



CAREER AND TECHNICAL EDUCATION

Student Handbook
2026/2027



ST. LAWRENCE-LEWIS
BOCES

WELCOME TO ST. LAWRENCE-LEWIS BOCES CAREER & TECHNICAL EDUCATION

Dear Students, Parents, and Guardians,

Welcome to the St. Lawrence-Lewis BOCES Career & Technical Education! I'm delighted to have you join us as we embark on a year of hands-on learning and skill development within our industry-informed and college-aligned programs.

Mission & Vision

Our mission is to provide quality, cost-effective programs – characterized by leadership, innovation, creativity, and flexibility – to prepare students as contributing members of their communities and to respond to evolving educational and workforce demands. We envision building futures and creating meaningful, successful lives through collaborative education and partnership.

What You'll Find in This Handbook

- Annual Required Notifications – Including district and NYSED-required notices such as emergency drill practices, APPR disclosure rights, anaphylaxis procedures, and other essential parent communications.
- Program Policies & Daily Expectations – Clear guidelines on attendance, punctuality, behavioral standards, safety procedures, and respectful interactions that are further reflected in the student's course syllabus.
- Academic Integration & Guidance Supports – Information on how CTE courses combine academic and technical instruction, opportunities for college credit (through articulation or dual enrollment), support from guidance counselors, and academic interventions when needed.
- Code of Conduct & Student Responsibilities – Outlining ethical behavior, adherence to school-wide and CTE-specific codes, impacts of DASA, and expectations for respectful, inclusive interactions.

Your engagement, commitment, and professionalism in class and around our centers support both your own success and that of the entire CTE community.

As you review this handbook, you'll discover a structured environment that fosters academic growth, safety, respect, and responsibility. We are dedicated to guiding your development every step of the way and look forward to seeing your achievements.

If you have any questions about policies, supports, or academic planning, please reach out:

Contact Information:

Lori Sheffield, CTE Program Director
(315) 386-4504 ext. 10308
lori.sheffield@sllboces.org

Here's to a year of growth, learning, and success!

Sincerely,

Lori Sheffield

ACADEMICS

Course Credit

There is a rigorous curriculum in all classes that includes classroom and lab experiences. Students who successfully complete their two-year Career and Technical Education (CTE) Program will be awarded eight units of credit. Students who successfully complete their one-year Career and Technical Education (CTE) Program will be awarded four units of credit.

Academic Credit

At the discretion of the home school district a student may earn academic credits within the eight units. These credits may be used to fulfill the graduation requirements; the third unit of math and/or science, and required .5 Career and Financial Management. Credits are awarded by the district on an individual student basis. CTE credits earned are adjusted based on academic credits used.

Marking Procedures

- Grades are calculated numerically and may be converted by home schools.
- Grades below 65 will be considered failing.
- Career and Technical Education grade reporting consists of the areas indicated below:
 1. Professionalism/Work Ethic - 40% of Grade
 2. Program Content and Application - 60% of grade
- Three-Part Final Assessments include written and practical exams for seniors and a final project. This counts for 20% of the final mark in the course. An average of the four-quarterly grades will count as 80% of the final grade. Incompletes will not be issued except in extreme cases due to extenuating circumstances. All incompletes must be made up at the end of the five weeks following the previous marking period. It is the responsibility of the individual student to make arrangements with the instructor.
- Alternative Education, AHSEP (Alternative High School Educational Program) and non-CTE approved programs will follow the grading procedures set up in their programs.

Report Cards/Progress Reports

Student report cards are issued quarterly with copies of grades sent to home schools. Progress reports are issued every five weeks. Grades are obtained from the students mastery on Professionalism/Work Ethic rubric and Program Content and Application grades. A grade of 65% for all classes is considered passing, unless a sponsoring school sets a higher criteria.

Work-Based Learning

We will be using the online system Eduready 360 to track our Work Based Learning. Eduready 360 is available via internet. It can be downloaded as an app and used for communications. Use of Eduready 360 is an academic exception within our Bell to Bell usage for Work Based Learning purposes. Second year students must participate in work-based learning in order to be eligible for New York State Technical Endorsement and/or program certificate. Students must meet the following criteria:

- Parent and home school approval for all participating students.
- Work-based learning will be scheduled only during students' program time except by special arrangement.
- Off-Site Work-based learning experiences are privileges allowed only to students whom the teacher has determined have developed sufficient workplace readiness skills.
- Excessive Absenteeism, discipline and safety concerns may impact off-site student placement opportunities.
- The work-based learning experience should be related to the student's program of study and at a level of difficulty commensurate with the student's ability. This may be accomplished by actual hands-on-experience or by observation.
- The CTE teacher/Work-based Learning Coordinator will visit potential job sites, interview work-based learning sponsors, and recommend the job site.
- Career and Technical Education students must complete a minimum of 54 hours of work-based learning experiences.
- Student progress will be evaluated throughout the experience. Poor evaluations may result in removal from the work based learning experience.

- The student will be in compliance with all State and Federal labor laws. Students should obtain NYS Department of Labor working papers prior to participating in any off-campus work-based learning opportunities.
- The work supervisor will teach students the proper safety habits for the assigned site, which students will be expected to use at all times.
- Concerns should be discussed with the teacher and the work-based learning supervisor.

Program Syllabus

Each student will receive a program syllabus that outlines each programs' expectations.

Student Portfolio

Each student will develop a professional electronic portfolio developed throughout the course of their program. The portfolio consists of a title page, cover letter, resume, letters of recommendation, employability profile including course competencies, evidence of work-based learning, samples of student work, projects and personal work, and any achievements, awards and certificates.

Employability Profile

An employability profile is a comprehensive assessment of workplace competencies and technical skills. The skill sets include basic academic skills, thinking skills, personal and interpersonal qualities, resources, information systems and technology skills. Students will receive a final Employability Profile upon completion of their program.

Articulation Agreements and Dual Enrollment

Through strong partnerships with post-secondary institutions and St. Lawrence-Lewis BOCES, opportunities have been developed for students to gain advanced standing. There are two types of credit a student may be eligible to receive from college; dual enrollment credit and articulated credit. Through dual enrollment students are able to pay a reduced tuition rate to earn college credit while taking their CTE course. Articulated credit is granted to a student at the participating college after students meet criteria set by the college. For more information and the most current listing of agreements contact your Tech Center counselor.

Program Components	Course Credits	Program Certificate	Technical Endorsement
Pass the Class	X	X	X
Career Plan		X	X
Complete Work-Based Learning (Internship)		X	X
Complete Employability Profile		X	X
Take Written & Practical Technical Assessment		X	X
Pass Written & Practical Technical Assessment)			X
Complete Senior Project		X	X
Pass Senior Project			X
Complete Graduation Requirements at Home School			X
Receive Certificate of Completion			X
Receive Diploma			X

Technical Endorsement

Students enrolled in a New York State Education Department approved Career and Technical Education program who successfully complete all requirements are eligible to have a technical endorsement affixed to the high school diploma. Requirements for technical endorsement include completion of the required units of credit for graduation, passing grades on required Regents examinations or approved alternatives, and successful completion of a three-part technical assessment: written, demonstration, and project components. Each CTE program has unique opportunities embedded for industry certifications specific to their career pathway (i.e., OSHA 10, CPR, etc).

ALTERNATIVE EDUCATION

Alternative High School Education Program (AHSEP)

This program prepares students to take the GED tests. The GED tests cover the 4 core high school subjects: mathematical reasoning, reasoning through language arts, social studies, and science.

Students in the Alternative Education Program who have accumulated excessive absences in one semester may meet with an interdisciplinary team to review their eligibility to continue in their educational programs.

ATTENDANCE POLICY SUMMARY

Career and Technical Education Attendance

Satisfactory attendance is required in all courses to assure student success. Chronic Absenteeism negatively impacts a student's ability to learn and demonstrate knowledge. Career and Technical Education follows guidelines suggested by business and industry. It is the responsibility of the student to inform the instructor when they will be absent as well as follow procedures outlined in course syllabus for make-up work.

BOCES is committed to supporting academic success through regular school attendance. This summary outlines key expectations and procedures from our full Attendance Policy (Policy 7110 - 2024).

Why Attendance Matters

Regular attendance isn't just about being present—it shapes your readiness for school, work, and life by building critical habits, unlocking opportunities, and safeguarding long-term success.

- Work-ready habits: Develop punctuality, discipline, responsibility, and the ability to follow directions.
- Academic & career boost: Better grades, on-time graduation, and more paths to college or CTE success
- Reliability wins: Strong attendance signals dependability, impressing employers
- Soft-skill builder: Being present fosters confidence, teamwork, and clear communication
- Safeguards future: Reduces risk of lower earnings, unemployment, and poverty

Bottom line: Attendance isn't just about being there—it's essential practice for real-world success.

Excused Absences

An absence, tardy, or early departure is excused for:

- Illness (student or family)
- Death in the family
- Religious observance
- Quarantine
- Medical or legal appointments
- Weather-related travel issues
- Approved college visits or military duty
- Approved work programs or home district release
- Other reasons approved by BOCES administration

ParentSquare may be used to communicate absences. A written note signed by a parent/guardian is required for all absences and may be turned into the main office at each center.

To request that an absence be marked as "excused," the parent or guardian's written note must be accompanied by official documentation confirming that the reason meets one of the district's established excused absence categories—for example, a doctor's note for illness, court papers for a required appearance, or documentation of a family emergency. If the note does not include this official documentation, the absence will be recorded as unexcused. Parents may request review of attendance at any time.

Unexcused Absences

Examples of unexcused absences include:

- Family vacations
- Babysitting
- Hunting
- Haircuts
- Oversleeping or missing the bus (without valid reason)

Students in work-readiness programs must also communicate absences directly to their instructor.

Attendance Recording

- Daily and class-period attendance is recorded accurately.
- Tardiness and early departures are also tracked.
- Students are considered present if:
 - Attending class
 - In approved independent or alternative instruction
 - Participating in school-sponsored events offering equivalent instruction

Grading & Course Credit

- Attendance and participation impact final grades.
- Unexcused absences may lower classroom participation grades.
- Students with chronic absences who complete all coursework will not be denied credit.
- Students must make up for missed work as directed by their teachers and as indicated in course syllabus

Chronic Absenteeism

- Defined nationally as missing 10% or more of school days for any reason (excused or unexcused).
- Can lead to low achievement and disconnection from school.
- Parents/guardians will receive formal notice if a student is chronically absent or at risk.

Parent/Guardian Notification

- Policy summary is provided annually in handbook and posted online.
- Phone calls home after 3+ consecutive absences.
- Attendance letters sent regularly for chronic absenteeism.
- Meetings may be scheduled to support student attendance.

Support & Intervention

- BOCES staff work with students, families, and home districts to:
 - Identify attendance patterns
 - Develop improvement plans
 - Provide supportive, engaging learning environments
- Leaving campus without permission may result in disciplinary action.

Appeals Process

- Parents/guardians may request a review of their child's attendance record at the building level.

Full policy details are available upon request at the BOCES Educational Services Center in Canton, NY.

Tardiness/Leaving Early

- Any student arriving late or leaving early must be signed in or out of the office by a parent or guardian.
- Excused Tardiness/Left Early: Late arrival or early release from classes for school-sponsored educational activities, and late arrival and early departure of the sponsoring school bus.
- Unexcused Tardiness/Left Early: All late arrivals or early releases will be considered unexcused unless documentation is provided.

BUILDING

Accidents

Any student having an accident at school, at a work site, or on the bus should report it immediately to the adult in charge. An accident report **MUST** be filled out.

Asbestos Management Annual Notification

All St. Lawrence-Lewis BOCES schools and buildings have had an inspection for the presence of asbestos containing building materials according to the Asbestos Hazard Emergency Response Act of 1986. Under the Federal guidelines, the buildings were completely inspected for all asbestos-containing materials. A copy of the Survey Report and the Management Plan is available in each building's office and in the District office. Several buildings are asbestos free. Of those few that do contain asbestos, it has been shown that these are in no way of any

danger to students or staff. All materials are well contained. Every six months, surveillance is done to assure proper procedures are continually followed. Every three years a mandatory re-inspection takes place in July in each school and buildings known to contain these materials.

Pesticide Application Annual Notification

Stakeholders will be notified annually that pesticide applications may take place during the year and will be offered an opportunity to register to receive a written notice at least 48 hours prior to such application. This notification will be in the form of a letter mailed to parents/ students and made available to staff.

Authorized Areas

Upon arrival, students are only authorized to go from the bus directly to a designated area. If students need to wait for transportation, they must wait in authorized areas.

- Any student in an unauthorized area will be subject to disciplinary action.

Personal Property

Students are responsible for keeping all their personal possessions secure while on school grounds. BOCES is not responsible for lost or stolen personal property. Students should be aware that theft of any kind is a violation of the law.

Lockers

Lockers may be provided. Lockers are the property of the Career and Technical Education Center and school officials have the authority to open them whenever they deem necessary. Students may be required to purchase school locks. Students are responsible for keeping all their personal possessions secure while on school grounds. BOCES is not responsible for lost or stolen personal property.

Lockers, desks, data files and other such storage spaces remain the exclusive property of the school, and students should have no expectation of privacy with respect to these areas.

Broken, Missing, or Stolen Tools and Equipment

Immediately report broken or lost tools to your teacher so they may be repaired or replaced. BOCES reserves the right to seek liability for any damages as a result of misuse or negligence.

Cell Phones and Electronic Devices Policy (NYS Bell-to-Bell Compliance)

Students must turn off and store all cell phones and electronic devices – including smartwatches and tablets – from bell-to-bell (all instructional and non-instructional periods) during the school day, in accordance with NY Education Law 2801-c and recent statewide “bell-to-bell” legislation that took effect in Fall 2025.

*Devices may only be used when explicitly permitted by a CTE staff member – for educational, medical, emergency, translation, or IEP/504 reasons.

*Unauthorized use results in progressive discipline under the student code of conduct.

*Students are responsible for keeping devices secure as instructed. The BOCES is not liable for lost, damaged, or stolen devices.

Emergency Contacts

Parents or guardians may reach their student during the instructional day by leveraging Parentsquare to email teachers for non-emergencies or by calling:

Northwest CTE Center (Ogdensburg):
(315) 393-4570

Seaway CTE Center (Norwood):
(315) 353-2293

Southwest CTE Center (Gouverneur):
(315) 287-3590

St. Lawrence-Lewis BOCES Central Office (Canton):
(315) 386-4504

Computer Usage

Students who engage in unacceptable use of computerized information resources may lose computer access and may be subject to appropriate disciplinary action.

- Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered BOCES property, subject to control and inspection. The computer coordinator may access all such files and communications to insure system integrity. Students should NOT expect that information will be private.
- Students who engage in cyber-bullying (i.e., Inflicting willful and repeated harm through the use of electronic text) will face appropriate disciplinary action.
- Students who are aware of any misuse or abuse of any software or electronic communication shall notify their teacher or building principal.
- Unauthorized access and other unlawful activities are prohibited. Violations may result in appropriate disciplinary action.
- Unauthorized disclosure, use and dissemination of personal information on the Internet are prohibited. Violations may result in appropriate disciplinary action.
- Students that take home a school computer will comply with, and complete, a computer usage form.

Driving Permits/Student Driving/Riding

Driving/riding is a privilege and not a right. In special situations, however, a student may receive student-driving/riding approval from the administration. Driving/riding permission is required any day that the student has a need to drive/ride to the center. Any student who does not follow the prescribed procedure may be denied the privilege of driving/riding. Disciplinary action will also result.

ATVs, snowmobiles and other forms of recreational vehicles are not to be operated on BOCES grounds.

Specific Procedures for driving/riding permits for students:

- A request form must be filled out at least 48 hours in advance. Forms may be obtained from the main office and must be approved by the student's teacher and legal guardian before being approved by the building principal and sponsoring school principal.
- Keep pass displayed in car at all times. A record of this is kept in the main office.
- BOCES reserves the right to tow away any or all vehicles in violation of the center's policy at the owner's expense.

- Reminder – School Districts have legal authority to govern traffic on their campus – violators of rules face legal action for unsafe driving! (See Motor Vehicle Policy) Operators of motor vehicles must have a valid driver's license and cannot exceed the posted speed limit.
- Allowing another student to drive/ride without a valid permit may result in disciplinary actions.

Emergency Drills

It is important that all students familiarize themselves with emergency drill instructions posted in all instruction areas at the beginning of the school year. Students can expect a variety of drills, including but not limited to: fire drills, lockdown drills, evacuation drills, and hold in place drills. All students must learn emergency drill procedures posted in instructional areas.

Drills will be Planned & Communicated, include Trauma-Informed Practice and follow standard procedure.

- Parents are notified at least one week before lockdown or evacuation drills via ParentSquare
- Students and staff are always informed that the event is a drill – never a surprise
- Trauma-Informed Practice Drills are age-appropriate and avoid realistic simulations and will contain no props, actors, or staged violence.
- After each drill, teachers and pupil-personnel staff (counselors/social workers) will provide time to address questions or concerns.
- At the alarm or drill announcement, students quietly and quickly follow staff instructions to the designated safe area.
- No running or talking is allowed during any drill.

Requirements & Oversight

Schools conduct a minimum of 12 drills per year: 8 evacuations (6 in the fall), 2 lockdowns

Fire Extinguishers

Any student caught, or suspected of misusing a fire extinguisher will have to pay for the recharging of the extinguisher and will be subject to further disciplinary measures.

Infection Control

The first line of infection control is cleanliness. Always wash thoroughly whenever you have come in contact with any bodily fluid or discharge. Cover all cuts

or sores. Students with communicable conditions, including conjunctivitis (pink eye) or head lice are recommended to seek treatment/advice from a health care provider:

According to Education Law: 906, whenever a student shows symptoms of any contagious or infectious disease, as defined in section 2(1)(1) of the Public Health Law, he or she must be sent home immediately. Before the student is allowed to return to school, he or she must either present a certificate from a health officer or family physician, or be examined by the district medical office.

Anaphylaxis Annual Notification

In compliance with Public Health Law § 2500-h and NYSED guidelines, SLL BOCES follows all procedures and individualized care plans developed by the school district and school district nurse regarding anaphylaxis.

What This Means for Your Child:

1. If your child has – or may have – a life-threatening allergy, the school district nurse, in partnership with health care providers and parents, will create an Individualized Emergency Health Care Plan (or Section 504 plan, if needed) based on district policy.
- The Individualized Emergency Health Care Plan (or Section 504 plan, if needed) will be shared by the school district as part of the health and educational records when your child is enrolled in Career and Technical Education.
- BOCES and the school district will implement each student's plan precisely, including prevention strategies, staff training, availability of emergency medication (like epinephrine), and communication protocols.

Your Role & Rights:

- This is the annual notification to inform you of your right to engage in the creation and review of your child's plan as it relates to Career and Technical Education course placement.
- You may request a meeting to discuss your child's specific plan and accommodations.
- You may obtain copies of your child's plan and learn how staff are trained to respond to anaphylactic emergencies.

Need Assistance or Have Questions?

Please contact your Career and Technical Education Center Principal or Director, Lori Sheffield, at 315-386-4504 x10308

Medication Policy

Students are not allowed to have any medication with them in school (in their locker or on their person) unless a legal guardian has submitted a Self-Medication Release Form with a Doctor's order. Students who distribute medication to others will be subject to disciplinary and possible legal action.

Off-Campus Misconduct

Off campus misconduct that endangers the health and safety of students or staff within the school or can reasonably be forecast to substantially disrupt the educational process is prohibited. Such conduct includes, but is not limited to: Cyber-bullying (i.e., inflicting willful and repeated harm through the use of electronic text). Threatening or harassing students or school personnel over the phone or other electronic medium.

Parental Visitation and Teacher Conferences

Parents who are interested in meeting with the principal, teachers, or counselors are requested to call ahead and make an appointment. All visitors must report to the main office immediately upon entering the campus.

Personal Protective Equipment (PPE)

Safety cannot be over stressed. Safety equipment and procedures required in each program must be followed. Students are not permitted to operate any machinery or equipment without the explicit consent of the teacher in charge.

STATE LAW REQUIRES THAT STUDENTS, TEACHERS, AND VISITORS WEAR SAFETY GLASSES DURING LABORATORY TIME IN ALL MECHANICAL SHOPS AND AT JOB SITES. Each teacher will familiarize the students with all specific safety rules that apply to his/her program. Serious safety violations may result in disciplinary action.

Safety Plan

The BOCES has adopted a safety plan and building-level emergency response plans. These plans are intended to define how the BOCES and each building will respond to acts of violence and other disasters.

They provide a framework for identifying and implementing appropriate strategies for creating and maintaining a safe, secure learning environment for all students.

A copy of the safety plan is available for examination in the BOCES office.

School Closing

All announcements concerning the closing of school will be made over ParentSquare, television stations, and social media. If your home school district is closed, you are not responsible for attending the Tech Center that day.

School Property

Defined as property in or within any building, structure, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law 14.

All students must do their part to keep school property neat and safe.

The following guidelines have been set for this purpose:

- Do not write on, mark, deface or damage any school property.
- Deposit all waste in proper receptacles.
- Take proper care of learning materials.
- At the end of each class period, do your part to leave the classroom and shop clean and in good order. Any student willfully causing damage to school property may be required to pay for the damage.

Signing Out

Students leaving early must be signed out from the CTE Center by a parent/guardian, except when a previous authorized driving pass has been obtained.

Visitor(s)

All visitors must register in the main office upon arrival at the school. Visitors are required to sign out when they leave.

- Students may not bring their friends without prior permission.

Weapons

Weapons are defined as any tool or device capable of inflicting serious bodily injury. A firearm as defined in 18 USC 921 for purposes of the Gun-Free Schools Act, also includes but is not limited to any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

- The BOCES prohibits the possession/misuse of knives, razors, ice picks, explosives, guns or any other objects that reasonably can be considered weapons, on BOCES property.
- Swift disciplinary action will result for students who bring weapons or look-a-like weapons onto school property or onto school transportation vehicles or to their internship site.

The CTE Center administrator reserves the right to prosecute any persons violating the law on school property.

GUIDANCE AND CAREER PLANNING

CTE Counselor Services

Counselors are available for student support in the areas of career planning, college exploration, scholarships, crisis intervention, and resource/referral.

Child Abuse Reporting Mandatory Annual Notice

School personnel are mandated reporters and have completed NYS mandated reporter training. Should you suspect child abuse and/or neglect, here are steps you may take:

- If a child is in immediate danger, call 911.
- To report suspected abuse or neglect in New York State, call the Statewide Central Register (SCR) at 1-800-342-3720 (available 24/7).
- Mandated reporters may also use 1-800-635-1522.

- Deaf or hearing-impaired individuals:
TTY 1-800-638-5163
- You may also visit the NY Office of Children and Family Services (OCFS) website to report or learn more.

Homeless Student Services Mandatory Annual Notice

Public notices are posted at homeless shelters, clinics, school districts, counseling offices and community office locations with information about:

- The right to **immediate enrollment** without required documents
- The ability to remain at the **school of origin** or attend the local school
- Access to **free transportation** to the school of origin
- Additional educational and support services (e.g., meal programs, counseling)
- Contact info for local **liaisons**: SEE YOUR SCHOOL COUNSELOR OR SCHOOL ADMINISTRATOR

Career Plans/Employability

Students will begin their career planning process as juniors. Counselors will meet with students throughout the two year experience to continue the decision-making process to achieve future goals.

Add/Drop

Students wishing to transfer to another program within the center may do so only with the coordinated approval of the following individuals: CTE principal, instructor, and counselor, the component school principal and counselor and parents/guardians. Changes may be refused.

Changing programs after the first five weeks may disqualify a student from earning a certificate of completion and/or technical endorsement.

Scholarships

Applications are available for a variety of local and national scholarships, which are coordinated through guidance and career planning.

Student Recognition

A partnership exists with local organizations recognizing students of the month. Students are issued certificates and recognized throughout the school during the month. Honor Rolls are released to local publications quarterly.

Student Visitations

Students wishing to visit a program must get permission from their home school administrator, guidance counselor and the CTE Center principal and submit the necessary paperwork to guidance prior to visitation. Schools sending students for visits will be coordinated through guidance and set up according to center policy.

CTE Clubs and Activities

Our sites may participate in any or all of the following leadership activities for students:

National Technical Honor Society (NTHS)

Each year students are eligible to apply to become a member of the National Technical Honor Society. The mission is to honor student achievement and leadership, promote educational excellence, and enhance career opportunities.

SkillsUSA

SkillsUSA is a National Organization that provides students with educational experiences in leadership, teamwork, citizenship, and character development. The New York State SkillsUSA has more than 10,000 members who are involved in many community service activities as well as competing in regional conferences and the state conference held in Syracuse, New York each spring. The first-place winners of the state conference go on to compete in the National Leadership and Skills Conference held in Atlanta, Georgia in June. Business and industry partners are directly involved in evaluating students' knowledge and skills.

FFA

FFA is an intercurricular student organization for those interested in agriculture and leadership. It is one of the three components of agricultural education.

Field Trips

Career and Technical Education students participate in various field trips – ranging from local half-day visits to full-day or overnight experiences – all designed to enrich learning and build career readiness.

Core Expectations

Students are expected to embody these values consistently:

- Practice Safety
- Act with Integrity
- Be Professional

Key Information

Permission & Itinerary

- A permission form signed by parent/guardian with details (schedule, location, cost) is required for every trip.
- Overnight & full-day trips may require additional “stay-all-day” paperwork and arrangements.

Academic Responsibility

- Students must make up any missed coursework from their home school district during full-day or overnight trips.

Behavior as Ambassadors

- Acting with safety, integrity, and professionalism is mandatory at all times.
- Field trips are a privilege – not a right. Participation may be revoked based on attendance, behavior, or disciplinary issues.

Transportation Logistics and Safety

- Some trips may involve before- or after-school drop-off/pick-up. Parents will receive ample notice to coordinate transportation.
- Bags will be subject to search prior to loading onto transportation.
- Medications must follow guidelines outlined in this handbook.

ANNUAL NOTIFICATIONS

The following notices are provided annually in accordance with applicable federal and New York State law:

- Bullying & Harassment – See also our DASA flier available in the main office of tech center.
- Non-Discrimination Policy
- Protection of Pupil Rights Amendment
- Student Records / Directory Information
- Student Records – Access & Amendment Procedures
- Student Records – Military Recruiter Disclosure
- Code of Conduct Summary

Teacher/Principal APPR Disclosure Annual Notification

In accordance with New York State Education Law §§ 3012-c(10)(b) and 3012-d(15), parents and legal guardians have the right to request the final quality rating and composite effectiveness score for each of their child’s current teachers and the principal of the school building to which their child is assigned for the current school year.

How to Request APPR Information:

1. Submit a Written Request Complete the APPR Request Form available on the SLL BOCES website or at your child’s school.
2. Verification Process: Upon receiving your request, SLL BOCES will verify that the requester is the parent or legal guardian of the student.
3. Receiving the Information: After verification, you will be provided with the requested information. This may include an oral or written explanation of the composite effectiveness scoring ranges for final quality ratings.

Important Notes:

- This information is confidential and will only be released to the parent or legal guardian of the student.
- Requests can be made at any time during the school year.
- Please contact the SLL BOCES main office for assistance or if you have any questions about the process.

Non-Discrimination (Including Sexual Harassment)

The BOCES affirms its commitment to nondiscrimination and recognizes its responsibility to provide an environment that is free of discrimination, harassment and bullying (see Board Policies) (see Dignity for All Students Act). The BOCES prohibits and condemns all forms of harassment on the basis of actual or perceived race, color, ethnic group, creed, religion, religious practice, national origin, age, weight, disability, sex, sexual orientation, gender, veteran status, marital status, or political affiliation by employees, students, volunteers, vendors, contractors, and provides equal access to the Boy Scouts and other designated youth groups and any other third parties who are observing, participating in, or otherwise engaging in activities subject to the supervision and control of the BOCES.

The BOCES also prohibits and condemns retaliation or any discrimination, harassment or bullying on the basis of an individual's opposition to discrimination or participation in a related harassment investigation or complaint proceeding.

For purposes of this policy, discrimination is defined as treating another in a negative manner based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or other students on school property or at a school function. Harassment is defined as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well being or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety.

Bullying is defined as hostile activity which harms or induces fear through the threat of further aggression and/ or created terror.

The BOCES will promptly investigate all complaints, whether verbal or written, formal or informal, of allegations of discrimination, harassment or bullying based on any of the characteristics described below; and will promptly take appropriate action to protect individuals from further discrimination, harassment or

bullying. 1. Has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance or is used as a basis for employment or educational decisions affecting such individual; and/or 2. Creates an intimidating, hostile or offensive work or learning environment; and/or 3. Otherwise adversely affects the employment and/or educational opportunities and benefits provided by the St. Lawrence-Lewis BOCES.

Any employee, student, volunteer, vendor, contractor, or other third party who may be engaged in an activity which is subject to the supervision and control of the BOCES who believes she/he has been a victim of, or who has knowledge of, discrimination, harassment or bullying in the BOCES environment and/or at a program, activity or event under the control and supervision of the BOCES, shall immediately report such alleged discrimination, harassment or bullying to the BOCES Dignity for All Students Act Coordinator. Please refer to the bottom of the page for specific contact information for each CTE Center. In the event the Dignity for All Students Act Coordinator is the alleged offender, the report shall be directed to the District Superintendent of the BOCES.

Upon receipt of a complaint or allegation of harassment, the BOCES will conduct a prompt and thorough investigation and render a determination. If it is determined that a violation of this policy has occurred, immediate corrective action will be taken. If the offending individual is a student, appropriate disciplinary measures will be applied, up to and including suspension, in accordance with applicable laws, regulations, and/ or policies, including the Code of Conduct. If the offending individual is an employee, appropriate disciplinary measures will be applied, up to and including termination of employment, in accordance with applicable laws, regulations, policies, and/or collective bargaining agreements. If the offending individual is a third party, appropriate sanctions will be applied as warranted and in compliance with law. The application of such disciplinary measures or sanctions by the BOCES does not preclude the filing of civil and/or criminal charges relating to the alleged misconduct.

The BOCES prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of a complaint of discrimination, harassment or bullying. Follow-up inquiries shall be made to ensure that discrimination, harassment or

bullying has not resumed and that all those involved in the investigation of the discrimination, harassment or bullying complaint have not suffered retaliation.

Any questions or concerns regarding this policy or related procedure should be directed to the Dignity for All Students Act Coordinator.

Title IX Civil Rights Office

Deputy Superintendent
315-386-4504 extension 10501
James Nee
james.nee@sllboces.org

Dignity Act Coordinators:

Seaway CTE Center

Julie White
julianne.white@sllboces.org
315-353-2293 extension 20134

Julie Putney
jputney@sllboces.org
315-353-2293 extension 20107

Agricultural Studies Academy

Tim Morse
timothy.morse@sllboces.org
315-393-4570 extension 30225

Northwest CTE Center

Greg Mintz
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315-393-4570 extension 30256

Tim Morse
timothy.morse@sllboces.org
315-393-4570 extension 30225

Southwest CTE Center

Amy Bowman
amy.bowman@sllboces.org
315-287-3590 extension 50105

Student Record Access and Privacy Rights

A. FERPA Rights

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of student education records. Parents and eligible students (18+) have the following rights:

- Inspect and review records
You may inspect review your child's education records maintained by SLL BOCES within 45 days of submitting a written request to the records custodian.
- Request amendment
You may ask the BOCES to correct records believed to be inaccurate or misleading. If the request is denied, you may request a formal hearing.
- Control disclosure
Except as authorized by FERPA, schools must obtain written consent before disclosing personally identifiable information (PII) from education records to anyone outside the school system.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by St. Lawrence-Lewis BOCES to comply with the requirements of FERPA. The Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue SW, Washington, DC, 20202-460
- Directory Information / Military Recruiter Disclosure
SLL BOCES defines the following as directory information, which may be disclosed without written consent unless you timely opt out:
 - Name, address, telephone number, email address, photograph
 - Date/place of birth, grade level, major field of study
 - Dates of attendance, participation in school activities and sports
 - Weight/height of athletic team members
 - Degrees, honors, awards received

- Most recent school attended
- Student/user ID or badge ID only if they cannot be used alone to access educational records without additional authentication (e.g., PIN/password)

- Under ESSA (Solomon Amendment), BOCES must also provide name, address, telephone, and email to military recruiters, higher education institutions, and prospective employers unless you opt out in writing. This opt-out is separate from general directory information.

B. PPRA Rights (Protection of Pupil Rights Amendment)

You also have the right to opt out of:

- The collection, disclosure, or use of personal student information for marketing or selling, including third-party vendors.
- Surveys containing PPRA's eight protected areas, such as political beliefs, religious practices, sexual behavior, mental health, etc.
- Non-emergency invasive physical examinations or screenings required for attendance that are not mandated by state law.

Annual Notice and Opt-Out Procedure

Each year, SLL BOCES will provide notice in the student handbook, enrollment materials, the BOCES website, and other communication channels – ensuring notice is “reasonably likely to inform” families.

Deadline for Opt-Out Requests: September 30, 2025 (or as updated annually).

To Opt Out

Submit a written request to the Career & Technical Education (CTE) Center Principal by the deadline. Include:

- Student's name, grade level, and CTE program
- Specific rights you are opting out of, clearly indicated (e.g., directory information, military recruiter disclosure, marketing data, PPRA survey, invasive exam)
- Parent's or eligible student's signature

You may call your CTE Center to request an opt-out form or for assistance.

Opt-out remains in effect for the current and future school years unless revoked in writing.

Important Notes

- ID usage: Opting out does not prevent the internal use of student IDs for classroom purposes, student systems, or ID badges.
- Legal exceptions: Opt-out provisions do not apply to disclosures required by law (e.g., health/safety emergencies, subpoenas, other schools, etc.).
- Military recruiter opt-out must be submitted separately and in writing, even if opting out of general directory information.
- PPRA opt-out only applies to the specified marketing, survey, and physical exam categories.

Equal Educational Opportunity

It is the policy of this BOCES to provide, through a positive and effective program, equal educational opportunities for all students in admittance to and/or participation in educational courses, programs or activities; school services; and extra curricular events regardless of race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, weight, marital status, or disability.

The St. Lawrence-Lewis BOCES shall not discriminate on the basis of age, weight, sex, sexual orientation, race, color, creed, religion, national origin, political affiliation, marital status, veteran status or disability in any career education program or activity of this BOCES. The career program and/or activities shall be readily accessible to students with disabilities.

Complaints regarding these policies should be directed to the Program Supervisor, Program Director, or Human Resources Coordinator, Marshall Fiese, (315)-386-4504, located at P.O. 231, 40 West Main Street, Canton, New York 1361

ST. LAWRENCE-LEWIS BOCES

CODE OF CONDUCT SUMMARY

The following is a summary of the Code of Conduct adopted by the St. Lawrence-Lewis BOCES. Each school district and BOCES Board of Education must adopt a Code of Conduct pursuant to the New York State Laws of 2000 popularly known as the SAVE law. This Code is a refinement of previous Codes and was developed with the involvement of staff, students, parents and law enforcement agencies in our community. Much of what is in the Code is required under the SAVE legislation and is designed to ensure all students go to school in a safe, orderly and civil learning environment. Copies of the full Code are available from any St. Lawrence-Lewis BOCES program office upon request.

Code of Conduct Summary:

Section I

Section 1 sets forth the beliefs upon which this Code of Conduct is based.

Section II

Section 2 contains legal definitions including but not limited to discrimination, harassment and bullying as required by the regulations.

Section III

Section 3 defines student rights and responsibilities.

Students have a right to:

1. A safe, healthy, orderly, and civil learning environment.
2. Take part in all BOCES activities on an equal basis regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
3. Present their version of the relevant events to BOCES personnel authorized to impose a disciplinary penalty. Access to BOCES rules and, when necessary, to receive an explanation of those rules from BOCES personnel.

Students have the responsibility to:

1. Follow directives given by maintaining a safe and orderly learning environment.
2. Be familiar with and abide by all BOCES policies, rules and regulations dealing with student conduct. Attend classes every scheduled day

unless legally excused, and to be on time, and prepared to learn. Work to the best of their ability in all academic and extracurricular pursuits and strive toward high achievement. React to direction given teachers, administrators and other BOCES personnel in a respectful, positive manner. Work to develop mechanisms to control their behaviors.

3. Ask questions when they do not understand.
4. Seek help in solving problems that might lead to discipline.
5. Dress appropriately for class and BOCES functions, wearing proper PPE where required.
6. Accept responsibility for their actions.
7. Conduct themselves at all times as representatives of St. Lawrence-Lewis BOCES.

Section IV

Section 4 outlines the responsibilities of the essential partners in education (parents, teachers, guidance counselors, Dignity for All Students Act Coordinator, principals, district superintendent, and Board of Education). These expectations are common sense, well-established practices, which support the education of students in a safe, orderly and civil learning environment.

Section V

Section 5 outlines the Student Dress Code. Students are expected to dress in a manner which is safe, appropriate and not disruptive. Uniforms, coveralls, safety shoes, etc. may be required in some Career and Technical Education courses.

Section VI

Section 6 lists prohibited student conduct. This list is not meant to be exhaustive, but contains the most common violations.

- Discrimination
- Harassment
- Bullying
- Disorderly conduct
- Insubordination
- Disruptive behavior
- Violent behavior
- Endangering the safety, morals, health or welfare of others
- Misconduct on a school bus
- Violation of traffic laws, parking regulations, other vehicle restrictions
- Academic misconduct
- Conduct which violates the penal law of New York State
- 14 • Use of internet enabled devices in contravention of Education Law 2803

Section VII

Section 7 defines off campus misconduct. Off campus misconduct that endangers the health and safety of students or staff within the school or can reasonably be forecast to substantially disrupt the educational process is prohibited. Such conduct includes, but is not limited to:

1. Cyber-bullying (i.e. inflicting willful and repeated harm through the use of electronic text).
2. Threatening or harassing students or school personnel over the phone or other electronic medium.

Section VIII

Section 8 lays out the requirements for reporting violations of the Code of Conduct.

Any violation of the Code of Conduct shall be reported immediately to the building principal, with the exception of discrimination, harassment or bullying. All incidents of discrimination, harassment or bullying must be reported to the Dignity for All Students Act Coordinator, who will refer the incidents to the principal or administrator in charge for investigation.

Any weapon, alcohol or illegal substance found shall be confiscated immediately and parents will be notified. The building principal will notify the local law enforcement agency of any code violation that constitutes a crime.

Violations are designated Level 1, Level 2, Level 3 or SSEC Level 4 according to their severity. Below are examples of violations at each level. The chart provides a potential range of discipline for each level. Each case will be investigated on an individual basis in coordination with the school district and the school district of enrollment will assume final disciplinary action per their district code of conduct.

Level 1 Offenses

- Abusive and/or Vulgar Language/Gestures
- Being in an Unauthorized Area
- Cutting Class
- Disruptive Behavior
- Insubordination to School Personnel
- Loitering in or Around the Building
- Misconduct in Public or Common Areas
- Misuse of Driving/Riding Permits
- Misuse/Use Electronic Devices in Restricted Area
- Public Display of Affection
- Safety Violations

- Tardiness/Absentee
- Unauthorized Use of Computers, the Internet, Phone
- Violation of Cafeteria Procedures
- Violation of the Dress Code

Level 2 Offenses

- Cheating
- Conduct Unbecoming a Student
- Forging/falsifying a school-related document/form
- In possession of pornographic materials
- Leaving School Property w/out Permission/Truancy
- Plagiarism
- Unauthorized Cutting/Absence from Class
- Use/Possession of Tobacco Products-Smoke/Smokeless
- Use/Possession of e-Cigarettes

Level 3 Offenses

- Burglary
- Bullying
- Criminal Mischief
- Discrimination
- Disorderly Conduct
- Extortion
- False Alarms, Bomb Threats
- Fighting/assault
- Harassment
- Intimidation/Harassment/Menacing/Bullying
- Hazing
- Intimidation/Abuse NonVerbal/NonContact
- Kidnapping
- Minor Altercations
- Larceny, or Other Theft Offenses
- Other Disruptive Incidents
- Possession of a Weapon or Fireworks
- Physical Contact NonVerbal
- Possession of or Inappropriate use of a Chemical
- Robbery
- Reckless Endangerment
- Use or possession of drugs, alcohol and/or related
- Vandalism
- Verbal Threat NonContact
- Verbal Assaults or Threats
- Setting Fires/Arson

Level 4 Offenses

- SSEC 1 Homicide
- SSEC 2 Sex Offenses
- SSEC 3 Assault
- SSEC 4 Weapons
- SSEC 5a Material Incidents of Discrim. Harass.
- SSEC 5b Cyberbullying
- SSEC 6 Bomb Threat
- SSEC 7 False Alarm
- SSEC 8 Threats (other than bomb or false alarm)
- SSEC 9 Use, Possession, or Sale of Drugs
- SSEC 10 Use, Possession, or Sale of Alcohol

Progressive Response and Disciplinary Options

The following chart provides a range of disciplinary options that may be considered in response to student conduct. The selected response will depend on the seriousness of the conduct, student history, safety concerns, individual circumstances, and the disciplinary procedures of the student's sending school district.

Formal disciplinary consequences, including suspension and superintendent's hearings, remain subject to the authority, policies, and procedures of the student's sending school district.

Conduct Level	First Offense	Second Offense	Third or Subsequent Offense
Level 1	• Warning or redirection • Loss of privileges • Detention • Parent or guardian contact • Other school-based response aligned with sending district practices	• Detention • Continued or additional loss of privileges • Parent or guardian conference • Behavior or safety plan • In-school suspension through the sending district	• In-school suspension • Out-of-school suspension • Referral to the sending district for further disciplinary action
Level 2	• Loss of privileges • Detention • Parent or guardian conference • Behavior or safety plan • In-school suspension	• In-school suspension • Out-of-school suspension • Reentry or administrative conference • Referral to the sending district for additional disciplinary action	• In-school suspension • Out-of-school suspension • Referral for a superintendent's hearing
Level 3	• In-school suspension • Out-of-school suspension • Safety or reentry plan • Referral to the sending district for further disciplinary review	• Out-of-school suspension • Referral for a superintendent's hearing • Administrative review of continued participation in CTE programming	• Out-of-school suspension • Referral for a superintendent's hearing • Review of continued enrollment in the CTE program
Level 4	• Law enforcement notification when required or appropriate • Referral to the sending district for long-term suspension consideration • Superintendent's hearing • Immediate administrative review of continued CTE enrollment	• Law enforcement notification when required or appropriate • Referral to the sending district for long-term suspension consideration • Superintendent's hearing • Removal from CTE programming, subject to sending district action and applicable student protections	• Law enforcement notification when required or appropriate • Referral to the sending district for long-term suspension consideration • Superintendent's hearing • Removal from CTE programming, subject to sending district action and applicable student protections

Additional Considerations

- Responses may be increased or adjusted based on the seriousness of the incident, safety risks, impact on others, prior conduct, and other relevant circumstances.
- Parent or guardian notification, counseling support, restitution, restorative practices, a behavior plan, a safety plan, or a reentry conference may be used at any level.
- BOCES may recommend disciplinary action; however, formal suspension decisions and superintendent's hearings are administered by the student's sending school district in accordance with district policy and applicable law.
- Any offense may result in an administrative review of the student's continued enrollment or participation in a CTE program when the conduct raises concerns related to safety, professional expectations, work-based learning, off-site participation, or the appropriate use of tools, vehicles, equipment, or materials.
- Decisions affecting CTE placement or continued enrollment will be coordinated with the sending school district and implemented in accordance with applicable due-process requirements and protections for students with disabilities.

Section IX

Section 9 describes in detail the disciplinary procedures and penalties in the event a student is found to have violated the Code of Conduct. The range of penalties is:

1. Verbal warning
2. Written warning
3. Written notification to parents
4. Parent conference
5. Structured day
6. Supervised Alternative Setting (SAS)
7. Lunch detention
8. Suspension from social or extracurricular activities
9. Suspension of other privileges
10. Suspension from school (short-term, long-term, or permanent)
11. Exclusion from a class (temporary or permanent)
12. Involuntary transfer

Section 9 also covers teacher removal of a student, for cause, from his or her class. Teachers may remove a student for up to two days if the teacher determines the student is disruptive of the

educational process or substantially interferes with the teacher's authority over the classroom.

Violations which warrant suspension from school (short term, long term, or permanent) are referred to the student's home school district. The home school district is responsible for due process, parent notification and disciplinary hearings. Any student found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year, unless the home school superintendent modifies the penalty.

Section X

Section 10 details the requirements for discipline of students with disabilities. Students with disabilities are expected to adhere to the Code of Conduct of the BOCES facility or school district in which their special education, alternative education, or career and technical education program is located, to the best of their ability. Some students with disabilities will have a Behavior Intervention Plan as part of their Individual Education Program.

Students with disabilities have the right to certain procedural protections whenever school authorities intend to discipline them. The student's home school Committee on Special Education is responsible for all regulatory and due process requirements for students with disabilities.

Parents of students in BOCES Special Education programs should contact the Special Education department or their child's special education teacher for detailed procedures for student management and discipline in those programs.

Parents can also request a copy of the Code of Conduct of the host school district in which their child's special education program is located from a special education supervisor or the Special Education office.

Section XI

Section 11 deals with corporal punishment. In compliance with NYSED Commissioner's Regulations, the district prohibits corporal punishment, aversive interventions, prone restraint, and seclusion. The limited use of timeout and physical restraint is permitted only when necessary to ensure safety and must be implemented with de-escalation techniques, positive behavioral supports, and in accordance with research-based multi-tiered systems of support.

Prohibited Practices

Corporal Punishment: Any act of physical force upon a student for the purpose of punishing that student is strictly prohibited.

Aversive Interventions: Interventions intended to induce pain or discomfort to eliminate or reduce student behavior, such as contingent application of noxious stimuli, painful or intrusive sprays, or movement limitations used as punishment.

Prone Restraint and Seclusion: The use of prone restraint (restraining a student face down) and seclusion (isolating a student in a locked or involuntary setting) is prohibited.

Permitted Practices

Timeout: A brief period of separation from the group to allow a student to regain self-control, implemented in a monitored, non-locked setting.

Physical Restraint: The limited use of physical restraint is permitted only when necessary to ensure safety and must be implemented with de-escalation techniques, positive behavioral supports, and in accordance with research-based multi-tiered systems of support.

Training and Documentation:

Annual Staff Training: All staff members are required to complete annual training on safe behavioral interventions and procedures.

Documentation and Reporting: Each instance of timeout or physical restraint must be documented, parents notified on the same day, and contextual details entered into the Student Information Repository System (SIRS) for the 2024-25 school year onward.

Section XII

Section 12 deals with student searches and interrogations. Any property of BOCES including lockers, desks, computers etc. can be searched at any time and for any reason by BOCES officials. Students should have no expectation of privacy in spaces they are using which are the property of BOCES. Student belongings may be searched only if there is a reasonable suspicion that the student violated the law or the Code of Conduct.

Section XIII

Section 13 describes the rules that pertain to visitors to BOCES facilities. All visitors are required to report to the principal's office upon arrival at the school and sign a register.

Section XIV

Section 14 describes the rules governing public conduct on BOCES property.

Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage, destroy or remove BOCES property.
3. Disrupt the orderly conduct of classes.
4. Distribute or wear obscene or otherwise inappropriate garments or materials.
5. Discriminate against, harass or bully any person on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. Enter BOCES premises without proper authorization or remain after closing.
6. Obstruct the free movement of anyone where this Code applies.
7. Violate the traffic laws, parking regulations or other restrictions on vehicles.
8. Possess, consume, sell distribute or exchange alcoholic beverages, controlled substances or be under the influence of either
9. Possess or use firearms or other weapons except for law enforcement officer
10. Loiter on or about BOCES property.
11. Gamble on BOCES property or at BOCES functions.
12. Refuse to comply with any reasonable order of identifiable BOCES officials performing their duties.
13. Willfully incite others to commit acts prohibited by this Code.
14. Violate any federal, state or local laws or BOCES Board policy while on BOCES property.
15. Smoke or otherwise use any tobacco product.

Persons who engage in prohibited conduct will be asked to leave the BOCES premises, if appropriate. Students or staff who violates this section of the Code may be subject to disciplinary action in accordance with statute, contracts, Board policy, or other sections of the Code of Conduct.

Section XV

Section 15 describes the procedures for distributing this Code to students, staff, parents of students and the community. The procedures are:

1. Provide the Code Summary and an explanation to students at the start of each school year.
2. Mail the Code Summary to the parents of students at the start of each school year.
3. Provide all teachers and staff with the Code of Conduct and training in the administration of the Code at the start of each school year and make this training a part of new staff orientation.
4. Make full copies of the Code available upon request in all program offices.
5. If there is reason to believe that any student, employee or visitor has violated a law in a BOCES facility the appropriate law enforcement agency will be notified without delay.

Grievance Procedure

While students have the responsibility to abide by the policies and regulations of the BOCES, they shall also be afforded the opportunity to present complaints and grievances free from interference, coercion, restraint, discrimination or reprisal. Students will be given an opportunity to be heard on complaints and grievances they may have. A student filing a complaint for any matter, or alleging discrimination or harassment, should read the following information regarding the resolution of the complaint.

- **Informal Complaints:** The St. Lawrence-Lewis BOCES encourages the resolution of all student complaints as promptly as possible and at the lowest level possible.
- Accordingly, students are urged to discuss complaints first with the appropriate teacher, staff member or building principal. However, if the complaint concerns discrimination, harassment (sexual or otherwise), or bullying, the student and/or parent should notify the Career and Technical Education Dignity for All Students Act Coordinator. Names and telephone numbers of the counselors are listed at the back of this handbook. Under no circumstances will the student be required to discuss the alleged harassment with the individual allegedly harassing him or her.
- Complainants have the right to end the informal process at any time and begin the formal stage of the complaint process.

- **Formal Complaints:** Formal complaints must be submitted in writing using the form developed by the BOCES. Formal complaints may be submitted either to initially report a complaint or as a follow-up to an unsatisfactory resolution of an informal attempt to resolve a complaint.
- **Investigation of a complaint:** Upon receipt of a formal or informal complaint, a prompt, thorough and impartial investigation of the allegations will be conducted. Witnesses will be interviewed and complainants will be notified of the outcome of the investigation and the actions proposed to resolve the situation.

IMPORTANT PHONE NUMBERS

To ask for information or request a copy of the full Code of Conduct, contact the appropriate office.

BOCES Central Office (315) 386-4504
Special Education (315) 386-4504
Adult Education (315) 386-4504
Career and Technical Education (315) 386-4504
Northwest CTE Center (315) 393-4570
Seaway CTE Center (315) 353-2293
Southwest CTE Center (315) 287-3590

Program Director – Career, Alternative & Adult Education
Lori Sheffield
lori.sheffield@sllboces.org
PO Box 231, 40 West Main Street
Canton, New York 13617
315-386-4504, Ext. 10413
Fax: 315-386-3395

District Superintendent
Darin Saiff
darin.saiff@sllboces.org
PO Box 231, 40 West Main Street
Canton, NY 13617
315-386-4504, Ext. 10150
Fax: 315-386-3395

Deputy Superintendent
James Nee
james.nee@sllboces.org
PO Box 231, 40 West Main Street
Canton, New York 13617
315-386-4504, Ext. 15101
Fax: 315-386-3395

Northwest Career and Technical Education Center

1000 Park Street
Ogdensburg, New York 13669
315-393-4570 Ext. 30221
Fax: 315-393-4724

Steven Morrow
steven.morrow@sllboces.org
Principal, Ext. 30224

Greg Mintz
gmintz@sllboces.org
School Counselor, Ext. 30256

Tim Morse
timothy.morse@sllboces.org
School Counselor, Ext. 30225

Agricultural Studies Academy

Agricultural Studies Academy
St. Lawrence County Cornell Cooperative Extension
2043 NY-68
Canton, NY 13617
315-379-9192 x424

Ami Larson
alarson@sllboces.org
Principal, Ext. 10309

Tim Morse
timothy.morse@sllboces.org
School Counselor, Ext. 30225

Seaway Career and Technical Education Center

7225 State Highway 56
Norwood, New York 13668
Phone: 315-353-2293, Ext. 20100
Fax: 315-353-7334

Nicki O'Donnell
nicki.odonnell@sllboces.org
Principal, Ext. 20104

Matt Hosmer
matthew.hosmer@sllboces.org
Assistant Principal, Ext. 20102

Julie Putney
jputney@sllboces.org
School Counselor, Ext. 20107

Julie White
julianne.white@sllboces.org
School Counselor, Ext. 20134

Southwest Career and Technical Education Center

3606 State Highway 58
Gouverneur, New York 13642
315-287-3590, Ext. 50102
Fax: 315-287-2720

Holly Durham
holly.durham@sllboces.org
Principal, Ext. 50100

Amy Bowman
amy.bowman@sllboces.org
School Counselor, Ext. 50105

[illegible]

VISION:

Graduates who are skilled, motivated, collaborative, and civic-minded—prepared to contribute to their communities and succeed in college, careers, and life.

MISSION:

Career and Technical Education prepares students for successful futures in an evolving global economy by developing technical, academic, personal, and workplace skills through innovative, hands-on learning, authentic assessment, and partnerships with business and industry.



OUR CORE BELIEFS:

-
- We prepare our students to be competitive in a world market.
 - We prioritize the safety of our students and staff.
 - We value open and honest communication.
 - We embrace collaboration and shared decision-making.
 - We ensure all stakeholders are valued partners for success.
 - We promote creativity and innovation to adapt with industry.
 - We act with integrity, fostering respect and inclusivity for all.
 - We create a safe, authentic work environment.

2026-2027 CTE EXPECTATIONS:

-
- Foster safe, welcoming, and inclusive learning environments.
 - Deliver effective, hands-on, skill-based instruction.
 - Develop skilled, collaborative, and civic-minded graduates ready for college, careers, and life.