



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, August 20, 2025, at 6:00 pm at the Richard E. TenHaken Educational Services Center, 3599 Big Ridge Road, Spencerport, NY 14559

Anticipated Executive Session immediately following the regular board meeting to discuss the employment history of a particular individual(s) and matters regarding the district wide safety plan which will imperil the public safety if disclosed.

BOARD MEMBERS

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

Gerald Maar
Michael May
Stephanie Merkley
James Musshafen

AGENDA

1. Call the Meeting to Order
2. Pledge of Allegiance
3. Agenda Item(s) Modifications
4. Approval of Minutes: July 09, 2025 Re-organizational and Regular Meeting Minutes and July 29, 2025 Special Meeting Minutes
5. Public Interaction
6. Financial Reports
 1. Resolution to Accept Treasurer's Report
 2. Resolution to Accept WinCap Report
 3. Internal Claims Log
 4. Bi-Annual Educational Foundation Fund Activity Statement
 5. Extra Class Report
 6. Contractor Report
7. Audit Committee Update - Steve Roland
 1. Resolution to Approve Audit Committee Meeting Minutes, July 09, 2025
8. Board Presentation - Safety and Security Update - Steve Roland, Thomas Putnam
9. Old Business
 1. 2nd Reading and Resolution to Approve the 2025-26 District-Wide School Safety Plan (S.A.V.E.)
10. New Business
 1. First Reading Policy Series 1000 and 2000
 2. Resolution to Approve CTE Equipment Reserve Fund Contribution of \$ 95,000
 3. Resolution to Approve Insurance Reserve Fund Contribution of \$ 300,000

4. Resolution to Approve Liability Reserve Fund Contribution of \$ 100,000
5. Resolution to Approve Retirement Contribution Reserve Fund Contribution of \$500,000
6. Resolution to Designate a Voting Delegate and Alternate for New York State School Board Association (NYSSBA) Convention
7. Resolution to Approve 2025-26 Professional Learning Plan
8. Resolution to Approve Second Amendment to Lease with Tech Park Owner, LLC (walk-in)
9. Resolution to Accept Donation of Blood Drawing Supplies from Rochester Clinical Research
10. Resolution to Accept Donation of 2008 Blue Bird Vision Bus – VIN# 1BAKBCKAF246734
11. Personnel and Staffing
 1. Resolution to Approve Personnel and Staffing Agenda
 2. Resolution to Approve Substitute, Hourly and Per Diem Pay Rates for 2025-26
 3. Resolution to Create Positions
 4. Resolution to Approve Administrative Supervisory Contract
12. Bids/Lease Purchases
 1. Resolution to Accept Bus Transportation Bid
 2. Resolution to Accept Cleaning Services for Large Grease Traps Bid
 3. Resolution to Accept Deep Cleaning Services for Classrooms Bid
13. Executive Officer's Reports
 1. Albany D.S. Report
 2. Local Update
14. Upcoming Meetings/Calendar Events
 - Aug. 20 6:00 pm Board Meeting, ESC Board Room
 - Sept. 1 Labor Day BOCES Closed
 - Sept. 2 7:45 am Opening Day Ceremony, ESC, PDC
 - Sept. 3 Noon MCSBA Legislative Committee Meeting, Strathallan
 - 5:45 pm Board Leadership Meeting, Strathallan
 - Sept. 10 4-6:30 pm MCSBA Information Exchange Committee/Social Strathallan
 - Sept. 11 Noon Board Office Agenda Review
 - Sept. 18 Noon MCSBA District Operations Committee, Strathallan
 - 5:30 pm CTE Open House
 - 6:00 pm Board Meeting, ESC Board Room
15. Other Items
16. *Executive Session or the purpose of discussing the employment history of a particular person(s) and particular matter (s) regarding the district-wide school safety plan that which will imperil public safety if disclosed."*
17. Adjournment

1. Call the Meeting to Order
2. Pledge of Allegiance

3. Agenda Item(s) Modifications

4. Approval of Minutes: July 09, 2025 Re-organizational and Regular Meeting Minutes and July 29, 2025 Special Meeting Minutes

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

MINUTES

of the Re-Organizational Meeting held on Monday, July 9, 2025, at 6:00 pm at the Richard E. Ten Haken Educational Services Center, 3599 Big Ridge Road, Spencerport, New York 14559. The reorganizational meeting was immediately followed by the July 2025 Regular Business Meeting.

Members Present

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

Gerry Maar
Michael May
Stephanie Merkley
James Musshafen

Absent: John Abbott

Staff Present

Thomas Putnam
Karen Brown
Steve Dawe
Ian Hildreth
Kelly Mutschler

Marijo Pearson
Steve Roland
Jill Slavny
Vicki Amoroso

1. Clerk as Temporary Chairperson

Kelly Mutschler, Clerk of the Board, serving as Temporary Chairperson, in accordance with Board Policy #1438, called the Reorganizational Meeting to Order at 6:00 pm

2. Administration of Oath to Board Members and District Superintendent

Re-Elected Board Members Dennis Laba (Gate Chili), Gerald Maar (Brockport) and newly elected board member Stephanie Merkley (Holley) together with remaining board members and the District Superintendent were administered the oath. The oaths were filed with the Clerk of the Board.

3. Election of Officers and Administration of Oath

1. President - For the position of President of the Board, Chuck Phillips nominated Dennis Laba, seconded by M. May. There were no further nominations. The vote was taken, and Dennis Laba was elected President of the Board by a unanimous vote of the board members present.

At this time, President Laba assumed the responsibility of conducting the meeting.

2. Vice President - For position of Vice President of the Board, Gerald Maar nominated R. Charles Phillips, seconded by Kathleen Dillon. There were no further nominations. The vote was taken and R. Charles Phillips was elected Vice President of the Board by a unanimous vote of the board members present.

Oaths of Office were administered to the Board President and Vice President. After their signatures were affixed, the cards were filed with the Clerk of the Board.

4. Appointment of Officers, et al.

Resolved: To approve the following appointments for the 2025-26 School year as presented.
Items 4.1-4.15 were moved by M. May, seconded by G. Maar; passed unanimously.

- | | | | |
|-----|--|---|-----------------------|
| 1. | Treasurer | Jennifer Talbot | |
| 2. | Assistant Treasurer | Steve Roland | |
| 3. | Clerk of the Board
and Alternate | Kelly Mutschler
Linda Rice (alternate) | No extra compensation |
| 4. | Internal Claims Auditor
and Alternate | Vick Amoroso
Melanie Dickson (alternate) | |
| 5. | Records Retention and
Disposition Officer
<i>(Public Officers Law 65-a)</i> | Colleen Cieslinski | |
| 6. | Records Access Officer
<i>(Public Officers Law 87 1(b) ii)</i> | Kelly Mutschler | |
| 7. | Records Management Officer
<i>(New York Local Government
Records Law, Chapter 737,
Laws of 1987, Section 57.19)</i> | James Belair | |
| 8. | Registrars of Attendance | Cynthia M. Hazen-Williams

Lorraine Bennett | |
| 9. | Medicaid Compliance
Officer | Rob Nells | |
| 10. | Purchasing Agent and
Alternates | Wendy Vergamini
Steve Roland (alternate) | |
| 11. | Asbestos Designee | Scott Mason | |
| 12. | FERPA Compliance Officer
<i>(Family Educational Rights
Privacy Act)</i> | Lynda VanCoske | |
| 13. | Rochester Area Schools
Health Plan Designee | Steve Roland
Thomas Putnam | |
| 14. | Rochester Area Schools
Health Plan II Designee | Steve Roland
Karen Brown (alternate) | |
| 15. | Rochester Area Schools
Workers' Compensation
Plan Designee | Steve Roland
Karen Brown (alternate) | |

5. Administration of Oaths to Appointed Officers

Oaths were administered to the appointed officers, et. al., who were present; oaths to others administered by the Clerk of the Board to prior to initiating duties. After affixing signatures, oaths were filed with the Clerk of the Board.

6. Other Appointments:

Resolved: To Approve the following appointments for the 2025-26 school year as follows:
Items 6.1-6.20 were moved together by G. Maar, seconded by J. Musshafen; passed unanimously

- | | | | |
|-----|--|---|-----------------------|
| 1. | BOCES Attorney | Hodgson Russ, LLP | Per rate schedule |
| 2. | BOCES Attorney | Villani & Grow | Per rate schedule |
| 3. | BOCES Attorney | Bond, Schoeneck and King, PLLC | Per rate schedule |
| 4. | Extraclassroom Activity Personnel: | | |
| a. | SkillsUSA Advisor | Jennifer Probst | \$ 1,699.00 |
| b. | Central Treasurer | Allysia Pogel | No extra compensation |
| c. | Faculty Advisor | Theresa Alampi-Cortez | No extra compensation |
| d. | National Technical Honor Society | Melissa Doherty | \$ 640.00 |
| 5. | External Independent Auditor | Mengel, Metzger, Barr & Co | \$ 36,850.00 |
| 6. | Internal Auditor | Lumsden McCormick, CPA | \$ 17,600.00 |
| 7. | Civil Rights Compliance Officers
(Title VII, Title IX, ADA & 504) | Karen Brown
Steve Roland | |
| 8. | BOCES Physician | Sarah Irons, MD | \$ 16,000.00 |
| 9. | Nurse Practitioners | Barbara Swanson
Cynthia Lawrence | |
| 10. | Chemical Hygiene Officer and Alternate | Barbara Swanson
Cynthia Lawrence (alternate) | |
| 11. | Liaison for Homeless Children & Youth | Kerry Macko | |
| 12. | Official to Receive Student Sentence/Adjudication in Criminal/Juvenile Delinquency Proceedings | Thomas Schulte | |
| 13. | Radiation Safety Officer and Alternate | Barbara Swanson
Cynthia Lawrence (alternate) | |
| 14. | Compliance Officer (H.R.) | Karen Brown | |

- | | | |
|-----|---|--|
| 15. | Copyright Officer | James Belair |
| 16. | Integrated Pest Management Coordinator (IPM)/Pesticide Representative | Travis Sleight |
| 17. | BOCES-wide Dignity for All Students Act Coordinator | Thomas Schulte |
| 18. | School-level Dignity for All Students Act Coordinators: | |
| | Lisa Robinson | Regional Summer School (Hilton High School) |
| | Scott Mikulski | Regional Summer School (Greece Olympia Academy) |
| | Dr. John Clifford | Greece Credit Recovery Program |
| | Erin Oliveri | Extended School Year Program (Terry Taylor Elementary) |
| | Robert Nells | Extended School Year Program (Ridgecrest Academy) |
| | | Preschool |
| | Lindsay Warner | Westview Exceptional Children |
| | Suzanne Maxim | Exceptional Children Learning Center |
| | Suzanne Maxim | Rochester Tech Park |
| | Suzanne Maxim | Special Education District Based and Transition Programs |
| | James Bates | Ridgecrest Academy |
| | David Thering | WEMOCO |
| | Ed Mongold | Westside Academy |
| 19. | Chief Emergency Officer | Douglas Comanzo |
| 20. | Data Protection Officer | Ray Miller |

7. Designations:

Resolved: To Approve the following designations for the 2025-26 school year as presented. *Items 7.1-7.3 were moved by M. May, seconded by K. Dillon; passed unanimously*

1. Official Bank Depositories:
The following banks and trust companies and their affiliated firms are designated for the deposit of Monroe 2-Orleans BOCES funds in accordance with considerations of financial stability. The maximum amount on deposit at any one of the identified financial institutions shall not exceed the amount set by Board regulation.

Name of Institution

J. P. Morgan Chase; J. P. Morgan Securities; Manufacturers and Traders Trust Co. (M&T Bank); Wilmington Trust, Five Star Bank, New York Cooperative Liquid Assets Securities Systems (NYCLASS)

2. Official newspaper: Democrat and Chronicle

3. Official Bulletin Board for Postings: Main Hallway of Educational Services Center

8. Authorizations:

Resolved: To Approve the following authorizations for the 2025-2026 school year as presented.

Items 8.1-8.9 were moved by K. Dillon, seconded by C. Bowling; passed unanimously

1. District Superintendent to certify payrolls. Assistant Superintendent for Finance and Operations as Alternate in the absence of the District Superintendent.
2. District Superintendent to approve part-time personnel at previously approved Board salary/wage rates.
3. District Superintendent to sign and/or approve any and all documents and contracts requiring the signature of the District Superintendent.
4. Approval of organizational memberships and Board Member and Administrator attendance of the:
 - Monroe County School Boards Association
 - Orleans County School Boards Association
 - Upstate Institute for School Board & Staff Development (Formerly known as Genesee Valley School Boards Institute)
 - New York State School Boards Association
 - National School Boards Association
 - BOCES Educational Consortium
 - American Association of School Administrators
 - American Association of Educational Service Agencies
 - Association for Supervision and Curriculum Development
 - BOCES Conferences
 - Meetings called by the State Education Department
 - Meetings necessary to perform the functions and responsibilities of the board members and administration

5. Establishment of Petty Cash and Change Fund in:

		<u>Designated Persons</u>
a. Administration	\$100.00	Melanie Dickson
b. Career/Tech Education (Petty Cash)	\$100.00	Allysia Pogel
c. Career/Tech Education (Change)	\$100.00	Allysia Pogel
d. Career/Tech Education (Change-Culinary)	\$ 50.00	Allysia Pogel
e. Science Center Office	\$ 75.00	Gina Vaccarella
f. Communications/Technology	\$ 50.00	Lucy Fagan
g. Exceptional Children	\$100.00	Tanya Frank
h. Westside Academy	\$ 50.00	Lorraine Bennett
i. Center for Workforce Development (Change)	\$ 40.00	Nicole Carpenter
j. Café/Coffee Cart(Westview)	\$ 25.00	Kimberly Stephenson

6. Designation of Treasurer or Assistant Treasurer to sign all checks.

7. President and/or Chief Executive Officer to sign necessary contracts and documents on behalf of the Board of Cooperative Educational Services.
8. Vice President to sign contracts and documents in the absence of the President.
9. District Superintendent or designee to approve all budget appropriations in accordance with Commissioner's Regulations Section 170.2.

9. Bonding of Personnel:

Resolved: To Approve the bonding of District Treasurer, Central Treasurer of Extraclassroom Activity Account, Assistant Superintendent for Finance and Operation, Assistant Treasurer, and other employees who handle cash to be covered by a \$5,000,000 Public Employees Blanket Bond.

Moved by K. Dillon, seconded by G. Maar; passed unanimously

11. Approval of Advisory Councils' Membership:

Resolved: To approve membership on the following Advisory Councils for the 2024-25 school year as recommended by the District Superintendent as presented

1. Special Education
2. Career and Technical Education
3. School Library System

Moved by J. Musshafen, seconded by C. Bowling; passed unanimously

12. Resolved: To Appoint the following board members were appointed as representatives and alternates to the Monroe County School Boards Association Committees

1. District Operations Committee - Jim Musshafen, Dennis Laba (alt)
2. Legislation Committee - Kathy Dillon, Dennis Laba (alt)
3. Information Exchange Committee - Jim Musshafen, Stephanie Merkley (alt)

Moved by G. Maar, seconded by J. Musshafen; passed unanimously

At this point, the reorganizational meeting concluded, and regular the business meeting began.

REGULAR MEETING

1. Call to Order: Called to Order by President Laba at 7:09 pm. There was an agenda modification to remove Item 8.8 from New Business
2. Public Hearing 2025-26 Monroe 2-Orleans BOCES District-Wide School Safety Plan (SAVE) - There were no public comments
3. Approval of Minutes -
Resolved: To Approve the Minutes of the June 118, 2018 Regular Meeting

Moved by K. Dillon, seconded by J. Musshafen; passed unanimously

4. There was no public interaction

5. Financial Reports

1. Resolved: To Accept the Treasurer's Report as presented
Moved by K. Dillon, seconded by J. Musshafen; passed unanimously

2. Resolved: To Accept the WinCap Reports as presented
Moved by M. May seconded by G. Maar; passed unanimously

6. Audit Committee

1. Resolved: To Approve the Minutes of the June 18, 2025 Audit Committee Meeting

2. Resolved: To Accept the Test Report for Year Ending June 30, 2025

3. Resolved: To Accept the Test Report Corrective Action Plan for Year Ending June 30, 2025

4. Resolved: To appoint 2025-26 Audit Committee Members: John Abbott, Dennis Laba, Michael May, R. Charles Phillips
Moved by M. May seconded by G. Maar; passed unanimously

7. Old Business: Jim Musshafen inquired about the distribution of survey results to districts. Dr. Putnam responded that the information would be distributed to superintendents for sending out to their stakeholders

8. New Business

1. First Reading 2025-26 District -Wide School Safety Plan (S.A.V.E.) There were no questions

2. Resolved: To Approve BOCES 2 United Professionals State Approved Teacher Annual Professional Performance Review (APPR) Plan 2025-26
Moved by K. Dillon, seconded by G. Maar; passed unanimously

3. Resolved: To Approve State Approved Principal Annual Professional Performance Review (APPR) Plan 2025-26
Moved by K. Dillon, seconded by G. Maar; passed unanimously

4. Resolved: To Accept Donation of Bantam East Stand, Small Black and Green from Meagan Ayles
Moved by M. May, seconded by K. Dillon; passed unanimously

5. Resolved: To Accept Donation of \$1,000.00 from the Society of Plastics Engineers to be used to purchase Lathe Tooling Equipment
Moved by _____, seconded by _____; passed unanimously

6. WHEREAS, the Monroe 2-Orleans BOCES participates in the Rochester Area School Health Plan I (RASHP I), a municipal cooperative under Article 5G of the General Municipal Law; and

WHEREAS, the RASHP I Board of Directors has approved an amended and restated Municipal Cooperation Agreement ("Restated MCA") to be effective as of January 1, 2026, which updates and clarifies rules regarding participation and withdrawal from RASHP I as well as making other clarifying operational changes; and

WHEREAS, the Restated MCA requires a District to execute an updated adoption agreement prior to January 1, 2026, if the District desires to continue to participate in RASHP I on and after January 1, 2026; and

WHEREAS, the Monroe 2-Orleans BOCES Board ("Board") has reviewed the Restated MCA and adoption agreement and agrees to the terms thereof; and

WHEREAS, the Monroe 2-Orleans BOCES desires to continue to participate in RASHP I on and after January 1, 2026, under the terms of the Restated MCA and adoption agreement;

NOW, THEREFORE, BE IT RESOLVED that the Monroe 2-Orleans BOCES hereby agrees to participate in RASHP I effective on and after January 1, 2026, under the terms of the Restated MCA and adoption agreement.

BE IT FURTHER RESOLVED that the Board hereby authorizes Dr. Thomas K. Putnam to sign the adoption agreement on behalf of the Monroe 2-Orleans BOCES

IN WITNESS WHEREOF, the Board has caused this resolution to be adopted on this 9th day of July, 2025.

Moved by , seconded by ; passed unanimously

7. Resolved: To Approve the Lease Amendment with Roberts Wesleyan University as presented
Moved by , seconded by ; passed unanimously

8. Resolved: To Approve the Second Amendment to Lease with Tech Park Owner, LLC
Moved by , seconded by ; passed unanimously

9. Personnel and Staffing

1. Resolved: To Approve the Personnel and Staffing Agenda as presented
Moved by , seconded by ; passed unanimously

10. Bids/Lease Purchases

Resolved: To Accept the bid recommendations and awarding of the following bids and lease purchases as presented:

Daily Cleaning Services for RFB #2135-25

Snappie Cleaning Services DBA ACS: \$25,650.00

11. Executive Officer's Report

Dr. Putnam provided the board with an overview of the material presented during a regionalization meeting to component superintendents and administrators. The presentation focused on Special Education in the Region and included survey response data, program data and waitlist data from the previous five years. The board asked questions regarding changes in enrollment in some programs. Steve Roland will follow up and respond to board members.

12. Upcoming Meetings/Calendar Events - the various meetings for the month were listed in the agenda

13. Other Items -There were no other items

14. At 7:14 pm, a motion was made by G. Maar to adjourn the meeting to executive session; seconded by J. Musshafen; passed unanimously

Respectfully Submitted



Kelly Mutschler
Clerk of the Board

MEMBERS PRESENT

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

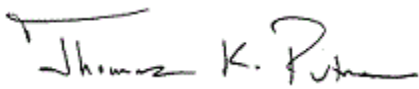
Gerald Maar
Michael May
Stephanie Merkley
James Musshafen

At 7:44 pm, a motion was made by K. Dillon, seconded by M. May, to come out of Executive Session; passed unanimously.

15. Adjournment

At 7:45 pm, a motion was made by C. Phillips to adjourn the meeting, seconded by K. Dillon; passed unanimously.

Respectfully Submitted,



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

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

MINUTES

of the Special Meeting held on Monday, July 29, 2025, at 10:00 am 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

Christa Bowling

Kathleen Dillon

Michael May

Stephanie Merkley

James Musshafen

Absent: John Abbott, Gerry Maar

Staff Present

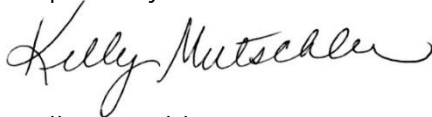
Thomas Putnam

Kelly Mutschler

Thomas Schulte

1. Call to Order: Called to Order by President Laba at 10:00 am.
2. Pledge of Allegiance
3. Resolved: To Adopt Policy 4512: Extreme Heat Condition Days for Educational and Support Services Spaces.
Moved by J. Musshafen, seconded by K. Dillon; passed unanimously
4. Resolved: To Adopt Policy 6415: Student Cell Phone Use
Moved by. M. May, seconded by J. Musshafen; passed unanimously
5. At 10:14 am, a motion was made by J. Musshafen to adjourn the meeting to executive session; seconded by K. Dillon; passed unanimously

Respectfully Submitted



Kelly Mutschler
Clerk of the Board

5. Public Interaction

6. Financial Reports

1. Resolution to Accept Treasurer's Report
2. Resolution to Accept WinCap Report
3. Internal Claims Log
4. Bi-Annual Educational Foundation Fund Activity Statement
5. Extra Class Report
6. Contractor Report

Monroe 2 - Orleans BOCES

Treasurer's Report

Period Ending June 30, 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

25,161,095.49

77,485.96
14,018,563.98
47,274.49
-
11,723,948.50
1,170,233.44
101,666.56

27,139,172.93

27,139,172.93

6,387,347.19
20,831,159.03
-
13,715.93

27,232,222.15

(27,232,222.15)

25,068,046.27

GENERAL FUND CHECKING 846,003.61
GENERAL FUND CLASS 8,391,681.45
PAYROLL CHECKING 237,234.88
DENTAL/FSA ACCOUNT CASH 284,662.18
GENERAL FUND CD 1,031,377.04
CASH- LIABILITY RESERVE 543,681.01
CASH- UNEMPLOYMENT RES 213,226.21
CASH- CTE RESERVE 27,333.22
CASH - INSURANCE RESERVE 334,544.41
TREASURY INVESTMENTS 13,158,302.26
25,068,046.27

SPECIAL AID FUND

1,043,921.81

180.40
-
222,087.64
-
453,854.62
-
7,100.00

683,222.66

683,222.66

1,000.00
112,898.00
1,170,233.44
400.66

1,284,532.10

(1,284,532.10)

442,612.37

SPECIAL AID CHKG - CHASE 442,612.37
SPECIAL AID CHKG - M&T -
442,612.37

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**

219,088.69

363.36

-

-

-

-

363.36

363.36

-

-

-

-

-

-

219,452.05

B4 SCIENCE

144,569.16

GIFT FUND SAVINGS

74,882.89

219,452.05

CAPITAL FUND

4,416,569.10

19,778.00

-

-

-

11,544.77

31,322.77

31,322.77

-

-

-

-

-

-

4,447,891.87

CAPITAL FUND CHECKING

659,051.60

CAPITAL FUND INVESTMENTS

3,788,840.27

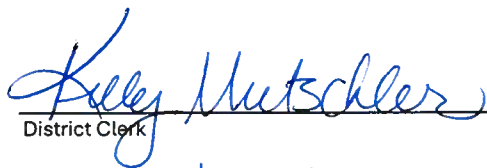
4,447,891.87

----- 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	19,175,449.34	140,127,926.60	44,340,587.57	276,859.85	203,920,823.36
RECEIPTS:					
Interest Earned	22,397.69	363,711.79	25,451.56	-	
Contributions	1,434,753.28	28,697,724.79	301,467.00	223,140.15	
Miscellaneous Funds	209,393.90	-	37,170.11	2,383.68	
TOTAL RECEIPTS	1,666,544.87	29,061,436.58	364,088.67	225,523.83	31,317,593.95
DISBURSEMENTS					
Claims	1,789,393.47	28,789,714.63	411,648.81	246,034.51	
Admin and Other Disbursements	95,561.74	924,862.47	271,436.00	-	
TOTAL DISBURSEMENTS	1,884,955.21	29,714,577.10	683,084.81	246,034.51	(32,528,651.63)
ENDING CASH ON HAND:	18,957,039.00	139,474,786.08	44,021,591.43	256,349.17	202,709,765.68
RASHP I CHECKING	3,446,285.79				3,446,285.79
RASHP I SAVINGS / INVESTMENTS	8,114,887.63				8,114,887.63
RASHP II CHECKING		16,647,732.46			16,647,732.46
RASHP II SAVINGS / INVESTMENTS		72,113,744.37			72,113,744.37
RASWC CHECKING			2,282,848.70		2,282,848.70
RASWC SAVINGS / INVESTMENTS			24,356,806.28		24,356,806.28
WFL WC CHECKING				256,349.17	256,349.17
TREASURY INVESTMENTS	7,395,865.58	50,713,309.25	17,381,936.45		75,491,111.28
TOTAL CASH	18,957,039.00	139,474,786.08	44,021,591.43	256,349.17	202,709,765.68

Collateral Analysis	M&T Bank	Five Star Bank	Chase Bank
Bank Totals	23,792,759.23	80,461,759.71	3,558,898.18
Collateral:			
FDIC	500,000.00	250,000.00	250,000.00
Additional FDIC through CD Option	-	63,663,702.23	-
Collateral held by Bank	-	-	13,473,973.15
Collateral held by Third Party	23,966,584.59	17,058,448.19	-
	24,466,584.59	80,972,150.42	13,723,973.15
Over / (Under) Collateralized	673,825.36	510,390.71	10,165,074.97

Treasurer's Notes:

This is to certify that I have received these balances:



District Clerk

8/12/25

Date



Assistant Superintendent for Finance and Operations

8/11/25

Date



Treasurer

8/11/25

Date

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 06/30/2025

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	92,365.00	1,479,644.00	1,472,359.51	0.00	7,284.49
200 EQUIPMENT		17,550.00	31,109.15	48,659.15	42,666.15	0.00	5,993.00
300 SUPPLIES		16,000.00	2,669.60	18,669.60	12,187.76	0.00	6,481.84
400 CONTRACTUAL		437,725.00	502,009.30	939,734.30	581,502.50	331,706.55	26,525.25
470 Rental of Facilities		2,511,205.00	0.00	2,511,205.00	2,174,005.54	70,284.12	266,915.34
490 SCH DIST AND OTHER BOCES		0.00	0.00	0.00	109.39	0.00	-109.39
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	-44,192.90	683,082.10	694,660.13	0.00	-11,578.03
899 Oth Post Retirement Benft		5,879,846.00	-447,450.00	5,432,396.00	4,475,167.53	0.00	957,228.47
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	10,673.88	297,667.88	297,667.88	0.00	0.00
Subtotal of 0 Administration		12,387,017.00	147,184.03	12,534,201.03	10,869,469.39	401,990.67	1,262,740.97
1 Career Education							
100 SALARIES		5,727,955.00	-93,097.67	5,634,857.33	5,609,655.99	0.00	25,201.34
200 EQUIPMENT		185,000.00	4,800.15	189,800.15	178,694.84	0.00	11,105.31
300 SUPPLIES		537,000.00	245,217.92	782,217.92	722,753.72	196.90	59,267.30
400 CONTRACTUAL		480,750.00	365,206.72	845,956.72	808,142.79	30,258.82	7,555.11
490 SCH DIST AND OTHER BOCES		0.00	12,306.60	12,306.60	12,306.60	0.00	0.00
800 EMPLOYEE BENEFITS		2,896,908.00	-352,636.69	2,544,271.31	2,538,587.40	0.00	5,683.91
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	-27,868.45	785,779.55	785,779.55	0.00	0.00
970 TR CREDs FR SERVICE PROGR		0.00	-4,233.49	-4,233.49	-4,233.49	0.00	0.00
990 TRANS CREDs FR OTHER FUND		-1,000.00	-1,875.00	-2,875.00	-2,875.00	0.00	0.00
Subtotal of 1 Career Education		12,260,023.00	147,820.09	12,407,843.09	12,268,574.40	30,455.72	108,812.97
2 Special Education							
100 SALARIES		7,056,901.00	27,644.00	7,084,545.00	6,070,965.07	0.00	1,013,579.93
200 EQUIPMENT		103,409.00	150,826.80	254,235.80	153,884.45	52,393.84	47,957.51
300 SUPPLIES		75,676.00	70,089.11	145,765.11	112,551.23	5,220.57	27,993.31
400 CONTRACTUAL		918,272.00	616,916.97	1,535,188.97	625,209.38	2,622.97	907,356.62
490 SCH DIST AND OTHER BOCES		6,176,266.11	3,111,408.80	9,287,674.91	9,286,716.33	0.00	958.58
800 EMPLOYEE BENEFITS		4,200,719.00	-626,610.46	3,574,108.54	3,372,153.68	0.00	201,954.86
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	72,119.07	19,027,904.07	19,027,904.07	0.00	0.00
970 TR CREDs FR SERVICE PROGR		0.00	-72,949.50	-72,949.50	-72,949.50	0.00	0.00
Subtotal of 2 Special Education		38,108,721.11	3,349,444.79	41,458,165.90	39,198,127.71	60,237.38	2,199,800.81
3 Itinerent Services							
100 SALARIES		12,087,501.00	-458,912.89	11,628,588.11	10,043,371.88	0.00	1,585,216.23
200 EQUIPMENT		97,483.00	661.00	98,144.00	68,406.43	0.00	29,737.57

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 06/30/2025

Fiscal Year: 2025

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
300 SUPPLIES		60,905.00	-2,007.00	58,898.00	39,330.98	219.04	19,347.98
400 CONTRACTUAL		1,947,533.10	-405,851.11	1,541,681.99	823,901.16	35.70	717,745.13
490 SCH DIST AND OTHER BOCES		117,683.41	28,821.90	146,505.31	65,460.31	0.00	81,045.00
800 EMPLOYEE BENEFITS		6,662,013.00	-62,013.00	6,600,000.00	5,895,496.88	0.00	704,503.12
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	5,023.57	1,846,188.57	1,846,188.57	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	-832,143.53	8,382,664.98	5,244,815.21	254.74	3,137,595.03
4 General Instruction							
100 SALARIES		2,083,021.00	123,765.53	2,206,786.53	2,130,254.48	0.00	76,532.05
200 EQUIPMENT		5,500.00	30,759.04	36,259.04	21,129.87	0.00	15,129.17
300 SUPPLIES		15,463.00	8,193.67	23,656.67	14,432.15	1,089.29	8,135.23
400 CONTRACTUAL		3,381,794.13	-141,601.37	3,240,192.76	2,575,915.08	8,249.85	656,027.83
490 SCH DIST AND OTHER BOCES		406,373.88	1,711,105.09	2,117,478.97	2,117,478.97	0.00	0.00
800 EMPLOYEE BENEFITS		799,690.00	-15,529.37	784,160.63	741,869.70	0.00	42,290.93
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	36,732.35	269,150.35	240,692.52	0.00	28,457.83
970 TR CREDTS FR SERVICE PROGR		-51,930.00	-28,457.83	-80,387.83	-51,930.00	0.00	-28,457.83
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	1,724,967.11	8,767,111.12	7,959,656.77	9,339.14	798,115.21
5 Instruction Support							
100 SALARIES		6,685,608.00	63,663.98	6,749,271.98	6,286,111.96	0.00	463,160.02
200 EQUIPMENT		5,764,269.00	5,033,881.77	10,798,150.77	9,576,595.13	639,332.08	582,223.56
300 SUPPLIES		1,092,101.00	451,912.91	1,544,013.91	1,336,489.35	62,853.92	144,670.64
400 CONTRACTUAL		9,923,953.00	1,447,957.23	11,371,910.23	9,870,687.84	178,825.57	1,322,396.82
490 SCH DIST AND OTHER BOCES		1,160,114.79	538,453.66	1,698,568.45	1,698,568.45	0.00	0.00
800 EMPLOYEE BENEFITS		3,307,756.00	-12,037.49	3,295,718.51	3,150,214.08	0.00	145,504.43
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	22,109.20	1,223,016.20	1,223,016.20	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		-3,100,986.00	-81,972.02	-3,182,958.02	-3,182,958.02	0.00	0.00
990 TRANS CREDTS FR OTHER FUND		-60,243.00	13,423.94	-46,819.06	-46,819.06	0.00	0.00
Subtotal of 5 Instruction Support		26,900,632.79	7,473,516.18	34,374,148.97	30,835,181.93	881,011.57	2,657,955.47
6 Other Services							
100 SALARIES		2,700,846.00	-59,759.94	2,641,086.06	2,613,509.57	0.00	27,576.49
200 EQUIPMENT		490,809.00	587,894.67	1,078,703.67	480,306.86	549,675.27	48,721.54
300 SUPPLIES		37,305.00	5,029.75	42,334.75	21,104.72	1,102.43	20,127.60
400 CONTRACTUAL		4,066,506.00	553,430.04	4,619,936.04	3,917,306.10	151,903.73	550,726.21
490 SCH DIST AND OTHER BOCES		4,848,795.35	11,416,999.38	16,265,794.73	16,239,792.08	0.00	26,002.65
800 EMPLOYEE BENEFITS		1,209,480.00	-60,894.22	1,148,585.78	1,193,523.23	0.00	-44,937.45
950 TRANSFER FROM O & M		138,874.00	0.00	138,874.00	138,874.00	0.00	0.00

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 06/30/2025

Fiscal Year: 2025

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
960 TRANSFER CHARGE		137,086.00	4,998.38	142,084.38	142,084.38	0.00	0.00
970 TR CREDs FR SERVICE PROGR		-2,094,768.00	-53,679.45	-2,148,447.45	-2,148,447.45	0.00	0.00
990 TRANS CREDs FR OTHER FUND		-85,766.00	23,432.97	-62,333.03	-61,933.03	0.00	-400.00
Subtotal of 6 Other Services		11,449,167.35	12,417,451.58	23,866,618.93	22,536,120.46	702,681.43	627,817.04
7 Undefined							
100 SALARIES		4,519,788.00	12,642.02	4,532,430.02	4,481,351.08	0.00	51,078.94
200 EQUIPMENT		70,573.00	204,616.14	275,189.14	162,556.66	108,784.51	3,847.97
300 SUPPLIES		250,268.00	4,468.20	254,736.20	236,730.09	43.00	17,963.11
400 CONTRACTUAL		2,175,769.00	259,488.12	2,435,257.12	2,141,957.17	174,307.12	118,992.83
800 EMPLOYEE BENEFITS		2,293,140.00	-536,584.77	1,756,555.23	1,103,227.39	0.00	653,327.84
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	55,370.29	1,712,986.29	1,712,986.29	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	-1,128,345.32	283,134.63	845,210.69
Total GENERAL FUND		117,362,513.77	24,428,240.25	141,790,754.02	127,783,600.55	2,369,105.28	11,638,048.19

MONROE 2 - ORLEANS BOCES

Revenue Status Report As Of: 08/04/2025

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	12,057,406.18	628,911.70	299,300.88
1 Career Education			12,260,023.00	155,961.32	12,415,984.32	12,349,662.51	1,183.00	12,863.18
2 Special Education			38,040,106.11	3,785,467.49	41,825,573.60	38,547,789.58	3,231,285.41	267,605.78
3 Itinerent Services			9,283,423.51	-826,700.88	8,456,722.63	7,877,448.25	721,021.10	141,946.72
4 General Instruction			7,042,144.01	1,864,463.76	8,906,607.77	8,533,679.90	420,895.21	47,967.34
5 Instruction Support			26,900,632.79	7,630,989.99	34,531,622.78	32,027,110.09	873,508.47	151,990.24
6 Other Services			11,449,167.35	12,476,712.44	23,925,879.79	24,433,656.10	87,347.92	698,456.14
Total GENERAL FUND			117,362,513.77	25,234,078.15	142,596,591.92	135,826,752.61	5,964,152.81	1,620,130.28

* Estimated revenue for Carryover Encumbrances from the prior fiscal year will not be realized.

These are estimates to balance the budget



THE COMMUNITY FOUNDATION

Monroe 2 - Orleans Educational Foundation Fund

Fund Activity Statement April 1, 2025 through June 30, 2025

	Previous Quarter <u>Apr – Jun 25</u>	Year To Date <u>Apr – Jun 25</u>
Beginning Balance	\$1,936,422.90	\$1,936,422.90
Revenue		
Investment Return Revenue	133,927.79	133,927.79
Expenses		
Administration Fee	(4,386.89)	(4,386.89)
Investment Return Expense	(1,906.06)	(1,906.06)
Ending Balance	<u>\$2,064,057.74</u>	<u>\$2,064,057.74</u>
Spendable Balance	<u>\$ 0.00</u>	<u>\$ 0.00</u>

Monroe 2 - Orleans BOCES
Extra Class Report
April 1, 2025 - June 30, 2025

Balance 4/01/2025		\$ 6,752.85
Add:		
Memberships		
Vending machine sales		\$ 277.85
Fundraiser - Meat Sticks		\$ 1,152.10
Fundraiser - Macaroni / Slushy fundraiser		\$ 650.73
Fundraiser - Other Culinary Sales		\$ 693.20
Fundraiser - Hot Dog Sale		\$ 1,360.99
Fundraiser - Pancake sale		\$ 1,381.26
Donations - Skills		\$ 4,157.00
Donations - FFA		\$ 225.00
Miscellaneous		\$ 140.00
Deposit - Seabreeze		\$ 1,525.00
Return of Starting change funds from Craft Sale		\$ 500.00
Double Good Fundraiser Profit check		\$ 3,962.00
Craft and Vendor Sale - Auction / Sales		\$ 5,471.32
Senior Sweatshirts - Flow through club		\$ 1,410.00
Skills Competition - student share		\$ 11,680.00
Total Receipts		\$ 34,586.45
Deduct:		
Checks 1174 - 1201		
Conference related expenses		\$ 23,073.23
Vending machine inventory		\$ 307.08
Skills Memberships		\$ 1,820.00
Fundraiser - Hot Dog Sale		\$ 695.32
Fundraiser - Pancake Sale		\$ 349.36
Misc - expenses		\$ 1,891.24
Senior Sweatshirts		\$ 1,410.00
Seabreeze tickets		\$ 1,351.50
FFA - Expenses		\$ 1,033.00
Total Deductions		\$ 31,930.73
Balance 6/30/25		\$ 9,408.57

Contractor Report				
July 2024 - June 2025				
Vendor	Department	Amount	Purpose	Term
ALLIANCE DOOR AND HARDWARE, INC	O&M	\$41,632	Install of Doors	One Year
BENTLEY BROS., INC	O&M	\$84,535	Kubota UTV & Front End Loader	One Year
BEVONA, CHERIE M.	Professional Development	\$67,483	Grant Writer	One Year
BOXX MODULAR, INC.	Administration	\$44,976	Springdale Farm Classrooms	Multi Year
BUSINESSOLVER COM, INC	Health Consortium	\$508,151	Electronic Enrollment System	Multi Year
C.JAY ELLIE, JR MD, PLLC (Workfit)	Special Education	\$81,247	Nursing Services	One Year
CAPITAL COMPUTERS ASSOCIATES	Administration	\$121,964	Accounting Software	One Year
CARDIAC LIFE MWOB	Administration	\$59,033	AED's	One Year
CHARTER COMMUNICATIONS HOLDINGS, LLC	CaTS	\$82,710	BOCES Internet	One Year
CHILI PAUL COMPLEX	Administration	\$51,567	Lease of Building Space	Multi Year
CINTAS (ARTCO)	All Departments	\$98,890	Uniform Services	One Year
CREEKSIDE PRODUCTIONS & ELEARNING	Professional Development	\$62,871	School Health Services Center	One Year
CRESCENDO EDUCATION GROUP	Professional Development	\$133,600	Consulting Services	One Year
DAY AUTOMATION SYSTEMS	O&M/Security	\$120,318	Building & Security Technology	One Year
DELPHI DRUG AND ALCOHOL COUNCIL, INC	Special Education	\$42,000	Consulting Services	One Year
FASTENAL	All Departments	\$97,544	Industrial Supplies	One Year
FRONTEDGE, INC	HR	\$83,910	On-Line Web Recruitment	One Year
FRONTIER COMMUNICATIONS	CaTS	\$107,813	Data Services	Multi Year
FRONTLINE TECHNOLOGIES GROUP, LLC	Special Education	\$139,862	Software for managing absence and time	Multi Year
GRAINGER	All Departments	\$114,663	Industrial Supplies	One Year
HUMAIRA HUSSAIN	Special Education	\$386,190	Professional Services for Speech	One Year
IMPERIAL BAG PAPER CO LLC	All Departments	\$140,609	Fine Paper	One Year
KAUR, RAMANPREET	Administration	\$70,920	Lease of Building Space	Multi Year
LABELLA ASSOCIATES, D.P.C.	CTE	\$244,451	Architect & Engineer Services	One Year
LOWE, DEVAN	Special Education	\$52,872	Speech Services	One Year
LOWE'S HOME CENTERS, INC	All Departments	\$102,423	Industrial Supplies	One Year
MENGEL METZGER BARR & COMPANY LLP	Administration	\$57,600	Accounting Services	One Year
OFFICE DEPOT	All Departments	\$67,978	Office Supplies	One Year
PC PARTS PLUS, LLC	CaTS	\$157,274	Computer Replacement Parts	One Year
PRECISION PROPERTIES	Administration	\$955,541	Lease of Building Space	Multi Year
RELCOMM INC.	CaTS	\$121,610	Telephone Systems	One Year
ROBERT GREEN CHRYSLER TRUCK DIVISION	Special Education	\$45,207	Chrysler Pacifica	One Year
SCHOOL SPECIALTY, LLC	All Departments	\$112,637	Classroom and Office Supplies	One Year
SPENCERPORT VILLAGE PLAZA LLC	Administration	\$69,696	Lease of Building Space	Multi Year

Contractor Report				
July 2024 - June 2025				
Vendor	Department	Amount	Purpose	Term
TECH PARK OWNER LLC	Administration	\$979,086	Lease of Building Space	Multi Year
TES STAFFING	Special Education	\$62,784	Paraprofessional Sub Services	One Year
THE CHILD ADVOCACY CENTER	Professional Development	\$279,110	Consulting Services	One Year
THOMPSON, JIM	Professional Development	\$149,820	Professional Development	One Year
TOOLS FOR SCHOOLS	CTE	\$74,104	Heavy Equipment Classroom	One Year
TURNER DRIVE ASSOCIATES LLC	Administration	\$118,373	Lease of Building Space	Multi Year
UNITED PARCEL SERVICE	BOCES 4 Science	\$171,862	Package Delivery Service	Multi Year
VENTIV TECHNOLOGY, INC	Workers' Comp	\$72,458	Claims Processing Software	Multi Year
VERIZON WIRELESS	All Departments	\$108,440	Cell Phone Services	Multi Year
W.B. MASON COMPANY	All Departments	\$105,738	Office Supplies	One Year
WEGMAN'S	All Departments	\$61,689	Culinary Depart, Events	One Year
WOLF MECHANICAL SERVICE, LLC	O&M	\$58,367	Repair Services	One Year
46		\$6,971,605		

7. Audit Committee Update - Steve Roland
 1. Resolution to Approve Audit Committee Meeting Minutes, July 09, 2025



**Finance
Office**

Steve Roland
*Assistant Superintendent
for Finance and Operations*
Tel: (585) 352-2412
Fax: (585) 352-2756
Email:
sroland@monroe2boces.org

Audit Committee Meeting

July 9, 2025

Members Present: Dennis Laba, Michael May, Chuck Phillips

Others Present: Dr. Thomas Putnam, Steve Roland, Tom Zuber

I. External Audit

Tom Zuber (MMB & Co) presented MMB's Plan for the 24/25 school year financial audit. He stated they will continue to use a Risk-based approach; spending additional time looking at high risk areas through staff interviews, reviewing staff changes in the Business Office and Human Resources, and testing. Additionally, they will be reviewing Fund Balance and our Reserves.

Tom reviewed three new GASB requirements that will impact the BOCES:

- GASB 101 for Compensated Absences (effective 6/30/25)
 - o Need to account for all employees, not just retirement eligible
- GASB 102 for Risk Disclosures (effective 6/30/25)
 - o Disclose significant events; not necessarily solely pertaining to the BOCES
- GASB 103 for Financial Reporting Improvements (effective 6/30/26)
 - o Enhance Budgetary comparison information

Tom stated that the Single Audit threshold increases from \$750,000 to \$1million in 2026.

II. Audit Committee Charter

Steve asked if there were any proposed changes to the current Audit Committee Charter; there were none.

Cc: Board

8. Board Presentation – Safety and Security Update

A large red star graphic with a horizontal bar across its center. The bar contains the text "Your Educational Partner of Choice".

Your Educational Partner of Choice

BOCES2

Annual Board Meeting August 20, 2025

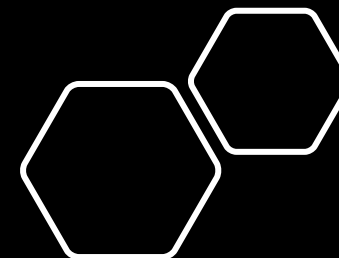
BOCES 2 Security Facts

- 1 Full Time Safety and Security Coordinator
 - 9 Full Time Security Team Members
 - 6 Per Diem Security Team Members
 - 3 Security Vehicles
 - Provide Security coverage at 10 different Buildings / Programs
 - Security Coverage from 6:30am – 11:30pm – Monday - Friday
 - Security On-Call 24/7
 - Weekend and Holidays – Building Checks
-





CONTACT
585-305-8890





SECURITY TEAM

2025-2026



Doug Comanzo
Safety and Security
Coordinator



Jeff Lootens
Senior Security



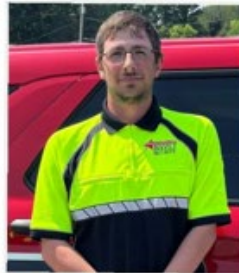
Matt Baldassare



Josh Olson



Darius Miller



Ryan Campoli



**Adrianne
Youngblood**



Jeff Miller



Amanda Parmale



Darin Milazzo
Evening

 **CONTACT**
585-305-8890



SECURITY TEAM

2025-2026



Meghan Felice
Part-Time



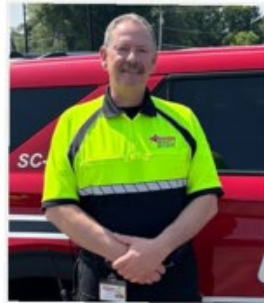
Pete Zambuto
Substitute



Ernie Campoli
Substitute



Nate Hogue
Substitute



Mike Farrow
Substitute



Mike Campoli
Substitute

 **CONTACT**
585-305-8890

Your Educational Partner of Choice

BOCES 2 SECURITY PROJECTS

- **Revolution Emergency Notification System**
 - System is in use at all BOCES 2 Buildings
 - Finalizing installation with vendors for full completion

BOCES 2



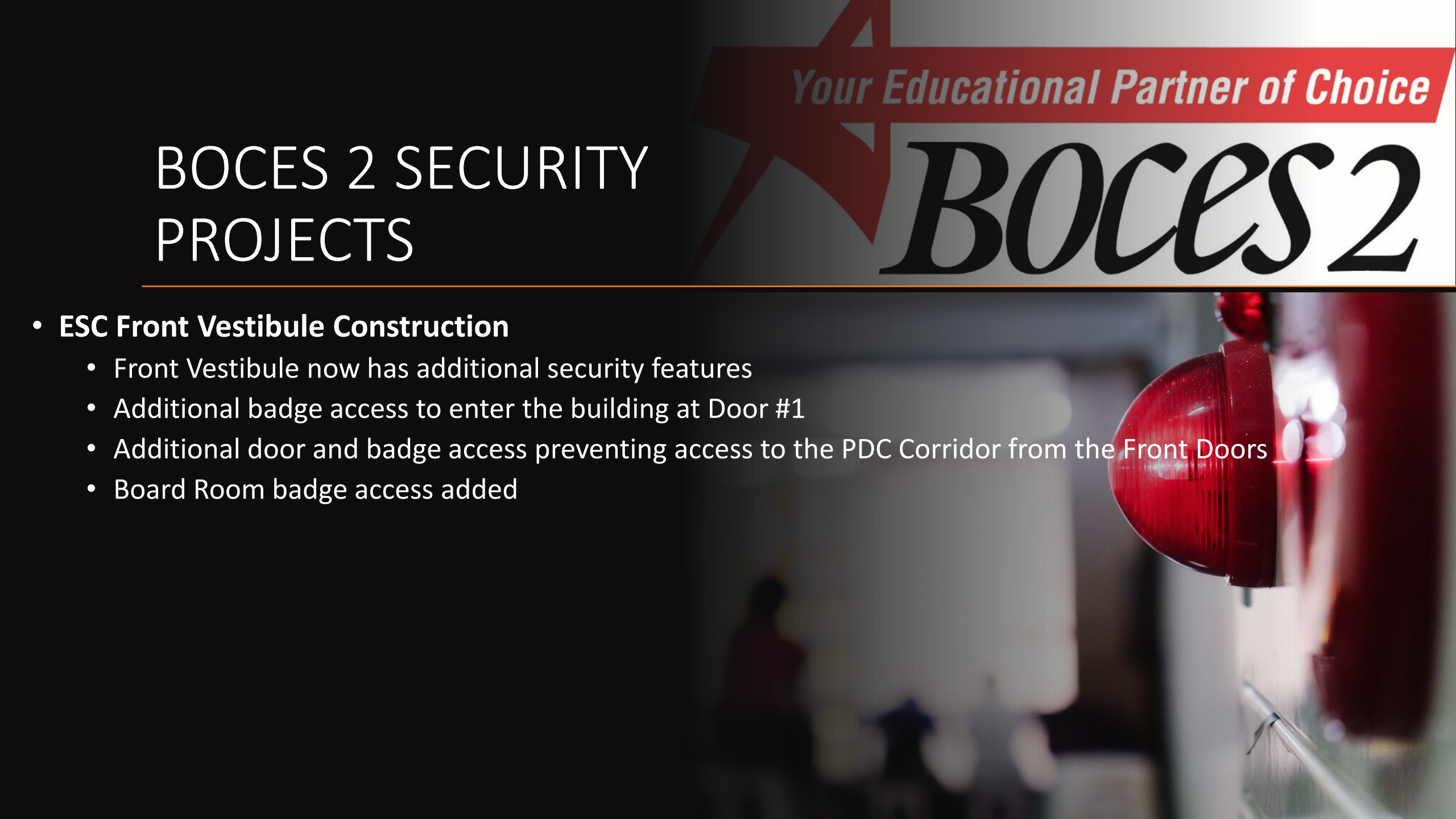
Your Educational Partner of Choice

BOCES 2 SECURITY PROJECTS

BOCES 2

- **Avigilon Badge Access System**
 - System is in use at all BOCES 2 Buildings
 - WEB Based System
 - Project has been completed



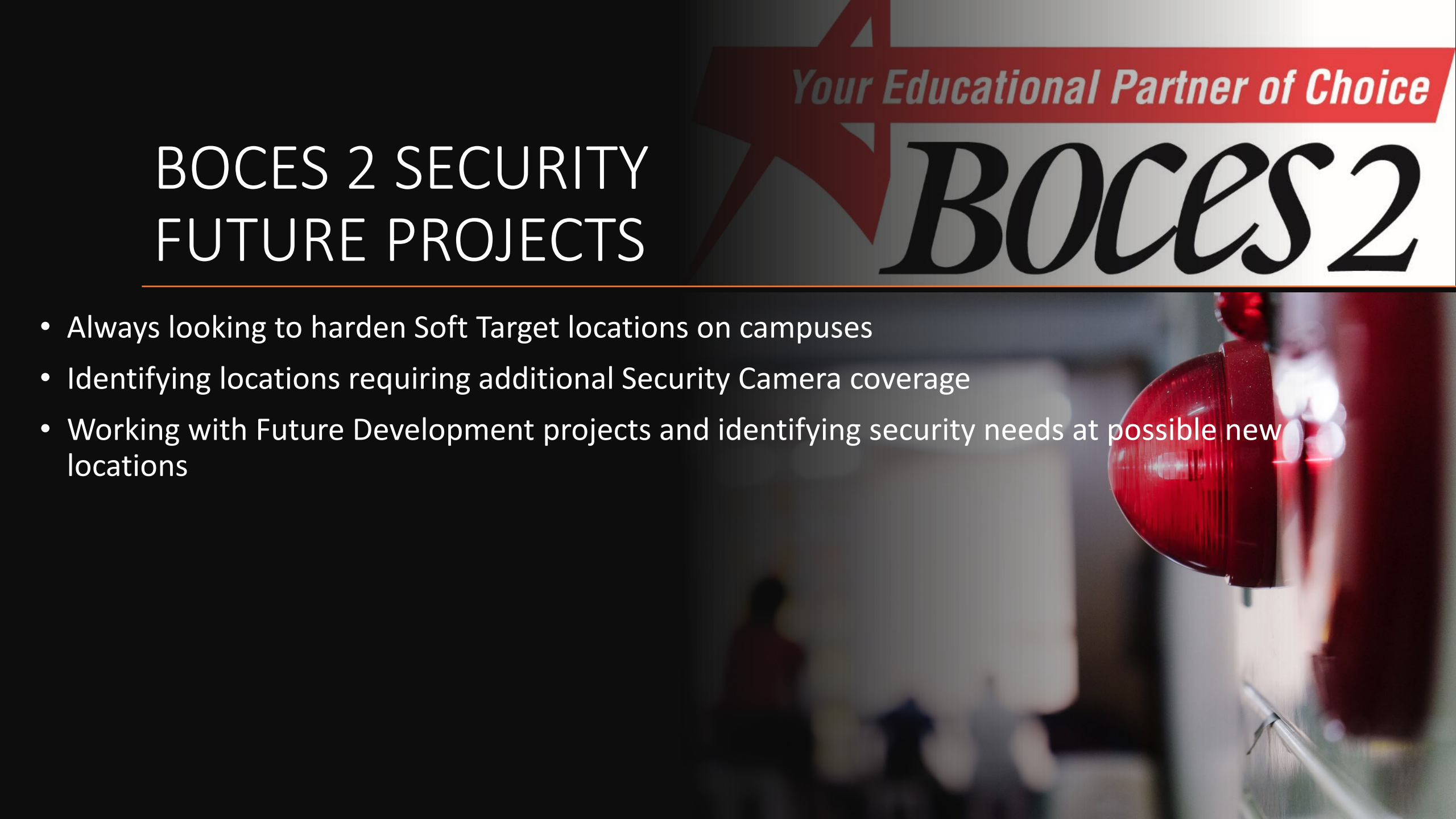


Your Educational Partner of Choice

BOCES 2 SECURITY PROJECTS

- **ESC Front Vestibule Construction**

- Front Vestibule now has additional security features
- Additional badge access to enter the building at Door #1
- Additional door and badge access preventing access to the PDC Corridor from the Front Doors
- Board Room badge access added



Your Educational Partner of Choice

BOCES 2 SECURITY FUTURE PROJECTS

BOCES 2

- Always looking to harden Soft Target locations on campuses
- Identifying locations requiring additional Security Camera coverage
- Working with Future Development projects and identifying security needs at possible new locations

Your Educational Partner of Choice

UPDATED TERMS

BOCES 2

NY STATE EMERGENCY RESPONSE TERMS

Effective 7/1/25, schools must use the emergency terms on this card. (8 NYCRR §155.17)

SCHOOL NAME: Monroe 2-Orleans BOCES - ESC

911 ADDRESS: 3599 Big Ridge Rd



SHELTER-IN-PLACE/SHELTER

SHELTER STUDENTS AND STAFF INSIDE THE BUILDING BECAUSE IT IS SAFER INSIDE THE BUILDING THAN OUTSIDE.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Students in hallways should return to assigned classroom, if possible.
- Take attendance.
- Staff assist students as needed.
- Move away from windows if situation warrants.
- If instructed, move out of classroom to designated safe area; take attendance upon arrival at the new location.



HOLD-IN-PLACE/HOLD

RESTRICT MOVEMENT OF STUDENTS AND STAFF WITHIN THE BUILDING WHILE DEALING WITH SHORT-TERM EMERGENCIES.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Students in hallways should return to assigned classroom, if possible.
- Take attendance.
- Staff assist students as needed.
- Listen for updates.



EVACUATE

EVACUATE STUDENTS AND STAFF FROM THE BUILDING.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Lead students to designated assembly area. Use secondary route, if necessary.
- Students in hallways should evacuate through the nearest exit.
- Bring attendance list and class roster.
- Close the classroom door after exiting.
- Take attendance when safe to do so.
- If evacuating off site, take



SECURE LOCKOUT

STUDENTS AND STAFF REMAIN INSIDE LOCKED SCHOOL BUILDINGS DURING INCIDENTS THAT POSE AN IMMEDIATE CONCERN OUTSIDE OF THE SCHOOL.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Lock all exterior doors and windows.
- Follow school procedure for blinds/lights.
- Take attendance.
- Classroom instruction continues as normal.
- All outdoor activities are terminated.
- Listen for updates.



LOCKDOWN

SECURE STUDENTS AND STAFF INSIDE LOCKED CLASSROOMS DURING INCIDENTS THAT POSE AN IMMEDIATE THREAT OF VIOLENCE IN OR AROUND THE SCHOOL.

RECOMMENDED ACTIONS:

- LOCKDOWN announced - move quickly.
- If safe, gather students from hallways and common areas near your classroom.
- Lock the door. Barricade if necessary.
- Move students to a safe area in the classroom out of sight of the door.
- Follow school procedure for windows/blinds/lights.
- Keep everyone quiet. Silence cell phones.
- Take attendance, if possible.
- Do not communicate through door or answer room phone.
- Only respond to P.A. or alarms when



9. Old Business

1. 2nd Reading and Resolution to Approve the 2025-26 District-Wide School Safety Plan (S.A.V.E.)

Monroe 2–Orleans BOCES

DISTRICT-WIDE SCHOOL SAFETY PLAN



2025-2026

Your Educational Partner of Choice

BOCES 2

Table of Contents

Introduction..... 1

- Summary of Laws

Risk Reduction/Prevention and Intervention..... 3

- Prevention/Intervention Strategies
- Training, Drills and Exercises
- Implementation of School Security
- Vital Educational Agency Information
- Early Detection of Potentially Violent Behaviors
- Hazard Identification

District Resources and Contacts..... 6

- Emergency Operations Group
- District Superintendent's Cabinet
- Command Post
- District Data and Contacts
- District-Wide School Safety Team

General Response Procedures and Actions for Emergency 7

- Concept of Operations
- Organization and Assignment of Responsibilities
- Direction, Control, and Coordination
- Information Collection, Analysis and Dissemination
- Administration, Finance and Logistics
- Authorities and References
- Communications
- Multi-Hazard Response
- Emergency Notifications
- Responses to Acts of Violence: Implied or Direct Threats
- Acts of Violence
- Specific Response Protocols
- Obtaining Advice and Assistance from Local Government
- District Resources Available for use in an Emergency
- Functional Annexes
- Crime Scene Management
- Emergency Evacuation of Non-Ambulatory Disabled Individuals with Disabilities
- Accounting for All Persons
- Family Reunification Plans
- Crises Occurring Outside of Normal School Hours
- Procedures for Informing Other Educational Agencies of an Emergency
- Procedures for School Cancellation
- Procedures for Sheltering Students, Staff, and Visitors
- Continuity of Operations Plan (COOP)
- Recovery

Threat and Hazard Planning Guidelines 16

- Introduction and Potential Hazards
- Planning Assumptions and Limitations
- Initial Response

Medical Emergencies and Mental Health..... 18

Building-Level Emergency Response Plan (ERP) 19

- Plan Development and Maintenance
- Distribution of the Plan
- Record of Distribution

Emergency Closings 20

- Closings Procedure
- Early Dismissal Procedure

Responses for Specific Emergencies 23

- School Cancellation
- Early Dismissal
- Evacuation
- Sheltering Sites (internal and external)
- Lockout
- Lockdown
- Threats of violence
- Early Warning Signs for Students at Risk of Committing School Violence
- Procedures for Responding to Acts of Violence
- Intruders
- Armed Student/Intruder
- Kidnapping/Hostage Taking
- Severe Weather
- Civil Disturbance
- Student Transportation Incident
- Gas Leak
- Bomb Threat
- Chemical Spill
- Fire/Explosion
- Biological Threat
- Radiological Threat
- Epidemic
- Mental Health Warning Signs

Public Health Emergency Continuation of Operations Plan..... 27

- Declaration
- Purpose, Scope, Situation Overview, and Assumptions
- Concept of Operations
- Mission Essential Functions
- Emergency Remote Instruction Plan (ERI)
- Essential Functions
- Reducing Risk Through Remote Work and Staggered Shifts
- Personal Protective Equipment
- Staff Exposures, Cleaning, and Disinfection
- Employee and Contractor Leave
- Documentation of Work Hours and Locations
- Housing for Essential Employees

District Resources Inventory 33

Health and Safety Team 34

Introduction

School safety is the job of the entire school community. This effort requires leadership and coordination by school administration, and involvement and participation from all sectors of the school community. Planning, conducting drills, and participating in exercises with law enforcement, fire, emergency officials and other members of the school community ensures a comprehensive, unified approach to school emergency response planning. Building relationships and community engagement are vital to building a safer school community.

The purpose of the Monroe 2–Orleans BOCES District-Wide Safety Plan and each school’s Emergency Response Plan (ERP) is to help school/site officials identify and respond to potential emergencies by assigning responsibilities and duties of the school employees, students, families, and community stakeholders. It is important to develop, maintain, train and exercise ERPs in order to respond quickly before, during and after an incident. A well-developed and practiced ERP provides parents/guardians and the community reassurance that the school has established guidelines and procedures to respond to threats and hazards efficiently and effectively. Monroe 2–Orleans BOCES uses the New York State suggested planning format to assist schools in meeting legislative mandates contained in 8 NYCRR Section 155.17 and provides the use of best practices to improve outcomes following emergency situations.

The content, organization, and terminology provided in the New York State Guide to School Emergency Response Planning aligns with the Federal Emergency Management Agency’s “Guide for Developing High-Quality School Emergency Operations Plans (2013)”. The organization of this guide supports two key practices being adopted in New York State. First, the guide provides standardized language that is consistent with current national emergency response protocols. Secondly, consistent formatting in each Building ERP aligns critical information necessary to improve rapid response to emergencies together in the following sections:

- The Basic Plan
- Functional Annexes
- Threat/Hazard Specific Annexes
- Appendices

The Basic Plan standardizes language and provides a structured framework for school ERPs statewide. Individualized policies and procedures have been developed by Monroe 2–Orleans BOCES based on potential circumstances and resources. Tools to manage an emergency include response procedures that are developed through threat assessments, safety audits, planning, and training before an incident occurs. Monroe 2–Orleans BOCES uses the recommended New York State Functional Annexes in order to standardize the terminology used by district employees and emergency responders during an emergency.

Functional annexes focus on critical operational functions and the courses of action developed to carry them out.

Actions and best practices are outlined in each of the Building Plans Threat/Hazard Annexes section, detail what to do in the event of various emergencies. These ERPs provide current information about school/site response team members, students and staff with special needs and any other information critical to each school building. BOCES has also identified appropriate staff to fill specific roles related to incident command and appropriate response teams. All of the building principals, assistant principals, directors, supervisors and other key BOCES members have been trained in the Incident Command System. The BOCES has also appointed a Chief Emergency Officer as required in order to coordinate and communicate between staff and law enforcement and first responders. The Chief Emergency Officer is responsible for ensuring the completion and yearly update of the Building-Level Emergency Response Plans. All Building-Level Emergency Response Plans are confidential but are submitted to New York State and local emergency responders for review. Appropriate training and drilling are required to ensure that all district personnel and students understand the plan and their roles and responsibilities.

SUMMARY OF LAWS

The following is a summary of New York State law pertaining to building level school emergency response plans. In 2000, Chapter 181 enacted Education Law §2801-a (Project SAVE) requiring the implementation of certain school safety plans. Education Law §2801-a required that every school district, Board of Cooperative Educational Services (BOCES) and county vocational education extension board, as well as the Chancellor of the City School District of the City of New York, develop a building-level school safety plan regarding crisis intervention and emergency response (“school emergency response plan”). Section 2801-a prescribed minimum requirements of a school emergency response plan, which included policies and procedures relating to responding to certain threats. These plans were designed to prevent or minimize the effects of emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such emergencies. The Commissioner of the New York State Education Department prescribed requirements into regulation 8 NYCRR Section 155.17.

155.17 (b) Development of school safety plans. Every board of education of a school district, every board of cooperative educational services and county vocational education and extension board and the chancellor of the City School District of the City of New York shall adopt by July 1, 2001, and shall update by July 1st of each succeeding year, a district-wide school safety plan and building level school safety plans regarding crisis intervention and emergency response and management.

Introduction

155.17 (b)(20), (21), (22) Trauma Informed Drills means avoiding tactics in training or drills that may introduce or activate prior trauma, such as use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate contact; and to recognize that drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

155.17(c)(1)(xxi)(a) Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.

155.17(c)(1)(xxi)(a) Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.

155.17(c)(1)(xxi)(b) Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction.

155.17(c)(1)(xxi)(c) A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.

155.17(c)(1)(xxi)(d) A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education.

For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section. 175.5 of this Chapter.

155.17 (e)(2) School Emergency Response Plan. A school emergency response plan shall be developed by the building-level school safety team and shall include the following elements:

- 155.17 (e)(2)(i) Policies and Procedures for Safe Evacuation
- 155.17 (e)(2)(ii) Designation of Response Teams
- 155.17 (e)(2)(iii) Procedures for Emergency Responder Access to Building Plans and Road Maps
- 155.17 (e)(2)(iv) Communication in Emergencies
- 155.17 (e)(2)(v) Definition of the Chain of Command Consistent with NIMS/ICS
- 155.17 (e)(2)(vi) Coordinated Plan for Disaster Mental Health Services
- 155.17 (e)(2)(vii) Procedures for Annual Review
- 155.17 (e)(2)(vii) Procedures for the Conduct of Drills
- 155.17 (e)(2)(viii) Procedures for Restricting Access to Crime Scenes

155.17 (e)(3) A copy of each building-level safety plan and any amendments thereto, shall be filed with the appropriate local law enforcement agency and with the State Police within 30 days of adoption.

155.17 (j) Drills. Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness officials, conduct one test of its emergency plan or its emergency response procedures under each of its building level school safety plans, including sheltering or early dismissal.

Risk Reduction/Prevention and Intervention

A. Prevention/Intervention Strategies

Monroe 2–Orleans BOCES administration believes that improved communication among students, parents/guardians, and school staff adds to the quality of life and sense of safety at all of our schools. Such communication allows for the reporting, intervention, and prevention of potentially violent incidents before they actually occur. The following is a brief list of programs and initiatives that are in place at some or all of the BOCES schools/sites that promote open communication and have a positive impact on the quality of life in our schools:

- Positive Behavioral Interventions and Supports (PBIS)
- Bullying Reporting Process
- Peer Mediation
- Therapeutic Crisis Intervention Training
- Life Space Training
- Social Skills Instruction
- Trauma, Illness and Grief (TIG) Teams
- National Incident Management System (NIMS)
- Incident Command System (ICS)
- NY Safe School Training
- Counselors, childcare providers, youth assistants and social workers on each campus to develop rapport with students.

Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of:

- Youth advocacy programs, such as SkillsUSA, National Technical Honor Society and Special Education Parent Teacher Organization (SEPTO)
- Conflict resolution
- Forums and/or designating a mentor for students concerned with bullying or violence.
- Anonymous reporting mechanisms for school violence
- Staffed on-site student support systems, i.e., counselors, social workers, childcare workers.

B. Training, Drills, and Exercises

Training

Monroe 2–Orleans BOCES understands the importance of training. All school/site staff, students, and others deemed appropriate by the school/site shall receive training during the school year to better prepare them for an incident. The annual training will review the Monroe 2–Orleans BOCES District-Wide School Safety Plan, individual ERPs, and brief staff on their roles and communication procedures during an emergency. Monroe 2–Orleans BOCES also submits certification to the NYSED that all district and school/site staff have undergone annual training components on violence prevention and mental health. New employees hired after the start of the school year receive training within 30 days of hire. All other staff will receive this training by Sept. 15 of each school year.

Multi-Hazard Training

Monroe 2–Orleans BOCES will provide annual multi-hazard school safety training for staff and students. The components of this training will be consistent throughout the BOCES. Staff training will be routinely conducted at the building/staff level followed by drills with the entire school population. These drills will focus on our standard response actions to a potentially threatening incident to include early dismissal, lock down procedures, hold-in-place procedures, shelter-in-place procedures, lockout procedures and evacuations. The use of tabletop drills to accomplish or complement this training will be considered when live drills are impractical or not sufficient to meet the training goals.

Drills and Exercises

At a minimum, schools will conduct the following exercises/drills annually:

- Section 807 of the Education Law mandates 12 emergency drills each school year to prepare students to be able to respond appropriately in the event of a sudden emergency. The statute requires that four of the twelve drills be lockdown drills. The remaining eight are evacuation drills. Eight of the required twelve drills must be completed by Dec. 31.
- Monroe 2–Orleans BOCES will notify parents and/or persons in parental relations of students attending BOCES 2 Programs of all evacuation drills (fire drills) and lockdown drills prior to the actual drill. This notification will be made through individual building student rosters emails.
- 8 NYCRR Section 155.17 (3) states each Building-Level Emergency Response Plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal). The district will ensure that each building conducts drills and other exercises to test the components of their Building-Level Emergency Response Plan
- Lockdown drills will be conducted internally to ensure that school/site staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated “safe areas” within each room. Where possible, the school/site should seek out opportunities to conduct full-scale response exercises with law enforcement.
- Whenever a lockdown drill is conducted, whether announced or unannounced, the school will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to and at the conclusion of the drill. This will be done to ensure that law enforcement does not receive a false report that the school/site is in actual lockdown. Any announcements made during a drill will be preceded and ended with the phrase “this is a drill.” This will ensure that all involved recognize that this is a drill and not a real incident. Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and waiting for service. This will serve to notify any uninformed parents or visitors and prevent.

Risk Reduction/Prevention and Intervention

- Non-student-occupied buildings, such as Communication and Technology Services, the Curriculum Materials Center, the Educational Services Center, and the BOCES 4 Science, may do three Evacuation Drills and one Lockdown Drill.
- Drills and training are conducted in a trauma-informed, developmentally, and age-appropriate manner.
- Do not include props, actors, simulations, or other tactic intended to mimic a school shooting, incident of violence, or another emergency.
- Students and staff are informed when a school is conducting a drill.
- Drills shall:
 - Occur after annual training in emergency procedures have been provided for students and staff.
 - Be completed on different days and during different times of the school day.
- School districts may participate in full scale exercises with local and county emergency responders and preparedness officials.
- If the exercises include props, actors, simulations, or tactics to mimic a school shooting, act of violence, or emergency, they:
 - May not be conducted on a regular school day or when school activities are occurring on school grounds.
 - May not include students without written consent from parents or persons in parental relation.

C. Implementation of School Security

As described in the Monroe 2–Orleans BOCES Code of Conduct, all members of each school/site community share a responsibility in promoting and maintaining a safe and orderly school environment. Some of the more specific measures are expanded upon below.

Security Personnel – Hiring and Training

All Monroe 2–Orleans BOCES security guards are hired and trained consistent with the New York State Security Guard Act of 1992 and the requirements set forth in the New York State Division of Criminal Justice Services. Continual training is provided to maintain licensing and skills.

Security Personnel – Responsibilities and Authority

Monroe 2–Orleans BOCES employs security personnel to assist the schools in dealing with all manners of security and safety issues. The principal role of our security personnel is to safeguard students, staff, and visitors from harm; to deter, detect, respond to, and report infractions of the Code of Conduct and New York State Law; and to protect the district’s assets from theft and damage. Security personnel employed by

Monroe 2–Orleans BOCES are authorized to carry out this role consistent with the Monroe 2–Orleans BOCES Policies and Regulations applicable New York State Law, Security Standard Operating Procedures and BOCES training.

Security Guard Standard Operating Procedures

These district-wide security guidelines, procedures, and practices within the BOCES will be periodically updated.

Limited Access

All exterior doors will be locked with the exception of one controlled point of access during the school day.

Visitor Access

Building/site access will be controlled during the regular school day by locking down the building and utilizing the front door buzzer/intercom/camera to screen visitors prior to entrance into the building. Consistent with Monroe 2–Orleans BOCES Board Policy and Code of Conduct, an approved visitor to a school/site will present valid government issued photo identification and be given a pass prior to gaining access to the building.

Video Surveillance

Most buildings provide video surveillance to enhance the safety of our students and staff. The cameras may or may not be actively monitored, but the recordings are available for BOCES officials and local law enforcement use.

Intrusion Detection

Buildings are protected by an intrusion detection alarm system that is linked to a central monitoring station.

Security Review

Through the coordination of the Monroe 2–Orleans BOCES Safety Committee, School/Site Safety Teams and the Safety and Security Coordinator there is an ongoing review of security issues.

D. Vital Educational Agency Information

Monroe 2–Orleans BOCES maintains certain information about each school/site building within the BOCES including, but not limited to: school populations, transportation needs and business and home telephone numbers of key personnel. In addition, similar information on other district departments, as well as the assets that those departments could provide in the event of an emergency, is also maintained at the BOCES level.

Risk Reduction/Prevention and Intervention

E. Early Detection of Potentially Violent Behaviors

The Monroe 2–Orleans BOCES acknowledges the importance of early recognition and intervention into conflicts and potentially violent behaviors.

- Monroe 2–Orleans BOCES will ensure that appropriate school violence prevention and intervention training will be incorporated into teacher conference days and be provided to all staff during regularly scheduled staff training sessions. All threats of violence are taken seriously and investigated.
- We recognize that despite our best efforts, students and parents may need additional assistance to respond to bullying. To ensure a quick response to parent and student concerns, the Monroe 2–Orleans BOCES has developed a bullying reporting process. Each BOCES program has identified a Dignity for All Students (DASA) coordinator responsible for this function.
- Students and staff are encouraged to share information regarding any conflicts or potentially violent behaviors with an administrator (and law enforcement when appropriate) so an investigation can commence.
- The Monroe 2–Orleans BOCES has developed policies and procedures for contacting parents, guardians, or persons in a parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide.

F. Hazard Identification

The list of sites of potential emergency *locations* include all school/site buildings, playground areas, properties adjacent to schools, and off-site field trip locations. These hazards and how to handle each issue will be documented in each Building-Level Emergency Response Plan.

District Resources & Contacts

Emergency Operations Group

During an emergency, the Emergency Operations Group should function under the command of the District Superintendent and the district's Chief Emergency Officer. The Chief Emergency Officer will be designated at a Board meeting annually. Under normal circumstances, the Chief Emergency Officer will be the Safety and Security Coordinator.

District Superintendent's Cabinet

The District Superintendent's Cabinet includes all assistant superintendents, and Exceptional Children, Center for Workforce Development, *BOCES 4 Science* and Career and Technical Education. This group may be activated to provide assistance to any building in need.

Command Post

During an emergency, the District Superintendent or their Designee may activate the Emergency Operations Group when necessary, and they will meet at a designated location. In addition to the Emergency Operations Group, the District Superintendent may summon additional cabinet members and resources to report to this location. This designated location will be referred to as the Command Post although the exact location may vary depending on the type and extent of the event.

District Data and Contacts

An updated list of district data and contacts will be updated and made available to key personnel, including all building principals, directors and site supervisors but is not available to the general public.

District-Wide School Safety Team

The Monroe 2–Orleans BOCES School Safety Team will meet at least two times per year to discuss school safety issues under the direction of the Chief Emergency Officer/ Safety and Security Coordinator. The Team will consist of staff members from across the BOCES, community members and emergency responders. This team will make recommendations to the District Superintendent regarding school safety issues and develop the Monroe 2–Orleans BOCES District-Wide School Safety Plan.

Programs Housed in Host Sites

Monroe 2–Orleans BOCES programs that are housed in host sites, such as component districts, Roberts Wesleyan College, or others, will use the host sites' emergency plans as their Emergency Response Plan.

General Procedures

General Response Actions for Emergencies

Subsequent sections of this Monroe 2-Orleans BOCES District-Wide School Safety Plan outline specific response actions for individual emergency situations. If an emergency situation occurs at the building level, it is the responsibility of each and every BOCES employee to take those actions which are geared toward preserving the health and safety of all students and staff.

A. Concept of Operations

The overall strategy of the Monroe 2-Orleans BOCES District-Wide School Safety Plan and Building-Level Emergency Response Plans (ERP) is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order, and aid recovery. These plans are based upon the concept that the incident management functions that must be performed by the school generally parallel with some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. In general, the initial Incident Commander at the building/site will be the building principal/director/site supervisor and will be the delegated authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander. 8 NYCRR Section 155.17 (e)(2)(v) requires a definition of a chain of command consistent with the Incident Command System.

Initial Response

School/site personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the principal/director/site supervisor, or Designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (police, fire, or EMS). Staff will seek guidance and direction from the school district and emergency responders.

Any staff person or faculty in a building that sees or is aware of an emergency shall activate the building ERP.

B. Organization and Assignment of Responsibilities

This section establishes an operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different positions.

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school/site relies on other key school/site personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

Principal/Program Director /Site Supervisor

The principal/director/site supervisor, or their Designee, will serve as the Incident Commander and designate a minimum of two qualified individuals to serve as alternates in the event that the principal/director/site supervisor is unable to serve in that role. At all times, the principal/director/site supervisor still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- Provide direction over all incident management actions based on procedures outlined in the Monroe 2-Orleans BOCES District-Wide School Safety Plan and building Emergency Response Plan or ERP
- Take steps necessary to ensure the safety of students, staff, and others.
- Determine which emergency protocols to implement as described in the functional annexes of the Monroe 2-Orleans BOCES District-Wide School Safety Plan and the building ERP
- Coordinate/cooperate with emergency responders.
- Keep the District Superintendent and Chief Emergency Officer informed of the situation.

Teachers/Substitute Teacher/Student Teachers

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals.
- Take attendance when class relocates to a designated area or to an evacuation site.
- Report missing students to the appropriate Emergency Response Team member.

General Procedures

- Execute assignments as directed by the Incident Commander
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those who are unable to be moved.
- Render first aid or CPR if certified and deemed necessary.

Teacher Aides and Student Behavioral Specialists

Responsibilities include:

- Assisting teachers as directed and actions to ensure the safety of students.

Counselors, Social Workers, and School Psychologists

Responsibilities include:

- Take steps to ensure the safety of students, staff, and other individuals during the implementation of the ERP.
- Provide appropriate direction to students as described in the Monroe 2–Orleans BOCES District-Wide School Safety Plan and the building ERP for the incident type.
- Render first aid or CPR and/or psychological aid if trained to do so.
- Assist in the transfer of students, staff, and others when their safety is threatened by an emergency.
- Administer counseling services as deemed necessary during or after an incident.
- Execute assignments as directed by the Incident Commander

School Nurse/Health Assistant

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.
- Execute assignments as directed by the Incident Commander

Cleaners/Maintenance Staff

Responsibilities include:

- Survey and report on building damage to the Incident Commander
- Control the main shutoff valves for gas, water and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use and disbursement of supplies and equipment.
- Control locks and physical security as directed by the Incident Commander
- Keep the Incident Commander informed of the condition of the school.
- Execute assignments as directed by the Incident Commander

Principals/Directors/Site Supervisors, Secretaries/Office Secretaries

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.

- Provide for the safety of essential school records and documents.
- Provide assistance to the Incident Commander/principal/director/site supervisor.
- Monitor radio emergency broadcasts.
- Execute assignments as directed by the Incident Commander

Bus/Van Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are on the bus.
- Transfer students to new locations when directed.
- Execute assignments as directed by the Incident Commander

Other Staff/Security

Responsibilities include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

- Cooperate during emergency drills, exercises and during an incident.
- Follow directions given by facility and staff.
- Know student emergency actions and assist fellow students in an incident.
- Report on situations of concern
- Develop an awareness of the high priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards.

Parents/Guardians

Responsibilities include:

- Encourage and support school safety, violence prevention and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early/late dismissals, and other related release information.
- Listen to and follow directions as provided by the school district.

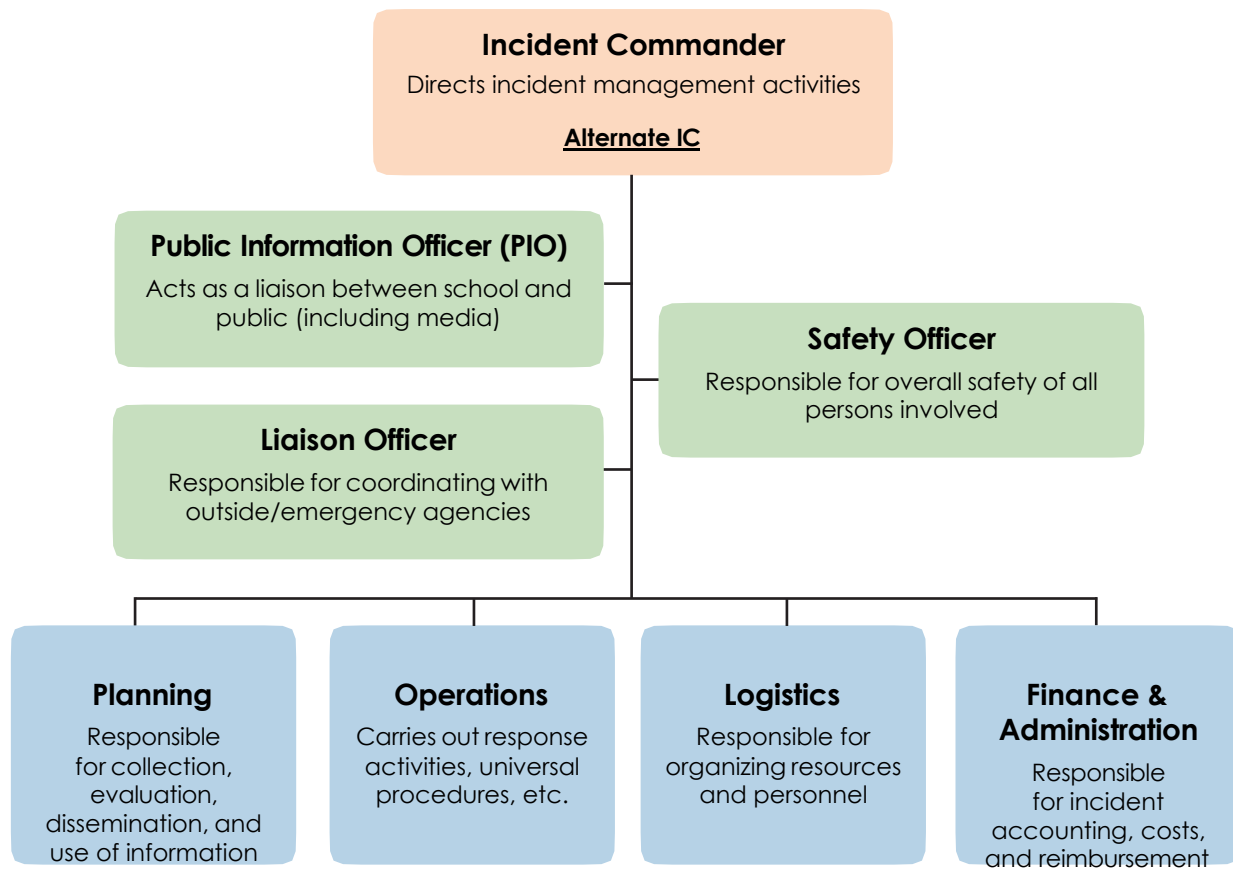
C. Direction, Control, and Coordination

School Incident Command System

To provide effective direction, control, and coordination of an incident, the School ERP will be activated through the implementation of the Incident Command System (ICS).

Staff are assigned to serve within the ICS structure based on their expertise, training, and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The school ICS is organized as follows:

General Procedures



School Incident Command System (ICS) Roles Defined

The Incident Command System is organized into the following functional areas:

Incident Command

Direct the incident management activities using strategic guidance provided by the District Superintendent or their Designee.

Responsibilities and duties include:

- Establish and manage the command post, establish the incident organization, and determine strategies to implement protocols (adapt as needed)
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants.
- Coordinate media relations and information dissemination with the District Superintendent/Incident Commander
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident and assist in accessing services when the need arises.
- Document all significant activities.

Planning Section

Collect, evaluate, and disseminate information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:

- Assist the Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map), assist with ongoing planning efforts and maintain incident log.
- Document all activities.

Operations Section

Direct all tactical operations of an incident including the implementation of response/recovery activities according to ICS, care of students, first aid, psychological first aid, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Responsibilities and duties include:

- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section

General Procedures

- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff, and parents/guardians.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section
- Document all activities.

As needed, Emergency Response Teams may be activated within the Operations Section. 8 NYCRR Section 155.17 (e)(2)(ii) requires the designation of individuals assigned to emergency response teams.

Logistics Section

Support ICS by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution. Coordinate personnel, assembling and developing volunteer teams and facilitate communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties include:

- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and develop a telephone tree for after-hours communication.
- Establish and maintain school and classroom preparation kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment.
- Document all activities.

Finance/Administration Section

Oversee all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school records following an incident.

Responsibilities and duties include:

- Overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property
- Develop a system to monitor and track expenses.
- Account for financial losses in accordance with district policy and secure all records.

Coordination with Responders

The building Emergency Response Plan (ERP) may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school. The agreements could specify the type of communication and services provided by one agency to another.

In the event of an incident involving outside agencies, a transfer of command from the school Incident Commander to a responding agency will occur.

Source and Use of Resources

The school/site will use its own resources and equipment to respond to incidents until emergency responders arrive. It will be the responsibility of the Emergency Operations Group and the Superintendent's Cabinet to help secure these resources.

D. Information Collection, Analysis and Dissemination

The school/site will collect, analyze, and disseminate information during and after an incident.

Types of Information

During an incident, the school/site will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.

After an incident, the school/site will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies. The school/site will also monitor the Monroe 2–Orleans BOCES information portal to determine any information pertinent or critical to the schools/site recovery effort.

Information Documentation

The assigned staff member will document the information gathered including:

- Source of information
- Staff members who collected and analyzed the information.
- Staff members to receive and use the information.
- Format for providing the information.
- Date and time the information was collected and shared.

E. Administration, Finance and Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies, other agencies, and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized Monroe 2-Orleans BOCES and building/site officials.

General Procedures

Documentation

The Incident Command System (ICS) section chiefs will maintain accurate logs recording key incident management activities including:

- Activation or deactivation of incident facilities
- Significant changes in the situation
- Major commitments of resources or requests for additional resources from external sources
- Issuance of protective action recommendations to staff and students
- Evacuations
- Casualties
- Containment or termination of the incident

Incident Costs

The ICS Finance/Administration section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school budgets and sharing these costs with the District Superintendent and District Business Office. These records may be used to recover costs from the party responsible or insurers or as a basis for requesting financial assistance for certain allowable responses and recovery costs from the State and/or Federal government. In General, under normal circumstances, the Finance Department will fill this role.

Preservation of Records

In order to continue normal school operations following an incident, records such as legal documents and student files must be protected (i.e., in the event of a fire and flood).

F. Authorities and References

The following are state and federal authorizations upon which Building Emergency Response Plans are based. These authorities and references provide a legal basis for emergency management operations and activities.

- The New York State Safe Schools Against Violence in Education (Project SAVE) and 8 NYCRR Section 155.17 require that school emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS). Refer to Appendix B for the defined chain of command.
- New York State Executive Order 26.1 (2006) established ICS as the state's standard command and control system that will be utilized during emergency operations.
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component.

G. Communications

Communication Between School and Emergency Responders

The school/site will contact and maintain communications with emergency responders during an incident. The School Incident Commander or Chief Emergency Officer will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform described in the Monroe 2–Orleans BOCES District-Wide School Safety Plan to notify the principal/director/site supervisor of the schools/site's status and needs. The Monroe 2–Orleans BOCES Communication Manager and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

Internal Communications

Monroe 2-Orleans BOCES has a Communications Manager or public information officer (PIO) who will be responsible to:

- Help create policies and plans for communicating emergency information internally and to the public.
- Follow the communications policies and procedures established by the school.
- Help establish alternative means to provide information in the event of a failure of power, phone, or other lines of communication.
- Develop materials for use in media briefings.
- Act as the contact for emergency responders and assist in coordination of media communications.

Communication Between School Officials and Staff Members

School/site personnel will be notified when an incident occurs and kept informed as additional information becomes available. They will also be informed as plans for management of the incident evolve. Keep staff informed to the greatest degree possible.

Communication Between Building Officials and Students

Communication of emergency information between school/site officials will primarily take place through the building's public address system or face-to-face between faculty and students. Other methods of communication with students/staff may also be used.

External Communications

Building site officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school about the incident. This will include what is being done and the safety of the children and staff.

General Procedures

Communication with Parents

- Before an incident occurs, the school/site will:
 - Inform parents on how to access alerts and incident information.
 - Inform parents that the school/site has developed the Monroe 2–Orleans BOCES District-Wide School Safety Plan and a Building Emergency Response Plan, along with their purpose and objectives. Information will be included in the yearly school calendar and is also available on the district website.
 - Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- In the event of an incident, the school will:
 - Disseminate information through the Blackboard Connect system to inform parents about what is known to have happened.
 - Implement a plan to manage phone calls and parents who arrive at school.
 - Describe how the school/site and Monroe 2–Orleans BOCES are handling the situation.
 - Provide a phone number, web site address or recorded hotline where parents can receive updated incident information if deemed necessary.
 - Inform parents and students when and where school will resume.
 - After an incident, school administrators will schedule and attend an open question-and-answer meeting for parents/guardians as soon as possible if deemed necessary.

Communication with the Media

In the event of an incident, the School Incident Commander, Communications Director, Chief Emergency Officer or the Emergency Responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer and/or participate in a joint information effort to:

- Provide regular updates to the media and school community.
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO
- Monitor the release of information and correct misinformation.

H. Multi-Hazard Response

There are many variables that could impact the manner in which the School Emergency Response Team responds to a particular occurrence. These variables could include (but are not limited to): time of year, time of day, weather, age of student(s) involved, location of student(s), anticipated delay from emergency responders, availability of support personnel and availability of transportation. Therefore, it would not be practical to try and map out the steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing the loss of life and injury of students and school staff.

The building principal/director/site supervisor or their Designee is designated as the Incident Commander of their school during a crisis situation until relieved by a higher authority.

The principal/director/site supervisor will provide leadership, organize activities, and disseminate information with the assistance of the school's Emergency Operations Group or Chief Emergency Officer.

In most instances where this level of school response is warranted, the school will be seeking assistance from other emergency responders in resolving the situation. As such, the immediate objective is generally to contain the incident and successfully manage it until the emergency personnel arrive.

I. Emergency Notifications

Notification of significant events or events that required a call to 911 shall be made to the Safety and Security Coordinator. The Safety and Security Coordinator is the Chief Emergency Officer for the District. In their absence, notifications may be made to the Assistant Superintendent for Instructional Programs during normal business hours. The Safety and Security Coordinator or the Assistant Superintendent will notify the District Superintendent immediately. These notifications shall occur at the earliest and safest possible time during the response phase. The District Superintendent, Assistant Superintendent or Chief Emergency Officer will request the additional resources necessary to assist in the buildings issue.

J. Responses to Acts of Violence: Implied or Direct Threats

Having acknowledged that the recognition and early intervention into potentially violent situations is critical, it shall be the policy of the district to deal with all threats and potentially threatening situations and circumstances in a serious and deliberate manner. In addition to reporting and investigating direct threats, all staff are responsible for relaying to their respective school administration information about any student behaviors or communications that suggest a threatening situation is possible.

Depending on the imminent nature of the threat, the following procedures may be used by the district:

- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform building principal/directors/site supervisor of implied or direct threat or troubling behaviors or communications.
- Contact 911 to see if the threat may be imminent or for their advice and assistance. Direct threats to personal safety may well constitute a violation of law and the student making the threat can be prosecuted. Prosecution in criminal or family court provides another opportunity for intervention.
- The building principal/director/site supervisor may initiate a threat assessment inquiry to attempt to determine the level of threat.

General Procedures

- If time permits, this inquiry will also involve interviewing potential witnesses as well as the parties involved. Some factors to consider when evaluating the level of threat include, but are not limited to, specificity of threat to a person or persons, mention of specific means or weapons, specific reason or justification, history of student, known access to weapons and propensity for violence.
- Monitor situation, adjust response as appropriate, and include the possible use of the counseling staff.
- Follow up with the appropriate procedures as outlined in the Monroe 2–Orleans BOCES Code of Conduct

K. Acts of Violence

When an act of violence has occurred, regardless of whom it involves, the principal/director/site supervisor or Designee must quickly obtain all essential information to try to determine the degree of threat or danger and decide on what actions might mitigate further risk. General non-specific actions may include:

- Call 911 and notify security.
- Isolate the immediate area and initiate appropriate Functional Annex if necessary.
- Identify and separate the involved people if possible.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures
- Follow the district’s designated notification process.

L. Specific Response Protocols

Monroe 2–Orleans BOCES has established appropriate response actions to a variety of emergency situations. They are detailed in each Building-Level Emergency Response Plan (ERP) as recommended by the NYSED Safe Schools Template. Transportation safety procedures are also in place.

M. Obtaining Advice and Assistance from the Local Government

In the event of an emergency where additional advice, assistance, or assets not readily available to the district are needed, the District Superintendent of Schools will activate the Emergency Operations Group and the District Superintendent’s Cabinet to help provide needed assistance.

N. District Resources Available for Use in an Emergency

The district has identified district-based resources, which may be available during an emergency. These resources are available through the Emergency Operations Group. Each resource is described in the District Resource Section of the Building-Level ERP.

O. Functional Annexes

Functional Annexes focus on the critical operational functions and the courses of action developed to carry them out. To ensure consistency in New York State, schools are provided with standardized definitions and suggested best practice of the following functional annexes:

- Evacuation
- Lockout
- Lockdown
- Shelter in Place
- Hold in Place

These five functional annexes provide a common foundation for response to all emergencies. These annexes are defined in detail in the Building-Level ERPs and quick reference guides. Other annexes available and listed in this section are crime scene management, communications, accounting for all people, continuity of operations and recovery.

P. Crime Scene Management

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remains as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

Actions

Respond

- Ensure your personal safety first, then, if possible, formulate a plan and make mental notes

Evaluate

Evaluate the severity of the situation, call 911 if appropriate.

- Identify involved parties.
- Be aware of weapons, hazards, and potential evidence.
- Do not touch anything unless absolutely necessary to preserve safety.

Secure

- Clear away uninvolved people
- Establish a perimeter that prevents people from entering the potential crime scene.

Protect

- Safeguard the scene – limit and document any people entering the area.
- Do not use phones or bathrooms within the crime scene area.
- Do not eat, drink, or smoke in the crime scene area.

General Procedures

Observe

- Write down your observations as soon as it is safe to do so.
- Record detailed information and do not rely on your memory.
- Notes will aid first responders upon arrival and could be utilized in court.

Notify

- Call 911 if you have not called or the police are not on scene.

Document

- Take note of specific things such as time, date, people at scene, weather, doors open or closed, lights on or off and the position of furniture.
- Be prepared to provide your notes and information to the police.

Q. Emergency Evacuation of Non-Ambulatory Disabled Individuals with Disabilities

Each building principal/director/site supervisor is responsible for identifying non-ambulatory disabled staff or students and listing that information in their building level emergency plan. This includes assigning an area of rescue assistance for such person on floors above or below the level of discharge. Since building level ERPs are provided to local emergency responders, this information will be readily available during an emergency.

R. Accounting for All Persons

The Building-Level ERP has procedures in place to:

- Take attendance and report to the Incident Commander when class relocates inside the building or an evacuation takes place.
- Report to the Incident Commander when a student, staff member, or guest cannot be located.
- Dismiss students if they have been relocated to the building.

S. Family Reunification Plans

During any building evacuation it is important to have a family reunification plan. In general, families should be reunified at each building's evacuation site and will require assigned personnel and plans that should be detailed in each building level emergency response plan.

T. Crises Occurring Outside of Normal School Hours

Due to the many uncertainties about building occupancy during times when school is not in session, it is difficult to prescribe a specific course of action that will remedy any and all crises occurring within that time frame. The building principal/director/site supervisor will notify their immediate supervisor, or the Chief Emergency Officer of the crisis and the appropriate actions will be taken.

U. Procedures for Informing Other Educational Agencies of an Emergency

1. The Chief Emergency Officer/Safety and Security Coordinator will evaluate the impact of an emergency on other educational agencies within the school district.
2. If the impact is evident, the Chief Emergency Officer will inform the contact person at each affected educational agency of the status of the emergency.
3. If contact with other educational agencies cannot be made, the Chief Emergency Officer/Safety and Security Coordinator will contact the appropriate police agency for assistance in communicating information to these educational facilities.
4. If transportation, sheltering and other types of assistance are to be provided to other educational agencies, the Chief Emergency Officer/Safety and Security Coordinator will make arrangements to implement this assistance.

V. Procedures for School Cancellation

When it becomes necessary to close schools and cancel classes, the decision to close will be made at the earliest possible time. As indicated in the emergency closing section of this manual, decisions to close are made after extensive review of conditions and consultation with other agencies, but always with the best interests of our students and staff in mind.

When a decision to close one or more of the district schools/sites(s) is made, this information is immediately transmitted to all local radio and TV stations for broadcast to the general public. The specific procedure is outlined in the emergency closing section of this manual.

W. Procedures for Sheltering Students, Staff, and Visitors

In the event that it becomes necessary to shelter students, staff, visitors, or other individuals, the building principal/director/site supervisor or their Designee will contact the Assistant Superintendent for Instructional Programs or the Chief Emergency Officer/ Safety and Security Coordinator, The Assistant Superintendent for Instructional Programs or the Chief Emergency Officer/Safety and Security Coordinator will notify the District Superintendent. If it becomes apparent that district students will not be able to leave the facility, the school. The principal/director/site supervisor will make arrangements for adequate supervision of the students under their direction and to make provisions for building maintenance (custodial) and food services. It shall be the responsibility of the Chief Emergency Officer/Safety and Security Coordinator to inform appropriate police, Red Cross, and emergency preparedness officials.

General Procedures

The district has also partnered with different local and state agencies to provide shelter to the community during certain disasters or emergencies. The Chief Emergency Officer is the contact for those agencies during the crisis. The Chief Emergency Officer will take appropriate action during such incidents.

X. Continuity of Operations Plan (COOP)

As part of the Continuity of Operations Plan (COOP), Monroe 2–Orleans BOCES will use resources to:

- Identify primary and secondary relocation sites for each building that meet the needs of the school.
- Allow the COOP to be activated at any time and sustain it for up to 30 days.
- Re-establish essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment.
- Ensuring students receive applicable related services in the event of a prolonged closure.
- Protect vital documents and make them available at alternate sites.
- Identify personnel to assist in developing COOP and training them in activating COOP procedures.

Y. Recovery

District Support for Buildings

In addition to support during an emergency, Monroe 2–Orleans BOCES will use all resources at its disposal to support the Emergency Response Teams and the Post-Incident Response Teams in the affected school/site(s) after the incident has been resolved to the point where recovery of normal operations can commence. Additional support includes but is not limited to mental health services, building security and facility restoration.

Disaster Mental Health Services

Monroe 2–Orleans BOCES staff will assist in the coordination of Disaster Mental Health Resources, in support of the Post-Incident Response Teams, in the affected school/site(s). This may take the form of seeking out additional local support or could, if warranted, involve accessing federal and state mental health resources as well.

Review and Debriefing

The involved school/site's Building-Level Emergency Response Team will meet to review the specific incident to determine if the response plan was adhered to and if any improvements are needed to enhance the plan. This review may, depending on the nature and degree of the incident, include input from the Emergency Operations Group and/or representatives of local emergency response agencies. The review and debriefing may include the items summarized in the next section describing the Post-Incident Response Guide.

Post-Incident Response

Building-Level Post-Incident Response Team will have the responsibility of assisting the school/site community and guiding staff and administration in coping with the aftermath of a serious violent incident or emergency. It is likely, however, that these duties and responsibilities will be shared by members of the Trauma, Illness, Grief (TIG) Team, Building-Level Safety Team, Building-Level Emergency Response Teams, and the remainder of the school/site community.

- Convene at the earliest possible time following the crisis for a meeting to help the principal/director/site supervisor prepare a written statement for the staff to be presented at the Emergency Staff Meeting. It may be most prudent to convene on the weekend in some crisis situations to effectively manage communications with staff and parents and to initiate the proper support services as needed.
- Review roles in providing support during the day of the critical incident.
- Attend an end-of-school debriefing meeting for staff. Prepare to offer any support in ways needed.
- Meet with principal/director/site supervisor, following staff debriefing, if possible, to process the day's events and prepare for the next school day
- Meet daily, for as many days as necessary, to process events and decide measures needed to meet the needs of students, staff, family, and community.
- Solicit and encourage feedback from students, staff, family, and community. Feedback will be recorded on the Building-Level ERP feedback form for evaluation purposes.
- Meet after the passage of two to three weeks to evaluate and possibly revise plan based on students, staff, family, and community feedback.

Trauma, Illness, and Grief (TIG) Team

The Monroe 2–Orleans BOCES Trauma, Illness, and Grief (TIG) Team is a group of counselors, psychologists, social workers, nurses and other staff members who have received specialized training in responding to the emotional needs of children, teachers, and other school personnel, which arise from trauma, violence, illness, grief and loss. The TIG team will oversee the initial and on-going training program for all building crisis teams and maintain records. The TIG team is also responsible for coordinating crisis team activities.

Threat And Hazard Planning Guidelines

A. Introduction of Potential Hazards

Schools are exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, exposing students and staff to injury, and causing damage to public or private property.

The threat and hazard specific response section provides unique procedures, roles, and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information.

Threat and hazard specific annexes do not repeat content but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise simple procedures that apply to all hazards.
- The hazard specific annexes present only

hazard-unique information. Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.

- The plan becomes larger and more difficult for users to comprehend.

Each building-level Emergency Response Plan (ERP) is customized to address specific threat and hazard protocols to fit their unique circumstances. Planning, training, drills, and table-top exercises conducted with local emergency and safety officials to assist in the development of effective procedures and protocols. These activities will also help a school evaluate the appropriateness of the procedures in the plan. They assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff, and visitors.

A list of potential hazards that are not all-inclusive is included on the following example page.

Threat and Hazard Type	Examples
Natural Hazards	• Earthquakes • Tornadoes • Lightning • Severe wind • Hurricanes • Floods • Wildfires • Extreme temperatures • Landslides or mudslides • Winter precipitation • Wildlife
Technological Hazards	• Explosions or accidental release of toxins from industrial plants • Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials released from major highways or railroads • Radiological releases from nuclear power stations • Dam failure • Power failure • Water failure
Biological Hazards	• Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>Staphylococcus aureus</i>, and meningitis • Contaminated food outbreaks, including <i>Salmonella</i>, botulism, and <i>E. coli</i>. • Toxic materials present in school laboratories
Adversarial, Incidental, and Human-caused Threats	• Fire • Active shooters • Criminal threats or actions • Gang violence • Bomb threats • Domestic violence and abuse • Suicide

Threat And Hazard Planning Guidelines

B. Planning Assumptions and Limitations

Stating the planning assumptions allows the school to deviate from the plan if certain assumptions prove not to be true during operations. The Monroe 2–Orleans BOCES District-Wide School Safety Plan and individual Building-Level Emergency Response Plans are established under the following assumptions:

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases dissemination of warnings to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.
- A single site incident could occur at any time without warning and the employees of the school affected cannot and should not wait for directions from local response agencies. Action is required immediately to save lives and protect school property.
- There may be a number of injuries varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response can reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents.

Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.

- Actions taken before an incident can stop or reduce incident-related losses.
- Maintaining the Building-Level ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school's readiness to respond to incidents.

C. Initial Response

Building/site personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the principal, or Designee, until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility. Staff will seek guidance and direction from the BOCES and emergency responders. General staff responsibilities are listed in the General Response section of this plan.

Any staff person or faculty in a building that sees or is aware of an emergency shall activate the ERP.

Medical Emergencies and Mental Health

A medical emergency is a result of a minor or major illness or injury to an individual and can be of such severity as to be life threatening or merely causing the victim discomfort or pain. The district does not expect unlicensed staff to provide medical care. The district does expect unlicensed staff to call for emergency assistance (i.e., 911, school nurse) and stay with the victim until help arrives. In each case, the guiding principles are to provide appropriate care until competent medical or parental care is secured. Emergency care is not authorized beyond proper first aid. First aid is treatment that will attempt to protect the life and comfort of the victim until authorized medical treatment is available, or in the case of a student, until the child is placed under the care of the parent or guardian. Staff should use judicious avoidance and standard precautions in managing all emergencies. School nurses follow their standard district policies, procedures and training not listed in this section.

The number of medical emergencies that can develop is potentially endless. Each Building-Level ERP will designate Building-Level Response Teams that may be used to respond to a medical emergency.

The district has also developed policy and procedures for contacting parents, guardians, or persons in a parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide.

Building-Level Emergency Response Plans (ERP)

Introductory Material

Plan Development and Maintenance

Each Monroe 2–Orleans BOCES Building-Level Emergency Response Plan (ERP) will be developed by the Building Emergency Response Team under the direction of the Safety and Security Coordinator. 8 NYCRR Section 155.17 (b) and 155.17 (c)(11) - requires that each school shall have a Building Emergency Response Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate. A Building-Level Response Team and Post-Incident Response Team

will also be appointed. The Building-Level Emergency Response Team is responsible for the overall development, maintenance, and revision of the Building-Level ERP and for coordinating training and exercising the Building-Level ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

Distribution of the Plan

8 NYCRR Section 155.17 (e)(3) mandates that a copy of the ERP and any amendments shall be filed with the appropriate local law enforcement agency and with the New York State Police within thirty days of adoption. This function will be completed by the Safety and Security Coordinator

Send Building Level Safety Plans to:

New York State Police Headquarters
Field Command Attn: Safe Schools NY
1220 Washington Avenue, Building 22
Albany, NY 12226

Or by email to:

info@safeschools.ny.gov

Record of Distribution

Copies of the ERP, including appendices and annexes are recommended to be distributed to your local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the District Superintendent and any other people deemed appropriate by the School Building Safety Team.

Emergency Closings

A. Closing Procedures

The decision to close school is based on the nature of the emergency and the expected impact that the emergency will have on student safety and welfare. Most often, school closings are the result of inclement weather conditions that adversely affect the safety of student walkers and/or bus riders. The district may close all of its schools or only one of its schools, depending upon the specific nature of the emergency. It may also elect a late starting time or an early dismissal, depending on an up-to-the-minute appraisal of the specific situation.

The District Superintendent (or Designee) will make every effort to decide school closings in a timely manner. This will be done after the district has thoroughly evaluated the situation and after consulting with the police, weather bureau, and other district departments. All school closings will be reported to local radio and television stations for broadcast to the general public and posted to the Monroe 2–Orleans BOCES website. An automated phone call will also inform families of emergency closings whenever possible.

Whenever Monroe 2–Orleans BOCES buildings/programs close, all afternoon and evening activities will ordinarily be cancelled.

Parents should instruct their children on where they are to stay when school is closed, or when school is dismissed early. Working parents should make prior arrangements with friends and neighbors for the temporary housing of their children in the event that an emergency arises while they are not at home.

While Monroe 2–Orleans BOCES will make every effort to make decisions that are in the students' best interest, weather, street, and sidewalk conditions can vary. Weather conditions can also change radically within a very short period of time. For these reasons, parents are always the final authority in deciding if their children are to be sent to school during any given emergency when the schools are open.

The communications division is responsible for notifying the appropriate news agency to announce school closings or delays. The list of news agencies notified will be maintained by the communications manager.

B. Early Dismissal Procedures

1. If a building needs to be evacuated to another location:
 - As soon as possible, the building will notify the transportation that there is a possibility that we may have to evacuate the building and transport the students to an alternative location.
 - Transportation will transport students to the building that is designated in the Monroe 2–Orleans BOCES Emergency Response Plan (ERP) unless directed to take the students to a different location by the Incident Commander

2. If there is a potential for an evacuation to send students home the process is as follows:

- As soon as possible, the building will notify the transportation that there is a possibility that the building needs to be evacuated and the BOCES need to transport the students to their home districts.
- Monroe 2–Orleans BOCES will work with component districts to advise them that the students are being sent back to their home districts early so those districts can make proper arrangements.

General Emergency Response Planning

The Monroe 2–Orleans BOCES District-Wide Safety Plan should provide the framework for the Building-Level Emergency Response Plan.

1. School cancellations
2. Early dismissal
3. Evacuation
4. Lockout
5. Lockdown
6. Shelter in Place
7. Hold in Place

1) School Cancellation Procedures:

School Cancellation means that school will not be in session for one or more days due to an actual or impending emergency. In the event that the District Superintendent or Designee cancels school, this decision will be broadcasted on local TV and radio channels. In addition, Monroe 2–Orleans BOCES will utilize multiple means, including automated dialing systems, to alert parents and/or staff.

The District Superintendent shall notify the State Education Department Commissioner as soon as possible whenever the emergency plan or building-level school safety plan is activated and results in the closing of a school building in the district. Such information need not be provided for routine snow emergency days.

2) Early Dismissal Procedures:

Early Dismissal means returning students to their homes or their home school district before the end of the school day. The District Superintendent or Designee makes this decision.

Information on this decision will be distributed to those affected by this matter at that time. Staff will be advised on what their responsibilities are.

Emergency Closings

3) Evacuation Procedures:

Evacuation means the moving of staff and students from their place of work or study to a predetermined location deemed more suitable for their protection. These plans are available in each Building-Level Emergency Response Plan (ERP).

For both early dismissal and evacuation, transportation is provided by the component school districts upon notification from the District Superintendent or the Designee and is coordinated with the key personnel responsible for transportation within the various BOCES programs. Sheltering agreements are contained within the Building-Level ERPs and will be verified annually. Communications with parents are coordinated by the Communications Manager via communiqués to the media and to the home school districts. Parents are also provided with annual written notices to monitor radio broadcasts in emergency situations and potential emergency situations such as severe weather.

Sheltering sites will be included as a part of each Building-Level Emergency Response Plan.

4) Secure Lockout:

Secure Lockout is the response to an actual or potential threat from outside the school building.

An example of such a threat might be an escaped fugitive, custodial interference or a disgruntled employee or spouse. Where the situation warrants, the school faculty, staff, and students are aware of, but not disrupted by such a response being activated. Consequently, the school day continues as normal except for the termination of all outside activities. In some cases, the details of a lockout do not need to be shared with the students to protect the identity of the individuals involved and minimize disruption to the educational process.

Secure Lockout Objectives

- To keep any threat of violence or dangerous incident out of the building
- To promote minimal disruption to the education process when there is a potential or actual incident outside the building.

Secure Lockout Procedures

- Announce “” lockout.” Use plain language to announce the lockout.
- Activate Building-Level Emergency Response Plan (ERP) and implement Incident Command System (ICS) in accordance with safety plan instructions.
- If a building is in lockout because they were notified by police of a local situation, there is no need to call to advise police of the lockout. However, the building should keep the police advised of any change in status to your building.

- If the building is initiating the secure lockout due to a situation or potential incident discovered at the building, they should advise the police of the secure lockout and what is anticipated.
 - Lock all exterior doors and windows.
 - Terminate all outside activities.
 - Entry to the building may be gained only on a case-to-case-basis, and only through a locked and monitored door.
 - Classes continue as normal.
 - A secure lockout is lifted when the external threat is resolved. Notification of such resolution may be through any means appropriate for the respective building.
 - Upon resolution of an incident and termination of the secure lockout, contact police to advise them of such.
- Steps to implement lockout after a possible threat has been identified:

1. In an event of an emergency, the principal, assistant principal, building/program administrator, or his/her Designee will notify all building occupants that lockout has been implemented and will call 911 (unless lockout was initiated by the police)
2. Activate Building-Level Emergency Response Plan (ERP) and implement Incident Command System (ICS) in accordance with safety plan instructions.
3. Have students who are outside immediately return to the building?
4. Assigned staff will lock and secure all exterior doors and entrances.
5. Monitor main entrances and allow only authorized personnel into the building.
6. Call to return to the normal operations will be given by the principal, assistant principal, building/program administrator, or his/her Designee following approval from Monroe 2–Orleans BOCES Administration and local authorities.

5) Lockdown

A lockdown is the response to the worst-case scenario and must be executed with appropriate urgency and seriousness. A building administrator, faculty, or staff member may initiate a lockdown based upon an actual or imminent threat (not including bomb threats) or violent event in or around the building.

Lockdown Objectives

- To minimize injury and death
- To facilitate effective response
- To move as many people as possible to a safe place
- To neutralize the threat

Lockdown Response

- Announce “lockdown.” Do not use codes. Call 911 and report your situation. Consider a lockout for adjacent buildings as well.
- Immediately gather students from hallways into classrooms or offices. This includes common areas and restrooms immediately adjacent to classrooms.

Emergency Closings

- Lock classroom door(s) and have students take a seated position on the floor next to the wall out of view from the door window. Stay out of sight.
- Do not cover windows.
- Leave the window blinds as they are.
- Turn off classroom and/or office lights if possible.
- Document and attend to any injuries as well as possible.
- No one should be allowed to enter or leave a classroom or office under any circumstances.
- Do not answer or communicate through your locked door.
- Do not allow anyone into your secure area.
- Do not answer a classroom telephone.
- Do not respond to a fire alarm unless imminent signs of fire are observed. Doing so could compromise the safety of those already secured.
- Do not talk within the secure area, except only as necessary.
- Do not respond to the intercom, public address system, or other announcements.
- Take attendance including additions. Missing students' last known locations should be noted. Keep this record for when you are released from the lockdown.

Lockdowns will end only when you are physically released from your room by emergency responders or other authorities. Responding law enforcement should have master key to conduct the release. Do not rely on school personnel with keys to be available to assist in the release.

6) Shelter in Place

There are times when it is necessary to move the building/office population to a single or multiple location(s) in the building/office building. This is called a Shelter in Place. In most cases, shelter in place is activated when there is a threat of or actual weather-related incident or a bomb threat.

Shelter in Place Objectives

- To minimize injury or death
- To locate and contain any device or weather damage.
- To facilitate emergency responses
- To establish safe routes and designated areas

Shelter in Place Response

- Announce "Shelter in Place." Instruct everyone to remain where they are and scan their respective area for anything out of the ordinary
- Call 911
- Activate Building-Level Emergency Response Team. Instruct them to scan common areas for anything unusual.
- If no device is found, decide whether to continue school or evacuate. The school district administration may consult with police to make their decision.
- If a device is found, follow "For a Specific Bomb Threat" Procedures

For a Specific Bomb Threat:

- Announce "Shelter in Place"
- Call 911
- Activate Building-Level Emergency Response Team. Instruct them to find an internal location to move the school population to, scan and clear the location and a route to it. Move those in the affected area to the established and cleared location.
- Assist first responders, as necessary.

For a Weather-Related Situation:

- Announce "Shelter in Place" with instructions to go to the hallway or an internal room without windows and sit down on the floor.
- Activate Building-Level Emergency Response Team
- Call 911 for any emergency assistance if needed.

(7) Hold in Place

Hold in Place is a response to medical emergencies or any other incident where hallways would need to be clear.

Hold in Place Objectives:

- To stop movement within the building
- Continuing normal classroom activity

Hold in Place Procedures:

- Announce "hold in place."
- Use clear, concise language to provide directions to the school based on the situation.

Execute Hold in Place

- Students in hallways, bathrooms or other common areas will return to their classroom. If the hold in place is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.
- All available staff members will assist in maintaining order and accounting for students. Remaining in position until further instruction is given or remaining in place compromises safety.

Section III: Response for Specific Emergencies

Responses to specific emergencies are outlined in greater detail in each Building-Level Emergency Response Plan.

A. Threats of Violence

Threats of violence to the school, staff or students are seriously considered. Administration and local authorities will be contacted about all threats. Monroe 2-Orleans BOCES established a Districtwide Threat Assessment Team consisting of members of the Executive Cabinet to include: District Superintendent, Assistant Superintendent – Instruction, Assistant Superintendent – Finance, Director of Exceptional Children, Safety and Security Coordinator, District Threat Management Coordinator, BOCES 2 Legal, Program Administrator of effected Building, Member of Ogden Police, Member of Gates Police, Member of Monroe County Sheriff's Office. The Districtwide Threat Assessment Team will meet periodically to review Threat Assessment investigations that have been identified since the previous meeting. Nothing will preclude the Districtwide Threat Assessment team from meeting in an emergency.

Monroe 2-Orleans BOCES established Building Level Threat Assessment Teams at each of its buildings and programs to address the need to investigate Threat Assessment and Suicide/Self Harm investigations. The Building Level Threat Assessment Teams will consist of Building Administration, Teachers, Security, Counselors, and Social Workers. External Review of investigations will be conducted by Program Administrators and the Safety and Security Coordinator. Monroe 2-Orleans BOCES will be utilizing the CLPS Threat Assessment Platform. CLPS provides video bases and in person training for this platform. The Building Level Threat Assessment Teams will be monthly and review cases and update investigations. Monroe 2-Orleans BOCES will work closely with local Law Enforcement when additional resources are needed.

B. Policies and Procedures for Responding to Implied or Direct Threats by Students, Staff and Visitors

Anyone issuing an implied or direct threat will be reported to the building/program administrator. The building/program administrator will evaluate the seriousness of the threat and refer to the site plan for violent threats.

Consequences for anyone issuing threats of violence may include but not be limited to:

1. Disciplinary action as outlined in the Monroe 2-Orleans BOCES Code of Conduct
2. Referral to counseling
3. Law enforcement involvement
4. Superintendent's hearing and possible suspension for students or State Education Department (SED) sanctions for staff

C. Warning Signs for Students at Risk of Committing School Violence

You can increase your ability to recognize early warning signs by establishing close, caring, and supportive relationships with students so that you know them well enough to note changes in their behavior patterns. Be aware that one of these signs alone may not be an indicator but one sign may lead you to look for more signs. Try to understand violence and aggression within context (culture/family background), avoid stereotypes, view warning signs within a developmental context, and understand that a child may typically exhibit multiple signs.

Early Warning Signs for Students at Risk:

1. Social withdrawal
2. Excessive feelings of isolation and being alone.
3. Excessive feelings of rejection
4. Having been a victim of violence
5. Feelings of being picked on and persecuted
6. Low interest in school/poor academic performance
7. Expression of violence in writings and drawings
8. Uncontrolled anger
9. Impulsive or chronic hitting, intimidating, and bullying.
10. History of discipline problems
11. Past history of violent/aggressive behavior and/or violence toward peers
12. Intolerance for differences/prejudices
13. Drug and/or alcohol use
14. Caregivers have a history of drugs/alcohol involvement.
15. Peer group reinforces antisocial behaviors
16. Learned attitudes accepting aggressive behavior as "normal" and effective in solving problems.
17. High level of violence in the home, neighborhood, or media
18. Poor attendance and numerous school suspensions
19. Affiliation with gangs
20. Difficulty with social skills and poor peer relations
21. Easily influenced by others/tendency to copycat
22. History of parental rejection, inconsistent discipline, and lack of supervision
23. Difficulty controlling impulses and emotions.
24. Inappropriate access to, possession of, and use of firearms
25. Serious threats of violence
26. Poor personal hygiene
27. Cruelty to animals
28. Setting of fires
29. Lack of remorse or empathy other

Imminent Warning Signs:

1. Serious physical fighting with peers or family members
2. Severe destruction of property
3. Severe rage for minor reasons
4. Detailed threats of lethal violence
5. Possession and/use of firearms and other weapons
6. Self-injurious behaviors or suicide threats/expressions of hopelessness

Response for Specific Emergencies

7. Irrational beliefs and ideas
8. Verbal, non-verbal, or written threats or intimidation
9. Fascination with weaponry/bombs and/or violent acts
10. Expression of plans to hurt self or others
11. Externalization of blame
12. Unreciprocated romantic obsession
13. Fear reaction among fellow students or faculty.
14. Drastic changes in belief systems
15. New or increased stress at home or school
16. Inability to take criticism.
17. Feelings of being victimized
18. Intoxication from alcohol or drugs
19. Violence toward inanimate objects
20. Steals or sabotages projects or equipment
21. Lack of concern for the safety of others

If you suspect that one of your students is exhibiting signs or is at risk of violence, contact your supervisor.

Monroe 2–Orleans BOCES has a Threat Assessment Plan in place that may be activated to address related issues.

D. Procedures for Responding to Acts of Violence

1. Student fight

a) Staff responsibilities:

1. If the student fight involves a physical confrontation, the staff member(s) should use their best judgment regarding their own ability to manage the student and proceed accordingly.
2. Call for assistance from the main office or appropriate administrative office.
3. Make verbal contact in a calm, low-toned voice.
4. If the behavior does not cease, shout, “stop” and then lower your voice and encourage students to talk about the issues someplace else.
5. Try to get individuals to a more isolated area so they can calm themselves without losing face or try to get the area emptied of other students so there is a smaller audience and less danger.
6. Do not leave the students alone until they are calmed down.
7. Discuss their behavior and its consequences only after they are calm.
8. Never grab or touch a violent student unless they are causing harm to themselves or others.
9. If students will not disengage, remove other students from the area.
10. If the student refuses to cooperate by rendering the above steps invalid, notify the principal/building program administrator that you need help with a violence problem.
11. Complete and file a referral form.

b) Building/Program Administrator’s responsibilities:

1. Assess the situation and intervene if requested by staff.
2. Send all available staff to the area to demonstrate a show of force.
3. Call 911 if students refuse to cooperate.

4. If necessary, call the District Superintendent’s office who will ensure that the necessary administrators are notified, from among the following:
 - Operations & Maintenance
 - Business/Administration
 - Safety/Security
 - Media Relations
5. Assist police in any way requested.
6. Follow disciplinary action according to the Monroe 2–Orleans BOCES Code of Conduct.
7. File an incident report.

2. Intruders

This would consist of any person entering the school that is not school personnel or a registered student. Staff and faculty should automatically recognize and question the presence of unauthorized people on school grounds.

Directives for all staff:

- Determine whether the person is a legitimate visitor or a threat to school safety.
- Escort all visitors to the office to sign-in
- If a person is suspected of posing a threat:
 - Immediately contact the building/program administrator who will call 911 for the police.
 - Building/program administrator will initiate the school lockdown procedure as outlined by the Monroe 2–Orleans BOCES District-Wide Safety Plan.
 - Do not engage in violent confrontation. Take every other step to ensure your safety and that of students.
 - Identify the person, their location and note if any weapons are visible.
 - Contain the situation and, if possible, remove all innocent people

3. Armed Student/Intruder

In the event of an armed student or intruder, staff responsibilities include initiating lockdown procedure as outlined by the Monroe 2–Orleans BOCES District-Wide Safety Plan.

1. Notify teachers of intruder in the building. and instruct to stay in classrooms and lock doors.
2. If the intruder is in the hall, staff should contact the office by phone.
3. If in the classroom, the teacher should use the phone to request assistance from the office.
4. If shots are fired or other violent behavior occurs, evacuate students to the safest position away from intruder. Otherwise, students should be in the classroom and the classroom doors should be locked to prevent entry by the intruder.

4. Kidnapping/Hostage Taking

This would be a person taken and held, against their will, by means of physical force or threat of harm and held by an individual until certain conditions are met. A hostage situation must be carefully surveyed and evaluated. The safety of the hostage(s), faculty, and police is the most important consideration in any hostage situation. Trained negotiators know that the more time that is gained, the more likely it is the situation will be concluded without violence.

Response for Specific Emergencies

- Initiate Lockdown
- Identify the hostage taker, location, and any weapons.
- Contain the situation and, if possible, remove all innocent people
- Let the professionals negotiate.

If you are taken hostage:

- Do not force the issue physically or mentally, keep a distance; do not make quick moves.
- Change your mindset from one of the authorities to a hostage.
- Stay calm.
- Do not become a spokesperson for the system.
- Do not defend the system/school.
- Do not negotiate, dictate, confront, antagonize, defend, or plead.
- Make yourself human. For example, talk about your wife, husband, children, etc. If you are seen as a human being and less like a stranger the potential for injury decreases
- Carefully evaluate an escape plan. Any escape does have the potential to cause injury to you and others.

5. Severe Weather

When a severe weather warning is received, staff will be notified to escort students to safe areas in their respective buildings. Blinds will be closed to minimize flying glass. Duck and cover or sheltering under desks will be implemented if necessary.

6. Civil Disturbance

Civil disturbances can include riots, sit-ins, racial conflicts, and long altercations. Contact the building/program administrator providing location of disturbance, what is taking place, number of people involved and intentions of the group if known. The building/program administrator will contact the District Superintendent and police if assistance is needed. The building/program administrator will notify staff.

The staff will move students away from areas where violent confrontations may occur. The building/program administrator will isolate problematic individuals (police assistance may be necessary). Schools should not be dismissed unless it can be achieved without risk to students and staff.

The District Superintendent will follow up with police, community leaders and other appropriate parties for opening school the next day. The building/program administrator will update staff before school begins. Counselors may also need to be called in and be available the following day. The Monroe 2–Orleans BOCES Crisis Intervention Team has a developed plan to enact in accordance with individual building administrative team.

7. Student Transportation Incident

The district school bus driver should contact his/her transportation director/supervisor immediately with any type of school transportation accident.

The driver will ensure children are out of danger and then through the building/program administrator's office, request assistance for ambulances, fire, or another vehicle to transport students. School districts will notify Monroe 2–Orleans BOCES when an accident has occurred.

The transportation director/supervisor will notify the district office of the incident and then drive out to an accident scene. The district office will contact the Building/Program Administrator. The transportation director/supervisor will update the district administration on a frequent basis. If the students need to be transported to the hospital, the District Superintendent will assign a Designee to go to the hospital to be on-site. A collaborative decision by the component district and Monroe 2–Orleans BOCES will be made regarding parent notification of children who are injured or will be late in arriving home.

8. Gas Leak Procedure

If there is a suspected or confirmed gas leak in the school/site notify the building/program administrator immediately. The building/program administrator should call 911 and announce evacuation away from the affected area. Do not use the fire alarm to activate evacuation if you have a bell type alarm.

Teachers should evacuate to designated areas and account for students, then maintain supervision.

The building/program administrator will determine if and when evacuation is complete. The building/program administrator should then check with teachers for unaccounted children and notify the Safety and Security Coordinator. The Safety and Security Coordinator should then notify the Emergency Response Team and set up a command post.

The director of operations and maintenance will have staff turn off gas/HVAC systems as appropriate, determine the source of leak and establish a repair plan. The director of operation and maintenance will also notify the Safety and Security Coordinator of the plan.

Nurses should be prepared to provide emergency first aid measures at the location where students are gathered. Bus drivers should be activated to standby status in case re-entry to the building is not possible.

9. Bomb Threat

All bomb threats will be reported to the building/program administrator immediately. When a bomb threat is received via telephone the recipient will record information on the telephone threat checklist if possible.

A bomb threat may also be initiated by other methods of communication. The building/program administrator will initiate the appropriate threat response.

10. Chemical Spill

For chemical spills inside the building, staff members will keep students away from the spill and notify the building/program administrator immediately. Building evacuation and the assistance of outside agencies may be necessary depending on the nature of the spill.

Response for Specific Emergencies

For hazardous chemical spills outside, students will be sheltered inside, and air intakes will be shut off and sealed if necessary. The assistance of outside agencies may be required depending on the nature of the spill.

11. Fire/Explosion

Any staff or student, who sees smoke or fire, is directed to pull the fire alarm to evacuate the building. The building/program administrator will notify 911 to ensure the alarm was received. Staff will assist students from the building following drill procedures, take attendance, and supervise students until the emergency is over. The fire department will determine if and when the building is safe for re-entry.

12. Biological Threat

If a biological threat is received via telephone, the recipient will record information of the threat and submit it to the building/program administrator.

If a letter or package is received which threatens a biological exposure the recipient will:

1. Immediately reclose the letter or package, cover it with a box or larger envelope and avoid further contact.
2. Immediately prevent people from leaving or entering the room.
3. Notify building/program administrator outside of exposure area.
4. Avoid touching face or mucus membranes until they can thoroughly wash with soap and water.
5. Reduce air movement (shut off fans, close windows).
6. The Building/Program Administrator will then call 911 for assistance and follow the directions regarding the movement of students and staff.

13. Radiological Threat

Upon being notified of a problem, inform the building/program administrator who will inform the District Superintendent of the incident. The District Superintendent, or Designee will contact the county coordinator.

The building/program administrator will notify staff and follow procedures as advised by the county coordinator. Procedures will most likely be shelter in place or early dismissal. Schools within ten miles need to coordinate with the potential source.

14. Epidemic

The problem needs to be identified and brought to the attention of the school nurse, building/program administrator, District Superintendent, and public health officials. The public health officials and the District Superintendent will provide recommendations for the school to follow. The District Superintendent will provide information to the media regarding the present actions of the districts. (The Monroe 2-Orleans BOCES Pandemic Plan is part of each building's emergency response plan.)

15. Mental Health Warning Signs

Symptoms of mental health disorders vary depending on the type and severity of the condition. Many times, changes and concerns can be addressed simply by contacting the family and asking if they follow up with a health care provider. At times, however, symptoms may be more severe and pose a mental health emergency. Possible signs that someone is having a mental health emergency are as follows:

1. Confused thinking or change in typical style of interacting.
2. Increased anger and/or mood swings
3. High emotionality and/or inability to cope in the moment.
4. Behaving recklessly in a manner that poses a risk to self or others.
5. Expressing feelings of worthlessness or hopelessness
6. Making statements or gestures indicating that s/he wishes to harm self or die.
7. Making statements or gestures threatening to harm others
8. Questionable influence of drug or alcohol use affecting current behavior.

If a person is demonstrating any of the aforementioned signs of a mental health emergency, they should be taken seriously, and immediate action should be taken. Building Administrator Supervisor should be notified, and a Risk Threat Assessment Plan may be activated.

Possible actions include:

- A. Call Security/911 if an immediate threat to student/staff safety is present.
 - Arrest and/or mental hygiene arrest may be warranted
- B. Isolate individuals as much as possible and maintain supervision at all times.
- C. Contact parent/guardian for student removal with recommendation to seek assessment and treatment, either through pediatrician, community-based mental health provider, Mobile Crisis team, and/or visit to Emergency Room if suicidal ideation or safety concern is present. **Parent or guardian must be contacted in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide.**
- D. If students can be maintained on school grounds, consider contacting Mobile Crisis team (via Lifeline at (585) 275-5151) – note, family is charged a co-pay/fee when this is used on behalf of a student.

Public Health Emergency Continuation of Operations Plan

Declaration

This plan has been developed in accordance with the amended. New York State Labor Law section 27- c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable.

This plan has been developed with the input of Monroe 2 Orleans BOCES United Professionals Association, Monroe 2-Orleans BOCES Administrative Supervisory Association, Monroe 2-Orleans BOCES Teacher Aides and Student Behavioral Assistants Association, and United Public Service Employees Union, Operations, Maintenance and Security Bargaining Unit, as required by the amended New York State Labor Law.

No content of this plan is intended to impede, infringe, diminish, or impair the rights of us or our valued employees under any law, rule, regulation, or collectively negotiated agreement, or the rights and benefits which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

Public Health Emergency Continuation of Operations Plan

Purpose, Scope, Situation Overview, and Assumptions

Purpose

On September 7, 2020, Governor Cuomo signed into law Chapter 168 of the Laws of 2020 that requires public employers, including public school districts, to adopt a continuation of operations plan in the event that the governor declares a public health emergency involving communicable disease. The legislation (S.8617-B/A.10832) amends subdivision 2 of section 2801-a of New York Education Law to require that District Safety Plans include protocols for responding to a declared public health emergency involving a communicable disease that are “substantially consistent” with the provisions of section 27-c of the Labor Law.

This plan addresses the seven components necessary to ensure continuity of operations in the event the governor declares a public health emergency involving a communicable disease. Much of its content reflects procedures and protocols currently in place to address the COVID- 19 Pandemic taken from the Monroe 2-Orleans BOCES Re-Opening Plan, Pandemic Plan and District-Wide School Safety Plan. Depending on the specific circumstances of a future emergency, adjustments to the plan may be necessary to address the emergency at hand.

Scope

This plan was developed exclusively for and is applicable to the Monroe 2-Orleans BOCES. This plan is pertinent to a declared public health emergency in the State of New York which may impact our operations; and it is in the interest of the safety of our employees, students, visitors and contractors, and the continuity of our operations that we have promulgated this plan.

Situation Overview

On March 11, 2020, the World Health Organization declared a pandemic for the novel coronavirus which causes the COVID-19 severe acute respiratory syndrome. This plan has been developed in accordance with amended laws to support continued resilience for a continuation of the spread of this disease or for other infectious diseases which may emerge and cause a declaration of a public health emergency.

The health and safety of our employees and contractors is crucial to maintaining our mission essential operations. We encourage all employees and contractors to use CDC Guidance for Keeping Workplaces, Schools, Homes, and Commercial Establishments Safe. The fundamentals of reducing the spread of infection include:

- Washing hands with soap and water or use of hand sanitizer frequently, including:
 - After using the restroom
 - After returning from a public outing
 - After touching/disposing of garbage
 - After using public computers, touching public tables, and countertops, etc.
- Practicing social distancing whenever possible

- Wearing a mask or acceptable face covering at all times when social distancing cannot be maintained.
- If you are feeling ill or have a fever, notify your supervisor immediately and go home.
- If you start to experience coughing or sneezing, step away from people and cough or sneeze into the crook of your arm or a tissue; the latter of which should be disposed of immediately.
- Other guidance may be published by the CDC, the State Department of Health, or County health officials.

Planning Assumptions

This plan was developed based on information, best practices, and guidance available as of the date of publication. The plan was developed to largely reflect the circumstances of the current Coronavirus pandemic but may also be applicable to other infectious disease outbreaks. The primary assumption of this plan is that there will be a minimum of employees present to keep necessary operations functioning. Therefore, the term essential employees refer to those employees that have to be physically present to perform the necessary function. This would be similar to the conditions that existed in March - May 2020. The following assumptions have been made in the development of this plan:

- The health and safety of our students, employees and contractors, and their families, is of utmost importance.
- The circumstances of a public health emergency may directly impact on our own operations.
- Impacts of a public health emergency will take time for us.
- to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety.
- The public and our constituency expects us to maintain a level of mission essential operations.
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them.
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in delays in procurement.
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services.
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the governor.

Public Health Emergency Continuation of Operations Plan

Concept of Operations

The District Superintendent of the Monroe 2- Orleans BOCES, their Designee, or their successor holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the District Superintendent.

Upon the determination of implementing this plan, all employees and contractors of Monroe 2-Orleans BOCES shall be notified by email with a link to the plan which will be housed on the Monroe 2-Orleans BOCES Employee Portal. All local law enforcement agencies and fire departments that are within the towns where BOCES programs are located will be notified of pertinent operational changes by way of email by the Safety & Security Coordinator. Other interested parties, such as vendors, will be notified by phone and/or email, as necessary. The District Superintendent or their Designee will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The District Superintendent of the Monroe 2- Orleans BOCES, their Designee, or their successor will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes, as necessary.

Mission Essential Functions

When confronting events that disrupt normal operations, Monroe 2-Orleans BOCES are committed to ensuring that essential functions will be continued even under the most challenging circumstances.

Essential functions are those functions that enable an organization to:

1. Maintain the safety of employees, contractors, and our constituency
2. Provide vital services
3. Provide services required by law
4. Sustain quality operations
5. Uphold the mission and vision and values of Monroe 2-Orleans BOCES

The Monroe 2-Orleans BOCES identified as critical only those priority functions that are required or are necessary to provide vital services. During activation of this plan, all other activities may be suspended to enable the organization to concentrate on providing the critical functions and building the internal capabilities necessary to increase and eventually restore operations. Appropriate communications with employees, contractors, our constituents, and other stakeholders will be an ongoing priority.

Emergency Remote Instruction Plan

In accordance with amendment §175.5(e) of the Commissioner's Regulations, Monroe 2-Orleans BOCES has established an Emergency Remote Instruction Plan. Monroe 2-Orleans BOCES is committed to providing equitable learning opportunities for all students. Due to the variety of instructional programs within the Monroe 2-Orleans BOCES, remote instruction will take different forms for each department and classroom depending on the course of study and individual student needs. For students who do not have home internet access, programs/classrooms will work directly with families to determine the most appropriate solution to ensure that student learning continues with as little disruption as possible.

All plans will be made available through the Monroe 2-Orleans BOCES website.

Public Health Emergency Continuation of Operations Plan

ESSENTIAL FUNCTIONS - POSITIONS/TITLES	JUSTIFICATION
District Superintendent Administrative Assistant	Overall responsibility for operations throughout the entire organization
Assistant Superintendent for Finance and Operations Administrative Assistant Treasurer Internal Claims Auditor Accounts Payable Clerks Workers Comp Claims Processors Billing Specialist Clerk Purchasing Agent Assistant Purchasing Agent Purchasing Clerks	Responsible for all business operations
Assistant Superintendent for Human Resources Administrative Assistant Payroll Supervisor Payroll Clerk Clerical support, as needed	Responsible for all human resources functions
Assistant Superintendent for Instructional Programs Administrative Assistant Principal Career and Technical Education Director of Department of Exceptional Children, Director of Workforce Development Principal Westside Academy	Responsible for operation of all remote instructional programs
Assistant Superintendent for Curriculum, Instruction & Professional Development Administrative Assistant Director of BOCES 4 Science	Responsible for all curriculum, instruction, and professional development activities
Safety and Security Coordinator Senior Security Worker Security Workers	Responsible for safety and security at all BOCES locations
Director of Operations & Maintenance Operations & Maintenance Manager Cleaners Mechanics Groundskeeper	Responsible for maintenance and cleaning and disinfecting of all facilities
Assistant Superintendent for Accountability, Technology and Regional Services Administrative Assistant Communication & Technology Services Supervising Manager Microcomputer Maintenance Technicians Senior Systems Administrator Communications Group Manager	Responsible for all communications and technology operations
Occupational Health Nurse	Ensure all health and safety protocols are up to date and adhered to

Public Health Emergency Continuation of Operations Plan

Reducing Risk Through Remote Work and Staggered Shifts

Through assigning certain staff to work remotely and by staggering work shifts, we can decrease crowding and density at work sites and on public transportation.

Remote Work Protocols

Working remotely will be enabled to the greatest extent possible, should the District Superintendent or State order a reduction of on-site, in-person work. Working remotely requires:

- Communication of implementation to the employees and contractors
- Approval and assignment of remote work
- by employee's Cabinet-level supervisor
- Notification of expectations to contractors
- by contractor's administrator
- Ability for remote work may include expectations of:
 - Internet access
 - Devices capable of receiving and sending digital information, files, video, voice communication.
 - Access to the Monroe 2-Orleans BOCES secure network
 - Access to the software and databases necessary to perform work functions.
 - Work phone lines forwarded to off-site staff.

Staggered Shifts

Staggering work shifts may be implemented to reduce crowding, or to adhere to NYS Department of Health guidelines. Employees or contractors performing duties which are necessary to be accomplished on-site may be asked to work outside of normally assigned shifts or core business hours. The protocol for staggering shifts and/or reducing contact hours requires:

- Communication of implementation to the employees and contractors
- Approval and assignment of on-site and/or remote work schedules by employee's supervisor
- Notification of expectations to contractors by contractor's administrator

Personal Protective Equipment

The use of personal protective equipment (PPE) to reduce the spread of infectious disease is important to support the health and safety of our employees and contractors. PPE needed may include:

- Masks
- Face shields
- Gloves
- Disposable gowns and aprons

It should be noted that while cleaning supplies are not PPE, there is a related need for cleaning supplies used to disinfect surfaces, as well as hand soap and hand sanitizer. Pandemics have demonstrated that supply chains are not always able to keep up with the increased demand for these products.

To that end, we are including these types of supplies in this section as they are critical to protecting the health and safety of our staff and contractors.

The Director of Operations and Maintenance (O&M) will be responsible for ensuring that proper PPE is available at all buildings for required applications by essential personnel. One means of accomplishing this is by participating in a Cooperative Bid for PPE. This Bid provides a comprehensive list of suppliers and products used for maintaining staff safety, and disinfecting and sanitization protocols.

The O&M Department will keep a monthly inventory of PPE with the goal of maintaining a six-month supply of PPE, while ensuring an extra supply is available for essential personnel, including O&M staff. The inventory listing will be kept in the O&M office. Surplus PPE will be appropriately stored in a dry, secure location(s).

PPE will be distributed through the generation of an O&M work order. PPE will be pulled from current inventory, packaged, and delivered by O&M staff within 24 hours. Emergency orders should be noted and will be completed as received.

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

Staff exposures are organized under several categories based upon the type of exposure and presence of symptoms. Following CDC guidelines, we have established the following protocols:

1. Daily Screening

BOCES 2 employees will be required to complete a daily health screening before coming to work each day, via email link. The health screening form can also be accessed at www.monroe2boces.org.

If, after performing the screening, the employee is exhibiting any of the symptoms or answers yes to the screening questions, the employee will:

- Stay home from work.
- Report their absence to their supervisor; and
- Contact his/her health care provider for further guidance.

All contractors and visitors to BOCES 2 buildings and facilities will be required to complete the health screening prior to entering the building. Signage indicating requirements of the self-assessment are posted on the entrance to every BOCES 2 building.

2. If Employee Becomes Ill at Work

BOCES 2 requires employees, visitors, or contractors with an elevated temperature of 100 degrees or higher and/or other symptoms of the communicable disease to immediately notify their supervisor and exit the building. Employees, visitors, and contractors should contact their healthcare provider as soon as possible.

Symptomatic individuals will not be permitted to return to work until they are symptom free and cleared up by their primary care provider and/or the local Department of Health, if required. Documentation must be provided to the Human Resources Office.

Public Health Emergency Continuation of Operations Plan

We recognize there may be nuances or complexities associated with potential exposures, close contacts, symptomatic people, and those testing positive. We will follow CDC/Department of Health recommendations and requirements and coordinate with our local public health office for additional guidance and support as needed.

Cleaning and Disinfecting

Once the symptomatic person leaves a building, the supervisor will immediately notify O&M so the area(s) that the person was in can be thoroughly deep cleaned and disinfected according to the following deep cleaning protocol.

- To minimize exposure, cleaners will be provided with 3-ply surgical masks, gloves, aprons, and face shields.
- O&M will follow Normal Cleaning Procedures using Virex II 256 (disinfectant and cleaner) and
- Cleaners will utilize portable disinfecting misters containing Diversey Oxivir (EPA & CDC approved disinfectant and cleaner) and mist the room where employee, visitor or contractor has been.

All cleaning and disinfection practices are based on doing the following:

- Where disinfectants are used, products should be registered with EPA and the NYS Department of Environmental Conservation (DEC).
- Cleaning and disinfection logs will be maintained in the O&M office that include the date, time, and scope of cleaning and disinfection

Employee and Contractor Leave

In a public health emergency, employees of Monroe 2-Orleans BOCES may need leave time to receive testing, treatment, isolation, or quarantine. Employees may avail themselves of available leave as provided for in their collective bargaining agreement or benefit handbook. In addition, employees will be covered by any leave provided under federal and New York State law.

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of Monroe 2-Orleans BOCES, and as such are not provided with paid leave time by Monroe 2-Orleans BOCES, unless required by law.

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document work hours and locations of each employee, visitor, and contractor to support contact tracing efforts. Identification of locations shall include on-site work and off-site visits. This information may be used by Monroe 2-Orleans BOCES to support contact tracing within the organization and may be shared with local public health officials.

Contact tracing is a public health function performed by local public health departments to trace all persons who have had contact with a confirmed case of a communicable disease. This allows public health officials to put in place isolation or other measures to limit the spread of the disease. Monroe 2-Orleans BOCES will fully cooperate with all contract tracing efforts as directed by the local health department.

Monroe 2-Orleans BOCES has developed a plan to assist in contact tracing efforts in accordance with the protocols, training, and tools provided through New York State and will modify if necessary, depending on the circumstances of the public health emergency.

Monroe 2-Orleans BOCES will assist with contact tracing by:

- Keeping accurate attendance records of all employees, visitors, and contractors
- Requiring all employees, visitors, and contractors to sign an entry log which includes date and entry time, exit time and if visitors or contractors, which rooms in the building they visited
- Assisting in any way possible in tracing all contacts of the individual in accordance with the protocol, training, and tools provided through the NYS Contact Tracing Program

The local health department will take the lead on isolation/quarantine and release orders and provide recommendations to Monroe 2-Orleans BOCES regarding action plans in response to the communicable disease.

Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to have essential employees lodged in such a manner which will help prevent the spread of the subject communicable disease to protect these employees from potential exposures, thus helping to ensure their health and safety and the continuity of Monroe 2-Orleans BOCES essential operations. If emergency housing is needed, BOCES 2 will lodge essential employees at a local hotel.

District Resources Inventory

Identification of district resources which may be available for use during an emergency, including the list of personnel and other resources.

A. Heavy Equipment Inventory/Vehicle Inventory

- a) 1990 TCM Fork Truck FG20
- b) 2003 Chevy Dump Truck
- c) 2003 John Deere 450H Bulldozer
- d) 2004 John Deere 80C Excavator
- e) 2004 Sky Jack Electric Lift #3219
- f) 2009 John Deere Mower Z840 Pro 60"
- g) 2011 Ford F750 Dump Truck
- h) 2013 Kubota Tractor
- i) 2015 CAT Caterpillar Loader
- j) 2016 Bobcat S630 Skid Steer
- k) 2016 Case 621F Front End Wheel Loader
- l) 2017 Case 580SN Backhoe
- m) 2018 Bobcat E42 Mini Excavator
- n) 2018 Kubota Tractor
- o) 2019 CAT D3 Bulldozer
- p) 2019 John Deere Gator HVAC
- q) 2019 Toyota Forklift

B. Fuel Inventory

Four Tanks:

Two 500-Gallon Stationary Tanks - Diesel are located on the southeast side of Monroe 2-Orleans BOCES Big Ridge Road Campus

Two 500 95-Gallon Mobile Skid Tanks - Diesel are located on the southwest side of Monroe 2-Orleans BOCES Campus and are mobile.

C. Dining Room Capacities/Inventory Summary

The WEMOCO dining room stocks a sufficient supply to provide rations to all staff and campus students for a period of 24 hours.

Health and Safety Team

Monroe 2–Orleans BOCES has created a District-Wide Health and Safety Team consisting of, but not limited to:

Site	Committee Membership
BOCES 4 Science (773 Elmgrove Road).....	Steve Montemarano
Center for Workforce Development (CWD) (3589 Big Ridge Road).....	Shawna Gareau-Kurtz
Communication and Technology Services (CaTS) & Monroe-Orleans Accountability, Assessment and Reporting Services (MAARS) (3625 Buffalo Road).....	Ray Miller
Curriculum Materials Center (CMC) (35 Turner Drive).....	Mattie Narowski
Educational Services Center (ESC)	Thomas Schulte Karen Brown Marijo Pearson Steve Roland
Mental Health.....	Maria Tantillo
Operations & Maintenance (WEMOCO)	Travis Sleight
Paul Road Transition	Suzanne Maxim
Ridgecrest Academy	Robert Nells
Rochester Tech Park (Exceptional Children, Support Services, School Health Services)	Kerry Macko Suzanne Maxim Barbara Swanson
Safety and Security	Douglas Comanzo
Transition Class (Village Plaza).....	Suzanne Maxim
WEMOCO Career & Technical Education Center	David Thering
Westside Academy (3555 Buffalo Road)	Edward Mongold
Westview Building (3635 Buffalo Road)	Robert Nells

2025-2026 BOCES Board

John Abbott
Christa Bowling
Kathleen Dillon
Dennis Laba
Gerald Maar
Michael May
Stephanie Merkley
Jim Musshafen
R. Charles Phillips

District Superintendent

Thomas K. Putnam, Ed. D.

Chief Emergency Officer

Douglas Comanzo



10. New Business

1. First Reading Policy Series 1000 and 2000

1000 SERIES POLICY REVIEW CHART

(Italics means added in, strikethrough means to take out.)

"Review" means no substantive changes.

<i>POLICY NUMBER</i>	<i>RATIONALE</i>
1001 Definitions	New Policy
1110 Organization and Authority	Changes made for clarity.
1210 Qualifications of Board Members	Updated legal citations.
1220 Nomination and Election of Board Members	Changes made for clarity; new language on student board member added.
1230 Vacancies on the Board	Changes made for clarity.
1310 Powers and Duties of The Board Members	Updated title for consistency with other policy titles. Other changes made for clarity.
1311 Duties of the Board President	Updated title for consistency with other policy titles. Other changes made for clarity.
1312 Duties of the Board Vice President	Updated title for consistency with other policies and clarity.
1313 Duties of the Clerk of the Board	Updated for clarity and to reflect current practices. Reviewed by Kelly Mutschler - no suggested changes.
1314 Duties of the Treasurer	Changes made for clarity and changed "BOCES" to "Board" Reviewed by Jennifer Talbot - no suggested changes.

1000 SERIES POLICY REVIEW CHART

(Italics means added in, strikethrough means to take out.)

"Review" means no substantive changes.

POLICY NUMBER	RATIONALE
1314.1 Duties of the Assistant Treasurer	Reviewed by Jennifer Talbot - no suggested changes.
1315 Duties of the Internal Claims Auditor	Changes made for clarity. Reviewed by Jennifer Talbot - no suggested changes.
1315.1 Duties of the External Independent Auditor	Change made for accuracy.
1315.2 Audit Committee	POLICY NOT INCLUDED. DO NOT REVIEW. Policy is part of the Annual Policies which were previously reviewed at the May 14, 2025 Board meeting.
1316 Duties of the School Attorney	Changes made for accuracy.
1317 Duties of the Purchasing Agent	Changes made for clarity. Reviewed by Wendy Vergamini - no suggested changes.
1318 Records Officers	Title changed for accuracy. Updated policy for clarity/accuracy. Reviewed by Kelly Mutschler - no suggested changes.
1320 Board Policy Making and Adoption	Updated title for accuracy. Changes made for accuracy. Included language from policies 1410 and 1420 to create one cohesive policy.
1330 Board-District Superintendent Relationship	Review
1410 Formulation and Adoption of Policy	Delete Language placed in Policy 1320 to create one cohesive policy.

1000 SERIES POLICY REVIEW CHART

(Italics means added in, strikethrough means to take out.)

"Review" means no substantive changes.

<i>POLICY NUMBER</i>	<i>RATIONALE</i>
1420 Execution of Policy: Administrative Regulations	Delete Language placed in Policy 1320 to create one cohesive policy.
1431 Regular Meetings of the Board of Cooperative Educational Services	Removed "BOCES" on page 1.
1432 Order of Business at Board Meetings	Review
1433 Executive Sessions of the Board	Review
1434 Quorum	Review
1435 Minutes	Changes made for accuracy.
1436 Special Meetings of the Board and Work Sessions	Title changed for clarity. Updated policy for accuracy.
1437 Annual Meeting	POLICY NOT INCLUDED. DO NOT REVIEW. Policy is part of the Annual Policies which were previously reviewed at the May 14, 2025 Board meeting.
1438 Annual Reorganizational Meeting	Title changed for clarity. Updated policy for accuracy.
1440 Non-Discrimination	Review

1000 SERIES POLICY REVIEW CHART

(Italics means added in, strikethrough means to take out.)

"Review" means no substantive changes.

<i>POLICY NUMBER</i>	<i>RATIONALE</i>
1510 Use of Parliamentary Procedure	Review
1520 Professional Development for Board Members	POLICY NOT INCLUDED. DO NOT REVIEW. Policy is part of the Annual Policies which were previously reviewed at the May 14, 2025 Board meeting.
1530 Membership in Associations	Review
1550 Orienting New Board Members	Changed wording for clarity.
1560 Compensation and Expenses	Review
1570 Board Committees	Review
1571 Advisory Committees	Review

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy #1001 – DEFINITIONS

Unless otherwise specified, these definitions apply to all policies and regulations.

1. The reference to District Superintendent includes District Superintendent/designee (except Policy 1330).
2. The reference to Building/Program Administrator includes a designee.
3. The reference to Building/Program Administrator is synonymous with Building/Program Supervisor.
4. The reference to Parent includes the natural parent, legal guardian or otherwise the current custodian of the student.
5. The reference to Board President, Vice President, Clerk of the Board, Purchasing Agent, Treasurer, Internal Claims Auditor, includes the designee.
6. The reference to the Board refers to the BOCES as a municipal corporate body.
7. The reference to BOCES means the organization as an entity.

Adopted: _____ 2025

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy #1110 – ORGANIZATION AND AUTHORITY

The Board of Cooperative Educational Services for the Second Supervisory District of Monroe and Orleans Counties, New York is a *municipal* corporate body and derives its powers and duties from the *state laws* of New York. The basic mission of the Board of Cooperative Educational Services is: to benefit the people of ~~our~~ *the* area by enhancing the quality of education and training through shared resources.

General Responsibilities of Board Members

The Board acts as a corporate body. All authority rests with the Board as a whole and not with any individual member or any group of members on any committee. Committee members may act on an individual basis only when specifically delegated with the authority by the Board. The Board has the final responsibility for whatever takes place in the BOCES system. For that reason, all final policy decisions are placed in the hands of the Board.

Organization/Term of Office

The Board shall be made up of nine (9) members elected to represent the component districts within the BOCES. Although representatives are elected from those districts, they really represent all the students of the Supervisory District.

Excepting provision for a period of transition, each Board member serves for a period of three years, unless appointed or elected in a special election to serve out the term of office of a Board member who has resigned or is in some other way unable to complete the balance of the term of office and in that case an appointed Board member serves only until the next Annual Election.

Adopted: 7/13/99
Revised: 3/19/08
Revised: 9/15/10
Revised: 8/21/2013
Reviewed: 8/17/2016
Reviewed: 9/18/2019
Reviewed: 8/17/2022

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy #1210 – QUALIFICATIONS OF BOARD MEMBERS

Any eligible voter who resides within the boundaries of a component school district may be elected to the Board. A candidate need not be a member of a board of education of a component district. A candidate must be eligible to hold office in a component district. Employees of any of the BOCES component school districts, or employees of the BOCES, are ineligible for election to the Board.

No more than one Board member may reside in a given component district unless otherwise permitted in accordance with law. No more than one member of a family shall be a member of the Board. Family is defined as living in the same household as the Board member.

Educational Law Sections 1950(2-a) and 2103. Appeal of Todd, Decision No. 10,129 (1979);~~19 (EDR 277; 42 EDR 278)~~ Appeal of Reynolds, Decision No. 14, 853 (2003).

Adopted: 7/13/99
Revised: 3/19/08
Revised: 9/15/10
Revised: 8/21/2013
Reviewed: 8/17/2016
Revised: 9/18/2019
Reviewed: 8/17/2022

Monroe 2-Orleans BOCES Policy**Series 1000 – By-Laws****Policy #1220 – NOMINATION AND ELECTION OF BOARD MEMBERS**

The component boards *of education* shall be notified by February 1st of each year of vacancies on the Board to be filled at the Annual Election.

Nominations will occur by resolution ~~of the board of education~~ of one or more component school districts *boards of education* and shall be transmitted in writing to the Clerk of the **BOCES Board** at least thirty (30) days prior to the date designated by the President of the Board for the election.

Election of the Board members will occur on a date selected by the President of the Board that is on or after April sixteenth and on or before April thirtieth. No component district may have more than one member on the Board. It shall be the duty of the BOCES to encourage candidates from components not currently represented on the Board. The ballot will be prepared by the Clerk of the Board and mailed to each component district no later than fourteen (14) days prior to the date designated as the day of the election by the President of the Board.

Each component district is entitled to cast one vote for each vacant Board position. A component board may not cast more than one vote for any individual candidate.

The candidates receiving a plurality of the votes cast are elected. Any tie vote will be broken by a runoff to be held within twenty (20) days of the initial vote.

Prior to each school year the Board will designate no less than one high school aged student annually as an ex officio member to serve on the board. The high school student(s) will serve a one-year term for the school year ending on June 30. The high school student(s) must have been enrolled in the high school for at least one (1) year to be eligible to be an ex officio student member. The ex officio student member will be excluded from meetings closed to the public (i.e. including but not limited to executive sessions). The ex officio student member may not vote on any matter before the Board, is not privy to confidential information, and will not receive a board packet. The ex officio student member is held to the same conduct as board members and may be removed if the member displays willful violations, neglect of duty, disobeys a state order, or engages in behavior compromising the reputation of BOCES.

The ex officio student member will be chosen by the home school district Superintendent from a list of suggested student names provided by the high school principal. The home school district will submit one student name to BOCES. The student member will then be chosen by using a random lottery system. The school district of the current ex officio student member will be excluded from the lottery.

The ex officio student member is not an elected board member or an employee of the BOCES. As a result, the indemnification laws do not apply, however, the Board will seek to have the student's name removed from any litigation initiated against the Board as a whole.

Education Law Section 1950(2-c)(a)

Monroe 2-Orleans BOCES Policy

Series 1000 – By-Laws

Policy #1220 – NOMINATION AND ELECTION OF BOARD MEMBERS

Policy References:

Board members are elected for terms as indicated in Policy #1110 -- Organization and Authority.

Adopted: 7/13/99

Revised: 9/15/10

Revised: 8/21/2013

Reviewed: 8/17/2016

Revised: 9/18/2019

Reviewed: 8/17/2022

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy #1230 – VACANCIES ON THE BOARD

~~Should a vacancy in the membership of the Board occur (as, for example, through the death, resignation, or removal from office of a member, or under such other circumstances in which the office would otherwise be deemed vacant under applicable law),~~ The following procedures shall be followed to fill ~~the a board~~ vacancy ~~that occurs for any reason (i.e., death, resignation, removal from office, refusal to serve, illness, etc.):~~

a) If the vacancy occurs on or after January 1st and prior to the fifth day preceding the date designated for submission of nominations of candidates, the Board may fill such vacancy by appointment. Such position may be filled only by majority vote of the full Board membership. The individual so appointed shall hold office until the next annual election.

b) If the vacancy occurs before January 1st in any school year, or, during the period beginning five days prior to the date designated for submission of nominations of candidates and ending on the last day of the school year, the vacancy shall be filled by special election, no later than 45 days after the date the vacancy occurred.

A member of the Board who refuses or neglects to attend three successive meetings of the Board of which they are duly notified, without rendering a good and valid excuse therefore to the other members of the Board, vacates their office by refusal to serve.

Board Member Resignations/Removal From Office

1. Resignations

A *Board* member who resigns shall file a resignation with the District Superintendent who shall file *the* same with the Clerk of the Board.

2. Removal

A Board member or officer may be removed from office by the Commissioner of Education and/or under specific conditions as enumerated in law or regulation.

Education Law Section 1950(2-a)(f)

Public Officers Law Section 30

Adopted: 7/13/99

Revised: 9/15/10

Reviewed: 8/21/2013

Reviewed: 8/17/2016

Reviewed: 9/18/2019

Revised: 8/17/2022

Monroe 2-Orleans BOCES Policy

Series 1000 – By-Laws

Policy #1310 – POWERS AND DUTIES OF ~~THE~~ BOARD MEMBERS

The powers and duties of the Board include the following:

- a) Appoint a District Superintendent and, at its discretion, provide for payment of supplementary salary to the District Superintendent by the BOCES;
- b) Prepare and adopt its final administrative, capital and program budgets for the Board programs (after presentation to component school districts in accordance with law) for the ensuing year no later than May 15 of each year. ~~(Refer to Policy #4120 – Program Development and Adoption.)~~
(Moved to bottom of page under “Policy References”)
- c) Upon the recommendation of the District Superintendent employ such administrators, teachers, supervisors, clerical and other personnel necessary to carry out the program;
- d) Provide and maintain suitable classrooms, office and other facilities necessary to carry out the program;
- e) Establish policies which provide the framework for the day to day operations;
- f) Such other powers and duties as are prescribed by law.

Education Law Sections 1701 and 1950~~(4)~~

Policy References:

Refer also to Policy #5360 -- Defense and Indemnification of Board Members and Employees.

~~Refer to Policy #4120 -- Program Development and Adoption.~~

Adopted: 7/13/99

Revised: 9/15/10

Revised: 8/21/2013

Reviewed: 8/17/2016

Reviewed: 9/18/2019

Reviewed: 8/17/2022

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy #1311 – DUTIES OF THE *BOARD* PRESIDENT

The President shall be a member of the Board, elected by the Board at its Annual Reorganizational Meeting, and shall serve for a one-year term. The duties of the President are to:

- a) Preside at all meetings of the Board.
- b) Receive all communications presented to the Board.
- c) Execute documents on behalf of the Board when so authorized.
- d) Enforce the by-laws and rules of order (~~see Policy 1510~~). Moved to bottom of page.
- e) Appoint all committees (with the exception of the audit committee); ~~and~~
- f) fill any committee vacancies which occur and serve as an ex-officio member of all committees.
- g) Call special meetings of the Board ~~when necessary~~.
- h) To perform the other usual and ordinary duties of the office and such duties as may be specified from time to time by the Board, in accordance with law.

See Policy 1315.2 Audit Committee
Education Law Section 1950(4)(j)
Refer also to ~~see~~ Policy 1510

Adopted: 7/13/99
Revised: 3/19/08
Revised: 9/15/10
Revised: 8/21/2013
Revised: 8/17/2016
Reviewed: 9/18/2019
Reviewed: 8/17/2022

Monroe 2-Orleans BOCES Policy

Series 1000 – By-Laws

Policy # 1312 – DUTIES OF THE *BOARD* VICE PRESIDENT

The Board may, in its discretion, elect one of its members *as* Vice President. The Vice President shall be a member of the Board, elected by the Board at its Annual Reorganizational Meeting, and shall serve for a period of one year. The Vice President shall perform such duties as the President or the Board may prescribe. The Vice President shall perform the normal duties of the President in case of the absence or disability of the President.

In case of vacancy in the office of the President, the Vice President shall act as President until a President is elected.

Education Law Section 1701

Adopted: 7/13/99

Revised: 9/15/10

Reviewed: 8/21/2013

Reviewed: 8/17/2016

Reviewed: 9/18/2019

Reviewed: 8/17/2022

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy #1313 – DUTIES OF THE CLERK OF THE BOARD

a) The Clerk of the Board shall be appointed by the Board at its Annual Reorganizational Meeting and shall perform the duties prescribed by Education Law and the Regulations of the Commissioner of Education. The Clerk of the Board shall serve for a period of one year.

~~b) All official records and proceedings of the Board shall be recorded and kept by the~~ *The duties of the Clerk of the Board are to:*

~~c) The Clerk shall, in addition:~~

- 1. Record and maintain all official records and proceedings of the Board;*
- 2. Attend all public meetings of the Board;*
- 3. Be responsible for full and accurate minutes of the meetings of the Board;*
- 4. Give notice of all special meetings of the Board;*
- 5. Make arrangements for and be responsible for the details notifications and tabulations of the Annual Meeting;*
- 6. Conduct the Reorganizational Meeting until a President and Vice President are sworn in;*
- 7. Act as Records Access Officer for FOIL requests;*
- 8. Other duties as required by law.*

Education Law Sections 1950(4)(j) and 2130

Public Officers Law Section 104

Adopted: 7/13/99

Revised: 3/19/08

Revised: 9/15/10

Reviewed: 8/21/2013

Revised: 8/17/2016

Reviewed: 9/18/2019

Reviewed: 8/17/2022

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy #1314 – DUTIES OF THE TREASURER

The Treasurer of the BOCES shall be appointed by the Board annually at its Annual Reorganizational Meeting. The Treasurer shall serve for a period of one year.

a) ~~The Treasurer of the BOCES shall~~

The duties of the Treasurer shall be:

1. Perform the duties prescribed by law and the Commissioner of Education.

b) ~~The Treasurer shall:~~

2. Be the financial officer;
3. Be the custodian of all moneys belonging to the BOCES from whatever source derived;
4. Deposit and invest these moneys in the depositories designated by the Board;
5. Pay all authorized obligations of the BOCES as directed;
6. Make all entries and post all financial ledgers, records, and reports as may be properly required to afford BOCES an acceptable and comprehensive financial accounting of the use of its moneys and financial transactions;
7. Submit Treasurer's Reports detailing moneys received and disbursed during each month;
8. Attend meetings of the Board as directed.

Before entering upon the duties of the office, the Treasurer shall be bonded. The ~~BOCES~~ Board shall purchase a bond to cover the Treasurer in such amount as the Board shall annually designate.

Education Law Sections 1950(7)(j) and 2130
8 New York Code of Rules and Regulations
(NYCRR) Section 170.2(o) and (p)

Adopted: 7/13/99
Revised: 4/18/07
Revised: 9/15/10
Reviewed: 8/21/2013
Reviewed: 8/17/2016
Reviewed: 9/18/2019
Reviewed: 8/17/2022

Monroe 2-Orleans BOCES Policy**Series 1000 – By-Laws****Policy #1315 – DUTIES OF THE INTERNAL CLAIMS AUDITOR**

The Internal Claims Auditor shall be appointed by the Board at its Annual Reorganizational Meeting and shall serve at the pleasure of the Board.

If this position is held by an employee, such position is an exempt civil service classification. The auditor does not have to be a resident of the BOCES supervisory district. A BOCES employee can be the internal claims auditor, but the following persons are prohibited from being the internal claims auditor: a member of the Board; the clerk of the Board; the treasurer of the Board; the District Superintendent; official responsible for business management; purchasing agent, or clerical or professional personnel directly involved in accounting or purchasing functions in the BOCES; the individual or entity responsible for the internal audit function; the individual or entity responsible for the external audit.

An independent organization or person can perform this function provided they have no business responsibility related to the business operations of BOCES, have no interest in any BOCES contract, does not provide any goods or services to BOCES, is not a close or immediate family member to anyone who has responsibility related to the business operations of BOCES or has an interest in any other contract with the 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).

~~It shall be the responsibility of the~~ *The duties of the* Internal Claims Auditor ~~to include:~~

- a) Report to the Board and/or audit committee directly on the results of the audit of claims where the auditor audits and approves each claim; and shall report to the Board, District Superintendent or clerk of the Board, as the Board determines, for administrative matters such as workspace, time and attendance.
- b) Audit all bills for payment from funds of the ~~Supervisory District~~ *BOCES*.
 - 1. Determine that the submitted voucher is in proper form, mathematically correct, does not include previously paid charges, and is in agreement with the purchase order or contract upon which it is based;
 - 2. Ascertain that all items being billed have been received; or, in the case of services, that they were actually rendered.
 - 3. Check invoices for discounts and make sure they match with payments (checks).
 - 4. Determine that the proposed payment is for a valid and/or legal purpose.
 - 5. Determine that the obligation was incurred by an authorized BOCES representative.

Monroe 2-Orleans BOCES Policy

Series 1000 – By-Laws

Policy #1315 – DUTIES OF THE INTERNAL CLAIMS AUDITOR

- c) Perform such other duties provided by law or as may be assigned ~~as pertinent~~ to the Office of Internal Claims Auditor.

8 New York Code of Rules and Regulations
(NYCRR) Section 170.2

Adopted: 7/13/99
Revised: 3/19/08
Revised: 9/15/10
Revised: 8/21/2013
Reviewed: 8/17/2016
Reviewed: 9/18/2019
Revised: 8/17/2022

Monroe 2-Orleans BOCES Policy

Series 1000 – By-Laws

Policy #1315.1 – DUTIES OF THE EXTERNAL INDEPENDENT AUDITOR

The Board shall obtain an annual audit of its records by an *external* independent certified public accountant or an independent public accountant; and a copy of the certified audit, in a form prescribed by the Commissioner, must be accepted by the Board and furnished annually to the State Education Department.

Request for Proposal Process

In accordance with law, no current audit engagement shall be for a term longer than five (5) consecutive years. On the expiration of contract, BOCES will submit a request for proposals to award a contract for such services. The current audit engagement may submit a proposal for such services in response to the request for proposals.

Policy References:

Education Law Sections 1709(20a), 2110-a, 2116-a and 2584(c)

General Municipal Law Sections 33 and 104-b

8 New York Code of Rules and Regulations (NYCRR) Sections 170.2 and 170.3

Adopted: 6/21/06

Revised: 9/15/10

Reviewed: 8/21/2013

Reviewed: 8/17/2016

Reviewed: 9/18/2019

Reviewed: 8/17/2022

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy #1316 – DUTIES OF THE SCHOOL ATTORNEY

The *BOCES* attorney or legal firm(s) selected shall advise the Board and/or District Superintendent in all matters of a legal or technical nature relating to the interpretation of *regulations, federal, state and/or local laws and/or case law, and/or opinions, guidance documents and/or secondary sources*, statutes and case law.

Adopted: 7/13/99
Revised: 3/19/08
Revised: 9/15/10
Reviewed: 8/21/2013
Revised: 8/17/2016
Reviewed: 9/18/2019
Reviewed: 8/17/2022

Monroe 2-Orleans BOCES Policy

Series 1000 – By-Laws

Policy #1317 – DUTIES OF THE PURCHASING AGENT

a) The Board shall appoint ~~at its Annual Reorganizational Meeting~~ a person to serve the BOCES as Purchasing Agent for the purpose of transacting BOCES purchases *at its Annual Reorganizational Meeting*. The Purchasing Agent shall serve for a period of one year.

b) The Board shall also appoint a person to serve in the absence of the Purchasing Agent.

c) The ~~function~~ *duties* of the Purchasing Agent shall be:

1. To serve the educational program by providing supplies, equipment and services deemed essential by the responsible Program Director or Administrator;

~~d) The Purchasing Agent shall:~~

~~1.2.~~ Comply with all applicable laws and regulations;

~~2. 3.~~ Without prejudice, seek to maximize the educational value for every expenditure;

~~3. 4.~~ Determine that adequate funds are available prior to committing the BOCES to purchases.

Adopted: 7/13/99

Revised: 9/15/10

Reviewed: 8/21/2013

Reviewed: 8/17/2016

Reviewed: 9/18/2019

Reviewed: 8/17/2022

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy #1318 – RECORDS OFFICERS

Records Access Officer

The Records Access Officer shall be appointed by the Board at the annual reorganizational meeting and shall be responsible for handling all requests of ~~official~~ records *under the Freedom of Information Law* of the BOCES in accordance with ~~established the~~ law, rules and regulations.

Records Management Officer

A Records Management Officer shall be appointed by the Board at the annual reorganizational meeting and shall be responsible for providing information in accordance with ~~state the law, rules and~~ regulations.

Records Retention and Disposition Officer

A Records Retention and Disposition Officer shall be appointed by the Board at the annual reorganizational meeting and shall be responsible for the retention and disposition of records in accordance with ~~state the law, rules and~~ regulations.

Policy References:

Refer also to Policies #2310 -- Public Access to Records and #6320 -- Student Records: Access and Challenge.

(Refer also to Policy #4570 -- Records Management.)

Adopted: 7/13/99

Revised: 9/15/10

Reviewed: 8/21/2013

Revised: 8/17/2016

Reviewed: 9/18/2019

Reviewed: 8/17/2022

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy #1320 – BOARD POLICY MAKING AND ADOPTION

The Board operates at the policy-making level, leaving the *implementation and* administration of that policy to its District Superintendent/*designee*, administrators and supervisors, thus freeing itself for major considerations and decisions.

Board policies are statements which set forth the purposes and prescribe in general terms *what the Board intends for* the organization and *student* programs ~~of a school system~~. Policies create a framework within which the District Superintendent/*designee* and other staff can discharge their assigned duties. ~~with positive direction. Essentially, policies tell what is desired and they may also indicate reasons why and how much.~~

Specific directions, ~~however, giving on~~ precise details ~~such as of~~ how, ~~by whom~~ *who*, where, and when ~~things are to be done, are rules and regulations, and~~ are the responsibility of administration ~~through the creation of regulations.~~

~~This distinction between policy and rules and regulations does not imply that policy should deal only with abstract expressions of theory and philosophy. On the contrary, statements of policy should spell out clearly what the Board intends. The clearer the statement of the policy the clearer the directions to be taken by the administration.~~

Procedures For Adoption of Policies

- a) The District Superintendent/designee may recommend approval of new policies or propose changes in existing policy that are deemed necessary.*
- b) The policies under consideration shall be placed on the table for a period of at least twelve (12) days to permit individual Board members time to study and analyze each proposal before official Board action is expected.*
- c) Following the twelve (12) day period, Board action may take place at the next regular monthly meeting of the Board.*
- d) If a draft policy is approved, the draft policy shall be entered as an official policy under an appropriate series.*
- e) If a draft policy is not approved, the draft policy may be eliminated from consideration or resubmitted with modifications for further consideration, again using the aforementioned times for possible action.*
- f) The adoption of a draft policy shall occur only after the proposal has been moved, discussed and voted on affirmatively at two separate meetings of the Board (i.e., the first reading and the second reading). The policy draft may be amended at the second meeting. By a majority vote, the Board may waive the second reading and complete the adoption of*

Monroe 2-Orleans BOCES Policy

Series 1000 – By-Laws

Policy #1320 – BOARD POLICY MAKING **AND ADOPTION**

the proposed policy at its first reading, waiving the twelve day consideration period outlined in (b) and (c) above.

Education Law Section 1709

Adopted: 7/13/99

Revised: 9/15/10

Reviewed: 8/21/2013

Revised: 8/17/2016

Revised: 9/18/2019

Reviewed: 8/17/2022

Monroe 2-Orleans BOCES Policy

Series 1000 – By-Laws

Policy #1330 – BOARD-DISTRICT SUPERINTENDENT RELATIONSHIP

The Board intends that its relationship with the District Superintendent be harmonious and professional. While both the Board and the District Superintendent strive to provide educational programs and services of the highest quality in the most efficient and cost effective manner possible, differences will be resolved by reasoned discussion between both parties.

The Board believes that the development and adoption of sound policies are the most important functions of a Board, and that the execution of those policies is the function of the District Superintendent.

Delegation by the Board of its executive powers to the District Superintendent provides freedom for the District Superintendent to manage the organization within the guidelines established by Board policy, and frees the Board to devote its time to further policy development and evaluation.

The Board holds the District Superintendent responsible and accountable for the administration of its policies, the execution of Board decisions, the day-to-day operation of the overall programs, and for keeping the Board informed about operations and problems so associated.

Adopted: 7/13/99

Revised: 9/15/10

Revised: 8/21/2013

Reviewed: 8/17/2016

Reviewed: 9/18/2019

Reviewed: 8/17/2022

Monroe 2-Orleans BOCES Policy

Series 1000 – By-Laws

Policy #1410 – FORMULATION AND ADOPTION OF POLICY

~~The Board is solely responsible for the adoption of policy. In its development of policy, the Board operates as the legislative body of the Supervisory District and its resolutions have the force of the law.~~

The adoption of a written policy shall occur only after the proposal has been moved, discussed and voted on affirmatively at two separate meetings of the Board (i.e., the first reading and the second reading). The policy draft may be amended at the second meeting. By a majority vote, the Board may waive the second reading and complete the adoption of the proposed policy at its first reading waiving the twelve day consideration period outlined in (b) and (c) below. **MOVED TO POLICY 1320**

~~The formal adoption of written Board policy shall be recorded in the official minutes of the Board. Such written Board policy shall govern the conduct and affairs of the BOCES and shall be binding upon the members of the educational community in the BOCES.~~

~~It shall be the Board's responsibility to keep its policies up to date so that they may be used consistently as a basis for Board action and administrative decision.~~

~~The District Superintendent is given the continuing mission of calling to the Board's attention all policies that are out of date or for other reasons appear to need revision.~~

Procedures For Adoption of Policies

- a) As a standard operating procedure, the District Superintendent may recommend approval of new policies or propose changes in existing policy that are deemed necessary.
- b) In all cases, the policies under consideration shall be placed on the table for a period of at least twelve (12) days to permit individual Board members time to study and analyze each proposal before official Board action is expected.
- c) Following the twelve (12) day period, Board action shall be taken at the next regular monthly meeting of the Board.
- d) If a draft is approved, it shall be entered as part of the policy manual under an appropriate series.
- e) If not approved, the draft may be eliminated from consideration or resubmitted with modifications for further consideration, again using the aforementioned times for possible action.

Effect of Policies

Monroe 2-Orleans BOCES Policy

Series 1000 – By-Laws

Policy #1410 – FORMULATION AND ADOPTION OF POLICY

Policies shall take effect upon the date of their adoption by Board action and shall supersede all other policies, rules and regulations not in accordance therewith. ***MOVED TO POLICY 1320***

Adopted: 07/13/99

Revised: 9/15/10

Reviewed: 8/21/2013

Revised: 8/17/2016

Reviewed: 9/18/2019

Reviewed: 8/17/2022

Removed: _____ *2025*

Monroe 2-Orleans BOCES Policy

Series 1000 – By-Laws

Policy #1420 – EXECUTION OF POLICY: ADMINISTRATIVE REGULATIONS

The Board delegates to the District Superintendent the function of specifying required actions and designing the detailed arrangements under which the BOCES will be operated. These rules and detailed arrangements shall constitute the administrative regulations governing the BOCES. They must be in every respect consistent with the policies adopted by the Board. The Board shall be kept informed periodically of changes in administrative rules and regulations. **MOVED TO POLICY 1320.**

Adopted: 07/13/99

Revised: 9/15/10

Revised: 8/21/2013

Reviewed: 8/17/2016

Reviewed: 9/18/2019

Reviewed: 8/17/2022

Removed and moved to Policy 1320 _____/2025

Monroe 2-Orleans BOCES Policy

Series 1000 – By-Laws

**Policy #1431 – REGULAR MEETINGS OF THE BOARD OF COOPERATIVE
EDUCATIONAL SERVICES**

All Board meetings must be open to the public except those portions of the meetings which qualify as executive sessions. A meeting is defined as an official convening of a public body for the purpose of conducting public business and a public body is defined as an entity of two (2) or more persons which requires a quorum to conduct business, including committees and subcommittees. Reasonable efforts shall be made to ensure that all meetings are held in an appropriate facility which can adequately accommodate any and all members of the public who wish to attend.

Whenever such a meeting is to take place, there must be at least seventy-two (72) hours advance notice in accordance with the provisions of the Open Meetings Law. Notice of other meetings shall be given as soon as is practicable in accordance with law. When the Board has the ability to do so, a notice of time and place of the meeting will be conspicuously posted on the website.

Regular meetings of the Board shall take place on the day and time designated by the Board at the April regular Board meeting except as modified at subsequent meetings of the Board.

In the event that a meeting date falls on a legal holiday, interferes with other area meetings, or there is an inability to attend the meeting by Board members to the extent that a quorum would not be present, the Board shall select a date for a postponed meeting at the previous regular meeting, and shall direct the Clerk to notify all members.

Any meeting of the Board may be adjourned to a given future date and hour if voted by a majority of the **BOCES** Board present.

- a) Notwithstanding the foregoing, the Board shall in no event meet less than at least once each quarter.
- b) All official business must be conducted with a quorum present and all decisions made on the basis of a majority vote of the entire Board membership. However, if only a quorum of the Board is present (5 Board members) all decisions made must be made by the unanimous vote.
- c) An agenda shall be prepared by the District Superintendent prior to the meeting. For regular meetings, the agenda shall be distributed at least 48 hours prior to the meeting.
- d) The use of communications technology may be used for Board member participation in meetings when an individual member is not able to be physically present at the Board meeting.

The District Superintendent and members of his/her/their staff at the District Superintendent's discretion shall attend all meetings of the Board. The District Superintendent shall attend all executive session meetings of the Board except those that concern his/her/their evaluation and salary determination. The Board may request the attendance of such additional persons as it desires.

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy #1432 – ORDER OF BUSINESS AT BOARD MEETINGS

Regular Meetings

At all regular meetings of the Board, the order of business shall be generally as follows, unless a change in such order shall be consented to by a majority of the Board:

- a) Pledge of allegiance;
- b) Agenda Item(s) Modifications;
- c) Approval of Minutes;
- d) Public Interaction;
- e) Financial reports;
- f) Old Business;
- g) New Business;
- h) Personnel and Staffing;
- i) Bids;
- j) Executive Officer's Reports;
- k) Committee Reports;
- l) Upcoming Meetings;
- m) Other items;
- n) Adjournment.

With the consent of a majority of Board members, the President, for a stated reason, may alter the order of business.

Special Meetings

The order of business of special meetings of the Board shall be as follows:

- a) Call to Order, Roll Call, Determination of Quorum;
- b) Item or items of business as set forth in the notice of the meeting;
- c) Adjournment.

Public Interaction at Meetings

Public interaction is a privilege, not a right. Visitors who wish to speak must sign the Visitor Sign-In Sheet prior to the start of the board meeting. Topics appropriate for visitors to speak on are BOCES educational programs, business, and/or operations. The time for public interaction will be limited to a total of 30 minutes, 3 minutes per single person. An organization or collective group of people need to have one single spokesperson. Federal law, state law, and internal policies may prohibit the Board from commenting or interacting on the speaker's words but the Board hears and seriously considers all visitor information. Any speaking that is deemed inappropriate or confidential will be curtailed. Civil treatment is expected and anyone making libelous/slander, discriminatory, threatening, violent, obscene comments, or advocating racial, religious, or other forms of prejudice will be curtailed and/or the speaker will be removed from the meeting.

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy #1432 – ORDER OF BUSINESS AT BOARD MEETINGS

Adopted: 07/13/99
Revised: 9/15/10
Reviewed: 8/21/2013
Revised: 8/17/2016
Revised: 9/18/2019
Reviewed: 8/17/2022

Monroe 2-Orleans BOCES Policy

Series 1000 – By-Laws

**Policy #1431 – REGULAR MEETINGS OF THE BOARD OF COOPERATIVE
EDUCATIONAL SERVICES**

Recording of Meetings

The Board recognizes that advances in technology allow public meetings to be photographed, broadcast, webcast and/or otherwise recorded, by means of audio or video, in a non-disruptive manner and supports the use of such technology to facilitate the open communication of public business. To that end, the Board may adopt rules addressing the location of the equipment and/or personal use to photograph, broadcast, webcast, and/or record such meetings to assure that its proceedings are conducted in an orderly manner. Such rules shall be conspicuously posted during meetings and written copies provided, upon request, to meeting attendees.

Public Officers Law Article 7, Section 103(d) and 107
Education Law Section 1708

See also Policy 1434

Adopted: 7/13/99

Revised: 4/16/08

Revised: 9/15/10

Revised: 5/9/12

Revised: 8/21/2013

Reviewed: 8/17/2016

Revised: 9/18/2019

Revised: 8/17/2022

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy #1435 - MINUTES

The minutes are a legal record of the activities of the Board ~~as a public corporation~~ having the specified legal purpose of maintaining public schools. The minutes of all meetings shall be kept by the District ~~Clerk Superintendent or his/her/their designee~~. The minutes shall be complete and accurate and stored physically and/or electronically in a minutes file.

The minutes of each meeting of the Board shall state:

- a) The type of meeting;
- b) The date, time of convening, and adjournment;
- c) Board members present and absent;
- d) All action taken by the Board, with evidence of those voting in the affirmative and the negative, and those abstaining;
- e) The nature of events that transpire, in general terms of reference.

Communications and other documents that are too long and bulky to be included in the minutes shall be referred to in the minutes and shall be filed in the District Superintendent's Office.

Minutes of the meeting shall be duplicated and mailed and/or delivered and/or e-mailed to each Board member just before the next regular meeting. After the minutes are adopted, they shall be kept in a permanent, safe place. Unless otherwise provided by law, minutes shall be available to the public within two (2) weeks following the date of a meeting; draft copies, so marked, are acceptable, subject to correction.

Public Officers Law Section 106

Adopted: 7/13/99
Revised: 3/19/08
Revised: 9/15/10
Revised: 8/21/2013
Reviewed: 8/17/2016
Reviewed: 9/18/2019
Revised: 8/17/2022

Monroe 2-Orleans BOCES Policy

Series 1000 – By-Laws

Policy #1436 – SPECIAL MEETINGS OF THE BOARD *AND WORK SESSIONS*

Special meetings of the Board shall be held ~~on-call~~ *when called* by any member of the Board and shall also be ~~called~~ *held* at the request of the District Superintendent. A reasonable and good faith effort shall be made by the District Superintendent or the Board President, as the case may be, to give every member of the Board twenty-four hours' notice of the time, place and purpose of the meeting. All special meetings shall be held at a meeting place as previously designated by the Board. No business, other than that specified in the notice, shall be transacted.

In an emergency, the twenty-four hour notice may be waived by having each Board member sign a waiver-of-notice form.

Public notice of the time and place shall be given, to the extent practicable, to the news media and shall be conspicuously posted in one or more designated public locations at a reasonable time prior to the meeting.

Special meetings shall be conducted according to the procedures specified for regular meetings. Special meetings shall be open to the public in the same manner as are regular meetings.

Special meetings shall be called for specific purposes, occasioned by matters of urgency, and shall not usurp the place of the regular, publicly designated meeting.

Work Sessions

At the discretion of the President, ~~special meetings~~ *work sessions* of the Board may be periodically held for review of the instructional program, for consideration of policies and for analysis of ways and means by which the Board programs may be improved.

When practical, members of the staff and knowledgeable citizens shall be invited to attend such ~~meetings~~ *sessions*, to participate in the discussions and to present to the Board recommendations for improvement of the services rendered by the BOCES.

Education Law Section 1606

Public Officers Law Section 104

Adopted: 07/13/99

Revised: 9/15/10

Revised: 8/21/2013

Reviewed: 8/17/2016

Reviewed: 9/18/2019

Reviewed: 8/17/2022

Monroe 2-Orleans BOCES Policy**Series 1000 – By-Laws****Policy #1438 – *ANNUAL* REORGANIZATIONAL MEETING**

The Board shall hold its Annual Reorganization Meeting at any time during the first fifteen (15) days of July at a date set at the convenience of the Board no later than the month of June. The Clerk of the Board shall serve as temporary chairperson, who shall open the meeting and conduct the election and swearing in of the President and Vice President. The President shall assume office immediately, and shall conduct the remainder of the Board's business.

Agenda

- a) Appoint Temporary Chairperson. (Clerk of the Board is designated.)
- b) Administration of Oath to newly elected Board Members.
- c) Election of Officers:
 - 1. President
 - 2. Vice President
- d) Administration of Oaths to Elected Officers.
- e) Appointment of Officers et al:
 - 1. Treasurer
 - 2. Assistant Treasurer
 - 3. Clerk of the Board and alternate
 - 4. Internal Claims Auditor and alternate
 - 5. Records Retention and Disposition Officer
 - 6. Records Access Officer
 - 7. Records Management Officer
 - 8. Registrars of attendance
 - 9. Medicaid Compliance Officer
 - 10. Purchasing Agent and alternate
 - 11. Asbestos Designee
 - 12. FERPA Compliance Officer
 - 13. Rochester Area Schools Health Plan Designee
 - 14. Rochester Area Schools Health Plan II Designee
 - 15. Rochester Area Schools Workers' Compensation Plan Designee
- f) Administration of Oaths to Appointed Officers et al who are present; oaths to others to be administered prior to initiating duties.
- g) Other appointments:
 - 1. BOCES Attorney
 - 2. Extra classroom Activity Personnel:
 - (a) SkillsUSA Advisor(s)
 - (b) Central Treasurer
 - (c) Faculty Auditor
 - (d) National Technical Honor Society
 - (e) *Future Farmers of America (FFA)*
 - 3. Independent Auditor
 - 4. Internal Auditor
 - 5. Civil Rights Compliance Officer, two (2), one for each gender
 - 6. BOCES Physicians
 - 7. Nurse Practitioner to be utilized in lieu of the BOCES physician
 - 8. Chemical Hygiene Officer and alternate
 - 9. Liaison for Homeless Children and Youth

Monroe 2-Orleans BOCES Policy

Series 1000 – By-Laws

Policy #1438 – *ANNUAL* REORGANIZATIONAL MEETING

10. Official designated to receive student sentence/adjudication in criminal and juvenile delinquency proceedings
 11. Radiation Safety Officer
 12. Compliance Officer
 13. Copyright Officer
 14. Integrated Pest Management Coordinator (IPMC)/Pesticide Representative
 15. BOCES-wide Dignity for All Students Act Coordinator
 16. School-level Dignity for All Students Act Coordinator
 17. Chief Emergency Officer
- h) Designations:
1. Official Bank Depositories
 2. Official Newspaper
 3. Official bulletin board for postings
- i) Authorizations:
1. District Superintendent/designee to certify payrolls.
 2. District Superintendent to approve part-time personnel at previously approved Board salary/wage rates.
 3. District Superintendent to sign and/or approve any and all documents requiring the signature of the District Superintendent *or Board*.
 4. Approval for Board Members and Administrators to attend meetings.
 5. Establishment of Petty Cash and Change Fund.
 6. ~~Designation of Treasurer or Assistant Treasurer~~ to sign all checks.
 7. *Assistant Treasurer to sign all checks in the absence of Treasurer.*
 8. President and/or Chief Executive Officer to sign necessary documents and contracts on behalf of the Board.
 9. Vice President to sign contracts and documents in the absence of President.
 10. District Superintendent or designee to approve all budget appropriations in accordance with Commissioner's Regulations ~~Section 170.2~~.
- j) Bonding of Personnel:
1. Treasurer, Central Treasurer of Extra Classroom Activity Account, Director of Finance, Assistant Treasurer.
 2. Other employees who handle cash to be covered by \$1,000,000.00 Public Employees Blanket Bond.
- k) Approval of Advisory Councils' Membership.
- l) Appointment of representatives and alternates to Monroe County School Boards Association Committees.

Public Officers Law Article 7

Adopted: 7/13/1999

Revised: 3/19/2008

Revised: 9/15/2010

Revised: 5/9/2012

Revised: 8/21/2013

Revised: 8/17/2016

Reviewed: 9/18/2019

Monroe 2-Orleans BOCES Policy

Series 1000 – By-Laws

Policy #1438 – *ANNUAL* REORGANIZATIONAL MEETING

Revised: 5/11/2022

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

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

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

Civil Rights Compliance Officer

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

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

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

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

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

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

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

Age Discrimination in Employment Act, 29 United States Code (U.S.C.) Section 621.

Military Law Sections 242 and 243

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

Policy References:

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

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

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy #1530 – MEMBERSHIP IN ASSOCIATIONS

The Board may maintain membership in organizations as authorized under Section 77-b of the General Municipal Law. Membership in other organizations may be approved.

Comptroller's Opinion 81-255

Adopted: 07/13/99
Revised: 09/15/10
Reviewed: 8/21/2013
Reviewed: 8/17/2016
Reviewed: 9/18/2019
Reviewed: 8/17/2022

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy #1550 – ORIENTING NEW BOARD MEMBERS

The Board and its staff shall assist each new member-elect to understand the Board's functions, policies and procedures before ~~he/she/they take~~ *taking* office, by the following methods:

- a) The electee shall be provided material by the New York State School Boards Association, the National School Boards Association, and/or other professional organizations on the responsibility of being a board member.
- b) The electee shall be sent agendas and invited to attend Board meetings in May and June.
- c) The Clerk shall supply material pertinent to meetings.
- d) The electee shall be invited to meet with the District Superintendent and other administrative personnel to discuss services they perform for the Board.
- e) A copy of the Board's policies and by-laws or link to the website shall be given to ~~each~~ *the* electee by the Clerk.
- f) The opportunity ~~shall be provided for new Board members~~ to attend *staff and Board* orientation programs *shall be provided to each electee*.
- g) The District Superintendent will arrange for briefing ~~the new member~~ *each electee* on programs and procedures by various administrative staff.
- h) A special meeting or time at a regular meeting will be set by the Board for its own orientation of ~~the new member~~ *each electee*.

Adopted: 07/13/99
Reviewed: 09/15/10
Reviewed: 8/21/2013
Revised: 8/17/2016
Reviewed: 9/18/2019
Revised: 8/17/2022

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy #1560 – COMPENSATION AND EXPENSES

Remuneration and Reimbursement

Each Board member serves the public in a trustee relationship, is elected by the component Boards, and serves without pay.

Each Board member is entitled to be reimbursed for all necessary expenses incurred in the official performance of his/her/their duties.

Travel Expenses and Travel Compensation

Members of the Board, approved for travel by Board action, shall be reimbursed for all necessary expenses incurred while on business for BOCES. If travel approval by the Board is not possible due to time constraints, the Board President or his/her/their designee shall be authorized to grant approval.

Requests for reimbursement must be submitted following the Board member's return and must be accompanied by appropriate receipts. Sales tax exemption certificates should be used when appropriate within New York State.

Expenses to be reimbursed shall include but not be limited to travel and related expenses for BOCES purposes including, but not limited to, attendance at Board meetings, conferences and meetings approved by the Board; parking; tolls; mileage at the BOCES approved rate for the use of one's private vehicle in traveling on official BOCES business; car rental; cab, bus, rail and/or air transportation; actual cost of meals; actual cost of lodging; and other necessary expenses which are proper in the performance of a member's official duties, in accordance with BOCES regulations and procedures on expenses and reimbursement.

Education Law Section 1950(2-a)(c)

Adopted: 07/13/99
Revised: 09/15/10
Reviewed: 8/21/2013
Reviewed: 8/17/2016
Reviewed: 9/18/2019
Revised: 8/17/2022

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy #1560 – COMPENSATION AND EXPENSES

Remuneration and Reimbursement

Each Board member serves the public in a trustee relationship, is elected by the component Boards, and serves without pay.

Each Board member is entitled to be reimbursed for all necessary expenses incurred in the official performance of his/her/their duties.

Travel Expenses and Travel Compensation

Members of the Board, approved for travel by Board action, shall be reimbursed for all necessary expenses incurred while on business for BOCES. If travel approval by the Board is not possible due to time constraints, the Board President or his/her/their designee shall be authorized to grant approval.

Requests for reimbursement must be submitted following the Board member's return and must be accompanied by appropriate receipts. Sales tax exemption certificates should be used when appropriate within New York State.

Expenses to be reimbursed shall include but not be limited to travel and related expenses for BOCES purposes including, but not limited to, attendance at Board meetings, conferences and meetings approved by the Board; parking; tolls; mileage at the BOCES approved rate for the use of one's private vehicle in traveling on official BOCES business; car rental; cab, bus, rail and/or air transportation; actual cost of meals; actual cost of lodging; and other necessary expenses which are proper in the performance of a member's official duties, in accordance with BOCES regulations and procedures on expenses and reimbursement.

Education Law Section 1950(2-a)(c)

Adopted: 07/13/99
Revised: 09/15/10
Reviewed: 8/21/2013
Reviewed: 8/17/2016
Reviewed: 9/18/2019
Revised: 8/17/2022

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy #1570 – BOARD COMMITTEES

The President of the Board, with the consent of the Board, may appoint committees of the Board, with the exception of the audit committee, to study and report to the Board on any matter. The President shall serve as an ex-officio member of all Board committees. All committee appointments shall expire June 30th of each year.

The charge to each committee, purpose and/or function shall be specified at the time of its creation.

See Policy 1315.2 Audit Committee

Adopted: 07/13/99
Revised: 9/15/10
Reviewed: 8/21/2013
Reviewed: 8/17/2016
Reviewed: 9/18/2019
Reviewed: 8/17/2022

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy #1571 – ADVISORY COMMITTEES

The Board may appoint committees to serve as advisory bodies. These committees shall be temporary and shall be dissolved upon the accomplishment of the purpose for which they were established. The charge to each advisory committee shall be specified at the time of its creation.

The Board delegates the appointment of committee members to the District Superintendent. The District Superintendent in turn annually provides the Board with a list of appointees.

Career and Technical ~~(Occupational)~~ Education Advisory Committee

The Advisory Committee for Career and Technical Education in New York is required by Education Law and the Commissioner's Regulations. It shall be the duty of such Advisory Committee for Career and Technical Education to advise the Board on the development of and policy matters arising in the administration of career and technical education, and to assist with an annual evaluation of career educational programs, services and activities provided by the school district or the BOCES.

These committees assist in planning, development of new programs, and the evaluation and revision of existing programs. [Refer also to ~~Policy #7410—Career (Occupational) Education Policy #7140 – Non-Discrimination at Career and Technical Education Center.~~]

Education Law Section 4601

8 New York Code of Rules and Regulations
(NYCRR) Section 141.1 (*Moved to end*)

Special Education Advisory Committee

The Special Education Advisory Committee shall consist of a representative group of individuals from various organizational levels in the BOCES, component districts, and community agencies. The primary purpose of this committee shall be to advise in the areas of curriculum and instruction for children with disabilities.

The following functions are recognized to be within the purview of the Special Education Advisory Committee:

- a. Providing advisory services in determining objectives and broad policies;
- b. Developing and proposing long-term goals;
- c. Assisting in program evaluation;
- d. Obtaining community and financial support;

Monroe 2-Orleans BOCES Policy
Series 1000 – By-Laws
Policy #1571 – ADVISORY COMMITTEES

- e. Soliciting support from community organizations and industries.

Consultants may be invited to assist the Committee when it is deemed necessary. These persons will meet with the Committee to give their opinion or to provide specific information. Payment for these services, if required, will be approved in advance by the BOCES administration.

Library Interloan Advisory Committee

The Library Interloan Advisory Committee is responsible for development of a plan of service. Following approval of the plan by the Commissioner of Education, the Committee is responsible to monitor implementation of the plan and to keep other librarians informed of school library system policies, procedures, activities and services.

Policy References:

Refer also to Policies #7140 – Career and Technical Education.

Education Law Section 4601

*8 New York Code of Rules and Regulations
(NYCRR) Section 141.1*

Adopted: 07/13/99
Revised: 05/10/06
Revised: 09/15/10
Revised: 8/21/2013
Reviewed: 8/17/2016
Reviewed: 9/18/2019
Reviewed: 7/18/2022

VARIOUS POLICY UPDATES CHART

2000 SERIES

(Italics means added in, strikethrough means to take out.)

"Review" means no substantive changes.

POLICY NUMBER	RATIONALE
2110 BOCES/ Community- Relations and- Communications	Reviewed by Steve Dawe and Jennifer Merkel - changes made, including to title, to clarify and update.
2120 <i>Emergency</i> Closing of Schools	Changed title for accuracy and updated language to reflect current practices.
2130 Flag Display	Language changed for clarity and included language from the regulation into this policy.
2210 Visits to BOCES Facilities, Schools and Programs	Reviewed by Doug Comanzo - no suggested changes.
2211 Use of Service Animals	Removed designee language given new Policy 1001 on Definitions.
2219 Gender Neutral Single- Occupancy Bathrooms	Review
2220 Use of School Facilities	Review
2221 Use of BOCES-Owned Equipment and Other Property By Board Members/Employees	Review
2230 Volunteers	Review

VARIOUS POLICY UPDATES CHART

2000 SERIES

(*Italics* means added in, ~~strikethrough~~ means to take out.)

"Review" means no substantive changes.

<i>POLICY NUMBER</i>	<i>RATIONALE</i>
2240 Public Complaints	Changes made for clarity and to reflect current practice.
2250 Solicitation of Charitable Donations From School Children	Review
2310 Public Access to Records	Reviewed by Kelly Mutschler - no suggested changes. Changes shown were made to reflect current practice.
2311 Confidentiality of Computerized Information	Review
2411 Unlawful Possession of a Weapon Upon School Grounds	Changes made to reflect the Code and Parent Packet language.

Monroe 2-Orleans BOCES Policy
Series 2000 – Community Relations
Policy #2110 – BOCES/~~COMMUNITY RELATIONS AND~~ COMMUNICATIONS

The Board shall support the following goals of ~~community relations~~ *communications*:

- 1. Keep the staff informed of the BOCES policies, events and occurrences.*
- 2. Inform parents and students of BOCES events, programs and occurrences.*
- 3. Provide the community and component districts with information on BOCES programs, events and occurrences.*

~~a) To develop and maintain the confidence of the community in the BOCES and its staff;~~

~~b) To stimulate public interest in the schools and public understanding of BOCES Programs;~~

~~c) To discover what people think, what they want to know, correct erroneous impressions and supply desired information;~~

~~d) To develop the most effective means of communication with the maximum number of people in the BOCES component school districts.~~

~~Communication with Component Districts~~

~~It is essential that the Board and the BOCES staff keep component boards of education informed as to policies and programs that might affect their educational processes. As deemed necessary, the BOCES staff and the Board should attempt to provide written and/or oral communication to the Superintendents and board members of component districts on any matter that might affect them, including agendas and minutes of the Board meetings.~~

~~Communication with Board Members~~

~~The staff members shall make every effort to provide Board members with written communications regarding significant items prior to the Board meetings by either electronic mail or hardcopy. Communications shall be forwarded via the District Superintendent.~~

~~Communication with the Community~~

~~The Board and staff shall attempt to keep the various communities informed of school activities so that the communities shall be aware of what is occurring in the schools and shall be able to support the activities. Communications involving Board policy shall have prior approval by the District Superintendent or their designee.~~

~~News Releases~~

~~The District Superintendent or their designee is responsible for the release of news items to any instrument of the media. In any areas where the release is of a sensitive nature, the District Superintendent/designee at their discretion shall consult with the President of the Board.~~

~~BOCES Spokesperson~~

~~In order to assure that news releases, announcements or other information to the public be accurate and reflect the position of the Board, the District Superintendent, Communications Manager, and/or~~

Monroe 2-Orleans BOCES Policy

Series 2000 – Community Relations

Policy #2110 – BOCES/~~COMMUNITY RELATIONS AND~~ COMMUNICATIONS

~~the President of the Board is designated as spokesperson for the Board.~~ No ~~other~~ individual is authorized to or shall issue ~~press media~~ releases or statements purporting to represent the Board's *or BOCES'* position on any issue without the express consent of the District Superintendent or Board President. *The Board designates the following positions as official spokespersons: District Superintendent, Office of Communications and/or Board President.*

Adopted: 7/13/99

Revised: 5/14/08

Revised: 9/15/10

Revised: 8/21/2013

Revised: 9/21/2016

Reviewed: 9/18/2019

Revised: 8/17/2022

Monroe 2-Orleans BOCES Policy
Series 2000 – Community Relations
Policy #2120 – *EMERGENCY* CLOSING OF SCHOOLS

In the event it is necessary to delay or close school for the day for inclement weather or other emergency reasons, announcement thereof shall be made over local radio stations and other communications media.

While schools are in session, in the event of an emergency or an act of nature, the District Superintendent/~~designee~~ may choose to close one or more buildings/programs in the BOCES. The District Superintendent/~~designee~~ shall place the safety of students as the primary consideration in the closing of any school building/~~program~~.

The District Superintendent/~~designee~~ is also empowered to close BOCES offices and other non-student-related services when in their discretion conditions warrant the closing.

Staff attendance will be governed by contract and/or emergency response situations by the District Superintendent/~~designee~~.

These procedures will be reviewed and revised annually with notification sent to employees in November.

Adopted: 7/13/99
Reviewed: 9/15/2010
Revised: 8/21/2013
Revised: 9/21/2016
Reviewed: 9/18/2019
Revised: 8/17/2022

**Monroe 2-Orleans BOCES Policy
Series 2000 – Community Relations
Policy #2130 – FLAG DISPLAY**

In ~~keeping~~ *accordance* with *New York State* Education Law and *New York State* Executive Law, ~~the Board accepts its duty to display~~ the United States flag *will be displayed* upon or near each BOCES building during school hours, weather permitting, and such other times as the statutes may require or the Board may direct.

When ordered by the President *of the United States, New York State* Governor, or local official, ~~to commemorate a tragic event or the death of an outstanding individual,~~ the flag shall be flown at half-staff.

The District Superintendent's approval shall be required for *requests for* the flag to be flown at half-staff ~~upon any other occasion~~. *The flag will **not** be flown at half-staff in response to a petition from students, faculty, or other employees of the BOCES, or petition from a member or members of the community, who have as their intent an expression of sympathy, support, dissent, or opposition to a cause, which is political, social, or economic.*

Education Law Sections 418 and 419

Executive Law Section 403

Adopted: 7/13/99
Revised: 9/15/2010
Reviewed: 8/21/2013
Reviewed: 9/21/2016
Reviewed: 9/18/2019
Reviewed: 8/17/2022

Monroe 2-Orleans BOCES Policy
Series 2000 – Community Relations
Policy #2210 – VISITS TO BOCES FACILITIES, SCHOOLS AND PROGRAMS

The Board allows public visitation of facilities, schools and programs within the limits placed by the requirements of the educational program and the building guidelines. When visiting a BOCES facility or program, visitors must check in at the main office or reception desk of the building and wear a provided badge/sticker identification at all times.

Educational Law Section 2801

Penal Law Sections 140.10 and 240.35

Adopted: 7/13/99
Revised: 5/14/08
Revised: 9/15/2010
Revised: 8/21/2013
Reviewed: 9/21/2016
Revised: 9/18/2019
Revised: 8/17/2022

Monroe 2-Orleans BOCES Policy
Series 2000 – Community Relations
Policy #2211 – USE OF SERVICE ANIMALS

The Board allows the use of service animals by individuals with disabilities, subject to restrictions permitted by federal and/or state law, and procedures established by the District Superintendent ~~or their designee~~.

For the purpose of this policy, a service animal is defined as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, will not be considered service animals.

The work or tasks performed by a service animal must be directly related to the individual's disability. The presence of the animal for one's wellbeing, comfort, companionship, crime deterrent, or emotional support is not considered a work-related task.

Where reasonable, the Board also allows the use of miniature horses by individuals with disabilities. Such use will only be permitted where a miniature horse has been individually trained to do work or perform tasks to benefit an individual with a disability. The use of miniature horses by individuals with disabilities will be subject to the considerations and restrictions permitted by federal and/or state law.

The District Superintendent ~~or their designee~~ may create regulations and/or building-specific rules regarding the use of service animals and miniature horses by individuals with disabilities.

28 CFR Sections 35.104, 35.136, 35.139

Adopted: 4/9/2014
Reviewed: 9/21/2016
Reviewed: 9/18/2019
Revised: 8/17/2022

Monroe 2-Orleans BOCES Policy
Series 2000 – Community Relations
Policy #2219 – GENDER NEUTRAL SINGLE-OCCUPANCY BATHROOMS

BOCES will ensure that all single-occupancy bathroom facilities are designated as gender neutral for use by no more than one occupant at a time or for family or assisted use.

“Single-occupancy bathroom” means a bathroom intended for use by no more than one occupant at a time or for family or assisted use and which has a door for entry into and egress from the bathroom that may be locked by the occupant to ensure privacy and security.

All gender neutral bathroom facilities will be clearly designated by the posting of signage either on or near the entry door of each bathroom facility.

Education law § 409-m
Public buildings Law § 145

Adopted: 3/17/2021
Reviewed: 8/17/2022

Monroe 2-Orleans BOCES Policy
Series 2000 – Community Relations
Policy #2220 – USE OF SCHOOL FACILITIES

The use of the facilities owned or operated by BOCES by individuals or organizations for profit is expressly forbidden by State Education Law.

The Board recognizes, however, that there are non-profit community groups and educational agencies which might legitimately wish to use such facilities.

The Board delegates to the District Superintendent the responsibility and authority to approve or deny applications for the use of BOCES facilities when such use would not conflict or interfere with BOCES programs and services and is permitted and/or authorized by law. The District Superintendent also maintains the authority to waive charges and/or fees where appropriate.

The District Superintendent shall arrange for the utilization of the building through the administrative staff. The basic room use charge, if any, will be approved by the Board. Additional charges for custodial services or other costs are at the discretion of the District Superintendent. In the District Superintendent's discretion community members may use equipment in connection with one of the uses outlined below and for an additional charge as determined by the District Superintendent.

Any organization using the BOCES facilities will furnish, at its own expense, comprehensive general liability insurance if not otherwise covered through the BOCES insurance umbrella. A certificate of such insurance with the BOCES named as an additional insured must be submitted prior to final approval and use of facilities. In high risk situations, the BOCES may require additional insurance.

Organizations using BOCES facilities are responsible for the proper care of the buildings, grounds and equipment, and will be assessed for any damages.

Organizations using the facility will comply with all BOCES policies, rules, and regulation.

Guidelines For Facilities Use

The District Superintendent may permit the use of facilities and grounds when not in use for school purposes for the following purposes:

- a) Instruction in any branch of education, learning or the arts.
- b) For the registration of voters and holding elections but not partisan political purposes.
- c) For other purposes as approved by the Board.
- d) BOCES facilities may be used by religious organizations for religious purposes provided it is in accordance with the Constitutional provisions and cases.

Monroe 2-Orleans BOCES Policy
Series 2000 – Community Relations
Policy #2220 – USE OF SCHOOL FACILITIES

Education Law Section 414

Adopted: 7/13/99
Revised: 5/14/08
Revised: 9/15/2010
Revised: 8/21/2013
Revised: 9/21/2016
Revised: 9/18/2019
Reviewed: 8/17/2022

**Monroe 2-Orleans BOCES Policy
Series 2000 – Community Relations
Policy #2221 – USE OF BOCES-OWNED EQUIPMENT AND OTHER PROPERTY BY
BOARD MEMBERS/EMPLOYEES**

Staff members and Board members are not permitted to borrow BOCES equipment for personal use. Private and/or personal use of BOCES-owned materials and equipment by employees, Board members, and students is not permitted.

Education Law Section 414

Adopted: 7/13/99
Revised: 5/14/08
Revised: 9/15/2010
Revised: 8/21/2013
Reviewed: 9/21/2016
Reviewed: 9/18/2019
Reviewed: 8/17/2022

**Monroe 2-Orleans BOCES Policy
Series 2000 – Community Relations
Policy #2230 - VOLUNTEERS**

The Board recognizes the need to develop a volunteer program to support BOCES programs and activities.

Volunteers are persons who are willing to donate their time and energies to assist BOCES personnel in implementing various phases of BOCES programs. Volunteers shall serve in that capacity without compensation or employee benefits except for liability protection under the BOCES insurance program.

An application shall be filled out by each prospective volunteer, and upon department approval will be forwarded to the Assistant Superintendent for Human Resources for notification. The appropriate administrator will forward their decisions concerning selection, placement and replacement of volunteers to the District Superintendent for final evaluation. Following approval from the District Superintendent, volunteers selected for work in the BOCES shall be placed on the list of approved volunteers. However, the District Superintendent retains the right to approve or reject any volunteer applications submitted for consideration.

Administrative regulations will be developed to implement the terms of this policy.

Volunteer Protection Act of 1997, 42 United States Code (U.S.C.)

Section 14501 et seq., Education Law Sections 3023 and 3028

Public Officers Law Section 18

Policy References:

Refer also to Policy #5360 -- Defense and Indemnification of Board Members and Employees.

Adopted: 7/13/99

Revised: 5/14/08

Revised: 9/15/2010

Reviewed: 8/21/2013

Revised: 9/21/2016

Reviewed: 9/18/2019

Revised: 8/17/2022

Monroe 2-Orleans BOCES Policy
Series 2000 – Community Relations
Policy #2240 – PUBLIC COMPLAINTS

Complaints by citizens ~~and staff~~ regarding any facet of the BOCES operation often can be handled more satisfactorily by the *program administrator.* ~~administrative officer in charge of the Department/Program closest to the source of the complaint.~~ In most instances, ~~therefore,~~ complaints will be made to the appropriate program administrator or building principal ~~and/or his/her/their assistant~~ if the matter cannot be resolved by the teacher, ~~coach,~~ or other BOCES employee.

If the complaint and related concerns are not resolved at this level to the satisfaction of the complainant, the complaint may be *carried forwarded* to the District Superintendent and/or one of their assistants. Unresolved complaints at the building level must be reported to the District Superintendent by the building principal/program administrator. The District Superintendent may require the statement of the complainant in writing.

If the complaint and related concerns are not resolved at the District Superintendent level to the satisfaction of the complainant, the complaint may be *carried forwarded* to the Board. Unresolved complaints at the District Superintendent level must be reported to the Board by the District Superintendent. The Board reserves the right to require prior written reports from appropriate parties. *The Board will review the complaint and issue a recommendation to resolve the complaint.*

Adopted: 7/13/99
Revised: 9/15/2010
Revised: 8/21/2013
Reviewed: 9/21/2016
Reviewed: 9/18/2019
Revised: 8/17/2022

Monroe 2-Orleans BOCES Policy
Series 2000 – Community Relations
Policy #2250 – SOLICITATION OF CHARITABLE DONATIONS FROM SCHOOL CHILDREN

Direct solicitation of charitable donations from children in the BOCES schools or programs, or on BOCES' owned or leased property during regular school hours shall not be permitted. It will be a violation of BOCES policy to ask school children directly to contribute money or goods for the benefit of a charity during the hours in which BOCES students are compelled to be on BOCES' owned or leased premises.

However, this policy does not prevent the following types of fund raising activities:

- a) Fund raising activities which take place off BOCES premises, or outside of regular school hours during before-school or after-school extracurricular periods;
- b) Arms-length transactions, where the purchaser receives a consideration for their donation. For example, the sale of goods or tickets for concerts or social events, where the proceeds go to charity, shall not be prohibited as the purchaser will receive consideration - the concert or social event - for the funds expended;
- c) Indirect forms of charitable solicitation on BOCES premises that do not involve coercion, such as placing a bin or collection box in a hallway or other common area for the donation of food, clothing, other goods or money.

The Board shall ultimately decide which organizations, groups, etc. can solicit charitable donations and for what purposes, as long as the activities comply with the terms of this policy and the Rules of the Board of Regents.

Regulations shall be developed by the administration to implement this policy.

8 New York Code of Rules and Regulations (NYCRR) Section 19.6

New York State Constitution Article VIII, Section 1

Education Law Section 414

Adopted: 7/13/99
Reviewed: 9/15/2010
Reviewed: 8/21/2013
Revised: 9/21/2016
Reviewed: 9/18/2019
Revised: 8/17/2022

Monroe 2-Orleans BOCES Policy
Series 2000 – Community Relations
Policy #2310 – PUBLIC ACCESS TO RECORDS

Access to records of the BOCES shall be consistent with the rules and regulations established by the State Committee on Open Government and shall comply with all the requirements of the New York State Public Officers Law Section 84 et seq.

A designated official shall be identified to serve as records access clerk and to coordinate such requests that are in keeping with these provisions. Any individual denied access to eligible records may appeal such denial in writing to the District Superintendent or ~~his/her~~their designee in accordance with established procedures and regulations.

A Records Access Officer shall be ~~designated by the District Superintendent or their designee, subject to the approval of~~ *approved by* the Board at the annual reorganizational meeting, who shall have the duty of coordinating the response to public request for access to records.

Regulations and procedures pertaining to accessing BOCES records shall be as indicated in the BOCES regulations.

If the BOCES has the capability to retrieve electronic records, it must provide such records electronically upon request. The BOCES shall accept requests for records submitted in the form of electronic mail and respond to such requests by electronic mail using the forms supplied by the BOCES. This information shall be posted on the BOCES website, clearly designating the e-mail address for purposes of receiving requests for records via this format.

When the BOCES maintains requested records electronically, the response shall inform the requester that the records are accessible via the internet and in printed form either on paper or other information storage medium.

The BOCES shall respond to a request within five (5) business days of the receipt of a request. Should all or part of the request need to be denied, the BOCES shall respond in the manner set forth by the rules and regulations stipulated by the Committee on Open Government.

The Assistant Superintendent for Human Resources will notify the BOCES employee via email and/or in person when a request for an employee's disciplinary record has been received.

Education Law Section 2116
Public Officers Law Section 84 et seq.

Adopted: 7/13/1999
Revised: 5/14/2008
Revised: 9/15/2010
Reviewed: 8/21/2013
Reviewed: 9/21/2016
Revised: 5/10/2017
Reviewed: 9/18/2019
Revised: 8/17/2022
Revised: 11/20/2024

Monroe 2-Orleans BOCES Policy
Series 2000 – Community Relations
Policy #2411 – UNLAWFUL POSSESSION OF A WEAPON UPON SCHOOL GROUNDS

The possession of any firearm or weapon or a look alike firearm or weapon *or a dangerous instrument capable of causing death or physical injury*, as defined in New York State Law, Federal Law or Board policy, on BOCES premises or BOCES property is prohibited, except: 1) by law enforcement personnel, 2) upon written authorization of the District Superintendent/designee, 3) an antique firearm used for instructional purposes with prior notice.

The terms “BOCES premises” or “BOCES property” shall mean property owned or leased by the BOCES and shall also include BOCES activities off premises such as field trips or work based programs.

New York State Penal Law Section 265.01 Gun Free Schools Act

Adopted: 7/13/99
Revised: 10/22/08
Revised: 9/15/2010
Reviewed: 8/21/2013
Reviewed: 9/21/2016
Reviewed: 9/18/2019
Revised: 8/17/2022

10. New Business

2. *Resolution to Approve CTE Equipment Reserve Fund
Contribution of \$ 95,000*



**Finance
Office**

Steve Roland
*Assistant Superintendent
for Finance and Operations*
Tel: (585) 352-2412
Fax: (585) 352-2756
Email:
sroland@monroe2boces.org

**Career and Technical Education (CTE) Equipment Reserve Fund -
Contribution**

It is hereby resolved that based upon the recommendation of the District Superintendent, the Monroe 2 – Orleans BOCES Board authorizes a contribution to the previously established Career and Technical Education (CTE) Equipment Reserve Fund in the amount of \$95,000 from 2024/25 school year expenditures.

10. New Business

3. *Resolution to Approve Insurance Reserve Fund
Contribution of \$ 300,000*



Monroe 2–Orleans
Board of Cooperative Educational Services
Thomas K. Putnam, Ed.D., District Superintendent

**Finance
Office**

Steve Roland
*Assistant Superintendent
for Finance and Operations*
Tel: (585) 352-2412
Fax: (585) 352-2756
Email:
sroland@monroe2boces.org

Insurance Reserve Fund - Contribution

It is hereby resolved that based upon the recommendation of the District Superintendent, the Monroe 2 – Orleans BOCES Board authorizes a contribution to the previously established Insurance Reserve Fund in the amount of \$300,000 from 2024/25 school year expenditures.

10. New Business

4. *Resolution to Approve Liability Reserve Fund Contribution of \$ 100,000*



Monroe 2–Orleans
Board of Cooperative Educational Services
Thomas K. Putnam, Ed.D., District Superintendent

**Finance
Office**

Steve Roland
*Assistant Superintendent
for Finance and Operations*
Tel: (585) 352-2412
Fax: (585) 352-2756
Email:
sroland@monroe2boces.org

Liability Reserve Fund - Contribution

It is hereby resolved that based upon the recommendation of the District Superintendent, the Monroe 2 – Orleans BOCES Board authorizes a contribution to the previously established Liability Reserve Fund in the amount of \$100,000 from 2024/25 school year expenditures.

10. New Business

5. *Resolution to Approve Retirement Contribution Reserve Fund Contribution of \$500,000*



**Finance
Office**

Steve Roland
*Assistant Superintendent
for Finance and Operations*
Tel: (585) 352-2412
Fax: (585) 352-2756
Email:
sroland@monroe2boces.org

Retirement Contribution Reserve Fund - Contribution

It is hereby resolved that based upon the recommendation of the District Superintendent, the Monroe 2 – Orleans BOCES Board authorizes a contribution to the previously established Retirement Contribution Reserve Fund in the amount of \$500,000 from 2024/25 school year expenditures.

10. New Business

6. Resolution to Designate a Voting Delegate and Alternate for New York State School Board Association (NYSSBA) Convention

10. New Business

7. Resolution to Approve 2025-26 Professional Learning Plan



MONROE 2-ORLEANS

BOCES

PROFESSIONAL

LEARNING

PLAN

~~2024-2026~~

2025-2026

Board Approved

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.





Strategic Plan

Strategic Goals

Key Strategies

Customer Satisfaction

Provide excellent service while demonstrating care and respect for all

- Provide prompt response to all customers
- Provide programs and services to meet the needs of customers
- Utilize customer feedback to drive programs and services

Continuous Improvement

Seek innovative practices to promote organizational excellence by improving efficiency and effectiveness of services

- Conduct needs assessment to identify and deliver professional development accordingly
- Utilize innovative technologies throughout the organization to enhance teaching, learning and operations
- Incorporate research-based instructional practices to ensure quality program delivery

Community Collaboration

Partner with school districts and community organizations to provide creative educational solutions and foster growth

- Participate in school and community networking opportunities
- Maintain continuous communication with school and community partners
- Develop purposeful partnerships to foster regional advancement
- Respond to emerging federal, state and local needs to guide programs and services

Resource Management

Demonstrate integrity, accountability and effectiveness in all personnel and financial decisions with an emphasis on enhancing teaching and learning

- Recruit, develop and retain qualified personnel committed to our mission and vision
- Promote efficiency, quality, and cost effectiveness in the daily management of staff and budgets
- Maintain a high level of integrity, clarity and accountability in all operations and communications

TABLE OF CONTENTS

	Page
District/Team Information.....	1
Professional Learning Team Membership.....	2
Annual Professional Learning Plan Requirements.....	3
Attachment I: Needs Assessment Sources Used.....	5
Attachment II: Professional Learning Plan Summary Chart.....	6
Attachment III: District Resources.....	9
Attachment IV: Implementation Plan.....	10
Attachment V: Effective Teaching Series - Summary Chart.....	23
Attachment VI: Mentoring Program.....	25
Attachment VII: Collegial Partner Program.....	27
Attachment VIII: Professional Learning Guidelines.....	29
Attachment IX: NYSED Completion of Approved CTLE Hour(s) Certificate.....	30
Attachment X: NYS Professional Development Standards.....	31

MONROE 2-ORLEANS BOCES
PROFESSIONAL LEARNING PLAN

DISTRICT NAME: Monroe 2-Orleans BOCES
BEDS CODE: 26900
DISTRICT SUPERINTENDENT: Dr. Thomas Putnam
ADDRESS: 3599 Big Ridge Road, Spencerport NY 14559-1799
PHONE: (585) 352-2411 FAX: (585) 352-2442 EMAIL: tputnam@monroe2boces.org
YEAR(S) PLAN IS EFFECTIVE: ~~2-Years 2024-2026~~ **1-Year 2025-2026**

COMPOSITION OF PROFESSIONAL LEARNING TEAM(S)

District Team

4 # administrators/staff
8 # teachers
6 # others (roles specified below)
1 parent representative
1 higher education representatives
1 data specialist
1 professional development assistant superintendent
1 instructional technology representative
1 center for workforce development representative

Number of school buildings in district: 1

Nature and Terms

The Monroe 2-Orleans Board of Cooperative Educational Services has determined that the BOCES 2 United Professionals (B2UP) is supported by a majority of the teachers and other licensed staff members including art therapists, audiologists, guidance counselors, librarians, music therapists, occupational therapists, physical therapists, registered nurses, school counselors, school health coordinator, school nurse practitioners, school psychologists, school social workers, speech therapists, and vocational rehabilitation counselors.

For purposes of this document, the term “teacher” will refer to teachers as well as the other licensed staff members listed above.

MONROE 2-ORLEANS BOCES
PROFESSIONAL LEARNING TEAM

Superintendent Designee: (permanent appointment)	Dr. Marijo Pearson, Assistant Superintendent for Curriculum, Instruction, & Professional Development
School Administrators: (permanent appointments)	Thomas Schulte Assistant Superintendent for Instructional Programs Suzanne Maxim Assistant Director, Dept. for Exceptional Children Paula Boughton Administrator, Career and Technical Education Edward Mongold Principal, Alternative Programs Ryan Maier MAARS Coordinator
Curriculum Specialist: (permanent appointment)	Sara Missell Instructional Support Specialist, Curriculum, Instruction and Professional Development
Instructional Technology Representative: (permanent appointment)	Ray Miller Supervising Manager, Communications & Technology Services
Teacher Association: (permanent appointment)	Melissa Pound BOCES 2 Teacher Association Representative
Staff Representatives: (3-year rotation, 2024-2027)	Alicia Granville Special Education Sharon Seman Special Education Catherine Allen Career & Technical Education Kyle Canfield Career & Technical Education Dimitrios Kokkinis Related Services
Higher Education Representative:	Dr. Katie Heath Roberts Wesleyan University
Parent Representative:	TBD
Center for Workforce Development Representative:	Rebecca Horowitz Assistant Director

ANNUAL PROFESSIONAL LEARNING PLAN REQUIREMENTS

The Administration and the B2UP mutually recognize the need for continuous professional learning for all staff members. As per the District Superintendent and the B2UP (current contract); Article IV Section A, minimum training requirements are:

All new unit members will participate in a comprehensive orientation program consisting of:

- Up to five (5) days during the first two years of employment, prior to the beginning of professional duties each year.
- Ten (10) hours of professional growth activities during the first year of employment, as determined by the administration.

All probationary staff members will participate in a comprehensive Professional Learning Program during their second and third years of employment consisting of:

- Ten (10) hours of professional growth activities per year on topics determined by the administration.

All tenured, annually and permanently appointed classified unit members will participate in a comprehensive Professional Learning Program consisting of:

- Ten (10) hours of professional growth activities per year on topics determined by the Professional Learning Committee or mutually agreed to by the staff member and the immediate supervisor.

NYS CONTINUING TEACHER LEADER EDUCATION (CTLE) REQUIREMENTS

Monroe 2-Orleans BOCES is an approved sponsor of CTLE and will issue certificates of completion and maintain those records for all CTLE activities in their Frontline Professional Growth system. Electronic certificates are printable from Frontline Professional Growth and include all of the information as noted on the NYSED approved CTLE hours certificate. (See appendix IX)

In accordance with CTLE Regulations (2019), during the educator's registration period they must also complete a minimum of 15% of their CTLE hours in language Acquisition, unless the BOCES has a waiver. Monroe 2-Orleans BOCES has a language acquisition waiver that has been approved annually since 2016. Anyone who holds an English to Speakers of Other Languages professional or a Bilingual Extension must complete a minimum of 50% of their CTLE hours in language acquisition. CTLE Regulations (2019) educators who hold a Teaching Assistant Level 3 certificate are also required to complete CTLE hours. Currently, there are no Teaching Assistant Level 3 positions at Monroe 2-Orleans BOCES.

CTLE REQUIREMENTS

Monroe 2-Orleans BOCES is in accordance with the NYS Continuing Teacher Leader Education (CTLE) requirements and includes Monroe 2-Orleans BOCES approved vendors, Mid-West JMT, RBERN, RIC, and Teacher Centers. All Monroe 2-Orleans BOCES internal vendors are vetted to comply with all CTLE requirements. All classroom teachers who hold a professional certificate are required to complete 100 hours of professional learning every five years. The professional learning activities contained in this plan will help staff fulfill these hours. CTLE certificates of completion must be retained for at least three years

from the end of the registration period in which CTLE was completed and be available for review by the New York State Department of Education upon request.

MENTORING PROGRAM

All first-year new teachers will participate in a mentoring program, which satisfies requirements as specified in paragraphs (2) and (5) of subdivision (dd) of section 100.2 of the Regulations of the Commissioner of Education. (See attachment VI: Mentoring Program.) Long-term substitutes employed for more than 40 contiguous days will be assigned a mentor.

In accordance with the CTLE Regulations (2019), educators acting as a mentor to a new classroom teacher as part of the BOCES mentoring program may receive credit of up to 30 hours of such time towards their CTLE requirement in each 5-year registration period. This must be documented via Frontline Professional Growth in conjunction with BOCES administration. Educators acting as a mentor to a teacher candidate may credit up to 25 hours of such time towards CTLE requirement in each registration period. This must be documented in Frontline Professional Growth in conjunction with BOCES administration.

COLLEGIAL PARTNER PROGRAM

All teachers with two or more years of teaching experience who are new to Monroe 2-Orleans BOCES will participate in the Collegial Partner Program. In addition, all unit members who have completed year one of the Mentoring Program will participate in the Collegial Partner Program during their second year of employment. (See attachment VII.)

PROFESSIONAL LEARNING PLAN NEEDS ANALYSIS

The goals of the Monroe 2-Orleans BOCES Professional Learning Plan are directly aligned with the New York State Learning Standards and New York State assessments. A matrix design was created to align objectives with appropriate goals and identify strategies and performance measures that address student needs. All goals and objectives are aligned to the New York State Professional Learning Standards (see Attachment IX.)

The Implementation Plan was developed to address the needs of all students, age 3 through 21. Our plan provides for substantial professional learning for all staff involved in the departments for Exceptional Children, Career and Technical Education, Westside Academy, the BOCES 4 Science, Communications and Technology Services, the Office for Curriculum, Instruction, and Professional Development, and the Monroe/Orleans Accountability, Assessment and Reporting Services.

The time frame of the Monroe 2-Orleans BOCES Professional Learning Plan reflects a multi-year approach to improve student performance through 2026. The Professional Learning Team will meet to review instruction, assessment and staff development data as related to the plan. Program data will be used to identify emerging needs and to modify goals/objectives accordingly.

Performance measures and data sources are stated within each goal and objective. Various sources (see Attachment I) were utilized to target appropriate goals and objectives to improve student achievement. The data was derived from the student population at Monroe 2-Orleans BOCES.

Attachment I: Needs Assessment Sources Used

The sources used to identify the basis of the Monroe 2-Orleans BOCES needs analysis are:

- Individual student work
- Local assessment data
- School Report Card
- BEDS data
- BOCES 2 needs assessment
- Student attendance rates
- Graduation and drop-out rates
- Student performance results disaggregated by subgroups
- NYSED 3-8 ELA and Math and Regents Data
- Career and Technical Education Performance Data
- CTE Comprehensive Local Need Assessment (every 2 yrs.)
- Student outcome data (academic/behavioral)
- Student/teacher ratios
- Teacher review and retention process
- Number of teachers teaching out-of-field
- Annual Professional Performance Review
- Curriculum development and review
- Professional Learning Plan (annual review)
- BOCES 2 Culture & Climate Survey Data
- Discipline/referral data - Positive Behavioral Intervention Supports (PBIS)
- School Safety and Educational Climate (SSEC)
- Dignity for All Students (DASA) Data
- BOCES 2 staff and component district service requests
- BOCES 2 Strategic Plan
- BOCES 2 Equity Plan
- CTE Post High School Placement Data
- Program Enrollment Data

Attachment II: Professional Learning Plan Summary Chart

Goal	Goal Statement	Department/Objectives	NYS Professional Development Standard
1	Learn and implement models of effective instruction using research-based best practices in all instructional programs to show growth (annual improvement of 10%) in academic results for all students.	BOCES 2 Instructional Support Staff 1.1 Instructional support staff will attend and/or lead the implementation of NYS Learning Standards, Career and Financial Management (CFM), literacy best practices, and develop associated curriculum, lesson plans, and professional learning opportunities for all BOCES 2 staff. <i>(measurables: curriculum maps, lesson plans, assessments, attendance at professional learning sessions)</i> Career and Technical Education 1.2 All CTE students will pass the 21st Century Skills assessment staff will use effective instructional strategies and research-based practices to teach career readiness <i>(measurable growth year over year)</i> 1.3 All CTE students will pass targeted CTE literacy assessments aligned to each program. staff will use effective instructional strategies and research-based practices to teach integrated literacy <i>(measurable growth year over year)</i> Department for Exceptional Children 1.4 Students in the Department for Exceptional Children programs will show growth in their All Department for Exceptional Children staff will use effective instructional strategies and research-based practices to improve student performance on State Approved Literacy Task, 3-8 ELA and Math assessments, Regents and NYSAA assessments. <i>(measurable growth year over year)</i>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

	Westside Academy 1.5 Students at Westside Academy will show growth <i>All Westside Academy staff will use effective instructional strategies and research-based practices to improve student performance</i> on NYS Regents exams, 7-8 ELA and Math assessments, 8th grade Science assessment, or State Approved Literacy Tasks. (measurable growth year over year)	
--	---	--

2	Develop and implement a comprehensive tiered system of supports for positive behavioral interventions.	BOCES 2 Instructional Support Staff 2.1 Instructional support staff will provide facilitate and/or attend professional learning on Multi-tiered Systems of Support (MTSS) to include de-escalation strategies, function-based thinking, youth mental health first aid, and restorative and trauma informed practices.	1, 3, 4, 6, 8, 10
		Career and Technical Education 2.2 All CTE Staff will attend professional learning on topics related to positive behavioral strategies as well as implement the strategies learned in order to implement a positive behavioral intervention to proactively reduce disciplinary referrals. (regularly monitored discipline reports)	
		Department for Exceptional Children 2.3 All Exceptional Children Staff will attend professional learning on topics related to positive behavioral strategies as well as implement the strategies learned in order to implement a positive behavioral intervention to proactively reduce disciplinary referrals. (regularly monitored discipline reports)	
		Westside Academy 2.4 All Westside Academy Staff will attend professional learning on topics related to positive behavioral strategies as well as implement the strategies learned in order to implement a positive behavioral intervention to proactively reduce disciplinary referrals. (regularly monitored discipline reports)	
3	Formative and Summative Assessment data will be utilized to monitor student growth throughout the academic year, and drive academic interventions as needed.	BOCES 2 Instructional Support Staff 3.1 Instructional support staff will facilitate and/or attend training in best practices in the development and implementation of curriculum-based formative and summative assessments.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
		Career and Technical Education 3.2 All CTE staff will develop and implement curricular-aligned formative assessment/strategies to bring about improved student outcomes on summative tasks/assessments. attend professional learning on formative and summative assessment in order to design/deliver assessments and analyze results.	

		Department for Exceptional Children 3.3 Exceptional Children instructional staff will develop and implement curricular-aligned formative assessment/strategies to bring about improved student outcomes on summative tasks/assessments. <i>attend professional learning on formative and summative assessment in order to design/deliver assessments and analyze results.</i> 3.4 Exceptional Children instructional staff will utilize benchmark assessments, k-12 for ELA and Math.	
		Westside Academy 3.5 Westside Academy staff will develop and implement curricular-aligned formative assessment/strategies to bring about improved student outcomes on summative tasks/assessments. <i>attend professional learning on formative and summative assessment in order to design/deliver assessments and analyze results.</i>	
4	Implement diversity, equity and inclusion best practices to ensure Monroe 2-Orleans BOCES provides welcoming and affirming environments for all stakeholders.	BOCES 2 Instructional Support Staff 4.1 All BOCES 2 Instructional Support Staff will train staff <i>facilitate and/or attend professional learning on</i> in the NYS Culturally Responsive Sustaining Education (CRS-E) <i>(CR-S)</i> Framework, and social emotional learning best practices.	1, 2, 3, 4, 5, 8, 10
		Career and Technical Education 4.2 All CTE staff will implement lessons that align with the NYS CRS-E, include social-emotional best practices and promote an inclusive environment for all students. (culture and climate survey data, lesson plan structure aligned to CRS-E and SEL) <i>attend professional learning on SEL and the NYS Culturally Responsive Sustaining Education (CR-S) Framework in order to implement strategies and best practices for creating an inclusive environment</i>	
		Department for Exceptional Children 4.3 All Department for Exceptional Children staff will implement lessons that align with the NYS CRS-E, include social-emotional best practices and promote an inclusive environment for all students. (culture and climate survey data, lesson plan structure aligned to CRS-E and SEL) <i>attend professional learning on SEL and the NYS Culturally Responsive Sustaining Education (CR-S) Framework in</i>	

		<i>order to implement strategies and best practices for creating an inclusive environment</i>	
		Westside Academy 4.4 All Westside Academy staff will implement lessons that align with the NYS CRS-E, include social emotional best practices and promote an inclusive environment for all students. (culture and climate survey data, lesson plan structure aligned to CRS-E and SEL <i>attend professional learning on SEL and the NYS Culturally Responsive Sustaining Education (CR-S) Framework in order to implement strategies and best practices for creating an inclusive environment</i>	

Attachment III: District Resources

The internal and external resources used to help the Monroe 2-Orleans BOCES meet our goals are:

Fiscal Resources:

- ⇒ District shared services requests
- ⇒ 611/619 IDEA Funds
- ⇒ Perkins V Grant
- ⇒ Workforce Innovation and Opportunity Act

Staff Resources:

- ⇒ Conference and Professional Affiliations
- ⇒ CTE Content Area Specialists ELA and Math
- ⇒ Curriculum, Instruction, and Professional Development Department
- ⇒ Instructional Support Specialists
- ⇒ Mentors
- ⇒ BOCES 4 Science Resource Teachers

Providers:

- ⇒ RBE-RN
- ⇒ Office for Curriculum, Instruction, and Professional Development
- ⇒ Department for Exceptional Children Instructional Support Specialists
- ⇒ CTE Instructional Support Specialists
- ⇒ Institutions of Higher Education
- ⇒ NYS CTE Technical Assistance Center
- ⇒ Regional Early Childhood Direction Center
- ⇒ Regional PBIS Center
- ⇒ SCDN
- ⇒ NYSED Trainings
- ⇒ CaTS
- ⇒ MAARS
- ⇒ Association of Career and Technical Education and related regional/state divisions
- ⇒ Southern Regional Education Board (SREB)
- ⇒ Children's Institute
- ⇒ Partners in Restorative Initiatives (PiRi)
- ⇒ Bivona Child Advocacy

Community:

- ⇒ Business and Industry
- ⇒ Community-based agencies (RochesterWorks, Monroe County Youth Council)
- ⇒ Community-based organizations (Kiwaniis and Rotary Clubs)
- ⇒ Parents and Families
- ⇒ SEPTO

MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

Attachment IV: Implementation Plan

Goal #1:

All instructional staff will apply models of effective instruction using research-based best practices in all instructional programs to show growth (annual improvement of 10%) in academic results for all students.

NYS Professional Development Standards Alignment

Standard 1	Designing Professional Development
Standard 3	Research-based Professional Learning
Standard 4	Collaboration
Standard 6	Student Learning Environments
Standard 8	Data-driven Professional Practice
Standard 10	Evaluation

See NYS PL Standards pg. 31

MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

Attachment IV: Implementation Plan

GOAL #1: All instructional staff will apply models of effective instruction using research-based best practices in all instructional programs to show annual growth in academic results for all students.

Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
BOCES 2 Instructional Staff including CIPD, CaTS, BOCES 4 Science, RBERN, MAARS					
1.1 Instructional support staff will attend and/or lead the implementation of NYS Learning Standards, Career and Financial Management (CFM), literacy best practices, and develop associated curriculum, lesson plans, and professional learning opportunities for all BOCES 2 staff. <i>(measurables: curriculum maps, lesson plans, assessments, attendance at professional learning sessions)</i>	- Instructional support staff will provide attend and/or lead professional development learning on the following based on department goals and needs: - NYS State Learning Standards (All content areas including computer science and digital literacy) - CFM standards and curriculum - Literacy best practice as per NYSED guidance - Instructional support staff will provide assistance with development of aligned curriculum and lesson plans.	Ongoing	- NYS Learning Standards (All content areas including computer science and digital literacy) - CFM Standards and curriculum - Literacy best practices	- Administration - Monroe 2-Orleans BOCES Instructional Support Specialists	100% of staff will attend and/or lead trainings on one or more of the following areas: - NYS Learning Standards (All content areas including computer science and digital literacy) - CFM standards and curriculum - Literacy best practices 100% of staff will utilize at least one aligned curriculum unit (Atlas) <i>(As measured by attendance sign-in sheets)</i>

1.2 All CTE students will pass the 21 st Century Skills assessment <i>staff will use effective instructional strategies and research-based practices to teach career readiness</i>	• Instruction on 21st Century Skills curriculum	• Ongoing	• CFM curriculum • Work Related Skills • WEMOCO Wednesday • CRS E NYS CR-S Framework • SEL Competencies • Restorative practices • Professional learning as determined by department	• Administration • CTE Instructional Support Team • CTE Technical Assistant Center (TAC) • CTE Southern Regional Education Board (SREB)	• Students passing 100% of students will pass the 21st Century Skills Assessment in each program will (increase by 10% annually) (need baseline) • 100% of CTE staff will use instructional strategies and research-based practices to teach career readiness and provide documentation to their direct supervisor
1.3 All CTE students will pass targeted CTE literacy assessments aligned to each program <i>staff will use effective instructional strategies and research-based practices to teach integrated literacy</i>	• Literacy instruction • Will use best practices for integrated literacy instruction	• Ongoing	• NYS Learning Standards • Literacy Strategies • Comprehension • Vocabulary • Writing • Speaking • Professional learning as determined by department	• Administration • CTE Instructional Support Team	• Students passing CTE 100% of students will pass flagged literacy assessments in each program will (increase by 10% annually) (need baseline) • 100% of CTE staff will use effective instructional strategies and research-based practices to teach integrated literacy and provide documentation to their direct supervisor
1.4 Students in the All Department for Exceptional Children <i>staff will use effective instructional strategies and research-based practices to improve student performance on</i>	• Attend Instructional support staff will provide professional development learning on the following based on department goals and needs: ○ NYS State Next Gen-Learning Standards	• Ongoing	• NYS Next Gen Learning Standards • Literacy best practices • NYSAA • Professional learning as determined by department	• Administration • Monroe 2-Orleans BOCES Instructional Support Specialists	• Students showing growth on state approved literacy tasks will increase by 10% annually • Students showing growth on 3-8 ELA and Math assessments and Regents exams will increase by 10% annually

programs will show growth in their State Approved Literacy Task, 3-8 ELA and Math assessments, Regents and NYSAA assessments.	○ Literacy best practices ○ NYSAA best practices ● Instructional support staff will provide assistance with the development of aligned curriculum and lesson plans.				● Students showing growth on NYSAA assessments will increase by 10% annually ● <i>100% of Exceptional Children staff will use effective instructional strategies and research-based practices to teach integrated literacy and provide documentation to their direct supervisor</i>
1.5 Students at <i>All Westside Academy will show growth staff will use effective instructional strategies and research-based practices to improve student performance</i> on NYS Regents exams, 8th grade Science assessment, or State Approved Literacy Tasks. <i>(measurable growth year over year)</i>	● <i>Attend</i> Instructional support staff will provide professional development <i>learning</i> on the following based on department goals and needs: ○ NYS State Next Gen Learning Standards ○ Literacy best practices ● Instructional support staff will provide assistance with the development of aligned curriculum and lesson plans.	● Ongoing	● NYS Next Gen Learning Standards ● Literacy best practices ● Professional learning as determined by department	● Administration ● Monroe 2-Orleans BOCES Instructional Support Specialists	● Students showing growth on state approved literacy tasks will increase by 10% annually ● Students showing growth on the Grade 7/8 ELA and Math assessments and all Regents exams will increase by 10% annually ● <i>100 % of Westside Academy staff will use effective instructional strategies and research-based practices to teach integrated literacy and provide documentation to their direct supervisor</i>

1.6 Related service support staff will receive training specifically aligned to NYS licensing and NYSED requirements, and best practices.	• Department chair people will lead and share best practices in the areas of expertise. • Related Service Providers will participate in professional learning sessions as per their NYS licensing requirements and NYSED best practices.	• Ongoing	• Professional learning based on NYS Licensing requirements and best practices	• <i>Administration</i> • NYSED • NYS • Monroe 2 Orleans • BOCES	• 100 % of related service providers will participate and show evidence of the application of best practices for their field of expertise
---	---	---	--	---	---

MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

Attachment IV: Implementation Plan

Goal #2: All instructional staff will implement best practices in positive behavioral interventions as aligned to a Multi-Tiered System of Support (MTSS).

NYS Professional Development Standards Alignment

Standard 1	Designing Professional Development
Standard 3	Research-based Professional Learning
Standard 4	Collaboration
Standard 6	Student Learning Environments
Standard 8	Data-driven Professional Practice
Standard 10	Evaluation

See NYS PL Standards pg. 31

MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

Attachment IV: Implementation Plan

GOAL #2: All instructional staff will implement best practices in positive behavioral interventions as aligned to a Multi-Tiered System of Support (MTSS).

Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
BOCES 2 Instructional Staff including CIPD, CaTS, BOCES 4 Science, RBERN, MAARS					
2.1 Instructional support staff will provide facilitate and/or attend professional learning on Multi-tiered Systems of Support (MTSS) to implement a positive behavioral management program	• Provide Facilitate and/or attend professional development learning on MTSS and behavior specific best practices. • Work with Instructional Support Specialists for Behavior	• Ongoing	• Foundational elements of MTSS • Trauma-informed best practices • Youth Mental Health First Aid • Restorative Practices • Function-based thinking • PBIS	• Administratio# • Instructional Support Specialists for Behavior	100% staff will attend professional learning on one or more of the following annually: • Trauma-informed best practices • Youth Mental Health First Aid • Restorative Practices • Function-based thinking • PBIS
2.2 All CTE Staff will attend professional learning on topics related to positive behavioral strategies as well as implement the strategies learned in order to implement a positive behavioral interventions to proactively reduce	• Provide Attend professional development learning on MTSS and behavior specific best practices. • Work with Instructional Support Specialists for Behavior	• Ongoing	• Foundational Elements of MTSS • Trauma-informed best practices • Youth Mental Health First Aid • Restorative Practices • Function-based thinking • PBIS • Classroom management, classroom procedures,	• Administratio# • Instructional Support Specialists for Behavior	100% staff will attend professional learning on one or more of the following annually: • Trauma-informed best practices • Youth Mental Health First Aid • Restorative Practices • Function-based thinking • PBIS Student referrals and/or behavioral instances will reduce by 10% annually

disciplinary referrals. (regularly monitored discipline reports)			<i>relationship building, conflict cycle, etc.</i>		
2.3 All Exceptional Children Staff will <i>attend professional learning on topics related to positive behavioral strategies as well as implement the strategies learned in order to implement a positive behavioral interventions to proactively reduce disciplinary referrals. (regularly monitored discipline reports)</i>	• Provide <i>Attend</i> professional development <i>learning</i> on MTSS and behavior specific best practices. • Work with Instructional Support Specialists for Behavior	• Ongoing	• Foundational elements of MTSS • Trauma-informed best practices • Youth Mental Health First Aid • Restorative Practices • Function-based thinking • PBIS • TCIS • <i>Classroom management, classroom procedures, relationship building, conflict cycle, etc.</i>	• Administratio <i>#</i> • Instructional Support Specialists for Behavior	100% staff will attend professional learning on one or more of the following annually: • Trauma informed best practices • Youth Mental Health First Aid • Restorative Practices • Function-based thinking • PBIS • TCIS <i>Student referrals and/or behavioral instances will reduce by 10% annually</i>
2.4 All Westside Academy Staff will <i>attend professional learning on topics related to positive behavioral strategies as well as implement the strategies learned in order to implement a positive behavioral interventions to proactively reduce disciplinary</i>	• Provide <i>Attend</i> professional development <i>learning</i> on MTSS and behavior specific best practices. • Work with Instructional Support Specialists for Behavior	• Ongoing	• Foundational elements of MTSS • Trauma-informed best practices • Youth Mental Health First Aid • Restorative Practices • Function-based thinking • PBIS • <i>Classroom management, classroom procedures, relationship building, conflict cycle, etc.</i>	• Administratio <i>#</i> • Instructional Support Specialists for Behavior	100% staff will attend professional learning on one or more of the following annually: • Trauma informed best practices • Youth Mental Health First Aid • Restorative Practices • Function-based thinking • PBIS <i>Student referrals and/or behavioral instances will reduce by 10% annually</i>

referrals. (regularly monitored discipline reports)					
--	--	--	--	--	--

MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

Attachment IV: Implementation Plan

Goal #3: ~~Instruction~~ All instructional staff will utilize formative and summative assessment data to monitor student growth throughout the academic year, and drive academic interventions as needed.

NYS Professional Development Standards Alignment

Standard 1	Designing Professional Development
Standard 2	Content Knowledge and Quality Teaching
Standard 3	Research-based Professional Learning
Standard 4	Collaboration
Standard 5	Diverse Learning
Standard 6	Student Learning Environments
Standard 7	Parent, Family and Community Engagement
Standard 8	Data-driven Professional Practice
Standard 9	Technology
Standard 10	Evaluation

See NYS PL Standards [pg. 31](#)

MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

Attachment IV: Implementation Plan

GOAL #3: All instructional staff will utilize formative and summative assessment data to monitor student growth throughout the academic year, and drive academic interventions as needed.

Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
BOCES 2 Instructional Staff including CIPD, CaTS, BOCES 4 Science, RBERN, MAARS					
3.1 Instructional support staff will facilitate <i>and/or attend</i> training in the best practices in the development, implementation, and analysis of curriculum-based formative and summative assessments.	• Provide <i>Facilitate and/or attend</i> professional development <i>learning</i> around best practices in the design, delivery, and analysis of formative and summative assessments to improve student outcomes	• Ongoing	• High impact formative assessment strategies ○ Effective Use of Formative Assessment ○ The Questions that Teachers ask ○ Reimaging Assessments • Best practices in using formative assessment data to improve student outcomes ○ Growth Producing Feedback ○ Grading for equity	• CIPD • MAARS Staff Developer(s) • Instructional Specialists	• 100% of <i>Instructional support</i> staff will annually <i>facilitate and/or attend at least one</i> professional learning in <i>on</i> best practices in the design, delivery, and analysis of formative and summative assessments.
3.2 All CTE staff will develop and implement curricular-aligned formative assessment/strategies to see improved student outcomes on summative	• Provide <i>Facilitate and/or attend</i> professional development <i>learning</i> around best practices in	• Ongoing	• High impact formative assessment strategies ○ Effective Use of Formative Assessment ○ The Questions that Teachers ask ○ Reimaging Assessments	• CIPD • MAARS Staff Developer(s) • Instructional Specialists	• 100% of staff will annually attend professional learning in best practices in the design, delivery, and analysis of formative and summative assessments. <i>100% of CTE staff will attend at least one professional learning on</i>

tasks/assessments. <i>attend professional learning on formative and summative assessment in order to design/deliver assessments and analyze results.</i>	the design, delivery, and analysis of formative and summative assessments to improve student outcomes		• Best practices in using formative assessment data to improve student outcomes ○ Growth Producing Feedback ○ Grading for equity		<i>formative and summative assessments and show evidence of implementation in their classrooms.</i>
3.3 Exceptional Children instructional staff will develop and implement curricular-aligned formative assessment/strategies to see improved student outcomes on summative tasks/assessments. <i>attend professional learning on formative and summative assessment in order to design/deliver assessments and analyze results.</i> 3.4 Exceptional Children instructional staff will utilize benchmark assessments, k-12 for ELA and Math.	• Provide <i>Attend</i> professional development <i>learning</i> around best practices in the design, delivery, and analysis of formative and summative assessments to improve student outcomes	• Ongoing	• High impact formative assessment strategies ○ Effective Use of Formative Assessment ○ The Questions that Teachers ask ○ Reimaging Assessments • Best practices in using formative assessment data to improve student outcomes ○ Growth Producing Feedback ○ Grading for equity	• CIPD • MAARS Staff Developer(s) • Instructional Specialists	• 100% of staff will annually attend professional learning in best practices in the design, delivery, and analysis of formative and summative assessments. <i>100% of Exceptional Children staff will attend at least one professional learning on formative and summative assessments and show evidence of implementation in their classrooms.</i>

3.5 Westside Academy staff will develop and implement curricular-aligned formative assessment/strategies to see improved student outcomes on summative tasks/assessments. <i>attend professional learning on formative and summative assessment in order to design/deliver assessments and analyze results.</i>	• Provide <i>Attend</i> professional development <i>learning</i> around best practices in the design, delivery, and analysis of formative and summative assessments to improve student outcomes	• Ongoing	• High impact formative assessment strategies ○ Effective Use of Formative Assessment ○ The Questions that Teachers ask ○ Reimaging Assessments • Best practices in using formative assessment data to improve student outcomes ○ Growth Producing Feedback ○ Grading for equity	• CIPD • MAARS Staff Developer(s) • Instructional Specialists	• 100% of staff will annually attend professional learning in best practices in the design, delivery, and analysis of formative and summative assessments. <i>100% of Westside Academy staff will attend at least one professional learning on formative and summative assessments and show evidence of implementation in their classrooms.</i>
--	---	---	--	---	--

MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

Attachment IV: Implementation Plan

Goal #4: All instructional staff will implement culturally responsive best practices to ensure Monroe 2-Orleans BOCES provides a welcoming and affirming environment for all stakeholders.

NYS Professional Development Standards Alignment

Standard 1	Designing Professional Development
Standard 2	Content Knowledge and Quality Teaching
Standard 3	Research-based Professional Learning
Standard 4	Collaboration
Standard 5	Diverse Learning
Standard 8	Data-driven Professional Practice
Standard 10	Evaluation

See NYS PL Standards pg. 31

MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

Attachment IV: Implementation Plan

GOAL #4: All instructional staff will implement culturally responsive best practices to ensure Monroe 2-Orleans BOCES provides a welcoming and affirming environment for all stakeholders.

Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
4.1 All BOCES 2 Instructional support staff will train staff facilitate and/or attend professional learning on in the NYS Culturally Responsive Sustaining Education (CRS-E) (CR-S) Framework, and social emotional learning best practices.	• Develop and deliver Facilitate professional learning focused on the NYS Culturally Responsive Sustaining Education (CRS-E) (CR-S) Framework, and social emotional learning best practices.	• Ongoing	• NYS CRS-E CR-S Framework • Inclusive language • Interrupting Harmful Language • Power of Pronouns • BOCES 2 Diversity, Equity and Inclusion Trainings	• Administration Administration • IAC	• 100% of Instructional support staff will show completion of or evidence of facilitated trainings to direct supervisor. participate in one or more professional learning opportunities in the following areas: • NYS Culturally Responsive and Sustaining Education Framework (CRS-E) • Social emotional learning best practices

4.2 All CTE staff will implement lessons that align with the NYS CRS-E, include social emotional best practices and promote an inclusive environment for all students. (culture and climate survey data, lesson plan structure aligned to CRS-E and SEL) attend professional learning on SEL and the NYS Culturally Responsive Sustaining Education (CR-S) Framework in order to implement strategies and best practices for creating an inclusive environment	Develop and deliver professional learning focused on the NYS Culturally Responsive Sustaining Education (CRS-E) (CR-S) Framework, and social emotional learning best practices as per NYSED guidance.	Ongoing	- NYS CRS-E CR-S Framework Inclusive language Interrupting Harmful Language Power of Pronouns BOCES 2 Diversity, Equity and Inclusion Trainings	- Administration - IAC	100% of staff will participate in one or more professional learning opportunities in the following areas: NYS Culturally Responsive and Sustaining Education Framework (CRS-E) Social emotional learning best practices 100% of teachers will receive a score of Effective or higher on component 2a Creating an Environment of Respect and Rapport on their APPR observation 100% of CTE students will indicate that they feel like they belong at WEMOCO and/or that WEMOCO is a welcoming environment as indicated by their response on the annual CTE Experience Survey 100% of staff will show completion of trainings to direct supervisor
4.3 All Department for Exceptional Children staff will implement lessons that align with the NYS CRS-E, include social emotional best practices and promote an inclusive environment for all students. (culture and climate survey data, lesson plan structure aligned to CRS-E and SEL) attend	Develop and deliver professional learning focused on the NYS Culturally Responsive Sustaining Education (CRS-E) (CR-S) Framework, and social emotional learning best practices as per NYSED guidance.	Ongoing	- NYS CRS-E CR-S Framework Inclusive language Interrupting Harmful Language Power of Pronouns	- Administration - IAC	100% of staff will participate in one or more professional learning opportunities in the following areas: NYS Culturally Responsive and Sustaining Education Framework (CRS-E) Social emotional learning best practices 100 % of teachers will receive a score of Effective or higher on component 2a Creating an Environment of Respect and Rapport on their APPR observation

<i>professional learning on SEL and the NYS Culturally Responsive Sustaining Education (CR-S) Framework in order to implement strategies and best practices for creating an inclusive environment</i>			• BOCES 2 Diversity, Equity and Inclusion Trainings		• 100% of staff will show completion of trainings to direct supervisor
4.4 All Westside Academy staff will implement lessons that align with the NYS CRS-E, include social emotional best practices and promote an inclusive environment for all students. (culture and climate survey data, lesson plan structure aligned to CRS-E and SEL) attend professional learning on SEL and the NYS Culturally Responsive Sustaining Education (CR-S) Framework in order to implement strategies and best practices for creating an inclusive environment	• Develop and deliver professional learning focused on the NYS Culturally Responsive Sustaining Education (CRS-E) (CR-S) Framework, and social emotional learning best practices as per NYSED best practices.	• Ongoing	• NYS CRS-E CR-S Framework • Inclusive language • Interrupting Harmful Language • Power of Pronouns • BOCES 2 Diversity, Equity and Inclusion Trainings	• Administration • IAC	100% of staff will participate in one or more professional learning opportunities in the following areas: • NYS Culturally Responsive and Sustaining Education Framework (CRS-E) Social emotional learning best practices • 100% of teachers will receive a score of Effective or higher on component 2a Creating an Environment of Respect and Rapport on their APPR observation • 100% of staff will show completion of trainings to direct supervisor

Attachment V: Effective Teaching Series – Summary Chart

New Staff Trainings Year 1

Topic	When	For Whom
New Staff Orientation: Training on Classroom Management, Elements of Instruction, Danielson Rubric Training	4 days before school starts	All New Staff
Department Specific Trainings: MTSS, TCIS, Equity	1 day during first year of employment	

Ongoing Required Trainings

Attendance/Sequence/Timeline determined through APPR process

Topic	When	For Whom
NYS Learning Standards Trainings • Overview • Content-Specific Trainings • Unit Writing	Year 1, 2, or 3 (TBD) As applicable for all BOCES staff	Teachers, Instructional Specialists, Related Service Providers (as appropriate)
Data To Inform Instruction Trainings • NYS Assessment Item Analysis – Group/Individual • Progress Monitoring • Data Driven Instruction • Formative and Summative Assessment Development	Year 1, 2, or 3 (TBD) As applicable for all BOCES staff	

Research Based Instructional Best Practices Trainings • Project Based Learning • Inquiry Trainings • Student Engagement	Year 1, 2, or 3 (TBD) As applicable for all BOCES staff	Teachers, Instructional Specialists, Related Service Providers (as appropriate)
TCIS (for identified staff)	Year 1, 2, or 3 (TBD) As applicable for all BOCES staff	Teachers, Instructional Specialists, Related Service Providers (as appropriate)
PBIS and Restorative Practice Trainings (for identified staff)	Year 1, 2, or 3 (TBD) As applicable for all BOCES staff	Teachers, Instructional Specialists, Related Service Providers (as appropriate)
Instructional Technology	Year 1, 2, or 3 (TBD) As applicable for all BOCES staff	Teachers, Instructional Specialists, Related Service Providers (as appropriate)
Diversity, Equity and Inclusion • Ableism <i>Interrupting Harmful Language</i> • Neurodiversity • Grading for Equity • Culturally Responsive Sustaining Education • Creating Affirming Spaces for LGBTQIA+ youth and staff • The Power of Pronouns on Identity, Acceptance, and Inclusion • Culturally Responsive Assessment Practices <i>Grading for equity</i>	Year 1, 2, or 3 (TBD) As applicable for all BOCES staff	Teachers, Instructional Specialists, Related Service Providers (as appropriate)

Note: Licensed staff are expected to fulfill professional learning requirements in order to maintain credentials.

Attachment VI: Mentoring Program

Introduction:

The Monroe 2-Orleans BOCES is committed to supporting new teachers in transitioning from preparation to practice. To foster this development, our mentoring program is a process in which a skilled, experienced unit member teaches and supports a novice teacher. We strongly believe these activities will lead to enhanced student achievement.

Mentor Criteria

- Mentor must be tenured or possess three years in the BOCES 2 organization.
- Mentor demonstrates a strong knowledge base and instructional/support skills.
- Mentor demonstrates knowledge and application regarding BOCES 2 procedures, policies, and structures.
- Mentor possesses strong interpersonal skills, develops trusting relationships, and facilitates teamwork in order to meet the needs of each new teacher.
- A mentor is a positive role model, student centered, and committed to life-long learning and continuous improvement.

Mentoring Roles & Responsibilities

- Attend initial mentor training at contractual training rate or release time.
- Meet with new teacher twice per month.
- Attend mentor support meetings once per semester.
- Meet with new teacher one day during New Staff Orientation at per diem reimbursement.
- Document contact hours.
- Orient new teacher to organization/assignment.
- Maintain ongoing and open communication.
- Conduct reciprocal and third party classroom visitations.
- Maintain confidentiality at all times.
- Engage in ongoing dialogue about effective instructional practices.
- Participate in staff development offerings.
- Complete online Mentor/Protégé follow-up survey twice per year.
- Provide support in these areas:

--Instructional planning and delivery
--Curriculum/clinical application
--Record keeping/policies and procedures
--Professional roles and responsibilities

--State standards and assessment
--Classroom management
--Home-school communication

Protégé Roles & Responsibilities

- Meet with mentor one day during New Staff Orientation.
- Meet with mentor twice per month.
- Document contact hours on PDT log.
- Become familiar with the organization and current assignment.
- Complete online Mentor/Protégé follow-up survey twice per year.
- Maintain ongoing and open communication.
- Participate in reciprocal and third party classroom visitations.
- Maintain confidentiality at all times.
- Engage in ongoing dialogue about effective instructional practices.
- Participate in staff development offerings.
- Seek support in these areas:
 - Instructional planning and delivery
 - Curriculum/clinical application
 - Record keeping/policies and procedures
 - Professional roles and responsibilities
 - State standards and assessment
 - Classroom management
 - Home-school communication

Mentor Selection

- Staff members interested in being a mentor will complete a mentor application and submit to respective department director, executive principal, or principal by May 1 of each school year.
- Applications will be reviewed by an administrative team within the appropriate program and candidates selected accordingly.
- Candidates selected for the mentor pool will be notified by June 1 of each school year.
- A mentor pool appointment is effective for three years from time of appointment; a mentor will remain in the pool unless the director, executive principal, principal, and/or mentor decide otherwise.
- The director, executive principal, or principal will assign mentors to new teachers for a period of one full year upon the new hire's first day of employment.

Mentor Stipend

- Mentors who are assigned a staff member will receive a stipend as per the BOCES 2 United Professionals contract to include all designated mentoring roles and responsibilities.

Attachment VII: Collegial Partner Program

The Collegial Partner Program is a peer partnering process for all teachers with more than two years of teaching experience who are new to BOCES 2 or have completed the mentor program. The purpose is to provide peer support training. Feedback regarding the Collegial Partner Program is gathered on an annual basis through a facilitated discussion group session involving both the probationary staff and their collegial partners.

A Collegial Partner:

- Is a volunteer.
- Is a positive, committed professional.
- Is experienced and knowledgeable regarding BOCES 2's policies and procedures within their department.
- Is a positive role model.
- Enjoys working with students in all educational areas.
- Has strong interpersonal, collaborative and leadership skills.
- Is a confidential, non-judgmental resource.
- Is a lifelong learner who seeks professional learning and remains current in his/her field.
- Strives to have BOCES 2 be the educational partner of choice.

ROLES AND RESPONSIBILITIES

Receiving Collegial Partner will:

- Meet with Collegial Partner during Orientation Week.
- Attend one after school Facilitated Discussion Group.
- Meet with the Collegial Partner for a minimum of six hours during the school year which may include:
 1. Face-to-face contact at work site/classroom during non-instructional time;
 2. E-mail (when available);
 3. Phone calls; and
 4. Written communication.
- Return calls/e-mail messages to Collegial Partner in a timely manner.
- Maintain communication log/journal.
- Communicate honestly and openly about issues and concerns.
- Maintain confidentiality about contacts.

ROLES AND RESPONSIBILITIES

The Collegial Partner will:

- Meet with the staff member during Orientation Week.
- Attend one after school Facilitated Discussion Group.
- Attend one training session to initiate the peer partnering process.
- Meet with the staff member for a minimum of six hours during the school year which may include:
 1. Face to face contact at work site/classroom during non-instructional time;
 2. E-mail (when available);
 3. Phone calls; and
 4. Written communication.
- Returns calls/e-mail messages to the staff member in a timely manner.
- Maintain communication log/journal.
- Communicate honestly and openly about issues and concerns.
- Maintain confidentiality about contacts.
- Direct staff to appropriate resources when needed.
- Assist staff with notice and/or advance preparation for special events (Open House, Parent Teacher Conferences) and paper work responsibilities (grades, Annual Reviews, requisitions).

Maintain the positive spirit of the Collegial Partner Program.

Attachment VIII: Professional Learning Guidelines

- ◆ CTLE certificates of completion must be retained for at least three years from the end of the registration period in which CTLE was completed and be available for review by the New York State Department of Education upon request. CTLE approved activities include: Content, Pedagogy, English Language Learning. Professional learning activities also are aligned to the NYS teaching, leadership, and learning standards, assessments, adult learning theory, current research in education including but not limited to linguistic, culturally appropriate and responsive practice. This includes recording activities that require the submission of the BOCES 2 Request for Conference Attendance form.
- ◆ The BOCES 2 Request for Conference Attendance procedures must be adhered to.
- ◆ Your professional learning activity should align with a goal in the Professional Learning Plan and be in accordance with CTLE.
- ◆ Types of professional learning should be one of the following:
 - Classroom follow-up**: in class consultation that continues staff development (i.e., instructional support specialist).
 - Independent study**: individualized program of study pre-arranged with supervisor (i.e., self-directed research on oral motor difficulties, book study).
 - Professional Learning Communities**: small group professional learning focused on a topic determined in conjunction with supervisor.
 - Visitation**: classroom/site visit, industry site visit.
 - Workshop**: BOCES 2 or other professional learning (see Frontline Professional Learning Catalogues).
 - Workshop follow-up**: post-workshop meeting/visit to implement learning (i.e., instructional specialist).
- ◆ Licensure/Certification Requirement for continuing education hours for some professions is mandated by New York State. If the reported professional learning meets the criteria and can count toward required hours, staff can include in their TEACH account.

Attachment IX

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Teaching Initiatives www.highered.nysed.gov/tcert

Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate

All CTLE must be completed with Approved Sponsors and be reported using this form, or an alternative form/format that captures the same information that is requested on this form, in addition to any electronic reporting requirements.

Instructions for the Trainee:

Please complete Section I and retain your copy for at least three years from the end of the registration period in which you completed the CTLE. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested by the State Education Department or for use in obtaining an Initial Reissuance. A separate form must be completed for each training.

Instructions for the Approved CTLE Sponsor:

Please complete Sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, date(s) and number of hours awarded. Records must be retained for a period of eight years. You may use an alternative form or format, however that alternative must capture the same information that is requested on this form.

Section I			
First Name:	Last Name:	Middle Initial:	
Date of Birth: _____ / _____ / _____	Last 4 Digits of the Social Security Number:		
Section II			
Name of Venue:			
Street Address:	City:	State:	Zip Code:
CTLE Activity Title: _____ (Indicate title/subject/grade level, etc.)			
Select One or More Areas of Activity: _____ Pedagogy _____ Content _____ English Language Learning			
CTLE Date(s): from: _____ / _____ / _____ to _____ / _____ / _____ Number of hours awarded _____ (mm) (dd) (yyyy) (mm) (dd) (yyyy)			
Section III			
I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.			
Approved Sponsor Name:			
Print Name of Authorized Certifying Officer :			
Signature of Authorized Certifying Officer:			
Approved Sponsor Identification Number:		Date:	
Email:		Phone Number:	

(Rev. 06/2020)

Attachment X: New York State Professional Development Standards

The Ten Standards for High Quality Professional Development

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

New York State Professional Development Standards and Indicators

Standard 1: Designing Professional Development

Standard:

Professional development design is based on data, is derived from the experience, expertise and needs of the recipients, reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn.

Indicators:

- 1a. Professional development design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data.
- 1b. Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.
- 1c. Professional development design is grounded in the New York State Learning Standards and student learning goals.
- 1d. The intended beneficiaries of professional development are substantively involved in all aspects of professional development design.
- 1e. Professional development design addresses the continuum of an educator's experience and level of expertise, and is based on an analysis of individual educator needs; current knowledge and skills; and district, building and educator learning goals.
- 1f. Professional development formats include, but are not limited to, lesson study, demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving.
- 1g. The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities.
- 1h. Professional development is sustained over time and provides continued support such as follow-up, demonstrations, feedback on mastery of new knowledge and skills, peer coaching and mentoring, and continued opportunities for additional study.

Standard 2: Content Knowledge and Quality Teaching

Standard:

Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Indicators:

- 2a. Professional development includes learning experiences and resources to ensure that educators understand how the subjects they teach address the New York State Learning Standards and the relationships between the subjects they teach and the other subjects in the curriculum.
- 2b. Professional development provides opportunities for educators to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to improve their students' learning by utilizing methods such as peer review, coaching, mentoring, and modeling.
- 2c. Professional development provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to 1) understand and report on student achievement based on New York State Learning Standards, 2) identify gaps in student learning, and 3) adjust instruction.
- 2d. Professional development provides differentiated instructional strategies to meet the needs of diverse learners.
- 2e. Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century.
- 2f. Professional development provides the knowledge, skill, and opportunity for educators to make relevant connections between the subjects they teach and the applications of those subjects.

Standard 3: Research-based Professional Learning

Standard:

Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

Indicators:

- 3a. Professional development is based on current research in teaching, learning, and leadership.
- 3b. Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

- 3b.1. Professional development includes ongoing opportunities for educators to read and reflect on current research on topics that are of interest to them and that are consistent with state and local school improvement priorities.
- 3b.2. Professional development involves discussion of research design, data collection, and analysis to assist teachers in understanding how to interpret research findings, particularly in areas where there may be competing perspectives and conclusions.
- 3b.3. Professional development provides opportunities for educators to collaborate with higher education and other partners in action research to test their own hypotheses and to report the results about the impact of professional development programs or the effectiveness of particular instructional strategies and programs for educators and students.

Standard 4: Collaboration

Standard:

Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

Indicators:

- 4a. Professional development provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal.
- 4b. Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.
- 4c. Professional development maximizes the use of technology to broaden the scope of collaboration.

Standard 5: Diverse Learning

Standard:

Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.

Indicators:

- 5a. Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.
- 5b. Professional development provides opportunities for educators to develop the knowledge and necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.

- 5c. Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments

Standard:

Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

Indicators:

- 6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.
- 6b. Professional development provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.
- 6c. Professional development provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and social-emotional data) to refine educational practices and promote optimal learning environments.

Standard 7: Parent, Family and Community Engagement

Standard:

Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

Indicators:

- 7a. Professional development provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.
- 7b. Professional development enhances educators' knowledge of varying cultural backgrounds of students, families, and the community, and of how the diversity of these cultural backgrounds can serve as foundations and resources for student learning and success.
- 7c. Professional development includes opportunities for educators to develop skills and strategies that use technology to strengthen partnerships with parents, families, and the community.

Standard 8: Data-driven Professional Practice

Standard:

Professional development uses disaggregated student data and other evidence of student learning to determine professional development needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

Indicators:

- 8a. Professional development ensures ongoing opportunities for all educators to learn how to analyze and collect multiple sources of student data throughout the year, to monitor student progress and adjust instructional practice.
- 8b. Professional development provides educators with the opportunity to examine all relevant student data, including Individual Education Plans (IEPs), at the beginning and throughout the academic school year, in order to design effective instruction.
- 8c. Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.
- 8d. Professional development provides opportunities for educators to use results from local, state and national assessments; student work samples and portfolios; school climate, parent, and teacher surveys; and student behavior data to their instruction.
- 8e. Professional development provides ongoing opportunities for educators to use disaggregated student data by race, gender, English language learning, special needs, eligibility for free or reduced price meals, and other factors in order to improve student learning.

Standard 9: Technology

Standard:

Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

Indicators:

- 9a. Professional development ensures ongoing educator and student technological literacy.
- 9b. Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice.
- 9c. Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.
- 9d. Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning.

- 9e. Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.
- 9f. Professional development provides educators with opportunities to learn and use technology for communication and collaboration.
- 9g. Professional development addresses the legal and ethical uses of technology.

Standard 10: Evaluation

Standard:

Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Indicators:

- 10a. Resources are provided to plan and conduct ongoing evaluation of professional development.
- 10b. Professional development evaluation uses multiple measures to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning (such as the use of new learning in instructional planning, the use of student data for the development and adaptation of teaching strategies, or the enhanced student performance following the application of a different teaching strategy).
- 10c. Professional development evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional development experience (such as participant reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance).
- 10d. Professional development evaluation results are reported to key stakeholder groups in a manner that promotes effective use of the evaluation data for improving both individual educator practice and building- and district-wide professional development plans.

10. New Business

8. Resolution to Approve Second Amendment to Lease with Tech Park Owner, LLC (MAY BE WALKED IN)

10. New Business

9. Resolution to Accept Donation of Blood Drawing Supplies from Rochester Clinical Research



REQUEST FORM FOR GIFTS AND/OR DONATIONS TO
MONROE 2-ORLEANS BOCES

Section 1

Board approval is required before accepting any donation. BOCES 2 staff seeking Board approval of a donation must complete Sections 2 through 4 below. Only fully completed forms (both sides) will be presented to the Board for approval. The BOCES 2 Board reserves the right to approve or deny the donation request.

Section 2

BOCES Staff Information:

Name of Program: CWD- Phlebotomy

Staff Member Name: Tameka Ball - Instructor

Program Supervisor Name: Shawna Gareau-Kurtz

Section 3

Additional Information:

How will BOCES acquire the donation(s)?

☐ Donation will be delivered to BOCES location

☒ BOCES staff will need to pick donation up

☒ Who will be responsible for picking up the donated item? _____

☐ A moving company may be required to deliver donated item(s)

Will there be costs associated in acquiring the donation(s)? ☐ YES ☒ NO

If yes, please identify anticipated costs

☐ Moving expenses

☐ Installation expenses

☐ Ongoing maintenance (regular preventative, repair, etc.)

Is the donation(s) in working condition? ☒ YES ☐ NO

How will the item be used, benefit the program and/or reduce costs?

This donation will benefit the Phlebotomy class with numerous supplies for blood drawing practice allowing a savings for the dept.



Section 4

Donor Information:

Donor Name (Company or Individual): Rochester Clinical Research

Donor Address: 500 Helendale Rd

Contact Person Name (If different from above): Megan Boise

Contact Person Phone Number: 585-288-890 ext 197

Contact Person Email Address: mboise@rcrclinical.com

Description of item(s) to be donated (please include a picture if possible):

Blood drawing supplies ; needles, draw tubes,
aliquot tubes,
nasal swabs, some urinalysis dipstick cups &
supplies

please note we have several hundred tubes
and needles - about 10 boxes worth
large

Internal Use Only:

Program Supervisor Name: Shawna Gareau-Kurtz

Approve: ☒ Deny: ☐

Signature: [Signature] Date: 7/17/25

Assistant Superintendent Name: Thomas Schell

Approve: ☒ Deny: ☐

Signature: [Signature] Date: 7/21/25

District Superintendent Name: Thomas Roman

Approve: ☒ Deny: ☐

Signature: [Signature] Date: 7/22/25

Monroe 2-Orleans BOCES Board:

Approve: ☐ Deny: ☐

Board Meeting Date: _____



10. New Business

10. Resolution to Accept Donation of 2008 Blue Bird Vision Bus - VIN# 1BAKBCKAF246734



REQUEST FORM FOR GIFTS AND/OR DONATIONS TO
MONROE 2-ORLEANS BOCES

Section 1

Board approval is required before accepting any donation. BOCES 2 staff seeking Board approval of a donation must complete Sections 2 through 4 below. Only fully completed forms (both sides) will be presented to the Board for approval. The BOCES 2 Board reserves the right to approve or deny the donation request.

Section 2

BOCES Staff Information:

Name of Program: CWD

Staff Member Name: Anthony DiNatale

Program Supervisor Name: Shawna Gareau-Kurtz

Section 3

Additional Information:

How will BOCES acquire the donation(s)?

- ☒ Donation will be delivered to BOCES location
- ☐ BOCES staff will need to pick donation up
 - ☐ Who will be responsible for picking up the donated item? _____
- ☐ A moving company may be required to deliver donated item(s)

Will there be costs associated in acquiring the donation(s)? ☐ YES ☐ NO

If yes, please identify anticipated costs

- ☐ Moving expenses
- ☐ Installation expenses
- ☒ Ongoing maintenance (regular preventative, repair, etc.)

Is the donation(s) in working condition? ☒ YES ☐ NO

How will the item be used, benefit the program and/or reduce costs?

This donation will be used by both the CDL Program as a training tool, and a vehicle to use for the NYS DMV Road Test, as well as by the Bus/Heavy Equipment Course for students to gain hands-on experience and learn about the components of a Commercial Motor Vehicle



Section 4

Donor Information:

Donor Name (Company or Individual): **Leonard Bus Sales**

Donor Address: **7150 Apple Tree Ave, Bergen, NY 14416**

Contact Person Name (If different from above): **Billy Harvey, Assistant Sales Manager**

Contact Person Phone Number: **(585) 410-3679**

Contact Person Email Address: **bharvey@leonardbus.com**

Description of item(s) to be donated (please include a picture if possible):

2008 Blue Bird Vision School Bus – 39 passengers with wheelchair lift in rear. Mileage: 100,624. Recently traded in from the Geneseo Central School District. Pictures attached.

Internal Use Only:

Program Supervisor Name: Shayna Garaman-Kut

Approve: ☒

Deny: ☐

Signature: Shane Onyiah

Date: 6-26-25

Assistant Superintendent Name: Thomas Schulte

Approve: ☒

Deny: ☐

Signature: [Signature]

Date: 7/14/25

District Superintendent Name: Thomas P. Homan

Approve: ☒

Deny: ☐

Signature: [Signature]

Date: 7/29/25

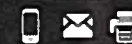
Monroe 2-Orleans BOCES Board:

Approve: ☐ Deny: ☐

Board Meeting Date: _____

Used 2008 108338 near SARATOGA SPRINGS, NY

☎ 518-664-9253



[Sign Up For Price Drop Alerts](#)

\$ Get ePrice

Confirm Availability

Request Information

Vehicle Details

Mileage	100,624
Stock #	108338
VIN	1BAKBCKA58F246734
Passengers	39
Engine	CAT C7
Transmission	Auto
Model	
Body	BLUEBIRD
Fuel Type	Diesel
Wheelchair	Yes
Chassis:	BLUEBIRD
Brakes:	Air
A/C:	



**Used 2008
108338**

Leonard Bus Sales
63 Duplainville Road | Saratoga Springs, NY 12866
518-664-9253



Vehicle Details

Trim:

Stock #: 108338

VIN: 1BAKBCKA58F246734

Exterior Color:

Interior Color:

Mileage: 100,624

Doors:

Engine: CAT C7

Transmission: Auto

Drivetrain:

*All pricing and details are believed to be accurate, but we do not warrant or guarantee such accuracy. The prices shown above may vary from region to region, as will incentives, and are subject to change. Vehicle information is based off standard equipment and may vary from vehicle to vehicle. Call or email for complete vehicle information. All specifications, prices and equipment are subject to change without notice. Prices and payments do not include tax, titles, tags, finance charges, documentation charges, emissions testing charges, or other fees required by law, vehicle sellers or lending organizations.

Based on 2008 EPA mileage estimates, reflecting new EPA fuel economy methods beginning with 2008 models. Use for comparison purposes only. Do not compare to models before 2008. Your actual mileage will vary depending on how you drive and maintain your vehicle.

While every effort has been made to ensure display of accurate data, the vehicle listings within this website may not reflect all accurate vehicle items. Accessories and color may vary. All inventory listed is subject to prior sale. The vehicle photo displayed may be an example only. Vehicle Photos may not match exact vehicles. Please confirm vehicle price with Dealership. See Dealership for details.

While we check with car manufacturers and other sources to confirm the accuracy and completeness of the data contained in this chart, we make no guarantees or warranties, either expressed or implied, with respect to the data in this report. Although we make every attempt to keep this chart up to date, all warranty information is subject to change without notice.



11. Personnel and Staffing

1. Resolution to Approve Personnel and Staffing Agenda

11. Personnel and Staffing

2. Resolution to approve Substitute, Hourly and Per Diem Pay Rates for 2025-26

Resolution to Approve Substitute , Per Diem and Hourly Pay Rates for 2025-26

That the Board approve the following substitute/per diem/hourly pay rates effective July 1, 2025:

Cleaner substitute	\$15.50/hour
Clerical substitute	\$18.00/hour
Clerical substitute who is a BOCES 2 retiree subbing in a non-similar position	\$20.00/hour
Clerical substitute who is a BOCES 2 retiree subbing in a similar position	Hourly rate retired at, capped at \$30.00/hour
College Co-op student	\$20.00/hour
Interpreter substitute	\$32.45/hour
Job Training Specialist substitute	\$18.50/hour
Job Training Specialist substitute who is a BOCES 2 retiree	\$20.50/hour
Paraprofessional substitute	\$18.50/hour
Paraprofessional substitute who is a BOCES 2 retiree	\$20.50/hour
Registered Nurse substitute	\$40.00/hour
Security Worker substitute	\$18.00 - \$25.00/hour
Student Helper	\$15.50/hour
Teacher substitute per diem	
Uncertified teacher	\$145/day; \$175 after 40 days
Certified teacher	\$160/day; \$185 after 40 days
Teacher Immersion Fellows	\$120/day
Tutor	\$35.00/hour

11. Personnel and Staffing
 3. Resolution to Create Positions

Be it so hereby resolved that the following positions be created:

1.0 FTE Building Maintenance Supervisor, 12 months/year

1.0 FTE Workforce Development Coordinator, 12 months/year

11. Personnel and Staffing

4. Resolution to Approve Administrative Supervisory
Contract

Be it so hereby resolved:

That the Board approves the Agreement between the District Superintendent of Monroe 2-Orleans BOCES and the Monroe 2-Orleans BOCES Administrative Supervisory Association, for the period of July 1, 2025 – June 30, 2028, as presented.

12. Bids/Lease Purchases

1. Resolution to Accept School Bus Transportation Bid
2. Resolution to Accept Cleaning Services for Grease Traps Bid
3. Resolution to Accept Deep Cleaning Services Bid

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

BID RECOMMENDATION

School Bus Transportation RFB-2132-25

The following bid was opened on June 24, 2025, at 2:00 p.m. My recommendation for the award of this contract is as follows:

Ontario Bus, Inc:

20 Passenger Bus: \$72/Hr Plus \$4.70/Miles
Wheelchair Bus: \$72/Hr Plus \$4.70/Miles
32 Passenger Bus: \$79/Hr Plus \$4.70/Miles
66 Passenger Bus: \$79/Hr Plus \$4.70 Miles

Bids obtained: 2 Bids returned: 0

Bid Analysis

The bid for School Bus Transportation has been recommended for award to the lowest responsive and responsible bidder that met all the required specifications. The bid for School Bus Transportation will be used by Monroe 2 – Orleans BOCES for transportation for students.

Funds to be provided from the 2025-2026 Fiscal Year.

August 6, 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

Cleaning Services for Grease Traps RFB-2134-25

The following bid was opened on July 8, 2025, at 2:00 p.m. My recommendation for the award of this contract is as follows:

Mr. Rooter Plumbing: \$29,283.00

Bids obtained: 1 Bids returned: 0

Bid Analysis

The bid for Cleaning Services for Grease Traps has been recommended for award to the lowest responsive and responsible bidder that met all required specifications. The bid for Cleaning Services for Grease Traps will be used by the O&M Department.

Funds to be provided from the 2025-2026 Fiscal Year.

August 6, 2025,
Date

Wendy Vergamini
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

Deep Cleaning Services RFB-2138-25

The following bid was opened on July 8, 2025, at 2:00 p.m. My recommendation for the award of this contract is as follows:

Cleantec Services: \$39,992.00

Bids obtained: 3

Bids returned: 2

Bid Analysis

The bid for Deep Cleaning Services for Wemoco Classrooms has been recommended for award to the lowest responsive and responsible bidder that met all required specifications. The bid for Deep Cleaning Services will be used by the CTE Department for cleaning of their classrooms.

Funds to be provided from the 2025-2026 Fiscal Year.

August 6, 2025,

Date

Wendy Vergamini

Director of Procurement

13. Executive Officer's Report

14. Upcoming Meetings/Calendar Events

- Aug. 20 6:00 pm Board Meeting, ESC Board Room
- Sept. 1 Labor Day BOCES Closed
- Sept. 2 7:45 am Opening Day Ceremony, ESC, PDC
- Sept. 3 Noon MCSBA Legislative Committee Meeting, Strathallan
5:45 pm Board Leadership Meeting, Strathallan
- Sept. 10 4-6:30 pm MCSBA Information Exchange Committee/Social
Strathallan
- Sept. 11 Noon Board Office Agenda Review
- Sept. 18 Noon MCSBA District Operations Committee, Strathallan
5:30 pm CTE Open House
6:00 pm Board Meeting, ESC Board Room

15. *Executive Session or the purpose of discussing the employment history of a particular person(s) and particular matter (s) regarding the district-wide school safety plan that which will imperil public safety if disclosed."*

16. Adjournment