

Center for Workforce Development

***Adult Learner Handbook &
Code of Conduct***

2023-2024

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Equal Opportunity Notice

BOCES does not discriminate on the basis of age, sex, race, religion, color, national origin, disability, creed, marital status, veteran status, military status, sexual orientation, prior criminal offense, domestic violence victim status, gender identity, gender expression, or genetic status in its programs or activities and provides equal access to the Boy Scouts of America and other designated youth groups. The following person has been designated to handle complaints/inquiries regarding the BOCES’ non-discrimination policies: Director of Human Resources, 3599 Big Ridge Road, Spencerport, New York 14559, 585-352-2420, and is also the Title VII and Title IX Officer. For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481. Please note that those wishing to file a complaint may also do so through the Department of Education’s Office for Civil Rights at <https://www2.ed.gov/about/offices/list/ocr/complaintprocess.html>. See also New York State Executive Law 296.

I. GUIDELINES FOR ALL ADULT LEARNERS

Welcome to the Center for Workforce Development (CWD) at Monroe 2-Orleans BOCES (BOCES 2)! This handbook provides information regarding BOCES 2 policies, procedures and guidelines and how they apply to adult learners in our program. We provide a variety of programming designed to support individuals in their current and future career goals.

CWD Mission

The BOCES 2 Center for Workforce Development will strive to provide quality, cost-effective educational and workforce services in partnership with other higher educational agencies, the local workforce community, and the adult learners we serve in a manner that supports excellence for all learners.

CWD Vision

The BOCES 2 Center for Workforce Development provides safe learning environments where collaborative partnerships develop active, life-long learners who take pride in achieving academic excellence.

CWD Philosophy Statement

The Center for Workforce Development is a multifaceted provider of adult education, training, assessment, employment, and support services to individuals and businesses. Our innovative and flexible approach is comprehensive, affordable, and responsive to evolving community needs.

CWD Belief Statement

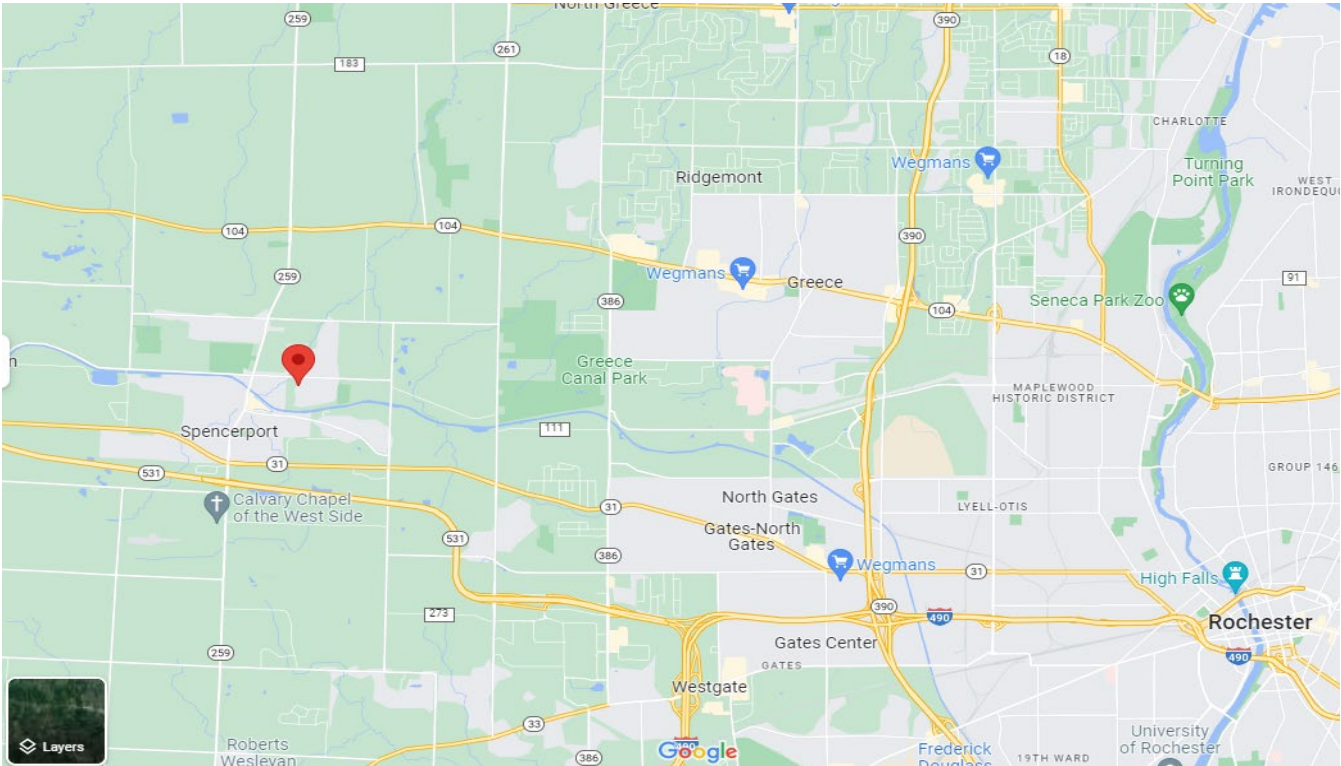
- Education empowers people to embrace change and grow.
- High expectations inspire high achievement.
- Development of a motivated workforce requires positive leadership and ongoing support.
- Learning environments must be flexible and innovative.
- Growth and development are essential to success.
- Every individual deserves respect.

Monroe 2-Orleans BOCES Center for Workforce Development Location and Map

WEMOCO CAMPUS



WEMOCO Career and Technical Education
3589 Big Ridge Road
Spencerport, New York 14559
Telephone: (585) 349-9100
Fax: (585) 349-9101



II. CWD PROCEDURES

BOCES 2 is committed to providing a supportive learning environment where adult learners may receive quality educational services. CWD has a set of expectations for all adult learners. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

Regardless of the CWD program, it is expected that adult learners will comply with the specific program policies and procedures as well as the Center for Workforce Development Adult Learner Code of Conduct.

Adult Learner Injury/Accident

All accidents/injuries (occurring on BOCES grounds or at work-based activity sites) should be reported immediately to your instructor, who will complete an accident report. Adult learners are covered by the Monroe 2-Orleans BOCES insurance for accident or personal injury in certain instances. However, this policy will be effective only after all personal insurance policies have been exhausted.

AHERA Notification

AHERA is a federal law enacted in 1987 which requires all school districts to re-inspect facilities for asbestos-containing building materials.

Our facilities have been inspected and response actions are planned to insure a continued safe environment for our students and employees. Activities include training of maintenance staff to prevent disturbance of asbestos and periodic re-inspection and surveillance activities by trained personnel.

Details of such activities are described in the BOCES AHERA Management Plan, which is maintained within the Operations and Maintenance Department of BOCES 2, Room C-111, at the Career and Technical Education building.

Should you have any additional questions or concerns with regard to this matter, please feel free to contact the District Superintendent, Jo Anne L. Antonacci.

Books and Supplies

Books and supplies necessary to complete course requirements will be available for adult learner use. Instructors will designate which books and materials will become the adult learner's property. Please do not mark or write in or on any materials until the instructor has indicated which items will belong to the adult learner. There are sufficient quantities of tools and materials for the adult learner's use while working on labs. Some classes require the adult learner to purchase additional equipment and supplies.

Breaks

For all classes, instructors may provide a 10-minute break at their discretion. Adult learners are asked to observe the time limit of all scheduled breaks. Adult learners may leave the grounds for breaks, lunch or dinner, but are required to inform the instructor when doing so and follow the appropriate attendance procedures. There is a microwave/vending machines available for adult learner use in the Student Services Center. Remember, that smoking is not permitted anywhere on campus grounds, including the parking lot or the sidewalk immediately in front of the campus.

Cancellation

Every effort is made to conduct classes as listed on our webpage or in our catalog. Circumstances may make it necessary for classes to be cancelled or postponed, or for instructors and classrooms to be changed.

All program offerings must reach a minimum enrollment at least four business days prior to the start of the first scheduled class. If it is necessary to delay the start of a program, adult learners will be notified and have the option to enroll at another date, take a similar offering, or request a refund.

Children on BOCES Property

Because of safety and liability issues, Monroe 2-Orleans BOCES does not allow the children of adult learners in classrooms at any time. There are exceptions made for approved meetings or events. An adult must accompany children on BOCES grounds at all times.

Conduct and Dismissal Policy

Adult learners must be prepared for each day's training session. Adult learners are expected to comply with the rules and regulations and conduct themselves in a professional manner while attending Monroe 2-Orleans BOCES Center for Workforce Development. In addition to dismissal for failure to maintain academic progress, the BOCES may dismiss a adult learner (terminate a adult learner's registration and/or enrollment) for violations of, including but not limited to: BOCES policies, breaches of safety procedures, actions that interfere with the ability of other adult learners to learn, violent/unlawful behavior, and/or failure to fulfill financial obligations to the BOCES.

CWD Privacy Policy

We take privacy seriously and we value yours. We do not disclose any nonpublic personal information about our current or former adult learners or anyone except as permitted by law. Access to your personal information is restricted to those who have a legitimate educational interest in that information as part of their job. When using any BOCES2 internal machines, we may collect personally identifiable information when one visits our site though the use of cookies. We also receive and record information on our server logs from your browser including your IP address, cookie information and the pages visited.

CWD Security Policy

Access to your personal and account information is restricted to those employees who need to know that information as part of their job, to service your account or to provide products and services to you. We maintain physical, electronic and procedural safeguards that are reasonably designed to guard your nonpublic personal information.

Electronic Devices in Classrooms

Use of personal electronic devices is not permitted in classrooms unless directed by instructors for educational use. Such devices include, but are not limited to cell phones, iPads, walkie-talkies, music devices, and pagers. In addition, recording and the playing of sound equipment audibly (radios, tape/compact disk players) by adult learners on site or in a classroom is prohibited. Use of headphones or earbuds during class is prohibited. Recording of any class by video or audio means is prohibited, unless prior permission is granted.

Emergency Closing Procedures: Monroe 2-Orleans BOCES

In the case of inclement weather conditions or other emergencies, please refer to local radio and television broadcasts and the BOCES 2 website (<http://www.monroe2boces.org>) for the most current information regarding closings. For evening and Saturday classes, continue to monitor media announcements throughout the day as weather changes may affect the scheduling of evening and Saturday classes, and may be announced separately.

Emergency Response Procedures

BOCES/sites are exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the BOCES/site community, exposing adult learners/staff to injury, and causing damage to public or private property.

Building-Level Safety Teams have completed comprehensive Emergency Response Plans to address such threats. On the first day of class instructors will review the Emergency Procedure card located in each classroom specific procedures for:

- Shelter in Place
- Hold in Place
- Evacuation (Fire Drills)
- Lockdown
- Lockout
- Early Dismissal
- Medical Emergency Response (MERT)

Field Trips

Occasionally, the opportunity to participate in a field trip to a Job Fair or other type of off-site training experience may arise. All field trips must be approved by administration.

- Each adult learner participating in a field trip must sign and submit the waiver liability form entitled **CWD FIELD TRIP WAIVER OF LIABILITY FORM 7310F.2**.
- Each adult learner participating in the field trip must provide their own means of transportation. Adult learners who are unable to attend the field trip will be provided with an alternative learning activity.
- Adult learners are expected to behave appropriately and according to the Code of Conduct. If an adult learner's involvement in the activity is deemed in violation of the Adult learner Code of Conduct, the adult learner will be dismissed from the field trip immediately. If that happens, the adult learner is required to return home at his/her own expense and upon return to class may be placed on probation or dismissed from program.

High School Student Interaction

Adult learners may be attending at the same time as high school students enrolled in the BOCES 2 Career and Technical high school programs. To ensure the safety and well-being of all participating, it's essential that boundaries exist between high school students and adult learners. Contact with high school students is strictly prohibited, including during classes, breaks, extracurricular activities, or events. This includes socializing or interacting in a way that may be perceived as inappropriate or harmful, such as, including but not limited to, physical contact, sexual advances, sexual harassment, or any form of inappropriate communication.

Official Records

Adult learners may request a copy of their Certificate of Completion, an official transcript, or other adult learner records by sending a written request to the CWD Office including adult learner name, date of birth, class attended/year. Requests can take up to 5 business days to process.

CWD cannot provide high school equivalency diplomas or transcripts. To obtain a copy of your New York state high school equivalency diploma or transcript, the individual must complete the Application H (Request for Duplicate Copy of NYS High School Equivalency Diploma and/or Transcript of GED®/TASC™ Test Scores). Application H can be found at <http://www.acces.nysed.gov/hse/request-copy-nys-high-school-equivalency-diploma-or-transcript>.

Orientation to Technology

Orientation to technology is provided by instructors as appropriate to support the adult learner's program-specific needs. Technical support is available to adult learners by instructors. If additional technical support is required, instructors will communicate with the Communications and Technology Services department (CaTS).

Parking and Transportation

Free parking is available for all adult learners at the WEMOCO CTE Center. Other sites (work-based activity/clinical, shadowing, field trips) may have a parking fee. Adult learners are responsible for paying the parking fee at other site locations. Adult learners have access to the RTS On Demand system via the Brockport area.

Restroom Use

The primary restrooms available for adult learner use are located in individual classrooms or in the Student Services Center. As they are located in a shared space, please keep the restrooms clean and avoid loitering in the restroom or outside of it. Cell phone use while in the restroom is prohibited. An additional restroom for CWD adult learners is located outside of the Admissions Computer Lab.

Safety Requirements

The safety of all adult learners in all courses is of paramount importance. Instructors will have specific instructions and requirements pertaining to their classroom. Please follow and abide by these rules as they are intended to ensure your safety. Eye protection must be worn at all times when working with potentially hazardous materials or when the circumstances deem it necessary. Safety glasses will be provided when necessary.

Special Accommodations

If an adult learner has a physical, or mental need or limitation, the adult learner should speak with his/her instructor immediately, *at least 72 hours before the requested accommodation*.

The instructor may need to consult with the CWD Director *and/or the ADA Compliance Officer* to determine the Americans with Disabilities Act/Section 504 of the Rehabilitation Acts' applicability and engage in the interactive process to determine the reasonableness of the requested accommodation. The ADA Compliance Officer is the Assistant Superintendent of Human Resources, 3599 Big Ridge Road, Spencerport, NY 14559, 352-2420.

Adult Learner Attendance

- The Monroe 2-Orleans BOCES Center for Workforce Development Adult Education program faculty and staff are committed to helping adult learners achieve their goals. Your success depends on your commitment to attend class. The more an adult learner attends class the more likely the adult learner is to be successful in obtaining their goals. Regular and consistent attendance is expected to ensure adult learner success and adult learners should be encouraged to schedule necessary appointments outside of class time, or at times when the least amount of instruction will be missed. Excessive absences or absences without daily notification may be grounds for disciplinary action or dismissal from the program.
- Our Literacy and Career and Technical programs have different attendance expectations. Please refer to each department program section of the CWD Adult Learner Handbook for details about the specific department's attendance expectations.

Adult Learner Photo Identification

For security purposes, adult learners are required to carry their adult learner issued identification card whenever on site. In the event an Adult Learner does not have an Adult Learner ID, adult learner must have a valid government issued photo ID on their person.

Adult Learner Records

Adult learner education records shall be maintained and disclosed according to the guidelines of the Family Educational Rights and Privacy Act of 1974 (See page 46 for more information regarding protections of FERPA).

Telephone Calls (Adult learner outgoing calls)

Personal telephone calls are **not** to be made or answered during classroom time. Adult learners can use their phones during breaks, lunchtime/dinnertime or outside of the instructional time in designated areas only: the Student Services Center or, when no high school students are present, the hallway or vestibule.

Visitors

All CWD visitors must should arrive at the Admissions Office at door 71 or, if unavailable, main desk at the WEMOCO Career & Technical Center.

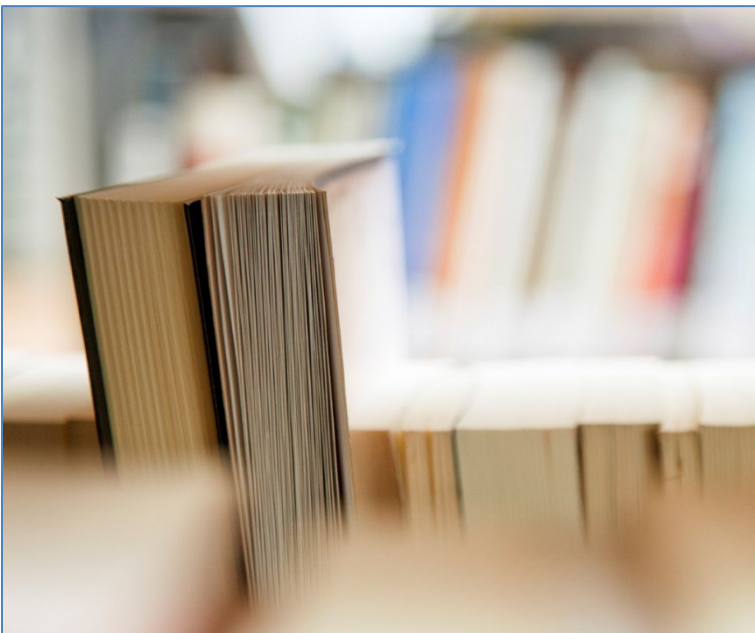
Yearly Program Calendar

Refer to the website for program recess and holiday dates.



CWD

Career & Technical Education Programs



III. GUIDELINES FOR CAREER AND TECHNICAL PROGRAMS

Academic Standards

Successfully completing the program of study and leveraging it to enter a new career field requires each adult learner to meet well defined academic standards. These standards include consistent attendance and demonstrating proficient acquisition of the essential knowledge and skills required to successfully perform duties demanded by industry. Adult learners who face barriers to successfully meeting these standards will be provided a tier of reasonable supports to help them identify strategies to effectively overcome these barriers. Failure to meet these expectations may result in an inability to participate in the program's worked-based activity, and in some cases dismissal from the program.

Any adult learner demonstrating difficulty meeting the standards outlined below will be engaged in a tiered system of support in an effort to develop effective personal management plans to improve performance related to the academic standards required for successful completion of their program of study. The tiered structure of support is outlined below.

Attendance

Career Education programs are considered preparation for employment, and as such are designed with policies/expectations matching those that are found with our employer partners. The Monroe 2-Orleans BOCES Center for Workforce Development Adult Education faculty and staff are committed to helping adult learners achieve their goals. Your success is directly linked to your attendance, and we expect adult learners to attend 100% of scheduled instruction (in person and online). Missing 10% or more of instruction can negatively impact your performance and result in an inability to demonstrate the necessary knowledge and skills for satisfactory completion of the course.

An adult learner should make every attempt to communicate a planned or expected absence to their instructor, via email, phone message, or in person. Adult learners who stop attending but fail to provide written notification of their intent to withdrawal before their third missed class are ineligible for a refund. Please see the refund/withdrawal policy for more details.

In the case of an excused absence or extenuating circumstances, material or activities missed may be made up at the discretion of the instructor and the adult learner may be asked to provide documentation to justify missed coursework. In many cases, activities that require hands-on practice cannot be made-up.

The following tier system outlines the expectations for adult learner attendance and how CWD intends to respond to repeated absences or tardiness.

- **Tier 1:** Adult learner communicates with teacher prior to missed class and discusses how to make up work, if possible. If work is successfully completed, and the instructor has no concerns about the adult learner's skill competency, no referral or documentation is necessary.
- **Tier 2:** After 3 missed classes or excessive tardiness, the instructor sends a referral to the student advisor to follow up with adult learner and make a plan of action to improve attendance and avoid potential dismissal.
- **Tier 3:** After 5 missed classes or excessive tardiness, the instructor sends a referral to the student advisor. Student advisor meets with adult learner to make a plan of action to improve

attendance and avoid potential dismissal. The plan may include a meeting with the program supervisor and formal notice of probation.

- **Tier 4:** If a adult learner misses a class for any reason after the establishment of an action plan, the adult learner may be dismissed.

Absences during Work-based Activity/Clinical (If applicable)

While perfect attendance during the instructional and/or lab portion of the course is expected, circumstances may prevent that from happening. Work-based activity/clinical, however, should be viewed as a working interview, and as such, perfect attendance is expected. Should circumstances prevent that from occurring, the adult learner is still responsible for meeting the required work-based activity/clinical hours prior to the completion of the course to qualify for program graduation and certification.

It is critical to note that should any absence or tardiness be required, the adult learner is required to notify of **both** the employer **and** the instructor.

Leave of Absence

Monroe 2-Orleans BOCES Center for Workforce Development does not offer an official “Leave of Absence”. Any absence in excess of the standards set by the attendance policy shall be considered a withdrawal from the class, and the withdrawal from all classes shall be considered a withdrawal from the institution. However, adult learners with a legitimate need to discontinue their education for a short period of time may be allowed to re-enter without penalty at the discretion of the Director of the Center for Workforce Development.

Grade Standards

Our career and technical education programs provide adult learners with the academic, technical, and professional knowledge, skills, and training necessary to succeed in future careers and to become lifelong learners. As a career and technical education program our commitment is to provide instruction that applies principles, concepts, skills, and processes from academic and technical curricula to real-life tasks. Instructors have the flexibility to set their grading approach – either via employability profile or standard achievement scoring. Both approaches are explained below and your instructor will communicate the grading criteria on the first day of class in your course syllabus.

Employability Profile

Adult learners will be assessed on an employability profile, which evaluates the learner’s skill competencies on an ongoing basis throughout the course. Adult Learners must meet or exceed expectations on their individual employability profile in all areas to successfully pass the course and receive a certification of completion. Additional coursework, such as OSHA 10, may be required and should also be recorded on the adult learner’s employability profile. Final course grades are recorded on transcripts as “pass” or “fail.”

Technical Skill Scale

4	Exceed Expectations
3	Meets Expectations
2	Needs Improvement

1	Unsatisfactory
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Work-related skills, such as productivity, accountability, and communication are also recorded on a adult learner’s employability profile. While a adult learner may not be denied a certificate for achieving an "R" or "N" in one or more of these areas, consistent lack of work-related skills may influence a learner’s overall success in the class and in future employment.

Work Related Skill Scale

A	Always demonstrates work-related skill
S	Sometimes demonstrates work-related skill
R	Rarely demonstrates work-related skill
N	Never demonstrates work-related skill

Achievement Scoring

Adult learners will be assessed on their cumulative performance of individual assignments, including but not limited to daily homework, online coursework, quizzes, tests, and project work. It may also include work-related performance, such as punctuality, communication, and collaboration. Assignments are scored by the instructor and the adult learner’s final grade is calculated based on each assignment’s weight towards the final score. Adult learners must achieve a grade of “C” or better to successfully pass the course and receive a certificate of completion. Final course grades are recorded on transcripts as “pass” or “fail.”

Achievement Scale

A	91-100	Superior Performance
B	81-90	Above Average Performance
C	75-80	Basic Performance
F	Below 75	Below average performance (Unsuccessful in course)

Response to Adult learner Performance toward Standards*

It is expected that adult learners work diligently toward meeting the academic standards required to successfully complete their program of study. Should an adult learner display difficulty meeting the standards outlines above, a tiered support system will be implemented as outlined below.

- **Tier 1** - Adult learner meets with instructor to discuss challenges and develop an initial improvement plan. Instructor may refer adult learner to CTE support class for additional support.
- **Tier 2** - Instructor completes referral form and submits to advisor. Adult learner meets with advisor to develop revised improvement plan. Plan communicated to instructor and documented in adult learner record.

- **Tier 3** - Instructor completes referral form and submits to advisor. Adult learner meets with advisor and program supervisor to discuss continued challenges, with attendance or academic performance, review improvement plan. Changes communicated to instructor and documented in adult learner record. Adult learner placed on Academic Probation.
- **Tier 4** - Director completes comprehensive review of adult learner performance. Working directly with adult learner and instructor, determines appropriate course of action, up to and including dismissal from program.

Certificates of Completion

Monroe 2-Orleans BOCES – Center for Workforce Development will issue a Certificate of Completion to adult learners who have maintained required attendance and have shown successful completion of the skills and aptitudes necessary for course completion as determined by a passing grade from the instructor.

Academic Grievance Procedure

We anticipate that each adult learner’s educational experience will be a positive and successful one. However, the procedure below should be followed when the adult learner believes they have experienced a problem that he/she believes will interfere with their academic success.

Step One:

The adult learner (complainant) shall discuss the problem with his/her instructor within five (5) working days of its occurrence.

Step Two:

If the complainant is dissatisfied with the results of step one, the adult learner may request a meeting, **in writing**, with his or her Admission Advisor within five (5) working days of the discussion with the instructor. The Admission Advisor will conduct a meeting with the complainant and/or other parties-of-interest to attempt a resolution, within ten (10) working days. A written summary of that meeting and resolution will be provided within five (5) working days after that meeting.

Step Three:

Should the matter remain unresolved after the meeting/step two, the complainant may file an appeal to the Director of CWD within five (5) working days of the formal resolution presented in step two. The formal written grievance must include the following:

- a. Name of complainant
- b. Reason(s) for grievance with statement of nature and fact of grievance including date concern first arose and events or conditions which constitute the grievance
- c. Admissions Advisor with whom the complainant met with, date and reason why the resolution was unsatisfactory
- d. Statement of redress sought by complainant

The CWD Director will render a written determination within ten (10) working days after receipt of the appeal in Step Three.

Step Four:

In the event that the matter is not satisfactorily resolved, the complainant may file an appeal, in writing, to the Assistant Superintendent for Instruction providing a summary of the grievance and status to date within five (5) working days of the CWD Director's decision. The Assistant Superintendent for Instruction will render a written determination within ten (10) working days after receipt of the appeal in Step Three.

For grievances other than academic, please refer to policy #6461 - COMPLAINTS AND GRIEVANCES BY ADULT LEARNERS in section VIII of this document.

Hybrid Programming

Center for Workforce Development (CWD) hybrid programming courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and credentials awarded. Instructors teaching distance education courses ensure timeliness of their responses to adult learners' requests by following institutional requirements on response times of no more than 24 hours within the published operational schedule of the program/course. CWD will annually verify the currency and quality of all contracted hybrid programming courseware on an annual basis and maintains curriculum oversight responsibility within all contracts. Each long-distance program has in place a standardized template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.) and learning outcomes in order to facilitate quality assurance and the assessment of adult learner learning. CWD has processes in place to determine that the adult learner who registers for a hybrid programming course or program is the same adult learner who participates in and completes the course or program and receives the academic credit (with methods such as secure logins, pass codes or proctored examinations). Instructors monitor adult learner progress in hybrid programming activities; such monitoring may include frequency of log-in time, confirmation of adult learner time online, and the percentage of coursework completed.

Admissions Standards

Monroe 2-Orleans BOCES Center for Workforce Development has standard requirements for admission into Career & Technical training programs. Applicants must meet or exceed the requirements for each program to be recommended for standard admission. Those who do not meet the standard admission requirement may be considered for alternate pathways, such as supported dual enrollment. All requirements are subject to Director adjustment.

Standard Admissions

Admissions requirements for each program are stated on each program's webpage. They may include a TABE Reading and Math assessment as well as additional documentation, such as a high school diploma or equivalency. All applicants must complete each step of the admissions process prior to acceptance into a program. Applicants who have successfully completed all admission requirements and made final payment will be admitted on a space-available basis.

Provisional Admissions

Adult learners who do not meet the criteria for standard admissions, may qualify for provisional admissions, which includes enrollment in our Support Dual Enrollment program. This includes adult learners who score below the standard on TABE assessment or do not have a high school diploma for a program requiring one.

Supported Dual Enrollment

The Supported Dual Enrollment program allows adult learners to receive needed academic and/or language support while enrolled in a Career & Technical Education (CTE) program. With this

innovative offering, adult learners prepare to enter the workplace with highly sought-after skills while at the same time acquiring the necessary English language, reading, writing, and/or mathematical skills to be workplace ready. Adult learners may also work towards achieving their high school equivalency diploma. Individuals at least 21 years old and without a US high school diploma may also be eligible to attend the CTE program at a reduced rate.

Eligibility:

- Complete TABE 11/12 or Best Plus/Literacy and meet provisional admissions requirements per specific program criteria
 - Alternative program-specific assessments may be necessary for English language learners
- Complete application and agreement
- Adult learner agrees to successfully participate in an approved literacy program and CTE program simultaneously (requires an additional 4 hours/week of attendance).
- Adult learner is obligated to the code of conduct and attendance requirements of each program; failure to comply with one program may mean termination from both programs.
- Adult learner agrees to take the Best, TABE 11/12 or other necessary assessments, as determined by the instructors, to show educational progress.

Supported Dual Enrollment for ACED adult learners (Adult Career Education and Diploma)

Adult learners wishing to complete the requirements for earning their high school equivalency diploma, may be eligible to do so even for a program requiring the diploma as an admissions requirement.

Criteria for Enrollment

- Individual must be at least 21 years old and without a US high school diploma.
- TABE 11/12 scores meet entrance requirements for the CTE course and GED Ready scores indicate high likelihood of earning HSE diploma by end of the Phlebotomy program (recommended: NRS level 4+ in Reading and Math)
- Enrolled in an HSE program and demonstrates commitment to education through regular attendance
- Complete application and agreement
- HSE instructor recommendation (via application)
- Subject to Program Supervisor approval

Deferred Admissions

Adult learners who do not meet the TABE entrance criteria for standard or provisional admissions, will be referred to our literacy program for instruction to improve their reading and math skills. Adult learners can retake the TABE assessment in accordance with the plan developed by their advisor and instructor.

Transfer From Other Institutions

Monroe 2-Orleans BOCES offers specialized, short-term, clock-hour training programs and is a non-credit-bearing institution. Therefore, we do not allow adult learners to transfer credits or clock hours from other institutions.

Transfer within the institution

Due to the specialized content in each training program, clock hours attended are only applicable to each individual program. No transfer between training programs is accepted. Adult learners are free to

withdraw from a program and reapply to another at the next scheduled start date and will be subject to the withdrawal/refund policy as stated in this document. Acceptance to the new program will be based upon fulfilling all enrollment requirements and available space.

Acceptance Postponement

An adult learner may elect to postpone their acceptance to a future class. When postponing acceptance to a future class in a new program year, funds paid will be refunded to the adult learner. The adult learner is then responsible for initiating payment for the new year at the applicable tuition rates.

High School Diploma Requirements

Some programs at CWD require proof of a high school graduation. Proof must clearly indicate the student's graduation date and can be provided in the following ways:

- A copy of a high school diploma or equivalency
- A transcript sent directly from the issuing school
- Certified translated foreign diplomas
- Original transcripts that clearly indicate a student's graduation date may be acceptable for those who cannot obtain a copy of their diploma. Digital copies of transcripts, such as PDFs, may be rejected if we are unable to verify their authenticity.

Proof of high school graduation can be emailed to cwinfo@monroe2boces.org or uploaded directly to the student portal under Forms/Documents.

Correspondence study and online diplomas are not valid for students who were New York State residents at the time they received the online diploma, per New York State Education Department regulations. Students who were out-of-state residents at the time of their graduation should refer to the policies and regulations on high school diplomas established by their home state education departments.

If you have questions about your documentation, please email cwinfo@monroe2boces.org.

Copies of high school equivalency diplomas can only be obtained directly from NYSED. Visit <https://www.acces.nysed.gov/hse/request-copy-nys-high-school-equivalency-diploma-or-transcript> for more information.

Financial Standards

Outstanding Balances

Any outstanding balances will be billed to the adult learner within 30 days of program withdrawal based on the BOCES's refund policy and is payable immediately. Failure to pay outstanding balances within 60 days of program withdrawal will result in outstanding balances being sent to a third-party debt collector. All fees incurred due to accounts being referred to collections will come at the adult learner's expense. The adult learner will be responsible for the debt collection fees in addition to the outstanding balance.

Monroe 2-Orleans BOCES CWD reserves the right to withhold adult learner Certificate of Completion, transcripts and deny approval for state board examinations to any adult learner who has an outstanding balance.

Payment

Payment options include MasterCard, VISA, check, cash, cashier's check, money order, or company purchase order. Have your check, money order, or company purchase order made payable to Monroe 2-Orleans BOCES. Adult learners may be eligible to receive funding through agencies such as: ACCES-VR and RochesterWorks! programs. Various other funding sources are available such as State and Federal grants. Payment must be received to secure one's enrollment.

Refund/Withdrawal Policy

Adult learners wishing to officially withdraw from the program should initiate the process in writing to the admissions office or their Student Advisor. Adult learners who officially withdraw or are dismissed from the program, will be eligible for a refund based on the schedule below. Calculation of tuition liability will be calculated from the last day of documented attendance.

Adult learners who stop attending, but do not provide a written intent to withdrawal before their 3rd missed class, are not eligible for a refund. Adult learners are encouraged to maintain contact with their instructor and advisor if they cannot attend class for any reason. Please refer to the attendance policy for additional details.

Tuition refunds will be made according to the following schedule:

Classes 89 hours or fewer - The following policy applies to adult learners enrolled in programs that are 89 hours or fewer in length.

Time of Withdrawal/Termination = Percent of Refund

- 24 hours prior to start of class = 100%
- After 1 class = 50%
- After 2 classes = 0%

Classes 90 hours or more - The following policy applies to adult learners enrolled in programs that are 90 hours or more in length.

Time of Withdrawal/Termination = Percent of Refund

- 24 hours prior to start of class = 100%
- After 1 class = 90%
- After 2 or 3 classes = 75%
- After 4 or 5 classes = 50%
- After 6 or 7 classes = 25%
- After 8 classes = 0%

Confirmation of Withdrawal and any balance the adult learner owes (if applicable) will be billed and mailed to the adult learner. Full and Partial refunds can take up to 45 days for processing. Refunds may be issued by check, regardless of the original form of payment.



CWD

Literacy Education Programs



IV. GUIDELINES FOR LITERACY EDUCATION PROGRAMS

It is important to comply with the following academic, attendance, and conduct requirements to ensure your success in achieving your literacy (English Language or High School Equivalency) goals in a reasonable and timely manner. The following expectations also apply to young adults (ages 16-20), unless otherwise noted.

Assessments

As adult learners begin their educational journey, they need to adhere to SED guidelines regarding assessment. Upon entrance all adult learners need to be pre-tested using the TABE diagnostic test to determine the specific instruction needed to attain the minimum score to qualify for the New York State High School Equivalency Diploma. Adult learners will be assessed regularly to guide instruction.

- All assessments must be conducted in-person, even for those enrolled in a distance education class.
- Adult learners will complete standardized pre and post-test assessments when scheduled to determine academic progress. Pre-assessments occur during orientation. Post-test assessments occur every 40-60 contact hours and can be scheduled outside of class time with an SSA or during class time.
- The purpose of the post-test is to ensure the adult learner is making academic progress. Adult learners with consistent attendance and participation, are likely to advance at least one functioning level within 12-months of entering the program.
- Adult learners not making academic progress will be encouraged to participate in a case management session to determine potential areas of support or barriers to success.
- Adult learners will complete a Readiness Assessment and demonstrate likelihood of passing at least one subtest prior to being referred to take the GED.
- Additional informal or formative assessments may be provided in class at the discretion of the instructor.

Assignments

- Adult learners should complete assignments provided by your instructor in a timely manner.
- In-progress assignments should be kept in your adult learner folder or mailbox. Work samples will be taken periodically to be kept in your confidential file.
- Distance Education learners should complete assignments as scheduled to maintain tutoring eligibility. Failure to submit assignments by an agreed upon date may result in dismissal from the program. Prior to dismissal, adult learners will be provided with an attendance warning if they are not meeting the assignment completion expectations.

Attendance Expectations (Adult Learners Only)

- The more an Adult Learner attends class the more likely the adult learner is to be successful in obtaining their goals. Adult learners should be able to commit to attending 80% of the class's scheduled meeting dates. Adult learners who regularly fail to meet the 80% attendance expectation, may be dismissed from the program.
- The chart below provides an example of the minimum attendance expectations for classes offered at CWD.

Class Hours Per Week	Total Hours Per Month	Minimum Hours Per Month
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6	24	22 hours per month (7½ classes)
9	36	32 hours per month (11½ classes)
12	48	43 hours per month (14½ classes)

Absences

- An adult learner should make every attempt to communicate a planned or expected absence to their instructor, via email, phone message, or in person. Staying in contact with your instructor, particularly during periods of extended absence, will help adult learners maintain your enrollment.
- Adult Learners who have not attended 80% of available class hours during any given calendar month will meet with their assigned SSA to discuss strategies to improve attendance. If the adult learner fails to attend 80% of available class hours in any future calendar month within the same program year, the adult learner may be dismissed from the program.
- Adult learners who are absent from the program for 90 calendar days (including holidays and weekdays) in a row will be automatically dismissed from the program. This is true even for adult learners who maintain phone or email contact with their instructor.
- To avoid unintended dismissal from the program, adult learners who experience an unavoidable interruption (life circumstances such as loss of transportation or childcare, illness, etc.) should stay in contact with their instructor and arrange for an in-person meeting before the 90 days is reached.
- If an adult learner is withdrawn/dismissed from the program and they wish to return, the adult learner may have to re-enroll and complete the registration and orientation process. They should contact their instructor or the main office before returning.

Attendance Half Hour Rounding Policy (Adults Learners Only)

Adult learners are expected to sign in and out of class daily. If adult learners are late to class, leave early, or leave class for any reason, absence of more than 15 minutes will affect their overall attendance record. For any block of time that exceeds 15 minutes, adult learners will lose at minimum a half-hour, per NYSED regulations. When leaving early or arriving late, adult learners should be aware that their attendance will be calculated according to the following guidelines:

Attendance Calculation Matrix

Time Class Scheduled	Time Adult learner arrives to class	Round Up or Down
Example: 9:00 am – 12:00 pm	1-14 minutes late Example: 9:01 am – 9:14 am	round down to the nearest half hour Example: 9:00 am
	15 – 30 minutes late 9:15 am – 9:30 am	round up to the nearest half hour Example: 9:30 am
	31 – 44 minutes late Example: 9:31 am – 9:44 am	round down to the nearest half hour Example: 9:30 am
	45 – 60 minutes late Example: 9:45 am – 10:00 am	round up to the nearest half hour Example: 10:00 am
	61 – 74 minutes late	round down to the nearest half hour

	10:01 am – 10:14 am	Example: 10:00 am
	75 – 90 minutes late 10:15 am – 10:30 am	round up to the nearest half hour Example: 10:30 am
Time Class Scheduled	Time Adult learner leaves class	Round Up or Down
9:00 am – 12:00 pm	1 – 15 minutes early 11:59 am – 11:45 am	round up to the nearest half hour Example: 12:00 pm
	14 – 29 minutes early 11:31 am – 11:44 am	round down to the nearest half hour Example: 11:30 am
	30 – 45 minutes early 11:15 am – 11:30 am	round up to the nearest half hour Example: 11:30 am
	45 – 60 minutes early 11:00 am – 11:14 am	round down to the nearest half hour Example: 11:00 am

Intake & Orientation

All enrolled adult learners must begin their literacy program with an in-person orientation or intake session. HSE and ESOL Literacy Orientation includes, but is not limited to, completing required paperwork, learning about our programs and facilities, creating a JobZone account, and completing state-required assessments (TABE 11/12 or Best Plus/Literacy testing). Following the completion of assessments, newly enrolled adult learners will meet with a Student Support Services Advisor (SSA) to review their assessment results, discuss academic and employment barriers and goals, and be assigned a program and instructor.

Student Support Services

All literacy adult learners at CWD have access to student support services through their Student Support Services Advisor (SSA). This includes adult learner orientation, assessment, and development of the Individualized Education and Employment Plan (IEEP). After an Adult Learner has enrolled, the SSA is also available to support the adult learner in post-testing, and preparation for the GED. When an Adult Learner is ready to exit CWD, an SSA can also provide transition support, to assist the adult learner in meeting their next step employment and education goals. SSAs can provide research and referrals for additional services as necessary, including but not limited to: literacy instruction, employment, training and apprenticeship programming, access to benefits, physical and mental health services, legal services, financial services, childcare, housing, and more.

Taking the GED

- Adult learners can and should create their own account in GED.com. When doing so, they should add Monroe 2 BOCES CWD (83005) as their GED preparation program. This will give your instructors access to your testing information and provide better support in the process.
- Adult learners may complete a pre-test or GED Ready to demonstrate likelihood of passing at least one subtest prior to being referred to take the GED.

GED What's on the Test?

- The GED test is made up of 4 sub-tests: Reasoning through Language Arts (RLA), Mathematics Reasoning, Science, and Social Studies. Adult learners must earn a score of 145 on each part to earn their High School Equivalency diploma. Credit for subtests can be applied from passed Regents exams, GED or TASC scores. Once a adult learner passes a subtest or applies credit for a subtest, that subtest does not need to be taken again.

<p>Reasoning through Language Arts (RLA)</p> <ul style="list-style-type: none"> • 150 minutes (plus a 10 minute break) • One essay (45 minutes) • Measures your: <ul style="list-style-type: none"> ○ Ability to read closely, write clearly, and edit and understand written text ○ Ability to understand, interpret, and answer questions based on text ○ Ability to use evidence to support an argument ○ Understanding of basic English skills at a level needed to succeed in college or a job 	<p>Mathematical Reasoning</p> <ul style="list-style-type: none"> • 115 minutes (2 parts, short break) • Calculator allowed on Part 2 • Calculator and formulas provided • Measures your problem-solving abilities in the following areas: <ul style="list-style-type: none"> ○ 55% Algebraic ○ 45% Quantitative
<p>Science</p> <ul style="list-style-type: none"> • 90 minutes (no break) • Calculator provided • Measures your: <ul style="list-style-type: none"> ○ Ability to read, understand and interpret science-related texts. ○ Problem-solving abilities in science-related situations ○ Understanding of science concepts in the following areas: <ul style="list-style-type: none"> ▪ 20% Earth & Space ▪ 40% Physical Science ▪ 40% Life Science 	<p>Social Studies</p> <ul style="list-style-type: none"> • 70 minutes (no break) • Calculator provided • Measures your: <ul style="list-style-type: none"> ○ Ability to read, understand and interpret social studies-related texts. ○ Problem-solving abilities in social studies-related situations ○ Understanding of social studies concepts in the following areas: <ul style="list-style-type: none"> ▪ 15% Geography ▪ 15% Economics ▪ 20% US History ▪ 50% Civics & Government

Transition and Career Planning

Adult learners must adhere to the following NYSED regulations:

- Agree to provide personal information regarding employment, training, or post-secondary education.
- After exiting the program, participate in follow-up surveys regarding employment status.
- Adhere to scheduled conferences with Instructors to modify your education plan based on academic performance and selected goals.
- Participate in career exploration activities to support individual career planning and goals.

Additional Expectations for Young Adult Learners, 16-20 years old

Learners ages 16-20, attending a CWD Literacy program, are expected to follow the guidelines and code of conduct in this handbook. In general, learners are also held to the same attendance

and behavior standards as they would be in their home school districts and as other high school students in the WEMOCO CTE Center.

Attendance

Your success depends on your commitment to attend class. Attendance is taken every day. Students or caregivers should email hseinfo@monroe2boces.org on or before expected dates or absences. The student's name, date, and reason for the absence should be included in the email.

Driving and Passenger Permission

Parking on campus is limited. Prior permission to drive to campus may be required and will be discussed with students upon intake. Driving privileges can be revoked at any time by your home school district or CWD.

Student Arrival and Dismissal

All CWD students arriving by car should arrive at the back security gate and enter through door 62. Students arriving by bus will be dropped off at the Main Entrance and enter through door 1. Students should not arrive earlier than 11:45, unless they have a scheduled appointment. Students will be dismissed at 2:25.

Early Dismissal

Students can only be picked up by an approved caregiver. Caregivers should email hseinfo@monroe2boces.org or call 585-349-9187 with the student's name, program, and pick up time and name of person picking up. When arriving to pick up a student, the caregiver should park in the designated area in the front of the building and call 585-349-9187 to alert the CWD office of their arrival.

Hallway Expectations

All students should use the hallway with respect and care. This includes having at least one ear free from distractions (one ear bud out), avoiding loitering, and using appropriate level of volume and language.



23-24 Adult Learner Enrollment Forms



V. 2023-2024 CWD Adult Learner Required Enrollment Forms

All adult learners are required to complete these forms as part of the enrollment process, per BOCES 2 CWD and NYSED policy:

Digitally, via Orbund Form, after entrance assessment or during literacy intake:

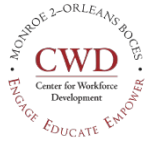
- Medical Treatment Release (signature required)
- Technology Use Policy (signature required)
- Consent For Use of Student Interviews, Photographs, Videorecording (signature required, email to opt out of photo)
- Enrollment Agreement (signature required)

During Entrance Assessment or Literacy Intake:

- Pesticide Notification (optional – mail in only)
- Military Opt-Out (optional – mail in only)
- ADA sign off (required – hard copy only)

During Entrance Assessment or Literacy Intake (not included here)

- Employment and Education Plan (EEP) (required – hard copy only)
- ISRF (required – hard copy only)



MEDICAL TREATMENT RELEASE

Primary Care Physician: _____ Telephone # _____

Address: _____

Hospital Preference: _____

Allergies (please specify): _____

Health Conditions (if you feel there are any health that we should be aware of, please list them below): _____

Additional Comments: _____

I hereby give permission to have emergency and/or non-emergency medical treatment provided to me in the event that I cannot speak and provide consent for such treatment. I also give my permission for an antidote to be administered to me after medical consultation, in the case of accidental swallowing of poisonous substance(s).

Student Name (Print)

Date

Student Signature

6214F.1

Monroe 2- Orleans BOCES

STUDENT TECHNOLOGY/INTERNET ACCEPTABLE USE RULES

Student Technology/Internet Access Rules:

BOCES' mission is to provide quality educational services and support excellence and equity for all learners, which is in support of the New York State Learning Standards. We believe that the benefits for student access to the Internet far outweigh any potential risk. However, everyone should be aware that students who have Internet access may potentially and inadvertently encounter unacceptable resources as some sites might contain information that is inappropriate, pornographic, defamatory, inaccurate, or potentially offensive to some users.

BOCES believes strongly in promoting the ethical use of technology. All students understand by using the BOCES network at school or remotely, they abide by the following rules for use:

- 1) Limit the use of telecommunications in school to the educational objectives established by my teacher(s).
- 2) Will NOT engage in any of the following:
 - Retrieve or send unethical, illegal, immoral, inappropriate, or unacceptable information of any kind
 - Use abusive, insulting, harassing, intimidating, attacking, or bullying language of any type, including but not limited to swearing and name-calling.
 - Divulge my own or anyone's home address, home phone number or other personal information with another for any purpose and will report any requests of this kind to my classroom teacher, librarian, principal or supervisor
 - Plagiarize information received in any form and will properly cite all materials.
 - Use another person's account.
 - Share my password with anyone else.
 - Download materials without the consent of my teacher(s) or school personnel
 - Attempt to bypass security built into the system
 - Interfere with, vandalize, or disrupt network users, services, traffic, equipment, or software
 - Use Internet access for illegal purposes of any kind
 - Use Internet access to transmit threatening, obscene, vulgar, abusive, unlawful, pornographic, or harassing materials
 - Use school computers to chat online, maintain social websites (MySpace, Facebook, etc.), send unsupervised or unauthorized E-mail or text messages
 - Install any new software on any BOCES owned computers
 - Violate copyright or any licensing or software agreement
 - Violate any state or federal law in usage
 - Use any electronic device during a New York State assessment and understand if I bring an electronic device to an assessment, it will be collected by the test proctor or BOCES staff prior to the start of the assessment.
 - Use any external devices (ex. USB-Drives, iPods/MP3s), on any BOCES owned computers.
 - Tampering, misusing, abusing, vandalizing, damaging, disabling or otherwise interfering with the operation of computers, computer systems, security measures, software or related equipment through physical action or by electronic means.
 - Changing, copying, renaming, deleting, reading or otherwise accessing files or software not created by the student without express permission from the computer coordinator.

- Employing the BCS for commercial purposes, product advertisement or political lobbying.
- Accessing, displaying or sending materials that are derogatory toward any race, religion, culture, ethnic group, gender or sexual orientation, disability, age, genetic status, military status, or weight.
- Trespassing in others' files, folders or works.
- Downloading music.
- Using school resources for non-school activities.
- Using the Internet for harassing, bullying or demeaning others (commonly known as "cyber-bullying").
- Unauthorized access including "hacking."

- 3) I will abide by the licensing agreements for any school subscriptions and online databases, which require a username and password.
- 4) I understand that only educational use authorized or supervised by my teachers or their supervisors is allowed.

BOCES reserves the right to access and view any material stored on BOCES equipment, or any material used in conjunction with the BOCES computer network.

BOCES reserves the right to monitor all Internet activity by students. Any violation of the foregoing guidelines or inappropriate use will be treated as a violation of the Student Discipline Code, and Code of Conduct, and shall be handled according to such discipline code. Any violation may also result in the loss of Internet privileges and any damages may result in financial liability. BOCES shall notify the appropriate legal authorities if there is suspicion of illegal activities. The system administrator, in cooperation with the Program Administrator, shall determine whether student conduct constitutes a violation of the guidelines and his/her decision shall be final.

BOCES makes no warranties of any kind, whether express or implied, for the Internet service it is providing. BOCES shall not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or a user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The BOCES specifically denies any responsibility for the accuracy or quality of information obtained through its services.

I have reviewed the above guidelines, and I understand and agree to the guidelines for computer, electronic, and Internet use.

Student Name

Date

Student Signature

Revised: 5/9/2018

2110F.1
CWD ADULT LEARNER CONSENT
PUBLICITY MEDIA USE OF STUDENT IMAGE/INFO.
AND OF COPYRIGHT MATERIALS

ADULT LEARNER CONSENT FOR USE OF STUDENT INTERVIEWS, PHOTOGRAPHS, VIDEORECORDING

During the year, there are times when Monroe 2-Orleans BOCES or the outside media takes photographs, videorecording, or interviews our students. The photographs, videos, or interviews could be used to publicize an activity or event or to honor student achievement. The student photograph and/or interview may be used internally for Monroe 2-Orleans BOCES or externally in print and/or electronic form and/or on the Internet. Monroe 2-Orleans BOCES will presume that you are granting permission for photographs, video recordings and/or interviews of you to be utilized unless you send an email to this address NOT granting permission for such use: cwdinfo@monroe2boces.org.

In addition, please know that the news media is legally entitled to take photographs during events of public interest such as at a board meeting, at an athletic event, or at an activity where students are present **even if the student has not granted permission for such use.**

ADULT LEARNER CONSENT FOR BOCES USE OF STUDENT COPYRIGHT MATERIALS

Students who create works such as a project or a work of art during class own the copyright to that material. The Monroe 2-Orleans BOCES will use, display, duplicate, reproduce, or publish the work to promote the class, program, and/or student in print/audio/electronic formats as a royalty free non-exclusive, perpetual license to use such student-created work(s) without transferring copyright ownership to BOCES provided you give consent.

Please select **ONLY ONE** of the following statements and sign below your selection:

YES	NO
I grant permission for my work(s) to be used, displayed, duplicated, reproduced and/or published to promote Monroe 2-Orleans BOCES' class and/or program including but not limited to any print/audio/electronic form.	I do NOT grant permission for my work(s) to be used, displayed, duplicated, reproduced and/or published to promote Monroe 2-Orleans BOCES' class and/or program in program including but not limited to any print/audio/electronic form.
<hr/> Name (please print)	<hr/> Name (please print)
<hr/> Signature Date	<hr/> Signature Date
<hr/> Student name (please print)	<hr/> Student name (please print)

Revised April 2022

NOTICE UNDER AMERICANS WITH DISABILITIES ACT

Policy #1440 – NON-DISCRIMINATION

The BOCES shall not discriminate on the basis of age, sex, race, color, creed, religion, national origin, marital status, veteran status, disability, military status, sexual orientation, gender identity, gender expression, prior criminal offense, domestic violence victim status, or genetic status, in the educational programs or activities which it operates, or against any employee or applicant seeking a position of employment. The BOCES will be in full compliance with all applicable rules and regulations pertaining to civil rights for adult learners and employees (e.g., Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990). Appropriate procedures shall be developed to ensure the implementation of these rules and regulations concerning civil rights.

Policy #6461 – COMPLAINTS AND GRIEVANCES BY ADULT LEARNERS

While adult learners have the responsibility to abide by the policies and regulations of the BOCES, they shall also be afforded opportunity to present complaints and grievances free from interference, coercion, restraint, discrimination or reprisal. Administration shall be responsible for:

- a) Establishing rules and regulations for the redress of complaints or grievances through proper administration channels;
- b) Developing an appeals process;
- c) Ensuring that adult learners have full understanding and access to these regulations and procedure; and
- d) Providing prompt consideration and determination of adult learner complaints and grievances.

If an adult learner has a physical, or mental need or limitation, the adult learner should speak with his/her instructor immediately, *at least 72 hours before the requested accommodation*. The instructor may need to consult with the CWD Director *and/or the ADA Compliance Officer* to determine the Americans with Disabilities Act/Section 504 of the Rehabilitation Acts' applicability and *engage in the interactive process to determine the reasonableness of the accommodation*, if any requested accommodation is reasonable.

By signing below, I acknowledge that I have either read or had explained to me the Notice Under the Americans with Disabilities Act and the Grievance Procedure. I understand that I may have a copy of the Notice under the Americans with Disabilities Act if I want one.

I understand that if I have questions, concerns or complaints I should contact the *ADA Compliance Officer, who is the Assistant Superintendent of Human Resources, 3599 Big Ridge Road, Spencerport, NY 14559, 352-2420*.

Student Name _____

Student Signature

Date

ADULT LEARNER ENROLLMENT AGREEMENT

The Monroe 2-Orleans BOCES Center for Workforce Development (CWD) Adult Education program faculty and staff are committed to helping you achieve your goals. We encourage you to reach out to the adult education office if you have any questions or concerns during your educational journey with us. This agreement represents your commitment to furthering your education. As an adult learner enrolled in the Monroe 2-Orleans BOCES Center for Workforce Development Adult Education program, I hereby acknowledge the following:

- I have received online access to the Adult Learner Handbook (<https://www.monroe2boces.org/StudentHandbook.aspx>), which contains general organization information and procedures. During an entrance assessment I was made aware of program policies and my rights as a student enrolled in any CWD program. These include but are not limited to: the Adult Learner Code of Conduct, the Academic Grievance Procedure, essential Monroe 2-Orleans BOCES policies, and the procedure if an accommodation is needed for a physical or mental impairment, as covered by the ADA. This handbook also contains the following information: Notification of Rights Under FERPA and a copy of the AHERA Notification. I am responsible for reviewing and understanding these materials and acknowledge I was afforded the opportunity to seek clarification.
- The following forms were reviewed, and I completed and signed those that required signature: Medical Treatment Release, Opt-Out Publicity Media Use of Student Image/Information of Copyright Materials, Acceptable Use Rules – Student Technology/Internet, Notice Under Americans With Disabilities Act
- I will take additional TABE (Reading & Math) or BEST (English Language) assessments as determined by my instructor to show my educational progress.
- I agree to contact my instructor as soon as possible if there are important changes that may affect my program such as moving, illness, or a new telephone number.
- I agree to provide updated education and employment information to Monroe 2-Orleans BOCES Center for Workforce Development during and after I leave the program, so CWD can meet state requirements for data collection. I understand that this information will be kept confidential in keeping with NYSED privacy and data security guidelines.
- I understand that consistent attendance is essential to my success and if a student is unable to demonstrate consistent attendance, they could be dismissed from the program. If an adult learner is withdrawn or dismissed from the program and they wish to return, the adult learner may have to re-enroll and complete the registration process, including assessments and payment if applicable. (Additional attendance and withdrawal policy information can be in the Adult Learner Handbook)

Career & Technical – Attendance Guidelines

- I understand that adult learners should commit to attending at least 90% of their scheduled CTE program. I understand that I can be dismissed for lack of attendance or academic progress. I understand the refund policy, which has been communicated to me, and if I do not officially withdrawal from a program according to the stated schedule, I may not be entitled to a full or partial refund.

Literacy – Attendance Guidelines

- I understand that adult learners should commit to attending at least 80% of their scheduled literacy program (HSE or ESOL) or 90% if they are dually-enrolled in a Career & Technical program. I understand that I can be dismissed for lack of attendance. If an adult learner officially withdraws or is dismissed from the program and they wish to return, the adult learner may have to re-enroll and complete the registration process, including assessments and payment if applicable. (Additional attendance and withdrawal policy information can be in the Adult Learner Handbook)

Student Name (Print)

Student Signature

Date



NOTICE FOR DIRECTORY INFORMATION FOR MILITARY RECRUITERS (OPTIONAL)

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Monroe 2-Orleans BOCES, obtain your written consent prior to the disclosure of personally identifiable information from your education records.

However, two federal laws require local educational agencies (LEAs), including BOCES 2, receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three pieces of information regarding your (known as directory information) - name, address and telephone listings - unless you have advised BOCES 2 that you do not want your information disclosed without their prior written consent.

If you do not want BOCES 2 to disclose directory information from your education records to the military recruiters without your prior written consent, you **must notify** BOCES 2. Please complete the form below and return it to **Center for Workforce Development, ATTN: Student Records, 3589 Big Ridge Road, Spencerport, New York 14559.**

Monroe 2-Orleans BOCES
Center for Workforce Development

OPT-OUT FOR MILITARY RECRUITERS

I do not wish to have Monroe 2-Orleans BOCES provide or release directory information about me to military recruiters without first obtaining my written approval.

Name: _____ E-Mail Address: _____

Address: _____

School Building Name: _____

Daytime Phone: _____ Evening Phone: _____

Please feel free to contact the CWD Main Office at 585-349-9100 for further information.

ANNUAL PESTICIDE NOTIFICATION (OPTIONAL)

New York Education Law Section 409 requires all public and non-public elementary and secondary schools to provide written notification to all persons, faculty and staff regarding the potential use of pesticides periodically throughout the year in school buildings, grounds, playing fields, turfs, play grounds, athletic fields and/or administrative offices. The Monroe 2-Orleans BOCES is required to maintain a list of persons, faculty and/or staff who wish to receive 48-hour prior written notification of certain pesticide applications. The following pesticide applications are not subject to prior notification requirements:

- a school remains unoccupied for a continuous 72-hours following an application;
- anti-microbial pesticides and products;
- non-volatile rodenticides in tamper resistant bait stations in areas inaccessible to children;
- non-volatile insecticidal baits in tamper resistant bait stations in areas inaccessible to children;
- silica gel and other non-volatile ready-to-use pastes, foams and gel formulations of insecticides in areas inaccessible to children;
- boric acid and disodium octaborate tetrahydrate;
- the application of EPA designated biopesticides;
- the application of EPA designated exempt materials under 40 CFR152.25;
- the use of aerosol products with a directed spray in containers of 18 fluid ounces or less when used to protect individuals from an imminent threat from stinging and biting insects, including venomous spiders, bees, wasps and hornets.
- use of horticultural soap and oils that do not contain synthetic pesticides or synergists.

To obtain further information about products applied including any warning labels pertinent to the protection of animals, humans, or the environment, contact the pesticide representative at Monroe 2-Orleans BOCES at the Office of Operations and Maintenance at 585-352-2428.

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

If you would like to receive 48-hour prior notification of pesticide applications that are scheduled to occur in your building or on the grounds, please complete the form below and return the form to the **Office of Operations and Maintenance, Monroe 2-Orleans BOCES, 3589 Big Ridge Road, Spencerport, New York 14559.**

 Monroe 2-Orleans BOCES
 Request for Pesticide Application Notification

Name: _____ E-Mail Address: _____
 Address: _____
 School Building Name: _____
 Daytime Phone: _____ Evening Phone: _____

Please feel free to contact the pesticide officer at the Office of Operations and Maintenance, Monroe 2- Orleans BOCES at (585) 352-2428 for further information on these requirements.

Reviewed May 2017



Code of Conduct



VI. CWD CODE OF CONDUCT

This information may also be found on the BOCES 2 Website at www.monroe2boces.org/cwd

Introduction

The Monroe 2-Orleans Board of Cooperative Educational Services (“BOCES”) is committed to providing a safe, orderly and supportive environment where the Adult Learner may receive, and staff may deliver quality educational services without disruption or interference. Responsible behavior by Adult Learner and Instructor, staff, board members, and visitors is essential to achieving this goal.

The Board has a set of expectations for conduct on all BOCES property (whether owned or leased) and at BOCES functions (whether on or off BOCES property). These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

Unless otherwise indicated this Code applies to all Adult Learners and Instructors, staff, and visitors when on BOCES (owned or leased) property or at a BOCES function or at a work based learning site.

Definitions

For purposes of this Code, the following definitions apply.

“Authorized BOCES official” is a building administrator, admission advisor, or employee designated to act in an official capacity.

“Business Days” means days BOCES is open for staff.

“Disruptive Adult Learner” means an Adult Learner who is substantially disruptive of the educational process or substantially interferes with the Instructor and the Instructor’s authority over the classroom. A substantial disruption of the educational process or substantial interference with the Instructor and the Instructor’s authority occurs when an adult learner demonstrates a persistent unwillingness to comply with the instructions or repeatedly violates the CWD Adult Learner Handbook and Instructor’s classroom behavior rules.

“BOCES property” means in, on, or within any building, structure, athletic field, playground, parking lot or land contained within the real property boundary lines of a public elementary or secondary school, or the BOCES or any leased facility or in or on a school bus (as defined in Vehicle and Traffic Law § 142) or any BOCES program regardless of the off-site location such as internship or work-based learning programs. BOCES property also means objects or implements owned by the BOCES such as textbooks, computer equipment, lockers, telephones, tables, halls, equipment, etc.

“BOCES function” means any BOCES-sponsored extra-curricular event or activity wherever located.

“Staff” means all instructional and non-instructional employees and consultants of the BOCES.

“Violent Adult Learner” means an Adult Learner who attends a BOCES program who, while on BOCES property or at a BOCES function:

1. Commits an act of violence upon staff;
2. Commits an act of violence upon another Adult Learner or any other person lawfully upon said property;
3. Possesses a firearm, weapon, or other dangerous instrument capable of causing physical injury and/or death;
4. Displays what appears to be a firearm, weapon, or other dangerous instrument capable of causing death and/or physical injury;
5. Threatens to use any instrument that appears capable of causing physical injury and/or death;

6. Damages and/or destroys the personal property of an Adult Learner, staff or any other person lawfully upon BOCES property; or
7. Damages and/or destroys BOCES property.

The law defines a firearm as: a gun, pistol, revolver, shotgun, rifle, weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, starter gun, machine gun, the frame or receiver of any weapon described above, rocket having a propellant charge of more than 4 oz., missile having an explosive or incendiary charge of more than ¼ oz., bomb, mine, grenade, firearm silencer or firearm muffler, or explosive or incendiary or poison gas or a look-a-like firearm.

A weapon is defined as: a pocket knife with a blade of or more than 2.5 inches; a weapon, device, instrument, material or an animate or inanimate substance used for or readily capable of causing death or serious bodily injury; firearm; pistol; revolver; shotgun; rifle; altered or modified shotgun or rifle; assault weapon; imitation pistol; dagger; dangerous knife; dirk; razor; stiletto; electronic dart gun; electronic stun gun; gravity knife; switchblade knife; pilum ballistic knife; metal knuckles knife; cane sword; billy; black jack; bludgeon; plastic knuckles; metal knuckles; chukka stick; sand bag; sand club; wrist brace-type slingshot or slingshot; shirken; kung fu star; or a look-a-like weapon; matches or lighters when used or attempted to injure staff, Adult Learners or any person upon BOCES' property.

Adult Learner Dress Code

All Adult Learners are expected to give proper attention to personal cleanliness and grooming and to dress appropriately while at BOCES at BOCES functions or at the work site.

An Adult Learner's dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process or impinge on rights of others.
2. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments are not appropriate and could be a safety hazard in some programs.
3. Ensure pants do not fall below waist/hip-line exposing underwear or any other clothing under jeans/pants/trousers.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include items that are vulgar, obscene, libelous and/or denigrate others on account of age, sex, race, color, creed, religion, national origin, marital status, veteran status, disability, military status, sexual orientation, gender identity, gender expression, prior criminal offense, domestic violence victim status, or genetic status.
6. Not promote and/or endorse the use of illegal drugs and/or encourage other illegal or violent activities.
7. Hats/head coverings are not appropriate if they interfere with class.

Program specific dress code policies will be addressed during orientation for that program.

Adult Learners may be subject to disciplinary action, up to and including dismissal from the program, if they:

(Note: Police may be called for any violation).

- A. Engage in conduct that is disorderly. Examples of disorderly conduct include but are not limited to:
 1. Running in the building, hallways or school rooms.
 2. Making unreasonable noise.

3. Using language or gestures that are profane, lewd, vulgar or abusive in any form (i.e., verbal, emails, text messaging, chat rooms, social media, website, cell phone, sexting).
 4. Obstructing vehicular or pedestrian traffic.
 5. Driving recklessly.
 6. Violating any driving road rules or laws or BOCES rules while operating a motor vehicle.
 7. Engaging in any act which disrupts the normal operation of the program.
 8. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the BOCES' acceptable use policy (Policy 6214, Adult Learner use of Computerized Information Resources).
- B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include but are not limited to:
1. Failing to comply with the reasonable directions of staff in charge of Adult Learners or otherwise demonstrating disrespect for program expectations or the Code of Conduct.
 2. Any form of academic misconduct. Examples of academic misconduct include but are not limited to:
 - a) Plagiarism,
 - b) Cheating,
 - c) Copying,
 - d) Altering records, or
 - e) Assisting another in any of the above actions.
- C. Engage in conduct that is disruptive. Examples of disruptive conduct include but are not limited to:
1. Endangering conduct that places the Adult Learners, staff and others in harm's way.
 2. Any action or actions that result in disruption of the educational process for themselves and/or other Adult Learners.
- D. Engage in conduct that is violent. Examples of violent conduct include but are not limited to:
1. Committing an act of violence or threatening an act of violence (such as hitting, spitting, kicking, punching, and scratching) upon BOCES staff or attempting to do so.
 2. Committing an act of violence (such as hitting, kicking, punching, spitting, and scratching) upon another Adult Learner or any other person on BOCES property or attempting to do so.
 3. Possessing a firearm or weapon or what appears to be a firearm or weapon. Authorized law enforcement officials are the only persons permitted to have a firearm or weapon in their possession while on BOCES property or at a BOCES function.
 4. Displaying what appears to be a firearm or weapon.
 5. Threatening to use any firearm or weapon or what appears to be a firearm or weapon.
 6. Damaging or destroying the personal property of an Adult Learner, staff or any other person on BOCES property, including graffiti or arson.
 7. Damaging or destroying any BOCES property.
- E. Engage in any conduct that endangers the safety, morals, physical or mental health or welfare of self or others. Examples of such conduct include but are not limited to:

1. Lying to BOCES staff.
2. Stealing the property of other Adult Learners, BOCES staff or any other person on BOCES property or attending a BOCES function.
3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them (including via cell phone, texting, emails, website, IM's, chat rooms and the like).
4. Discrimination, bullying, and/or harassment that creates a hostile environment for an employee or Adult Learners by conduct or by threats, intimidation, or abuse including cyberbullying (through any form of electronic communication):

For purposes of this paragraph, the term "threats, intimidation or abuse" shall include verbal and non-verbal actions.

5. Discrimination, harassment, or bullying which includes the use of age, sex, race, color, creed, religion, national origin, marital status, veteran status, disability, military status, sexual orientation, gender identity, gender expression, prior criminal offense, domestic violence victim status, or genetic status as a basis for treating another in a negative manner.
6. Harassment/bullying/cyberbullying, which includes severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning, extortion or put down through electronic devices including but not limited to email, iPods, iPads, computer use, website, chat rooms, IM's, text messaging or cyber image(s) or verbally, including the practice known as sexting.
7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
8. Hazing, which includes any intentional or reckless act directed against another for the purpose of induction or initiation into, affiliating with or maintaining membership in any BOCES sponsored activity, organization, club or team.
9. Selling, distributing, sharing, using, or possessing obscene material.
10. Using vulgar or abusive language, cursing or swearing.
11. Smoking, selling, sharing, distributing, using, and/or possessing a tobacco product and/or any product in any form that contains nicotine. Tobacco shall be defined as any lighted or unlighted cigarette, cigar, cigarillo, pipe, bidi, clove, cigarette, and any other smoking product matter or substance that contains tobacco, and spit tobaccos, (smokeless, dip chew and/or snuff), in any form.
12. Possessing, consuming, selling, distributing, using, sharing, exchanging, manufacturing, or under the influence or appear under the influence of alcoholic beverages in any form such as an alcoholic beverage or a powdered alcohol; or illegal substances, or a substance thought by the Adult Learner to be illegal; or being under the influence of either. "Illegal substances" includes, but is not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs." The police will be called in these instances.
13. Using, selling, distributing, sharing, possessing, consuming, exchanging, manufacturing, being under the influence of, prescription and/or over-the-counter drugs or substances thought by the Adult Learner to be over-the-counter or prescription drugs.

14. Using, selling, distributing, sharing, possessing, consuming, exchanging, manufacturing, or being under the influence of legal substances that mimic the effects of an illegal substance, or any prescription marijuana.
15. Possessing, using, selling, sharing, distributing, manufacturing, or exchanging drug paraphernalia or items that could be used as drug paraphernalia, including drops, and all substances that are contained in e-cigarettes/vapes.
16. Drug paraphernalia includes but is not limited to any kind of equipment, product, or material intended to be used for or used for the manufacturing, compounding, converting, concealing, producing, processing, preparing, injecting, ingesting, or inhaling.
17. Gambling.
18. Indecent exposure, that is, exposure to sight of the private parts of the body in person, sexting, or through Internet websites, IM's, text messaging, chat rooms, emails, cell phones, and the like.
19. Initiating a report warning of fire, a bomb threat, or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
20. Engage in off-campus misconduct that naturally interferes with or cause a substantial disruption or can be reasonably expected to cause a substantial disruption to the Adult Learner(s) education and/or the educational process in BOCES or at a BOCES function or operation of BOCES. Examples include but are not limited to:
 1. Cyberbullying.
 2. Threatening or harassing Adult Learner(s) over the phone or any electronic media.

Adult Learner Searches and Interrogations

Any authorized BOCES official may question an Adult Learner about an alleged violation of law or the Code of Conduct. Adult Learners are not entitled to any sort of "Miranda"-type warning before being questioned by authorized BOCES officials. However, authorized BOCES officials will tell all Adult Learners why they are being questioned.

An authorized BOCES official may conduct a search of an Adult Learner's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the BOCES official has a legitimate reason for the very limited search.

An authorized BOCES official may search an Adult Learner or the Adult Learner's belongings (including but not limited to shoes/footwear, car, purse, cell phone, book bag, electronic device) based upon reasonable suspicion.

Prior to that search, the authorized BOCES official will first initiate a conversation with the Adult Learner in an effort to have the Adult Learner admit to their behavior that is violating the law or the Code of Conduct and/or turn over the contraband in lieu of having to perform a search.

Whenever practicable, searches will be conducted in the privacy of administrative offices and Adult Learners could be present when their possessions are being searched, with two adults if possible.

A. Adult Learner Lockers, Desks and Other School Storage Places

Lockers, desks, rooms, cabinets, computers, and other BOCES owned and provided compartments and/or storage places are subject to search at any time. Adult Learners have no reasonable expectation of privacy with respect to these places and authorized BOCES officials retain complete control over them. This means lockers, desks, rooms, cabinets, computers, and other BOCES storage places may be subject to search at any time by authorized BOCES officials, without prior notice to Adult Learners and without their consent.

B. Documentation of Searches

The authorized BOCES official conducting the search shall be responsible for promptly recording the following information about each search:

1. Name and program of Adult Learner searched;
2. Reason(s) for the search;
3. Person conducting search and his or her title and position;
4. Witnesses, if any, to the search;
5. Time and location of search;
6. Results of search (that is, what item(s) were found);
7. Disposition of item(s) found.

The authorized BOCES official shall be responsible for the custody, control and disposition of any item taken from the Adult Learner. The authorized BOCES official shall clearly label each item taken from the Adult Learner and retain exclusive, restricted control of the item(s), until the items are turned over to the police or BOCES security.

C. Police Involvement in Searches and Interrogations of Adult Learners

Police officials may enter BOCES-owned or leased property or a BOCES function to question an Adult Learner or to conduct a formal investigation involving Adult Learners only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on BOCES property or at a BOCES function; or
3. Been invited by BOCES.

Visitors to the School

Since the program is a place of work and learning, certain limits must be set for visitors. The authorized BOCES official is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors:

1. Anyone who is not a regular staff member or adult learner will be considered a visitor.
2. All visitors must report to the office of the authorized BOCES official upon arrival. There they will be required to sign in and out on the visitor's log.
3. Visitors attending functions that are open to the public, such as information sessions or public gatherings, are not required to register.
4. Visitors should not be on the property for social purposes.
5. Any unauthorized person on school property will be reported to the authorized BOCES official. Unauthorized persons will be asked to leave.
6. All visitors are expected to abide by the rules for public conduct on BOCES property contained in this Code of Conduct.

Public Conduct on School Property

A person on BOCES property or attending a BOCES function are expected to be properly attired for the purpose they are on school property for.

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 BOCES staff or any person 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, discriminate, or bully against any person on the basis of age, sex, race, color, creed, religion, national origin, marital status, veteran status, disability, military status, sexual orientation, gender identity, gender expression, prior criminal offense, domestic violence victim status, or genetic status.
6. Enter any portion of the 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.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, distribute, share, use, or be under the influence, or exchange alcoholic beverages, powdered alcohol or as in a beverage, controlled substances, illegal substances, over-the-counter, look alike substances, legal substances that mimic the effects of an illegal substance, or be under the influence of either on BOCES property or at a BOCES function.
10. Smoking, selling, sharing, distributing, using, and/or possessing a tobacco product. Tobacco shall be defined as any lighted or unlighted cigarette, cigar, cigarillo, pipe, bidi, clove, cigarette, and any other smoking product matter or substance that contains tobacco, and spit tobaccos, (smokeless, dip chew and/or snuff), in any form. The use of e-cigarettes and any other products containing nicotine is also prohibited.
11. Possess, use, or threaten the use of firearm(s) or weapon(s) 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 school district.
12. Loiter on or about BOCES property.
13. Gamble on BOCES property or at BOCES functions.
14. Refuse to comply with any reasonable order of identifiable BOCES authorized officials performing their duties.
15. Incite others to commit any of the acts prohibited by this Code or law.
16. Violate any federal or state statute, local ordinance or BOCES policy while on BOCES property or while at a BOCES function.
17. Visitors who violate this Code shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection by law enforcement authorities.

A. Enforcement

If an individual engaged in prohibited conduct, which does not pose any immediate threat of injury to persons or property, the visitor shall be told that the conduct is prohibited and attempt to persuade the individual to stop. If the visitor refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the individual shall be removed

immediately from BOCES property or the BOCES function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The BOCES shall initiate disciplinary action against any Adult Learner or staff member, as appropriate. In addition, the BOCES reserves its right to pursue a civil or criminal legal action against any person violating the Code.

VII. MONROE 2-ORLEANS BOCES POLICIES

This information may also be found on the BOCES 2 Website at www.monroe2boces.org

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents of adult learners under 18 years of age, emancipated adult learners, dependent adult learners, and adult learners 18 years of age or older or attending a post-secondary institution ("eligible adult learners") certain rights with respect to the adult learner's education records. These rights are:

(1) The right to inspect and review or receive a copy under certain circumstances of the adult learner's education records within 45 days after BOCES receives a request for access. Parents of eligible adult learners or the adult learner should submit to the Assistant Director of CWD a written request that identifies the record(s) they wish to inspect. The Assistant Director of CWD will make arrangements for access and notify the parent or adult learner of the time and place where the records may be inspected.

(2) The right to request an amendment of the adult learner's education records that the parent or adult learner believes are inaccurate, misleading, or a violation of the adult learner's privacy rights. Parents or adult learners may ask the BOCES to amend a record that they believe is inaccurate, misleading or a violation of the adult learner's privacy rights. They should write the Assistant Director of CWD; clearly identify the part of the record they want changed, and specify why the information is inaccurate, misleading or an invasion of privacy. If BOCES decides not to amend the record as requested by the parent or adult learner, BOCES will notify the parent or adult learner of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or adult learner when notified of the right to a hearing.

(3) The right to provide written consent to disclosures of personally identifiable information contained in the adult learner's education records, except to the extent that FERPA authorizes disclosure without consent. There are a number of disclosure exceptions. One exception, which permits disclosure without consent, is disclosure to BOCES officials and sponsoring agencies/vendors with legitimate educational interests. A BOCES official is a person employed by the BOCES as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the BOCES board; a person, contractor, company, or volunteer with whom the BOCES has contracted to perform a special task (such as an attorney, auditor, medical consultant, therapist, or records retention service); or a parent or adult learner serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A BOCES official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. A second exception is upon request, the BOCES discloses, that is transfers, education records including disciplinary records without consent, to officials of another post-secondary school in which the adult learner seeks or intends to enroll, is instructed to enroll or is already enrolled in. Parents and adult learners have a right to inspect and review a record if disclosure is for purposes of transfer or enrollment.

Other exceptions are as follows:

To authorize representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State Educational Agency in the parent or adult learner's State (SEA).

Disclosures under this provision may be made in connection with an audit or evaluation of Federal- or

State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of personally

identifiable information to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.

In connection with financial aid for which the adult learner has applied or which the adult learner has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.

To organizations conducting studies for, or on behalf of, the school, in order to:

- a. Develop, validate, or administer predictive tests;
- b. Administer adult learner aid programs; or
- c. Improve instruction.

To accrediting organizations to carry out their accrediting functions.

To parents of an eligible adult learner if the adult learner is a dependent for IRS tax purposes.

To comply with a judicial order or lawfully issued subpoena provided notice is provided in advance of compliance except that an order or subpoena issued in a proceeding of adult abuse and neglect or dependency and the parent is a party to the proceedings no advance notice is required.

To a caseworker for the NYS department or County welfare agency who is legally responsible for the care and protection of the adult learner and has access to the adult's case plan provided the records and or personally identifiable information will not be disclosed by the agency except to an individual or entity engaged in addressing the adult learner's education needs and authorized by the agency to receive such disclosure in accordance with New York State Law.

To appropriate officials in connection with a health or safety emergency.

To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the adult learner whose records were released, subject to § 99.38. (§ 99.31(a)(5)).

BOCES has designated limited directory information only to be released to federal, state, or local law enforcement for any reason where they seek an Adult Learner's address, telephone listing, email address and/or photograph.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by

BOCES to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202-5920

Reviewed 7/2023 for CWD

Monroe 2-Orleans BOCES Policy

Series 6000 – Adult learners

Policy #6220 – ALCOHOL, DRUGS AND OTHER SUBSTANCES (ADULT LEARNERS)

Prohibited Conduct

The Board recognizes that the misuse of alcohol (in any form including powdered), tobacco, electronic cigarettes (e-cigarettes), vaporizers, illegal drugs, drug paraphernalia, illegal substances, substances that mimic the effect of illegal substances, counterfeit and designer drugs, look-alike drugs, over-the-counter drugs, prescription drugs, vitamins, supplements, herbs, and other similar substances is a serious problem with legal, physical, emotional, and social implications for students, as well as the entire community. Therefore, the consumption, sharing, selling, use, and/or possession, distributing, exchanging, manufacturing, or under the influence of or appear under the influence of these and similar substances, as well as tobacco products and drug paraphernalia are prohibited in accordance with law and regulation, Code of Conduct, and/or other similar documents.

Adult learners are not permitted to be under the influence of alcohol, drugs, or other prohibited substances as referenced above, on BOCES grounds or at BOCES-sponsored events.

Disciplinary Measures

Adult learners will be disciplined in accordance with policy, the Code of Conduct, and/or similar documents for the violating of the above-prohibited conduct.

Supportive Programs

Activities and programs will be developed to support healthy, safe and drug-free environments and may include drug and violence prevention programs, education programs, professional development programs, early identification of mental health symptoms, mental health services partnerships, prevent counseling and mentoring to children at risk, nutritional education, relationship building skills, high quality training for support personnel and implement positive behavioral interventions and supports.

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 05/12/2010

Reviewed: 6/15/11

Revised: 5/9/2012

Revised: 8/15/2012

Revised: 5/15/2013

Reviewed: 5/14/2014

Revised: 5/13/2015

Reviewed: 8/19/2015

Revised: 6/15/2016

Revised: 5/10/2017

Revised: 5/09/2018

Revised: 5/15/2019

Revised: 10/16/2019

Revised: 5/13/2020

Revised: 5/12/2021

Reviewed: 5/11/2022, 5/10/2023

Monroe 2-Orleans BOCES Policy
Series 6000 – Adult Learners
Policy #6461 – COMPLAINTS AND GRIEVANCES BY ADULT LEARNERS

While adult learners have the responsibility to abide by the policies and regulations of the BOCES, they shall also be afforded opportunity to present complaints and grievances free from interference, coercion, restraint, discrimination or reprisal. Administration shall be responsible for:

- a) Establishing rules and regulations for the redress of complaints or grievances through proper administration channels;
- b) Developing an appeals process;
- c) Ensuring that adult learners have full understanding and access to these regulations and procedure; and
- d) Providing prompt consideration and determination of adult learner complaints and grievances.

Civil Rights Compliance Officer

In addition, adult learners will receive annual notification of the availability of the BOCES established grievance procedures for resolving complaints of discrimination based on sex or disability. This notice shall include the name, address and telephone number and email of the Title IX/Section 504/ADA Coordinator (i.e., the Civil Rights Compliance Officer).

The Civil Rights Compliance Officer shall also be responsible for handling complaints and grievances regarding discrimination based on race, color, creed, national origin, age or marital status, military and/or veteran status, sexual orientation, genetic status, prior criminal record, or victim of domestic violence.

References:

Title VII of the Civil Rights Act of 1964, 42 United States Code (U.S.C.) Section 2000-e, et seq. - Prohibits discrimination on the basis of race, color, religion, sex or national origin.

Title VI of the Civil Rights Act of 1964, 42 United States Code (U.S.C.) Section 2000-d, et seq. - Prohibits discrimination on the basis of race, color or national origin.

Section 504 of the Rehabilitation Act of 1973, 29 United States Code (U.S.C.) Section 794 et seq.

The Americans With Disabilities Act, 42 United States Code (U.S.C.) Section 12101 et seq. - Prohibits discrimination on the basis of disability.

Title IX of the Education Amendments of 1972, 20 United States Code (U.S.C.) Section 1681 et seq. - Prohibits discrimination on the basis of sex.

New York State Executive Law Section 290 et seq. - Prohibits discrimination on the basis of age, race, creed, color, national origin, sex, disability or marital status.

Age Discrimination in Employment Act, 29 United States Code Section 621.

Policy References:

Refer also to Policy #1440 -- Non-Discrimination.

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 8/15/2012

Revised: 8/19/2015

Reviewed: 9/19/2018

Reviewed: 8/18/2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Adult learners
Policy #6440 – SEXUAL HARASSMENT (ADULT LEARNERS)

The Board affirms its commitment to non-discrimination and recognizes its responsibility to provide for all BOCES adult learners an environment that is free of sexual harassment, intimidation, and sexual violence. Sexual harassment is a violation of law and stands in direct opposition to BOCES policy. Therefore, the Board prohibits all forms of sexual harassment by employees and adult learners. Generally, sexual harassment includes sexual violence and is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- a) Submission to sexually harassing behavior is a condition for the successful completion of any course of study or educational and extracurricular activity, including the acceptance into or rejection from such course or activity;
- b) Conditions exist within the school environment that allow or foster obscene pictures, lewd jokes, sexual advances, requests for sexual favors or other harassing activities of a sexual nature;
- c) Such conduct has the purpose or effect of unreasonably interfering with an adult learner's academic performance or participation in an educational or extracurricular activity, or creating an intimidating, hostile or offensive learning environment.

The BOCES acknowledges that in determining whether sexual harassment has occurred, the perspective of the victim as well as the offender's conduct and/or intention should be evaluated. Any adult learner who believes that he/she has been subjected to sexual harassment shall report all incidents of such conduct to the BOCES designated complaint officer through informal and/or formal complaint procedures developed by the BOCES. In the event that the complaint officer is the offender, the complainant shall report his/her complaint to the next level of supervisory authority. A complaint officer of each gender will be available to the adult learner.

Upon receipt of an informal/formal complaint, the BOCES will conduct a thorough investigation of the charges. Based upon the results of the BOCES' investigation, immediate corrective action will be taken. Should the offending individual be a BOCES employee, appropriate disciplinary measures will be applied, up to and including termination of the offender's employment in accordance with contractual and legal guidelines. Should the offending individual be an adult learner, appropriate disciplinary measures will be applied, up to and including suspension/expulsion.

To the extent possible, within legal constraints, all complaints will be treated as confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges, and any disclosure will be provided on a "need to know" basis.

As part of the investigation, the BOCES has the right to search all school property and equipment including BOCES computers. Rooms, desks, cabinets, lockers, computers, etc. are provided by the BOCES for the use of adult learners and staff, but the users do not have exclusive use of these locations or equipment and should not expect that materials stored therein will be private. The BOCES prohibits any retaliatory behavior directed against complainants and/or witnesses. Follow-up inquiries shall be made to ensure that harassment has not resumed and that the victims and/or witnesses have not suffered retaliation.

Regulations will be developed for resolving sexual harassment or sexual violence complaints by adult learners. The Superintendent/designee(s) shall affirmatively discuss the topic of sexual harassment with all employees and adult learners, express the BOCES' condemnation of such conduct and explain the sanctions for harassment. A copy of this policy and its accompanying regulations shall be available upon request to all employees and adult learners, and may be posted at various BOCES locations and/or buildings.

BOCES recognizes that any allegation(s) under this policy may also be a violation of the Dignity for All Students Act, see policy 6462.

Title IX of the Education Amendments 1972, 20 United States Code (U.S.C.) Section 1681 et seq. See also Policy and Regulation 6462.

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 8/15/2012

Reviewed: 8/19/2015

Reviewed: 9/19/2018

Reviewed: 8/18/2021

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4550 – SMOKING/TOBACCO USE School Grounds

School Grounds

Tobacco use shall not be permitted on BOCES leased or owned grounds at any time or within 100 feet of the entrances, exits, or outdoor areas. However, this shall not apply to a residence or within the real property boundary line of such residential property. For purposes of this policy, "school grounds" means any building, structure, and surrounding outdoor grounds including entrances and exits owned or leased by the BOCES; as well as any vehicles used to transport children or BOCES personnel.

Tobacco shall be defined as any lighted or unlighted cigarette, cigar, cigarillo, pipe, bidi, clove cigarette, and any other smoking product matter or substance that contains tobacco, and spit tobaccos, (smokeless, dip chew and/or snuff), in any form. The use of e-cigarettes and any other products containing nicotine, except for current FDA approved smoking cessation products, is also prohibited.

Posting/Notification of Policy

In compliance with the New York State Clean Indoor Air Act, the BOCES will prominently post its Smoking/Tobacco Use policy and signs prohibiting all forms of tobacco in all buildings and other locations, and supply a copy of the policy upon request to any current or prospective employee. The BOCES will designate a school official as the agent responsible to inform individuals who smoke that they are in violation of Article 13-E of the state Public Health Law and the federal Pro-Children Act of 1994, and BOCES Policy. Both BOCES and the individual can face a monetary penalty for an individual's failure to comply. The agent must inform the individual to stop smoking.

Visitors

Visitors to the BOCES facilities or BOCES sponsored events are governed by this smoke and tobaccofree policy. BOCES shall communicate this policy to students, staff, visitors and parents, as is deemed appropriate to orient them to the policy.

Prohibition of Tobacco Promotional Items and Advertising

Tobacco advertising shall be prohibited in all school-sponsored publications and at all school sponsored events. Tobacco promoted items such as brand names, logos, identifiers, shall be prohibited, in accordance with the student code of conduct:

- a. On school grounds
- b. In school vehicles
- c. At school-sponsored events
- d. In school publications
- e. On clothing, shoes, accessories, gear and/or school supplies.

20 U.S.C. § 7181-7184
20 U.S.C. § 7101 et seq.
Public Health Law Article 13-E
Education Law Sections 409 and 3020-a

Adopted: 7/13/1999
Revised: 9/17/2008
Reviewed: 3/18/2009
Reviewed: 9/21/2011
Revised: 10/17/2012
Revised: 8/20/2014
Reviewed: 8/16/2017
Revised: 8/19/2020

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy #1440 – NON-DISCRIMINATION

The BOCES shall not discriminate on the basis of age, sex, race, color, creed, religion, national origin, marital status, veteran status, disability, military status, sexual orientation, gender identity, gender expression, prior criminal offense, domestic violence victim status, or genetic status, in the educational programs or activities which it operates, or against any employee or applicant seeking a position of employment. The BOCES will be in full compliance with all applicable rules and regulations pertaining to civil rights for students and employees (e.g., Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990).

Appropriate procedures shall be developed to insure the implementation of these rules and regulations concerning civil rights. The Board shall appoint a Civil Rights Compliance Officer, who is also the Title IX Coordinator, to coordinate civil rights activities applicable to the BOCES (see subheading below)

Civil Rights Compliance Officer

The Civil Rights Compliance Officer shall be appointed by the Board and shall be responsible for providing information, including complaint procedures, and for handling complaints relative to civil rights (e.g., Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1990) for any student, parent, employee or employment applicant.

Title VII of the Civil Rights Act of 1964, 42 United States Code (U.S.C.) Section 2000-e, et seq. Prohibits discrimination on the basis of race, color, religion, sex or national origin.

Title VI of the Civil Rights Act of 1964, 42 United States Code (U.S.C.) Section 2000-d, et seq. Prohibits discrimination on the basis of race, color or national origin.

Section 504 of the Rehabilitation Act of 1973, 29 United States Code (U.S.C.) Section 794 et seq.; The Americans With Disabilities Act, 42 United States Code (U.S.C.)

Section 12101 et seq. - Prohibits discrimination on the basis of disability.

Title IX of the Education Amendments of 1972, 20 United States Code (U.S.C.) Section 1681 et seq. - Prohibits discrimination on the basis of sex.

New York State Executive Law Section 290 et seq. - Prohibits discrimination on the basis of age, military, veteran, race, creed, color, national origin, sex, sexual orientation, prior conviction, disability, marital status, or domestic violence victim status.

Age Discrimination in Employment Act, 29 United States Code (U.S.C.) Section 621.
Military Law Sections 242 and 243

Policy References:

Refer also to Policies #5120, #5121, #5170, #6440, #6460, #6461, #6463, #7120, and #7140.

Adopted: 7/13/1999
Revised: 3/17/2010
Reviewed: 9/15/2010
Revised: 8/21/2013
Reviewed: 8/17/2016
Revised: 9/18/2019
Revised: 3/17/2021
Reviewed: 8/17/2022

Monroe 2-Orleans BOCES Policy

Series 6000 – Adult learners

Policy #6460 – EQUAL EDUCATIONAL OPPORTUNITY (Adult Learners)

It is the policy of this BOCES to provide, through a positive and effective program, equal educational opportunities for all adult learners in admittance to and/or participation in educational courses, programs or activities; school services; and extracurricular events regardless of age, sex, race, religion, color, national origin, disability, creed, marital status, veteran status, military status, sexual orientation, prior criminal offense, domestic violence victim status, gender identity, gender expression, or genetic status.

The District Superintendent shall designate one or more BOCES employees as Civil Rights Compliance Officer(s), also the Title IX Coordinators, whose responsibility will be to ensure compliance with the various federal and state statutes and regulations prohibiting discrimination in educational programs, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act (ADA).

The BOCES shall establish and implement regulations and procedures in accordance with applicable law that provide for the prompt and equitable resolution of any and all complaints alleging discrimination on the basis of race, color, creed, religion, national origin, sex, age, marital status or disability, military and/or veteran status, sexual orientation, prior criminal record, genetic status, or victim of domestic violence.

The BOCES shall take appropriate annual steps to notify adult learners of this policy of non-discrimination. This shall include provision for the publication and dissemination, internally and externally, of this policy to ensure its availability, to interested citizens and groups. Included in this notification shall be the name(s), address(es) and telephone number(s) of the Civil Rights Compliance Officer(s) responsible for handling complaints regarding discrimination; and a copy of the BOCES established grievance procedures shall be available upon request to the Human Resources Office.

References:

Title VII of the Civil Rights Act of 1964, 42 United States Code Section 2000-e et seq. - Prohibits discrimination on the basis of race, color, religion, sex or national origin.

Title VI of the Civil Rights Act of 1964, 42 United States Code Section 2000-d et seq. - Prohibits discrimination on the basis of race, color or national origin.

Section 504 of the Rehabilitation Act of 1973, 29 United States Code Section 794 et seq.
The Americans with Disabilities Act, 42 United States Code Section 12101 et seq. - Prohibits discrimination on the basis of disability.

Title IX of the Education Amendments of 1972, 20 United States Code Section 1681 et seq. - Prohibits discrimination on the basis of sex.

New York State Executive Law Section 290 et seq. - Prohibits discrimination on the basis of age, race, creed, color, national origin, sex, disability or marital status.

Age Discrimination in Employment Act, 29 United States Code Section 621

Policy References:

Refer also to Policies #1440 -- Non-Discrimination and #6462 – Student Harassment and Bullying

Prevention and Intervention (Dignity for all Students Act)

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 8/15/2012

Revised: 8/19/2015

Revised: 9/19/2018

Revised: 8/18/2021