

Center for Workforce Development

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

2021-2022

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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)! We are pleased to have you as an adult learner. This handbook will provide you with information regarding BOCES 2 policies, procedures and guidelines and how they apply to you as an adult learner 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.

Council on Occupational Education

Monroe 2-Orleans BOCES Center for Workforce Development is accredited by the Council on Occupational Education (hereinafter referred to as the Council or COE). The COE came into existence initially in 1971 as the Commission on Occupational Education Institutions (COEI) of the Southern Association of Colleges and Schools (SACS), a regional accrediting association that serves institutions in an 11-state region. Operating as a unit of SACS, COEI provided accreditation services to postsecondary occupational education institutions.

Accreditation is a status granted to an educational institution or program that has been found to meet or exceed stated criteria of educational quality and adult learner achievement. Accreditation by COE is viewed as a nationally honored seal of excellence for occupational education institutions and denotes honesty and integrity. Accreditation allows CWD to offer financial assistance to qualifying adult learners through Title IV funding.

A certificate in technical education offers a number of benefits for adult learners because the path to earn a certificate is usually faster and more affordable. Adult learners appreciate the reduced tuition costs and high job placement rates of accredited institutions. With specialized training, adult learners are able to quickly transition into the workforce.

Monroe 2-Orleans BOCES Center for Workforce Development Locations

MAIN CAMPUS



Westview Commons
3555 Buffalo Road
Rochester, New York 14624
Telephone: (585) 349-9100
Fax: (585) 349-9101

EXTENSION CAMPUS



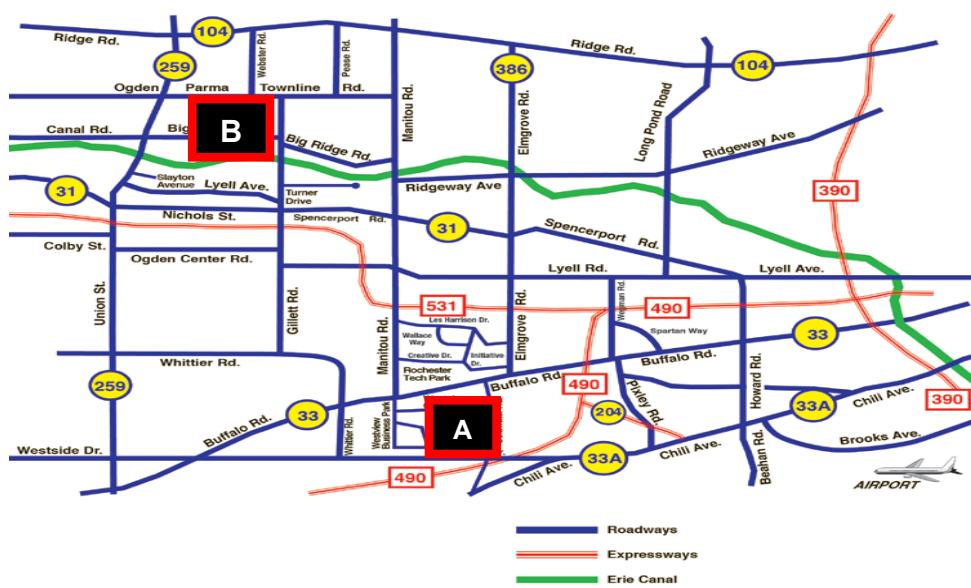
WEMOCO Career and Technical Education
3589 Big Ridge Road
Spencerport, New York 14559
Telephone: (585) 352-2425
Fax: (585) 352-2424



Center for Workforce Development
Main Campus



Center for Workforce Development
Extension Campus



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 you are enrolled in, it is expected you 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.

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 learners use while working on labs. Some classes require the adult learner to purchase additional equipment and supplies.

Breaks, Lunch and Dinner

For full-time courses five (5) hours or more in duration, adult learners are provided with two 10-minute breaks and one 30-minute lunch and/or dinner break. Instructors can determine when to allow adult learners to have a break. Because our clock hour full-time courses are governed by Federal guidelines, instructors may not adjust the duration of each break. For evening 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 at both facilities (Westview Commons and WEMOCO/CTE Center) in the Adult learner Lounge.

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 you will be notified and have the option to enroll at another date, take a similar offering, or request a refund.

Children on School 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 school grounds at all times.

CWD Privacy Policy

We take privacy seriously and we value yours. We do not disclose any nonpublic personal information about our customers or former customers or anyone except as permitted by law. When using any BOCES2 internal machines, we may collect personally identifiable information when you visit 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 you have 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.

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

School/sites are exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school/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 for the building (WCBP or WEMOCO/CTE Center) specific procedures for:

- Fire alarm evacuation/fire drills
- Lock Down
- Lock Out
- Shelter in place
- Early Dismissal
- Evacuation/Shelter
- 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** (which is part of the Adult learner Orientation Packet).
- 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. 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.

Official Transcripts/Educational Records

Adult learners may request a copy of their Certificate of Completion, an official transcript of grades, or other adult learner records by sending a written request to the CWD Office including adult learner name, date of birth, class attended/year.

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 Westview Commons Main Campus and 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 who attend the Big Ridge Road campus have access to the RTS system through Route 259 in the Village of Spencerport. For Adult learners attending the Westview Commons Main campus, the closest RTS bus stop is on Elmgrove Road at the entrance to the Rochester Technology Park (RTP).

Returned Check

A \$35 service fee will be assessed for a returned check.

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 accommodation*, if any requested accommodation is reasonable. *The ADA Compliance Officer is the Director 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 you achieve your 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 Career Training, Literacy, and Continuing Education departments manage adult learner attendance differently. Please refer to each department program section of the CWD Adult Learner Handbook for details about the specific department's attendance expectations.

Adult Learner Incidents

If an adult learner violates the Adult Learner Code of Conduct and/or policies and/or adult learner expectations on or off site, the Instructor must document the incident using one of the following forms, as applicable.

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 New York State photo ID on their person.

Adult Learner Records

Adult learner educational records shall be maintained and disclosed according to the guidelines of the Family Educational Rights and Privacy Act of 1974 (See page 35 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.

Visitors

All Visitors must report to the main desk in both the Westview Commons and the WeMoCo Career & Technical Center, upon entry into the facility.

Yearly Program Calendar

Refer to the website for program recess and holiday dates.

III. GUIDELINES FOR CAREER JOB TRAINING PROGRAMS

Job Training Programs and Work-Based Activity Professionalism Grading Criteria

Instructors are expected to use the following professionalism rubric to grade and assess adult learner workplace readiness skills. These expectations are based on Industry standards and will be reflected in the classroom and work-based activity environment. Work-based activity supervisors/mentors also evaluate adult learner professionalism (see work-based activity manual adult learner version and Employer Evaluation of Adult learner Performance).

Attendance and Dependability: *Adult learners must be on time and stay all day. If adult learner needs to miss class, they must notify the instructor prior to the start of class. If adult learner is tardy or misses any class time, the missed time will be deducted for that day in accordance with the Adult learner Attendance Procedures pages in this handbook.*

- Consistently demonstrates understanding of work/class expectations for attendance.
- Consistently demonstrates understanding of expectations for punctuality.
- Consistently arrives on time for school/work-based activity.
- Consistently shows responsibility by taking and returning from breaks on time.
- Takes the initiative to always contact the instructor and/or work-based activity supervisor/mentor prior to being absent or tardy.

Attitude and Flexibility: *Adult learners must be professional at all times; display eagerness, a willingness to learn, be energetic, adaptable, and pleasant at all times. Encourage, support and mentor fellow adult learners.*

- Always performs task fully without direction from initiation to completion communicating with supervisor/instructor as needed.
- Consistently demonstrates proper procedures for task completion.
- Consistently initiates interactions with supervisor for the next task upon completion of previous one.
- Able to evaluate own work and utilizes feedback to produce the “highest quality of work” and provides optimal customer service.
- Adult learner consistently monitors progress toward goals as well as initiates new goals.
- Always demonstrates a skillful understanding of workplace policy and ethics.
- Consistently demonstrates flexibility for new situations.

Workplace Attire and Safety: *Adult learners must follow all guidelines for professional attire as outlined by the instructor for the industry you are training for. Adult learners must be neat and clean with good personal hygiene. Adult learners must be respectful of the tools of their trade.*

- Demonstrates compliance with dress code.
- Always wears appropriate work attire.
- Consistently complies with health and safety rules for specific workplace.
- Safely uses job-related tools, technologies, and material.

Cooperation and Communication: *Adult learners must communicate with fellow classmates and instructors effectively. If adult learners have concerns or conflicts, they should address them professionally. Learning how to represent yourself in a professional manner is an essential career skill to achieve.*

- Always is a responsible member of a workplace team.
- Consistently accepts direction, feedback, and constructive criticism.
- Always pays full attention to what other people are saying (verbal and non-verbal).
- Initiates thoughtful & appropriate questions.

- Consistently demonstrates a high level of respect for others.

Job Training Programs Professionalism Grading Criteria for Remote Learning

Instructors are expected to use the following professionalism rubric to grade and assess adult learner workplace readiness skills. These expectations are based on Industry standards and will be reflected in the classroom environment.

Attendance and Dependability:

Adult learners must complete all assignments on time and by the due date. If you have special circumstances that will prevent you from completing the assignments, you must contact your instructors during regular school hours for assistance or to make special arrangements.

All missed assignments without prior notification will receive an equitable hourly attendance deduction for that day, a deduction in your professionalism grade and any assignments not done or incomplete will receive a grade of zero.

CWD Computer labs are available Monday-Friday for adult learners who need to access their remote assignments.

Attitude and Flexibility:

You must be professional at all times; display eagerness, a willingness to learn, be energetic, adaptable, and pleasant at all times. Encourage, support and mentor fellow adult learners by participating in all interactive discussions and comment sections.

- Always performs task fully from initiation to completion communicating with supervisor/instructor as needed.
- Adult learner consistently monitors progress toward goals as well as initiates new goals.
- Adult learner works consistently to improve in their ability to interact professionally in an on-line environment.
- Consistently demonstrates flexibility for new situations. Striving to learn in new ways and broaden remote learning skills and communication.

Remote learning On-line professionalism and computer safety:

Healthcare practitioners are committed to behave in a professional manner expressed within codes of conduct and ethics, laws, guidelines and frameworks set out by the relevant professional and regulatory bodies. Our adult learners are expected to rise to the level of professionalism that the Industry requires utilizing Online Data Privacy and respect for fellow adult learners.

Cooperation and Communication: *You need to communicate with fellow classmates and instructors effectively. If you have concerns or conflicts you should address them professionally. Learning how to represent yourself in a professional manner is an essential career skill to achieve.*

- Always a responsible member of a workplace team.
- Consistently accepts direction, feedback, and constructive criticism.
- Initiates thoughtful & appropriate questions.
- Consistently demonstrates a high level of respect for others.

Certificates

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. Completion certificate requirements may differ for licensing programs, clinical programs, or comprehensive accelerated programs.

Adult Learner Financial Accounts

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, Rochester Works!, and Veterans programs. Various other funding sources are available such as State and Federal grants, and direct or private adult learner loans. Payment must be received prior to the date of the first scheduled class.

Refund/Withdrawal Policy

Full Refund: A written request to withdraw from the course must be received by the CWD office within 24 hours of the scheduled start of programming. A \$100 processing fee will be deducted from the full refund amount.

Partial Refund: A written request to withdraw from the course must be received by the CWD office upon withdrawal. Total refunds will follow the guidelines outlined below minus any non-refundable fees associated with the associated program.

- Up to 7% of the program hours completed = 75% refund
- Up to 13% of the program hours completed = 50% refund
- Up to 20% of the program hours completed = 25% refund
- Over 20% of the program hours completed = no refund
- Refunds take approximately 4 – 6 weeks for processing

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

Any adult learner wishing to withdraw should complete an Adult Learner Withdrawal Form, which can be obtained from either the Admissions Advisor, or the CWD main office at Westview Commons.

Federal Title IV Refunds

The federal financial aid (Pell Grant and adult learner loans) earned by the adult learner is equal to the percentage of the period of enrollment completed. When an adult learner withdraws before completing

more than 60% of the period of enrollment, the percentage of financial aid is prorated using the Federal Refund/Repayment Policy.

The returned funds must be refunded to the following sources in this specific order:

1. Unsubsidized Federal Direct Loans
2. Subsidized Federal Direct Loans
3. Federal Pell Grant

Outstanding Balances

Upon termination of enrollment, any balance due to Monroe 2-Orleans BOCES CWD (based on the school's refund policy) is payable immediately. All charges on the adult learner's account must be paid in full prior to the completion of the training program. Monroe 2-Orleans BOCES CWD reserves the right to withhold adult learner transcripts and deny approval for state board examinations to any adult learner who has an outstanding balance with the Financial Aid Office. Failure to pay outstanding balances may result in the Adult Learner account being referred to a third-party collection agency.

Program/Course/Class Transfer

Adult learners have no later than three school days after the start date of a career education job training course to request a transfer into a different course. All adult learner transfers are subject to a one time, \$50 processing fee which will be invoiced directly to the adult learner. Course credits earned at CWD are not transferrable to other institutions. Adult learners will be billed a \$50 processing fee. If the transfer is not possible see the refund policy. Refunds will be handled on a case-by-case basis.

IV. Academic Standards

Successfully completing the program of study and leveraging it to enter a new career field requires each student 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. Students 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.

Student performance related to the following academic standards will be documented in the student's Employability Profile that will be included as part of the student's work-based activity application package.

Any student 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 Standards

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. Adult learners are required to maintain a record of attendance, punctuality and professional behavior that conforms to

business and industry standards. **Perfect attendance and professional behavior is expected.** Failure to meet either expectation individually, or in combination, may result in disciplinary action, or dismissal from the program.

“Sick Time” Benefit

As an adult learner in a Career Education program, you are provided with a “sick time” benefit not to exceed 10% of the total direct contact time you have with your instructor(s) – **not including work-based activity/clinical** (see below). This time should strictly be used for the following reasons:

- Illness or injury to self
- Illness or injury of immediate family member(s) requiring your attention
- Death in immediate family
- Doctor appointment(s)
- Compensation hearings, legal appointments, court dates

If an absence is necessary, it is the adult learner’s responsibility to notify the instructor in advance whenever possible – 24-hour notice is the expected standard, but prior to start of class is required.

The following criteria outlines how attendance will be monitored and communicated to all adult learners (the hours referenced below are only an example and will differ based on the Direct Contact Time for each specific career education program.)

	Time Missed			
	Tier 1	Tier 2	Tier 3	Tier 4
400 hours	8 hours OR 2 Late instances*	16 hours OR 4 Late instances*	24 hours OR 6 Late instances*	40 hours OR 8 Late instances*

A late instance is arriving 1-15 minutes after the start of class time at the beginning of the day or after lunch break. More than 15 minutes will round the time missed up to the nearest whole hour. (i.e. 16 minutes late = 1 hour, 1 hour and 16 minutes late = 2 hours, etc.)

- **Tier 1 Support** – Student meets with instructor (Instructor initiated) to discuss challenges and develop initial improvement plan. Plan documented in student file.
- **Tier 2 Support** - Student meets with program Navigator to develop revised improvement plan. Plan communicated to instructor and documented in student file.
- **Tier 3 Support** – Student meets with program Navigator and Director to discuss continued challenges with attendance or academic performance, review improvement plan. Changes communicated to instructor and documented in student file. Student placed on Academic Probation.
- **Tier 4 Support** – Director completes comprehensive review of student performance. Working directly with student and instructor determines appropriate course of action, up to and including dismissal from program.

*This response structure does not apply to any student that no-call, no shows to class.

Documenting Absences

Adult learners are expected to notify their instructor a minimum of 24 hours prior to a planned absence, tardiness, or early departure. Should an unexpected absence, tardiness or early departure be required for any reason, notification to the instructor prior to the start of that day's class will serve as sufficient notification.

It is important to note, that contacting your instructor in advance of absences helps maintain a high grade for professionalism but does not exempt that absence from the total "sick-time" benefit you are provided – time off, is time off. It should be noted that any documentation reflecting the reason for an absence (doctor's note, etc.) is strongly recommended.

No Call, No Show

Being absent, or arriving late without providing notification (No Call, No Show) is the single most common employment issue identified by our industry partners. As a result, we hold this behavior at an increased level of importance for our adult learners. The following outlines the consequences for a no call-no show:

During Instructional/Lab Time:

- **1st Instance - Tier 1 Support** – Student meets with instructor to discuss challenges and develop initial improvement plan. Plan documented in student file.
- **2nd Instance - Tier 2 Support** - Student meets with program Navigator to develop revised improvement plan. Plan communicated to instructor and documented in student file.
- **3rd Instance - Tier 3** – Director completes comprehensive review of student performance. Working directly with student and instructor determines appropriate course of action, up to and including dismissal from program.

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. Your work-base activity/clinical, however, should be viewed as a working interview, and as such, perfect attendance is expected. Should circumstances prevent that from occurring, you are 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, notification of **both** the employer **and** your instructor is **required**.

A No Call – No Show (either to employer or instructor, or both) during your work-based activity/clinical may result in immediate dismissal from the program.

Should an absence become unavoidable, adult learners are expected to call the CWD-WCBP Office **each day** that they will be absent at **(585) 349-9100** and **inform the instructor immediately by phone or email**.

Grade Standards

Our career and technical education middle skill job training 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. As a result, our adult learners will be graded on three categories. Instructors have the flexibility to set the percentage of the grade for each category within the parameters provided. Your instructor will communicate the grading criteria on the first day of class in your course syllabus.

Adult learners must achieve a grade of "C" or better in all areas to successfully complete the course and receive a certificate of completion. Exceptions may apply to the grading guidelines in certain programs due to industry expectations.*

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)

Academic performance reports will be provided to each student at regular intervals throughout their course of study. The table below indicates when the reports will be distributed. Should a student be performing at or below the grade range highlighted above, intervention services will be automatically triggered.

	Student performing below Grade Standard			
	Tier 1	Tier 2	Tier 3	Tier 4
Progress Report Delivered at Percentage of Class Hours Completed	15%	30%	45%	60%

Grading Category	Description	Samples	Percentage Range
Academic Assessments	Academic or traditional assessments are “tests” that are usually true/false, matching, or multiple choice. These assessments are easy to grade, but only test isolated application, facts, or memorized data at lower-level Bloom’s taxonomy.	Multiple choice True/False Fill in the blank Matching Chapter tests Quizzes Short answer questions	40 - 60% of overall grade
Technical Competencies	Technical assessments require the learner to apply the knowledge and skills needed to perform in realistic situations so that an instructor can assess how well the adult learner can apply what they know to complete a task.	Projects Papers Tasks with rubrics Work Orders (i.e. Test electrical circuits for continuity, complete a customer	30-50% of overall grade

		complaint form, complete a modified scrub brushing technique on a patient)	
Professionalism	Professional assessments monitors a learners "career readiness "and "soft skills" that are essential in the workplace. These assessments monitor a learner's attendance, punctuality, appearance, initiative, professional interaction with peers and supervisors, and personal responsibility.	Daily rubric is best to monitor professionalism (See rubrics attached to course syllabi)	10 – 20% of overall grade

Response to Student Performance toward Standards*

It is expected that students work diligently toward meeting the academic standards required to successfully complete their program of study. Should a student display difficulty meeting the standards outlined above, a tiered support system will be implemented as outlined below. Each tier of support will be initiated by the instructor through the completion of an *Academic Standards Support Request Form*. Copies of these forms will be placed in the student's permanent file. This system has been designed to provide increased levels of support in an effort to help any student develop effective strategies to navigate the many obstacles that may negatively impact long-term employability. Please refer back to each individual academic standard to identify when each level of intervention will be implemented.

- **Tier 1 Support** – Student meets with instructor (Instructor initiated) to discuss challenges and develop initial improvement plan. Plan documented in student file.
- **Tier 2 Support** - Student meets with program Navigator to develop revised improvement plan. Plan communicated to instructor and documented in student file.
- **Tier 3 Support** – Student meets with program Navigator and Director to discuss continued challenges with attendance or academic performance, review improvement plan. Changes communicated to instructor and documented in student file. Student placed on Academic Probation.
- **Tier 4 Support** – Director completes comprehensive review of student performance. Working directly with student and instructor determines appropriate course of action, up to and including dismissal from program.

*This response structure does not apply to any student that no-call, no shows to class. Refer to "No Call, No Show" above.

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.

NOTE: For Council on Occupational Education approved classes, in the event that the matter is not satisfactorily resolved through Step Four, the complainant may file an official grievance to: Council on Occupational Education, 7840 Roswell Road, Bldg. 300, Suite 325, Atlanta, Georgia 30350, Phone: 770-396-3898, Web Site: www.council.org

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

Adult Learner Re-Admission

Adult learners who are dismissed from the CWD Job Training programs, for either academic or attendance problems, may submit a non-refundable \$25.00 re-admission fee and request in writing re-admission to another CWD program. Re-admission is not guaranteed.

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.

Adult Learner 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-enroll without penalty at the discretion of the Director of the Center for Workforce Development.

V. CONTINUING EDUCATION PROGRAMS GUIDELINES

Attendance

Adult learners must achieve 80% attendance and demonstrate proficiency of the course material to achieve a certificate of completion. Adult learners in continuing education classes are expected to notify the instructor if they are going to be absent.

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 you will be notified and have the option to enroll at another date, take a similar offering, or request a refund.

Certificates

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 satisfactory passing grade from the instructor. Completion certificate requirements may differ for licensing programs, clinical programs, or comprehensive accelerated programs. After the last day of class, adult learners will be emailed an exit survey to the email listed in their WebReg account. After they complete the survey, they will be able to view and print their Certificate of Completion directly from their WebReg account.

Grading

Evaluation of each adult learner’s progress will be made periodically. It is the adult learner’s responsibility to maintain a high quality of work performance. The grading system consists of a satisfactory or unsatisfactory grade unless otherwise specifically requested in advance.

Official Transcripts/Educational Records

Adult learners may request (for a fee of \$5) a copy of their Certificate of Completion, an official transcript of grades, or other adult learner records by sending a written request to the CWD Office including adult learner name, date of birth, class attended/year and enclosing a money order, or cashier’s check in the amount of \$5, payable to Monroe 2-Orleans BOCES CWD.

Payment

Payment options include MasterCard, VISA, check, cash, money order, or company purchase order. Have your check, cashier's check, money order, or company purchase order made payable to Monroe 2-Orleans BOCES. Payment must be received prior to the date of the first scheduled class.

PLEASE note ed2go classes only accept major credit cards.

Refund Procedure

Full Refund:

A written request to withdraw from the course must be received no later than five (5) business days prior to the first day of class.

Partial Refund:

A percentage of the program tuition will be refunded depending on the amount of notice received, less a \$25 processing fee.

Notice less than five school days prior to the start of the first scheduled class = 90% refund.

Notice after the first class and twenty-four (24) hours prior to the scheduled date of the second class = 75% refund.

Notice after the second class = no refunds.

Refunds take approximately 4 – 6 weeks for processing.

Returned Check Fee

A \$35 service fee will be assessed for a returned check.

VI. 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. Below are specific program expectations:

New Adult Learner Enrollment

- All enrolled adult learners must begin their literacy program with an in-person orientation. HSE and ESOL Literacy Orientation includes 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 case manager to review their assessment results, discuss academic and employment barriers and goals, and be assigned a program and instructor. There is a \$25 non-refundable, administrative fee for Orientation. This fee is waived for adult learners who present a NYS benefits card at the time of registration.

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 those for distance learning adult learners.

- Complete standardized pre and post-test assessments when scheduled to determine academic progress. Pre-assessments occur during orientation. Post-test assessments occur every 40-80 contact hours and can be scheduled outside of class time with a case manager 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 TASC.
- Additional informal or formative assessments may be provided in class at the discretion of the instructor.

Assignments

- 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 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

- The Monroe 2-Orleans BOCES Center for Workforce Development Adult Education program faculty and staff are committed to helping you achieve your 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. Adult learners should be able to commit to attending 80% of the class's scheduled meeting dates.
- 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
6	24	19 hours per month
9	36	28 hours per month
12	48	38 hours per month

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 you maintain your enrollment.
- Adult learners who regularly fail to meet the 80% attendance expectation, 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.

- Prior to being dismissed from the program, adult learners will be provided with an attendance warning if they are not meeting the attendance expectations.
- 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.

Missed Class Time/Half Hour Rounding Policy

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 10:01 am – 10:14 am	round down to the nearest half hour 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

Returning Adult Learners Policy

If an adult learner is withdrawn/dismissed from the program and they wish to return, the adult learner will have to re-enroll and complete the registration and orientation process, including the assessment and \$25 registration fee.

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.

Case Management

All literacy adult learners at CWD have access to intensive case management support. This includes adult learner orientation, assessment, and development of the Individualized Education and Employment Plan (IEEP). After an Adult Learner has enrolled, the case manager is also available to support the adult learner in post-testing, preparation for the TASC including RAs and application completion. When an Adult Learner is ready to exit CWD, a case manager can also provide transition support, to assist the adult learner in meeting their next step employment and education goals. Case managers can provide research and referral services for additional literacy instruction, employment, training and apprenticeship programming, access to benefits, physical and mental health services, legal services, financial services, childcare, housing, and more.

Curriculum and Instruction

- Inclusive Classroom Environment
 - Instructors use the pre-assessment to provide individualized instruction and learning materials to adult learners, although all instructional groups are inclusive, meaning adult learners will have diverse academic levels. Adult learners work independently and in groups to promote collaboration, acceptance and to build community among diverse learners. In inclusive classrooms, teachers get to know their adult learners and continually involve them in decision making about their learning. As a result, adult learners become more independent in the learning process. In an inclusive classroom, adult learners focused on their basic education will work alongside those preparing to test. Likewise, adult learners with low English proficiency learn alongside those with higher levels of fluency. This provides an environment where adult learners benefit by learning from each other's expertise and life experience.
- Adult Basic Education and High School Equivalency Instruction (ABE/HSE) Instruction and Curriculum
 - While many of our adult learners are working towards achieving their high school equivalency diploma, there are foundational skills and concepts that must be learned prior to preparing an Adult Learner for the test. These foundational skills and concepts make up our adult basic education curriculum and include reading comprehension and

analysis, writing structure and grammar, numeracy and mathematical computation and an overview of science and social studies concepts.

- When an Adult Learner has demonstrated academic progress on the TABE, they will begin preparation for the TASC exam, which includes more focused and intense instruction on intermediate and advanced skills in reading, writing, math, social studies, and science. The TASC test design below can provide a general overview of the content and skills that make up HSE curriculum.
- English for Speakers of Other Languages (ESOL) Instruction and Curriculum
 - Instructors use the BEST Plus and Literacy assessments to provide individualized instruction and learning materials to adult learners. ESOL adult learners will practice their English skills in reading, writing, speaking, and listening. Additional instruction and learning materials can be provided for those adult learners seeking support on the US Naturalization Interview and Test. When an ESOL adult learner tests out of Best Plus and Best Literacy, a TABE assessment can help determine their readiness for joining an ABE/HSE class or begin working on content and skills preparing them to earn their HSE diploma.
- Integrated Career Exploration
 - As a component of every literacy program, instructors will integrate career exploration and preparation. This equips adult learners with the skills necessary to make informed choices about their career paths and includes regional understanding of the labor market, employment fundamentals, as well as more focused lessons on ten industry sectors. Each lesson integrates acquisition of career information *and* the development of language, literacy and numeracy skills that support achievement on standardized tests. Adult learners who wish to engage in more focused career exploration or preparation, such as assistance with a job search, resume building, or interviewing preparation are encouraged to sign up for a case management appointment.
- Distance Learning Programs
 - CWD offers several distance learning programs to accommodate the busy schedules of our adult learners. Each program – SMART, GRASP, Fast Track Math, and ESOL Distance Education – has its own curriculum and instructional guidelines. Adult learners should take care to understand the program’s requirements at the time they sign the Distance Learning Contract.

Taking the TASC

- Adult learners will complete a Readiness Assessment (RA) and demonstrate likelihood of passing at least one subtest prior to being referred to take the TASC.
- In addition to the RA, adult learners must also create a DRC Profile, provide a copy of a government-issued photo ID, and complete the TASC application or Attachment A.
- RAs and TASC application steps can be completed during class or during a scheduled case management meeting outside of class.
- Only once the RAs, DRC profile, and application are complete, the case manager will provide all the paperwork to the TASC Scheduler, who will email the adult learner to arrange a test schedule.
- Please note, this process can take 2-3 weeks.

TASC Subtest Passing Scores

- Reading, Science, Social Studies, Mathematics: 500
- Writing: 500 and at least a 2 out of 8 on the Writing Prompt

TASC Detailed Test Design

- The TASC test is made up of 1 essay, and Multiple Choice (MC), Auto-scored Technology Enhanced (ATE), Gridded Response (GR) and Stimuli items. CWD recommends that all adult learners participate in Online Tools Training or a Testing Prep Workshop to prepare for the computer-based testing format.

PQR Structure (as of 2020-21)

Reading 75 minutes up to 8 passages	Reading Informational Texts	75%	42 MC items 2 ATE items
	Reading Literature	25%	
Writing 110 minutes	Language – Editing/Revising	83.3%	42 MC items 2 ATE items Up to 3 stimuli
	Writing (Argumentative or Informational)	16.7%	1 essay 1-2 passages
Math 105 minutes 2 sections *Calculator use in Section 1 only	Number and Quantity	13%	37 MC items
	Algebra	26%	12 GR items
	Functions	26%	2 ATE items
	Geometry	23%	
	Statistics and Probability	12%	
Social Studies 75 minutes	US History	25%	42 MC items
	World History	25%	2 ATE items
	Civics and Government	20%	Up to 8 stimuli
	Geography	10%	
	Economics	20%	
Science 75 minutes	Physical Science	25%	42 MC items
	Life Science	50%	2 ATE items
	Earth and Space Science	25%	Up to 5 stimuli

VII. 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 school 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.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property and at BOCES functions, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the Board adopts this Code of Conduct (“Code”).

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 wherever the function is located.

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 Adult Learner and Instructor’s 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 Job Training 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 [(Education Law 2801(1)].

“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 Bill of Rights

A. Adult Learner Rights

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

1. Take part in all BOCES functions on an equal basis regardless 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.
2. Present their version of the relevant events to staff.
3. Access rules and, when necessary, receive an explanation of those rules from staff.

B. Adult Learner Responsibilities

All Adult Learners have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to staff, Adult Learners, and other person's lawfully on BOCES property and to BOCES property.
2. Attend school every day unless an excused absence is provided, be on time for class, and be prepared to learn.

3. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
4. Respond to direction given by staff in a respectful, positive manner.
5. Work to develop strategies to control their anger.
6. Ask questions when they do not understand.
7. Seek help in solving problems that might otherwise lead to discipline.
8. Dress and groom for school and BOCES functions in accordance with the dress code.
9. Accept responsibility for their behavior.
10. Conduct themselves as representatives of the BOCES when participating in or attending BOCES functions; to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
11. Report violation(s) of Code to a BOCES' staff member.

C. Instructors

All BOCES instructors are expected to:

1. Model and maintain a climate of mutual respect and dignity, regardless of actual or perceived 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 which will strengthen Adult Learners' self-concept and promote confidence to learn.
2. Be prepared to teach the curriculum and adjust to Adult Learners' learning styles. Demonstrate interest in teaching and concern for Adult Learner achievement and commitment to continuous learning and professionalism.
3. Know BOCES policies, regulations, and rules, and enforce them in a fair and consistent manner.
4. Communicate to Adult Learners:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Classroom Rules
 - e. Attendance requirements
5. Communicate regularly with Adult Learners and staff, concerning growth and achievement or lack thereof, as well as problem areas and issues which need addressing.
6. Utilize staff in a manner intended to consistently improve Adult Learner achievement.
7. Maintain current Adult Learner records.
8. Use cell phones or electronic devices on BOCES property and/or at BOCES functions, only in an appropriate manner in compliance with BOCES policies/procedures.
9. Address issues of harassment, discrimination, or bullying that threaten the emotional or physical health or safety of an adult learner in a timely manner.

10. Set the high expectation for all Adult Learners, visitors, and staff that inappropriate language does not belong in a school setting.

D. BOCES staff

All BOCES staff are expected to:

1. Model and maintain a climate of mutual respect and dignity, regardless of actual or perceived 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 which will strengthen Adult Learners' self-concept and promote confidence to learn.
2. Be prepared to teach the curriculum and adjust to Adult Learners' learning styles. Demonstrate interest in teaching and concern for Adult Learner achievement and commitment to continuous learning and professionalism.
3. Know BOCES policies, regulations, and rules, and enforce them in a fair and consistent manner.
4. Communicate to Adult Learners:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Classroom Rules
 - e. Attendance requirements
5. Communicate regularly with Adult Learners and staff, concerning growth and achievement or lack thereof, as well as problem areas and issues which need addressing.
6. Utilize staff in a manner intended to consistently improve Adult Learner achievement.
7. Maintain current Adult Learner records.
8. Use cell phones or electronic devices on BOCES property and/or at BOCES functions, only in an appropriate manner in compliance with BOCES policies/procedures.
9. Address issues of harassment, discrimination, or bullying that threaten the emotional or physical health or safety of an Adult Learner in a timely manner.
10. Set the high expectation for all Adult Learners, visitors, and staff that inappropriate language does not belong in a school setting.

E. Authorized BOCES official

Authorized BOCES official are expected to:

1. Model and maintain a climate of mutual respect and dignity, regardless of actual or perceived 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 which will strengthen Adult Learners' self-concept and promote confidence to learn.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.

3. Ensure that Adult Learners and staff have the opportunity to communicate regularly with the authorized BOCES official for redress of grievances.
4. Evaluate on a regular basis all instructional programs.
5. Support the development of and Adult Learner participation in appropriate extracurricular activities.
6. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
7. Set the high expectation for all Adult Learners, visitors, and staff that inappropriate language does not belong in a school setting.
8. Maintain current Adult Learner records.
9. Use cell phones or electronic devices on BOCES property and/or at BOCES functions, only in an appropriate manner in compliance with BOCES policies/procedures.
10. Address issues of harassment, discrimination, or bullying that threaten the emotional or physical health or safety of an Adult Learner in a timely manner.

F. District Superintendent

The District Superintendent is expected to:

1. Model and maintain a climate of mutual respect and dignity, regardless of actual or perceived 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 which will strengthen Adult Learners' self-concept and promote confidence to learn.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
3. Review with authorized BOCES official the policies of the BOCES and State and Federal laws relating to school operations and management.
4. Inform the BOCES about educational trends relating to Adult Learner discipline.
5. Work to create instructional programs that minimize problems of misconduct and are sensitive to Adult Learner and instructor needs.
6. Work with an authorized BOCES official in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
7. Use cell phones or electronic devices on BOCES property and/or at BOCES functions, or at school activities only in an appropriate manner in compliance with BOCES policies/procedures.
8. Address issues of harassment, discrimination, or bullying that threaten the emotional or physical health or safety of an Adult Learner in a timely manner.

G. Board

The Board is expected to:

1. Adopt and review at least annually the BOCES Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation.

2. Lead by example by conducting board meetings in a professional, respectful and courteous manner.

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 and BOCES functions. Staff should exemplify and reinforce acceptable Adult Learner dress and grooming and help Adult Learners develop an understanding of appropriate appearance in a school setting and at BOCES functions.

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.
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 alcohol, tobacco, nicotine or tobacco like products, or illegal drugs and/or encourage other illegal or violent activities.
7. Not include outerwear.
8. Hats, head coverings except hoods are appropriate if they do not interfere with class and do not violate numbers 5 and 6, above.

Adult Learners who violate the Adult Learner dress and grooming code shall be required to modify their appearance by covering or removing the offensive item and, if necessary or practical, replacing it with an acceptable item. Any Adult Learner who refuses to do so shall be subject to discipline up to and including dismissal from the program.

Prohibited Adult Learner Conduct

The BOCES expects all Adult Learners to conduct themselves in an appropriate, respectful and civil manner, with proper regard for the rights and welfare of other Adult Learners, staff and other members of the BOCES community, and for the care of BOCES facilities and equipment.

The best discipline is self-imposed, and Adult Learners must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. Staff who interact with Adult Learners are expected to use disciplinary action only when necessary and to place emphasis on the educating of Adult Learners to grow in self-discipline.

Adult Learners who will not accept responsibility for their own behavior and who violate these BOCES rules will be required to accept the consequences for their conduct.

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

(Note: In any of these categories including harassment, bullying, and discrimination, but especially the violent and endangering the health and safety of others category, or where a crime was committed, police may be called).

- 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 school and/or school community.
 - 8. Trespassing. Adult Learners are not permitted in any school building, other than the one they regularly attend, without permission from the authorized BOCES official.
 - 9. 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. Lateness for, missing or leaving school without informing instructor.
 - 3. 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) that either:
 - Has or would have the effect of unreasonably and substantially interfering with an Adult Learner's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or
 - Reasonably causes or would reasonably be expected to cause physical injury to an Adult Learner or to cause an Adult Learner to fear for his or her physical safety,Such conduct shall include acts of harassment and/or bullying that occur:
 - (i) on BOCES property,
 - (ii) at a BOCES function, or
 - (iii) off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.For purposes of this paragraph, the term "threats, intimidation or abuse" shall include verbal and non-verbal actions.

For purposes of this paragraph, “emotional harm” that takes place in the context of “harassment or bullying” means harm to an Adult Learner’s emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with an Adult Learner’s education.

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.

Reporting Violations

All Adult Learners are expected to promptly report violations of the Code of Conduct to a BOCES staff member including observing an Adult Learner possessing a weapon, firearm, alcohol, powdered alcohol, or illegal substance on BOCES property or at a BOCES function.

All BOCES staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. BOCES staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a BOCES staff member who is authorized to impose an appropriate sanction.

The authorized BOCES official or his or her designee may notify the appropriate local law enforcement agency of any of those Code violations but mostly for those that constitute a crime or substantially affect the order or security of school as soon as practical.

Adult Learner Searches and Interrogations

The BOCES is committed to ensuring an atmosphere on its owned or leased property and at BOCES school functions that is safe and orderly. To achieve this kind of environment, any authorized BOCES official may question an Adult Learner about an alleged violation of law or the district 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 or information received from a reliable informant. Individuals will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are

communicating relates to an immediate threat to safety. BOCES staff will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

An authorized BOCES official may search an Adult Learner and/or Adult Learner's belongings. 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

The rules in this Code of Conduct regarding searches of Adult Learners and their belongings do not apply to Adult Learner lockers, desks, rooms, cabinets, computers, and other BOCES provided compartments and/or storage places. Adult Learners have no reasonable expectation of privacy with respect to these places and authorized BOCES officials retain complete control over them. This means that Adult Learner 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. Strip Search

A strip search is a search that requires an Adult Learner to remove any or all of his or her clothing, other than an outer coat or jacket. It is permissible for the BOCES official to ask an Adult Learner to pull up their pants leg up to their knees, turn over their waistband, or lift the shirt forward, and shake. If an authorized BOCES official believes it is necessary to conduct a strip search, the BOCES official may do so only if the search is authorized in advance by the District Superintendent or the BOCES attorney. The only exception to this rule requiring advanced authorization is when the BOCES official believes there is an emergency situation that could threaten the safety of the Adult Learner or others.

Strip searches may only be conducted by an authorized staff member of the same sex as the Adult Learner being searched and in the presence of another authorized BOCES official who is also of the same sex as the Adult Learner.

C. 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. Name of any informant(s);
4. Purpose of search (that is, what item(s) were being sought);
5. Type and scope of search;
6. Person conducting search and his or her title and position;
7. Witnesses, if any, to the search;
8. Time and location of search;
9. Results of search (that is, what item(s) were found);

10. Disposition of item(s) found;

11. Time, manner and results of parental notification.

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 hearing officer. The authorized BOCES official shall be responsible for personally delivering dangerous or illegal items to police authorities.

D. Police Involvement in Searches and Interrogations of Adult Learners

Authorized BOCES officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search Adult Learners in BOCES or at BOCES functions, or to use BOCES facilities in connection with police work. 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 school property or at a BOCES function; or
3. Been invited by BOCES.

Adult Learners who are questioned by police officials on BOCES property or at a BOCES function will be afforded the same rights they have outside the BOCES. This means:

1. They must be informed of their legal rights;
2. They may remain silent if they so desire;
3. They may request the presence of an attorney.

Visitors to the School

The BOCES encourages parents and other district citizens to visit the BOCES schools and classrooms to observe the work of Adult Learners, instructors and staff. Since schools are a place of work and learning, certain limits must be set for such visits. 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 to the schools:

1. Anyone who is not a regular staff member or adult learner of the school will be considered a visitor.
2. All visitors to the school must report to the office of the authorized BOCES official upon arrival at the school. There they will be required to sign in and out on the visitor's log.
3. Visitors attending school functions that are open to the public, such as information sessions or public gatherings, are not required to register.
4. Citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom instructor(s) so that class disruption is kept to a minimum.
5. Visitors should not be on the property for social purposes.

6. Any unauthorized person on school property will be reported to the authorized BOCES official. Unauthorized persons will be asked to leave. The authorized BOCES official may be called if the situation warrants.
7. 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

The BOCES is committed to providing an orderly, respectful, supportive and safe environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on BOCES property and at BOCES functions. For purposes of this section of the Code, “public” shall mean persons when on BOCES property or attending a BOCES function including Adult Learners, instructors, and district personnel.

The restriction on public conduct on BOCES property and at BOCES functions contained in this Code is not intended to limit freedom of speech or peaceful assembly. The BOCES recognizes that free inquiry and free expression are indispensable to the objectives of the BOCES. The purpose of this Code is to maintain public order and prevent abuse of the rights of others.

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

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy BOCES property or the personal property of a 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 to which this Code applies.
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.

B. Penalties

Persons who violate this Code shall be subject to the following penalties:

1. Visitors. Their authorization, if any, to remain on BOCES grounds or at the BOCES function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection by law enforcement authorities.
2. Adult Learners. They shall be subject to disciplinary action as the facts may warrant, in accordance with the Adult Learner Handbook.
3. Staff members in the classified service of civil service shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law § 75 if applicable or any other legal rights that they may have.
4. Staff members other than those described in subdivisions 3 and 4 shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

The District Superintendent and the authorized BOCES official shall be responsible for enforcing the conduct required by this Code.

When the District Superintendent, or the authorized BOCES official sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, he or she shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The authorized BOCES official shall also warn the individual of the consequences for failing to stop. If the person 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 authorized BOCES official shall have the individual 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.

Dissemination, Review, Training, and Dignity Act Coordinators

Dissemination of Code of Conduct

The Board will work to ensure that the community is aware of this Code of Conduct by:

1. Providing copies of a plain language, age-appropriate summary of the Code to all adult learners at the beginning of each school year.
2. Making copies of the Code available to all parents at the beginning of the school year.
3. Mailing a summary of the Code of Conduct written in plain language to all parents of district adult learners before the beginning of the school year and making this summary available later upon request.
4. Providing all current teachers and other staff members with a copy of the Code, after its initial adoption, and a copy of any amendments to the Code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
6. Making copies of the Code available for review by adult learners, staff and other community members.

Review

The Board will review this Code of Conduct every year and update it as necessary. In conducting the review, the BOCES will consider how effective the Code's provisions have been and whether the Code has been applied fairly and consistently.

The Code of Conduct and any amendments will be posted on BOCES website. The link to the BOCES posting will be requested annually by New York State Education Department via the Uniform Violent Incident Reporting System [VADIR] and will serve as the submission to the Commissioner of Education.

DASA Training

Training needs in support of the DASA Policy 6462 and intervention program will be reflected in the BOCES annual professional development plan, new teacher orientation and in curriculum. Staff shall receive training to support implementation of that policy, regulation and on related legal developments.

VIII. 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 or eligible adult learners should submit to the appropriate BOCES official a written request that identifies the record(s) they wish to inspect. The BOCES official will make arrangements for access and notify the parent or eligible 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 eligible adult learner believes are inaccurate, misleading, or a violation of the adult learner's privacy rights. Parents or eligible 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 appropriate BOCES official; 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 eligible adult learner, BOCES will notify the parent or eligible 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 eligible 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 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 public or private school district or post-secondary school in which the adult learner seeks or intends to enroll, is instructed to enroll or is already enrolled in. Parent and eligible 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 eligible 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 child 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 child'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.

New York State requires adult learner teachers to videotape themselves providing instruction in a classroom to meet their instruction component for their teaching certification. The video is and must remain confidential and is not subject to viewing or disclosure to an individual or entity other than the adult learner teacher applicant and relevant personnel. This is an exception to parental consent for release of education records under FERPA per 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

BOCES 2 Policy & Regulation 6470 and 6320 fully details the procedures and rights of parents.

Reviewed August 2017

Monroe 2-Orleans BOCES Policy

Series 6000 – Adult learners

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

The Board encourages cooperation with other community agencies and groups in preventing drug and alcohol abuse. Provision shall be made for instructing employees and adult learners in alcohol, drug and tobacco abuse and prevention. All laws pertaining to drug and alcohol use and possession shall be honored by adult learners, adults, and adult learners while on BOCES owned or leased premises or at BOCES-sponsored activities, regardless of the location of the activity.

The Board recognizes that the issue of drugs and/or alcohol is a serious problem with legal, physical, emotional and social implications for the entire community.

Possessing, consuming, selling, distributing, using, sharing, exchanging, manufacturing, or under the influence or appear under the influence of: a) alcoholic beverages in any form such as a powdered alcohol; b) e-cigarettes, or vaporizers or a similar instrument; c) illegal substances, or a substance thought by the adult learner to be illegal; d) being under the influence of either; or e) vitamins and/or herbs. "Illegal substances" includes, but is not limited to, inhalants, marijuana, opioids, 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.

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.

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.

Possessing, using, selling, sharing, distributing, manufacturing, or exchanging drug paraphernalia or items that could be used as drug paraphernalia. 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 such as lighters, matches, drops in e-cigarettes and vaporizers, "dab," "dabs," or dab pens bowls, scales, dime bags, or residue in any form that tests positive for THC.

Through the collaborative efforts of staff, adult learners, parents/guardians and the community as a whole, a certifiable comprehensive program shall be developed addressing alcohol and other substances to include the following elements:

Primary Prevention

Preventing or delaying alcohol and other substance use/abuse by adult learners shall be the major focus of a comprehensive program in which proactive measures of prevention and early intervention are emphasized. This program shall include:

- a) A sequential curriculum that will be developed and incorporated into the total educational

process. This curriculum shall be concerned with education and prevention in all areas of alcohol and other substances uses/abuses

b) Training school personnel and parents/guardians to reinforce the components of the policy through in-service and community education programs with up-to-date factual information and materials.

c) An effort to provide positive alternatives to alcohol and other substances use/abuse through the promotion of drug/alcohol-free special events, service projects and extracurricular activities that will develop a positive peer influence.

Drug and Alcohol-Free Education and Prevention Program

In support of the BOCES interest in the health and well-being of BOCES adult learners and employees, and its commitment to a drug and alcohol-free learning and work environment, provision shall be made for a Drug and Alcohol-Free Education and Prevention Program for adult learners enrolled in a BOCES program full-time and employees. (Refer also to Policy #7113 -- Prevention Instruction.)

Intervention

School-based intervention services shall be made available to all adult learners and provided by prevention professionals who are appropriately trained in this area. The purpose of intervention is to eliminate any existing use/abuse of alcohol and other substances and to identify adult learners considered to be at risk for use/abuse. Intervention programming shall include:

a) Counseling of adult learners in groups and as individuals on alcohol and other substance use/abuse. Counselors shall be appropriately trained, and skilled school staff assigned for this purpose.

b) Referring adult learner to community or other outside agencies when their use/abuse of alcohol and other substances requires additional counseling or treatment. Referral is a key link in school and community efforts and the process is basic to the dissemination of information regarding available counseling and health services.

c) Providing a supportive school environment designed to continue the recovery process for adult learners returning from treatment. A re-entry program may include continuing adult learner and/or family counseling and emphasizing positive alternatives to alcohol and other substance use/abuse.

d) Providing a network of outside community agencies to serve as a support group.

e) Ensuring confidentiality as required by state and federal law.

Disciplinary Measures

Possessing, consuming, selling, distributing, using, sharing, exchanging, manufacturing, or under the influence or appear under the influence of: a) alcoholic beverages in any form such as a powdered alcohol; b) e-cigarettes, or vaporizers or a similar instrument; c) illegal substances, or a substance thought by the adult learner to be illegal; or d) being under the influence of either. "Illegal substances" includes, but is not limited to, inhalants, marijuana, opioids, 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.

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.

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.

Possessing, using, selling, sharing, distributing, manufacturing, or exchanging drug paraphernalia or items that could be used as drug paraphernalia. 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 such as lighters, matches, drops in e-cigarettes and vaporizers, “dab,” “dabs,” or dab pens.

Staff Development

There shall be ongoing training of BOCES staff about the components of an effective alcohol and other substances program. Training shall include, but not be limited to, BOCES policies and regulations and the staff’s role in implementing such policies, and regulations. Teachers shall be trained to implement the alcohol and other substance prevention curricula; intervention staff shall be suitably trained to carry out appropriate services.

Implementation, Dissemination and Monitoring

It shall be the responsibility of the District Superintendent to implement the alcohol and other substances BOCES policy by collaboration with appropriate individuals including school personnel, adult learners and parents/guardians.

Additionally, copies of the Board policy will be made available to BOCES staff and parents/guardians. The District Superintendent/designee shall triennially review the drug and alcohol abuse prevention program to determine its effectiveness and support appropriate modifications, as needed.

Drug-Free Schools and Communities Act Amendment of 1989 (Public Law 101- 226)

20 United States Code (U.S.C.) Section 3171 et seq.

Policy References:

Refer also to Policy #5160 -- Alcohol, Drugs and Other Substances (School Personnel).

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

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 and parents/guardians 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 regardless 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.

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

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

Adult learners 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

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations

Policy #4550 – SMOKING/TOBACCO USE 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 tobacco- free policy. BOCES shall communicate this policy to adult learners, 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:

- 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. In accordance with the adult learner code of conduct.

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

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 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. The Board shall appoint a Civil Rights Compliance Officer 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 adult learner, 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, #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

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) 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 and their parents or guardians 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 Policy #1440 -- Non-Discrimination.

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 8/15/2012

Revised: 8/19/2015

Revised: 9/19/2018