



CAREER & TECHNICAL SCHOOL

Student & Parent/ Guardian Handbook 2026-2027

Welcome

Welcome to the Capital Region BOCES Career & Technical School. We are dedicated to empowering students to achieve individual and collective success.

As a learning community, we have a commitment to:

- Quality education for all students.
- Creative solutions providing educational experiences that incorporate state and national standards.
- Career development enriched by business partnerships and state-of-the art technology.
- Continuing education that establishes a foundation for lifelong learning.
- Comprehensive education, supportive and alternative education links.

We expect students to:

- Respect that everyone has a right to a safe, healthy and appropriate learning environment.
- Take responsibility for their behavior and its effect on others by respecting staff, peers and themselves.
- Attend class ready to learn and prepared to work.
- Accept and appropriately respond to feedback.
- Communicate their needs in a respectful and polite manner.
- Demonstrate professionalism by working with integrity, commitment and enthusiasm.

A special note to all parents and guardians:

After reviewing the information contained in this handbook, we ask that you please sign and send back to school with your child the Receipt of Handbook form at the end of this publication.

Thank you, and have a great school year!

Joseph Slichko, Ed.D., Principal

Career & Technical School
Albany Campus
925B Watervliet-Shaker Road
Albany, NY 12205
518-862-4800

Alexandrea Campbell, Assistant Principal

Career & Technical School
Albany Campus
925B Watervliet-Shaker Road
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518-862-4800

Matt Ward, Principal

Career & Technical School
Schoharie Campus
174 State Route 30A
Schoharie, NY 12157
518-295-3000

Valerie Smith, Assistant Principal

Career & Technical School
Extension Center
886 Watervliet-Shaker Road
Albany, NY 12205
518-854-2800

Student Handbook

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	Albany Campus	Schoharie Campus
Session 1	8:10-10:34 a.m.	8:35-11:05 a.m.
Session 2	11:10 a.m.-1:34 p.m.	11:55 a.m.-2:25 p.m.
Full-Day	8:10 a.m.-1:34 p.m.	8:35 a.m.-2:25 p.m.

PHONE NUMBERS

Albany Campus Main Office518-862-4800
 Albany Campus Principal518-862-4807
 Albany Campus Assistant Principal.....518-862-4723
 Albany Campus Attendance518-862-4806
 Albany Campus Career Center/Guidance518-862-4816

Albany Extension Center Main Office518-854-2800
 Albany Extension Center Campus Assistant Principal518-854-2801
 Albany Extension Center Campus Attendance518-862-4807
 Albany Extension Center Campus Career Center/Guidance.....518-854-2806

Schoharie Campus Main Office/Principal518-295-3000
 Schoharie Campus Attendance Office518-295-3002
 Schoharie Campus Guidance518-295-3003

Adult Education

Supervisor of Adult Education and Programming518-862-4707
 Health Careers & Services Principal518-862-4709

CAREER & TECHNICAL SCHOOL VISION, MISSION, & BELIEFS

VISION STATEMENT

The Career & Technical School provides educational opportunities in applied learning, technology and academics that are on course for the future.

MISSION STATEMENT

The Career & Technical School, in collaboration with business and community partnerships, provides educational opportunities dedicated to empowering students to enter the workforce, compete in a global marketplace, and engage in life-long learning.

BELIEF STATEMENTS

We believe that:

- 1. All students are unique and have the ability to learn.
- 2. Respect, honesty and open communication promote a sense of trust, well-being and foster self-esteem.
- 3. Dedicated staff and internship experiences develop student accountability, responsibility and independence.
- 4. Applied learning, technology and integrated academics are essential to successful student experiences.
- 5. Continuous staff development provides professional opportunities to better serve students.

ADMINISTRATIVE STAFF

District Superintendent & Chief Executive Officer	Lauren Gemmill
Deputy District Superintendent & Chief Operating Officer	Dr. Elizabeth Wood
Assistant Superintendent for Curriculum and Instruction	Karen Swain
Associate Superintendent for Operations	Lauren Morley
Special Projects Manager	Joseph P. Dragone, Ph.D.
Director of Career & Technical Education	Jeff Palmer
Director of Curriculum & Instructional Data	Sharon Swain
Director of Health Careers and Services	Louise Bigando
Albany Campus Principal	Joseph Slichko, Ed.D.
Albany Campus Assistant Principal	Alexandrea Campbell
Albany Extension Center Assistant Principal	Valerie Smith
Schoharie Campus Principal	Matt Ward
Health Careers & Services Principal	Cyrus Ferri

SCHOOL NURSES

Albany Campus.....	Jennifer Brennan
Albany Extension Center Campus	Patricia Robertson
Schoharie Campus	Cassandra Reed

PUPIL SERVICES/CAREER CENTER PERSONNEL

School Counselors	Paul Ferrante — Albany
	Cosimo Tangorra — Albany
	TBD — Albany
	Jennifer Crave — Albany Extension Center
	Jennifer Russo — Schoharie
Special Education Consultants	Beth O'Brien, Holly Pendergast, Kristen Rooney & Noelle Schall — Albany
	Gretchen McDonough — Schoharie
Social Worker	Debra Toy
Work-Based Learning Coordinators	Amber Lape, Chloe Perazzelli, Jennifer Kirchherr and Katrina Schweigard
Capital Region BOCES Managing Program Coordinator-Business & Community Partnerships	Nancy Liddle

INTERNET-ENABLED DEVICES

Student use of internet-enabled devices shall be prohibited during the school day on school grounds, unless specifically authorized as indicated below. The school day shall include the entirety of the instructional day, including instructional and non-instructional time, such as recess, lunch, study halls, and passing time. For the purposes of this policy, school grounds shall include all school buildings, playgrounds, or any property within the boundary lines of any BOCES school building.

Should parents and students need to contact each other during the school day, they may contact the main office of the school building in which their child is enrolled by phone or may contact an appropriate staff member through Parent Square:

Special Education Schools

Airline Drive Academy 518-464-6330

Maywood School 518-464-6363

District Summer School locations 518-464-6310

Career and Technical Education Schools

Albany Main Campus 518-862-4800

Albany Extension Center Campus 518-854-2800

Schoharie Campus 518-295-3000

Tech Valley High School 518-862-4960

Students who bring internet-enabled devices to BOCES shall be required to store their devices in designated secure boxes within their Career and Technical Education classrooms. For students attending BOCES special education programs within BOCES buildings, the building principal will provide a secure location within the main office or other secure location where devices will be stored.

This policy shall not apply to internet-enabled devices provided by the BOCES that are used for instructional purposes. The BOCES also does not prohibit the use of internet-enabled devices that are included as an accommodation in a student's individualized Education Program (IEP or Section 504 Plan).

Authorized Use of Internet-Enabled Devices

Internet-enabled devices may be used during the school day on school grounds:

1. If authorized by a teacher or administrator for a specific educational purpose
2. Where necessary for the management of a student's health care (e.g., use of a phone application to monitor blood sugar of a diabetic student)
3. In the event of an emergency
4. For translation services
5. On a case-by-case basis, upon review and determination by an administrator, in consultation with a school psychologist, school social worker, or school counselor, that a student caregiver is routinely responsible for the care and well being of a family member
6. Where required by law.

FEES

A fee may be charged to cover the cost of selected program items. Please refer to your program teacher and counselor for more information.

LOCKS

Depending on the program, students may be issued a combination lock to keep their uniform/supplies/personal items in the classroom. Students are responsible for returning the lock at the end of the year.

PHYSICAL EXAMS

Students working in health-related or daycare facilities are required to provide documentation of current physical examination and immunization record.

SAFETY GLASSES AND PERSONAL PROTECTIVE EQUIPMENT (PPE)

A student's first pair of safety glasses are free. However, it is the responsibility of the student to purchase additional pairs if necessary. Students can purchase replacement safety glasses from the main office at a cost of \$2.00 per pair. Please refer to the class syllabus regarding PPE, footwear, clothing and/or other safety materials.

ATTENDANCE POLICY AND PROCEDURES

Objective

BOCES believes that there is a positive correlation between good attendance and active participation in the classroom with academic success. The objective of this policy is to ensure sufficient pupil attendance at all periods of scheduled instruction or supervised study activities to permit pupils to succeed at meeting the State learning standards. Under state law parents are responsible for sending students to school.

Definitions

- **Parent:** One or both parents or any person in parental relation.
- **Pupil:** A student of compulsory school age enrolled in any program offered by BOCES. Excluded from this definition are students enrolled in programs which are taught or conducted by itinerant BOCES staff.
- **Register of Attendance:** Any written or electronic record maintained for the purpose of recording attendance, absences, tardiness or early departures of pupils.
- **Scheduled Instruction:** Every period that a pupil is scheduled to attend actual instruction or supervised study activities.

In order to accomplish the objective, BOCES shall:

Record Keeping

The register of attendance shall contain basic data for each pupil and a record of each pupil's attendance at scheduled instruction.

- **Basic Data:** The basic data for each pupil shall include: (1) name, (2) date of birth, (3) full names of parent(s) or person(s) in parental relation, (4) address where the pupil resides, (5) telephone number(s) where the parent(s) or person(s) in parental relation may be contacted, (6) date of enrollment, and (7) date of withdrawal or being dropped from enrollment.
- **Attendance Record:** Pupil attendance shall be taken and recorded once at the beginning of each school day for pupils in non-departmentalized classes, and once at the beginning of each period of scheduled instruction where instruction is departmentalized. Late arrival or early departure from scheduled instruction shall also be recorded. All such absences, late arrivals or early departures shall be recorded as excused or unexcused in accordance with the standards set out in this policy. The record shall also indicate days or portions of days of scheduled instruction when school is closed because of extraordinary circumstances.

- **Excused Absences:** Absences, tardiness and early departures may be recorded as excused if the parent provides a written explanation for one of the following reasons:
 - Documented personal illness/medical necessity
 - Significant family matters
 - Religious observance
 - Legal and/or criminal matters directly involving the student
 - School sponsored activities for which the student has permission to participate
- **Unauthorized Absence:** Absences, including tardiness and early departure which are not authorized by a parent prior to the absence.
- **Unexcused Absences:** Absences, including tardiness and early departures which are not specifically excused shall be considered unexcused.
- **Register Entries:** All entries in the register of attendance shall be made by a teacher or by such other employee as may be designated by the District Superintendent and shall be verified by the oath or affirmation of the person making the entries. Each Principal shall supervise the keeping of the register of attendance for all pupils that they are responsible for.
- **Corrections:** Where additional information is received that requires corrections to be made to a student's attendance records, such corrections will be made immediately. Notice of such a change will be sent to appropriate school personnel subject to applicable confidentiality rules.
- **Coding System:** The coding system used to record attendance, and excused or unexcused absences, tardiness, and early departures shall be clearly stated on the register of attendance. The coding system shall also identify the reason why an absence, tardiness, or early departure is excused.

Accounting to Parents or Guardians:

The appropriate Principal or designee, shall exercise due diligence to notify parents by telephone, robocalls, or text messages of any unauthorized absence, tardiness or early departure of students enrolled in a BOCES program. Any explanation given by the parent for the pupil's absence, tardiness or early departure shall be noted in the register of attendance. Periodic reports to parents of a pupil's academic performance shall also contain a report of the pupil's excused and unexcused absences, times tardy, and early departures.

Once a student is absent for five (5) days, a written notice may be sent to the parent and to the home school, unless the Principal or designee already has documented communications with the parent, expressing concern that the student has had five (5) or more absences.

If a student is absent for ten (10) days a written notice will be sent to the parent and to the home school district designee stating that the student has had ten (10) or more excused or unexcused absences. If it is determined that student absences were avoidable, parent(s) may be requested to come to BOCES to participate in a conference. If not previously advised in writing, parents of CTE students will be advised that excessive absences could impair the student's ability to advance to the second year of the program or to receive credit in the CTE program.

If a student is absent for fifteen (15) days since the beginning of the school year, a written notice will be sent to the parent with a copy to the student's home school district designee advising that the Principal or designee of the BOCES program is requiring a conference involving the parent and the student's home district representative. At the conference, a recommendation will be made regarding the student's continued enrollment in a CTE program or referral to the Committee on Special Education.

Incentives and Consequences

The District Superintendent or designee shall develop and implement a tiered intervention and incentive attendance program.

The Principal shall be responsible for a monthly review of all pupil attendance records and shall take appropriate action to address unexcused pupil absence, tardiness and early departure.

Incentives: Appropriate incentives that will promote consistent pupil attendance will be developed and implemented. Such incentives may include, but shall not be limited to, school recognition of perfect and/or improved attendance.

Intervention: The Principal or his/her designee, shall be responsible to contact the parent of each pupil who has an absence, tardiness, or early departure in order to emphasize the need for consistent attendance and to develop an appropriate intervention plan to assure that further absences, tardiness or early departures do not occur. BOCES shall also make periodic reports to a pupil's home school district as to the pupil's attendance in accordance with the ten (10) and fifteen (15) day thresholds.

Additional Attendance Considerations

Certain courses offered at BOCES have strict attendance requirements for the purposes of meeting certification, licensing, or college credit requirements.

- a. Students and Parents of such courses will be advised of the attendance requirement at the start of such course.
- b. Teachers of such programs shall notify the principal when any student is at risk of failing to complete their required program hours.
- c. Parents of such students shall be notified that the student is at risk of failing to complete their required program hours. Parents will be provided the opportunity to meet with BOCES staff to discuss the student's absences.

Course Credit

When students successfully complete courses, BOCES recommends that credit be granted by the student's home school district.

1. Students and parents should be aware of any policies of their home school district relating to attendance and awarding course credit.
2. Excessive absences could affect the home school district or BOCES decision to award credit for a course.

Annual Review of the Records

The Board of Cooperative Educational Services shall annually review the building level pupil attendance records and if such records show a decline in pupil attendance, the Board of Cooperative Educational Services shall review the comprehensive pupil attendance policy and make any revisions to the plan deemed necessary to improve pupil attendance.

Distribution of the Policy

The BOCES shall promote necessary community awareness of the policy as follows:

Pupils: A plain language summary of the policy shall be given to pupils and explained to them at the beginning of each school year.

Parents: A plain language summary of the policy shall be sent to all parents at the beginning of each school year.

Teachers: A copy of the entire policy shall be distributed to all teachers as soon as practicable following initial adoption and any subsequent amendment of the policy. A copy of the policy shall be provided to all new teachers at the time of their employment.

CODE OF CONDUCT | BOARD POLICY 5300

INTERNET-ENABLED DEVICES

For the upcoming school year, each CTE classroom will be equipped with a lockable storage unit designated for internet-enabled personal devices. Students will be expected to place their devices in the storage unit upon entering the classroom each day.

The excerpts below are provided to highlight behavioral expectations for all students, staff and the public while on BOCES property. For the complete Capital Region BOCES Code of Conduct, please visit <https://go.boarddocs.com/ny/crboces/board.nsf/Public#>

The Board is committed to providing a safe and orderly school environment where students may receive and BOCES personnel may deliver quality education services without disruption or interference. The BOCES is committed to:

- Ensuring each student is healthy, safe, engaged, supported and challenged
- Helping students develop self-discipline and social emotional growth, and
- Guiding students in improvement and corrections of inappropriate, unacceptable and unsafe behaviors

Responsible behavior by students, teachers, other BOCES personnel, parents and other visitors is expected, as it is essential to achieving this goal.

STUDENTS RIGHTS AND RESPONSIBILITIES

Student Rights

BOCES is committed to safeguarding the rights given to all students under federal and state law and BOCES policy. In addition, to promote a safe, healthy, orderly and supportive BOCES environment, all BOCES students have the right to:

1. Take part in all BOCES activities on an equal basis regardless of actual or perceived race, weight, color, creed, national origin, ethnic group, religion, religious practice, gender (including gender identity and expression) or sexual orientation or disability.
2. To be respected as an individual and treated fairly and with dignity by other students and BOCES staff.
3. To express one's opinions, either verbally or in writing, as long as it is done so in a respectful manner.
4. Present their version of the relevant events to BOCES personnel authorized to impose consequences.
5. Access BOCES policies, regulations and rules and, when necessary, receive an explanation of those rules from BOCES personnel.
6. To be provided with clear expectations regarding:
 - a. Course objectives, requirements and state standards;
 - b. Grading criteria and procedures;
 - c. Assignment requirements and deadlines; and
 - d. BOCES and classroom rules and expectations regarding behavior.

Student Responsibilities

All BOCES students have the responsibility to:

1. Contribute to maintaining a safe, supportive and orderly BOCES environment that is conducive to learning and to show respect to other persons and to property.
2. Help make BOCES a community free of violence, intimidation, bullying, harassment, and discrimination.
3. Be familiar with and abide by BOCES policies, rules and regulations dealing with student conduct.
4. Attend BOCES every day unless they are legally excused and be in class on time and prepared to learn.
5. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
6. React to direction given by teachers, administrators and other BOCES personnel in a respectful, positive manner.
7. Use a polite tone of voice and appropriate body language, listening when others are speaking to you.
8. To be truthful when speaking with BOCES officials regarding Code of Conduct violations.
9. Respect personal space.
10. Work to develop skills to manage their emotions and reactions and resolve conflict with others.
11. Ask questions when they do not understand.
12. Seek help in solving problems.
13. Dress appropriately for BOCES and BOCES functions.
14. Accept responsibility for their actions.
15. Conduct themselves as representatives of the BOCES when participating in or attending BOCES-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

PROHIBITED STUDENT CONDUCT

The Board expects all students to conduct themselves in an appropriate and civil manner with proper regard for the rights and welfare of other students, BOCES personnel and other members of the BOCES community, and for the care of BOCES facilities and equipment with the goal of making BOCES a community free of violence, intimidation, bullying, harassment and discrimination. Exclusion from the BOCES environment and suspension shall only be used when necessary to protect the safety of students and staff or when all other measures have been exhausted.

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

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

Students may be subject to disciplinary action, up to and including, in extreme or repeated occurrences, suspension from BOCES, when they:

- A. Engage in conduct that is disorderly or prevents others from being able to learn, focus or be engaged in their work. Examples of this type of behavior include, but are not limited to:
 - 1. Running or otherwise unsafe behavior in hallways.
 - 2. Making unreasonable noise.
 - 3. Using language or gestures that are profane, lewd, vulgar or abusive.
 - 4. Obstructing vehicular or pedestrian traffic.
 - 5. Engaging in any willful act which disrupts the normal operation of the BOCES community.
 - 6. Trespassing. Students are not permitted in any BOCES building other than the one they regularly attend, without permission from the administrator in charge of the building.
 - 7. Computer/electronic communications misuse, including any unauthorized use of computers, tablets mobile phones, software, or internet/intranet account; accessing inappropriate websites; or any violation of the BOCES' acceptable use policy
 - 8. Using internet-enabled, personal electronic devices, prohibited by Board Policy 5350.
- B. Engage in conduct that deliberately goes against what a student has been asked to do or where they are supposed to be at any given time. This behavior is considered insubordinate. Examples of this type of behavior include, but are not limited to:
 - 1. Failing to comply with the reasonable directions of teachers, BOCES administrators or other BOCES employees in charge of students or otherwise demonstrating belligerence or disrespect.
 - 2. Lateness for, missing or leaving BOCES property without permission.
 - 3. Missing detention.
- C. Engage in conduct that is violent. Examples of this type of behavior include, but are not limited to:
 - 1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator, other BOCES employee, another student or any other person lawfully on BOCES property.
 - 2. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on BOCES property or at a BOCES function.
 - 3. Displaying what appears to be a weapon.
 - 4. Threatening to use any weapon.
 - 5. Intentionally damaging or destroying the personal property of a student, teacher, administrator, or other BOCES employee or any other person lawfully on BOCES property, including graffiti or arson.
 - 6. Intentionally damaging or destroying BOCES property.

- D. Engage in conduct that endangers the safety, physical or mental health or welfare of others. Examples of this type of behavior include, but are not limited to:
1. Attempting to engage in or perform an act of violence noted in Section C.
 2. Subjecting other students, BOCES personnel or any other person lawfully on BOCES property or attending a BOCES function to danger by engaging in conduct which creates a substantial risk of physical injury.
 3. Stealing or attempting to steal
 4. Stealing or attempting to steal property of other students, BOCES personnel or any other person lawfully on BOCES property or attending a BOCES function
 5. Defamation, which includes making false statements that harm the reputation of the person or the identifiable group of individuals that harm the reputation of the person or identifiable group.
 6. Discrimination, which includes using race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight or disability to deny rights, equitable treatment or access to facilities available to others.
 7. Harassment (or Bullying), is the creation of a hostile environment by conduct or threats, intimidation or abuse. (See policy, 0115, Student Harassment and Bullying Prevention and Intervention for a more complete definition.)
 8. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
 9. Hazing, which includes an induction, initiation or membership process involving harassment.
 10. Selling, using, distributing or possessing obscene material.
 11. Smoking a cigarette, cigar, pipe, electronic cigarette, or using chewing or smokeless tobacco.
 12. Possessing, consuming, selling, offering, manufacturing, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances include, but are not limited to inhalants, marijuana/cannabis products, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any other synthetic version thereof, whether specifically illegal or not commonly referred to designer drugs which are substances designed and synthesized to mimic the intended effects and usages of, which are chemically substantially similar to, illegal drugs, which may or may not be labeled for human consumption.
 13. Inappropriately using or sharing prescription and over-the-counter drugs.
 14. Gambling.
 15. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
 16. Initiating a warning of fire without valid cause, misuse of 911, or discharging a fire extinguisher.
- E. Engage in any form of academic misbehavior. Examples of academic misbehavior include, but are not limited to:
1. Plagiarism.
 2. Cheating.
 3. Copying.
 4. Altering records.
 5. Assisting another student in any of the above actions.
- F. Engage in off-campus misbehavior that interferes with or can reasonably be expected to substantially disrupt the educational process in the BOCES or a BOCES function. Such misbehavior includes, but is not limited to, threatening or harassing students or BOCES personnel through any means off-campus, including cyberbullying (for a complete definition of harassment, bullying and cyberbullying refer to policy 0115, Student Harassment and Bullying Prevention and Intervention).

DISCIPLINARY PENALTIES. PROCEDURES AND REFERRALS

Historically, the discipline of students in BOCES has been focused mainly on handing out punishments based on specific actions. These punishments include reprimands, loss of privileges, office referrals and suspension.

However, understanding discipline as a "teachable offense" is fundamental to a positive approach to discipline with the ultimate goal of teaching pro-social behavior. The restorative approach introduces a culture of care in school characterized by relationships where adults and students feel a sense of belonging and connectiveness, have culturally safe space for their voices to be heard, and are able to be self-determining.

Accountability and positive change is accomplished through conflict resolution utilizing community, classroom, restorative and reentry circles.

The main principles of restorative practices are valuing and restoring relationships, repairing the harm done to affected parties, respecting others' opinions and reintegrating into BOCES community. Under this model, we ask affected parties to reflect upon what harm has occurred, take responsibility for actions, consider what actions need to be employed to repair any harm, and ultimately create a plan that ensures harm does not happen again.

Essential to the implementation of restorative practices is helping students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it has caused.
- Understand what they could have done differently in the same situation
- Balanced resolution.
- Take responsibility for their actions
- Be given the opportunity to learn pro-social strategies and skills to use in the future, and
- Understand the progression of consequences if the behavior reoccurs.

While there may be more traditional punishments used in conjunction with teaching behavior expectations and treating disciplinary matters as teachable moments, this is a more effective approach than merely reacting to specific events unless student behaviors pose an immediate or ongoing threat to the safety of other students and staff.

The Board directs staff and administration to utilize restorative practices where appropriate in addressing student disciplinary issues.

In the application of restorative principles, the process is always voluntary for the students. Any parent (or student over the age of 18) can request to go through the traditional disciplinary route and not participate in the restorative process. This may happen at any time during the process, or if a student is unwilling to accept responsibility for their actions and is not demonstrating willingness to make amends.

Consequences, and if needed, discipline, are most effective when they deal directly with the problem at the time and place it occurs and in a way that students view as fair and impartial. BOCES personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on students' ability to grow in self-discipline,

Consequences and disciplinary action, when necessary, will be firm, fair and consistent so as to be most effective in changing student behavior. In determining the appropriate disciplinary consequences, BOCES personnel authorized to impose consequences will consider the following;

- The student's age.
- The nature of the offense and the circumstances which led to the offense.
- The student's prior disciplinary record.
- The effectiveness of other forms of discipline.
- Information from parents, teachers and/or others, as appropriate.
- Other extenuating circumstances.

As a general rule, discipline shall be progressive. This means that a student's first violation shall usually merit a lighter consequence than subsequent violations. However, BOCES staff are empowered to utilize the consequences most reasonably calculated to ensure the student learns from their behavior and engages in more pro-social behavior in the future.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the student's home district Committee on Special Education and discipline, if warranted, shall be administered consistently with this separate code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior directly related to his/her disability, unless the discipline is consistent with the student's individualized education plan (IEP).

Consequences

Practices that allow educators to address disciplinary matters as opportunities for learning instead of punishment are expected by the Board of Education rather than a reliance on increasing punitive measures. When choosing interventions and consequences of student's behavior, teacher, administrators, and staff must balance BOCES dual goals of eliminating disruptions and maximizing student instruction time.

Students who are found to have demonstrated inappropriate behavior may be subject to the following interventions and consequences, either alone or in combination. The BOCES personnel identified after each consequence are authorized to assign that consequence, consistent with the student's right to due process.

In conjunction with the list below, administration (with supports from counselors) can employ conflict resolution meetings, restitution to those harmed, and group, classroom, community, and/or re-entry circle. Except in limited circumstances, restorative practices shall always be considered first in dealing with disciplinary issues.

Should a parent or student over the age of 18 opt out of participating in the restorative practices or if restorative practices have not been effective with the student in question, the list below shall be utilized to determine consequences.

1. Oral warning, teacher/student conference, parent contact, in-class time out, brief time out of class, loss of classroom privileges - any member of the BOCES staff
2. Written warning - hall and lunch monitors, guidance counselors, teachers, Assistant Principal, Principal
3. Written notification to parent - hall and lunch monitors, guidance counselors, teachers, Assistant Principal, Principal
4. Suspension from social or extracurricular activities - activity director, Principal, Superintendent of the student's home district.
6. Suspension of other privileges - Principal, Superintendent of the student's home district.
7. In-school suspension - Principal, Assistant Principal
8. Removal from classroom - teacher, Principal
9. Short-term (five days or less) suspension from BOCES - Principal, District Superintendent
10. Long term (more than five days) suspension from BOCES referred to the home district for a hearing

DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violate the BOCES student code of conduct, and/or to temporarily remove a student with disabilities from his or her current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others. The Board expects that this will be a sparingly used option and staff shall employ other means of addressing student behavior such as programming through special education and related services, behavioral intervention supports and strategies, as well as alternative options such as conflict resolution meetings, restitution to those harmed, and group, classroom, or community circles as appropriate for a particular student. Restorative practices shall be the considered first in dealing with disciplinary issues, as long as the student with disabilities is able to meaningfully participate in the process and such practices would be consistent with the student's IEP.

The Board also recognizes that students with disability deemed eligible for special education services under the IDEA and Article 89 of New York's Education Law enjoy certain procedural protects that BOCES authorities must observe when they decide to suspend or remove them. Under certain conditions those protections extend , as well, to students not currently deemed to be a student with a disability nut determined to be a student presumed to have a disability for discipline purposes.

Therefore, the Board is committed to ensuring that BOCES follows suspension and removal procedures that are consistent with those additional protections for students with disabilities. The code of conduct for students is intended to afford students with disabilities presumed to have a disability for discipline purposes the express rights they enjoy under applicable law and regulations, in addition to those rights afforded to all students pursuant to Education Law 3214.

VISITORS TO THE BOCES

The board recognizes that the success of the BOCES program depends, in part, on support by the larger community. The board wishes to foster a positive climate where members of the community have the opportunity to observe the hard work and accomplishments of the students, teachers and other staff. Since BOCES is both a workplace and a place of learning, certain limits must be placed on such visits. The Principal or his or her designee is responsible for all persons in the building or on the grounds. For those reasons, the following expectations apply to visitors to the BOCES:

1. Anyone who is not a regular staff member or student of BOCES shall be considered a visitor.
2. All visitors to BOCES have a legitimate educational purpose and must enter through the designated single point of entry and report to the office of the principal upon arrival at BOCES. There they will present photo identification, sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in BOCES or on BOCES grounds. The visitor must return the badge to the main entry point before leaving the building.
3. Visitors attending BOCES functions that are open to the public after regular BOCES hours, such as parent-teacher organization meetings or public gatherings, are not required to sign-in.
4. Parents or citizens who wish to observe a classroom or BOCES activity while school is in session must arrange such visits in advance with the classroom teacher(s) and building principal.
5. Teachers are expected to teach and will not always be able to take class time to discuss individual matters with visitors.
6. Any unauthorized person on BOCES property will be reported to the Principal or his or her designee. Unauthorized persons shall be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to meet the expectations for public conduct on BOCES property contained in the BOCES code of conduct.

PUBLIC CONDUCT ON BOCES PROPERTY

BOCES is committed to providing a welcoming engaging, respective, orderly environment that is conducive to learning, BOCES invites the members of the public to join them in the educational process, competitive and artistic events and other BOCES functions. For purposes of this section of the code, "public" shall mean all persons when on BOCES property or attending a BOCES function including students, teachers, and BOCES personnel.

The expectations for the public's conduct on BOCES property and at BOCES functions are not intended to limit freedom of speech or peaceful assembly, but to support the conducive learning environment, and maintain order, and prevent infringement on the rights of others.

All persons on BOCES property or attending a BOCES function shall conduct themselves in a respectful and orderly manner. In addition, all persons on BOCES property or attending a BOCES function are expected to be properly attired for the purpose they are on BOCES property.

Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy BOCES property or the personal property of a teacher, administrator, other BOCES employee or any person lawfully on BOCES property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, BOCES programs or other BOCES activities.
4. Distribute or wear materials on BOCES grounds or at BOCES functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the BOCES program.
5. Intimidate, harass or discriminate against any person on the basis of actual or perceived race, creed, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
6. Enter any portion of the BOCES premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.

8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, offer, manufacture, distribute or exchange alcoholic beverages, controlled or illegal substances, including cannabis, or any synthetic versions (whether or not specifically illegal or labeled for human consumption), or be under the influence of either on BOCES property or at a BOCES function.
10. Possess or use weapons in or on BOCES property or at a BOCES function, except in the case of law enforcement officers or except as specifically authorized by the BOCES district.
11. Loiter on or about BOCES property.
12. Gamble on BOCES property or at BOCES functions.
13. Refuse to comply with any reasonable order of identifiable BOCES district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or Board policy while on BOCES property or while at a BOCES function.
16. Smoke a cigarette, cigar, pipe, electronic cigarette, or use chewing or smokeless tobacco.

SAFETY

Safety is everyone's responsibility. Students owe it to themselves and the people around them to practice good safety procedures. A great deal of equipment in our shops could be dangerous if improperly used. At the beginning of the school year, each instructor will outline the safety requirements of the course. If followed, the chance of injury can be greatly reduced. Students must learn these rules.

Accidents

Students must report any accident to their teacher immediately, no matter how minor it may seem.

Fire, Lockdown, Lockout and Disaster Drills

Instructions for the various drills are posted in each classroom. Please cooperate and follow the teacher's instructions.

Emergency Concerns

Safety is a high priority at the Career & Technical School; as a result there are few accidents or injuries. However, in the event of an accident, injury or illness of a student, the school nurse must be notified by the instructors. The nurse will notify the student's parent/guardian, home school administrators and home school nurse.

Asbestos Hazard Emergency Response Act Notice

The Asbestos Hazard Emergency Response Act (AHERA) requires all schools, kindergarten through twelfth grade, to be inspected to identify any asbestos-containing building material. The law further requires the development of a management plan, based upon the results of the inspection, which outlines BOCES' intent in controlling the potential for exposure to asbestos fibers in our facilities.

In the past, asbestos was used extensively in building materials because of its insulating and fire retardant capabilities. Virtually any building built before the late 1970s contains some form of asbestos-containing material in a safe and proper manner. In addition, the required re-inspection has been completed and the management plan updated accordingly.

CAREER CENTER

The Career Development Center's mission is to assist students with career preparation by providing opportunities that enhance success and independence as well as keep pace with an ever-changing workplace. Career Center staff assists students with:

- ➔ Assessment/evaluation of their skills
- ➔ Work experience programs
- ➔ Information on career choices — specifically, educational requirements of jobs, money earning potential, job availability and career paths
- ➔ Placement — including helping students develop an employability profile, placement file and resume
- ➔ Counseling for personal and academic problems and/or concerns
- ➔ Counseling and support to students regarding:
 - Program choice, changes when needed and attendance
 - Personal matters
 - Continuing their education
 - Coordination with district guidance counselors

Career Center staff helps support educational goals and post-high school planning. Anyone interested in information on our programs should contact the Albany campus at 518-862-4816 or the Schoharie campus at 518-295-3003.

WORK-BASED LEARNING PROGRAMS

There is no substitute for the kind of hands-on experience that a work experience education program offers. If presented in a book, the same information would rarely be conveyed as effectively as it would at an actual work site. By using the business community as a classroom, students are familiarized with the world of work. They gain proficiency in life skills ranging from managing appointments and greeting the public to dressing appropriately, becoming aware of personal strengths and weaknesses, and working independently. The Work-Based Learning program options available through the Capital Region BOCES can be tailored to suit the needs of the diverse student population that attends the Career & Technical School. Through this real-life experience, students learn to work effectively with other people and accept responsibility...skills that spell success.

- **JOB SHADOWING**

Job shadowing involves a student spending part of a school day at a local business “shadowing” an employee/mentor during the course of a normal workday.

- **CAREER EXPLORATION INTERNSHIP PROGRAM (CEIP)**

Open to students in Career & Technical School programs, the CEIP program offers non-paid experience at an area business. Students must meet certain criteria before being placed. Through the program, they are exposed to a variety of career areas within an organization. Activities may range from work-sampling a number of jobs to more intensive exploration of a particular job or career cluster.

- **COOPERATIVE EDUCATION PROGRAM (CO-OP)**

The co-op program provides a paid employment opportunity where students learn and practice related occupational skills on the job. The student, teacher or co-op coordinator obtains the part-time job placement related to the student’s Career & Technical class. The Work Based Learning coordinator supervises the program, and on-site visits are scheduled periodically. Students placed in a co-op experience are required to be in attendance for their integrated subjects (English and Math or Science).

Before any student will be considered for a work based learning experience the student must:

- Be approved by their Career & Technical School program instructor.
- Have maintained at minimum a 75% average in Career & Technical Education class.
- Have no more than three minor offense behavior referrals. Serious offenses will be evaluated on a case by case basis and may immediately disqualify the student from participation.
- Have a maximum of three unexcused absences per quarter.
- Have a completed resume before initial meeting with Work Based Learning coordinator.

ARTICULATION

The Career & Technical School has entered into articulation agreements with many technical schools, community colleges and universities to assist students with meeting employment goals. Articulation is the award of related college/university credit to students who successfully complete their Career & Technical Education (CTE) curriculum. The benefits of articulation are:

- Saving money on tuition, fees and books
- Accelerating progress
- Reducing duplication of instruction
- Improving job readiness skills
- Earning college credits while still in high school
- Creating the opportunity to learn more in college

Please refer to the Career & Technical School Course Guide for class specific articulation agreements. Your Career & Technical Education teacher can describe the articulation process for your program.

ACADEMICS

Grading Policies

Grading is done with an integrated approach because our Career & Technical Education (CTE) teachers and Academic Integration teachers team teach. This means that they co-plan and co-deliver lessons; and then co-assess student work.

“Formative assessments” in both the Career & Technical School quarterly grades and the Academic Integration quarterly grades can consist of a combination of a variety of written assessments (quizzes, tests, papers) as well as demonstrations that are evaluated with rubrics.

Student performance is reported to district guidance departments and parents/guardians. A passing grade is 65% or higher.

Technical Assessments

The New York State Education Department (NYSED) requires that a three-part Technical Assessment based on recognized industry and national standards be administered to students enrolled in all NYSED approved Career & Technical Education programs (<http://www.p12.nysed.gov/cte/ctepolicy/ctepolicy.html>). The technical assessment must include a written examination(s), student project (a.k.a. student portfolio) and student demonstration of technical skills (performance assessment). The intent of the technical assessment is to document a student’s level of competency in their program. Completion of all three parts is considered the FINAL EXAM in all CTE programs.

The portfolio is a culmination of a student’s best work in their course of study. It includes career research documents (i.e.: resumes, cover letters, job applications) as well as documents that pertain to the academic and technical content of their career and technical program. It should be used by students as they seek employment opportunities and acceptance into post-secondary programs.

Technical Endorsements

NYSED has approved the Career & Technical Education pathway as a 4+1 pathway to graduation with a NYS Regent’s Diploma (<http://www.nysed.gov/curriculum-instruction/multiple-pathways>). This means that passing a CTE Technical Assessment is counted in lieu of one of the 5 required Regent’s examinations, thereby allowing the student to earn a Regent’s diploma by passing 4 Regent’s exams plus 1 — the Career & Technical Education Technical Assessment.

Capital Region BOCES administers the Technical Assessment to all students enrolled in NYSED-approved career and technical programs. (For a list of NYSED approved Career & Technical Education programs, visit <http://www.p12.nysed.gov/cte/ctepolicy/approved.html>.) The grades are shared with the home school districts and the endorsements are placed on the diploma by the home schools prior to graduation.

In the eyes of the NYSED department, the achievement of a Career & Technical Education Technical Endorsement is a huge accomplishment. The rigor of the CTE program and the technical assessment is of such great value that earning a Technical Endorsement carries the same weight as an NYSED Advanced Regent's Diploma (http://www.p12.nysed.gov/accountability/essa/documents/UnderstandingNYSAccountabilitySystemUnderESSA_2018-19F.pdf).

2026-2027 Marking Periods

Students will receive quarterly marks during the academic year. Ending dates for this year's marking periods will be:

End of First Marking Period	November 13, 2026
End of Second Marking Period	January 22, 2027
End of Third Marking Period	April 2, 2027
End of Fourth Marking Period	June 14, 2027

2026-2027 Interim/Progress Reports

Interim/progress reports are sent out at the mid-point of each marking period to document student progress in class. Interim/progress reports are sent to parents/guardians as well as to the home school. Dates for quarterly interim/progress reports:

1st Quarter Progress Reports	October 13, 2026
2nd Quarter Progress Reports	December 15, 2026
3rd Quarter Progress Reports	March 2, 2027
4th Quarter Progress Reports	May 4, 2027

2026-2027 DATES OF IMPORTANCE

September 7	Labor Day
September 8	Conference Day
September 9	Conference Day
September 10	First Day of School
October 2	Emergency Release - Dismiss 15 min early
October 9	Conference Day
October 12	Columbus Day/Indigenous Peoples' Day
November 11	Veterans' Day Holiday
November 25-27	Thanksgiving Recess
December 22-January 2	Holiday Recess
January 4	Classes Resume
January 18	Martin Luther King, Jr. Day (observed)
February 15-19	Winter Recess
March 17	Conference Day
March 29-April 2	Spring Recess
May 31	Memorial Day

PARENT/GUARDIAN CONFERENCES

Parents and guardians can make appointments for conferences with an instructor, principal, assistant principal or school counselor by calling the Career & Technical School main office at 518-862-4800 (Albany), the Extension Center (Albany) at 518-854-2800; or 518-295-3000 (Schoharie).

The Career & Technical School is always looking for new ideas to help parents and guardians become more involved in their children's education. We welcome your suggestions and parent and guardian participation in improving a child's educational experience and ensuring his or her future success.

STUDENT ORGANIZATIONS

SkillsUSA

"SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. We help each student excel. A nonprofit national education association, SkillsUSA serves middle-school, high-school and college/postsecondary students preparing for careers in trade, technical and skilled service occupations." — SkillsUSA.org

For many years, Albany and Schoharie CTE have offered students the opportunity to become members of SkillsUSA. Student members are provided with access to instructional materials, competitions, volunteer opportunities, and other benefit of membership to a world-wide organization. Capital Region BOCES CTE is a Total Participation High School, meaning that ALL of our students are provided with membership free of cost to families.

Contact your teacher or the main office at 518-862-4800 or 518-295-3000 for more information.

National Technical Honor Society

Members are selected in the spring of their junior and/or senior year. Students must have:

- 92 or above GPA at the Career & Technical School for 3 quarters
- 85 or above overall Grade Point Average (GPA) in their home school
- Not more than 5 excused absences at Career & Technical School
- One Career & Technical School teacher recommendation, and
- Be pursuing a New York State Regents diploma

Each inducted member is required to perform one community service project for the Albany or Schoharie campus to remain in good standing.

TRANSPORTATION

Bus Regulations

High school students enrolled at the Career & Technical School have the right and are expected to be transported by bus to our campuses. If students arrive on the bus, they must return on the bus unless they have written permission from their home school to do otherwise. If a student misses the bus to our campus, they should report to the home school office. If a student misses the bus returning to their home school, he/she should report to the main office of the Career & Technical School.

Transporting students who are distracting is extremely difficult and dangerous. For the safety of everyone, students should adhere to the following rules:

- Obey the bus driver's instructions
- Keep head and limbs inside the bus
- Remain seated
- Avoid crowding when entering or leaving the bus
- Do not distract the driver
- Do not throw objects on the bus
- Learn where the emergency door, first-aid kit and fire extinguisher are located
- Wait for the driver's signal before crossing the road

STUDENT DRIVERS

In order to drive to the Career & Technical School, students must complete a form obtained from the front desk. Students are required to get the necessary signatures and meet with an administrator before they will be given a parking pass. If permission is granted, it is for the student alone. They may not transport other students to or from the campus unless the proper riders form has been filled out, approved, and a rider's pass has been granted.

Parking passes will be issued when all paperwork is completed and fee is paid. Any student driving without prior permission, completed paperwork or paid fee will lose the right to drive to BOCES. Chronic tardiness may result in loss of driving privilege.

All driving passes are subject to home school approval. A \$10 parking fee is required at the time the pass is given. Failure to adhere to the above rules may result in loss of parking privileges and loss of the non-refundable parking fee.

For Albany Campus and Extension Center Campus

In September:

1. There will be no student parking available for high school students at the beginning of the school year. High school students are expected to utilize home district provided transportation until the point where we are ready to issue student parking passes.
2. Adult students (Albany Main Campus) will be provided with parking passes as soon as they complete the required paperwork and pay the \$10 parking pass fee. Adult students must have paperwork submitted by Sept. 20 to secure a parking spot.
3. High school students will have access to the parking permit application after school starts. We will NOT be issuing permits at that time; we will be starting a waiting list for student parking passes.

After staff and adult student parking spaces have been assigned, we will begin accessing the wait list to offer student parking.

1. High school students who have submitted completed paperwork and meet the following criteria will be assigned parking passes as available:
 - a. No disciplinary referrals related to driving or parking.
 - b. No excessive absences/tardies.
 - c. Must be passing both CTE program and integration classes.
 - d. Paid \$10 parking pass fee.
2. High school students with parking passes may have their passes rescinded should they fail to meet the above criteria, show a pattern of tardiness, create an unsafe situation in the parking lot, or leave early/come late through any doors besides the main entrance. If this occurs, the parking pass fee will not be refunded.

There is no parking on campus without a parking permit.

- If a student is participating in Work Based Learning, they must have paperwork on file and will be issued a parking permit.
- If a student needs to drive in because they are being dismissed early, they must have paperwork on file and be issued a temporary permit prior to the day the dismissal is required.
- If a student misses the bus and needs to drive to campus, they must have paperwork on file and call Albany CTE to ensure that a visitor spot is available. If it is, the student will be issued a temporary pass when upon arrival at school.
- We understand that extenuating circumstances/medical concerns do occasionally arise. If you find yourself in need of a temporary parking pass, a parent must contact the assistant principal to arrange this.

DEAF AND HARD OF HEARING ACCOMMODATIONS

Accordingly, and pursuant to law, the BOCES will provide an interpreter for hearing-impaired parents for school-initiated academic and/or disciplinary meetings or activities. (Policy No. 1925)

Reporting and Investigating Complaints of Harassment and/or Bullying:

Although it can be difficult to step forward, the BOCES can't effectively address bullying if incidents are not reported. Students who have been bullied, parents whose children have been bullied or other students or staff who observe bullying behavior are encouraged and expected to make a verbal and/or written complaint to the Dignity Act Coordinator or any BOCES personnel in accordance with the training and guidelines provided.

At all times, complaints will be documented, tracked and handled in accordance with the regulations and procedures accompanying the applicable policy [**Title IX policy, 0100, Equal Opportunity and Nondiscrimination, or 0110, Sexual Harassment**] and the BOCES' Code of Conduct. If a staff person is unsure of the reporting procedure, he/she is expected to inquire about how to proceed by speaking with their supervisor.

Albany Career & Technical School Dignity Act Coordinator:

Principal of Career & Technical School
925B Watervliet-Shaker Road, Albany, NY 12205
Phone: 518-862-4800
Fax: 518-862-4818

Albany Career & Technical School Dignity Act Coordinator (Alternate)

Assistant Principal Career & Technical School
925B Watervliet-Shaker Road
Albany, NY 12205
Phone: 518-862-4800
Fax: 518-862-4818

Albany Career & Technical School Extension Center Dignity Act Coordinator

Assistant Principal Career & Technical School - Extension Center
886 Watervliet-Shaker Road
Albany, NY 12205
Phone: 518-854-2800
Fax: 518-456-4764

Albany Career & Technical School Dignity Act Coordinator (Alternate)

Assistant Principal Albany Career & Technical School
886 Watervliet-Shaker Road
Albany, NY 12205
Phone: 518-854-2800
Fax: 518-456-4764

Schoharie Career & Technical School Dignity Act Coordinator:

Principal Career & Technical School
174 State Route 30A Schoharie, NY 12157
Phone: 518-295-3000
Fax: 518-295-3075

Schoharie Career & Technical School Dignity Act Coordinator (Alternate)

School Counselor
Schoharie Career & Technical School
174 State Route 30A
Schoharie, NY 12157
Phone: 518-295-3003
Fax: 518-295-3075

The following Harassment and/or Bullying Complaint Form can be used by staff or students to report a complaint of harassment and/or bullying.

SCHOOL DISTRICTS SERVED

Berne-Knox-Westerlo
Bethlehem
Burnt Hills-Ballston Lake
Cobleskill-Richmondville
Cohoes
Duanesburg
Green Island
Guilderland
Menands
Middleburgh
Mohonasen
Niskayuna
Ravena-Coeymans-Selkirk
Schalmont
Schenectady
Schoharie
Scotia-Glenville
Sharon Springs
Shenendehowa
South Colonie
Voorheesville
Watervliet



HARASSMENT AND/OR BULLYING COMPLAINT FORM

The purpose of this form is to document an incident or series of incidents of bullying and/or harassment so we can investigate and take appropriate steps. **For parents, if you or your child feel that they are unsafe, speak directly with the principal/Dignity Act coordinator in your building immediately and then fill out this form.**

Today's Date: _____ Building: _____

Name of target (student being bullied, harassed, or discriminated against):

Student ID: _____ Grade: _____ Home District: _____

Name of person reporting incident: _____

Role of person reporting incident (check one):

☐ Student Target ☐ Student (Witness) ☐ Parent/Guardian ☐ Staff Member ☐ Other

Phone: _____ Email: _____

Relationship to the student (target): ☐ Self ☐ Parent ☐ Teacher ☐ Student Peer

☐ Other (*please explain*) _____

Name(s) of alleged offender(s) (include grade and school, if known):

Date of Incident: _____ Time of Incident (Approx.): _____

What was your involvement in the incident?

☐ I was directly involved in the incident ☐ I observed the incident

☐ I heard about the incident. If so, who did you hear about the incident from? _____

Names of others who may have witnessed the incident:

Where did the incident happen? (Check all that apply):

- | | | |
|---|---|---|
| ☐ On school property | ☐ Cafeteria | ☐ Hallway |
| ☐ Classroom | ☐ Gym | ☐ Locker Room |
| ☐ Bathroom | ☐ On a school bus | ☐ Parking Lot |
| ☐ Off school property | ☐ At a school function | ☐ Electronic Communication |
| ☐ Other (<i>describe</i>): _____ | | |

Type of incident (Check all that apply):

- ☐ Physical Contact (kicking, punching, spitting, tripping, pushing, taking belongings, etc.)
- ☐ Verbal threats (gossip, name-calling, put-downs, teasing, being mean, taunting, making threats)
- ☐ Psychological (non-verbal threats, spreading rumors, social exclusion, intimidation, etc.)
- ☐ Abuse (actions or statements that put an individual in fear of bodily harm)
- ☐ Cyberbullying (misusing technology/social media to harass, tease, threaten, post pictures (sexting), etc.)
- ☐ Other (*describe*): _____

Who was involved in the incident?

- ☐ Student ☐ Employee ☐ Both Student and Employee

Describe the specific nature of the incident. What happened? (Be as specific as possible). What did the alleged offender say or do? Include any copies of text messages, emails, etc. if possible.

(Add extra pages as needed)

If there were any adults in the area when this happened, what did they do?

**Type of bias involved (if known):**

- | | | |
|--|--|---|
| ☐ Race | ☐ Color | ☐ Religion |
| ☐ Ethnic Origin | ☐ National Origin | ☐ Religious Practice |
| ☐ Sex | ☐ Gender | ☐ Sexual Orientation |
| ☐ Weight/Size | ☐ Disability | ☐ Other (<i>describe</i>): _____ |

Did a physical injury result from this incident? (Check all that apply):

- ☐ Yes (medical attention needed) ☐ Yes (no medical attention needed) ☐ No
- ☐ Evaluation by school nurse was completed
- ☐ Other medical intervention pursued (*please specify*): _____

Does the situation continue to occur? ☐ Yes ☐ No**Has this happened before?** ☐ Yes ☐ No

Describe (if known): _____

Has the student been absent from school as a result of the incident? (if known)

- ☐ Yes ☐ No If yes, number of days student was absent: _____

Describe the impact this incident has had on the student (target) (if known):

I certify that all statements on this form are accurate and true to the best of my knowledge.

Printed Name: _____

Signature: _____ Date: _____

Please return this completed form to your school's Dignity Act Coordinator or Principal.**You can contact your school administrator, Dignity Act coordinator, counselor, or other staff member (whoever you are most comfortable with) for information or assistance at any time.**



Release of student directory information

From time to time, student directory information is published on the Capital Region BOCES website, in school publications, social media and/or released to the media to recognize student achievement or depict educational activities of the Capital Region BOCES. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations, by law, without a parent or guardian's prior consent.

Directory information includes:

- Student's name,
- Major course of study,
- Participation in school activities,
- Dates of attendance,
- Degrees and awards received,
- Home school attended, and
- Student's photograph.

Parents/guardians or eligible students have until September 16 to notify the BOCES of any objections they have to the release of any of the above listed directory information for that school year.

To opt-out, send written notification to the BOCES principal or program supervisor for the program your child attends. Contact information is available on this website at: <https://www.capitalregionboces.org/contact-us/>

The Family Educational Rights and Privacy Act (FERPA), a Federal law, allows BOCES to disclose appropriately designated "directory information" without written parental consent, unless the parents have advised BOCES to the contrary. If no objection is received **by September 18** of the school year, the BOCES may release student directory information without prior approval of the parent/guardian or eligible student.

The primary purpose of directory information is to allow the BOCES to include this type of information in school publications, on the BOCES website or for appropriate release to the media.

Examples include:

- School yearbooks
- School videos
- Honor roll or other recognition lists (released to the media, posted on the school Web site, etc.)
- Graduation programs
- A photo of your child in a BOCES publication that depicts them at work in a classroom

PLEASE NOTE: While the BOCES will honor the request of any parent/guardian who has submitted written notification to opt their child out of publicity efforts, the BOCES is not responsible for media that covers news happenings, graduations or other public events.



According to Board Policy #4526
Acceptable Use of Computerized Information Resources
Students, page 8, section 9, Prohibitions...

The following is a list of prohibited activities regarding the use of the BOCES electronic resources. Violation of any of these prohibitions may result in discipline or other appropriate penalty, including suspension or revocation of a user's access to the network.

- Using BOCES electronic resources for commercial activity, including advertising.
- Infringing on any copyrights or other intellectual property rights, including copying, installing, receiving, transmitting or making available any copyrighted software on the BOCES electronic resources system.
- Using the BOCES electronic resources to receive, transmit or make available to others obscene, offensive, or sexually explicit material.
- Using the BOCES electronic resources to receive, transmit or make available to others messages that are racist, sexist, abusive or harassing to others.
- Using another user's account or password.
- Attempting to read, delete, copy or modify the electronic mail (e-mail) or any other electronic messaging of other system users and deliberately interfering with the ability of other system users to send and/or receive e-mail or electronic messages.
- Forging or attempting to forge electronic messages.
- Engaging in vandalism. Vandalism is defined as any malicious attempt to harm or destroy BOCES equipment or materials, data of another user of the BOCES electronic resources or of any of the entities or other networks that are connected to the BOCES electronic resources. This includes, but is not limited to, creating and/or placing a computer virus on the system.
- Using BOCES electronic resources to send anonymous messages or files.
- Using BOCES electronic resources to receive, transmit or make available to others a message that is inconsistent with the BOCES Code of Conduct.
- Revealing the personal address, telephone number or other personal information of oneself or another person.
- Intentionally disrupting network traffic or crashing the network and connected systems.
- Installing personal software or using personal media storage devices on the BOCES Electronic system without the permission of the appropriate BOCES official or employee.
- Using BOCES electronic resources for commercial or financial gain or fraud.
- Stealing data, equipment or intellectual property.
- Gaining or seeking to gain unauthorized access to any files, resources, or computer or phone systems, or vandalize the data of another user.
- Changing or exceeding resource quotas as set by the BOCES without the permission of the appropriate BOCES official or employee.
- Using the BOCES electronic resource system while access privileges are suspended or revoked.
- Using the BOCES electronic resource system in a manner inconsistent with directions from teachers and other staff and generally accepted technology use etiquette.

Proposed Consequences

1st Instance	Administrator referral	Verbal warning	Parent contact
2nd Instance	Administrator referral	Loss of computer privileges	Parent contact
3rd Instance	Administrator referral	Complete loss of computer privileges	ISS/OSS, subsequent offenses treated as repeated insubordination



AGREEMENT BY PARENT OR GUARDIAN

To be read and signed by parents or guardians of students who are under 18:

As the parent or legal guardian of the above student, I have read, understand and agree that my child shall comply with the terms of the District's Acceptable Use and Internet Safety Policy. A copy of such policy may be accessed on the District's website (www.capitalregionboces.org). I understand that access is being provided to the students for educational purposes only. However, I also understand that it is impossible for the District to restrict access to all offensive and controversial materials and understand my child's responsibility for abiding by the Policy. I am, therefore, signing this Policy and agree to indemnify and hold harmless the District against all claims, damages, losses and costs or whatever kind, that may result from my child's use of his or her access to such networks or his or her violation of the Policy. Further, I accept full responsibility for supervision of my Child's use of his or her access account if and when such access is not in the school setting. I hereby give permission for my child to use the building-approved account to access the District's computer network and the Internet.

Parent or Guardian name(s) PRINT CLEARLY

Home Phone

Parent or Guardian Signature

Date

Address

STUDENT'S AGREEMENT

To be signed by every student:

I understand and agree to follow the District's Acceptable Use and Internet Safety Policy. I also understand that if I violate the Policy my access to the District's computer network and the Internet may be revoked and disciplinary action may be taken against me.

Student Signature

Date

(Place an "X" in the correct blank): I am 18 or older _____ I am under 18 _____



September 2026



Dear Parent/Guardian:

Your child recently received a copy of the *Capital Region BOCES Career & Technical School Student & Parent/Guardian Handbook* from their teacher. The handbook contains important information regarding policies, guidelines, phone numbers, schedules, etc. Please take a few minutes to review the information in the handbook with your child.

Please complete the lower portion of this memo and return to your student's teacher no later than Friday, September 18, 2026.

Thank you for your cooperation.

Student's name (PLEASE PRINT)

Career & Technical School Class (PLEASE PRINT)

Student's Signature

Parent/Guardian's Signature

Date

Date

The Capital Region BOCES does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs, activities, employment, and admissions; and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Director of Human Resources, at hrrdirector@neric.org, 518-862-4951 or 900 Watervliet-Shaker Road, Albany, NY 12205. Inquiries concerning the application of the Capital Region BOCES non-discrimination policies may also be referred to the U.S. Department of Education, Office for Civil Rights (OCR), 32 Old Slip, 26th Floor, New York, NY 10005, phone: 646-428-3800, fax: 646-428-3843, TTY: 800-877-8339, or email: OCR.NewYork@ed.gov.

Si usted necesita asistencia de un interprete, o necesita traduccion en espanol, y otros idiomas, por favor llame a Ottavio Lo Piccolo a este tel. 518-862-4703, y deje un mensaje de voz. Gracias.

If you need the assistance of an interpreter, need material translated into any language other than English, please call Ottavio Lo Piccolo at 518-862-4703 and leave a voice message. Thank you.

