

Tech Valley High School Operating Board

A Joint Venture of  
Capital Region BOCES and Questar III

Reorganization Meeting

Executive Officers: Anita Murphy and Gladys Cruz

September 26, 2019

6:15 pm, Tech Valley High School

AGENDA

1. Pledge of Allegiance – Anita Murphy
2. Call to Order – Anita Murphy
3. Election of President
4. Election of Vice President
5. Oaths of Office Administered to President and Vice President
6. Authorization for Board Members to Attend Conferences and Receive Reimbursement for Approved Expenses Associated with Performance of Board Duties
7. Authorization of Executive Officers and Staff to Attend Conferences and Receive Reimbursement for Approved Expenses Associated with Performance of Duties
8. Appointment of Board Clerk and Board Treasurer
9. Designation of Internal Auditor Services
10. Designation of Purchasing Agent and Claims Auditor Services
11. Oaths of Office
12. Designation of Depository
13. Designation of Official Newspapers
14. Adjournment

- 1. **Pledge of Allegiance** – Anita Murphy
- 2. **Call to Order** – Anita Murphy
- 3. **Election of President**
- 4. **Election of Vice President**
- 5. **Oaths of Office**

The Oath of Office will be administered by Gretchen Wukits, Clerk of the Board, to the President and Vice President.

- 6. **Authorization for Board Members to Attend Conferences and Receive Reimbursement for Approved Expenses Associated with Performance of Board Duties**

Recommend that the Board Members of the Tech Valley High School Board may attend conferences and shall be reimbursed for attendance at such conferences and for other expenses associated with the discharge of duties at Board expense when not reimbursed by the respective BOCES Boards, within budgetary allotments and subject to General Municipal Law 77-b.

- 7. **Authorization of Executive Officers and Staff to Attend Conferences and Receive Reimbursement for Approved Expenses Associated with Performance of Duties**

Recommend that the Executive Officers shall be authorized to approve conference attendance and expenses associated with the discharge of duties at Board expense within the budgetary allotments and subject to General Municipal Law 77-b.

- 8. **Appointment of Board Clerk and Board Treasurer**

Recommend that Gretchen E. Wukits of Capital Region BOCES be and hereby is appointed Clerk of the Board of Tech Valley High School, and that Kimberly A. Duran of Capital Region BOCES be and hereby is appointed Treasurer of the Tech Valley High School both to serve at the pleasure of the Board for the year ending June 30, 2020 or until a successor is chosen.

- 9. **Designation of Internal Auditor Services**

Recommend that Questar III BOCES is designated to provide Internal Auditor services for the Board of Tech Valley High School, pursuant to Section 1950 of the Education Law for the ensuing year ending June 30, 2020 or until a successor is chosen.

- 10. **Designation of Purchasing Agent and Claims Auditor Services**

Recommend that Capital Region BOCES is designated to provide Purchasing Agent and Claims Auditor services for the Board of Tech Valley High School, both pursuant to Section 1950 of the Education Law for the ensuing year ending June 30, 2020 or until a successor is chosen.

11. **Oaths of Office**

The Oath of Office will be administered by Gretchen Wukits, Clerk of the Board, to the newly appointed officers.

12. **Designation of Depository**

Recommend that Key Bank is hereby designated as the official depository for the Tech Valley High School.

13. **Designation of Official Newspapers**

Recommend that the official newspapers of Capital Region BOCES and Questar III BOCES are hereby designated as the official newspapers for the Board of Tech Valley High School.

14. **Adjournment**

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

September 26, 2019    6:25 p.m.    Tech Valley High School  
SUNY Polytechnic Institute  
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.    Approval of the Agenda
2.    Minutes from the July 25, 2019 Board Meeting
3.    Recognition of Visitors
4.    Privilege of the Floor
5.    Personnel Considerations
  - a.    Amended Action (change in status)
    1.    Brian Rozmierski
  - b.    Appointments
    1.    Per Diem Substitutes
6.    Business Items
  - a.    Board Policies – First Reading
  - b.    Internal Claims Auditor Report
  - c.    Treasurer’s Report
7.    Principal’s Report
8.    District Superintendents’ Report
9.    Board Discussions
10.    Summary Actions
11.    Adjournment

1. Approval of the Agenda

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

2. Minutes

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

3. Recognition of Visitors

4. Privilege of the Floor

5. Personnel Considerations

a. Amended Action (change in status)

1. Brian Rozmierski

RESOLVED: that upon joint recommendation of the District Superintendents of Questar III and Capital Region BOCES, the amended action of change in status from regular substitute to probationary be approved and the following Teacher for the Tech Valley High School be appointed to a four year probationary term, commencing on July 1, 2019, provided that, except to the extent required by law, in order to be granted tenure, he shall have received composite or overall annual professional performance review ratings pursuant to Education Law §3012-c or §3012-d of either effective or highly effective in at least 3 of the 4 preceding years, and if he receives an ineffective composite or overall rating in the final year of the probationary period, he shall not be eligible for tenure at that time:

Name:	Brian Rozmierski
Position:	Teacher, Technology Education (1.0 FTE)
Effective:	July 1, 2019
Certification:	Computer Technology 7-12 (Transitional A)
Type of Appointment:	Probationary
Tenure Area:	Technical Subjects - Computer Technology
Probationary Period:	Four years (retroactive to date of original appointment July 1, 2019)
Annual Salary:	\$50,000
Benefits:	As set forth in the TVHS Teacher Association agreement

b. Appointments

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>
Baki Boyzel	September 4, 2019-June 30, 2020	Clerk	\$20.83/hour
Jenny Mazzei	September 16, 2019-June 30, 2020	Clerk	\$18.54/hour
Erin Milsom	September 4, 2019-June 30, 2020	Teacher	\$100/day

6. **Business Items**

a. **Board Policies-First Reading**

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

- Policy No. 5000 Code of Conduct for Students, School District Employees and Visitors to Tech Valley High School
- Policy No. 5025 Suspected Child Abuse and Maltreatment (5025R)
- Policy No. 5100 Field Trips
- Policy No. 5550 Student Privacy
- Policy No. 9000 Mentor Policy
- Policy No. 9020 Conditional or Emergency Conditional Appointed Employees and School Safety
- Policy No. 9050 Probationary Appointments
- Policy No. 9100 Protocols for Internships and Student Teaching Assignments
- Policy No. 9200 Family and Medical Leave Act
- Policy No. 9320 Drug-Free Workplace
- Policy No. 9420 Staff Evaluation
- Policy No. 9700 Defense and Indemnification of Officers and Employees
- Policy No. 9800 Employees Previously Retired Under a Public Retirement System
- Policy No. 9900 Tenure Policy
- Policy No. 9950 Obtaining Permanent Status – Civil Service Employees

(copies attached)

b. **Internal Claims Auditor Report**

RESOLVED: that the Tech Valley High School Operating Board accepts the Internal Claims Auditor Report for July 3, 2019 through August 29, 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 July 31, 2019 and August 31, 2019. (copy attached)

7. **Principal’s Report**

(copy attached)

- 8. **District Superintendents' Report**
- 9. **Board Discussions**
- 10. **Summary Actions**
- 11. **Adjournment**



## REGULAR MEETING – July 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 July 25, 2019 at the Tech Valley High School, SUNY Polytechnic Institute, 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  
 Lynn Clum  
 Joseph Garland  
 John Hill  
 Lynne Lenhardt  
 John Phelan  
 Gladys Cruz, Dist. Supt.  
 Anita Murphy, Dist. Supt.  
 Gretchen Wukits,  
 Clerk of the Board

### ABSENT

Nancy delPrado  
 Kevin Kutzscher  
 Marilyn Noonan

### STAFF

James Niedermeier

### GUESTS

Wendy Ashley  
 Joseph Dragone  
 Lauren Gemmill  
 Danielle Hemmid

President Brooks led the Pledge of Allegiance.

### **PLEDGE OF ALLEGIANCE**

It was moved by Mrs. Lenhardt and seconded by Mr. Phelan to approve the agenda as presented. The motion passed unanimously.

### **AGENDA**

It was moved by Dr. Bergeron and seconded by Mrs. Lenhardt to accept the May 23, 2019 Board Meeting Minutes. The motion passed unanimously.

### **MINUTES**

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

### **TENURE APPOINTMENT**



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 to tenure:

Name: Danielle Hemmid  
Effective: September 16, 2019  
Tenure Area: General Special Education

Mrs. Lenhardt thanked Mr. James Niedermeier, Principal and Chief Academic Officer, TVHS, for his comprehensive summary supporting the recommendation of Ms. Hemmid’s tenure appointment. Mr. Niedermeier stated that Ms. Hemmid had transformed the special education services delivered at TVHS. He highlighted her success presenting project-based learning at conferences and her being awarded a grant to collaborate with a teacher from Indiana on future presentations. He concluded her work contributes to all students’ success.

The motion passed unanimously.

It was moved by Dr. Bergeron and seconded by Ms. Clum 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 to a four year probationary term, commencing on July 1, 2019, provided that, except to the extent required by law, in order to be granted tenure, she shall have received composite or overall annual professional performance review ratings pursuant to Education Law §3012-c or §3012-d of either effective or highly effective in at least 3 of the 4 preceding years, and if she receives an ineffective composite or overall rating in the final year of the probationary period, she shall not be eligible for tenure at that time:

(Appointments)

Name: Catherine Eisele  
Position: Teacher, English Language Arts 7-12 (1.0 FTE)  
Effective: July 1, 2019  
Certification: English Language Arts 7-12 (Initial)  
Type of Appointment: Probationary  
Tenure Area: English  
Probationary Period: Four years  
Annual Salary: \$50,000  
Benefits: As set forth in the TVHS Teacher Association agreement

The motion passed unanimously.

It was moved by Dr. Bergeron and seconded by Ms. Clum to approve the following:

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:

Name: Brian Rozmierski  
 Position: Teacher, Technology Education (1.0 FTE)  
 Effective: July 1, 2019-June 30, 2020  
 Certification: Computer Technology 7-12 (Transitional A – in process)  
 Type of Appointment: Regular Substitute (pending certification)  
 Tenure Area: N/A  
 Probationary Period: N/A  
 Annual Salary: \$50,000  
 Benefits: As set forth in the TVHS Teacher Association agreement

The motion passed unanimously.

It was moved by Dr. Bergeron and seconded by Ms. Clum to approve the following:

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

Name: Scott O’Leary  
 Position: School Social Worker (Part-time .60 FTE)  
 Effective: August 19, 2019-June 30, 2020  
 Certification: School Social Worker (Permanent)  
 Type of Appointment: Part-time (non-probationary)  
 Tenure Area: N/A  
 Probationary Period: N/A  
 Annual Salary: \$57,118 (prorated based on FTE)  
 Benefits: As set forth in the TVHS Teacher Association agreement (prorated based on FTE)

The motion passed unanimously.

It was moved by Dr. Bergeron and seconded by Ms. Clum to approve the following:

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

Name: Baki Bozyel  
 Position: Teaching Assistant (Part-time .60 FTE)  
 Effective: September 2, 2019  
 Certification: Teaching Assistant (Level 1)  
 Type of Appointment: Part-time (non-probationary)  
 Tenure Area: N/A  
 Probationary Period: N/A  
 Annual Salary: \$25,000 (prorated based on FTE)  
 Benefits: As set forth in the TVHS Support Staff agreement (prorated based on FTE)

The motion passed unanimously.

It was moved by Dr. Bergeron and seconded by Ms. Clum to approve the following:

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>
Baki Boyzel	September 4, 2019-June 30, 2020	Teacher	\$100/day
Jean Kerr	September 4, 2019-June 30, 2020	Teacher	\$100/day
John Hartnett	September 4, 2019-June 30, 2020	Teacher	\$267.91/day (1/200 <sup>th</sup> )
Naomi Maruca	September 4, 2019-June 30, 2020	Teacher	\$100/day
Naomi Maruca	August 1, 2019-June 30, 2020	Clerk	\$18.54/hour

The motion passed unanimously.

It was moved by Dr. Bergeron and seconded by Mr. Garland to waive the second reading and to ratify the following policies:

**BOARD  
POLICIES –  
FIRST  
READING**

<u>Policy Title</u>	<u>Number</u>
Student Records (5500-R, 5500-N and 5500-L)	5500
Cellular Devices	6720
Meals and Refreshments at TVHS Sponsored Events and Activities	6730
Personal Property Procurement and Accountability	6770
Expense Reimbursement (6830-R1)	6830
Budget Transfers	6840
Authorized Use of Tech Valley High School-Owned Materials and Equipment	8630
Acceptable Use of Computerized Information Resources-Employees	8631
Information Security Breach and Notification (8635-R1)	8635

Mrs. Lenhardt expressed concern that a copying fee for student records may be prohibitive for some students. Both Dr. Gladys Cruz, District Superintendent, Questar III BOCES, and Ms. Anita Murphy, District Superintendent, Capital Region BOCES, stated a copying charge only would be applicable to former TVHS students. They indicated the policy would clarify the application of the copying fee to former students. Mrs. Lenhardt indicated that the State Education Department would be introducing new regulations affecting cybersecurity that may require modification to some policy language. Ms. Murphy replied that the Regional Information Center is working on the SED law, and the SED committee is developing sample policies to comply with the law. She explained that centralizing this function through the Regional Information Center would be cost-effective for school districts. President Brooks noted that the Board would deal with any required changes as information becomes available.

The motion passed unanimously.

It was moved by Dr. Bergeron and seconded by Ms. Clum to approve the following:

**INTERNAL CLAIMS AUDITOR REPORT**

RESOLVED: that the Tech Valley High School Operating Board accepts the Internal Claims Auditor Report for May 1, 2019 through June 28, 2019. President Brooks commented that he was pleased with the job being done with the Internal Claims Auditor Report. The motion passed unanimously.

It was moved by Dr. Bergeron and seconded by Ms. Clum 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 May 31, 2019 and June 30, 2019. The motion passed unanimously.

It was moved by Dr. Bergeron and seconded by Ms. Clum to approve the following:

**APPROVAL OF SCHOOL LUNCH AGREEMENT WITH GUILDERLAND CENTRAL SCHOOL DISTRICT**

RESOLVED: that the Tech Valley High School Operating Board hereby approves the agreement with the Guilderland Central School District as the food service provider for Tech Valley High School for the 2019-20 school year as per the terms of the contract provided, which involves no expense for Tech Valley High School. Mrs. Lenhardt asked if the students are happy with the school lunches. Mr. Niedermeier replied they are as happy as can be expected. The motion passed unanimously.

Mr. Niedermeier informed the Board that as a result of exit interviews with the graduating seniors, all had post-graduation goals, and he provided details of those goals. Noting some seniors would be entering the military, Mr. Phelan asked if military recruiters visit TVHS. Mr. Niedermeier emphasized the growth in school culture with the acquisition of college credits. Reviewing student behavior data, Mrs. Lenhardt asked about the number of infractions. Mr. Niedermeier responded that the increase in the number of student referrals

**PRINCIPAL'S REPORT**

resulted from staff more effectively recording incidents in the student management system. An overview of TVHS sustainability highlighted a significant increase in revenue from professional development. The summary of Regents proficiency and mastery was discussed. President Brooks indicated he was pleased with the geometry results. Ms. Murphy emphasized the importance of math mastery for STEM careers, and Mrs. Lenhardt added its relationship to physics. Dr. Bergeron highlighted the foundation algebra provides. Mr. Niedermeier explained efforts to mitigate attrition and stated one of the goals for TVHS will be to graduate students with an associate’s degree in 2021. Mr. Phelan asked Mr. Niedermeier how collaboration is measured, and he said by using a rubric. In thanking Mr. Niedermeier for his presentation, Dr. Bergeron asked about the ways TVHS students identify themselves. Ms. Clum inquired about outreach community events. Mr. Niedermeier gave several examples including information nights, back to school expo, and TVHS students with robotics at the Altamont Fair.

Ms. Murphy introduced Ms. Lauren Gemmill, who succeeded Dr. Lynne Wells as Assistant District Superintendent for Curriculum and Instruction at Capital Region BOCES. She also recognized Mr. Niedermeier for his work on making the TVHS graduation a nice event. Dr. Cruz brought attention to passed legislation that will allow TVHS to provide professional development out of state. In addition, she congratulated Mr. Niedermeier on successfully defending his dissertation on school/business partnerships in the Capital Region.

**DISTRICT  
SUPERINTENDENTS’  
REPORT**

It was moved by Mrs. Lenhardt and seconded by Ms. Clum to meet on the following dates with items as noted.

**REGULAR  
MEETING/  
DATE AND TIME**

<u>Date</u>	<u>Location</u>	<u>Time</u>
September 26, 2019	TVHS	6:15 p.m.
November 21, 2019*	TVHS	6:15 p.m.
January 23, 2020	TVHS	6:15 p.m.
March 26, 2020	TVHS	6:15 p.m.
May 28, 2020	TVHS	6:15 p.m.
July 23, 2020	TVHS	6:15 p.m.

\*Indicates change in normal schedule

The motion passed unanimously.

It was moved by Mrs. Lenhardt and seconded by Ms. Clum to adjourn the meeting at 6:57 p.m. The motion passed unanimously.

**ADJOURNMENT**

September 16, 2019  
Date

Gretchen E. Wukits  
Gretchen E. Wukits  
Clerk of the Board

**TECH VALLEY HIGH SCHOOL PROJECT SAVE POLICY  
Codes of Conduct for Students, School District Employees and  
Visitors to TECH VALLEY HIGH SCHOOL**

**Philosophy and Goals**

Tech Valley High School hereby adopt the following philosophy, goals and policies:

- The mission of Tech Valley High is to provide a unique, innovative and student-centered educational opportunity, engage students in current emerging technologies and support the growth and economy of the region.
- Tech Valley High School is a community rooted in Trust, Respect, Responsibility and Stewardship, because we believe these values create a place where all community members feel valued. As members of the TVHS community we accept our role in promoting these qualities, as follows:
  - In order to promote Trust, we will honor others' privacy, fulfill my obligations to others in this community, and strive to support their success.
  - In order to promote Respect, we will work hard, and try to be patient, understanding and considerate of myself and others because we understand that nobody is perfect and that mistakes and missteps are part of the learning process.
  - In order to promote Responsibility, we will take an active role in our own learning, and help others do the same; we will hold others accountable for their part, and encourage them to do the same; we will take as much interest in the good of my community as we take in ourselves.
  - In order to promote Stewardship, knowing that we have an obligation to those who will come after me, we will care for our space and our learning tools so that they will know the pride we took in our school, and so they will have the same opportunities that we had.

**PREFACE TO DISTRICT BILL OF RIGHTS AND CODE OF CONDUCT**

The majority of TVHS coursework is completed through a collaborative process that teaches students how to lead, manage and support team goals. TVHS students need to be open-minded and ready to work with business leaders, educators and other students in a professional, collaborative learning environment.

It is the philosophy of the staff, faculty and administration of Tech Valley High School (TVHS) 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 TVHS 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 TVHS Operating Board that this code of conduct establishes minimum standards of behavior for students and all others who occupy, use or visit TVHS.

The Student Bill of Rights and Code of Conduct and the Code of Conduct for TVHS Property are applicable on all TVHS grounds and premises; parking lots; land contained within the real property boundary line of any premises owned or leased by TVHS; in all buildings, structures, vehicles, facilities and work sites owned, operated, leased or otherwise utilized by TVHS; and at any function sponsored by TVHS regardless of its location. School function includes a school-sponsored extracurricular event or activity. The Student Code of Conduct also recognizes that some behaviors which occur outside of TVHS grounds and premises may still have a harmful effect on TVHS students at school and on TVHS programs. Where TVHS 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 TVHS students, employees and visitors.

All students and employees of TVHS 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 TVHS 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 TVHS 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.

**TVHS**  
**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 TVHS.
- 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 TVHS property and for the property of others.
- Students will strive to demonstrate good conduct and positive attitude at all times in all TVHS 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.
- In the real world, people dress according to what is appropriate for the activity or job they will be performing. As guests on the SUNY Polytechnic CNSE Campus, students should show an awareness of our role as neighbors and guests by acting and dressing appropriately. Such guidelines take into account the environment and interpersonal exchanges that occur in the workplace. Tech Valley High students should dress in a manner suitable for the activities and needs of the day. To that end, students are expected to be aware of the school calendar and know what clothing appropriately corresponds to the day's activities. The four settings described below provide guidelines for how to dress for the different kinds of activities that will be part of school life. Issues involving attire that rise to violations of the Code of Conduct will be handled as described therein. If attire is inappropriate, the student may be asked to change or issued a shirt or sweatpants to cover, and parents may be contacted.
  - *Regular School Day Attire.* Tech Valley High prides itself on trusting and respecting its students. Students are trusted to ensure that appropriate attire is worn at all times. Generally, attire should not be distracting, offensive or inappropriate. In addition, there are some general guidelines for all students:
    - Clothing that is overly revealing or offensive in its message is inappropriate for the school environment.
    - Pajamas are not appropriate.
    - Hats and hoods are allowed but staff reserves the right to remove this privilege at any point.
    - Students should refrain from wearing sunglasses inside the building.
    - Students will wear footwear at all times.
    - *Workplace Attire.* Some school days student work will require students to interact with members of the public, workplace professionals, and/or participating community members. This includes days where students present projects, invite guests to

speak or work with us, or visit businesses, public buildings or workplace environments. Appropriate attire on these days might be a collared shirt with khakis or more formal attire as needed or a business-style dress or skirt, or dress pants and a blouse. *EYP Fab Lab Attire*. **For health and safety reasons, students must have available every day, a pair of closed-toe shoes** appropriate for work in the Laboratory and/or the EYP Fab Lab on their feet or in their locker. If students do not have appropriate shoes for an activity, they may lose credit for that day's activity.

- *Physical Education Attire*. Students must be prepared with proper attire for athletic/ fitness activities. This includes but is not limited to: clean sneakers, t-shirts, dry-fit clothing, sweatpants, and similar type clothing. Inappropriate clothing includes: clothing worn during the school day, open-toed shoes, and sleeveless shirts.
- *Fieldwork*. On certain days students will visits to the outdoors for exploration, data collection or experimentation. Appropriate attire for these days means wearing clothes that students are comfortable getting dirty and that allows students to move around in easily. Sturdy, comfortable shoes are important to wear on these days. Do not wear shorts or sandals on field workdays, as the natural environments students visit require coverage of arms, legs, and feet to the extent possible.
- Students are financially responsible for replacement of texts, tools, or any other TVHS or school district property or equipment provided to them if they become damaged due to their own negligence.

## SCHOOL RESPONSE TO STUDENT BEHAVIOR

TVHS 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: positive behavior incentives, 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.

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

**Restorative Practices**

Restorative Practices may be utilized by TVHS 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 1 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**

**TVHS 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 TVHS 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 TVHS 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 TVHS 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 TVHS 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 TVHS administrator. Any such reported matter will be investigated promptly in accordance with TVHS 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 TVHS 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 TVHS 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

TVHS 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 TVHS 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 TVHS staff members are required to report incidents of discrimination, harassment and bullying - whether directly observed or reported to them by others - to the principal, who also acts as the Dignity Act coordinator for the building. All reports of discrimination, harassment and bullying shall be investigated by the principal, who shall seek assistance from 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 TVHS'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.

TVHS 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 TVHS 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 TVHS, (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 TVHS; 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 TVHS.

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 TVHS 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 TVHS 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) TVHS requests one in order to place the student in an interim alternative educational setting because TVHS 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 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 OTC or prescribed 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.

- 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 TVHS 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.

**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, 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.

**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.
- The possession, smoking or other use of any tobacco or nicotine product (including but not limited to cigarettes, cigars, electronic 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.
- Inappropriate use of the school computer network or failure to follow the Acceptable Use Policy resulting in more serious harm to students, TVHS resources, or the TVHS 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.
- 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 principal.
- 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 BOCESWide 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 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 TVHS.
- 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 any other substance used to intoxicate.
- 
- 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 TVHS facility or elsewhere.
  - Electronic transmission to another student or staff member of violent images, whether initiated or received at a TVHS facility or elsewhere.
  - 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 TVHS 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.
- Out of school suspension.
- Conference with home school principal.
- Mediation.
- Restitution.
- Loss of privileges.
- Conference with staff member.
- Superintendent's hearing.
- Parent conference.
- Restorative practices, where appropriate.
- Police notification.
- Criminal charges.
- Confiscation of contraband.
- Removal from work-based learning internship site.
- Recommend Persons in Need of Supervision (PINS) Diversion.
- 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 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:

- Recommend Persons in Need of Supervision (PINS) Diversion.

**CODE OF CONDUCT FOR PERSONS ON TVHS PROPERTY**

The primary purpose of TVHS 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. TVHS shall take any and all legal action to prevent the damage or destruction of TVHS property. In addition, TVHS 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 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 TVHS, and any other premises or property under the control of TVHS 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 TVHS 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 TVHS 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 TVHS or property under its jurisdiction, or the property of an administrator, teacher or other officer or employee of TVHS 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 TVHS;
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 TVHS. 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.

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 TVHS 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 TVHS community.
- Periodically review and evaluate this code of conduct as it relates to community and school goals.



**All TVHS Staff Members**

All TVHS staff members shall wear SUNY Polytechnic Institute identification badges at all times while in TVHS instructional facilities. TVHS shall provide all staff members with 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 TVHS 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 TVHS equipment assigned to the student.

**Student(s)**

Each student of TVHS 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

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 TVHS 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 TVHS Code of Conduct and School Safety Committee shall be established by the principal to conduct an annual review and make recommendations concerning this code of conduct.

The recommendations will be reviewed and the District Superintendents will determine whether to make a recommendation to the TVHS Operating Board 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:

**SUSPECTED CHILD ABUSE AND MALTREATMENT**

I. Obligation to Report Suspected Abuse or Maltreatment

Any school official or employee who is a mandated reporter who has reasonable cause to suspect that a child, less than 18 years old, coming before them in their professional or official capacity has been subjected to abuse or maltreatment by a parent, person in parental relation, or other person legally responsible for the child's care, shall immediately report the case to the New York State Child Abuse and Maltreatment Register, in accordance with law and this policy. (See Administrative Regulation 5025R(I)(A),(B) for the definitions of "abused child" and "neglected or maltreated child").

Mandated reporters under Section 413 of the Social Services Law include but are not limited to: physicians, psychologists, registered nurses, social workers, school officials, school teachers, school guidance counselors, school psychologists, school social workers, school nurses, school administrators, any other school personnel required to hold a teaching or administrative license or certificate, or a full or part-time compensated school employee required to hold a temporary coaching license or a professional coaching certificate. (See Administrative Regulation 5025R(I)(E)).

Mandated reporters who have reasonable cause to suspect that a child has been subjected to abuse or maltreatment must promptly make a report to the New York Statewide Central Register for Child Abuse and Maltreatment. After making such a report, the mandated reporter should then notify the building principal. However, the building principal shall not require mandated reporters to first come to him/her with any suspected child abuse or maltreatment before reporting same to the New York Statewide Central Register for Child Abuse and Maltreatment.

II. Reporting to State Office of Children and Family Services

The report to the NYS Central Register of Child Abuse and Maltreatment shall be made by telephone or via facsimile on a form supplied by the New York State Office of Children and Family Services. Telephone reports can be made through the hotline: (800) 342-3720. School administrators and teachers can also report suspected abuse or mistreatment to: (800) 635-1522.

After an oral report has been made, a written report on a form supplied by the New York State Office of Children and Family Services must be submitted to the appropriate local child protective service (unless a report must be made to the NYS Central Register of Child Abuse and Maltreatment in accordance with NYSOCFS requirements). Any report shall include the name, title and contact information for every staff person who is believed to have direct knowledge of the allegations in the report.

Upon being notified of the report, the building principal or their designated agent will take or cause to be taken color photographs of visible trauma and shall, if medically indicated, cause a radiological examination of the child to be performed.

III. No Contact with Child's Family Regarding Suspicions

School employees and officials shall not contact the child's family or any other person to determine the cause of the suspected abuse or maltreatment. It is not the legal responsibility of the school official or employee to prove that the child has been abused or maltreated.

IV. Reporting Obligation in Case of the Death of a Child

Any mandated reporter who has cause to suspect that the death of any child is a result of child abuse or maltreatment shall report that fact to the appropriate medical examiner or coroner.

V. Consequences of Failure to Report

In accordance with New York law, any person, official or institution required to report suspected child abuse or maltreatment and who fails to do so may be guilty of a Class A misdemeanor and may be held liable for the damages caused by his/her failure to report.

VI. Immunity and Other Protections

The law grants persons, officials and institutions and others who in good faith report suspected instances of child abuse or maltreatment immunity from any liability that otherwise might be incurred. Immunity shall be presumed so long as the official or employee was discharging their official duties and acting within the scope of their employment, and that liability did not result from willful misconduct or from their gross negligence.

Tech Valley High School shall not take any retaliatory personnel action against an employee because such employee believes that he or she has reasonable cause to suspect that a child is an abused or maltreated child and that employee therefore makes a report in accordance with the Social Services Law and this policy.

VII. Cooperation with C.P.S. Investigations

Tech Valley High School shall cooperate to the fullest extent possible with law enforcement and authorized child protective services workers in their investigations of alleged child abuse or maltreatment.

VIII. Staff Training Program

Tech Valley High School shall provide or recommend training programs to address the identification and reporting of child abuse and maltreatment for all newly certified employees and refresher programs for previously trained employees.

IX. Administrative Regulations and Policy Dissemination

The Capital Region BOCES and Questar III District Superintendents have promulgated regulations to carry out this policy. This policy and the regulations adopted administratively to implement and enforce it shall be printed in all employee handbooks.

References

- Child Protective Services Act of 1973
- Social Services Law Secs. 411 et seq.
- Family Court Act Sec. 1012
- 20 USC 1232g (Family Educational Rights and Privacy Act)
- 45 CFR 99.36
- Education Law Sec. 3209-a
- Mental Hygiene Law, Section 19.27

ADOPTED:

**SUSPECTED CHILD ABUSE REGULATIONS**

I. Definitions

A. "Abused child" means, according to the Social Services Law and Family Court Act, a child less than 18 years of age whose parent or other person legally responsible for his/her care:

- 1. inflicts or allows to be inflicted upon such child physical injury by other than accidental means which causes or creates a substantial risk of death, or serious or protracted disfigurement, or protracted impairment of physical or emotional health, or protracted loss or impairment of the function of any bodily organ; or
- 2. creates or allows to be created a substantial risk of physical injury to such a child by other than accidental means that would be likely to cause death or serious or protracted disfigurement, or protracted impairment of physical or emotional health, or protracted loss or impairment of the function of any bodily organ; or
- 3. commits, or allows to be committed, a sex offense against such child, as defined in the Penal Law.

B. "Neglected or maltreated child" means, according to the Family Court Act, a child less than 18 years of age:

- 1. whose physical, mental, or emotional condition has been impaired or is in imminent danger of becoming impaired as a result of the failure of his/her parent or other person legally responsible for his/her care to exercise a minimum degree of care in:
  - a. supplying the child with adequate food, clothing, shelter, or education in accordance with provisions of Part One, Article 65 of the Education Law, or medical, dental, optometric, or surgical care though financially able to do so or offered financial or other reasonable means to do so; or
  - b. providing the child with proper supervision or guardianship by unreasonably inflicting or allowing to be inflicted harm, or a substantial risk of harm, including the infliction of excessive corporal punishment; or by misusing a drug or drugs; or by misusing alcoholic beverages to the extent that he/she loses control of his/her actions; or by any other acts of a similarly serious nature requiring the aid of the court; or

- 2. who has been abandoned by his/her parent(s) or other person(s) legally responsible for his/her care.
- C. "Person legally responsible" means the child's parent, custodian, guardian, or any other person responsible for the child's care at the relevant time. "Custodian" shall be understood to include any person continually or at regular intervals found in the same household as the child when the conduct of such person causes or contributes to the abuse or neglect of the child.
- D. "Impairment of emotional health" and "impairment of mental or emotional condition" mean a state of substantially diminished psychological or intellectual functioning in relation to, but not limited to, such factors as failure to thrive, control of aggressive or self-destructive impulses, ability to think and reason, or acting out of misbehavior, including incorrigibility, ungovernability, or habitual truancy; provided, however, that such impairment must be clearly attributable to the unwillingness or inability of that parent, guardian, or custodian to exercise a minimum degree of care toward the child.
- E. "Mandated reporter" means a Tech Valley High School official or employee who is required by the Social Services Law to report cases of child abuse or maltreatment. Mandated reporters include but are not limited to physicians, psychologists, registered nurses, social workers, school teachers, school guidance counselors, school psychologists, school social workers, school nurses, school administrators, other school personnel required to hold a teaching or administrative license or certificate, full or part-time compensated school employees required to hold a temporary coaching license or professional coaching certificate.

II. Reporting Procedures and Related Information

- A. REPORTING CASES OF SUSPECTED CHILD ABUSE OR MALTREATMENT. All Tech Valley High School mandated reporters must report, in accordance with law, when they have reasonable cause to suspect that a child, coming before them in their professional or official capacity has been subjected to child abuse or maltreatment, or when the parent, guardian, custodian or other person legally responsible for such child comes before them in their professional or official capacity and states from personal knowledge facts, conditions or circumstances which, if correct, would render the child an abused or maltreated child. Mandated reporters shall immediately report the case to the New York State Child Abuse and Maltreatment Register, in accordance with law and this policy as follows:



1. Telephone the New York State Central Register of Child Abuse and Maltreatment hotline (800) 635-1522 and inform them of the case. The reporter shall note the case number assigned to the report and the person to whom he/she spoke. The reporter shall request that the child protective services agency advise Tech Valley High School of the outcome of the report.
2. File a written report with the local child protective services agency within forty-eight (48) hours after the oral or facsimile report made pursuant to II.A.(1), above, except that written reports regarding children in residential care are to be made to the NYS Central Register of Child Abuse and Maltreatment.
3. Report cases of suspected child abuse or maltreatment to his or her building principal promptly. However, the Tech Valley High School principal shall not require reporters to first come to him or her with any such suspected cases, before reporting same to the New York State Central Register of Child Abuse and Maltreatment.
4. Submit copies of the written report in a sealed envelope immediately to the Capital Region BOCES and Questar III District Superintendents who shall maintain such reports in dedicated files. Copies of the report shall not be filed in the student's records.
5. An employee who reports a case of suspected child abuse or maltreatment shall advise the Tech Valley High School principal and any other employees who may have been aware of such suspicions that he/she has reported the case to the Central Register, as provided above.

B. PHOTOGRAPHING CHILD. The Tech Valley High School principal or her/his designee shall photograph or cause color photographs to be taken of any visible trauma on the child, or, if medically indicated, cause the child to be examined, or both. Such actions may be performed at public expense when required. A camera and film or digital camera will be kept in the school building and will be available for this purpose.

C. SUBSTANCE OF WRITTEN REPORT. The written report that must be filed pursuant to II.A.2, above, shall be on forms provided by the Commissioner of Social Services which can be found online at <http://ocfs.ny.gov/main/cps/> and a copy of which is attached. The written report shall include:

1. the name and address of the child and her/his parent(s), or guardian(s) or other person responsible for his/her care;

2. if applicable, the name and address of the residential care facility or program in which the child resides or is receiving care;
  3. the child's age, sex, and race;
  4. the nature and extent of the child's injuries, abuse, or maltreatment, including evidence of prior injuries, abuse, or maltreatment to the child or his/her siblings;
  5. if known, the name(s) of the person(s) alleged to be responsible for causing the child's injury or injuries, abuse, or maltreatment;
  6. the members of the child's family or her/his family's composition (i.e., father, mother, stepfather or -mother, number of sisters and brothers, grandparents, etc.)
  7. the source of the report;
  8. the name of the person making the report, and where he/she can be reached;
  9. the actions taken by the reporting source, if any, including photographs or x-rays, removal or retaining of the child, or notifying the medical examiner or coroner;
  10. the names, titles and contact information of staff persons believed to have direct knowledge of the allegations in the report; and
  11. any other information that the New York State Office of Children and Family Services may require or the person making the report believes may be helpful.
- D. **MULTIPLE REPORTS NOT REQUIRED.** Only one report of suspected child abuse or maltreatment per incident shall be required. Failure of one staff member to make a report, however, shall not relieve any other mandated reporter from reporting a case of suspected child abuse or maltreatment.
- E. **RESPONSIBILITIES OF SCHOOL PHYSICIAN.** The school physician shall notify the appropriate police authorities or the local child protective service to take custody of any child that the physician is treating, whether or not additional medical treatment is required, if the physician judges that the child is in danger.
- F. **CONTACTING HOME SCHOOL DISTRICT.** The mandated reporter who reports suspected child abuse or maltreatment shall consult with the Tech

Valley High School principal regarding contacting the home school district Committee on Special Education Chair or other appropriate district official.

G. ADDITIONAL CORRESPONDENCE. All correspondence regarding any report of child abuse or maltreatment, including expungement letters, shall be transmitted immediately in sealed envelopes to the Capital Region BOCES and Questar III District Superintendents.

H. CPS INTERVIEW OF CHILD AT SCHOOL.

1. Presence of School Official During CPS Interview. In the event it is necessary for the Child Protective Services (CPS) to interview a child to ascertain whether that child has been abused or maltreated, or to obtain documentation of such acts, the interview shall be conducted in the presence of a school official unless the circumstances require otherwise. If sexual abuse of the child is indicated, then the school official shall be of the same sex as the child.

Any properly authorized CPS interview is to be conducted without prior notice to the child's parent, custodian, guardian, or any other person responsible for the child's care at the relevant time. Parental consent is not required for a properly authorized CPS Interview to be conducted and may be held over a parent, custodian or guardian's objections.

2. Verification of C.P.S. Worker's Credentials. Before any child attending Tech Valley High School is interviewed by a person purporting to be a CPS worker or official, and before any such person is authorized to inspect any records of any Tech Valley High School pupil, the school official to whom the person has presented herself or himself shall examine the person's credentials and verify their authenticity, as well as their authority to conduct an interview of a child.

I. ON-GOING TRAINING FOR MANDATED REPORTERS. All Tech Valley High School employees who are mandated to report suspected child abuse may be required periodically to attend or undertake refresher training regarding identification and reporting of all cases of suspected child abuse.

J. DISTRIBUTING REGULATIONS TO EMPLOYEES. Tech Valley High School shall distribute a copy of these regulations and the related Board of Education policy to employees mandated to report suspected child abuse or maltreatment. The policy and regulations shall be incorporated into the employee handbook.

- K. IMMUNITY FOR GOOD FAITH REPORTS. As provided in Section 419 of the Social Services Law, any mandated reporter who, having reasonable cause to suspect and acting in good faith, makes a report or takes photographs of injuries and bruises of a child suspected of being abused or maltreated has immunity from criminal and civil liability. The good faith of any person who is required by law to make such a report is presumed.
  
- L. MANDATORY REPORT TO CORONER OR MEDICAL EXAMINER. Tech Valley High School personnel, who have reasonable cause to suspect that a child has died due to child abuse or maltreatment shall, as required by Section 418 of the Social Services Law, report this information to the appropriate medical examiner or coroner.
  
- M. LIABILITIES FOR FAILURE TO REPORT SUSPECTED ABUSE OR MALTREATMENT. As provided in Section 420 of the Social Services Law, any person who is mandated to report suspected cases of child abuse or neglect and who fails to do so may be found guilty of a Class A misdemeanor, and may be held civilly liable for the damages caused by said failure.
  
- N. SIGNS OF UNLAWFUL METHAMPHETAMINE LABORATORY. Any school official or employee, who in the normal course of their employment travels to locations where children reside and, while doing so, observes signs of an unlawful methamphetamine laboratory shall report the matter to his/her supervisor promptly. The supervisor and employee shall, in consultation with the school attorney, make a report to the appropriate law enforcement agency. Tech Valley High School shall provide appropriate employees with information from the Office of Alcoholism and Substance Abuse Services on recognizing the signs of an unlawful methamphetamine laboratory.
  
- O. EXPUNGEMENT OF RECORDS WHEN REPORT DEEMED UNFOUNDED. If a report of child abuse or maltreatment has been determined to be unfounded, then all records, including those found in the NYS Central Register and also those placed in school files, shall be expunged. Any reporter who receives notice of such a determination shall notify the Tech Valley High School principal. The Tech Valley High School principal shall notify the Capital Region BOCES and Questar III District Superintendents.

Adopted:

## FIELD TRIPS

### I. Purpose

The Operating Board recognizes that field trips out of the classroom can provide rich learning opportunities for students. For purposes of this policy, a field trip shall be defined as a journey or excursion by a group of students away from the school premises, under the supervision of a teacher, which is an integral part of an approved course of study, co-curricular activity or extended classroom experience and conducted for the purpose of affording a first-hand educational experience not available in the classroom.

### II. Approval of Field Trips

Field trips must be approved in advance in accordance with administrative regulations. The following factors shall be considered for approving/disapproving requests for field trips:

- A. Purpose of the field trip, its relationship and relevance to the curriculum, and its potential benefit to students.
- B. Safety and security of the students and staff, including but not limited to potential weather conditions, number of staff members and chaperones, and accessibility for students or staff with disabilities.
- C. Cost of the field trip and the availability of transportation.
- D. Whether funding exists for the field trip through the TVHS budget and/or whether fundraising activities will be required to support student participation.
- D. Whether other opportunities exist for providing comparable educational experiences.
- E. That the field trip is appropriate to the students' ages and experience.
- F. That the field trip will be physically accessible to all participants.

### III. Permission Required

Because of the frequency of field trips at Tech Valley High School, written parental/legal guardian permission shall be obtained for field trips within the region annually. Field trips outside of the Capital Region shall require separate parental/legal guardian as well as Operating Board permission.

### IV. Applicability of the Code of Conduct

The TVHS Code of Conduct governs conduct during field trips in the same manner during regular classroom activities.

V. Transportation

Student transportation for all field trips which require vehicular transportation shall be provided by licensed public carriers meeting applicable State and Federal regulations. The use of private automobiles by TVHS staff to provide transportation for field trips is not permitted. Parents or students who provide their own transportation to a field trip or excursion destination or return shall not be operating under the auspices of or with approval of TVHS.

All students on a field trip transported by TVHS-provided transportation shall return on such transportation to either the point of departure or a designated school, unless TVHS receives written permission from a parent/guardian prior to the field trip authorizing the release of the student to alternative transport home.

VI. Fundraising

On occasion participation in field trips is possible through fundraising activities undertaken by students through an appropriate extra classroom activity fund. In no event shall a TVHS staff member incur personal expenses on behalf of a student and/or his family for transportation, hotel or other expenses.

VII. Administrative Regulations

The TVHS Principal may adopt administrative regulations and forms in order to implement this policy.

ADOPTED:  
REVISED:

QUESTAR III ADMINISTRATIVE REGULATIONS NO. 4-102R

## FIELD TRIPS

## I. Criteria for Approval of Field Trips

Field trips provide opportunities to supplement and enhance the classroom educational experience. Field trip requests must demonstrate that the:

- A. Purpose of the field trip, its relationship and relevance to the curriculum, and its potential benefit to students is clearly stated.
- B. Safety and security of the students and staff, including but not limited to potential weather conditions, number of staff members and chaperones, and accessibility for students or staff with disabilities is taken into consideration in the planning of the trip.
- C. Cost of the field trip and the availability of transportation have been accounted for during the planning of the trip.
- D. Funding exists for the field trip through the Questar III budget and/or whether fundraising activities will be required to support student participation.
- D. Field trip cannot be replaced with other opportunities for providing comparable educational experiences.
- E. Field trip is appropriate to the students' ages and experience.
- F. Field trip will be physically accessible to all participants.

## II. Approval Process

A. All field trips require approval of the Questar III principal, the director of special education or career and technical education, and the district superintendent. Field trip requests shall be submitted by the teacher leading the trip to the appropriate principal at least 21 days prior to the anticipated date(s) of the field trip. The principal shall submit the request to the appropriate program director.

B. Field trips to destinations greater than fifty (50) miles from the school or requiring an overnight stay should be submitted to the appropriate Questar III principal no later than 60 days prior to the anticipated date(s) of the field trip with the exception of competition events, where submission of a request shall be made as soon as practicable.

## III. Parental Consent

Questar III must receive written consent and medical authorization from the parent/guardian for a student to participate in the field trip.

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QUESTAR III ADMINISTRATIVE REGULATIONS NO. 4-102R  
PAGE 2

#### IV. Field Trip Safety

Students on a field trip will be supervised by Questar III staff members at all times. Parents/guardians may participate as chaperones when needed upon prior approval of the appropriate Questar III principal.

The Questar III staff member in charge of the field trip must take copies of field trip permission forms with emergency contact numbers and medical information on the field trip.

Chaperones must be approved by the supervising principal. Other than Questar III employees, chaperones must be family members/guardians of students.

#### V. Questar III Policies

Field trips are an extension of the educational program and all policies and expectations pertaining to the behaviors of students and staff members will be in effect throughout the field trip, including but not limited to the Questar III Code of Conduct.

#### VI. Communications with Parents

All written communications to be distributed to parents regarding field trips or fundraising must be approved by the supervisor/principal prior to distribution.



## STUDENT PRIVACY

The Operating Board recognizes its responsibility to enact policies that protect student privacy, in accordance with law. This is particularly relevant in the context of the administration of surveys that collect personal information, the disclosure of personal information for marketing purposes and in conducting physical exams.

### Surveys

The Operating Board recognizes that student surveys are a valuable tool in determining student needs for educational services. In accordance with law and Board policy, parental consent is required for minors to take part in surveys which gather any of the following information:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. religious practices, affiliations or beliefs of the student or the student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

In the event that Tech Valley High School plans to survey students to gather information included in the list above, Tech Valley High School will obtain written consent from the parent/guardian in advance of administering the survey. The notification/consent form will also apprise the parent/guardian of their right to inspect the survey prior to their child's participation.

### Marketing

It is the policy of Tech Valley High School not to collect, disclose, or use personal information gathered from students for the purpose of marketing or selling that information or providing it to others for that purpose. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions such as:

- a. College or other postsecondary education recruitment, or military recruitment;
- b. Book clubs, magazines and programs providing access to low-cost literary products;
- c. Curriculum and instructional materials used in schools;

- d. Tests and assessments used to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information for students or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- e. Student recognition programs; and
- f. The sale by students of products or services to raise funds for school-related activities.

In the event that such data is collected by the Tech Valley High School, disclosure or use of student personal information will be protected by Tech Valley High School pursuant to the requirements of the Family Educational Rights and Privacy act (FERPA). [For guidance regarding the disclosure of "directory information," rather than personal information, see policy 5500, Student Records.]

**Inspection of Instructional Material**

Parents/guardians shall have the right to inspect, upon request, any instructional material, used as part of the educational curriculum for students. "Instructional material" is defined as: "instructional content that is provided to a student, regardless of format including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). It does not include tests or academic assessments.

A parent/guardian who wishes to inspect and review such instructional material shall submit a request in writing to the Tech Valley High School principal. Upon receipt of such request, arrangements shall be made to provide access to such material within 30 calendar days after the request has been received.

**Notification**

Parents/guardians and eligible students shall be notified at least annually, at the beginning of the school year, and when enrolling students for the first time in Tech Valley High School programs of this policy. Tech Valley High School shall also notify parents/guardians within a reasonable period of time after any substantive change to this policy.

Adopted:

References:

20 USC 1232h

5500 Student Records

## MENTOR POLICY

### I. Statement of Purpose

Tech Valley High School® (TVHS) seeks to assure that a Teacher Mentor Program is established for new teachers that will positively support the recruitment and retention of new teachers, strengthen teaching practice and provide opportunities for experienced teachers to grow as mentors. It is the intent that the TVHS Teacher Mentor Program will align with the Commissioner’s guidance document on New York State Mentoring Standards.

TVHS recognizes that new teachers may experience difficulties during their first year of teaching and at TVHS which, if not addressed, may prevent them from reaching their full potential as professional educators. Teaching in a non-traditional environment like TVHS can compound this difficulty, even for experienced educators. Mentors can provide experience and guidance to lead and support new staff in instructional, curricular, behavioral and educational issues, facilitating a new teacher’s transition from teacher preparation to practice. Mentors also can introduce new teachers to organizational protocols and give suggestions for teaching strategies that have proven particularly successful with TVHS students. Mentors will offer wisdom and best practices so that students in TVHS will have the best possible education. Mentors will have an opportunity to grow professionally while assisting new teachers to develop into skilled educators.

The establishment of a teacher Mentor Program at TVHS is designed to both fulfill regulatory requirements and to enhance retention of well-qualified teachers and certified staff. An effective teacher mentor program will require the active participation in, and support of, the TVHS Teachers’ Association.

### II. Application of Program

First year teachers shall participate in the Mentor Program. All references made herein to “teacher” shall be deemed to include eligible, certified support staff. The Principal and Chief Academic Officer (CAO), in consultation with the TVHS Teachers’ Association, may make any additional mentorship assignments as it deems necessary. The Mentor Program adopted will not prohibit or otherwise limit the District Superintendents, or their designees, to assign mentors to any teacher pursuant to an improvement plan.

### III. Professional Development Plans

Documentation of participation in the Mentor Program will be maintained for purposes of allowing new teachers to meet certification requirements.

### IV. Standards for the Mentor Program

The Mentor Program will align with the ten standards for effective mentoring as set forth in the New York State Mentoring Standards:

A. *Program Philosophy and Purposes:* The philosophy of the Mentor Program upholds the assertion that induction is a crucial transition between teacher preparation and continuing professional development. The Mentor Program will facilitate the transition of the beginning teacher from success in his/her teacher preparation program to effective practice in TVHS classrooms.

B. *Program Design:* The mentor program is designed as a crucial component of a comprehensive induction plan and is embedded in an integrated professional culture. The Mentor Program will support the TVHS mission and vision.

C. *Program Implementation:* The Mentor Program is implemented to meet New York State Teaching Standards and sustain program activities that support the development of all beginning teachers. The Mentor Program will identify and assure that the resources, time, and staff will be dedicated to help ensure that beginning teachers receive a continuum of support and development in order to foster effective teaching and learning.

D. *Mentor Selection:* Mentors are recruited and selected through a transparent process guided by criteria that consider the mentor candidate's commitment to the profession and teaching experience. Mentors must be familiar with research-based practices, data analysis, and technological advances that promote student learning and growth at the various stages of development. The Mentor Program will identify and make provision for professional development for mentors and selection of mentors will take into account potential mentors' familiarity with research-based practices, data analysis, and technological advances that promote student learning.

E. *Mentor Development:* Mentoring is a professional practice with its own knowledge and research base, strategies, and best practices. The Mentor Program will provide for initial and continuing professional development for mentors.

F. *Mentors Roles and Responsibilities:* The role of the mentor is to engage, inspire, assist, encourage and advance the professional learning of a beginning teacher and to model professional conduct. The Mentor Program will include clear roles and responsibilities for mentors that will include but are not limited to expectations for contact time with mentees, development of joint activities that support integration of the New York State Common Core Standards and are aligned with the New York State Teaching Standards. Mentors' roles are non-evaluative and focused on assisting the mentee to develop as and continue the path of their teaching career.

H. *Shared Leadership and Administration:* Leadership of the mentoring program is a shared responsibility among all stakeholders. The Mentor Program will provide support to mentees and mentors which may include classroom visits and opportunities for joint attendance at conferences and workshops.

I. *Beginning Teacher Knowledge, Skills and Dispositions:* Beginning teachers bring valued knowledge, skills, and dispositions to the new context of the classroom, school, and districts where they are first employed. The Mentor Program will encourage and expect mentees to display a readiness to continue learning about teaching and will provide opportunities for them to invite support and guidance.

J. *Program Evaluation:* The mentor program includes a comprehensive system of formative and summative assessments. The Mentor Program will provide for periodic review and assessment in order to evaluate and analyze the program's effectiveness and lead to continual improvement.

#### V. Mentoring Committee

The TVHS Principal/CAO and at least 2 representatives of TVHS Teachers Association shall form the mentoring committee. The Committee shall be chaired by Principal / CAO. The Committee shall meet as needed to carry out its responsibilities set forth in this program document.

The Committee shall be responsible for developing and recommending the mentor program as part of the professional development plan to be submitted to the Operating Board. The Committee will receive applications for teachers to become mentors; recommend the selection of mentors to the TVHS Principal/CAO; assure that mentors are carrying out the responsibilities accorded them by their appointment as a mentor; assist with the resolution of any issues which may arise concerning the mentoring relationship; carry out formative and summative evaluation of the Mentor Program; and make recommendations for continuous improvement.

The Committee shall prepare informational material as it deems necessary or desirable to assist mentors and mentees consistent with this policy.

VI. Qualifications of Mentors

It is recognized that both TVHS and new teachers will be best served through the appointment of mentors who will be committed to the successful undertaking of a mentoring assignment. The Committee will be responsible for preparing an application form and evaluative instruments that will allow the Committee to ascertain whether potential mentors exhibit the following personal and professional qualities:

- A. Demonstrated personal commitment to the role of mentoring, including an agreement to commit to a professional training relating to mentoring during the school year as provided in the Mentor Program;
- B. Permanently certified (or, where appropriate for support staff, licensed) to the extent practicable and rated as effective or highly effective (or its equivalent) in annual professional performance reviews;
- C. Highly respected with demonstrated classroom success.
- D. Strong interpersonal skills;
- E. Demonstrates consistent enthusiasm for teaching;
- F. Is tenured at TVHS;
- G. Demonstrates excellence in pedagogy;
- H. Can demonstrate evidence of commitment to lifelong learning;
- I. Demonstrates excellent leadership and communication skills; and
- J. Possesses a high degree of knowledge about the organization, its policies and procedures

VII. Application Process

Principal/CAO will announce opening to qualified candidates as in accordance with section VI of this policy. Potential mentors must email the Principal/CAO for transmittal to the Committee. The Committee shall review and evaluate each application presented.

VIII. Identification of New Teachers

The Principal / CAO will notify the Mentor Committee of each newly hired teacher for the potential assignment of a mentor.

IX. Selection and Assignment of Mentors

The Committee shall recommend mentors, after reviewing and evaluating applications as provided by this policy. The Committee shall provide the Questar III Director of Human Resources with its recommendations on the selection of mentors. The Director of Human resources shall provide the Operating Board with these recommendations.

The Committee shall assign approved mentors to new teachers as needed. Any issues relating to the mentoring relationship, including requests for new assignments, shall be made to the Committee.

X. Training for Mentors

The Committee shall offer, or arrange to offer, after school programs and workshops for mentors and mentees in accordance with the Mentor Program, needs identified by mentors and mentees, and needs identified through periodic program evaluation.

XI. Mentoring Activities

The mentor shall be responsible for providing guidance and support to the teacher assigned to him or her as a mentee. Mentors may advise their mentees on matters relating to classroom management, classroom set up, pedagogical matters, lesson plans, issues relating to the mission and organization of TVHS and any other matter relating to the mentee’s role at TVHS. Mentors are expected to respond to questions posed by mentees with the utmost professionalism and, where necessary, provide the mentee with an appropriate referral.

The team will participate in orientation on mentoring offered by TVHS. During this time, mentees will engage in a self-assessment of their professional development needs as related to Project Based Learning; state learning standards; use of assessments utilized by TVHS; data-driven instruction; developing student learning objectives and other relevant areas that may be identified by TVHS or required by the New York State Education Department.

Activities and professional development also will take into consideration the various key events throughout the year on the TVHS calendar (e.g. PBL training, parent conferences, and building events). Each mentor/mentee team will use the self-assessment data and the calendar of key events during the academic year to determine the focus of their jointly planned activities and to identify significant learning opportunities during the year.

Mentors are expected meet with mentees on a regular basis, but 1st year mentors will meet no less than as follows:

- A. Once a week during the first three weeks upon assignment of the mentor;
- and
- B. Twice a month for the remainder of the school year.

The mentor's role shall not be evaluative. Information obtained by a mentor cannot be used for purposes of evaluating or disciplining a new teacher, with the following exceptions, where it will be the responsibility and duty of a mentor to immediately advise the Principal;



- A. Where withholding information poses a danger to life, health or safety of an individual; or
- B. Where the information indicates that the new teacher has been convicted of a crime or has committed an act which raises a reasonable question as to the new teacher's moral character.

Notwithstanding the above, *willful failure* of a new teacher to participate in a Mentor Program may constitute insubordination and may result in disciplinary action and/or termination.

## XII. Documentation of Mentoring Activities

It is the responsibility of the mentor and the mentee to provide the Principal / Chief Academic Officer with timely documentation of mentoring activities. The Principal / Chief Academic Officer is authorized to promulgate forms, to be executed by the mentor and the mentee, for the purpose of documenting that such activities have taken place. Such documentation will be utilized for purposes of assuring completion of both a mentor's and mentee's respective professional development activities and for purposes of assuring that the mentee has participated in a qualifying Mentor Program for certification purposes. Such forms shall include the following information:

- A. The name and New York State Teach ID number of the teacher being mentored;
- B. The name and New York State Teach ID number of the mentor.
- C. A description of the mentoring activity (e.g. classroom observation, consultation); and
- D. The number of hours successfully completed in the mentoring activity.

The Mentor Committee shall monitor each mentorship relationship to be assured that the mentor and the mentee are consulting, each is observing the other's classroom, and that appropriate documentation of mentoring activities is being maintained and submitted. The Committee shall refer any information relating to the failure of a mentee to participate in the mentoring relationship to the Director of Human Resources.

## XIII. Annual Review

The Committee shall review mentorship relationships and Mentor Program activities at the end of the school year in order to determine whether the purposes of this program were met. The Committee will make such recommendations to the District Superintendents regarding the mentorship program as it may deem necessary or desirable.

Adopted:

References: 8 NYCRR 100.2(dd)

**CONDITIONAL OR EMERGENCY CONDITIONAL APPOINTED EMPLOYEES AND SCHOOL SAFETY**

I. Criminal History Checks Required

Tech Valley High School is committed to the safety of all students on school premises or participating in school sponsored activities. This commitment to safety is reinforced by the requirement that employees who have direct contact with students must undergo a criminal background check prior to employment in accordance with State law and regulations. Employees having direct contact with students include those that can reasonably be expected to have face-to-face communication or interaction with students during the course of their employment.

Tech Valley High School will, when possible and practicable, appoint prospective school employees only after the New York State Education Department has granted clearance for employment, following fingerprinting and the Department's review of the prospective employee's criminal history record, if any. New York State Law provides for certain circumstances under which prospective employees may be hired by Boards of Cooperative Education, pending review by the State Education Department of the prospective employee's criminal history record, if any.

II. Conditional and Emergency Conditional Appointments

Under certain circumstances provided by law, and upon recommendation of the District Superintendents, the Operating Board may appoint on a conditional or emergency conditional basis without the prior clearance for employment granted by the State Education Department.

Employees subject to a conditional appointment may commence work only after receipt by Tech Valley High School of a conditional clearance for employment from the State Education Department. The conditional nature of such employment shall end immediately upon notification of Tech Valley High School by the State Education Department of clearance of the criminal background check, without further action by the Operating Board. Applicants for such appointment shall be required to sign a statement indicating whether, to the best of his or her knowledge, he or she has a pending criminal charge or criminal conviction in any jurisdiction outside of New York.

Emergency conditional appointments may be made only where there is an emergency vacancy, as provided by Education Law, §1950(4)(II) and such appointments shall be effective for no more than 20 days for each prospective employee so appointed, unless otherwise provided by law, regulation or the State Education Department. Employees subject to an emergency conditional appointment may commence work immediately. Such employees automatically advance to the status of conditional employment upon notice of conditional clearance from the State Education Department to the School District. The 20-day time period for emergency conditional employment begins upon the date of actual commencement of employment. Applicants for such appointment shall be

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required to sign a statement indicating whether, to the best of his or her knowledge, he or she has a pending criminal charge or a criminal conviction in any jurisdiction; and that the applicant's fingerprints have been sent to the State Education Department for a conditional clearance.

Employment of those appointed on a conditional or emergency conditional basis who are denied clearance for employment by the State Education Department shall terminate immediately upon such notification to Tech Valley High School, unless otherwise provided by law, regulation or the State Education Department.

### III. Need for Conditional and Emergency Conditional Appointments

Tech Valley High School recognizes that there will be a need to employ persons who have not been given full clearance by the State Education Department on a conditional or emergency conditional basis, in order for Tech Valley High School to provide services without interruption. The following rules shall apply to the employment of such persons:

1. Tech Valley High School shall only make conditional appointments or emergency conditional appointments as permitted by law.
2. Tech Valley High School, its administrators and employees shall take all reasonable and practicable steps to secure and expedite final clearance for employment to minimize the duration of conditional appointments and emergency conditional appointments.
3. Tech Valley High School and its administrators will determine, on a case by case basis, whether it is necessary or possible to provide additional supervision of conditionally appointed or emergency conditionally appointed individuals.
4. Tech Valley High School shall prescribe a list of positions that are necessary to maintain services which Tech Valley High School is legally required to provide, or services necessary to protect the health, education or safety of students or staff.
5. Tech Valley High School schools may take such actions as are necessary and appropriate to safeguard the safety of the school community in relation to conditionally appointed or emergency conditionally appointed individuals.

ADOPTED:

## PROBATIONARY PERIODS

### Tenure Track Employees

Full time tenure track employees shall be appointed to a probationary period by a majority vote of the Operating Board upon recommendation of the District Superintendents. The probationary period for such employees shall be four (4) years, except that the probationary period for any teacher previously appointed to tenure by the Operating Board or by another public school district or board of cooperative educational services in this state shall be three (3) years provided that such employee was not dismissed by the former school district or BOCES and provided that if such teacher served as a classroom teacher he or she must have received an annual professional performance review (APPR) score under Education Law, section 3012-c or 3012-d of either effective or highly effective in his or her final year of service in such other school or BOCES. Tech Valley High School shall comply with law in applying up to two (2) years of service toward the probationary period for full time regular substitute service within the same tenure area (sometimes referred to as "Jarema credit") provided that if such teacher served as a classroom teacher he or she must have received an APPR under Education Law, section 3012-c or 3012-d in each year of service to be credited. No part time service will be credited toward completion of a probationary period.

### Civil Service Employees

Full time employees appointed on a probationary basis to positions classified by the Columbia County Civil Service Commission shall be appointed to a probationary period by a majority vote of the Operating Board upon recommendation of the District Superintendents. The probationary period for competitive class employees shall be one year unless otherwise provided by the Commission. The probationary period for non-competitive class employees shall be five years unless otherwise provided by the Commission. There is no probationary period for exempt class employees or for labor class employees and such employees shall serve at will.

### Other Employees

Unless otherwise provided by law, all other employees shall serve at will.

#### References:

Education Law, section 3014(1)(b)

Education Law, section 3012(1)(a)(i)

Intermunicipal Sharing Agreement between Questar III and Capital Region BOCES for the purpose of jointly operating TVHS

## **PROTOCOLS FOR INTERNSHIPS AND STUDENT TEACHING ASSIGNMENTS**

### Statement of Intent

On occasion, local colleges and universities request Tech Valley High School to provide internship and student teacher opportunities for their students. Tech Valley High School recognizes that as a leader in the educational community, it is expected and desirable to provide these opportunities because it will afford interns with practical experiences that can only be obtained in the workplace. Not only will the interns be better qualified to enter the educational workforce upon graduation, they will be encouraged to seek employment with Tech Valley High School.

At the same time, however, Tech Valley High School recognizes that our primary responsibility is to our students. Providing learning opportunities to interns cannot conflict with or in any way diminish the educational services provided to our students.

Internships and student teaching opportunities shall be undertaken in accordance with these policies.

### Approval of Internship or Student Teaching Assignments

1. Intern and student teaching assignments may be undertaken only with approval of the Tech Valley High School Principal/Chief Academic Officer. All requests for intern or student teaching opportunities, with supporting documentation from the college or university, should be forwarded to the Tech Valley High School Principal/Chief Academic Officer. The Principal/Chief Academic Officer will notify the district superintendents of any approved intern and student teachers.
2. Upon approval of the internship or student teaching assignment, the assigned Tech Valley High School teacher or professional will meet with the intern or student teacher to review this policy, policies and legal requirements relating to the privacy of student records, the Tech Valley High School's Code of Conduct policies, the Tech Valley High School Safety Policy, and any other Tech Valley High School policies related to the intern or teaching assignment.
3. Interns and student teachers shall receive no compensation or other remuneration from Tech Valley High School and are not employees of Tech Valley High School. To assure utmost protection of our students with whom interns and student teachers must work, however, Tech Valley High School will require that all interns and student teachers meet the same fingerprinting requirements as our employees who work with students, as provided in the

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BOARD POLICY NO. 5-110

Education Law. Fingerprint tests shall be at the expense of the intern or student teacher.

Intern and Student Teaching Protocols

1. Interns and student teachers shall be supervised by the assigned Tech Valley High School teacher or other educational professional, who shall be responsible for overseeing all aspects of the assignment and assuring that the intern or student teacher comport himself or herself in a professional manner.
2. Assigned Tech Valley High School staff shall be mindful that the interns and student teachers may not have direct contact with staff of component districts, committees on special education or with parents of Tech Valley High School students unless the assigned Tech Valley High School staff person is present and approves such contact in advance.
3. Interns and student teachers may attend CSE meetings with a Tech Valley High School staff member upon prior notification to the CSE chair. Interns and student teachers may attend parent conferences with Tech Valley High School staff.
4. Interns and student teachers will be provided identification badges by Tech Valley High School that will state the dates of internship or student teaching.
5. In instances where an intern is undertaking work which otherwise would require a professional license, the assigned Tech Valley High School staff person should be mindful that the intern is operating under the auspices of the staff person's license or certification (i.e. the school social worker, school psychologist, speech pathologist or therapist, occupational therapist, physical therapist or nursing licenses or certifications). All such work must be directly supervised by the Tech Valley High School staff person and must in all respects comply with legal standards and regularly accepted practices relating to such professional's work.
6. Interns and student teachers are not authorized to use physical restraints of students.
7. Interns and student teachers may draft reports or other materials for review by and use of their assigned Tech Valley High School staff person, however interns and students are not authorized to sign documents of any kind on behalf of Tech Valley High School, including but not limited to Medicaid and CSE reports.
8. All reports, reviews, evaluations or other documentation provided to the college or university regarding the intern or student teacher performance, prepared by Tech Valley High School staff, shall be reviewed by the supervising administrator before being provided to the college or university.

ADOPTED:

## FAMILY AND MEDICAL LEAVE ACT

Consistent with the federal Family and Medical Leave Act of 1993 ("FMLA"), the Board of Education recognizes the right of eligible employees to take up to twelve (12) weeks of unpaid leave during any twelve (12) month period for certain family and medical reasons ("Basic FMLA Leave"), and to take up to 26 weeks of unpaid leave in a single 12-month period to care for a military covered servicemember who has a serious injury or illness that incurred in the line of duty ("Military Caregiver FMLA Leave"). Any such leave shall be provided in accordance with FMLA, applicable Questar policies and collective bargaining agreements.

### I. Eligible Employees

In order to be eligible for leave under FMLA, a Tech Valley High School employee must (a) have worked for Tech Valley High School for at least 12 months, and (b) have worked at least 1,250 hours in the immediately preceding 12 months. Though not required to do so by law, Tech Valley High School, in its discretion, has chosen to extend the benefits of this FMLA policy to all employees who meet the requirements of (a) and (b) above, regardless of whether such employees are employed at a worksite where fifty (50) or more employees are employed by Tech Valley High School within seventy-five (75) miles of the worksite.

In accordance with FMLA, a full-time classroom teacher is presumed to meet the 1,250 hour requirement, in the absence of evidence to the contrary. "Teacher" is defined by FMLA and includes an employee employed principally in an instructional capacity whose principal functions is to teach and instruct students. The term "teacher" does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily non-instructional employees.

### II. Reasons for Leave

Eligible employees must be taking Basic FMLA Leave for one of the following reasons:

(a) To care for the employee's child after birth (so long as such leave concludes within 12 months from the date of the child's birth) or the placement for adoption or foster care (so long as such leave concludes within 12 months from the date of the child's placement);

(b) To care for a spouse, child or parent with a serious health condition;

(c) For the serious health condition of the employee that make the employee unable to perform the functions of his/her job; and



(d) For specific exigent circumstances arising when an employee's spouse, child or parent is on active military duty, or is called to active military duty. "Exigent circumstances" are defined by FMLA and include, by example, attending certain military events, arranging for alternative childcare, addressing certain legal and financial arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

Eligible employees must be taking Military Caregiver FMLA Leave to care for a covered servicemember (as defined by FMLA) who is the employee's spouse, child, parent, or other next-of-kin, and who has a serious injury or illness.

A "serious health condition" is defined by the FMLA and includes an illness, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the function of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

A "serious injury or illness," in the case a covered servicemember, is defined by FMLA and includes an injury or illness that incurred in the line of active duty that may render the person medically unfit to perform the duties of the person's office, grade, rank or rating.

### III. Period of Leave

During each single 12-month period, an eligible employee is limited to a combined total of 26 weeks of Basic FMLA Leave and Military Caregiver FMLA Leave, of which no more than 12 weeks may be attributable to Basic FMLA Leave. For purposes of calculating such 12-month period, the period shall be measured forward from the date on which an eligible employee first uses leave under FMLA. For example, if an employee first takes leave under FMLA starting on November 15, 2006, then the 12-month period will run from November 15, 2006 through November 14, 2007.

In certain instances, spouses who are both employed by Tech Valley High School may be entitled to only an aggregate total of 12 or 26 weeks of leave under this policy, as applicable.

### IV. Procedure for Requesting Leave

When such leave is foreseeable, an employee wishing to take leave under FMLA shall notify the Questar III Director of Human Resources of his/her request for such leave, in accordance with procedures established by Tech Valley High School, at least 30 days prior to the date when the leave is to begin. If such leave is not foreseeable, then notice shall be given as early as is practical.

Employees must provide sufficient information in order for Tech Valley High School to determine if the requested leave qualifies under FMLA, and the anticipated timing

and duration of such leave. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

V. Notification of Eligibility & Designation of FMLA Leave

Absent extenuating circumstances, Tech Valley High School will notify an employee in writing of his/her eligibility for leave under FMLA within five business days after the employee submits his/her request for leave, or after Tech Valley High School is otherwise aware of the employee's need for such leave. Such notice will specify any additional information required as well as the employee's rights and responsibilities while on such leave. If Tech Valley High School determines that an employee is not eligible for leave under FMLA, Tech Valley High School will notify the employee and provide a reason for the ineligibility.

Tech Valley High School also will inform an employee if his/her leave will be designated as leave under FMLA and the amount of leave counted against the employee's FMLA leave entitlement. If Tech Valley High School determines that the requested leave is not FMLA leave, Tech Valley High School will notify the employee and provide a reason.

VI. Use of Accrued Leave Time Under FMLA

Employees shall be required to use available sick leave for Basic FMLA Leave and/or Military Caregiver FMLA Leave before unpaid leave under FMLA is made available to them. Such sick leave shall be counted against the employee's FMLA leave entitlement. Up to twelve (12) weeks of unpaid childrearing leave requested by an eligible employee under a collective bargaining agreement may be counted against the employee's FMLA leave entitlement. Notwithstanding any other leave policies, unpaid leaves designated as FMLA leaves are not subject to approval of the Board.

If an employee chooses, or Tech Valley High School requires an employee to use accrued paid leave while taking leave under FMLA, such employee must comply with any applicable collective bargaining agreement or other applicable paid leave policy.

VII. Maintenance of Health Benefits

Tech Valley High School shall maintain group health insurance coverage for any employee on FMLA leave, whenever such insurance was provided before the leave was taken, on the same terms as if the employee had continued to work. If necessary, arrangements will be made for employees to pay their share of health insurance premiums while on leave. Tech Valley High School may, as permitted by the FMLA, recover premiums paid by Tech Valley High School to maintain an employee's health insurance coverage if that employee fails to return to work from FMLA leave.

## VIII. Intermittent Leave

In certain circumstances, FMLA leave may be taken intermittently or on a reduced schedule basis, rather than in one block. Intermittent leave is leave taken in separate blocks of time due to a single qualifying reason. A reduced leave schedule is a leave schedule that reduces an employee's usual number of working hours per workweek, or hours per workday.

An eligible employee may use intermittent or reduced schedule leave:

(a) Because of the employee's own serious health condition, to care for a parent or child with a serious health condition, or for Military Caregiver FMLA Leave if there is a medical need for such leave and such medical need can be best accommodated through leave on an intermittent or reduced schedule basis; or

(b) For Basic FMLA Leave due to exigent circumstances arising when an employee's spouse, child or parent is on active military duty, or is called to active military duty.

An eligible employee may take intermittent leave or reduced schedule leave after the birth or placement of a healthy child, only if Tech Valley High School agrees. Special rules apply if an instructional employee desires to take intermittent or reduced schedule leave.

Employees requesting intermittent or reduced schedule leave must attempt to schedule their leave so as not to disrupt Tech Valley High School's operations. Tech Valley High School may, in certain circumstances, assign an employee to an alternative position with equivalent pay and benefits that better accommodates the employee's intermittent or reduced leave schedule.

## IX. Return from Leave

Except as otherwise provided by FMLA, an employee who takes leave under FMLA will be able to return to the same job or a job with equivalent pay, benefits and other employment terms. The taking of FMLA leave cannot result in the loss of any benefit that accrued prior to the start of such leave.

In addition, special rules apply if a teacher desires to take FMLA leave near the end of an academic term.

Prior to returning from FMLA leave, Tech Valley High School may require that an employee present a certification of fitness to return to work when the absence was caused by the employee's serious health condition.

Failure to return from any leave may result in the employee's termination.

## X. Enforcement

FMLA makes it unlawful for any employer to interfere with, restrain, or deny the exercise of any right provided under FMLA, or to discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under FMLA. FMLA does not affect any Federal or State law prohibiting discrimination. An employee who disagrees with any determination by Tech Valley High School regarding a request for leave, or who believes that he or she has been retaliated against for requesting or taking FMLA leave, may file a complaint with the U.S. Department of Labor or commence a private lawsuit.

#### XI. Notice of Policy

Tech Valley High School shall post a notice prepared or approved by the Secretary of Labor stating the pertinent provisions of FMLA, including information concerning enforcement of the law. A copy of this Board Policy shall be distributed to current employees and to each new employee upon hire.

ADOPTED: 12/18/07

REVISED: 05/14/09

#### References:

29 USC §§ 2601-2654 (Family and Medical Leave Act of 1993)

29 CFR Part 825

**DRUG-FREE WORKPLACE**

No person may use, possess, sell, manufacture, or distribute alcohol or any illicit substance, nor may they use or possess drug paraphernalia, on BOCES grounds or at BOCES-sponsored events, or any place in which an employee is working within the scope of his/her employment or duties.

Examples of illicit substances are controlled substances (all drugs which are banned or controlled under federal or state law, including inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids), look-alikes, any other chemical substance which is deliberately ingested to produce psychological or physiological effects, other than accepted foods or beverages, and any of those substances commonly referred to as "designer drugs." The inappropriate use of prescription and over-the-counter drugs shall be prohibited.

Staff shall ensure that such medications are properly stored and secured against unauthorized and improper use.

The following person shall be prohibited from entering BOCES grounds or BOCES-sponsored events: any person exhibiting behavior, conduct, or personal or physical characteristics indicative of having used or consumed alcohol or other such substances, or any person who BOCES personnel have reasonable grounds to suspect is under the influence of alcohol or other such substances.

Additionally, any person engaged in work in connection with a Federal grant shall comply with the conditions found in the relevant Administrative Procedures.

- Ref: Drug-Free Workplace Act (DFWA), 41 U.S.C. §§702-707
- Controlled Substances Act, 21 U.S.C. §812
- 21 CFR §§1300.11-1300.15
- 34 CFR Part 85 (U.S. Dept. of Ed. Regulations under the DFWA)
- Civil Service Law §75
- Education Law §3020-a
- Patchogue-Medford Congress of Teachers v. Board of Education*,  
70 NY2d 57 (1987)

Adoption date:

**STAFF EVALUATION**

Tech Valley High School (TVHS) believes that the regular, rigorous and meaningful evaluation of staff in accord with statute and regulation is necessary to improve the achievement of students and the efficiency of the program.

Administrators

All administrators in TVHS shall be evaluated annually by the District Superintendent of Questar III BOCES or designee(s) in accordance with any applicable statute, regulation or collective bargaining agreements.

Certificated Employees

All certificated employees shall be evaluated annually by the District Superintendent of Questar III or designee(s) in accordance with any applicable statute, regulation or collective bargaining contracts and the TVHS Professional Performance Review Plan.

Classified Civil Service Staff Covered by a Collective Bargaining Agreement

Classified Civil Service staff shall be evaluated annually in accordance with any applicable collective bargaining agreement. The District Superintendent of Questar III shall ensure that all required evaluations take place.

Staff Not Covered By a Collective Bargaining Agreement

All employees not covered by a negotiated collective bargaining agreement shall be evaluated in writing annually.

All evaluations will be subject to review of the appropriate Assistant Superintendent, Division Director and/or District Superintendent. The employee shall be permitted to respond to the evaluation in writing. The evaluation document and the employee's written response, if any, will be placed in the employee's personnel file. A copy of all evaluations shall be furnished to the employee.

Ref: 8 NYCRR §100.2(o)(2) (Professional Performance Review Plans)

Adoption date:

## **DEFENSE AND INDEMNIFICATION OF OFFICERS AND EMPLOYEES**

### Defense and Indemnification pursuant to Education Law

The Operating Board recognizes its statutory obligation to indemnify and defend certain employees and, in certain circumstances, Board members and volunteers, pursuant Education Law sections 3023, 3028 and 3811. Such duties shall be contingent upon provision of timely notice as may be required by such laws.

### Defense and Indemnification pursuant to Public Officers Law

The Operating Board confers the benefits of Section 18 of the Public Officers Law upon officers of Tech Valley High School, including Operating Board members, and all non-bargaining unit employees, including any such former employee or officer, his or her estate or judicially appointed representative. The Operating assumes the liability for the costs incurred in accordance with the provisions of such law. Such benefits shall be supplemental and in addition to defense or indemnification protection conferred by any other provision of law and shall be contingent upon provision of timely notice as may be required by such law.

### Limitations on Defense and Indemnification

The duty to defend and indemnify will not apply unless the actionable claim is of the type covered by the above-referenced statutes and/or is not otherwise exempt from coverage pursuant to law. Further, the duty to defend and/or indemnify shall not arise where such action or proceeding is brought by or on behalf of Tech Valley High School.

ADOPTED:

### **EMPLOYEES PREVIOUSLY RETIRED UNDER A PUBLIC RETIREMENT SYSTEM**

On occasion, the Operating Board may appoint a person who has previously retired under a public retirement system to a position in Tech Valley High School. In such event, it shall be the full responsibility of such retiree to assure his or her compliance with any requirements of the retirement system, including but not limited to, complying with annual earnings limitations and seeking waivers from such limitations. In no event will Tech Valley High School be responsible for reimbursing an employee for any compensation, costs, or any other charge or expense related to an employee's failure to comply with requirements of the applicable retirement system.

A copy of this policy shall be given to any such employee at the time of appointment to a position in Tech Valley High School however failure to provide such copy shall not create a cause of action against Tech Valley High School or impose a duty on Tech Valley High School to assure such employee's compliance with requirements of any retirement system.

ADOPTED:

References:

Retirement and Social Security Law, §§ 102, 211, 212, 402



TECH VALLEY HIGH SCHOOL

BOARD POLICY NO. 5-118-F

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MEMBERS OF THE NEW YORK STATE AND LOCAL EMPLOYEES'  
RETIREMENT SYSTEMS

MEMBERS OF THE NEW YORK STATE TEACHERS' RETIREMENT SYSTEM

ELECTION TO BE EMPLOYED PURSUANT TO SECTION 212 OF THE  
RETIREMENT AND SOCIAL SECURITY LAW

Retiree Social Security Number: \_\_\_\_\_

Retiree Retirement No. \_\_\_\_\_

**To: The Tech Valley Regional Technical Institute (also known as Tech Valley High School)**

Please be advised that I elect employment with Tech Valley High School, pursuant to Article 7, Section 212 of the New York State Retirement and Social Security Law.

I understand that my total gross earnings from New York State public employment while working under this section of the law cannot exceed \$27,500 in calendar year under current law.

Further, I understand that earnings in excess of this amount, without the approval of the New York State Civil Service Commission pursuant to Section 211 of the New York State Retirement and Social Security Law, will result in suspension of my retirement allowance.

I acknowledge that it is my responsibility to be aware of and comply with the limits imposed by Section 212 of the Retirement and Social Security Law in this calendar year and in each subsequent year that I may be employed by Tech Valley High School. I further acknowledge my obligation to report my gross earnings, and the Employees Retirement System annually.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Retiree

**MEMBERS OF THE NEW YORK STATE AND LOCAL EMPLOYEES' RETIREMENT SYSTEMS**

**MEMBERS OF THE NEW YORK STATE TEACHERS' RETIREMENT SYSTEM**

**ELECTION TO BE EMPLOYED PURSUANT TO SECTION 212 OF THE RETIREMENT AND SOCIAL SECURITY LAW**

Retiree Social Security Number: \_\_\_\_\_

Retiree Retirement No. \_\_\_\_\_

**To: Tech Valley High School (Questar III BOCES and Capital Region BOCES)**

Please be advised that I elect employment with Tech Valley High School pursuant to Article 7, Section 212 of the New York State Retirement and Social Security Law.

I understand that my total gross earnings from New York State public employment while working under this section of the law cannot exceed \$27,500 in calendar year under current law.

Further, I understand that earnings in excess of this amount, without the approval of the New York State Civil Service Commission pursuant to Section 211 of the New York State Retirement and Social Security Law, will result in suspension of my retirement allowance.

I acknowledge that it is my responsibility to be aware of and comply with the limits imposed by Section 212 of the Retirement and Social Security Law in this calendar year and in each subsequent year that I may be employed by Tech Valley High School. I further acknowledge my obligation to report my gross earnings, and the Employees Retirement System annually.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Retiree

## TENURE POLICY

### I. Statement of Philosophy

The Operating Board of Tech Valley High School believes that Tech Valley High School students and component school boards should be served by staff members who are well qualified to undertake their responsibilities. The Operating Board recognizes that decisions on tenure can have long-ranging impacts on student learning and growth and can either advance or detract from its relationships with component districts. It is the Operating Board's belief that making good tenure decisions will advance the reputation of Tech Valley High School as an educational institution that provides superior instructional and district services to its component districts, thereby advancing the educational goals of all public educational institutions within the counties it serves.

This policy will promote these statements of philosophy, by providing clear expectations of achievement for probationary, tenure-track staff members in order to be recognized through the process of obtaining tenure, and by providing guidance to supervisory staff for making of tenure recommendations to the Operating Board. To the extent tenure-track employees are governed by the evaluation requirements set forth in Education Law, section 3012-d, this policy aligns with such requirements.

### II. Expectation of Performance

- A. All Tech Valley High School employees are expected to achieve and maintain a high level of professional performance and are expected to be representative of the organization's commitment to "service, learning and excellence."
- B. All probationary tenure-track employees shall be expected to have met, by the expiration of their probationary period, the following standards for performance:
  - 1. Exhibits a good work ethic, are consistently dependable and accept responsibility for their assignments;
  - 2. Exhibits good teamwork and conflict management skills by working well with others within Tech Valley High School and with component districts;
  - 3. Exhibits an understanding of Tech Valley High School's policies and performs in accordance with those policies;
  - 4. Exhibits a command of the subject material that is required of their positions while at the same time being willing to continue to learn new skills;
  - 5. Undertakes new assignments with enthusiasm and dedication;
  - 6. Exhibits a good understanding of the overall mission of Tech Valley High School and how their performance carries out that mission;

- 7. Understands that all Tech Valley High School employees serve as ambassadors of Tech Valley High School, its work and that of its component districts;
  - 8. Completes any remediation activities or strategies identified as useful or necessary to meeting professional expectations set forth in this policy; and
  - 9. Exhibits the attitude that mediocrity of professional performance is not acceptable.
- C. All probationary teachers additionally shall be expected to have consistently demonstrated, by the expiration of their probationary period, teaching that comports with the New York State Teaching Standards (September, 2011):
- 1. Standard I: Knowledge of Students and Student Learning. Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
  - 2. Standard II: Knowledge of Content and Instructional Planning. Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.
  - 3. Standard III: Instructional Practice. Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
  - 4. Standard IV: Learning Environment. Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
  - 5. Standard V: Assessment for Student Learning. Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
  - 6. Standard VI: Professional Responsibilities and Collaboration. Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.
  - 7. Standard VII: Professional Growth. Teachers set informed goals and strive for continuous professional growth.
- D. All probationary related services staff shall be expected to have met, by the expiration of their probationary period, the following additional standards for performance:
- 1. Provides a caring, empathetic, supportive and understanding environment for their students;
  - 2. Generates enthusiasm for learning and self-improvement among their students;
  - 3. Exhibits a good rapport and seeks to collaborate with students, administrators, parents and other professional staff;

- 4. Demonstrates an understanding and appreciation of the diversity of Questar III students;
  - 5. Provides quality instruction or therapy to their students, using methods and materials appropriate to their students;
  - 6. Where applicable, undertakes appropriate preparation for instruction, employing the necessary pedagogical practices to support instruction;
  - 7. Demonstrates a good understanding of New York State Learning Standards or, as applicable, professional standards relating to their certification or licensure, and delivers instruction or therapy that incorporates these;
  - 8. Creates a cooperative and meaningful learning environment where all students are encouraged to participate and meet their personal educational goals;
  - 9. Exhibits initiative and creativity in locating and preparing materials and resources in order to consistently provides quality instruction or therapy appropriate to their students;
  - 10. Completes their annual professional development goals;
  - 11. Demonstrates growth in annual professional performance reviews;
  - 12. Where applicable, completes mentoring program required for certification; and
  - 13. Utilizes reflection in order to continually improve their practices.
- E. All probationary teaching assistants shall be expected to have met, by the expiration of their probationary period, the following additional standards for performance:
- 1. Provides a caring, empathetic, supportive and understanding environment for their students;
  - 2. Generates enthusiasm for learning and self-improvement among their students;
  - 3. Exhibits a good rapport and seeks to collaborate with students, administrators and other professional staff;
  - 4. Demonstrates an understanding and appreciation of the diversity of Tech Valley High School students;
  - 5. Communicates effectively with students, in a way that advances an enthusiasm for learning;
  - 6. Consistently attends to the organization of the physical environment of the classroom;
  - 7. Demonstrates growth in annual professional performance reviews; and
  - 8. Consistently carries out the instructional program established for students in an effective way.

- F. All tenure-track administrators other than principals shall be expected to have met, by the expiration of their probationary period, the following additional standards for performance:
1. Demonstrate a high degree of understanding of relationships between and among Tech Valley High School and its component districts;
  2. Consistently establishes professional relationships with colleagues that advances the mission of Tech Valley High School;
  3. Demonstrates an understanding and appreciation of the diversity of Tech Valley High School students and their communities;
  4. Completes their annual professional development goals;
  5. Utilizes reflection in order to continually improve their practices;
  6. Actively seeks out and participates in new initiatives that carry out the mission of Tech Valley High School; and
  7. Represents Tech Valley High School in all venues ways that advance the reputation of the organization and its component districts.
- G. All principals additionally shall be expected to have consistently demonstrated, by the expiration of their probationary period, leadership that comports with the Educational Leadership Policy Standards: ISLLC 2008):
1. Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
  2. Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
  3. Standard 3: An educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
  4. Standard 4: An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
  5. Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
  6. Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

### III. Additional requirements for classroom teachers and principals

Probationary classroom teachers and principals are evaluated pursuant to the annual professional performance review (APPR) requirements set forth in Education Law, section 3012-d and in accordance with the approved Questar III APPR. In addition to expectations set forth in section II. of this policy, annual

professional performance reviews during the probationary period will be a significant factor for tenure decisions.

#### IV. Tenure Review Process

- A. The District Superintendent shall assure the establishment of procedures that will result in timely recommendations regarding tenure being made to the Board.
- B. A tenure review committee shall be established for each probationary employee undergoing tenure review, for the purpose of making recommendations to the District Superintendents. The committee shall be composed of Tech Valley High School Principal/Chief Academic Officer, the Questar III Director of Human Resources, and designees of each district superintendent.
- C. The tenure review committee shall review and consider, among any other relevant materials or information, the employee's annual professional performance reviews during the probationary period, any counseling memoranda within the employee's personnel file, and information solicited from committee members for the purpose of making a recommendation on tenure to the district superintendents, considering the philosophy and expectations set forth in this policy.
- D. Recommendations made to the Operating Board shall contain such information and be presented in a format that allows the Operating Board to well-consider whether the granting of tenure may be made in accordance with the statement of philosophy and professional expectations set forth in this policy.
- E. Any failure to conform to such processes set forth herein shall not defeat or otherwise affect the Operating Board's ability to make a decision on any tenure recommendation, if otherwise in accordance with law.

ADOPTED :

References:

Education Law, section 3012-d  
New York State Teaching Standards, September (2011) at:  
<http://www.highered.nysed.gov/tcert/resteachers/teachingstandards.html>

Educational Leadership Policy Standards (ISLLC 2008) at:  
[http://www.ccsso.org/Resources/Publications/Educational\\_Leadership\\_Policy\\_Standards\\_ISLLC\\_2008\\_as\\_Adopted\\_by\\_the\\_National\\_Policy\\_Board\\_for\\_Educational\\_Administration.html](http://www.ccsso.org/Resources/Publications/Educational_Leadership_Policy_Standards_ISLLC_2008_as_Adopted_by_the_National_Policy_Board_for_Educational_Administration.html)

## OBTAINING PERMANENT STATUS - CIVIL SERVICE EMPLOYEES

### I. Statement of Philosophy

The Tech Valley High School Operating Board believes that Tech Valley High School students and component school boards should be served by staff members who are well qualified to undertake their responsibilities. It recognizes that according employees permanent civil service status can have long-range impacts on how Tech Valley High School work is carried out and can influence, by advancing or detracting from, its relationships with component districts. It is the Operating Board's belief that making good decisions in granting permanent status to employees will advance the reputation of Tech Valley High School as an educational institution that provides superior instructional and district services to its component districts, thereby advancing the educational goals of all public educational institutions within the counties it serves.

This policy will promote these statements of philosophy, by providing clear expectations of achievement for probationary civil service employees and by providing guidance to supervisory staff for making such recommends.

### II. Expectation of Performance

- A. All employees are expected to achieve and maintain a high level of professional performance and are expected to have the respect of colleagues.
- B. All probationary civil service employees shall be expected to have met, by the expiration of their probationary period, the following standards for performance:
  - 1. Exhibits a good work ethic, is consistently dependable and accepts responsibility for assignments;
  - 2. Exhibits good teamwork and conflict management skills by working well with others within the Tech Valley High School organization and with component districts;
  - 3. Exhibits an understanding of Tech Valley High School policies and performs in accordance with those policies;
  - 4. Exhibits a command of the subject material that is required of the position while at the same time being willing to continue to learn new skills;
  - 5. Undertakes new assignments with enthusiasm and dedication;
  - 6. Exhibits a good understanding of the overall mission of Tech Valley High School and how one's performance carries out that mission;



- 7. Understands that all Tech Valley High School employees serve as ambassadors of Tech Valley High School, its work and that of its component districts;
- 8. Completes any remediation activities or strategies identified as useful or necessary to meeting professional expectations set forth in this policy;
- 9. Exhibits the attitude that mediocrity of professional performance is not acceptable.
- 10. Exhibits initiative, creativity and resourcefulness;
- 11. Has the knowledge and skills expected for the position and consistently produces high quality work products; and
- 12. Utilizes reflection in order to continually improve their practices.

III. Performance Evaluation Process

- A. The District Superintendents shall assure the establishment of procedures that will result in timely recommendations regarding the granting of permanent status to civil service employees.
- B. Recommendations shall consider, among any other relevant materials or information, periodic evaluations made of the employee during the probationary period, any counseling memoranda within the employee's personnel file, and recommendation of the Tech Valley High School Principal/Chief Academic Officer.
- C. Recommendations shall contain such information and be presented in a format that allows the Operating Board to well-consider whether permanent status may be granted in accordance with the statement of philosophy and professional expectations set forth in this policy.
- D. Any failure to conform to such processes set forth herein shall not defeat or otherwise affect Tech Valley High School's ability to make a decision on any permanent status recommendation, if otherwise in accordance with law.


ADOPTED:



TECH VALLEY HIGH SCHOOL  
INTERNAL CLAIMS AUDIT REPORT  
July - August 2019

Warrant #	Description	Check Dates	Amount	Checks Issued	EFT's	Check Series
1	General Payables	7/3/2019	\$ 48,916.90	4	0	4143 - 4146
2	Payroll Deductions	7/10/2019	\$ 15,946.13	1	7	11066
3	General Payables	7/17/2019	\$ 14,186.76	12	0	4147 - 4158
4	Payroll Deductions	7/24/2019	\$ 17,377.17	1	7	11084
5	General Payables	7/31/2019	\$ 55,119.68	11	0	4159 - 4169
6	Misc T&A	7/31/2019	\$ 4,654.94	1	1	11085
7	Payroll Deductions	8/7/2019	\$ 18,884.24	1	7	11100
8	General Payables	8/8/2019	\$ 42,208.11	14	0	3894 - 3907
9	Federal Payables	8/14/2019	\$ 115,166.00	1	0	4173
10	Payroll Deductions	8/21/2019	\$ 18,689.95	1	7	11115
11	General Payables	8/29/2019	\$ 113,292.48	12	0	4174 - 4185
12	Misc T&A	8/29/2019	\$ 5,176.80	1	0	11116
Period Totals			\$ 469,619.16	60	29	

	Exceptions:	Warrant	Amount	Vendor	Explanation
1	Confirming PO	5	\$ 3,975.56	Increment Mentoring Group LLC	After the fact due to the invoice being first knowledge of bill.
2	Confirming PO	5	\$ 63.34	Jessica Obercon	Travel made prior to the blanket PO date of 7/23/2019.
3	Confirming PO	5	\$5,665.00	Questar III	After the fact due to the invoice being the first notice to open a PO.
4	Confirming PO	8	\$ 259.93	J. Niedermeler	Blanket PO missed when entering 2020 PO's.
5	Confirming PO	11	\$ 12,690.21	Questar III	After the fact due to the invoice being the first notice to open a PO.

  
Michael T. Wolff, C.I.A.  
Internal Claims Auditor  
Tech Valley High School

September 16, 2019

**TECH VALLEY HIGH SCHOOL  
CONSOLIDATED REVENUE STATUS REPORT**  
as of 8/31/2019

	Original Estimate	Adjustments	Current Estimate	Year-to-Date Revenues	Anticipated Balance
<u>Anticipated Revenues</u>					
Tuition A455	1,785,000.00		1,785,000.00		1,785,000.00
Tuition Other BOCES A455	30,030.00		30,030.00		30,030.00
Tuition Non Component A455	0.00		0.00		0.00
Special Education Billing	225,000.00		225,000.00		225,000.00
Legislative Grant 2017/2018 F904	460,666.00		460,666.00		460,666.00
TVHS Foundation	0.00	20,000.00	20,000.00		20,000.00
Revenue for Carry Over Encumbrance	0.00	1,884.03	1,884.03	0.00	1,884.03
Refunds of Prior Years Expense	3,500.00		3,500.00		3,500.00
Miscellaneous Revenue	40,000.00		40,000.00	11,409.00	28,591.00
Interest Income	500.00		500.00	259.35	240.65
<b>Total Anticipated Revenues</b>	<b>2,544,696.00</b>	<b>21,884.03</b>	<b>2,566,580.03</b>	<b>11,668.35</b>	<b>2,554,911.68</b>

HIGHLIGHTS/CHANGES

9/13/19  
Date

*Kimberly A. Duman*  
Treasurer

11/3/19  
Date

*W. S. ...*  
Director, Business Operations

### TECH VALLEY HIGH SCHOOL

#### 2019-2020 BUDGET

as of August 31, 2019

Presented on the Accrual Basis

ACTUAL RESULTS 2018/2019	APPROVED BUDGET 2019/2020	ACTUAL BUDGET 2019/2020
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#### REVENUES

	<u>130</u>	<u>140</u>	<u>136</u>
Estimated Number of Students			
Tuition	1,726,000	1,785,000	1,786,000
Tuition Other BOCES	14,438	30,030	30,030
Tuition Non-Component	0	-	-
Special Education Billing	228,727	226,000	226,000
Legislative Grant #1	460,666	460,666	460,666
Revenue for Carry Over Encumbrance	47,048	-	1,884
Refunds Prior Years Expenses	3,927	3,500	3,500
Tech Valley High School Foundation	21,950	-	20,000
Miscellaneous Revenue	51,975	40,000	40,000
Interest Income	1,327	500	500
<b>TOTAL REVENUES</b>	<u><b>2,556,058</b></u>	<u><b>2,544,696</b></u>	<u><b>2,566,580</b></u>

**TECH VALLEY HIGH SCHOOL**

**2019-2020 BUDGET**

as of August 31, 2019

Presented on the Accrual Basis

ACTUAL RESULTS 2018/2019	APPROVED BUDGET 2019/2020	ACTUAL BUDGET 2019/2020
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**EXPENSES**

**ADMINISTRATIVE**

**Personnel**

Administrative Salaries	121,613	122,604	122,604
Support & Clerical Salaries	74,459	50,880	50,880
Fringe Benefits	89,152	83,985	83,985
	<u>285,124</u>	<u>257,469</u>	<u>257,469</u>

**Equipment**

Equipment	30,673	18,000	19,023
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**Materials & Supplies**

General Supplies	11,641	10,000	10,861
Periodicals		1,000	1,000
Assets under \$500		1,000	1,000
Meeting Expenses/Food & Grocery	910	800	800
Subscriptions	333	16,000	16,000
Software Licenses	8,335	11,000	11,000
	<u>21,219</u>	<u>38,800</u>	<u>39,661</u>

**Contractual**

Telephone	6,073	6,205	6,205
Insurance	42,621	46,350	46,350
Equip Rentals & Leases	4,216	8,500	8,500
Postage	1,282	1,500	1,500
Travel-In-District	1,531	6,000	6,000
Conference & Other Travel	5,799	8,000	8,000
Assoc Dues & Memberships	10,507	10,000	10,000
Printing & Copying	1,325	3,500	3,500
Fieldtrips	1,901	-	-
Workshop Related Costs	6,059	-	-
Other Misc Expense	26,160	37,000	37,000
Facility Payment	78,992	83,000	83,000
	<u>186,466</u>	<u>210,055</u>	<u>210,055</u>

**Contract Prof Service**

Accountants & Auditors	8,900	9,500	9,500
Funding Initiatives	17,292	17,292	17,292
Other Prof & Tech	-	1,500	1,500
	<u>26,192</u>	<u>28,292</u>	<u>28,292</u>

**School Districts & Other BOCES**

BOCES/SCH DST -OTHER SRV	36,974	61,199	61,199
	<u>36,974</u>	<u>61,199</u>	<u>61,199</u>

**Occupancy**

Data Communications	7,293	7,901	7,901
Cleaning/Ancillary Lease costs	-	-	-
	<u>7,293</u>	<u>7,901</u>	<u>7,901</u>

**TOTAL ADMINISTRATIVE**

	<u>592,941</u>	<u>621,716</u>	<u>623,600</u>
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TECH VALLEY HIGH SCHOOL

2019-2020 BUDGET

as of August 31, 2019

Presented on the Accrual Basis

ACTUAL RESULTS 2018/2019	APPROVED BUDGET 2019/2020	ACTUAL BUDGET 2019/2020
-----------------------------	------------------------------	----------------------------

INSTRUCTIONAL

Personnel

Instructional Salaries	1,183,832	1,027,547	1,047,547
Instructional Support Salaries	-	171,399	171,399
Non-Instructional Salaries	41,046	45,000	45,000
Substitute Teacher Salaries	2,800	2,500	2,500
Fringe Benefits	471,065	535,068	535,068
	<u>1,698,743</u>	<u>1,781,514</u>	<u>1,801,514</u>

Equipment

Equipment	46,429	55,000	55,000
Furniture	-	-	-
	<u>46,429</u>	<u>55,000</u>	<u>55,000</u>

Materials & Supplies

Supplies	19,519	17,000	17,000
Textbooks	13,092	15,000	15,000
Assets under \$500	-	1,000	1,000
Software Licenses	-	9,600	9,600
	<u>32,611</u>	<u>42,600</u>	<u>42,600</u>

Contractual

Postage	-	1,000	1,000
Staff Development & Conferences	200	6,000	6,000
Admissions	1,890	1,500	2,000
Transportation	-	12,000	12,000
Physical Education-Related Expenditures	31,546	-	-
Online Tuition	-	-	-
Assets under \$500	-	-	-
Software Licenses	-	-	-
Misc	11,521	9,600	9,000
	<u>46,257</u>	<u>30,000</u>	<u>30,000</u>

BOCES/SCH DST -OTHER SRV - 13,868 13,868

TOTAL INSTRUCTIONAL 1,823,040 1,922,980 1,942,980

TOTAL PROGRAM COSTS 2,415,981 2,544,696 2,566,580

COST PER STUDENT \$ 18,584 \$ 18,176 \$ 18,872

SURPLUS OR (DEFICIT) \$ 139,077 \$ - \$ -

9/13/19  
Date

9/13/19  
Date

Kimberly G. Dwan  
Treasurer

[Signature]  
Director, Business Operations

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

as of 08/31/2019

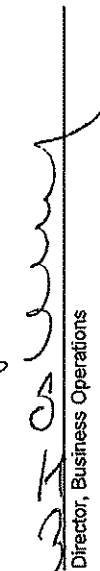
Description	Initial Budget	Adjustments	Current Budget	Year-to-Date Expenditures	Encumbrances Outstanding	Unencumbered Balance
<b>150 CERTIFIED SALARIES</b>						
TEACHER SALARIES	1,030,146.72	20,000.00	1,050,146.72	173,311.71	867,835.04	8,999.97
ADMINISTRATIVE SALARIES	294,003.00	0.00	294,003.00	39,707.36	252,507.22	1,788.42
<b>150 Subtotal Certified Salaries</b>	<b>1,324,149.72</b>	<b>20,000.00</b>	<b>1,344,149.72</b>	<b>213,019.07</b>	<b>1,120,342.26</b>	<b>10,788.39</b>
<b>160 SUPPORT SALARIES</b>						
160 Subtotal Support Salaries	95,780.00	0.00	95,780.00	7,772.84	86,483.30	1,523.86
<b>200 EQUIPMENT</b>						
200 Subtotal Equipment	73,000.00	1,022.61	74,022.61	1,022.61	1,499.00	71,501.00
<b>300 SUPPLIES &amp; MATERIALS</b>						
GENERAL SUPPLIES	27,000.00	861.42	27,861.42	2,287.71	14,208.92	11,364.79
TEXTBOOKS	15,000.00	0.00	15,000.00	323.29	583.65	14,093.06
Periodicals	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
Assets under \$500	2,000.00	0.00	2,000.00	108.08	60.00	1,831.92
CAFETERIA (FRL)	800.00	0.00	800.00	19.90	780.10	0.00
SUBSCRIPTIONS	15,000.00	0.00	15,000.00	12,390.21	0.00	2,608.79
COMPUTER SOFTWARE PURCH	20,600.00	0.00	20,600.00	1,100.00	1,507.50	17,992.50
<b>300 Subtotal Supplies &amp; Materials</b>	<b>81,400.00</b>	<b>861.42</b>	<b>82,261.42</b>	<b>16,229.19</b>	<b>17,140.17</b>	<b>48,892.06</b>
<b>400 CONTRACTUAL &amp; OTHER</b>						
TELEPHONE	6,205.00	0.00	6,205.00	503.75	5,541.25	160.00
DATA COMMUNICATIONS	7,901.00	0.00	7,901.00	187.50	7,522.11	191.39
INSURANCE	46,350.00	0.00	46,350.00	44,142.00	0.00	2,208.00
EQUIP RENTALS & LEASES	8,500.00	0.00	8,500.00	729.90	4,110.10	3,660.00
POSTAGE	2,500.00	0.00	2,500.00	117.14	1,382.85	1,000.01
TRAVEL-IN DISTRICT	6,000.00	0.00	6,000.00	323.27	2,376.73	3,300.00
CONFERENCE & OTHER TRAVEL	8,000.00	0.00	8,000.00	1,650.02	0.00	6,349.98
ASSOC DUES & MEMBERSHIPS	16,000.00	0.00	16,000.00	13,720.56	149.00	2,130.44
FIELD TRIPS	1,500.00	0.00	1,500.00	1,000.00	243.75	256.25
ADMISSIONS Transportation	12,000.00	0.00	12,000.00	0.00	11,000.00	1,000.00
PRINTING & COPYING	3,500.00	0.00	3,500.00	0.00	1,500.00	2,000.00
OTHER MISC EXPENSE	46,500.00	0.00	46,500.00	0.00	2,528.00	43,972.00
FACILITY PAYMENTS	83,000.00	0.00	83,000.00	20,356.50	61,954.34	689.16
<b>400 Subtotal Contractual &amp; Other</b>	<b>247,956.00</b>	<b>0.00</b>	<b>247,956.00</b>	<b>82,730.64</b>	<b>98,308.13</b>	<b>66,917.23</b>

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

as of 08/31/2019

Description	Initial Budget	Adjustments	Current Budget	Year-to-Date Expenditures	Encumbrances Outstanding	Unencumbered Balance
<b>440 CONTRACTED PROFESSIONAL SERVICES</b>						
Funding Initiatives	17,292.00	0.00	17,292.00	0.00	0.00	17,292.00
CONSULTANTS & OTH PERS SRV	9,500.00	0.00	9,500.00	0.00	8,900.00	600.00
Other Professional & Tech	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
<b>440 Subtotal Contracted Professional Services</b>	<b>28,292.00</b>	<b>0.00</b>	<b>28,292.00</b>	<b>0.00</b>	<b>8,900.00</b>	<b>19,392.00</b>
<b>470 Rental of Facilities</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>490 SERVICES FROM SCH DIST &amp; BOCES</b>						
490 Subtotal Services From Rental of Facilities	0.00	0.00	0.00	0.00	0.00	0.00
<b>490 Subtotal Services From Sch Dist &amp; BOCES</b>	<b>75,065.00</b>	<b>0.00</b>	<b>75,065.00</b>	<b>14,455.79</b>	<b>55,472.11</b>	<b>5,137.10</b>
<b>800 EMPLOYEE BENEFITS</b>						
HEALTH INSURANCE	344,681.09	(25.00)	344,656.09	51,071.56	269,495.13	24,089.40
EMPLOYEES' RETIREMENT	14,384.00	0.00	14,384.00	1,236.01	12,362.31	785.68
TEACHERS' RETIREMENT	123,683.70	0.00	123,683.70	17,099.50	99,019.55	7,564.65
SOCIAL SECURITY	108,639.44	0.00	108,639.44	16,123.66	92,322.17	188.61
UNEMPLOYMENT INSURANCE	2,631.68	25.00	2,656.68	441.57	2,413.69	1.42
WORKERS' COMPENSATION	1,296.00	0.00	1,296.00	0.00	0.00	1,296.00
DENTAL INSURANCE	8,056.00	0.00	8,056.00	1,200.00	6,440.00	416.00
DISABILITY INSURANCE	10,481.37	0.00	10,481.37	1,607.00	8,384.69	489.68
EMPLOYEE BENEFITS	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
<b>800 Subtotal Employee Benefits</b>	<b>619,053.28</b>	<b>0.00</b>	<b>619,053.28</b>	<b>88,784.30</b>	<b>490,437.54</b>	<b>39,831.44</b>
<b>TOTAL CURRENT EXPENDITURES BUDGET</b>	<b>2,544,696.00</b>	<b>21,884.03</b>	<b>2,566,580.03</b>	<b>424,014.44</b>	<b>1,878,582.51</b>	<b>263,983.08</b>

  
 Kimberly G. Dwan  
 Treasurer

  
 Director, Business Operations

9/13/19  
Date

\_\_\_\_\_  
Date



TECH VALLEY REGIONAL HIGH SCHOOL  
CHECKING ACCOUNT

MONTH OF August 31, 2019

Cash Balance as of: July 31, 2019

General Fund - Key Bank	810,692.95
Special Aid Fund - Key	153,155.19
T&A Fund - Key	30.84
Capital Fund - Key	<u>130,641.99</u>

TOTAL BEGINNING CASH: \$ 1,094,620.97

RECEIPTS:

General Fund - Key	5,459.12
Special Aid Fund - Key	-
Trust & Agency Fund - Key	126,224.68
Capital Fund - Key	-
Interest on Investments & Savings	<u>123.96</u>

TOTAL RECEIPTS: 131,807.76

DISBURSEMENTS:

General Fund - Key	(213,299.45)
Special Aid Fund - Key	(147,970.88)
Trust & Agency Fund - Key	(126,302.90)
Capital Fund - Key	-

TOTAL DISBURSEMENTS: (487,573.23)

Cash Balance as of August 31, 2019

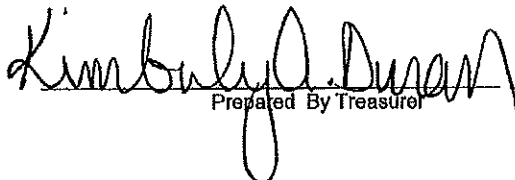
General Fund - Key	602,976.58
Special Aid Fund - Key	5,184.31
T&A Fund - Key	(47.38)
Capital Fund - Key	<u>130,641.99</u>

TOTAL ENDING CASH: \$ 738,755.50

**BANK BALANCES**

Balance per Key Bank Statement:		\$ 859,039.97
Less: Outstanding Checks- Key Checking	\$ (120,284.47)	<u>(120,284.47)</u>
Add: Deposits in Transit	\$ -	<u>-</u>
<b>TOTAL</b>	\$ -	<u>\$ 738,755.50</u>

  
Verified By Director, Business Operations

  
Prepared By Treasurer

TECH VALLEY REGIONAL HIGH SCHOOL  
CHECKING ACCOUNT

MONTH OF August 31, 2019

Cash Balance as of: July 31, 2019

Extra Classroom- Key Bank 7,584.40

TOTAL BEGINNING CASH: \$ 7,584.40

RECEIPTS:

Extra Classroom- Key Bank -

TOTAL RECEIPTS: -

DISBURSEMENTS:

Extra Classroom- Key Bank -

TOTAL DISBURSEMENTS: -

Extra Classroom- Key Bank 7,584.40

TOTAL ENDING CASH: \$ 7,584.40

**BANK BALANCES**

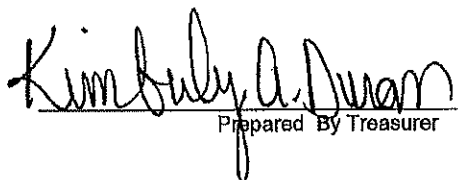
Balance per Key Bank Statement: \$ 7,584.40

Less: Outstanding Checks- Key Checking \$ -

Add: Deposits in Transit \$ -

**TOTAL** \$ 7,584.40

  
Verified by Director, Business Operations

  
Prepared By Treasurer

TECH VALLEY REGIONAL HIGH SCHOOL  
CHECKING ACCOUNT

MONTH OF July 31, 2019

Cash Balance as of: June 30, 2019

General Fund - Key Bank	1,000,176.37
Special Aid Fund - Key	(41,439.57)
T&A Fund - Key	190.98
Capital Fund - Key	<u>130,641.99</u>

TOTAL BEGINNING CASH: \$ 1,089,569.77

RECEIPTS:

General Fund - Key	11,243.19
Special Aid Fund - Key	227,415.25
Trust & Agency Fund - Key	108,427.71
Capital Fund - Key	-
Interest on Investments & Savings	<u>135.39</u>

TOTAL RECEIPTS: 347,221.54

DISBURSEMENTS:

General Fund - Key	(200,862.00)
Special Aid Fund - Key	(32,820.49)
Trust & Agency Fund - Key	(108,587.85)
Capital Fund - Key	

TOTAL DISBURSEMENTS: (342,270.34)

Cash Balance as of July 31, 2019

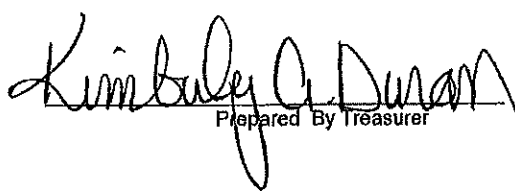
General Fund - Key	810,692.95
Special Aid Fund - Key	153,155.19
T&A Fund - Key	30.84
Capital Fund - Key	<u>130,641.99</u>

TOTAL ENDING CASH: \$ 1,094,520.97

**BANK BALANCES**

Balance per Key Bank Statement:		\$ 1,161,616.96
Less: Outstanding Checks- Key Checking	\$ (67,095.99)	<u>(67,095.99)</u>
Add: Deposits in Transit	\$ -	<u>-</u>
<b>TOTAL</b>	\$ -	<u>\$ 1,094,520.97</u>

  
Verified By Director, Business Operations

  
Prepared By Treasurer

TECH VALLEY REGIONAL HIGH SCHOOL  
CHECKING ACCOUNT

MONTH OF July 31, 2019

Cash Balance as of: June 30, 2019

Extra Classroom- Key Bank 7,499.40

TOTAL BEGINNING CASH: \$ 7,499.40

RECEIPTS:

Extra Classroom- Key Bank 85.00

TOTAL RECEIPTS: 85.00

DISBURSEMENTS:

Extra Classroom- Key Bank -

TOTAL DISBURSEMENTS: -

Extra Classroom- Key Bank 7,584.40

TOTAL ENDING CASH: \$ 7,584.40

**BANK BALANCES**

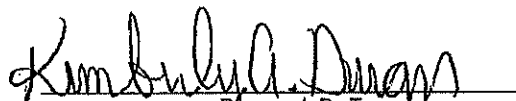
Balance per Key Bank Statement: \$ 7,752.17

Less: Outstanding Checks- Key Checking \$ (167.77) (167.77)

Add: Deposits in Transit \$ - -

**TOTAL** \$ 7,584.40

  
Verified by Director, Business Operations

  
Prepared By Treasurer

# Tech Valley High School

Principal's Report  
Operating Board  
September 26, 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.



**134 Students**

**56 CR BOCES | 78 Q3 BOCES**

**30**

Districts currently attending TVHS.

**14 CR BOCES | 16 Q3 BOCES\***

\*For purposes of graphic, Hoosick Falls is considered Q3 and Albany is CR

9th	10th	11th	12th
<b>41</b>	<b>43</b>	<b>26</b>	<b>24</b>



**TechValley**  
HIGH SCHOOL

**Rishita Nagothi  
Cecilia Arsky  
Alaina March**

**Entered 11th grade with**

**20**

**college credit hours**

**Zoey Flansburg  
Mina Olsson  
Lexi Squair**

**Entered 10th grade with**

**11**

**college credit hours**

**Transfer Guide**  
Tech Valley High School Collegeready Program  
to Excelsior College A.S. Liberal Arts  
Revision: August 2019

This program plan outlines how students can transfer from the Tech Valley High School Collegeready Program to the Excelsior College A.S. Liberal Arts program. The following credits will apply for students enrolling in the A.S. Liberal Arts program.

**Student:** \_\_\_\_\_  
**Home District:** \_\_\_\_\_  
**Graduation Year:** \_\_\_\_\_

Enrolled	Suggested Year	Tech Valley High School	Semester Hours	Excelsior College Requirement	Semester Hours	Credits Earned
<input type="checkbox"/>	9-11		3	Natural Sciences/Mathematics AND Arts & Sciences	3	3
<input type="checkbox"/>	12		3-4	Arts & Sciences	4	4
<input type="checkbox"/>	10-12	BIO 175 Forensic Science (Albany)	3	Applied Professional	3	3
<input type="checkbox"/>	10-12	Art 126 Intro to Drawing (St. Roes)	3	Humanities	3	3
<input type="checkbox"/>	9-10	MATH 100 Elementary Algebra II (HVCC)	3	Mathematics	3	3
<input type="checkbox"/>	11	CHNS 200 Chinese Language and Culture II (HVCC)	3	Arts & Sciences	3	3
<input type="checkbox"/>	11	HIST 100 Interpretations of American History I (HVCC)	3	Social Sciences/History Requirement	3	3
<input type="checkbox"/>	11	HIST 111 Interpretations of American History II (HVCC)	3	Social Sciences/History Requirement	3	3
<input type="checkbox"/>	10-12	MSCI 101 Nanotechnology Survey (SUNY Poly)	3	Applied Professional/Non Elective	3	3
<input type="checkbox"/>	10-12	Phil 205B Issues Ethics (St. Roes)	3	Elective	3	3
<input type="checkbox"/>	11-12	AAANT 168 Cultural Anthropology	3	Arts & Sciences	3	3
<input type="checkbox"/>	12	ACAC 203 Intermediate Chinese IV (Albany)	3	Arts & Sciences	3	3
<input type="checkbox"/>	10-12		3-4		3	3
			50	TOTAL CREDITS ACCEPTED FROM TVHS	50	50

Courses to be taken at Excelsior		Excelsior	Excelsior	Excelsior
Enrolled	Suggested Year	Excelsior	Semester Hours	Credits Earned
<input type="checkbox"/>	10	IND 107 CORNERSTONE A (FOUNDATIONS)	3	3
<input type="checkbox"/>	10	INL 102 INFORMATION LITERACY	1	1
<input type="checkbox"/>	12	ENGL 110 COLLEGE WRITING (Level Exam)	3	3
<input type="checkbox"/>	12	LA 289 ASSOCIATE DEGREE LIBERAL ARTS CAPSTONE	3	3
			10	10
			47	47
			10	10
			60	60

**CREDITS ACCEPTED FROM TVHS COLLEGEREADY PROGRAM**  
**CREDITS FROM EXCELSIOR**  
**TOTAL CREDITS REQUIRED FOR A.S. ASSOCIATE'S DEGREE**



Principles of Technology

Geometry/DDP

Computer Science I  
7 Cr Hrs.

Computer Science II

Robotics and Electronics

Forensics

Survey of Nanotechnology

Bioengineering  
8 Cr Hrs.

Physics  
8 Cr Hrs.

Statistics

AP Calc AB

Chemistry

Algebra

- Co-taught
- Mixed instructional methods
- Consultant from Q3
- Additional time for all