

Agenda – Regular Meeting
Tech Valley High School Operating Board
A Joint Venture of Capital Region BOCES and Questar III

March 28, 2019 6:15 p.m. Tech Valley High School
SUNY College of Nanoscale Science and Engineering
246 Tricentennial Drive
Albany, New York 12203

District Superintendent: Ms. Anita Murphy, Capital Region BOCES
District Superintendent: Dr. Gladys Cruz, Questar III BOCES

1. Pledge of Allegiance
2. Approval of the Agenda
3. Minutes from the February 25, 2019 Board Meeting
4. Recognition of Visitors
5. Privilege of the Floor
6. Personnel Considerations
 - a. Appointment
 1. Per Diem Substitutes
 - b. Executive Session
7. Business Items
 - a. Board Policies – Second and First Readings
 - b. Internal Claims Auditor Report
 - c. Treasurer’s Report
 - d. Business Alliance Membership
8. Approval of the 2019-20 TVHS Calendar
9. Presentation of Proposed 2019-20 TVHS Budget
10. Principal’s Report
11. District Superintendents’ Report
12. Board Discussions

13. Summary Actions

14. Adjournment

1. **Pledge of Allegiance**

2. **Approval of the Agenda**

RESOLVED: that the Tech Valley High School Operating Board approves the agenda as presented.

3. **Minutes**

RESOLVED: that the Tech Valley High School Operating Board approves the Minutes from the February 25, 2019 Board Meeting. (copy attached)

4. **Recognition of Visitors**

5. **Privilege of the Floor**

6. **Personnel Considerations**

a. **Appointment**

1. **Per Diem Substitutes**

RESOLVED: that upon joint recommendation of the District Superintendents of Questar III and Capital Region BOCES, the following per diem substitutes be appointed:

<u>Name</u>	<u>Dates</u>	<u>Position</u>	<u>Rate</u>
Christina Papadopoulos	February 1, 2019-June 30, 2019	Teacher	\$100/day
Jillian Priester	March 4, 2019-June 30, 2019	Teacher	\$100/day

b. **Executive Session**

RESOLVED: that the Tech Valley High School Operating Board enters into Executive Session to discuss a collective bargaining matter.

7. **Business Items**

a. **Board Policy - Second Reading**

Recommend that the Tech Valley High School Operating Board ratifies the following policy:

Policy No. 10 Attendance Policy

(copy attached)

Board Policies – First Reading

Recommend that the Tech Valley High School Operating Board conducts a first reading of the following proposed policies:

Policy No. 11 Senior Open Lunch Privilege Policy
 Policy No. 12 Prohibition of Discrimination, Sexual and Other Unlawful Harassment of
 Employees, Non-Employees and Interns

(copies attached)

Recommend that the Tech Valley High School Operating Board conducts a first reading of the following revised policies:

Policy No. 1 Tech Valley Regional Technology Institute
 Policy No. 6 Benefits for Non-Represented Employees
 Policy No. 7 Building School Safety Plan
 Policy No. 8 Code of Conduct

(copies attached)

b. Internal Claims Auditor Report

RESOLVED: that the Tech Valley High School Operating Board approves the Internal Claims Auditor Report for January 4, 2019 through February 27, 2019. (copy attached)

c. Treasurer's Report

RESOLVED: that the Tech Valley High School Operating Board approves the Treasurer's Reports for the periods ending January 31, 2019 and February 28, 2019. (copy attached)

d. Business Alliance Membership

RESOLVED: that the Tech Valley High School Operating Board hereby approves the Business Alliance membership roster and designates the members for terms ending on June 30, 2022. (membership roster attached)

8. **Approval of the 2019-20 TVHS Calendar**

RESOLVED: that the Tech Valley High School Operating Board approves the 2019-2020 TVHS calendar. (copies attached)

9. **Presentation of Proposed 2019-20 TVHS Budget**

Mr. James Niedermeier, Principal and Chief Academic Officer, will make a presentation on the proposed 2019-20 TVHS Budget. (copy attached)

RESOLVED: that the Tech Valley High School Operating Board approves the 2019-2020 TVHS Budget.

10. **Principal's Report**

(copy attached)

11. **District Superintendents' Report**

- a. The District Superintendents will report on Mr. James Niedermeier, Principal and Chief Academic Officer, being named a 2019 40 Under 40 by the Albany Business Review and discuss possible attendance at the luncheon for the honorees on May 17, 2019.
- b. 2018-19 TVHS Board Member Directory

The directory has been updated. (copy attached)

12. **Board Discussions**

13. **Summary Actions**

14. **Adjournment**



REGULAR MEETING – February 25, 2019

A Regular Meeting of the Tech Valley Regional Technology Institute (Tech Valley High School), a joint venture of the Board of Cooperative Educational Services of Albany-Schoharie-Schenectady-Saratoga Counties, 900 Watervliet-Shaker Road, Albany, New York, and the Board of Cooperative Educational Services of Rensselaer-Columbia-Greene Counties, 10 Empire State Boulevard, Castleton, New York, was held on February 25, 2019 at the Tech Valley High School, SUNY College of Nanoscale Science and Engineering, 246 Tricentennial Drive, Albany, New York 12203. The meeting was called to order at 6:15 p.m. by President Brooks.

PRESENT

John Bergeron
Edmund Brooks
Nancy delPrado
Joseph Garland
John Hill
Kevin Kutzscher
Lynne Lenhardt
John Phelan
Gladys Cruz, Dist. Supt.
Anita Murphy, Dist. Supt.
Gretchen Wukits,
Clerk of the Board

ABSENT

Marilyn Noonan
Paul Puccio

STAFF

James Niedermeier
Susan DiDonato

GUESTS

Wendy Ashley
Danielle Bouton-Wales
Mike Buono
Joseph Dragone
Danielle Hemmid
Michele Jones
Lynne Wells

President Brooks led the Pledge of Allegiance.

PLEDGE OF ALLEGIANCE

It was suggested by Dr. Bergeron and seconded Mr. Kutzscher to amend the agenda to reflect tabling of the reading of the proposed and revised policies until the Board members had discussed the process of developing, reviewing and adopting policies during the Board Discussions portion of the meeting. Also, since the Acceptance of Donation referenced the accordance of a Capital Region BOCES policy, it was suggested that be tabled until after Board Discussions as well. The motion passed unanimously. It was moved by Mr. Phelan and seconded by Dr. Bergeron to approve the agenda as amended. The motion passed unanimously.

AGENDA

It was moved by Mrs. delPrado and seconded by Mr. Phelan to accept the November 29, 2018 Board Meeting Minutes. The motion passed unanimously.

MINUTES

It was moved by Dr. Bergeron and seconded by Mrs. Lenhardt to approve the following:

**PERSONNEL
CONSIDERATIONS**

RESOLVED: that upon joint recommendation of the District Superintendents of Questar III and Capital Region BOCES, the following Teacher for the Tech Valley High School be appointed:

(Appointments)

Name:	Xiaoyan Huang
Position:	Teacher, Chinese
Effective:	January 2, 2019-June 30, 2019
Certification:	Chinese (Initial) (in process)
Type of Appointment:	Long Term Substitute
Tenure Area:	N/A
Probationary Period:	N/A
Annual Salary:	\$48,000
Benefits:	As set forth in the TVHS Teacher Association agreement

The motion passed unanimously.

It was moved by Dr. Bergeron and seconded by Mrs. Lenhardt to approve the following:

RESOLVED: that upon joint recommendation of the District Superintendents of Questar III and the Capital Region BOCES, the following students be appointed to serve as Team Mentors at Tech Valley High School’s STEM Camp:

<u>Name</u>	<u>Dates</u>	<u>Rate</u>
Macy Hayes	February 20, 2019-February 22, 2019	\$11.10/hour
Alexandra O’Keefe	February 20, 2019-February 22, 2019	\$11.10/hour
Pursevuren Batdorj	February 20, 2019-February 22, 2019	\$11.10/hour

The motion passed unanimously.

It was moved by Mr. Phelan and seconded by Mrs. delPrado to approve the following:

(Leave of Absence)

RESOLVED: that upon joint recommendation of the District Superintendents of Questar III and Capital Region BOCES, the request of Sophia Hsia-Zhao, Chinese Teacher, for a child rearing leave of absence from April 1, 2019 through June 30, 2019, be approved.

Mrs. Lenhardt commented on the difficulty of recruiting teachers who are certified to teach Chinese, and Mr. James Niedermeier, Principal and Chief Academic Officer, concurred . The motion passed unanimously.

Mr. Garland arrived at 6:18 p.m.

It was moved by Mrs. Lenhardt and seconded by Mr. Garland to enter into Executive Session to discuss a collective bargaining matter at 6:19 p.m. The motion passed unanimously.

**EXECUTIVE
SESSION**

It was moved by Mrs. Lenhardt and seconded by Mr. Hill to reconvene the Regular Session at 6:29 p.m. The motion passed unanimously.

It was moved by Dr. Bergeron and seconded by Mr. Garland to approve the following:

**INTERNAL
CLAIMS
AUDITOR
REPORT**

RESOLVED: that the Tech Valley High School Operating Board approves the Internal Claims Auditor Report for November 8, 2018 through December 26, 2018.

Mr. Phelan noted that this Board meeting had been rescheduled from January 24, 2019 due to weather and asked if the financial reports were updated during the interim. It was stated that the reports were those that had been prepared for the meeting in January. The motion passed unanimously.

It was moved by Dr. Bergeron and seconded by Mr. Garland to approve the following:

**TREASURER'S
REPORTS**

RESOLVED: that the Tech Valley High School Operating Board approves the Treasurer's Reports for the periods ending November 30, 2018 and December 31, 2018. Ms. Wendy Ashley, Director, Business Operations, Capital Region BOCES, answered a question from Mrs. Lenhardt about tuition billing. The motion passed unanimously.

Mr. Niedermeier began his report by providing an update on the Senior Capstone Project. He highlighted the Alumni Day during I-Term and the opportunities available to TVHS students for internships and extended internships. Dr. Bergeron asked if a video of the activities and presentations had been made. Mr. Niedermeier responded that the students record their experiences via social media. Mr. Phelan said he was impressed with the great feedback from older alumni and inquired about how it was achieved. Mr. Niedermeier responded that technology and social media support building networks and enable community service tracking. He shared the presenters at the Exposiums who informed TVHS students about potential careers in the region. Dr. Bergeron noted that the organizations participating in field work for TVHS students were impressive. Mr. Niedermeier reported on the Girl STEMpowerment camp held February 20-22, 2019 to encourage female enrollment at TVHS. He concluded that applications for 2020 enrollment would be due on March 9, 2019, with the lottery to be held on March 15, 2020. He said that would enable him to have a

**PRINCIPAL'S
REPORT**

better picture of the 2020 enrollment when the Board meets on March 28, 2019. He reminded the Board that the TVHS graduation would be on June 27, 2019. Mrs. Lenhardt stated that great things are happening at TVHS. President Brooks shared that he had met a former TVHS student's grandmother and how happy she was with her grandson's experience at TVHS.

Dr. Gladys Cruz, District Superintendent, Questar III BOCES, noted that TVHS students had been attending Questar III BOCES Board meetings and component school districts' Board meetings. Mr. Garland related that the students are so impressive. President Brooks noted that it is exciting to hear that the students have so many plans. Ms. Anita Murphy, District Superintendent, Capital Region BOCES, indicated she had been working hard to get those component school districts that have never sent students to TVHS to participate and that South Colonie will send student(s) for the first time. She stated that parents who previously sent students to private schools may pressure districts to offer TVHS to them.

**DISTRICT
SUPERINTENDENTS'
REPORT**

Dr. Bergeron began the discussion by noting that the Acceptance of Donation had been tabled since it referenced accordance with an existing Capital Region BOCES policy. He suggested that since the Inter-Municipal Agreement identifies the areas for which each BOCES has responsibility, a set of policies should be in place that would satisfy legal obligations. Mrs. Lenhardt stated that when a policy falls under the purview of a particular BOCES, it would be helpful to have that policy as part of the TVHS policy. Dr. Cruz and Ms. Murphy both indicated that their BOCES policies are available on their BOCES websites. Dr. Bergeron said the set of policies would be an interim solution. Mr. Garland asked for further explanation. Mr. Kutzscher indicated that according to the Inter-Municipal Agreement, there had been eight original policies from the beginning of TVHS. Ms. Susan DiDonato, School Attorney, Questar III, and TVHS, elaborated that each BOCES has responsibility for certain areas. President Brooks commented that TVHS had done fairly well with what has been in place for its first ten years. Mrs. delPrado stated the Board needed to ensure that the policies are current and effective. Dr. Cruz summarized that the Board could review the policies that align with the areas of responsibilities of the particular BOCES. Dr. Bergeron, Mr. Kutzscher, and Mrs. Lenhardt concurred this would ensure the applicable policies complied, and it would be an interim solution until the Board agreed upon the process for policy development and review. Mr. Garland asked if this was not already being done. Mr. Phelan said it was being done informally, and President Brooks indicated this would memorialize it. Mr. Phelan moved that the Board commit to having the School Attorneys for Capital Region BOCES and Questar III BOCES coordinate review of such policies and develop a structure for future policy development and review. President Brooks, Dr. Bergeron, Mrs. delPrado, Mr. Kutzscher, Mrs. Lenhardt, and Mr. Phelan voted in favor.

**BOARD
DISCUSSIONS**

It was moved by Mr. Phelan and seconded by Mr. Garland to approve the following:

ACCEPTANCE OF DONATION

RESOLVED: that the Tech Valley High School Operating Board hereby accept the following in accordance with Capital Region BOCES Policy #6770:

Cash donation of \$3,750.00 from Nuts, Bolts & Thingamajigs, 2135 Point Blvd., Elgin, IL 60123. This money will be used to fund the operations of the middle school camps we offer.

The motion passed unanimously.

It was moved by Dr. Bergeron and seconded by Mrs. Lenhardt to approve tabling the second reading of the following policy until the March meeting:

BOARD POLICY - SECOND READING

<u>Policy Title</u>	<u>Number</u>
Attendance	10

Board members discussed refinements to the policy language. Mrs. Lenhardt asked how absences due to weather would be handled since school closings between the two BOCES could be different. President Brooks and Dr. Bergeron suggested the School Attorneys could research the question. Mrs. delPrado asked about following up after the electronic calling system notification. Mr. Niedermeier responded that the School Nurse would follow up. Mr. Garland recommended language be added to specify personal contact would be made after a certain number of days. Mr. Hill concurred that personal contact needed to be identified. Mr. Phelan agreed and suggested combining a phone call with text notification. The motion passed unanimously.

It was moved by Dr. Bergeron and seconded by Mrs. Lenhardt to approve tabling the first reading of the following policies until the March meeting:

BOARD POLICIES - FIRST READING

<u>Policy Title</u>	<u>Number</u>
Benefits for Non-Represented Employees	6
Building School Safety Plan	7
Code of Conduct	8
Senior Open Lunch Privilege Policy	11

The motion passed unanimously.

The following items are follow-up items for the next meeting.

SUMMARY ACTIONS

- Discussion of Policy Development and Review

It was moved by Mr. Hill and seconded by Mr. Garland to adjourn the meeting at 7:38 p.m. The motion passed unanimously. **ADJOURNMENT**

March 19, 2019

Date

Gretchen E. Wukits

Gretchen E. Wukits
Clerk of the Board

ATTENDANCE POLICY

I. Purpose/Statement of Objectives

Good attendance is a central component of the educational process. The project based learning program offered by Tech Valley High School (TVHS) is based upon student collaboration and requires continuity of instruction and classroom participation so students can successfully achieve State learning standards. This attendance policy will ensure adequate records by verifying the attendance of all children at instruction in accordance with Education Law 3205 and 3210. It establishes a mechanism by which the patterns of pupil absence can be examined to develop effective intervention strategies to improve school attendance and achievement. This policy governs TVHS students, not home district policy.

II. Strategies to be Employed

TVHS will employ the following strategies to ensure good attendance of all of its students:

- A. Development of this policy and appropriate record-keeping guidelines to ensure that the attendance of all students is tracked and analyzed.
- B. Development of procedures to intervene on the individual student level when a student's attendance record demonstrates a need for improvement.
- C. Development of a TVHS program to encourage good attendance and improve the attendance of all TVHS students.

III. Definitions

For purposes of this policy, any reference to "parent" or "parents" shall include person or persons in parental relation to the student.

IV. Excused and Unexcused Absences

A. Excused Absences or Tardiness/Early Departure. The parents are responsible for notifying the school in writing, by email, or by telephone to the school office, of the reason for their student's absences or tardiness/early departures. Whenever possible, parents are encouraged to contact the school, in writing or by telephone, prior to the absence. The following circumstances will constitute excused absences, tardiness or early departure:

- 1. Personal illness
- 2. Illness or death in family
- 3. Medical appointments

4. Court appearance
 5. Incarceration
 6. Religious observances
 7. Quarantine
 8. Supervised education project or TVHS sponsored activity
 9. Approved cooperative work program
 10. Military obligation
 11. Pre-approved college visits for high school juniors and seniors
 12. Inclement weather
 13. Absence authorized by the home school district (including home school district closure or delay)
 14. Suspension from school
 15. Any other absence excused by the discretion of the TVHS principal or his or her designee
- B. **Unexcused Absences or Tardiness/Early Departure.** Absence, tardiness, or early departure for any reason not included in the list set forth in Section III-A, is an unexcused absence, tardiness or early departure. Absences, for reasons set forth in Section III.A, for which a student does not have pre-approval from TVHS or the student's home school district, or for which school was not notified in writing, by email, or by telephone of the reason for the absences within five (5) school days of his/her return to school, will also be recorded as an unexcused absence.

Parent requests excusing their child from school for reasons not included above (e.g., to take a driver's test, to get a haircut, to go shopping, to go on a family trip, oversleeping, car trouble or an unspecified reason) are unexcused absences or tardinesses.

V. Record Keeping:

A. **When Attendance Will Be Taken.** Attendance will be taken as follows:

1. Attendance shall be taken each period. Each classroom teacher shall record the student's presence or absence in the applicable electronic attendance record.

- B. **Content/Form of Attendance Records.** TVHS maintains an electronic permanent register of attendance ("electronic attendance record") for all students enrolled in instruction. Attendance will be maintained by each teacher in accordance with this policy. The electronic attendance record will be reviewed and updated, as necessary, on a building-level basis by the building principal. In accordance with Commissioner's regulations, entries into the electronic attendance record shall be considered verified, as accurate, under oath or affirmation. The record shall include the following information for each student: name; date of birth; names of parents or persons in parental relation; address where student resides; phone number(s) where parent(s), or person(s) in parental relation can be contacted; date of enrollment; a record of the student's attendance on each day of scheduled instruction recorded and coded as provided in the student management system and this policy; a record of each scheduled day of instruction during which the school is closed for all or part of the day due to extraordinary circumstances; and date when student withdraws or is dropped from enrollment.
- C. **Absences, tardiness, and early dismissal.** Absences, tardiness, and early dismissal will be recorded in the electronic student management system by coding whether the absence is excused or unexcused in accordance with this policy, and the reason for such absences, tardiness and early dismissal where excused.
- D. **Contacting parents.** In the event that a student is absent from school without a previous notification to the teacher or building principal, TVHS personnel or an electronic calling system will call the student's home or the contact phone number listed on the student's emergency contact form. If contact is not made with a parent a message will be left for the parent to call the school. Parents will be contacted regarding chronic absences, tardiness or earlier departures in accordance with Section VI. of this policy.

VI. Rewards for Good Attendance, Contacting Parents, and Receipt of Course Credit

- A. Rewards for Good Attendance. In addition to the likelihood of enhanced educational progress, good attendance will be the basis for student recognition awards or other incentives. Any student who exhibits exemplary attendance as determined by the TVHS principal will be eligible for good attendance recognition. In addition, incentives for improving student attendance will be considered during program reviews and at faculty meetings as appropriate. Good attendance will be a positive endorsement factor in any letter of recommendation written by a school employee.
- B. Contacting Parents. Chronic absences and tardiness, are disruptive to the educational process. The following procedures will be used to address excessive absences.
1. 3 days consecutive unexcused absence with no parent response – contact home school, with a request to attempt contact with parent.
 2. 5 days absent – conference with student and email sent home, with copy to home school district
 3. 10 days absent– formal letter to parents and request to conference, with a copy to the home school district.
 4. 15 days absent – letter to parents and follow-up contact with home school CSE or principal advising that student could be at academic risk. Parents will be requested to discuss the student's absences.
 5. 20 days absent – letter to parents and follow-up contact with home school CSE or principal advising that absences will be referred to appropriate social services entities for educational neglect proceedings and that student may be at academic risk.
 6. 25 days absent – TVHS will contact appropriate social services entities for referral to PINS.
- C. Additional Attendance Considerations. Certain courses offered at TVHS have strict attendance requirements for the purposes of meeting college attendance requirements. Teachers of such programs shall notify the principal when any student is at risk of failing to complete their required program hours. Parents of such students shall be notified by that the student is at risk of failing to complete their required program hours. Parents will be provided the opportunity to meet with TVHS staff to discuss the student's absences.

- D. Course credit. TVHS believes that there is a correlation between good attendance and active participation in the classroom with academic success. When students successfully complete courses, TVHS recommends that credit be granted by the student's home school district. Students and parents should be aware of any policies of their home school district relating to attendance and awarding course credit. Unexcused tardiness and absences will also subject a student to the range of penalties specified in the TVHS Code of Conduct.

VII. Development of an Attendance Intervention Strategy:

- A. Each principal or designee shall review pupil attendance records and consult with guidance counselors and other staff members as appropriate to identify patterns of unexcused absences, tardiness or early departures, and to initiate appropriate action at the building level to address these patterns.
- B. TVHS shall, through a committee composed of the principal, teachers and other staff designated by the principal, review quarterly building level attendance records and develop an attendance intervention strategy consistent with this policy in the event that these attendance records suggest that overall student attendance is declining, or should be improved. The TVHS principal shall make an annual report to the District Superintendents and the Operating Board, which shall include, where appropriate, recommendations for revision of this policy.

VIII. Policy Review and Assessment

This policy shall be reviewed annually by the Operating Board after the annual report is made to the District Superintendents, as provided in paragraph VII, above. If the attendance records show a decline in attendance, the Board shall revise this policy as is necessary to improve attendance.

IX. Distribution and Public Awareness:

- A. Public Meeting. This Policy shall be adopted only after it has been presented at a public meeting of the Operating Board, duly noticed, that provides for the participation of school personnel, parents, students, and any other interested persons.

- B. Plain Language Summary. A plain language summary of this Policy shall be distributed to parents and persons in parental relationship to all TVHS students at the beginning of each school year.
- C. Distribution to Staff. Each teacher and administrator shall be notified that this Policy is available on the TVHS website. Additionally, each new teacher or administrator shall be provided with a copy of this Policy upon employment.
- D. This Policy shall be published on the TVHS website and a copy will be made available to any member of the community upon request.

References: Education Law, sections 3205 and 3210
8 NYCRR 104.1

ADOPTED:

SENIOR OPEN CAMPUS LUNCH PRIVILEGE

I. Purpose

The Tech Valley High School Operating Board recognizes that allowing some additional freedoms to seniors can prepare them for life outside of high school. In addition, it recognizes that there are advantages to its present location on the SUNY Polytechnic Institute campus in helping students feel what it is like to be on a college campus. The purpose of this policy is to allow 12th graders who meet certain requirements to earn the privilege of going off campus for lunch.

II. Conditions of this privilege

Students who wish to exercise this privilege must:

1. Be in 12th grade
2. Have a 70 or above in all classes
3. Have passed all required Regents exams
4. Have had no behavioral referrals within the last 30 days
5. Must sign in and out of the building each time they choose to exercise this privilege.
6. Must not leave before or return after the approved time period.

III. Permission required

Written parental/legal guardian permission shall be obtained for each student who is deemed eligible for the privilege.

IV. Transportation and supervision

Transportation and supervision will not be provided for students seeking to exercise this privilege. Parents of students agreeing to allow their students access to this privilege must understand that there is some risk involved in leaving the building unsupervised. Students who will be driving must obey all driving rules and conditions on their licenses (i.e. only one passenger). Walking students should be dressed for the weather.

V. Applicability of the Code of Conduct

The Tech Valley High School Code of Conduct governs conduct when students are off campus during the school day.

VI. Rescinding the privilege.

Failure to abide by the conditions described in section II may result in loss of this privilege. Student behavior in the community must also be appropriate and reflect well on TVHS. Poor behavior or failure to abide by the conduct outlined in the School Code of Conduct may result in the loss of this privilege.

VII. Administrative Regulations

The District Superintendents or their designee may adopt administrative regulations and forms in order to implement this policy

Adopted:

**PROHIBITION OF DISCRIMINATION, SEXUAL AND OTHER UNLAWFUL
HARASSMENT OF EMPLOYEES, NON-EMPLOYEES AND INTERNS**

The Tech Valley High School Operating Board is committed to safeguarding the right of all employees, certain non-employees and interns to work in an environment that is free from all forms of sexual harassment, including but not limited to any act of sexual violence. The Operating Board recognizes that sexual harassment depends not only on the offender's intention but also upon how the person who is the target of the alleged harassment perceives the behavior or is offended by it. The Operating Board further recognizes that sexual harassment can be committed by a person of either sex against a person of either the opposite sex or the same sex, and by peers as well as supervisors, students, and vendors.

The Operating Board therefore condemns and prohibits all unwelcome behavior of a sexual nature that is directed at an employee or intern and also behavior that has the purpose or effect of creating an intimidating, hostile or offensive working environment for employees and interns. Sexual harassment is considered a form of employee misconduct. Sanctions will be enforced against individuals engaging in sexual harassment and against supervisory and managerial personnel who knowingly allow such behavior to continue.

The Operating Board also prohibits sexual harassment of non-employees in the Tech Valley High School workplace when Tech Valley High School and/or BOCES supervisors or officers knew or should have known that the non-employee was subjected to sexual harassment in the workplace and failed to take immediate and appropriate corrective action. In cases involving non-employees, the extent of Tech Valley High School's control or other legal responsibility Tech Valley High School has with respect to the conduct of the harasser shall be considered.

The Operating Board is also committed to safeguarding the right of all employees and interns to work in an environment that is free from all other unlawful harassment on the basis of race, color, national origin, sex, disability, age, religion, creed, sexual orientation, military status, predisposing genetic characteristics, marital status, domestic violence victim status, or other characteristic protected by federal or state law (collectively, the "protected characteristics").

Tech Valley High School does not discriminate against employees or interns on the basis protected characteristics in its programs and activities, including but not limited to recruitment and appointment of employees, employee pay and benefits, and other terms and conditions of employment. The Operating Board strictly prohibits discrimination against employees and interns on the basis of any protected characteristic.

The following persons have been designated to handle inquiries regarding this policy and the complaints of discrimination, sexual harassment or other unlawful harassment of employees, interns or contractors on the basis of any protected characteristic on behalf of Tech Valley High School in accordance: the Questar III Director of Human Resources, or any other designated Compliance Officer. The Questar III Director of Human

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Resources may be contacted at: Questar III Administrative Offices, 10 Empire State Blvd., Castleton, NY. Other Compliance Officers, and their contact information, may be jointly designated by the District Superintendents. The phone number for the Questar III Administrative Offices is 518-477-8771. Inquiries and complaints also may be submitted by email to: compliance@questar.org.

The District Superintendents shall develop or cause to be developed and implement specific procedures on reporting, investigating and remedying allegations of discrimination, sexual harassment or other unlawful harassment on the basis of any prohibited characteristic. Appropriate corrective action shall be taken promptly, up to and including discharge of the offender, if an employee. Appropriate disciplinary action shall be taken promptly, if a student. In the absence of a victim's complaint, Tech Valley High School shall, upon either learning of or having reason to suspect the occurrence of discrimination, sexual harassment or other unlawful harassment on the basis of any protected characteristic ensure that an investigation is commenced immediately by appropriate individuals.

Such procedures shall be consistent with any applicable provisions contained in the Tech Valley High School collective bargaining agreements and with the tenure or civil service laws of the State of New York.

A copy of this policy and whatever regulations are developed to ensure its implementation shall be distributed to all employees and interns of Tech Valley High School and shall also be posted on the Tech Valley High School website and in appropriate places.

References

Tech Valley High School Intermunicipal Sharing Agreement, as amended
Education Amendments of 1972, Title IX, 20 U.S.C. §1681 *et seq.*
Title VII of Civil Rights Act (1964), 42 U.S.C. §2000-e; 34 CFR §100 *et seq.*
Executive Law §296-d (prohibition of sexual harassment of non-employees)
Labor Law §201-g (required sexual harassment policy and training)
Civil Practice Law and Rules §§5003-b (nondisclosure agreements optional); 7515 (mandatory arbitration prohibited)
General Obligations Law §5-336 (nondisclosure agreements optional)
Davis v. Monroe County Board of Education, 526 U.S. 629, 652 (1999)
Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)
Faragher v. City of Boca Raton, 524 U.S. 775 (1998)
Burlington Industries v. Ellerth, 524 U.S. 742 (1998)
Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998)
Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)
Office for Civil Rights *Revised Sexual Harassment Guidance (January 19, 2001)*
Office for Civil Rights, *Dear Colleague Letter: Sexual Harassment Issues (2006)*
Office for Civil Rights, *Dear Colleague Letter: Bullying (October 26, 2010)*

ADOPTED:

TECH VALLEY REGIONAL TECHNOLOGY INSTITUTE

I. Legislative Authorization

Chapter 757 of the Laws of 2005, as amended by Chapter 109 of the Laws of 2006 and Chapter 489 of the Laws of 2007, established the Tech Valley Regional Technology Institute to provide an innovative high school course of instruction for grades nine through twelve, dedicated particularly to technology in addition to core academic areas. Pursuant to these laws, the Tech Valley Regional Technology Institute is a joint venture of the Capital Region BOCES (the Albany-Schoharie-Schenectady-Saratoga Board of Cooperative Educational Services) and Questar III (the Rensselaer, Columbia and Greene Counties Board of Cooperative Educational Services). It is a regional educational program operated jointly by but is not a part or subsidiary of either BOCES.

II. Operational Documents Recognized

Pursuant to the statutes creating this undertaking, the Boards of Capital Region BOCES and Questar III entered into an intermunicipal sharing agreement pursuant to the General Municipal Law, duly creating a joint board that will operate the institute in accordance with the Agreement and applicable law. Pursuant to such agreement, the joint operating board is to be known as the "Tech Valley High School Board" or "TVHS Board."

III. Use of Name

Pursuant to the Agreement, the educational program established by the Tech Valley Regional Technology Institute is entitled "Tech Valley High School" or "TVHS." The TVHS Board recognizes this name as the official name of the educational program. Any documents having legal effect, such as contracts or leases, however, shall use the name "Tech Valley Regional Technology Institute" or shall be in the names of the two BOCES. All other documents, correspondence, and informational materials shall use the term "Tech Valley High School" or "TVHS." Diplomas issued by home school districts of students completing the TVHS program of study shall include an annotation as to the successful completion of the "Tech Valley High School" educational program.

References:

Chapter 757 of the Laws of 2005, as amended by Chapter 109 of the Laws of 2006 and Chapter 489 of the Laws of 2007

Education Law, section 1950

General Municipal Law, Art. 5-G

Adopted: January 25, 2007

Revised:

BENEFITS FOR NON-REPRESENTED EMPLOYEES

I. Application of Policy.

This policy applies to the following employees provided such employee is not represented by a certified or recognized employee organization or employed pursuant to an individual employment contract.

II. Benefits for Non-Represented Employees.

Non-represented employees shall be provided health insurance, leave time, and other benefits in accordance with the Questar III Benefits for Non-Represented Employees Policy as may be amended from time to time (Policy 5-120). Notwithstanding such policy, Tech Valley High School non-represented employees will contribute fifteen percent (15%) of the premium for the health plan selected.

Adopted:

TECH VALLEY HIGH SCHOOL
BUILDING SCHOOL SAFETY PLAN

I. Statement of Intent

It is the policy of Tech Valley High School (TVHS) to provide for a safe and secure learning and teaching environment for its students and staff through the adoption and implementation of this School Safety Plan which provides:

- Protocols and procedures for addressing emergency situations.
- Policies for responding to threats of violence concerning school district property, facilities and premises.
- Prevention and intervention strategies for students manifesting at-risk behaviors.
- Policies and procedures for contacting law enforcement officials and parents in the event of a violent incident or emergency situation.
- Policies and procedures for school building security and training of students and staff in school security.
- Strategies to improve communication regarding the reporting of violent incidents.

II. Application of BOCES-Wide Plan

The Questar III BOCES-Wide School Safety Plan shall apply to the Tech Valley High School relating to any matter not otherwise addressed in this Building School Safety Plan. The District Superintendents are authorized to designate person(s) to receive any notice or notification required to be given by this policy to the District Superintendent. Lock Down, Lock Out, building evacuation drills, and other emergency drills will be held as required by the State Education Department. An annual calendar of emergency drills will be prepared, in consultation with the Questar III Director of Health and Safety.

III. Public Information and Media Relations

All contacts from the news media shall be forwarded to the District Superintendents, or his or her designees, for a response. No written materials shall be distributed to the public, media outlets or parents until reviewed and approved by the District Superintendents, or his or her designees. In the event that the emergency procedures provide for explanatory written information to be sent home with students or otherwise transmitted to parents, the District Superintendents, or his or her designees, may direct that appropriate information be prepared. No information shall be distributed unless reviewed and approved by the District Superintendents, or his or her designees.

Reference: Questar III Board Policy 7-100

<https://www.questar.org/about/board-of-education/policies/>

Approved:

QUESTAR III PROJECT SAVE POLICY

School Safety Plans

Philosophy and Goals

It is the policy of Questar III to provide for a safe and secure learning and teaching environment for its students and staff. This policy is implemented through the following means:

A detailed school safety plan for Questar III and each building under the exclusive control of Questar III, not already included in a school district school safety plan.

Policies for responding to threats of violence concerning school district property, facilities and premises.

Policies for responding to acts of violence by students, teachers, administrators, staff or visitors. This may include a zero tolerance policy in some cases of violence in our schools.

Prevention and intervention strategies for students manifesting at-risk behaviors.

Policies and procedures for contacting law enforcement officials and parents in the event of a violent incident or emergency situation.

Policies and procedures for school building security and training of students and staff in school security.

Protocols for responding to bomb threats, hostage situations, intrusions and kidnappings.

Strategies to improve communication regarding the reporting of violent incidents.

Coordinated policies for reporting violent incidents.

District-Wide Safety Plan

Sites Included:

The following sites are covered by the Questar III-wide safety plan. Additionally, each site shall have a building safety plan:

The Rensselaer Educational Center; The Columbia-Greene Educational Center, the Sackett Educational Center, George Washington School, Tech Valley High School and such other facilities under the exclusive control of Questar III.

Questar III classrooms located in host School District buildings will be governed by the host School District's Safety Plan policies and procedures. Questar III will endeavor to work with the host School District buildings' administration to establish protocols for emergency responses. New Visions programs will follow the host facilities' emergency plans. In the event the host facility has no relevant plan, Questar III will provide a localized emergency plan to be followed. Questar III staff members assigned to Questar III classrooms located in host School District buildings will notify Questar III administration in the event of emergency so that Questar III can cooperate with the host School District in carrying out emergency procedures and drills. Questar III shall plan for adequate supervision of Questar III students in such classrooms, in the event of an emergency.

Emergency Procedures:

In the event of an emergency, the procedures set forth in the BOCES- Wide School Safety Plan and the appropriate building level plan(s) will be implemented. These plans may direct the cancellation of school; early dismissal; evacuation of school or sheltering of students, depending upon the emergency. The National Incident Management System (NIMS)/Incident Command System (ICS) will be used in any given incident.

The BOCES-Wide Chain of Command shall be utilized in the event of an emergency that involves more than one Questar III facility. The BOCES-Wide Chain of Command is set forth in Appendix C.

Notice to the District Superintendent

The District Superintendent is authorized to designate person(s) to receive any notice or notification required to be given by this policy to the District Superintendent.

Violence Prevention and Threat Assessment:

The following violence prevention and intervention strategies will be implemented in Questar III:

Violence Prevention:

The following policies and procedures shall facilitate the early detection of potentially violent behaviors, including but not limited to identification of family, community and persons deemed appropriate to receive such information:

Questar III shall undertake the following initiatives to prevent violence:

1. Annual review and adoption of codes of conduct for students, employees and visitors to school premises. These codes of conduct shall include enforceable rules; clear consequences; due process; and explicitly defined roles, rights and responsibilities of the parties.
2. All students shall participate in multi-hazard school safety training on an annual basis as follows: Multi-hazard school safety training shall be provided to all students in facilities under the exclusive control of Questar III by the end of October of each school year. Questar III shall make arrangements with host school districts to provide such training to Questar III students housed in school district facilities.
3. Annual adoption and review of a school dress code to prohibit appearance, clothing and accessories that disrupt the educational process.
4. Staff development is a critical element in the prevention of violence in our schools. Questar III teachers and staff with student contact shall be offered training opportunities in the knowledge and skill required to address school violence and victimization, most notably bullying. Additionally, staff shall be trained in sexual, racial and other forms of harassment, cultural diversity, school security and disciplinary policies, classroom management, crowd control and intervention strategies. Training shall be provided to all school safety officers and other security personnel. This shall include training in de-escalation of potentially violent situations. Multi-hazard training for staff and students will include the following:
5. All district staff and students shall participate in multi-hazard school safety training on an annual basis by the end of October of each school year. Summer school programs are encouraged to have one emergency drill outside of the required fire drills.
6. Each Questar III facility will establish a building level safety team to review building level safety plans and responses in collaboration with the Health and Safety Office.
7. Basic training in emergency response, explanations and clarifications regarding the Building Level Emergency Response Plan, and execution of emergency protocols contained in the plan will be covered at faculty meetings at each educational facility within Questar III.
8. Additional review of the Building Level Emergency Response Plan will be conducted periodically but no less than quarterly by each Building Level Emergency Response Team under direction of the building administrator.
9. Specific emergency training such as lockdown, lockout, shelter in place, bomb threat emergency response, sweeper training, proper evacuation technique, responding to various emergency and critical situations, incident command system (ICS), national incident management system (NIMS), etc. are conducted annually

with staff members at each of the Questar III instructional buildings. Records will be kept in the Health and Safety Department.

10. Lock Down, Lock Out and building evacuation drills are held at each instructional building. In certain buildings where the population consists of severely physically and emotionally challenged students, these drills are conducted when conditions permit. An annual calendar of emergency drills will be prepared, in consultation with the Director of Health and Safety.
11. Training to reduce incidents of violence and to improve communications between staff and students will take place as follows:
12. Questar III provides training in research-based de-escalation procedures to designated instructional and direct care staff in accordance with policy. The main focus of this training is assisting students who may be in emotional distress to work through the process of de-escalation through nonviolent means.
13. Positive Behavioral Interventions and Supports is a program utilized by Questar III academy based settings involving teachers, teachers assistants, social workers, administration, parents and students. It is designed to improve behavior and social skills in emotionally challenged students. The entire program improves all levels of communication between staff and students in this setting.
14. Restorative Practices may be utilized by Questar III academy based settings. Restorative practices invite everyone impacted by a conflict to develop a shared understanding of both the root causes and the effects. Restorative practices seek to address the needs of those who have been harmed, while encouraging those who have caused harm to take responsibility. Restorative practices emphasize the capacity of all people for healing, growth, and transformation and in this way it encourages accountability, self-determination, healing, and interconnection.
15. One of Questar III's key missions is to offer Career and Technical Education opportunities to students in its component school districts. Career and Technical Education requires excellent communication between staff and student. By its very nature, instruction focuses on teamwork, citizenship, community service and high ethical standards. These standards are practiced in all of our career and technical education classrooms. Students are offered opportunities to apply their academic and career and technical skills outside of the classroom. Many of our staff are members of Skills USA and many of our students participate in the activities offered by these organizations.
16. Questar III shall coordinate a student suspension and other forms of discipline with component school districts.
17. Implementation of multicultural educational programs to foster a climate of respect for others in Questar III facilities. These programs can focus on celebrating and tolerating differences and promoting processes that utilize differences as a way to foster mutual understanding and respect.
18. Implementation of character based education and in conjunction with the Dignity for All Students Act. This may consist of an advisory program and learning

activities that promote the common good in actions whereby students and teachers take responsibility for behaviors, work cooperatively toward common goals, reach decisions democratically and respectfully. Adults model moral reasoning and thoughtful decision making for students and assist them in resisting high-risk behaviors and in recognizing beliefs and practices that are inconsistent with non-violence. These programs recognize and address that many instances of school violence stem from discrimination and harassment.

19. Student counseling programs developed and implemented in cooperation with state, county and local governments. These programs involve school / community teams of counselors in which problems that impede learning or have harmful consequences are identified and addressed through the development of individualized intervention plans, referral to community care facilities. Adult facilitated peer support groups also may be utilized to provide students with opportunities to discuss their problems and feelings in a safe group setting, and to create alternatives to high risk behaviors through behavior contracts, formation of student community service organizations and programs like Rachel's Challenge.
20. Partner with families to help them find the most appropriate outside counseling, clinical supports and other resources to address emotional, behavioral and clinical needs of their students.

Threat Assessment: Identifying Early Warning Signs:

It is not always possible to predict behavior that will lead to violence. In some situations and for some youth, different combinations of events, behaviors, and emotions may lead to suicidal ideation, aggression or violent behavior toward self or others. School personnel and students as well as parents are often in a good position to observe these early warning signs.

None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate—and potentially harmful—to use the early warning signs as a checklist against which to match individual children. Rather, the warning signs are offered only as an aid in identifying and referring children who may need help. A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

It is the policy of Questar III that staff be informed in the recognition and use of early warning signs for identification and referral purposes only and not for diagnostic purposes. Only trained and licensed professionals should make diagnoses in consultation with the child's parents or guardian.

The following early warning signs are cited by the United States Department of Education in its publication entitled **Early Warning, Timely Response: A Guide to Safe Schools** and are presented with the following qualifications: they are not equally significant and they are not presented in order of seriousness. They include:

- **Social withdrawal.** In some situations, gradual and eventually complete avoidance of and/or withdrawal from social contacts and/or school activities can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.

- Excessive feelings of isolation and being alone. Research has shown that the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.
- Excessive feelings of rejection. In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways-including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.
- Anxiety. In certain situations anxiety is expected, however chronic anxiety can lead to fear, depression, and withdrawal.
- Being a victim of violence. Children who are victims of violence-including physical or sexual abuse-in the community, at school, or at home- are sometimes at risk themselves of becoming violent toward themselves or others.
- Feelings of being picked on and persecuted. The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home, on the school bus or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways-including possible aggression or violence.
- Low school interest and poor academic performance. Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. In some situations--such as when the low achiever feels frustrated, unworthy, chastised, and denigrated--acting out and aggressive behaviors may occur. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.
- Expression of violence in writings and drawings. Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that for the most part is harmless when taken in context. However, an overrepresentation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional--such as a school psychologist, counselor, or other mental health specialist--to determine its meaning.

- **Uncontrolled anger.** Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.
- **Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors.** Children often engage in acts of shoving and mild aggression. However, some mildly aggressive behaviors such as constant hitting and bullying of others that occur early in children's lives, if left unattended, might later escalate into more serious behaviors.
- **Internet, Social Media, and Electronic Recording.** New technologies have created new opportunities for transmitting information, including communications that can be used to harass, threaten or intimidate others. Cyberbullying can occur inside or outside of the school day and may originate at computers or other electronic devices inside or outside of school - and may still have a serious impact on students, staff and the school environment. Evidence that such communications and social media postings may be occurring must be taken seriously and addressed through the Code of Conduct.
- **Social Media.** Postings by students evidencing violent behaviors or other indicators of potentially violent or aggressive behavior.
- **History of discipline problems.** Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.
- **Past history of violent and aggressive behavior.** Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire setting. Youth who show an early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating, and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.
- **Intolerance for differences and prejudicial attitudes.** All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance--when coupled with other factors--may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to

victimize individuals with disabilities or health problems also should be treated as early warning signs.

- Drug use and alcohol use. Apart from being unhealthy behaviors, drug use and alcohol use reduces self-control and exposes children and youth to violence, either as perpetrators, as victims, or both.
- Affiliation and pressure to become affiliated with gangs. Gangs that support anti-social values and behaviors—including extortion, intimidation, and acts of violence toward other students—cause fear and stress among other students. Youth who are pressured to become affiliated with gangs may be intimidated and fear acts of violence. Youth who are influenced by these groups—those who emulate and copy their behavior, as well as those who become affiliated with them—may adopt these values and act in violent or aggressive ways in certain situations. Gang-related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death. Gang influences typically may occur outside of school, but can have a serious impact on students' behaviors while in school or on a school bus.
- Other community-based conflicts. Conflicts in the community can have a significant impact on the school environment. These may include conflicts among neighbors, between families, within extended families, or among other social networks. Identifying students who may be within societal groups involved in conflicts within their communities will assist in preventing the extension of the conflict to the school environment.
- Inappropriate access to, possession of, and use of firearms or other weapons. Children and youth who inappropriately possess or have access to firearms or other weapons can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.
- Serious threats of violence. Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self, including suicide ideation, or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself, or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out.

Reporting Early Warning Signs:

In the event students and staff observe a student manifesting early warning signs, the following procedures shall be followed:

- Students and staff should contact the principal school administrator to report the information about the student manifesting such signs. The principal and the clinical

team will assess the threat and whether the student's family must be contacted. In cases where school-based contextual factors are determined to be causing or exacerbating the child's troubling behavior, Questar III shall cooperate with the student's home school to modify them to the extent practicable.

- It is important to avoid inappropriately labeling or stigmatizing individual students because they appear to fit a specific profile or set of early warning indicators. None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate—and potentially harmful—to use the early warning signs as a checklist against which to match individual children.

Threat Assessment: Identifying Imminent Warning Signs:

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of aggressive, overt, serious, hostile behaviors or threats directed at peers, staff, or other individuals. Usually, imminent warning signs are evident to more than one staff member—as well as to the child's family. Imminent warning signs may include:

- Physical fighting with peers or family members.
- Destruction of property.
- Aggression for seemingly minor reasons.
- Detailed threats of violence (time, place, manner).
- Possession of firearms and other weapons.
- Other self-injurious behaviors or threats of suicide.
- Increases in violent or aggressive behaviors that are manifestations of a student's disabilities.

Threat Assessment – Evaluating and Responding to Levels of Imminent Threat:

Any staff member who observes or is advised of a potential imminent threat must immediately report the threat to the building administrator. The building administrator will assess the level of threat of violence according to the following guidelines which follow the New York State Threat Assessment Model:

- **Levels of Risk and Response Procedures:**

Low Level of Threat: A threat that poses a minimal risk to the victim and public safety:

- Threat is vague and indirect.
- Information in the threat is not consistent, is implausible or is vague.
- The threat lacks realism.

- Content of the threat suggests person is unlikely to carry it out.

Response to Low Level Threat:

- Notify building administrator or other specified party using Building Level Chain of Command.
- Notify home school district and parent.
- Handle threat at building level as assessment warrants in accordance with the Building Emergency Response Plan.

Medium Level of Threat: A threat that could be carried out, although it may not appear entirely realistic.

- Threat is more direct and more concrete.
- Content of threat suggests the threatener has given thought to means and method.
- There is a general indication of possible place and time (though plan is not detailed).
- There is no strong indication of preparatory steps.
- There may be a specific statement seeking to convey the seriousness of the threat.

Response to Medium Level Threat:

- Notify building administrator or other specified party using Building Level Chain of Command.
- Notify police and other emergency responders immediately, if appropriate, then follow Sequential Response Actions for specific threat as outlined in the Building Emergency Response Plan.
- Notify the District Superintendent, the supervising administrator, and the Director of Health and Safety.
- Notify the home school district and parent.

High Level of Threat: A threat that appears to pose an imminent and serious danger to the safety of self or others:

- Threat is direct, specific and plausible.
- Nature of the threat suggests that it has been premeditated and that concrete, specific steps have been taken to carry it out.
- Almost always will require assistance of law enforcement and/or medical response to address.

Response to High Level Threat:

- Notify building administrator or other specified party using Building Level Chain of Command.
- Notify police and other emergency responders immediately, then follow Sequential Response Actions for specific threat as outlined in the Building Emergency Response Plan.
- Notify the District Superintendent, the supervising administrator, and the Director of Health and Safety.
- Notify the home school district and parent.

Serious Violent Incidents:

A serious violent incident is a high level threat and is an incident of violent criminal conduct that is or appears to be, life threatening and warrants the evaluation of students and staff

because of an imminent threat to their safety or health, including but not limited to, the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical, or biological weapon, knife or other dangerous instrument capable of causing death or serious injury; riot; hostage-taking or kidnapping.

Serious violent incidents will be addressed as follows:

- Immediate response to the incident will be governed by the applicable emergency response procedures (e.g. bomb threat, weapon, fire).
- In the event a Questar III student is involved in the incident, the Student Code of Conduct "Category III Student Behavior" shall govern the Questar III response subsequent to the incident.
- Development of a written school safety plan, when appropriate, describing student's expectations upon return from out of school suspension.
- In the event a Questar III administrator, teacher or other employee is involved in the incident, the applicable provisions of the collective bargaining agreement, if any, and law shall govern the Questar III response.

The Role of Local Governments:

The District Superintendent may appoint and convene an intergovernmental task force on school district safety to address the need for collaborative arrangements with state and local law enforcement officials. Such task force may consult with Questar III on the development and review of district wide and building safety plans.

The Questar III BOCES designates the Director of Health and Safety as the District Chief Emergency Officer as required by legislation. The District Chief Emergency Officer is responsible for coordinating communication between school staff and law enforcement and first responders, and ensuring staff understanding of the district-level safety plan. The chief emergency officer shall also be responsible for ensuring the completion and yearly updating of building-level emergency response plans in conjunction with each building team.

Local Law Enforcement:

Local law enforcement agencies shall be contacted at the discretion of the District Superintendent or principal building administrators, after consideration of mitigating and aggravating circumstances, in the event: a crime has been committed on school property or premises; there is an imminent threat that a crime will be committed on school property; there is an imminent threat to the health, safety or welfare of any member of the school community.

Emergency Services and Local Governments:

Plans and specifications for each Questar III school building have been filed with fire and law enforcement officials responsible for the area in which the Questar III school building is located, in accordance with Education Law section 408-b. In the event that additional school buildings are built, leased or operated by Questar III for instructional purposes, plans and specifications shall be filed as required by section 408-b before the first day of

instruction at such building. (See also "Building Level Plans – Provision of Building Information to Emergency Service Providers," below.)

Availability and Coordination of District Resources:

The Questar III resources to be made available or coordinated during an emergency will depend upon nature of the emergency as provided in this BOCES-Wide Plan and building emergency response plans.

Questar III has a Crisis Management Team to respond to "events" (i.e. injury, death or any other tragic event) involving students, staff or district residents that have the potential to affect the school community. The Team not only provides services to the Questar III community, but also is available to provide services to component school districts that have experienced a crisis and require additional resources.

The primary members of the Team are social workers, school psychologists and school guidance counselors. The goals of the Team are to reduce the impact of the crisis, strengthen individual coping skills, prevent further psychological dysfunction, eliminate the signs and symptoms of the crisis in the shortest possible time, and reduce the amount of suffering caused by the crisis.

All members have received specific crisis management training. In the event of a schoolwide or building level emergency, the District Superintendent, or his or her designee, may direct the mobilization of the Team to serve the school community as appropriate.

Procedure for Contacting those in Parental Relation:

When those in parental relation need to be called in the event of an emergency, for purposes of early dismissal or to convey other information, direct phone and /or text messaging contact will be made by Questar offices or by utilizing the Emergency Calling System. In the event that the emergency procedures provide for students' home districts to be contacted, such contacts will be made as provided in Appendix B, "Protocol for Contacting Component Districts in Emergency Situations." Appendix B may be revised as needed to update school district contact information and/or to incorporate new protocols necessitated by introduction of new technology.

In the event written information must be sent home with students or otherwise transmitted to parents due to an emergency or public health event, the District Superintendent, or his or her designee, may direct the Questar III Communications Department to prepare appropriate information in consultation with other appropriate Questar III staff members. No information shall be distributed unless reviewed and approved by the District Superintendent, or his or her designee.

BOCES Responsibility to Other Educational Agencies:

The District Superintendent shall take appropriate steps to secure the following information about each educational agency within Questar III: number of students, number of staff, transportation requirements associated with the evacuation of each facility; and the business and home telephone numbers of key officials of each agency. Such information shall be updated at least annually by the District Superintendent. Each

such agency shall report material changes to such data to the District Superintendent in writing, within 7 days of such change. In the event of an emergency in an educational agency, including private and parochial schools within the supervisory district, and upon notification of such, the District Superintendent shall coordinate the delivery and availability of such services and resources as are requested, depending upon the nature of the emergency.

Annual Emergency Drills:

The following 12 minimum drills are required to be completed for student occupied facilities during the annual school year:

Evacuation Drills: 8 Evacuation Drills
Emergency Drills: 4 Lockdown Drills

Of these 12 Drills, a combination of 8 Evacuation and Lockdown Drills must occur by December 1st.

At least once per school year, Questar III shall conduct a minimum of one additional drill and/or other exercise to test and evaluate the effectiveness of the emergency response plan. These drills shall be scheduled and coordinated with the Questar III Director of Health and Safety. Drills may include the participation of county and local emergency response providers, where appropriate. Drills may be announced or unannounced. The results of such drills and exercises shall be reported to the District Superintendent. Records will be maintained by the building administrator(s) and filed with the Director of Health and Safety.

Public Information and Media Relations:

All contacts from the news media shall be forwarded to the District Superintendent, or his or her designee, for a response. The District Superintendent may direct the Questar III Communications Department to prepare written materials as appropriate. No written materials shall be distributed until reviewed and approved by the District Superintendent, or his or her designee.

Identification Badges

All Questar III staff members shall wear Questar III identification badges at all times while in Questar III facilities. Questar III shall provide all staff members with Questar III identification badges at no charge.

Building Level Emergency Response Plans:

Each school building under the control of Questar III and not covered by a school district safety plan has a building level emergency response plan. Each plan addresses crisis intervention, emergency response and emergency management at the building level. Each plan was developed by a building level school safety team appointed by the building principal and included representatives of teachers, parents, local emergency service providers. Such plans include policies and procedures to be followed in the event of an emergency, consistent with the BOCES-wide Safety Plan. In accordance with law,

Building Level Emergency Response Plans are not to be disclosed to the public and may not be obtained through a Freedom of Information Law (FOIL) request.

Protocol for Responding to Building Level Emergencies:

Each building level emergency response plan establishes the chain of command to be observed at an emergency and provides contact phone numbers. This chain of command shall be consistent with the national incident management system/incident command system.

Building administrators will be provided with emergency guides for classrooms which describe protocols for responding to types of emergencies.

Building level emergencies may require that home school districts of students attending the Questar III instructional facility be contacted. The protocol for contacting component school districts is set forth as Appendix B. Appendix B may be revised as needed to update school district contact information.

Building level emergencies may call for taking protective actions for students, such as school cancellation, early dismissal, evacuation of students or sheltering, in accordance with emergency response protocols:

- Whether protective action is needed, as well as the type of action, is governed by the emergency response protocols in building level plans.
- Building level plans identify with specificity how protective actions will occur at the particular instructional facility.
- In the event school is cancelled or students are dismissed early, the Early Dismissal Procedure in Appendix A applies.

School Building Response Teams:

Each school building under the exclusive control of Questar III and not covered by a safety plan of another school district has and shall continue to have an emergency response team appointed by the building principal, subject to the review and approval of the District Superintendent. Each team shall be comprised of school personnel, law enforcement officials and representatives of emergency services providers for that school building and such others as the principal may deem necessary and appropriate.

Each school building has and shall continue to have a post-incident response team appointed by the building principal, subject to the approval of the District Superintendent. Each team shall be comprised of appropriate school and medical personnel, mental health counselors and such others as the principal may deem necessary and appropriate.

Students with Disabilities – Wandering and Elopement

Each Questar III building level emergency response plan will include procedures and protocols to prevent and address instances of wandering and elopement, which may include but are not limited to the following:

- Determining whether students with disabilities in the building have been identified as having a tendency to wander and elope.
- Assuring that appropriate staff is aware of such students and familiar with such students' behavior intervention plans.
- Procedures for responding to instances of wandering or elopement, such as implementing a crisis management plan.
- Protocols for contacting parents and 911.
- Procedures for staff to follow students and maintain communications with building staff.
- Committees on special education are required to consider whether a student has a pattern or behavior to wander or elope. Functional behavioral assessments and individualized behavior intervention plans will be conducted for such students, to include addressing tendencies to wander or elope.

Provision of Building Information to Emergency Service Providers:

It is imperative that emergency service providers and those others responding to a school crisis have immediate access to floor plans, blue prints and other maps and information about school premises. The following procedures shall be implemented for each school building under the control of Questar III and not covered by the safety plan of a school district:

- The District Superintendent shall retain copies of current floor plans, blue prints and site maps of each school property. Such plans shall be maintained and amended as necessary to reflect changes in the configurations of school buildings or sites.
- A copy has been provided to the law enforcement agency that would respond to a serious violent incident for each school building. A copy has been filed with the building principal who shall maintain such information in an emergency kit in the office of the principal at all times. Such emergency kit shall be portable and shall be removed by the principal in the event of evacuation of the building. A copy has been filed with the district clerk. A copy is maintained by the office in charge of school buildings and grounds.

Internal and External Communications:

Each building level plan shall contain detailed procedures to be implemented to facilitate internal and external communications in the event of an emergency. Such plans shall describe the procedures for communicating with the following:

Internal Communications:
 Teachers and building staff
 Students
 District Superintendent

Director of Health and Safety
Board of Cooperative Educational Services

External Communications:

Component districts – district and/or building administration
Emergency Services Providers
Parents
News Media
Social Media

General Building Security at Instructional Facilities:

The District Superintendent shall receive and consider recommendations from the Director of Health and Safety, building administrators, the supervising administrator, and the school safety teams relating to building security needs. The District Superintendent may direct the implementation of new security measures, or the modification of existing security measures, as needed. The following general building security provisions apply at Questar III instructional facilities:

- The primary method of securing buildings is through violence prevention. Violence prevention is centered on building relationships with students. Every staff member of Questar III has a responsibility to create a culture of respect in our educational facilities. Questar III also will continue to build relationships with its component home districts, to better understand individual student needs and to be able to recognize students who may be in crisis.
- The main entrance to each building will be the only entrance to any instructional building that will be accessible to the public, utilizing a secured entry system after student arrivals. All other exterior doors will remain locked from the outside at all times. Signs will be prominently posted at the main entrance directing all visitors to the main office.
- Visitors will be instructed to sign-in and sign-out of a building using the electronic visitor management system. Visitors will be issued a Visitor's Pass which must be prominently worn while the visitor remains on the premises. The Visitor must be logged out of the electronic visitor management system upon leaving the building. The Visitor's Log will record the name of the visitor, the visitor's phone number, the visitor's affiliation and reason for the visit, the name of the person/office being visited, and the times of sign-in and sign-out of the building. Protocols for escorting or directing visitors to the individual or office being visited within the building have been established at each building.
- Persons observed in the building without proper identification will be directed to the main office. If they do not comply, or become argumentative, the building administrator must be notified immediately. If necessary, the Emergency Management Plan should be utilized.
- Separate sign-in and sign-out logs will be maintained for sign-in/out of students. Students shall be signed out in accordance with the Questar III Student Dismissal Precautions Policy and Regulations.
- Certain areas in each building will be accessible only to authorized personnel. These areas will remain locked and secure at all times. Areas will be designated and identified at each site. Students will not have access to these areas under any circumstances.

- Classrooms shall be locked when not in use whenever feasible.
- All buildings are equipped with multi-function alarms or systems which will sound in emergency situations such as fire and carbon monoxide presence; and will also sound if the building is entered illegally. Police, fire and emergency medical services agencies have access or will be given access to all buildings should an emergency arise.
- All buildings are equipped with a system for general communication between and among administrators and staff.
- Questar III maintains emergency cell phones and communication radios in each facility. This communications capability increases the level of safety of both students and staff, and increases the probability of accurate and timely implementation of emergency protocols.

Commission of a Crime:

In the event of the commission of a crime on school property, the scene shall be secured and isolated. No one shall disturb or intrude upon the scene or touch or handle any evidence at the scene. Provision shall be made to preserve the scene until law enforcement agencies arrive to take control of the scene.

Sites of Potential Emergency:

All Questar III instructional facilities are sites of potential emergency because of the presence of children. Additionally, the following community sites which are proximate to a Questar III instructional facility pose the potential for hazards or emergencies:

- Troy Landfill (Rensselaer Educational Center)
- Mulhern Propane Facility (Columbia-Greene Educational Center)
- Railroad Tracks and Corridor (Columbia-Greene Educational Center)
- Columbia County Jail (Columbia-Greene Educational Center)
- Washington Avenue Extension, I-90, Electric Transmission Wires (TVHS)
- Routes 9 and 20, Interstate 90 (Sackett Center Administrative Offices and TVHS)
- Green Meadow School (Sackett Center)

**QUESTAR III SCHOOL SAFETY PLAN
APPENDIX A**

**EARLY DISMISSAL PROCEDURE
FOR
QUESTAR III INSTRUCTIONAL BUILDINGS**

Circumstances may arise that could cause any or all of the Questar III instructional buildings to close prior to their regularly scheduled time. Should that occur, the following procedure would be followed, unless otherwise instructed.

- 1) The District Superintendent or his/her designee will make the decision for early dismissal at any or all of the Questar III Instructional sites.
- 2) Once the decision has been made, each of the component school districts will be notified by the District Superintendent's designee or building administrator so that transportation could be provided for their students.
- 3) Persons in parental relationship to students will be contacted through direct phone contact or the Emergency Calling System.
- 4) Transportation for students will be the responsibility of the component district.
- 5) Teachers will not be excused until all of their students have been transported from the building unless other arrangements have been made for supervision of students through Questar III administration.
- 6) Should media notification be necessary in this particular situation, each building administrator has a designated code for the School Closing Network.
- 7) If it is necessary or desirable for written information to be distributed to parents, guardians, or the public, the building administrator will contact the District Superintendent, or his or her designee, to request the preparation of written materials by the Questar III Communications Department. All written materials will be reviewed by, and are subject to review and approval of the District Superintendent, or his or her designee, before they may be distributed.

7/9/09

**QUESTAR III SCHOOL SAFETY PLAN -
APPENDIX B**

**PROTOCOL FOR CONTACTING
COMPONENT DISTRICTS
IN
EMERGENCY SITUATIONS**

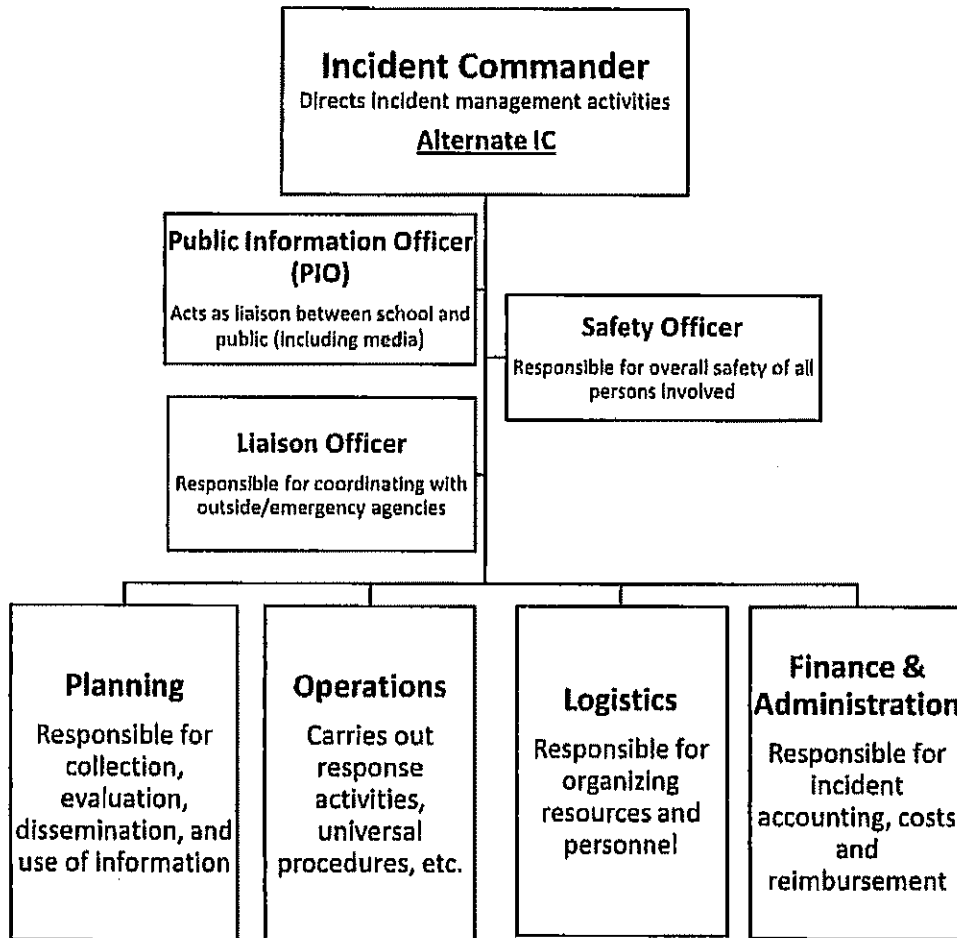
- 1) Receive emergency information from District Superintendent or designee, (Who, What, When, and Where), and follow directive as to which districts are to be contacted.
- 2) Refer to the COMPONENT SCHOOL DISTRICT EMERGENCY CONTACT INFORMATION attached.
- 3) Contact each district as directed relaying the necessary emergency information, including the nature of the emergency, the need for transportation if early dismissal is being implemented, and, where applicable, the alternate site for student dismissal when students are evacuated.
- 4) Contact departments within Questar III that may be of assistance to the District Superintendent or designee, or could assist the affected districts in the emergency situation. These may include but not be limited to: Health & Safety, Communications, and Crisis Management.
- 5) Emergency protocols will direct when students will be sheltered in place or evacuated from the school to an approved evacuation site in accordance with the building-level emergency plan. Whenever possible, approved evacuation sites shall be within walking distance of the educational facility. In the event that transportation to the site is required, the transportation provider shall be contacted immediately upon the decision to evacuate the building. In the event of evacuation, the evacuation site will be immediately notified of the need to evacuate students to the site.

7/7/10

Questar III BOCES
District Wide Incident Command Chart
2018/19

APPENDIX C

ICS roles will be filled based on the event.



Questar III BOCES
School Facilities

APPENDIX D

Rensselaer Educational Center

Anthony DeFazio, Principal
518-273-2264

Academy at the Rensselaer Educational Center

Chris Martel, Principal
518-273-4264

Columbia-Greene Educational Center

Jake Stomieroski, Principal
518-828-4157

Sackett Educational Center

Karen Brockley, Principal
518-479-3520

George Washington School

Danielle Remillard, Principal
518-283-5752

Tech Valley High School

James Niedermeier, Principal

518-862-4960

ADOPTED: 07/10/08
REVISED: 07/09/09
REVISED: 07/08/10
REVISED: 07/07/11
REVISED: 07/12/12
REVISED: 07/11/13
REVISED: 07/10/14
REVISED: 07/09/15
REVISED: 07/07/16
REVISED: 07/13/17
REVISED: 07/12/18

CODE OF CONDUCT

I. Designation of Applicable Policy

In order to comply with the Education Law requirements relating to establishing a Code of Conduct for the Tech Valley High School, the Board designates the Questar III Code of Conduct Policy as applicable to the Tech Valley High School, supplemented by the following expectations for conduct desirable to enhance project-based learning at a school located on a college and business setting. Such expectations shall be in addition to, and not in limitation of, provisions of the Questar III Code of Conduct Policy.

II. Supplemental Expectations for Conduct

The following additional expectations for conduct shall apply to Tech Valley High School. Failure to comply with such expectations shall be addressed as Category I behavior or, for repeated behaviors, Category II behavior.

- A. Students, personnel and visitors must be respectful of the business setting of the school. Students must refrain from:
 - 1. Interacting, contacting, or communicating with CNSE or the University at Albany Campus personnel unless directed otherwise by TVHS staff.
 - 2. Interrupting CNSE or University at Albany functions.
 - 3. Attempting to enter or entering any areas of the building or property not designated for TVHS use.
 - 4. Referencing CNSE or University at Albany in an communications, either written or electronic, without permission of TVHS.
- B. Students, personnel and visitors at TVHS activities held in other business or public settings must exhibit conduct generally expected in business settings.
- C. Students will be issued identification cards and personnel will be issued "swipe cards" for access to TVHS must use such cards in accordance with school directions for use of such cards.
- D. In a project based learning environment, being respectful means fully engaging in learning activities in a cooperate manner. Individual conduct reflects on the team and the school, and could impact the future of educational opportunities available to other students. As members of project based learning teams, showing respect means allowing everyone to participate fully, listening to others, completing team work in a timely manner and to the best of one's ability, and allowing the team as a whole to succeed by actively participating in the team's work.
- E. Students will be expected to dress themselves for the activity or job they will be performing that day. Students will be expected to be aware of the school calendar and to know what clothing appropriately corresponds to the day's activities. The following expectations reflect the various

may cause a loss of credit for that day's activity.

4. Physical Education:

For health and safety reasons, proper attire is expected for athletic/fitness activities including sneakers or athletic footwear, t-shirts, sweatpants, among other athletic-appropriate wear. Clothing worn during the school day, open-toed shoes and sleeveless shirts are not appropriate.

Adopted: December 6, 2007

Revised:

QUESTAR III PROJECT SAVE POLICY

**Codes of Conduct for Students, School District Employees and
Visitors to Questar III Property.**

Philosophy and Goals

Questar III, the Board of Cooperative Educational Services of Rensselaer Columbia and Greene Counties hereby adopt the following philosophy, goals and policies:

- It is the philosophy of Questar III that individuals will learn when provided with a comprehensive educational program that meets their educational needs.
- All members of the Questar III school community shall be provided a safe haven for learning and growing, a secure, orderly and nurturing environment in which to achieve their full potential.
- It is a goal of Questar III to provide educational opportunities that will lead to the development of responsible citizens in our schools and communities.
- Questar III shall provide educational opportunities that will challenge individuals and provide them with the opportunity to realize their full potential and increase their life choices. Regular school attendance is the focus of all learning and is required of all students.
- It is the policy of Questar III that all individuals be treated with respect. Respectful and ethical behavior is expected of each member of the Questar III School community.

PREFACE TO DISTRICT BILL OF RIGHTS AND CODE OF CONDUCT

A primary responsibility of Questar III is to create a stimulating educational environment for all students, in an atmosphere that is conducive to teaching, learning and living. This is achieved in part with a focus on the rights and responsibilities of all members of the community.

It is the philosophy of the staff, faculty and administration of Questar III that all people be treated with respect. Our students are responsible individuals, each with rights that deserve consideration and deference. Our students also have responsibilities to themselves, each other and to all members of the community.

It is the policy of Questar III to foster civility in its schools and to afford all students an environment free of discrimination and harassment.

The premise of this code of conduct is that only the consideration and protection of the rights of all persons preserve the rights of individuals.

It is the intent of the Board of Education that this code of conduct establishes minimum standards of behavior for students and all others who occupy, use or visit school property or any premises under control of the BOCES. The principal administrator of each school building under the sole control of Questar III may petition the Board of Cooperative Educational Services, through the District Superintendent, to adopt additional measures applicable to their school community.

The Student Bill of Rights and Code of Conduct and the Code of Conduct for Questar III Property are applicable on all Questar III grounds and premises; parking lots; land contained within the real property boundary line of any premises owned or leased by Questar III; in all buildings, structures, vehicles, facilities and work sites owned, operated, leased or otherwise utilized by Questar III; and at any function sponsored by Questar III regardless of its location. School function includes a school-sponsored extra-curricular event or activity. The Student Code of Conduct also recognizes that some behaviors which occur outside of Questar III grounds and premises may still have a harmful effect on Questar III students at school and on Questar III programs. Where Questar III is leasing classrooms in a component school district, the policies, rules and regulations adopted by the board of education of that district shall apply to Questar III students, employees and visitors.

All students and employees of Questar III are expected to report violations of these codes of conduct to a teacher, counselor, assistant principal, principal or other school personnel as appropriate. All employees of Questar III are expected to take appropriate action in response to violations they observe or those that are reported to them. Appropriate action may include a direct response or reporting the alleged violation to the school administration. Students and employees must immediately report possession of a weapon, harassment, vandalism, the use or possession of drugs or alcohol or threats of violence on school premises or at a school sponsored event.

NEW YORK STATE LAW

New York Codes Rules and Regulations (NYCRR Section 100.2 - Policy on School Conduct and Discipline)

Provides that Districts must develop and adopt new codes of conduct on or before **July 1, 2001**.

The new codes of conduct shall govern the conduct of students, teachers, other school personnel and visitors to the school. The code must be developed in collaboration with student, teacher, administrator and parent organizations and school safety personnel. The new code is to be approved by the board of education of the school district or BOCES. The code may be adopted only after the conduct of at least one public hearing that provides for participation of school personnel, parents, students and the public.

The required elements of the code include:

- ✓ Description of appropriate and inappropriate dress, language and conduct.
- ✓ Requirement for civil and respectful treatment of teachers, administrators, students and others.
- ✓ The appropriate range of disciplinary measures for violations of the code.
- ✓ The roles of teachers, administrators, school personnel and the board of education.
- ✓ Standards and procedures for ensuring security and safety of students and school personnel.
- ✓ Provisions related to removal of students from the classroom by teachers and from school property and functions for violators of the code.
- ✓ Provisions prescribing a period for which a disruptive pupil may be removed from the classroom for each incident subject to the principal making a final determination or expiration of the period of removal.
- ✓ Disciplinary measures for serious incidents – those involving illegal substances, weapons, and the use of physical force, vandalism, violation of another student's civil rights, harassment and threats of violence.
- ✓ Provision for detention, suspension and removal consistent with state and federal law.
- ✓ Provision for continued educational programming and activities, including "alternative educational programs appropriate to individual student needs" for students removed from the classroom, in detention or on suspension.
- ✓ Procedures for reporting and determining violations, imposing discipline and carrying out such discipline.
- ✓ Provision for ensuring compliance with state and federal laws concerning students with disabilities.
- ✓ Provision for notifying local law enforcement agencies of violations constituting a crime.
- ✓ Provision for notifying persons in parental relation of code violations.
- ✓ Provisions describing the circumstances in which a complaint in criminal court, a juvenile delinquency petition or PINS petition will be filed.
- ✓ Circumstances under which a matter will be referred to human service agencies.
- ✓ Minimum suspension periods for those who are "repeatedly substantially disruptive of the educational process" or "substantially interfere with teacher's authority over the classroom" or those who have committed acts of violence.

- ✓ A bill of rights and responsibilities of students that focus on positive student behavior; publicized and explained to students annually.
- ✓ Guidelines and programs for in-service training for staff to ensure successful implementation.
- ✓ Provisions prohibiting discrimination and harassment against any student by students or employees; provisions for responding to acts of discrimination or harassment; and guidelines for educational programs for staff to promote a safe and supportive school climate and discouraging discrimination and harassment, in conformance with the Dignity for All Students Act.

Annual review and update of the Code and adoption by Board of Education is required. A copy of the Code and any amendments to it must be filed with the commissioner within 30 days of adoption.

Each Board of Education or BOCES is required to ensure community awareness of its code as follows:

- ✓ Provide copies to all students at a general assembly at the beginning of each school year.
- ✓ Mail a plain language summary of the code to all persons in parental relation at the beginning of the school year.
- ✓ Provide each teacher and staff person with a copy of the code and a copy of any amendments as soon as practicable following enactment.
- ✓ New teachers must be provided with a copy upon employment.
- ✓ Community awareness steps include the making a copy of the code available upon request.
- ✓ Publication of the Code of Conduct on the Questar III website.

When a decision is made to propose suspension of a student, pursuant to the Section 3214 (3), those in parental relation must be notified in writing within 24 hours of the decision. Telephone contact should also occur where possible. The notice shall inform those in parental relation to their right to an immediate informal conference with the principal. This conference must take place prior to the suspension 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 conference will take place as soon after the suspension as possible.

**QUESTAR III
STUDENT RIGHTS AND RESPONSIBILITIES**

Student Bill of Rights

- Students have the right to pursue their education in an atmosphere that is safe and conducive to learning, and to achieve all that they are capable of achieving.
- Students have the right to pursue a particular course of study, which is developed with the guidance and assistance of their parents and school personnel as best meeting their educational needs and potential.
- Students have the right to be respected as individuals.
- Students have the right to procedural due process guaranteed by the United States Constitution and New York State Education Law prior to disciplinary action being taken against them.
- Students have the right to freedom of speech and expression, which does not interfere with the educational process or infringe upon the rights of others in accordance with the United States Constitution and the laws of the United States and the State of New York.
- Students have the right to freedom from discrimination relative to participation in curriculum offerings and extracurricular activities.
- Students have the right to have rules clearly stated, explained and distributed at the beginning of every school year or at the start of their enrollment in Questar III.
- Students have the right to freedom from unreasonable search and seizure.
- Students with special needs have the right to have their educational needs and their behavior evaluated on the basis of their special needs.

Student Responsibilities

- Students will conduct themselves with respect for themselves, fellow students, teachers and others.
- Students will strive to achieve their potential in all areas.
- Students will follow the directions of the staff, faculty and administration.
- Students will fulfill all classroom and other educational obligations.
- Students will show respect for Questar III property and for the property of others.
- Students will strive to demonstrate good conduct and positive attitude at all times in all Questar III activities.

- Students are an integral part of the school community and have the responsibility to conduct themselves in a way that fosters a safe school environment for themselves and others, while at school and outside of school. Students are expected to report inappropriate or potentially dangerous behavior to school staff and to cooperate with school staff members.
- Students will dress and groom themselves neatly in clothes that are suitable for school activities. Students will wear footwear at all times and refrain from wearing hats in the classroom unless for a medical or religious purpose. All clothing, accessories or appearance, which interferes with the learning process, is not compatible with safety or interferes with the ability to engage in the activities required by the educational program is prohibited. Specifically, students shall refrain from clothing, accessories or appearance that: is sexually suggestive or provocative; could compromise safety or health in a particular educational program (for example, piercings; loose clothing in shop areas or physical education); does not provide appropriate coverage of the body, including the torso and undergarments worn on the torso; is vulgar, obscene or libelous; is denigrating to the race, color, creed, gender, national origin, disability, sexual orientation or physical condition of another; features, promotes or encourages violent behavior or use of guns, knives or other instruments of violence; represents, references or alludes to, through clothing, accessories, symbols, colors, tattoos or other references, gang affiliation; features, promotes or encourages the use of violence, violent crimes, illegal drugs, alcohol or tobacco. Students enrolled in career and technical education programs are preparing themselves to enter the workforce and will be expected to dress and groom themselves appropriately to their area of study. When in shop and lab areas, students are expected to dress according to the program of study requirements.
- Students are financially responsible for texts, tools, locks or any other Questar III or school district property or equipment provided to them.
- Adult students enrolled in a career and technical education program are expected to comply with the expectations for performance set forth in this Code of Conduct. Adult students also are expected to comply with the standards for behavior set forth in Student Guidelines applicable to the adult educational program, including but not limited to expectations for attendance, academic achievement, and standards of ethical practice and conduct.

SCHOOL RESPONSE TO STUDENT BEHAVIOR

Questar III subscribes to the philosophy that student behavior management is best-focused on behavioral change rather than punishment. Punishment merely perpetuates the misbehavior / punishment cycle.

By enhancing anger and frustration which merely precipitates additional misbehavior. Not only does punishment not achieve desired behavioral changes, it can harm a student's self-concept and reduce the student's ability to maintain self-control over the long-term. None of these outcomes are conducive to creating a learning environment.

The best form of behavior management advocates self-discipline. Administrators and

teachers will strive to develop a school environment that fosters the development of self-discipline in our students.

Addressing student behavior issues is primarily the responsibility of the classroom teacher. Consistent and fair response to student behavior issues is critical to maintaining an appropriate learning environment. Teachers must routinely document their efforts to address student behavior issues. When a teacher has exhausted all reasonable efforts to address a particular student behavior without desired results, s/he should refer the student to the appropriate building administrator.

The challenge of addressing student behavior issues in a learning environment is to develop a school response that: encourages and allows students to accept responsibility for their actions; places importance on the value of maintaining academic participation and achievement; builds positive self-image and teaches appropriate methods of dealing with problems. Students need to know that the school response to inappropriate behavior will be fair and consistent and that the school will hold them accountable for such behavior.

ADDRESSING STUDENT BEHAVIOR ISSUES

Any student who violates the student code of conduct shall be subject to immediate and appropriate school response which may include one or more of the following: responses indicated by the classroom or building positive behavior incentive systems, warning, reprimand, parental notification, counseling (not psychiatric counseling), loss of privileges, compulsory restitution, temporary removal from class, suspension or exclusion and/or police involvement in accordance with provisions and proceedings of the Education Law and/or the Student Guidelines for adult students where applicable. School responses will be coordinated with the student's home school district.

Some school buildings have surveillance cameras in hallways and common areas. The school administration may view videos while investigating a suspected violation of this Policy.

A student will not be subject to lower grades as a result of inappropriate behavior unless such behavior is related to his or her academic performance, such as cheating on an exam, failing to turn in homework or assigned papers or being illegally absent.

Out of school suspension is to be used judiciously and only when other responses would be ineffective in addressing student behavior. The provisions of Section 3214 of the Education Law shall be followed when suspension occurs (or, in the case of adult CTE students, this Code of Conduct and the Student Guidelines for adult CTE students would apply).

Students returning to school after suspensions may have re-entry meetings and/or re-entry plans that may address expectations for behaviors and/or identify safety measures, where appropriate.

Law enforcement authorities will be informed about any activity constituting a crime,

including:

- Persons participating in unlawful activities in or on any Questar III building, facility, vehicle, property, or premises.
- Persons threatening, planning or attempting to damage or destroy or damaging or destroying Questar III property.
- Persons selling, offering for sale, purchasing, possessing, or using drugs, alcohol or illegal substances in or on any Questar III building, facility, vehicle, property, or premises.
- Persons or situations posing a significant threat to the health, safety or welfare of the occupants of Questar III buildings, facilities, vehicles, property or premises.

Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is a program utilized by Questar III academy based settings involving teachers, teachers assistants, social workers, administration, parents and students. It is designed to improve behavior and social skills of students. The entire program improves all levels of communication between staff and students in this setting. PBIS provides ideas to support teaching, modeling and recognizing positive, appropriate behavior in schools and identifies systems for logically responding to classroom and individual student problems.

Restorative Practices

Restorative Practices may be utilized by Questar III academy based settings. Restorative practices invite everyone impacted by a conflict to develop a shared understanding of both the root causes and the effects. Restorative practices seek to address the needs of those who have been harmed, while encouraging those who have caused harm to take responsibility. Restorative practices emphasize the capacity of all people for healing, growth, and transformation and in this way it encourages accountability, self-determination, healing, and interconnection.

Progressive Response to Behavior Issues

The code of conduct is designed to provide for a progressive school response to student behavior issues. The code of conduct recognizes that certain inappropriate behavior is more serious and presents a greater disruption to the educational process. The code describes inappropriate behaviors in three categories and offers a range of school responses for implementation by teachers and / or administrators for each category. This will encourage and facilitate the application of the code to inappropriate student behavior by teachers and administrators in proportion to the severity of the behavior. Generally, the categories are as follows:

- Category I prohibits certain student behaviors. Teachers are primarily responsible for addressing these behaviors with their students. Teachers are responsible for documenting an incident and the school response, which must be consistent with the range of responses authorized in the code of conduct for this category.

Documentation about such incidents should be sent to the building administration office to keep the building administration informed. Forms are available in the principal administrator's office.

- Category II prohibits certain other student behaviors and addresses situations of repeated Category I behavior. Teachers are primarily responsible for initiating response to such behaviors but will introduce the guidance counselor, parents and guardians and appropriate building administrators into the response.
- Category III prohibits certain serious or threatening behaviors and situations where a student persists in exhibiting certain Category I and II behaviors. It also includes students who are "repeatedly substantially disruptive of the educational process," those who "substantially interfere with a teacher's authority over the classroom" or those who have committed acts of violence. Students engaging in Category III behaviors are immediately referred to building administrators who will confer with parents / guardians, teachers and the student and implement an appropriate Category III school response. Students who are "repeatedly substantially disruptive of the educational process," those who "substantially interfere with a teacher's authority over the classroom" and those who have committed acts of violence are subject to minimum periods of out of school suspension.

Corporal Punishment and Physical Restraint

Questar III does not permit the use of corporal punishment under any circumstances.

Corporal punishment is any act of physical force against a student for the purpose of punishing that student.

Corporal punishment is distinguished from the act of exercising reasonable physical force to protect oneself from imminent injury, to protect another from imminent physical injury, to protect the property of Questar III or of others from destruction,, or to restrain or remove a student whose behavior is interfering with the orderly exercise and performance of school functions and the educational process, if a student has refused to comply with a request to refrain from further disruptive acts.

Some Questar III educational programs employ therapeutic programs with protocols for de-escalation and physical restraints. For students in such programs, physical intervention, including restraint, are intended to contain or control student behavior and are used only as a safety response to behavior likely to result in physical injury to self or others. Physical interventions are authorized when and to the extent allowed by the applicable therapeutic program and the student's behavior intervention plan, if any.

Reporting Requirements

By July 15 and January 15 of each year, the District Superintendent is required to file a report with the Commissioner of Education detailing each complaint about the use of corporal punishment, the results of the investigation of that complaint and the action, if any, taken in that particular case. Each building principal shall maintain records related to such complaints and shall forward copies to the District Superintendent immediately upon receipt. 8 NYCRR Sections 19.5 and 100.2 (1).

Harassment, Bullying and Discrimination Prohibited

The New York State Dignity for All Students Act finds that students' ability to learn and to meet high academic standards, and a school's ability to educate its students are compromised by incidents of harassment, bullying and/or discrimination which includes cyberbullying, taunting or intimidation. Discrimination or harassment can take many forms and may be called labels which tend to minimize the impact these behaviors have on students (for example, "hazing," "name-calling"). In fact, harassment and bullying may severely impact the targeted student, including:

- Lowered academic achievement and aspirations
- Increased anxiety
- Loss of self-esteem and confidence
- Depression and post-traumatic stress
- General deterioration in physical health
- Self-harm and suicidal thinking
- Feelings of alienation in the school environment
- Absenteeism from school

Harassment, bullying or discrimination may be, but isn't limited to, being based on the targeted student's:

- Actual or perceived race
- Color
- Weight
- National origin
- Ethnic group
- Religion
- Religious practice
- Disability (physical, mental, 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 having a record of such condition; or a condition regarded by others as an impairment)
- Sexual orientation (actual or perceived heterosexuality, homosexuality or bisexuality)
- Gender or sex
- Gender or sexual identity
- Associations or friendships
- Socio-economic status

It is the goal of Questar III to create school environments which recognize and promote tolerance, respect for others, and awareness and sensitivity of harassment, bullying or discrimination, and promotes civility among people of all kinds.

Harassment, Bullying and/or Discrimination is Prohibited

Harassment, bullying and/or discrimination of any student by another student or employees is prohibited. Harassment, bullying and/or discrimination creates a hostile environment by conduct or by threats, intimidation or abuse - including cyberbullying - that either:

- (1) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm. Emotional harm in this context means creation of hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education; or
- (2) Reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety.

Threats, intimidation or abuse includes verbal and non-verbal actions...

Harassment, bullying and/or discrimination includes conduct that occurs:

- (1) On school property;
- (2) At a school function;
- (3) Off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Responding to Harassment, Bullying and Discrimination

All Questar III staff members who have reasonable cause to suspect that a student has been subjected to harassment, bullying and/ or discrimination by an employee or student on school grounds, at a school function, or off school property where there is foreseeable risk of disruption within school, shall promptly report such matter to the school principal or another Questar III administrator. Any such reported matter will be investigated promptly in accordance with Questar III policies.

Nothing in this Code of Conduct shall be construed to prohibit denial of admission into or exclusion from a course of instruction based on a person's gender that would be permissible under Education Law section 3201-a or section 2854(2) (a) and Title IX of the Education Amendments of 1972 (20 U.S.C. section 1681, *et seq.*) or to prohibit, as discrimination based upon disability, actions that would be permissible under section 504 of the Rehabilitation Act of 1973.

Acts of harassment, bullying, and/or discrimination against students by students will be addressed in accordance with the progressive discipline policies set forth in this Code of Conduct and the Responses to Student Behaviors, set forth below. Responses will consider the age of the students; the nature and severity of the behavior(s); the developmental age of the student; previous disciplinary record of the student; and the impact of the actions on the targeted student. Responses shall be reasonably calculated to end the harassment, bullying and/or discrimination; prevent recurrence; and eliminate the hostile environment. Measures to correct the behavior may include: behavioral assessment or evaluation; establishment of behavioral management plans,

where appropriate; student counseling; parent conferences; relevant learning; peer support groups; other supportive interventions.

Acts of harassment, bullying, and/or discrimination against students by a school employee will be addressed in accordance with Questar III employment policies and applicable law.

Retaliation against any individual who, in good faith, reports or assists the investigation of harassment, bullying and/or discrimination is prohibited.

Underlying this Code of Conduct is the philosophy that all members of the Questar III school community be provided a safe haven for learning and growing, a secure, orderly and nurturing environment in which to achieve their full potential. Instances of harassment or discrimination additionally may call for building-wide remediation and education.

Training for Staff Members and Dignity Act Coordinators

Questar III shall provide training for staff members to ensure effective implementation of school policy on promoting a safe and supportive school climate while discouraging harassment, bullying and/or discrimination of students by other students or staff members. Training may take place at faculty meetings, staff meetings, at the annual orientation day, during professional development days, on-line, among other venues and/or modalities.

Dignity Act coordinators shall be designated annually for each Questar III building or, when applicable, educational program. Coordinators shall be trained to appropriately consult staff and students and to provide an initial response to reports of harassment or discrimination. Training may take place at faculty meetings, staff meetings, at the annual orientation day, during professional development days, on-line, among other venues and/or modalities.

Reporting

Students are expected to report incidents of discrimination, harassment and bullying to a teacher, principal, or another staff member.

All Questar III staff members are required to report incidents of discrimination, harassment and bullying - whether directly observed or reported to them by others - to the appropriate building or program principal, -or to the Dignity Act coordinator for the building or educational program. All reports of discrimination, harassment and bullying shall be investigated through the Dignity Act coordinator, who shall seek assistance from the building or educational program principal, the Director of Human Resources, or the School Attorney as appropriate.

Material incidents of harassment or discrimination on school grounds or at school functions shall be reported to the NYS Department of Education as required by the Commissioner of Education.

Search and Seizure

Students may be assigned lockers or other areas in which to maintain their personal belongings. These areas are school properties and may be searched at any time.

School officials may search a student's personal property (including, but not limited to backpacks, jackets, pockets) only when there is reasonable suspicion to conduct the search. This standard is a lower standard than that required of law enforcement.

The reasonable suspicion standard requires that the search is justified at its inception and that the scope of the search, as actually conducted, is reasonably related to the circumstances that justified the search. A search is justified at its inception if the school officials have reasonable grounds to suspect that the search would produce evidence that the student had violated or was violating law or the Code of Conduct or other school rules. The scope of the search must be related to the objectives of the search and not excessively intrusive.

Student Right to Procedural Due Process, Generally

Students will be afforded procedural due process in all instances where student behavior in violation of this code of conduct may result in the imposition of a school response.

Generally, such due process shall include the following:

- a. The student must be given notice verbally or in writing of the specific behavior in question and how it violates this code of conduct.
- b. The student must be given the opportunity to appear informally before the person authorized to impose a school response to the alleged behavior in order to discuss the allegation. The student must be given an opportunity to address the allegation.
- c. After consideration of all the facts, the person authorized to impose a school response to the alleged behavior shall determine whether a school response is in order. If so, the response shall be consistent with the range of responses prescribed for the inappropriate behavior in the code of conduct. In determining the school response, the following factors shall be taken into consideration: any mitigating or aggravating circumstances surrounding the behavior; the student's prior record of conduct; the student's age; the student's intent; and other information deemed pertinent.

Student Right to Procedural Due Process, Removal from the Classroom

A teacher may remove a student from the classroom for disciplinary and non-disciplinary reasons. Non-disciplinary removal would include a visit to the principal's office, guidance or counselor's office to discuss inappropriate behavior or a "time-out" in the hallway to enable a student to regain control or composure.

Disciplinary removal will constitute removal by a teacher from the classroom of a disruptive student as a response to a violation of the student code of conduct. A student removed from a classroom for disciplinary reasons shall be placed in an alternative classroom where educational programming shall be provided. A teacher may remove a disruptive student from his / her classroom for the remainder of the class period and up to one additional day. In the event a teacher wishes to remove a student from the classroom the student shall be afforded procedural due process as follows:

1. The teacher must inform the student that s/he is going to be removed from the classroom.
2. The teacher must specifically explain to the student why s/he is to be removed.
3. The teacher must give the student an opportunity to explain or respond.
4. The teacher may then decide to remove the student from the classroom.

A teacher may remove a student who poses a danger or ongoing threat of disruption from his / her classroom immediately. In the event of such removal, the following procedures must be followed within 24 hours of the removal:

1. The teacher must explain to the student why s/he was removed from the

classroom.

2. The teacher must give the student the opportunity to provide an explanation of the incident(s) that led to the removal.

When a teacher removes a student from the classroom, the teacher must immediately notify the principal administrator of the school. The student must be sent to the principal's office or an alternative work location designated for the purpose of receiving students who have been removed from class.

As soon as possible and no later than 24 hours after the removal, the principal must provide telephonic and written notification to the student's home school district and the student's parents or guardian of the removal and the circumstances that led to the removal. The notice must inform the parents of their right to request an informal meeting with the principal to discuss the reasons for the removal. Written notice must be by personal delivery, express mail or some other means to reasonably ensure parental notification within 24 hours. If requested by the parents, the informal meeting must be held within 48 hours of the removal. If the parents agree, the meeting may be held at another mutually convenient time. The principal may require the teacher who removed the student from the classroom to be present at the informal conference with the parents.

A principal or designee may overturn a teacher's removal of a student from the classroom upon a finding that:

1. The charges against the student are not supported by substantial evidence;
2. The removal is in violation of the law or Questar III's policies, regulations or procedures; or
3. The conduct warrants suspension from school pursuant to a superintendent's hearing (Education Law Section 3214) and such suspension will be pursued.

Such determination may be made at any time from the principal's receipt of the student removal form to the close of the business day following the 48-hour period for the informal conference.

A disruptive student removed from the classroom by a teacher shall be provided continued educational programming and activities until allowed back into the classroom.

Questar III shall prescribe forms upon which each teacher shall maintain a record of all cases of removal of a student from their classroom and upon which each principal shall maintain a record of each removal of a student from a classroom in the school for which s/he is responsible.

No teacher may remove a student with a disability from a classroom without first consulting with the principal or the chair of the committee on special education to ensure that such removal will not constitute a change in placement.

Student Right to Procedural Due Process, Suspension from School

A home school superintendent or a home school principal may suspend a student from

school for a period not to exceed five days. In the event of suspension of a student for a period not to exceed five days, the student shall be afforded procedural due process follows:

1. The student must be verbally notified.
2. If the student denies the allegations, s/he must be provided with an explanation of the rationale for the suspension.
3. As soon as possible and within 24 hours of the decision to propose suspension, the Questar III principal administrator must provide telephonic and written notification to the student's home school district and parents or guardian of the proposed suspension and the circumstances that led to the decision. The notice must include the specific charges against the student and a description of the incident that led to the charges. It shall also provide notification of the parent's / guardian's right to request an informal meeting with the principal / superintendent to discuss the reasons for the suspension. Written notice must be by personal delivery, express mail or some other means to reasonably ensure parental notification within 24 hours.
4. If requested by the parents, the informal meeting must be held within 48 hours of the removal. If the parents agree, the meeting may be held at another mutually convenient time. The principal / superintendent may require the teacher who removed the student from the classroom to be present at the informal conference with the parents. The parents shall have the opportunity to ask questions of complaining witnesses at such informal conference subject to procedures established by the principal / superintendent.
5. The student shall not be suspended until after the informal conference unless the student poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such case, the notice and the informal conference shall take place as soon as is reasonably possible after the suspension is imposed.
6. After the conference, the parents will be provided with a written decision on the matter.
7. The parents may appeal such decision to the superintendent of schools within 5 business days.
8. The superintendent shall hear such appeal and issue a written decision regarding the matter.
9. If the parents are not satisfied with the decision of the superintendent, they may file an appeal with the board of education within 5 days of receipt of the superintendent's decision. Only upon a final decision of the board of education may the parents appeal a decision to the Commissioner of Education.

In the event the school response to student behavior may result in suspension of the student for a period in excess of 5 school days, the student and his or her parents must be given an opportunity for a hearing on reasonable notice. The notice shall advise the

student of the behavior that gives rise to the proceeding. Parents may attend the hearing and the student has a right to be represented by an attorney, to testify on his or her own behalf, to present witnesses and evidence and to cross-examine witnesses against the student.

Notice of such charges and hearing shall be provided to the parents / guardians of the student by hand or by express mail or other means reasonably calculated to assure the parent receives the notice.

The Superintendent of Schools may preside at the hearing or designate a hearing officer who will render a recommendation to the Superintendent, which s/he is free to accept or reject in whole or in part. The decision of the Superintendent in such matters may be appealed to the Board of Education within 5 days in accordance with the rules and procedures established by the Board. The Board may accept or reject the superintendent's decision in whole or in part. Only upon a final decision of the board of education may the parents appeal a decision to the Commissioner of Education.

Student Right to Procedural Due Process, Students with Disabilities

General Principles and Definitions

A disciplinary change in placement shall mean a suspension or removal from a student's current educational placement that is either:

for more than 10 consecutive school days; or

for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because: (1) they cumulate to more than 10 school days in a school year; and (2) the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another, as well as other factors, create a pattern.

Placement in an interim alternative educational setting shall mean a temporary educational placement for a period of up to forty-five school days that is different from the student's current placement at the time the behavior occurred. An interim alternative educational setting shall enable the student to continue to progress in the general curriculum and to continue to receive those special education services and modifications, including those described in the student's current IEP that will enable the student to meet the goals set out in his or her IEP. At the same time, the interim alternative educational setting shall include services and modifications to address the behavior that precipitated such placement, which are designed to prevent the behavior from recurring.

The duration of any suspension or removal will not exceed the amount of time that a non-disabled student would be suspended or removed for the same behavior.

Removal shall mean a removal from the student's current educational placement for disciplinary reasons other than a suspension, a removal to an interim alternative educational setting, or a change in placement due to a drugs or weapons violation or expedited proceeding because of dangerous situation.

For purposes of this section of the policy, rules and procedures, "student" refers to a student with a disability, unless otherwise noted.

When required by law and the terms of this policy, manifestation team determinations shall be conducted to review the relationship between the student's disability and the behavior subject to disciplinary action to determine if the behavior at issue is a manifestation of the disability. Manifestation determinations shall be conducted according Federal and State laws and regulations. Where it is determined that the behavior is a manifestation of the disability, a disciplinary change in placement shall not be imposed, unless there is an appropriate placement in an interim alternative educational setting.

Suspension or Removal for 5 Days or Less, Students with Disabilities

Authority to Suspend or Remove. Each building principal has the authority to order a student to be placed into an appropriate interim alternative educational setting or another setting or to be suspended for a period not to exceed 5 consecutive school days.

Procedures for Suspensions (5 days or less). Where a principal has imposed a suspension, the student's parents shall have the opportunity for an informal conference with the principal. At such conference, the parents may ask questions of complaining witnesses, and the principal will follow the Board's policy and procedures for suspending non-disabled students for 5 days or less.

Procedures for Removals. A student may be removed for 5 days or less and such removal shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students.

Suspensions or Removals for More than 5 Days, Students with Disabilities

Authority to Impose Suspension or Removal (more than 5 days). A superintendent of schools, either directly or upon the recommendation of a hearing officer designated to conduct a §3214 hearing, 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 without a manifestation determination conducted by the CSE. Any suspension for more than 5 consecutive school days will not be imposed unless a §3214 hearing has been conducted.

Additional Suspensions or Removals. The superintendent may order additional suspensions or removals of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, so long as a disciplinary change in placement does not result.

Procedures for §3214 Hearings (suspensions of more than 5 days). For suspensions of more than 5 consecutive school days, a §3214 hearing will be conducted. Similar to §3214 hearings for non-disabled students, this hearing shall be bifurcated and conducted by the superintendent or a designated hearing officer, and the same notification procedures for parents shall apply.

In addition, the following procedures will be followed:

- As soon as notice is given to the student's parents, the CSE will be requested to

compose the manifestation team which will make a manifestation determination. This request will be withdrawn if the student is found to be not guilty or if a suspension of more than 10 days is not considered.

If the student is found guilty, the superintendent/hearing officer will determine if a suspension or removal in excess of 10 consecutive school days (i.e., a disciplinary change in placement) should be considered.

- a. If the superintendent/hearing officer determines that a suspension or removal in excess of 10 days should be considered, the §3214 hearing will be adjourned until the manifestation determination is completed by the manifestation team.
 - i. If the CSE determines that the student's behavior was not a manifestation of his or her disability, such student may be disciplined in the same manner as a non-disabled student.
 - ii. If the CSE determines that the student's behavior was a manifestation of his or her disability, the superintendent/hearing officer shall dismiss the §3214 hearing (except where the superintendent/hearing officer determines that the student should be placed in an interim alternative educational setting).
- b. If it is determined that a suspension or removal in excess of 10 days should not be considered, the hearing shall proceed to the penalty phase, and referral to the CSE for a manifestation determination will be withdrawn.

The penalty phase of the hearing will follow the procedures for §3214 hearings for non-disabled students, including the admission of anecdotal evidence of past instances of misconduct.

Placement of Students with Disabilities in Interim Alternative Education Setting for Not More Than 45 School Days.

Weapons or Illegal Drugs/Controlled Substances. A superintendent may order the change in placement of a student with a disability to an appropriate interim alternative educational setting for up to 45 days, but not to exceed the period of suspension ordered pursuant to a §3214 hearing, where the student (1) 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 Questar III, (2) carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of the Questar III; or (3) 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 Questar III.

Upon a determination that a student is guilty of the alleged misconduct at the §3214 hearing, the superintendent or hearing officer may order a change in placement to an interim alternative educational setting for up to 45 school days. Such placement must be determined by the CSE and cannot exceed the length of time that a non-disabled student would be suspended for the same misconduct under the school district's student discipline policy. The superintendent may order such change in placement, even where

the CSE determines that the student's behavior is a manifestation of the student's disability.

Dangerous Conduct An impartial hearing officer in an expedited due process hearing may order a change in placement to an appropriate interim alternative educational setting for not more than 45 school days, if the hearing officer: (1) determines that Questar III has demonstrated by substantial evidence that the student's current placement is substantially likely to result in injury to the student or to others; (2) considers the appropriateness of the student's current placement; (3) considers whether Questar III has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services; and (4) determines that the proposed interim alternative educational setting meets requirements of 8 NYCRR 201.2(k). The impartial hearing officer may order such change in placement, even where the CSE determines that the student's behavior is a manifestation of the student's disability.

Expedited Due Process Hearings, Students with Disabilities

Expedited due process hearings shall be conducted by an impartial hearing officer under the following circumstances: (1) Questar III requests one in order to place the student in an interim alternative educational setting because Questar III feels that it is dangerous to keep the student in his or her current educational setting in general or during the pendency of a §3214 hearing; (2) the parent requests one to appeal a determination that the student's behavior was not a manifestation of his or her disability; or (3) the parent requests one due to any decision related to the student's placement.

Such expedited due process hearings shall follow the procedures required by law.

CSE Functional Behavioral Assessments and Behavioral Intervention Plans

No later than 10 business days after first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an interim alternative educational setting, the CSE shall meet to review, develop and/or implement a functional behavioral assessment and behavioral intervention plan in order to address the behavior that the student is being disciplined for.

Provision of Services during Suspensions, Students with Disabilities

Initial suspension or removal for up to 10 days: If a suspension or removal for up to 10 school days does not constitute a disciplinary change in placement, the following will occur:

- Students of compulsory attendance age will be provided with alternative instruction on the same basis as non-disabled students.
- Students not of compulsory attendance age will be entitled to receive alternative instruction during such suspension or removal only to the extent that alternative instruction is provided to non-disabled students of the same age who have been similarly suspended or removed.

Subsequent suspensions or removals for up to 10 days: If subsequent suspensions or removals for periods of 10 consecutive school days or less, which in aggregate total more than 10 school days in a school year (but do not constitute a disciplinary change in placement), the following will occur:

- Students will be provided with alternative instruction and special education services necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP; and
- The building principal or superintendent shall determine, in consultation with the student's special education teacher, the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP.

Disciplinary Change in Placement: During any period of suspension for more than 10 consecutive school days, and/or during any other disciplinary change in placement, the following will occur:

- The student will be provided with alternative instruction and special education services necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP; and
- The CSE shall determine the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP.

Placement in interim alternative educational setting: If the student has been placed in an interim alternative educational setting for up to 45 school days because he or she has engaged in conduct that involves a weapon or illegal drugs/controlled substances, the CSE will determine the services to be provided.

If the student has been placed in an interim alternative educational setting for up to 45 school days because an impartial hearing officer has determined in an expedited due process hearing that the student presents a threat of dangerous conduct, the impartial hearing officer will determine the services to be provided after reviewing a proposed setting determined by school personnel and the student's special education teacher. Such setting will:

- Enable the student to continue to progress in the general curriculum, although in another setting, and to continue to receive those modifications, including those described in the student's current IEP, that will enable the child to meet the goals set out in that IEP; and
- Include services and modifications to address the behavior that is subject to disciplinary action, which are designed to prevent the behavior from recurring.

Student Right to Due Process, Adult Students Admitted to CTE Programs

Adult students enrolled in a career and technical education program are expected to comply with the expectations for performance set forth in this Code of Conduct. Adult students also are expected to comply with the standards for behavior set forth in Student Guidelines applicable to the adult educational program, including but not limited to expectations for attendance, academic achievement, and standards of ethical practice and conduct. Failure to comply with the Code of Conduct and/or Student Guidelines may subject the adult student to the following:

Failure to comply with behavior expectations set forth in this Code of Conduct and/or Student Guidelines: Student may be removed from class, suspended for a period of time, or removed from the program. Any student removed from the program for failure to meet behavior expectations set forth in this Code of Conduct and/or Student Guidelines may appeal such decision within two school days to the Assistant Superintendent. The Assistant Superintendent may designate a staff member to hear the appeal, collect evidence relating to the appeal, and make a written recommendation of findings and determination to the Assistant Superintendent. The Assistant Superintendent's decision shall be final.

Failure to meet attendance and/or academic requirements: Students who fail to meet attendance and/or academic requirements of the educational program in which they are enrolled will be removed from the program after review of the student records by a panel composed of the building principal, the student's teacher, and the staff member responsible for the program or guidance counselor. The panel's decision shall be final.

STUDENT CODE OF CONDUCT

CATEGORY I

STUDENT BEHAVIOR

Category I behavior is activity on the part of the student, which impedes orderly classroom procedures or interferes with the orderly operation of the school and shall include the following:

- Behavior which interferes with the educational program and normal operation of the school community.
- Inappropriate language, gestures or symbols (obscene, profane, vulgar, abusive).
- Violation of the dress code.
- Tardiness to school or class.
- Leaving class without permission.
- Excessive or offensive public displays of affection.
- Inappropriate use of the school computer network or failure to follow the Acceptable Use Policy.
- Insubordination or disrespect, including the failure to follow the reasonable and lawful directions of school personnel.
- Taking medications without appropriate medical authorization.
- Behavior which interferes with a student's educational program and/or therapeutic well-being through the inappropriate or excessive ingestion of "energy" drinks, "power" drinks, or muscle-enhancing drinks.

SCHOOL RESPONSE

Category One behavior will usually be addressed by an individual staff member but may, at times, require the intervention of other school support personnel.

There will be immediate intervention by the staff member who is supervising the student or who observes the behavior.

Repeated behavior requires a parent / teacher conference; conference with the counselor and or administrators.

The staff member will maintain a proper and accurate written record of student actions and school response.

The range of possible school responses includes:

- A warning.
- Staff will discuss behavior with student.
- Written behavioral agreement.
- Parent / guardian contact.
- Verbal or written referral to principal, assistant principal, guidance counselor or social worker.
- Removal from classroom for the remainder of the class period, to another location with continued educational programming and activities when practicable. Prior to the student's return to the classroom the principal, in consultation with the teacher, shall determine whether the parent shall be contacted and what additional steps should be taken to successfully re-integrate the student into the classroom.
- Verbal reprimand.
- Reduction in classroom privileges.
- Restorative Practices, where appropriate.

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CATEGORY II

STUDENT BEHAVIOR

Behavior, overt or otherwise, whose frequency or seriousness tends to disrupt the learning climate of the school shall include:

- Repeated incidents of Category I prohibited behavior.
- Abusive or hateful language, gestures or symbols involving the use of slurs regarding ethnicity, disability, religion, race, sexual orientation or physical condition of another.
- Any form of sexual harassment.
- Leaving school and/or school grounds without permission.
- Use or possession of obscene or offensive materials.
- ~~Smoking at any time of day on school property including all school grounds, facilities, vehicles or property or at any school sponsored activity.~~
- The possession, smoking or other use of any tobacco or nicotine product (for example, including but not limited to cigarettes, cigars, electric cigarettes, E-cigarettes, vaporizers, -chewing tobacco) at any time of day on school property including all school grounds, facilities, vehicles or property or at any school sponsored activity.
- Possession or use of matches, lighters or any incendiary device.
- ~~Possession or use of "vaporizers," "electric cigarettes" or "E-cigarettes."~~
- Inappropriate use of the school computer network or failure to follow the Acceptable Use Policy resulting in more serious harm to students, Questar III resources, or the Questar III Network.
- Unauthorized driving or riding to or from school premises, facilities or property.
- Violation of school parking or driving regulations.
- Unauthorized retail activities or bartering.
- Use of radios, headphones, multi-media devices (e.g. videos, audio recorders, telecommunication devices, iPods, MP3 players, handheld games, PSPs) beeper, cell phone or other disruptive device or equipment unless used for instructional and educational purposes under the direction of a teacher or other employee of Questar III or a school district or unless used at a time and place designated by the building administrator for allowed use of such devices or equipment.
- Possession, use or flying of any drone or radio-controlled device on or over school grounds except as may be authorized in advance by the District Superintendent.
- Possession of a knife or blade that is other than a dangerous weapon (see Category III, below).

SCHOOL RESPONSE

The school response to Category II prohibited behavior shall include one or more of the following:

A teacher may initiate a meeting with the student and his / her guidance counselor to discuss the situation. Teachers must notify the building administrator and the student's

parent / guardian.

The building administrator may initiate an investigation of the allegation and confer with staff on the appropriate school response, which shall be based upon, among other relevant factors, a threat assessment (see the BOCES_Wide School Safety Plan, Policy 7-100).

The building administrator may meet with the student and confer with his / her parent / guardian about the student's conduct and resulting school response.

The building administrator will maintain a proper and accurate written record of student behaviors and school response.

The range of possible school responses includes:

- Written behavioral agreement.
- Parent conference.
- Written referral to guidance counselor and/or school social worker and/or school psychologist.
- Reduction of school privileges (e.g. driving).
- Reduction of classroom privileges.
- Referral to administration.
- Home school contact.
- Restorative practices, where appropriate.
- In school suspension.
- Out of school suspension.
- Removal from work-based learning internship site
- A teacher may remove a "disruptive student" from the classroom, for a period not to exceed one day, to another location with continued educational programming and activities when practicable. Prior to the student's return to the classroom the principal, in consultation with the teacher, shall determine whether the parent shall be contacted, whether suspension is warranted, and what additional steps should be taken to successfully re-integrate the student into the classroom.
- In any instance where a knife, blade, matches, lighter, incendiary device or other prohibited item is obtained from a student, the administrator shall either turn the object over to law enforcement, if called, or maintain the object in the office until the parent or guardian takes possession of it.

CATEGORY III

STUDENT BEHAVIOR

Category III behavior is demonstrated when a student shows no sign of modifying prohibited behavior after having been requested to do so by school personnel. Such behavior also includes that which constitutes academic dishonesty and misconduct or poses a direct threat to the emotional and physical well being of others, or is in violation of the law. Category III prohibited behavior includes:

- Chronic incidents of Category I behavior and repeated or chronic incidents of category II behavior.

- Exposure of the private parts of the human body.
- Illegal gambling in or on school premises or property.
- Selling, using, possessing, or sharing obscene materials.
- Making false or misleading statements about another individual or group of individuals.
- Discrimination or harassment based upon race, sex, religion, national —origin, disability, sexual orientation or physical condition.
- Hazing, including intentional or reckless acts directed against another for —the purpose of obtaining or maintaining membership on a team or in a —club, activity or organization sponsored by Questar III.
- Lying to school personnel during an inquiry or investigation.
- Forgery.
- Academic dishonesty and misconduct, including plagiarism, cheating and alteration of academic records.
- Use or attempted use of physical force on another person.
- Stealing, larceny or petty theft.
- Trespassing (entering or remaining on school property without authorization, license or invitation).
- Possession and/or transfer of firearms or dangerous weapons in or on —school premises, facilities, vehicles or property. Dangerous weapons —include any rifle, shotgun, pistol, revolver, other firearm, dangerous —chemicals, explosives, any object capable of firing a projectile, the frame —or receiver of any weapon, firearm muffler or silencer, any explosive device, blade in excess of 2 and ½ inches, or any other instrument —capable of inflicting bodily harm.
- Possession of what appears to be a weapon.
- Speeding or reckless driving on school premises or property.
- Vandalism or destruction of private or public property.
- Sale, attempted sale, or gift of legal prescription medications to another.
- Use (including but not limited to inhalation, smoking, ingesting, "vaping"), possession, sale, attempted sale or attending school under the influence of illegal drugs, alcohol, any synthetic cannabinoid, any unauthorized controlled substances, or under the influence of or any other substance used to intoxicate.
- ~~Use, possession, sale, attempted sale or attending school under the influence of: illegal drugs, alcohol or other unauthorized controlled substances.~~
- Possession, sale or attempted sale of substances represented to be illegal drugs, alcohol or other controlled substances.
- Possession of pipes or paraphernalia associated with controlled —substances.
- Assault or battery.
- Violent behavior of any kind or the threat of such behavior.
- Harassment, intimidation, bullying in any form, threats or threatening language.
- Cyber bullying of another student or staff member, including but not limited to threats, regardless of the location or site where communication is initiated.
- "Sexting" or any lewd or obscene electronic transmission, whether initiated or received at a Questar III facility or elsewhere.
- Electronic transmission to another student or staff member of violent images, whether initiated or received at a Questar III facility or elsewhere.

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- Threats or perceived threats of harm to the school or students including but not limited to verbal threats, written threats, electronically transmitted threats (including but not limited to depictions of weapons) whether initiated or received at a Questar III facility or elsewhere.
- Any intentional and unauthorized physical or electronic contact with another to intimidate or cause physical or emotional harm.
- Creating false emergency alarms.
- Failing to comply with emergency directions or procedures.
- Endangering the health, safety or welfare of another.
- Use of social media applications in a disruptive manner (for example, yikyak; whisper; kick).
- Failing to comply with behavior requirements of the student's work-based learning internship site.

Category III behavior also includes students who are "repeatedly substantially disruptive of the educational process," those who "substantially interfere with a teacher's authority over the classroom," those who substantially interfere with staff authority or those who have committed acts of violence.

SCHOOL RESPONSE

The school response to Category III prohibited behavior shall include one or more of the following:

The building administrator will investigate the allegations and consult with staff as to the appropriate consequences if the allegations are supported by substantial and credible evidence. The school response shall be based upon, among other relevant factors, a threat assessment (see the BOCES-Wide School Safety Plan, Policy 7-100).

The building administrator will meet with the student and confer with the parent / guardian about the student's conduct and the resulting school response.

The building administrator will maintain a proper and accurate written record of student behavior and school response.

Unless otherwise provided by law, the range of possible school responses may include:

- | | |
|--|--|
| ▪ In-school suspension. | ▪ <u>appropriate.</u> |
| ▪ Out of school suspension. | ▪ Police notification. |
| ▪ Conference with home school principal. | ▪ Criminal charges. |
| ▪ Mediation. | ▪ Confiscation of contraband. |
| ▪ Restitution. | ▪ Removal from work-based learning internship site. |
| ▪ Loss of privileges. | ▪ Recommend Persons in Need of Supervision (PINS) Diversion. |
| ▪ Conference with staff member. | ▪ A teacher may remove a "disruptive student" from the classroom for a period not to |
| ▪ Superintendent's hearing. | |
| ▪ Parent conference. | |
| ▪ <u>Restorative practices, where</u> | |

exceed one day to another location with continued educational programming and activities when practicable. Prior to the student's return to the classroom the principal, in consultation with the teacher, shall determine whether the parent shall be contacted, whether suspension is warranted, and what additional steps should be taken to successfully re-integrate the student into the

classroom.

- In any instance where a firearm, dangerous weapon, or any prohibited object is obtained from a student, the administrator shall either turn such object over to law enforcement, if called, or maintain the object in the office until the parent or guardian takes possession of it.
- Expulsion.

- Minimum Periods of Out of School Suspension: Act(s) of violence – minimum 5 days out of school suspension
- Weapons on school property - minimum one-year out of school suspension (subject to superintendents hearing and determination by home school district).
- Development of a written school safety plan, when appropriate, describing student's expectations upon return from out of school suspension.

Additionally, unless otherwise provided by law, the school response may include:

Diversion.

- Recommend Persons in Need of Supervision (PINS)

CODE OF CONDUCT FOR PERSONS ON QUESTAR III PROPERTY

The primary purpose of Questar III is to provide an optimal environment for learning and education. Integral to that purpose is the maintenance of an environment that establishes a model of civility and respect in the interactions of individuals and serves as a constructive model for our students. Any action by an individual or group that is inconsistent with this purpose or is aimed at disrupting, interfering with, or delaying the educational process, or any action having such effect, is hereby declared to be in violation of Board policy.

Additionally, the Board also has a responsibility to protect school property. Questar III shall take any and all legal action to prevent the damage or destruction of District property. In addition, Questar III will also seek restitution from, and prosecution of, any person or persons who willfully damage school property.

It is not the intent of this policy to limit or inhibit freedom of speech or freedom to assemble peaceably. Free inquiry and free expression are indispensable to the objectives of a school district, and district and is a fundamental feature of our national life. The sole purpose of this policy, and of such rules and regulations as may be required to implement it, is to prevent abuse or inhibition of the rights of others and to maintain the educational enterprise and public order on school premises and property.

These rules govern the conduct of students, faculty and other staff, licensees, invitees, and all other persons upon property of Questar III, and any other premises or property under the control of Questar III and used in its teaching programs and activities, and in its administrative, cultural, recreational, athletic, and other programs and activities.

Any use of the buildings and grounds under the control of Questar III must be preceded by notification of the following information: location of fire exits; form of notification of the need to exit (e.g., alarm, announcement etc.); reminder of the need to exit in a calm and orderly manner and prohibition on parking of motor vehicles in designated fire lanes or spaces for the disabled.

Individuals on or entering Questar III school grounds or buildings may be under electronic video surveillance.

PROHIBITED BEHAVIOR

No person, acting either alone or in concert with others, shall:

1. Intentionally cause physical injury to any other person or threaten to do so.
2. Physically restrain or detain any other person, nor remove such person from any place where she/he is authorized to remain;
3. Intentionally damage or destroy property of Questar III or property under its jurisdiction, or the property of an administrator, teacher or other officer or employee of Questar III or -remove or use such property without authorization;

4. Enter into the school building or premises or any private office of an administrative officer, member of the faculty, or staff member without permission;
5. Enter and remain in any school building, facility or premises for any purpose other than authorized uses or in a manner obstructing its authorized use by others;
6. Remain in any school building, facility or premises after it is normally closed, -without authorization by Questar III;
7. Fail or refuse to leave any school building, facility or premises after being requested to do so by an authorized administrative officer, member of the faculty, or staff member;
8. Fail to comply with written or verbal direction to sign a visitor's log, be issued a visitor's pass, or to fail to conform with any other security measures upon entry to any school building, facility or premises.
9. Obstruct the free movement of persons or vehicles in any school building, facility or premises;
10. Disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings, or deliberately interfere with the freedom of any person to express her/his views, including invited speakers in any school building, facility or premises;
11. Possess any rifle, shotgun, pistol, revolver, or other firearm, knife or blade, or a device intended for use as a weapon, in any school building, facility or premises, without the express written authorization of the Superintendent of Schools;
12. Incite others to engage in or commit any prohibited conduct with specific intent to procure them to do so;
13. Engage in smoking, use any tobacco product, electronic cigarettes ("e-cigarettes," "vaping") overtly display any tobacco product, or sell any tobacco product on school property including all school grounds, facilities, vehicles or property or at any school sponsored activity.
14. Use, consume, sell, distribute, under the influence of, or offer for sale alcoholic beverages;
15. Possess, use, consume, sell, distribute or offer for sale, distribution, use or consumption illegal drugs or controlled substances without written authorization of a physician, or under the influence of illegal drugs or controlled substances;
16. Use, possess, wear or in any way depict or demonstrate obscene materials or engage in or present obscene conduct or behavior. The term "obscene" refers to verbal, written, graphic, pictorial, and other means of presenting materials, when such materials violate generally accepted social and community standards. Obscene material appeals to prurient interest, is utterly without redeeming social importance, goes beyond customary limits of candor in description or representation, is characterized by patent offensiveness and is pornographic, indecent, vulgar and salacious;

17. Park a motor vehicle in any fire lane or other no parking zone or park in any parking space designated for use by the disabled without a valid permit visibly displayed on or in the vehicle.
18. Use or display inappropriate language, gestures or symbols (obscene, profane, vulgar, abusive).
19. Engage in excessive or offensive public displays of affection.
20. Use or display abusive or hateful language involving the use of slurs regarding ethnicity, disability, religion, race, sexual orientation, perceived sexual orientation or physical condition of another.
21. Engage in any form of sexual harassment or any harassment prohibited by this policy (see "Discrimination and Harassment Prohibited").
22. Engage in discrimination as prohibited by this policy (see "Discrimination and Harassment Prohibited").
23. Otherwise engage in any behavior which interferes with the educational program.

PENALTIES AND PROCEDURES

A person who shall violate any of the provisions of these rules shall be subject to the following penalties and procedures:

If a visitor (member of the public, licensee) her/his authorization to remain upon the grounds or other property shall be withdrawn and she/he shall be directed to leave the premises. In the event of failure to do so, she/he shall be subject to removal from the premises by law enforcement officials.

If a trespasser (one without authorization or invitation) she/he shall be subject to removal from the premises by law enforcement officials.

If a student she/he shall be subject to disciplinary action as the facts of the case may warrant. This may include suspension, probation, loss of privileges, reprimand, or warning, as prescribed by Section 3214 of the Education Law of the State of New York and the policies, rules and regulations of Questar III. She/he shall also be subject to removal from the premises.

If a tenured faculty member, she/he shall be subject to ejection, warning, reprimand, suspension, or other disciplinary action or combination of such actions, as prescribed by and in accordance with Section 3020-a of the Education Law.

If a staff member in the classified service of the civil service, she/he shall be subject to the penalties and procedures prescribed in Section 75 of the Civil Service Law, where applicable, or such other penalties allowed by law or negotiated by the parties and be subject to ejection.

If an officer or administrator, s/he shall be subject to ejection, warning, reprimand, suspension, other disciplinary action or a combination of such actions as provided by law, an individual employment agreement or an applicable collective bargaining agreement.

If a staff member other than those described above, she/he shall be subject to dismissal, suspension without pay, or censure, and be subject to ejection.

Enforcement Program

The District Superintendent shall be responsible for enforcement of these rules, and she/he shall designate the other personnel who are authorized to take action in accordance with such rules when required or appropriate to carry them into effect.

In the case of any apparent violation of these rules by such persons, which, in the judgment of the Superintendent or her/his designee, does not pose any immediate threat of injury to person or property, such school official may make reasonable effort to learn the cause of the conduct in question and to persuade those engaged therein to desist and to resort to permissible methods for the resolution of any issues that may be presented. In doing so such school official shall warn such persons of the consequences of persistence in the prohibited conduct, including their ejection from any District properties where their continued presence and conduct is in violation of these rules.

In any case where violation of these rules does not cease after such warning, and in other cases of willful violation of such rules, the Superintendent or her/his designee shall cause the removal of the violator from any premises which she/he occupies in such violation or, if appropriate, make recourse to police authorities, or both.

The Superintendent or her/his designee may apply to the public authorities for any aid that she/he deems necessary in causing the ejection of any violator of these rules and she/he deems necessary in causing the ejection of any violator of these rules, and she/he may request the school attorney to apply to any court of proper jurisdiction for an injunction to restrain the violation or threatened violation of these rules.

RESPONSIBILITIES OF THE SCHOOL COMMUNITY

Board of Education and Superintendent of Schools

The District Superintendent and Board of Cooperative Educational Services shall provide full support to the administration and staff charged with the responsibility for implementing and administering this Code of Conduct. Administration of this Code of Conduct shall at all times, be consistent with the policies of Questar III and the laws of the State of New York and the United States of America.

Administrator and Faculty

Administrators and faculty shall:

- Provide information about this code of conduct and associated procedures to parents, students, home school districts and the community.

- Support and enforce this code of conduct and implement prescribed procedures and school responses in a reasonable, fair and consistent manner.
- Protect and uphold the rights of students, parents, faculty, and community in all matters related to student behavior.
- Promptly notify parents of student behavior that is inconsistent with this code of conduct.
- Seek educational approaches to addressing student conduct issues in an effort to promote positive and constructive behavior that enhances learning, citizenship and mutual respect in the Questar III community.
- Periodically review and evaluate this code of conduct as it relates to community and school goals.

All Questar III Staff Members

All Questar III staff members shall wear Questar III identification badges at all times while in Questar III instructional facilities. Questar III shall provide all staff members with a Questar III identification badges at no charge.

Parent(s) / Guardian(s)

The support of parents and guardians of students is critical to encouraging and achieving positive behavior by students in the school environment. Parents and guardians are asked to take this responsibility seriously and to fulfill it as follows:

- Be aware and supportive of the student code of conduct and the rights and responsibilities of students and their families.
- Discuss the student code of conduct with students and reinforce the importance of compliance as a way to enrich the educational and social experiences of all students.
- Be an active participant in the efforts of Questar III administrators, faculty and students to resolve student behavior issues.
- Participate in efforts to evaluate the effectiveness of this code of conduct and make suggestions for improvements.
- Monitor student attendance at school, ensuring that it is regular and punctual and that all absences are properly excused as required by New York State Law.
- Accept their financial responsibility for texts, tools, locks or any other Questar III equipment assigned to the student.

Student(s)

Each student of Questar III shall:

- Achieve an understanding of the student code of conduct and associated procedures.
- Comply with the code of conduct at all times.
- Seek help from teachers and school administrators in resolving questions about the requirements of the code of conduct or to discuss issues that might lead to behavior problems
- Accept responsibility for personal behavior at all times.
- Assist teachers and administrators in maintaining the school environment as a safe haven for learning by reporting any behavior that may disrupt learning or threaten the safety of the school community.

GUIDELINES FOR DISTRIBUTION OF AND EDUCATION ABOUT THE CODE OF CONDUCT

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To ensure school community awareness of this Code of Conduct, the District Superintendent shall direct appropriate staff members to:

- ✓ Provide plain language copies to all students at a general assembly at the beginning of each school year and to new students upon enrollment.
- ✓ Post a copy on the Questar III website.
- ✓ Mail a plain language summary of the code to all persons in parental relation at the beginning of the school year.
- ✓ Provide each teacher and staff person with a copy of the code and a copy of any amendments as soon as practicable following enactment.
- ✓ New teachers must be provided with a copy upon employment.
- ✓ Community awareness steps include the making a copy of the code available upon request.
- ✓ Advise students at a general assembly at the beginning of each school year and to new students after enrollment of the expectations for their behavior as set forth in the Code of Conduct.

PROVISIONS FOR ANNUAL REVIEW AND REVISION OF THE CODE OF CONDUCT

A Questar III Code of Conduct and School Safety Committee shall be established by the District Superintendent to conduct an annual review and make recommendations concerning this code of conduct.

The recommendations of the building level safety teams will be submitted to the Committee for its consideration. The Committee will make recommendations to the District Superintendent prior to June 1 of each year.

The recommendations will be ~~reviewed~~reviewed, and the Superintendent will determine whether to make a recommendation to the Board of Education concerning the student code of conduct.

A copy of the recommendations will be maintained on file with the Clerk of the Board and shall be available for review by any interested individual(s).

ADOPTED: 07/10/08
REVISED: 07/09/09
REVISED: 07/08/10
REVISED: 07/07/11
REVISED: 06/14/12
REVISED: 06/13/13
RE-ADOPTED: 07/10/14
RE-ADOPTED: 07/23/15

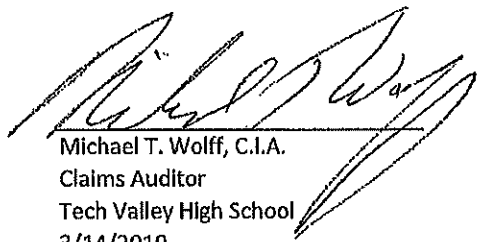
REVISÉ: 07/07/16
REVISÉ: 07/13/17
REVISÉ: 06-06-18



TECH VALLEY HIGH SCHOOL
INTERNAL CLAIMS AUDIT REPORT
January - February 2019

Warrant #	Description	Check Dates	Amount	Checks Issued	EFT's	Check Series
40	Payroll Deductions	1/4/2019	\$ 18,671.35	2	7	11009-11010
41	General Payables	1/17/2019	\$ 45,412.30	14	0	4012-4025
42	T&A Misc.	1/17/2019	\$ 4,579.06	1	0	11011
43	Payroll Deductions	1/23/2019	\$ 19,520.61	2	8	11013-11014
44	General Payables	1/30/2019	\$ 27,905.20	9	0	4026-4034
45	Extra-classroom	1/30/20019	\$ 410.29	2	0	1026-1027
46	T&A Misc.	1/29/2019	\$ 4,771.12	1	0	11015
47	Payroll Deductions	2/1/2019	\$ 19,158.60	2	8	11017-11018
48	General Payables	2/13/2019	\$ 784.54	6	0	4035-4040
49	Payroll Deductions	2/15/2019	\$ 19,046.74	2	8	11020-11021
50	General Payables	2/20/2019	\$ 727.00	1	0	4041
51	General Payables	2/21/2019	\$ 438.00	1	0	4042
52	General Payables	2/27/2019	\$ 46,832.18	15	0	4043-4057
53	T&A Misc.	2/27/20019	\$ 4,771.12	1	0	11022
Period Totals			\$ 213,028.11	59	31	

<u>Exceptions:</u>		<u>Warrant</u>	<u>Amount</u>	<u>Vendor</u>	<u>Comment</u>
1	After the fact PO	52	\$ 368.00	PSAT/MNSQT	Invoice was the first knowledge of the purchase


 Michael T. Wolff, C.I.A.
 Claims Auditor
 Tech Valley High School
 3/14/2019

TECH VALLEY HIGH SCHOOL
CONSOLIDATED REVENUE STATUS REPORT
as of 2/28/2019

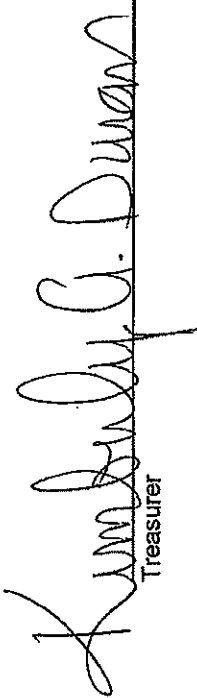
<u>Anticipated Revenues</u>	<u>Original Estimate</u>	<u>Adjustments</u>	<u>Current Estimate</u>	<u>Year-to-Date Revenues</u>	<u>Anticipated Balance</u>
Tuition A455	1,725,000.00		1,725,000.00	1,383,450.00	341,550.00
Tuition Other BOCES A455	13,462.00	976.00	14,438.00	8,662.80	5,775.20
Tuition Non Component A455			0.00		0.00
Special Education Billing	160,000.00	68,726.68	228,726.68	98,025.74	130,700.94
Legislative Grant 2017/2018 F904	460,666.00		460,666.00	218,183.00	242,483.00
TVHS Foundation		21,950.00	21,950.00	21,950.00	0.00
Revenue for Carry Over Encumbrance	20,000.00	47,047.67	47,047.67		47,047.67
Miscellaneous Revenue	500.00	-6,318.58	13,681.42	13,681.42	0.00
Interest Income		285.48	785.48	785.48	0.00
Total Anticipated Revenues	2,379,628.00	132,667.25	2,512,295.25	1,744,738.44	767,556.81

HIGHLIGHTS/CHANGES

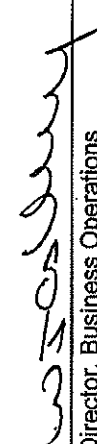
TUITION: Components - As of August 31, 2018 there are 130 students attending Tech Valley High School. Budget based upon 130.

TUITION: Other BOCES - One student from Ballston Spa CSD attends Tech Valley High School.

3/14/19
Date


Treasurer

3/14/19
Date


Director, Business Operations

**TECH VALLEY HIGH SCHOOL
CONSOLIDATED BUDGET STATUS REPORT**

as of 02/28/2019

Description	Initial Budget	Adjustments	Current Budget	Year-to-Date Expenditures	Encumbrances Outstanding	Unencumbered Balance
150 CERTIFIED SALARIES						
TEACHER SALARIES	900,517.00	133,517.00	1,034,034.00	673,311.72	359,687.52	1,034.76
ADMINISTRATIVE SALARIES	365,130.00	(113,737.00)	251,393.00	164,653.34	86,739.59	0.07
150 Subtotal Certified Salaries	1,265,647.00	19,780.00	1,285,427.00	837,965.06	446,427.11	1,034.83
160 SUPPORT SALARIES						
160 Subtotal Support Salaries	115,860.00	9,840.00	125,690.00	81,367.55	44,321.20	1.26
200 EQUIPMENT						
200 Subtotal Equipment	55,000.00	27,814.65	82,814.65	76,163.20	0.00	6,651.45
300 SUPPLIES & MATERIALS						
GENERAL SUPPLIES	29,000.00	(6,475.00)	22,525.00	17,178.54	4,953.40	393.06
SUBSCRIPT & PERIODICALS	1,000.00		1,000.00	333.00	0.00	667.00
TEXTBOOKS	8,000.00	5,200.00	13,200.00	13,091.81	0.00	108.19
COMPUTER SOFTWARE PURCH	21,900.00	(2,402.00)	19,498.00	7,984.63	0.00	11,513.37
CAFETERIA (FRL)	1,000.00	300.00	1,300.00	579.60	620.40	100.00
300 Subtotal Supplies & Materials	60,900.00	(3,377.00)	57,523.00	39,167.58	5,573.80	12,781.62
400 CONTRACTUAL & OTHER						
TELEPHONE	0.00	6,023.00	6,023.00	4,015.00	2,007.50	0.50
DATA COMMUNICATIONS	12,300.00	(4,740.00)	7,560.00	6,459.27	861.01	239.72
INSURANCE	45,000.00	0.00	45,000.00	42,621.00	550.00	1,829.00
EQUIP RENTALS & LEASES	8,835.00	(2,023.00)	6,812.00	2,753.92	1,646.08	2,412.00
POSTAGE	2,500.00	(600.00)	1,900.00	803.94	608.82	486.24
TRAVEL-IN DISTRICT	4,495.00	(1,964.00)	2,531.00	778.48	1,123.86	628.66
CONFERENCE & OTHER TRAVEL	5,737.00	387.66	6,124.66	2,917.53	1,793.84	1,413.29
PRINTING & COPYING	3,500.00	0.00	3,500.00	758.88	741.12	2,000.00
ASSOC DUES & MEMBERSHIPS	15,000.00	(2,050.00)	12,950.00	10,183.00	0.00	2,767.00
ADMISSIONS (FIELD TRIPS)	3,000.00	(1,000.00)	2,000.00	1,321.00	0.00	679.00
FIELD TRIPS	38,385.00	(9,797.00)	28,588.00	13,997.05	7,287.90	7,303.05
WRKSHR RELATED COSTS	6,000.00	1,400.00	7,400.00	4,784.44	2,535.00	80.66
OTHER MISC EXPENSE	17,825.00	17,682.36	35,507.36	35,064.35	425.00	18.01
FACILITY PAYMENTS	79,101.00	0.00	79,101.00	59,230.84	19,686.44	183.72
400 Subtotal Contractual & Other	241,678.00	3,319.02	244,997.02	185,688.70	39,267.57	20,040.75

**TECH VALLEY HIGH SCHOOL
CONSOLIDATED BUDGET STATUS REPORT**

as of 02/28/2019

Description	Initial Budget	Adjustments	Current Budget	Year-to-Date Expenditures	Encumbrances Outstanding	Unencumbered Balance
440 CONTRACTED PROFESSIONAL SERVICES						
Funding Initiatives	17,292.00	0.00	17,292.00	0.00	17,292.00	0.00
CONSULTANTS & OTH PERS SRV	9,000.00	0.00	9,000.00	8,900.00	0.00	100.00
440 Subtotal Contracted Professional Services	26,292.00	0.00	26,292.00	8,900.00	17,292.00	100.00
470 Rental of Facilities						
490 Subtotal Services From Rental of Facilities	0.00	0.00	0.00	0.00	0.00	0.00
490 SERVICES FROM SCH DIST & BOCES						
490 Subtotal Services From Sch Dist & BOCES	43,397.00	0.00	43,397.00	27,532.33	7,132.51	8,732.16
800 EMPLOYEE BENEFITS						
HEALTH INSURANCE	278,864.00	(404.00)	278,460.00	184,121.64	94,101.12	237.24
EMPLOYEES' RETIREMENT	37,961.00	(13,073.00)	24,888.00	10,642.85	6,371.00	7,874.16
TEACHERS' RETIREMENT	124,361.00	13,628.00	137,989.00	88,499.50	47,243.44	2,246.06
SOCIAL SECURITY	105,221.00	1,447.00	106,668.00	67,522.04	37,542.24	1,603.72
UNEMPLOYMENT INSURANCE	2,752.00	88.00	2,840.00	1,838.69	981.50	19.81
WORKERS' COMPENSATION	5,383.00	0.00	5,383.00	0.00	0.00	5,383.00
DENTAL INSURANCE	7,440.00	20.00	7,460.00	5,000.00	2,440.00	20.00
DISABILITY INSURANCE	8,882.00	1,165.00	10,047.00	6,602.92	3,305.28	138.80
EMPLOYEE BENEFITS	0.00	5,000.00	5,000.00	0.00	5,000.00	0.00
800 Subtotal Employee Benefits	570,864.00	7,871.00	578,735.00	384,227.64	196,984.58	17,522.78
TOTAL CURRENT EXPENDITURES BUDGET	2,379,628.00	65,247.67	2,444,875.67	1,621,012.06	756,998.77	66,864.84

3/14/19
Date

Kim Buldy G. Duran
Treasurer

2/14/19
Date

W. Colburn
Director, Business Operations

TECH VALLEY HIGH SCHOOL

2018-2019 BUDGET

as of February 28, 2019
Presented on the Accrual Basis

	ACTUAL RESULTS 2017/2018	APPROVED BUDGET 2018/2019	ACTUAL BUDGET 2018/2019
REVENUES			
Estimated Number of Students	<u>118</u>	<u>130</u>	<u>130</u>
Tuition	1,628,743	1,725,000	1,725,000
Tuition Other BOCES	13,462	13,462	14,438
Tuition Non-Component	0	-	-
Special Education Billing	237,617	160,000	228,727
Legislative Grant #1	460,666	460,666	460,666
Revenue for Carry Over Encumbrance	-	-	47,048
Tech Valley High School Foundation	-	-	21,950
Miscellaneous Revenue	55,483	20,000	13,681
Interest Income	161	500	785
TOTAL REVENUES	<u>2,396,132</u>	<u>2,379,628</u>	<u>2,512,295</u>

TECH VALLEY HIGH SCHOOL

2018-2019 BUDGET

as of February 28, 2019
Presented on the Accrual Basis

ACTUAL RESULTS 2017/2018	APPROVED BUDGET 2018/2019	ACTUAL BUDGET 2018/2019
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EXPENSES

ADMINISTRATIVE

Personnel

Administrative Salaries	119,844	119,033	119,033
Support & Clerical Salaries	80,048	72,304	73,950
Fringe Benefits	88,233	87,914	92,817
	<u>288,125</u>	<u>279,251</u>	<u>285,800</u>

Equipment

Equipment	29,279	5,000	32,815
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Materials & Supplies

General Supplies	7,736	9,000	9,122
Subscriptions & Periodicals	-	1,000	1,000
Software Licenses	4,737	21,900	19,498
Meeting Expenses/Food & Grocery	2,146	1,000	1,300
Textbooks	-	-	-
	<u>14,619</u>	<u>32,900</u>	<u>30,920</u>

Contractual

Telephone	6,023	-	6,023
Insurance	42,174	45,000	45,000
Equip Rentals & Leases	3,955	8,835	6,812
Postage	1,245	1,500	1,500
Travel-In-District	1,296	4,495	2,481
Conference & Other Travel	1,358	4,737	5,175
Printing & Copying	774	3,500	3,500
Assoc Dues & Memberships	13,992	15,000	12,950
Workshop Related Costs	2732.11	6,000	7,400
Other Misc Expense	19,954	7,833	25,465
Facility Payment	-	79,101	79,101
	<u>93,503</u>	<u>176,001</u>	<u>195,407</u>

Contract Prof Service

Accountants & Auditors	8,700	9,000	9,000
Funding Initiatives	17,292	17,292	17,292
Consultants	1,500	-	-
	<u>27,492</u>	<u>26,292</u>	<u>26,292</u>

School Districts & Other BOCES

BOCES/SCH DST -OTHER SRV	23,591	43,397	43,397
	<u>23,591</u>	<u>43,397</u>	<u>43,397</u>

Occupancy

Data Communications	6,688	12,300	7,560
Cleaning/Ancillary Lease costs	-	-	-
	<u>6,688</u>	<u>12,300</u>	<u>7,560</u>

TOTAL ADMINISTRATIVE

	<u>483,297</u>	<u>575,141</u>	<u>622,191</u>
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**TECH VALLEY HIGH SCHOOL
2018-2019 BUDGET**

as of February 28, 2019
Presented on the Accrual Basis

ACTUAL RESULTS 2017/2018	APPROVED BUDGET 2018/2019	ACTUAL BUDGET 2018/2019
--------------------------------	---------------------------------	-------------------------------

INSTRUCTIONAL

Personnel

Instructional Salaries	1,109,850	1,141,810	1,174,588
Instructional Support Salaries	41,100	42,298	41,046
Substitute Teacher Salaries	9,453	2,500	2,500
Fringe Benefits	451,047	486,496	485,918
	<u>1,611,450</u>	<u>1,673,102</u>	<u>1,704,052</u>

Equipment

Equipment	66,659	50,000	50,000
Furniture	-	-	-
	<u>66,659</u>	<u>50,000</u>	<u>50,000</u>

Materials & Supplies

Supplies	18,698	20,000	13,403
Textbooks	15,527	8,000	13,200
	<u>34,225</u>	<u>28,000</u>	<u>26,603</u>

Contractual

Postage	-	-	400
Staff Development & Conferences	196	1,000	1,000
Admissions	1,791	1,000	2,000
Transportation	13,961	3,000	-
Physical Education-Related Expenditures	70,315	38,385	28,588
Online Tuition	-	10,000	-
Software Licenses	18,598	-	-
Misc	7,755	-	10,042
	<u>112,616</u>	<u>53,385</u>	<u>42,030</u>

BOCES/SCH DST -OTHER SRV

TOTAL INSTRUCTIONAL	<u>1,824,950</u>	<u>1,804,487</u>	<u>1,822,685</u>
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TOTAL PROGRAM COSTS	<u>2,308,247</u>	<u>2,379,628</u>	<u>2,444,876</u>
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COST PER STUDENT	<u>\$ 19,561</u>	<u>\$ 18,305</u>	<u>\$ 18,807</u>
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SURPLUS OR (DEFICIT)	<u>\$ 87,885</u>	<u>\$ -</u>	<u>\$ 67,419</u>
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3/14/19

Date

3/14/19

Date

Kimberly A. Dwan

Treasurer

W. J. ...

Director, Business Operations

**TECH VALLEY REGIONAL HIGH SCHOOL
CHECKING ACCOUNT**

MONTH OF February 28, 2019

Cash Balance as of: January 31, 2019

General Fund - Key Bank	1,048,633.61
Special Aid Fund - Key	(80,967.80)
T&A Fund - Key	70.88
Capital Fund - Key	<u>130,641.99</u>

TOTAL BEGINNING CASH: \$ 1,098,378.68

RECEIPTS:

General Fund - Key	130,305.05
Special Aid Fund - Key	-
Trust & Agency Fund - Key	119,916.82
Capital Fund - Key	-
Interest on Investments & Savings	<u>123.73</u>

TOTAL RECEIPTS: 250,345.60

DISBURSEMENTS:

General Fund - Key	(142,249.88)
Special Aid Fund - Key	(31,133.16)
Trust & Agency Fund - Key	(120,004.74)
Capital Fund - Key	<u>-</u>

TOTAL DISBURSEMENTS: (293,387.78)

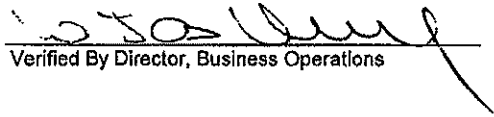
Cash Balance as of February 28, 2019

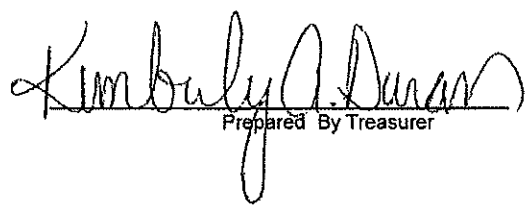
General Fund - Key	1,036,812.51
Special Aid Fund - Key	(112,100.96)
T&A Fund - Key	(17.04)
Capital Fund - Key	<u>130,641.99</u>

TOTAL ENDING CASH: \$ 1,055,336.50

BANK BALANCES

Balance per Key Bank Statement:	\$ 1,103,321.98
Less: Outstanding Checks- Key Checking	\$ (47,985.48)
	<u>(47,985.48)</u>
Add: Deposits in Transit	\$ -
	<u>-</u>
TOTAL	\$ <u><u>1,055,336.50</u></u>


Verified By Director, Business Operations


Prepared By Treasurer

**TECH VALLEY REGIONAL HIGH SCHOOL
CHECKING ACCOUNT**

MONTH OF February 28, 2019

Cash Balance as of: January 31, 2019

Extra Classroom- Key Bank 7,508.62

TOTAL BEGINNING CASH: \$ 7,508.62

RECEIPTS:

Extra Classroom- Key Bank 300.00

TOTAL RECEIPTS: 300.00

DISBURSEMENTS:

Extra Classroom- Key Bank -

TOTAL DISBURSEMENTS: -

Extra Classroom- Key Bank 7,808.62

TOTAL ENDING CASH: \$ 7,808.62

BANK BALANCES

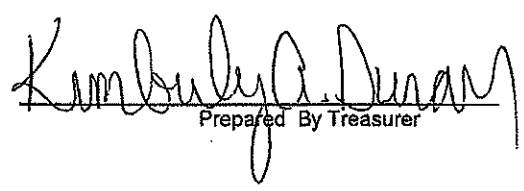
Balance per Key Bank Statement: \$ 7,808.62

Less: Outstanding Checks- Key Checking \$ -

Add: Deposits in Transit \$ -

TOTAL \$ 7,808.62


Verified by Director, Business Operations


Prepared By Treasurer



BUSINESS ALLIANCE

Proposed Members and Terms

New Terms

<u>Name</u>	<u>Title</u>	<u>Company</u>	<u>Term Expires</u>
Paul Kelly	Vice President	IEEE Global Spec	June 30, 2022
Richard Lin	Founder and CEO	Agora Technologies	June 30, 2022
Gary Striar	Regional Chief Executive Officer	Red Cross	June 30, 2022
Bruce Toyama	Business Development Director - Artificial Intelligence Programs	SUNY Polytechnic Institute	June 30, 2022

03/22/19



2019-2020 Calendar

2019

- July 1-3 Staff Summer Work Days
- July 4 Fourth of July Holiday
- July 5 & 8 Staff Summer Work Days
- August 19-30 Staff Summer Work Days
- August 21 Picnic
- September 2 Labor Day
- September 3 QIII Orientation
- September 4 First Day for Freshmen
- September 5 First Day for All
- October 9 Yom Kippur
- October 14 Columbus Day
- November 5 Distance Learning Day
- November 8 SLT 1 Conference Day
- November 8 End of Marking Period 1
- November 11 Veterans Day
- November 27-29 Thanksgiving Recess
- November 28 Thanksgiving Day
- November 29 Day After Thanksgiving
- December 23 Holiday Recess Begins
- December 25 Christmas Day

2020

- January 6 Classes Resume
- January 20 Martin Luther King Jr. Day
- January 22-24 Regents Testing
- January 27 - February 7 I-Term
- January 31 End of Marking Period 2
- February 17 Presidents Day
- February 17 - 21 Winter Break
- March 20 SLT 2 Conference Day
- April 9 End of Marking Period 3
- April 10 - 17 Spring Break
- May 13 TVHS Expo
- May 25 Memorial Day
- May 29 Awards Ceremony
- June 2 US History Regents
- June 15 - 16 Reading Days
- June 17 - 25 Regents Testing
- June 25 Graduation
- June 26 End of Marking Period 4

INSTRUCTIONAL DAYS:

September 19	February 15
October 21	March 21
November 16	April 16
December 15	May 20
January 19	June 20

TOTAL 182

Staff Development 18

TOTAL 200

KEY:

- Offices Closed/Classes Not in Session
- Orientation Day/Staff Development
- Classes Not in Session
- Regents Testing Days

JULY 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST 2019						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2019						
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22	23	24	25	26	27	28
29	30					

OCTOBER 2019						
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27	28	29	30	31		

NOVEMBER 2019						
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24	25	26	27	28	29	30

DECEMBER 2019						
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22	23	24	25	26	27	28
29	30	31				

JANUARY 2020						
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FEBRUARY 2020						
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MARCH 2020						
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29	30	31				

APRIL 2020						
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26	27	28	29	30		

MAY 2020						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
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31						

JUNE 2020						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				



Capital Region BOCES 2019-20 School Calendar

September 2019							October 2019							November 2019									
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S			
1	2	3	4	5	6	7			1	2	3	4	5						1	2			
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9			
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16			
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23			
29	30						27	28	29	30	31			24	25	26	27	28	29	30			
Sept 2 – Labor Day Sept 3 – Recess Day Sept 4 – Teacher Orientation Day Sept 5 – Classes Begin Sept 30 – Rosh Hashanah							Oct. 9 – Yom Kippur Oct 11 – Early Release/Emergency Practice Drill Oct 14 – Columbus Day Holiday Oct 15 – Superintendent Conf. Day							Nov 5 – Superintendent Conf. Day Nov 11 – Veterans' Day Holiday Nov 27-29 – Thanksgiving Recess									
December 2019							January 2020							February 2020									
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S			
1	2	3	4	5	6	7				1	2	3	4							1			
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8			
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15			
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22			
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	29			
Dec 23-31 – Winter Recess							Jan 1 – New Year's Day Observed Jan 1 – 3 Winter Recess Jan 20 – Martin Luther King Day Jan 21-24 – Regents Exam Days							Feb 17 – Presidents' Day Feb 17-21 – February Recess									
March 2020							April 2020							May 2020									
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S			
1	2	3	4	5	6	7				1	2	3	4						1	2			
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9			
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16			
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23			
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30			
March 20 – Superintendent Conf. Day March 24-31 – CBT ELA 3-8 Administration March 25-27 – Paper ELA 3-8 Administration							Apr 10-17 – Spring Recess Apr 21-23 – Paper Math 3-8 Administration Apr 20-27 – CBT Math 3-8 Administration							May 20-29 – Science 4 and 8 Perf. Admin May 25 – Memorial Day Observed									
June 2020							School Day Tally							LEGEND									
Su	M	Tu	W	Th	F	S	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun							
	1	2	3	4	5	6	19	22	17	15	19	15	22	16	20	20	Recess Days						
7	8	9	10	11	12	13										Regents Exam Days							
14	15	16	17	18	19	20										3-8 NYS Assessment Days							
21	22	23	24	25	26	27										Teacher Orientation Superintendent Conference Day							
28	29	30														Opening/Last Day of School							
June 1 – Science Written Grades 4/8 Administration June 2 – US History and Government June 17-25 – Regents Exams June 26 – Last Day & Rating Day							Total days = 185																

In the event that all five emergency (snow) days are used, make up days would be made up on the first available recess period (i.e. February/April break week). Cap Region employees who follow their component district's calendar are expected to also follow their calendar in the event that the district is over the number of emergency days allowed. 11/30/18

Approved by BOCES BOE on 12/10/18

2019-2020 Calendar

JULY 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST 2019						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2019						
S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 2019						
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

MARCH 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2020						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2020						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

2019

July 8-August 16 Special Ed. Summer School
 August 15-16 Regents Testing
 September 2 Labor Day
 September 3 Classroom Set-Up Day
 September 4 Staff Orientation Day
 September 5 Classes Begin
 October 11 Staff Development Day
 October 14 Columbus Day
 November 5 Election Day
 November 8 Emergency Early Release
 November 11 Veterans Day
 November 27-29 Thanksgiving Recess
 December 23 Holiday Recess Begins

2020

January 6 Classes Resume
 January 20 Martin Luther King Jr. Day
 January 21-24 Regents Testing
 February 17 Presidents Day
 February 17-21 Winter Recess
 April 10 Good Friday
 April 13-17 Spring Recess
 May 25 Memorial Day
 June 4 Staff Development Day
 June 17-25 Regents Testing
 June 26 Regents Rating Day
 June 26 Last Day of School

INSTRUCTIONAL DAYS:

September 18	February 15
October 21	March 22
November 17	April 16
December 15	May 20
January 19	June 19

TOTAL..... 182

Staff Development 4

TOTAL..... 186

KEY: Offices Closed/Classes Not in Session
 Special Education Summer School

Orientation Day/Staff Development
 Classes Not in Session

Regents Testing Days
 Holiday Pending Governor's Action

NON-DISCRIMINATION NOTICE FOR EMPLOYEES AND APPLICANTS FOR EMPLOYMENT: Questar III does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, creed, sexual orientation, military status, predisposing genetic characteristics, marital status, domestic violence victim status, or other characteristic protected by federal or state law in its programs and activities, including but not limited to recruitment and appointment of employees, employee pay and benefits, and other terms and conditions of employment. Questar III provides equal access to the Boy Scouts of America and other designated youth groups. The following persons at Questar III have been designated to handle inquiries regarding Questar III's non-discrimination policies and the application of regulations prohibiting discrimination:

TITLE IX COMPLIANCE OFFICER – QUESTAR III BOCES, 10 Empire State Blvd., Castleton, NY 12033 | 518-477-8771

504 COMPLIANCE OFFICER – QUESTAR III BOCES, 10 Empire State Blvd., Castleton, NY 12033 | 518-477-8771

SCHOOL ATTORNEY – QUESTAR III BOCES, 10 Empire State Blvd., Castleton, NY 12033 | 518-477-8771

For further information on notice of non-discrimination, or to inquire regarding the application of regulations prohibiting discrimination, contact the U.S. Department of Education, Office for Civil Rights.

TVHS 2019-2020 Budget Development

	Actual 2017-2018	Projected as of 12/31/18 2018-2019	Proposed Budget 2019-2020
REVENUES:			
CURRENT REVENUES:			
Tuition Q*III & Cap Region	1,628,743	1,725,000	1,785,000
Tuition Other BOCES & Non-Component	13,462	14,438	30,030
Misc Billings	46,400	10,787	40,000
Legislative Grant	460,666	460,666	460,666
Special Education Billing	237,617	228,726	225,000
eRate	9,083		3,500
Revenue for Carry Over Encumbrances		47,048	
TVHS Foundation	-	18,200	-
Interest Income	161	522	500
TOTAL PROPOSED REVENUES	2,396,132	2,505,387	2,544,696
EXPENSES:			
ADMINISTRATIVE			
Personnel			
Administrative Salaries	119,844	119,033	122,604
Support & Clerical Salaries	80,048	73,805	50,280
Fringe Benefits	88,233	92,814	79,485
Administrative Subtotal	288,125	285,652	252,369
Equipment			
Equipment	29,279	32,815	33,000
Equipment Subtotal	29,279	32,815	33,000
Materials & Supplies			
General Supplies	7,736	9,000	10,000
Computer Software (Software Licinses)	4,737	20,498	22,600
Subscriptions & Periodicals	-	1,000	1,000
Free & Reduced Lunch/Food & Groceries	2,146	1,000	800
Materials & Supplies Subtotal	14,619	31,498	34,400
Contractual			
Postage	1,245	1,500	1,500
Telephone	6,023	6,023	6,205
Printing & Copying (Recruitment)	774	3,500	3,500
Association Dues	13,992	15,000	15,000
Equipment & Rentals (including Xerox Machine)	3,955	8,412	8,500
Staff Development & Conferences	1,358	5,175	7,000
Mileage & Travel	1,296	4,495	6,000
Workshop Related	2,732	7,400	8,000
Insurance	42,174	45,000	46,350
External Auditor	8,700	9,000	9,500
Consultants	1,500		1,500
Misc	19,954	37,520	37,000
Contractual Subtotal	103,703	143,025	150,055

TVHS 2019-2020 Budget Development

	Actual 2017-2018	Projected as of 12/31/18 2018-2019	Proposed Budget 2019-2020
Occupancy			
Telecommunications & Data Delivery	6,688	6,700	6,901
Lease costs		79,101	83,000
Occupancy Subtotal	6,688	85,801	89,901
School Districts & Other BOCES			
BOCES/Sch Dst - Other Srv	23,591	43,397	44,699
School Districts & Other BOCES Subtotal	23,591	43,397	44,699
TOTAL ADMINISTRATIVE	466,005	622,188	604,424
INSTRUCTIONAL			
Personnel			
Instructional Salaries	1,109,850	1,166,419	985,961
Instructional Support Salaries	41,100	41,046	258,399
Substitute Teacher Salaries	9,453	2,500	2,500
Fringe Benefits	451,047	493,383	534,554
Personnel Subtotal	1,611,450	1,703,348	1,781,414
Equipment			
Equipment	66,659	50,000	55,000
Equipment Subtotal	66,659	50,000	55,000
Materials & Supplies			
Supplies	18,698	14,800	17,000
Textbooks	15,527	13,200	15,000
Materials & Supplies Subtotal	34,225	28,000	32,000
Contractual			
Postage	-	1,000	1,000
Staff Development & Conferences/Travel	196	1,000	6,000
Admissions/Field visits	1,791		1,500
Transportation		3,000	7,000
Physical Education-Related Expenditures	68,877	38,335	9,500
Funding Initiatives	17,292	-	17,292
Misc	7,755		
Software Licenses	18,598		15,700
Contractual Subtotal	114,509	43,335	57,992
School Districts & Other BOCES			
BOCES/Sch Dst - Other Srv		10,042	13,866
School Districts & Other BOCES Subtotal	-	10,042	13,866
TOTAL INSTRUCTIONAL	1,826,843	1,834,725	1,940,272
TOTAL PROGRAM COSTS	2,292,848	2,456,912	2,544,696
ENROLLMENT	118	130	140
COST PER STUDENT	19,738	18,899	18,176

TVHS 2019-2020 Budget Development

	Actual	Projected as of	Proposed
	2017-2018	12/31/18	Budget
		2018-2019	2019-2020
SURPLUS OR (DEFICIT)	103,284	48,475	(0)

TVHS PRINCIPAL'S REPORT

MARCH 28, 2019

Tech Valley High School

Principal's Report
Operating Board
March 28, 2019

Tech Valley High School provides a unique and innovative student-centered educational opportunity, engages students in current emerging technologies, and supports the growth and economy of the region.



Incoming 9th Graders

Total anticipated 9th grade enrollment 19-20

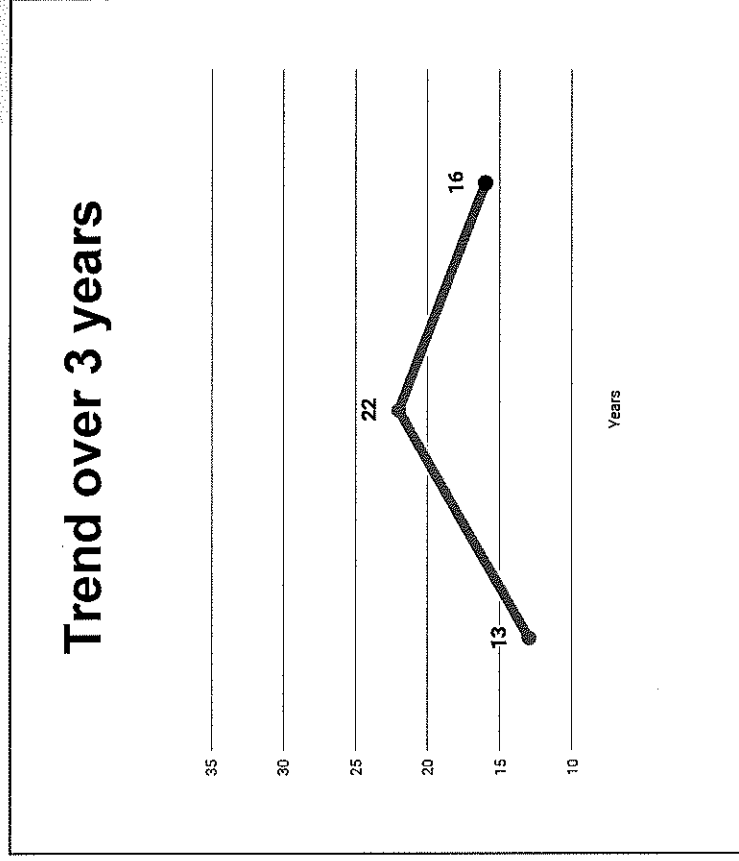
BOCES	#Schools	#Students
CR	11	16
Q3	14	28
Non	2	5
Total	27	49

Total anticipated enrollment 19-20
Total: 148 (↖ 10)

Grades	Enrollment
9	49
10	42
11	30
12	27

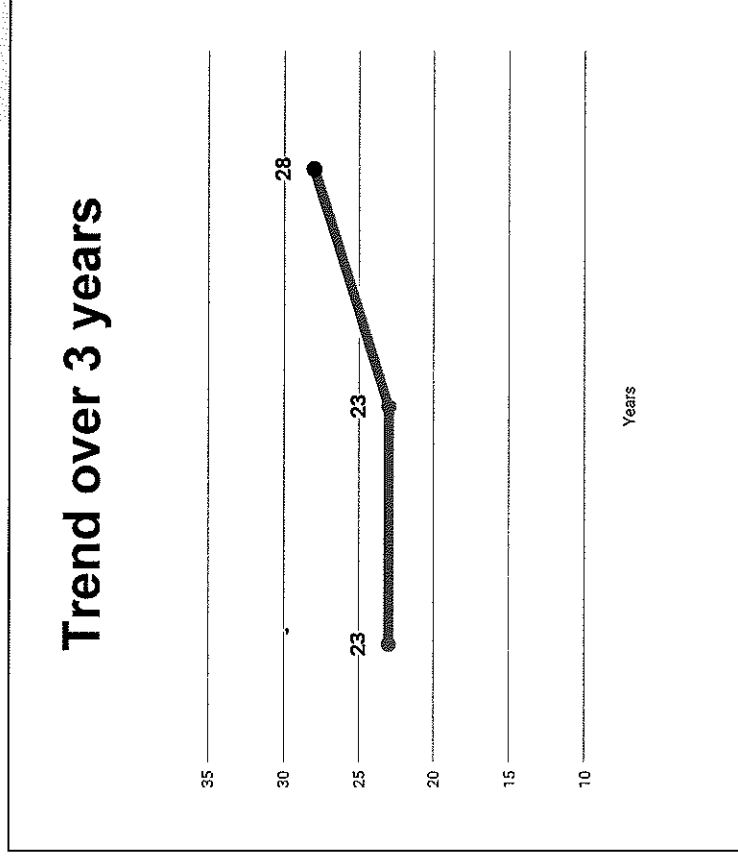
Capital Region BOCES Components

School District	BOCES	Students
Berne Knox Westerlo	CR	1
Cobleskill	CR	1
Guilderland	CR	1
Menands	CR	2
Middleburgh	CR	1
Niskayuna	CR	1
Ravena Coeymans Selkirk	CR	2
Schenectady	CR	2
Scotia-Glenville	CR	2
Shenendehowa	CR	1
South Colonie	CR	2



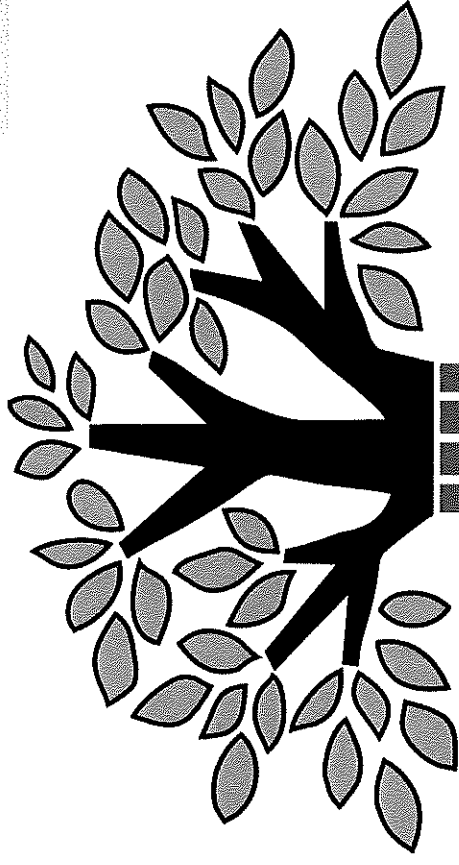
Questar III BOCES Components

School District	BOCES	Students
Averill Park	Q3	2
Brittonkill/Brunswick	Q3	1
Cairo-Durham	Q3	1
Catskill	Q3	2
Coxsackie Athens	Q3	5
East Greenbush	Q3	2
Germantown	Q3	1
Greenville Central	Q3	1
Hudson City School District	Q3	2
Ichabod Crane	Q3	1
Schodack	Q3	2
Taconic Hills	Q3	2
Troy City School	Q3	1
Wynantskill	Q3	5



Non-Component

School District	BOCES	Students
Albany	Non	3
Hoosick Falls	Non	2



We Choose
Albany Public Schools

TechValley
HIGH SCHOOL



	2017-2018	2018-2019	2019-2020
Total Program Costs	\$2,363,497	\$2,379,628	\$2,544,696
Program cost increase over previous budget	0.31%	0.68%	6.94%
Revenue			
<ul style="list-style-type: none"> • Based on 142 students • 138 componet at \$12,750 • Includes 2 non-comp. at \$15,015 	\$2,124,715	\$2,379,628	\$2,544,696

Notable changes

Category	Line	2018-2019	2019-2020	Reason
Instructional			+3%	New CBA
Admin	Support	\$23,490	0	Reduction of monitor position
Instructional	Support Staff	0	\$23,178	Addition of TA position
Instructional	Support Staff	0	\$34,270	.6 Social Worker
Instructional	Certified Staff	\$85,624	\$57,118	Anticipated Retirement /Hire

Robotics Update



Seniors	Juniors	Sophomores	Freshmen
4	11	6	9
30 Students			



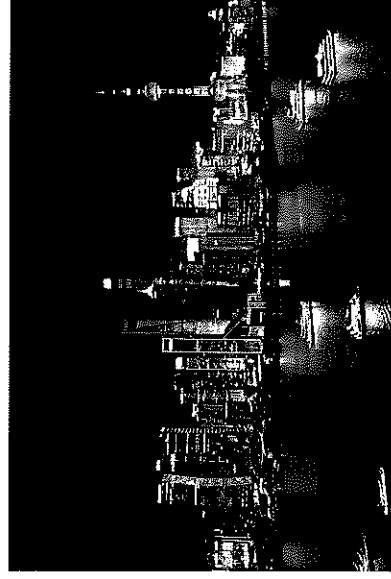
Ian Jensen '20: Dean's List Finalist

The students who earn *FIRST* Dean's List Award status as a Semi-Finalists, Finalist or Winner, are great examples of student leaders who have led their Teams and communities to increased awareness for *FIRST* and its

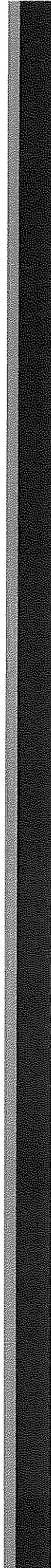
mission. These students have also achieved personal technical expertise and accomplishment. It is the intention of *FIRST* that these individuals will continue on, post-Award, as great leaders, student alumni, and advocates of *FIRST*.

China Trip Update

- 36 students and 6 chaperones
- April 19-27
- Shanghai, Xi'an, and Beijing



TechValley
HIGH SCHOOL





2019 Expo Theme

Hack Your Learning!

Change at least one element of a project you have completed or are currently working on to make it better.



Upcoming Dates

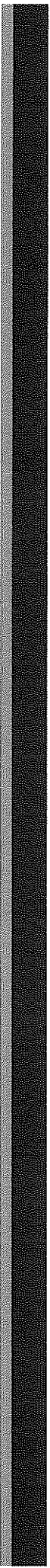
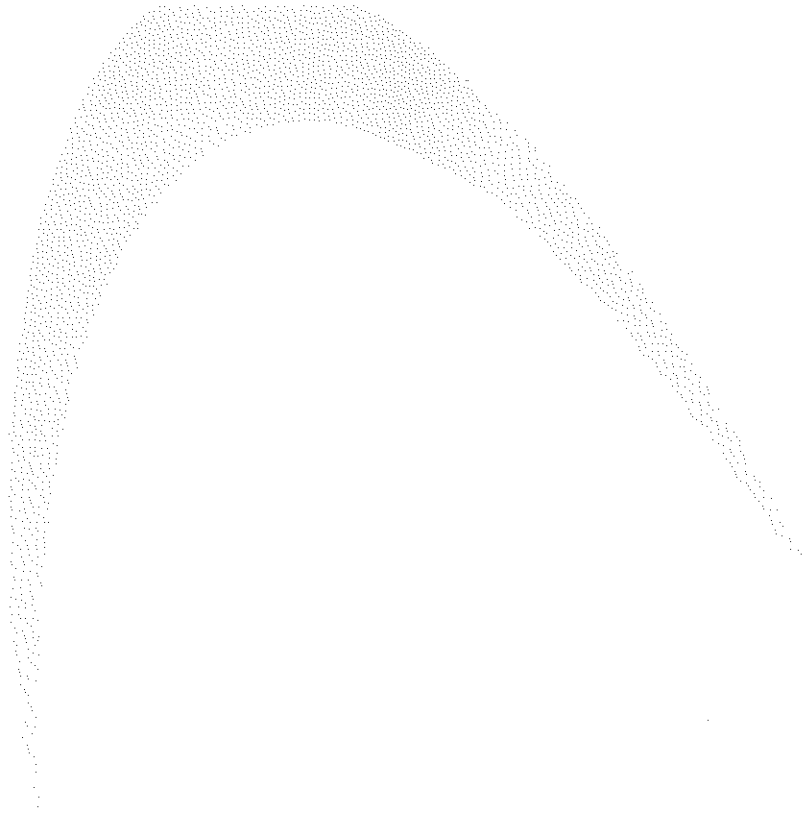
4/19-4/27-China Trip

5/8-TVHS Expo

5/15-NYC Trip

5/31-Award Ceremony

6/27-Graduation



ADDITIONAL INFORMATION

MARCH 28, 2019

- 1. Albany Business Review 40 Under 40**
- 2. 2018-19 TVHS Board Member Directory**

Celebrate the 2019 40 Under 40 Honorees!

40 UNDER 40

Celebratory Packages

ALBANY BUSINESS REVIEW

VIP Package - \$3,400

- **Half-page Congratulatory Ad** published in the 40 Under 40 special publication featuring profiles of each honoree (published May 17)
- **Reserved premium table of 12** with signage at the event. Includes 10 tickets for guests, 1 ticket for honoree, and 1 ticket for guest of honoree.
- **Brand recognition** on all event signage, slides, in the program, and in the thank you ad following event
- **Parking passes** for 10 cars to park in the Albany Capital Center or Times Union Center garages
- **Special publication** placed at your reserved table

Premium Package - \$2,800

- **Quarter-page Congratulatory Ad** published in the 40 Under 40 special publication featuring profiles of each honoree (published May 17)
- **Reserved table of 12** with signage at the event. Includes 10 tickets for guests, 1 ticket for honoree, and 1 ticket for guest of honoree.
- **Brand recognition** on all event signage, slides, in the program, and in the thank you ad following event
- **Parking passes** for 10 cars to park in the Albany Capital Center or Times Union Center garages
- **Special publication** placed at your reserved table

Corporate Table - \$1,400

- **Reserved table of 10** with signage at the event.
- **Company Name** included on all event signage, slides, in the program, and in the thank you ad following event
- **Parking passes** for 5 cars to park in the Albany Capital Center or Times Union Center garages
- **Special publication** placed at your reserved table



Company Name: _____

Package Selection: _____ VIP Package _____ Premium Package _____ Corporate Table

Indicate quantity next to each selection

Add-on (\$500*): Include a quarter-page Announcement Ad in our March 29th edition to spread the news! We create it for you!
*reduced rate for honorees

Client Signature: _____

Date: _____

Package purchases are non-refundable.

2018-19 TECH VALLEY HIGH SCHOOL Board Members

Member Name	Position	BOCES	Mailing Address / Phone #'s	E-mail Address
Bergeron, Dr. John	Member	Capital Region BOCES	1058 Ardsley Road, Schenectady, NY 12308 (518) 346-1895 (HOME-Retired)	ruthbergeron@sprynet.com
Brooks, Edmund	President	Questar III	111 Knollwood Drive, Valatie, NY 12184 (518) 784-5025 (HOME) (518) 402-7244 (WORK) (518) 423-5525 (CELL)	erb03@health.state.ny.us
Clum, Lynn	Member	Questar III	1016 County Rte 6, Germantown, NY 12526 (518) 537-4558 (HOME) (518) 537-6255 (WORK) (518) 567-5731 (CELL)	lclum@ymail.com lclum@gtel.net Lynn.Clum@questar.org
delPrado, Nancy	Member	Capital Region BOCES	55 Merritt Drive, Schenectady, NY 12306 (518) 402-7787 (WORK) (518) 788-4897 (CELL)	Ndelprado642@gmail.com
Garland, Joseph	Member	Questar III	399 Bronk Lake Road, Coxsackie, NY 12051 (518) 731-8689 (HOME) (518) 273-9800 (WORK) (518) 365-3048 (CELL)	igarland@lakeshoreparkllc.com
Hill, John	Member	Questar III	P.O. Box 106 Valley Falls, NY 12185 (518) 753-4779 (HOME) (518) 376-2291 (CELL)	vfhills@yahoo.com
Kutzscher, Kevin	Member	Capital Region BOCES	4956 State Route 30, Schoharie, NY 12157 (518) 284-2115 (HOME) (518) 234-7521 (WORK) (518) 231-1450 (CELL)	driverk69@yahoo.com
Lenhardt, Lynne	Member	Capital Region BOCES	13 Magdalen Road, Delmar, NY 12054 (518) 439-7704 (HOME) (518) 937-3569 (CELL)	lynne12054@gmail.com
Noonan, Marilyn	Member	Questar III	223 Bethel Ridge Road, Catskill, NY 12414 (518) 943-5716 (HOME)	omrlynn@aol.com
Phelan, John	Vice President	Capital Region BOCES	142 Benjamin Street, Schenectady, NY 12303 (518) 356-2764 (HOME) (518) 257-0444 (CELL)	countyalb@aol.com
Wukits, Gretchen	Clerk of the Board	Capital Region BOCES	106 Bruce Street, Scotia, NY 12302 (518) 377-3831 (HOME-Retired)	Gretchen.Wukits@neric.org