



**BOARD OF COOPERATIVE EDUCATIONAL SERVICES
SECOND SUPERVISORY DISTRICT COUNTIES OF
MONROE AND ORLEANS**

There will be a Regular Meeting of the Monroe 2-Orleans Board of Cooperative Educational Services on Wednesday, May 14, 2025, at 6:00 pm at the Richard E. Ten Haken Educational Services Center, 3599 Big Ridge Road, Spencerport, NY 14559

*An Executive Session is anticipated immediately following the regular board meeting to **bargaining** unit contract negotiations*

BOARD MEMBERS

Dennis Laba, President
R. Charles Phillips, Vice President
John Abbott
Christa Bowling
Kathleen Dillon

Trina Lorentz
Gerald Maar
Michael May
James Musshafen

AGENDA

1. Call the Meeting to Order
2. Pledge of Allegiance
3. Agenda Item(s) Modifications
4. Approval of Minutes: April 23, 2025, Regular Meeting Minutes
5. Public Interaction
6. Financial Reports
 1. Resolution to Accept Treasurer's Report
 2. Resolution to Accept WinCap Reports
 3. Internal Claims Log
 4. Extra Classroom Fund Quarterly Report
7. Board Presentation - BOCES 4 Science Director Steve Montemarano
8. Old Business
9. New Business
 1. First Reading of Various Policies for Annual Review
 2. Resolution to Adopt 2025-2026 Proposed Adopted Budget
 3. Resolution to Approve Chili Paul Complex, LLC Lease Extension
 4. Resolution to Approve 2025-2026 Chemical Hygiene Plan
 5. Resolution to Accept Donation of Various Tools and Instruments by Mr. Robert Ranaletta
10. Personnel and Staffing
 1. Resolution to Approve Personnel and Staffing Agenda

11. Bids/Lease Purchases
 1. Resolution to Accept Capital Project Bid (walk-in)
 2. Resolution to Accept Cooperative Pest Control
 3. Resolution to Accept Cooperative School Lunch Paper and Plastic Supplies Bid
 4. Resolution to Accept Erie 1 BOCES Board Resolution for the 2025 - 2026 Distance Learning State-Wide Agreements
12. Executive Officer's Reports
 1. Albany D.S. Report
 2. Local Update
13. Committee Reports
 1. District Operations Committee
 2. Legislative Committee
 3. Information Exchange
14. Upcoming Meetings/Calendar Events

May 14	6:00 pm	Board Meeting	ESC, Board Room
May 21	6:00 pm	CTE Honors	ESC PDC
May 27	6:00 pm	Spencerport BOE Meeting	Spencerport CSD
May 28	5:30 pm	MCSBA Annual Meeting	Ridgemont CC
May 29	6:00 pm	Education Foundation Scholarship Reception	ESC, PDC
June 7	10:00 am	SEPTO Family Fun Fair	ESC
June 9	7:00 pm	Special Education Moving On	ESC, PDC
June 10	3:30-5:30	Retiree Recognition Event	ESC, PDC
June 12	Noon	Board Officer Agenda Review	TBD
	6:00 pm	CTE Recognition Ceremony	SUNY Brockport
June 16	6:30 pm	Westside Academy Senior Celebration	ESC, PDC
June 17	6:30 pm	Kendall BOE Meeting	Kendall CSD
June 18	12:30 pm	Project SEARCH Celebration	ESC, PDC
	6:00 pm	Board Meeting	ESC Board Room
June 24	1:00 pm	Westview Graduation	ESC, PDC
15. Other Items
16. Executive Session
17. Adjournment

1. Call the Meeting to Order

2. Pledge of Allegiance

3. Agenda Item(s) Modifications

4. Approval of Minutes: April 23, 2025, Regular Meeting Minutes

**BOARD OF COOPERATIVE EDUCATIONAL SERVICES
SECOND SUPERVISORY DISTRICT COUNTIES OF
MONROE AND ORLEANS**

MINUTES

of the Regular Meeting held on Wednesday, April 23, 2025, at 6:00 p.m. at the Richard E. Ten Haken Educational Services Center, 3599 Big Ridge Road, Spencerport, New York 14559

Members Present

Dennis Laba, President
R. Charles Phillips, Vice-President
John Abbott
Christa Bowling

Trina Lorentz
Gerald Maar
Michael May
James Musshafen

Absent: Kathleen Dillon

Staff Present

Thomas K. Putnam
Karen Brown
Ian Hildreth
Kelly Mutschler

Marijo Pearson
Steve Roland
Thomas Schulte
Jill Slavny
Lynda VanCoske

Guests: Krystal Eichas, Toni Gagnier, Laura McNally, Amy Piatek, Francesca Surace, Paul Yockel

1. The meeting was called to order by President Laba at 6:00 pm.
2. Pledge of Allegiance
3. Agenda Modification - there were no agenda modifications
4. Public Hearing: Code of Conduct – there were no public comments
5. Approval of Minutes
Resolved: To Approve the Minutes of the March 19, 2025, Regular Meeting
Moved by G. Maar, seconded by J. Musshafen; passed unanimously
6. Financial Reports
 1. Resolved: To Accept the Treasurer's Report as presented
Moved by J. Abbott, seconded by T. Lorentz; passed unanimously
 2. Resolved: To Accept the Win Cap Reports as presented
Moved by G. Maar, seconded by M. May; passed unanimously
7. Board Presentation – Assistant Superintendent Jill Slavny introduced Supervising Manager Raymond Miller, Distance Learning Specialist Donna Farren, and Instructional Technology Specialist Sara Davis, who provided the board with an overview of Instructional Technology and Distance Learning at BOCES 2. Mr. Miller provided a cyber security update to complete the presentation. The board asked questions and thanked Mr. Miller, Ms. Farren and Ms. Davis who left the meeting at 6:21 pm

8. Old Business – President Laba shared that the Gates Chili BOE was pleased with the event. The rest of the board said that they enjoyed the event and engaging with our students. Dr. Putnam expressed his appreciation for the CTE staff and students contributing to the meeting. He was proud of the students’ skills, diligence and friendly interactions with the board members and component administrators.

9. New Business

1. Resolved: To Approve the Monroe 2-Orleans BOCES 2025-26 Code of Conduct
Moved by J. Abbott, seconded by G. Maar; passed unanimously
2. Resolved: To Waive the Second Reading and Approve Policy 6320 – Student Records, Access and Challenge, and Policy 5420 – Accident/First Aid Treatment
Moved by M. May, seconded by J. Abbott; passed unanimously; Lynda VanCoske left the meeting at 6:32 pm
3. Resolved: To Affirm CWD Programs as presented
Moved by M. May, seconded by J. Abbott; passed unanimously
4. Resolved to Approve 2025 Least Template for Summer Programs
Moved by M. May, seconded by G. Maar; passed unanimously
5. Resolved: To Accept Donation of One 18” Scroll Saw with Stand and Mobile Base by Patricia Lawrence
Moved by M. May, seconded by T. Lorentz; passed unanimously
6. Assistant Superintendent for Instructional Programs reviewed the Monroe 2-Orleans BOCES 2023-24 Report Card. The Board asked questions and thanked Mr. Schulte for the information.

10. Personnel and Staffing

1. Resolved: To Approve the Personnel and Staffing Agenda as presented
Moved by J. Abbott, seconded by G. Maar; passed unanimously
2. Be it so hereby resolved that the following positions be created:
 - 1.0 FTE Elementary School Principal – Special Education Programs, 12 months/year
 - 1.0 FTE Secondary School Principal – Special Education Programs, 12 months/year
 - 1.0 FTE Assistant Principal – Special Education Programs, 12 months/year*Moved by J. Musshafen, seconded by C. Bowling; passed unanimously*

11. Bids/Lease Purchases

Items 11.1-11.5 were moved at once by J. Abbott, seconded by M. May; passed unanimously

1. Cooperative Natural Gas
Bid #RFB-2127-25

Sprague Operating Resources
100 Elwood Davis Road
Syracuse, NY 13212

SC-5 Accounts
Basis/DT
\$0.3100

2. Cooperative Fine Paper
Bid# RFB-2108-25

W.B. Mason	\$959,228.54
Lindenmeyer-Munroe	\$328,085.64
Imperial Bag Paper\Economy Paper Co.	\$258,236.58
Veritiv Operating Co.	\$42,366.00
Staples/Quill	\$9,004.08
Agni Enterprise	\$5,906.77
Check-O Matic, Inc.	\$5,852.50

3. Cooperative Office and Classroom Supplies
Bid # RFB-2109-25

W.B. Mason	\$3,393.62
Staples/Quill	\$1,774.03
Cascade School Supplies	\$1,153.34
National Art & School Supplies	\$1,124.04
Pyramid School Products	\$891.42
School Specialty Inc.	\$427.61

4. Cooperative Calculators
Bid RFB #2110-25

EAI Education:	\$140, 895.70
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5. WHEREAS, It is the plan of a number of BOCES districts in New York, to consent to jointly enter into an agreement for the 2024 – 2025 fiscal year, for Aha Moments, Inc., Brisk Labs Corp., CEED, Inc. dba pi-top, CentralReach, LLC, Classwork.com dba Work On Learning, Inc., Digital Respons-ability, Koalluh, Inc. dba LitLab.ai, Learn By Doing Inc., Learning Innovation Catalyst Inc. (LINC), Magic School, Inc., Noiz Ivy, Inc. dba OYOclass.com, Nona Ullman, EdTechLiveLLC, dba LessonLoop, Platform Athletics, LLC, PowerSchool Holdings, LLC dba PowerSchool Group, LLC, ReThink Autism, Inc., Securly Inc., Springbay Studio Ltd., Think Group Holdings, Inc. dba Frenalytics, TinkRworks, Inc., YouScience, LLC and,

WHEREAS, The Monroe 2-Orleans BOCES is desirous of participating with other BOCES Districts in New York State in joint agreements for the software/learning packages and licensing mentioned above as authorized by General Municipal Law, Section 119-0, and,

BE IT RESOLVED, That the Monroe 2 – Orleans BOCES Board authorizes Erie 1 BOCES to represent it in all matters leading up to and entering into a contract for the purchase of and licensing of the above-mentioned software/learning packages, and record training sessions in Zoom and post those recorded sessions to the consortium, and,

BE IT FURTHER RESOLVED, That the Monroe 2 – Orleans Board agrees to assume its equitable share of the costs associated with Erie 1 BOCES negotiating the Agreements, and,

BE IT FURTHER RESOLVED, That the Monroe 2 – Orleans Board agrees
(1) to abide by majority decisions of the participating BOCES on quality standards;

(2) Erie 1 BOCES will negotiate contracts according to the majority recommendations; (3) that after contract agreement, it will conduct all purchasing arrangements directly with the vendor.

12. Executive Officer's Report

1. **Albany DS Report**

Regionalization Update

- All 9 components have submitted the Needs Assessment surveys
- Waiting for data to be reviewed and returned for the next steps

2. **Local Updates**

- Superintendents Conference Day - March 28, 2025
- CTE Scholarship Interviews – March 31, 2025. Christa Bowling was the BOCES board member on this committee
- Education Foundation – Make All the Difference Selection Committee meets May 1, 2025
- Holley BOE Meetingz, April 21, 2025
- Regional ACT Work Ready Communities Educator Summit April 42, 2025
Approximately 125 attendees
- Annual Meeting – Hilton CSD was the board attendance winner with their full board attending! More than 90 guests attended
- Space Update
 - o LaBella will be hosting user group meetings with stakeholders from a variety of programs
 - o Focus group meeting will take place on May 6 & 7
 - o Insight from these meetings will inform planning process
 - o We are still working to secure a meeting with the owners of RTP to finalize our plans with the space

13. Committee Reports

1. District Operations Committee – John Abbott, Kathleen Dillon
Topic – Campus Construction Presented, Impacts of tariffs on bidding
2. Legislative Committee – Kathleen Dillon, Dennis Laba
Topic – Advocacy discussion
3. Information Exchange Committee – Jim Musshafen, Trina Lorentz
Topic – Bond and Associates presented on the Student Representative to the school boards

14. Upcoming Meetings/Calendar Events – the various meetings for the month were listed in the agenda

15. Other Items – Mike May spoke about the NSBA Conference April 4-6 which he attended along with Dennis Laba. He shared that it was a much smaller conference than in past years. Both enjoyed guest Speaker Melissa Stockwell

16. At 6:54 pm, J. Abbott made a motion to adjourn the meeting to executive session to discuss the employment history of a particular person; seconded by M. May passed unanimously

Respectfully Submitted



Kelly Mutschler
Clerk of the Board

Members Present

Dennis Laba, President
R. Charles Phillips, Vice- President
John Abbott
Christa Bowling

Trina Lorentz
Gerald Maar
Michael May
James Musshafen

Others present:

At 7:13 pm, a motion was made by M. May, seconded by G. Maar to come out of Executive Session; passed unanimously.

17. Adjournment

At 7:15 pm, a motion was made by J. Abbott, to adjourn the meeting, seconded by G. Maar, passed unanimously.

Respectfully submitted,



Thomas K. Putnam, Ed.D., Clerk Pro Tem

5. Public Interaction

6. Financial Reports

1. Resolution to Accept Treasurer's Report
2. Resolution to Accept WinCap Reports
3. Internal Claims Log
4. Extra Classroom Fund Quarterly Report

Monroe 2 - Orleans BOCES

Treasurer's Report

Period Ending March 31, 2025

BEGINNING CASH ON HAND

RECEIPTS:

Interest Earned
Charges for Services
Non-Contract Services
Collected for Other Funds
State, Federal and Local Aid
Transfers from Other Funds
Miscellaneous Funds

TOTAL RECEIPTS

DISBURSEMENTS

Payroll and Benefits
Warrants
Transfers to Other Funds
Miscellaneous Disbursements

TOTAL DISBURSEMENTS

ENDING CASH ON HAND:

GENERAL FUND

27,504,143.02

63,671.61
12,118,022.19
69,989.56
-
-
111,774.86
1,044,924.14

13,408,382.36

13,408,382.36

3,614,886.10
14,083,019.78
-
592.95

17,698,498.83

(17,698,498.83)

23,214,026.55

GENERAL FUND CHECKING 7,309,735.90
GENERAL FUND CLASS 10,231,000.04
PAYROLL CHECKING 117,046.13
DENTAL/FSA ACCOUNT CASH 207,442.52
GENERAL FUND CD 1,010,320.13
CASH- LIABILITY RESERVE 533,786.68
CASH- UNEMPLOYMENT RES 223,663.40
CASH- CTE RESERVE 69,273.73
CASH - INSURANCE RESERVE 323,303.43
TREASURY INVESTMENTS 3,188,454.59
23,214,026.55

SPECIAL AID FUND

903,831.09

247.24

384,233.74

8,136.00

392,616.98

392,616.98

1,225.00
105,578.08
111,774.86
244.40

218,822.34

(218,822.34)

1,077,625.73

SPECIAL AID CHKG - CHASE 1,077,625.73
SPECIAL AID CHKG - M&T -

1,077,625.73

BEGINNING CASH ON HAND**RECEIPTS:**

Interest Earned
Component Contributions
Transfers from Other funds
Donations
Miscellaneous Funds

TOTAL RECEIPTS**DISBURSEMENTS**

Warrants
Scholarships
Transfers to Other Funds
Miscellaneous Disbursements

TOTAL DISBURSEMENTS**ENDING CASH ON HAND:****MISC SPECIAL REVENUE**

220,175.69

247.59

-

-

-

-

247.59

247.59

-

-

-

-

-

-

220,423.28

B4 SCIENCE

143,852.06

GIFT FUND SAVINGS

76,571.22

220,423.28

CAPITAL FUND

4,401,146.89

34,476.84

-

-

-

-

34,476.84

34,476.84

35,672.50

-

-

-

35,672.50

(35,672.50)

4,399,951.23

CAPITAL FUND CHECKING

644,302.90

CAPITAL FUND INVESTMENTS

3,755,648.33

4,399,951.23

----- CUSTODIAL FUNDS -----					
	Rochester Area School Health Plan I	Rochester Area School Health Plan II	Rochester Area School Workers' Comp Plan	Wayne Finger Lakes Workers' Comp Plan	TOTAL CUSTODIAL
BEGINNING CASH ON HAND	17,976,887.92	127,702,921.79	43,582,733.91	350,052.43	189,612,596.05
RECEIPTS:					
Interest Earned	191,021.12	624,616.41	212,447.74	-	
Contributions	1,596,238.77	40,048,043.18	-	149,947.57	
Miscellaneous Funds	225,978.20	-	61,024.24	19,561.70	
TOTAL RECEIPTS	2,013,238.09	40,672,659.59	273,471.98	169,509.27	43,128,878.93
DISBURSEMENTS					
Claims	1,657,327.75	31,836,319.19	399,022.05	206,064.97	
Admin and Other Disbursements	110,067.18	836,401.08	-	-	
TOTAL DISBURSEMENTS	1,767,394.93	32,672,720.27	399,022.05	206,064.97	(35,045,202.22)
ENDING CASH ON HAND:	18,222,731.08	135,702,861.11	43,457,183.84	313,496.73	197,696,272.76
RASHP I CHECKING	3,767,709.39				3,767,709.39
RASHP I SAVINGS / INVESTMENTS	7,059,156.11				7,059,156.11
RASHP II CHECKING		14,629,882.27			14,629,882.27
RASHP II SAVINGS / INVESTMENTS		71,011,289.93			71,011,289.93
RASWC CHECKING			3,010,693.32		3,010,693.32
RASWC SAVINGS / INVESTMENTS			23,778,885.79		23,778,885.79
WFL WC CHECKING				313,496.73	313,496.73
TREASURY INVESTMENTS	7,395,865.58	50,061,688.91	16,667,604.73		74,125,159.22
TOTAL CASH	18,222,731.08	135,702,861.11	43,457,183.84	313,496.73	197,696,272.76

Collateral Analysis	M&T Bank	Five Star Bank	Chase Bank
Bank Totals	26,809,798.09	79,406,319.26	7,723,677.59
<i>Collateral:</i>			
FDIC	500,000.00	250,000.00	250,000.00
Additional FDIC through CD Option	-	62,990,238.10	-
Collateral held by Bank	-	-	8,205,382.80
Collateral held by Third Party	26,913,346.60	16,882,672.10	-
	27,413,346.60	80,122,910.20	8,455,382.80
Over / (Under) Collateralized	603,548.51	716,590.94	731,705.21

Treasurer's Notes:

This is to certify that I have received these balances:

Kelly Mutschler

District Clerk

J. Rao

Assistant Superintendent for Finance and Operations

M. Z. Talbot

Treasurer

5-8-2025

Date

4/16/25

Date

4/15/25

Date

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 04/30/2025

Fiscal Year: 2025

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
0 Administration							
100 SALARIES		1,387,279.00	83,500.00	1,470,779.00	1,227,939.25	204,988.76	37,850.99
200 EQUIPMENT		17,550.00	30,909.15	48,459.15	28,088.26	10,581.89	9,789.00
300 SUPPLIES		16,000.00	6,015.00	22,015.00	9,691.07	7,780.48	4,543.45
400 CONTRACTUAL		437,725.00	238,182.30	675,907.30	446,964.62	216,582.72	12,359.96
470 Rental of Facilities		2,511,205.00	0.00	2,511,205.00	1,923,922.94	219,097.82	368,184.24
700 INTEREST ON REVENUE NOTES		4,000.00	0.00	4,000.00	0.00	0.00	4,000.00
800 EMPLOYEE BENEFITS		727,275.00	-65,892.90	661,382.10	568,590.32	107,014.59	-14,222.81
899 Oth Post Retirement Benft		5,879,846.00	-148,700.00	5,731,146.00	3,537,354.44	0.00	2,193,791.56
910 TRANSFER TO CAPITAL FUND		1,042,000.00	0.00	1,042,000.00	1,042,000.00	0.00	0.00
950 TRANSFER FROM O & M		77,143.00	0.00	77,143.00	77,143.00	0.00	0.00
960 TRANSFER CHARGE		286,994.00	3,170.48	290,164.48	290,164.48	0.00	0.00
Subtotal of 0 Administration		12,387,017.00	147,184.03	12,534,201.03	9,151,858.38	766,046.26	2,616,296.39
1 Career Education							
100 SALARIES		5,727,955.00	-72,017.58	5,655,937.42	4,157,217.40	1,422,266.83	76,453.19
200 EQUIPMENT		185,000.00	33,310.59	218,310.59	193,558.99	23,785.06	966.54
300 SUPPLIES		537,000.00	222,891.82	759,891.82	578,084.76	155,360.07	26,446.99
400 CONTRACTUAL		480,750.00	303,960.52	784,710.52	552,870.55	198,289.75	33,550.22
800 EMPLOYEE BENEFITS		2,896,908.00	-332,326.44	2,564,581.56	1,954,749.84	534,794.13	75,037.59
950 TRANSFER FROM O & M		1,619,762.00	0.00	1,619,762.00	1,619,762.00	0.00	0.00
960 TRANSFER CHARGE		813,648.00	-28,143.45	785,504.55	785,436.59	0.00	67.96
970 TR CREDs FR SERVICE PROGR		0.00	-2,062.05	-2,062.05	-2,062.05	0.00	0.00
990 TRANS CREDs FR OTHER FUND		-1,000.00	0.00	-1,000.00	-1,000.00	0.00	0.00
Subtotal of 1 Career Education		12,260,023.00	125,613.41	12,385,636.41	9,838,618.08	2,334,495.84	212,522.49
2 Special Education							
100 SALARIES		7,056,901.00	26,563.00	7,083,464.00	4,471,690.04	1,533,760.30	1,078,013.66
200 EQUIPMENT		103,409.00	138,066.94	241,475.94	142,521.61	58,757.40	40,196.93
300 SUPPLIES		75,676.00	70,394.03	146,070.03	97,275.29	25,003.26	23,791.48
400 CONTRACTUAL		918,272.00	-14,222.12	904,049.88	440,137.36	136,751.98	327,160.54
490 SCH DIST AND OTHER BOCES		6,176,266.11	2,878,421.87	9,054,687.98	6,944,419.94	0.00	2,110,268.04
800 EMPLOYEE BENEFITS		4,200,719.00	-13,469.00	4,187,250.00	3,812,423.74	117,332.49	257,493.77
950 TRANSFER FROM O & M		621,693.00	0.00	621,693.00	621,693.00	0.00	0.00
960 TRANSFER CHARGE		18,955,785.00	51,134.62	19,006,919.62	19,006,919.62	0.00	0.00
970 TR CREDs FR SERVICE PROGR		0.00	-52,650.00	-52,650.00	-52,650.00	0.00	0.00
Subtotal of 2 Special Education		38,108,721.11	3,084,239.34	41,192,960.45	35,484,430.60	1,871,605.43	3,836,924.42
3 Itinerent Services							
100 SALARIES		12,087,501.00	-458,373.90	11,629,127.10	7,333,727.04	2,651,812.83	1,643,587.23
200 EQUIPMENT		97,483.00	1,261.00	98,744.00	66,665.76	1,500.69	30,577.55
300 SUPPLIES		60,905.00	8,393.00	69,298.00	30,707.13	11,995.03	26,595.84
400 CONTRACTUAL		1,947,533.10	-743,776.28	1,203,756.82	624,042.08	222,105.57	357,609.17

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 04/30/2025

Fiscal Year: 2025

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
490 SCH DIST AND OTHER BOCES		117,683.41	71,221.99	188,905.40	50,962.78	0.00	137,942.62
800 EMPLOYEE BENEFITS		6,662,013.00	63,303.52	6,725,316.52	5,710,423.08	219,290.44	795,603.00
950 TRANSFER FROM O & M		5,131.00	0.00	5,131.00	5,131.00	0.00	0.00
960 TRANSFER CHARGE		1,841,165.00	3,537.57	1,844,702.57	1,844,702.57	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		-13,604,606.00	62,134.00	-13,542,472.00	-13,542,472.00	0.00	0.00
Subtotal of 3 Itinerent Services		9,214,808.51	-992,299.10	8,222,509.41	2,123,889.44	3,106,704.56	2,991,915.41
4 General Instruction							
100 SALARIES		2,083,021.00	114,075.33	2,197,096.33	1,861,964.58	257,969.44	77,162.31
200 EQUIPMENT		5,500.00	30,759.04	36,259.04	2,638.04	18,574.33	15,046.67
300 SUPPLIES		15,463.00	7,743.67	23,206.67	4,444.05	8,104.91	10,657.71
400 CONTRACTUAL		3,381,794.13	-276,043.91	3,105,750.22	1,585,670.79	1,162,969.02	357,110.41
490 SCH DIST AND OTHER BOCES		406,373.88	996,192.50	1,402,566.38	920,821.29	0.00	481,745.09
800 EMPLOYEE BENEFITS		799,690.00	-16,651.57	783,038.43	608,492.57	103,330.19	71,215.67
950 TRANSFER FROM O & M		172,834.00	0.00	172,834.00	172,834.00	0.00	0.00
960 TRANSFER CHARGE		232,418.00	5,279.52	237,697.52	237,697.52	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		-51,930.00	0.00	-51,930.00	-51,930.00	0.00	0.00
990 TRANS CREDTS FR OTHER FUND		-3,020.00	0.00	-3,020.00	-3,020.00	0.00	0.00
Subtotal of 4 General Instruction		7,042,144.01	861,354.58	7,903,498.59	5,339,612.84	1,550,947.89	1,012,937.86
5 Instruction Support							
100 SALARIES		6,685,608.00	65,417.60	6,751,025.60	5,003,750.00	1,283,730.30	463,545.30
200 EQUIPMENT		5,764,269.00	3,846,931.34	9,611,200.34	3,765,827.85	3,441,219.93	2,404,152.56
300 SUPPLIES		1,092,101.00	389,149.03	1,481,250.03	1,058,271.05	247,593.66	175,385.32
400 CONTRACTUAL		9,923,953.00	1,063,196.78	10,987,149.78	7,461,704.00	1,483,121.18	2,042,324.60
490 SCH DIST AND OTHER BOCES		1,160,114.79	200,515.57	1,360,630.36	1,054,711.78	0.00	305,918.58
800 EMPLOYEE BENEFITS		3,307,756.00	-9,684.50	3,298,071.50	2,635,036.54	457,477.13	205,557.83
950 TRANSFER FROM O & M		927,153.00	-3,877.00	923,276.00	923,276.00	0.00	0.00
960 TRANSFER CHARGE		1,200,907.00	14,081.40	1,214,988.40	1,215,056.36	0.00	-67.96
970 TR CREDTS FR SERVICE PROGR		-3,100,986.00	-48,613.07	-3,149,599.07	-3,149,599.07	0.00	0.00
990 TRANS CREDTS FR OTHER FUND		-60,243.00	-1,576.06	-61,819.06	-61,819.06	0.00	0.00
Subtotal of 5 Instruction Support		26,900,632.79	5,515,541.09	32,416,173.88	19,906,215.45	6,913,142.20	5,596,816.23
6 Other Services							
100 SALARIES		2,700,846.00	-32,377.10	2,668,468.90	2,194,269.93	406,059.73	68,139.24
200 EQUIPMENT		490,809.00	575,448.09	1,066,257.09	372,735.20	571,870.38	121,651.51
300 SUPPLIES		37,305.00	8,396.17	45,701.17	17,310.09	6,632.16	21,758.92
400 CONTRACTUAL		4,066,506.00	445,529.00	4,512,035.00	2,900,801.28	1,004,425.26	606,808.46
490 SCH DIST AND OTHER BOCES		4,848,795.35	7,837,881.54	12,686,676.89	11,671,120.05	0.00	1,015,556.84
800 EMPLOYEE BENEFITS		1,209,480.00	-23,129.28	1,186,350.72	967,646.15	206,848.01	11,856.56
950 TRANSFER FROM O & M		138,874.00	0.00	138,874.00	138,874.00	0.00	0.00
960 TRANSFER CHARGE		137,086.00	3,948.38	141,034.38	141,034.38	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		-2,094,768.00	-52,215.65	-2,146,983.65	-2,146,983.65	0.00	0.00

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 04/30/2025

Fiscal Year: 2025

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
990 TRANS CREDs FR OTHER FUND		-85,766.00	-2,517.03	-88,283.03	-87,883.03	0.00	-400.00
Subtotal of 6 Other Services		11,449,167.35	8,760,964.12	20,210,131.47	16,168,924.40	2,195,835.54	1,845,371.53
7 Undefined							
100 SALARIES		4,519,788.00	-159,384.79	4,360,403.21	3,632,522.70	630,096.06	97,784.45
200 EQUIPMENT		70,573.00	92,033.62	162,606.62	150,109.71	7,915.19	4,581.72
300 SUPPLIES		250,268.00	-2,987.18	247,280.82	189,563.78	53,941.30	3,775.74
400 CONTRACTUAL		2,175,769.00	222,049.00	2,397,818.00	1,675,912.60	628,557.80	93,347.60
800 EMPLOYEE BENEFITS		2,293,140.00	-192,108.90	2,101,031.10	-1,612,702.18	2,029,375.06	1,684,358.22
950 TRANSFER FROM O & M		722,419.00	0.00	722,419.00	722,419.00	0.00	0.00
960 TRANSFER CHARGE		1,657,616.00	40,398.25	1,698,014.25	1,698,014.25	0.00	0.00
970 TR CREDs FR SERVICE PROGR		-10,558,338.00	3,877.00	-10,554,461.00	-10,554,461.00	0.00	0.00
990 TRANS CREDs FR OTHER FUND		-1,131,235.00	-3,877.00	-1,135,112.00	-1,135,112.00	0.00	0.00
Subtotal of 7 Undefined		0.00	0.00	0.00	-5,233,733.14	3,349,885.41	1,883,847.73
Total GENERAL FUND		117,362,513.77	17,502,597.47	134,865,111.24	92,779,816.05	22,088,663.13	19,996,632.06

MONROE 2 - ORLEANS BOCES
Revenue Status Report As Of: 04/30/2025
Fiscal Year: 2025
Fund: A GENERAL FUND

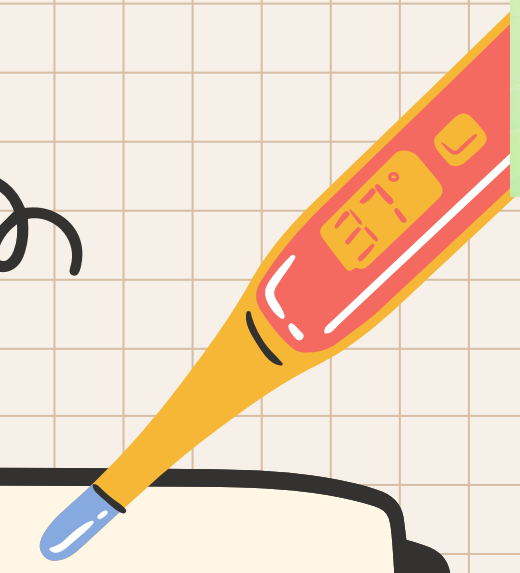
Revenue Account	Service	Description	Original Estimate	Adjustments	Current Estimate	Year-to-Date	Anticipated Balance	Excess Revenue
0 Administration			12,387,017.00	147,184.03	12,534,201.03	11,466,844.27	1,396,576.60	476,403.87
1 Career Education			12,260,023.00	133,754.64	12,393,777.64	11,303,388.39	1,018,848.89	6,461.63
2 Special Education			38,040,106.11	3,659,095.22	41,699,201.33	34,740,540.49	6,911,866.19	267,309.74
3 Itinerent Services			9,283,423.51	-675,820.86	8,607,602.65	7,048,815.86	1,617,033.57	58,446.78
4 General Instruction			7,042,144.01	890,392.81	7,932,536.82	7,071,130.78	906,649.74	45,243.70
5 Instruction Support			26,900,632.79	5,727,546.73	32,628,179.52	27,561,826.77	3,417,081.84	133,723.55
6 Other Services			11,449,167.35	8,819,882.34	20,269,049.69	19,693,974.80	1,129,139.33	657,396.35
Total GENERAL FUND			117,362,513.77	18,702,034.91	136,064,548.68	118,886,521.36	16,397,196.16	1,644,985.62

* Estimated revenue for Carryover Encumbrances from the prior fiscal year will not be realized.
These are estimates to balance the budget

Monroe 2 - Orleans BOCES
Extra Class Report
January 1, 2025 - March 31, 2025

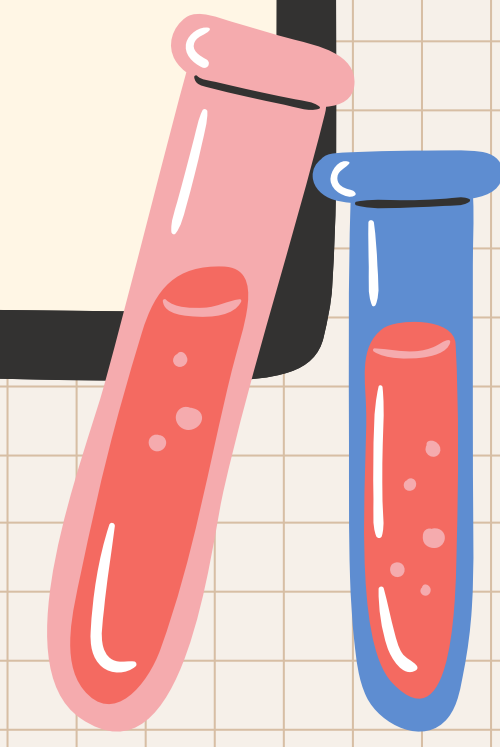
Balance 1/01/2025		\$ 4,574.38
Add:		
Memberships		\$ 1,580.00
Vending machine sales		\$ 226.30
Fundraiser - Meat Sticks		\$ 1,840.00
Donations		\$ 197.58
Miscellaneous		\$ 435.87
Deposit - FFA Cornhole fundraiser		\$ 995.00
Chicken BBQ Fundraiser		\$ 551.66
Frozen Foods Fundraiser		\$ 77.00
Craft and Vendor Sale - Table rentals		\$ 3,259.00
Hot Dog Fundraiser		\$ 1,137.97
Skills Competition - student share		\$ 2,230.00
Total Receipts		\$ 12,530.38
Deduct:		
Checks 1153 - 1173		
Conference related expenses		\$ 2,346.77
Vending machine inventory		\$ 179.13
Skills Memberships		\$ 2,655.00
Fundraiser - Meat sticks		\$ 1,298.00
Fundraiser - Hot Dog Sale		\$ 560.65
Annual NYS Sales Tax		\$ 1,085.66
Misc - expenses		\$ 690.94
Starting change for Craft and Vendor sale - to be redeposited		\$ 500.00
Food for Craft and Vendor sale		\$ 1,035.76
Total Deductions		\$ 10,351.91
Balance 3/31/25		\$ 6,752.85

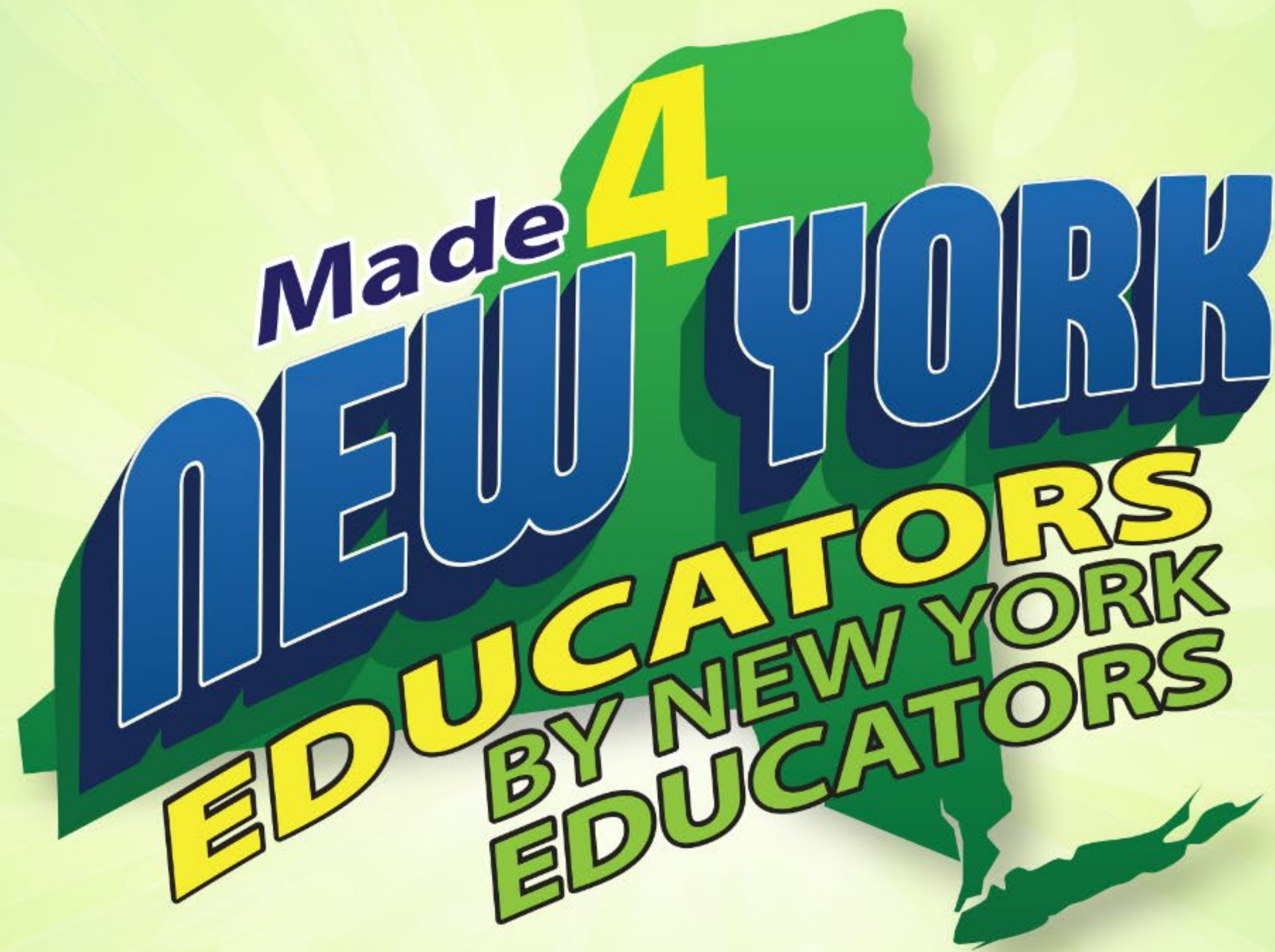
7. Board Presentation – BOCES 4 Science Director Steve Montemarano

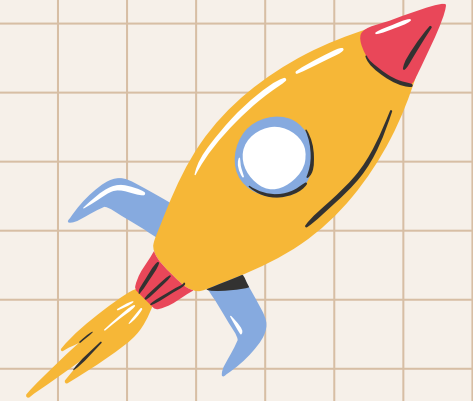
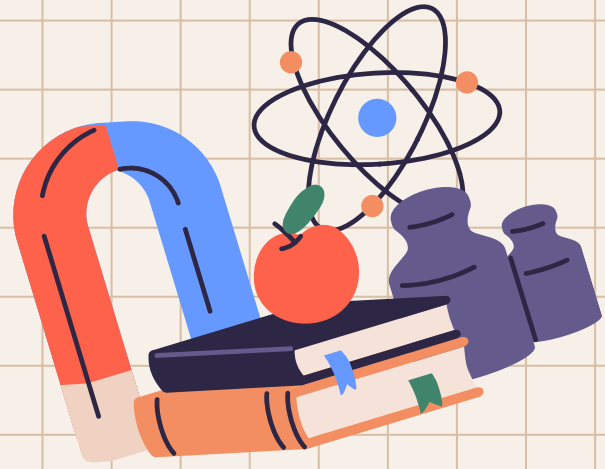


Monroe 2- Orleans BOCES Board Presentation

May 14, 2025

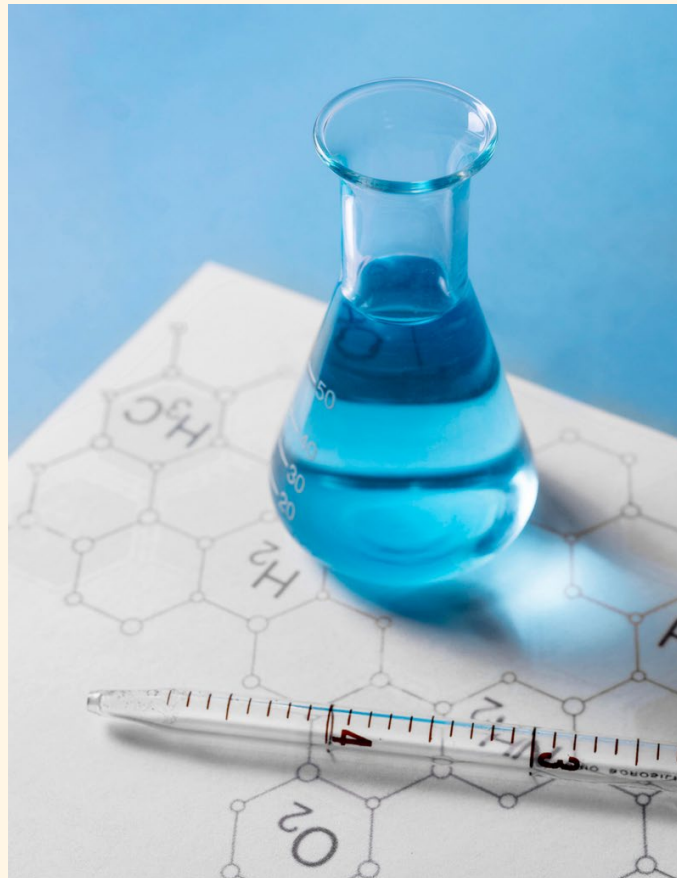






Products/Services

www



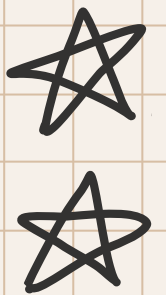
Curriculum Built on
NYSSLS



Supporting Resource
Kits

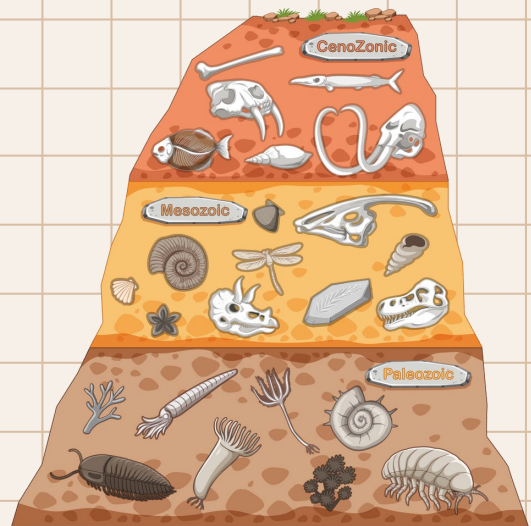


Professional
Learning





Historical Context

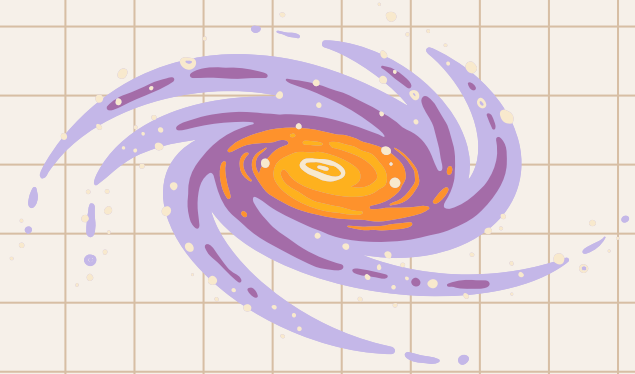


2012
Framework for K-12 Science
Education

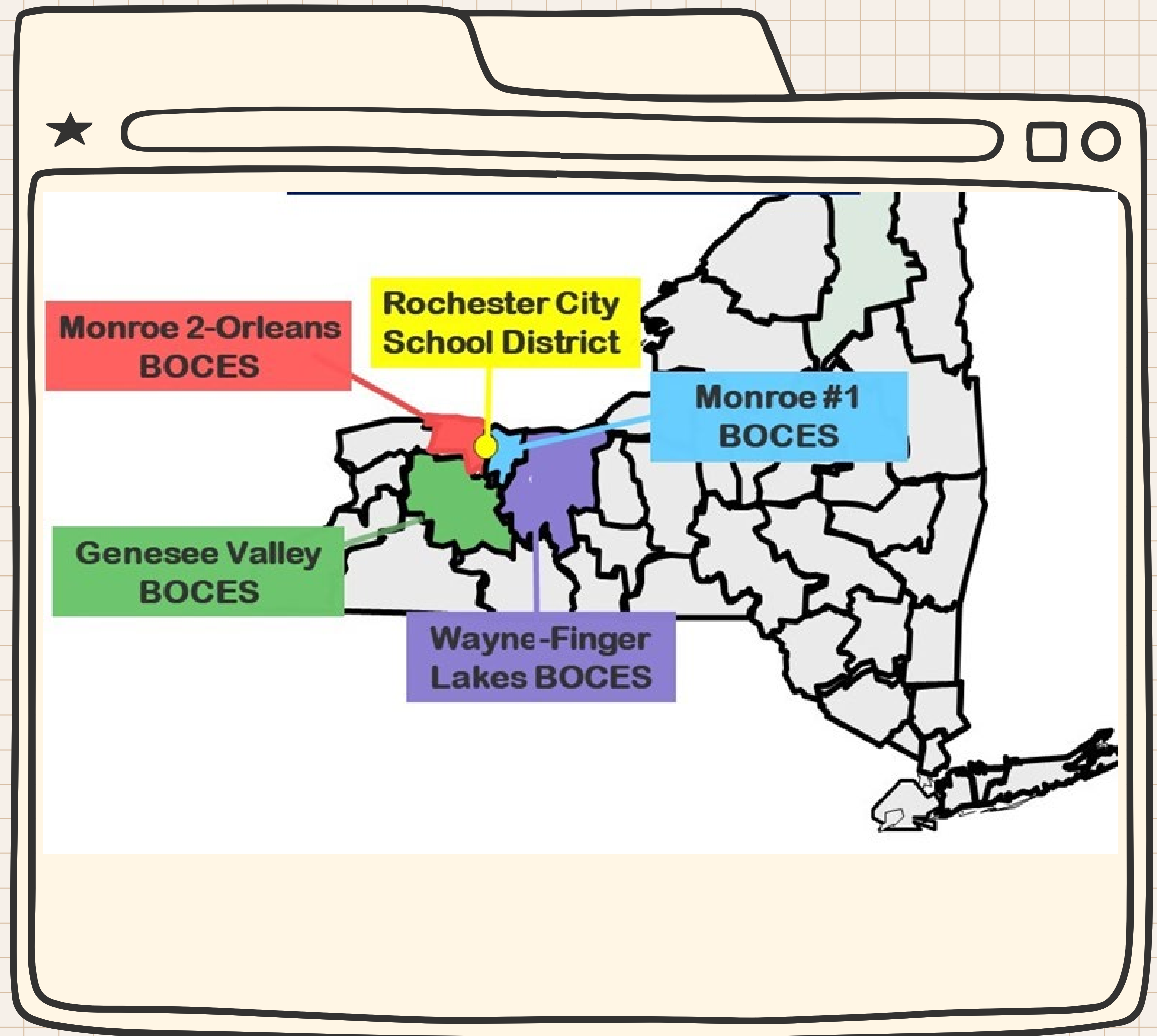
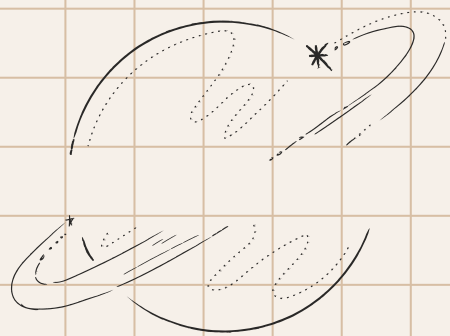
2013
Next Generation Science
Standards (NGSS)

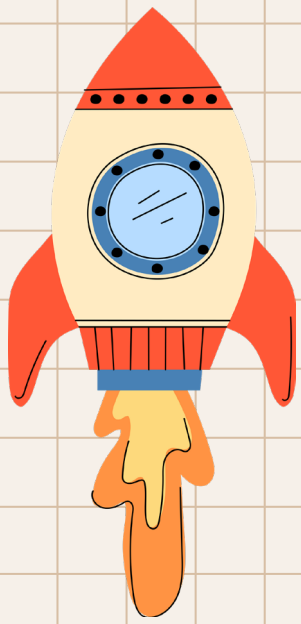
2016
Formal adoption of New York
State Science Learning
Standards (NYSSLS)

2016
BOCES 4 Science



Historical Context





Historical Context



2018-2019

- Formal release of initial units of instruction

2019-2020

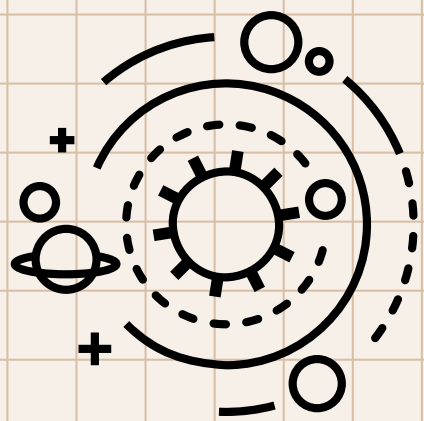
- Release of second round of units of instruction
- COVID

2020-2021

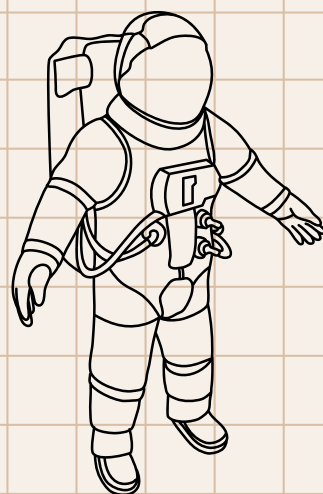
- Completion of final units of instruction
- Initial digital unit training sessions

2021-2022

- Formal release of final round of units of instruction



Historical Context



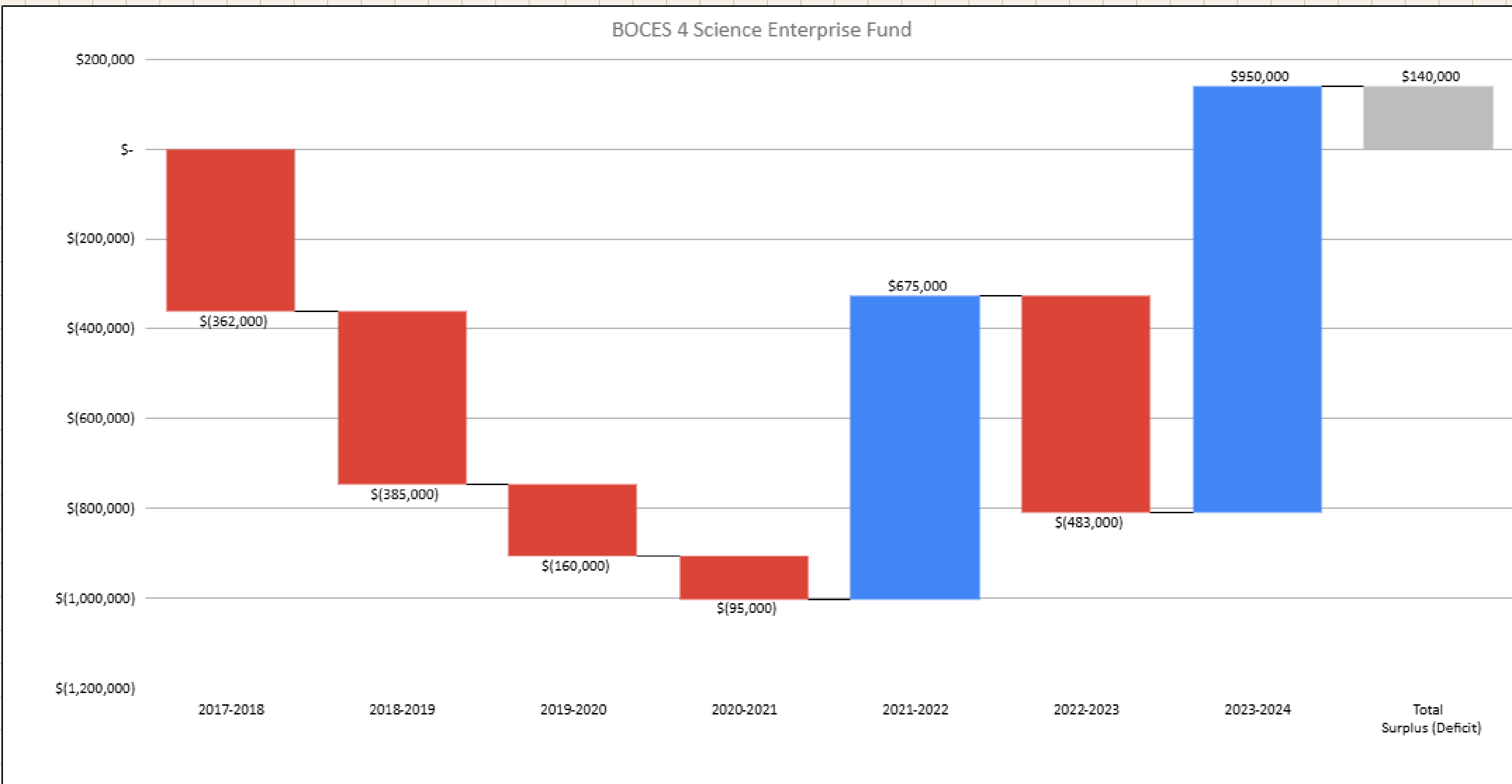
2022 -2023

- Sunset ESP kits
- Transition to production facility at RTP
- Formal consolidation with WFL BOCES
- ELS/ILS Investigation Supply Kits

2023 -2024

- Formal consolidation with Monroe 1 BOCES
- Implementation of new ERP System
- Full installation of racking
- Receipt of equipment and furniture, including, but not limited to:
 - Forklift
 - Electric Pallet Jack
 - Rolling Racking
 - Tables and Chair

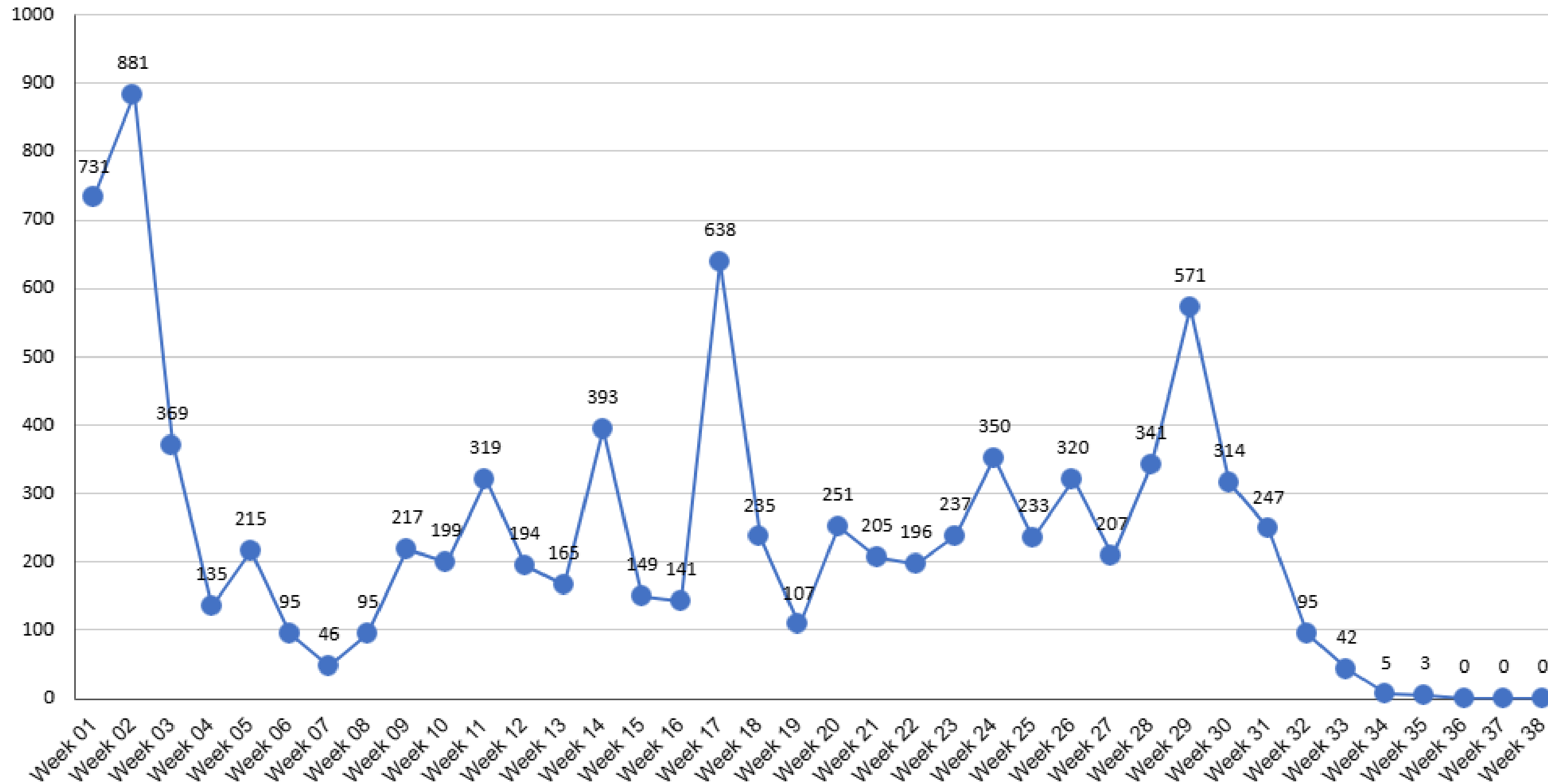
2024 2025 estimated
surplus $\approx$ \$100,000



Enterprise Fund



BOCES 4 Science Kit Demand



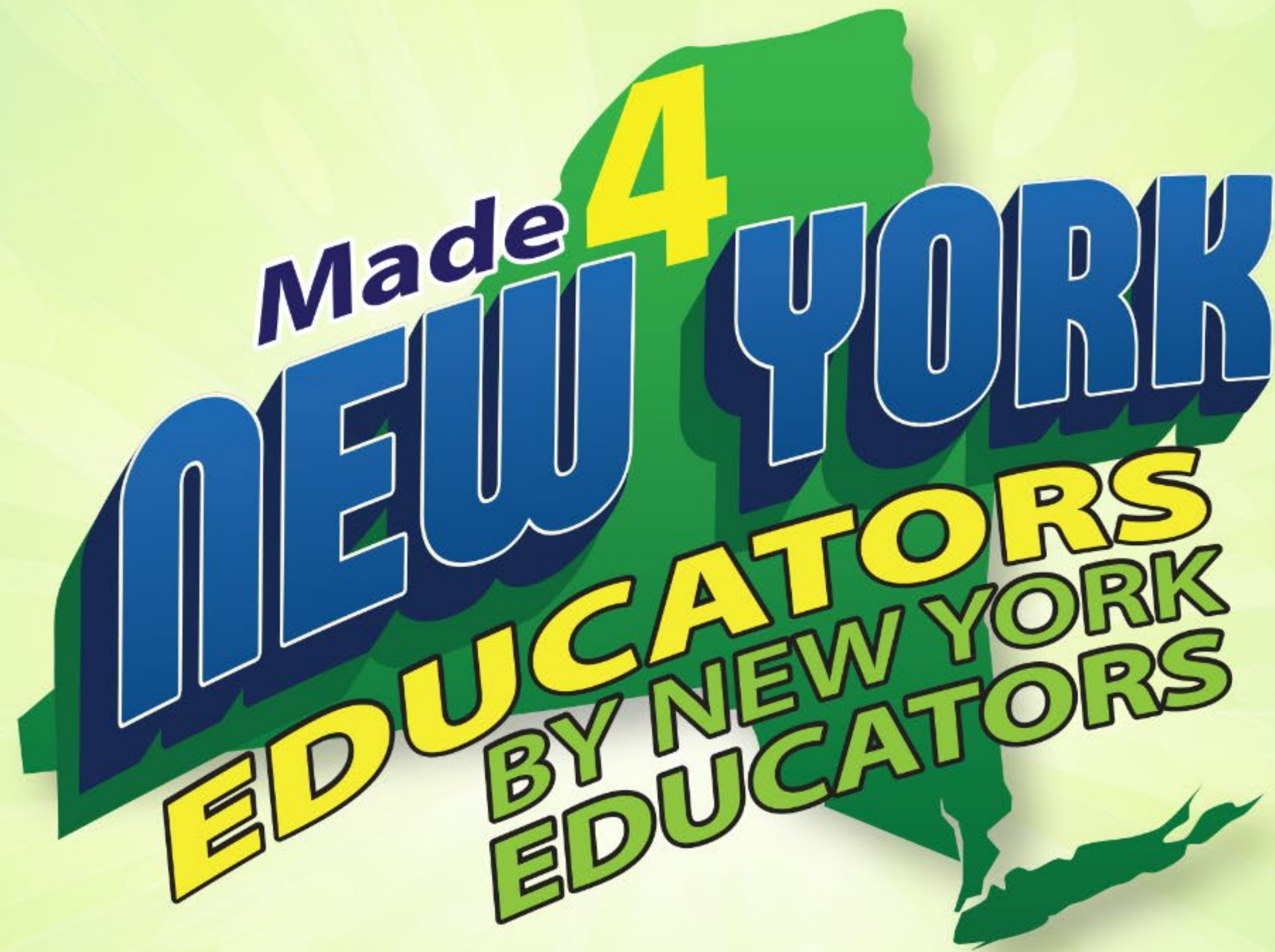
2024 2025:
≈9,000 kits

or

≈24,000 totes

2024 2025 Kit Demand







Summer 2025

Version 2.0



REQUIRED:

AUGUST 18
Initial Training:
CRITERIA & PROCESS

½ Day (**AM** or **PM**)

AUGUST 19

- K** Pushes and Pulls
- 1** Sending Messages with Light and Sound
- 3** Investigating Weather and Climate

AUGUST 20

- K** Weather for Kindergarten
- 3** Invisible Forces
- 5** Toys Matter

AUGUST 21

- 2** Save the Bees!
- 4** Earth Processes in NYS
- 5** Deer, Deer Everywhere!



BOCES **4** Science



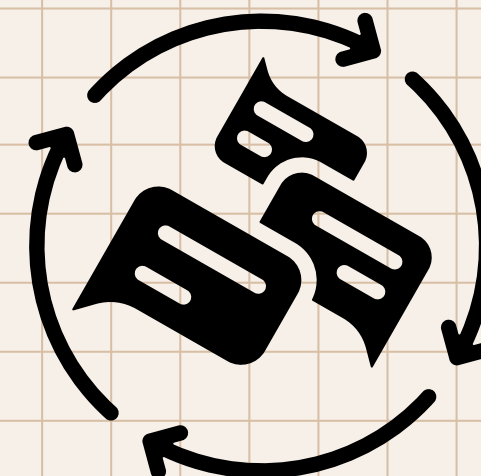
VERSION 2.0 IS UNDERWAY!

Have you recently taught **and** plan to continue teaching any of the
← listed units?

We want teachers from across NYS to join us for an opportunity to provide input to Version 2.0!

Teachers will:

- Evaluate units against research-based criteria
- Share classroom unit engagement experiences
- Communicate ideas for the future design/content of units



Professional Learning

2024 - 2025

Professional Learning

>100 Professional Learning Sessions

>1000 Teachers and Administrators

>Unit Training Sessions

>Investigations Sessions

>Assessment Writing Sessions

>ESS Curriculum Cohort

>Regional Science Leadership Cadre



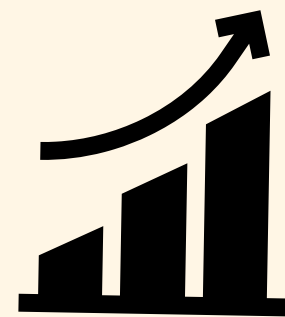
Results Driven



2024 Grade 5
Assessment



Districts using BOCES 4 Science
comprehensive curriculum with
fidelity had proficiency rates
approximately **11.5%** higher than
other districts
and
outperformed those districts on
76.5% of items



Curricular Enhancements



Fall 2024



- Unit Summary & Streamlining Guides
- Unit Management Sheets
- 3-D Assessments
- Investigation Style Assessments

Estimated 20% increase in instructional efficiency in classroom

Earth's Processes in NYS



Lesson 1

Lesson 1 Teacher In-Class Presentation - PPTX

Bone A - PDF

Bone B - PDF

Bone C - PDF

Bone D - PDF

Bone Sketch - PDF

Student Misconceptions Anecdotal Records - PDF

Sample Anecdotal Records - PDF

Lesson 1 Training Video - LINK

Lesson 2

Lesson 2 Teacher In-Class Presentation - PPTX

Bone A - PDF

Bone B - PDF

Bone C - PDF

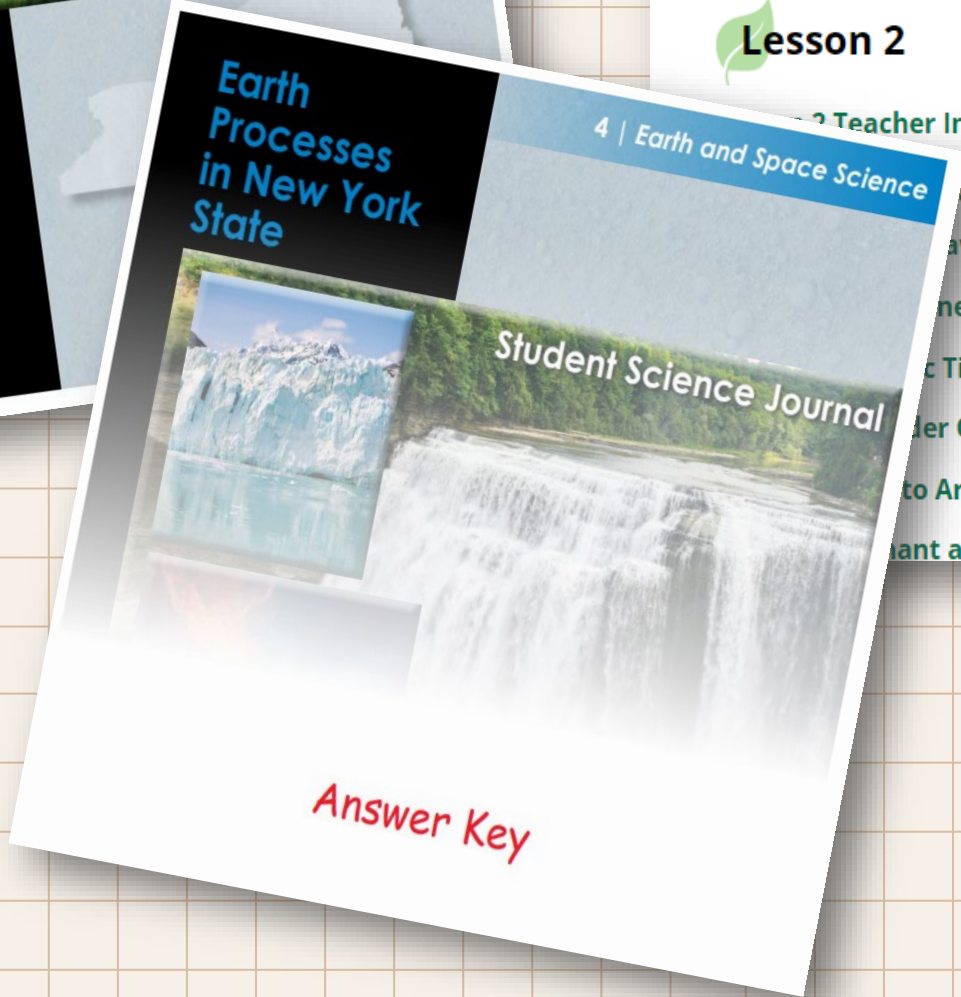
Bone D - PDF

Bone Sketch - PDF

Student Misconceptions Anecdotal Records - PDF

Sample Anecdotal Records - PDF

Lesson 2 Training Video - LINK



Grade 4: Earth's Processes in NYS

Unit Summary

Lessons: 13 Sessions: 29 Weeks: ~13

- ☐ L1: Bones in Our Neighborhood
- ☐ L2: dinosaur Bones and other Fossils
- ☐ L3: Sedimentary Rocks
- ☐ L4: Weathering and Erosion
- ☐ L5: Freezing and Thawing and Glaciers
- ☐ L6: Maps of the Land
- ☐ L7: Rock Record of NYS
- ☐ L8: Mammoths and Mastodons
- ☐ L9: Mapping Earth's Natural Features
- ☐ L10: Volcanoes, Tsunamis, and Earthquakes
- ☐ L11: Mission: Save the Humans!
- ☐ L12: Engineering a Design Solution
- ☐ L13: Final Projects



Unit Streamlining

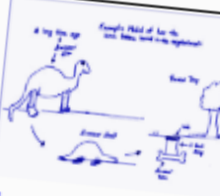


- Two days (focus on questions but you don't need a Scientist Circle).
- Definitely do modeling with a Gallery Walk and driving question board.
- Classroom Consensus model is not necessary because modeling is not a focus SEP for this cluster of standards.

Lesson 1

Bones in Our Neighborhood

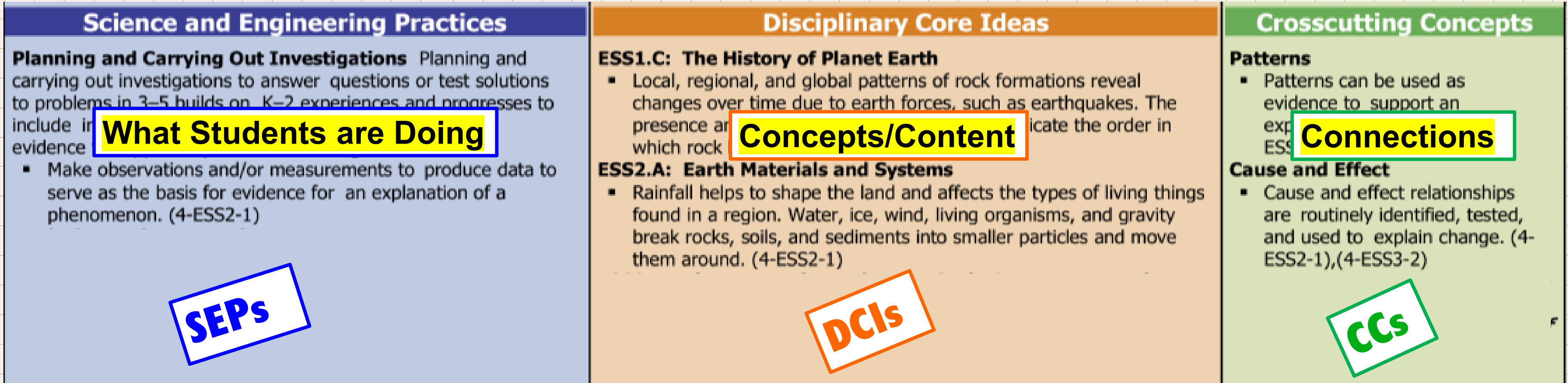
Anchoring Phenomenon: Boy finds bone (pictures). Students generate **observations** and **questions** about what the bone is and where it was found. Could it be a dinosaur bone? Students **draw a model** to show their thinking, then generate a class consensus model. Using sticky notes students generate questions for a Driving Question Board.



Shifts in Teaching & Learning

Begin lessons by allowing students to DO SCIENCE
Engage, Explore, Experiment and then EXPLAIN

- **Storylines** – A coherent sequence of lessons in which student questions that arise from their interactions with phenomena drive the learning.
- **Phenomena**- something that can be observed and that increases interests and **generates questions** to drive active learning
or
- **Problem** – a challenge for students to figure out how to solve
- **3-Dimensional** – uses **Science & Engineering Practices** & **Crosscutting Concepts** to make sense of content (**Disciplinary Core Ideas**)



Elementary Science Performance Level Descriptions

Topic and PE	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
Earth’s Systems: Processes that Shape the Earth 4-ESS2-1	Make observations and/or measurements to identify patterns that provide evidence of the effects of weathering and the rate of erosion caused by water, ice, wind and vegetation.	<u>Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion caused by water, ice, wind or vegetation.</u>	Identify the observation and/or measurement, from those given, that provides evidence of the effects of weathering or erosion by water, ice, wind or vegetation.	Identify one effect of weathering or erosion by water, ice, wind, or vegetation, from those given, based on an observation.

New York State P-12 Science Learning Standards

4. Earth’s Systems: Processes that Shape the Earth

Students who demonstrate understanding can:

- 4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.** [Clarification Statement: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; tilted rock layers indicate past crustal movement; glacial scratches on rock formations indicating glacier movement; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.] [Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.]
- 4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.** [Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water and/or loose Earth materials due to gravity, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.] [Assessment Boundary: Assessment is limited to a single form of weathering or erosion.]
- 4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth’s features.** [Clarification Statement: Maps can include topographic maps of Earth’s land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.]
- 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.*** [Clarification Statement: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Performance Expectation (PE)	Lesson(s)
4-ESS1-1	1, 2, 3, 7, 8
4-ESS2-1	4, 5
4-ESS2-2	6, 7, 9
4-ESS3-2	10, 11, 12, 13

Unit Overview

13 Lessons

29 sessions

2 to 3 – 35 minute sessions per week



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Lesson 11: Mission: Save the Humans!	108
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Lesson 13: Final Projects.....	123

Part 1: Lessons 1-8

Students focus on using Earth material clues to figure the origin of a large bone in local soil. Could it have belonged to a dinosaur?

Part 2: Lessons 9-13

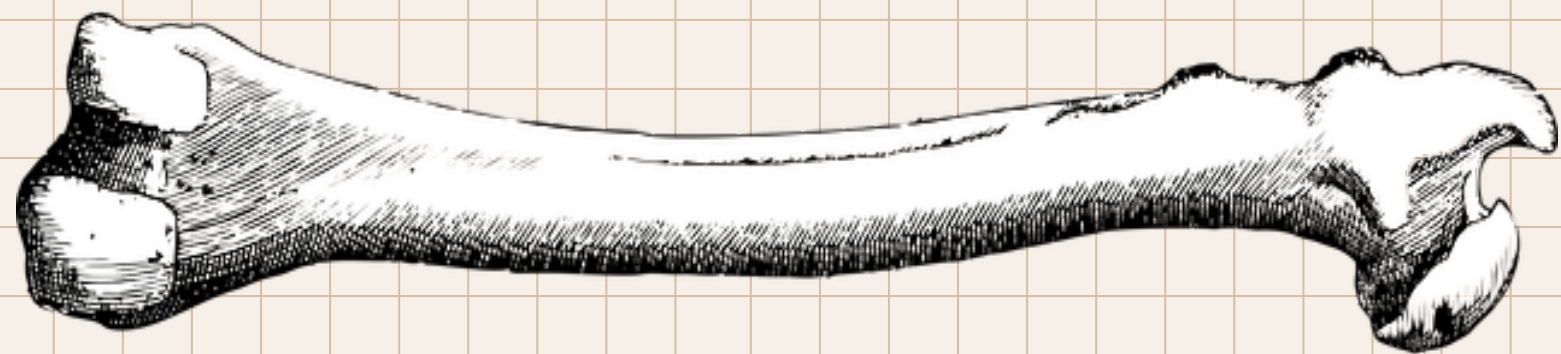
Students investigate Earth’s features using maps. they learn about natural hazards such as volcanoes, tsunamis & earthquakes

Students design solutions to reduce the impacts of natural processes on humans.



Lesson 1

Bones in our Neighborhood



PHENOMENA: *A large bone was found nearby. What is it?
How did it get here?*



Lesson 1 - Bones in Our Neighborhood (cont.)

1. What do you notice or observe about the bone and where it was found?

NOTICE/OBSERVE?

2. What questions do you have about the bone and where it was found?

WONDER/QUESTIONS?

Lesson 3: Sedimentary Rocks

Discuss needed improvements or changes to **Class Model**

Students draw a **new model** (*of dinosaur or of their initial model*) on **p. 9 of Student Science Journal**

Gallery Walk



Lesson 3: Sedimentary Rocks

Part B: Making a physical **model** of a **rock profile**:

You will be making this...



LESSON 3: SEDIMENTARY ROCKS

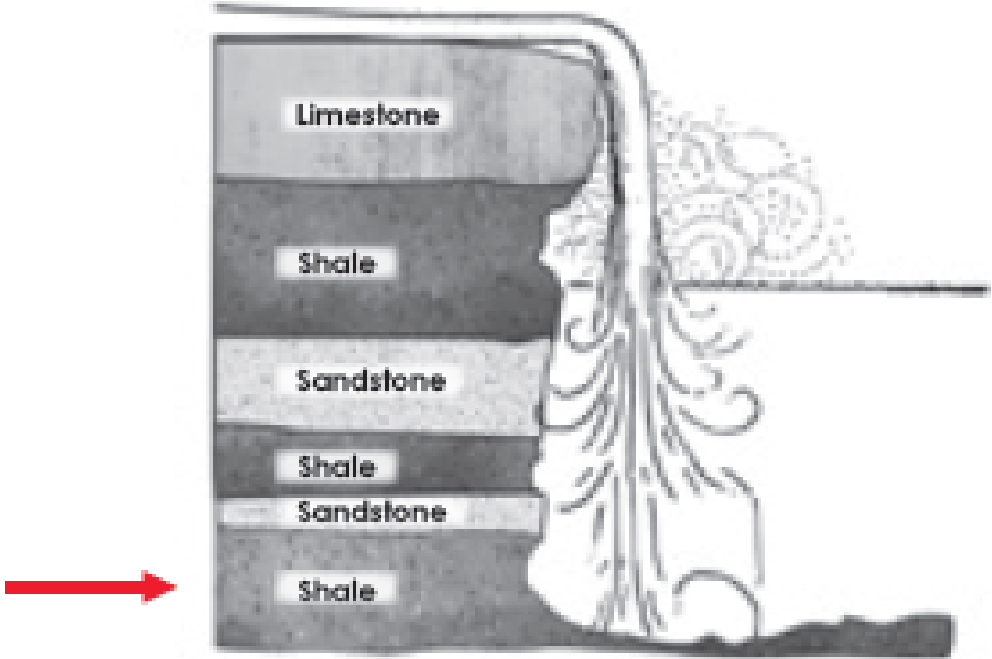
PART C: (CONT.)

SSJ pp. 11-12

Prompts for possible formative assessment

Lesson 3 - Sedimentary Rocks (cont.)

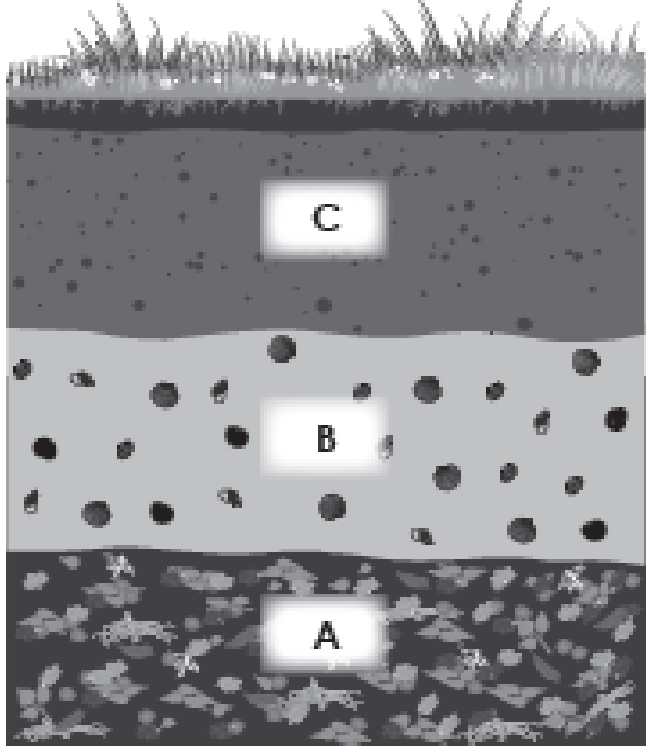
3. What is the main type of environment where sedimentary rocks form?
Sedimentary rocks form mainly in a water environment: river, pond, shallow sea, ocean, beach, etc.
4. The drawing below shows the rock layers of the Niagara Gorge at Niagara Falls. Draw an arrow pointing to the oldest layer. What is the evidence that it is the oldest? (Answer below.)



The bottom layer is the oldest layer. The evidence for this is that it is the very lowest of all of the layers so it was deposited first.

Lesson 3 - Sedimentary Rocks (cont.)

5. The diagram below shows part of a rock wall. Layer A has land plant fossils in it such as leaves from trees. Layer B shows no land plants but has many seashell fossils.
- When Layer A was formed, the area was a pond near a forest. What environment was the area when Layer B was formed? How did the land change over time? How do you know?



The environment when Layer B was formed was a deeper lake or other body of water that would have sea animals with shells living in it. The land changed from being a shallow pond that collected leaves to being a deeper body of water. We know this because of the materials (fossils) found in the different layers.

LESSON 4

Group 1 = High Slope vs. Low Slope

- Students should pour water at **same speed**

Group 2 = High volume of water vs Low volume of water (same slope - stands in kit)

Group 3 = Trees/Plants vs Weathering & Erosion

- Felt held down with toothpicks represents trees and plants. Will pour water on both sides.



Students draw **before and after** pictures in their Student Science Journals on **p. 13 & 14**

LESSON 4: WEATHERING AND EROSION

PART B (CONT.): INVESTIGATIONS!

Group 4 = The **impact of wind** on weathering and erosion

- Students use straws to blow on the sand simulating wind. Put rocks wherever
- This group should **wear goggles!**



Group 5* = Rock Movers

- 1 student starts with each of the other groups.
- Then meet to compare results and **plan an experiment** to see if they can move a larger rock.

(* Can do as a whole group or leave out)



Students draw **before and after** pictures in their Student Science Journals on **p. 13 & 14**



Data Collection:

*Observations

*Draw a Model of Your Station:
Before & After Scenario(s)

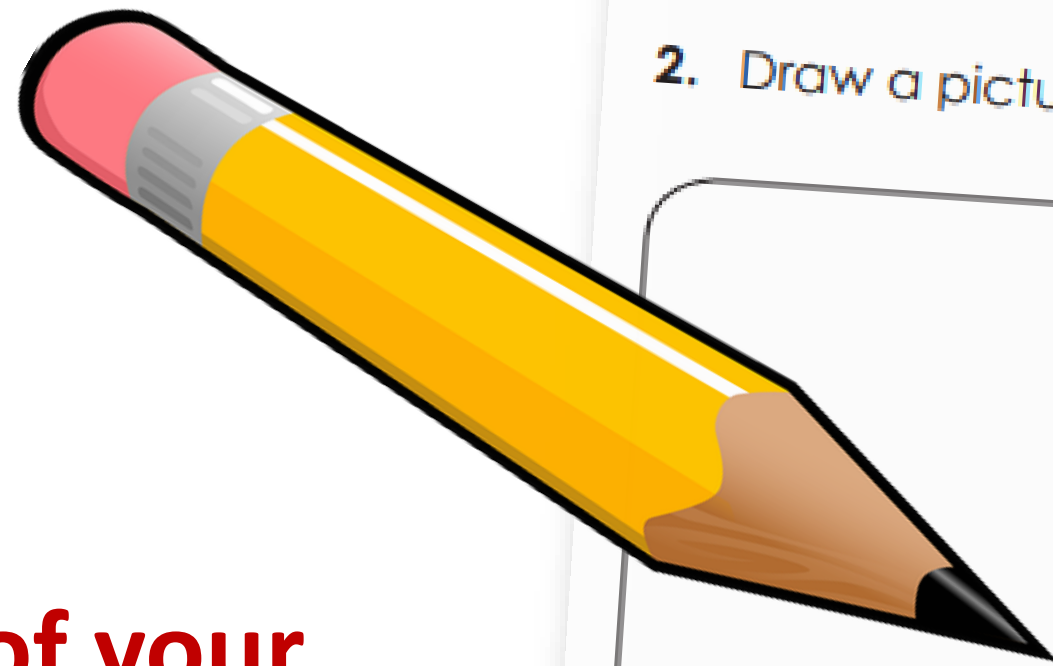
*Conclusions

*Possible Implications?

Lesson 4 - Weathering and Erosion

1. What question are you trying to answer?

2. Draw a picture or add a photo of your setup **BEFORE** the investigation:



**At the start of your
investigation: Please
complete Student
Science Journal p. 13**

Weathering and Erosion Stations

Group 1. High slope vs low slope
downhill movement of water and
In this experiment, the amount of
same. The only variable that is di

Materials:

- 2 large plastic boxes
- 2 1-quart plastic containers to
- equal amounts of water
- 2 bags of sand
- 1 tablecloth
- 1 measuring cup
- 2 rocks
- Books – from classroom

Directions:

1. Put the tablecloth over
space and assemble all m
2. Add one bag of sand
the plastic boxes. Make
sand on one half of each
two boxes should be ide
3. Add books underne
than the other. (The hig
4. Use the measuring
com
5. Discuss the proced
that it is the same in

Station

Weathering and Erosion Stations

Group 2. High volume of water vs Low volume of water: How does the amount
of water impact the downhill movement of water and Earth materials?
In this experiment, the slope of the
must be the same. The only variab
running over the land.

Materials:

- 2 prop set ups
- 2 large plastic boxes
- 2 1-quart plastic containers to
- 2 bags of sand
- 1 tablecloth
- 1 measuring cup
- 2 rocks
- Books – from classroom

Directions:

1. Put the tablecloth c
and assemble all mat
2. Add one bag of s
plastic boxes. Make
one half of each o
that is inside of ea
should be identic
3. Set up the pr
the large plasti
boxes onto the
books in front
prevent the
at the end c
4. Decide

Weathering and Erosion Stations

Group 3. Slope with vegetation – How do trees and plants impact erosion?
In this experiment, the amount of water and the rate that the water is sprayed
must be the same. The only variable that is different is that one part of the
mound of sand has either felt or toothpicks (or both) representing trees and
plants

Materials:

- 1 prop set up
- 1 large plastic box
- Felt/Toothpicks – to represent vegetation
- 1 spray bottle (use is optional)
- 2 large plastic cups
- 1 1-quart plastic container to hold equal quantities of
water
- 1 bag of sand
- 1 tablecloth
- 2 rocks
- Books – from classroom

Directions:

1. Put the tablecloth over the work space and assemble all materials.
2. Use one bag of sand in the plastic box. Make a
mound of sand on one half of the box. (See photo
at the end of the Directions.)
3. Set up the prop so that it will support the large
plastic box. After placing the box onto the prop,
use one or two books in front of the box to prevent
the box from moving.
4. If using the



Lesson 5

Freezing & Thawing & Glaciers



Focus Question:

What do freezing and thawing and glaciers do to land?

Lesson Synopsis

Learning Target(s):

I can describe the effects of freezing and thawing on the land in my neighborhood.

I can describe the effects of a glacier on the land.

Lesson Description:

Students observe that liquid water expands when it freezes. They observe evidence from their own neighborhoods that land surfaces are affected by freezing and thawing. By observing a model of a glacier, students gain an understanding about how large ice sheets can impact landscapes. This lesson has three parts.

Lesson 6

Maps of the Land



Focus Question:

What can we learn from maps of our local and global neighborhood?

Lesson Synopsis

Learning Target(s):

I can analyze and interpret data from maps to describe other patterns of Earth's features.

I can read and interpret one or more maps about my neighborhood to learn about patterns of Earth's features.

Lesson Description:

Students read, interpret, analyze and assemble topographic maps to learn about clues to the features of the Earth. Using topographic maps, students explore patterns visible in the landscape of the Earth. This is a two part lesson

Vocabulary:

contours
contour interval
contour lines
drumlins
elevation
topographic map

Lesson 8

Mammoths and Mastodons

.....



Focus Question:

What do scientists know about mammoths and mastodons in New York State?

Lesson Synopsis

Learning Target(s):

I can learn about ancient animals that lived in New York State.

I can list the evidence for and against the possibility that the mystery bone is from an ancient animal.

Lesson Description:

Students engage in research about the mammoths and mastodons of New York State. They reflect on the experiences of other people who have found large bones in the ground. They learn about how these animals have been found and excavated, including the Cohoes Mastodon from the New York State Museum. Students make observations comparing the bone found in their neighborhood to bones of actual mammoths or mastodons from museums. Students synthesize the existing evidence for and against the mystery bone belonging to an ancient animal. This is a one part lesson, but additional two sessions are needed for assessment.

Lesson 10

Volcanoes, Tsunamis & Earthquakes

Vocabulary:

earth process
earthquakes
natural disaster
natural hazard
tsunamis
volcanoes



Focus Question:

What are the effects of volcanoes & earthquakes & tsunamis?

Lesson Synopsis

Learning Target(s):

I know about natural Earth processes like earthquakes, volcanoes, and tsunamis.
I can identify problems caused by these Earth processes.
I can list solutions that may help people solve problems caused by volcanoes.

Lesson Description:

Students use information about natural hazards to identify problems caused by these hazards. They brainstorm and begin to develop design solutions to reduce the impacts of earthquakes, volcanoes and tsunamis on people. This is a three part lesson.

Lesson 11

Save the Humans!



Focus Question:

How can we help humans reduce the impact of natural Earth processes?

Lesson Synopsis

Learning Target(s):

I know about natural Earth processes like earthquakes, volcanoes, and tsunamis.
I can use the Engineering Design Cycle to solve problems with structures.
I can help others think about ways to help people impacted by these natural processes.

Lesson Description:

Students use information about natural hazards and how they impact humans to begin to develop design solutions that can help reduce the impacts of earthquakes on people. Students learn that earthquakes have happened in New York State. As a large group, they use the Engineering Design Cycle to develop structures that are earthquake-resistant. Students work in small groups to create either another design solution or make a Community Response Plan. This is a three part lesson.

Vocabulary:

constraints
criteria
earth process
earthquakes
Engineering Design Cycle
impact
natural disaster
natural hazard
reduce
retrofit
resilient
shake table
soft story
structures

Lesson 12

Engineering a Design Solution

Project Choices:

(1) Engineering Design Solution **or** (2) Community Response Plan

Criteria & Constraints

Engineering **Design Solution** ideas:

- Create a **model** of an “earthquake indicator / predictor” that you design yourself. Describe how it will work.
- Make a **model** to show how stress and strain affect different materials like wood, clay, etc.
- Try to **design structures** that will withstand an earthquake using the shake table. Try them out! What works? What doesn't? Why?

Community Response Plan may include the following components:

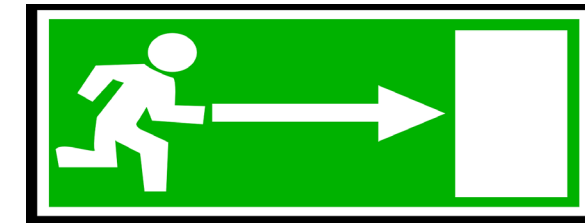
- Research about how communities in an earthquake-prone area **prepare** for future earthquakes.



- A public service announcement to tell people **what to do** in the event of an earthquake.



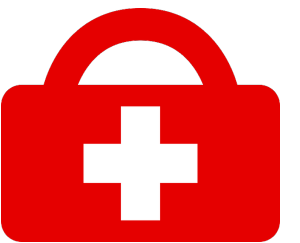
- A road map showing **evacuation** routes.



- A list of **roles and responsibilities** for the members of the school community should an earthquake strike nearby.



- Development of a sample “**kit**” that should be in each household in a community in the event of an earthquake.



- A slide show or printed flyer that **communicates** important information for community members to know before an earthquake.



ELS Test, 2024

3-ESS3-1

Catastrophic flooding impacted Atlanta in September 2009. An estimated 10 to 20 inches of rain fell in less than 24 hours and historic flash flooding occurred. Over 20,000 homes and businesses had major damage.

- 13 Which design solution would require the **fewest** steps to reduce future impacts of heavy rains on the residents of Atlanta?
- A Build new roads that redirect rainwater to a single water treatment plant.
 - B Provide free sandbags to every resident in Atlanta to place around the outside of their homes to keep the water out.
 - C Keep existing overflow water pipes in sewer systems open to redirect water away from the city.
 - D Create large open fields in many parts of the city to allow rainwater to soak into the soil.

The photograph below was taken by an observer after the flood in Atlanta.

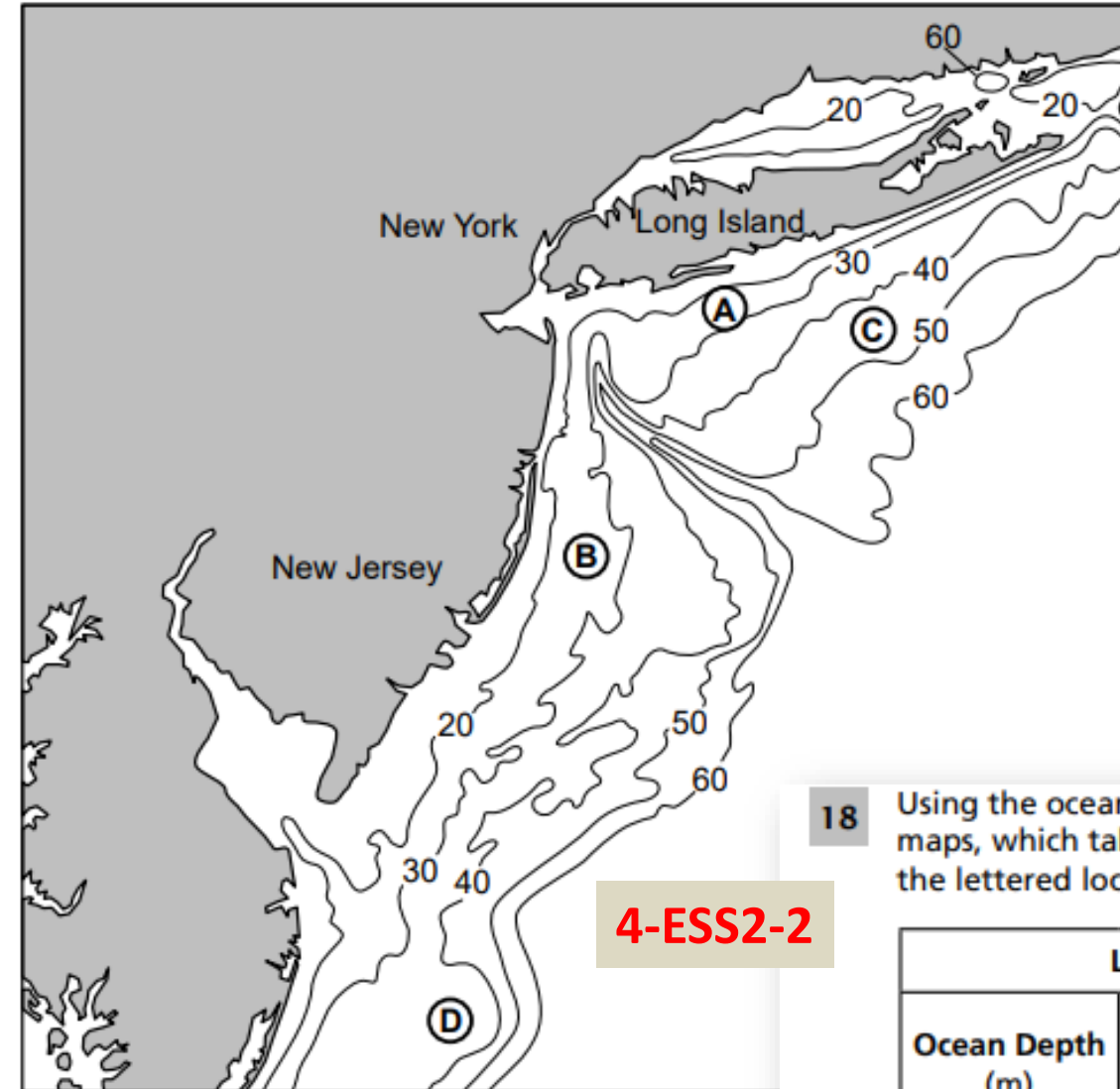


4-ESS2-1

- 14 How did the heavy rainfall in 2009 most likely cause damage to this roadway?
- A Heavy floodwater ran over and crushed the roadway into pieces.
 - B Lightning during the storm struck the roadway, breaking it up.
 - C Running water under the road caused an earthquake.
 - D Water eroded soils from under the road, causing it to collapse.

The special type of topographic map below shows the depth of the ocean floor in meters along the coast of New York and New Jersey, where some menhaden fish populations occur. Letters A, B, C, and D indicate locations along the ocean floor.

Ocean Depth (in meters) off Coast of New York and New Jersey



4-ESS2-2

- 18 Using the ocean depth data from the map and your knowledge of topographic maps, which table correctly summarizes the ocean features and evidence for one of the lettered locations?

Location A		
Ocean Depth (m)	Ocean Bottom Surface	Evidence
between 10 and 20	relatively flat	isolines close together

A

Location C		
Ocean Depth (m)	Ocean Bottom Surface	Evidence
between 30 and 40	steep slope	isolines close together

C

Location B		
Ocean Depth (m)	Ocean Bottom Surface	Evidence
between 20 and 30	relatively flat	isolines far apart

B

Location D		
Ocean Depth (m)	Ocean Bottom Surface	Evidence
between 40 and 50	steep slope	isolines far apart

D

EP Assessment

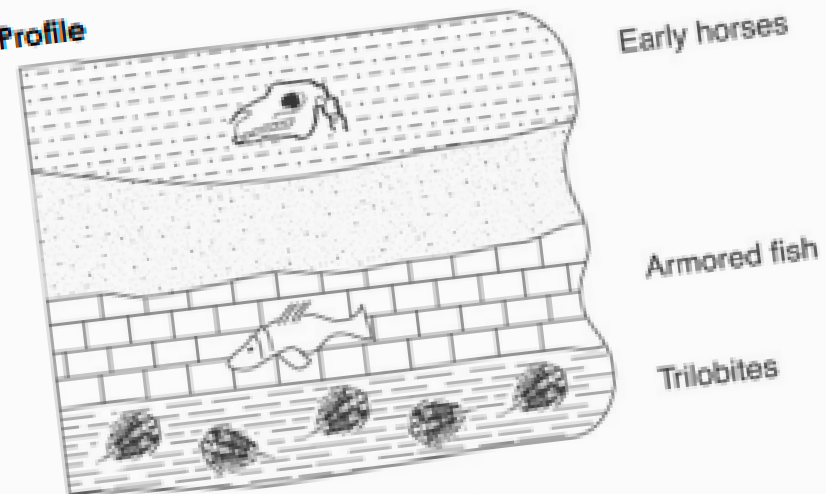
Name: _____ Date: _____

DIRECTIONS

Base your answers to questions 1-7 on the information below and on your knowledge of science.

A fourth-grade student used a special pass called "Every Kid Outdoors" to travel around New York State and visit parks for free. During their trip, they learned about fossils, landscapes, and rock layers.

Figure 1: Rock Profile

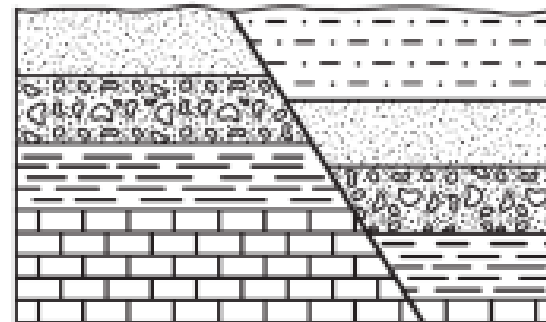


(Not drawn to scale)

- Which statement supports the claim that armored fish are older than the early horses in **Figure 1**?
A There are no fossils in the second rock layer.
B Trilobites are older than armored fish.
C Armored fish live in water and horses live on land.
D Armored fish are in a lower layer than early horses.
- Identify which evidence from **Figure 1** supports the claim that the land

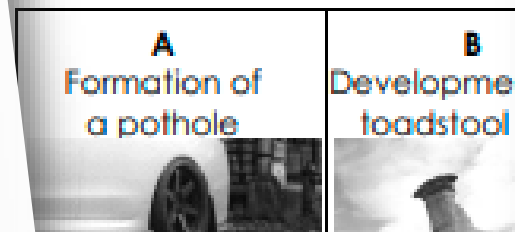
While traveling around the state, the student noticed changes in the landscape. There were mountains, rivers, beaches, hills, and interesting rocks along the highway.

Figure 2: Rock Profile



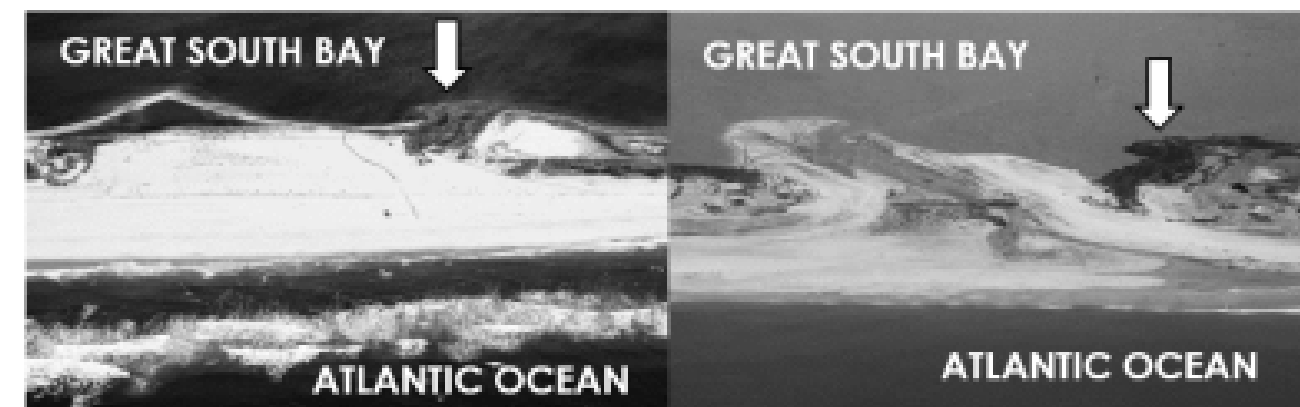
- Identify evidence from **Figure 2** that supports the claim that the rock layers changed after they were originally deposited. [1]

- Which picture shows evidence (Circle the letter A, B, C, or D.



These are pictures of Smith Point Park on Fire Island near Long Island. They were taken before and after a big storm called Hurricane Sandy in 2012. The arrows point to the same location in each picture.

Figure 3: Beach Erosion



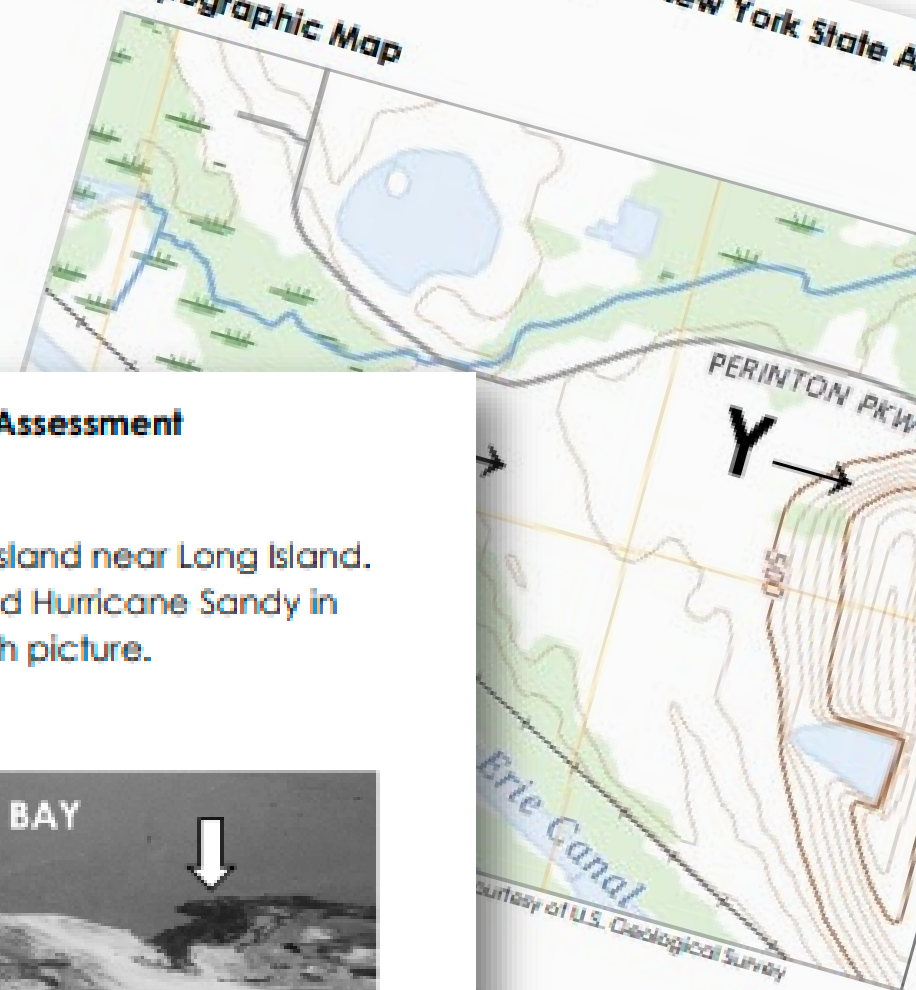
BEFORE

AFTER

Photos Courtesy of U.S. Geological Survey

- Using **Figure 3**, which observation provides evidence that water eroded the beach?
A There is vegetation only on one side of the beach.
B There are no waves in the "After" picture.
C There are no people on the beach.
D The shoreline of the beach has changed.

Figure 4: Topographic Map



mic map in **Figure 4**, describe
from the landscape at Point

Instructional rigor in education refers to challenging all students to learn at high levels, providing appropriate support, and ensuring they demonstrate their learning at those levels. It's about fostering deep understanding and application of knowledge, not just rote memorization.

Key Components:

Teachers should set clear goals for student learning that are challenging but attainable.

- **Scaffolding:**

Providing support and guidance to help students reach those goals, especially when they encounter difficulties.

- **Demonstration of Learning:**

Students should be given opportunities to show what they've learned in various ways.

- **Conceptual Understanding:**

Students should understand the underlying principles and ideas, not just memorize facts.

- **Application of Knowledge:**

Students should be able to apply what they've learned to new and different situations.

- **Cognitive Engagement:**

Rigor involves challenging students to think critically and creatively, not just recall information.

- **High Expectations:**

- **Authentic Tasks:**

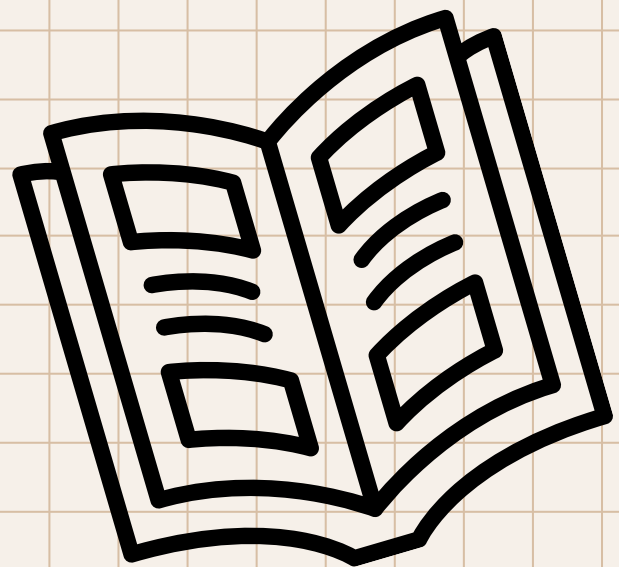
Assignments should be relevant and meaningful to students, giving them a purpose for learning.





- Materials and supplies to support about 90% of what is needed in the classroom
- Average district receives 75-80% BOCES aid for kits
- Produce and ship approximately 9000 kits (24,000 totes) to districts annually

Redesigned Catalog



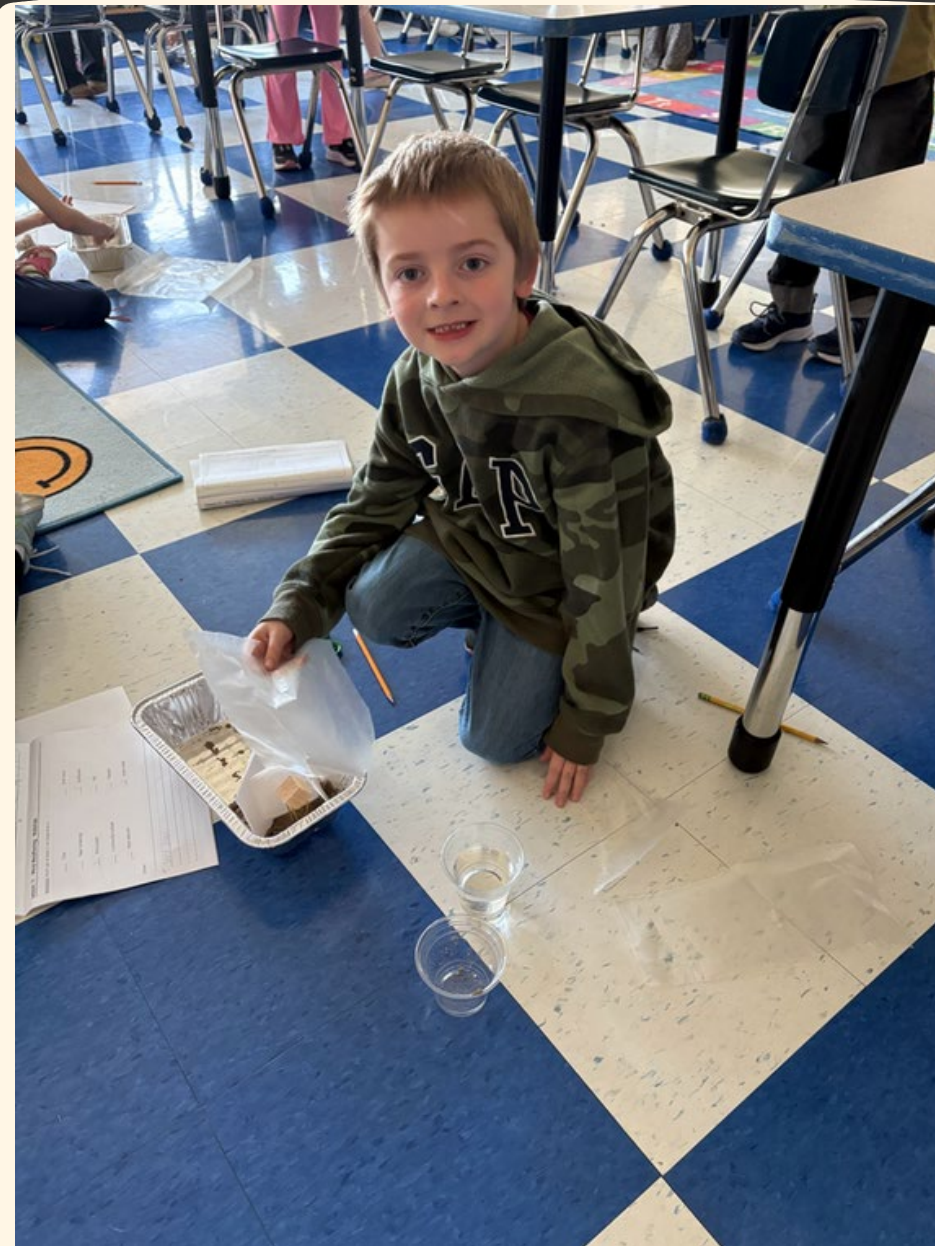
Unpack a world of
science possibilities
through engaging
activities with

BOCES **4**
Science

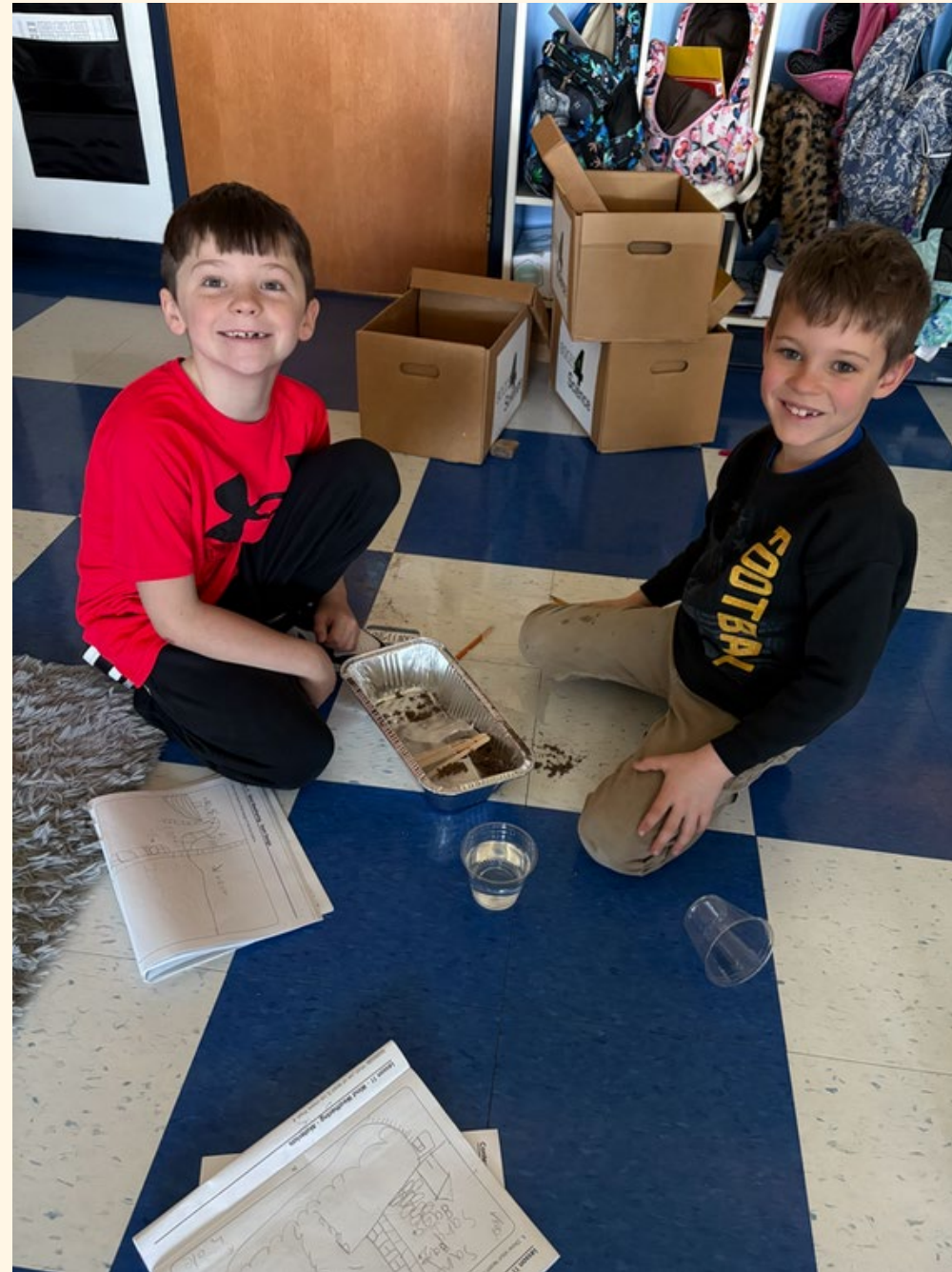
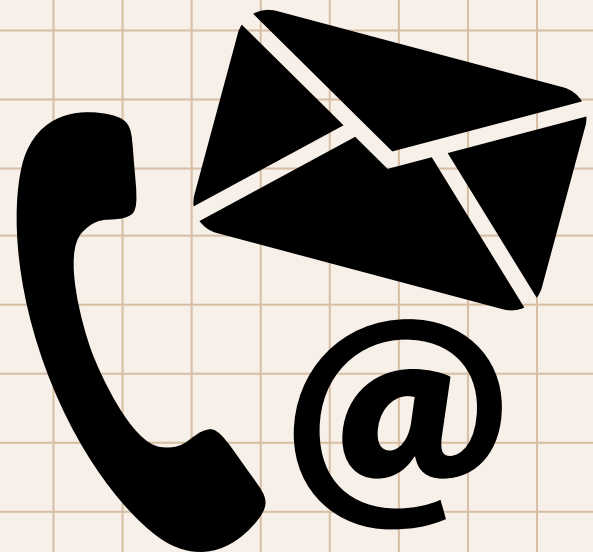
2025-26 BOCES 4 Science Catalog
Grade-Level Kits and Investigations Supply Kits

Grade Level Suites

“Bundle and Save” –
saving districts $\approx$
10% when receiving
all grade level kits



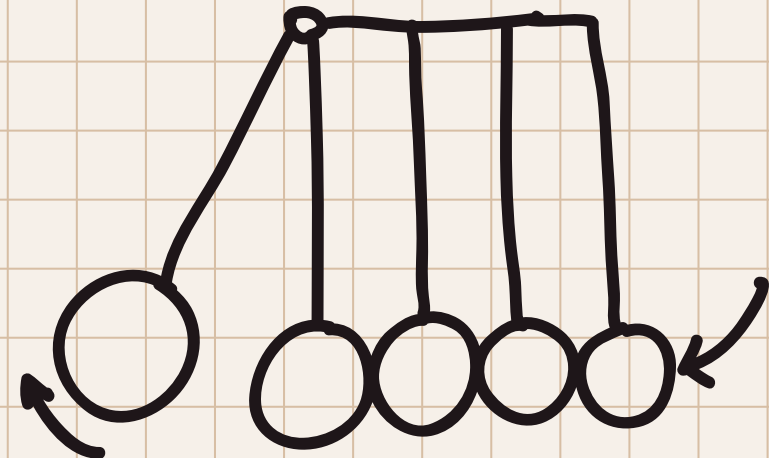
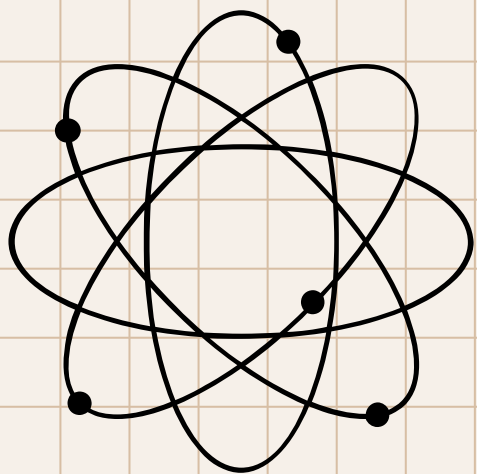
Emphasis on communication and customer service



Our focus is to
creating conditions
for the very best
K- 12 science
teaching and
learning in our
region and across
New York State.

The logo for BOCES 4 Science is displayed within a stylized browser window. The word "BOCES" is in a light gray, sans-serif font. The number "4" is large and black, with a green leaf icon integrated into its upper right portion. Below "BOCES 4", the word "Science" is written in a bold, black, sans-serif font, with a small test tube icon replacing the letter "i".

BOCES 4
Science



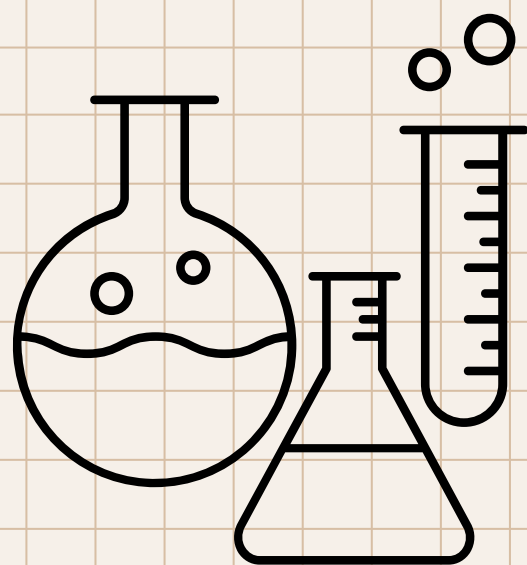
$$E = m \cdot c^2$$

llll

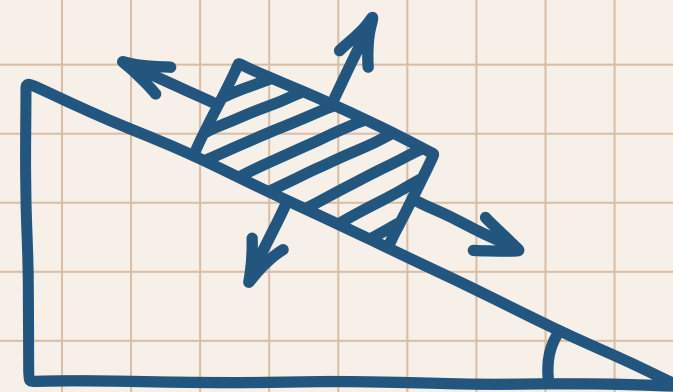
Thank you!



$$F = m \cdot a$$



$$E_k = \frac{1}{2} m v^2$$



8. Old Business

9. New Business

1. First Reading of Various Policies for Annual Review

VARIOUS POLICY UPDATES CHART

ANNUAL REVIEW

Italics means added in, strikethrough means to delete. Review means no substantive changes.

POLICY NUMBER	RATIONALE
1315.2 Audit Committee	Reviewed by Jen Talbot - no suggested changes
1437 Annual Meeting	Reviewed by Kelly Mutschler - no suggested changes.
1520 Professional Development for Board Members	Reworded for clarity.
3120 Evaluation of the District Superintendent and Other Administrative Staff	Review
4210 Investments	Reviewed by Jen Talbot - no suggested changes
4310 Purchasing	Reviewed by Wendy Vergamini - no suggested changes.
4320 BOCES Personal Property Accountability	Review
4540 Safety and Security	Reviewed by Doug Comanzo - no suggested changes. Changes made for clarity.
6110 Comprehensive Student Attendance Policy	Changes made to be consistent with policy 6210, 6212, 6220, 6462, and regulations 6110R and 6462R, the Code of Conduct and Parent Packet.
6210 Student Conduct	Changes made to simplify and reflect Code of Conduct language.
6212 Student Discipline and Suspension	Changes made to be consistent with policy 6110, 6210, 6220, 6462, and Regulations 6110R, 6212R, and 6462R, the Code of Conduct and Parent Packet.
6220 Alcohol, Drugs & Other Substances (Students)	Changes made to be consistent with policy 6110, 6210, 6212, 6462 and regulations 6110R, 6212R and 6462R the Code of Conduct and Parent Packet.

VARIOUS POLICY UPDATES CHART

ANNUAL REVIEW

Italics means added in, strikethrough means to delete. Review means no substantive changes.

<i>POLICY NUMBER</i>	<i>RATIONALE</i>
6462 Student Harassment and Bullying Prevention and Intervention (Dignity for All Students Act).	Changes made to be consistent with policy 6110, 6210, 6212, 6220, and regulations 6110R, 6212R and 6462R the Code of Conduct and Parent Packet.
7111 Drills and Bomb Threats	Reviewed by Doug Comanzo - no suggested changes.
7320 School Calendar/School Day	Review

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy # 1315.2 – AUDIT COMMITTEE

An Audit Committee will be established annually and will consist of either:

- a) The Board as a whole; or
- b) A subcommittee of the Board; or
- c) An Advisory Committee. The members of an advisory committee may be Board and non-Board members or all non-Board members based on the Board opinion of what membership is advisable to provide accounting and auditing experience.

The Audit Committee shall consist of at least three (3) members who shall serve without compensation, but shall be reimbursed for any actual and necessary expenditures incurred in relation to attendance at meetings. The committee collectively should have knowledge in accounting, auditing, financial reporting, and school district finances. Persons other than Board members who serve on the Audit Committee cannot be: employees of BOCES, an individual who within the last two years provided or currently provides services or goods to the BOCES, or be an owner of or has a direct and material interest in a company providing goods or services to BOCES, or be a close or immediate family member of an employee, officer or contractor providing services for BOCES. Close family member is defined as parent, sibling or non-dependent child. Immediate family member is defined as spouse, spouse-equivalent or dependent, whether or not related. Members of the Audit Committee shall be deemed BOCES Officers, but shall not be required to be residents of the BOCES geographical area.

The role of the Audit Committee shall be advisory unless the Audit Committee consists of at least a quorum of Board members, and any recommendation it provides to the Board shall not substitute for any required review and acceptance by the Board.

The responsibilities of the Audit Committee include the following:

- a) Provide recommendations regarding the appointment of the External (Independent) Auditor for BOCES;
- b) Meet with the External (Independent) Auditor prior to commencement of the audit;
- c) Review and discuss with the External (Independent) Auditor any risk assessment of the BOCES' fiscal operations developed as part of the Auditor's responsibilities under governmental auditing standards for a financial statement audit and federal single audit standards if applicable;
- d) Receive and review the draft annual audit report and accompanying draft management letter and, working directly with the External (Independent) Auditor, assist the Board in interpreting such documents;
- e) Make a recommendation to the Board on accepting the annual audit report; and

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy # 1315.2 – AUDIT COMMITTEE

- f) Review every corrective action plan developed by BOCES and assist the Board in its implementation.
- g) Assisting in the oversight of the Internal Audit Function including, but not limited to, providing recommendations regarding the appointment of the Internal Auditor;
- h) Reviewing significant findings and recommendations of the Internal Auditor;
- i) Monitoring BOCES implementation of such recommendations; and
- j) Participating in evaluating the performance of the Internal Audit Function.
- k) Annually report on the adequacy of the Audit Committee Charter.

The Audit Committee will hold regularly scheduled meetings, report to the Board no less than annually on its activities, develop a formal written charter to be provided to the Board for approval and will comply with the standards as enumerated by law and regulation in providing reports to the Board.

The Audit Committee may convene an Executive Session either pursuant to Public Officers Law Section 105 or pertaining to the following matters:

- a) To meet with the External (Independent) Auditor prior to commencement of the audit;
- b) To review and discuss with the External (Independent) Auditor any risk assessment of BOCES fiscal operations developed as part of the Auditor's responsibilities under governmental auditing standards for a financial statement audit and federal single audit standards if applicable; and
- c) To receive and review the draft annual audit report and accompanying draft management letter and, working directly with the External (Independent) Auditor, assist the Board in interpreting such documents.

Any Board member who is not a member of the Audit Committee may be allowed to attend an Audit Committee executive session if authorized by a Board resolution, however, if such Board member's attendance results in a quorum of the full Board, any action taken by formal vote may constitute official Board action.

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy # 1315.2 – AUDIT COMMITTEE

Policy References:

Education Law Sections 21 16-c, and 3811-38 13 Public Officers Law Sections 105(b), 105(c) and 105(d) 8 New York Code of Rules and Regulations (NYCRR) Section 170.12(d)

Adopted: 06/21/06
Revised: 11/15/06
Revised: 5/12/10
Reviewed: 9/15/10
Reviewed: 8/17/11
Revised: 5/9/12
Revised: 5/15/2013
Reviewed: 8/21/2013
Reviewed: 5/14/2014
Revised: 5/13/2015
Reviewed: 6/15/2016
Reviewed: 8/17/2016
Reviewed: 5/10/2017
Reviewed: 5/09/2018
Reviewed: 5/15/2019
Reviewed: 5/13/2020
Reviewed: 5/12/2021
Reviewed: 5/11/2022
Reviewed: 5/10/2023
Reviewed: 5/15/2024

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy #1437 – ANNUAL MEETING

The Annual Meeting shall be held during the month of April, on or before April 15th, at such place and time as the Board President shall designate.

The meeting shall provide for:

- a) Introduction of candidates for election to the Board; and,
- b) Presentation of the tentative administrative, capital and program budgets.

The Clerk of the Board shall provide a notice of the date, time, and place of the Annual Meeting to each of the members of the boards of education, chief school administrators and clerks of each of the component school districts by email at least fourteen (14) days prior to the Annual Meeting. Hard copies of the Annual Meeting notice are mailed to each component superintendent, board president, and board vice president.

The Clerk of the Board shall also provide public notice by publishing notice in one (1) newspaper in general circulation in the BOCES area, over each week within the two (2) weeks preceding the meeting, with the first publication at least fourteen (14) days prior to the meeting.

Education Law Section 1950(4)(b)(4) and (4)(o)

Adopted: 07/13/99
Revised: 9/15/10
Revised: 6/15/11
Revised: 5/9/12
Revised: 5/15/13
Revised: 8/21/13
Reviewed: 5/14/14
Reviewed: 5/13/2015
Revised: 6/15/2016
Reviewed: 8/17/2016
Reviewed: 5/10/2017
Reviewed: 5/09/2018
Reviewed: 5/15/2019
Reviewed: 5/13/2020
Reviewed: 5/12/2021
Reviewed: 5/11/2022
Reviewed: 5/15/2024

Monroe 2-Orleans BOCES Policy

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Policy #1520 – PROFESSIONAL DEVELOPMENT FOR BOARD MEMBERS

The members of the Board are encouraged to engage in a continuous learning process by participating in professional development activities which will help them perform their functions effectively.

These professional development activities may include participation at meetings, workshops, conferences and training programs sponsored by the State Education Department and/or school boards associations, so as to provide training needed by the Board members and to ensure that the needs and accomplishments of the BOCES are communicated to those organizations. Furthermore, participation in professional development activities may also include, but is not limited to, meetings, workshops, conferences and training programs sponsored by other groups and determined by the Board to be appropriate to the needs of its members.

Funds may be included for participation in programs conducted at the state or national level, as well as local and regional programs.

A calendar of school Board conferences, conventions and workshops shall be maintained by the Board Clerk. The Board will periodically decide which meetings appear to be ~~most promising~~ *valuable* in terms of producing direct and indirect benefits to the BOCES.

When a conference, convention or workshop is not attended by the full Board, those who do participate will be requested to share information, recommendations, and materials acquired at the meeting.

See also Regulation 5210R.1 on reimbursement of travel expenses.

General Municipal Law Section 77-b and 77-c

Education Law Section 2118

Adopted: 07/13/99

Reviewed: 06/17/09

Revised: 05/12/10

Revised: 9/15/10

Revised: 6/15/11

Revised: 5/9/12

Revised: 5/15/13

Revised: 8/21/13

Reviewed: 5/14/14

Reviewed: 5/13/2015

Revised: 6/15/2016

Reviewed: 8/17/2016

Reviewed: 5/10/2017

Reviewed: 5/09/2018

Reviewed: 5/15/2019

Reviewed: 5/13/2020

Reviewed: 5/12/2021

Monroe 2-Orleans BOCES Policy

Series 1000 – By-Laws

Policy #1520 – PROFESSIONAL DEVELOPMENT FOR BOARD MEMBERS

Reviewed: 5/11/2022

Reviewed: 5/10/2023

Reviewed: 5/15/2024

Monroe 2-Orleans BOCES Policy

Series 3000 – Administration

Policy #3120 – EVALUATION OF THE DISTRICT SUPERINTENDENT AND OTHER ADMINISTRATIVE STAFF

District Superintendent

The Board shall conduct an annual evaluation on the performance of the District Superintendent, using procedures outlined in the contract between the District Superintendent and the Board.

Other Administrative Staff

The District Superintendent shall ensure an annual evaluation of all administrative personnel is completed.

The purpose of this evaluation is to:

- a) Determine the adequacy of administrative staffing;
- b) Improve administrative effectiveness;
- c) Encourage and promote self-evaluation by administrative personnel;
- d) Provide a basis for evaluative judgments by the District Superintendent and the Board.

8 New York Code of Rules and Regulations Section 100.2(o)

Adopted: 7/13/99

Revised: 6/17/09

Revised: 05/12/10

Revised: 11/17/10

Reviewed: 6/15/11

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Revised: 5/15/13

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Reviewed: 5/15/2019

Reviewed: 5/13/2020

Reviewed: 5/12/2021

Reviewed: 5/11/2022

Reviewed: 5/10/2023

Reviewed: 5/15/2024

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4210 - INVESTMENTS

Scope and Responsibility

This investment policy applies to all moneys and other financial resources available for investment by the BOCES. The Assistant Superintendent for Finance and Operations shall be responsible for administration of this policy, and shall establish written compliance procedures (Administrative Regulations) in accordance with the provisions of Section 39 of the General Municipal Law. The Administrative Regulations shall be approved by the District Superintendent.

Permitted Investments

BOCES moneys not required for immediate expenditure may be invested for terms not to exceed its projected cash flow needs in investments and obligations approved by the Board. All investment obligations shall be payable or redeemable at the option of the Board within such times as the proceeds will be needed to meet expenditures for purposes for which the moneys were provided and, in the case of obligations purchased with the proceeds of bonds or notes, shall be payable or redeemable at the option of the BOCES within two years of the date of purchase.

Collateralizing of Investments

All deposits of the BOCES, including certificates of deposit and special time deposits in excess of the amount insured under the provisions of the Federal Deposit Insurance Act, shall be secured by a pledge of eligible securities or an eligible surety bond. The terms and conditions of each form of collateralization shall be determined by the Treasurer in accordance with prudent investment and security standards.

Standards for Written Agreements

Eligible securities used for collateralizing deposits shall be held by a depository and/or a third party bank or trust company subject to security and/or custodial agreements. The Treasurer shall determine the standard for the provisions of each agreement which shall be sufficient to adequately protect the BOCES in accordance with General Municipal Law Section 10.

Internal Controls

All moneys collected by any officer or employee of the BOCES shall be transferred to the Treasurer who will be responsible for establishing and maintaining an internal control structure to provide reasonable assurance that deposits and investments are safeguarded against loss, and that transactions are properly authorized, executed and recorded.

Purchase of Investments and Standards for Security and Custodial Agreements

The Treasurer is authorized to contract for the purchase of investments either through a repurchase agreement, by participation in a cooperative investment program, or by an ongoing investment program in accordance with this policy.

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4210 - INVESTMENTS

All purchased obligations, unless registered or inscribed in the name of the BOCES, shall be purchased through, delivered to and held in the custody of a bank or trust company pursuant to a written custodial agreement in accordance with the standards for written agreements of this policy. Such obligations shall be purchased, sold or presented for redemption or payment by such bank or trust company only in accordance with prior written authorization from the Treasurer, and shall be confirmed in writing to the BOCES.

Diversification of Investments

The BOCES deposits and investments shall be diversified when appropriate by types of investment, by financial institutions approved by the BOCES, and maturity scheduling.

Standards for Authorized Financial Institutions

The BOCES shall maintain a list of financial institutions approved for investment purposes, which shall be evaluated annually, and establish appropriate limits to the amount of investments which can be made with each financial institution. All financial institutions with which this BOCES conducts business must be credit worthy.

Adoption Date: 7/13/1999

Reviewed: 2/18/2009

Revised: 5/12/10

Revised: 6/15/11

Revised: 5/9/12

Revised: 5/15/13

Revised: 5/14/14

Reviewed: 8/20/14

Reviewed: 5/13/2015

Reviewed: 6/15/2016

Reviewed: 5/10/2017

Reviewed: 5/09/2018

Reviewed: 5/15/2019

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Reviewed: 5/12/2021

Revised: 5/11/2022

Reviewed: 5/10/2023

Reviewed: 5/15/2024

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4310 - PURCHASING

The BOCES views purchasing as serving the educational program by providing necessary supplies, equipment and related services. Purchasing will be centralized in the business office under the general supervision of the Purchasing Agent, Wendy Vergamini, designated by the Board.

It is the goal of the BOCES to purchase competitively, without prejudice or favoritism, and to seek the maximum educational value for every dollar expended. Competitive bids and quotations shall be solicited in connection with purchases pursuant to law. The General Municipal Law requires that purchase contracts for materials, equipment and supplies involving an estimated annual expenditure exceeding \$20,000 and public work contracts involving an expenditure of more than \$35,000 will be awarded only after responsible bids have been received in response to a public advertisement soliciting formal bids. Similar procurement to be made in a fiscal year will be grouped together for the purpose of determining whether a particular item must be bid. Exception to the competitive bidding requirement includes procurement:

- a) Under certain Federal contracts
- b) Under NYS Office of General Services contracts
- c) Under Monroe County contracts
- d) Under other government agencies as provided in the 'piggybacking law' prerequisites
- e) For public emergencies
- f) From sole source suppliers
- g) From designated 'Preferred Sources' of state institutions
- h) For professional services
- i) For insurance
- j) For true leases
- k) For surplus or second-hand materials, supplies or equipment from other government agencies

Goods and services which are not required by law to be procured by BOCES through competitive bidding will be procured in a manner so as to ensure the prudent and economical use of public moneys, in the best interests of the taxpayers, to facilitate the acquisition of goods and services of maximum quality at the lowest possible cost under the circumstances.

The BOCES purchasing activity will strive to meet the following objectives:

- a) To effectively supply all administrative units in the BOCES with needed materials, supplies, and contracted services;
- b) To obtain materials, supplies, and contracted services at the lowest prices possible consistent with the maximum quality and standards needed as determined by the Purchasing Agent in cooperation with the requisitioning authority. The educational welfare of the students is the foremost consideration in making any purchase;
- c) To ensure that all purchases fall within the framework of budgetary limitations and that they are consistent with the educational goals and programs of the BOCES;

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4310 - PURCHASING

- d) To maintain an appropriate and comprehensive accounting and reporting system to record and document all purchasing transactions; and
- e) To ensure, through the use of proper internal controls, that loss and/or diversion of BOCES property is prevented.
- f) Preference in the purchase of instructional materials will be given to vendors who agree to provide materials in a usable alternative format (i.e., any medium or format other than a traditional print textbook, for presentation of instructional materials that is needed as an accommodation for each student with a disability, including students requiring Section 504 Accommodation Plans, enrolled in BOCES). Alternative formats include, but are not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format as defined in Commissioner's Regulations.

Opportunities shall be provided to all responsible suppliers to do business with BOCES. Suppliers whose place of business is situated within the supervisory district may be given preferential consideration only when bids or quotations on an item or service are identical as to price, quality and other factors. Purchases will be made through available cooperative bids or State contracts of the Office of General Services whenever such purchases are in the best interests of the BOCES. In addition, the BOCES will make purchases from correctional institutions and severely disabled persons through charitable or non-profit-making agencies, as provided by law.

BOCES may award a purchase contract using the best value method (as defined in New York State Finance Law) to a responsible and responsive bidder but not necessarily to the lowest bidder.

BOCES will provide justification and documentation of any contract awarded to a bidder other than the lowest responsible dollar bidder, setting forth the reasons why such award is in the best interests of the BOCES and otherwise furthers the purposes of section 104-b of the General Municipal Law.

BOCES has developed a plan to ensure that all instructional materials to be used in the BOCES are available in a usable alternative format for each student with a disability, including students requiring Section 504 Accommodation Plans, in accordance with their educational needs and course selection, at the same time as such instructional materials are available to non-disabled students. The BOCES Plan shall include those provisions mandated by Education Law and Commissioner's Regulations.

The Purchasing Agent will not be required to secure alternative proposals, bids, or quotations for the following:

- a) Emergencies where time is a crucial factor;
- b) Procurement for which there is no possibility of competition (sole source items);
- c) Procurement of professional services, which, because of the confidential nature of the services, do not lend themselves to procurement through solicitation; or
- d) Procurement of less than \$2,500 when solicitations of competition would not be cost-effective.

The Assistant Superintendent for Finance and Operations with the assistance of the Purchasing Agent, shall be responsible for the establishment, updating and implementation of the procedures and standard forms for use in all purchasing and related activities. Such procedures shall comply with all applicable laws and regulations of the State and the Commissioner of Education.

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4310 - PURCHASING

No Board member, officer or employee of the BOCES shall have an interest in any contract entered into by the Board, as provided in Article 18 of the General Municipal Law. Any Board member, officer or employee who has or acquires an interest in any actual or proposed contract with the BOCES shall publicly disclose the nature and extent of such in writing. This written disclosure will be kept in the file.

Federally Funded Awards

Additionally, no Board member, officer or employee may participate in the selection, award, or administration of a contract supported by a Federal award if there is a real or apparent conflict of interest. Such a conflict of interest would arise when the Board member, officer or employee, or any member of their immediate family, partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The Board members, officers, or employees can neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or subcontractors. Disciplinary actions could be applied for violations of such standards.

Comments will be solicited from those administrators involved in the procurement process before enactment of BOCES policies and procedures regarding purchasing and from time to time thereafter. The policies must then be adopted by Board resolution. All BOCES policies regarding the procurement processes will be reviewed by the Board at least annually.

The unintentional failure to fully comply with the provisions of Section 104-b of the General Municipal Law or BOCES policies regarding procurement will not be grounds to void action taken or give rise to a cause of action against BOCES or any officer or employee of BOCES.

General Municipal Law Article 5-A
Education Law Sections 305(14)
8 New York Code of Rules and Regulations
(NYCRR) Section 170.2

Adopted: 9/17/2002
Revised: 5/12/2010
Revised: 7/7/2010
Revised: 6/15/2011
Reviewed: 9/21/2011
Revised: 5/9/2012
Revised: 5/15/2013
Revised: 5/14/2014
Reviewed: 8/20/2014
Reviewed: 5/13/2015
Revised: 6/15/2016
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Revised: 5/09/2018
Revised: 6/20/2018
Reviewed: 5/15/2019
Reviewed: 5/13/2020
Revised: 5/12/2021
Revised: 5/11/2022

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4310 - PURCHASING

Reviewed: 5/10/2023

Revised: 5/15/2024

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4320 – BOCES PERSONAL PROPERTY ACCOUNTABILITY

In compliance with Education Law and Regulations of the Commissioner of Education, the BOCES has established and adopted the following policy, pertaining to the accountability, acquisition, sale and disposition of personal property.

For the purpose of this policy, the following definitions shall be used:

- a) **Personal property shall mean** all tangible personal property of the BOCES that is not consumable and has a useful life of one year or more including, but not limited to, equipment, supplies, parts, vehicles and materials, provided that such terms shall not include buildings or other real property or equipment which is permanently affixed to real property, or leases, notes or other written instruments.
- b) **Valuable personal property shall mean** personal property which has a unit resale value of \$500 or more, and equipment, supplies, parts of materials which are disposed of in lots having an aggregate resale value of \$500 or more.
- c) **Surplus personal property shall mean** personal property which has no known, immediate or currently foreseeable use to the BOCES.

Acquisition of Personal Property by Purchase

The acquisition of any and all personal property purchased with BOCES funds shall comply with all applicable laws on competitive bidding and procurement as prescribed in Board policy (#4310) and procedures.

Acquisition of Personal Property by Gift

- a) **Acceptance.** Only the Board may accept gifts of either money or merchandise, including surplus property, real property, and/or property donated by bequest or devise in a will or trust instrument, that in the view of the Board adds to the overall welfare and is in accordance with law and is in the best interest of BOCES.
 - 1. The Board will not consider the acceptance of a gift until the offer is made in writing using BOCES Form 4320F.1. Any gifts or grants donated and accepted will be by official action through Board resolution. BOCES may take possession of the gift but may not use the gift until accepted by the Board.
 - 2. The Board will safeguard the BOCES staff and students from commercial exploitation from special interest groups.
 - 3. The Board will not accept gifts that place unreasonable encumbrances on future boards or result in unreasonable, additional, or hidden costs.

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Policy #4320 – BOCES PERSONAL PROPERTY ACCOUNTABILITY

4. The Board will not accept a gift which constitutes a conflict of interest and/or gives the appearance of impropriety.
5. The Board is prohibited from making charitable donations/contributions.
6. An individual gift exceeding \$75.00 to BOCES employees will be returned.

b) Accounting for Gifts

1. All gifts shall be entered into the perpetual physical inventory of the BOCES in the same manner as purchased personal property and consistent with the provisions of subheading Perpetual Inventory below.
2. Gifts of money shall be annually accounted for under the trust and agency account in the bank designated by the Board.
3. Any property donated shall be for the use of BOCES and no employee shall benefit personally from such donations.
4. All gifts, grants, and/or bequests shall become the sole property of the BOCES.
5. It shall be the responsibility for the District Superintendent or their designee to have the value of the gift or donation established, when necessary, for BOCES tax purposes. The District Superintendent or designee will acknowledge, in writing, the receipt of the gift or donation on behalf of the Board, but does not assign a value for tax purposes.
6. All proposed gifts or donations shall be immediately brought to the attention of the appropriate Program Administrator of the service to which the contribution is made who may reject the gift thereby negating the need for Board review.
9. The Program Administrator shall be responsible to see that the gift or donation is appropriately used.
10. Gifts or donations made that are not specific to a program shall be brought to the attention of the District Superintendent or designee who will be responsible for applying the gift to a specific program.

Perpetual Inventory

- a) The Assistant Superintendent for Finance and Operations shall develop, in writing, the basic rules and regulations to be followed in maintaining the personal property records. Procedures employed shall comply with all applicable laws and requirements of the New York State Department of Audit and Control, which are issued pursuant to Section 36 of the General Municipal Law.

Monroe 2-Orleans BOCES Policy**Series 4000 – Non-Instructional/Business Operations****Policy #4320 – BOCES PERSONAL PROPERTY ACCOUNTABILITY**

1. The minimum standards to be considered for inclusion in the personal property record are as follows:
 - (a) The personal property must have significant value. Personal property valued at \$500.00 or more shall be included in the general personal property record.
 - (b) The personal property must have an estimated useful life of one year or more.
 - (c) The physical characteristics of the personal property are not appreciably affected by use or consumption.
2. It shall be the responsibility of the Assistant Superintendent for Finance and Operations to assure that all new acquisitions, by purchase or gift, are entered into the perpetual inventory system.
- b) Inventory Records. The inventory record shall contain sufficient information to identify each item classified as personal property and include the following:
 1. A sufficient description of the personal property.
 2. The class of the personal property (machinery, equipment, etc.).
 3. The year of acquisition of the personal property.
 4. The historical cost (the cost at acquisition) of the personal property. If unknown or a gift, the estimated value.
 5. The source of financing or acquisition (general fund, federal fund, gift, etc.).
- c) Physical Inventory. A physical inventory shall mean determining the actual existence, and condition, of real and personal property in the records by visually examining the property in question.
 1. For valuable personal property with a resale unit value of more than \$100, a partial physical inventory shall be updated annually. All assets more than \$100 will be inventoried within a five-year cycle.

Disposition of Personal Property

- a) Building administrators and support staff supervisors are responsible for identifying obsolete and surplus equipment and supplies within their area(s) of responsibility.

Periodically, but not less than once each year, a determination shall be made as to what equipment, supplies and/or materials are obsolete and cannot be salvaged or utilized effectively or economically by the BOCES.

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Policy #4320 – BOCES PERSONAL PROPERTY ACCOUNTABILITY

- b) Procedures for Disposition of Equipment, Supplies or Materials
1. All valuable personal property with the exception of recycled technology related equipment or software should be sold to only the highest bidder through competitive bidding or public auction. Personal property such as surplus or obsolete equipment, supplies or materials which have a unit or lot value of \$500 or less may be disposed of by the BOCES in a manner approved by the Assistant Superintendent for Finance and Operations.
 2. Any property whose market value would classify it as valuable personal property, but which is determined not to be marketable because it is damaged or in poor condition and has not been marketable after at least one prior attempt at competitive bidding or public auction, may be disposed of by the BOCES.
 3. Disposition of any personal property, even though it may have little or no marketable value, must be approved by the Assistant Superintendent for Finance and Operations.
 4. Prior to classifying as disposable, all items should be considered for reassignment to other locations within BOCES as needed or stored in a central location if they may have potential usefulness in the future.
 5. All sales of surplus and obsolete personal property shall be open to the public. Notice of the sale and/or requests for bids shall be made through advertisements in the local newspapers and other appropriate means to assure public awareness.
 6. Textbooks and/or supplies may lose their value to the educational program because of changes in the curriculum or they contain outdated material and/or are in poor condition. If no longer useful or usable, the procedures for disposal shall adhere to the following order of preference:
 - 1) Sale of textbooks. If reasonable attempts to dispose of surplus textbooks fail to produce monetary return to the BOCES; then
 - 2) Donation to charitable organizations; or
 - 3) Disposal as trash.

General Municipal Law Sections 51 and 800 et seq.

Procedure for Accountability of Officers and Employees for Violating the Personal Property Policy

- a) Penalty for violation. Any officer or employee who engages in the unauthorized use, theft or conversion of personal property belonging to the BOCES, or who otherwise violates this policy, shall be subject to removal from office, possible termination from employment, and/or such other discipline or penalties as authorized by law.

Monroe 2-Orleans BOCES Policy

Series 4000 – Non-Instructional/Business Operations

Policy #4320 – BOCES PERSONAL PROPERTY ACCOUNTABILITY

- b) Complaints. Any complaint concerning an alleged violation of this policy shall be submitted in writing to the District Superintendent or designee. The District Superintendent or designee shall cause an investigation to be conducted and a report shall be filed in their office at the completion of the investigation. The District Superintendent or designee is responsible for and shall take such action as is necessary for the enforcement of this policy.
- c) Dissemination of policy. The District Superintendent or designee shall take such action as is necessary to communicate this policy.

Review and Amendment of the Policy

- a) Review. The Board shall review its policy on personal property accountability annually and make amendments it deems necessary.
- b) Amendments. The Board shall submit its amended policy, within 30 days of its adoption, to the Commissioner of Education for approval.

Education Law Sections 207 and 1950(18)
8 New York Code of Rules and Regulations
(NYCRR) Section 170.3

Refer also to 4320F.1 – Gifts and Donations.

Adopted: 7/13/1999
Revised: 6/17/09
Revised: 05/14/10
Revised: 6/15/11
Revised: 5/9/12
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Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4540 – SAFETY AND SECURITY

The BOCES endeavors to provide a safe and secure environment to all those persons, students, staff and visitors, who lawfully enter upon BOCES property.

It shall be the responsibility of the District Superintendent/designee to establish and carry out written regulations which will:

- a) Identify those staff members who will be responsible for the effective administration of the regulations, required safety drills and inspections;
- b) Provide staff time and other necessary resources for the effective administration of the regulations;
- c) Establish periodic (at least annually) written review of the activities of the staff to insure compliance with applicable laws and regulations;
- d) Provide an on-going mechanism for the effective review of safety and security concerns of the staff, students and affected public;
- e) Provide for periodic reports to the Board (at least annually) regarding the significant aspects of safety and security of the BOCES.

Labor Law Section 27-a

Adopted: 7/13/1999
Reviewed: 3/18/2009
Revised: 5/12/2010
Reviewed: 6/15/2011
Reviewed: 9/21/2011
Revised: 5/9/2012
Revised: 5/15/2013
Revised: 5/14/2014
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Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6110 – COMPREHENSIVE STUDENT ATTENDANCE POLICY

The Board has developed and will review annually, and, if necessary, revise this Student Attendance Policy to meet the following objectives:

- a) To increase school completion for all students;
- b) To raise student achievement and close gaps in student performance;
- c) To identify attendance patterns in order to design attendance improvement efforts;
- d) To know the whereabouts of every student for safety and other reasons;
- e) To verify that individual students are complying with education laws relating to compulsory attendance;
- f) To determine the average daily attendance for State aid purposes.

The Board directs the District Superintendent to develop written, detailed regulations to meet these objectives and to use the following strategies.

The BOCES will:

- a) Create and maintain a positive school culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.
- b) Develop a Comprehensive Student Attendance Policy based upon the recommendations of a multifaceted Policy Development Team that includes representation from the BOCES, administrators, teachers, students, parents/legal guardians and the community. The BOCES held a public hearing prior to the adoption of this collaboratively developed Comprehensive Student Attendance Policy.
- c) Maintain accurate recordkeeping via a Register of Attendance to record attendance, absence, tardiness or early departure of each student.
- d) Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems, determination of Excused and Unexcused Absences, Tardiness and Early Departures.

Absences, tardiness and early departures will be considered excused or unexcused according to the following standards:

- a) Excused: An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather as determined by the home district, religious observance, quarantine (unless the district is providing remote learning), required court

Monroe 2-Orleans BOCES Policy**Series 6000 – Students****Policy #6110 – COMPREHENSIVE STUDENT ATTENDANCE POLICY**

appearances, attendance at health clinics, approved college visits, military obligations, educational trips, doctor appointments, home instruction due to extended illness, or other such reasons, as may be approved by the District Superintendent, or their designee.

b) Unexcused: An absence, tardiness or early departure is considered unexcused if the reason does not fall into any of the above categories, or is for any of the following, but not limited to, reasons: family vacation, hunting, babysitting, haircut, oversleeping, missing the bus, or student is not present for remote learning and no reason in (a) exists. Organized student skip days are not condoned by BOCES and will be considered an unexcused absence.

c) Tardiness: All students must be in class on time. Arriving after a scheduled class or remote learning class has begun requires a reason, which will determine whether the tardiness is excused or unexcused in a or b above.

d) Extended Illness: Students with an extended illness will be placed on home instruction by their home district when applicable, and the absence will be excused. A doctor's note explaining need for, dates of, and length of home tutoring must be submitted. The student must complete assigned work and missed work understanding some courses such as labs and/or electives cannot be achieved in a home instruction setting. Once the home instruction assignments are completed and approved by the teacher, the work will be reviewed and, as appropriate, the student may receive course credit by the home district.

All student absences to be considered excused must be communicated through either a signed written note from the parent/legal guardian or a phone call indicating the date, time, and reason for the student's absence or through an email. For a student enrolled in a CTE program, the student absence may be communicated to CTE through an email from the parent/legal guardian to CTE attendance at cteattendance@monroe2boces.org indicating the date, time, and reason for the student's absence.

e) Chronic Absenteeism: Chronic absenteeism is defined as missing at least 10% of enrolled school days in a year for any reason, excused or unexcused. Chronic absenteeism differs from truancy because it emphasizes missed instructional time rather than unexcused absences. Missed instructional time can increase a student's risk for disengagement, low achievement, and dropping out, among other things.

Students who miss at least 5% of enrolled school days in a year are at risk of becoming chronically absent. In light of this, the BOCES will implement intervention strategies for students who miss 5% or more of the enrolled school days in a year.

Student Attendance Recordkeeping/Data Collection

The cumulative record of each student's presence, absence, tardiness and early departure shall be kept in a register of attendance. An absence, tardiness or early departure will be entered as "excused" or "unexcused" along with the code for the reason, on the record of attendance, as outlined in the administrative regulations. The record shall include the date a student withdraws or is dropped from enrollment, in accordance with Education Law §3202 (1-a). Attendance information at the conclusion of the class period or school day shall be compiled and provided to the designated attendance officer, who will enter the data in the register of attendance and verify by oath. Records of attendance shall be kept of each scheduled day of instruction during which school is closed for all or part of a day for extra

Monroe 2-Orleans BOCES Policy**Series 6000 – Students****Policy #6110 – COMPREHENSIVE STUDENT ATTENDANCE POLICY**

ordinary circumstances such as for adverse weather, impairment of heat, water problems, shortage of fuel, other school building damage, or other reasons, as approved by the Commissioner of Education.

Attendance shall be taken and recorded in accordance with the following:

a) For students in non-departmentalized programs (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.), such student's presence or absence shall be recorded after the taking of attendance at least once per school day, provided that students are not dismissed from school grounds during a lunch period. Where students are dismissed for lunch, their presence or absence shall also be recorded after the taking of attendance a second time upon the student's return from lunch. ~~For purposes of Annual Professional Performance Review Plan and Teacher Student Data Linkages (TSDL) classroom attendance for all students in grades K-12 will be recorded on a subject by subject basis for Teacher of Record determinations.~~

b) For students in grades nine through twelve or in departmentalized schools at any grade level (i.e., students pass individually to different classes throughout the day), each student's presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction, or approved cooperative program.

c) For remote instruction, attendance will be taken by visually seeing the student remotely through video, unless an extenuating circumstance exists which prevents the visual connection.

Student Attendance/Course Credit

The BOCES believes that classroom participation is related to and affects a student's performance and grasp of the subject matter and, as such, is properly reflected in a student's final grade. For purposes of this policy, classroom participation means that a student is in class and prepared to work.

Consequently, for each marking period and each program's needs and focus, a student's final grade may be based on classroom participation as well as the student's performance on homework, tests, papers, projects, and/or competencies etc., in accordance with the administrative regulations.

Notice of Students who are Absent, Tardy or Depart Early Without Proper Excuse

The annually designated staff member, or their designee, will notify the parent/legal guardian of a student's unexcused absence, departure, or tardiness. This notification could include a copy and/or review of the attendance policy, description of credit and attendance and, if requested by the designated staff member, or parent/legal guardian, a conference with the student to address and review incentives and intervention.

Attendance Incentives

In order to encourage student attendance, the BOCES honors and recognizes excellent school attendance through a variety of school activities. The program or building attendance committee, as part of their plan for interventions, will consider appropriate incentives and recognition to encourage attendance.

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6110 – COMPREHENSIVE STUDENT ATTENDANCE POLICY

Disciplinary Consequences

Unexcused absences, tardiness and early departures may result in disciplinary sanctions as described in the BOCES or District's Code of Conduct. Parents/legal guardians will be notified of the current student exhibited when sanctions are enforced.

Intervention Strategy Process

Each building or program will have an attendance committee, appointed by the building or program administrator. The committee will meet at least once per marking period to review student attendance and design intervention procedures.

Appeal Process

A parent/legal guardian may request a building level review of their student's attendance record.

Building Review of Attendance Records

The program administrator will work in conjunction with the attendance clerk and other designated staff in reviewing attendance records at the end of each term. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of unexcused absences, tardiness and early departures.

Community Awareness

The Board directs the District Superintendent to ensure students, staff, parents/legal guardians and the community are aware of this policy and the administrative regulations.

Education Law Sections 3024, 3025, 3202, 3205, 3206, 3210, 3211, and 3213

8 New York Code of Rules and Regulations (NYCRR) Sections 104.1, 109.2 and 175.6

Policy Cross References:

» **6110R - Comprehensive Student Attendance**

Adopted: 6/18/2002
Revised: 10/21/2009
Revised: 5/12/2010
Revised: 6/15/2011
Revised: 5/9/2012
Revised: 8/15/2012
Revised: 5/15/2013
Revised: 9/18/2013
Reviewed: 5/14/14

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6110 – COMPREHENSIVE STUDENT ATTENDANCE POLICY

Reviewed: 5/13/2015

Reviewed: 8/19/2015

Revised: 6/15/2016

Reviewed: 5/10/2017

Revised: 5/09/2018

Revised: 5/15/2019

Revised: 10/16/2019

Revised: 5/13/2020

Revised: 9/16/2020

Revised: 5/12/2021

Revised: 5/11/2022

Revised: 5/10/2023

Revised: 5/15/2024

Revised: _____ 2025

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6210 – STUDENT CONDUCT

~~Student conduct at BOCES is based on respect and consideration for the rights of others.~~ Students shall have a right to ~~receive request~~ annually, and have explained to them at the opening of school ~~and receive a summary of the BOCES student Code of Conduct, a bill of rights and responsibilities which~~ *The Code outlines rights and responsibilities and* focuses upon positive student behavior as well as a discipline code for student behavior, setting forth prohibited student conduct and the range of penalties which may be imposed for violation of such code. Such penalties shall be proportionate to the seriousness of the offense and, where applicable, to the previous disciplinary record of the student. Any suspension from attendance upon instruction may be imposed only in accordance with Section 3214 of the Education Law. ~~This written code will be available to all parents/legal guardians and a summary will be sent in writing to all parents/legal guardians, annually, and shall describe the roles of teachers, administrators, board members and parents/legal guardians in the enforcement process.~~

~~Each BOCES program will involve pupil service personnel, administrators, teachers, parents/legal guardians and students in the early identification and resolution of discipline problems, which may include a CSE review by the home district for the appropriateness of the education placement.~~

~~In order to implement a successful student conduct program, all BOCES staff will participate in professional learning.~~

This policy shall be reviewed by the Board on an annual basis and amended when appropriate. This policy shall be posted on the BOCES Website, and shall be available for review by any individual.

8 New York Code of Rules and Regulations (NYCRR) Section 100.2(l)

Policy References:

Refer also to Policies #6212 -- Student Discipline, Suspension, and Corporal Punishment -- and #7121 -- Discipline of Students With Disabilities.

Adopted: 7/13/1999
Reviewed: 10/21/2009
Reviewed: 05/12/2010
Revised: 6/15/2011
Revised: 5/9/2012
Revised: 8/15/2012
Revised: 5/15/2013
Reviewed: 5/14/2014
Reviewed: 5/13/2015
Reviewed: 8/19/2015
Revised: 6/15/2016
Reviewed: 5/10/2017
Revised: 5/09/2018
Reviewed: 5/15/2019
Revised: 5/13/2020
Reviewed: 5/12/2021
Reviewed: 5/11/2022
Revised: 5/10/2023

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6210 – STUDENT CONDUCT

Revised: 5/15/2024

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6212 – STUDENT DISCIPLINE AND SUSPENSION

~~All staff must constantly promote an honest and open communication system which involves students, parents/legal guardians, all other staff, and the community at large. Such a system can result in a mutual understanding of the rights and responsibilities which belong to each individual and a more pleasant and successful climate can be created.~~

~~Students are expected:~~

- ~~a) —To conform to standards of acceptable behavior as set forth by the BOCES;~~
- ~~b) —To obey regulations developed, approved, and implemented at the schools where they are enrolled.~~

~~The purpose of disciplinary practices is to encourage the attainment of the following goals:~~

- ~~a) —Development of self-discipline;~~
- ~~b) —Development of personal responsibilities;~~
- ~~c) —Development of the ability to use individual freedom in a responsible manner;~~
- ~~d) —Maintenance of an environment conducive to learning;~~
- ~~e) —Protection of all individuals from verbal and/or physical abuse;~~
- ~~f) —Protection of personal and public property.~~

~~Written rules and regulations shall be developed, applied, and communicated to all parties concerned.~~

STUDENT SUSPENSION

~~There are occasions, however, after all reasonable procedures having been exhausted, when the educational process may be better served by the suspension of a student.~~

A student (except that under no circumstance will a student in the pre-school aged program be disciplined or expelled) may be suspended from a BOCES program, or classroom under the following circumstances:

- a) If the student is insubordinate, and/or disruptive, and/or disorderly, and/or engages in conduct which otherwise endangers the safety, morals, health or welfare of others, and/or engages in disorderly or violent behavior while in attendance at a BOCES school or class, on or off school grounds, at a BOCES sponsored event, and/or en route to or from such a school in a vehicle operated by or on behalf of BOCES.

Authority to suspend a student shall be vested in each of the following:

- a) The ~~Executive Principal~~, Principal, and/or the Program Supervisor or ~~Building~~ Administrator who acts as Principal (“Acting Principal”) of the program where the student attends if authorized by the BOCES; provided that any such suspension shall not exceed five school days.

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6212 – STUDENT DISCIPLINE AND SUSPENSION

- b) The ~~local~~ *home school* superintendent of *schools*.
- c) The District Superintendent.

Whenever a student is suspended, the procedures employed shall be consistent with the provisions of Education Law and the Regulations of the Commissioner.

The BOCES Code of Conduct further details the procedures for the short-term and long-term, out-of-school suspension process.

Policy References:

Refer also to Policies #6210 -- Student Conduct and #7121 -- Discipline of Students With Disabilities.

Adopted: 7/13/1999
Revised: 10/21/2009
Revised: 05/12/2010
Revised: 6/15/2011
Revised: 5/9/2012
Revised: 8/15/2012
Revised: 5/15/2013
Reviewed: 5/14/2014
Revised: 5/13/2015
Revised: 8/19/2015
Revised: 6/15/2016
Revised: 5/10/2017
Revised: 5/09/2018
Revised: 5/15/2019
Reviewed: 5/13/2020
Revised: 5/12/2021
Revised: 5/11/2022
Reviewed: 5/10/2023
Revised: 8/16/2023
Revised: 5/15/2024

Revised: _____ 2025

Monroe 2-Orleans BOCES Policy**Series 6000 – Students****Policy #6220 – ALCOHOL, DRUGS AND OTHER SUBSTANCES (STUDENTS)****Prohibited Conduct**

The Board recognizes that the misuse of alcohol (in any form including powdered), tobacco, electronic cigarettes (e-cigarettes), vaporizers, “dab,” “dabs,” or “dab pens,” *THC edibles*, nicotine and nicotine-related products, *prescription marijuana*, illegal drugs, drug paraphernalia, illegal substances, substances that mimic the effect of illegal substances/*drugs*, counterfeit and designer drugs, look-alike drugs, over-the-counter drugs, prescription drugs, vitamins, supplements, herbs, and other similar substances as more fully specified in the Code of Conduct, is a serious problem with legal, physical, emotional, and social implications for students, as well as the entire community. Therefore, the consumption, sharing, selling, use, and/or possession, distributing, exchanging, manufacturing, or under the influence of or appear under the influence of these and similar substances, as well as tobacco products *(or any product in any form that contains nicotine including e-cigarettes or a vaporizer. Tobacco is defined as any lighted or unlighted cigarette, cigar, cigarillo, pipe, bidi, clover, and any other smoking product or matter that contains tobacco and spit tobacco such as smokeless dip, chew and/or snuff, in any form)* and drug paraphernalia are prohibited in accordance with law and regulation, Code of Conduct, and/or other similar documents.

Students are not permitted to be under the influence of alcohol, drugs, or other prohibited substances as referenced above, on BOCES *owned or leased* grounds or at BOCES-sponsored events *or at BOCES programs off site*.

Disciplinary Measures

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

Supportive Programs

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

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 05/12/2010

Reviewed: 6/15/11

Revised: 5/9/2012

Revised: 8/15/2012

Revised: 5/15/2013

Reviewed: 5/14/2014

Revised: 5/13/2015

Reviewed: 8/19/2015

Revised: 6/15/2016

Revised: 5/10/2017

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

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

Revised: 5/09/2018

Revised: 5/15/2019

Revised: 10/16/2019

Revised: 5/13/2020

Revised: 5/12/2021

Reviewed: 5/11/2022

Reviewed 5/10/2023

Revised: 5/15/2024

Revised: _____ *2025*

Monroe 2-Orleans BOCES Policy**Series 6000 – Students****Policy #6462 – STUDENT HARASSMENT AND BULLYING PREVENTION AND INTERVENTION (DIGNITY FOR ALL STUDENTS ACT)**

~~The Board is committed to providing an educational and working environment that promotes respect, dignity and equality. The Board recognizes that discrimination, such as harassment, hazing and bullying is detrimental to student learning and achievement. These behaviors interfere with the mission of the BOCES to educate its students and disrupt the operation of the schools/program. Such behavior affects not only the students who are its targets but also those individuals who participate and witness such acts.~~

~~To this end,~~ The Board ~~condemns and strictly~~ prohibits all forms of discrimination, ~~such as~~ harassment, hazing and bullying on BOCES owned or leased grounds, school buses and at all BOCES-sponsored activities, programs, work study locations, and events. Discrimination, harassment, hazing or bullying that takes place at locations outside of BOCES *owned or leased grounds* which can ~~be~~ reasonably *be* expected to ~~materially and~~ substantially interfere with the operation of the school or program or ~~impinge on~~ *interferes with* the ~~rights of a student or~~ student's *education*, ~~is prohibited, and~~ may be subject to disciplinary consequences.

~~The administrative regulations define discrimination, hazing, harassment, bullying, and cyberbullying in more detail.~~

Definitions**~~Discrimination~~**

~~Discrimination is the act of denying rights, benefits, equitable treatment or access to programs and/or facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as enumerated in the Definitions section, under Harassment, below).~~

~~Hazing~~

~~Hazing is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.~~

~~Harassment or Bullying~~

~~Harassment or bullying has been defined in various ways in federal and state law and regulation. The Board recognizes that these definitions are important standards, but the Board's goal is to prevent misbehavior from escalating in order to promote a positive school environment and to limit liability. The Dignity for All Students Act defines harassment or bullying as:~~

- ~~• the creation of a hostile environment by conduct or by threats, intimidation or abuse including cyberbullying that either has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; including conduct, threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or~~

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- ~~• reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for their physical safety; or~~
- ~~• occurs off school property where such act creates or would reasonably foreseeably create a risk of substantial disruption within the school environment where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property; or~~
- ~~• occurs on BOCES owned or leased property or at a school function, wherever located.~~

~~Acts of harassment and/or bullying shall include but not be limited to those acts based on a person's actual or perceived:~~

- ~~• Race,~~
- ~~• Color,~~
- ~~• Weight,~~
- ~~• National origin,~~
- ~~• Ethnic group,~~
- ~~• Religion,~~
- ~~• Religious practice,~~
- ~~• Disability,~~
- ~~• Sex,~~
- ~~• Sexual orientation, or~~
- ~~• Gender (including gender identity and expression).~~

~~The term threats, intimidation, or abuse shall include verbal and non-verbal actions. In some instances, bullying or harassment may constitute a violation of an individual's civil rights. The BOCES is mindful of its responsibilities under the law and in accordance with its policy regarding civil rights protections:~~

~~—— Emotional harm that takes place in the context of harassment or bullying means harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.~~

Cyberbullying

~~—— Harassment or bullying through any form of electronic communication.~~

~~NOTE: When the term "bullying" is used throughout this policy it refers collectively to discrimination, harassment, bullying, and hazing.~~

Prevention

~~The school setting provides an opportunity to teach students, and emphasize among staff, that cooperation with and respect for others is a key BOCES value. A program geared to prevention is~~

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~~designed to not only decrease incidents of bullying but to help students build more supportive relationships with one another by integrating the bullying prevention program into classroom instruction.~~

~~Staff members and students will be sensitized, through district-wide professional development and instruction, to the warning signs of bullying, as well as to their responsibility to become actively involved in the prevention of bullying before overt acts occur.~~

~~In order to implement this program, the Board will designate at its annual reorganizational meeting a BOCES-wide Dignity for All Students Act (DASA) Coordinator and School Level DASA Coordinators. The role of the BOCES-wide DASA Coordinator is to coordinate, implement, review trends, and report as required and enforce this policy. The BOCES-wide DASA Coordinator and School Level DASA coordinator's roles will include reporting, investigating, remedying, and tracking allegations of bullying.~~

Intervention

~~Intervention is an important step in preventing escalation and resolving issues at the earliest stages. Intervention will emphasize education and skill building.~~

~~Successful intervention may involve remediation. Remedial responses to bullying and harassment include measures designed to correct the problem behavior, prevent another occurrence of the behavior and protect the target. Remediation may be targeted to the individual(s) involved in the bullying behavior or environmental approaches which are targeted to the school or BOCES as a whole.~~

~~In addition, intervention will focus upon the safety of the target. Staff is expected, when aware of bullying, to either refer the student to designated resources for assistance, or to intervene in accordance with this policy and regulation.~~

Provisions for students who don't feel safe at school

~~The Board acknowledges that intervention may require a specific coordinated approach if the student does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of bullying, should determine what is needed in order to help ensure the safety of the student and bring this to the attention of the principal/program administrator. The principal/program administrator, other appropriate staff, the student and the student's parent(s)/legal guardian(s) will work together to define and implement any needed accommodations.~~

~~The BOCES recognizes that there is a need to balance what is essential to enhance student safety against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually, and the student, parent/legal guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.~~

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Training

~~Training needs in support of this prevention and intervention program will be reflected in the BOCES annual professional development plan, new teacher orientation and in curriculum. Employees shall receive training to support the implementation of this policy, regulation and on related legal developments.~~

~~The Board recognizes that in order to implement an effective bullying prevention and intervention program, professional development is needed.~~

Reporting and Investigation

~~The BOCES cannot effectively address bullying if incidents are not reported. Students who have been bullied, parents/legal guardians whose students have been bullied and staff or others who have knowledge of or who observe bullying behavior are expected to make a verbal and/or written complaint to any BOCES personnel in accordance with the training provided. Principal/program administrator is the staff member responsible to receive reports. Supervisors will refer the information to appropriate BOCES staff for investigation as designated in regulation. A BOCES employee may be deemed to have permitted unlawful discrimination or harassment if they fail to report an observed incident, whether or not the student complains. A BOCES employee who receives an oral or written report or observes discrimination, harassment, or bullying must promptly notify the principal/program administrator orally not later than one day after they receive a report or observe the behavior, and must file a written report with principal/program administrator not later than two school days after making the oral report. At all times, complaints will be documented, tracked, and handled in accordance with the regulations and procedures accompanying this policy, or, the Code of Conduct. If a staff person is unsure of the reporting procedure, they are expected to inquire about how to proceed by speaking with their supervisor.~~

~~The results of the investigation shall be reported back to both the complainant and the accused in accordance with the accompanying regulation. If either of the parties disagrees with the results of the investigation, they can appeal the findings in accordance with the regulations.~~

Disciplinary Consequences/Remediation

~~While the focus of this policy is on prevention, bullying acts may still occur. In these cases, offenders will be given the clear message that their actions are wrong, and the behavior must discontinue. Student offenders will receive in-school guidance in making positive choices in their relationships with others. If appropriate, disciplinary action will be taken by the administration in accordance with the Code of Conduct, as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted.~~

~~Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors, and must be consistent with the Code of Conduct.~~

Monroe 2-Orleans BOCES Policy**Series 6000 – Students****Policy #6462 – STUDENT HARASSMENT AND BULLYING PREVENTION AND INTERVENTION (DIGNITY FOR ALL STUDENTS ACT)****Retaliation**

~~—All complainants and those who initiate, testify, assist, report, or participate in the investigation of a complaint in conformity with state law and/or BOCES policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind by any student or employee and has civil immunity.~~

Dissemination, Monitoring, Review, and Reporting

This policy, or a plain language summary, shall be published in student registration materials, student, parent/legal guardian, and employee handbooks, and posted on the BOCES website. Annually all BOCES employees, parents/legal guardians, and students will receive a copy of the policy or plain language summary. The full policy is posted on the Internet; a copy will be provided upon request. A complaint form will be available on the BOCES website. The website with this policy will be regularly updated.

Each year this policy will be reviewed to assess its effectiveness and compliance with state and federal law.

BOCES will report to New York State Education Department on or before the BEDS reporting deadline or on a date determined by the Commissioner and on a form prescribed by the Commissioner a material incident of harassment, bullying, or discrimination that was the result of the investigation of a written or oral complaint or an incident directly observed by an employee. The report will include information such as the type of bias involved, type of incident, location, whether the incident involved physical or verbal conduct, including cyberbullying, whether the incident stemmed from employee or student behavior. This data will not be counted in the School Violence Index.

A material incident of harassment, bullying and/or discrimination means a single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying and/or discrimination by a student and/or employee on BOCES property or at a BOCES function and is subject to an oral or written complaint to the ~~District Superintendent~~ *DASA Coordinators*, principal, program administrator or their designee, or other school employee; and shall mean a verified incident or series of related verified incidents of harassment or bullying that occur off BOCES property that is substantially disruptive to schools and is subject to an oral or written complaint to the ~~District Superintendent~~ *DASA Coordinators*, principal, program administrator or their designee, or other school employee.

The District Superintendent will receive a regular report (once per school year and in a manner of BOCES choosing) from the building specific principal/program administrator on data and trends related to discrimination, harassment, and bullying.

The Board will receive the annual SSEC (School Safety Educational Climate) report, for each building and for the BOCES as a whole, with particular attention to the trends in the incidence of bullying. Based on the review of the data, the Board may consider further action, including but not limited to modification of this policy and additional training.

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Policy #6462 – STUDENT HARASSMENT AND BULLYING PREVENTION AND INTERVENTION (DIGNITY FOR ALL STUDENTS ACT)

~~The BOCES will ensure that reporting of information to the public will be in a manner that complies with student privacy rights under the Family Educational Rights and Privacy Act (FERPA).~~

BOCES recognizes allegations under this policy may also be a violation of the sexual harassment policy, see Policy 6440.

Ref: Dignity for All Students Act, Education Law, §10 – 18
Americans with Disabilities Act, 42 U.S.C. §12101 *et seq.*
Title VI, Civil Rights Act of 1964, 42 U.S.C. §2000d *et seq.*
Title, VII, Civil Rights Act of 1964, 42 U.S.C. §2000e *et seq.*; 34 CFR §100 *et seq.*
Title IX, Education Amendments of 1972, 20 U.S.C. §1681 *et seq.*
§504, Rehabilitation Act of 1973, 29 U.S.C. §794
Individuals with Disabilities Education Law, 20 U.S.C. §§1400 *et seq.*
Executive Law §290 *et seq.* (New York State Human Rights Law)
Executive Law §§313(3), 3201, 3201-a
Tinker v. Des Moines Independent Community School Dist., 393 US 503, (1969) *Davis v. Monroe County Board of Education*, 526 U.S. 629 (1999)
Gebser v. Lago Vista Independent School District, 524 U.S., 274 (1998)
Faragher v. City of Boca Raton, 524 U.S. 775 (1998)
Burlington Industries v. Ellerth, 524 U.S. 742 (1998)
Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998)
Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)

Adopted: 6/20/2012

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Revised: 5/14/2014

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Reviewed: 5/12/2021

Reviewed: 5/11/2022

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Revised: 5/15/2024

Revised: _____ 2025

Monroe 2-Orleans BOCES Policy
Series 7000 – Instruction
Policy #7111 – DRILLS AND BOMB THREATS

Drills

The administrator of each school building shall instruct and train students, through drills, in procedures for leaving the building in the shortest possible time and without confusion or panic.

Drills shall be held at least twelve (12) times in each school year; eight (8) of these shall be evacuation drills and eight drills must be held between September 1 and December 31. Four of the drills must be lockdown drills. If possible, law enforcement will be involved in the lockdown drills. At least one (1) of the twelve (12) drills shall be held during a regular lunch period, or shall include special instruction on the procedures to be followed if a fire occurs during a student's lunch period.

At least two (2) additional drills shall be held during summer school in buildings where summer school is conducted and one of these drills shall be held during the first week of summer school.

At least one-third of such required drills shall be through use of fire escapes on buildings where such escapes are provided.

After-School Programs

The building principal or their designee shall require those in charge of after-school programs, attended by any individuals unfamiliar with the school building, to announce at the beginning of such programs the procedures to be followed in the event of an emergency.

Bomb Threats For BOCES Operated Facilities

A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received. The BOCES has an obligation and responsibility to ensure the safety and protection of the students and other occupants upon the receipt of any bomb threat. This obligation must take precedence over a search for a suspect object. Prudent action is dependent upon known information about the bomb threat - location, if any; time of detonation; etc. If the bomb threat is targeted at the school parking lot or the front of the school, building evacuation may not be an appropriate response. If the bomb threat indicates that a bomb is in the school, then building evacuation is necessary unless the building has been previously inspected and secured in accordance with State Education Department Guidelines and as incorporated in the School Emergency Management Plan and administrative regulations.

The decision to evacuate a building or to take shelter is dependent upon information about where the bomb is placed and how much time there is to reach a place of safety. Prudent action dictates that students and other occupants be moved from a place of danger to a place of safety. Routes of egress and evacuation or sheltering areas must be thoroughly searched for suspicious objects before ordering an evacuation. Failure to properly search evacuation routes before an evacuation takes place can expose students and staff to more danger than remaining in place until the search has taken place. Assistance is available from local police agencies and the New York State Police to train staff to check evacuation routes.

Police Notification and Investigation

A bomb threat to a school is a criminal act, which is within the domain and responsibility of law enforcement officials. Appropriate State, county, and/or local law enforcement agencies must be

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notified of any bomb threat as soon as possible after the receipt of the threat. Law enforcement officials will contact, as the situation requires, fire and/or county emergency coordinators according to the county emergency plan.

Therefore, the building administrator or designee is to notify local law enforcement officials and follow established procedures to move all occupants out of harm's way.

Implementation

The Board directs the District Superintendent or their designee to develop protocols to implement the terms of this policy. Additionally, such protocols are to be incorporated in the School Emergency Management Plan, with provisions for written notification by October 1 of each school year to all students and staff about emergency procedures, an annual emergency drill, and the annual updating of the School Emergency Management Plan as mandated pursuant to law and/or regulation.

8 New York Code of Rules and Regulations
(NYCRR) Sections 155.17 and 156.3(h)(2)
Education Law Sections 807 and 3623
Penal Law Sections 240.55, 240.60 and 240.61

Adopted: 7/13/99
Revised: 9/17/08
Revised: 5/12/2010
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Reviewed: 6/15/2011
Reviewed: 5/9/2012
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Revised: 5/13/2015
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Reviewed: 5/10/2023
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Monroe 2-Orleans BOCES Policy
Series 7000 – Instruction
Policy #7320 – SCHOOL CALENDAR/SCHOOL DAY

School Calendar

The Board shall adopt a school calendar annually upon the recommendation of the District Superintendent. Efforts shall be made to encourage the development and promotion of a common calendar for the school districts within Monroe One and Monroe 2-Orleans BOCES component schools.

School Day

The official school day shall provide sufficient opportunity to implement the educational programs and services. The school day shall be flexible enough to accommodate the diverse and various needs of the students, staff or district(s) being served.

Adopted: 7/13/99
Annual Review: 6/18/08
Revised: 05/12/2010
Revised: 6/16/10
Reviewed: 6/15/11
Revised: 5/9/2012
Revised: 10/17/2012
Reviewed: 5/15/2013
Reviewed: 5/14/2014
Reviewed: 5/13/2015
Reviewed: 10/21/2015
Reviewed: 6/15/2016
Reviewed: 5/10/2017
Reviewed: 5/09/2018
Revised: 9/19/2018
Reviewed: 5/15/2019
Reviewed: 5/13/2020
Reviewed: 5/12/2021
Reviewed: 5/11/2022
Reviewed: 5/10/2023
Reviewed: 5/15/2024

9. New Business

2. Resolution to Adopt 2025-2026 Proposed Adopted Budget



2025-26

MONROE 2-ORLEANS BOCES PROPOSED ADOPTED BUDGET



Mission

We provide quality, cost-effective educational services in partnership with school districts and the community in a manner that supports excellence and equity for all learners. We are committed to customer satisfaction, continuous improvement, and personal and professional growth.

Vision

Monroe 2-Orleans BOCES is the educational partner of choice. We strive for continuous improvement in serving the diverse needs of our community, helping all students achieve their full potential.



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Monroe 2 - Orleans BOCES
2025-2026 Proposed Adopted Budget Summary
Based on May 1, 2025 Service Requests

<u>Program</u>	<u>Proposed Adopted Budget</u>
Administrative Services	\$3,473,335
BOCES 4 Science	\$4,131,817
Career and Technical Education	\$13,319,616
Center for Workforce Development	\$310,835
Communication & Technology Services	\$18,650,852
Curriculum & Professional Development	\$1,886,063
Department for Exceptional Children	\$39,163,856
General Education	\$7,683,558
MAARS	\$1,014,365
Services from Other BOCES	<u>\$13,456,221</u>
Subtotal of Budgets	\$103,090,518
Administration (Board and Central Services)	\$8,958,813
Capital (Lease Costs and Capital Projects)	\$3,853,878
Total Appropriations	\$115,903,209

**MONROE 2-ORLEANS BOCES
COMPARATIVE PROPOSED ADOPTED BUDGET ANALYSIS
2024-2025 TO 2025-2026**

Co-Ser	Service	Adopted 2024-2025 Budget	Proposed Adopted 2025-2026 Budget	Change Over Adopted 2024-2025 Amount	Percentage
ADMINISTRATION & CAPITAL					
001	Administration	\$8,833,812	\$8,958,813	\$125,001	1.42%
002	Capital (Lease Costs & Capital Project)	\$3,553,205	\$3,853,878	\$300,673	8.46%
	TOTAL	\$12,387,017	\$12,812,691	\$425,674	3.44%
ADMINISTRATIVE SERVICES					
313	Shared HR Manager	\$164,698	\$173,642	\$8,944	5.43%
329	Attendance Supervisor	\$63,241	\$67,266	\$4,025	6.36%
614	Labor Relations	\$634,190	\$659,220	\$25,030	3.95%
634	Coordination - RASHP	\$815,784	\$813,811	-\$1,973	-0.24%
634	Coordination - RASWCP	\$1,202,564	\$1,287,841	\$85,277	7.09%
640	Online Web Recruitment	\$236,907	\$241,499	\$4,592	1.94%
652	Cooperative Bidding	\$216,158	\$230,056	\$13,898	6.43%
	TOTAL	\$3,333,542	\$3,473,335	\$139,793	4.19%
BOCES 4 SCIENCE					
502	BOCES 4 Science	\$4,425,852	\$4,131,817	-\$294,035	-6.64%
CAREER & TECHNICAL EDUCATION					
101	Career & Technical Education	\$12,260,023	\$13,319,616	\$1,059,593	8.64%
CENTER FOR WORKFORCE DEVELOPMENT					
401	H.S. Equivalency & Equiv. Attendance	\$91,205	\$131,075	\$39,870	43.71%
413	Alternative High School Equivalency	\$140,505	\$179,760	\$39,255	27.94%
	TOTAL	\$231,710	\$310,835	\$79,125	34.15%
COMMUNICATION & TECHNOLOGY SERVICES					
328	Computer Education Coordinator	\$135,090	\$143,470	\$8,380	6.20%
430	Distance Learning	\$586,021	\$500,632	-\$85,389	-14.57%
508	Educational Communications	\$134,649	\$141,805	\$7,156	5.31%
513	Library Automation	\$390,327	\$395,701	\$5,374	1.38%

Co-Ser	Service	Adopted 2024-2025 Budget	Proposed Adopted 2025-2026 Budget	Change Over Adopted 2024-2025 Amount Percentage
COMMUNICATION & TECHNOLOGY SERVICES (Cont.)				
524	Technology Staff Development	\$276,786	\$289,353	\$12,567 4.54%
525	Instructional Computing & GIS	\$10,581,724	\$10,942,620	\$360,896 3.41%
527	Equipment Repair	\$721,237	\$785,667	\$64,430 8.93%
528	Printing	\$778,540	\$855,250	\$76,710 9.85%
530	Library Services/Media	\$1,298,767	\$1,360,827	\$62,060 4.78%
601	Records Management	\$96,136	\$111,257	\$15,121 15.73%
608	Instructional Support Network	\$2,499,728	\$2,442,955	-\$56,773 -2.27%
615	Public Information Services	\$746,640	\$681,315	-\$65,325 -8.75%
	TOTAL	\$18,245,645	\$18,650,852	\$405,207 2.22%
CURRICULUM & PROFESSIONAL DEVELOPMENT				
512	School Improvement	\$1,692,751	\$1,630,641	-\$62,110 -3.67%
541	Grant Writing	\$114,023	\$114,830	\$807 0.71%
653	Teacher Immersion Fellowship Program	\$152,265	\$140,592	-\$11,673 -7.67%
	TOTAL	\$1,959,039	\$1,886,063	-\$72,976 -3.73%
DEPARTMENT FOR EXCEPTIONAL CHILDREN				
202	Classified Tutoring Program	\$267,576	\$314,772	\$47,196 17.64%
203	12:1:1 Transition and 12:1:2 Programs	\$6,972,928	\$6,861,532	-\$111,396 -1.60%
204	8:1:1 Communication & Social Skills	\$1,640,180	\$2,559,234	\$919,054 56.03%
205	6:1:1 Programs	\$8,316,859	\$7,647,441	-\$669,418 -8.05%
211	Intensive BN 6:1:2	\$14,737,077	\$13,095,670	-\$1,641,407 -11.14%
301	Blind/Visually Impaired	\$272,189	\$326,896	\$54,707 20.10%
302	Deaf/Hearing Impaired	\$1,704,210	\$1,087,561	-\$616,649 -36.18%
303	Occupational Therapy	\$724,556	\$729,120	\$4,564 0.63%
306	Physical Therapy	\$522,304	\$529,305	\$7,001 1.34%
308	Speech Impaired - Handicapped	\$1,610,377	\$802,210	-\$808,167 -50.18%
309	Social Worker/Psychologist	\$807,670	\$766,726	-\$40,944 -5.07%
311	Consultant Teacher/Inclusion/Autism	\$2,384,907	\$2,764,633	\$379,726 15.92%
315	English as a Second Language	\$811,202	\$841,312	\$30,110 3.71%
406	General Tutorial Program	\$238,094	\$287,934	\$49,840 20.93%
517	Transitional Services/Career Skills Ctr.	\$908,186	\$549,510	-\$358,676 -39.49%
	TOTAL	\$41,918,315	\$39,163,856	-\$2,754,459 -6.57%

Co-Ser	Service	Adopted	Proposed	Change	
		2024-2025 Budget	2025-2026 Budget	Over Adopted 2024-2025 Amount	Percentage
GENERAL EDUCATION					
417	Regional Summer School	\$1,432,030	\$1,288,641	-\$143,389	-10.01%
423	Alternative Ed. - Jr./Sr. High	\$1,584,391	\$1,547,125	-\$37,266	-2.35%
424	Exploratory Enrichment	\$2,563,524	\$0	-\$2,563,524	-100.00%
427	Recovery High School	\$0	\$342,615	\$342,615	N/A
511	Community Schools	\$3,422,925	\$4,505,177	\$1,082,252	31.62%
	TOTAL	\$9,002,870	\$7,683,558	-\$1,319,312	-14.65%
MAARS					
520	Test Scoring	\$994,751	\$1,014,365	\$19,614	1.97%
SERVICES FROM OTHER BOCES					
260	Severely Disabled 12:1:4 Creekside - M1	\$1,749,802	\$2,043,851	\$294,049	16.80%
261	Severely Disabled Related Services - M1	\$1,069,521	\$1,763,920	\$694,399	64.93%
262	District Based 12:1:1 - Monroe 1	\$56,223	\$54,101	-\$2,122	-3.77%
263	District Based Related Services	\$0	\$10,653	\$10,653	N/A
264	Elementary/Secondary Prog. 6:1:1 - M1	\$3,298,555	\$3,758,075	\$459,520	13.93%
362	Physical Thereapy - Monroe 1	\$0	\$1,600	\$1,600	N/A
363	Occupational Therapy - Monroe 1	\$643	\$3,975	\$3,332	518.20%
365	Tutoring Special Education - Monroe 1	\$6,186	\$18,693	\$12,507	202.18%
368	ESOL Evaluations - Monroe 1	\$7,534	\$704	-\$6,830	-90.66%
374	Hearing Assistive Technology - Monroe 1	\$0	\$4,744	\$4,744	N/A
415	Visiting Experts - GV BOCES	\$0	\$2,520	\$2,520	N/A
438	DL Web Based Inst. OHM	\$250	\$0	-\$250	-100.00%
440	Project Adept Enrichment - WFL	\$0	\$4,000	\$4,000	N/A
450	Visiting Authors - GV BOCES	\$49,570	\$28,065	-\$21,505	-43.38%
452	On-The-Go Program	\$63,400	\$53,040	-\$10,360	-16.34%
456	Online Virtual Edu - Erie 1	\$0	\$100,118	\$100,118	N/A
460	Academic Prog., Special Facilities - M1	\$17,774	\$18,078	\$304	1.71%
461	Young Audiences of Rochester - M1	\$98,851	\$215,896	\$117,045	118.41%
462	Challenger Learning Center - Monroe 1	\$120,571	\$119,213	-\$1,358	-1.13%
479	DL- Virtual HS-Synergy- Oswego	\$51,957	\$86,773	\$34,816	67.01%

Co-Ser	Service	Adopted	Proposed	Change	
		2024-2025 Budget	2025-2026 Budget	Over Adopted 2024-2025 Amount	Percentage
SERVICES FROM OTHER BOCES (cont.)					
491	High 5 Env Training - Nassau	\$4,000	\$0	-\$4,000	-100.00%
515	CLO Software - Oswego BOCES	\$0	\$1,590	\$1,590	N/A
518	Elemntary Science	\$68,622	\$141,666	\$73,044	106.44%
533	Div. Equity & Inclu. Fixed - TST BOCES	\$0	\$2,753	\$2,753	N/A
534	Vendor Pass Through - WFL BOCES	\$115,506	\$100,528	-\$14,978	-12.97%
542	Diversity Equity Incl - Oswego BOCES	\$3,590	\$0	-\$3,590	-100.00%
543	Home School Monitor - GV BOCES	\$78,582	\$80,933	\$2,351	2.99%
544	Internet Based Learning	\$2,530	\$0	-\$2,530	-100.00%
545	BEA - GV BOCES	\$1,720	\$1,725	\$5	0.29%
546	School Curr/Imp - Oswego BOCES	\$0	\$2,135	\$2,135	N/A
547	Instruc. Media Resources _ ERIE 1	\$0	\$20,105	\$20,105	N/A
549	Library Media Svcs - OCM	\$0	\$6,600	\$6,600	N/A
551	Assessment Scoring - Sullivan	\$42,945	\$0	-\$42,945	-100.00%
552	Positivity Project - CA BOCES	\$4,215	\$3,995	-\$220	-5.22%
553	IT&L IMP. Bill @100% - OCM BOCES	\$100	\$0	-\$100	-100.00%
555	Character Education - Erie 1	\$178,000	\$253,000	\$75,000	42.13%
558	Coord. Of Services - ERIE 2	\$113,547	\$11,220	-\$102,327	-90.12%
560	BoSat Elementary Science - Monroe 1	\$221	\$0	-\$221	-100.00%
561	Music Library Services - Monroe 1	\$33,310	\$19,870	-\$13,440	-40.35%
563	School Improvement - Monroe 1	\$4,019	\$8,160	\$4,141	103.04%
568	Urban Suburban Interdistrict Transfer-M1	\$151,388	\$93,822	-\$57,566	-38.03%
569	Compuer Servs - Instr- Monroe 1	\$15,425	\$12,588	-\$2,837	-18.39%
570	Instructional Software- OCM	\$0	\$25,000	\$25,000	N/A
571	In-Service Allocation - Genesee Valley	\$200	\$1,000	\$800	400.00%
573	Effective Schools - WFL BOCES	\$4,000	\$500	-\$3,500	-87.50%
579	Instructional LAN Planning - ERIE 1	\$0	\$1,000	\$1,000	N/A
589	Section V Sports - WFL	\$84,945	\$73,972	-\$10,973	-12.92%
597	Intersch Athletics Coord	\$6,600	\$6,750	\$150	2.27%
599	Diversity & Equity Planning - Monroe 1	\$250,650	\$130,938	-\$119,712	-47.76%
605	Computer Services - Admin - Monroe 1	\$3,346,677	\$2,852,035	-\$494,642	-14.78%
610	Planning - Health Program-Orleans-Niag	\$8,500	\$9,069	\$569	6.69%
617	Teacher Certification - Genesee Valley	\$75,077	\$77,605	\$2,528	3.37%
618	Asset Management & Planning - Questar	\$41,169	\$6,690	-\$34,479	-83.75%

Co-Ser	Service	Adopted	Proposed	Change	
		2024-2025 Budget	Adopted 2025-2026 Budget	Over Adopted 2024-2025 Amount	Percentage
SERVICES FROM OTHER BOCES (cont.)					
622	Translation /Interpret - Cap Region	\$2,561	\$52,676	\$50,115	1956.85%
625	Transp (On the bus) PLANN - EEH	\$0	\$9,900	\$9,900	N/A
655	Telephone Interconnect - Monroe 1	\$44,248	\$34,242	-\$10,006	-22.61%
657	Phone Service - Monroe 1	\$257,150	\$250,711	-\$6,439	-2.50%
660	Textbook Coordination - Monroe 1	\$14,367	\$36,846	\$22,479	156.46%
661	Textbook Supply - Monroe 1	\$24,000	\$0	-\$24,000	-100.00%
662	Disabled Transportation - Monroe 1	\$274,813	\$305,735	\$30,922	11.25%
671	Staff Development Support - WFL	\$4,463	\$0	-\$4,463	-100.00%
672	Staff Development Bus Driver - GV	\$600	\$2,552	\$1,952	325.33%
674	Health, Safety & Risk Management - GV	\$184,620	\$209,457	\$24,837	13.45%
675	Self-Funded Health Coordination - GV	\$10,694	\$11,844	\$1,150	10.75%
676	Edutech Administrative - WFL	\$88,341	\$76,129	-\$12,212	-13.82%
677	Advertising Service - WFL	\$16,397	\$0	-\$16,397	-100.00%
679	GASB 45 - Erie 1	\$80,186	\$43,704	-\$36,482	-45.50%
682	Board Policy and Planning - Erie 1	\$96,190	\$84,700	-\$11,490	-11.95%
683	Integrated Student Mgmt. System-Erie 1	\$22,042	\$23,970	\$1,928	8.75%
684	State Aid Planning Services - Questar III	\$32,065	\$25,599	-\$6,466	-20.17%
687	Health Care Plan - Orleans Niagara	\$13,130	\$13,560	\$430	3.27%
690	NTS Team Ed - Nassau	\$89,624	\$0	-\$89,624	-100.00%
691	Computer Service: Management-Capital	\$6,671	\$12,044	\$5,373	80.54%
695	Stac Services - Questar III	\$9,677	\$25,934	\$16,257	168.00%
697	Records Management - GV BOCES	\$18,746	\$0	-\$18,746	-100.00%
698	School Safety Training - S. Westches	\$86,790	\$0	-\$86,790	-100.00%
699	Planning - Erie 2 BOCES	\$0	\$3,350	\$3,350	N/A
	TOTAL	\$12,603,750	\$13,456,221	\$852,471	6.76%
	GRAND TOTAL	\$117,362,514	\$115,903,209	-\$1,459,305	-1.24%

MONROE 2-ORLEANS BOCES
COMPARISON OF 2024-2025 UNIT COSTS TO 2025-2026 UNIT COSTS

<u>Co-Ser</u>	<u>Service</u>	<u>Adopted 2024-2025 Unit Cost</u>	<u>Proposed Adopted 2025-2026 Unit Cost</u>
ADMINISTRATION & CAPITAL			
001	Administration	\$284.74/RWADA	\$287.45/RWADA
002	Capital/Rental of Facilities	\$114.53/RWADA	\$123.66/RWADA
ADMINISTRATIVE SERVICES			
313	Shared HR Manager	\$164,698/FTE	\$173,642/FTE
329	Attendance Supervisor	\$68/Hour	\$70/Hour
614	Labor Relations	\$22,000/District	\$22,650/District
	Labor Relations - Unemployment Service	\$5,140/District	\$5,390/District
	Labor Relations - Salary Surveys	\$4,395/District	\$4,500/District
	Labor Relations - Superintendent Hearings	\$4,985/District	\$5,225/District
634	Coordinated Roch. Area Sch. Health Plan I	\$31.05/Plan	\$31.66/Plan
	Coordinated Roch. Area Sch. Health Plan II	\$51.53/Plan	\$52.55/Plan
	Coordinated Roch. Area Sch. Workers' Comp.	District Specific	District Specific
640	Online Web Recruitment	\$5,250/District	\$5,250/District
652	Cooperative Bidding	\$420/Bid	\$428/Bid
	Cooperative Bidding - Electric	\$1,216/Bid	\$1,252/Bid
	Cooperative Bidding - Fine Paper	\$634/Bid	\$649/Bid
	Cooperative Bidding - Food	\$2,455/Bid	\$2,528/Bid
	Cooperative Bidding - Natural Gas	\$1,355/Bid	\$1,395/Bid
BOCES 4 SCIENCE			
502	BOCES 4 Science	Varies by Kit	Varies by Kit
CAREER & TECHNICAL EDUCATION			
101	Career & Technical Education	\$11,183/Student	\$12,525/Student
CENTER FOR WORKFORCE DEVELOPMENT			
401	High School Equivalency/Equivalent Attendance	\$2,465/Student	\$3,745/Student
413	Alternative High School Equivalency	\$2,465/Student	\$3,745/Student

<u>Co-Ser</u>	<u>Service</u>	Adopted 2024-2025 <u>Unit Cost</u>	Proposed Adopted 2025-2026 <u>Unit Cost</u>
COMMUNICATION & TECHNOLOGY SERVICES			
328	Computer Education Coordinator	\$67,545/.6 FTE	\$71,735/.6 FTE
430	Distance Learning GCN Online Tutorials	\$2.75/RWADA + Base \$2,100/District	\$2.88/RWADA + Base \$2,200/District
508	Educational Communications	\$4.34/RWADA	\$4.55/RWADA
513	Library Automation	\$6,825/Site	\$7,160/Site
524	Technology Staff Development Instructional Technology Specialist	\$2.60/RWADA + Base \$49,435/District	\$2.74/RWADA + Base \$53,140/District
525	Instructional Computing Guidance Information Systems Shared Technician	\$3.95/RWADA + Base As Specified by District \$96,385/FTE	\$4.14/RWADA + Base As Specified by District \$105,915/FTE
527	Equipment Repair Assistive Technology	\$12.85/RWADA + Base \$15,675/District	\$13.49/RWADA + Base \$16,455/District
528	Printing	District Job Specific	District Job Specific
530	Media Library Library On-Line Resources	\$5.00/RWADA + Base \$1,100/District + Add ons	\$5.24/RWADA + Base \$1,150/District + Add ons
601	Records Management	\$5.40/RWADA	\$5.66/RWADA
608	Instructional Support Network	\$4.60/RWADA + Base	\$4.82/RWADA + Base
615	Public Information Services Video Production	\$24,750/Day/Wk/Yr \$6,580/Base Charge	\$26,105/Day/Wk/Yr \$6,895/Base Charge
CURRICULUM & PROFESSIONAL DEVELOPMENT			
512	Cooperative School Improvement (Base Fee)	\$7,261/District	\$7,478/District
541	Grant Writing	\$2,934/District	\$3,021/District
653	Teacher Immersion Fellowship Program	\$5,580/District	\$5,858/District
DEPARTMENT FOR EXCEPTIONAL CHILDREN			
202	Classified Tutoring Program - Special Ed Home Based Tutoring - Special	\$46.50/Hour \$49.50/Hour	\$48.78/Hour \$51.93/Hour
203	12:1:2 Program 12:1:1 Transition Program 12:1:2 Community and Career Readiness (CCR)	\$54,253/Student \$55,191/Student \$18,330/Student	\$55,420/Student \$57,597/Student \$19,518/Student

<u>Co-Ser</u>	<u>Service</u>	Adopted 2024-2025 <u>Unit Cost</u>	Proposed Adopted 2025-2026 <u>Unit Cost</u>
DEPARTMENT FOR EXCEPTIONAL CHILDREN (cont.)			
204	8:1:1 CASS	\$55,192/Student	\$59,796/Student
	8:1:1 Project SEARCH	\$46,541/Student	\$49,906/Student
	8:1:1 Community and Transition Readiness (CTR)	\$22,743/Student	\$24,670/Student
205	6:1:1 Center Based	\$68,484/Student	\$75,249/Student
	6:1:1 Medically Fragile (K - 12)	\$60,794/Student	\$63,354/Student
	6:1:1 Medically Fragile (Transition)	\$59,659/Student	\$64,134/Student
	6:1:1 Professional and Technical Prep (PTP)	\$33,655/Student	\$34,854/Student
211	6:1:2 Complex Needs Program	\$86,255/Student	\$89,865/Student
	6:1:2 Autism Spectrum Disorder (ASD)	\$74,501/Student	\$77,210/Student
N/A	1:1 Classroom SBA	\$56,431/FTE	\$59,724/FTE
301	Blind/Visually-Impaired	\$8,958/Hr/Wk/Yr	\$9,357/Hr/Wk/Yr
	Orientation and Mobility	\$8,786/Hr/Wk/Yr	\$9,205/Hr/Wk/Yr
302	Audiology Services (IEP Hours)	\$10,149/Hr/Wk/Yr	\$10,629/Hr/Wk/Yr
	Audiology Services (Base Charge FM System)	\$1,295/Device	\$1,353/Device
	Teacher of the Deaf/Hearing-Impaired	\$6,130/Hr/Wk/Yr	\$6,424/Hr/Wk/Yr
	Interpreter	\$98,828/FTE	\$107,243/FTE
303	Occupational Therapy	\$9,245/Hr/Wk/Yr	\$9,673/Hr/Wk/Yr
	Occupational Therapy - District Based FTE	\$169,408/FTE	\$177,850/FTE
306	Physical Therapy	\$9,716/Hr/Wk/Yr	\$10,179/Hr/Wk/Yr
	Physical Therapy - District Based FTE	\$159,000/FTE	\$166,793/FTE
308	Assistive Technology	\$44,375/Day/Wk/Yr	\$46,360/Day/Wk/Yr
309	Social Worker/Psychologist	\$9,184/Hr/Wk/Yr	\$9,627/Hr/Wk/Yr
	Social Worker/Psychologist - District Based FTE	\$144,400/FTE	\$151,469/FTE
311	Consultant Teacher	\$6,424/Hr/Wk/Yr	\$6,715/Hr/Wk/Yr
	Consultant Teacher - District Base FTE	\$90,605/FTE	\$95,050/FTE
	Music Therapy	\$6,820/Hr/Wk/Yr	\$7,148/Hr/Wk/Yr
	Autism Specialist	\$9,700/Hr/Wk/Yr	\$10,164/Hr/Wk/Yr
	Art Therapy	\$8,550/Hr/Wk/Yr	\$8,954/Hr/Wk/Yr
315	Itinerant English as a New Language	\$122,910/FTE	\$125,065/FTE
406	Tutorial Services - Gen Ed	\$46.50/Hour	\$48.78/Hour
	Home Based Tutoring - Gen Ed	\$49.50/Hour	\$51.93/Hour

<u>Co-Ser</u>	<u>Service</u>	Adopted 2024-2025 <u>Unit Cost</u>	Proposed Adopted 2025-2026 <u>Unit Cost</u>
DEPARTMENT FOR EXCEPTIONAL CHILDREN (cont.)			
517	Career Planning Services Work Study	\$27,600/Day/Wk/Yr \$25,530/Half Day/Wk/Yr	\$28,896/Day/Wk/Yr \$26,653/Half Day/Wk/Yr
GENERAL EDUCATION			
417	Regional Summer School	As Specified by District	As Specified by District
423	Westside Academy - Jr./Sr. High	\$38,989/Student	\$42,827/Student
424	Exploratory Enrichment	\$5,631/District	N/A
427	Recovery High School at Westside	\$38,989/Student	\$42,827/Student
511	Community Schools Resource	\$54,585/BaseCharge	\$6.50/RWADA + Base
MAARS			
520	MAARS - RWADA	\$6.15/RWADA	\$6.45/RWADA
	MAARS - Base	\$3,330/District	\$3,495/District
	MAARS - Test Processing	\$3.33/RWADA	\$3.49/RWADA



Monroe 2-Orleans BOCES
3599 Big Ridge Road • Spencerport NY 14559
Phone: 585-352-2400 • Fax: 585-352-2442
www.monroe2boces.org

9. New Business

3. Resolution to Approve Chili Paul Complex, LLC Lease Extension

EXTENSION OF LEASE

Agreement made June 30, 2025, between CHILI PAUL COMPLEX, LLC, (LANDLORD) having address of 3210 Chili Ave. Rochester New York 14624 and BOCES, having an office at 3599 Big Ridge Road, Spencerport, New York 14559 (TENANT).

WITNESSETH

In consideration of the mutual covenants in this Agreement and in the Lease, for suite 200/230, at Chili Paul Complex, 849 Paul Road, Rochester, NY 14624, it is agreed that the term of the lease be extended for an additional period of one (1) year starting July 1, 2025 and ending June 30, 2026, and that the extended term be on the same terms and conditions as now contained in the Lease, except that:

Tenant shall pay as rental, the following sum:

Rent for July 1, 2025 through June 30, 2026
\$52,598.12 annually (\$13,149.53 quarterly)

All other terms and conditions of the Lease, except as modified in the agreement, shall remain the same.

IN WITNESS WHEREOF, the parties have signed this instrument the date above written

CHILI PAUL COMPLEX, LLC

By: _____

Name: _____

MONROE 2 – ORLEANS BOCES

By: _____

Name: _____

9. New Business

4. Resolution to Approve 2025-2026 Chemical Hygiene Plan

Chemical Hygiene Plan For Monroe 2-Orleans BOCES Science Laboratories ~~2024~~-2025-2026

Submitted by B. Swanson & C. Lawrence, Chemical Hygiene Officers and
the Hazard Communications Committee, ~~December 5, 2007~~

~~Reviewed and revised 6/2016; Board approved July 13, 2016~~

~~Reviewed and revised 2/2017; Board approved May 10, 2017~~

~~Reviewed and revised 3/2018; Board approved May 9, 2018~~

~~Reviewed and revised 2/2019; Board approved May 15, 2019~~

~~Reviewed and revised 2/20/20; Board approved May 13, 2020~~

~~Reviewed and revised 3/25/21; Board approved May 12, 2021~~

~~Reviewed March 2022; Board approved May 11, 2022~~

~~Reviewed and revised 5/22/23; Board approved June 21, 2023~~

~~Reviewed and revised 4/16/24; Board approved May 15, 2024~~

Reviewed and Board approved annually since 2007

Monroe 2-Orleans BOCES

Chemical Hygiene Plan

For Science Laboratories

- I. Introduction**
- II. Standard Operating Procedures**
 - A) General Employee Rules and Procedures
 - B) General Laboratory Rules and Procedures
 - C) Personal Hygiene Guidelines
 - D) Protective Clothing Requirements
 - E) Housekeeping Rules
 - F) Spill and Accident Procedures
 - G) Chemical Storage Rules and Procedures
 - i. Storage Requirements – Compressed Gas Handling Instructions
 - ii. Storage Requirements – Flammable Chemical Handling Instructions
 - iii. Storage Requirements – Corrosive Material Handling Instructions
 - H) Procedure – Specific Safety Rules and Guidelines (for extremely hazardous chemicals)
 - I) Prior Approval Procedures
 - J) Safety Equipment Inspection
- III. Employee Training**
- IV. Exposure Evaluations**
- V. Medical Evaluations**
- VI. Monitoring**
- VII. BOCES Emergency Evacuation Plan**
- VIII. Appendix**

I. Introduction

In 1990, the United States Occupational Safety and Health Administration (OSHA) instituted a laboratory standard entitled, "The Laboratory Standard - Occupational Exposure to Hazardous Chemicals in Laboratories." This new "Laboratory Standard" has been designed to address the specific safety needs in the laboratory.

The Laboratory Standard ensures that employees and students who work in a laboratory setting will be protected from any chemical exposure that exceeds permissible exposure limits and that employees be educated as to the hazardous nature of the chemicals used in the laboratory. To achieve this goal, the Laboratory Standard requires the BOCES to appoint a chemical hygiene officer to develop, implement, and monitor a chemical hygiene plan.

BOCES responsibilities

To ensure the science programs comply with the Laboratory Standard.

- 1) Record all exposures to hazardous chemicals.
 - a) Record all chemical exposures and use by monitoring instruments to obtain hard data. *
 - b) Obtain and keep up to date information provided by a medical examination.
 - c) Keep these records and allow employee access to their own medical records, including all employee exposure and medical records unless said access is prohibited by law.
*This provision is included in the Lab Standard, but clearly states that exposure levels only need to be monitored if there is an exposure level which is above the permissible exposure limit (PEL) and an OSHA Standard exists for the chemical which requires monitoring. If there is no reason to believe that the PEL has been exceeded, there is no need to monitor exposure levels.
- 2) Train employees to:
 - a) Understand the hazards of chemicals used in the laboratory.
 - b) Recognize signs and symptoms associated with exposure that exceeds permissible exposure limits to hazardous chemicals.
 - c) Properly use personal protective equipment (fume hoods, respirators, goggles, etc.)
 - d) Take measures to prevent exposure that exceeds permissible exposure limits by following laboratory safety procedures.
 - e) Understand the content of the Chemical Hygiene Plan.
- 3) Provide employees access to:
 - a) SDS (Safety Data Sheets).
 - b) The employee's own previous exposure records (if any) and if applicable.
 - c) The employee's own previous medical records (if any) and if applicable.
 - d) The Laboratory Standard and Chemical Hygiene Plan.
 - e.) Permissible exposure limits of hazardous chemicals used in the laboratory.
- 4) Process upon receipt of chemicals.
 - a) Upon receipt of chemicals, confirm receipt of SDS (and make them accessible to the employee).
 - b) Make sure the chemical label is proper and contains the minimum amount of information.
 - 1) Chemical name.
 - 2) Hazardous information.
 - 3) Name and address of the manufacturer.

Note: Follow these steps for all chemicals and chemical solutions made and stored in the laboratory or chemical storeroom.

The Chemical Hygiene Plan – An Overview

The Chemical Hygiene Plan is the major ingredient of the Laboratory Standard which will:

- 1) Protect employees from health hazards associated with hazardous chemicals in the laboratory.
- 2) Keep chemical exposures below established permissible exposure limits. (Consult Flinn Chemical Catalog/Reference Manual for specific chemical permissible exposure limits.)

The Chemical Hygiene Plan must be readily available to employees. The Board shall review and evaluate the effectiveness of the Chemical Hygiene Plan at least annually and update the plan as necessary. The Chemical Hygiene Plan includes each of the following elements and includes specific measures Monroe 2-Orleans BOCES will take to ensure laboratory and student protection.

II. Standard Operating Procedures

A) General Employee Rules and Procedures

- 1) Minimize all chemical exposures.
- 2) Avoid skin contact with chemicals.
- 3) Avoid underestimation of chemical hazards and risks.
- 4) Wear appropriate eye protection at all times when chemical exposure is likely. Chemical splash goggles must be worn any time chemicals, glassware or heat are used in the laboratory.
- 5) Never work alone in the laboratory, chemical storage or prep areas.
- 6) Never use materials near any source of ignition, spark, or open flame.
- 7) Flammable liquids require special attention.
- 8) Never perform a first-time chemical demonstration in front of the class. Always perform first-time demonstrations in front of other instructors to evaluate the safety of the demonstration.
- 9) Never store chemicals over, under or near a sink.
- 10) Allow only authorized personnel in the chemical storeroom.
- 11) Have a fire blanket easily accessible in case of an accident.
- 12) Train all students on how to use all the safety devices in the laboratory (e.g., eyewash, fire extinguisher, etc.).
- 13) Teach all students and employees using the science laboratory to find the safety devices quickly, if needed, in an emergency.
- 14) Know appropriate procedure in the event of a power failure.
- 15) Know where and how to use master utility controls to shut off gas, electrical and water supplies.
- 16) Do not smell or taste chemicals.
- 17) Use a safety shield whenever an explosion or implosion could occur.
- 18) Read all chemical labels prior to use.
- 19) Know and understand the hazards of the chemical as stated in the SDS and other references.
- 20) Use protective safety equipment to reduce potential exposure, i.e. gloves, respirators, fume hood, etc.
- 21) Know the locations for all-personal safety and emergency equipment, eyewash, shower, fire extinguisher and spill control materials.
- 22) Properly store all chemicals in their compatible chemical families.
- 23) Use proper transportation and disposal procedures for chemicals.
- 24) Know appropriate emergency procedures, waste disposal, spill clean-up, evacuation routes and fire emergency notification.
- 25) Understand the personal hygiene practices outlined in this Chemical Hygiene Plan.

B) General Laboratory Rules and Procedures

- 1) Follow BOCES Policy #6420 Accident/First Aid Policy.
- 2) The laboratory should be well ventilated. (A ventilation fan which can remove the air a minimum of 4 air changes per hour in the lab and storage but 8 exchanges per hour for the prep area). Air for laboratory ventilation should directly flow into the laboratory from non-laboratory areas and out to the exterior of the building.
- 3) Post emergency telephone numbers in the chemical storage area. Have a telephone or some means of emergency communication in the laboratory, chemical storage area and prep area.
- 4) Do not use chipped, etched or cracked glassware. Glassware, which is chipped or scratched, presents a serious breakage hazard when heated or handled.
- 5) All laboratories must have an eyewash capable of treating both eyes continuously for 15 minutes with copious quantities of potable water. Teach everyone in the science laboratory how to use the eyewash quickly in case of an emergency. Eyewash effectiveness and operation should be inspected every three months. Promptly repair any eyewash that does not meet the water flow requirements of American National Standards Institute Z358.1. Eyewash should be inspected weekly.
- 6) In the event of an accident, complete an accident report in detail. Employee and Student Accident report forms can be found on the BOCES 2 Employee Portal under Forms and Documents.
- 7) Read all labels carefully- the names of many chemicals look alike at first glance.
- 8) Do not operate electrical equipment with wet hands.

- 9) Have appropriate types and sizes of extinguishers, such as Triclass ABC and/or Halon fire extinguishers. Carbon Dioxide fire extinguishers are inappropriate. A Class D fire extinguisher should be available when working with flammable solids. Fire extinguishers should be inspected every year.
- 10) Never block access to exits, fire exits, or emergency equipment.
- 11) Create an alternative evacuation route in the event the primary route becomes blocked.
- 12) Practice emergency plans.
- 13) Do not drink from lab glassware or other lab vessels.
- 14) No food in the laboratory.
- 15) Do not eat, drink, or chew gum in the laboratory.
- 16) Do not apply cosmetics in areas where laboratory chemicals are present.
- 17) Keep all aisles clear.
- 18) Do not run in the laboratory.
- 19) No unlabeled products should be stored anywhere in the science facility.
- 20) Be thoroughly familiar with the hazards and precautions for protection before using any chemical. Study the precautionary label and review its contents before using any chemical substance.
- 21) An approved eyewash station and fire blanket should be within 25 feet of the chemical storage area, where corrosives are stored and/or used.
- 22) Neutralizing chemicals, such as spill kit, dry sand, kitty litter, and other spill control materials should be readily available.
- 23) Dispose of all chemicals properly. All disposal procedures used should conform to state and local regulations. Contact the Operations & Maintenance Department of Monroe 2 Orleans BOCES for assistance with chemical disposal.
- 24) Safety showers or body drenches should be provided. Showers should be tested every six months. Promptly repair any shower or body drench that does not meet the water flow requirements of American National Standards Institute Z358.1.
- 25) Access to exits, emergency equipment and master utility controls should never be blocked.
- 26) All incidents or violation of safety procedures should be carefully analyzed by the program administrator after a Safety Incident Report form has been completed and the results distributed to all who might benefit.
- 27) Never pipet by mouth – always use a pipet bulb or other appropriate suction device.
- 28) Avoid the use of contact lenses in the laboratory. If contact lenses must be worn, the science teacher must be informed so special precautions can be taken. Same eye protection (chemical splash goggles) will be used by all (whether they wear contact lenses, glasses or neither).
- 29) Never perform unauthorized laboratory experiments.

C) Personal Hygiene Guidelines

- 1) Do not apply cosmetics, eat, chew gum, smoke, or drink in the laboratory.
- 2) Wash hands (or other exposed body part) thoroughly after any chemical exposure or before leaving the laboratory.
- 3) Never smell chemicals directly: always waft the odors to nose using hand.
- 4) Never bring foodstuff, opened or closed, into the lab, chemical prep or storage area. Foodstuffs should not be eaten if in a room with toxic materials.

D) Protective Clothing Requirements

- 1) Eye protection must be worn. Chemical splash goggles must meet American National Standards Institute Z87.1 standard. Wear face shields when dealing with corrosive liquids, (i.e., acids and bases).
- 2) Wear gloves which have been selected based on the hazard present in the lab. Test for holes every time gloves are worn.
- 3) Always wear a full-length lab coat or a chemical-resistant apron.
- 4) Wear low-heeled shoes. Do not wear opened-toed shoes or sandals ~~of any kind~~. **Always** Wear socks in the laboratory.
- 5) Contact Chemical Hygiene Officer for approval and additional guidance if respiratory protection is required.
- 6) Do not wear shorts or any clothing that does not cover skin – wear long pants or clothes to cover all skin.
- 7) Do not wear loose or balloon sleeves.
- 8) Tie back long hair.

- 9) Avoid the use of contact lenses in the laboratory. If contact lenses must be worn, the science teacher must be informed so special precautions can be taken. Same eye protection (chemical splash goggles) will be used by all (whether they wear contact lenses, glasses or neither).
- 10) Do not wear hanging jewelry.
- 11) Do not wear a long or loose necktie.
- 12) Do not wear an absorbent watchstrap.
- 13) Inspect all protective safety equipment before use. If the equipment is defective, do not use.

E) Housekeeping Rules

- 1) Keep chemicals in the chemical prep and storage area. If chemicals are moved to the classroom for lab, they must be returned to their proper storage location at the end of the day's lab periods.
- 2) Waste materials require proper containers and labels.
- 3) Do not store items in the fume hood. The storage of items in the fume hood is a fire hazard and decreases the efficiency of the fume hood.
- 4) Label all chemicals, even solutions, with name, hazard(s), and date received; for solutions made "in-house" label with name, hazard(s) and date created.
- 5) Never block access to exits or emergency equipment.
- 6) A trained individual should clean up all spills properly and promptly.
- 7) Work and floor surfaces should be cleaned regularly and kept free of clutter.

F) Spill and Accident Procedures

- 1) Notify – Call for help. Evacuate – get everyone to a safe location. Assemble – Organize the students and employees. Report – Complete a detailed accident report after the emergency is over.
- 2) Clean up spills immediately and thoroughly. Follow approved spill cleanup procedures. Spills should only be cleaned up by approved personnel.
- 3) A bucket of dry sand, a spill kit, kitty litter, or other spill control materials should be available to be used as a Class D fire extinguisher and to provide traction on a slippery floor.
- 4) Neutralizer for both acid and base spills should be available in the event of a chemical spill

G) Chemical Storage Rules and Procedures

- 1) Keep an updated inventory of all chemicals, including the amount and location.
- 2) Stored chemicals should be examined annually for replacement, deterioration and chemical integrity.
- 3) Label all teacher-made chemical solutions with the identity of the contents, date, concentration, hazard information and teacher name.
- 4) Label all chemicals with the purchase date.
- 5) Establish a separate and secure storage area for chemicals. This area should be kept locked at all times. Students are not permitted in chemical storage area.
- 6) Do not allow incoming shipments of chemicals to be opened by school personnel other than qualified science teachers. Keep the special and expensive shipping containers for possible use in chemical storage.
- 7) All chemicals should be stored in chemically compatible families.
- 8) Store the minimum amount of chemical needed.
- 9) Store corrosives in appropriate corrosive cabinets.
- 10) No flammable materials should be stored outside an approved flammables storage cabinet unless in safety cans.
- 11) Do not store items in the fume hood. The storage of items in the fume hood is a fire hazard and decreases the efficiency of the fume hood.
- 12) If possible, keep certain items in the original shipping package, e.g., acids and bases in the special Styrofoam cubes.
- 13) Avoid storing chemicals on shelves above eye level.
- 14) The storage area and cabinets should be labeled as to identify the hazardous nature of the products stored within. This will allow fire department officials to quickly see a potentially hazardous area.
- 15) Shelving above any work area, such as a sink, should be free of chemicals or other loose miscellaneous objects.
- 16) Shelving sections should be secured to walls or floor to prevent tipping of entire sections.
- 17) Shelves should be equipped with a barrier to prevent containers from rolling off.
- 18) Chemicals should not be stored on the floor except in approved shipping containers.

- 19) Storage area should be ventilated by at least four changes of air per hour. Isolate the chemical storage exhaust from the general building ventilation system.
- 20) Never store food in a laboratory refrigerator. Place sign on refrigerator to notify of restricted use, lock if necessary.
- 21) Store chemicals in a separate, locked, dedicated storeroom, **marked as poison**.
- 22) Store all poisons in a locked cabinet.
- 23) Only authorized personnel are allowed in the chemical storage area. Students should never be allowed in this area.
- 24) Chemical exposure to heat or direct sunlight should be avoided.

i. Storage Requirements – Compressed Gas Handling Instructions

- 1) Compressed gases should be handled as high energy sources, and therefore, as potential explosives.
- 2) Always protect the cylinder valve stem.
- 3) Compressed gas cylinders should have cap in place when not in use or when being moved.
- 4) Avoid exposures of cylinders to heat. Do not store gas cylinders in direct sunlight.
- 5) Never lubricate, modify, force or tamper with a cylinder valve.
- 6) Cylinders of toxic, flammable, or reactive gases should be used only under a fume hood.
- 7) Do not extinguish a flame involving a combustible gas until the gas is shut off – otherwise it can re-ignite – possibly causing an explosion.
- 8) Gas cylinders must be secured in place. They must be protected to prevent valve damage which may be caused by falling.

ii. Storage Requirements – Flammable Chemicals Handling Instructions

- 1) Store all flammables in a dedicated flammable cabinet.
- 2) Keep cool, between 55°F and 80°F, at all times.
- 3) Store away from all sources of ignition.
- 4) Store away from all oxidizers.
- 5) Never store flammables in refrigerators unless the refrigerator is explosion proof.
- 6) Avoid storing any chemicals, especially flammable materials in direct sunlight.

iii. Storage Requirements – Corrosive Materials Handling Instructions

- 1) Store corrosives in appropriate corrosive cabinets.
- 2) If possible, keep certain items in the original shipping package, e.g., acids and bases in the special Styrofoam cubes.
- 3) Working with corrosive material requires special eyewear. Wear chemical splash goggles, which must meet ANSI Z87.1 standards, when handling corrosive materials. Wear face shields when using corrosives.
- 4) At least every three months inspect all shelf clips in the acid cabinet to check for possible corrosion. These shelf clips are the only thing preventing a collapsed shelf. They require special attention.

H) Procedure – Specific Safety Rules and Guidelines (for extremely hazardous chemicals)

- 1) Use a fume hood when the permissible exposure limit for a chemical is less than 50ppm as indicated on the chemical SDS.
- 2) Use carcinogens, mutagens, teratogens and allergens only under a fume hood.
- 3) Handle toxic, corrosive, flammable and noxious chemicals under a fume hood.
- 4) Do not expose flammable liquids to open flame, sparks, heat or any source of ignition.
- 5) Only use flammable solids (sodium, potassium, lithium, etc.) in very small quantities.
- 6) Use a safety shield when igniting flammable solids.
- 7) Water – reactive solids (sodium metal, potassium metal, etc.) should be stored under dry oil.
- 8) Use extreme caution when handling finely divided (dust-like) material. Finely divided materials may form explosive mixtures with air.
- 9) Open cans of ether (ethyl ether) should be properly disposed of after use and not stored unless absolutely necessary. Rely on expiration date to dispose of the material.
- 10) Glycerin should be available only to the instructor.

I) Prior Approval Procedures

There may be some procedures which require prior approval before an instructor attempts to perform them, such as demonstrations and experiments. These procedures must be determined by cooperation and communication between the Science teacher and the Chemical Hygiene Officer in conjunction with O&M Director.

J) Safety Equipment Inspection

One of the most important sections of the Laboratory Standard states that all safety equipment in the facility must function at all times.

- 1) Goggles always must be clean and functional.
- 2) Laboratory ventilation must meet the standard of eight air changes per hour and must be tested quarterly for prep areas and four air exchanges per hour for the laboratory and storage area.
- 3) A respirator must be fit tested and the appropriate cartridges must be available. Contact Chemical Hygiene Officer for approval of respirator usage prior to purchasing.
- 4) Have appropriate types and sizes of extinguishers such as Triclass ABC and/or Halon fire extinguishers. Carbon Dioxide fire extinguishers are inappropriate. A Class D fire extinguisher should be available when working with flammable solids. Visual inspections of fire extinguishers are required monthly. Full Maintenance inspection by certified inspector is required annually.
- 5) Eyewashes must be flushed at least weekly. They must be determined to be at least functional, clean, and unobstructed by clutter. (This applies to plumbed eyewash stations). Annual inspection by O&M, needs to include water temperature, water capacity, and valve connections.
- 6) Fume hoods must be operational at least the level of 70-100 linear feet per minute as measured with a velometer. Fume hoods should be tested and inspected annually by Chemical Hygiene Officer or GV BOCES Health & Safety personnel.

All the above items and all safety equipment must be inspected every three months at the minimum. Any safety equipment failing this quarterly inspection or reported to be out of order at any time must be repaired immediately. Any safety equipment found to be out of order is a serious violation of the Laboratory Standard and plan.

III. Employee Training

BOCES provides ongoing training sessions for employees. Training includes:

- 1) Content and location of this Chemical Hygiene Plan and the Laboratory Standard.
- 2) Potential hazards involved in using chemicals.
- 3) Signs and symptoms of overexposure to chemicals. How to detect potentially harmful exposures before they are harmful.
- 4) Location and availability of chemical Safety Data Sheets (SDS).
- 5) Understanding of the permissible exposure limits (PELs) used in the school.
- 6) The proper use and location of all safety equipment.

IV. Exposure Evaluations

All suspected exposure beyond permissible exposure limits will be investigated in a prompt and timely fashion.

In the event of an overexposure, after the immediate event, document all chemicals and circumstances involved in the overexposure. This information should be used to change safety practices to further improve lab safety and maintain these files and make them accessible to the employees except as prohibited by law.

Signs of overexposure are numerous; they include:

- 1) Accidental breakage of hazardous material container.
- 2) A skin rash or irritation occurring because of contacts with a chemical.
- 3) Caustic splashes to eyes, face or body.
- 4) Symptoms such as nausea and dizziness.

If monitoring of the air is determined to be necessary, the results of the monitoring must be made available to the employees within 2 weeks.

V. Medical Evaluations

Make medical consultation and examination available to employees when:

- 1) Any sign or symptom of an overexposure to a chemical is present.
- 2) Monitoring has indicated an overexposure to a chemical has occurred.
- 3) There has been a spill or uncontrolled release of chemical fumes.

Any emergency medical facility the employee is transported to and/or evaluated by will be provided with the names of the chemicals used, circumstances of the exposure and all signs and symptoms of the exposure.

The medical examinations dealing with the overexposure must be documented and other employees working under the same conditions must be notified. All documentation must be kept on file and accessible by other employees working in this area, unless otherwise prohibited by law.

All medical examinations and consultations shall be performed by or under the direct supervision of a licensed physician and shall be provided without cost to the employee; and without loss of pay.

VI. Monitoring

Monitoring will be conducted where a suspicion exists that exposure to a particular substance is over the exposure limit. Where the results indicate an overexposure, the exposure should be limited by the following Administrative Controls: 1) Purchase less toxic product that will provide same results; 2) Engineering controls, such as installation of ventilation hoods; 3) Ensure access to and use of Personal Protective Equipment as per SDS, such as masks, goggles, etc. Monitoring will continue to ensure that these steps are adequate for reducing exposure levels. Employees will be made aware of and have full access to the monitoring of substances.

VII. BOCES Emergency Evacuation Plan

The Evacuation Plan included in the SAVE plan will be followed. The following are examples of laboratory specific incidents that would require evacuation:

- * An experiment gets out of control.
- * Flammable materials are spilled.
- * Gas is smelled.
- * Mercury is spilled.
- * Fumes are strong enough to be smelled by over 50% of the people in the room.

Once determined that evacuation is necessary, staff members and students must proceed in an orderly fashion as in a fire drill.

VIII. Appendix

[Chemical Disposal Form](#)

[Classroom Safety Inspection Form](#)

[Chemical Inventory Worksheet Template](#)

[OSHA Laboratory Standard](#)

[Radiation Exposure Tracking – next page](#)

~~2024~~-2025-2026 School Year

[illegible]

9. New Business

5. Resolution to Accept Donation of Various Tools and Instruments from Robert Ranaletta

GIFTS AND DONATIONS

Donor Information:

Company or Individual Name: Robert Ranalletta

If Company, Contact Person:

Address: 18 Maple Grove Dr. Churchville N.Y. 14428

Phone Number: 585-451-8212 E-Mail: bobrocher@yahoo.com

Description of item(s) to be donated; if additional space is need, please add additional page and check here: ☒

See attached page

Is Item(s) in Working Condition:

If not, please explain:

all excellent.

When can BOCES 2 Staff view the item:

Any time

Your signature indicates your offer to donate the above item(s). Only the Board may accept gifts of either money or merchandise. Any gifts or grants donated and accepted will be by official action through Board resolution. The Board will not accept gifts that place encumbrances on future boards or result in unreasonable additional or hidden costs. The Board will not accept a gift which constitutes a conflict of interest and/or gives the appearance of impropriety. All gifts, grants, and/or bequests shall become the sole property of the BOCES. The District Superintendent or designee will acknowledge, in writing, the receipt of the gift or donation on behalf of the Board, but does not assign a value for tax purposes.

Signature of Donor: Robert J. Ranalletta

Date: 3/25/25

To Be Completed By BOCES 2 Staff:

Staff Member Name: Adam Staskiewicz Dept: CTE Phone Ext: 2214

Name of Staff Member to be notified upon Board Approval: Theresa Alampi-Lopez Supervisor Name and Review: Met w/ donator and provided contact info to teacher

Proposed Use of Donated Item:

Additional tools and instruments for student use

How will the Item Reduce Costs or Benefit the Program:

Additional tools and instruments for student use

Board Date:

[Signature]
Cabinet Administrator Signature

4/28/25
Date

[Signature]
District Superintendent

5/1/25
Date

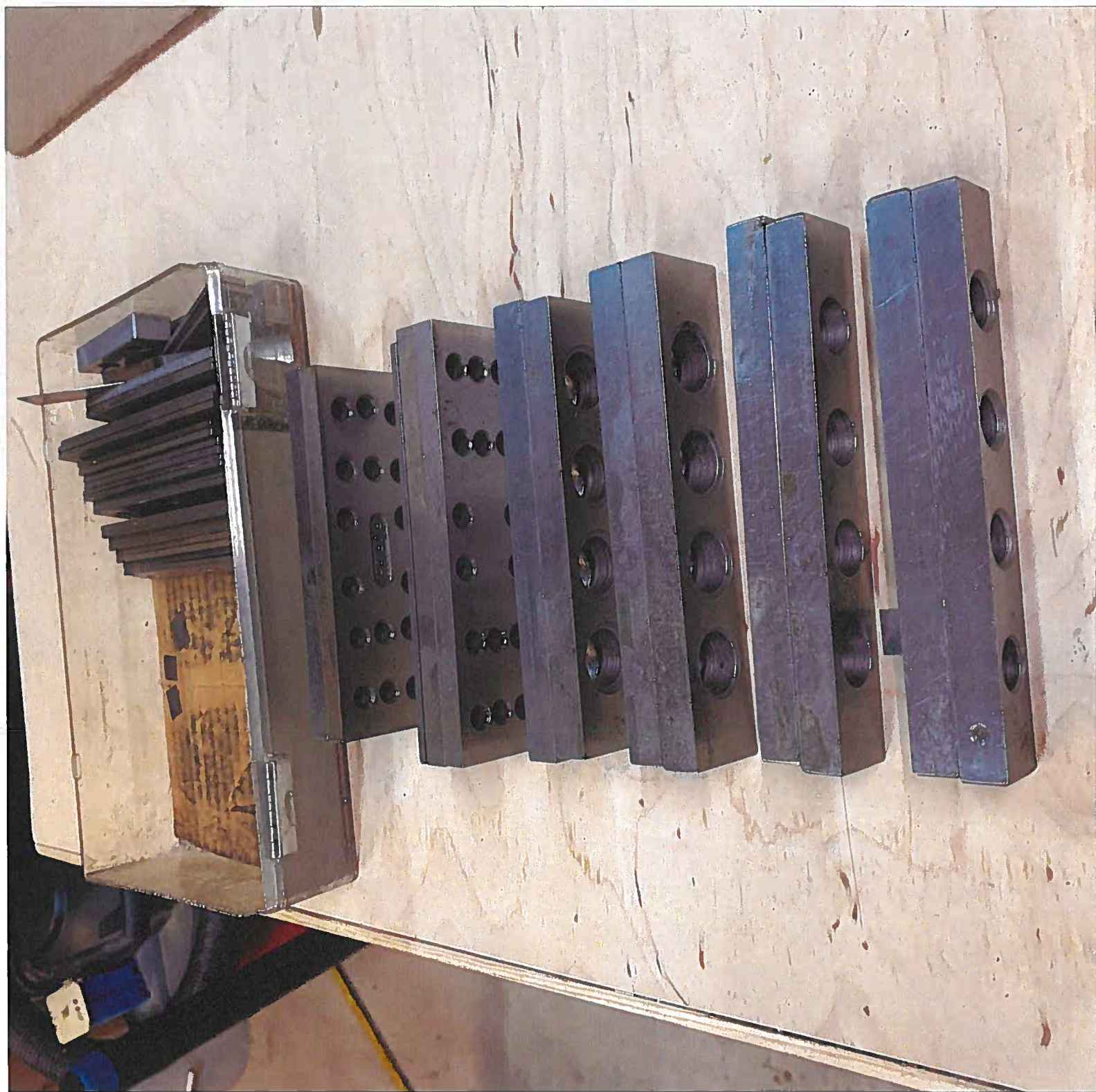
Board Action: Accept ☐

Board Action: Reject ☐

- Boring head tools
- Assorted end mills + woodruff cutters
- Vice parallels - Wide & Thin
- Side - Slitting saws blades
- Bridgeport (milling machine) stop
- Lathe tools
- Lathe chuck "T" handle
- (6) 6" hardened set-up clamps @ screws
- (6) 3" " " " "
- (12) "T" nuts for clamps.
- Various length $\frac{1}{2}$ SHCS for clamps
- Box of roughing end mills
- assortment of files
- " of reamers & drills
- 1", $1\frac{1}{2}$ ", $2\frac{1}{2}$ " dia. Fly cutters + bits
- (2) heavy duty Lathe chucks
- (2) Slitting saw arbors + saws
- Thick & thin parallels $\frac{3}{4}$ " - 2" hardened & ground
- Various size endmills $\frac{1}{8}$ " dia - 1" dia 2-4 Flute
- Various hand tools,













10. Personnel and Staffing

1. Resolution to Approve Personnel and Staffing Agenda

4/1/2025

Return to Human Resources by 5/1/2025

Monroe 2-Orleans BOCES
3599 BIG RIDGE ROAD

APR 22 2025
MONROE 2-ORLEANS
BOCES

RECOMMENDATION FOR TENURE APPOINTMENT

- I. **Identifying Information:** Name: Kayla C. Garrison
Eligible for Tenure: 09/05/2025
Notify Board: 05/14/2025
Board Action: 06/18/2025
Tenure Area: Inst. Sppt. Serv/Special Education
- II. **Education Training:** BA – Nazareth College, 4/12
MS – Nazareth College, 7/13
- III. **Certification:** Professional – SWD/(Grades 1-6), 7/28/17
Professional – SWD/Mathematics (Grades 5-9), 8/11/17
Professional – Mathematics 5-9, 8/11/17
Professional – Childhood Ed. (1-6), 8/11/17
- IV. **Previous Experience:** RCSD, 5/13-6/13
Rush-Henrietta CSD, 8/13-8/22
- V. **Experience with BOCES:** Kayla C. Garrison has been employed by Monroe 2-Orleans BOCES as a(n) Instructional Support Specialist teacher since 09/06/2022.
- VI. **Comments to be given on one of the following attachments located under H.R. Managerial forms.**

Attachment A - Teacher
Attachment B - Administrator

Date
4/16/2025

Date
4/22/25

Date
4/22/25

Date

Director

Assistant Superintendent

Assistant Superintendent for Human Resources

District Superintendent

Planning and Preparation:

Kayla Garrison excels in the domain of Planning and Preparation, as outlined in the Danielson 2011 rubric. Her proficiency is evident in the goals she sets and the meticulous work she undertakes. Kayla demonstrates a strong understanding of content and pedagogy, particularly in NGLS Math, special education best practices, and MTSS. She actively seeks opportunities to connect concepts and their progressions, enhancing educators' understanding. Her planning reflects a deep knowledge of the teachers she supports, regularly participating in strategic growth planning meetings and team meetings to develop tailored interventions. Kayla consistently sets clear instructional outcomes using a backwards design model, ensuring effective achievement of goals. Her exploration and utilization of new resources, along with the creation of tailored resources for teachers, further highlight her exceptional skills in planning and preparation.

Classroom Work/Environment:

Kayla Garrison excels in creating an environment of respect and rapport, as evidenced by observations and unanimous feedback from staff. She demonstrates genuine care and respect for the staff she works with, establishing trusting relationships that enhance collaboration and instructional practices. Kayla is passionate about her work, establishing a culture for learning by conveying enthusiasm and holding herself and others to high standards. Her meticulous planning and preparation of agendas, activities, and materials ensure efficient use of time and effective classroom procedures.

Kayla's involvement in managing student behavior is noteworthy, as she actively participates in behavior team meetings, analyzes student data, and devises tailored interventions. Her ability to model effective classroom management strategies further showcases her expertise. Additionally, Kayla frequently assists teachers in organizing physical spaces to create optimal learning environments, collaborating with special class teachers to design and set up new learning spaces aimed at fostering learning and promoting self-regulation. Overall, Kayla's highly effective practice in creating a respectful and engaging environment, managing procedures and behavior, and organizing physical spaces highlights her proficiency in fostering optimal learning environments.

Delivery of Instruction or Services:

Kayla Garrison has demonstrated highly effective practice in delivery of instruction. Her communication with students and staff is clear, thorough, and concise, effectively establishing connections to learning progressions and incorporating real-world examples and analogies. Kayla excels in using questioning and discussion techniques, preplanning open-ended questions to challenge thinking and foster rich discussions, promoting high levels of engagement. Her ability to engage teachers in learning is evident in her professional development sessions and coaching cycles, where she ensures cognitive engagement. Although she primarily supports teachers, Kayla sometimes models lessons for students while teachers observe, employing strategies such as various groupings, choices, and movement opportunities to ensure engagement and accountability. Kayla's use of assessment in instruction is exemplary, facilitating data-driven meetings to analyze student progress, identify areas of concern, and establish measurable goals. She also uses assessments to gauge the effectiveness of her work and determine next steps by surveying staff. Demonstrating flexibility and responsiveness, Kayla adapts professional development sessions based on participant understanding and engagement levels, addresses the needs of both students and staff, and engages in reflective practices to refine her approach. Her ability to navigate unexpected events with flexibility and understanding further highlights her effectiveness. Overall, Kayla's highly effective practice in communication, questioning, engagement, assessment, and responsiveness makes her highly effective in instruction.

4/1/2025

Return to Human Resources by 5/1/2025

HUMAN RESOURCES

APR 10 2025

MONROE 2 - ORLEANS
BOCES

Monroe 2-Orleans BOCES
3599 BIG RIDGE ROAD

RECOMMENDATION FOR TENURE APPOINTMENT

- I. **Identifying Information:** Name: Nicole O. Malvasi
Eligible for Tenure: 09/01/2025
Notify Board: 05/14/2025
Board Action: 06/18/2025
Tenure Area: English to Spkrs. of Other Languages
- II. **Education Training:** BA – SUNY Buffalo, 6/17
MS – Nazareth College, 8/19
- III. **Certification:** Professional – English to Spkrs. of Other Languages, 4/13/24
- IV. **Previous Experience:** Edison Career/Tech, 9/18-6/20
- V. **Experience with BOCES:** Nicole O. Malvasi has been employed by Monroe 2-Orleans BOCES as a(n) Teacher-ESL teacher since 09/02/2021.
- VI. **Comments to be given on one of the following attachments located under H.R. Managerial forms.**

Attachment A - Teacher
Attachment B - Administrator

4/8/25
Date
4/10/25
Date
4/14/25
Date
4/21/25
Date

[Signature]
Director
[Signature]
Assistant Superintendent
[Signature]
Assistant Superintendent for Human Resources
[Signature]
District Superintendent

Planning and Preparation:

Nicole thoroughly plans all lessons for her students in her stand alone classes and works with her co-teachers to plan lessons in the push in classes. Nicole has a strong understanding of her students' English language strengths and needs, and she uses this knowledge to prepare lessons that meet where her students are in terms of English skills in the areas of listening, reading, writing, and spelling. She also aligns lessons to the standards. There is clear alignment between all parts of her lessons - the objectives, standards, anticipatory set, body of lesson, and the closure. Nicole builds in formative assessments during her lessons to measure student progress, growth, and next steps in lesson planning.

Nicole communicates with her co-teachers, other colleagues in the ENL department, participates in Rbern professional development workshops, is currently attending a professional development workshop with the school media specialist, and attends department meetings. Additionally, she communicates with families and works hard to build a strong rapport between home and school.

Classroom Work/Environment:

Nicole's classroom is supportive and welcoming. She appreciates the different journeys students have had, and some of her students' paths have been challenging and emotional for them.

Nicole also incorporates activities that meet the different learning styles of individuals. For example, she used a gallery walk to help students learn about the setting of the book. Since this was a kinesthetic activity, it helped meet the different learning styles of the students.

Nicole is open to feedback and critically reflects on her lessons.

Delivery of Instruction or Services:

Nicole begins her class with a check-in, shares the learning targets, and she progresses into teaching the lesson. She models language and gives the students opportunities to build their language skills in all areas -speaking, listening, writing, and reading. There is gradual release of responsibility which enables students to work on becoming more independent and to practice their skills. For example, Nicole recently taught a lesson where students analyzed a song together and determined the theme. With guidance and support, the students were then able to find their own song and work on determining the theme.

Professional Responsibilities:

11. Bids/Lease Purchases

1. Resolution to Accept Capital Project Bid (WALK IN)
2. Resolution to Accept Cooperative Pest Control
3. Resolution to Accept Cooperative School Lunch Paper and Plastic Supplies Bid
4. Resolution to Accept Erie 1 BOCES Board Resolution for the 2025 – 2026 Distance Learning State-Wide Agreements

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
Second Supervisory District of Monroe and Orleans Counties
3599 Big Ridge Road, Spencerport, NY 14559

BID RECOMMENDATION

COOPERATIVE PEST CONTROL SERVICES

Bid #RFB-2125-25 was opened on March, 27 2025, at 2:00 p.m. My recommendation for the award of this contract is as follows:

Optimum Pest Pros LLC. \$12,000.00

Bids obtained: 25

Bids returned: 3

BID ANALYSIS

The bid for Cooperative Pest Control Service has been recommended for award to the lowest responsive and responsible bidder that met all the required bid specifications. This service will be used by O&M for all BOCES facilities.

Funds to be provided from the 2025-2026 Operation and Maintenance budget.

May 1, 2025
Date



Director of Procurement

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
Second Supervisory District of Monroe and Orleans Counties
3599 Big Ridge Road, Spencerport, NY 14559

BID RECOMMENDATION

COOPERATIVE SCHOOL LUNCH PAPER AND PLASTIC SUPPLIES

Bid #RFB-2126-25 was opened on March 27, 2025, at 2:00 p.m. My recommendation for the award of this contract is as follows:

Imperial Bag Paper Co. LLC \$256.42
(Regional Distributors)

Bids obtained: 32 Bids returned: 4

Bid Analysis

The bid for Cooperative School Lunch Paper and Plastic Supplies has been recommended for award to the lowest responsive and responsible bidder that met all required specifications. The bid for Cooperative Lunch Paper and Plastic Supplies will be used by O&M for departmental needs.

Funds to be provided from the 2025-2026 O & M budget.

May 6, 2025
Date



Director of Procurement

Memo To: NYS DL Consortium

From: Robin Kozlowski – Principal Clerk Typist, WNYRIC/ Erie 1 BOCES

Date: May 8, 2025

Subject: FY 2025 – 2026 Distance Learning State-Wide Agreements

Each year your local Board of Education must pass a resolution to participate in the State-wide contracts, managed by Erie 1 BOCES (on behalf of the consortium members). A single resolution may cover any combination of contracts. However, each contract, with which your center wishes to participate, must be specified in the resolution. The contracts currently negotiated by Erie 1 BOCES for Distance Learning are:

Air Tutors - *Air Tutors*

BookNook, Inc. - *BookNook*

Brainfuse, Inc. - *Brainfuse*

Connections Education LLC dba Pearson Virtual Schools - *Connexus*

Desire2 Learn – *D2L Brightspace Core, K-12 Select Implementation*

Edmentum - *Apex Learning, Courseware, Calvert Learning, EdOptions Academy, FEV Tutor, Inc.*

eDoctrina – *SOLE*

Educere - *Curriculum rEVOLUTION, Accelerate (AP and nonAP), ASL University, Cengage, CyberItalian (AP and nonAP), DriversEd, eDynamic Learning, FLVS/Flexpoint, HMH, K12 (AP and Non-AP), McGraw Hill, Method Learning, Proximity, Savvas Learning*

Florida Virtual School - *FlexPoint Hosted*

Focal Point - *Focal Point*

Focus Care - *FEV Tutor*

Fuel Education - *Big Universe, Career Readiness Courses, Certified teaching services, Digital Courses (Including AP, Credit Recovery, World Languages, Electives, etc., Stride Skills Arcade*

Fullmind (formerly iTutor) – *Tutoring, Resource Room, Direct Instruction - Credit Recovery, Direct Instruction - Virtual Field Trips, Direct Instruction - AVID, Virtual Suspension Classroom - AP or SWD, SWD Educator Placement, Foreign Language Educator Placement, Homework Help, Direct Instruction - Homebound, Direct Instruction - School Collaborator, ACT/SAT Prep, Virtual Suspension Classroom, Gen Ed Educator Placement, AP Educator Placement, Assessments: Pre and Post Testing*

Imagine Learning - *Digital Content Courseware (secondary), 6-12, Odysseyware*

Instructure – *Canvas, Canvas Studio, Impact*

Kaltura - *Kaltura*

MGRM Pinnacle - *M-STAR LSP*

My VR Spot - *MyVRSpot's Video Management Solutions, MyVRSpot's Live Broadcasting Solution, MyVRSpot Digital Sign Solution, MyVRSpot's Closed Captioning Solution*

Panapto - *Panapto*

Paper Education America - *Paper*

PowerSchool – *Schoology, Performance Matters (with purchase of Schoology)*

Remind 101, Inc. - *Tutoring for Organizations*

Right Reason – *Right Path Courseware*

Spider Learning – *Virtual Coursework*

Tutor Me Education (Tutor Me LA, LLC) - *Tutor Me*

Varsity Tutors for Schools - Varsity Tutors

Note: At this time, there are some vendors that were awarded contracts in 2024/25 who have yet to finalize a contract for 2025/26. We have kept them on the memo with the understanding that we anticipate a contract for July 1.

All contracts are new with the addition of language pertaining to Education Law 2D.

Please return the completed resolution to me, as soon as possible, as an email attachment. If you have any questions, please contact Michelle Okal-Frink at 716-821-7200, mokal@e1b.org or me at (716) 821-7565, rkozlowski@e1b.org.

BOARD RESOLUTION

WHEREAS, It is the plan of a number of BOCES districts in New York, to consent to jointly enter into an agreement for the 2025-2026 fiscal year for Air Tutors, BookNook Inc., Brainfuse Inc., Connections Education LLC dba Pearson Virtual Schools, Desire2 Learn, Edmentum, eDoctrina, Educere, Florida Virtual School, Focal Point, Focus Care, Fuel Education, Fullmind Education, Imagine Learning, Instructure, Kaltura, MGRM Pinnacle, My VR Spot, Panapto, Paper Education America, PowerSchool, Remind 101 Inc., Right Reason, Spider Learning, Tutor Me Education, Varsity Tutors for Schools, and,

WHEREAS, The Monroe 2 – Orleans BOCES is desirous of participating with other BOCES Districts in New York State in joint agreements for the distance learning student courses mentioned above as authorized by General Municipal Law, Section 119-0, and,

BE IT RESOLVED, That the Monroe 2 – Orleans BOCES Board authorizes Erie 1 BOCES to represent it in all matters leading up to and entering into a contract for the purchase of and licensing of the above-mentioned courses, and record training sessions in Zoom and post those recorded sessions to the consortium, and,

BE IT FURTHER RESOLVED, That the Monroe 2 – Orleans BOCES Board agrees to assume its equitable share of the costs associated with Erie 1 BOCES negotiating the Agreements, and,

BE IT FURTHER RESOLVED, That the Monroe 2 – Orleans BOCES Board agrees

- (1) to abide by majority decisions of the participating BOCES on quality standards;
- (2) Erie 1 BOCES will negotiate contracts according to the majority recommendations;
- (3) that after contract agreement, it will conduct all purchasing arrangements directly with the vendor.

CERTIFICATION

It is hereby certified that the above motion was approved by the Monroe 2 – Orleans BOCES Board at its meeting, duly noticed, held on Wednesday, May 14, 2025.

Dated _____, 2025

Board Clerk

12. Executive Officer's Reports

1. Albany D.S. Report
2. Local Update

13. Committee Reports

1. District Operations Committee
2. Legislative Committee
3. Information Exchange

14. Upcoming Meetings/Calendar Events

May 14	6:00 pm	Board Meeting	ESC, Board Room
May 21	6:00 pm	CTE Honors	ESC PDC
May 27	6:00 pm	Spencerport BOE Meeting	Spencerport CSD
May 28	5:30 pm	MCSBA Annual Meeting	Ridgmont CC
May 29	6:00 pm	Education Foundation Scholarship Reception	ESC, PDC
June 7	10:00 am	SEPTO Family Fun Fair	ESC
June 9	7:00 pm	Special Education Moving On	ESC, PDC
June 10	3:30-5:30	Retiree Recognition Event	ESC, PDC
June 12	Noon	Board Officer Agenda Review	TBD
	6:00 pm	CTE Recognition Ceremony	SUNY Brockport
June 16	6:30 pm	Westside Academy Senior Celebration	ESC, PDC
June 17	6:30 pm	Kendall BOE Meeting	Kendall CSD
June 18	12:30 pm	Project SEARCH Celebration	ESC, PDC
	6:00 pm	Board Meeting	ESC Board Room
June 24	1:00 pm	Westview Graduation	ESC, PDC

15. Other Items

16. Executive Session

17. Adjournment