In the truth, no one had ever adequately prepared me for the wonders of nursing: the emotional ups and downs; the spiritual element that can tax one’s faith, can shake it to its very foundation, the observation of miracles; and the growth and development that occur beyond one’s wildest imagination. In the final analysis, nursing puts us in touch with being human.

M. Patricia Donahue, RN
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NURSE PRACTICE ACT
(Article 139 of the New York State Education Law)

DEFINITION OF THE PRACTICE OF NURSING (Education Law §6902):

The practice of the profession of nursing as a registered professional nurse is defined as diagnosing and treating human responses to actual or potential health problems through such services as case-finding, health teaching, health counseling and provision of care supportive to or restorative of life and well-being, and executing medical regimens prescribed by a licensed physician, dentist, or other licensed health care provider legally authorized.

The practice of nursing as a licensed practical nurse is defined as performing tasks and responsibilities within the framework of case-finding, health teaching, health counseling and provision of supportive and restorative care under the direction of a registered professional nurse or licensed physician, dentist, or other licensed health care provider legally authorized.

PROGRAM OF STUDY:

The Washington-Saratoga-Warren-Hamilton-Essex BOCES LPN Program will:

- Provide a solid foundation of both knowledge and skills and prepare graduates for successful careers in the dynamic, rapidly changing and challenging field of health care.
- Integrate academic excellence with the highest professional standards while also stressing the humanistic side of nursing.

Health care is changing and the ways in which health care is delivered are changing as well. The Licensed Practical Nurse is a vital contributor to the quality of our current and future health care delivery system.

The Licensed Practical Nursing Program is a 1200-clock hour program for Adults. It is a fast-paced, challenging program that is taught in a supportive environment committed to student success. It prepares students for the NCLEX examination, which is a national test administered at the state level. It also meets the standards established by the Board of Regents, University of the State of New York, New York State Education Department, Office of the Professions.

Diversified instructional strategies are used to prepare students to be academically equipped, competent and flexible in a variety of health care environments. Basic sciences are taught in the classroom, as are the specialized skills required of a practical nurse. This knowledge base is integrated into a foundation of nursing skills and is applied first in a nursing laboratory and ultimately in a variety of health settings in the community.

This program stresses professional standards, integrity and the human side of nursing as well as academic excellence.

There is academic support for adults wishing to participate in this program. Adults who are returning students or career changers find new challenges through participating and sharpening the skills and abilities they have already acquired.
Central to the WSWHE BOCES Practical Nursing Program’s philosophy are beliefs about people, nursing and education. We view people as holistic, unique human beings with complex physical, emotional, social and spiritual needs. We also feel they, as patients, have a right to decide how to meet their health care needs and to participate in the process of meeting those needs. Practical Nurses make a unique and valuable contribution in helping patients to achieve an optimum level of health and wellness in a variety of health care settings. We feel it is important that Practical Nurses consider their patients’ lifestyles, values and cultures as they care for their patients.

Nursing is a caring profession. It is both an art and a science. The practice of Nursing arises from a core of knowledge that integrates concepts from biological, psychological, social sciences and liberal arts. All nursing practice is adjusted to meet the needs of patients at their stage in the life cycle and to attain an optimum level of wellness as determined by actual or potential health problems. Nursing is always governed by legal and ethical parameters.

We believe learning is a continuous process moving from the simple to the complex that leads to changes in student behavior. Learning is enhanced by active involvement on the part of the learner as well as interaction with faculty, both of which promote students’ critical thinking and problem solving abilities. We believe Practical Nursing education should provide students with learning skills that prepare them for the changing needs and dictates of the health care delivery system and society.
Nursing’s View of Humanity:
A holistic approach to patient care throughout the life span is presented to the student nurse. The focus of care emphasizes that each patient is dimensional; with parts all interrelated and not separate entities. The physiological, emotional, socio-cultural, spiritual and environmental components of an individual are all emphasized as an integral part of nursing practice. The nurse acts as a facilitator in assisting the patient to achieve an optimal level of wellness. Care is delivered in a professional and competent manner based on their mastery of nursing science and the ability to apply this knowledge.

Academic Competency:
Academic competency starts with the basic concept of academics, study skills, reading comprehension and data collection. Students are introduced to critical thinking skills which are essential concepts of professional accountability and quality nursing care. Critical thinkers in nursing practice analyzing, synthesizing, and applying data throughout the curriculum. Critical thinking is applied to expand the knowledge base available through advanced technology. Nurses need to accurately evaluate information related to their own practice and help patients’ access the internet and other resources to obtain and use appropriate information related to their own health issues.

Nursing Process:
The nursing process is a systematic method of providing humanistic care. The student nurse is taught that the five phases of the nursing process provides an organizational framework for the practice of nursing and the utilization of the nurse’s knowledge, skills and abilities.
PROGRAM OUTCOMES

Throughout the program students are evaluated continuously. At the conclusion of the program and upon entry to the workforce, the Licensed Practical Nurse who has completed the program can expect the following:

1. Development of a portfolio of personal and academic accomplishments to demonstrate preparedness to enter the work-force in an entry level position.

2. Continuous and demonstrated professional growth and mastery of technical skills and competencies in a supervised clinical setting in preparation for entry in the workforce. Documentation of growth is apparent on the clinical evaluation forms.

3. Use of and continuous professional growth in applying nursing process and critical thinking in a supervised clinical setting to assigned patient care, as evidenced by nursing care plans.

4. The ability to accurately apply appropriate nursing skills and theoretical knowledge to the individual needs of a patient in the clinical setting and to take appropriate action within the proper scope of practice.

5. Mastery of communication styles and strategies when carrying out assignments in the classroom and supervised clinical settings. A willingness to accept instruction in all settings. Application of strategies to patient education as well.

6. Exhibit responsibility and accountability for own actions in the class and supervised clinical setting.

7. Adapt a patient centered and safety conscious focus while delivering care in a supervised clinical setting.

8. Display an understanding of the scope of practice of the LPN as a member of the health care team by accepting and following the direction of the RN.

9. Acknowledge awareness and support of patient’s rights and nursing ethics by providing care in non-judgmental ways and in a confidential manner while in the supervised clinical setting and the classroom.

10. Effectively interact on a team with other students, faculty and nursing staff in the class and supervised clinical setting as preparation for entry into the work force. Demonstrate reliability in attendance, timeliness and in taking initiative.
THE AMERICAN NURSES ASSOCIATION (ANA) CODE OF ETHICS

The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

The nurse’s primary commitment is to the patient, whether an individual, family, group, or community.

The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.

The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.
ENTRANCE REQUIREMENTS:
• Candidates must have satisfactory results on the entrance exam (TEAS). The minimum requirement is a score of 55% or greater in Math and Reading for all students.

• Candidates must submit a completed application, three reference letters (work or educational), an assigned essay and an official copy of their High School Diploma or High School Equivalent / GED (TASC).

• Candidates must interview with the interviewing committee.

• Candidates must meet with the Financial Aid Officer.

• Candidates must have a satisfactory physical examination (at their own expense), complete a personal health history and provide a record of immunizations (MMR, varicella, tetanus, TB, HEP B and influenza vaccine) and current PPD/TST screening. This information must be submitted PRIOR to the September start of classes.

• Candidates must be CPR certified with valid and current certification for Adult & Child (at their own expense).

TRANSFER STUDENTS:
• Program curriculum and hours vary in each Practical Nurse program. Therefore, transfer from one Practical Nurse program to another is prohibited.

PROGRESSION REQUIREMENTS:
• Students must pass each course content area with a minimum of 75% to complete the program.

• Students must “PASS” supervised clinical experiences. This includes mastery of specific skills and continuous growth in their ability to critically solve problems and apply academic knowledge in all care settings.

COMPLETION REQUIREMENTS:
• Students must complete 1200 hours of instruction.

• Students must make-up all time owed, maximum of three (3) clinical days.

• Students must be recommended by the staff for the State boards.

• Students must meet all financial obligations.
<table>
<thead>
<tr>
<th>COURSE</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Success in Practical Nursing</td>
<td>22</td>
</tr>
<tr>
<td>Nutrition</td>
<td>25</td>
</tr>
<tr>
<td>Fundamentals of Nursing</td>
<td>164</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>152</td>
</tr>
<tr>
<td>Medical and Surgical Nursing</td>
<td>240</td>
</tr>
<tr>
<td>Maternity, Pediatric Nursing and Human Development</td>
<td>72</td>
</tr>
<tr>
<td>Mental Health</td>
<td>15</td>
</tr>
</tbody>
</table>

Total academic Hours include 102.5 lab hours 690

Total Clinical Hours 510

Total Combined Hours 1,200
Success in Practical Nursing: 22 hours
This course explores current issues in nursing and health care. The emphasis is on effective communication, professionalism, legal and ethical issues faced by nurses.

Nutrition: 25 hours
This course is an introduction to the sources and roles of nutrients in the body. Basic dietary guidelines are introduced and provide a foundation for disease prevention as it relates to nutrition.

Fundamentals of Nursing: 164 hours
This course provides students with the knowledge and basic skills required to care for patients in a competent and safe manner. Nursing skills are introduced beginning with the most basic tasks and progressing to the more complex tasks common to the LPN scope of practice. Skills are practiced in a laboratory setting before progressing to a clinical site. This course also introduces the growing importance of gerontology in the health field. Students will gain the knowledge needed to promote and maintain the health of the older adult.

Anatomy and Physiology: 152 hours
This course begins with introductory information concerning micro-organisms, their classification, characteristics, the chain of infection and epidemiology. This provides the foundation for the nurse’s role in infection control. After a general overview of the basic relationship of cells, tissues, organs and systems, each system of the human body is explored in greater detail. The anatomical and physiological functioning of the systems provides the foundation upon which the nursing care is integrated in the medical surgical nursing portion.

Medical and Surgical Nursing: 240 hours
This course provides understanding on how diseases impact the human body. Students integrate and apply the knowledge of fundamentals, anatomy and physiology, nutrition, pharmacology, diagnostic testing, mental health and age-related changes to every system of the human body.

Maternity, Pediatric Nursing and Human Development: 72 hours
This course begins with the basic information related to the child bearing family throughout the reproductive cycle. The course continues with the human development theories of Maslow, Freud, Erikson, Piaget and Kohlberg. The life cycle from infancy to adulthood is explored in terms of physical, mental, psychological and social development. The role of the family is explored. Common diseases and disorders of children from birth through adolescence are discussed.

Mental Health: 15 hours
This course helps the student to differentiate between normal and abnormal mental health conditions and provides a background in current treatments and general nursing care.

Supervised Clinical Experiences: 510 hours
This unit is designed to allow students to apply classroom theory to clinical practice within a reasonable time period. A variety of clinical sites are blended with additional observations in specialty areas and community health sites to enhance and expose students to the many facets of nursing. The nursing process and Maslow’s basic needs are used as a theoretical foundation for providing care to patients at all stages of the life cycle. The student is expected to integrate appropriate knowledge and skills as they progress through the program demonstrating increasing competence and proficiency as they near completion.

BOOKS MUST BE PURCHASED BY AUGUST 15, 2016, TO GUARANTEE DELIVERY BY SEPTEMBER 1, 2016
ATI
MUST BE PURCHASED DIRECTLY FROM ATI
SEE ATTACHED FOR ORDERING DIRECTIONS & PAYMENT OPTIONS

Pharmacology Made Easy and Dosage & Calculation with Dosage Calculation Fundamentals Proctored Assessments Package: $164.00 plus tax

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Total Package Price: $517.01
Less 20% Discount: $103.40
Discounted Price: $413.61

Package Title: WSWHE/Fundamental-Med-Surg/2016-2017
ISBN: 9780803654310

PACKAGE INCLUDES:
Burton/Ludwig: Fundamentals of Nursing Care 2nd Edition
Burton/Ludwig: Study Guide for Fundamentals of Nursing Care, 2nd Edition
Williams/Hopper: Understand Medical Surgical Nursing 5th Edition
Williams/Hopper: Study Guide for Understanding Medical Surgical Nursing, 5th Edition
Thompson: Workbook to Accompany Understanding Anatomy and Physiology 2nd Edition
Anderson: Caring for Older Adults Holistically, 6th Edition
Taber’s Cyclopedia Medical Dictionary 22nd Edition
Myers: LPN Notes 4th Edition
VanLeeuwen: Davis's Comprehensive Handbook of Laboratory and Diagnostic Test with Nursing Implications, 6th Edition
Pharmacology Clear and Simple 2nd Edition
Davis Edge - Fundamentals (ONLINE RESOURCE)
Davis Edge - Med/Surg (ONLINE RESOURCE)

MAY BE PURCHASED ELSEWHERE
EXAMPLES: AMAZON, BOOK SEARCH, BARNES & NOBLE
STUDY GUIDES: MUST BE PURCHASED NEW

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<tr>
<th>ISBN</th>
<th>TITLE</th>
<th>AUTHOR</th>
</tr>
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<tbody>
<tr>
<td>9780914901129</td>
<td>Medical Terminology 350: Learning Guide</td>
<td>Vaughn</td>
</tr>
<tr>
<td>9781455703791</td>
<td>Saunders Comprehensive review for NCLEX-PN 5TH Edition</td>
<td>Silvestri</td>
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FACULTY

Principal for LPN Program
Rick Horn

Nursing Coordinator
Sheri Gordon, RN
RN→BSN→MA track

Practical Nursing Program Faculty
Erin Magee McCarty, RNBSN- FT Academic/Clinical instructor
June Barber, RN- Lead Clinical/ Lab Instructor
   A.A.S: SUNY Adirondack
   RN→BSN track
Katrina Helwig, RNBSN- Clinical/ Lab Instructor
   A.A.S: SUNY Adirondack

Financial Aid
Barbara Nadeau SRP
AFFILIATING INSTITUTIONS

Adirondack Tri-County Nursing & Rehabilitation Center
112 Ski Bowl Road, North Creek, NY 12853

Ellis Hospital
1101 Nott Street, Schenectady, NY 12308
518-243-4235

Fort Hudson Nursing Home
319 Upper Broadway, Fort Edward, NY 12828
518-747-2811

High Peaks Hospice & Palliative Care Inc.
309 County Route 47, Suite 7, Saranac Lake NY, 12983
518-891-0606

Hudson Headwaters Health Network
9 Carey Road, Queensbury, NY 12804

Indian River Rehabilitation & Health Care Center
17 Madison Street, Granville, NY 12832
518-642-2710

Maplewood Manor Nursing Home
149 Ballston Avenue, Ballston Spa, NY 12020
518-885-2288

Nathan Littauer Hospital
99 East State Street, Gloversville, NY 12078
518-725-8621

Orchard Nursing & Rehabilitation Center
10421 Route 40, Granville, NY 12832
518-642-2346

Pathways Nursing Home
1805 Providence Avenue, Niskayuna, NY 12309
518-374-2212

Pines of Glens Falls Nursing Home
170 Warren Street, Glens Falls, NY 12801
518-793-5163

Pleasant Valley Infirmary
4573 State Route 40, Argyle, NY 12809
518-638-8274

Rubin Dialysis
59 Myrtle Street #200, Saratoga Springs, NY 12866
518-587-1919

Saratoga Hospital & Nursing Home
211 Church Street, Saratoga Springs, NY 12866
518-886-5800

Stanton Nursing Center
152 Sherman Avenue, Glens Falls, NY 12801
518-793-2575

Wesley Health Care Center
131 Lawrence Street, Saratoga Springs, NY 12866
518-587-3600
2016 / 2017
LICENSED PRACTICAL NURSING
Full-Time Program

PREREQUISITES:
- Satisfactory results on Practical Nursing Aptitude Exam
- Interview with Nursing Faculty Members
- Satisfactory physical examination (at student expense)
- Current immunizations with PPD/TST (at student expense)
- Current CPR (Adult and Child) Certification (at student expense)
- Three professional letters of reference
- Copy of High School Diploma or High School Equivalent / GED (TASC)
- Must meet with financial aid officer

IMPORTANT NOTE: Adult students must have attained high school graduation or its equivalent. A high school diploma or its equivalent is required before taking the New York State Board Examination and prior to being eligible to receive any Federal Financial Aid.

SCHEDULE:

<table>
<thead>
<tr>
<th></th>
<th>M/T/W 8:00 AM to 2:30 PM</th>
<th>Th/F 7:00 AM to 3:00 PM</th>
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<tbody>
<tr>
<td>Class:</td>
<td></td>
<td></td>
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<tr>
<td>Laboratory:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical:</td>
<td></td>
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PERTINENT INFORMATION:
- Appropriate vacation days are scheduled in conjunction with the BOCES school calendar
- Combined schedule of classroom and clinical experiences
- Classrooms located at Southern Adirondack Education Center, 1051 Dix Avenue, Hudson Falls
- Clinical Nursing Home experience at several local health care centers, hospitals and various community health care agencies

REQUIREMENTS:
Practical Nursing students will be required to successfully complete subjects and clinical experiences that are necessary for preparation for the New York State Licensing Examination.
- Pass each grading area with a minimum of 75%
- Pass all practical clinical requirements
- Complete 1200 hours of instruction
- Be recommended by the staff for entrance to the licensing examination
FINANCIAL AID INFORMATION FOR
ADULT LPN STUDENTS
WASHINGTON-SARATOGA-WARREN-HAMILTON-ESSEX BOCES
ADULT CAREER & TECHNICAL EDUCATION
TUITION PAYMENT AND REFUND REGULATIONS

TUITION PAYMENT REGULATION

A tuition payment plan will be established for each adult student enrolled in a Career & Technical Education program (including LPN) prior to beginning their program. This plan may include a combination of monthly payments, Federal Financial Aid, outside agency funding or scholarships. Any student being sponsored, in part or in whole, by outside sources, including scholarships, must provide the WSWHE BOCES with verification of these sources prior to including them as part of their payment plan. The cash component of the plan will be due to the WSWHE BOCES on the dates specified in the individual payment plan.

INSITUTIONAL REGULATION

Students who withdraw officially or unofficially from any of the WSWHE BOCES programs, or are officially dropped from the program, are responsible for payment of tuition as outlined below. Chargeable tuition will be based on the date the student officially withdraws or is officially dropped. If a student is sponsored by an outside agency, that agency will be billed accordingly as stated in this WSWHE BOCES regulation, not to exceed the terms of their fiduciary agreement.

<table>
<thead>
<tr>
<th>Official Withdrawal Date</th>
<th>Percent of Tuition Required</th>
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<tbody>
<tr>
<td>Upon or before the completion of week 1 (ends day 5)</td>
<td>0% Tuition Required</td>
</tr>
<tr>
<td>Upon or before the completion of week 2 (ends day 10)</td>
<td>20% Tuition Required</td>
</tr>
<tr>
<td>Upon or before the completion of week 3 (ends day 15)</td>
<td>30% Tuition Required</td>
</tr>
<tr>
<td>Upon or before the completion of week 4 (ends day 20)</td>
<td>40% Tuition Required</td>
</tr>
<tr>
<td>Upon or before the completion of week 5 (ends day 25)</td>
<td>50% Tuition Required</td>
</tr>
<tr>
<td>After week 5 in the program (begins day 26)</td>
<td>100% Tuition Required</td>
</tr>
</tbody>
</table>

REFUND REGULATION

The WSWHE BOCES will provide a fair and equitable refund by utilizing our institutional regulations in conjunction with the required Federal “Return to Title IV” refund policy. Any cash excess remaining after determining the “Return to Title IV” calculation and institutional calculations will be issued directly to the student or, with the student’s direction, returned directly to the student’s lender to reduce their student loan debt.

The LPN Application Fee and LPN Acceptance Fee (seat reservation) are non-refundable. For students entering an LPN program, the LPN Application Fee and the LPN Acceptance Fee (seat reservation) will be applied to the student’s account and will be used to offset the cost of books and supplies purchased by the WSWHE BOCES.

All Students:
Kits, books and supplies purchased from the WSWHE BOCES are considered non-reusable and fees paid for such are non-refundable. Unpaid balances must be satisfied before a student re-enters any BOCES program.

**ALL UNPAID TUITION / FEES ARE SUBJECT TO THE BOCES COLLECTION POLICY.**

Adult Licensed Practical Nursing students may apply for Federal Title IV financial aid. Federal Title IV financial aid available at the WSWHE BOCES is Pell, SEOG and Direct Student Loans. The amount of Pell and/or student loans a student is eligible for is dependent upon his/her income and which program he/she enrolls in. Student loan monies must be repaid within ten (10) years of completion or withdrawal from the program.

Students receiving Title IV aid must maintain Satisfactory Progress before federal aid can be released and applied to tuition or refunded to the student for use for other educational expenses. Satisfactory Progress consists of maintaining a 75% average per course and owing less than 3% academic or clinical hours at mid-year. Students are placed on probation if their average is below 75%, in any course, for a maximum of five (5) weeks. If they are unable to maintain a passing average within that time, they are dismissed from the program. Students must also make up all clinical and academic time before federal aid is released.

Students receiving direct student loans must participate in mandatory entrance and exit interviews with the Financial Aid Advisor and must complete all federal requirements prior to graduation.
SUBJECT: STUDENT RECORDS: ACCESS AND CHALLENGE

The BOCES shall comply with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). Under its provisions, parents/guardians and noncustodial parent(s), whose rights are not limited by court order or formal agreement, of a student under eighteen (18), or a student who is eighteen (18) years of age or older or who is attending an institution of post-secondary education, have a right to inspect and review any and all education records maintained by the BOCES.

**Education Records**

The term "education records" is defined as all records, files, documents and other materials containing information directly related to a student, and maintained by the education agency or institution, or by a person acting for such agency or institution (34 Code of Federal Regulations (CFR) Section 99.3). This includes all records regardless of medium, including, but not limited to, handwriting, videotape or audiotape, electronic or computer files, film, print, microfilm, and microfiche.

In addition, for students who attend BOCES, all records pertaining to services provided under the Individuals with Disabilities Education Act (IDEA) are considered "education records" under FERPA. As such, they are subject to the confidentiality provisions of both Acts.

Personal notes made by teachers or other staff, on the other hand, are not considered education records if they are:

- a) Kept in the sole possession of the maker;
- b) Not accessible or revealed to any other person except a temporary substitute; and
- c) Used only as a memory aid.

Additionally FERPA does not prohibit a BOCES official from disclosing information about a student if the information is obtained through the BOCES official's personal knowledge or observation and not from the student's education records.

Records created and maintained by a law enforcement unit for law enforcement purposes are also excluded.

**Access to Student Records**

The Board directs that administrative regulations and procedures be formulated to comply with the provisions of federal law relating to the availability of student records. The purpose of such regulations and procedures shall be to make available to the parents/guardians of students and noncustodial parent(s) whose rights are not limited by court order or formal agreement, or students who are eighteen (18) years of age or older or who are attending an institution of post-secondary education, student records, and files on students, and to ensure the confidentiality of such records with respect to third parties.
Under FERPA, unless otherwise exempted in accordance with law and regulation, the BOCES may release personally identifiable information (PII) contained in student education records only if it has received a "signed and dated written consent" from a parent or eligible student. Signed and dated written consent may include a record and signature in electronic form provided that such signature:

- Identifies and authenticates a particular person as the source of the electronic consent; and
- Indicates such person's approval of the information contained in the electronic consent.

**Exceptions**

Without the consent of a parent or eligible student, a district may release a student's information or records when it is:

- **Directory Information and Limited Directory Information**

  Directory information is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Limited Directory Information Disclosure means that the BOCES may limit disclosure of its designated directory information to specific parties, for specific purposes, or both. The intent is to allow BOCES the option to implement policies that allow for the disclosure of student information for uses such as yearbooks, but restrict disclosure for more potentially dangerous purposes. The BOCES shall limit disclosure of its designated directory information as otherwise specified in its public notice to parents of students in attendance and eligible students in attendance.

- **To School Officials who have a Legitimate Educational Interest**

  To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. An educational interest includes the behavior of a student and disciplinary action taken against such student for conduct that posed a significant risk to the safety or well-being of the student, other students or other members of the school community. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

- **To Another Educational Institution**

  The BOCES may disclose any and all educational records, including disciplinary records and records that were created as a result of a student receiving special education services under Part B of IDEA, to another school or postsecondary institution at which the student seeks or intends to enroll, or after the student has enrolled or transferred, so long as the disclosure is for purposes related to the student's enrollment or transfer. Parental consent is not required for transferring education records if the BOCES annual FERPA notification indicates that such disclosures may be made. In the absence of information about disclosures in the annual FERPA notification,
BOCES officials must make a reasonable attempt to notify the parent about the disclosure, unless the parent initiated the disclosure. Additionally, upon request, BOCES must provide a copy of the information disclosed and an opportunity for a hearing.

**d) Health and Safety Emergency Reasons**

BOCES must balance the need to protect students' personally identifiable information with the need to address issues of school safety and emergency preparedness. Under FERPA, if an educational agency or institution determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records, without consent, to any person whose knowledge of the information is necessary to protect the health and safety of the student or other individuals during the period of the health or safety emergency. BOCES may release information from records to appropriate parties including, but not limited to, parents, law enforcement officials and medical personnel. BOCES determination that there is an articulable and significant threat to the health or safety of a student or other individuals shall be based upon a totality of the circumstances, including the information available, at the time the determination is made. The BOCES must record the articulable and significant threat that formed the basis for the disclosure and maintain this record for as long as the student's education records are maintained.

**e) To Juvenile Justice Systems**

Information may be disclosed 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 student whose records were released. In such cases the official or authority must certify in writing that the information will not be disclosed to any other party except as provided under law without prior written consent.

**f) To Foster Care Agencies**

A district may release records to an agency caseworker or other representative of a State or local child welfare agency, who has the right to access a student's case plan, when the agency or organization is legally responsible, for the care and protection of the student. This does not give a child welfare agency the right to look into any non-foster care student's records, without parental consent, when there has been a mere allegation of abuse or neglect, absent an order or subpoena (see below).

**g) Pursuant to a Subpoena or Court Order**

When a district receives a subpoena or court order for the release of records the District must make a reasonable effort to notify the parent/guardian or eligible student of the order or subpoena in advance of compliance. This allows the parent/guardian or eligible student to seek protective action against the subpoena or order before the release of the records.

Districts may disclose a student's records without first notifying parents/guardians or eligible students if the disclosure is:
1. Based on a subpoena in which the court orders, for good cause shown, not to reveal to any person the existence or contents of the subpoena or any information furnished pursuant to the subpoena;

2. Pursuant to a judicial order in cases where the parents are a party to a court proceeding involving child abuse or neglect or dependency matters, and the order is issued in the context of that proceeding; or

3. Made to a court (with or without an order or subpoena) when a District is involved in a legal action against a parent or student and the records are relevant to the matter.

h) For Financial Aid Purposes

Pertinent information may be released in connection with the determination of eligibility, amount, conditions and enforcement of terms of a student's financial aid.

i) To Accrediting Organizations

Disclosure of a student's records may be made to an organization in which that student seeks accreditation, in order to carry out their accrediting function.

j) To Parents of a Dependent Student

Even when a student turns eighteen (18) years of age or older a District may disclose education records to that student's parents, without the student's consent, if the student is claimed as a dependent for federal income tax purposes by either parent.

k) For Audit/Evaluation Purposes

The audit or evaluation exception allows for the disclosure of PII from education records without consent to authorized representatives of the Comptroller General of the U.S., the Attorney General, the Secretary of Education, federal, state or local educational authorities ("FERPA permitted" entities). Under this exception, PII form education records must be used to audit or evaluate a Federal or State supported education program, or to enforce or comply with Federal legal requirements that relate to those education programs (audit, evaluation, or enforcement or compliance activity).

The BOCES may, from time to time, disclose PII from education records without consent to authorized representatives of the entities listed above. The BOCES may also, from time to time, designate its own authorized representative who may access PII without consent in connection with an audit or evaluation of an education program within the BOCES. As an example, the BOCES might designate a university as its authorized representative in order to disclose, without consent, PII from education records on its former students to the university. The university could then disclose, without consent, transcript data on those former students attending the university to allow the BOCES to evaluate how effectively the BOCES prepared its students for success in postsecondary education.
l) For Conducting Studies

This exception allows for the disclosure of PII from education records without consent to organizations conducting studies for, or on behalf of, schools, school districts, BOCES or postsecondary institutions. Studies can be for the purpose of developing, validating, or administering predictive tests; administering student aid programs; or improving instruction.

The BOCES may, from time to time, disclose PII from education records without consent to such organizations conducting studies for the BOCES, in accordance with its obligations under FERPA.

In addition, other entities outside of the BOCES may, from time to time, disclose PII from education records that the BOCES has previously shared with that entity, to organizations conducting studies on behalf of the BOCES. For example, a State Education Agency (SEA) may disclose PII from education records provided by the BOCES without consent to an organization for the purpose of conducting a study that compares program outcomes across BOCES to further assess the effectiveness of such programs with the goal of providing the best instruction.

Required Agreements for the Studies or Audit/Evaluation Exceptions (see items k and l)

To the extent required by law, the BOCES shall enter into a written agreement with organizations conducting studies for the BOCES, or, with its designated authorized representatives in connection with audits or evaluations of education programs within the BOCES. In the event that the BOCES discloses PII from education records to its own designated authorized representative in connection with an audit or evaluation of an educational program within the BOCES, it shall use reasonable methods to ensure to the greatest extent practicable that its designated authorized representative complies with FERPA and its regulations.

State Exception for Student Teacher Videotaped Instruction

Although not specifically listed in the enumerated exceptions to FERPA, New York State Regulations specify that schools are required to allow student teachers to videotape themselves providing instruction in a classroom to meet the instruction component for teaching certification. The video must remain confidential and is not subject to viewing or disclosure to an individual or entity other than the student teacher applicant and personnel engaged in the determination of that student teacher's certification.

Challenge to Student Records

Parents/guardians of a student under the age of eighteen (18), or a student who is eighteen (18) years of age or older or who is attending an institution of post-secondary education, shall have an opportunity for a hearing to challenge the content of the school records, to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein.
Release of Information to the Noncustodial Parent

The BOCES may presume that the noncustodial parent has the authority to request information concerning his/her child and release such information upon request. If the custodial parent wishes to limit the noncustodial parent's access to the records, it would be his/her responsibility to obtain and present to the BOCES a legally binding instrument that prevents the release of said information.

Family Educational Rights and Privacy Act of 1974, 20 United States Code (USC) Section 1232g
8 NYCRR 80-1.5(b)
Adopted: March 13, 2002
Revised: May 13, 2009
Revised: June 13, 2012
Revised: December 11, 2013
Revised: July 1, 2016
1. Students must maintain a professional attitude in class, in the laboratory, in the clinical setting and towards others. Unprofessional conduct may result in dismissal for that day.

- A conference with the assigned teacher and student will follow dismissal. This meeting will occur before the next class day or as soon as possible.

- Some examples of unprofessional behavior are: swearing, disruptive behavior and cell phone use.

- Repeated incidents of unprofessional conduct may result in dismissal from the program.

2. Honesty and integrity should be practiced by students as they complete assignments, research papers and sit for tests. Cheating and plagiarism are examples of unethical academic practices and such behavior will result in disciplinary action and/or negatively impact grades as deemed appropriate by the faculty.

- Cheating may include, but is not limited to, any of the following behaviors: looking at another student’s test paper, text messages, passing or receiving answers from a fellow student, obtaining unauthorized copies of an exam prior to a test, using crib notes and changing an answer when a test is returned.

- Plagiarism is defined as stealing and using another’s ideas. Examples can range from not citing work correctly to copying work directly from a source such as a book, article, online source, or another student.

3. Attendance is required within the stated guidelines.

4. Conflicts will be dealt with in an adult and professional manner between the involved individuals only. Students may ask an instructor to help mediate and resolve the conflict. See Conflict Resolution on page 25.

5. All WSWHE BOCES policies are to be adhered to, including those regarding conduct, drugs, alcohol, smoking, etc.

6. Cell phones are not permitted in class, lab, or clinical. Messages can be checked during break. No text messaging, cameras or videos. Online access is allowed only with faculty permission. Cell phones are not to be used as calculators.

7. Use of any personal electronic equipment during class and clinical is prohibited (IPOD, MP3, PDAs, etc.). Laptop use is at the instructor’s discretion. See WSWHE BOCES Internet policy.
SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE BOCES

The Board of Education affirms its commitment to non-discrimination and recognizes its responsibility to provide an environment that is free of harassment and intimidation as required by federal and state law. Harassment is a violation of law and stands in direct opposition to BOCES policy. Therefore, the Board prohibits and condemns all forms of discrimination and harassment on the basis of race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, marital status, military status, veteran status, disability, use of a recognized guide dog, hearing dog or service dog, domestic violence victim status or other classifications protected under federal or state law by employees, BOCES volunteers, students, and non-employees such as contractors and vendors as well as any third parties who are participating in, observing, or otherwise engaging in activities subject to the supervision and control of the BOCES. The Board further contends that administration shall be responsible for maintaining compliance with Standards Governing Civil Rights in Vocational Education Programs.

Sexual orientation is defined as heterosexuality, homosexuality, bisexuality, or asexuality, whether actual or perceived.

The Board also prohibits harassment based on an individual's opposition to discrimination or participation in a related investigation or complaint proceeding under the anti-discrimination statutes. This policy of non-discrimination and anti-harassment will be enforced on BOCES premises and in BOCES buildings; and at all BOCES-sponsored events, programs and activities, including those that take place at locations off BOCES premises and in another state.

It is intended that this policy apply to the dealings between or among employees with employees; employees with students; students with students; employees/students with vendors/contractors and others who do business with the BOCES, as well as BOCES volunteers, visitors, guests and other third parties. All of these persons are hereinafter referred to collectively as "the named group."

For purposes of this policy, harassment shall mean communication (verbal, written or graphic) and/or physical conduct based on an individual's actual or perceived race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, marital status, military status, veteran status, disability, use of a recognized guide dog, hearing dog or service dog, domestic violence victim status or other classifications protected under federal or state law that:

a) Has the purpose or effect of substantially or unreasonably interfering with an individual's work performance or is used as a basis for employment decisions (including terms and conditions of employment) affecting such individual; and/or creates an intimidating, hostile or offensive work environment;

b) Has the purpose or effect of substantially or unreasonably interfering with a student's academic performance or participation in an educational or extracurricular activity, or creates an intimidating, hostile or offensive learning environment; and/or effectively bars the student's access to an educational opportunity or benefit;

c) Otherwise adversely affects the employment and/or educational opportunities and benefits provided by the BOCES.
Complaints and Grievances by Employees

In accordance with the provisions of General Municipal Law and the collective bargaining agreements, all BOCES personnel shall have the opportunity to present their discrimination and/or harassment complaints or grievances free from interference, coercion, restraint, discrimination or reprisal.

Complaints or grievances of discrimination and/or harassment not covered under employee contracts shall be handled and resolved, whenever possible, as close to their origin as possible. The District Superintendent is responsible for implementing regulations for the redress of complaints or grievances through proper administrative channels.

Complaints and Grievances by Students

While students have the responsibility to abide by the policies and regulations of the BOCES, they shall also be afforded opportunity to present complaints and grievances of discrimination and/or harassment free from interference, coercion, restraint, discrimination or reprisal.

Administration shall be responsible for establishing rules and regulations for the redress of complaints or grievances of discrimination and/or harassment through proper administration channels. In addition, the administration shall be responsible for developing an appeals process, ensuring that students have full understanding and access to these regulations and procedure, and providing prompt, thorough and equitable consideration and determination of student complaints and grievances.

Investigation of Complaints and Grievances

The BOCES will act to promptly investigate all complaints, either verbal or written, formal or informal, of allegations of discrimination or harassment based on any of the characteristics described above; and will promptly take appropriate action to protect individuals from further discrimination or harassment. The BOCES will designate, at a minimum, two (2) Compliance Officers, one of each gender.

In order for the Board to enforce this policy, and to take corrective measures as may be necessary, it is essential that any employee, student, or other member of the above named group who believes he/she has been a victim of discrimination or harassment in the BOCES environment and/or at programs, activities and events under the control and supervision of the BOCES, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence of discrimination or harassment, immediately report such alleged discrimination or harassment; such report shall be directed to or forwarded to the BOCES designated Compliance Officer(s) through informal and/or formal complaint procedures as developed by the BOCES. Such complaints are recommended to be in writing, although verbal complaints of alleged discrimination or harassment will also be promptly investigated in accordance with the terms of this policy. In the event that the Compliance Officer is the alleged offender, the report will be directed to the next level of supervisory authority.
Upon receipt of an informal/formal complaint (even an anonymous complaint), the BOCES will conduct a prompt, equitable and thorough investigation of the charges. However, even in the absence of an informal/formal complaint, if the BOCES has knowledge of any occurrence of discrimination or harassment, the BOCES will investigate such conduct promptly and thoroughly. 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/or to notify law enforcement officials as warranted, and any disclosure will be provided on a "need to know" basis. The District Superintendent will inform the Board of Education of investigations involving findings of discrimination or harassment.

Based upon the results of this investigation, if the BOCES determines that an employee and/or student has violated the terms of this policy and/or accompanying regulations, immediate corrective action will be taken as warranted. Should the offending individual be a student, appropriate disciplinary measures will be applied, up to and including suspension, in accordance with applicable laws and/or regulations, BOCES policy and regulation, and the BOCES Code of Conduct. 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 legal guidelines, BOCES policy and regulation, and the applicable collective bargaining agreement(s). Third parties (such as BOCES volunteers, vendors, etc.) who are found to have violated this policy and/or accompanying regulations and/or the Code of Conduct, will be subject to appropriate sanctions as warranted and in compliance with law. The application of such disciplinary measures by the BOCES does not preclude the filing of civil and/or criminal charges as may be warranted.

Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of discrimination or harassment. Follow-up inquiries shall be made to ensure that discrimination or harassment has not resumed and that all those involved in the investigation of the discrimination or harassment complaint have not suffered retaliation.

Finding That Harassment Did Not Occur

At any level/stage of investigation of alleged discrimination or harassment, if a determination is made that discrimination or harassment did not occur, the Compliance Officer will so notify the complainant, the alleged offender and the District Superintendent of this determination. Such a finding does not preclude the complainant from filing an appeal pursuant to BOCES policy or regulation and/or pursuing other legal avenues of recourse.

However, even if a determination is made that discrimination or harassment did not occur, the District Superintendent/designee reserves the right to initiate staff awareness and training, as applicable, to help ensure that the BOCES community is not conducive to fostering discrimination or harassment in the workplace.

In all cases, the District Superintendent will inform the Board of Education of the results of each investigation involving a finding that discrimination or harassment did not occur.
Knowingly Makes False Accusations

Employees and/or students who *knowingly* make false accusations against another individual as to allegations of discrimination or harassment may also face appropriate disciplinary action.

Privacy Rights

As part of any investigation, the BOCES has the right to search all BOCES property and equipment including BOCES computers. Rooms, desks, cabinets, lockers, computers, etc. are provided by the BOCES for the use of staff and students, but the users do not have exclusive use of these locations or equipment and should not expect that materials stored therein will be private.

Civil Rights Compliance Officer (Title IX/Section 504/ADA Compliance Officer)

The Civil Rights Compliance Officers are the Deputy Superintendent and the Director of Human Resource Services or such other person designated by the Board. The Board shall ensure compliance with Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities (ADA). The District Superintendent shall designate a Civil Rights Compliance Officer as the Title IX/Section 504/ADA Coordinator and shall implement regulations and procedures to resolve complaints of discrimination or harassment based on sex or disability. The Civil Rights Compliance Officer shall be responsible for providing information, including complaint procedures, and for handling complaints relative to civil rights (e.g., Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990) for any student, parent, employee or employment applicant.

Prior to the beginning of each school year, the BOCES shall issue an appropriate public announcement which advises students, parents/guardian, employees and the general public of the BOCES established grievance procedures for resolving complaints of discrimination or harassment based on sex or disability. Included in such announcement will be the name, address and telephone number of the Civil Rights Compliance Officers.

The Civil Rights Compliance Officers shall also be responsible for handling complaints and grievances regarding discrimination or harassment based on race, color, creed, religion, national origin, political affiliation, sexual orientation, age, military status, veteran status, marital status, predisposing genetic characteristics, use of a recognized guide dog, hearing dog or service dog, domestic violence victim status or other classifications protected under federal and state law.

Development and Dissemination of Administrative Regulations

Regulations will be developed for reporting, investigating, and remedying allegations of discrimination or harassment based on the characteristics described above. An appeal procedure will also be provided to address any unresolved complaints and/or unsatisfactory prior determinations by the applicable Compliance Officer(s). Such regulations will be developed in accordance with federal and state law as well as any applicable collective bargaining agreement(s).
The District Superintendent/designee(s) will affirmatively discuss the topic of discrimination and harassment with all employees and students, express the BOCES condemnation of such conduct, and explain the sanctions for such discrimination or harassment. Appropriate training and/or "awareness" programs will be established for staff and students to help ensure knowledge of and familiarity with the issues pertaining to discrimination or harassment in the BOCES, and to disseminate preventative measures to help reduce such incidents of prohibited conduct. Furthermore, special training will be provided for designated supervisors and managerial employees, as may be necessary, for the investigation of discrimination or harassment complaints.

A copy of this policy and its accompanying regulations will be available upon request and may be posted at various locations in each BOCES building. The BOCES policy and regulations on nondiscrimination and anti-harassment will be published in appropriate BOCES publications such as teacher/employee handbooks, student handbooks, and/or BOCES calendars.

This policy should not be read to abrogate other BOCES policies and/or regulations or the BOCES Code of Conduct prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate crimes within this BOCES. It is the intent of the BOCES that all such policies and/or regulations be read consistently to provide the highest level of protection from unlawful discrimination or harassment in the provision of employment/educational services and opportunities. However, different treatment of any member of the above named group which has a legitimate, legal and nondiscriminatory reason shall not be considered a violation of BOCES policy.

Public Notification

The BOCES shall issue an appropriate public announcement which advises students, parents, employees and the general public that Career and Technical Education opportunities will be offered without regard to sex, race, color, national origin, religion, marital status, or disability. Included in such announcement will be the name, address, and telephone number of the person designated to coordinate Title IX/Section 504 activities.

Grievance Procedure

Grievance procedures for resolving complaints regarding discrimination or harassment based on sex and/or disability shall be disseminated to adequately inform students, parents and employees of the existence of these procedures.
Age Discrimination in Employment Act, 29 United States Code (USC) Section 621
Americans With Disabilities Act, 42 United States Code (USC) Section 12101 et seq.
   Prohibits discrimination on the basis of disability.
Section 504 of the Rehabilitation Act of 1973, 29 United States Code (USC) Section 794 et seq.
   Prohibits discrimination on the basis of disability.
Title VI of the Civil Rights Act of 1964, 42 United States Code (USC) Section 2000d et seq.
   Prohibits discrimination on the basis of race, color or national origin.
Title VII of the Civil Rights Act of 1964, 42 United States Code (USC) Section 2000e et seq.
   Prohibits discrimination on the basis of race, color, religion, sex or national origin.
Title IX of the Education Amendments of 1972, 20 United States Code (USC) Section 1681 et seq.
   Prohibits discrimination on the basis of sex.
Civil Rights Law Section 40-c
Prohibits discrimination on the basis of race, creed, color, national origin, sex, sexual orientation,
   marital status or disability.
Civil Service Law Section 75-B
Education Law Section 2801(1)
Executive Law Section 290 et seq.
Prohibits discrimination on the basis of age, race, creed, color, national origin, sex, sexual orientation,
   disability, military status, marital status, use of a recognized guide dog, hearing dog or service
dog, or domestic violence victim status.
Military Law Sections 242 and 243
Education Law Sections 2045(2) and 4601
Commissioner's Regulations Sections 100.2(h) and 141 et seq.

NOTE: Refer also to Policies #5160 Sexual Harassment
#6170 Sexual Harassment (Students)

Adopted: January 9, 2008
Revised: September 9, 2009
Revised: January 11, 2012
Revised: July 1, 2016
1. UNIFORMS: All students shall wear complete uniform as designated by school policies. They shall be freshly laundered, wrinkle-free and of appropriate length and fit. Underwear worn appropriate for uniform, special area dress codes will be followed when applicable. Uniforms are required for all clinical experiences.

2. SHOES: All students shall wear clean, white shoes. They shall be appropriately sturdy and supportive. Shoes must cover toes, have a strap on the heel and if sneakers are chosen they must be all white. Shoes with open holes (such as Crocs) are not permitted.

3. SWEATERS: No sweaters shall be worn while in clinical area. Blue lab coats (matching scrub color) are permitted, with school patch on left sleeve.

4. HAIR: Hair length shall be above top of collar and away from face. Long hair should be pulled up and secured in a neat arrangement. Males must be clean-shaven, although beards and mustaches are acceptable. No outlandish hair colors.

5. MAKE-UP Light use of make-up is allowed. No perfume or cologne is allowed. No nail polish or artificial nails are permitted.

6. JEWELRY: No costume jewelry may be worn. Plain wedding bands are the only rings allowed. Small posts may be worn in pierced ears; one earring per ear lobe. **No visible body / tongue piercing**

7. TATTOOS: Tattoos are to be covered during clinical rotations.

8. I.D.: All students shall wear appropriate identification as part of their uniform. The BOCES picture ID is preferred.

9. ACCESSORIES: Pen, pad, bandage scissors, stethoscope and a watch with a second hand are required as part of the uniform. Accessories such as coats, purses and book bags should not be stored in clinical areas, and follow the institutional policy.

10. PERSONAL No food, drink, gum chewing or smoking is allowed in classes or clinical, as per school policy.
ATTENDANCE POLICY

A student must complete 1200 hours to satisfactorily complete the program. A student that misses 60 hours or greater may be dismissed from the program. The program is divided into classroom instruction, laboratory practice and clinical experiences. All absences must be made up. It is the responsibility of the student to notify the school and the clinical instructor when he/she will be late or absent from class or clinical prior to reporting time. Failure to contact the school or the clinical site may result in dismissal.

Instances of student arriving tardy or leaving early from class/clinical will result in time being subtracted in half-hour increments (i.e.: 1-30 minutes equals ½ hour, 31-60 minutes equals 1 hour, etc.). Missed clinical days must be made up by the student at a pro-rated hourly cost during non-school time (evening or vacation). The assigned fee must be paid prior to the make-up. The only exception will be if the Principal has given approval, in advance. The maximum number of clinical days a student may miss is three (3) per year.

Every five weeks the student will receive written notification of their attendance record.

• A student missing between 3-4% of the clinical and/or classroom time will be counseled by the instructor.
• A student missing greater than 4% will be counseled by the Program Coordinator and Instructor.
• A student who has missed 5% or greater (60 hours) may be dismissed from the program.

The maximum number of clinical days a student can make up is three (3) days per year. Please keep in mind all absences must be made up. The total number of hours in class and clinical must be 1200 hours or more.

A student in jeopardy of dismissal for attendance, who is passing academically and clinically, with a recommendation of a full time faculty instructor and documentation of extenuating circumstances, may apply to the Principal for a one-time consideration in regards to their attendance. This may only be done once during the course of the program. In addition, if the student requires reasonable accommodation pursuant to the Americans with Disabilities Act, he or she must apply to the Program Coordinator or other designated BOCES official.

After the end of the school year, any time owed may be made up at the expense of the student at a pro-rated hourly cost based on current tuition rates. Payment must be made in cash, credit card or money order only before post-graduation make-up time can be done. Program completion certification cannot be sent to the Office of Professions until all program hours are completed.
Clinical/ Lab Attendance Policy – Licensed Practical Nursing:

Students are required to **attend all lab and clinical rotations**. Attendance is required for the total scheduled clinical/lab time.

1. Clinical absences of greater than three (3) days per year may result in dismissal from the program.

2. The instructor keeps a written record of clinical attendance.

3. Students are expected to have the designated clinical days free from other obligations.

4. Students must have transportation to the clinical facilities and a backup plan in the event of unforeseen problems.

5. Tardiness is not acceptable. Students who arrive later than the scheduled clinical start time will be sent home and counted absent unless the clinical instructor has been notified and has approved the late arrival.

6. The student must call the clinical site and the guidance office at least thirty minutes before the scheduled beginning of the shift if he/she is going to be absent. It is not acceptable for anyone else to call in for the student.

7. Cancellation of school due to inclement weather will result in clinical cancellation. However, if there is a delay, clinical will still be in session at the later time.

8. When necessary to be absent from class or clinical it is the student’s responsibility to notify the instructor at the start of the missed time.

   **SAEC:** 746-3421 (guidance) or to another # designated by the instructor

   **Clinical sites:** Instructor will provide numbers as the students are assigned to sites.

Failure to attend or to call may lead to dismissal.
Grading Policies:

The determination of grades is the sole responsibility of the faculty using the parameters established by faculty.

- Grading occurs in 5 week intervals during the school year (8 grading periods per school year).
- A grade is given for every curricular content area (maximum of 7 areas plus clinical).
- The passing average in each of the content areas is 75%. Students will be placed on academic probation if their grade in any content area is between 70% and 74%.
- In the five (5) weeks during probation, the student must successfully achieve greater than 75% on all tests and projects submitted for that content area to remain in the program.
- All assigned homework including but not limited to take home quizzes, take home test, projects, ATI etc., will be due and collected at the beginning of class. Anything not handed in will be considered late and student will receive a zero (0) for that assignment. Work will not be accepted handed in at the end of class or another date and no partial credit will be given.

The program parameters for grading are as follows:

- In class assignments 10%
- Quiz 25%
- Test 30%
- Projects 30%
- Homework 5%

An exam or equivalent is given at end of the school year. It is a good indicator of NCLEX success.
**Clinical Grading Policy:**

Clinical performance will be rated “pass” or “fail” each week by the clinical instructor. A student may not exceed more than three clinical failures for the school year. The student will be dismissed from the program if they have received 3 clinical failures.

Examples of student actions in the clinical setting which may result in a clinical failure include, but are not limited to:

- **Patient Safety:**
  - Performs skills without first notifying nursing instructor for appropriate supervision
  - Places patient in a dangerous situation, such as leaving the bed in high position, improper use of restraints, positions patient inappropriately

- **Nursing Process:**
  - Does not inform nursing instructor and co-assigned nurse of changes in patient condition
  - Sets inappropriate priorities

- **Critical Thinking:**
  - Makes clinical decisions that endanger the patient

- **Communication:**
  - Does not maintain patient confidentiality
  - Does not receive or give report to instructor and co-assigned nurse

- **Responsibility and Accountability:**
  - Is unprepared for clinical; paperwork is not completed, medications have not been researched, procedures have not been reviewed, etc.
  - Does not assume responsibility for own actions
  - Does not interact appropriately with staff and peers
  - Not fit for duty to actively participate in the clinical setting. This includes but not limited to being heavily perfumed, or under the influence of foreign substances (i.e.: alcohol, illegal drugs etc.)
  - Having cell phone in a patient environment in the clinical setting.

**Additionally:**

- Students will be given criteria for required clinical skills at the beginning of a clinical rotation.

- Instructors may assign remedial assignments if the student fails to demonstrate expected progress.

- Clinical make-ups will be at the discretion of the faculty and will be reviewed on a case-by-case basis. Cost of clinical make-ups are at the expense of the student.

- A required clinical skills checklist shall be kept in the student record. The instructor evaluating the student will sign the record when the required skills are completed.

- The clinical instructor shall meet with each student at the end of each rotation to discuss the student’s progress in the clinical area. This will be documented on the clinical evaluation form.

- Students are expected to adhere to the dress code outlined in the WSWHE BOCES Practical Nursing Student Handbook.
ADDITIONAL PROGRAM INFORMATION

Academic Probation:

Students are required to maintain a 75% or better in each content area of Nursing Science and must also have a “Pass” in the clinical or Nursing Arts.

- At the end of each 5 week marking period, any grade less than 70% will result in dismissal from the program.

- Individuals who have grades between 70% and 74% will be placed on academic probation for the next five (5) week marking period. The student must bring the grade back to the minimum requirement of 75% to remain in the program. If unsuccessful in improving the grade, dismissal from the program will result.

- An instructor may extend the probation for another five (5) week period if the student has shown consistent improvement and has improved the grade to a 74%. This extension is available only once.

- Probation (class and/or clinical) will only happen for a total of ten (10) weeks maximum in a program.

- Students cannot receive two separate probation periods during the school year.

Student Remediation and Conflict Resolution:

The process is the same whether the issue is initiated by the student or the faculty. Students will be addressed by their primary instructor whenever a problem requires remediation. This may involve behavior, grades, attendance, clinical performance or any other area related to their education and success in the program. Effort will be made to identify underlying issues and a solution developed to correct the problem. This will be documented.

In the event an issue continues without correction, the instructor and other program faculty will meet with the student to discuss and modify the plan to achieve long-term success in the program. This will also be documented as above. The instructor for the student will provide assistance and support to the students at this stage.

The third remediation will involve WSWHE BOCES Administration as needed. The severity of the issue will dictate the outcome; another plan for remediation, discipline, or potentially dismissal. Students will receive written notification of the decision.

Students may request a meeting with the CTE Director after the steps above have been taken. Beyond these steps a student may follow the grievance policy in the back of this handbook.
**Dismissal Procedure & Appeal:**

When situations arise which may result in a student’s dismissal from the program, the student will be asked to attend a meeting with the program coordinator, and any appropriate WSWHE BOCES personnel. Students in jeopardy of being dismissed will be given notice at least ten (10) day prior to being dismissed. Such notice will be given at a meeting between the student and the program coordinator, after which the attendees will sign a document highlighting the key points of the meeting, indicating that they have met and understand the material presented. Copies of any documentation provided to the student at the meeting will be attached to the agreement.

Once the determination is made to dismiss a student from the LPN Program, a meeting with the student will take place with the Program Coordinator, outlining the cause or causes for dismissal including any additional back up documentation. Students may appeal decisions to the WSWHE BOCES Director of Career and Technical Education by writing a letter stating their concerns and requesting a meeting to appeal the decision.

**Returning Students:**

Students who have attempted the program twice but have been unsuccessful, may not apply for a third attempt.

**Medical Leave of Absence:**

Generally, no medical leaves of absences will be granted. However, in extreme circumstances, the administration may make a case-by-case determination as to whether a leave may be granted. Request for a medical leave of absence must be made to the Principal, who will determine whether to grant such request in consultation with the BOCES administration.

**Fitness for Duty Practices:** (A Zero Tolerance Offense)

At time of admission, all students must give consent to be tested for illegal substances if there is reasonable suspicion that the student may be under the influence of illegal substances at any time during the program. The WSWHE BOCES reserves the right to require drug screening based upon reasonable suspicion that the student may be under the influence of illegal substances. A "reasonable suspicion" must be based upon specific, reliable observation that the BOCES employee or Clinical Site supervisor can articulate concerning the appearance, behavior, speech or body odor of the student. The following observations may indicate drug or alcohol use: unsteady gait, odor of alcohol on the breath, thick or slurring speech, aggressive or abusive language or behavior, and disorientation or lethargy. The Glens Falls Hospital Center for Occupational Health will be the primary provider of this service.

If at any time there is a reasonable suspicion that the student may be under the influence of an illegal substance, the student will be immediately removed from the class, lab, or clinical setting and must be tested within eight (8) hours. Testing will occur at the Glens Falls Hospital Center for Occupational Health, located at 135 North Road, Wilton, NY 12831. The student will be required to arrange for transportation by another person to- and from- the testing center. Testing will be through a urine sample. The student may not return to class, lab, or clinical settings until the testing is completed and the results are known.

*Students who refuse testing, including by failing to present at the Center for Occupational Health for testing within eight (8) hours, will be dismissed from the program.*
If the results are “positive” for any alcohol or other non-prescription drug, dismissal will be immediate. If the drug in question has been prescribed and is necessary for the student, BUT is causing them to be unsafe in the class, lab or clinical setting the BOCES reserves the right to remove the student from clinical. If the removal exceeds the attendance policies the student may still be dismissed from the program.

Clinical Sites Agreements:

The WSWHE BOCES has established agreements with all the clinical sites used by the WSWHE BOCES Licensed Practical Nursing Programs. These agreements determine how each site and the WSWHE BOCES interact with each other. A very important item in each of these agreements is as follows:

“The Health Care Facility reserves the right, in its absolute discretion, to immediately and automatically refuse its facilities to any students, or to revoke the privileges of any students, who do not meet the professional, disciplinary or other requirements of the Health Care Facility or any appropriate authority controlling and directing said Health Care Facility. Notification of such refusal or revocation privileges shall be in writing, with reasons for such refusal, to the Director of the Licensed Nursing Program of the WSWHE BOCES and the District Superintendent of the WSWHE BOCES and the student.”

If required by clinical sites, student must submit to a criminal background check and fingerprinting as required by the NYS Department of Health, JCAHO and other regulating bodies. If the results preclude the student from participating in clinical experiences, they will be terminated from the LPN Program.”

If a student in the WSWHE BOCES Licensed Practical Nursing Program is so notified and excluded from a clinical site and therefore, no longer able to participate in a clinical experience at the site, the above exclusion will be applicable to all other clinical sites. The student may not return to class, lab, or clinical settings until the testing is completed and the results are known. This necessitates the termination of the student from the Licensed Practical Nursing Program due to the lack of appropriate clinical locations that are necessary to complete the goals and requirements of the program.

Students who breach patient confidentiality (HIPAA) will be excluded from clinical sites and may be dismissed from the program at the discretion of the BOCES Administration.

Student Transcripts:

Students may request transcripts upon completion of the LPN Program. Please direct inquiries to Tammy Weeks (Full-Time/SAEC) 518-746-3427. Students must complete the LPN Transcript Request Form, a copy of which is found under Student Forms in this handbook.
WASHINGTON-SARATOGA-WARREN-HAMILTON-ESSEX BOARD OF COOPERATIVE EDUCATIONAL SERVICES

COMMUNITY RESOURCE GUIDE

GENERAL REFERRAL

“WE CARE” – (518) 371-2273 OR 1-800-924-4636
Referral to non-profit and governmental agencies in Saratoga County

FINANCIAL AND EMERGENCY SERVICES

Saratoga County Department of Social Services – (518) 884-4144 (Service/Intake)
DSS will determine eligibility for the following services:
  - Adult & Family Services
  - Children Services
  - Prevention
  - Food Stamps
  - HEAP (Fuel Assistance)
  - Medicaid
  - Managed Care
  - Support Collection
  - Temporary Assistance

Red Cross – (518) 792-6545
Coordinates emergency assistance programs for utility companies

Saratoga County Economic Opportunity Council (EOC) - (518) 587-3158
Emergency Food Pantry, Soup Kitchen, Food Stamp Advocacy, Weatherization Program

WIC – (518) 587-8848 or 1-800-525-2521
Nutritional assistance for pregnant women and children under the age of 5

Family Services Association – (518) 793-0797

FAMILY SERVICES

Catholic Charities of Saratoga, Warren, and Washington Counties
Saratoga – (518) 587-5000
Glens Falls – (518) 793-6212
Provides individual, family and marital counseling; advocacy and referral services

Child Abuse Registry – 1-800-342-3720
FAMILY SERVICES Continued

Domestic Violence and Rape Crisis Services of Saratoga County- (518) 583-0280
(518) 584-8188 (Hotline)

Legal Aid Society – (518) 587-5188 or (800)-870-8343

Saratoga Center for the Family, Inc. – (518) 587-8008

CHILD CARE SERVICES

Capital District Child Care Coordinating Council – (518) 426-7181
Referrals to family day care providers, training for childcare providers, serves Capital
District, including Saratoga County

Southern Adirondack Child Care Network, Inc. – (518) 798-7972
Referrals to family day care providers, training for childcare providers, serves, Warren, Washington
and Hamilton Counties.

EDUCATION AND EMPLOYMENT SERVICES

(518) 581-3560
GED preparation, adult literacy programs, vocational training, evening continuing
education, referrals and career counseling

Saratoga County Department of Employment and Training (518) 884-4170
On-the-job training, classroom training, assistance with job search techniques, tuition
assistance for eligible individuals, older worker programs

New York State Department of Labor – (518) 587-1592
Unemployment Insurance and Job Service, Work registry, job development, computerized job
search, Civil Service information

ACCES-VR formerly VESID, New York State Education Department – 473-8097 or 1-800-
272-5448
Assists persons with disabilities or handicapping conditions to receive training or
Employment

HeadStart – Ballston Spa (518) 885-5361 extension 476 or
Glens Falls (518) 747-2816 extension 201
Pre-school programs
HEALTH SERVICES

Alcohol and Substance Abuse Prevention Council of Saratoga County
(518) 581-1230

Alcoholics Anonymous – (518) 587-0407

Alcoholism Services- (518) 587-8800
Services for alcoholics and families, including 24-hour emergency services

Saratoga County Mental Health Center – (518) 584-9030
Counseling for children, adolescents, adults, families and groups, 24-hour emergency services, some satellite clinics

Mental Health Clinic (Southern Saratoga Office) – (518) 383-1150

OASIS, Inc. – (518) 584-2992
Services for substance abusers and their families

Planned Parenthood – (518) 584-0041
Family planning, women’s medical services

Saratoga County Public Health Nurses – (518) 584-7460
Provides nursing and community health services to eligible county residents, including well baby and immunization clinics

Warren County Career Center – (518) 745-1069

Warren County Early Intervention Services – (518) 761-6415

Warren County Mental Health Department – (518) 792-7143
Warren County Social Services Department:
  Information – (518) 761-6300
  Adult Services – (518) 761-6326
  Child Support Unit – (518) 761-6313
  HEAP Fuel Assistance – (518) 761-6338
  Children’s Services – (518) 761-6356
  Food Stamps – (518) 761-6340
  Medicaid – (518) 761-6321

Warren-Washington Association for Mental Health Administration –
(518) 747-2284

Southern Adirondack Independent Living Center: (518) 792- 3537or (518) 584-8202

It is suggested that you call the individual agencies to determine their application process and to setup appointments.
DRUG AND ALCOHOL COUNSELING/TREATMENT AVAILABILITY

The Baywood Center for the Treatment of Addictions
551 Bay Road
Queensbury, NY 12804
(518) 786-7378

The Family Treatment Center for Alcoholism
101 Ridge Street, Suite 1
Glens Falls, NY 12801
(518) 926-7200

Alcohol and Substance Abuse
Detoxification Service
Conifer Park
1801 6th Avenue
Troy, NY 12182
(518) 274-5143

ALCOHOL AND SUBSTANCE ABUSE OUTPATIENT CLINICS

Caleo Centre
3043 State Route 4
Hudson Falls, NY 12839
(518) 747-8412

743 Columbia Turnpike
East Greenbush, NY 12061
(518) 833-4809

Seaton Hall Addiction Services
1300 Massachusetts Avenue
Troy, NY 12182
(518) 235-9381

SPARC
2925 Hamburg Street
Schenectady, NY 12303
(518) 345-3281

Conifer Park
Scotia, NY
(518) 399-6446

St. Joseph’s Rehabilitation Center
Saranac Lake, NY 12983
# Medication Administration Form

## Knowledge

1. Verbalizes both trade & generic names of medications administered
2. Describes significant side effects of the medications administered
3. Utilizes the nursing drug reference by unfamiliar medications
4. Is able to perform calculations correctly
5. Monitors and records untoward reactions to medications administered

## Recommendations

1. Continue behavior
2. Remediate self with pertinent material
3. Remediate self and hand-in-action plan with strategies for improvement
4. Conference with instructor
5. Other: __________

## Points Received

<table>
<thead>
<tr>
<th></th>
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<th>NI</th>
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<tbody>
<tr>
<td>Administration &amp; Documentation</td>
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</tr>
<tr>
<td>1. Utilizes the five right methods to verify medication and the three checks before administration</td>
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<tr>
<td>2. Monitors and documents vital signs necessary before administration</td>
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</tr>
<tr>
<td>3. Verifies the physician’s order and the medication for accuracy</td>
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<tr>
<td>4. Utilizes correct technique in the preparation/administration of medications</td>
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<tr>
<td>5. Documents administration/withholding of medication in ALL locations</td>
<td></td>
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</tbody>
</table>

## Recommendations

1. Continue behavior
2. Remediate self with pertinent material
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5. Other: __________

## Points Received

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<tbody>
<tr>
<td>Communication &amp; Responsibility</td>
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</tr>
<tr>
<td>1. Communicates to staff or team leader untoward reactions or pertinent information</td>
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<tr>
<td>2. Demonstrates preparation by adhering to the clinical dress code</td>
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<tr>
<td>3. Demonstrates self-confidence and assertive behavior</td>
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<tr>
<td>4. Demonstrates judgment, responsibility and accountability for own actions</td>
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<tr>
<td>5. Maintains patient’s privacy and confidentiality</td>
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</tbody>
</table>

## Comments

______________________________

______________________________

______________________________

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______________________________

______________________________

______________________________

______

Student’s Signature
LPN CLINICAL EVALUATION SUMMARY

Marking period of ________________________________

Program: Full-Time

STUDENT: _____________________________________  GRADE:  PASS  FAIL

During the marking period this student has demonstrated the following strengths in their clinical practice:
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

__________________________

During the marking period this student should demonstrate improvement in the following areas in their clinical practice:
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

This student does/does not demonstrate the appropriate level of professional growth for a student at this point in their educational experience.
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

__________________________

Student/ date

____________________________

Instructors /date
Supervised Clinical (510 hrs.) ____________ (Pass or Fail)

Cumulative Average ____________ (weighted)

Comments: 

Total Hours 1200  

LPN Program Coordinator Signature
SCHOOL POLICIES & PROCEDURES

INCIDENT REPORTS

If an instructor has a situation in a clinical setting where a student or instructor is injured or placed in a hazardous situation, the following procedure is to be followed:

1. Write up a Health Agency Incident Report at the site where the incident occurred.
2. Obtain medical treatment if needed. _All Blood and Body_ exposures are to be treated at the facility according to their policies.
3. Obtain a copy of the incident report and return it to the student or faculty file on campus.
4. Notify the school nurse.
5. **Complete a BOCES incident report** to be filed at the BOCES Business Office.
6. Inform Principal of the incident.

For classroom incidents at the BOCES:

1. Complete a BOCES incident report to be filed at the BOCES.
2. Notify the school nurse.
3. Notify Principal.
4. Blood & Body exposures require immediate follow up and a separate incident form.

Student’s insurance may be billed first and the BOCES insurance as a secondary payer. Each situation is different and the Business Office will provide guidance.

STUDENT ORGANIZATIONS

NATIONAL TECHNICAL HONOR SOCIETY
The National Technical Honor Society is open to all adult students that meet the criteria for selection. Students are nominated on the basis of grades, attendance and other criteria. Once nominated, a student must apply for induction by writing an essay, providing a resume and obtaining letters of recommendation.

BUILDING USE

All students are expected to be in their classroom during class sessions. Students are not to wander about the building.

Vending machines may be available at the center. Beverage or food consumption is not allowed in the hallways of the Career & Technical Center.
SMOKING

In compliance with **Public Health Law #1394-0(8)** and **Education Law #409(2)** passed in July 1994, as of September 1, 1994, smoking is NOT permitted on any WSWHE BOCES owned or leased premises including inside vehicles whenever any school class or function is in progress. In compliance with the federal and state laws, we are a SMOKE-FREE CAMPUS.

ALCOHOL, DRUG & GUN POLICIES

For the safety of all concerned, no student will be allowed to attend class under the influence of alcohol or drugs. Anyone suspected to be under the influence would be requested to leave the premises.

To comply with the Gun Free School Policy: No student may bring onto school premises or shall have in his or her possession on school premises, any firearm as defined in federal law. Additional Board policy prohibits weapons of any kind on the BOCES premises.

TRANSPORTATION AND PARKING

Students who plan to drive their own vehicles to school must obtain a parking permit. Applications for parking permits are available in the Main Office of each campus. Student parking is located in designated areas. Adult students are responsible for their own transportation to clinical sites and school classes. Adult students may **NOT** give rides to any secondary students.

CLOSING POLICIES

In the event that the Southern Adirondack Education Center has to close due to bad weather or problems, school closings will be announced on the following stations:

<table>
<thead>
<tr>
<th>Station</th>
<th>Frequency</th>
<th>Channel</th>
</tr>
</thead>
<tbody>
<tr>
<td>WWSC</td>
<td>1450 AM</td>
<td>WRGB</td>
</tr>
<tr>
<td>WYJB</td>
<td>95.5 FM</td>
<td>WXXA Fox 23 News</td>
</tr>
<tr>
<td>WCKM</td>
<td>98.5 FM</td>
<td>YNN Channel 9</td>
</tr>
<tr>
<td>WQAR</td>
<td>101.3 FM</td>
<td>WTEN Channel 10</td>
</tr>
<tr>
<td>WGY</td>
<td>810 AM</td>
<td>WNYT Channel 13</td>
</tr>
<tr>
<td>WRVE</td>
<td>99.5 FM</td>
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</tbody>
</table>
TITLE IX and SECTION 504

The Washington-Saratoga-Warren-Hamilton-Essex BOCES does not discriminate on the basis of race, color, national origin, creed, sex, age, and handicap or as otherwise decreed by Law, and is in compliance with Title IX of the Education Amendments of 1972 and with Section 504 of the Rehabilitation Act of 1973. Accordingly, nothing in this application should be viewed as expressing directly or indirectly any limitations, specifications or discrimination in connection with those listed areas. The Compliance Officer for Title IX and Section 504 is Donna Wisenburn, Director of Human Resources, WSWHE BOCES, 1153 Burgoyne Avenue, Suite 2, Fort Edward NY 12828. Her telephone number is (518) 746-3350.
The Internet is a global network, connecting computers to other computers all over the world in order to exchange text, graphics, sound and video. Access to the Internet through the WSWHE BOCES is a privilege, which entails responsibility. All users, both students and staff, are expected to exercise the same standard of behavior on the school computers as in classrooms and schools.

Technology protection measures are used that protect against inappropriate Internet access by both adults and minors. Inappropriate and objectionable material may include visual depictions that are obscene, child pornography, or, with respect to the use of the computers by minors, harmful to minors. These protection measures also include monitoring the online activities of minors.

Use of only properly licensed and documented software will be permitted on BOCES computers. Therefore, only software applications that have been approved for use in a classroom or office may be installed on these computers. Any student, teacher, or staff member wishing to have software installed on a BOCES computer must contact the technology department through a program administrator. The software will be obtained, if necessary, and installed on a case-by-case basis.

**TERMS AND CONDITIONS OF INTERNET ACCESS, COMPUTER SOFTWARE, AND USE**

**A. Purpose:**
- WSWHE BOCES provides Internet access for educational purposes only. The BOCES network may only be used for activities that serve to advance the BOCES educational and professional development goals.
- The WSWHE BOCES system may not be used for personal commercial activities such as offering or obtaining goods or services.
- WSWHE BOCES computers and licensed software are provided to enhance the learning experiences of students in efforts to raise awareness and achievement, and therefore are not intended to house peer-to-peer file sharing applications, shareware or freeware games, or any other unlicensed or inappropriate files.
- The attached WSWHE BOCES Student Technology Use Agreement form must be signed by all student users. Students under the age of 18 must also obtain the signature of a parent/guardian. (WSWHE BOCES Internet Use Agreement - Parental Guardian Approval form attached). Internet use agreements must be completed by each student user, and parent/guardian, and renewed each year.

**B. Definitions:**
- **Child Pornography** – Any visual depiction which involves the use of a minor engaging in any sexually explicit conduct; or where a depiction appears to be of a minor, or has been created,
adapted, or modified to appear that a minor is engaging in such conduct; or is advertised, promoted, presented, described, or distributed in a manner that conveys an impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct.

- **Harmful to Minors** – Any picture, image, graphic image file, or other visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; depicts, describes, or represents, in a patently offensive way, with respect to what is suitable for minors, and actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or lewd exhibition of the genitals and lacks serious literary, artistic, political, or scientific value as to minors.

- **Obscene** – Any material or performance when, considering as a whole, predominantly appeals to a prurient interest in sex; or that depicts or describes in a patently offensive manner, actual or simulated sexual acts, sexual contact, nudity, sadism, masochism, excretion, or a lewd exhibition of the genitals; and that lacks serious literary, artistic, political, or scientific value.

- **Inappropriate Materials** – Any material that is obscene, child pornography, or harmful to minors.

- **Technology Protection Measures** – A specific technology that blocks or filters Internet access.

### C. Acceptable Use:

- Use of the WSWHE BOCES network to access the Internet is a privilege, not a right. Inappropriate use may result in the loss of this privilege.
- This document is intended to address, at a minimum, the following issues:
  - Access by minors to inappropriate matter on the Internet and World Wide Web;
  - The safety and security of minors when using electronic mail, chat rooms, and other forms of electronic communications;
  - Unauthorized access, including so-called “hacking,” and other unlawful activities by minors online;
  - Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
  - Measures designed to restrict minors’ access to materials harmful to minors.
  - Downloading and installing applications, documents, media files, or other files onto BOCES Computers or electronic devices
- Users are expected to abide by the generally accepted rules of computer etiquette in order to address the issues outlined above. These include (but are not limited to) the following: Users will:
  - Be polite. Do not be abusive in communications to others. Do not harass others. If told by a person to stop sending them messages, you MUST stop.
  - Use appropriate language. Do not swear, use vulgarities or make statements that are sexually or racially offensive.
  - Not engage in illegal activities. Do not discuss or obtain information on illegal activities or products.
  - Not release personal information over the computer (phone number, address, school, gender or credit card numbers).
  - NEVER agree to meet with someone they have met on-line without their parents’ approval and supervision.
  - Not write or say anything you would not want others to see or hear. (Email is not guaranteed to be private).
  - Not disrupt the use of the computer network by others.
  - Assume that all information and software on the Internet is private and, therefore, protected by copyright laws. (Please see section on Copyright below.)
  - Think about the social and legal consequences of what will be you communicated prior to the act.
The WSWHE BOCES network may not be used to access inappropriate materials. An administrator must be notified if the network is being used to harass or to send or access inappropriate materials.

Although this regulation restricts access to inappropriate materials through the supervision of student users, BOCES cannot guarantee that exposure to these materials will not occur.

D. Privacy:
- Network resources, including, but not limited to, email and file storage space, are considered to be similar to a school locker. That is, the contents are subject to review without notification or upon request. Parents may request to review student files. Illegal activities discovered through file review will be reported to the proper authorities.
- Do not repost a message that was originally sent privately without first getting permission from the message sender.
- Do not post private information about another person.
- Do not trespass or assist another to trespass into someone else’s account or files.
- Do not share passwords or other account information.

E. Copyright:
- Do not plagiarize works that are found on the Internet.
- Do not install privately purchased software on BOCES computers, or download and install software from the Internet or any other remote location without proper administrative approval, licensing, and documentation.
- Observe all copyright laws while on the WSWHE BOCES network. Users should assume that all materials are covered by a copyright and act accordingly.
- Civil and/or criminal penalties may be incurred for any violation of the copyright laws.
- Obtain the consent of the copyright owner before using (e.g. copying, downloading, transmitting) such material.

LOSS OF SYSTEM USE PRIVILEGE AND DUE PROCESS:

A. Violation of any terms and conditions or policies concerning network access may result in:
- Loss of access.
- Administrative review.
- Contact of a parental guardian and/or law enforcement officials, where applicable.

B. Due Process
- Any suspected violations of terms and conditions of acceptable use shall be handled by an administrator, in keeping with other violations of student conduct/disciplinary codes and or staff issues. Access may be suspended, revoked, or modified following a review of the situation.

DISCLAIMER:

WSWHE BOCES makes no warranties of any kind, whether expressed or implied, for the service it is providing. WSWHE BOCES will not be responsible for any damages users suffer. This includes loss of data caused by service interruption or error as a result of either network failure or user negligence. Use of any information obtained via the Internet is at the user’s risk. WSWHE BOCES specifically denies any responsibility for the accuracy or quality of information obtained through its network services.

BOCES-OPERATED CLASSES LOCATED IN COMPONENT (HOST) SCHOOLS:
BOCES classes located in component schools and utilizing the host school’s Internet access shall utilize the host school’s Internet acceptable use policy. If the host school does not have an acceptable use policy, the component class will follow the WSWHE BOCES policy as described above. If a WSWHE BOCES class located in a component school is accessing the Internet through the WSWHE BOCES network, the teacher of that class shall adhere to the WSWHE BOCES terms and conditions of use, as prescribed in this administrative regulation.

INSTRUCTION OF STUDENTS DENIED INTERNET ACCESS:

If a student is denied Internet access due to lack of parental approval or administrative decision, the instructor shall not penalize that student, and shall ensure that alternate assignments and instruction will be available.

INTERNET USE GUIDELINES FOR STUDENTS AND TEACHERS:
This provides guidance for teachers as they supervise students when they are working on the Internet. The purpose of Internet access in classrooms is to support education and research by providing students and teachers with access to unique resources and an opportunity for collaborative work. The guidelines below are to be followed in order to maintain a safe and educationally effective environment for students in regards to their Internet usage.

Before a student can access the Internet:
- He or she must have submitted a signed Internet Use Agreement.
- Have the students sign a classroom log for Internet use, which states the student’s name, objective (research topic), the date, sign-on and sign-off times at the computer.
- The objective of the Internet session should be clear. The student should have specific topics to research (i.e., Picasso, space exploration, car engines, etc.).

During the session:
- Access to the Internet will be for specific educational purposes only, such as researching a specific topic for a classroom project. While on the Internet, students should stay focused on the topic they are researching, and log out when done.
- A teacher or teaching assistant should monitor the student to assure that Web sites visited are appropriate and relevant to the educational objective. All student use of the Internet is to be conducted under faculty supervision. Nevertheless, faculty members cannot be expected to monitor student use at every moment. Each student is expected to take individual responsibility for his or her appropriate use of the Internet.
- Any information downloaded from the Internet should be classroom related. This applies to software, music files (mp3, wav, etc.), graphics, and images, as well as text.
- Students may not use impolite or abusive language via electronic mail or list serves.
- Students must never give out any personal information such as their address, telephone number, parent’s name, etc.
- Students must always tell a teacher if they come across any information that makes them feel uncomfortable.
- No review or downloading of inappropriate material will be tolerated.

End of session:
- Student must indicate sign off time on log sheet.
- Teacher should randomly check the Internet history on a weekly (or more frequent) basis.

Approved/Revised: 8/11/03
Revised 7/1/2016
SUBJECT: COMPREHENSIVE SCHOOL POLICY CONCERNING ALCOHOL, TOBACCO AND OTHER SUBSTANCES

The Washington-Saratoga-Warren-Hamilton-Essex (WSWHE) BOCES recognizes its responsibility to promote the health, welfare and safety of students, staff and others while on school property and at school related events and activities, on and off campus.

Prevention programs in schools are most effective when supplemented by strong policies and when they are part of a broader school, community and state effort. In light of this information and to be consistent with school curriculum and federal and state law, it is the intent of BOCES to establish an alcohol-free, tobacco-free and substance-free environment.

No person, including students, staff or visitors may use, possess, sell or distribute alcohol, tobacco or other substances, nor may use or possess drug paraphernalia on school grounds, in school vehicles, or at school-sponsored events or activities on or off school grounds.

The only exception concerns drugs prescribed by a physician. The terms "alcohol, tobacco and other substances" shall be construed throughout this policy to refer to the use of all substances including, but not limited to, alcohol, tobacco, inhalants, marijuana, cocaine, crack, LSD, PCP, amphetamines, heroin, steroids, and any of those substances commonly referred to as "designer drugs". The inappropriate use of prescription and over-the-counter drugs shall also be prohibited.

“Tobacco” means any cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking products as well as spit tobacco, also known as smokeless, dip, chew and snuff and any other spit tobacco product in any form.

Philosophy

The BOCES will use the following principles as guides for the development of its substance use/abuse prevention efforts and for any disciplinary measures related to alcohol and other substances:

a) Alcohol, tobacco products, and other substance use/abuse is preventable and treatable.

b) Alcohol, tobacco and other substance use/abuse inhibits BOCES from carrying out its central mission of educating students.

c) The behavior of the Board of Education, the Administration, and all school staff should model the behavior asked of students.

d) While BOCES can and must assume a leadership role in alcohol, tobacco and other substance use/abuse prevention, this goal will be accomplished only through coordinated, collaborative efforts with parents, students, staff and the community as a whole.

Promotion

Alcohol, tobacco and other substances are prohibited on school property, grounds or at any school-related event or activity on or off campus.
Prevention Curriculum

The intent of primary prevention programming is to prevent or delay the onset of alcohol, tobacco, and other substance use by students. Such programming will be provided in collaboration with a variety of human service organizations. The components of this programming shall include:

1. A sequential K-12 prevention curriculum that provides for:
   - Accurate and age-appropriate information about alcohol, tobacco and other substances, including the physical, psychological, social and legal consequences of their use/abuse.
   - Information about the relationship of alcohol, tobacco and other substance use/abuse to other health compromising issues such as AIDS, teenage pregnancy, eating disorders, child abuse, suicide and dropping out of school.
   - Helping students develop appropriate life skills to resist the use of alcohol, tobacco and other substances and to promote healthy life styles. These skills include: communication skills, decision-making and problem-solving, assertiveness training, refusal skills and consumer education.
   - Helping students identify personal risk factors for alcohol, tobacco and other substances use/abuse and the steps needed for at-risk education.
   - Helping students develop a positive self-concept.
   - Helping students identify when they are under stress and how to manage or reduce stress through non-chemical means.

2. Training school staff, parents and guardians to use the information and skills necessary to reinforce the components of this policy in the home, school and community. Such training is an on-going process, which involves collaboration with a variety of human service agencies and private consultants.

3. Community education about the issues of alcohol, tobacco and other substances use/abuse as a basis for providing a consistent message to BOCES and youth of component districts.

4. Positive alternatives to alcohol, tobacco and other substances use/abuse such as peer leadership programs, service projects and recreational and extracurricular activities. Such activities will be planned collaboratively by students, school staff, parents, community members and agencies.

Intervention and Aftercare

The intent of intervention programming is to eliminate any use/abuse of alcohol, tobacco and other substances and to identify and provide supportive services to kindergarten through twelfth grade students at high risk for such use/abuse. BOCES staff does provide actual intervention services, including:

1. Identifying students involved with or at risk of using alcohol, tobacco and other substances through classroom presentations and informal interviews.

2. Tobacco cessation – referrals and access to community resources and programs to help students and staff overcome tobacco addiction shall be provided to staff and students.
3. Passing relevant information on to teachers and school administrators along with recommendations for follow-up and referral.
4. Communicating with treatment providers.
5. Providing component school districts with appropriate suggestions to develop their own intervention and aftercare programs.

**Employee Assistance Program**

The BOCES Board of Education recognizes that the problems of alcohol, tobacco and other substance use/abuse are not limited to the student population, but affect every segment of society. As such, the Board will maintain an Employee Assistance Program (EAP). The EAP will provide appropriate and confidential prevention, intervention, assessment, referral, support, and follow-up services for BOCES staff and family members who seek assistance with alcohol, tobacco and other substance use/abuse related problems, emotional problems, mental illness and other human problems. BOCES staff will be kept informed about the services they can receive through the EAP and encouraged to seek such assistance voluntarily.

**Enforcement**

Enforcement of this policy shall be equitable and consistent, in accordance with the Alcohol, Tobacco and Other Substances Enforcement Procedures, student code of conduct and employees personnel policies.

**Disciplinary Measures**

Disciplinary measures for students and staff members found to have used or to be using, in possession of, selling, or distributing alcohol and/or other substances, and for possessing drug paraphernalia are outlined and addressed in Education Law 1711(5)(e), 2508(5), 3012, 3020-a, 3031, 913 and Civil Service Law 75 and Board Policy 5005. Paraphernalia is defined as any item which in/or of itself is not illegal, but may be used to facilitate the use of an illegal drug or alcohol (i.e. pipes, tubing, syringes, etc.) Students who are in need of discipline will be referred to their home district for disciplinary action.

**Staff Development**

The BOCES Board recognizes that if the administrative, instructional and non-instructional staff are to be responsible for understanding, implementing, and modeling this policy, they must be trained regarding the components of an effective alcohol, tobacco and other substance prevention program. Staff training will be an on-going process provided in collaboration with community-based organizations and consultants and will include the following:

1. For all staff:
   A. An understanding of why individuals use and abuse alcohol, tobacco and other substances.
   B. Their role in implementing this policy, including how to identify students who exhibit high risk behaviors or who are using/abusing tobacco and other substances, and how to refer these students to appropriate services.
C. Awareness of personal risk factors for alcohol, tobacco and other substance use/abuse so that they may identify personal use/abuse problems and seek assistance.

D. Awareness of the special needs of students returning from treatment.

2. Additionally, for teachers: the knowledge and skills necessary to implement the K-12 alcohol, tobacco and other substance prevention curriculum.

3. For prevention staff: provide appropriate staff training to assure they have the necessary knowledge and skills to support the application of prevention concepts through programming targeted at the school, home, and community.

4. For supervisory staff: the knowledge and skills necessary to pursue appropriate disciplinary measures and referral procedures within BOCES and, when necessary, with other component school districts.

**Notice**

Signs communicating this policy shall be prominently posted and properly maintained where tobacco use and smoking are regulated by this policy, including all building entrances, grounds and vehicles.

**Implementation, Dissemination and Monitoring**

The BOCES Board of Education charges the District Superintendent to collaborate with staff, parents, students, community members, organizations, and agencies, including alcohol, tobacco and other substances, abuse service providers, in developing the specific programs and strategies necessary to implement this policy.

Upon adoption, copies of this policy will be distributed on an annual basis and reviewed with BOCES staff. Students and parents will also be made aware of the contents of this policy.

The District Superintendent is responsible for providing the Board with a review of this policy, the programs and strategies implementing it, and his or her recommendations for revisions in the policy.

This policy shall be in force at all times.

Drug-Free Workplace Act (DFWA), 41 U.S.C. §§702-707
Controlled Substances Act, 21 U.S.C. §812
21 CFR §§1300.11-1300.15
34 CFR Part 85 (U.S. Dept. of Ed. Regulations under the DFWA)
Civil Service Law §75
Education Law §3020-a
Drug-Free Schools and Communities Act (20 U.S.C. §§3171 et seq.)

Adopted: February 13, 2002
Revised: November 10, 2009
Revised: July 1, 2016
Dear Parent, Guardian, and School Staff:

New York State Education Law Section 409-h and State Education Department Commissioner’s Regulation 155.24, effective July 1, 2001, require all public and nonpublic elementary and secondary schools to provide written notification to all persons in parental relation, faculty, and staff regarding the potential use of pesticides periodically throughout the school year. The WSWHE BOCES is required to maintain a list of persons in parental relation, faculty, and staff who wish to receive 48-hour prior written notification of certain pesticide applications. The following pesticide applications are not subject to prior notification requirements:

- a school remains unoccupied for a continuous 72 hours following an application;
- anti-microbial products;
- nonvolatile rodenticides I tamper resistant bait stations in areas inaccessible to children;
- silica gels and other nonvolatile ready-to-use pastes, foams, or gels in areas inaccessible to children;
- boric acid and disodium octaborate tetrahydrate;
- the application of EPA designated biopesticides;
- the application EPA designated exempt materials under 40CFR152.25;
- the use of aerosol products with a directed spray in containers of 18 fluid ounces or less when used to protect individuals from an imminent threat from stinging and biting insects including venomous spiders, bees, wasps, and hornets.

In the event of an emergency application necessary to protect against an imminent threat to human health, a good faith effort will be used to supply written notification to those on the 48-hour prior notification list. If you would like to receive 48-hour prior notification of pesticide applications that are scheduled to occur in your school, please complete the form below and return it to Director of Facilities, 27 Gick Road, Saratoga Springs, NY 12866. The school pesticide representative, can be reach by phone at (518) 746-3480 or by fax at (518) 746-3498. He can also be contacted for further information on these requirements.

Written notification must be provided to all persons in parental relation and staff at the following intervals through-out the school year: at the beginning of the school year or the beginning of summer school; within 2 school days of the end of: the January break, spring recess and the end of summer school; and within 10 days of the end of the school year.

Washington-Saratoga-Warren-Hamilton-Essex BOCES uses an integrated pest management (IPM) approach to pests. The NYS Education Department and the US EPA recommend IPM.
WASHINGTON-SARATOGA-WARREN-HAMILTON-ESSEX
BOARD OF COOPERATIVE EDUCATIONAL SERVICES

ADMINISTRATIVE REGULATION

COMPLAINTS AND GRIEVANCES BY STUDENTS

Students will be given an opportunity to be heard on complaints and grievances they may have. On issues affecting the student body, students should discuss the matter with their student government representative before appealing to the school administration.

A student filing a complaint or grievance for any matter, or alleging that there is an action affecting him/her which is prohibited by Title VI and Title VII of the civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act (ADA) of 1990 (i.e. that discriminates upon the basis of race, color, creed, sex, national origin, religion, age, economic status, marital status, or disability or as otherwise decreed by Law) should read the following information regarding the resolution of the complaint or grievance.

Definitions:

1. **Grievant** shall mean a student who alleges that there has been a violation of Title IX or Section 504 Regulations or the ADA which affect him/her.

2. **Grievance** shall mean any alleged violation of Title IX or of Section 504 Regulations or the ADA.

3. **Compliance Officer** shall mean the employee designated by the Board of Education to coordinate efforts to comply with and carry out responsibilities under Title VI, Title VII, Title IX and/or Section 504 and the ADA. WSWHE BOCES designated Compliance Officer is Donna J. Wisenburn, Director of Human Resources, 1153 Burgoyne Avenue, Suite 2, Fort Edward, New York 12828, telephone (518) 746-3350.

4. **Representative** shall mean any person designated by the grievant as his/her counsel or to act in his/her behalf.

Individual complaints and grievances shall be handled in accordance with the following guidelines:

1. To reach an informal solution to the problem, students should try to discuss the incident with the appropriate teacher or staff member. Students may appeal to the highest authority in the school building, i.e., the Center Director/Building Principal or, in the case of adult students, the Director of Adult Education, who has the final determination on all such matters.

2. For resolution of matters where appeal procedures are outlined in the law, such as student suspensions, the legal course of action will be followed.
3. On issues affecting the student body, students may address the student government or student council in order to resolve such matters. Students may request a conference with the Center Director/Building Principal in accordance with the rules and procedures established by the Student government.

4. The resolution of student complaints, including those alleging any action prohibited by Title IX and/or Section 504 of the Rehabilitation Act or the ADA shall be dealt with in the following manner:

**STAGES:**

**Stage I – Compliance Officer**

1. Within thirty (30) days after the events giving rise to the grievance, the grievant shall file a grievance in writing with the Compliance Officer. The Compliance Officer may informally discuss the grievance with the grievant. He/She shall promptly investigate the complaint. All employees of the BOCES shall cooperate with the Compliance Officer in such investigation.

2. Within fifteen (15) days of the receipt of the grievance, the Compliance Officer shall make a finding in writing that there has or has not been a violation of Title IX or Section 504 of the Rehabilitation Act or the ADA. In the event the Compliance Officer finds that there has been a violation, he/she shall propose a resolution of the complaint.

3. If the grievant is not satisfied with the finding of the Compliance Officer, or with the proposed resolution of the grievance, the grievant may, within fifteen (15) days after he/she has received the report of the Compliance Officer, file a written request for review by the Superintendent of Schools.

**Stage II – Superintendent of Schools**

1. The Superintendent of Schools may request that the grievant, the Compliance Officer, or any member of the school district staff present a written statement to him/her setting forth any information that such person has relative to the grievance and the facts surrounding it.

2. The Superintendent of Schools shall notify all parties concerned as to the time and place when an informal hearing will be held where such parties may appear and present oral and written statements supplementing their position in the case. Such hearing shall be held within fifteen (15) school days of the receipt of the appeal by the Superintendent of Schools.

3. Within fifteen (15) days of the hearing, the Superintendent of Schools shall render his/her determination in writing. Such determination shall include a finding that there has or has not been a violation of Title IX and/or Section 504 of the Rehabilitation Act or the ADA, a proposal for equitably resolving the complaint.

4. If the grievant is not satisfied with the determination of the Superintendent of Schools, the grievant may, within fifteen (15) days after its receipt, file with the Clerk of the Board of Education, a written request for review by the Board.

**Stage III – Board of Education**

1. When a request for review by the Board has been made, the Superintendent of Schools shall submit all written statements and other materials concerning the case to the President of the Board.
2. The Board shall notify all parties concerned of the time and place when a hearing will be held. Such a hearing will be held within fifteen (15) school days of the receipt of the request of the grievant. All parties concerned shall have the right to present further statements and testimony at such hearing.

3. The Board shall render a decision in writing within fifteen (15) days after the hearing has been concluded.
June 5, 2002

To: Directors, Practical Nursing Programs

From: Gail A. Rosettie, Ph.D., R.N., Coordinator of Professional Education

The purpose of this memorandum is to ensure that all institutions offering practical nursing education programs in the State are aware that the New York State Education Department will assist in the resolution of student complaints about academic quality, refunds, and proper application of published institutional policies in professional programs. All practical nursing programs are required to provide notice of the Department’s complaint process in published student documents. Students should be informed, in writing, that the Department will not take action until all grievance procedures at the institution have been followed. Additionally, students should be informed that the Department will not intervene when the complaint concerns a grade or examination result. Complaints about discrimination against enrolled students on the part of the institution or faculty should be filed with the U.S. Office for Civil Rights, 26 Federal Plaza, New York, NY 10278.

A copy of the NOTICE TO COMPLAINANTS, a copy of the complaint form, and *Guidelines for Staff Processing Complaints about Professional Education Programs* are attached for your information. If you have any questions concerning this notification, please contact the Department.

Attachments
Guidelines for Staff Processing Complaints about Professional Education Programs:

Persons requesting information on how to file a complaint are provided with a copy of “Notice to Complainants” with an attached “Complaint Summary Form.” As indicated on the “Notice” complaints about a program in a college or university in the State University System or the City University System should be sent to the respective central system offices for review and resolution. The State Education Department processes complaints regarding programs in independent or proprietary colleges. When a complaint is received involving a professional education program, staff review and attempt to resolve the matter within 90 days according to the following guidelines:

- **Within two weeks of Receipt of the Complaint:**
  - Send an acknowledgement letter to the complainant that indicates that a letter has been sent to the institution seeking information about the allegations and that we will contact the complainant once we hear from the institution and complete our review of the allegations and the school’s response.
  - Send a letter to the institution’s chief administrative officer that states the allegations of the complainant and requests that the institution address the concerns and submit any documentation related to the complaints by a definite date (usually three weeks from the date on the letter of request).

- **Within seven weeks of the Institution’s Response:**
  - Staff review the allegations and the School’s response. [Staff may need to contact either the complainant or the institution for additional information.]
  - Send a letter to the complainant that provides our findings in relation to the State Education Department’s authority and the standards for program registration. The letter would include any resolution or other suggestions.
  - Send a letter to the institution acknowledging the response to the allegations and information regarding resolution or suggestions.
NOTICE TO COMPLAINANTS

The Professional Education Program Review Unit will attempt to assist in the resolution of complaints about academic quality, refunds, and proper application of published institutional policies in professional programs (i.e., related to the licensed professions) at postsecondary institutions in New York State. Please note that the Department will not take action until all grievance procedures at the institution have been followed and all avenues of appeal exhausted. These steps should be documented in the complaint.

Additionally, the Department will not intervene when the complaint concerns the following matters:

◆ grades or examination results, which are the prerogative of the college faculty.

◆ discrimination against enrolled students on the part of the institution or faculty; complaints should be filed with the U.S. Office for Civil Rights, 26 Federal Plaza, New York, New York 10278.

Complaints about a college in the State University system should be sent to:

Vice Chancellor for University Life/Public Safety
System Administration
State University of New York
State University Plaza
Albany, NY 12246

Complaints about a college in the City University system should be sent to:

The City University of New York
Central Administration
535 East 80th Street
New York, NY 10021
In addition to the financial aid office of the institution, complaints regarding financial aid should be sent to:

Higher Education Services Corporation  
1 Commerce Plaza  
Albany, NY 12210  

Complaints involving implementation of the Americans with Disabilities Act should be sent to:

Advocate’s Office for Persons with Disabilities  
Empire State Plaza  
Agency Building 1, Suite 1001  
Albany, NY 12223

Counsel, Advocate for the Disabled  
Governor’s Office  
The Capitol  
Albany, NY 12224  

Vocational and Educational Services for Individuals with Disabilities (VESID)  
One Commerce Plaza  
Albany, NY 12210

Every effort will be made to respond within 90 days of receipt to complaints filed with the Professional Education Program Review office.
Please use this form to record all information about your complaint. A reviewer will be assigned to examine the situation and will, if necessary, contact you for additional information. The results of the review will be communicated to you in writing. You should be aware that in order to properly evaluate your complaint and assess your records, your name must be revealed to the school at some point during our review.

**Please print or type all information.**

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<td>10. Did you attempt to utilize the school’s internal resolution procedures?</td>
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16. I hereby acknowledge that by signing this complaint form I am giving the Commissioner of Education or his representative authority to review and secure any and all of my student records in order to appropriately review and respond to this complaint.

________________________________________________________________________

Signature      Date
I ___________________________________________ have received a copy of the student handbook for the Practical Nursing Program on this date: ____________________________________________

I have reviewed and understand:  **Initial next to each, then sign & date below**

- The personal behaviors and classroom expectations __________________
- The attendance policies ________________
- The grading and dismissal policies _______________
- The agreement with clinical sites ______________
- Financial Aid requirement _______________
- WSWHE BOCES Internet Student Use Agreement ______________

I certify that I have read and understand the WSWHE BOCES drug/alcohol policy and have read and agree to abide by the Fitness for Duty statement. ______________

I understand my responsibilities as a student in the program and I agree to abide by the WSWHE BOCES and programmatic policies.

______________________________________________________/_________________
Signature                                                                                                                   Date
I understand and will abide by the above WSWHE BOCES Internet Acceptable Use guidelines. I further understand that any violation of the guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privilege may be revoked, suspended or modified, school disciplinary action may be taken, and the authorities may be notified.

User’s Full Name (please print):

____________________________________________________________________

User’s Signature:
To: Licensed Practical Nursing Students  
Subject: Clinical Sites Agreements

The WSWHE BOCES has established agreements with all the clinical sites used by the BOCES Licensed Practical Nursing Programs. These agreements determine how each site and the WSWHE BOCES interact with each other. A very important item in each of these agreements is as follows:

“The Health Care Facility reserves the right, in its absolute discretion, to immediately and automatically refuse its facilities to any students, or to revoke the privileges of any students, who do not meet the professional, disciplinary or other requirements of the Health Care Facility or any appropriate authority controlling and directing said Health Care Facility. Notification of such refusal or revocation privileges shall be in writing, with reasons for such refusal, to the Director of the Licensed Nursing Program of the WSWHE BOCES and the District Superintendent of the WSWHE BOCES and the student.”

If required by clinical sites, student must submit to a criminal background check and fingerprinting as required by the NYS Department of Health, JCAHO and other regulating bodies. If the results preclude the student from participating in clinical experiences, they will be terminated from the LPN Program.

If a student in the WSWHE BOCES Licensed Practical Nursing Program is so notified and excluded from said clinical site and therefore, no longer able to participate in a clinical experience at the site, the above exclusion will be applicable to all other clinical sites. This will necessitate the termination of the student from the Licensed Practical Nursing Program due to the lack of appropriate clinical locations that are necessary to complete the goals and requirements of the program.

Students who breach confidentiality (HIPAA) of a patient will be excluded from the clinical sites and may be dismissed from the program at the discretion of the BOCES Administration.

_________________________  ________________________
Student Signature       Date
LPN TRANSCRIPT REQUEST FORM

Student Information:

Student Name: ___________________________________ Full Time: ____

List any other name you have used for education/employment: ___________________________

Year of Completion: ____________ Site: SAEC Date of Birth: _____________

Current address: ______________________________________________________________

___________________________________________________________________________

Current phone: ________________

Send to:

(Circle one): Official Unofficial

Business Name/Contact: _________________________________________________________

Address: ___________________________________________________________________

Fax: _______________________ Phone: _________________________

Signature of Student:  _________________________________________________________

Request:

Request Made By: ____________________________

Via: Phone Mail Fax Email

Request Taken By: ___________________________ Date: ______________

Transcript Sent: _____________________________ Date: ______________