



**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, April 15, 2026, at 4:45 pm at the Richard E. TenHaken Educational Services Center, 3599 Big Ridge Road, Spencerport, NY 14559

BOARD MEMBERS

Dennis Laba, President	Gerald Maar
R. Charles Phillips, Vice President	Michael May
John Abbott	James Musshafen
Christa Bowling	Xavier Williams - Student Board Member
Kathleen Dillon	

AGENDA

1. Call the Meeting to Order
2. Pledge of Allegiance
3. Agenda Modification(s) - No Agenda Modifications
4. Public Hearing; Code of Conduct
5. Approval of Minutes: March 18, 2026, Regular Meeting Minutes
6. Board Presentation - RBERN Program and Budget Overview - RBERN Coordinator Nicole Bell
7. Financial Reports
 1. Resolution to Accept Treasurer's Report
 2. Resolution to Accept WinCap Reports
 3. Internal Claims Log
8. Old Business
9. New Business
 1. Resolution to Approve Monroe 2-Orleans BOCES 2026-27 Code of Conduct
 2. Resolution to Affirm Center for Workforce Development Programs for 206-27 as Presented
 3. Resolution to Accept the NYS Comptroller Audit Report of March 2026.
 4. Resolution to Accept Donation of 2,266 Skull Caps from Wegmans Supermarkets.
 5. Review BOCES 2024-25 Report Card - Thomas Schulte
10. Personnel and Staffing
 1. Resolution to Approve Personnel and Staffing Agenda
11. Bids/Lease Purchases
 1. Resolution to Accept Cooperative Natural Gas Bid
 2. Resolution to Accept Cooperative Fine Paper Bid
 3. Resolution to Accept Cooperative Office and Classroom Supplies Bid
 4. Resolution to Accept Cooperative Calculators Bid

12. Student Board Member Report - Xavier Williams

13. Executive Officer's Reports

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

14. Upcoming Meetings/Calendar Events

- April 15 4:45 pm Regular Board Meeting ESC Board Room
- 6:00 pm Annual Meeting PDC
- April 22 Noon MCSBA District Operations Strathallan
- 5:30 pm MCSBA Executive Committee Strathallan
- May 5 4:30 Make All the Difference ESC Board Room
- Scholarship Review
- May 7 12:30 pm Board Officer Agenda Review TBD
- May 8 7:30 am Community Champions Event Junior Achievement
- 200 W. Ridge Road
- 5:30 pm Exceptional Children Dinner Dance PDC
- May 12 8:00 am Educational Foundation Event PDC
- May 14 1:00 pm Student Art Show Brockport HS -019
- May 15 6:00 pm Regular Board Meeting ESC PDC 1-2

15. Other Items

16. Adjournment

1. Call the Meeting to Order
2. Pledge of Allegiance
3. Agenda Modification(s) – No Agenda Modifications
4. Public Hearing; Code of Conduct

5. Approval of Minutes: March 18, 2026, Regular Meeting Minutes

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

MINUTES

of the Regular Meeting held on Wednesday, March 18, 2026, at 6:00 p.m. at the Richard E. Ten Haken Educational Services Center, 3599 Big Ridge Road, Spencerport, New York 14559

Members Present

R. Charles Phillips, VP	Gerald Maar
John Abbott	Michael May
Christa Bowling	James Musshafen
Kathleen Dillon	

Absent: D. Laba, G. Maar, X. Williams

Staff Present

Thomas K. Putnam	Marijo Pearson
Karen Brown	Steve Roland
Steve Dawe	Thomas Schulte
Ian Hildreth	Jill Slavny
Kelly Mutschler	

Administrators presenting: Shawna Gareau-Kurts, Rebecca Horowitz

Guests:

Diane Jones	David Woodward	Mark Laubacher
Mike Jones	Melanie Russo	Pierce Currie
Katie Jones	Mark Russo	Ralph Comanzo
Christina Bakewicz	Jacob Bajewicz	Carolyn Yarton

1. The meeting was called to order by Vice President Phillips at 6:00 pm.
2. Pledge of Allegiance
3. Agenda Modifications – There were no agenda modifications
4. Approval of Minutes
Resolved: To Approve the Minutes of February 25, 2026, Regular Meeting
Moved by J. Musshafen, seconded by K. Dillon; passed unanimously
5. S.H.I.N.E. Awards were presented by Shawna Gareau-Kurtz to the following recipients:

Diane Jones	Christina Bakewicz
Devon Woodward	Melanie Russo
6. There was no public Interaction
7. Board Presentations - CWD Director Shawna Gareau-Kurtz and Assistant Director Rebecca Horowitz provided the board with a program and budget overview. The board asked questions and thanked Ms. Gareau-Kurtz and Ms. Horowitz who left the meeting at 6:35 pm
8. Financial Reports
 1. Resolved: To Accept the Treasurer's Report as presented
Moved J. Musshafen, seconded by K. Dillon; passed unanimously

2. Resolved: To Accept the Win Cap Reports as presented
Moved by J. Abbott, seconded by M. May; passed unanimously

9. Old Business – There was no old business

10. New Business

1. Resolved: To Approve Monroe 2-Orleans BOCES Classified Staff and Teacher Calendars for 2026-27
Moved by J. Abbott, seconded J. Musshafen; passed unanimously
2. Resolved: To Approve Monroe 2-Orleans BOCES Board Meeting Dates for 2026-27
Moved by K. Dillon, seconded C. Bowling; passed unanimously
3. Resolved: that the Monroe 2-Orleans Board of Cooperative Educational Services hereby accepts the gift of miscellaneous construction materials from Wegmans Supermarkets disassembled displays for the duration of the 2025-2026 school year with these conditions:

The donated materials will not require Monroe 2-Orleans BOCES to expend unnecessary funds in accepting delivery of the materials. Wegmans does not place any encumbrance on the acceptance of this donation. The materials are only to be used for CTE students for academic purposes. None of the materials can be removed from Monroe 2-Orleans BOCES premises or otherwise sold.

Moved by M. May, seconded J. Musshafen; passed unanimously

4. Resolved: To Approve Chili Paul Complex, LLC Lease Extension
Moved by K. Dillon, seconded C. Bowling; passed unanimously

11. Personnel and Staffing

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

12. Bids/Lease Purchases – There were no bids/lease purchases

13. Student Board Member Report Student representative Xavier Williams was not present.

14. Executive Officer's Report

- Monroe County School Boards Association Information Exchange and Social Hour was held at BOCES 2 on March 11, 2026. Attendees viewed a presentation of all that BOCES 2 offers and the group toured the Careers and Technology Education Building.
- Planning for space for the following areas is ongoing
 - Transition Programs - Community Based
 - Campus Based Site for Exceptional Children
 - New CTE Building
 - Operations & Maintenance on Turner Drive
- Advisory Councils will begin meetings this month as we work toward finding shared solutions to move our agency forward in a positive direction. Areas of Focus are:
 - HR Systems & Structures
 - Employee Experience
 - Instructional Space
 - Long-Range Strategic Planning

- DS Meeting in February focused on the following:
 - NY Inspires & Portrait of a Graduate
 - Regionalization
 - NY State Budget & Public Education Funding

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

16. Other Items

17. Executive Session

At 6:57 pm, J. Abbott made a motion to adjourn the meeting to executive session to discuss matters related to the employment history of a particular person; second by M. May; passed unanimously

Respectfully Submitted,

Kelly Mutschler
Clerk of the Board

Members Present

Chuck Phillips, VP	Geral Maar
Jon Abbott	Mike May
Christa Bowling	Jim Musshafen
Kathleen Dillon	

1. At 7:25pm, a motion was made by K. Dillon; seconded by M. May, to come out of Executive Session; passed unanimously.

2. Resolved: That the Following Position be Created:
1.0 FTE Deputy Superintendent for Finance and Operations, 12 months/year

Moved by K. Dillon, seconded M. May; passed unanimously

3. Resolved: To Approve the Addendum to the Personnel/Staffing Agenda (Item 11.1)

Appointment(s): Probationary – Administration

Name: Roland, Steven
 Title: Deputy Superintendent of Finance & Operations, 12 months/yr.
 Probationary Period: 07/01/2025 – 06/30/2028
 Effective: 07/01/2025
 Tenure Area: Deputy Superintendent of Finance & Operations
 FTE: 1.0
 Department: Administration

Resignation(s)

<u>Name</u>	<u>Title</u>	<u>Department</u>	<u>FTE</u>	<u>Effective</u>
Roland, Steven	Asst. Supdt. Finance & Operations	Administration	1.0	06/30/2025

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

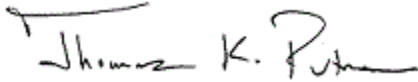
4. Resolved: To Approve the Agreement between the District Superintendent and the following individual for the period of July 1, 2025 – July 30, 2027 as presented: **Steve Roland**

Moved by K. Dillon, seconded M. May; passed unanimously

18. Adjournment

At 7:32 pm, a motion was made by K. Dillon to adjourn the meeting, seconded by M. May; passed unanimously.

Respectfully submitted,



Thomas K. Putnam
District Superintendent, Clerk Pro Tem

6. Board Presentation – RBERN Program and Budget Overview – RBERN Coordinator Nicole Bell



Mid-West Regional Bilingual Education Resource Network (RBERN)

Monroe 2-Orleans BOCES

April 15, 2026



*Monroe 2-Orleans BOCES
Mid-West RBERN
April 15, 2026 • Slide 1*





Acronyms



ENL: English as a New Language



ELL: English Language Learner



ML: Multilingual Learner



Mid-West RBERN under the Office of Curriculum Instruction & Professional Development

Formerly: Bilingual Education Technical Assistance Center

At Monroe 2-Orleans BOCES since 1982

Our purpose is to build capacity within school communities to **cultivate strong leaders, high-quality, meaningful instruction, and welcoming, inclusive environments** for English Language Learners (ELLs) and Multilingual Learners (MLs). We are committed to developing **partnerships** that result in **equitable educational outcomes** for ELLs and MLs by capitalizing on the **backgrounds, cultures, and strengths** of diverse students and educators.



NYS RBERN REGIONS

CAPITAL DISTRICT AT QUESTAR III BOCES 

HUDSON VALLEY AT SW BOCES 

LONG ISLAND AT EASTERN SUFFOLK BOCES 

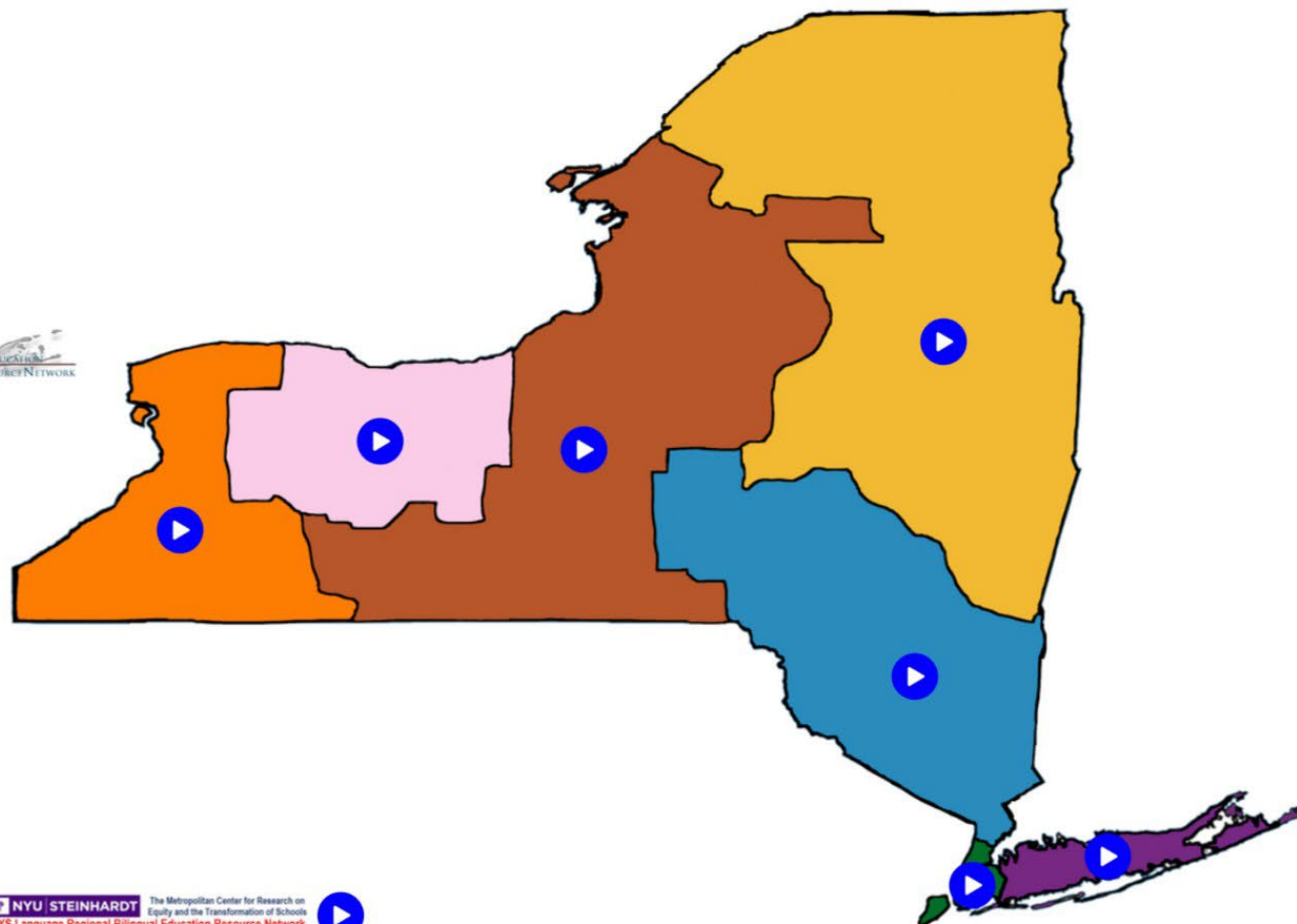
MID-STATE AT OCM BOCES 

MIDWEST AT MONROE 2 ORLEANS BOCES 

NYC AT FORDHAM UNIVERSITY 

WEST AT ERIE 1 BOCES 

ALL COLORS: STATEWIDE LANGUAGE RBERN AT NYU 





Your Mid-West Team



Nicole Bell, Coordinator



Jennifer Raponi, Instructional Support Specialist



Anna Stukes, Instructional Support Specialist



Cori Smith, Instructional Support Specialist



Christopher Bethmann, Instructional Support Specialist



Jodi Hyland-Haak, Instructional Support Specialist



Madison Warax, Clerical Support

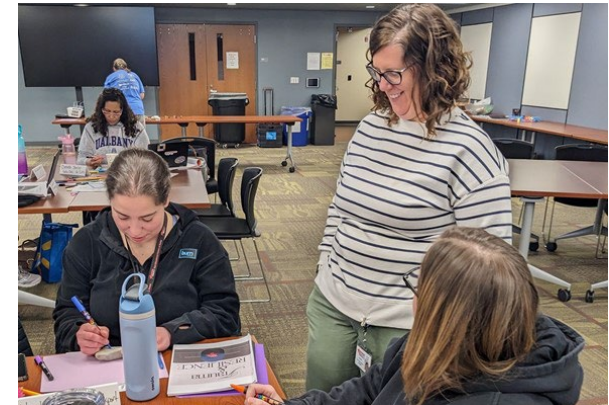


Mid-West RBERN Serves...

TEACHERS, ADMINISTRATORS, AND FAMILIES

Through...

TECHNICAL ASSISTANCE, PROFESSIONAL DEVELOPMENT,
COACHING, AND EVENTS





#1 Message: ALL educators are educators of English Language Learners



Some ELLs are...

Immigrants

Students whose families voluntarily come to the United States.

Migrant

Students whose families move for the purpose of agricultural work

Native to the U.S

Students who are born and raised in the United States, but require English language support

Refugees

Students whose families leave their home countries due to strife such as religious persecution,

Newcomers

Students who have been in the country for less than three years.



Quick Stats: Monroe 2-Orleans BOCES Region



#1 Language in the Country, State, Region: Spanish



Fastest Growing Language: Nepali



Bilingual Programs in Public Schools: RCSD, **Greece**, Geneva



All 9 districts in M2B are served by Mid-West RBERN



Quick Stats: Monroe 2-Orleans BOCES Region 2024/2025 Data



Brockport: 72



Churchville Chili: 11



Gates Chili: 191



Greece: 592



Hilton: 33



Holley: 7



Kendall: 2



Spencerport: 122



Wheatland-Chili: 6



District Collaborations

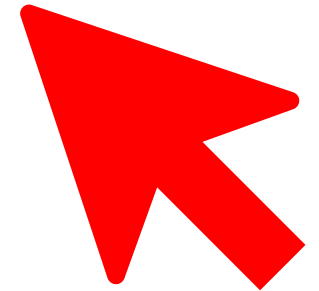
Brockport: Secondary Instructional PD Series

Churchville-Chili: District-Wide PD

Gates-Chili: Support for NYS ELL Testing, Instructional PD Series

Greece: RBERN rep for committees, Instructional Support for Newcomer Program, Guest Speaker at ELL Family Engagement Events

Hilton: Technical Assistance



Source (p. #)



District Collaborations

Holley: Regional Scoring Consortium

Kendall: Technical Assistance

Spencerport: NYS ELL Testing, Elementary Coaching

Wheatland Chili: Regional Scoring Consortium

ALL: ELL Administrator Community



Source (p. #)



Additional Highlights

- Migrant Education Technical Services (METS): Brockport, NY
- Puerto Rican Hispanic Youth Leadership Institute (PRHYLI)
- New York State Seal of Biliteracy (NYSSB)
- Green Card Youth Voices
- Teacher Shortage
- Indigenous Language & Cultures



Migrant Education

- Brockport Migrant Education
- Oswego Migrant Education

Professional development for migrant educators, many of whom are directly supporting ELLs.

Support events for families.





PRHYLI

- 19 students were selected to attend PRHYLI weekend this year
- 2 students from Greece
- April 2025: Anna Stukes accepted a proclamation of the Monroe County Legislature for PRHYLI's service to the community.

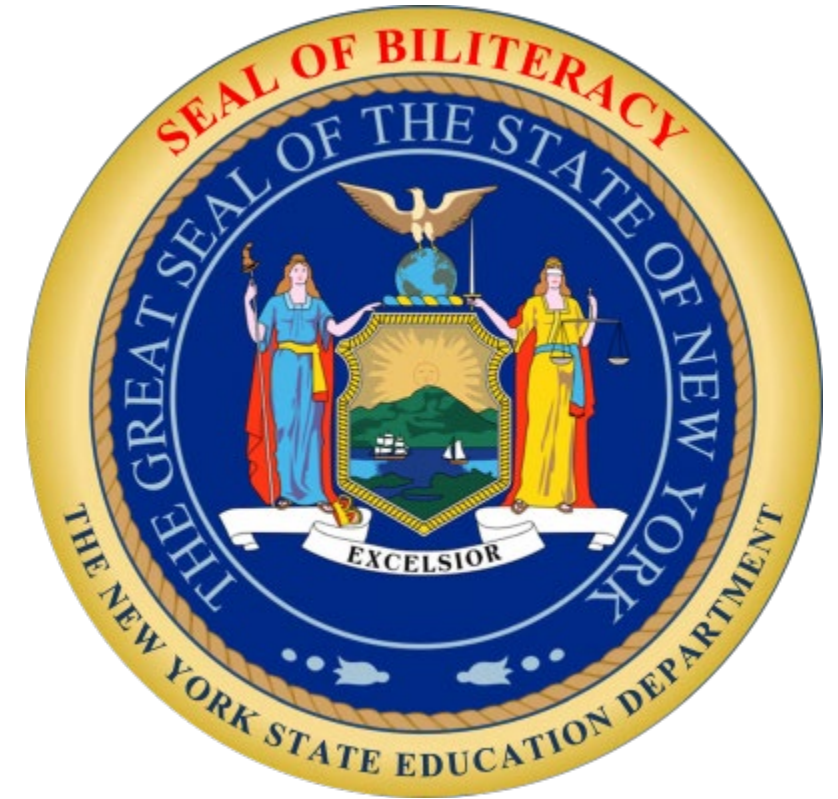




New York State Seal of Biliteracy (NYSSB)

Last Year

- 630 schools in NYS
- 57 Mid-West Region Schools
- 6 Monroe 2-Orleans BOCES schools
 - Brockport: 21 (3 Multi Seal)
 - Churchville-Chili: 46 (1 Multi Seal)
 - Gates Chili: 24 (3 Multi Seal)
 - Greece: 14 (3 Multi Seal)
 - Hilton: 21 (1 Multi Seal)
 - Spencerport: 42





Green Card Youth Voices

November 2026: Unveiling the Green Card Youth Voices Exhibit



Monroe 2-Orleans BOCES
Mid-West RBERN
April 15, 2026 • Slide 17





Teacher Shortage

- Mission to share with EVERYONE how great it is to be a teacher who works with multilingual learners
- Please invite us to your events!





Customer Satisfaction Testimony

“

Thank you for all that you do. You are my lifeline to supporting ELLs and provide invaluable resources to our community.

”



Customer Satisfaction Testimony

“

I appreciate all of the PD your office provides. Mid-West RBERN is my go-to for relevant and applicable PD related to ELLs. Thank you for being such a valuable resource in our community!

”



Customer Satisfaction Testimony

“

Thank you for everything you do. I appreciate it so much. Whether it is the kind, thorough email responses that help answer my questions or the engaging PDs (in-person or asynchronously), RBERN has been a BRIGHT SPOT in my school year since switching from special ed to ENL in 2014. Thank you for carrying me through all of the changes and seasons- from new ENL teacher to pandemic ENL teacher/human to our current political climate, I know I can count on RBERN to support me. It's a huge comfort to know I'm not alone in this field.

”

Thank you!

Nicole Bell

Coordinator

Mid-West RBERN

nbell@monroe2boces.org



7. Financial Reports

1. Resolution to Accept Treasurer's Report
2. Resolution to Accept WinCap Reports
3. Internal Claims Log

Monroe 2 - Orleans BOCES
Treasurer's Report
Period Ending February 28, 2026

	GENERAL FUND		SPECIAL AID FUND	
BEGINNING CASH ON HAND		21,941,417.08		821,154.44
RECEIPTS:				
Interest Earned	60,460.87		215.49	
Charges for Services	10,571,696.54		-	
Non-Contract Services	40,570.99		-	
Collected for Other Funds	-		-	
State, Federal and Local Aid	9,270,343.81		718,874.95	
Transfers from Other Funds	790,939.93		-	
Miscellaneous Funds	155,922.77		-	
TOTAL RECEIPTS	20,889,934.91	20,889,934.91	719,090.44	719,090.44
DISBURSEMENTS				
Payroll and Benefits	3,554,587.73		1,150.00	
Warrants	9,160,744.36		67,010.14	
Transfers to Other Funds	-		790,939.93	
Miscellaneous Disbursements	934.16		548.59	
TOTAL DISBURSEMENTS	12,716,266.25	(12,716,266.25)	859,648.66	(859,648.66)
ENDING CASH ON HAND:		30,115,085.74		680,596.22
GENERAL FUND CHECKING	6,374,066.19		SPECIAL AID CHKG - CHASE	680,596.22
GENERAL FUND CLASS	17,593,553.28		SPECIAL AID CHKG - M&T	-
PAYROLL CHECKING	110,891.71			
DENTAL/FSA ACCOUNT CASH	289,590.35			
GENERAL FUND CD	1,044,099.44			
CASH- LIABILITY RESERVE	714,215.65			
CASH- UNEMPLOYMENT RES	250,389.70			
CASH- CTE RESERVE	143,362.86			
CASH - INSURANCE RESERVE	650,448.14			
TREASURY INVESTMENTS	2,944,468.42			
	30,115,085.74			680,596.22

BEGINNING CASH ON HAND

MISC SPECIAL REVENUE		
		332,801.81
RECEIPTS:		
Interest Earned	451.67	
Component Contributions	-	
Transfers from Other funds	-	
Donations	-	
Miscellaneous Funds	-	
TOTAL RECEIPTS	451.67	451.67
DISBURSEMENTS		
Warrants	-	
Scholarships	-	
Transfers to Other Funds	-	
Miscellaneous Disbursements	-	
TOTAL DISBURSEMENTS	-	-
ENDING CASH ON HAND:		333,253.48
B4 SCIENCE	255,136.50	
GIFT FUND SAVINGS	78,116.98	
		333,253.48

CAPITAL FUND		
		4,814,480.95
	12,299.50	
	-	
	-	
	-	
	-	
	12,299.50	12,299.50
	950,625.04	
	-	
	-	
	-	
	950,625.04	(950,625.04)
		3,876,155.41
CAPITAL FUND CHECKING	245,431.85	
CAPITAL FUND INVESTMENTS	3,630,723.56	
		3,876,155.41

----- 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	18,443,224.02	129,562,328.37	48,136,650.45	374,121.51	196,516,324.35
RECEIPTS:					
Interest Earned	18,444.35	569,188.83	81,186.23	-	
Contributions	2,407,265.22	35,913,712.00	245,531.50	126,168.90	
Miscellaneous Funds	679,367.64	-	-	37.84	
TOTAL RECEIPTS	3,105,077.21	36,482,900.83	326,717.73	126,206.74	40,040,902.51
DISBURSEMENTS					
Claims	1,509,602.40	30,401,975.52	353,369.25	141,873.54	
Admin and Other Disbursements	116,982.28	764,973.69	-	-	
TOTAL DISBURSEMENTS	1,626,584.68	31,166,949.21	353,369.25	141,873.54	(33,288,776.68)
ENDING CASH ON HAND:	19,921,716.55	134,878,279.99	48,109,998.93	358,454.71	203,268,450.18
RASHP I CHECKING	1,454,749.88				1,454,749.88
RASHP I SAVINGS / INVESTMENTS	10,258,516.19				10,258,516.19
RASHP II CHECKING		16,304,205.53			16,304,205.53
RASHP II SAVINGS / INVESTMENTS		68,144,193.97			68,144,193.97
RASWC CHECKING			752,989.33		752,989.33
RASWC SAVINGS / INVESTMENTS			29,799,716.68		29,799,716.68
WFL WC CHECKING				358,454.71	358,454.71
TREASURY INVESTMENTS	8,208,450.48	50,429,880.49	17,557,292.92		76,195,623.89
TOTAL CASH	19,921,716.55	134,878,279.99	48,109,998.93	358,454.71	203,268,450.18

Collateral Analysis	M&T Bank	Five Star Bank	Chase Bank
Bank Totals	20,958,944.42	78,841,144.07	8,020,711.24
<i>Collateral:</i>			
FDIC	500,000.00	250,000.00	250,000.00
Additional FDIC through CD Option	-	61,814,995.89	-
Collateral held by Bank	-	-	8,438,582.75
Collateral held by Third Party	20,866,905.83	17,502,082.78	-
	<u>21,366,905.83</u>	<u>79,567,078.67</u>	<u>8,688,582.75</u>
Over / (Under) Collateralized	407,961.41	725,934.60	667,871.51

Treasurer's Notes:

February State aid was received, and distributed at the very beginning of March.

This is to certify that I have received these balances:

Kelley Mutschler
District Clerk

4/8/2024
Date

J. P. [Signature]

Assistant Superintendent for Finance and Operations

4/6/26
Date

[Signature]
Treasurer

3/12/26
Date

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 03/31/2026

Fiscal Year: 2026

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
0 Administration							
100 SALARIES		1,469,952.00	95,700.00	1,565,652.00	1,174,076.67	359,131.45	32,443.88
200 EQUIPMENT		18,750.00	111,657.88	130,407.88	111,660.14	0.00	18,747.74
300 SUPPLIES		17,050.00	5,700.00	22,750.00	12,189.03	7,304.96	3,256.01
400 CONTRACTUAL		525,092.00	573,084.47	1,098,176.47	586,056.79	423,873.22	88,246.46
470 Rental of Facilities		2,760,820.00	0.00	2,760,820.00	1,651,784.90	511,075.75	597,959.35
700 INTEREST ON REVENUE NOTES		5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
800 EMPLOYEE BENEFITS		798,626.00	-51,400.00	747,226.00	540,849.93	171,748.43	34,627.64
899 Oth Post Retirement Benft		5,738,618.00	-320,000.00	5,418,618.00	3,491,192.83	0.00	1,927,425.17
910 TRANSFER TO CAPITAL FUND		1,093,058.00	0.00	1,093,058.00	1,093,058.00	0.00	0.00
950 TRANSFER FROM O & M		83,628.00	0.00	83,628.00	83,628.00	0.00	0.00
960 TRANSFER CHARGE		302,096.00	6,310.72	308,406.72	308,406.72	0.00	0.00
Subtotal of 0 Administration		12,812,690.00	421,053.07	13,233,743.07	9,052,903.01	1,473,133.81	2,707,706.25
1 Career Education							
100 SALARIES		6,278,948.00	-176,252.75	6,102,695.25	3,995,207.59	2,025,670.54	81,817.12
200 EQUIPMENT		185,000.00	118,913.35	303,913.35	259,226.50	59,529.11	-14,842.26
300 SUPPLIES		542,025.00	196,520.60	738,545.60	503,470.08	156,168.13	78,907.39
400 CONTRACTUAL		562,750.00	159,837.30	722,587.30	435,359.78	212,356.62	74,870.90
800 EMPLOYEE BENEFITS		3,292,534.00	-326,192.08	2,966,341.92	2,019,269.59	884,190.36	62,881.97
950 TRANSFER FROM O & M		1,789,794.00	0.00	1,789,794.00	1,789,794.00	0.00	0.00
960 TRANSFER CHARGE		669,565.00	51,550.22	721,115.22	721,090.22	0.00	25.00
990 TRANS CREDTS FR OTHER FUND		-1,000.00	0.00	-1,000.00	-1,000.00	0.00	0.00
Subtotal of 1 Career Education		13,319,616.00	24,376.64	13,343,992.64	9,722,417.76	3,337,914.76	283,660.12
2 Special Education							
100 SALARIES		6,245,075.00	30,082.60	6,275,157.60	3,597,637.18	1,941,392.54	736,127.88
200 EQUIPMENT		76,108.00	49,576.39	125,684.39	74,371.16	10,430.35	40,882.88
300 SUPPLIES		67,823.00	19,579.63	87,402.63	33,023.20	26,421.40	27,958.03
400 CONTRACTUAL		1,908,040.96	-1,329,398.76	578,642.20	355,073.48	82,008.27	141,560.45
490 SCH DIST AND OTHER BOCES		7,630,599.52	2,230,078.26	9,860,677.78	7,798,387.77	0.00	2,062,290.01
800 EMPLOYEE BENEFITS		3,874,704.00	176,545.75	4,051,249.75	3,668,956.91	153,992.78	228,300.06
950 TRANSFER FROM O & M		710,478.00	0.00	710,478.00	710,478.00	0.00	0.00
960 TRANSFER CHARGE		17,596,420.00	28,248.69	17,624,668.69	17,624,668.69	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		0.00	-28,984.32	-28,984.32	-28,984.32	0.00	0.00
Subtotal of 2 Special Education		38,109,248.48	1,175,728.24	39,284,976.72	33,833,612.07	2,214,245.34	3,237,119.31
3 Itinerent Services							
100 SALARIES		10,448,626.00	-950,454.04	9,498,171.96	5,781,307.69	3,017,511.73	699,352.54
200 EQUIPMENT		183,280.00	-20,782.18	162,497.82	118,657.50	0.00	43,840.32
300 SUPPLIES		62,387.00	10,360.16	72,747.16	23,785.39	17,968.84	30,992.93
400 CONTRACTUAL		689,872.00	1,099,506.72	1,789,378.72	679,379.86	696,584.28	413,414.58
490 SCH DIST AND OTHER BOCES		29,715.35	63,470.63	93,185.98	62,749.77	0.00	30,436.21

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 03/31/2026

Fiscal Year: 2026

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
800	EMPLOYEE BENEFITS	5,901,950.00	-612,840.08	5,289,109.92	4,468,028.08	256,469.39	564,612.45
950	TRANSFER FROM O & M	5,456.00	0.00	5,456.00	5,456.00	0.00	0.00
960	TRANSFER CHARGE	2,041,372.00	3,436.00	2,044,808.00	2,044,808.00	0.00	0.00
970	TR CREDTS FR SERVICE PROGR	-11,100,802.00	0.00	-11,100,802.00	-11,100,802.00	0.00	0.00
Subtotal of 3 Itinerent Services		8,261,856.35	-407,302.79	7,854,553.56	2,083,370.29	3,988,534.24	1,782,649.03
4 General Instruction							
100	SALARIES	2,341,247.00	117,855.04	2,459,102.04	1,847,570.42	360,052.29	251,479.33
200	EQUIPMENT	6,000.00	1,100.00	7,100.00	-281.79	4,539.53	2,842.26
300	SUPPLIES	14,655.00	2,914.54	17,569.54	11,251.46	3,354.23	2,963.85
400	CONTRACTUAL	624,881.38	-52,435.72	572,445.66	416,843.68	29,270.56	126,331.42
490	SCH DIST AND OTHER BOCES	627,702.79	1,107,101.32	1,734,804.11	1,017,536.82	0.00	717,267.29
800	EMPLOYEE BENEFITS	903,931.00	23,693.54	927,624.54	580,929.80	144,974.04	201,720.70
950	TRANSFER FROM O & M	189,699.00	0.00	189,699.00	189,699.00	0.00	0.00
960	TRANSFER CHARGE	251,299.00	8,921.60	260,220.60	260,220.60	0.00	0.00
970	TR CREDTS FR SERVICE PROGR	-51,095.00	0.00	-51,095.00	-51,095.00	0.00	0.00
990	TRANS CREDTS FR OTHER FUND	-2,835.00	0.00	-2,835.00	-2,835.00	0.00	0.00
Subtotal of 4 General Instruction		4,905,485.17	1,209,150.32	6,114,635.49	4,269,839.99	542,190.65	1,302,604.85
5 Instruction Support							
100	SALARIES	6,656,618.00	-176,958.22	6,479,659.78	4,451,472.45	1,760,972.34	267,214.99
200	EQUIPMENT	5,809,974.00	1,956,255.65	7,766,229.65	2,518,427.22	3,817,160.55	1,430,641.88
300	SUPPLIES	928,724.00	135,640.02	1,064,364.02	630,938.91	151,420.46	282,004.65
400	CONTRACTUAL	11,014,763.00	1,544,987.15	12,559,750.15	8,887,551.22	1,930,288.18	1,741,910.75
490	SCH DIST AND OTHER BOCES	999,850.16	483,817.74	1,483,667.90	1,168,204.95	0.00	315,462.95
800	EMPLOYEE BENEFITS	3,355,411.00	-18,449.88	3,336,961.12	2,518,027.97	732,005.09	86,928.06
950	TRANSFER FROM O & M	1,058,191.00	0.00	1,058,191.00	1,058,191.00	0.00	0.00
960	TRANSFER CHARGE	1,385,943.00	14,651.50	1,400,594.50	1,400,594.50	0.00	0.00
970	TR CREDTS FR SERVICE PROGR	-3,435,920.00	-95,474.81	-3,531,394.81	-3,531,369.81	0.00	-25.00
990	TRANS CREDTS FR OTHER FUND	-56,141.00	0.00	-56,141.00	-56,141.00	0.00	0.00
Subtotal of 5 Instruction Support		27,717,413.16	3,844,469.15	31,561,882.31	19,045,897.41	8,391,846.62	4,124,138.28
6 Other Services							
100	SALARIES	2,719,347.00	-44,456.39	2,674,890.61	2,051,454.34	612,248.48	11,187.79
200	EQUIPMENT	455,406.00	542,978.25	998,384.25	835,956.79	133,720.13	28,707.33
300	SUPPLIES	36,393.00	-20,318.17	16,074.83	5,795.61	6,422.83	3,856.39
400	CONTRACTUAL	4,239,758.70	320,981.70	4,560,740.40	2,975,412.57	1,256,983.36	328,344.47
490	SCH DIST AND OTHER BOCES	4,168,353.89	10,029,477.55	14,197,831.44	13,099,692.91	0.00	1,098,138.53
800	EMPLOYEE BENEFITS	1,276,289.00	-17,885.91	1,258,403.09	952,024.57	317,878.34	-11,499.82
950	TRANSFER FROM O & M	151,412.00	0.00	151,412.00	151,412.00	0.00	0.00
960	TRANSFER CHARGE	146,520.00	339.00	146,859.00	146,859.00	0.00	0.00
970	TR CREDTS FR SERVICE PROGR	-2,323,275.00	143,714.28	-2,179,560.72	-2,179,560.72	0.00	0.00
990	TRANS CREDTS FR OTHER FUND	-93,305.00	4,914.00	-88,391.00	-88,391.00	0.00	0.00

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 03/31/2026

Fiscal Year: 2026

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
Subtotal of 6 Other Services		10,776,899.59	10,959,744.31	21,736,643.90	17,950,656.07	2,327,253.14	1,458,734.69
7 Undefined							
100 SALARIES		5,296,110.00	-53,538.30	5,242,571.70	3,805,077.11	1,152,686.91	284,807.68
200 EQUIPMENT		110,175.00	87,689.41	197,864.41	48,601.36	137,900.55	11,362.50
300 SUPPLIES		257,563.00	62,354.56	319,917.56	191,729.95	87,571.97	40,615.64
400 CONTRACTUAL		2,318,718.00	212,345.03	2,531,063.03	1,599,706.40	653,855.16	277,501.47
490 SCH DIST AND OTHER BOCES		2,000.00	-2,000.00	0.00	0.00	0.00	0.00
800 EMPLOYEE BENEFITS		2,718,888.00	-169,223.82	2,549,664.18	-796,675.76	3,295,661.48	50,678.46
950 TRANSFER FROM O & M		739,518.00	0.00	739,518.00	739,518.00	0.00	0.00
960 TRANSFER CHARGE		1,811,204.00	16,874.12	1,828,078.12	1,828,078.12	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		-12,021,503.00	-149,587.00	-12,171,090.00	-12,171,090.00	0.00	0.00
990 TRANS CREDTS FR OTHER FUND		-1,232,673.00	-4,914.00	-1,237,587.00	-1,237,160.00	0.00	-427.00
Subtotal of 7 Undefined		0.00	0.00	0.00	-5,992,214.82	5,327,676.07	664,538.75
Total GENERAL FUND		115,903,208.75	17,227,218.94	133,130,427.69	89,966,481.78	27,602,794.63	15,561,151.28

MONROE 2 - ORLEANS BOCES

Revenue Status Report As Of: 03/31/2026

Fiscal Year: 2026

Fund: A GENERAL FUND

Revenue Account	Service	Description	Original Estimate	Adjustments	Current Estimate	Year-to-Date	Anticipated Balance	Excess Revenue
0 Administration			12,812,690.00	421,053.07	13,233,743.07	11,017,126.87	2,208,640.71	413,077.58
1 Career Education			13,319,616.00	27,633.14	13,347,249.14	11,126,984.44	2,269,977.51	70,089.45
2 Special Education			38,109,248.48	1,541,594.05	39,650,842.53	31,909,818.09	7,884,350.56	201,862.39
3 Itinerent Services			8,261,856.35	-408,192.91	7,853,663.44	6,119,544.34	1,761,844.85	27,761.45
4 General Instruction			4,905,485.17	1,246,625.13	6,152,110.30	5,028,868.03	1,321,031.57	199,415.99
5 Instruction Support			27,717,413.16	3,977,738.24	31,695,151.40	26,494,201.99	4,630,230.24	198,297.37
6 Other Services			10,776,899.59	11,014,109.95	21,791,009.54	19,710,215.60	2,355,125.13	880,081.69
Total GENERAL FUND			115,903,208.75	17,820,560.67	133,723,769.42	111,406,759.36	22,431,200.57	1,990,585.92

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

These are estimates to balance the budget

8. Old Business

9. New Business

1. Resolution to Approve Monroe 2-Orleans BOCES 2026-27 Code of Conduct

MONROE 2-ORLEANS BOCES

Student Code of Conduct

~~2025-2026-2027~~



Equal Opportunity Notice

The Monroe 2-Orleans Board of Cooperative Educational Services does not discriminate on the basis of age, sex, race, religion, color, national origin, disability, creed, marital status, veteran status, military status, sexual orientation, prior criminal offense, domestic violence victim status, gender identity, gender expression, or genetic status in its programs or activities and provides equal access to the Scouting America and other designated youth groups. The following office has been designated to handle complaints/inquiries regarding the BOCES non-discrimination policies: Assistant Superintendent for Human Resources, 3599 Big Ridge Road, Spencerport, New York 14559, 585-352-2420, and is also the Title VII and Title IX Officer. For further information, go to <https://ocrcas.ed.gov/contact-ocr> for the address and phone number of the office that serves your area, or call 1-800-421-3481. Please note that those wishing to file a complaint may also do so through the Department of Education's Office for Civil Rights at <http://www.ed.gov/laws-and-policy/civil-rights-laws/file-complaint>. See also New York State Executive Law 296.

Monroe 2-Orleans BOCES complies with the Americans with Disabilities Act (ADA) which provides access to all its services, programs, activities, and employment for those individuals with a disability. Monroe 2-Orleans BOCES will provide reasonable accommodations and/or appropriate modifications, aides, and services as required by law to provide access to individuals with disabilities to its programs, services, employment, and activities. Any individual requesting an accommodation must notify the ADA Compliance Officer at least 72 hours prior to the event or program or activity. BOCES non-discrimination employment policy 1440 and student policy 6460 can be found on the Community Tab. Disability Discrimination Complaint procedure is found in Regulation 2000 and 6461 located on the Monroe 2-Orleans BOCES website under the Community Tab. The designated ADA Compliance Officer is the Assistant Superintendent for Human Resources, 3599 Big Ridge Road, Spencerport NY 14559, 585-352-2420.

**Code of Conduct
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Code of Conduct

I. Introduction

The Monroe 2-Orleans Board of Cooperative Educational Services (~~“BOCES”~~) (*Board*) is committed to providing a safe, respectful, healthy, civil, orderly, and supportive school environment where students may receive, and staff may deliver quality educational services without disruption or interference. Responsible behavior by students, staff, parents/legal guardians, board members, and visitors is essential to achieving this goal.

The Board has a set of expectations for conduct on all BOCES property (whether owned or leased) and at all BOCES functions (wherever the function is located) and/or including at a work-based learning site. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity.

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

Unless otherwise indicated, this Code applies to all students, staff, parents/legal guardians, and visitors when on BOCES (owned or leased) property or at a BOCES function wherever the function is located, including work-based learning sites.

II. Definitions

For purposes of this Code, the following definitions apply.

“Authorized BOCES official” is a building administrator, program supervisor, or employee designated to act in an official capacity.

“Business Days” means days BOCES is open for staff.

“Disruptive student” means an elementary or secondary student under 21 years of age who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.

A substantial disruption or substantial interference with a teacher’s authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher’s instructions or repeatedly violates the teacher’s classroom behavior rules.

“CTE” means Career and Technical Education.

“CWD” means Center for Workforce Development.

“DASA” means Dignity for All Students Act as outlined in New York State Education Law.

“Instructional Staff” means BOCES ~~2~~-staff members who provide direct instruction or a related service to the student.

“Parent” means natural parent, legal guardian, or person in parental relation to a student.

“BOCES property” means in, on, or within any building, structure, athletic field, playground, parking lot or land contained within the real property boundary lines of a public elementary or secondary school, or the BOCES or any leased facility or in or on a school bus/bus/vehicle (as defined in Vehicle and Traffic Law § 142) personal vehicle or any BOCES program or service regardless of the off-site location such as work-based learning programs or remote work. BOCES property also means objects or implements owned by the BOCES such as textbooks, computer equipment, lockers, telephones, tables, halls, equipment, etc.

“BOCES function” means any BOCES-sponsored extra-curricular event or any activity wherever located, including a work-based learning site [(Education Law 2801(1)].

“Possession” includes on the person or in the belongings of the person, whether the person owns the item or belongings or not, or at a BOCES location, on BOCES property or at a BOCES function where a drug, illegal substance, marijuana, drug paraphernalia, or alcohol is present. ~~A student who is present with another student who is in possession of a prohibited item is considered to be in possession of that item.~~

“School-based mental health staff” means school social workers, psychologists, and counselors.

“Staff” means all instructional and non-instructional employees, ~~vendors and consultants~~ of the BOCES.

“Vendor” means a non-BOCES employee providing supplemental staffing; programs; training; instruction to students and/or BOCES staff and/or providing an item or equipment to BOCES.

“Student” means all preschool, elementary, secondary, and over age 18 learners, excluding Center for Workforce Development adult learners, enrolled in BOCES schools/programs.

“Work-based learning site” means an off-BOCES site location at a facility, company, etc., where a student is placed for authentic learning.

The law defines a “firearm” as: a gun, pistol, revolver, shotgun, rifle, weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, starter gun, machine gun, the frame or receiver of any weapon described above, rocket having a propellant charge of more than 4 oz., missile having an explosive or incendiary charge of more than ¼ oz., bomb, mine, grenade, firearm silencer or firearm muffler, or explosive or incendiary or poison gas or a look-a-like firearm.

Live ammunition is prohibited on BOCES property or at a BOCES function.

A “weapon” is defined as: a pocket knife or knife with a blade of or more than 2.5 inches; a weapon, device, instrument, material or an animate or inanimate substance used for or readily capable of causing death or serious bodily injury; firearm; pistol; revolver; shotgun; rifle; altered

or modified shotgun or rifle; assault weapon; imitation pistol; dagger; dangerous knife; dirk; razor; stiletto; electronic dart gun; electronic stun gun; gravity knife; switchblade knife; pilum ballistic knife; metal knuckles knife; cane sword; billy; black jack; bludgeon; plastic knuckles; metal knuckles; chuka stick; sandbag; sandclub; wrist brace-type slingshot or slingshot; shirken; kung-fu star; or a look-a-like weapon; bow, crossbow ~~and~~ *or* arrow; matches or lighters when used or attempted to injure staff, students or any person upon BOCES property or at a BOCES function.

III. Student Bill of Rights

A. Student Rights

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

1. Take part in all BOCES functions on an equal basis regardless of race, marital status, age, color, creed, national origin, religion, gender, genetic status, victim of domestic violence, military, or veteran status, sexual orientation, gender identity, gender expression, *victim of domestic violence*, and/or disability.
2. Present their version of the relevant events to staff.
3. Access rules and, when necessary, receive an explanation of those rules from staff.

B. Student Responsibilities

All students have the responsibility to:

1. Contribute to maintaining a safe, respectful, healthy, civil, orderly, and supportive school environment that is conducive to learning and to show respect to staff, students, and other persons lawfully on BOCES property and to BOCES property, itself.
2. Be familiar with and abide by all home school district, site location and BOCES policies, rules and regulations dealing with student conduct.
3. Attend school, whether in person or remotely, every day unless an excused absence is provided, be on time for class, and be prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. Respond to direction given by staff in a respectful, positive manner.
6. Model and maintain a climate of mutual respect and dignity, regardless of actual or perceived age, sex, race, color, creed, religion, national origin, *gender*, disability, sexual orientation, gender identity, or gender expression, which will strengthen students' self-concept and promote confidence to learn.
7. Use strategies to control their anger.
8. Ask questions when they do not understand.
9. Seek help in solving problems that might otherwise lead to discipline.

10. Dress and groom for school, ~~and~~ BOCES, *or BOCES-related* functions, *or at a work-based learning site*, in accordance with the dress code *or expectations*.
11. Accept responsibility for their behavior.
12. Conduct themselves as representatives of the BOCES when participating in or attending BOCES *or BOCES-related* function(s); to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
13. Report violation(s) of Code to a **BOCES** staff member.

IV. Essential Partners

A. Parents/Legal Guardians

All parents/legal guardians are expected to:

1. Recognize that the education of their student(s) is a shared responsibility between parents/legal guardians and the school community.
2. Send their student(s) to school ready to participate and learn.
3. Ensure their student(s) attend school daily and on time.
4. Ensure absences are excused. Comply with procedures for calling in absences and providing a written excuse.
5. Insist their student(s) be dressed and groomed in a manner consistent with the student dress code *or work-based learning expectation*.
6. Help their student(s) understand that in a democratic society, appropriate rules are required to maintain a safe, orderly environment.
7. Know, understand, and abide by school district and BOCES policies, regulations, and rules and *of* any off-site location policies.
8. Convey to their student(s) a supportive attitude toward education and the BOCES.
9. Build good relationships with staff, other parents/legal guardians, and their students' friends.
10. Help their student(s) deal effectively with peer pressure.
11. Inform an authorized BOCES official of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.
13. Provide information to the DASA coordinator/school official on any incidences of harassment, discrimination, or bullying behavior impacting their student(s).

B. BOCES Instructional Staff

All BOCES instructional staff (as applicable) are expected to:

1. Model and maintain a climate of mutual respect and dignity, regardless of actual or perceived age, sex, race, color, creed, religion, national origin, marital status, veteran status, disability, military status, sexual orientation, prior criminal offense, domestic violence victim status, genetic status,

- gender identity, or gender expression, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach the curriculum and adjust to students' learning styles; demonstrate interest in teaching and concern for student achievement; and ~~commitment~~ to continuous learning and professionalism.
 3. Know BOCES policies, regulations, and rules, and enforce them in a fair, consistent, prompt, and lawful manner.
 4. Communicate to students and parents/legal guardians:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Classroom Rules
 - e. Attendance requirements
 5. Communicate regularly with students, parents/legal guardians, and staff, concerning growth and achievement or lack thereof, as well as problem areas and issues which need addressing.
 6. Utilize staff in a manner intended to consistently improve student achievement.
 7. Maintain current and accurate student records.
 8. Use cell phones or electronic devices on BOCES property and/or at BOCES *or BOCES-related* functions, only in an appropriate manner in compliance with BOCES policies/procedures.
 9. Address and/or report to the DASA coordinator in a timely manner issues of harassment, discrimination, or bullying that threaten the emotional or physical health or safety of a student.
 10. Maintain an environment that does not discriminate, harass, or bully a student as defined in policy and regulation 6462 and as outlined in Section VI of this Code.

C. BOCES Staff

All BOCES staff are expected to:

1. Model and maintain a climate of mutual respect and dignity, regardless of actual or perceived age, sex, race, color, creed, religion, national origin, marital status, veteran status, disability, military status, sexual orientation, prior criminal offense, domestic violence victim status, genetic status, gender identity, or gender expression, which will strengthen students' self-concept and promote confidence to learn.
2. Know BOCES policies, regulations, and rules, and enforce them in a fair, consistent, prompt, and lawful manner.
3. Use cell phones or electronic devices on BOCES property and/or at BOCES *or BOCES-related* functions, only in an appropriate manner in compliance with BOCES policies/procedures.
4. Address and/or report to the DASA coordinator in a timely manner issues of harassment, discrimination, or bullying that threaten the emotional or physical health or safety of a student.

5. Maintain an environment that does not discriminate, harass, or bully a student as defined in policy and regulation 6462 and as outlined in Section VI of this Code.

D. BOCES School-based Mental Health Staff

BOCES School-based Mental Health Staff are expected to:

1. Model and maintain a climate of mutual respect and dignity, regardless of actual or perceived age, sex, race, color, creed, religion, national origin, marital status, veteran status, disability, military status, sexual orientation, gender identity, gender expression, prior criminal offense, domestic violence victim status, or genetic status which will strengthen students' self-concept and promote confidence to learn.
2. Assist students in coping with peer pressure, *trauma*, and their personal, social and emotional problems.
3. Initiate teacher/student/counselor conferences and parent/legal guardian teacher/student/counselor conferences, as necessary, as a way to resolve problems.
4. Regularly review with students their educational progress and career plans.
5. Provide information to assist students with career planning.
6. Encourage students to benefit from the curriculum and extracurricular programs.
7. Maintain current and accurate student records.
6. Use cell phones or electronic devices on BOCES property and/or at BOCES *or BOCES-related* functions, only in an appropriate manner in compliance with BOCES policies/procedures.
8. Address and/or report issues to the DASA Coordinator in a timely manner of harassment, discrimination, or bullying that threaten the emotional or physical health or safety of a student.
9. Maintain an environment that does not discriminate, harass, or bully a student as defined in policy and regulation 6462 and as outlined in Section VI of this Code.

E. Authorized BOCES officials

Authorized BOCES officials are expected to:

1. Model and maintain a climate of mutual respect and dignity, regardless of actual or perceived age, sex, race, color, creed, religion, national origin, marital status, veteran status, disability, military status, sexual orientation, gender identity, gender expression, prior criminal offense, domestic violence victim status, or genetic status which will strengthen students' self-concept and promote confidence to learn.
2. Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning.
3. Ensure that students and staff have the opportunity to communicate regularly with the authorized BOCES official for redress of grievances.

4. Evaluate on a regular basis all instructional programs.
5. Support the development of and student participation in appropriate extracurricular activities.
6. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly, fairly, consistently, and lawfully.
7. Set the high expectation for all students, visitors, and staff that inappropriate language does not belong in a school setting.
8. Maintain current and accurate student records.
9. Use cell phones or electronic devices on BOCES property and/or at BOCES *or BOCES-related* functions, only in an appropriate manner in compliance with BOCES policies/procedures.
10. Address and/or report to the DASA coordinator in a timely manner issues of harassment, discrimination, or bullying that threaten the emotional or physical health or safety of a student.
11. Maintain an environment that does not discriminate, harass, or bully a student as defined in policy and regulation 6462 and as outlined in Section VI of this Code.

F. District Superintendent

The District Superintendent is expected to:

1. Model and maintain a climate of mutual respect and dignity, regardless of actual or perceived age, sex, race, gender identity, gender expression, color, creed, religion, national origin, marital status, veteran status, disability, military status, sexual orientation, prior criminal offense, domestic violence victim status, or genetic status which will strengthen students' self-concept and promote confidence to learn.
2. Promote a safe, orderly, respectful, civil, and healthy school environment, supporting active teaching and learning.
3. Review with authorized BOCES officials the policies of the BOCES and State and Federal laws relating to school operations and management.
4. Inform the Board about educational trends relating to student discipline.
5. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
6. Work with an authorized BOCES officials in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
7. Use cell phones or electronic devices on BOCES property and/or at BOCES *or BOCES-related* functions, or at school activities only in an appropriate manner in compliance with BOCES policies/procedures.
8. Address issues of harassment, discrimination, or bullying in a timely manner that threatens the emotional or physical health or safety of a student.
9. Maintain an environment that does not discriminate, harass, or bully a student as defined in policy and regulation 6462 and as outlined in Section VI of this Code.

G. Board

The Board is expected to:

1. Adopt and review at least annually the Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation.
2. Lead by example by conducting board meetings in a professional, respectful, and courteous manner.

H. Dignity for All Students Act Coordinator (DASA)

The BOCES-wide DASA Coordinator will coordinate, implement, review trends and track allegations and enforce Policy 6462. ~~and The BOCES-wide and School Level DASA Coordinators are expected to: Coordinate, implement, review trends, report as required and enforce Policy 6462. The BOCES-wide DASA Coordinator and School Level DASA Coordinator's roles will include reporting, investigating, remedying, and tracking allegations of bullying.~~ will report, investigate, and remedy bullying under Policy 6462.

V. Student Dress Code

All students are expected to give proper attention to personal cleanliness, ~~and~~ grooming and to dress appropriately while at BOCES and BOCES functions. Students and their parents/legal guardians have the primary responsibility for acceptable student dress and grooming and helping students develop an understanding of appropriate appearance in the school setting and at BOCES functions. Staff should exemplify and reinforce acceptable student dress and grooming and help students develop an understanding of appropriate appearance in a school setting *and at work-based learning sites* and at BOCES functions.

A student's dress, grooming and appearance, including hair style/color, jewelry, make-up, and nails, shall adhere to the following:

1. Be safe, and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments such as net tops, plunging necklines (front and/or back) and see-through garments are not appropriate.
3. Ensure pants and shorts do not fall below waist/hip-line exposing underwear or any other clothing under pants/shorts.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include items that are vulgar, obscene, lewd, libelous and/or disparage others on account of age, race, color, religion, creed, national origin, gender identity, gender expression, marital status, prior criminal offense, victim of domestic violence, genetic status, military or veteran status, sex, sexual orientation, or disability.
6. Not promote, endorse, and/or display the use of e-cigarettes, vaporizers or similar instruments, alcohol, tobacco, tobacco promoted items such as brand names, logos, identifiers, nicotine, nicotine like products, illegal drugs, drug paraphernalia, firearms or weapons, pornography, or sexually explicit materials, and/or encourage other illegal or violent activities or gang affiliation.

7. Hats and head coverings are appropriate if they do not create a substantial disruption, are not a safety issue, do not interfere with the program/class and do not violate numbers 5 and 6, above.
8. Face coverings are appropriate, if they do not create a substantial disruption, are not a safety issue, do not interfere with the program/class, do not violate numbers 5 and 6 above and the student can still be identified.

Each authorized BOCES official shall be responsible for informing all students and their parents/legal guardians of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offensive item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline up to and including expulsion.

VI. Prohibited Student Conduct

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

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

Students who ~~will not accept responsibility for their own behavior and who~~ violate this Code will be required to accept the consequences for their conduct.

Students may be subject to disciplinary action, up to and including suspension or expulsion from school or a program, when they:

(Note: In any of these categories, ~~police law enforcement~~ may be called).

- A. Engage in conduct that is disruptive (i.e., any action or actions that result in a delay or interruption of the educational process for themselves and/or other students) or conduct that is disorderly (i.e., intentionally causing public inconvenience, annoyance or alarm, or recklessly creating a risk thereof). Examples of disruptive or disorderly conduct include but are not limited to:
 1. Running in the building, hallways, or school rooms.
 2. Interrupting class, program and/or instruction.
 3. Making unreasonable noise.
 4. Using language or gestures that are profane, lewd, vulgar, or abusive in any form (i.e., verbal, written, emails, text messaging, chat rooms, social media, website, cell phone, sexting, upskirting, taking photographs without consent) such as cursing or swearing.

5. Obstructing vehicular or pedestrian traffic.
 6. Driving recklessly.
 7. Violating any driving road rules, ~~or~~ laws or BOCES rules while operating a motor vehicle.
 8. Engaging in any act which disrupts the normal operation of the school and/or school community.
 9. Trespassing. Students are not permitted in any school or BOCES building or on BOCES property, or at a BOCES function, other than the one they regularly attend, without permission from the authorized BOCES official.
 10. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the BOCES acceptable use policy (Policy 6214, Student use of Computerized Information Resources).
 11. Indoor use of skateboards, rollerblades, Ripstiks or the like.
 12. A student who removes an instrument from a classroom or misuses an instrument needed in the classroom while in or out of the classroom, such as a clay cutter or an X-acto knife from art class, or a drill or hammer, etc., is considered to be in possession of a weapon. A student who uses the instrument in the classroom properly is not considered to be in possession of a weapon.
- B. Engage in conduct that is insubordinate, i.e. failing to comply with the lawful directions of a teacher, school administrator or other school and/or BOCES employee in charge of the student. Examples of insubordinate conduct include but are not limited to these incidents OR any violation of ANY other policy or regulation and/or any section of this Code of Conduct:
1. Failing to comply or refusing to comply with the reasonable directions of a staff member.
 2. Demonstrating disrespect for program expectations or the Code of Conduct.
 3. Lateness for missing or leaving school without permission.
 4. Any form of academic misconduct. Examples of academic misconduct include but are not limited to:
 - a) Plagiarism,
 - b) Cheating,
 - c) Copying,
 - d) Altering records, or
 - e) Assisting another in any of the above actions.
 5. Refusing to leave a classroom or BOCES grounds when directed.
 6. Refusing a search.
- C. Engage in conduct that is violent. A violent student is defined as an elementary or secondary student under the age of 21 who engages in violent conduct. [N.Y. Educ. Law §§ 2801(2)(m) and 3214(2-a)(a)]. Examples of violent conduct include but are not limited to:
1. Committing or threatening an act of violence (such as hitting, kicking, punching, spitting, or scratching) upon another staff or student or any other person lawfully on BOCES property or attempting to do so.

2. Possessing a firearm or weapon or other dangerous instrument capable of causing death or physical injury, or what appears to be a firearm or weapon. Authorized law enforcement officials called by BOCES or legally on BOCES property for an official purpose are the only persons permitted to have a firearm or weapon in their possession while on BOCES property or at a BOCES function.
 3. Displaying what appears to be a firearm or weapon or other dangerous instrument capable of causing death or physical injury.
 4. Threatening to use any firearm or weapon or what appears to be a firearm or weapon or other dangerous instrument capable of causing death or physical injury.
 5. A student who removes an instrument from a classroom or misuses an instrument needed while in or out of the classroom, such as a clay cutter or an X-acto knife from art class, or a drill or hammer, etc., is considered to be in possession of a weapon. A student who uses the instrument in class in accordance with the curriculum is not to be considered in possession of a weapon.
 6. Knowingly and intentionally damaging or destroying the personal property of a student, staff, or any other person lawfully on BOCES property.
 7. Knowingly and intentionally damaging or destroying any BOCES property by use of graffiti or arson or any other means.
- D. Engage in any conduct that endangers the safety, morals, physical or mental health or welfare of others. Examples of such conduct include but are not limited to:
1. Lying to BOCES staff.
 2. Stealing the property of other students, BOCES staff or any other person on BOCES property or attending a BOCES function.
 3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them on BOCES property, off BOCES property provided the defamation creates a disruption to school, or through social media provided the defamation creates a disruption to school (including electronic media such as via cell phone, texting, emails, website, IM's, chat rooms and the like).
 4. Discrimination, bullying, and/or harassment that creates a hostile environment for an employee or students by conduct or by threats, intimidation, or abuse including cyberbullying (through any form of electronic communication or social media) that either:

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

Reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for their physical safety.

Such conduct shall include acts of harassment and/or bullying that occur:

- (i) on BOCES property,
- (ii) at a BOCES function, or
- (iii) off school property where such acts create a substantial disruption or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property.

For purposes of this paragraph, the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.

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

- 5. Discrimination, harassment, or bullying which includes the use of age, sex, race, gender identity, gender expression, color, creed, religion, national origin, marital status, veteran status, disability, military status, sexual orientation, prior criminal offense, domestic violence victim status, interns, or genetic status as a basis for treating another in a negative manner.
- 6. Harassment/bullying/cyberbullying, which includes severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning, extortion or put down through electronic devices including but not limited to email, iPods, iPads, computer use, website, chat rooms, IM’s, text messaging or cyber image(s) or verbally, including the action known as sexting, upskirting or taking photographs of another without consent.
- 7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
- 8. Hazing, which includes any intentional or reckless act directed against another for the purpose of induction or initiation into, affiliating with or maintaining membership in any BOCES sponsored activity, organization, club, or team.
- 9. Selling, distributing, sharing, exchanging, creating, using, or possessing lewd material.
- 10. Smoking, selling, sharing, distributing, using, exchanging, consuming, manufacturing and/or possessing a tobacco product and/or any product in any form that contains nicotine, including an e-cigarette or a vaporizer. Tobacco shall be defined as any lighted or unlighted cigarette, cigar, cigarillo, pipe, bidi, clove, cigarette, and any other smoking product matter or substance that contains tobacco, and spit tobaccos, (smokeless, dip chew and/or snuff), in any form.
- 11. Possessing, consuming, selling, distributing, using, sharing, exchanging, manufacturing, or under the influence or appear under the influence of: a) vitamins, herbs and supplements; b) alcoholic beverages in any form such as a powdered alcohol; c) illegal substances, or a substance thought by the student to be illegal. “Illegal substances” includes, but is not limited to: inhalants, marijuana, opioids, cocaine, THC, THC edibles, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as

“designer drugs.” The ~~police~~ *law enforcement* ~~will~~ *may* be called in these instances.

12. Using, selling, distributing, sharing, possessing, consuming, exchanging, manufacturing, being under the influence or appears to be under the influence of, prescription and/or over-the-counter drugs or substances thought by the student to be over the counter or prescription drugs.
 13. Using, selling, distributing, sharing, possessing, consuming, exchanging, manufacturing, or being under the influence of or appears to be under the influence of legal substances that mimic the effects of an illegal substance or drug, or any prescription marijuana.
 14. Possessing, using, selling, sharing, distributing, manufacturing, or exchanging drug paraphernalia or items that could be used as drug paraphernalia. Drug paraphernalia includes but is not limited to any kind of equipment, product, or material intended to be used for or used for the manufacturing, compounding, converting, concealing, producing, processing, preparing, injecting, ingesting, or inhaling such as lighters, matches, drops in e-cigarettes and vaporizers, “dab,” “dabs,” or “dab pens,” residue in any form that tests positive for THC, bowls, scales, or dime bags.
 15. Gambling.
 16. Indecent exposure, that is, exposure to sight of the private parts of the body in person, sexting, or through Internet websites, IM’s, text messaging, chat rooms, emails, cell phones, upskirting, and the like.
 17. Initiating a report warning of an intruder, a fire, a bomb threat, or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
 18. Engaging in off-campus misconduct that substantially disrupts or can reasonably be expected to substantially disrupt the student(s) education and/or the educational process in BOCES or at a BOCES function.
 19. Using a hand-held laser pointer not approved or supervised by the BOCES staff.
- E. Engage in misconduct while on school transportation. It is crucial for students to behave appropriately while riding on a school vehicle to ensure their safety and that of other passengers and to avoid distracting the driver. Students are required to conduct themselves in a manner consistent with established standards for classroom behavior while on the bus or in a school vehicle. Excessive noise, pushing, shoving, and fighting, etc., or violating the Code of Conduct will not be tolerated in a school or on a BOCES vehicle.

VII. Reporting Violations

All students are expected to promptly report violations of the Code of Conduct to a BOCES staff member including observing a student possessing a weapon, firearm, alcohol, powdered alcohol, any illegal substance, *OTC medications*, prescription medications, vaporizer, or e-cigarettes or a similar instrument, on BOCES property or at a BOCES function.

All BOCES staff who are authorized to impose disciplinary sanctions are expected to do so promptly, fairly, consistently, and lawfully. BOCES staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their

supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a BOCES staff member who is authorized to impose an appropriate sanction.

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

For discrimination, harassment or bullying violations, the procedures in Regulation 6462 outline how to report, respond and investigate.

VIII. Disciplinary Penalties, Procedures and Referrals

Discipline is most effective when directly dealing with the problem at the time and place where the conduct occurs, and in a way that students view as fair and impartial. BOCES staff who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to develop in skills of self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, BOCES staff authorized to impose disciplinary penalties will consider the following:

1. The student's age,
2. The nature of the offense and the circumstances which led to the offense,
3. The student's prior disciplinary record,
4. The effectiveness of other forms of discipline,
5. Information from parents/legal guardians, teachers and/or others, as appropriate, and
6. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

Under no circumstance, however, will a student in the pre-school aged program be suspended or expelled.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with disability or presumed to have a disability. A student having a disability shall not be disciplined for behavior related to their disability.

In incidents of harassment, discrimination and/or bullying, discipline will be progressive. To determine appropriate discipline, BOCES officials will consider the age of the student, previous disciplinary record, and physical and psychological effect of the student who was harassed/bullied/discriminated against. Efforts should be made to end the harassment, bullying, discrimination (present and/or recurring), and the hostile environment, and provide an education or intervention.

A. Penalties

Students who are found to have violated the Code of Conduct may be subject to the following penalties, either alone or in combination. The BOCES staff identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

1. Oral warning – any member of the BOCES staff.
2. Written warning – District Superintendent/designee, director, program supervisor, executive principal, principal, assistant principal, counselor, teachers, and security personnel.
3. Suspension from social or extracurricular activities – District Superintendent/designee, executive principal, principal, program supervisor, assistant principal, and director.
4. Suspension of other privileges – District Superintendent/designee, director, executive principal, principal, program supervisor, assistant principal.
5. Removal from classroom, property, or function – District Superintendent/designee, executive principal, principal, director, assistant principal, program supervisor, instructional staff, security personnel.
6. In-school suspension – District Superintendent/designee, program supervisor, director, executive principal, principal, assistant principal.
7. Short-term (five days or less) suspension from school – District Superintendent/designee, director, program supervisor, executive principal, principal.
8. Long-term (more than five days) suspension from school – Superintendent of home district.
9. Dismissal from program – District Superintendent/designee.

B. Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the BOCES staff authorized to impose the penalty must inform the student of the alleged misconduct and investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the BOCES staff imposing the disciplinary penalty in connection with the imposition of the penalty. Students who are to be given penalties other than an oral warning, or written warning are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Teacher removal of disruptive students:

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may involve the teacher directing a student to the school counselor or other staff member for

counseling. Time-honored classroom management techniques such as these do not constitute discipline removals for purposes of this Code.

On occasion, a student's behavior may become disruptive. For the purpose of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for one day. The removal from class applies to the class of the removing teacher only.

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why they are being removed and an opportunity to explain their version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may request that the student be removed immediately. The teacher must, however, explain to the student why they were removed from the classroom and give the student a chance to present their version of the relevant events within 24 hours.

The teacher must complete a BOCES established disciplinary removal form and contact the authorized BOCES official or their designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form.

Within 24 hours of the student's removal, the teacher must notify the student's parents/legal guardians, in writing, that the student has been removed from class and state the reasons for removal. The notice must also inform the parent/legal guardian that they have the right, upon request, to meet informally with the authorized BOCES official and the teacher to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to ensure receipt of the notice within 24 hours of the student's removal at the last known address for the parents/legal guardians. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents/legal guardians.

The authorized BOCES official will require the teacher who ordered the removal to attend the informal meeting.

If at the informal meeting the student denies the charges, the teacher must explain why the student was removed and give the student and the student's parents/legal guardians a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent/legal guardian and authorized BOCES official.

The authorized BOCES official may overturn the removal of the student from class if the authorized BOCES official finds any one of the following:

- a. The charges against the student are not supported by competent and substantial evidence;
- b. The student's removal is otherwise in violation of law, including the Code of Conduct;
- c. The conduct warrants suspension from school pursuant the Education Law § 3214 and a suspension will be imposed.

The authorized BOCES official may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal meeting if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the authorized BOCES official makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming until they are permitted to return to the classroom.

Each teacher must keep a complete log (on a BOCES provided form) for all cases of removal of students from their class. The authorized BOCES official must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from their class until they have verified with the authorized BOCES official that the removal will not violate the student's rights under state or federal law or regulation.

2. Suspension from extracurricular activities and other privileges:

A student subjected to a suspension from extracurricular activities or other privileges such as graduation ceremonies or dances, is not entitled to a full hearing pursuant to Education Law § 3214. However, the student and the student's parents/legal guardians will be provided with a reasonable opportunity for an informal conference with the BOCES official imposing the suspension to discuss the conduct and the penalty involved.

3. In-School suspension:

The BOCES must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes the executive principal, director, building principal, assistant principal, program supervisors, and the District Superintendent/designee to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in “in-school suspension.” A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law § 3214. However, the students and the student’s parents/legal guardians will be provided with a reasonable opportunity for an informal conference with the authorized BOCES official imposing the in-school suspension to discuss the conduct and the penalty involved.

4. Suspension from school:

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent, disruptive, or whose conduct otherwise endangers the safety, morals, health, or welfare of others. The BOCES retains its authority to suspend students, but places primary responsibility for the suspension of the students with the District Superintendent and the authorized BOCES official. All staff members must immediately report and refer a violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The authorized BOCES official upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a. Short-term (5 days or less) suspension from school.

When the authorized BOCES official or District Superintendent (referred to as the “suspending authority”) propose to suspend a student for five days or less pursuant to Education Law § 3214 (3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student’s parents/legal guardians in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to ensure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents/legal guardians. Where possible, notice should be provided by telephone also if the school has been provided with a telephone number(s) for the purpose of contacting the parents/legal guardians but will not replace the 24-hour written notice.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents/legal guardians of the right to request an immediate informal conference prior to suspension. The notice shall also be in the dominant language of the parents/legal guardians.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or is an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, suspension is immediate, and the notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to ensure receipt within 24 hours of the suspension at the last known address for the parents/legal guardians. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents/legal guardians. The notice shall provide an opportunity for an informal conference to take place as soon after the suspension as is reasonably practicable.

At the conference, the parents/legal guardians shall be permitted to ask questions of complaining witnesses under such procedures as the authorized BOCES official may establish.

After the conference, the authorized BOCES official shall promptly advise the parents/legal guardians in writing of their decision. The authorized BOCES official shall advise the parents/legal guardians that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the District Superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The District Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents/legal guardians are not satisfied with the District Superintendent's decision, they may file a written appeal to the Board with the District Clerk within 10 business days of the date of the District Superintendent's letter, unless they can show extraordinary circumstances precluding them from doing so. A final decision by the Board may be appealed to the New York State Commissioner of Education.

b. Long-term (more than 5 days) suspension from school.

When the District Superintendent or authorized BOCES official determines that a suspension for more than five days may be warranted, they shall give reasonable notice to the student and student's parents/legal guardians of their right to a fair hearing that will be conducted by the home school district. The hearings and all correspondence related thereto will be conducted by the home school district.

C. Minimum Periods of Suspension

1. Students who bring a firearm or weapon to school.

Any student found guilty of bringing a firearm or weapon onto school or BOCES property or to a BOCES function or who possesses or brandishes a firearm, or a weapon would be subject to suspension from school for at least one calendar year from the date of the incident. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law § 3214 conducted through the home school district.

The home district superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the home district superintendent may consider the following:

- a. The student's age,
- b. The student's grade in school,
- c. The student's prior disciplinary record,
- d. The Superintendent's belief that other forms of discipline may be more effective,
- e. Input from parents/legal guardians, teachers and/or others, and
- f. Other extenuating circumstances.

A student with a disability may be suspended only in accordance with the requirements of state and federal law.

2. Students who commit or threaten violent acts other than bringing a firearm or weapon to school.

Any student who is found to have committed or threatened a violent act, other than bringing a firearm or weapon onto school or BOCES property, or at a BOCES function, vandalizes or violates a student's civil rights, or harasses shall be subject to suspension from school for at least five school days. A student with a disability may be suspended only in accordance with the requirements of state and federal law.

3. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interfere with the teacher's authority over the classroom.

Any student who repeatedly is substantially disruptive to the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five school days. For purposes of this Code of Conduct, "repeatedly substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by the teacher(s) pursuant to Education Law § 3214(3)(a) and this Code on four or more occasions during a semester. The student and the student's parent/legal guardian will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. A student with a disability may be suspended only in accordance with the requirements of state and federal law.

D. Referrals

1. Counseling:

The School Based Mental Health Staff shall handle all referrals of students to counseling. At the CTE program during the re-entry meeting or in other circumstances, the counseling office will be utilized to assist students or make referrals.

2. PINS Petition:

The BOCES and/or home district may file a PINS (Person In Need of Supervision) Petition in Court on any student under the age of 18 who demonstrates that they require supervision and treatment by but not limited to:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school.
- c. Knowingly and unlawfully possesses marijuana in violation of Penal Law § 221.05.

3. Juvenile Delinquents and Juvenile Offenders:

The home school district superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- a. Any student under the age of 16 who is found to have brought a firearm or weapon to school.

IX. Alternative Instruction

When a student of compulsory attendance age is suspended from school pursuant to Education Law § 3214, the home school district will take immediate steps to provide alternative means of instruction for the student. For students suspended in school, or removed from the classroom, BOCES will take the necessary steps to ensure continued educational programming and activities.

X. Discipline of Students with Disabilities

The BOCES recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The BOCES also recognizes that students with disabilities are afforded certain procedural protections whenever staff intend to impose discipline upon them. The BOCES is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

A. Authorized Suspensions or Removals of Students with Disabilities

1. For purposes of this section of the Code of Conduct, the following definitions apply.

A “suspension” means a removal for disciplinary reasons from the student’s current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer or the home school district’s superintendent because the student poses a risk of harm to themselves or others.

An “IAES” means a temporary educational placement for a period of up to 45 days, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student’s current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

2. Authorized BOCES official staff may order the suspension or removal of a student with a disability from their current educational placement as follows:
 - a. A suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
 - b. The home school superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if it is determined that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
 - c. The home school superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 school days, if the student possesses a weapon on BOCES property or at a BOCES function, or the student possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at or on BOCES property or a BOCES function, or inflicts serious bodily injury upon another at BOCES or on BOCES property or at a BOCES function. Serious bodily injury is defined as one of the following: substantial risk of death or extreme physical pain or obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or faculty.

- 1) “Weapon” means the same as “dangerous weapon” under 18 USC § 930 (g)(3) which includes “a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except for a pocketknife with a blade less than 2 ½ inches in length” (See section II for a full definition of a weapon).
 - 2) “Controlled substance” means a drug or other substance identified in certain provisions of the Federal Controlled Substance Act specified in both federal and state law and regulations applicable to this policy.
 - 3) “Illegal drugs” means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substance Act or any other federal law.
3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 school days at a time, if maintaining the student in their current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rules

1. A disciplinary change in placement means a suspension or removal from a student’s current educational placement that is either:
 - a. For up to 10 school days in a school year that do not constitute a change in placement;
 - b. For subsequent suspensions for periods of ten (10) consecutive school days or less in the aggregate total more than ten (10) school days in a school year, but do not constitute a disciplinary change in placement;
 - c. For periods in excess of ten (10) school days in a school year which do not constitute a disciplinary change in placement.
2. BOCES staff may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

However, the BOCES may impose a suspension or removal, which would otherwise result in a disciplinary change of placement, based on a pattern of suspensions or removals if the manifestation team has determined that the behavior was not a manifestation of the student’s disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances or inflicted serious bodily injury.

C. Special Rules Regarding the Suspension or Removal of Students with Disabilities

BOCES will consult with the home school district's Committee on Special Education concerning suspension or removal of students with disabilities.

D. Expedited Due Process Hearings

BOCES will defer to the home school district's Committee on Special Education concerning expediting due process hearings.

XI. Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of a student by BOCES staff is strictly forbidden. Physical restraint may be used in very limited and narrow circumstances as outlined in BOCES Policy.

XII. Student Interrogations and Searches

The BOCES is committed to ensuring an atmosphere on its property and at BOCES functions that is safe and orderly. To achieve this kind of environment, any authorized BOCES official may impose a disciplinary penalty on a student and may question a student about an alleged violation of law or the ~~district~~ Code of Conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by authorized BOCES officials, nor are authorized BOCES officials required to contact a student's parent/legal guardian before questioning the student. However, authorized BOCES officials will inform all students why they are being questioned.

A student does not need to consent to a search of their person (pat down) or of their belongings. An authorized BOCES official may search a student and/or student's belongings or the belongings on the student and/or in the student's possession. Prior to that search, the authorized BOCES official will first initiate a conversation with the student in an effort to have the student admit to their behavior that is violating the law or the Code of Conduct and/or turn over the contraband in lieu of having to perform a search. A student who ~~refuses to be searched~~ *prevents a search* can be suspended for insubordination.

An authorized BOCES official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag or the like, without reasonable suspicion, so long as the BOCES official has a legitimate reason for the very limited search.

An authorized BOCES official may search a student or the student's belongings (including but not limited to shoes/footwear, car, purse, cell phone, book bag, electronic device) based upon reasonable suspicion which includes information received from a reliable informant. Individuals will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. BOCES staff will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate. Students may be searched, and contraband seized if reasonable suspicion exists. Reasonable suspicion means the search was justified at its inception and is limited in scope.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students could be present when their possessions are being searched, and two adults will be present if possible. If possible one adult should be of the same gender as the student's preference, biological gender, or the gender the student identifies as.

A. BOCES Owned Property

The rules in this Code of Conduct regarding searches of students and their belongings do not apply to student lockers, desks, rooms, cabinets, computers, and other BOCES property such as compartments, equipment, supplies and/or storage places and the like. Students have no reasonable expectation of privacy with respect to these places and authorized BOCES officials retain complete control over these items. This means that student lockers, desks, rooms, cabinets, computers, and other BOCES owned items and storage places, may be subject to search at any time by authorized BOCES officials, without prior notice to students and without their consent. Students should not expect the materials stored therein to be private.

B. Documentation of Searches

The authorized BOCES official conducting any search shall be responsible for promptly recording the following information about each search:

1. Name, age and grade of student searched;
2. Reason(s) for the search;
3. Name of any informant(s), unless confidential;
4. Purpose of search (that is, what item(s) were being sought);
5. Type and scope of search;
6. Person conducting search and their title and position;
7. Witnesses to the search;
8. Time and location of search;
9. Results of search (that is, what item(s) were found);
10. Disposition of item(s) found;
11. Time, manner, and results of parent/legal guardian notification.

The administrator must photograph the item to be used if the incident will lead to a short-term or long-term suspension hearing. Illegal contraband will not be returned to the parent/legal guardian (THC, alcohol, drugs, etc.) but will be sent to the Safety and Security Coordinator for safe storage. The Director of Security will arrange for Ogden Police Department to retrieve and dispose of the contraband.

Parents/legal guardians may pick up a vape or e-cigarette that was seized from their student.

C. ~~Police~~ Law Enforcement Involvement in Searches and Interrogations of Students

Authorized BOCES officials are committed to cooperating with *police law enforcement* officials and other law enforcement authorities to maintain a safe school environment. *Police Law enforcement* officials, however, have limited authority to interview or search students in BOCES or at BOCES functions, or to use BOCES facilities in connection with *police law enforcement* work. *Police law enforcement* officials may enter BOCES-owned or leased property or a BOCES function to question a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school or BOCES property or at a BOCES function; or
3. Been invited by BOCES.

NOTE: Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions. BOCES administrators shall at all times act in a manner that protects and guarantees the rights of students and parents/legal guardians.

It shall be the policy of the BOCES that a cooperative effort shall be maintained between the school administration and law enforcement agencies. Law enforcement officials may be summoned in order to conduct an investigation of alleged criminal conduct on BOCES owned or leased premises or during a school-sponsored activity, or to maintain the educational environment. They may also be summoned for the purpose of maintaining or restoring order when the presence of such officers is necessary to prevent injury to persons or property.

Before *police law enforcement* officials are permitted to question or search any student, the authorized BOCES official or *police law enforcement* or home school district representative shall first try to notify the student's parent/legal guardian to give the parent/legal guardian the opportunity to be present during the *police law enforcement* questioning or search. If the parent/legal guardian can't be contacted, the *police law enforcement official* will still question the student. The authorized BOCES official will also be present during any *police law enforcement* questioning or search of a student on BOCES property or at a BOCES function.

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

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

D. Child Protective Services Investigations

Consistent with the BOCES commitment to keep students safe from harm and the obligation of mandated reporters to report to Child Protective Services (CPS) when they

have reasonable cause to suspect that a student has been abused or maltreated, the BOCES will cooperate with and assist CPS workers and their multi-disciplinary team in accordance with Social Services Law but has discretion to refuse a meeting with CPS workers who wish to conduct interview(s) of student(s) on BOCES property relating to allegations of suspected child abuse, and/or maltreated, or custody investigations.

All requests by CPS to interview a student on BOCES property shall be made directly to the authorized BOCES official. The authorized BOCES official shall set the time and place of the interview if they determine the interview shall take place. The authorized BOCES official shall decide if it is necessary and appropriate for an authorized BOCES official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any clothing in order for the CPS worker to verify the allegations, the BOCES or district nurse or other BOCES or district medical personnel must be present during that portion of the interview. No student will be required to remove clothing in the presence of BOCES staff or CPS worker of the opposite sex. The BOCES staff or CPS worker's gender should be the same gender as the student's preference, biological gender, or the gender the student identifies as.

A CPS worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger or abuse if they were not removed from the building before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's/legal guardian's consent.

XIII. Visitors to the Schools

The BOCES encourages parents/legal guardians and other district citizens to visit the BOCES schools/programs and classrooms to observe the work of students, teachers and staff. Since schools are a place of work and learning, certain limits must be set for such visits. The authorized BOCES official is responsible for all persons on BOCES property and at a BOCES function. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the office of the authorized BOCES official upon arrival at the school. They will be required to complete the visitor registration process. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
3. Parents/legal guardians or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s) and/or program administrator so that class disruption is kept to a minimum.
4. Visitors should not be on the property for social purposes.

5. Any unauthorized person on school property will be reported to the authorized BOCES official. Unauthorized persons or authorized visitors who are disruptive will be asked to leave. The authorized BOCES official may be called if the situation warrants.
6. All visitors are expected to abide by the rules for public conduct on BOCES property contained in this Code of Conduct.

XIV. Public Conduct on School Property

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

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

All persons on BOCES property or attending a BOCES function shall conduct themselves in a respectful and orderly manner and be properly attired.

A. Prohibited Conduct

No person, either alone or with others, shall engage in the following behavior, including but not limited to:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy BOCES property or the personal property of a BOCES staff or any person on BOCES property, including by graffiti or arson.
3. Disrupt the orderly conduct of classes, BOCES programs or other BOCES activities.
4. Distribute or wear materials on BOCES property or at BOCES functions that are obscene, lewd, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the BOCES program.
5. Intimidate, harass, discriminate, or bully against any person on the basis of age, sex, race, color, creed, religion, national origin, marital status, veteran status, disability, military status, sexual orientation, gender identity, gender expression, prior criminal offense, domestic violence victim status, or genetic status.
6. Enter any portion of the premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this Code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, distribute, share, use, be under the influence or appear to be under the influence, manufacture or exchange alcoholic beverages, powdered alcohol ~~or as~~ in a beverage, controlled substances, any illegal substances, over-the-counter substances, look alike substances, legal substances that mimic the effects

- of an illegal substance, dabs, dap pens, designer drugs, herbs, supplements, steroids, vitamins, THC, over-the-counter and prescription medications or be under the influence of any of the above on BOCES property or at a BOCES function.
10. Smoking, selling, sharing, distributing, using, manufacturing, exchanging and/or possessing a tobacco product. Tobacco shall be defined as any lighted or unlighted cigarette, cigar, cigarillo, pipe, bidi, clove, cigarette, and any other smoking product matter or substance that contains tobacco, and spit tobaccos, (smokeless, dip chew and/or snuff), in any form. The use of e-cigarettes and any and all other products containing nicotine is also prohibited.
 11. The use, sharing, distributing, selling, or possession of e-cigarettes, vaporizers, or a similar instrument.
 12. Possess, use, or threaten the use of a firearm(s) or weapon(s) or what appears to be a firearm or a weapon in or on BOCES property or at a BOCES function (except in the case of law enforcement officers) even if the firearm or weapon is lawfully possessed by the visitor.
 13. Loiter on or about BOCES property or at a BOCES function.
 14. Gamble on BOCES property or at BOCES functions.
 15. Refuse to comply with any reasonable order of identifiable BOCES authorized officials performing their duties.
 16. Incite others to commit any of the acts prohibited by this Code or law.
 17. Violate any federal or state statute, local ordinance or BOCES policy while on BOCES property or while at a BOCES function.
 18. Steal others or BOCES property.
 19. Indecent exposure.

B. Penalties

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

1. Visitors. Their authorization, if any, to remain on BOCES grounds or at the BOCES function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection by law enforcement authorities. They could also be permanently banned or barred from BOCES property and/or functions wherever the function(s) takes place.
2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured staff members. They shall be subject to removal or disciplinary action as the facts may warrant in accordance with Educational Law § 3020-a, if applicable, and/or any legal rights that they may have and possibly the subject of a Part 83 report.
4. Staff members in the classified service of civil service may be subject to removal or disciplinary action as the facts may warrant in accordance with Civil Service Law § 75 if applicable and/or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 3 and 4 shall be subject to ejection, banning, warning, reprimand, suspension, or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

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

When the District Superintendent, or the authorized BOCES official observes an individual engaged in prohibited conduct, which in their judgment does not pose any immediate threat of injury to persons or property, they shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The authorized BOCES official shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the authorized BOCES official shall have the individual removed immediately from BOCES property or the BOCES function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The BOCES shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the BOCES reserves its right to pursue a civil or criminal legal action against any person violating the Code.

XV. Dissemination, Review, Training, and Dignity Act Coordinators

A. Dissemination of Code of Conduct

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

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

B. **Review**

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

The Board may appoint an advisory committee to assist in reviewing the Code and the BOCES response to Code of Conduct violations. The committee will be made up of representatives of students, teachers, administrators, and parent organizations, school safety personnel and other school personnel.

Before adopting any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parents/legal guardians, students, and any other interested party may participate.

The Code of Conduct and any amendments will be posted on the BOCES website. The link to the BOCES posting will be requested annually by New York State Education Department via the Student Safety and Educational Climate [SSEC] and will serve as the submission to the Commissioner of Education.

C. **DASA Training**

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

D. **Dignity Act Coordinators** *(These will be reviewed for any further updates in April)*

The following people have been designated as the Dignity for All Students Act Coordinators:

<u>Name</u>	<u>Building</u>	<u>Phone</u>	<u>E-mail</u>
Thomas Schulte TBD	BOCES-Wide/ESC Westview	352-2415 617-2570	tschulte@monroe2boces.org
Thomas Schulte	Exceptional Children Learning Center	352-2415	tschulte@monroe2boces.org
Kerry Macko	Rochester Tech Park	617-2447	kmacko@monroe2boces.org
Erin Oliveri David Liesegang & Maria Katsetos	Terry Taylor Elementary Special Education Transition Programs at Slayton Plaza, Roberts Wesleyan, Golisano Children's Hospital (SEARCH) and Paul Road	315-2297 617-2539 317-2457	eoliveri@monroe2boces.org dliesega@monroe2boces.org mkatseto@monroe2boces.org
Robert Nells David Thering Edward Mongold	Ridgecrest Academy WEMOCO Westside Academy	617-2948 352-2717 617-2551	rnells@monroe2boces.org dthering@monroe2boces.org emongold@monroe2boces.org

PLAIN LANGUAGE SUMMARY OF THE DIGNITY FOR ALL STUDENTS ACT (DASA)

BOCES adopted and will review annually a policy on Dignity for All Students Act (DASA) or commonly referred to as the anti-bullying policy. The complete policy may be found on the BOCES website, policy #6462.

The policy explains that the Board is committed to providing an educational environment that promotes dignity, respect, and equality. The Board condemns and prohibits all forms of discrimination, harassment, hazing, bullying, and cyberbullying occurring on a BOCES-owned or leased grounds or facilities, buses, BOCES-sponsored activities, programs, or work-based learning locations.

Bullying that occurs outside of BOCES that unreasonably and substantially interferes with the operation of the school or program or interferes with the student's education is prohibited and discipline could result.

The policy defines the terms discrimination, hazing, harassment, bullying, and cyberbullying in accordance with law. Discrimination is an act of denying benefits, rights, or equitable treatment because of a group or class in which that person belongs. Hazing is an induction or initiation process involving harassment which produces public humiliation and could involve discomfort or injury or ridicule. Harassment or bullying is the creation of a hostile environment by conduct, verbal threats, intimidation, or abuse that has the effect of unreasonably and substantially interfering with educational performance, mental, emotional or physical well-being, or cause a fear of safety. Cyberbullying is harassment or bullying through any form of electronic communication. The harassing/bullying behavior may be based on or perception of:

- Race
- Color
- Weight
- National origin
- Ethnic group
- Religion or religious practice
- Disability
- Sex
- Sexual orientation
- Gender (including gender identity and expression)

Prevention

Prevention programs will be integrated into the curriculum; provide BOCES-wide training on warning signs of bullying and training staff to respond; gather and analyze data to assist in program decisions and resource allocation. BOCES uses the PBIS system to prevent discrimination, harassment and bullying.

Coordinators *(These will be reviewed for any further updates in April)*

A BOCES-wide Dignity Act Coordinator and a number of school-level Dignity Act Coordinators will be appointed to report, investigate, remedy and track bullying allegations. The BOCES-wide Coordinator will coordinate, review and implement trends. The following people are designated as Dignity Act Coordinators:

<u>Name</u>	<u>Building</u>	<u>Phone</u>	<u>E-mail</u>
Thomas Schulte TBD	BOCES-Wide/ESC Westview	352-2415 617-2570	tschulte@monroe2boces.org
Thomas Schulte	Exceptional Children Learning Center	617-2415	tschulte@monroe2boces.org
Kerry Macko	Rochester Tech Park	617-2447	kmacko@monroe2boces.org
Erin Oliveri	Terry Taylor Elementary	315-2297	rspence@monroe2boces.org eoliveri@monroe2boces.org
David Liesegang & Maria Katsetos	Special Education Transition Programs at Slayton Plaza, Roberts Wesleyan, Golisano Children's Hospital (SEARCH) and Paul Road	617-2539 317-2457	dliesega@monroe2boces.org mkatseto@monroe2boces.org
Robert Nells	Ridgecrest Academy	617-2948	rnells@monroe2boces.org
David Thering	WEMOCO	352-2717	dthering@monroe2boces.org
Edward Mongold	Westside Academy	617-2551	emongold@monroe2boces.org

Intervention

Intervention is an important step in preventing escalation and resolving issues at the earliest stages. Successful intervention may involve remediation, which includes measures to correct the behavior, protect the target, and prevent another occurrence. Staff are expected to refer students to resources or intervene where bullying is suspected.

Provisions for not feeling safe at school

Students who do not feel safe at school lose the capacity to learn. Staff, principals/building administrators, and parents/legal guardians should work together to define and implement needed accommodations to help ensure student safety. This effort will be collaborative and handled individually.

Training

Training to support prevention and intervention will be reflected in the Annual Professional Development Plan, new teacher orientation, and in the curriculum.

Reporting and Investigation

Students, staff, and parents/legal guardians should report bullying behavior they have observed or experienced. Complaints will be documented, treated, and handled in accordance with the DASA regulations or Code of Conduct. Staff are expected to report an incident of bullying even if the student did not complain. The results of an investigation should be reported to the complainant and accused who can appeal based on the procedures outlined in the DASA regulation 6462.

Disciplinary Consequences/Remediation

Disciplinary action including involving law enforcement if criminal conduct is involved will be in accordance with the Code of Conduct. A clear message needs to be given that bullying actions are wrong and the behavior must discontinue. The consequences will be unique to the individual incident and vary depending on the severity of the behavior, the developmental age of the student, and the student's history of problem behaviors.

Non-Retaliation

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

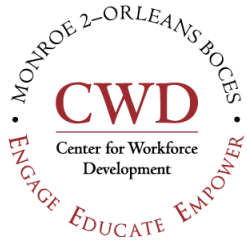
Dissemination, monitoring, review, and reporting

This policy will be reviewed annually. The Board will review the SSEC report annually with attention to bullying and may consider further action based on the data. A complaint form will be posted on the BOCES website. This plain language summary will be available to parents/legal guardians annually by inclusion in the Code of Conduct posted on the BOCES website.

Plain Language Summary of the Dignity for All Students (DASA): Created May 2012, Revised February 2013, Reviewed April 2014, Reviewed May 2016, Revised April 2017, Revised April 2018; Revised April 2019; Revised April 2021; Revised April 2022; Revised April 2023, Revised April 2024, Revised April 2025

Code of Conduct: Revised February 2013, Revised April 2014, Revised April 2015, Revised May 2016, Revised April 2017, Revised April 2018; Revised April 2019; Revised June 2020; Revised April 2021; Revised April 2022; Revised April 2023, Revised April 2024, Revised April 2025. *Revised April 2026*

9. New Business
 2. Resolution to Affirm CWD Programs



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April 2026

TO: Monroe 2-Orleans BOCES Board Members
RE: CWD Career & Technical Training Program Approval

Dear Members of the Board:

The New York State Education Department (NYSED) Office of Adult Education Programs and Policy (AEPP) provides reimbursement funding for documented contact hours generated by eligible adult students (21 years older or older), that are co-enrolled in high-school equivalency or English for Speakers of Other Languages (ESOL) classes, through a funding program called Employment Preparation Education (EPE). AEPP will reimburse eligible contact hours for any K-12 approved Career & Technical Education (CTE) course approved by NYSED and listed on the Career & Technical Education Approved Programs website: <https://www.nysed.gov/career-technical-education/cte-program-approval>. In addition, AEPP will reimburse contact hours generated by eligible students for any Board of Education Approved Training Course, which is predicated on the Board taking full responsibility for the curriculum and any resulting credential. Approval from NYSED for these same courses communicates only that the contact hours generated by the adult students enrolled in these classes will be reimbursed based on the EPE rate issued by New York’s State Aid Office. NYSED does not vet the course, nor approve any portion of the curriculum, or resulting credential and/or certificate. Full responsibility lies with the School District or BOCES.

As the Board is the local authority for CWD programs, I am requesting the Board to affirm existing approval of the following adult Career & Technical Education training programs. Each year, these programs are reviewed extensively by our instructional support team, teachers, and industry partners to ensure that our courses accurately reflect the content, and the hours required meet industry demands.

All of these programs have been previously approved but may have had their names or hours adjusted as we strive for program clarity and consistency.

Course Title	Original approval	Hours of In-Person Instruction for 2026-27
Commercial Drivers’s License-Class B (CDL-B)	5/2023	42
Commercial Driver’s License – Permit (CDL-B)	5/2023	36
Paraprofessional	11/2024	30
Bus Attendant/Monitor	7/2024	30

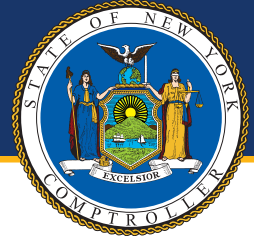
Thank you in advance for considering this request.

Sincerely,

Shawna Gareau-Kurtz
Director - CWD

9. New Business

3. Resolution to Accept the NYS Comptroller Audit Report of March 2026.



Monroe 2-Orleans Board of Cooperative Educational Services

MiFi Usage Billings

2025M-134 | March 2026

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Audit Results

Monroe 2-Orleans Board of Cooperative Educational Services



Audit Objective	Audit Period
Did Monroe 2-Orleans Board of Cooperative Educational Services (Monroe 2-Orleans BOCES) officials properly monitor and manage MiFi usage billings?	June 1, 2023 – July 10, 2025
Understanding the Audit Area	
<p>When a BOCES does not properly monitor and manage technology devices, including MiFi (portable, battery-powered routers that create a local Wi-Fi network for Internet-enabled devices such as laptops or tablets) usage reports, there is an increased risk that both the BOCES and component school districts could be incurring unnecessary costs that are ultimately paid for by component school districts. The Assistant Superintendent of Finance and Operations (Assistant Superintendent) is responsible for Monroe 2-Orleans BOCES' business operations, including overseeing MiFi distribution by Monroe 2-Orleans BOCES employees and Cooperative Service (COSER) activity with component school districts, including MiFi distribution, usage and billing.</p> <p>During the period of June 1, 2023 through March 31, 2025, Monroe 2-Orleans BOCES incurred approximately \$137,000 in monthly service costs for 215 MiFis.</p>	

Audit Summary

The Assistant Superintendent did not properly monitor and manage MiFi usage billings. As a result, for the 22-month period examined, Monroe 2-Orleans BOCES unnecessarily paid a total of approximately \$28,800 in monthly service charges for 62 MiFis. Component school district officials cannot properly monitor or manage MiFis issued to them and avoid paying for unnecessary MiFis when Monroe 2-Orleans BOCES officials do not provide timely and accurate information regarding the number of MiFis the component school districts are paying for or their usage.

We reviewed the data usage of all 215 Monroe 2-Orleans BOCES MiFi devices and determined that:

- 40 of the 156 MiFis (26 percent) assigned within Monroe 2-Orleans BOCES were unnecessary based on inactivity¹ and incurred monthly service charge costs totaling approximately \$18,800.

¹ Appendix C includes our methodology for determining the necessity of the MiFis based on activity levels.

-
- 22 of the 59 MiFis (37 percent) assigned to component school districts were unnecessary based on inactivity and incurred monthly service charge costs totaling approximately \$10,000.

In addition, we determined that two of the nine component school districts included \$15,000 and \$2,500, respectively, in their preliminary 2024-25 fiscal year COSER contracts with Monroe 2-Orleans BOCES, even though neither component school district had active MiFis assigned to them for their 2024-25 fiscal years.

The Assistant Superintendent told us it was an oversight that policies and procedures had not been established for determining when a MiFi was no longer necessary or how that information should be communicated. The Assistant Superintendent also told us that he would develop and implement appropriate procedures to monitor and manage MiFi usage and inventory to help ensure only needed MiFis are being paid for.

The audit report includes two recommendations that, if implemented, will improve the Monroe 2-Orleans BOCES monitoring and management of MiFis. Monroe 2-Orleans BOCES officials generally agreed with our recommendations and indicated they have initiated or plan to initiate corrective action.

We conducted this audit pursuant to Article V, Section 1 of the State Constitution and the State Comptroller's authority as set forth in Article 3 of the New York State General Municipal Law. Our methodology and standards are included in Appendix C.

The Board has the responsibility to initiate corrective action. A written corrective action plan (CAP) that addresses the findings and recommendations in this report must be prepared and provided to our office within 90 days, pursuant to Section 35 of the New York State General Municipal Law, Section 2116-a (3)(c) of the New York State Education Law and Section 170.12 of the Regulations of the Commissioner of Education. To the extent practicable, implementation of the CAP must begin by the end of the next fiscal year. For more information on preparing and filing your CAP, please refer to our brochure, *Responding to an OSC Audit Report*, which you received with the draft audit report. The CAP should be posted on Monroe 2-Orleans BOCES' website for public review.

MiFi Usage Billings: Finding and Recommendations

BOCES officials should establish written policies and procedures that establish clear thresholds for MiFi inactivity to indicate when a device is no longer needed. When the device meets this threshold, officials should take appropriate action to either properly dispose of the device or return it to the vendor to avoid unnecessary expenses. Officials should also maintain accurate inventory records to account for all MiFis and ensure component school districts are billed only for devices assigned to them.

Monroe 2-Orleans BOCES uses MiFis in various situations, including when employees travel to students without Internet access or work from home in areas without Internet service. Monroe 2-Orleans BOCES also pays monthly service charge costs of \$38 for each MiFi device assigned to its component school districts through a COSER contract which allows the component school districts to provide portable routers to create a local Wi-Fi network for students who may not have access to the Internet otherwise. Each component school district is responsible for reimbursing Monroe 2-Orleans BOCES for these costs through its final annual contract, which includes all COSERs provided throughout the fiscal year and is based on the preliminary contract prepared prior to the fiscal year.

More details on the criteria used in this report, as well as resources we make available to local officials that can help officials improve operations (Figure 1), are included in Appendix A.

Finding 1 – The Assistant Superintendent did not properly monitor and manage MiFi usage billings.

The Assistant Superintendent did not properly monitor and manage MiFi usage billings. As a result, Monroe 2-Orleans BOCES and the component school districts incurred unnecessary monthly service charge costs totaling approximately \$28,800. We reviewed the monthly data usage associated with all 215 MiFis in service during the period June 1, 2023 through March 31, 2025 and determined that 62 of the 215 devices had not been used for a period of at least six months, as follows:

- 40 of the 156 MiFis (26 percent) assigned within Monroe 2-Orleans BOCES were unnecessary based on inactivity and incurred monthly service charge costs totaling approximately \$18,800. For example, one Monroe 2-Orleans BOCES department had three MiFis assigned to staff in the department with no usage between February 1, 2024 and March 31, 2025.
- 22 of the 59 MiFis (37 percent) assigned to component school districts were unnecessary based on inactivity and incurred monthly service charge costs totaling approximately \$10,000. For example, one component school district had four MiFis with no usage between June 1, 2023 and March 31, 2025, and an additional three MiFis with no usage between June 1, 2024 and March 31, 2025, resulting in approximately \$5,100 in unnecessary monthly service charge costs. Another component school district had two MiFis with no usage since June 1, 2023, but added a third MiFi in February 2024. As of March 31, 2025, the three MiFis had no usage and incurred approximately \$2,200 in unnecessary monthly service charge costs.

Two Monroe 2-Orleans BOCES employees were assigned to document MiFi monthly usage and maintain an inventory of MiFis issued to Monroe 2-Orleans BOCES staff. However, Monroe 2-Orleans

BOCES officials did not establish written policies and procedures that established clear thresholds for MiFi inactivity to indicate when a device is no longer needed. Furthermore, the two employees were not instructed on how or when to report periods of device inactivity or authorized to determine when a MiFi was no longer necessary and should be deactivated. The Assistant Superintendent told us it was an oversight that policies and procedures had not been established for determining when a MiFi was no longer necessary or how that information should be communicated. The Assistant Superintendent also told us he would correct this oversight and develop and implement appropriate procedures to monitor and manage MiFis.

Additionally, there was no one assigned to document MiFi monthly usage or maintain an inventory of MiFis issued to component school districts. The Assistant Superintendent told us Monroe 2-Orleans BOCES officials did provide each component school district with the number of active MiFis assigned to them as of June 2023 and June 2024. However, Monroe 2-Orleans BOCES officials did not compare these lists against COSER contracts with each component school district or provide component school districts with information on actual device usage or related expenses. Therefore, when component school districts prepared their preliminary COSER contracts with Monroe 2-Orleans BOCES, the amounts budgeted for MiFi service charge costs were generally based on the prior fiscal year's budgeted appropriations and not actual device inventory records or actual device usage and associated service charge costs billed by Monroe 2-Orleans BOCES.

We reviewed COSER contracts for the MiFis issued to the component school districts. We determined that two of the nine component school districts included \$15,000 and \$2,500, respectively, in their preliminary fiscal year 2024-25 COSER contracts with Monroe 2-Orleans BOCES, even though neither component school district had active MiFis assigned to them for their 2024-25 fiscal years. As a result, the component school districts paid Monroe 2-Orleans BOCES through the COSER contracts for services they did not receive. Had officials at these component school districts been provided with their MiFi usage throughout the year, they would have had better information to properly budget for Monroe 2-Orleans BOCES costs and determine whether they wished to continue with these services.

The Assistant Superintendent told us that a Monroe 2-Orleans BOCES employee was not assigned to maintain inventory records or monitor usage for MiFis issued to component school districts because maintaining inventory records and monitoring usage for devices issued to the component school districts was not Monroe 2-Orleans BOCES' responsibility. However, Monroe 2-Orleans BOCES officials were not providing the component school districts with sufficient information to do these things on their own. The Assistant Superintendent also told us that he would develop and implement appropriate procedures to help ensure only needed MiFis are being paid for. Officials at the component school districts cannot properly monitor or manage MiFis issued to them and avoid paying for devices not issued to them when Monroe 2-Orleans BOCES officials do not provide timely and accurate information regarding the number of MiFis issued or their usage.

Recommendations

1. The Monroe 2-Orleans BOCES Board of Education (Board) and Assistant Superintendent should establish and implement written policies and procedures for the assignment, inventory, monitoring and deactivation of MiFis that include defined roles and responsibilities.
2. The Assistant Superintendent should ensure component school districts are provided with sufficient MiFi inventory and usage information to properly plan for and request the services they are paying Monroe 2-Orleans BOCES for.

Appendix A: Profile, Criteria and Resources

Profile

The Monroe 2-Orleans BOCES is governed by a nine-member Board elected by the component school districts' boards of education. The Monroe 2-Orleans BOCES provides instructional and support programs and services to its nine component school districts at two main locations in Monroe and Orleans counties.

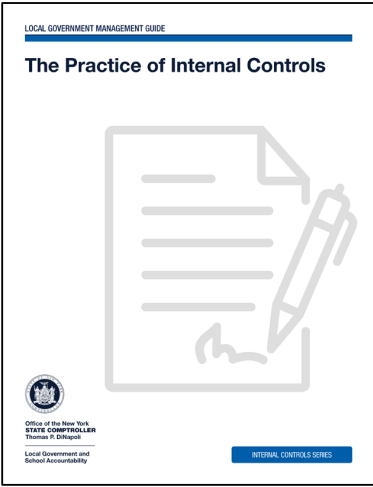
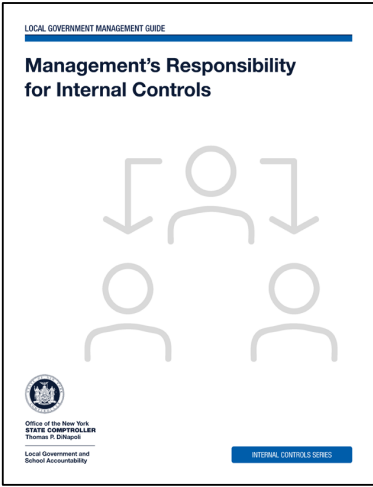
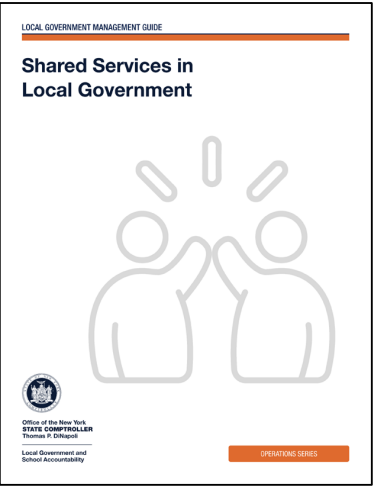
The Board is responsible for the general management and oversight of Monroe 2-Orleans BOCES' financial and educational operations. The District Superintendent is the Monroe 2-Orleans BOCES chief executive officer and, along with other administrative staff, is responsible for day-to-day management. The Assistant Superintendent is responsible for business operations and COSER contract supervision, including oversight of MiFi inventory and usage.

Criteria – MiFi Usage Billings

To help ensure that BOCES officials properly manage and monitor MiFi usage, a BOCES board of education should develop and adopt written policies and procedures that define inactivity thresholds and establish procedures for monitoring and deactivating devices not being used. The BOCES board of education should also require that officials maintain accurate equipment inventory records. These records should identify, at a minimum, the individual to whom each piece of information technology equipment is assigned and, when applicable, the equipment's usage. BOCES officials should use inventory records to help account for all MiFis and to ensure component school districts are billed only for devices assigned to them. Officials should also monitor monthly usage of the MiFis and provide component school districts with their MiFi usage throughout the year to identify obsolete or unnecessary equipment and ensure it is either approved for disposal or returned.

Additional Resources

Figure 1: OSC Publications

OSC <i>Local Government Management Guides</i> available on our website to help officials understand and perform their responsibilities.		
<i>The Practice of Internal Controls</i>	<i>Management's Responsibility for Internal Controls</i>	<i>Shared Services in Local Government</i>
		
https://www.osc.ny.gov/files/local-government/publications/pdf/the-practice-of-internal-controls.pdf	https://www.osc.ny.gov/files/local-government/publications/pdf/managements-responsibility-for-internal-controls.pdf	https://www.osc.ny.gov/files/local-government/publications/pdf/shared-services-in-local-government.pdf

In addition, our website can be used to search for audits, resources, publications and training for officials: <https://www.osc.ny.gov/local-government>.

Appendix B: Response From BOCES Officials



Monroe 2–Orleans
Board of Cooperative Educational Services
Thomas K. Putnam, Ed.D., District Superintendent
Tel: (585) 352-2410
Fax: (585) 352-2442

March 2, 2026

Melissa A. Myers, Chief of Municipal Audits
Office of the State Comptroller
295 Main Street, Suite 1032
Buffalo, NY 14203-2510

Dear Ms. Myers:

The Monroe 2-Orleans BOCES is in receipt of the draft audit report “MiFi Usage Billings” for the period of July 1, 2023, through July 10, 2025, prepared by the Office of the State Comptroller. We have carefully reviewed the findings and recommendations presented and submit this response to the draft report.

Component district and Monroe 2-Orleans BOCES staff members rely on MiFis as a type of technological insurance policy to safeguard against being disconnected from internet access at unforeseen critical moments. Similar to an insurance policy, just because one does not make a claim does not mean that the policy does not have value. Having MiFis provides peace of mind in the form of essential flexibility to gain internet access during unanticipated emergencies which districts need in order to operate efficiently.

The decision as to whether a MiFi is required is one a school district must make solely on its own based on criteria they determine. Monroe 2-Orleans BOCES would not want to be in a position of making business decisions on behalf of component school districts. Thus, we take direction and specific requests from component districts regarding all shared resources, including MiFis. In that context, we supplied the requested number of MiFis during the time period referred to in the draft audit report.

This draft audit report recommended that Monroe 2-Orleans BOCES establish written policies and procedures that establish clear thresholds for MiFi inactivity to indicate when a device is no longer needed. We agree with your recommendations regarding MiFis assigned within Monroe 2-Orleans BOCES and have already taken steps to address the concerns that were identified. With respect to MiFis assigned to component school districts, we will work collaboratively with our component districts to determine an appropriate reporting frequency to inform them of usage levels of those MiFis.

In addition to the above-mentioned topics, Finding 1 of the draft audit report also contained the following:

We reviewed COSER contracts for the MiFis issued to the component school districts. We determined that two of the nine component school districts included \$15,000 and \$2,500, respectively, in their preliminary fiscal year 2024-25 COSER contracts with Monroe-Orleans BOCES, even though neither component school district had active MiFis assigned to them for their 2024-25 fiscal years. As a result, the component school districts paid Monroe-Orleans BOCES through the COSER contracts for services they did not receive.

The reference in the last sentence contains an inference that we must clarify. At the conclusion of a school year, any funds allocated by a district to be included in their BOCES budget will be returned to that district if not used. Thus, the two component school districts in question received their money back. While we dispute the draft audit report’s finding in this instance, we will use the information to cooperatively work with our districts to employ closer scrutiny to preliminary fiscal year COSER contracts regarding MiFis.

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Your Educational Partner of Choice • *BOCES 2* • *Monroe 2–Orleans Board of Cooperative Educational Services*

We would like to thank you and your team once again for the professionalism and diligence exhibited through this process. Your thoughtful and thorough approach was a model to our staff. Our goal is to provide responsible service and support to the districts we serve, and we appreciate the assistance your office provides in that regard.

Respectfully submitted,

Thomas K. Putnam, Ed.D.
District Superintendent

Dennis Laba
President, BOCES Board

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Appendix C: Audit Methodology and Standards

We obtained an understanding of internal controls that we deemed significant within the context of the audit objective and assessed those controls. Information related to the scope of our work on internal controls, as well as the work performed in our audit procedures to achieve the audit objective and obtain valid audit evidence, included the following:

- We interviewed Monroe 2-Orleans BOCES officials and staff, including the Assistant Superintendent, Board members, the claims auditor and other employees, to gain an understanding of the procedures pertaining to MiFi assignments, requests, usage and billing within Monroe 2-Orleans BOCES and its component school districts.
- We reviewed inventory records, COSER contracts and claim voucher packets containing original invoices that billed Monroe 2-Orleans BOCES for all MiFis received during the period of June 1, 2023 through March 31, 2025. We determined that Monroe 2-Orleans BOCES officials paid monthly service charge costs for a total of 215 MiFis; 156 were assigned within Monroe 2-Orleans BOCES and 59 were assigned to six of the nine component school districts. We determined each MiFi's data usage and the total monthly service charge costs for all MiFis by reviewing the monthly invoices.
- We analyzed the monthly usage of each MiFi and, using our professional judgment, determined whether any were potentially unnecessary based on periods of inactivity. We classified MiFis as unnecessary if they had no usage for at least the six consecutive months prior to cancellation or, for active MiFis as of March 2025, during the six months preceding that date.

We conducted this performance audit in accordance with generally accepted government auditing standards (GAGAS). Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objective. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objective.

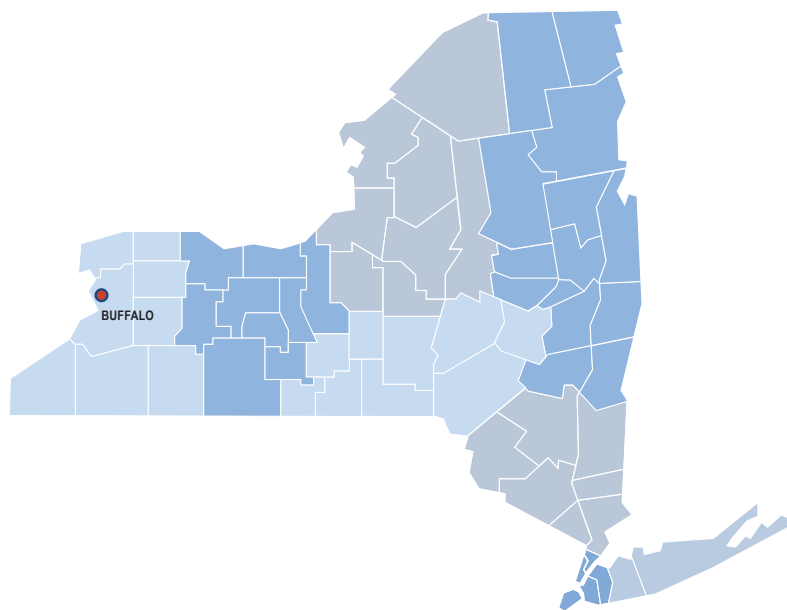
Contact

BUFFALO REGIONAL OFFICE – Melissa A. Myers, Chief of Municipal Audits

295 Main Street, Suite 1032 • Buffalo, New York 14203-2510

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9. New Business

4. Resolution to Accept Donation of 2,266 Skull Caps from Wegmans Supermarkets.



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 2 Staff Information:

Name of Program: Culinary / Baking / Food Service

Staff Member Name: Kevin Staff

Program Supervisor Name: Dave Thering

Section 3

Additional Information:

How will BOCES 2 acquire the donation(s)?

- Donation will be delivered to BOCES location
- BOCES 2 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 donated item be used, benefit the program and/or reduce costs?

The thousands of skull caps will be used in place of buying hair nets ultimately saving the program and BOCES money.



Section 4

Donor Information:

Donor Name (Company or Individual): Wegmans (Johnna LoBiondo)
Donor Address: 1500 Brooks Ave, Rochester, NY 14624
Contact Person Name (If different from above): Johnna LoBiondo
Contact Person Phone Number: 585-429-3438
Contact Person Email Address: Johnna.LoBiondo@wegmans.com

Description of item(s) to be donated (please include a picture if possible):

Picture and quantity included.

Internal Use Only:

Cabinet Member: Jon Koeng
Approve: Deny:
Signature: [Signature] Date: 4/7/26

Assistant Superintendent Name: 107 Schull
Approve: Deny:
Signature: [Signature] Date: 4/7/26

District Superintendent Name: _____
Approve: Deny:
Signature: [Signature] Date: _____

Monroe 2-Orleans BOCES Board:
Approve: Deny:
Board Meeting Date: _____

Item Description	Size	Color	On Hand Qty
Wegmans Sushi Skullcap (S/M, Black)	S/M	Black	130
Wegmans Sushi Skullcap (S/M, Navy)	S/M	Navy	9
Wegmans Sushi Skullcap - Yellow (S/M)	S/M	Yellow	493
Wegmans Sushi Skullcap - Yellow (L/XL)	L/XL	Yellow	388
Wegmans Sushi Skullcap - Yellow (2X/3X)	2X/3X	Yellow	220
Wegmans S/M Skull Cap - White (S/M, White)	S/M	White	345
Wegmans L/XL Skull Cap - White (L/XL, White)	L/XL	White	337
Wegmans 2X/3X Skull Cap - White (2X/3X, White)	2X/3X	White	344
Total:			2266



9. New Business

5. Review BOCES 2024-25 Report Card – Thomas Schulte

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD



- Career and Technical Education
- Alternative Education
- Adult Career and Technical Education
- Adult Basic Education
- Special Education
- Professional Development
- 2024-2025** Expenses

2024-2025

Monroe 2-Orleans BOCES

**Monroe 2-Orleans BOCES
Board of Cooperative Educational Services
2024-2025 Report Card**

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Prior editions of the BOCES Report Card included other data representing information on component districts.

The following data were not included in this report.

- ❖ State Testing Program for All Component Districts
- ❖ Graduation Results

BOCES
269200-00-0000

Component Districts

- Brockport Central School District
- Churchville-Chili Central School District
- Gates Chili Central School District
- Greece Central School District
- Hilton Central School District
- Holley Central School District
- Kendall Central School District
- Spencerport Central School District
- Wheatland-Chili Central School District

Monroe 2-Orleans BOCES encompasses 444 square miles

Joint Management Team

- Genesee Valley BOCES
- Monroe One BOCES
- Monroe 2-Orleans BOCES
- Wayne-Finger Lakes BOCES

Regional Information Center

- Monroe/Orleans Accountability Assessment and Reporting Services (MAARS)

**To learn more about the comprehensive nature of BOCES in NYS, go to:
<https://www.boces.org/>**

Indicators of BOCES Performance

Career & Technical Education (CTE)

BOCES CTE classes, offered primarily on a half-day basis, prepare high school students from component districts for skilled work force careers. Most CTE programs require two years to complete.

Number of 11th/12th grade students enrolled in a CTE two-year sequence:

- First-year students
- Second-year students
- Second-year students completing
- Completers with technical endorsement

	General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
	2023-2024	2023-2024	2024-2025	2024-2025
First-year students	406	89	414	102
Second-year students	334	107	325	78
Second-year students completing	317	100	316	77
Completers with technical endorsement	199	35	162	29

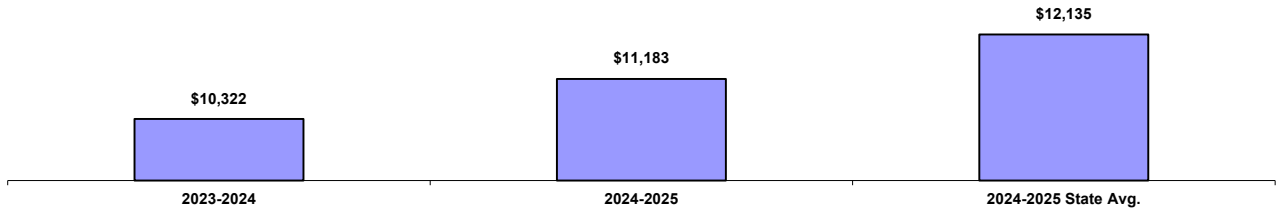
Other Career-Related Programs

Number of 11th/12th grade students enrolled in one-year programs:

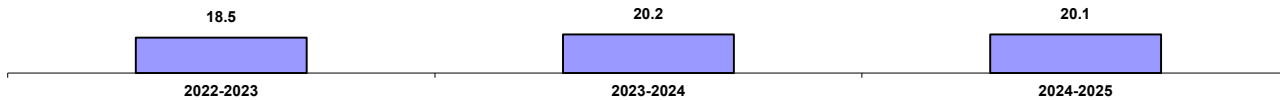
- “New Vision”
- Participated 1 yr of a CTE Program
- Other one-year programs

“New Vision”	18	0	18	0
Participated 1 yr of a CTE Program	27	8	18	9
Other one-year programs	15	11	16	29

Tuition Per Student for CTE Programs
Data Source: 602 Report



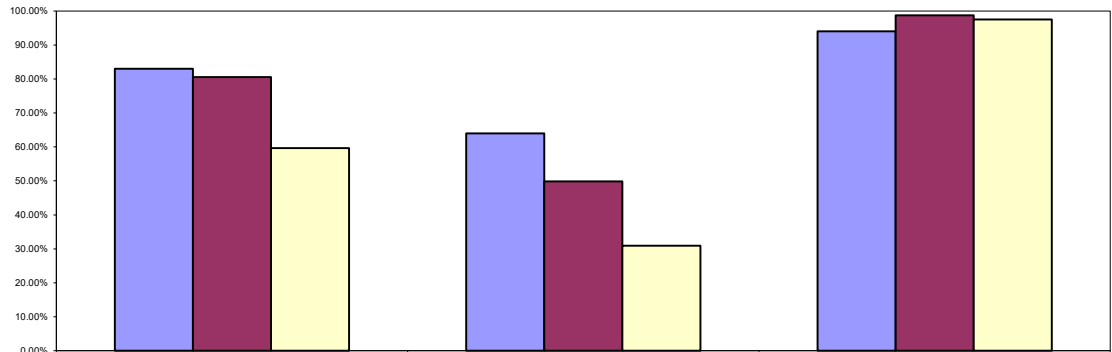
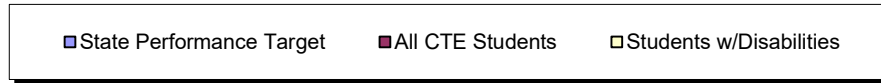
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS



* Data Include General Education and Students with Disabilities. Data Source: SIRS

CTE Student Performance on Perkins Indicators Who Left School in 2023-2024

Data Source: SIRS



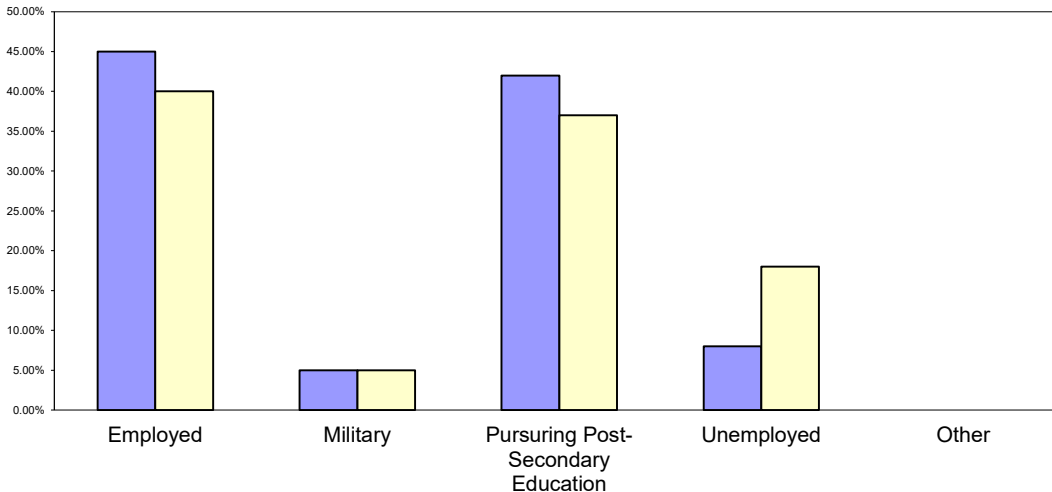
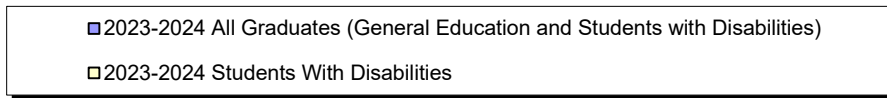
	ELA Regents Success	Math Regents Success	HS Completion
State Performance Target	83.00%	64.00%	94.00%
All CTE Students	80.53%	49.85%	98.78%
Students w/Disabilities	59.66%	30.91%	97.50%

Status of Career and Technical Education (CTE) Students 2023-2024 Placement Outcomes

BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education. *Data Source: CTE Placement Report*

Total Placement

This BOCES	State Target
92%	93%



**General Educational Development Test (GED Test)
For CTE Students Age 16-18
2024-2025**

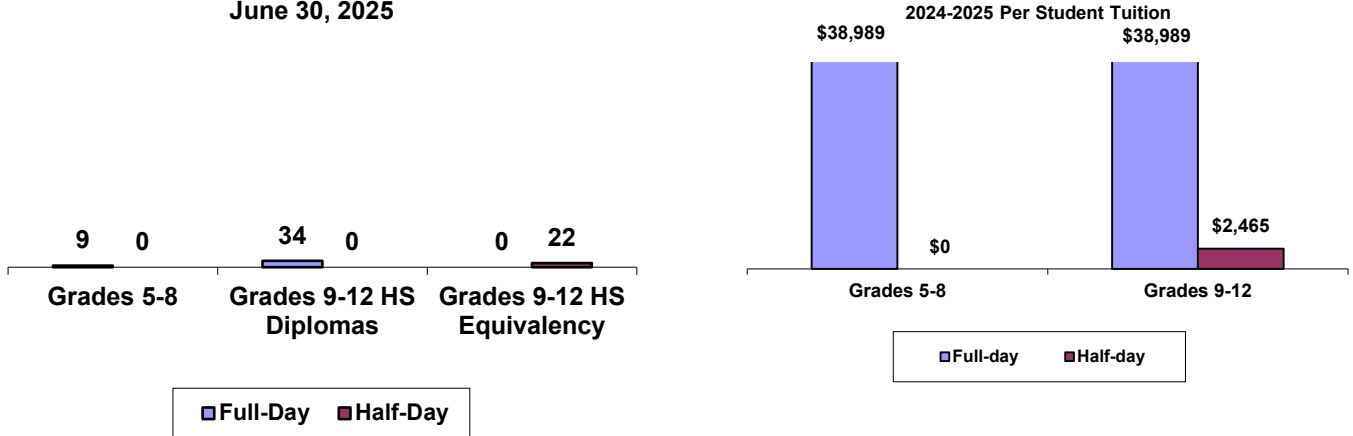
New York State selected the General Educational Development Test (GED® Test) to replace the Test Assessing Secondary Completion (TASC™ Test) as the primary pathway to a New York State High School Equivalency (HSE) Diploma, effective January 2022.

	Grades 9-12 Programs Leading to a GED	
	Half- day	Full- day
Number of students who:		
Enrolled	1	0
Passing Rate of Students Tested	1	0
Remained / Still Enrolled in the Program	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0
Returned to School District:	0	0

Alternative Education

BOCES operates full-day and/or half-day programs for general-education students who have been identified as having special needs not being met in school district programs. Programs may include academics, vocational skills, work-study, specialized activities or a combination of these. The BOCES Report Card includes alternative education program enrollment and outcome data for students in grades 5 through 8, as well as students in programs leading to high school diplomas or high school equivalency diplomas.

**Alternative Education Program Enrollment
June 30, 2025**



Alternative Education Outcomes

The objective of the alternative education program is to retain students until they graduate or return to a regular school setting. Students counted as leaving programs may have done so for a variety of reasons including relocation, medical problems, childcare, incarceration or entering other education programs.

	Grades 5-8		Grades 9-12 Programs Leading to HS Diploma		Grades 9-12 Programs Leading to HS Equivalency Diplomas	
	Full-day	Half-day	Full-day	Half-day	Half-day	Full-day
Number of students who:						
Returned to a school district program	1	0	7	0	0	0
Remained in the BOCES program	7	0	20	0	8	0
Left the program and did not enter another district or BOCES program (dropouts)	1	0	1	0	6	0
Received high school diplomas			6	0		

Alternative Education State Testing Program
2024-2025 School Year

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested			Count of Students Exempted from Exam with Credit
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent	
Algebra I (CC)	4	0	7	11	36.4%	0.0%	63.6%	1
Algebra II (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Geometry	2	2	0	4	50.0%	50.0%	0.0%	
Geometry (CC)	0	0	0	0	0.0%	0.0%	0.0%	
English Language Arts	4	0	7	11	36.4%	0.0%	63.6%	2
Living Environment	0	0	0	0	0.0%	0.0%	0.0%	1
Physical Setting/ Earth Science	0	1	0	1	0.0%	100.0%	0.0%	
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%	
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%	
Global History and Geography II	2	2	10	14	14.3%	14.3%	71.4%	
United States History and Government	0	1	6	7	0.0%	14.3%	85.7%	
Life Science: Biology	0	0	0	0	0.0%	0.0%	0.0%	
Earth and Space Sciences	0	0	0	0	0.0%	0.0%	0.0%	

Adult Career and Technical Education (CTE)

Adult CTE programs enhance academic and workplace skills and enable participants to gain employment or career advancement. *Data Source: ASISTS*

	This BOCES Count Percentage		BOCES Statewide Average
All CTE Programs			
Enrolled during 2023-2024	261	--	--
Continuing Enrollment after 2023-2024	0	0.0%	16.94%
Completed or Left During 2023-2024	261	100.0%	83.37%
Left Prior to Completion During 2023-2024	25	9.58%	12.50%
Completed by the End of 2023-2024	236	90.42%	71.16%
Completed or Left During 2023-2024 and Status Known	231	88.51%	42.00%
Completed/Left/Status Known and Successfully Placed*	217	83.14%	37.15%
Completed but Not seeking Employment	14	5.36%	3.02%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2023-2024	169	64.75%	47.12%
Completed a Non-Traditional Program By the End of 2023-2024	94	36.02%	37.43%
Under-Represented Gender Members Enrolled during 2023-2024	29	11.11%	5.95%
Under-Represented Gender Members Who Completed during 2023-2024	28	10.73%	4.41%

* Successfully Placed means placed in employment, the military or in additional education.

Adult Basic Education

Based on data reported for the National Reporting System (NRS) for adult education programs, enrollment in adult basic education programs for 2024-25 was 355.

Educational Gain

Under the NRS, educational gain is the primary goal for students in adult beginning/intermediate programs, adult secondary (low) programs, and in English for speakers of other languages programs. Students are counted as achieving educational gain if they exceed established reference points in their standardized test scores between enrollment and re-testing.

Educational Program	Enrollment			Educational Gain					
	2022-23	2023-24	2024-25	2022-23		2023-24		2024-25	
					Percent		Percent		Percent
Adult Beginning/Intermediate	146	114	143	72	49.3%	62	54.5%	59	41.26%
Adult Secondary (Low)	19	16	1	11	57.9%	6	37.5%	0	0.0%
ESOL	160	175	211	83	51.9%	97	55.4%	140	66.35%

Other Outcomes (2022-23 through 2024-25)

The following outcome measures are consistent with the National Reporting System (NRS) for adult education. Students in adult secondary (high) programs are considered to have a primary goal of obtaining a secondary or high school equivalency diploma. For all other outcomes, the student achievements correlate to the students indicating those goals at intake.

Other Outcomes	Students with Goal			Students Achieving Goal					
	2022-23	2023-24	2024-25	2022-23		2023-24		2024-25	
					Percent		Percent		Percent
Entered employment	219	232	203	47	21.5%	102	44%	80	39.41%
Retained employment	240	189	219	99	41.3%	86	45.5%	104	47.49%
Obtained secondary or HS equivalency diploma	19	5	8	19	100%	5	100%	8	100%
Entered post-secondary education or training	10	8	27	10	100%	6	75%	9	33.33%

Special Education

Special Education Enrollment and Tuition

When placing students, districts select among classrooms with different student/staff ratios consistent with each student's Individualized Education Program (IEP). The following are six of the alternatives:

- ❖ 12 students per teacher plus one paraprofessional (12:1:1)
- ❖ 6 students per teacher plus one paraprofessional (6:1:1)
- ❖ 12 students per teacher plus four paraprofessionals (12:1+1:3)
- ❖ 8 students per teacher plus 1 paraprofessional (8:1:1)
- ❖ 15 students per teacher plus 1 paraprofessional (15:1:1)
- ❖ 6 students per teacher plus 2.5 paraprofessional (6:1:2.5)

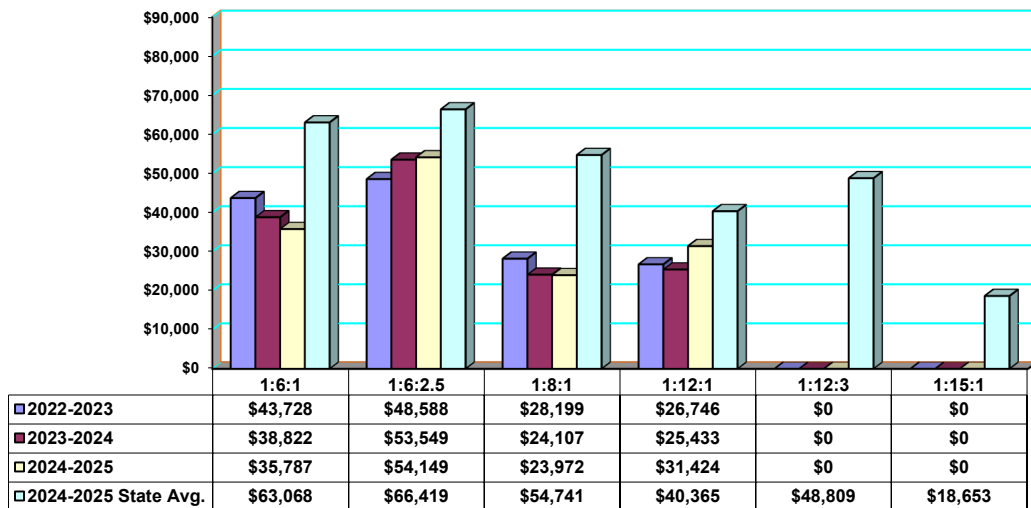
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

Tuition rates exclude the costs of related services, preschool and summer school programs. BOCES with multiple tuition rates for a program have calculated an average rate. *Data source: 602 Report*

Enrollment Trends

	2022-2023	2023-2024	2024-2025
8:1:1	24	39	37
12:1+1:3	0	0	0
6:1:1	98	106	95
12:1:1	56	58	59
15:1:1	0	0	0
6:1:2.5	70	127	118

Tuition Rates Per Student 2022-2023 through 2024-2025



Special Education State Testing Program 2024-2025 School Year

These data are results of State assessments for students enrolled in BOCES programs.

Data Source: Data Warehouse

State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	6	0	0	0	6	0.0%	0.0%	0
Grade 4 English Language Arts	5	1	1	0	7	28.6%	14.3%	0
Grade 5 English Language Arts	2	0	0	0	2	0.0%	0.0%	0
Grade 6 English Language Arts	4	0	0	0	4	0.0%	0.0%	0
Grade 7 English Language Arts	6	0	0	0	6	0.0%	0.0%	0
Grade 8 English Language Arts	8	0	0	0	8	0.0%	0.0%	0
Grade 3 Mathematics	2	1	0	0	3	33.3%	0.0%	0
Grade 4 Mathematics	1	0	0	0	1	0.0%	0.0%	0
Grade 5 Mathematics	0	0	0	0	0	0.0%	0.0%	0
Grade 6 Mathematics	4	0	0	0	4	0.0%	0.0%	0
Grade 7 Mathematics	2	0	0	0	2	0.0%	0.0%	0
Grade 8 Mathematics	0	0	0	0	0	0.0%	0.0%	0

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies.

Special Education State Testing Program (cont'd.)
2024-2025 School Year

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested			Count of Students Exempted from Exam with Credit
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent	
Algebra I	12	5	0	17	70.6%	29.4%	0.0%	
Algebra II (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Geometry	0	0	0	0	0.0%	0.0%	0.0%	
Geometry (CC)	0	0	0	0	0.0%	0.0%	0.0%	
English Language Arts	11	4	8	23	47.8%	17.4%	34.8%	
Living Environment	1	0	1	2	50%	0.0%	50%	
Physical Setting/ Earth Science	1	2	2	5	20%	40%	40%	
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%	
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%	
Global History and Geography II	3	4	5	12	25%	33.3%	41.7%	
United States History & Government	1	5	5	11	9%	45.5%	45.5%	
Life Science: Biology	4	2	2	8	50%	25%	25%	
Earth and Space Sciences	0	0	0	0	0.0%	0.0%	0.0%	

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2024-2025 School Year**

State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4 Percent	Level 3-4 Percent	
Grade 3 English Language Arts	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 4 English Language Arts	0	0	5	0	5	100%	100%	0.0%
Grade 5 English Language Arts	0	0	2	0	2	100%	100%	0.0%
Grade 6 English Language Arts	0	1	1	0	2	100%	50%	0.0%
Grade 7 English Language Arts	1	1	2	0	4	75%	50%	0.0%
Grade 8 English Language Arts	1	0	4	0	5	80%	80%	0.0%
High School English Language Arts	0	2	0	0	2	100%	0.0%	0.0%
Grade 3 Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%
Grade 4 Mathematics	0	0	5	0	5	100%	100%	0.0%
Grade 5 Mathematics	0	1	1	0	2	100%	50%	0.0%
Grade 6 Mathematics	1	0	1	0	2	50%	50%	0.0%
Grade 7 Mathematics	0	1	1	1	3	100%	66.7%	0.0%
Grade 8 Mathematics	1	1	1	0	3	66.7%	33.3%	0.0%
High School Mathematics	0	0	0	0	0	0.0%	0.0%	0.0%

Data Source: Data Warehouse

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies.

Professional Development 2024-2025 School Year

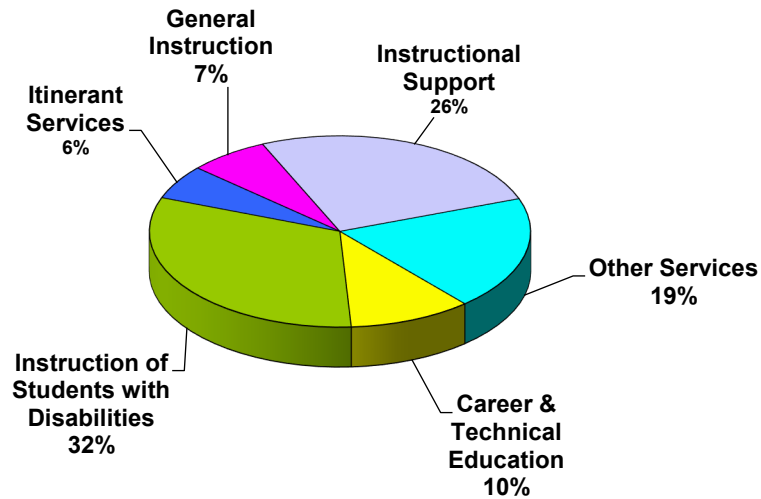
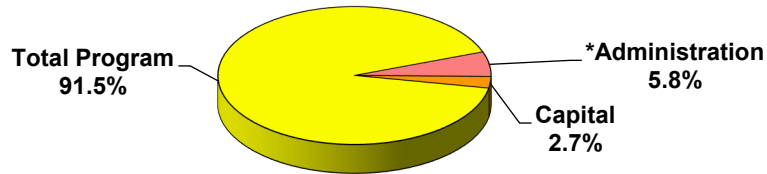
The data in this chart is from BOCES-sponsored professional development and offered by Instructional Support Divisions.

BOCES provided training in the following areas:	Number of Hours Offered and Number of Participants:									
	Superintendents or District-level		Principals or Building-level admins		Teachers		Paraprofessionals		Other	
	Hours	# Staff	Hours	# Staff	Hours	# Staff	Hours	# Staff	Hours	# Staff
Curriculum & Instruction:										
Learning Standards	78.5	410	78	19	111.5	239	6	141	66.5	12
Instructional Strategies	317.5	524	182.5	104	985	1604	89	165	107	41
Data-Driven Instruction	24.5	81	15.5	50	61.5	311	11.5	2	7.5	5
Effective Use of Technology	63	41	89	54	224	272	48	36	193	103
Project Based Learning	0		0		0		0		0	
Parent Engagement	0		0		0		0		0	
RBE-RN	150.5	93	29	29	325	1266	53.5	41	193	276
College, Career & Civic Readiness	13.5	52	18.5	55	18.5	101	5	8	18.5	39
Response to Intervention	0		3.5	5	3.5	46	3.5	15	3.5	10
Early Childhood Education	7	35	3	13	47	215	0		28	14
Career and Technical Education	0		18	5	28	101	18	15	18	10
Middle Level Education	0		0		0		0		0	
Special Education Strategies	18	7	48	17	57	76	18	15	45	15
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	13	57	117	174	0		0		0	
Leadership Development	39	161	40	20	42	65	0		9	18
District & School Strategic Planning	13	40	12	27	1	63	0		0	2
Using Data	36	65	17	82	9	169	0		3	16
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	85	443	104	144	93	101	19	157	85	54
Social – Emotional Learning	149	386	159	61	182	340	35.5	142	164	56
Other culture/climate	0		30	5	30	46	30	15	30	10
Safety	0		2	13	0		0		0	
Other	0		0		0		0		0	

2024-2025 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	7,524,513
Capital Expenses.....	\$	3,551,290
Total Program Expenses.....	\$	118,127,337
Total Expenses.....	\$	129,203,140



Monroe 2-Orleans BOCES

Special Education

Special Education Enrollment and Tuition

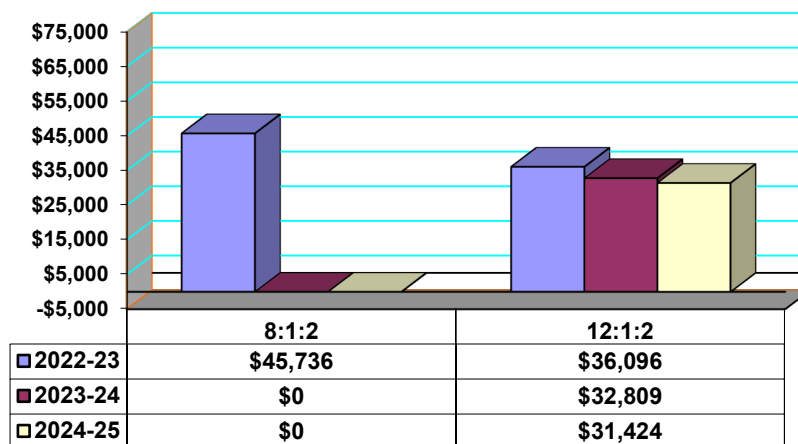
Addendum

This is an addendum of enrollment and tuition information, as this BOCES provides another option of student/staff ratios (as reported on: BOCES Report Card 2022 Page 7).

Enrollment

	2022-23	2023-24	2024-25
8:1:2	43	0	0
12:1:2	43	35	38

Tuition Rates Per Student



10. Personnel and Staffing

1. Resolution to Approve Personnel and Staffing Agenda

11. Bids/Lease Purchases

1. Resolution to Accept Cooperative Natural Gas Bid
2. Resolution to Accept Cooperative Fine Paper Bid
3. Resolution to Accept Cooperative Office and Classroom Supplies Bid
4. Resolution to Accept Cooperative Calculators Bid

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

BID RECOMMENDATION

COOPERATIVE NATURAL GAS BID

Bid #RFB-2168-26 was opened on March 26, 2026, at 2:00 p.m. My recommendation for the award of this contract is as follows:

Sprague Operating Resources LLC
185 International Drive
Portsmouth, NH 03801

SC-5 Accounts
Basis/DT - \$0.3840


Bids obtained: 24 Bids returned: 3

Analysis

Sprague Operating Resources LLC has been recommended for the award for the basis, or profit, including transportation charges to the local distribution company, RG&E, and for gas supply.

Funds to be provided from 2026-2027 fiscal year.

April 7, 2026.
Date



Director of Procurement

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

BID RECOMMENDATION

COOPERATIVE FINE PAPER

Bid# RFB-2148-26 was opened on March 5, 2026, at 2:00 p.m. My recommendation for the award of this contract is as follows:

<u>W.B. Mason</u>	\$1,690,921.27
<u>Imperial Bag Paper\Economy Paper Co.</u>	\$390,647.32
<u>Veritiv Operating Co.</u>	\$166,758.55
<u>Staples/Quill</u>	\$794.45
<u>Agni Enterprise</u>	\$33,716.38

Bids obtained: 35

Bids submitted: 6

Bid Analysis

The bid for Cooperative Fine Paper Supplies has been recommended for award on a line-by-line basis to the lowest responsive and responsible bidders that met all the required specifications. The bid for Cooperative Fine Paper will be used by the CaTS print shop and all other BOCES programs for copying and classroom supplies.

Funds to be provided from the 2025-2026 and 2026-2027 budgets.

March 24, 2026,

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

COOPERATIVE OFFICE AND CLASSROOM SUPPLIES

Bid # RFB-2149-26 was opened on March 5, 2026, at 2:00 p.m. My recommendation for the award of this contract is as follows:

National Art & School Supplies	\$65,395.89
W.B. Mason	\$38,800.03
Pyramid School Products	\$36,625.21
Cascade School Supplies	\$21,406.80
Staples/Quill	\$20,425.45
Intivity	\$5,778.93
School Specialty Inc.	\$5,490.01
Acco Brand	\$119.88
Lakeshore Learning	\$55.20

Bids obtained: 81 Bids submitted: 9

Bid Analysis

The bid for Cooperative Office Supplies has been recommended for award on a line-by-line basis to the lowest responsive and responsible bidders that met all the required specifications. The bid for Cooperative Office Supplies will be used by our teachers and office staff members.

Funds to be provided from the 2025-2026 and 2026-2027 all programs' budgets.

March 27, 2026,
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 FOR COOPERATIVE CALCULATORS

Bid RFB #2150-26 opened on March 5, 2026, at 2:00 p.m. My recommendation for the award of this contract is as follows:

EAI Education: \$2,980.70

The BACH Company \$236,458.80

Bids Obtained: 35

Bids Submitted: 6

No Bid: 1

Bid Analysis

The bid for Cooperative Calculators has been recommended for award on a line-by-line basis to the lowest responsive and responsible bidder that met all the required specifications. The bid for Cooperative Calculators is utilized by our districts who purchase them through our CaTS Department.

Wendy Vergamini

March 18, 2026,
Date

Director of Procurement

12. Student Board Member Report – Xavier Williams

13. Executive Officer's Reports

1. Albany D.S. Report

2. Local Update

