicate regularly with the building principals/supervisors and approach the building principals/supervisors for redress of grievances;
3. Evaluate all instructional programs for which they are responsible on a regular basis;
4. Support the development of and student participation in school functions;
5. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly;
6. Be knowledgeable of, and be able to apply, effective classroom/building behavior management techniques, and the Therapeutic Crisis Intervention for Schools (TCIS) philosophy and techniques and assure their utilization in the building/program;
7. Ensure that a behavior management system is created and supported to meet the needs of students enrolled in their building.
8. Maintain a professional atmosphere and appearance and use language appropriate for their professional position that does not detract from the educational environment.

All administrative, managerial, and technical staff is expected to:

1. Provide specialized instructional and administrative services to CVES and component districts;
2. Support the implementation of the Code of Conduct;
3. Assure that the staff under their supervision conforms to the Code of Conduct.
4. Maintain a professional atmosphere and appearance and use language appropriate for their professional position that does not detract from the educational environment.

All other CVES staff is expected to:

1. Perform specialized non-instructional duties that support the operational functioning of the school/CVES;
2. Know school/CVES policies and rules and support the implementation of the Code of Conduct.
3. Maintain a professional atmosphere and appearance and use language appropriate for their professional position that does not detract from the educational environment.

The DASA Coordinator is expected to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Oversee and coordinate the work of the building-level bullying prevention committees.
3. Identify curricular resources that support infusing civility in classroom instruction and provide guidance to staff as to how to access and implement those resources.
4. Coordinate, with the Professional Development Committee, training in support of the bullying prevention committee.
5. Be responsible for monitoring and reporting on the effectiveness of CVES' bullying prevention policy.
6. Address personal biases that may prevent equal treatment of all students and staff.

The District Superintendent (or his/her designee) and the Board are expected to:

1. Ensure the collaboration of student, teacher, administrator, and parent organizations, CVES safety personnel and other CVES personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, CVES personnel, volunteers, vendors, contractors and visitors on CVES property and at CVES functions;
2. Review and approve at least annually the CVES Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation;
3. Lead by example by conducting Board meetings in a professional, respectful and courteous manner.
4. Maintain a professional atmosphere and appearance and use language appropriate for their professional position that does not detract from the educational environment.

V. INDIVIDUAL CIVILITY

All students and adults have the right to learn and work in an environment that is free from discrimination, bullying and harassment (see CVES Board Policy 5010).

All interactions and communications (including the use of electronic devices) among students, teachers, CVES administrators, other CVES personnel, volunteers, vendors, contractors and visitors on CVES property and at CVES functions will be appropriate, civil and respectful. Individuals are expected to behave with dignity and treat others with respect and courtesy. Individuals should respect their peers, teachers, and school staff.

Individual behavior should not interfere with the rights of others. Individuals are expected to use language that is appropriate in demonstrating respect for self and others. Profanity, vulgar language including, but not limited to, negative comments based on a person's actual or perceived race, gender (including identity and expression), ethnicity, religion, age, political affiliation, sexual orientation, national origin, color, weight, religious practice, sex, appearance, socio-economic status or disability and obscene comments or gestures toward others will not be tolerated. Appropriate disciplinary action when violations occur will be taken.

ACCEPTABLE USE POLICY (AUP)

All individuals are expected to abide by the CVES Acceptable Use Policy (AUP). Any violation to the AUP are subject to disciplinary consequences as outlined in Section VII of the Code of Conduct.

ELECTRONIC DEVICES

Students are prohibited from using any device which electronically communicates, sends, receives, stores, reproduces or displays voice or text communication or data (inclusive of media transmissions) during the school

day, except as expressly permitted in connection with authorized use. While students are permitted to possess such devices during the school day, they are prohibited from using them in any manner which disrupts the educational environment/process. If a student violates this policy, then he/she is subject to discipline under this provision or any other provision in the CVES Code of Conduct that may be applicable to the circumstances involved. Any electronic device that is permitted on school property is encouraged to be kept on the person and used in a responsible, non-disruptive manner.

CVES is not responsible for any devices being lost, stolen or damaged while at school or at a school function. Personal electronic devices are the sole responsibility of the individual.

STUDENT DRESS CODE

The responsibility for the dress and appearance of students shall rest with individual students and parents. They have the right to determine how the students shall dress, provided that such attire is not destructive to CVES property, complies with requirements for health and safety, does not interfere with or distract from the educational process, or infringe upon the rights of others. The administration is authorized to take action in instances where individual dress does not meet these stated requirements.

A student's dress, grooming and appearance, including but not limited to hair style/color, jewelry, make-up and nails, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational program;
2. Refrain from wearing brief and/or see-through garments;
3. Ensure that undergarments are not exposed and are completely covered with outer clothing;
4. Include footwear at all times; footwear that is a safety hazard will not be allowed;
5. Not include items that are vulgar, obscene, libelous or denigrate others on account of a person's race, gender (including identity and expression), ethnicity, religion, age, political affiliation, sexual orientation, national origin, color, weight, religious practice, sex, or disability;
6. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities;
7. Not display or wear anything signifying gang affiliation.
8. Wear uniforms or other safety equipment/attire required for specific programs.

While the CVES administration may require students participating in physical education classes to wear certain types of clothing such as sneakers, socks, shorts and tee shirts, they may not prescribe a specific brand which students must buy.

Each school administrator or his or her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Additional details about dress code may be addressed in building student handbooks.

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 the acceptable item. Any student who repeatedly fails to comply with the dress code may be subject to further discipline, up to and including out of school suspension.

VI. PROHIBITED CONDUCT

The CVES Board expects all individuals to conduct themselves in an appropriate and civil manner in accordance with the CVES Code of Conduct, with proper regard for the rights and welfare of other students, personnel and other members of the school community, and for the care of facilities and equipment. These expectations also apply to internships and student work experience.

CVES strives to provide an environment in which individuals can achieve the knowledge and skills, in collaboration with faculty and staff, to develop social and emotional maturity. CVES personnel are expected to facilitate and model appropriate behavior and promote self-regulation.

The Board recognizes the need to be clear and specific in expressing its expectations for student conduct while on CVES property or while engaged in a CVES function. The rules of conduct listed below are intended to do that and to focus on safety and respect for the rights and property of others.

Individuals are expected to accept responsibility for their own behavior. Individuals may be subject to disciplinary action, up to and including suspension from school or removal from a program, when they engage in conduct that is disorderly, insubordinate, disruptive, violent, endangers the safety, morals, health or welfare of others, engage in misconduct on school-provided transportation, or engages in academic misconduct including work/internship sites. The CVES Board expects all individuals on CVES campuses and CVES activities to avoid:

A. Engaging in Disorderly Conduct

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

1. Engaging in any act which disrupts the operation of the school community, running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that offends or incites others;
2. Obstructing vehicular or pedestrian traffic;
3. Trespassing. Students and unauthorized personnel are not permitted in any area of the school building, other than the one they regularly attend, without permission from CVES personnel;
4. Loitering. Students and unauthorized personnel are not permitted to loiter on school property;
5. Misusing computer/electronic communication devices, including any unauthorized or inappropriate use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the CVES Acceptable Use Policy for Technology Resources;
6. Unauthorized use of personal electronic devices/equipment (e.g., cell phones, personal music and gaming devices, and other personal electronic devices);
7. Unauthorized use of personal computer, laptop and/or other computerized information resources through CVES computer system is prohibited.

B. Engaging in Conduct that is Insubordinate or Disruptive

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

1. Failing to comply with the reasonable directions of teachers, school administrators or other CVES employees or otherwise demonstrating disrespect;
2. Missing or leaving school or class without permission;
3. Endangering the health and safety of other individuals or interfering with the educational process or CVES activities by means of inappropriate appearance or behavior as per CVES Code of Conduct;
4. Interfering with the authority of the teacher or other CVES personnel;
5. Participating in public displays of affection on school property, including school sponsored events.

C. Engaging in Conduct that is Violent

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

1. Committing, threatening or attempting any act of violence (such as hitting, kicking, punching, or scratching) upon a CVES employee;
2. Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon another student or any other person lawfully on school property;
3. Possessing or fabricating a weapon (see definition). Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on CVES property or at a CVES function;

4. Displaying what appears to be a weapon;
5. Threatening to use any weapon(s);
6. Using weapon(s);
7. Intentionally damaging or destroying CVES property, the personal property of a student, teacher, volunteer, contractor, vendor, administrator, other CVES employee or any person lawfully on CVES property, or at a CVES function including but not limited to graffiti or arson;
8. Communication by any means, including oral, written or electronic (such as through the Internet or e-mail) off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or, (b) results in material or substantial disruption to the educational environment.

D. Engaging in Any Conduct That Endangers the Safety, Morals, Health or Welfare of Others

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

1. Lying, deceiving or giving false information to school personnel;
2. Stealing CVES property or the property of other students, school personnel or any other individual lawfully on school property or while attending a school function;
3. Discrimination, which includes the use of race, gender (identity and expression), ethnicity, religion, age, political affiliation, sexual orientation, national origin, color, weight, religious practice, sex, appearance, socio-economic status or disability as a basis for treating another in a negative manner;
4. Harassment or bullying, as defined in this code of conduct or violation of the Dignity for All Students Act (DASA).
5. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, “play” fighting, extortion of money, overt teasing, etc.;
6. "Cyberbullying, as defined by this code of conduct or the Dignity for All Students Act (DASA). Such acts include for example use of texts, emails, or social media to harass or bully students.
7. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature;
8. Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed;
9. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any CVES or school sponsored activity, organization, club or team;
10. Possessing, using, viewing, selling or distributing obscene material;
11. Possessing, consuming, selling, attempting to sell, purchasing, attempting to purchase, distributing or exchanging alcoholic beverages, tobacco, tobacco products, electronic cigarettes, vaping devices, vaping components, vaping fluids, illegal substances, or being under the influence of any of these. “Illegal substances” include, but are not limited to: inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, lookalike drugs, and any substances commonly referred to as “designer drugs”;
12. Possessing, selling, attempting to sell, purchasing, attempting to purchase, distributing or exchanging drug paraphernalia;
13. Use of products in a manner other than intended by the manufacturer;
14. Inappropriately possessing, using, sharing, selling, attempting to sell, purchasing, attempting to purchase, distributing or exchanging prescription and over-the-counter drugs;
15. Possessing, consuming, selling, attempting to sell, purchasing, attempting to purchase, distributing, or exchanging “look-alike drugs”; or, possessing or consuming (without medical authorization), selling, attempting to sell, distributing or exchanging other substances such as dietary supplements, weight loss pills, etc.;
16. Gambling and gaming, including online activities;
17. Inappropriate touching and/or indecent exposure;

18. Initiating or reporting warning of fire or other catastrophe without valid cause, misusing 911, or tampering with emergency devices;
19. Violating privacy when using school restroom facilities.
20. Creating or enabling a hostile learning/work environment.
21. Violating the Student Driver or Passenger Procedures.
22. Throwing or causing to be airborne, any object, tool, or material that could distract or cause injury to others.

E. Engaging in Misconduct While Utilizing School-Provided Transportation

It is crucial for students to behave appropriately while riding on school-provided transportation to ensure their safety and that of other passengers and to avoid distracting the driver. Students are required to conduct themselves on school-provided transportation in a manner consistent with the CVES and district Code of Conduct and established standards for classroom behavior. Behaviors such as excessive noise, pushing, shoving and fighting will not be tolerated. Students misbehaving on school-provided transportation under the authority or supervision of CVES will be in violation of CVES Code of Conduct. Students who misbehave on school-provided transportation under the authority or supervision of the home district going to or from a CVES program will be referred to their home district for discipline.

F. Engaging in any Form of Academic Misconduct

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

1. Plagiarism;
2. Cheating;
3. Copying;
4. Altering records;
5. Forgery;
6. Violation of the Acceptable Use Policy;
7. Fabrication;
8. Assisting another student in any of the above actions.

G. Legal Sanctions and Risks Regarding Unlawful Possession, Use or Distribution of Illicit Drugs and Alcohol

In addition to the above, Title IV CV-TEC Adult Students must comply with Legal Sanctions and Risks Regarding Unlawful Possession, Use or Distribution of Illicit Drugs and Alcohol which can be found in its entirety in the Adult Education Handbook

Adult students enrolled in CV-TEC's CTE daytime and continuing education programs must abide by all CVES Code of Conduct standards and procedures as outlined herein. Institutional disciplinary actions consistent with this Code, with DASA, and with adherence to Title IV adult regulations will apply. More detailed information regarding Title IV-related consequences for non-compliance can be found in the CV-TEC Adult Education Handbook and online on CV-TEC's Financial Aid web page.

VII. STUDENT DISCIPLINE: CONSEQUENCES AND PROCEDURES

While CVES utilizes proactive and preventative strategies consistent with the established DASA Guiding Principles to address inappropriate behavior, disciplinary action may be necessary. Methods of student discipline vary in style and effectiveness. Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that is fair, consistent and impartial. While no single method of discipline is recommended or mandated, all discipline is to be appropriate to the situation and in accordance with law, regulations and CVES policies.

As a general rule, discipline will be progressive. This means that a student's first violation will usually result in a less serious consequence than subsequent violations. Each student will be disciplined individually by authorized school personnel taking into account the following factors:

1. The student's age;
2. The nature of the offense and the circumstances which led to the offense;
3. The student's prior disciplinary record;
4. The effectiveness of other forms of discipline;
5. Information from parents, teachers and others, as appropriate;
6. Other extenuating circumstances;
7. If the conduct of a student is related to a disability or suspected disability, specific procedures outlined (**See Section X**) within this Code must be followed.

For special education students in a CVES program, the Board accepts that students with disabilities often display a range of behaviors that would be deemed disruptive within a regular education setting. These behaviors may include conduct that is disorderly, insubordinate, disruptive, or violent as defined in Section II. The CVES programs incorporate behavior management systems and classroom expectations as part of the overall instructional program that are designed to address this range of student behaviors. Infractions by students with disabilities will be addressed in accordance with this Code of Conduct and the law.

Disciplinary Consequences

In addressing student behaviors that may impede learning, CVES uses a variety of appropriate educational management techniques including, but not limited to:

1. Positive supports, strategies and interventions to improve students' motivation, social skills, problem solving abilities, anger management, and conflict resolution abilities;
2. Environmental modifications to support students' abilities to maintain attention, stay on task, and control their behavior;
3. Division-wide behavior management systems and classroom expectations to improve students' abilities to understand the connections between their behavior and outcomes.

Students who are found to have violated the CVES Code of Conduct may be subject to the following disciplinary actions whether alone or in combination. The school personnel identified after each consequence listed in the table below are authorized to impose that consequence subject to the student's right to due process.

CONSEQUENCE	AUTHORIZED PERSONNEL
1. Verbal Warning	Any member of CVES staff
2. Written Warning/Referral	Educational program staff
3. Written notification to parent	Teachers, student support services personnel, Principal, supervisor or designee
4. Suspension of other privileges	School Administrator, or designee
5. In-School Detention	School Administrator, or designee
6. Formal removal from classroom	Educational program staff, School Administrator, or designee
7. Short-term (five days or less) suspension*	Official of the student's home district upon recommendation of CVES School Administrator, or designee

8. Long-term (more than five days) suspension from school *	Official of the student's home district upon recommendation of CVES School Administrator, or designee
9. CVES Program exclusion *	Officials of CVES and the student's home district
10. Permanent suspension from CVES program(s) *	Official of the student's home district upon recommendation of CVES School Administrator, or designee
*CVES school administrators work in close collaboration with each student's home district for all suspensions.	

Parents/person(s) in parental relation are powerful partners in a student's behavioral growth, and in their child's development of acceptable social skills. CVES realizes that good communication and informal relations between parents and educators are critical to resolving discipline issues. The use of sustained, multiple, coordinated interventions at home and in school provide students with the consistency they need to develop appropriate behaviors. Parents/person(s) in parental relation are encouraged to help the school staff by reinforcing positive school behavior and disciplinary consequences. CVES recognizes that parental involvement in the behavioral process is required for the student to develop the behaviors that will ensure success in the school setting and life. Therefore, it is our philosophy to provide the parent/guardian with regular and early notification by phone or in writing when a student's behavior is problematic in addition to the required procedural notifications covered below.

Adult students enrolled in CV-TEC's CTE daytime and continuing education programs must abide by all CVES Code of Conduct standards and procedures as outlined herein. Institutional disciplinary actions consistent with this Code, with DASA, and with adherence to Title IV adult regulations will apply. More detailed information regarding Title IV-related consequences for non-compliance can be found in the CV-TEC Adult Education Handbook and online on CV-TEC's Financial Aid web page.

VIII. STUDENTS' DUE PROCESS RIGHTS

Procedures

All students are entitled to due process. In all cases, authorized school personnel must inform the student of the alleged misconduct and must investigate. Authorized school personnel shall provide the student an opportunity to present his/her version of the facts.

Suspension from Extracurricular Activities and/or Transportation Related Thereto

A student subjected to a suspension from such privileges is not entitled to a full hearing pursuant to Education Law Sections 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the CVES official imposing the suspension to discuss the conduct and the consequence arising from that conduct.

In-School Detention

The Board recognizes that CVES must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes administrators or designees to place students in "in-school detention."

A student subject to an in-school detention is not entitled to a full hearing pursuant to Education Law Section 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the CVES official imposing the in-school detention to discuss the conduct and the consequence involved.

Formal Removal of Disruptive Students by a Teacher

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using appropriate classroom management techniques as listed under the Disciplinary Consequences section.

For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

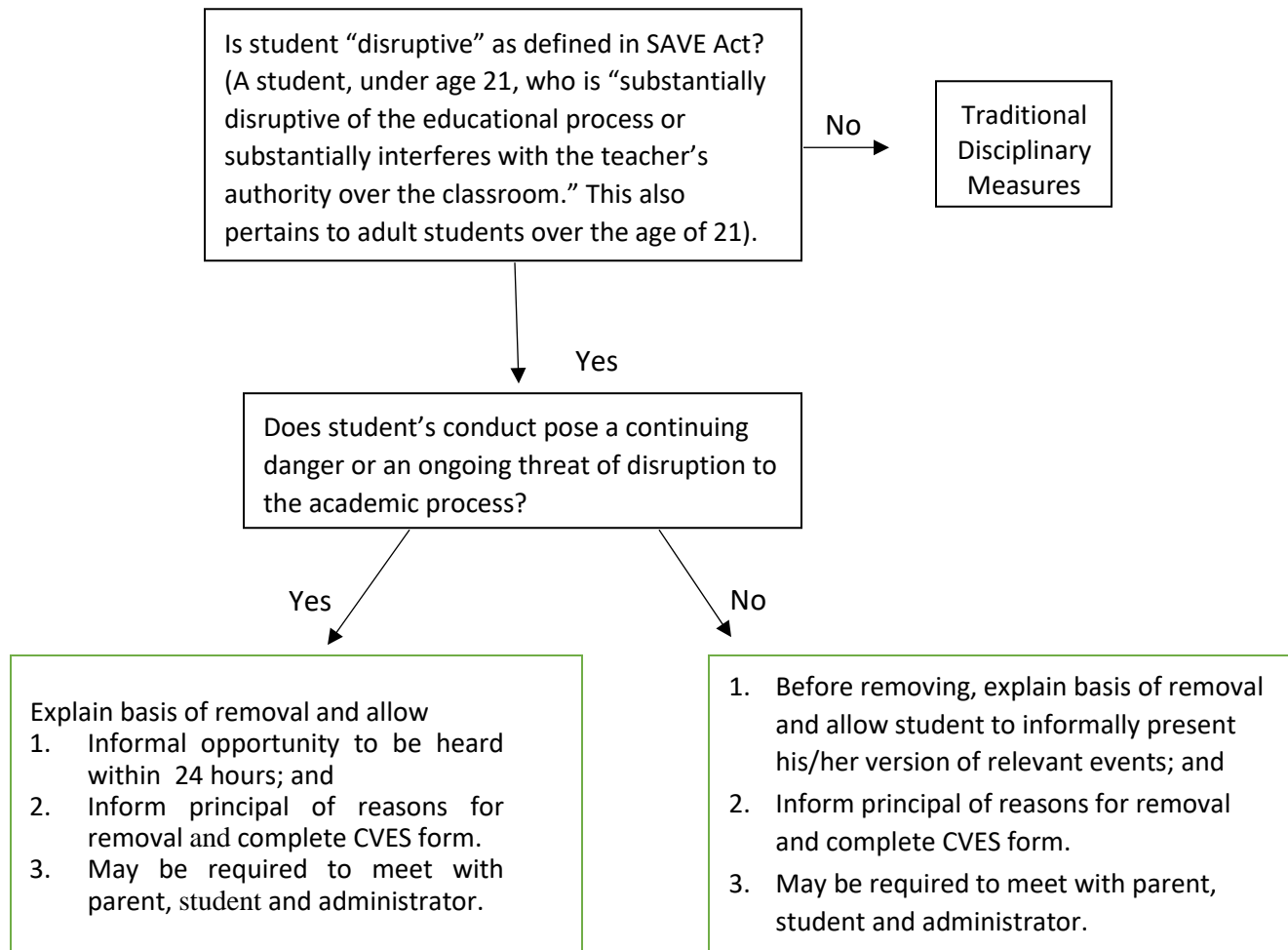
A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.

The procedural requirements for a formal removal by a teacher of a student are:

1. If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being formally removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher formally remove a student from class;
2. If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be formally removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours, provided that if such 24-hour period does not end on a school day, it shall be extended to the corresponding time on the next school day;
3. The teacher must complete a CVES-established form for a formal removal by a teacher and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the formal removal and to present the CVES form for a formal removal by a teacher. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day;
4. Within 24-hours after the student's formal removal by a teacher, the principal or another administrator designated by the principal, must notify the student's parents that the student has been formally removed from the class and why. The notification must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the formal removal. If such 24-hour period does not end on a school day, it shall be extended to the corresponding time on the next school day. The 24-hour notification, if by telephone or in person, will be immediately followed by a written notice;
5. The principal may require the teacher who ordered the formal removal to attend the informal conference;
6. If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was formally removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's formal removal by a teacher. If such 48-hour period does not end on a school day, it shall be extended to the corresponding time on the second school day next following the pupil's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal;
7. The principal or the principal's designee may overturn the formal removal of the student from class if any one of the following are found:
 - a. The charges against the student are not supported by substantial evidence;
 - b. The student's formal removal is otherwise in violation of law or the provisions of this Code of Conduct;

- c. The conduct warrants suspension from school pursuant to Education Law Section 3214 and a suspension will be imposed.
-
- 8. The principal or his or her designee may overturn a formal removal by a teacher at any point between receiving the referral form issued by the teacher and the close of business on the school day next succeeding the end of the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of the formal removal expires, whichever is less;
 - 9. Any disruptive student who is formally removed from the classroom by the classroom teacher shall be offered continued educational programming and activities by a certified teacher in an alternate setting until the student is permitted to return to the classroom;
 - 10. Each teacher must keep a complete log (on a CVES-provided form) for all cases of formal removal of students from his or her class. The principal must keep a building log of all formal removals by the teachers of students from class;
 - 11. Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. See Section II (Definitions) "Disciplinary Change of Placement" for details. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under State or federal law or regulation. For programs that regularly enroll one or more students with a disability, it is recommended that behavior management systems be implemented as a means of anticipating and preventing discipline problems.

FORMAL REMOVAL OF DISRUPTIVE STUDENT BY TEACHER



PRINCIPAL/SUPERVISOR RESPONSIBILITIES

TRIGGERED BY TEACHER REMOVAL

Within 24 hours of removal, principal, and/or designee must inform parent/guardian of reasons for removal (exception students not school sponsored).

On request, student/parent must be given an opportunity to discuss reasons with principal, supervisor, and/or designee. If student denies the charges, student/parent must be given explanation of basis for removal and an opportunity to present his/her version. This must take place within 48 hours of removal.

Principal, supervisor, and/or designee must decide, by the close of business on the day following the opportunity for an informal hearing, whether the discipline will be overturned. Principal, supervisor, and/or designee may only set aside discipline if:

- a. The charges against the student are not supported by substantial evidence.
- b. The student’s formal removal is otherwise in violation of law or the provisions of this Code of Conduct.
- c. The conduct warrants suspension and a suspension will be imposed.

Suspension from School

CVES and the home school district have the authority to suspend students from CVES programs. Suspensions typically occur in collaboration with the home school district. Suspension from school is a severe consequence, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of self or others.

Any staff member may recommend to the administrator that a student be suspended. All staff members must immediately report and refer a violent student to the administrator for violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The administrator, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

A. Short-term (5 days or less) suspension from school

CVES shall initiate the suspension of a disruptive student from one of its programs when other forms of behavior intervention and disciplinary action have failed unless circumstances otherwise warrant.

1. Suspension may be recommended by an administrator to the home school district for a period of time not to exceed five school days;
2. The student being suspended must be notified of the suspension and the reason for the proposed suspension;
3. The parents/person(s) in parental relation of the student are to be notified in writing by personal delivery, express mail delivery or equivalent means within 24 hours with additional notification by telephone, where possible;
4. The student and parent(s) or person(s) in parental relation(s) shall, on request, be given an opportunity for an informal conference with the administrator. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable;
5. A copy of the suspension letter shall be placed in the student's file;
6. Upon return to school for reinstatement, the student should be accompanied, if possible, by either or both parents/person(s) in parental relation for a reinstatement interview. A phone conference may also be required. The administrator may recommend the suspension of a student with a disability for a period not to exceed five (5) consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior unless the particular suspension would result in a disciplinary change of placement. Any student with a disability who has been suspended for any 10 days within a school year must be referred to the Committee on Special Education of the home school district for a manifestation determination hearing. Students with disabilities and their parents should be aware that there are special protections surrounding disciplinary actions that may warrant a manifestation determination and should request specifics of these legal protections from the Committee on Special Education of their home school district.

B. Long-term (more than 5 days) suspension from school

Long-term suspension from school, permanent suspension, and removals or suspensions that constitute a disciplinary change of placement for students with disabilities (which could include an interim alternative educational setting) are required to be addressed by the home school district.

In order to facilitate review and action according to the disciplinary procedures established within the home district's Code of Conduct or, in the case of a student with disabilities, by a manifestation determination as required by State and federal law, the CVES administrator shall provide appropriate documentation to the appropriate school official of the student's home school district.

IX. MINIMUM PERIODS OF SUSPENSION

As prescribed by law, the following behaviors are serious enough to justify referral of students to the home school district for long-term (more than 5 days) suspension from school, permanent suspension, or a manifestation determination:

A. *Bringing or possessing a firearm as defined by the Gun Free Schools Act to CVES*

Any student found guilty of bringing or possessing a firearm, as defined by 18 USC Section 921 for purposes of the Gun-Free Schools Act, onto CVES property will be subject to suspension from CVES for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law Section 3214. The Superintendent of the home school district has the authority to modify the one-year suspension on a case-by-case basis at the recommendation of CVES administration. In deciding whether to modify the suspension period, the Superintendent of the home school district may consider the student's age, grade in school, prior disciplinary record, potential effectiveness of other forms of discipline, input from parents, teachers and/or others, other extenuating circumstances. A student with a disability may be suspended only in accordance with the requirements of State and federal law.

B. *Committing violent acts*

Any student who is found to have committed a violent act, other than bringing a firearm onto CVES property as defined by the Gun Free Schools Act, shall be subject to suspension from school for at least five days. If a minimum five-day suspension is proposed, the student and the student's parents or person(s) in parental relation, will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed suspension exceeds the minimum five-day suspension, the student and the student's parents or person(s) in parental relation will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension as per the Code of Conduct of the student's home school district. The home school district has the authority to modify the minimum five-day suspension on a case-by-case basis at the recommendation of CVES administration, using the same factors as were described above for modifying a one-year suspension for possessing a firearm. A student with a disability may be suspended only in accordance with the requirements of State and federal law.

C. *Repeatedly and substantially disrupting the educational process or repeatedly and substantially interfering with the teacher's authority over the classroom.*

Any student who repeatedly is substantially disruptive of the educational process or substantially interferes with the teachers' authority over the classroom shall be subjected to a suspension from school for at least five days. If a minimum five-day suspension is proposed, the student and the student's parents or person(s) in parental relation, will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed suspension exceeds the minimum five-day suspension, the student and the student's parents or person(s) in parental relation, will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension as per the Code of Conduct of the student's home school district. CVES has the authority to recommend a modification of the minimum five-day suspension on a case-by-case basis using the same factors as were described above for modifying a one-year suspension for possessing a firearm.

X. REFERRALS

A. Supportive Services

CVES may make recommendations for supportive services.

B. PINS Petitions

A PINS (person in need of supervision) petition may be filed in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

1. Being habitually truant and not attending school as required by Article 65 of the Education Law;
2. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school;
3. Knowingly and unlawfully possessing marijuana in violation of the Penal Law. A single violation will be a sufficient basis for filing a PINS petition.

C. Juvenile Delinquents and Juvenile Offenders – The Superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

1. Any student under the age of 16 who is found to have brought a weapon to school; or
2. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law.

The Superintendent is required to refer student's age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

XI. DISCIPLINING STUDENTS WITH DISABILITIES

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

This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable Federal and State law and regulations.

Authorized Suspensions or Removals of Students with Disabilities

A. For purposes of this section of the Code of Conduct, the following definitions apply.

- (a) *Behavioral intervention plan* means a plan that is based on the results of the functional behavioral assessment and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.
- (b) *Committee on special education or CSE* means a committee on special education, subcommittee on special education, or other multidisciplinary team established in accordance with Education Law section 4402 or, in the case of a preschool student with a disability, the committee on preschool special education.
- (c) *substance* means a drug or other substance identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. section 812) (United States Code, 2006 edition, volume 13; Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9328; 2008 - available at the Office of Counsel, New York State Education Department, State Education Building Room 148, 89 Washington Avenue, Albany, NY 12234).
- (d) *Day* shall mean a calendar day, except where a school day or business day is specified.
 - (1) *School day* means any day, including a partial day that students are in attendance at school for instructional purposes. The term *school day* has the same meaning for all students in school, including students with and without disabilities.
 - (2) *Business day* means Monday through Friday, except for Federal and State holidays (unless holidays are specifically included in the designation of business day).

- (e) *Disciplinary change in placement* means a suspension or removal from a student's current educational placement that is either:
 - (1) for more than 10 consecutive school days; or
 - (2) for a period of 10 consecutive days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year; because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another. The school district determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.
- (f) *Expedited due process hearing* means an impartial hearing conducted in an expedited manner under the circumstances and in accordance with the procedures specified in section 201.11 of this Part.
- (g) *Expedited evaluation* means an individual evaluation conducted in an expedited manner under the circumstances and in accordance with the procedures specified in section 201.6 of this Part.
- (h) *Functional behavioral assessment* means a functional behavioral assessment as defined in section 200.1(r) of this Title.
- (i) *Illegal drug* means a controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health-care professional or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of Federal law.
- (j) *Impartial hearing officer* means an impartial hearing officer as defined in section 200.1(x) of this Title who is appointed to conduct an impartial hearing or expedited due process hearing pursuant to Education Law section 4404(1). Such term shall not include a hearing officer designated by a superintendent of schools to conduct a superintendent's hearing pursuant to Education Law section 3214(3)(c).
- (k) *Interim alternative educational setting or IAES* a temporary educational placement, other than the student's current placement at the time the behavior precipitating the IAES placement occurred. A student who is placed in an IAES shall:
 - (3) continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and
 - (4) receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.
- (l) *Removal means:*
 - (3) a removal of a student with a disability for disciplinary reasons from that student's current educational placement, other than a suspension as defined in subdivision (r) of this section; and
 - (4) the change in placement of a student with a disability to an IAES by an impartial hearing officer pursuant to section 201.8 of this Part. Such term shall also include the change of placement of a student with a disability to an IAES pursuant to section 201.7(e) of this Part made in conjunction with a suspension.
- (m) *Serious bodily injury* means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
- (n) *Student presumed to have a disability for discipline purposes* means a student who the school district is deemed to have knowledge was a student with a disability before the behavior that precipitated disciplinary action under the criteria in section 201.5(b) of this Part.
- (o) *Student with a disability* means a student with a disability as defined in section 200.1(zz) of this Part or a preschool student with a disability as defined in section 200.1(mm) of this Part.
- (p) *Superintendent or superintendent of schools* means a superintendent of schools of a school district, including a community superintendent, or the chief school officer of an approved private school. Such term does not include a district superintendent of schools.
- (q) *Superintendent's hearing* means a disciplinary hearing conducted pursuant to Education Law section

3214(3)(c) and (g) by a superintendent of schools, or a hearing officer designated by a superintendent of schools, to determine whether a student should be suspended from instruction for more than five consecutive school days.

- (r) *Suspension* means suspension pursuant to Education Law section 3214(3)(a) through (d).
- (s) *Weapon* means a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half inches in length.

201.7 General procedures for suspensions and removals of students with disabilities

- (a) *Parental notice of disciplinary removal.* No later than the date on which a decision is made to change the placement of a student with a disability to an IAES pursuant to subdivision (e) of this section or pursuant to section 201.8 of this Part, or a decision is to impose a suspension or removal pursuant to this Subpart that constitutes a disciplinary change in placement, the parent shall be notified of such decision and shall be provided the procedural safeguards notice in accordance with section 200.5(f) of this Title.
- (b) *Five school day suspension or removal.* Except as otherwise provided in subdivision (d) of this section, the trustees or board of education of any school district, a district superintendent of schools or a building principal with authority to suspend students pursuant to Education Law section 3214(3)(b) and (g), shall have authority to order the placement of a student with a disability into an appropriate interim alternative educational setting, another setting or suspension for a period not to exceed five consecutive school days, and not to exceed the amount of time that a nondisabled student would be subject to suspension for the same behavior.
- (c) *Ten school day suspension or removal.* Except as otherwise provided in subdivision (d) of this section, a superintendent of schools, either directly or upon recommendation of a hearing officer designated to conduct a superintendent's hearing pursuant to Education Law, section 3214(3)(c) and (g), may order the placement of a student with a disability into an interim alternative educational setting, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed pursuant to subdivision (b) of this section for the same behavior, where the superintendent determines in accordance with the procedures set forth in Education Law section 3214(3)(c) that the student has engaged in behavior that warrants a suspension, provided that the duration of any such suspension or removal shall not exceed the amount of time that a nondisabled student would be subject to suspension for the same behavior. Except as otherwise provided in subdivision (d) of this section, a superintendent of schools may order additional suspensions of not more than 10 consecutive school days in the same school consecutive school days in the same school year for separate incidents of misconduct.
- (d) *Exception for pattern of suspensions or removals.* A student with a disability may not be removed pursuant to subdivision (b) or (c) of this section if imposition of the 5 school day or 10 school day suspension or removal would result in a disciplinary change in placement based on a pattern of suspensions or removals as determined by school personnel in accordance with the criteria set forth in section 201.2(e)(2) of this Part, except where the manifestation team pursuant to section 201.4 of this Part has determined that the behavior was not a manifestation of such student's disability, or the student is placed in an IAES as authorized under subdivision (e) of this section.
- (e) *Change in placement to an IAES for behavior involving serious bodily injury, weapons, illegal drugs or controlled substances.*
 - (1) A superintendent of schools, either directly or upon recommendation of a hearing officer designated to conduct a superintendent's hearing pursuant to Education Law, section 3214(3)(c), may order the change in placement of a student with a disability to an appropriate IAES, to be determined by the CSE, for up to 45 school days, but not to exceed the period of suspension ordered by the superintendent in accordance with Education Law, section 3214(3), where the student:
 - (i) has inflicted serious bodily injury, as defined in section 201.2(m) of this Part, upon another person while at school, on school premises or at a school function under the jurisdiction of the educational agency;

- (ii) carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of the educational agency; or
- (iii) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function under the jurisdiction of the educational agency.
- (2) The period of suspension or removal ordered by the superintendent may not exceed the amount of time that a nondisabled student would be suspended for the same behavior.
- (f) School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement consistent with the other requirements of this Part is appropriate for a student with a disability who violates a school district's code of conduct.

Referral to law enforcement and judicial authorities

In accordance with the provisions of IDEA and its implementing regulations:

1. the District may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement;
2. the Superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported, to the extent permitted by the Family Educational Rights and Privacy Act.

XII. CORPORAL PUNISHMENT/EMERGENCY INTERVENTIONS

Corporal punishment as a means of discipline shall not be used against a student by any teacher, administrator, officer, employee or agent of CVES.

The District Superintendent shall submit a written semi-annual report to the Commissioner of Education, by January 15 and July 15 of each year, setting forth the substance of each written complaint about the use of corporal punishment received by school authorities during the reporting period, the results of each investigation, and the action, if any, taken by the school authorities in each case.

Whenever a school employee utilizes a physical intervention when dealing with a student, the school employee shall make an immediate verbal report of the situation to the School Administrator/designee with the written report to follow within 24 hours. The School Administrator/designee shall, within the same school day, report to the Division Director/designee describing in detail the circumstances and the nature of the action taken.

Emergency Interventions

CVES holds the belief that the classroom teacher is the key person responsible for the maintenance of acceptable discipline among students. A well-planned program that keeps students occupied with work that is meaningful, interesting and challenging is the best means of preventing disruptive behavior by students. The Board recognizes, however, that under certain circumstances, a classroom teacher, teacher aide, student support service personnel, supervisor or administrator may find it necessary to resort to reasonable and prudent physical restraint in maintaining order in or on school premises.

Emergency interventions shall only be used in situations where alternative procedures and methods not involving the use of reasonable physical force cannot reasonably be employed. In keeping with the principles established by TCI, emergency interventions shall not be used as a punishment or as a substitute for systematic behavioral interventions that are designed to change, replace, modify or eliminate a targeted behavior.

However, if alternative procedures and methods which would not involve physical force do not work, then the use of reasonable physical force is not prohibited for the following reasons:

- 1.to protect oneself from physical injury;
- 2.to protect another student or teacher or any other person from physical injury; or
- 3.to restrain or remove a student whose behavior is interfering with the orderly exercise and performance of school district functions, powers or duties, if that student has refused to comply with a request to refrain from further disruptive acts; provided that alternative procedures and methods not involving the use of physical force cannot reasonably be employed to achieve the purposes set forth above.

The district will maintain documentation on the use of emergency interventions for each student including:

1. name and date of birth of student;
2. setting, location, date and time of the incident;
3. name of staff or other persons involved;
4. description of the incident and emergency intervention used, including duration;
5. a statement as to whether the student has a current behavioral intervention plan; and
6. details of any injuries sustained by the student or others, including staff, as a result of the incident.

The parent/person in parental relation of the student shall be notified on the day of the incident and documentation of emergency interventions shall be reviewed by CVES supervisory personnel and, as necessary, by the school nurse or other medical personnel.

XIII. STUDENT SEARCHES AND INTERROGATIONS

CVES is committed to providing an atmosphere for a positive, safe and orderly school environment.

Students are protected from unreasonable searches and seizures. A student may be searched and contraband seized on school grounds or in a school building by a school employee only when the employee has reasonable suspicion to believe the student is engaging in proscribed activity that is in violation of CVES rules.

Lockers

Lockers are provided for student use and the administration has the right to search lockers. A student may have exclusive use of a locker as far as other students are concerned but he/she does not have such exclusivity over the locker as against CVES authorities. Students do not have any reasonable expectation of privacy preventing school officials from opening the locker. Officials who wish to search a closed item (e.g. backpack, purse, etc.) within the locker must have reasonable suspicion to search that item.

Questioning of Students by School Officials

School officials or designees have the right to question students regarding any violations of school rules or illegal activity. In general, administration may conduct investigations concerning reports of misconduct which may include, but are not limited to, questioning students, staff, parents/person(s) in parental relation, or other individuals as may be appropriate and, when necessary, determining disciplinary action in accordance with applicable due process rights.

Should the questioning of students by school officials focus on the actions of one particular student, the student will be questioned, if possible, in private by the appropriate school administrator. The student's parent/guardian may be contacted.

The questioning of students by school officials does not preclude subsequent questioning/interrogations by police authorities as otherwise permitted by law. Similarly, the questioning of students by school officials does not

negate the right/responsibility of school officials to contact appropriate law enforcement agencies, as may be necessary, with regard to such statements given by students to school officials.

School officials acting alone and on their own authority, without the involvement of or on behalf of law enforcement officials (at least until after the questioning of students by school authorities has been conducted) are not required to give the so-called “Miranda warnings” (i.e., advising a person, prior to any custodial interrogations as defined in law, of the right to remain silent, that any statement made by the individual may be used as evidence against him/her, and that the individual has the right to the presence of an attorney, either retained or appointed) prior to the questioning of students.

If deemed appropriate or necessary, the District Superintendent/designee may also review the circumstances with CVES legal counsel so as to address concerns and the course of action, if any, which may pertain to or result from the questioning of students by school officials.

Law Enforcement Officials

It shall be the policy of the Board that a cooperative effort shall be maintained between CVES administration and law enforcement agencies. Law enforcement officials may be summoned in order to conduct an investigation of alleged criminal conduct on school premises or during a school-sponsored activity, or to maintain the educational environment. They may also be summoned for the purpose of maintaining or restoring order when the presence of such officers is necessary to prevent injury to persons or property.

Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions. CVES’ administrators shall at all times act in a manner that protects the rights of students and parents.

Interrogation of Students by Law Enforcement Officials

If police are involved in the questioning of students on school premises, whether or not at the request of school authorities, it will be in accordance with applicable law and due process rights afforded students. Generally, police authorities may only interview students on school premises without the permission of the parent/guardian in situations where a warrant has been issued for the student’s arrest (or removal) or the questioning of students concerns a crime committed on school property. In all other situations, unless an immediate health or safety risk exists, if the police wish to speak to a student without a warrant, they should directly contact the student’s parent/person(s) in parental relation.

If possible, questioning of a student by police should take place in private and in the presence of the School Administrator/designee.

Child Protective Services' Investigations

From time to time, Child Protective Services (CPS) may desire to conduct interviews with students on school property. Such interviews generally pertain to allegations of suspected child abuse and/or neglect. CPS will have access to students at school only when there is a court order, parental consent has been obtained or where there is a documented reasonable basis to show that abuse and imminent danger exist.

XIV. VISITORS TO THE SCHOOLS

The Board recognizes the rights of parents or person(s) in parental relation to visit CVES schools and classrooms to observe the work of students, teachers and other staff. Since schools are places of work and learning, however, certain limits must be set for such visits. The School Administrator or designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. anyone who is not a regular staff member or student of the school will be considered a visitor;

2. all visitors to the school must report to the security desk or main office upon arrival at the school; visitors will be required to sign the visitor's register and will follow the prescribed building procedures;
3. visitors attending CVES functions that are open to the public after school hours are not required to register;
4. parents or persons in parental relation who wish to observe a classroom while school is in session are required to arrange such visits in advance and with permission of the building administrator in collaboration with the classroom teacher(s);
5. visitors are encouraged to make appointments with teachers or student support personnel to discuss individual matters rather than taking class or related service time;
6. any unauthorized person on CVES property will be reported to the School Administrator or designee. Unauthorized persons will be asked to leave. The police may be called if the unauthorized person does not respond to requests or directions from school personnel;
7. all visitors are required to abide by the CVES Code of Conduct.

XV. PUBLIC CONDUCT ON CVES PROPERTY

To create and maintain a safe, orderly and respectful climate, it is necessary to regulate public conduct on CVES property and at CVES functions. For purposes of this section of the Code, "public" shall mean all individuals when on CVES property or attending a CVES function including students, teachers, parents, volunteers, vendors, contractors, CVES staff, component district personnel, and other visitors.

The restrictions on public conduct on CVES property and at CVES functions contained in this Code are not intended to limit freedom of speech or peaceful assembly. CVES recognizes that free inquiry and free expression are indispensable to the objectives of CVES. The purpose of this Code is to maintain public order and prevent abuse of the rights of others.

All individuals on CVES property or attending a CVES function shall conduct themselves in a safe, orderly, and respectful manner. In addition, all persons on CVES property or attending a CVES function are expected to be dressed in accordance with this Code.

Prohibited Conduct

No individual, either alone or with others, shall:

1. intentionally injure any person or threaten to do so;
2. intentionally damage, destroy or remove without authorization CVES property or the personal property of a student, teacher, administrator, other CVES employee or any person lawfully on CVES property;
3. disrupt the orderly conduct of classes, CVES programs, other CVES activities, or other CVES work sites/internships;
4. distribute or wear materials on CVES grounds or at CVES functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program or CVES workplace;
5. intimidate, harass or discriminate against any person on the basis of race, gender, ethnicity, religion, age, political affiliation, sexual orientation, national origin, or disability, or acts of harassment and bullying as defined by this code of conduct or the Dignity for All Students Act.
6. enter any portion of CVES property without authorization or remain in any building or facility after regular hours;
7. obstruct the free movement of any person in any place to which this Code applies;
8. violate the traffic laws, parking regulations or other restrictions on vehicles;

9. possess, consume, sell, attempt to sell, purchase, attempt to purchase, distribute or exchange alcoholic beverages, tobacco, tobacco products, electronic cigarettes, vaping devices, components, and/or liquids, illegal substances, prescription and over-the-counter drugs, “look-alike drugs,” and other substances (e.g., dietary supplements, weight loss pills) or be under the influence on CVES property or at a CVES function;
10. possessing, selling, attempting to sell, purchasing, attempting to purchase, distributing or exchanging drug paraphernalia;
11. possess, use or produce weapons in or on CVES property or at a CVES function, except in the case of law enforcement officers or as specifically authorized by CVES;
12. loiter on CVES property;
13. refuse to comply with any reasonable order from identifiable CVES officials performing their duties;
14. willfully incite others to commit any of the acts prohibited by this Code;
15. violate any federal or State statute, local ordinance or Board policy while on CVES property or while at a CVES function.
16. Create or enable a hostile learning/work environment.

Penalties

Persons who violate this shall be subject to the following penalties:

1. Visitors: Authorization, if any, to remain on school/CVES grounds or at the school/CVES function may be withdrawn and be directed to leave the premises. If they refuse to leave, they are subject to removal. They shall be subject to disciplinary action as the facts may warrant, in accordance with this Code of Conduct, applicable law and due process requirements;
2. Students: Shall be subject to disciplinary action as the facts may warrant, in accordance with this Code of Conduct, applicable law and due process requirements;
3. Teachers and other CVES staff: Shall be subject to disciplinary action as the facts may warrant, in accordance with this Code of Conduct, applicable law and collective bargaining units and due process requirements.

Enforcement

The School Administrator/designee of an instructional site in any CVES facility shall be responsible for enforcing the conduct required by this Code.

When a CVES employee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the CVES employee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The CVES employee shall also warn the individual of the consequences for failing to stop. If the person still refuses to stop engaging in the prohibited conduct, the School Administrator/designee may have the individual removed immediately from CVES property or the CVES function. If necessary, local law enforcement authorities may be contacted to assist in removing the person.

If the person’s conduct poses an immediate threat of injury to persons or property, the School Administrator/designee may have the individual removed immediately from CVES property or the CVES function. If necessary, local law enforcement authorities may be contacted to assist in removing the person.

CVES may initiate disciplinary action against any student or staff member, as appropriate. In addition, CVES reserves its right to pursue civil or criminal legal action, if applicable, against any person violating the CVES Code of Conduct.

XVI. DISSEMINATION AND REVIEW

Dissemination of Code of Conduct

The Board will work to ensure that the community is aware of this Code of Conduct by:

1. providing a public hearing prior to the Board approval of the Code of Conduct;
2. providing copies of the Code of Conduct to all students at the beginning of each school year;
3. providing the Code of Conduct to all parents of CVES students at the beginning of the school year and making it available upon request;
4. providing all CVES employees with a copy of the Code of Conduct and a copy of any amendments to the Code of Conduct as soon as practicable after adoption;
5. providing all new employees with a copy of the Code of Conduct when they are hired;
6. making the Code of Conduct available for review on the CVES website and by other means to students, parents and other community members;
7. providing the Code of Conduct to all component school districts.

The Board will sponsor an in-service education program for all CVES employees to ensure the effective implementation of the Code of Conduct. The District Superintendent may solicit the recommendation of CVES employees, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

The Board will review this Code of Conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the Code of Conduct's provisions have been and whether the Code of Conduct has been applied fairly and consistently.

Before approving any revisions to the Code of Conduct, the Board will hold at least one public hearing at which CVES employees, parents, students and any other interested party may participate.

The administration shall develop guidelines in regard to:

- school training programs to discourage discrimination and harassment and that are designed to raise the awareness of sensitivity of school employees to potential discrimination and harassment in order to prevent and respond to discrimination and harassment;
- nondiscriminatory instructional and counseling methods; and
- requiring at least one staff member at every school to be thoroughly trained to handle human relations in the areas covered by DASA.

The Code of Conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.

Adopted September 9, 2020

ACCEPTABLE USE POLICY FOR TECHNOLOGY AND INTERNET PROTECTION POLICY***Introduction***

CVES provides students, employees and guests (users) ready access to technology to assist learning and teaching, improve communications, simplify administrative tasks and promote research. CVES networks and/or technologies are resources that provide Internet, e-mail, as well as access to relevant software, printing and data storage in a secure environment.

To help fulfill these objectives, CVES has adopted this Acceptable Use Policy for Technology (AUP). The AUP is a series of guidelines covering technology use for users. Users are expected to adhere to this policy. Failure to do so can result in disciplinary action, including but not limited to, suspension of access to the CVES networks and/or technologies.

Privacy

CVES networks and technologies are property of CVES and their use is subject to CVES policies. All Users waive all rights to, and expectation of, privacy while using the networks and/or technologies, including but not limited to the following:

- CVES has the right to monitor all aspects of the CVES networks and/or technologies, including but not limited to, data saved on CVES networks and technologies owned by CVES; monitoring of sites accessed through the CVES networks and/or technologies; and reviewing e-mails sent or received by Users on CVES networks and technologies.
- By acceptance of the right to access the CVES networks and technologies, Users waive all privacy rights to or in anything created, stored, reviewed, sent or received on CVES networks and/or technologies.

Recording on Campus or CVES sponsored activities***Secret Recordings***

No students, employees, or guests shall make secret audio or video recordings of people, or activities on CVES campus or CVES sponsored events, without the prior approval of District Administrator, District Superintendent, or CVES Board of Cooperative Educational Services. Such approval shall only be granted for the purposes of physical security or investigation or enforcement of law, regulation or policy or procedure of CVES. For the purposes of this paragraph, secret means not readily apparent to a nearby observer.

Non Public Events

No one shall make audio or video recordings of spaces or events which are not open to the general public without prior approval of the CVES personnel responsible for supervising the space or activity in which the recording shall occur.

Public Events

Events which are open to the public, such as open houses, sporting events, concerts, and the like, may be recorded so long as the method of setting up or recording the event is not disruptive and does not violate other CVES rules.

For the purposes of this subdivision "recordings" include video and photographic snapshots as well as moving pictures.

General Use

The use of CVES networks and/or technologies generally conforms to the same standards and procedures as other types of CVES-owned equipment. Because of the unique capabilities of technologies, particularly as it relates to security, there is a need for the additional guidelines stated below:

- All computers in the District having internet access which students have access to shall be subject to filtering software in accordance with the Federal Children's Internet Protection Act. (CIPA).
- Users will adhere to, and be subject to, the terms of all relevant federal, state and local laws related to networks and/or technologies use.
- Users are prohibited from the unauthorized accessing, modifying, deleting, pirating or vandalizing of data or software on CVES networks and/or technologies.
- Users are prohibited from using CVES networks and/or technologies for harassment, threats, bullying and defamation of others.
- Users will use CVES networks and/or technologies for educationally valid, CVES-related purposes only. This applies to both on- and off-campus.
- Users are expected to handle all CVES technologies with care and may be held responsible for any replacement or repair costs.
- Users will not attempt to fix CVES networks and/or technologies or install software or hardware of any kind. Instead, they must initiate a service request through the CVES Technology Department.
- Users should be aware that only software approved by the CVES technology department in consultation with the immediate supervisor, can be installed on CVES networks and/or technologies.
 - Users interested in obtaining software for instructional or professional use, must initiate a request for purchase through the immediate supervisor.
 - Users interested in obtaining free software for instructional or professional use, must initiate a service request through the CVES Technology Department
- Users will not relocate CVES printers, computers, interactive white boards, fixed projectors without the approval of the immediate supervisor in consultation with the CVES technology department; such moves should be reported to the Business Office in order to maintain the accuracy of the Fixed Assets Inventory.
- Users will follow divisional protocols for signing out portable technologies.
- Users shall not circumvent any CVES networks and technologies security measures imposed by CVES or non-CVES organizations.

- Personal files should not be stored on CVES network and technologies; any such files may be deleted at any time.

Internet Use and Safety

The Internet offers students and staff innumerable possibilities for learning, research and communication over a wide spectrum of topics and media formats. However, because the Internet is a global network with minimal external controls, it is impossible to control what information users may locate and attempt to utilize. This information can be pornographic, violent, hateful, inaccurate, false or simply educationally irrelevant. For these reasons, CVES cannot verify, or be responsible for, the accuracy and/or content of the information found on the Internet. CVES is committed to comply with state and federal laws regarding student online activity and privacy, including FERPA and CIPA.

While CVES utilizes filtering software, it cannot warrant that there will not be interruptions in protection due to temporary breakdowns or limitations in the effectiveness of the filtering technology. Therefore, in order to further protect users, to provide them with relevant educational experiences, and to ensure that time is used for educational or work-related purposes, the following guidelines are established:

- Users are prohibited from accessing sites or distributing content which is pornographic, obscene, promotes violence or advocates destruction of property, including information concerning the manufacture of destructive devices, such as explosives, fireworks, smoke bombs, incendiary devices or the like; illegal, gambling, even in cases where filtering does not block access, unless for educational purposes approved by immediate supervisor in consultation with the CVES technology department. When filtering does not block access, it must be reported immediately to the CVES technology department.
- Users are prohibited from accessing, transmitting or retransmitting material which advocates or promotes violence or hatred against particular individuals or groups of individuals or advocates or promotes the superiority of one racial, ethnic or religious group over another.
- Students are prohibited from CVES Networks and Technologies to access an instant messenger service or program, Internet Relay Chat, Facebook, Twitter, or other social media site or other forms of direct electronic communication, or enter a chat room.
- Users are not allowed to download non-educationally valid materials, including but not limited to documents, photos, videos, or music.
- Users are only permitted to use CVES approved file sharing software to download, share or distribute including but not limited to music, video, picture, data or program files.
- Users are only permitted to use CVES approved cloud storage.
- Employees are only permitted to enter Confidential or Personally Identifiable Information to CVES approved: cloud storage, Student Management Systems, and other websites.

E-mail Use

E-mail is a primary method of communication to provide timely information. Excessive e-mail traffic can take up limited disk storage. Hackers use e-mail as a vehicle for introducing virus and perpetrating hoaxes. Equally important, having to read and dispose of large quantities of irrelevant, unsolicited e-

mail, referred to as junk mail or spam, can be an annoyance and a waste of productive time to employees.

- Students are not provided with individual e-mail accounts.
- Email is regular method of communication between CVES and its staff. Employees shall check their e-mail regularly.
- Employees are provided e-mail in order to more easily communicate with their colleagues, inside and outside CVES, on organization-related matters only.
- Employees should immediately delete suspicious e-mails, even if it appears to have been sent from someone they know. They should also report it to CVES Technology Department.
- All e-mails are filtered. If an expected e-mail has not arrived, employees should initiate a service request through the Technology department.

Employee Responsibilities Regarding Student Use

It is the responsibility of employees to protect students from objectionable materials, and provide them with relevant and rewarding educational experiences.

- Employees must supervise students in the safe and proper use of any CVES network and technologies.
- Employees must monitor the Internet content that students are accessing.
- Parents/Legal Guardians will be provided a copy of this Acceptable Use Policy on a yearly basis and will be encouraged to contact employees to discuss these procedures if they have any questions.
- Employees must provide students education about safe and proper use of technologies.

Security

System security is protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access.

- Employees and students shall not reveal their passwords to any unauthorized individual.
- Users will not leave their system unattended while they are logged on. Any unauthorized use of a user account must be reported to their immediate supervisor.
- Unauthorized access is strictly prohibited.
- Passwords will follow guidelines set forth by the Technology Department.

Removable Media Use

All removable media such as but not limited to DVDs, CDs and USB-based memory drives – also known as flash drives, key drives and thumb drives – are highly convenient tools. Their convenience can potentially expose CVES to additional risk, as these devices are easily lost or otherwise compromised.

- Users may utilize Removable Media on CVES Network and Technologies for educationally valid materials.
- Users utilizing Removable media for any Confidential or Personally Identifiable Information must securely protect with a password and/or are encrypted to ensure the safety of the data.

Personal Device Use

The use of personal devices in the classroom can add educational value when such devices deliver content and extend, enhance or reinforce the student learning process.

- Classroom teachers determine the appropriateness of in-class use of personal devices, consistent with district instructional objectives, and with approval of the divisional director.
- Users needing Internet Access for their personal device may only utilize the CVES Portal Wireless Network.
- Users may not use any personal device in a manner that is disruptive to any other user.
- CVES is not responsible for any damage to the personal device.
- Users may be held responsible for any replacement or repair costs caused by their personal device.
- Users may only connect a personal device to CVES Technologies with prior authorization.

Disciplinary Consequences and Procedures

Users who use CVES networks and/or technologies are expected to comply with this policy in its entirety as well as with any administrative regulations adopted in furtherance of this policy. The District Superintendent is authorized to implement administrative regulations in furtherance of this policy which would include a discussion of the possible suspension of Users access right to CVES networks and/or technologies and the possibility of appropriate disciplinary action.

Student Violations

First Violation:

Upon confirmation of the first violation of the AUP, disciplinary consequences and procedures will be determined as outlined in the CVES Code of Conduct. A violation action letter will be sent home with the student. The student's parent/guardian must sign and return this letter. In addition to any disciplinary consequences imposed, the student's home school will be notified of the violation and, depending on the severity of the violation, the student's Internet access may be temporarily suspended or terminated for the remainder of the school year. Access to the Internet will not be reinstated at any time unless the violation action letter has been signed by the student's parent/guardian and returned to CVES.

Second Violations:

If there is a second AUP violation by the same student during the school year, the student's Internet access will be temporarily suspended or terminated for the remainder of the school year. The student's home school will be notified of the violation, and a second violation action letter will be generated and sent home with the student. The student's parent/guardian must sign and return this letter. In addition to any disciplinary consequences imposed, depending on the severity of the violation, the student's access to other CVES networks and technologies may also be temporarily suspended or terminated for the remainder of the school year. Access to the Internet and other CVES networks and technologies will

not reinstated at any time unless the violation action letter has been signed by the student's parent/guardian and returned to CVES.

Subsequent Violations:

Any further violation of the AUP by the same student during the school year will result in a meeting between the student, parent/guardian, teacher, and the division head. The division head will at that time determine whether the student's access to all CVES network and/or technologies will be terminated, including the duration of such termination. The student's home school will be notified if access to CVES networks and technologies is terminated.

In addition to the above consequences, students shall be subject to disciplinary consequences and procedures will be determined as outlined in the CVES Code of Conduct for violations of the acceptable use policy.

Special Circumstances

There may occur special circumstances that require permission to access resources or otherwise use technology in a way that would normally be considered in violation of the CVES AUP. Any such situation will be evaluated on a case-by-case basis, and exceptions to the CVES AUP will be at the discretion of the CVES Technology Department or District Superintendent. In those cases, any such action will be carried out or supervised by the CVES Technology Department in order to insure the safety and security of CVES networks and technologies, and to assure that such action is carried out in an appropriate manner. When this procedure is followed, such instances will not be considered violations of the CVES AUP.



Acceptable Use Policy Student Agreement

We have read, understand, and agree to follow the guidelines set forth in this Acceptable Use Policy. We understand that if the student violates the Acceptable Use Policy, the student may lose access to CVES Networks and Technologies. Depending on the severity of the violation, the student may also be subject to disciplinary action.

We hereby release CVES, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from the student's use of, or inability to use, CVES Networks and Technologies, including, but not limited to claims that may arise from the unauthorized use of CVES Networks and Technologies.

Student Name: _____

Student Signature: _____

Parent / Guardian Name: _____

Parent / Guardian Signature: _____

Date: _____

Special Request: _____

Public Non-Discrimination Notice:

Champlain Valley Educational Services does not discriminate on the basis of race, color, national origin, sex, disability, age or any other legally protected status in its programs, activities, employment and admissions; and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding this nondiscrimination policy may be directed to:

John Iorio – Civil Rights Compliance Officer
Dr. Grace Stay – Civil Rights Compliance Officer
1585 Military Turnpike
P.O. Box 455, Plattsburgh, NY 12901
Phone: 518-561-0100 Ext. 236

Matthew Slattery – Section 504 Compliance Officer
1585 Military Turnpike
P.O. Box 455, Plattsburgh, NY 12901
Phone: 518-561-0100 Ext. 291



CV-TEC DIVISION
Michele M. Friedman
Director of Career and Technical Education

friedman_michele@cves.org
Plattsburgh Main Campus, 518-561-0100 FAX 518-561-0494
Mineville Branch Campus, 518-942-6691 FAX 518-942-3368
Satellite Branch Campus, 518-561-0100 FAX 518-324-6620
OneWorkSource, 518-561-0430 FAX 518-324-3379

CVES MISSION

Champlain Valley Educational Services empowers students, schools and communities by providing exemplary education, training, support and shared services.

August 16, 2021

Dear CV-TEC Health Careers Students (Allied Health, New Visions Medical Careers, LPN, CNA, Phlebotomy):

Welcome to the 2021-2022 school year. We are excited to have you join us at CV-TEC.

We know you must have many questions regarding participation in clinical experiences as part of the health career program you are enrolled in at CV-TEC. Your safety is our top priority, and we take very seriously the need to follow all recommendations and protocols in, not only our classrooms, but in clinical settings as well.

We are encouraging all CV-TEC Health Careers Students to be vaccinated for COVID 19 in order to take full advantage of all possible clinical experiences. Requirements at our partnering clinical sites are constantly changing and are not universal. Testing for COVID 19 in place of vaccination is not a guarantee that clinical sites will be open to you. Clinical sites have the full determination as to under what conditions a student may be present. **We want to be clear that if you are not vaccinated there is a chance your clinical experiences may be limited or unavailable.** In many of our programs, this could affect your ability to complete required clinical hours and sit for a license or certification.

We are in constant communication with all of our clinical site partners and will keep you informed of all requirements as they are announced and as they pertain to your specific program. Should you have any questions, please call the Health Careers Coordinator's office at (518) 561-0100 ext. 246.

Sincerely,

Michele M. Friedman

Director of Career & Technical Education
CV-TEC Division of CVES



CV-TEC STUDENT POLICY/PROCEDURE REVIEW

Student Name: _____

CV-TEC Program: _____

Home School: _____

Date of Review: _____

I have reviewed the following policies/procedures and understand all of the expectations and agree to abide by them.

- 1) Student Code of Conduct Summary
- 2) Acceptable Use Policy For Technology Resources

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

*** *This form must be completed and returned to the issuing teacher during the first week of enrollment. Please keep each of the above-mentioned policies/procedures for future reference.***

Public Non-Discrimination Notice

Champlain Valley Educational Services does not discriminate on the basis of race, color, national origin, sex, disability, age or any other legally protected status in its programs, activities, employment and admissions; and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding this nondiscrimination policy may be directed to:

Grace Stay – Title IX Compliance Officer
John Iorio – Title IX Compliance Officer
1585 Military Turnpike
P.O. Box 455, Plattsburgh, NY 12901
518-561-0100 Ext. 236

Matthew Slattery
Section 504 Compliance Officer
1585 Military Turnpike
P.O. Box 455, Plattsburgh, NY 12901
518-561-0100 Ext. 299

CV-TEC OFFICE DIRECTORY

CV-TEC Division Administration

Mrs. Michele M. Friedman



Title	Director of Career & Technical Education CV-TEC Division of CVES
Location	CV-TEC Plattsburgh Main Campus
Phone	(518) 561-0100 x236
Email	friedman_michele@cves.org

Mrs. Tina LeFevre



Title	Assistant to the Director
Location	CV-TEC Plattsburgh Main Campus
Phone	(518) 561-0100 x236
Email	lefevre_tina@cves.org

CV-TEC OneWorkSource Campus

Mr. John Iorio



Title	Adult Services Administrator
Location	CV-TEC OneWorkSource
Phone	(518) 561-0430 x3079
Email	iorio_john@cves.org

Mrs. Amy Burdo



Title	Adult Literacy & Training Coordinator
Location	CV-TEC OneWorkSource
Phone	(518) 561-0430 x3091
Email	burdo_amy@cves.org

Mr. Dana Poirier



Title	Community Outreach Coordinator
Location	CV-TEC OneWorkSource
Phone	(518) 561-0430 x3088
Email	poirier_dana@cves.org

CV-TEC Mineville Campus

Dr. Grace Stay



Title	Principal CV-TEC Mineville Campus
Location	CV-TEC Mineville Campus
Phone	(518) 942-6691 x101
Email	stay_grace@cves.org

Ms. Marcie Frasier



Title	Assistant to the Principal CV-TEC Mineville Campus
Location	CV-TEC Mineville Campus
Phone	(518) 942-6691 x100
Email	frasier_marcie@cves.org

CV-TEC Plattsburgh Satellite & Mineville Campus

Mrs. Nicole Santaniello



Title	School Counselor
Location	CV-TEC Plattsburgh Satellite Campus CV-TEC Mineville Campus
Phone	(518) 942-6691 x117
Email	santaniello_nicole@cves.org

CV-TEC Plattsburgh Satellite Campus

Mr. Mark Brown



Title	Principal CV-TEC Plattsburgh Satellite Campus
Location	CV-TEC Plattsburgh Satellite Campus
Phone	(518) 561-0100 x243
Email	brown_mark@cves.org

Mrs. Kathy Mallette



Title	Assistant to the Principal CV-TEC Plattsburgh Satellite Campus
Location	CV-TEC Plattsburgh Satellite Campus
Phone	(518) 561-0100 x281
Email	mallette_kathy@cves.org

CV-TEC OFFICE DIRECTORY

CV-TEC Plattsburgh Main Campus

Mr. Adam Facteau



Title	Principal CV-TEC Plattsburgh Main Campus
Location	CV-TEC Plattsburgh Main Campus Main Office
Phone	(518) 561-0100 x237
Email	facteau_adam@cves.org

Mrs. Colleen Lafountain



Title	Academic Services Coordinator
Location	CV-TEC Plattsburgh Main Campus Guidance Office
Phone	(518) 561-0100 x259
Email	lafountain_colleen@cves.org

Mrs. Nicole Osika



Title	Assistant to the Principal CV-TEC Plattsburgh Main Campus
Location	CV-TEC Plattsburgh Main Campus Main Office
Phone	(518) 561-0100 x238
Email	osika_nicole@cves.org

Mrs. Lucy Marbut



Title	School Counselor
Location	CV-TEC Plattsburgh Main Campus Guidance Office
Phone	(518) 561-0100 x242
Email	marbut_lucy@cves.org

Mrs. Dena Tedford



Title	Health Careers Coordinator
Location	CV-TEC Plattsburgh Main Campus
Phone	(518) 561-0100 x246
Email	tedford_dena@cves.org

Mr. Kevin Donoghue



Title	School Counselor
Location	CV-TEC Plattsburgh Main Campus Guidance Office
Phone	(518) 561-0100 x244
Email	donoghue_kevin@cves.org

Mrs. Sherry Snow



Title	Student Services Coordinator
Location	CV-TEC Plattsburgh Main Campus
Phone	(518) 561-0100 x255
Email	snow_sherry@cves.org

Mrs. Debbie Geddes



Title	Registrar/Guidance Office Assistant
Location	CV-TEC Plattsburgh Main Campus Guidance Office
Phone	(518) 561-0100 x241
Email	geddes_debbie@cves.org

Mr. Chris Chaffin



Title	Financial Aid Examiner
Location	CV-TEC Plattsburgh Main Campus
Phone	(518) 561-0100 x245
Email	chaffin_chris@cves.org

Ms. Kylee Gonyea



Title	Student Services/ Attendance
Location	CV-TEC Plattsburgh Main Campus Main Office
Phone	(518) 561-0100 x240
Email	gonyea_kylee@cves.org

CVES MISSION

Champlain Valley Educational Services empowers students, schools and communities by providing exemplary education, training, support and shared services.

Emergency/Snow Day Notification of School Closure – August 2021

For your convenience and safety, please listen to any of the following stations for closing announcements.

TELEVISION

WPTZ TV Channel 5
WCAX TV Channel 3

RADIO

WIRY – 1340 AM

ONECALLNOW – (Employee information is added to system upon hire)

- Users can receive text message notification instead of voice calls on your cell phone. From your cell phone text the word Alert to 22300. A text confirmation will be sent to your cell phone.
- To stop receiving text message notifications, text the word **Stop** to **22300** from your cell phone.

Question, Wrong Location, or Phone Call Opt-In

- If a user has any questions, finds they are receiving calls on the wrong location, or accidentally opts-out of voice calls, please email onecallnow@cves.org
- For assistance or further clarification, contact the Technology Department, by work order ([Http://helpdesk.cves.org](http://helpdesk.cves.org)), email (helpdesk@cves.org) or phone (518.561.0100 x372 or x375).

At the Plattsburgh Campuses, different divisions could be closed while other divisions are open. Therefore, closings will be specific according to the following list:

1. CVES Plattsburgh – CV-TEC Division
2. CVES Plattsburgh – Special Education Division
3. CVES Plattsburgh – Instructional Services Center Division
4. CVES Plattsburgh – Satellite Division
5. CVES Plattsburgh – District Office
6. CVES Plattsburgh – All Divisions
7. *CVES Plattsburgh – CV-TEC Adult Ed Evening Classes (*available on WPTZ only)
8. CVES Mineville Campus (all divisions)

NOTIFICATION TO PARENTS

Champlain Valley Educational Services
1585 Military Turnpike
P.O. Box 455
Plattsburgh, NY 12901

Pursuant to the federal *Every Student Succeeds Act* signed into law in December 2015, a school district must disclose to military recruiters and institutions of higher learning, upon request, the names, addresses and telephone numbers of its high school students. However, the district must also notify parents of their rights and the rights of their children to request, in writing, that the district NOT release such information if it is requested.

Parents, or students who are at least 18 years old, wishing to exercise their option to withhold their consent to the release of the above information to military recruiters and institutions of higher learning must sign and return the form attached below to the CV-TEC Principal by September 13th.


Meghan Rabideau, Records Access Officer

NOTIFICATION TO SCHOOL DISTRICT

TO: Principal-CV-TEC Division
1585 Military Turnpike
P.O. Box 455
Plattsburgh, NY 12901

RE: Reservation of Consent for the Release of Certain Student Information under the
Every Student Succeeds Act

Please DO NOT release the name, address or telephone number of

_____ to military recruiters or institutions of higher learning.
(Print Name of Student on Line Above)

(Parent Signature)

(Date)

(Student Signature, if 18 Years Old or Older)

(Date)



Student Name: _____

Date of Birth: _____

Home School District: _____

Grade: _____

Address: _____

CV-TEC Program: _____

Teacher's Name: _____

Adult Student: Yes _____ No _____

If Yes, phone # _____

EMERGENCY CONTACTS: (Please give relationship to student)- these persons must be willing to pick up your child.

1. _____ Telephone #: _____

2. _____ Telephone #: _____

MEDICAL INFORMATION: Name of your child's health provider/physician: _____

Do you have any ALLERGIES? (food, medication, bee stings, insects, latex, etc.) Yes ___ No ___ If yes, please list: _____

Do you require emergency medication for your allergy such as an EPI-PEN? Yes ___ No ___ Benadryl? Yes ___ No ___

Do you have a physician's order for this medication and do you carry this medication with you? Yes ___ No ___

DATE OF YOUR LAST TETANUS SHOT/BOOSTER: _____

Do you have or ever had any of the following? CHECK ANY THAT APPLY (Please explain, add dates, etc.)

___ Anxiety _____

___ Asthma If so, do you use an inhaler? Yes ___ No ___ Do you carry your inhaler? Yes ___ No ___

___ Depression _____

___ Diabetes If so, do you check your blood sugar at school? Yes ___ No ___

Do you have an insulin pump? Yes ___ No ___

___ Gastrointestinal Disorder _____

___ Heart Disease/High Blood Pressure _____

___ Seizures If so, when was your last seizure? _____ Do you take medication for your seizures? (If so, please list)

___ Serious Head Injury _____

___ Skin Disorders _____

___ Surgeries _____

___ Urinary/Kidney Disorder _____

Are you taking medications that are NOT listed above OR do you have any other health concerns? Yes ___ No ___

DATE: _____

Parent/Guardian Signature: _____



CV-TEC DIVISION
Michele M. Friedman
Director of Career and Technical Education

friedman_michele@cves.org
Plattsburgh Main Campus, 518-561-0100 FAX 518-561-0494
Mineville Branch Campus, 518-942-6691 FAX 518-942-3368
Satellite Branch Campus, 518-561-0100 FAX 518-324-6620
OneWorkSource, 518-561-0430 FAX 518-324-3379

CVES MISSION

Champlain Valley Educational Services empowers students, schools and communities by providing exemplary education, training, support and shared services.

Student-Media Information Release

Dear Parents/Guardians/Students:

Below please find a media release to be signed and returned to Champlain Valley Educational Services (CVES). By signing the release, you are authorizing CVES to photograph, interview, video or live stream you (adult student) or your child. In addition, you are authorizing CVES to use your photograph or your child's photograph, interview, video or live stream in printed publications, electronic resources such as the CVES website, CVES social media sites, any other bona fide business use. If your child is over 18 years of age, the student may sign the authorization.

I release Champlain Valley Educational Services, its officers, employees and agents, from any and all claims, demands, actions, causes of action, suits, damages and judgements as a result of the use of the above information about me (adult student) or my child in the publications and sites described above.

Please check:

Yes _____ No _____

The authorization will be valid for the 2021-2022 school year only.

Date: _____

Child's/Student's Name: _____

Child's/Student's Signature: _____

Parent's/Guardian's Name: _____

Parent's/Guardian's Signature: _____

Public Non-Discrimination Notice:

Champlain Valley Educational Services does not discriminate in the basis of race, color, national origin, sex, disability, age or any other protected status in its programs, activities, employment and admissions; and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding this discrimination policy may be directed to:

Grace Stay, Title IX Compliance Officer

Matthew Slattery: Section 504 Compliance Officer

John Iorio, Title IX Compliance Officer

1585 Military Turnpike
Plattsburgh, NY 12901
(518) 561-0100 Ext. 236

INITIAL NOTIFICATION IN PARENTAL RELATION AND STAFF

September 2021

Dear Parent, Guardian and School Staff:

New York State Education law Section 409-H effective July 1, 2001, requires all public and non-public elementary and secondary schools to provide written notification to all persons in parental relation, faculty and staff regarding the potential use of pesticides periodically throughout the school year.

Champlain Valley Education Services is required to maintain a list of persons in parental relation, faculty and staff who wish to receive 48-hour prior written notification of certain pesticide applications.

In the event of an emergency application necessary to protect against an imminent threat to human health, a good faith effort will be made to supply written notification to those on the 48-hour prior notification list.

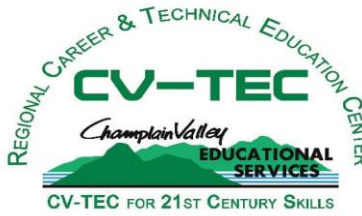
If you would like to receive 48-hour notification of pesticide applications that are scheduled to occur in our school buildings, please complete the form below and return it to Jerry Brooks, the Champlain Valley Educational Services' IPM Coordinator, at P.O. Box 455, Plattsburgh, NY 12901.

Champlain Valley Educational Services <i>Request for Pesticide Application Notification</i> (PLEASE PRINT NEATLY)		
School Building (please check one)		
Plattsburgh Campuses CV-TEC Division _____ Main Campus _____ Special Ed. Division _____ Sattellite Branch Campus		
Mineville Branch Campus _____ Yandon Dillon Ed Center		

Student/Employee Name	Parent/Guardian	
Address	City	Phone
	District	E-mail

PLEASE FILL OUT ONLY ONE FORM FOR THIS NOTIFICATION!

Please feel free to contact Jerry Brooks, the Champlain Valley Educational Services IPM Coordinator, at (518) 561-0100, ext. 228 for further information on these requirements.



www.cves.org (518) 561-0100

2021-2022 PARENT PORTAL ACCESS FORM

Information request for Parent Portal Access

CV-TEC has implemented SchoolTool, which has a "Parent Portal" that allows you to access your child's information. In order to create a SchoolTool account, please complete **both sides** of this form. If you have any questions, please contact, Nicole Osika at (518) 561-0100 extension 238.

Please make sure all information filled out is correct, as this will affect your log-in status.

Name of Student (s): _____

Name of Person Requesting Access: _____

Relationship to Student(s): _____

E-Mail Address to be used for Parent Portal Access: _____

Parental Authorization to Add Portal Access

***NOTE: Without a PARENT/GUARDIAN signature below,**

NO authorization to the Parent Portal will be granted.

Parent's/Guardian's Name (Signature): _____ Date: _____

Parent's/Guardian's Name (Print): _____

Parent's/Guardian's Name (Signature): _____ Date: _____

Parent's/Guardian's Name (Print): _____

For District Use Only: Received by: _____ Date: _____
Processed by: _____ Date: _____

SchoolTool Parent Portal Terms of Network Access

I request that CV-TEC allow me to access information about my child's school performance, which could include schedule, teacher names, attendance, and grades. I understand that this information is stored in a database, which is maintained by the CVES District.

In return for the District providing me this information, by signing below, I agree to the following Terms of Network Access:

- I will maintain and keep active the valid-email address provided so the District may use it to send me pertinent information concerning the Parent Portal Account.
- I will only attempt to view information about the student(s) listed. I will not attempt to "hack", manipulate, or otherwise try to evade the security measures to access information regarding any other person.
- I will not intentionally transfer to the School Tool system any virus, Trojan horse, or other Malicious computer code.
- If granted the ability to update demographic data/contact information into my child's account, I will only enter accurate information.
- I understand that the District's use of the School Tool software is supported by the CVES IT Department, and possibly other consultants and employees. They are instructed to keep confidential any personally-identifiable information, including educational records, they may see in the performance of their duties. I consent to the disclosure about me or the student(s) listed above under these circumstances.
- I understand that all information stored in the School Tool database remains the property of the District, and may be accessed, examined, or modified at any time.
- I understand that the School Tool database may record any retain information about when and how I use School Tool through the Parent Portal, and that this information is the property of the District and is subject to review by the District.
- I agree that I will not disclose my login information to any other person, not even other people in my family or household. I accept responsibility for all actions that are performed by anyone gaining access to the School Tool database using my login information.
- I understand that the District retains the discretion to block my access to School Tool whenever it has reasonable suspicion to believe that I have violated one of the foregoing terms of accessing School Tool and other network resources.

Parent's/Guardian's Name (Signature): _____ **Date:** _____

Parent's/Guardian's Name (Print): _____

Parent's/Guardian's Name (Signature): _____ **Date:** _____

Parent's/Guardian's Name (Print): _____



CV-TEC Parent Portal Questions & Answers

What is a Parent Portal?

Parent Portal is a web-based access portal that allows parents to get an update on how their child is doing in their CV-TEC Career & Technical Education (CTE) program (grades, attendance, discipline, etc.).

What kind of information can I find out about my child?

You will be able to see your child's schedule, marking period grades, how many absences/tardies the school has on record, discipline records, and contact information.

Will I be able to see my child's assignments and grades online also?

Quarterly report card grades will be available for viewing as they become available throughout the school year. As our district grows with this system, you will have access to view individual assignments as they are graded and posted by our teachers—please be patient as this will take time to implement.

What if parents are separated or each would like a separate account?

Not a problem, both parents can register and have separate access, just fill out two separate "Parent Portal Access Forms".

How do I sign up for this system? What do I need to access this system?

Complete the enclosed “Parent Portal Access Form” and return it to the CV-TEC Main Office.

Once an account is created , you will receive an email, follow the enclosed “Parent Portal Tutorial” to complete the set up and customization of your account. The tutorial also can be found at www.cves.org. Any computer with internet access can be used to access this system.

How is my child’s grade calculated?

Your child’s grade is broken down into two categories: Engagement and Technical. Both categories are averaged together (equally) to create your child’s grade. All CTE integrated academics (English, Math, Science, etc.) are reported at the end of each semester (January/June). For more information on the CV-TEC grading procedure, please visit the “Parent Portal” link on the www.cves.org website.

What can I do if I have a concern regarding classroom performance?

Please contact the teacher via email or phone to discuss any concerns. Work out a strategy with both the teacher and student to get back on track.

While I’m in the Portal can I email the teacher?

Yes! You will see an envelope icon next to the teacher’s name when you click the schedule tab. Select the envelope and it will open up an email interface, where you can send them a message; even attach a document if needed!

Explore all of the tabs on the Parent Portal... This is a great way for you to keep in touch with the school and your child’s teachers. If contact information is incorrect, please update.

Most of all enjoy this new tool!



CV-TEC Plattsburgh SkillsUSA
Membership Registration Form

*** Please print neatly***

Name of Student:		Grade:	11 th	12 th	Adult
Name of CV-TEC Class:		Session: M/T or Th/F			
		Teacher:			
Home School:					
AVCS	BCS	BVCS	CHAZY	KEENE	NAC
NCCS	PERU	PHS			
SARANAC	SETON	WILLSBORO	ADULT		
Home Mailing Address:					
City, St:			Zip Code:		
Home Phone Number:			Student's Cell Phone Number:		
Date of Birth:			T-Shirt Size:		
Allergies/Medications:			Emergency Contact <u>Name</u> & <u>Number</u> :		

Office Use Only

<u>All members pay \$10.00 dues.</u>	
Date Paid:	Received by:
Membership #:	

Submit completed form and dues to your teacher who will submit your application to Ms. Dashnaw, then you will receive your membership card.

Thank you.



SkillsUSA is a national organization serving a quarter-million high school students, college students, and professional members who are enrolled in technical, skilled, and service occupations, including health occupations.

BECOME A MEMBER OF SkillsUSA Today!!

What is SkillsUSA?

SkillsUSA is a student leadership organization for students who attend a technical high school like CV-TEC.

Who Can Join SkillsUSA?

Any student who attends CV-TEC. *Adult students are welcome to join, but cannot compete.

What Will I Do If I Join SkillsUSA?

As a SkillsUSA member, you will participate in many school activities such as school and community service projects, fundraising events, "members only" events, banquets, leadership training, and many others.

You may even be selected to represent CV-TEC at SkillsUSA sponsored Career & Technical Education Competitions! Winners of these competitions often win thousands of dollars in scholarship money and prizes. Competitions are held at the local, regional, state, national, and international levels.

Most importantly, all of our SkillsUSA members have A LOT OF FUN!

When Can I Join SkillsUSA?

You can join as early as the first week of classes at CV-TEC.

You will be issued your membership card when your registration and dues are received.

Who Do I See About Joining SkillsUSA?

Ask your teacher for more information or email Ms. Dashnaw at dashnaw_jackie@cves.org.

Does It Cost Any Money To Join SkillsUSA?

Yes. Each member is responsible for paying a \$10.00 membership activation fee. The fee extends your membership to full benefits into our leadership-training component of the organization.

Where Can I Get More Information About SkillsUSA?

Presentations will be made about SkillsUSA during the first few weeks of school. Your teacher can also answer questions you may have or will be able to direct you to someone who can help.

The BEST way, however, to get more information about SkillsUSA is to talk with someone in your class who was a member last year.

Are Students Directly Involved in SkillsUSA Decisions?

Yes! There is a team of senior officers for both the morning and afternoon sessions.



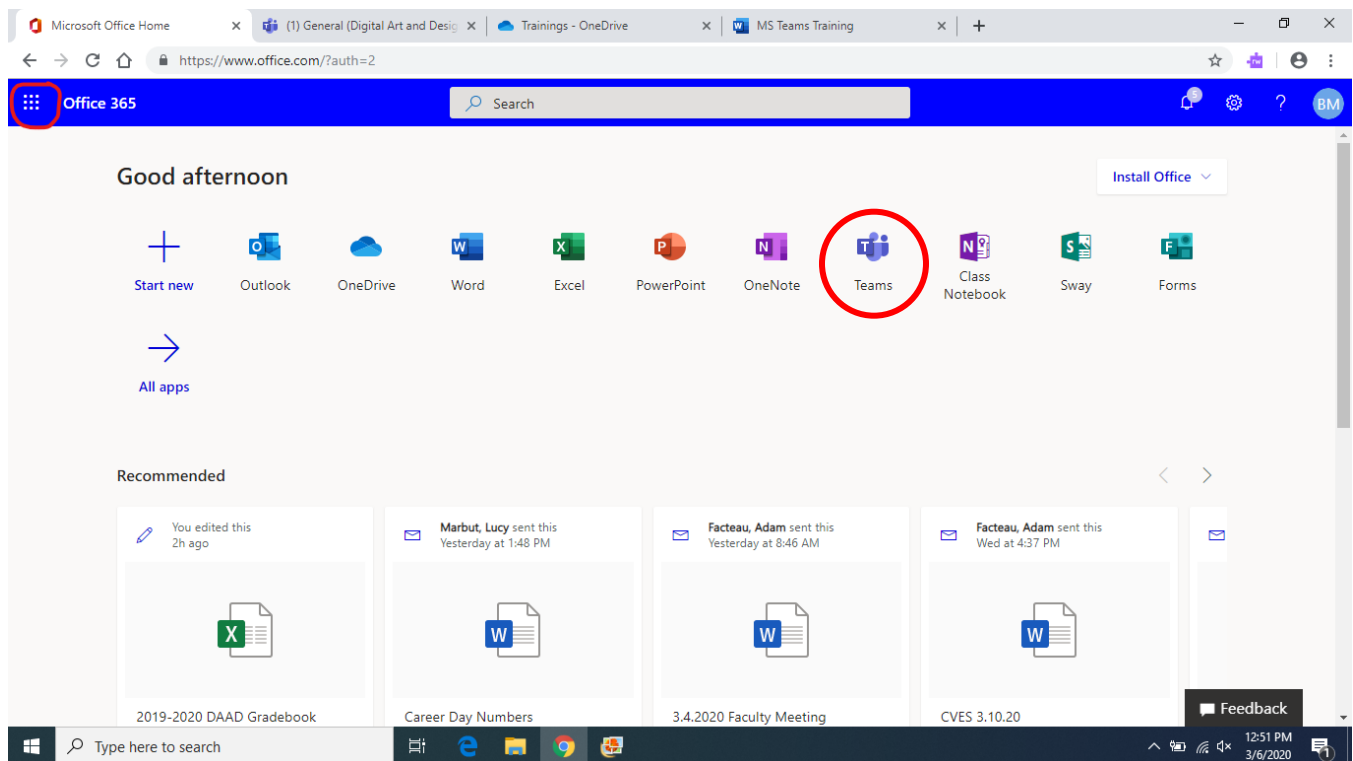
Student Introduction to Microsoft Teams

Getting Started

Once you have signed an acknowledgment of our Acceptable Use Policy, you will be provided a CV-TEC username and password. Using this information, you will be able to access your CV-TEC program of study on our Microsoft Teams platform. Follow the instructions below on how to find it.

Where is Teams?

1. Start by going to office.com and log in using your **email address (username@cves.org)** and **password**.
2. **Teams** should be listed as one of the main apps. If you can't find it, either click **All apps** or click the **Microsoft Waffle button** in the upper left corner.



3. Once the app has loaded, you will see all the teams to which you belong. Click on them to learn more about your CV-TEC program.
4. If you use a PC, you can download the Teams desktop app. You can also download the mobile app for Android or iOS.