

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 23, 2021

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. Authorization to Establish Petty Cash Account
9. Appointment of Board Clerk, Board Treasurer, and Central Treasurer of the Petty Cash Account
10. Designation of Internal Auditor Services
11. Designation of Purchasing Agent and Claims Auditor Services
12. Oaths of Office
13. Designation of Depository
14. Designation of Official Newspapers
15. 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. **Authorization to Establish Petty Cash Account**

Recommend authorization to establish a Petty Cash account in the amount of \$100 for Tech Valley High School.

9. **Appointment of Board Clerk, Board Treasurer, and Central Treasurer of the Petty Cash Account**

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 Andrea L. Norton of Capital Region BOCES be and hereby is appointed Treasurer of the Tech Valley High School and Central Treasurer of the Petty Cash Account, both to serve at the pleasure of the Board for the year ending June 30, 2022 or until a successor is chosen.

10. **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, 2022 or until a successor is chosen.

11. **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, 2022 or until a successor is chosen.

12. **Oaths of Office**

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

13. **Designation of Depository**

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

14. **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.

15. **Adjournment**

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 feel they belong, where all are valued for what makes them unique, and where all can shine. As a member of the TVHS community we accept my 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 only allowed to be worn in the classroom with the permission of the teacher unless for a medical or religious purpose.
 - 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 I prohibits certain student behaviors. Teachers are primarily responsible for addressing these behaviors with their students. Teachers are responsible for documenting an incident and the school response, which must be consistent with the range of responses authorized in the code of conduct for this category. Documentation about such incidents should be sent to the building administration office to keep the building administration informed. Forms are available in the principal administrator's office.
- Category II prohibits certain other student behaviors and addresses situations of repeated Category I behavior. Teachers are primarily responsible for initiating response to such behaviors but will introduce the guidance counselor, parents and guardians and appropriate building administrators into the response.
- Category III prohibits certain serious or threatening behaviors and situations where a student persists in exhibiting certain Category I and II behaviors. It also includes students who are "repeatedly substantially disruptive of the educational process," those who "substantially interfere with a teacher's authority over the classroom" or those who have committed acts of violence. Students engaging in Category III behaviors are immediately referred to building administrators who will confer with parents / guardians, teachers and the student and implement an appropriate Category III school response. Students who are "repeatedly substantially disruptive of the educational process," those who "substantially interfere with a teacher's authority over the classroom" and those who have committed acts of violence are subject to minimum periods of out of school suspension.

Corporal Punishment and Physical Restraint

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. | ▪ Conference with staff member. |
| ▪ Out of school suspension. | ▪ Superintendent's hearing. |
| ▪ Conference with home school principal. | ▪ Parent conference. |
| ▪ Mediation. | ▪ Restorative practices, where appropriate. |
| ▪ Restitution. | ▪ Police notification. |
| ▪ Loss of privileges. | ▪ 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:
ofSupervision (PINS) Diversion.

- Recommend Persons in Need

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: 11/22/2019

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

September 23, 2021 6:20 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. **Public Hearing on Policy 5000 Code of Conduct**
2. Approval of the Agenda and Waive 72 Hour Notice
3. Minutes
4. Recognition of Visitors
5. Privilege of the Floor
6. Personnel Considerations
 - a. Appointment
 1. Per Diem Substitutes
7. Business Items
 - a. Board Policies – First Reading
 - b. Internal Claims Auditor Report
 - c. Treasurer’s Report
 - d. Appointment of Directors to the Tech Valley School Foundation, Inc.
 - e. Acceptance of Donations
8. Principal’s Report
9. District Superintendents’ Report
10. Board Discussions

11. Summary Actions
12. Adjournment

1. Public Hearing on Policy 5000 Code of Conduct

We will open the meeting with a public hearing on the **Student Code of Conduct**. Notice of the hearing has been posted to the website, email notice and published in official newspapers of Capital Region BOCES and Questar III BOCES.

There are no changes to the Code of Conduct.

Is there any public comment? (Yes/No)

Thank you. The public hearing is closed. The Code of Conduct will be adopted tonight as presented.

2. Approval of the Agenda

RESOLVED: that the Tech Valley High School Operating Board approves the agenda as presented and add any items introduced by unanimous vote.

3. Minutes

RESOLVED: that the Tech Valley High School Operating Board approves Minutes from the July 22, 2021 Board Meeting. (copy attached)

4. Recognition of Visitors

5. Privilege of the Floor

Resignation of Frank Zwack

6. Personnel Considerations

a. Appointment

1. Per Diem Substitute

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>
Angela Cuozzo	September 10, 2021-June 30, 2022	Teacher	\$125/day
Erika Idelson	September 10, 2021-June 30, 2022	Teacher	\$125/day
Thomas Mckiernan	September 10, 2021-June 30, 2022	Teacher	\$125/day
Tracey Nautel	September 10, 2021-June 30, 2022	Teacher	\$125/day
Jeremy Russo	September 10, 2021-June 30, 2022	Teacher	\$125/day
Zoe Schlesinger	September 10, 2021-June 30, 2022	Teacher	\$125/day

7. Business Items

a. Board Policies – First Reading

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

Policy No. 2090 Gifts and Donations

Policy No. 5100 Attendance

(copies attached)

b. Internal Claims Auditor Report

RESOLVED: that the Tech Valley High School Operating Board accepts the Internal Claims Auditor Report for July 1, 2020 through August 31, 2020. (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, 2020 and August 31, 2020. (copies attached)

d. Appointment of Directors to the Tech Valley School Foundation, Inc.

Recommend the Board approve the appointment of the following Directors to the Tech Valley School Foundation, Inc. for a three (3) year term beginning July 1, 2021 through June 30, 2024.

<u>Name</u>	<u>Title</u>	<u>Organization</u>	<u>Term</u>
Mary Hunt	Director of Public Engagement	SUNY Albany	3 years
Lynne Warner	Dean of the School of Social Welfare	SUNY Albany	3 years

e. Acceptance of Donations

RESOLVED: that the Tech Valley High School Operating Board hereby accepts the following in accordance with Capital Region BOCES Policy No. 2090:

Office Supplies, Lab Glassware, a Globe, and some artwork from the University at Albany Department of Atmospheric and Environmental Sciences.

A sewing machine from the Albany Sewing Machine Center.

8. Principal's Report

(copy attached)

9. District Superintendents' Report

10. Board Discussions

11. Summary Actions

12. Adjournment



REGULAR MEETING – July 22, 2021

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 22, 2021 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 Phelan.

PRESENT

John Bergeron
Edmund Brooks
Nancy delPrado
Joseph Garland
Lynne Lenhardt
John Phelan
Gretchen Wukits,
Clerk of the Board

ABSENT

Lynn Clum
John Hill
Kevin Kutzscher
Frank Zwack
Anita Murphy, Dist. Supt.

GUESTS

Wendy Ashley
Mike Buono
Joe Dragone
Danielle Hemmid
Rafael Olazagasti
Shannon Tahoe
Anthony Taibi

STAFF

Amy Hawrylchak
Sarah Fiess

President Phelan led the Pledge of Allegiance.

PLEDGE OF ALLEGIANCE

It was moved by Mrs. Lenhardt and seconded by Mr. Garland to accept the agenda and to waive the 72-hour notice to add items to the agenda by unanimous resolution. The motion passed unanimously.

AGENDA

It was moved by Mrs. delPrado and seconded by Dr. Bergeron to accept the May 27, 2021 Board Meeting Minutes. The motion passed unanimously.

MINUTES

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

PERSONNEL CONSIDERATIONS

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

Name:	Jean Kerr
Position:	Teacher, Special Education (.6 FTE)
Effective:	July 1, 2021-June 30, 2022
Certification:	Special Education, K-12 (Permanent); Social Studies, 7-12 (Permanent)
Type of Appointment:	Part-time (non-probationary)
Tenure Area:	N/A
Probationary Period:	N/A
Annual Salary:	\$64,115.76 (prorated based upon FTE)
Benefits:	As set forth in the TVHS Teacher Association agreement (prorated based upon FTE)

The motion passed unanimously.

It was moved by Mrs. Lenhardt and seconded by Mr. Brooks 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 (.6 FTE)
Effective:	July 1, 2021-June 30, 2022
Certification:	School Social Worker (Permanent)
Type of Appointment:	Part-time (non-probationary)
Tenure Area:	N/A
Probationary Period:	N/A
Annual Salary:	\$60,596.49 (prorated based upon FTE)
Benefits:	As set forth in the TVHS Teacher Association agreement (prorated based upon FTE)

The motion passed unanimously.

It was moved by Mrs. Lenhardt and seconded by Mr. Brooks 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: Timothy Muzio
 Position: Teacher, Science (Regular Substitute [Maternity/FMLA coverage])
 Effective: August 23, 2021-November 12, 2021
 Certification: Chemistry 7-12 (Initial)
 Type of Appointment: Regular Substitute
 Tenure Area: N/A
 Probationary Period: N/A
 Annual Salary: \$49,500 (prorated based on appointment length)
 Benefits: As set forth in the TVHS Teacher Association agreement

The motion passed unanimously.

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

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

<u>Name</u>	<u>Dates</u>	<u>Rate</u>
Hannah Henry	July 7, 2021-July 23, 2021	\$12.50/hour
Alaina March	July 7, 2021-July 23, 2021	\$12.50/hour

The motion passed unanimously.

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

RESOLVED: that the Tech Valley High School Operating Board approves Policy 5000, Codes of Conduct for Students, School District Employees and Visitors to Tech Valley High School, for 2021-2022.

It was noted by Ms. Shannon Tahoe, School Attorney, Capital Region BOCES, that a Public Hearing is required for the purpose of hearing comments on Policy 5000, Codes of Conduct. It was recommended that the Public Hearing be held at the next Board Meeting on September 23, 2021.

It was moved by Mr. Garland and seconded Mrs. Lenhardt to approve the scheduling of the public hearing on Policy 5000, Codes of Conduct, on September 23, 2021. The motion passed unanimously.

**APPROVAL OF
CODES OF
CONDUCT FOR
STUDENTS,
SCHOOL DISTRICT
EMPLOYEES AND
VISITORS TO TECH
VALLEY HIGH
SCHOOL**

It was moved by Mr. Garland and seconded by Mrs. delPrado to approve the first reading and to adopt the following policies:

**BOARD
POLICIES –
FIRST
READING**

<u>Policy Title</u>	<u>Number</u>
Investments	Policy No. 6240
Personal Property Procurement and Accountability	Policy No. 6770

Mrs. Lenhardt questioned whether it is necessary to designate the month of the Reorganization Meeting on page 2 of Policy No. 6240 since the TVHS Reorganization Meeting is different from both BOCES Reorganization Meetings.

Mr. Garland emphasized the personal property revision from Questar III BOCES to TVHS on page 2 of Policy No. 6770.

In accordance with Policy No. 2040, Policy Development, which allows for the Board to waive a second reading and adopt a policy upon the first reading when an urgent need exists to do so or other circumstances so warrant, it was agreed to do so, provided the policies were amended by the suggestions of Mrs. Lenhardt and Mr. Garland.

It was moved by Mr. Garland and seconded by Mrs. Lenhardt to waive the second reading and to ratify the following policies as amended:

<u>Policy Title</u>	<u>Number</u>
Investments	Policy No. 6240
Personal Property Procurement and Accountability	Policy No. 6770

The motion passed unanimously.

It was moved by Mr. Garland and seconded by Mrs. delPrado 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, 2021 through June 30, 2021. The motion passed unanimously.

It was moved by Mr. Garland and seconded by Mrs. delPrado 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, 2021 and June 30, 2021. The motion passed unanimously.

Dr. Amy Hawrylchak, Principal and Chief Academic Officer, TVHS, provided a breakdown of the diplomas awarded to the 2021 Class and explained the impact of exemptions due to COVID. She shared the number of college credits earned by TVHS students. Dr. Gladys Cruz, District Superintendent, Questar

**PRINCIPAL'S
REPORT**

III BOCES, expressed her pleasure with the growth of TVHS students acquiring college credits. Mr. Brooks noted the importance of encouraging students to remain at TVHS for all four years. In response to a question from President Phelan regarding physical education, Dr. Hawrylchak said she was waiting for guidance from the state Education Department. Mr. Brooks discussed what needs to be done to attract districts to send students to TVHS.

Dr. Cruz commended Dr. Hawrylchak and her staff for the impressive TVHS graduation.

**DISTRICT
SUPERINTENDENTS'
REPORT**

It was moved by Mrs. Lenhardt and seconded by Mrs. delPrado to adjourn the meeting at 6:52 p.m. The motion passed unanimously.

ADJOURNMENT

September 14, 2021

Date

Gretchen E. Wukits

Gretchen E. Wukits
Clerk of the Board

GIFTS AND DONATIONS POLICY

I. Gifts, Grants and Bequests

The Tech Valley High School Operating Board may accept gifts, grants or bequests of either money, personal property or real property on behalf of Tech Valley High School for the use of its facilities, educational programs or for the purpose of awarding scholarships. All gifts, grants and bequests of cash or financial instruments must be accepted by the Tech Valley High School Operating Board and, upon acceptance, shall become Tech Valley High School property subject to the same controls and regulations that govern other property owned by it, except as may be provided under the terms of acceptance by the Board.

The Operating Board will not consider the acceptance of gifts unless and until it receives the offer in writing from the owner. Whenever possible, gift offers should be discussed first with the District Superintendents or his/her designees to determine the nature and conditions of the gift as well as its suitability for use by Tech Valley High School.

II. Operating Board Acceptance

The following requirements and considerations shall apply when the Operating Board considers acceptance of any such gift, grant or bequest. Additionally, the Operating Board may consider any other factors relevant to the purposes of this policy. The Operating Board may reject a gift, grant or bequest which does not comply with this policy.

A. The terms of the gift must identify:

- 1) The subject of the gift.
- 2) The purpose of the gift.
- 3) The beneficiary or beneficiaries, if any.
- 4) All conditions or restrictions that may apply.

B. The gift must not benefit a particular or named individual or individuals, however this would not prohibit a gift from being dedicated to an identified extraclassroom activity fund account or being conditioned upon naming rights of TVHS facilities or activities.

C. The gift must be for a purpose for which TVHS may legally expend its own funds.

D. If the purpose of the gift is an award to a single student, the determination of the recipient of such award shall be made on the basis that all students shall have an equal opportunity to qualify for it and shall not be denied its receipt on any basis which is discriminatory under state/federal law.

E. If the gift is in trust, the obligation of the investment and reinvestment of the principle shall be clearly specified. The application of the income or investment proceeds, including an allowance for managing the trust, shall be clearly set forth.

F. The gift may not begin a program or require a modification to facilities which the Board

would be unwilling to initiate were the funds not otherwise available.

G. The gift may not:

- 1) Place restrictions on the school program.
- 2) Be inappropriate or harmful to the education of pupils.
- 3) Be in conflict with any provision of the school code or public law.
- 4) Be a partial gift which would place encumbrances on future boards.
- 5) Be "token" in nature

H. The future costs to Tech Valley High School associated with the gift, if any, shall be identified.

I. No gift of personal or real property or trust will be accepted by the Operating Board unless the donor can provide adequate assurance of ownership.

Adopted: March 22, 2015

Ratified: May 28, 2015

ATTENDANCE POLICY

I. Purpose/Statement of Objectives

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

II. Strategies to be Employed

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

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

III. Definitions

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

IV. Excused and Unexcused Absences

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

3. Medical appointments
4. Court appearance
5. Incarceration
6. Religious observances
7. Quarantine
8. Supervised education project or TVHS sponsored activities

B. Unexcused Absences or Tardiness/Early Departure. Absence, tardiness, or early departure for any reason not included in the list set forth in Section III-A, is an unexcused absence, tardiness or early departure. Absences, for reasons set forth in Section III.A, for which a student does not have pre-approval from TVHS or the student's home school district, or for which school was not notified in writing, by email, or by telephone of the reason for the absences within five (5) school days of his/her return to school, will also be recorded as an unexcused absence. Parent requests excusing their child from school for reasons not included above (e.g., to take a driver's test, to get a haircut, to go shopping, to go on family trip, oversleeping, car trouble or an unspecified reason) are unexcused absences or tardinesses.

C. Content/Form of Attendance Records. TVHS maintains an electronic permanent register of attendance ("electronic attendance record") for all students enrolled in instruction. Attendance will be maintained by each teacher in accordance with this policy. The electronic attendance record will be reviewed and updated, as necessary, on a building-level basis by the building principal. In accordance with Commissioner's regulations, entries into the electronic attendance record shall be considered verified, as accurate, under oath or affirmation. The record shall include the following information for each student: name; date of birth; names of parents or persons in parental relation; address where student resides; phone number(s) where parent(s), or person(s) in parental relation can be contacted; date of enrollment; a record of the student's attendance on each day of scheduled instruction recorded and coded as provided in the student management system and this policy; a record of each scheduled day of instruction during which the school is closed for all or part of the day due to extraordinary circumstances; and date when student withdraws or is dropped from enrollment.

C. Absences, tardiness, and early dismissal. Absences, tardiness, and early dismissal will be recorded in the electronic student management system

by coding whether the absence is excused or unexcused in accordance with this policy, and the reason for such absences, tardiness and early dismissal where excused.

- D. Contacting parents. In the event that a student is absent from school without a previous notification to the teacher or building principal, TVHS personnel or an electronic calling system will call the student's home or the contact phone number listed on the student's emergency contact form. If contact is not made with a parent a message will be left for the parent to call the school. Parents will be contacted regarding chronic absences, tardiness or earlier departures in accordance with Section VI. of this policy.

V. Record Keeping:

- A. When Attendance Will Be Taken. Attendance will be taken as follows:
1. Attendance shall be taken each period. Each classroom teacher shall record the student's presence or absence in the applicable electronic attendance record.

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

- ~~A. Rewards for Good Attendance. In addition to the likelihood of enhanced educational progress, good attendance will be the basis for student recognition awards or other incentives. Any student who exhibits exemplary attendance as determined by the TVHS principal will be eligible for good attendance recognition. In addition, incentives for improving student attendance will be considered during program reviews and at faculty meetings as appropriate. Good attendance will be a positive endorsement factor in any letter of recommendation written by a school employee.~~
- A. Contacting Parents. Chronic absences and tardiness, are disruptive to the educational process. The following procedures will be used to address excessive absences.
1. 3 days consecutive unexcused absence with no parent response – contact home school, with a request to attempt contact with parent.
 2. 5 days absent – conference with student and email sent home, with copy to home school district
 3. 10 days absent– formal letter to parents and request to conference, with a copy to the home school district.

4. 15 days absent – letter to parents and follow-up contact with home school CSE or principal advising that student could be at academic risk. Parents will be requested to discuss the student's absences.
5. 20 days absent – letter to parents and follow-up contact with home school CSE or principal advising that absences will be referred to appropriate social services entities for educational neglect proceedings and that student may be at academic risk.
6. 25 days absent – TVHS will contact appropriate social services entities for referral to PINS. C.

B. Additional Attendance Considerations. Certain courses offered at TVHS have strict attendance requirements for the purposes of meeting college attendance requirements. Teachers of such programs shall notify the principal when any student is at risk of failing to complete their required program hours. Parents of such students shall be notified by that the student is at risk of failing to complete their required program hours. Parents will be provided the opportunity to meet with TVHS staff to discuss the student's absences.

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

VII. Development of an Attendance Intervention Strategy:

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

Superintendents and the Operating Board, which shall include, where appropriate, recommendations for revision of this policy.

VIII. Policy Review and Assessment

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

IX. Distribution and Public Awareness:

- A. Public Meeting. This Policy shall be adopted only after it has been presented at a public meeting of the Operating Board, duly noticed, that provides for the participation of school personnel, parents, students, and any other interested persons.
- B. Plain Language Summary. A plain language summary of this Policy shall be distributed to parents and persons in parental relationship to all TVHS students at the beginning of each school year.
- C. Distribution to Staff. Each teacher and administrator shall be notified that this Policy is available on the TVHS website. Additionally, each new teacher or administrator shall be provided with a copy of this Policy upon employment.
- D. This Policy shall be published on the TVHS website and a copy will be made available to any member of the community upon request.

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

ADOPTED: 2/25/2019TVHS



TECH VALLEY HIGH SCHOOL
INTERNAL CLAIMS AUDIT REPORT
July - August 2021

Warrant #	Description	Check Dates	Amount	Checks Issued	EFT's	Check Series
1	General Payables	7/1/2021	\$ 6,695.04	1	0	4532
2	Payroll Deductions	7/7/2021	\$ 18,075.15	1	7	11288
3	Payroll Deductions	7/21/2021	\$ 17,961.10	1	7	11299
4	General Payables	7/28/2021	\$ 34,123.00	9	0	4533 - 4541
5	T&A Misc	7/28/2021	\$ 5,523.16	1	0	11300
6	Payroll Deductions	8/4/2021	\$ 21,086.34	1	7	11313
7	General Payables	8/4/2021	\$ 2,932.07	4	0	4542 - 4545
8	Extra-classroom	8/11/2021	\$ 189.00	1	0	1056
9	General Payables	8/11/2021	\$ 1,200.00	1	0	4546
10	Payroll Deductions	8/18/2021	\$ 18,349.55	1	7	18349.55
11	General Payables	8/26/2021	\$ 37,538.30	2	0	4547 - 4548
12	T&A Benefits	8/26/2021	\$ 5,542.08	1	0	11325
Period Totals			\$ 169,214.79	24	28	

Exceptions:	Warrant	Amount	Vendor	Explanation
None				

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

September 9, 2021

**TECH VALLEY REGIONAL HIGH SCHOOL
EXTRA CLASSROOM ACCOUNT**

MONTH OF July, 2021

Cash Balance as of: June 30, 2021
Extra Classroom- Key Bank

8,955.01

TOTAL BEGINNING CASH:

\$ 8,955.01

RECEIPTS:

Extra Classroom- Key Bank

TOTAL RECEIPTS:

DISBURSEMENTS:

Extra Classroom- Key Bank

TOTAL DISBURSEMENTS:

Cash Balance as of July 31, 2021

Extra Classroom- Key Bank

8,955.01

TOTAL ENDING CASH:

\$ 8,955.01

BANK BALANCES

Balance per Key Bank Statement:

\$ 8,955.01

Less: Outstanding Checks- Key Checking

\$ -

Add: Deposits In Transit

\$ -

TOTAL

\$ 8,955.01

Verified by Deputy Treasurer

8/10/2021

Prepared By Treasurer

**TECH VALLEY REGIONAL HIGH SCHOOL
CHECKING ACCOUNT**

MONTH OF July 31, 2021

Cash Balance as of June 30, 2021

General Fund - Key Bank	1,288,679.67
Special Aid Fund - Key	(95,783.91)
T&A Fund - Key	-
Capital Fund - Key	<u>130,641.99</u>

TOTAL BEGINNING CASH: \$ 1,323,537.75

RECEIPTS:

General Fund - Key	-
Special Aid Fund - Key	99,456.00
Trust & Agency Fund - Key	117,968.04
Capital Fund - Key	-
Interest on Investments & Savings	<u>11.29</u>

TOTAL RECEIPTS: 217,435.33

DISBURSEMENTS:

General Fund - Key	(244,819.49)
Special Aid Fund - Key	(25,664.50)
Trust & Agency Fund - Key	(118,171.05)
Capital Fund - Key	<u>-</u>

TOTAL DISBURSEMENTS: (388,655.04)

Cash Balance as of July 31, 2021

General Fund - Key	1,043,871.47
Special Aid Fund - Key	(21,992.41)
T&A Fund - Key	(203.01)
Capital Fund - Key	<u>130,641.99</u>

TOTAL ENDING CASH: \$ 1,152,318.04

BANK BALANCES

Balance per Key Bank Statement: \$ 1,231,342.49

Less: Outstanding Checks- Key Checking \$ (79,024.45) (79,024.45)

Add: Deposits In Transit \$ - -

TOTAL \$ 1,152,318.04

Verified By Deputy Treasurer

Prepared By Treasurer

**TECH VALLEY REGIONAL HIGH SCHOOL
CHECKING ACCOUNT**

MONTH OF August 31, 2021

Cash Balance as of July 31, 2021

General Fund - Key Bank	1,043,871.47
Special Aid Fund - Key	(21,992.41)
T&A Fund - Key	(203.01)
Capital Fund - Key	<u>130,641.99</u>

TOTAL BEGINNING CASH: \$ 1,152,318.04

RECEIPTS:

General Fund - Key	2,000.00
Special Aid Fund - Key	76,093.00
Trust & Agency Fund - Key	131,171.80
Capital Fund - Key	-
Interest on Investments & Savings	<u>9.26</u>

TOTAL RECEIPTS: 209,274.06

DISBURSEMENTS:

General Fund - Key	(147,190.42)
Special Aid Fund - Key	(25,651.75)
Trust & Agency Fund - Key	(131,295.00)
Capital Fund - Key	-

TOTAL DISBURSEMENTS: (304,137.17)

Cash Balance as of August 31, 2021

General Fund - Key	898,690.31
Special Aid Fund - Key	28,448.84
T&A Fund - Key	(326.21)
Capital Fund - Key	<u>130,641.99</u>

TOTAL ENDING CASH: \$ 1,057,454.93

BANK BALANCES

Balance per Key Bank Statement:	\$ 1,058,242.79
Less: Outstanding Checks- Key Checking	\$ (787.86) <u>(787.86)</u>
Add: Deposits in Transit	\$ - <u>-</u>
TOTAL	\$ <u>1,057,454.93</u>

Verified By Deputy Treasurer

Prepared By Treasurer

**TECH VALLEY REGIONAL HIGH SCHOOL
EXTRA CLASSROOM ACCOUNT**

MONTH OF August, 2021

Cash Balance as of: June 30, 2021
Extra Classroom- Key Bank

8,955.01

TOTAL BEGINNING CASH:

\$ 8,955.01

RECEIPTS:

Extra Classroom- Key Bank

TOTAL RECEIPTS:

DISBURSEMENTS:

Extra Classroom- Key Bank

189.00

TOTAL DISBURSEMENTS:

189.00

Cash Balance as of July 31, 2021

Extra Classroom- Key Bank

8,766.01

TOTAL ENDING CASH:

\$ 8,766.01

BANK BALANCES

Balance per Key Bank Statement:

\$ 8,955.01

Less: Outstanding Checks- Key Checking

\$ (189.00)


(189.00)

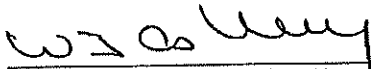
Add: Deposits In Transit

\$ -

TOTAL

\$ 8,766.01


Verified by Deputy Treasurer


Prepared By Treasurer

TECH VALLEY HIGH SCHOOL

2021/2022 BUDGET

as of September 1, 2021

	ACTUAL RESULTS 2020/2021	APPROVED BUDGET 2021/2022	ACTUAL Budget 2021/2022
REVENUES			
Estimated Number of Students	132	130	130
Tuition	2,125,000	1,787,500	1,787,500
Tuition Other BOCES	0		
Tuition Non-Component	47,223	31,860	31,860
Special Education Billing	-	250,000	250,000
Legislative Grant #1	460,666	460,666	460,666
Legislative Grant Indirect		17,292	17,292
Revenue for Carry Over Encumbrance	73,052		68,115
Refunds Prior Years Expenses	314		
Tech Valley High School Foundation	-	15,000	15,000
Miscellaneous Revenue	25,213	5,000	5,000
Fund Balance		104,304	104,304
Contributed Rent			695,951
Interest Income	96	100	100
TOTAL REVENUES	2,731,564	2,671,722	3,435,788

TECH VALLEY HIGH SCHOOL
2021/2022 BUDGET
as of September 1, 2021

ACTUAL RESULTS 2020/2021	APPROVED BUDGET 2021/2022	ACTUAL Budget 2021/2022
--------------------------------	---------------------------------	-------------------------------

EXPENSES**ADMINISTRATIVE****Personnel**

Administrative Salaries	59,100	118,000	118,000
Support & Clerical Salaries	52,540	54,384	54,384
Fringe Benefits	63,391	88,857	88,857
	<u>175,031</u>	<u>261,241</u>	<u>261,241</u>

Equipment

Equipment	35,693	10,000	10,000
-----------	--------	--------	--------

Materials & Supplies

General Supplies	12,000	10,000	10,000
Periodicals	-	500	500
Assets under \$500	1,000	1,000	1,000
Meeting Expenses/Food & Grocery	1,000	-	-
Subscriptions	350	250	250
Software Licenses	5,600	4,500	4,500
	<u>19,950</u>	<u>16,250</u>	<u>16,250</u>

Contractual

Telephone	7,005	9,605	9,605
Equip Repair and Maint	12,926	-	3,120
OTHER Operations & Maint	2,150	-	2,148
Insurance	45,466	47,466	47,466
Equip Rentals & Leases/ Hardware Software Rental	6,181	-	34,305
Postage	1,500	1,000	1,000
Travel-In-District	385	1,000	1,000
Conference & Other Travel	593	5,000	5,000
Assoc Dues & Memberships/Staff Dev	13,000	12,000	12,000
Printing & Copying	500	1,000	1,000
Workshop Related Costs	250	250	250
Other Misc Expense	5,180	5,000	5,000
Contributed Rent	-	-	695,951
Other Rental of Facility	84,120	86,700	86,700
	<u>179,256</u>	<u>169,021</u>	<u>904,545</u>

Contract Prof Service

External Accountants & Auditors	17,115	7,898	15,730
Funding Initiatives	17,292	17,292	17,292

Other Prof & Tech

	433	-	-
	<u>34,840</u>	<u>25,190</u>	<u>33,022</u>

School Districts & Other BOCES

BOCES/SCH DST -OTHER SRV	149,119	99,195	49,032
	<u>149,119</u>	<u>99,195</u>	<u>49,032</u>

Occupancy

TECH VALLEY HIGH SCHOOL
2021/2022 BUDGET
as of September 1, 2021

	ACTUAL RESULTS 2020/2021	APPROVED BUDGET 2021/2022	ACTUAL Budget 2021/2022
Data Communications	8,855	8,755	19,345
Cleaning/Ancillary Lease costs	8,855	8,755	19,345
TOTAL ADMINIISTRATIVE	602,744	589,652	1,293,435

TECH VALLEY HIGH SCHOOL
2021/2022 BUDGET
as of September 1, 2021

ACTUAL RESULTS 2020/2021	APPROVED BUDGET 2021/2022	ACTUAL Budget 2021/2022
--------------------------------	---------------------------------	-------------------------------

INSTRUCTIONAL**Personnel**

Instructional Salaries	1,047,223	1,082,422	1,085,667
Instructional Support Salaries	214,183	182,076	180,104
Substitute Teacher Salaries	9,940	2,500	2,500
Non-Instructional Salaries	43,503	46,729	46,979
Non Inst Auth			16,416
Fringe Benefits	534,865	572,440	566,695
	<u>1,849,714</u>	<u>1,885,167</u>	<u>1,898,360</u>

Equipment

Equipment	117,632	40,000	98,077
	<u>117,632</u>	<u>40,000</u>	<u>98,077</u>

Materials & Supplies

Supplies	23,470	15,000	10,000
Textbooks	2,500	8,000	8,000
Assets under \$500	-	1,000	1,000
Software Licenses	8,000	10,640	7,640
	<u>33,970</u>	<u>34,640</u>	<u>26,640</u>

Contractual

Postage	1,000	-	-
Hardware Software Rental			42,480
Travel Exp Business			500
Staff Development & Conferences Travel	300	4,200	700
Admissions	1,300	3,200	1,200
Transportation	-	10,500	5,500
Physical Education-Related Expenditures	-	2,000	2,000
Food Service	59,962	50,000	50,000
Misc	3,800	3,000	3,000
	<u>68,362</u>	<u>72,900</u>	<u>105,380</u>

BOCES/SCH DST -OTHER SRV

28,858 49,396 13,896

TOTAL INSTRUCTIONAL

2,096,536 2,082,103 2,142,353

TOTAL PROGRAM COSTS

2,699,280 2,671,755 3,435,788

COST PER STUDENT

\$ 20,449 \$ 20,552 \$ 26,429

SURPLUS OR (DEFICIT)

\$ 32,284 \$ (33) \$ (0)

9/8/2021
Date

[Signature]
Treasurer

9/8/2021
Date


[Signature]
Finance Specialist II

TECH VALLEY HIGH SCHOOL
CONSOLIDATED REVENUE STATUS REPORT
as of 9/1/21

	Original Estimate	Adjustments	Current Estimate	Year-to-Date Revenues	Anticipated Balance
Anticipated Revenues					
Tuition A455	1,787,500.00		1,787,500.00	178,750.00	1,608,750.00
Tuition Other BOCES A455	0.00		0.00		0.00
Tuition Non Component A455	31,860.00		31,860.00		31,860.00
Special Education Billing	250,000.00		250,000.00		250,000.00
Legislative Grant 2021/2022 F904	460,666.00		460,666.00		460,666.00
Legislative Grant Indirect	17,292.00		17,292.00		17,292.00
TVHS Foundation	15,000.00		15,000.00		15,000.00
Revenue for Carry Over Encumbrance	0.00	68,115.00	68,115.00	68,115.00	0.00
Refunds of Prior Years Expense	0.00		0.00		0.00
Gifts and Donations	0.00		0.00		0.00
Miscellaneous Revenue	5,000.00		5,000.00	2,000.00	3,000.00
Fund Balance	104,304.00		104,304.00		104,304.00
Contributed Rent	695,951.00		695,951.00	117,151.76	578,799.24
Interest Income	100.00		100.00	20.55	79.45
Total Anticipated Revenues	3,367,673.00	68,115.00	3,435,788.00	366,037.31	3,069,750.69

HIGHLIGHTS/CHANGES

9/8/2021
Date


Treasurer

9/9/21
Date


Finance Specialist II

TECH VALLEY HIGH SCHOOL
CONSOLIDATED BUDGET STATUS REPORT
as of 9/1/21

Description	Initial Budget	Adjustments	Current Budget	Year-to-Date Expenditures	Encumbrances Outstanding	Unencumbered Balance
150 CERTIFIED SALARIES						
TEACHER SALARIES	1,084,922.00	3,245.00	1,088,167.00	205,170.30	880,493.20	2,503.50
ADMINISTRATIVE SALARIES	300,076.00	(1,972.00)	298,104.00	57,327.65	240,776.10	0.25
150 Subtotal Certified Salaries	1,384,998.00	1,273.00	1,386,271.00	262,497.95	1,121,269.30	2,503.75
160 SUPPORT SALARIES						
160 Subtotal Support Salaries	100,113.00	17,665.00	117,778.00	29,008.14	88,768.07	1.79
200 EQUIPMENT						
200 Subtotal Equipment	50,000.00	58,077.00	108,077.00	59,420.00	0.00	48,657.00
300 SUPPLIES & MATERIALS						
GENERAL SUPPLIES	25,000.00	(5,000.00)	20,000.00	421.44	6,839.82	12,738.74
TEXTBOOKS	8,000.00	0.00	8,000.00	0.00	2,789.39	5,210.61
PERIODICALS	500.00	0.00	500.00	0.00	0.00	500.00
ASSETS UNDER 500	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
CAFETERIA (FRL)	50,000.00	0.00	50,000.00	0.00	50,000.00	0.00
SUBSCRIPTIONS	250.00	0.00	250.00	0.00	0.00	250.00
COMPUTER SOFTWARE PURCH	15,140.00	(3,000.00)	12,140.00	4,000.00	210.00	7,930.00
300 Subtotal Supplies & Materials	100,890.00	(3,000.00)	92,890.00	4,421.44	59,839.21	28,629.35
400 CONTRACTUAL & OTHER						
TELEPHONE	9,605.00	0.00	9,605.00	0.00	7,347.39	2,257.61
DATA COMMUNICATIONS	8,755.00	10,590.00	19,345.00	7,057.45	12,283.98	3.57
EQUIP REPAIR & MAINT	0.00	3,120.00	3,120.00	520.00	2,600.00	0.00
OTHER O&M	0.00	2,148.00	2,148.00	0.00	2,148.00	0.00
INSURANCE	47,466.00	0.00	47,466.00	44,428.00	0.00	3,038.00
HARDWARE/SOFTWARE RENTAL	0.00	76,785.00	76,785.00	26,946.88	49,836.06	2.06
POSTAGE	1,000.00	0.00	1,000.00	216.37	783.63	0.00
TRAVEL-IN DISTRICT	1,000.00	500.00	1,500.00	0.00	500.00	1,000.00
CONFERENCE & OTHER TRAVEL	5,000.00	0.00	5,000.00	1,200.00	0.00	3,800.00
ASSOC DUES & MEMBERSHIPS/STAFF DEVELOPMENT	16,200.00	(3,500.00)	12,700.00	8,469.00	980.00	3,251.00
PHYSICAL ED RELATED EXP	2,000.00	0.00	2,000.00	178.00	0.00	1,822.00
FIELD TRIPS	3,200.00	(2,000.00)	1,200.00	0.00	235.00	965.00
WORKSHOP RELATED COSTS	250.00	0.00	250.00	0.00	0.00	250.00
TRANSPORTATION	10,500.00	(5,000.00)	5,500.00	0.00	3,000.00	2,500.00
PRINTING & COPYING	1,000.00	0.00	1,000.00	68.35	931.65	0.00
OTHER MISC EXPENSE	25,292.00	0.00	25,292.00	966.66	20,476.84	3,848.50
400 Subtotal Contractual & Other	131,268.00	82,643.00	213,911.00	90,050.71	101,122.55	22,737.74

TECH VALLEY HIGH SCHOOL CONSOLIDATED BUDGET STATUS REPORT

as of 9/1/21

Description	Initial Budget	Adjustments	Current Budget	Year-to-Date Expenditures	Encumbrances Outstanding	Unencumbered Balance
440 CONTRACTED PROFESSIONAL SERVICES						
ACCOUNTANTS & AUDITORS	7,865.00	7,865.00	15,730.00	0.00	15,730.00	0.00
440 Subtotal Contracted Professional Services	7,865.00	7,865.00	15,730.00	0.00	15,730.00	0.00
470 Rental of Facilities						
CONTRIBUTED RENT	0.00	695,951.00	695,951.00	117,151.76	0.00	578,799.24
RENTAL OF FACILITY	86,700.00	0.00	86,700.00	6,695.04	75,602.02	4,402.94
470 Subtotal Services From Rental of Facilities	86,700.00	695,951.00	782,651.00	123,846.80	75,602.02	583,202.18
490 SERVICES FROM SCH DIST & BOCES						
490 Subtotal Services From Sch Dist & BOCES	148,591.00	(85,663.00)	62,928.00	2,798.00	12,705.07	47,424.93
800 EMPLOYEE BENEFITS						
EMPLOYEE BENEFITS	6,250.00	0.00	6,250.00	0.00	0.00	6,250.00
TEACHERS RETIREMENT	138,697.00	(645.00)	138,052.00	26,187.35	111,864.38	0.27
EMPLOYEE RETIREMENT	15,626.00	1,525.00	17,151.00	2,431.72	14,716.71	2.57
SOCIAL SECURITY	114,059.00	0.00	114,059.00	21,132.60	92,567.90	358.50
HEALTH INSURANCE	350,488.00	(1,525.00)	348,963.00	56,829.14	284,574.26	7,559.60
DENTAL INSURANCE	7,536.00	0.00	7,536.00	1,224.00	6,120.00	192.00
UNEMPLOYMENT INSURANCE	15,015.00	0.00	15,015.00	0.00	0.00	15,015.00
EMPLOYEE TUITION	4,500.00	0.00	4,500.00	0.00	4,500.00	0.00
DISABILITY INSURANCE	9,126.00	(5,100.00)	4,026.00	507.52	2,537.60	980.88
800 Subtotal Employee Benefits	661,297.00	(5,745.00)	655,552.00	108,312.33	516,880.85	30,358.82
TOTAL CURRENT EXPENDITURES BUDGET	2,671,722.00	764,066.00	3,435,788.00	680,355.37	1,991,917.07	763,515.56

9/8/2021
Date


Treasurer

9/9/21
Date


Finance Specialist II

Tech Valley High School

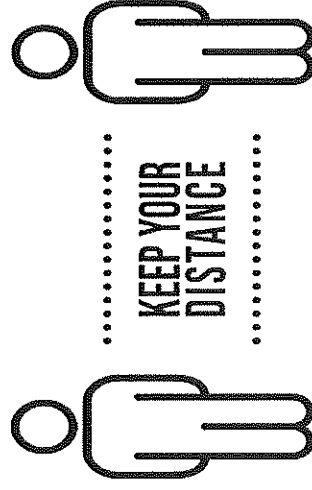
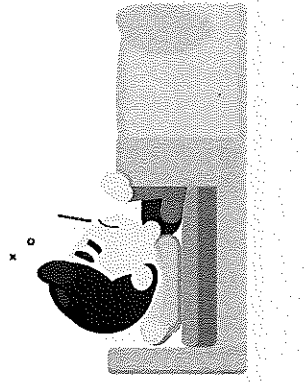
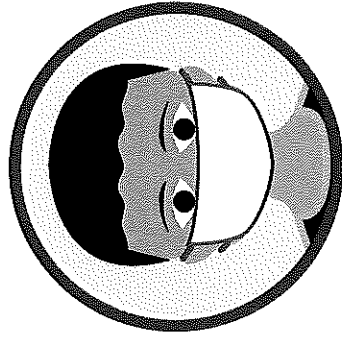
Principal's Report
Operating Board
September 23, 2021

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.



QUEST *R III*

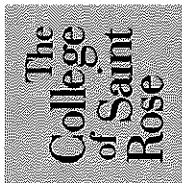
COVID update



TechValley
HIGH SCHOOL

Total College Credits 20-21

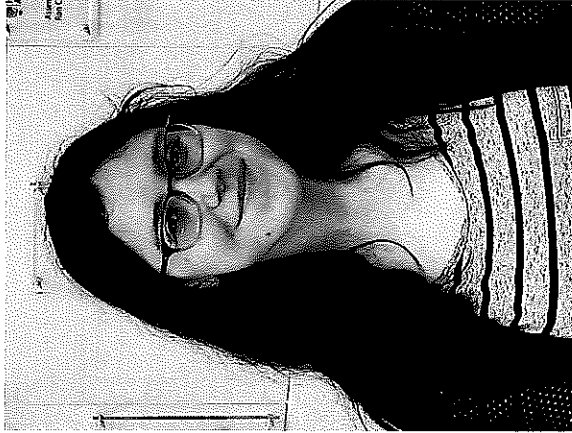
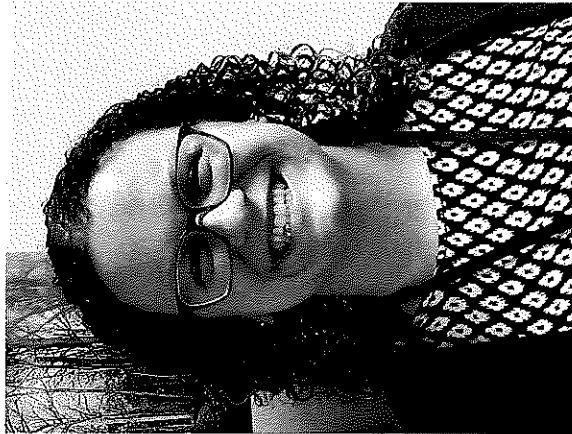
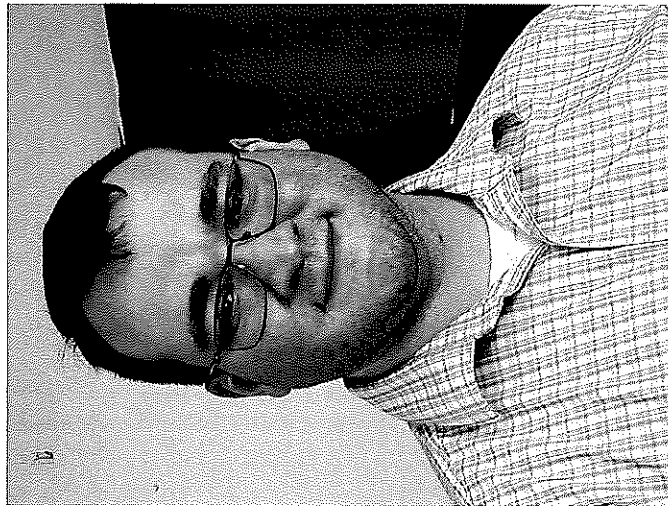
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TechValley
HIGH SCHOOL

Internships @ TVHS



TechValley
HIGH SCHOOL

