



**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 23, 2025, at 6:00 pm at the Richard E. Ten Haken Educational Services Center, 3599 Big Ridge Road, Spencerport, NY 14559

An Executive Session is anticipated immediately following the regular board meeting to discuss the employment history of a particular person.

BOARD MEMBERS

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

Trina Lorentz
Gerald Maar
Michael May
James Musshafen

AGENDA

1. Call the Meeting to Order
2. Pledge of Allegiance
3. Agenda Item(s) Modifications
4. Public Hearing: Code of Conduct
5. Approval of Minutes: March 19, 2025, Regular Meeting Minutes
6. Financial Reports
 1. Resolution to Accept Treasurer's Report
 2. Resolution to Accept WinCap Reports
 3. Internal Claims Log
 4. Contractor Report
7. Board Presentation - CaTS/Instructional Technology Presentation - Assistant Superintendent Jill Slavny and Supervising Manager, CaTS, Ray Miller
8. Old Business
 1. Annual Meeting Debrief
9. New Business
 1. Resolution to Approve 2025-26 Code of Conduct
 2. First Read AdHoc Policies: 6320 Students Records: Access and Challenge, 5420 - Accident/First Aid Treatment
 3. Resolution to Affirm CWD Programs
 4. Resolution to Approve 2025 Lease Template - Summer Programs
 5. Resolution to Accept Donation from Patricia Lawrence
 6. Monroe 2-Orleans BOCES 2023-24 Report Card Review

10. Personnel and Staffing
 1. Resolution to Approve Personnel and Staffing Agenda
 2. Resolution to Create Positions
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
 5. Resolution to Accept Erie 1 BOCES FY 2024 - 2025 Instructional Technology State-Wide Licensing Agreements - Add On #3
12. Executive Officer's Reports
 1. Albany D.S. Report
 2. Local Update
13. Committee Reports
 1. District Operations Committee
 2. Legislative Committee
 3. Information Exchange
14. Upcoming Meetings/Calendar Events

Apr 23	Noon	MCSBA District Operations	Strathallan
	6:00 pm	Board Meeting	ESC, Board Room
Apr 24	8:00 am	SkillsUSA State Competition	NYS Fairgrounds
Apr 29	6:00 pm	Bell Portfolio Celebration	Roberts Wesleyan
Apr 30	5:45 pm	MCSBA Executive Committee	Strathallan
May 1	4:30 pm	MsTD Scholarship Review	ESC, Board Room
May 2	7:30 am	ACT for Ed Community Champions	ESC, PDC
May 7	4:00 pm	MSCBA Social for all Members	Strathallan
	5:45 pm	MSCBA Board Leadership Meeting	Strathallan
May 8	8:00 am	MCSBA Law Conference	Genessee Vally Club
	Noon	Board Officers Meeting	TBD
May 10	2:00 pm	BELL Graduation	Roberts Wesleyan
May 14	6:00 pm	Board Meeting	ESC, Board Room
15. Other Items
16. Executive Session
17. Adjournment

1. Call the Meeting to Order

2. Pledge of Allegiance

3. Agenda Item(s) Modifications

4. Public Hearing: Code of Conduct

5. Approval of Minutes: March 19, 2025, Regular Meeting Minutes

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

MINUTES

of the Regular Meeting held on Wednesday, March 19, 2025, at 6:00 p.m. at the Richard E. Ten Haken Educational Services Center, 3599 Big Ridge Road, Spencerport, New York 14559

Members Present

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

Trina Lorentz
Gerald Maar
Michael May
James Musshafen

Absent: Dennis Laba, John Abbott

Staff Present

Thomas K. Putnam
Karen Brown
Steve Dawe
Ian Hildreth

Kelly Mutschler
Steve Roland
Jill Slavny
Krystal Eichas

1. The meeting was called to order by Vice-President Phillips at 6:00 pm.
2. Pledge of Allegiance
3. Agenda Modification None
4. Public Interaction: Members of the Wheatland Chili Board of Education expressed gratitude to the BOCES board for supporting Dr. Putnam in this role of Search Consultant. Wheatland-Chili Board President and BOCES Board member, Jim Musshafen remarked on the very positive experience they had working with Dr. Putnam on the search for their next superintendent. Dr. Putnam, in turn, thanked the staff that assisted with the process. Dr. Stephen Kenny has been appointed to the position effective July 1, 2025, when current Wheatland-Chili superintendent Lynda Quick retires.
5. Approval of Minutes
Resolved: To Approve the Minutes of the February 12, 2025, Regular Meeting
Moved by K. Dillon, seconded by G. Maar; passed unanimously
6. Financial Reports
 1. Resolved: To Accept the Treasurer's Report as presented
Moved by K. Dillon, seconded by M. May; passed unanimously
 2. Resolved: To Accept the Win Cap Reports as presented
Moved by G. Maar, seconded by J. Musshafen; passed unanimously
7. Audit Committee
 1. Resolved: To Approve the Minutes of the February 12, 2025 Audit Committee Meeting
Moved by K. Dillon, seconded by M. May; passed unanimously
 2. Resolved: To Accept the Risk Assessment for the Year Ending June 30, 2025
Moved by M. May, seconded by T. Lorentz; passed unanimously

8. Old Business – There was no old business

9. New Business

1. Resolved: To Approve the Monroe 2-Orleans BOCES Classified Staff and Teacher Calendars for the 2025-2026 School Year.

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

2. Resolved: To Approve the 2025-2026 BOCES Board Meeting Dates.

Moved by G. Maar, seconded by M. May; passed unanimously

3. Resolved: To Accept Donation of a Vehicle Alignment Machine from Camelot Automobile Services

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

10. Personnel and Staffing

1. Resolved: To Approve the Personnel and Staffing Agenda as presented

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

11. Bids/Lease Purchases

Items 11.1-11.3 were moved at once by M. May, seconded by K. Dillon; passed unanimously

1. **Equipment Lease-Purchase For the benefit of Gates-Chili CSD District Board of Cooperative Educational Services Second Supervisory District of Monroe County**

Whereas, Board of Cooperative Educational Services, Second Supervisory District of Monroe County ("BOCES 2"), a body politic and corporate duly organized and existing as a political subdivision, municipal corporation or similar public entity of the State of New York, is authorized by the laws of the State of New York to purchase, acquire and lease personal property and to enter into contracts with respect thereto; and

Whereas, pursuant to New York State Education Regulations contained at 8 NYCRR Part 170.3(f), and in furtherance of BOCES 2's mission and essential functions, BOCES 2 desires to purchase, acquire and lease certain equipment constituting personal property in connection BOCES's ongoing service programs; to wit, the Lessor anticipates entering into a contract with Gates-Chili Central School District (the "District") relating to same; and

Whereas, in order to acquire such equipment, the BOCES 2 proposes to enter into with Toshiba (the "Lessor"), the form of which has been presented to the governing body of the BOCES 2 at this meeting; and

Whereas, the governing body of the BOCES 2 deems it for the benefit of the BOCES 2 and for the efficient and effective administration thereof to enter into the Agreement for the purchase, acquisition and leasing of the equipment therein described on the terms and conditions therein provided;

Now, Therefore, Be It And It Is Hereby Resolved;

Section 1. Approval of Documents. The form, terms and provisions of the Agreement and cross-contracts with the District (collectively, the "Agreements") are hereby approved in substantially the form presented at this meeting, with such insertions, omissions and changes as shall be approved by counsel to BOCES 2 or other authorized representatives of BOCES 2 executing the same, the execution of such documents being conclusive evidence of such approval; and the BOCES 2 Board President is hereby authorized and

directed to execute, and the BOCES 2 District Superintendent is hereby authorized and directed to attest and countersign the Agreements and any related exhibits attached thereto, and the BOCES 2 District Clerk is hereby authorized to affix the seal of BOCES 2 to such documents.

Section 2. Findings - Financial. The BOCES 2 Board finds and determines that it is in BOCES 2's best financial interest to acquire the Equipment for the benefit of the District because:

- (i) it provides an opportunity to use the equipment without committing to the full costs of purchase; and
- (ii) after seeking competitive quotes, Lessor provides the most financially advantageous lease terms; and

Section 3. Findings - Ordinary Contingent Expense. The BOCES 2 Board finds and determines that the Equipment is necessary to maintain BOCES 2's educational program, preserve property or assure the health and safety of students and staff and thus payments under the Agreements constitute ordinary contingent expenses.

Section 4. Other Actions Authorized. The officers and employees of BOCES 2 shall take all action necessary or reasonably required by the parties to the Agreements to carry out, give effect to and consummate the transactions contemplated thereby and to take all action necessary in conformity therewith, including, without limitation, the execution and delivery of any closing and other documents required to be delivered in connection with the Agreements.

Section 5. No General Liability. Nothing contained in this Resolution, the Agreements nor any other instrument shall be construed with respect to BOCES 2 as incurring a pecuniary liability or charge upon the general credit of BOCES 2 or against its taxing power, nor shall the breach of any agreement contained in this Resolution, the Agreements or any other instrument or document executed in connection therewith impose any pecuniary liability upon BOCES 2 or any charge upon its general credit or against its taxing power, except to the extent that the Rental Payments payable under the Agreements are special limited obligations of BOCES 2 as provided in the Agreements.

Section 6. Section 265(b)(3) Designation. BOCES 2 hereby designates the Agreements as a "qualified tax-exempt obligation" for the purposes and within the meaning of Section 265(b)(3) of the Internal Revenue Code of 1986, as amended. BOCES 2 further represents that BOCES 2 reasonably anticipates that BOCES 2 and other entities that BOCES 2 controls will not issue tax-exempt obligations (including the Agreement) that exceed the aggregate principal amount of \$10,000,000 during the calendar year in which the Agreement is executed and delivered.

Section 7. Severability. If any section, paragraph, clause or provision of this Resolution shall for any reason be held to be invalid or unenforceable, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Resolution.

Section 8. Effective Date. This Resolution shall be effective immediately upon its approval and adoption.

2. **Equipment Lease-Purchase For the benefit of Wheatland-Chili CS District
Board of Cooperative Educational Services Second Supervisory District of Monroe
County**

Whereas, Board of Cooperative Educational Services, Second Supervisory District of Monroe County ("BOCES 2"), a body politic and corporate duly organized and existing as a political subdivision, municipal corporation or similar public entity of the State of New York, is authorized by the laws of the State of New York to purchase, acquire and lease personal property and to enter into contracts with respect thereto; and

Whereas, pursuant to New York State Education Regulations contained at 8 NYCRR Part 170.3(f), and in furtherance of BOCES 2's mission and essential functions, BOCES 2 desires to purchase, acquire and lease certain equipment constituting personal property in connection BOCES's ongoing service programs; to wit, the Lessor anticipates entering into a contract with Wheatland-Chili Central School District (the "District") relating to same; and

Whereas, in order to acquire such equipment, the BOCES 2 proposes to enter into with Toshiba (the "Lessor"), the form of which has been presented to the governing body of the BOCES 2 at this meeting; and

Whereas, the governing body of the BOCES 2 deems it for the benefit of the BOCES 2 and for the efficient and effective administration thereof to enter into the Agreement for the purchase, acquisition and leasing of the equipment therein described on the terms and conditions therein provided;

Now, Therefore, Be It And It Is Hereby Resolved;

Section 1. Approval of Documents. The form, terms and provisions of the Agreement and cross-contracts with the District (collectively, the "Agreements") are hereby approved in substantially the form presented at this meeting, with such insertions, omissions and changes as shall be approved by counsel to BOCES 2 or other authorized representatives of BOCES 2 executing the same, the execution of such documents being conclusive evidence of such approval; and the BOCES 2 Board President is hereby authorized and directed to execute, and the BOCES 2 District Superintendent is hereby authorized and directed to attest and countersign the Agreements and any related exhibits attached thereto, and the BOCES 2 District Clerk is hereby authorized to affix the seal of BOCES 2 to such documents.

Section 2. Findings - Financial. The BOCES 2 Board finds and determines that it is in BOCES 2's best financial interest to acquire the Equipment for the benefit of the District because:

- (i) it provides an opportunity to use the equipment without committing to the full costs of purchase; and
- (ii) after seeking competitive quotes, Lessor provides the most financially advantageous lease terms; and

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Section 7. Severability. If any section, paragraph, clause or provision of this Resolution shall for any reason be held to be invalid or unenforceable, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Resolution.

Section 8. Effective Date. This Resolution shall be effective immediately upon its approval and adoption.

3. **JOINT MUNICIPAL COOPERATIVE BIDDING PROGRAM**

WHEREAS, various educational and municipal corporations located within the State of New York desire to bid jointly for generally needed services and standardized supply and equipment items; and

WHEREAS, the Monroe 2 – Orleans BOCES, an educational/municipal corporation (hereinafter the “Participant”) is desirous of selectively participating with other educational and/or municipal corporations in the State of New York in joint bidding in the areas mentioned above pursuant to General Municipal Law § 119-o and Education Law Section 1950; and

WHEREAS, the Participant is a municipality within the meaning of General Municipal Law § 119-n and is eligible to participate in the Board of Cooperative Educational Services, First Supervisory District of Suffolk County (hereinafter Eastern Suffolk BOCES) Joint Municipal Cooperative Bidding Program (hereinafter the “Program”) in the areas mentioned above; and

WHEREAS, the Participant acknowledges receipt of the Program description inclusive of Eastern Suffolk BOCES’ standard bid packet and the general conditions relating to said Program; and

WHEREAS, with respect to all activities conducted by the Program, the Participant wishes to delegate to Eastern Suffolk BOCES the responsibility for drafting of bid specifications, advertising for bids, accepting and opening bids, evaluating bids, awarding via Eastern Suffolk BOCES Board approval, and reporting the results to the Participant.

WHEREAS, the Participant acknowledges that “additional insured” status shall be secured by signing a risk transfer/Indemnification Agreement when engaging services through the Cooperative Bidding Program with each awarded vendor when Services are requested. Said agreement must be signed by both parties and will remain in effect for the current term of the Bid. In the event the Bid is extended, and a Participant requires Service, a new risk transfer/Indemnification Agreement must be executed.

BE IT RESOLVED that the Participant hereby appoints Eastern Suffolk BOCES to represent it and to act as the lead agent in all matters related to the Program as described above; and

BE IT FURTHER RESOLVED that the Participant hereby authorizes Eastern Suffolk BOCES to place all legal advertisements for any required cooperative bidding in Newsday, which is designated as the official newspaper for the Program; and

BE IT FURTHER RESOLVED that a Participant Meeting shall be held annually consisting of a representative from each Program Participant. Notice of the meeting shall be given to each representative at least five (5) days prior to such meeting; and

BE IT FURTHER RESOLVED that an Advisory Committee will be formed consisting of five to ten representatives of Program Participants for a term of three (3) years as authorized by General Municipal Law §119-o.2.j.

BE IT FURTHER RESOLVED that this Agreement with the Participant shall be for a term of one (1) year as authorized by General Municipal Law §119-o.2.j.

BE IT FURTHER RESOLVED that the Participant agrees to pay Eastern Suffolk BOCES an annual fee as determined annually by Eastern Suffolk BOCES to act as the lead agent for the Program.

12. Executive Officer's Report

1. **Albany DS Report**

- All 9 component districts have submitted their Needs Assessment surveys via the NYSED Portal
- We are waiting for this data to be reviewed and sent to us for next steps

2. **Local Updates**

- Wheatland-Chili Superintendent Search is complete Dr. Stephen Kenny was appointed as Wheatland-Chili's new superintendent at their March 10th BOE meeting. Dr. Kenny's start date is July 1, 2025.
- Kendall Board tour of CTE (3/21)
- Criminal Justice CTE Program Teachers requested use of training guns, aka blue guns to enhance learning opportunities.
 - NYS Dept of Education allows the use of training guns in select educational programs (such as criminal justice)
 - No BOCES policy change needed
 - Both instructors are certified firearm trainers
 - GV BOCES (and others) allow students to train with these items

- Training guns will be locked and will not leave the classroom
- Use of training guns will be for 12th grade students
- Space Update
 - Rochester Tech Park may accommodate future space needs including
 - O&M
 - Some CTE programs
 - Some center-based programs (a transition to center-based structure)
 - Other programs/services

13. Committee Reports

1. District Operations Committee – John Abbott, Kathleen Dillon
Topic – New Voting Machines
2. Legislative Committee – Kathleen Dillon, Dennis Laba
Topic – Prepared for Albany Trip
3. Information Exchange Committee – Jim Musshafen, Trina Lorentz
Topic – Presentation on Board Member Rules/Regulations

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

15. Other Items – Christa Bowling gave kudos to SEPTO for a great event – Family Bingo Night.

16. At 6:57 pm, M. May made a motion to adjourn the meeting to executive session to discuss the employment history of a particular person; seconded by K. Dillon passed unanimously

Respectfully Submitted



Kelly Mutschler
Clerk of the Board

Members Present

R. Charles Phillips, Vice- President
Christa Bowling
Kathleen Dillon

Trina Lorentz
Gerald Maar
Michael May
James Musshafen

Others present: Karen Brown

At 7:20 pm, a motion was made by M. May, seconded by G. Maar to come out of Executive Session; passed unanimously.

17. Adjournment

At 7:21 pm, a motion was made by G. Maar, to adjourn the meeting, seconded by K. Dillon, passed unanimously.

Respectfully submitted,



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

6. Financial Reports

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

Monroe 2 - Orleans BOCES

Treasurer's Report

Period Ending February 28, 2025

BEGINNING CASH ON HAND

RECEIPTS:

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

TOTAL RECEIPTS

DISBURSEMENTS

Payroll and Benefits
Warrants
Transfers to Other Funds
Miscellaneous Disbursements

TOTAL DISBURSEMENTS

ENDING CASH ON HAND:

GENERAL FUND

20,320,924.93

76,032.95
8,038,190.89
45,225.02
-
7,423,993.89
703,350.00
176,445.60

16,463,238.35

16,463,238.35

3,547,570.64
5,729,341.82
-
3,107.80

9,280,020.26

(9,280,020.26)

27,504,143.02

GENERAL FUND CHECKING 11,562,458.35
GENERAL FUND CLASS 10,194,660.99
PAYROLL CHECKING 141,404.90
DENTAL/FSA ACCOUNT CASH 263,419.00
GENERAL FUND CD 1,010,320.13
CASH- LIABILITY RESERVE 532,922.58
CASH- UNEMPLOYMENT RES 223,321.86
CASH- CTE RESERVE 67,641.10
CASH - INSURANCE RESERVE 322,754.74
TREASURY INVESTMENTS 3,185,239.37
27,504,143.02

SPECIAL AID FUND

763,380.87

215.06
154,155.68
-
-
794,474.25
-
5,960.00

954,804.99

954,804.99

1,225.00
108,799.76
703,350.00
980.01

814,354.77

(814,354.77)

903,831.09

SPECIAL AID CHKG - CHASE 903,831.09
SPECIAL AID CHKG - M&T -

903,831.09

BEGINNING CASH ON HAND**RECEIPTS:**

Interest Earned
Component Contributions
Transfers from Other funds
Donations
Miscellaneous Funds

TOTAL RECEIPTS**DISBURSEMENTS**

Warrants
Scholarships
Transfers to Other Funds
Miscellaneous Disbursements

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

218,886.32

1,289.37

-

-

-

-

1,289.37

1,289.37

-

-

-

-

-

-

220,175.69

B4 SCIENCE

143,711.61

GIFT FUND SAVINGS

76,464.08

220,175.69

CAPITAL FUND

4,388,765.79

12,381.10

-

-

-

-

12,381.10

12,381.10

-

-

-

-

-

-

4,401,146.89

CAPITAL FUND CHECKING

679,311.51

CAPITAL FUND INVESTMENTS

3,721,835.38

4,401,146.89

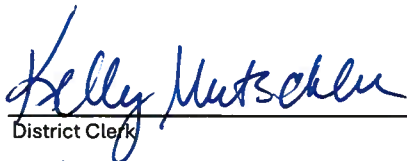
----- CUSTODIAL FUNDS -----					
	Rochester Area School Health Plan I	Rochester Area School Health Plan II	Rochester Area School Workers' Comp Plan	Wayne Finger Lakes Workers' Comp Plan	TOTAL CUSTODIAL
BEGINNING CASH ON HAND	17,338,192.71	118,501,135.84	43,274,297.53	303,046.61	179,416,672.69
RECEIPTS:					
Interest Earned	15,571.25	746,444.73	81,477.09	-	
Contributions	2,281,254.41	35,795,827.39	915,178.00	196,953.39	
Miscellaneous Funds	113,325.20	-	43,925.90	15,449.37	
TOTAL RECEIPTS	2,410,150.86	36,542,272.12	1,040,580.99	212,402.76	40,205,406.73
DISBURSEMENTS					
Claims	1,655,979.38	26,558,327.90	732,144.61	165,396.94	
Admin and Other Disbursements	115,476.27	782,158.27	-	-	
TOTAL DISBURSEMENTS	1,771,455.65	27,340,486.17	732,144.61	165,396.94	(30,009,483.37)
ENDING CASH ON HAND:	17,976,887.92	127,702,921.79	43,582,733.91	350,052.43	189,612,596.05
RASHP I CHECKING	4,705,706.07				4,705,706.07
RASHP I SAVINGS / INVESTMENTS	5,935,176.40				5,935,176.40
RASHP II CHECKING		14,152,892.46			14,152,892.46
RASHP II SAVINGS / INVESTMENTS		63,627,446.28			63,627,446.28
RASWC CHECKING			3,343,034.76		3,343,034.76
RASWC SAVINGS / INVESTMENTS			23,582,105.40		23,582,105.40
WFL WC CHECKING				350,052.43	350,052.43
TREASURY INVESTMENTS	7,336,005.45	49,922,583.05	16,657,593.75		73,916,182.25
TOTAL CASH	17,976,887.92	127,702,921.79	43,582,733.91	350,052.43	189,612,596.05

Collateral Analysis	M&T Bank	Five Star Bank	Chase Bank
Bank Totals	24,344,536.91	79,226,312.23	14,722,515.24
<i>Collateral:</i>			
FDIC	500,000.00	250,000.00	250,000.00
Additional FDIC through CD Option	-	62,810,231.07	-
Collateral held by Bank	-	-	16,242,196.60
Collateral held by Third Party	24,336,464.81	16,823,110.75	-
	24,836,464.81	79,883,341.82	16,492,196.60
Over / (Under) Collateralized	491,927.90	657,029.59	1,769,681.36

Treasurer's Notes:

February state aid received at the beginning of the month and paid out the beginning of March.

This is to certify that I have received these balances:


District Clerk

4/16/2025
Date


Assistant Superintendent for Finance and Operations

3/20/25
Date


Treasurer

3/13/25
Date

MONROE 2 - ORLEANS BOCES

Revenue Status Report As Of: 03/31/2025

Fiscal Year: 2025

Fund: A GENERAL FUND

Revenue Account	Service	Description	Original Estimate	Adjustments	Current Estimate	Year-to-Date	Anticipated Balance	Excess Revenue
0 Administration			12,387,017.00	147,184.03	12,534,201.03	10,699,832.29	2,163,588.69	476,403.98
1 Career Education			12,260,023.00	133,754.64	12,393,777.64	10,280,515.28	2,037,487.93	2,227.56
2 Special Education			38,040,106.11	3,599,094.25	41,639,200.36	31,182,628.33	10,407,592.20	265,124.56
3 Itinerent Services			9,283,423.51	-1,220,490.94	8,062,932.57	6,152,758.69	1,968,420.66	58,446.78
4 General Instruction			7,042,144.01	741,050.59	7,783,194.60	6,353,100.61	1,475,337.69	45,243.70
5 Instruction Support			26,900,632.79	4,704,016.33	31,604,649.12	24,746,361.32	5,215,375.78	140,082.44
6 Other Services			11,449,167.35	8,016,117.45	19,465,284.80	18,001,004.98	2,016,795.24	655,847.33
Total GENERAL FUND			117,362,513.77	16,120,726.35	133,483,240.12	107,416,201.50	25,284,598.19	1,643,376.35

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

These are estimates to balance the budget

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 03/31/2025

Fiscal Year: 2025

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
0 Administration							
100 SALARIES		1,387,279.00	83,500.00	1,470,779.00	1,116,345.63	308,979.80	45,453.57
200 EQUIPMENT		17,550.00	13,909.15	31,459.15	22,998.07	5,090.19	3,370.89
300 SUPPLIES		16,000.00	6,015.00	22,015.00	9,162.09	8,216.27	4,636.64
400 CONTRACTUAL		437,725.00	238,182.30	675,907.30	386,528.15	269,566.87	19,812.28
470 Rental of Facilities		2,511,205.00	0.00	2,511,205.00	1,785,959.55	357,061.21	368,184.24
700 INTEREST ON REVENUE NOTES		4,000.00	0.00	4,000.00	0.00	0.00	4,000.00
800 EMPLOYEE BENEFITS		727,275.00	-65,892.90	661,382.10	509,408.35	151,142.23	831.52
899 Oth Post Retirement Benft		5,879,846.00	-131,700.00	5,748,146.00	3,170,947.54	0.00	2,577,198.46
910 TRANSFER TO CAPITAL FUND		1,042,000.00	0.00	1,042,000.00	1,042,000.00	0.00	0.00
950 TRANSFER FROM O & M		77,143.00	0.00	77,143.00	77,143.00	0.00	0.00
960 TRANSFER CHARGE		286,994.00	3,170.48	290,164.48	290,164.48	0.00	0.00
Subtotal of 0 Administration		12,387,017.00	147,184.03	12,534,201.03	8,410,656.86	1,100,056.57	3,023,487.60
1 Career Education							
100 SALARIES		5,727,955.00	-68,040.53	5,659,914.47	3,696,653.38	1,909,669.63	53,591.46
200 EQUIPMENT		185,000.00	25,490.86	210,490.86	176,163.27	16,583.73	17,743.86
300 SUPPLIES		537,000.00	204,843.78	741,843.78	527,623.10	154,308.86	59,911.82
400 CONTRACTUAL		480,750.00	281,787.62	762,537.62	474,901.07	225,156.39	62,480.16
800 EMPLOYEE BENEFITS		2,896,908.00	-288,259.53	2,608,648.47	1,738,253.70	752,545.64	117,849.13
950 TRANSFER FROM O & M		1,619,762.00	0.00	1,619,762.00	1,619,762.00	0.00	0.00
960 TRANSFER CHARGE		813,648.00	-28,853.41	784,794.59	784,794.59	0.00	0.00
970 TR CREDs FR SERVICE PROGR		0.00	-1,355.38	-1,355.38	-1,355.38	0.00	0.00
990 TRANS CREDs FR OTHER FUND		-1,000.00	0.00	-1,000.00	-1,000.00	0.00	0.00
Subtotal of 1 Career Education		12,260,023.00	125,613.41	12,385,636.41	9,015,795.73	3,058,264.25	311,576.43
2 Special Education							
100 SALARIES		7,056,901.00	23,963.00	7,080,864.00	3,972,198.65	2,048,675.12	1,059,990.23
200 EQUIPMENT		103,409.00	96,048.38	199,457.38	142,507.94	3,767.06	53,182.38
300 SUPPLIES		75,676.00	85,482.94	161,158.94	93,182.48	22,417.66	45,558.80
400 CONTRACTUAL		918,272.00	1,113.53	919,385.53	435,806.09	20,557.77	463,021.67
490 SCH DIST AND OTHER BOCES		6,176,266.11	2,875,916.74	9,052,182.85	5,891,621.16	0.00	3,160,561.69
800 EMPLOYEE BENEFITS		4,200,719.00	100.00	4,200,819.00	3,776,710.57	156,723.47	267,384.96
950 TRANSFER FROM O & M		621,693.00	0.00	621,693.00	621,693.00	0.00	0.00
960 TRANSFER CHARGE		18,955,785.00	41,578.62	18,997,363.62	18,997,363.62	0.00	0.00
970 TR CREDs FR SERVICE PROGR		0.00	-43,119.00	-43,119.00	-43,119.00	0.00	0.00
Subtotal of 2 Special Education		38,108,721.11	3,081,084.21	41,189,805.32	33,887,964.51	2,252,141.08	5,049,699.73
3 Itinerent Services							
100 SALARIES		12,087,501.00	-458,373.90	11,629,127.10	6,492,072.32	3,446,132.36	1,690,922.42
200 EQUIPMENT		97,483.00	1,261.00	98,744.00	58,448.27	8,192.00	32,103.73
300 SUPPLIES		60,905.00	7,193.00	68,098.00	24,901.70	8,703.93	34,492.37
400 CONTRACTUAL		1,947,533.10	-764,776.28	1,182,756.82	509,607.94	298,644.54	374,504.34

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 03/31/2025

Fiscal Year: 2025

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
490 SCH DIST AND OTHER BOCES		117,683.41	92,069.96	209,753.37	23,227.52	0.00	186,525.85
800 EMPLOYEE BENEFITS		6,662,013.00	63,303.52	6,725,316.52	5,641,781.42	288,354.34	795,180.76
950 TRANSFER FROM O & M		5,131.00	0.00	5,131.00	5,131.00	0.00	0.00
960 TRANSFER CHARGE		1,841,165.00	3,462.57	1,844,627.57	1,844,627.57	0.00	0.00
970 TR CREDITS FR SERVICE PROGR		-13,604,606.00	62,134.00	-13,542,472.00	-13,542,472.00	0.00	0.00
Subtotal of 3 Itinerent Services		9,214,808.51	-993,726.13	8,221,082.38	1,057,325.74	4,050,027.17	3,113,729.47
4 General Instruction							
100 SALARIES		2,083,021.00	113,413.95	2,196,434.95	1,756,931.65	357,936.02	81,567.28
200 EQUIPMENT		5,500.00	-1,221.96	4,278.04	2,638.04	0.00	1,640.00
300 SUPPLIES		15,463.00	-828.33	14,634.67	2,894.96	3,329.63	8,410.08
400 CONTRACTUAL		3,381,794.13	-249,160.81	3,132,633.32	1,577,281.47	1,167,080.20	388,271.65
490 SCH DIST AND OTHER BOCES		406,373.88	783,141.99	1,189,515.87	686,686.69	0.00	502,829.18
800 EMPLOYEE BENEFITS		799,690.00	-15,990.19	783,699.81	562,334.27	147,668.23	73,697.31
950 TRANSFER FROM O & M		172,834.00	0.00	172,834.00	172,834.00	0.00	0.00
960 TRANSFER CHARGE		232,418.00	5,279.52	237,697.52	237,697.52	0.00	0.00
970 TR CREDITS FR SERVICE PROGR		-51,930.00	0.00	-51,930.00	-51,930.00	0.00	0.00
990 TRANS CREDITS FR OTHER FUND		-3,020.00	0.00	-3,020.00	-3,020.00	0.00	0.00
Subtotal of 4 General Instruction		7,042,144.01	634,634.17	7,676,778.18	4,944,348.60	1,676,014.08	1,056,415.50
5 Instruction Support							
100 SALARIES		6,685,608.00	65,417.60	6,751,025.60	4,505,757.87	1,752,447.57	492,820.16
200 EQUIPMENT		5,764,269.00	2,935,603.48	8,699,872.48	3,553,428.63	2,247,079.91	2,899,363.94
300 SUPPLIES		1,092,101.00	346,095.07	1,438,196.07	1,003,491.91	167,672.56	267,031.60
400 CONTRACTUAL		9,923,953.00	1,088,979.35	11,012,932.35	6,626,558.87	2,044,598.12	2,341,775.36
490 SCH DIST AND OTHER BOCES		1,160,114.79	189,928.86	1,350,043.65	883,016.65	0.00	467,027.00
800 EMPLOYEE BENEFITS		3,307,756.00	-9,684.50	3,298,071.50	2,432,095.17	644,555.84	221,420.49
950 TRANSFER FROM O & M		927,153.00	-3,877.00	923,276.00	923,276.00	0.00	0.00
960 TRANSFER CHARGE		1,200,907.00	13,739.40	1,214,646.40	1,214,646.40	0.00	0.00
970 TR CREDITS FR SERVICE PROGR		-3,100,986.00	-46,511.11	-3,147,497.11	-3,147,497.11	0.00	0.00
990 TRANS CREDITS FR OTHER FUND		-60,243.00	-1,576.06	-61,819.06	-61,819.06	0.00	0.00
Subtotal of 5 Instruction Support		26,900,632.79	4,578,115.09	31,478,747.88	17,932,955.33	6,856,354.00	6,689,438.55
6 Other Services							
100 SALARIES		2,700,846.00	-28,631.60	2,672,214.40	1,991,824.58	602,689.01	77,700.81
200 EQUIPMENT		490,809.00	85,886.59	576,695.59	332,856.27	10,526.64	233,312.68
300 SUPPLIES		37,305.00	8,396.17	45,701.17	11,662.47	11,090.75	22,947.95
400 CONTRACTUAL		4,066,506.00	441,544.63	4,508,050.63	2,631,575.56	1,181,420.63	695,054.44
490 SCH DIST AND OTHER BOCES		4,848,795.35	7,521,521.34	12,370,316.69	9,920,609.96	0.00	2,449,706.73
800 EMPLOYEE BENEFITS		1,209,480.00	-20,629.28	1,188,850.72	870,580.16	294,692.31	23,578.25
950 TRANSFER FROM O & M		138,874.00	0.00	138,874.00	138,874.00	0.00	0.00
960 TRANSFER CHARGE		137,086.00	3,898.38	140,984.38	140,984.38	0.00	0.00
970 TR CREDITS FR SERVICE PROGR		-2,094,768.00	-52,215.65	-2,146,983.65	-2,146,983.65	0.00	0.00

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 03/31/2025

Fiscal Year: 2025

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
990 TRANS CREDs FR OTHER FUND		-85,766.00	-2,517.03	-88,283.03	-87,883.03	0.00	-400.00
Subtotal of 6 Other Services		11,449,167.35	7,957,253.55	19,406,420.90	13,804,100.70	2,100,419.34	3,501,900.86
7 Undefined							
100 SALARIES		4,519,788.00	-91,934.79	4,427,853.21	3,287,933.33	909,972.52	229,947.36
200 EQUIPMENT		70,573.00	90,026.90	160,599.90	84,046.62	69,724.59	6,828.69
300 SUPPLIES		250,268.00	-5,987.18	244,280.82	168,034.39	59,102.35	17,144.08
400 CONTRACTUAL		2,175,769.00	134,212.39	2,309,981.39	1,467,063.51	749,647.30	93,270.58
800 EMPLOYEE BENEFITS		2,293,140.00	-165,108.90	2,128,031.10	-2,442,782.70	2,776,752.15	1,794,061.65
950 TRANSFER FROM O & M		722,419.00	0.00	722,419.00	722,419.00	0.00	0.00
960 TRANSFER CHARGE		1,657,616.00	38,791.58	1,696,407.58	1,696,407.58	0.00	0.00
970 TR CREDs FR SERVICE PROGR		-10,558,338.00	3,877.00	-10,554,461.00	-10,554,461.00	0.00	0.00
990 TRANS CREDs FR OTHER FUND		-1,131,235.00	-3,877.00	-1,135,112.00	-1,135,112.00	0.00	0.00
Subtotal of 7 Undefined		0.00	0.00	0.00	-6,706,451.27	4,565,198.91	2,141,252.36
Total GENERAL FUND		117,362,513.77	15,530,158.33	132,892,672.10	82,346,696.20	25,658,475.40	24,887,500.50

Contractor Report				
July 2024 - March 2025				
Vendor	Department	Amount	Purpose	Term
BENTLEY BROS., INC	O&M	\$84,016	Kubota UTV & Front End Loader	One Year
BEVONA, CHERIE M.	Professional Development	\$66,026	Grant Writer	One Year
BUSINESSOLVER COM, INC	Health Consortium	\$380,931	Electronic Enrollment System	Multi Year
C.JAY ELLIE, JR MD, PLLC (Workfit)	Special Education	\$49,414	Nursing Services	One Year
CAPITAL COMPUTERS ASSOCIATES	Administration	\$119,775	Accounting Software	One Year
CARDIAC LIFE MWOB	Administration	\$55,250	AED's	One Year
CHARTER COMMUNICATIONS HOLDINGS, LLC.	CaTS	\$61,923	BOCES Internet	One Year
CHILI PAUL COMPLEX	Administration	\$51,567	Lease of Building Space	Multi Year
CINTAS (ARTCO)	All Departments	\$72,941	Uniform Services	One Year
CREEKSIDE PRODUCTIONS & ELEARNING	Professional Development	\$43,128	School Health Services Center	One Year
CRESCENDO EDUCATION GROUP	Professional Development	\$133,600	Consulting Services	One Year
DELPHI DRUG AND ALCOHOL COUNCIL, INC.	Special Education	\$42,000	Consulting Services	One Year
FASTENAL	All Departments	\$75,282	Industrial Supplies	One Year
FRONTEDGE, INC.	HR	\$83,910	On-Line Web Recruitment	One Year
FRONTIER COMMUNICATIONS	CaTS	\$80,645	Data Services	Multi Year
FRONTLINE TECHNOLOGIES GROUP, LLC	Special Education	\$139,862	Software for managing absence and time.	Multi Year
GRAINGER	All Departments	\$89,989	Industrial Supplies	One Year
HUMAIRA HUSSAIN	Special Education	\$262,350	Professional Services for Speech	One Year
IMPERIAL BAG PAPER CO. LLC.	All Departments	\$116,063	Fine Paper	One Year
KAUR, RAMANPREET	Administration	\$59,100	Lease of Building Space	Multi Year
LABELLA ASSOCIATES, D.P.C.	CTE	\$191,361	Architect & Engineer Services	One Year
LOWE'S HOME CENTERS, INC.	All Departments	\$73,456	Industrial Supplies	One Year
MENGEL METZGER BARR & COMPANY LLP	Administration	\$41,100	Accounting Services	One Year
PC PARTS PLUS, LLC	CaTS	\$145,788	Computer Replacement Parts	One Year
PRECISION PROPERTIES	Administration	\$951,341	Lease of Building Space	Multi Year
RELCOMM INC.	CaTS	\$115,086	Telephone Systems	One Year
ROBERT GREEN CHRYSLER TRUCK DIVISION	Special Education	\$45,207	Chrysler Pacifica	One Year
SCHOOL SPECIALTY, LLC	All Departments	\$102,112	Classroom and Office Supplies	One Year
SPENCERPORT VILLAGE PLAZA LLC	Administration	\$83,400	Lease of Building Space	Multi Year
TECH PARK OWNER LLC	Administration	\$834,968	Lease of Building Space	Multi Year
TES STAFFING	Special Education	\$42,753	Paraprofessional Sub Services	One Year
THE CHILD ADVOCACY CENTER	Professional Development	\$114,886	Consulting Services	One Year
THOMPSON, JIM	Professional Development	\$89,892	Professional Development	One Year

Contractor Report				
July 2024 - March 2025				
Vendor	Department	Amount	Purpose	Term
TURNER DRIVE ASSOCIATES LLC	Administration	\$118,373	Lease of Building Space	Multi Year
UNITED PARCEL SERVICE	BOCES 4 Science	\$162,998	Package Delivery Service	Multi Year
VENTIV TECHNOLOGY, INC	Workers' Comp	\$72,458	Claims Processing Software	Multi Year
VERIZON WIRELESS	All Departments	\$84,925	Cell Phone Services	Multi Year
W.B. MASON COMPANY	All Departments	\$75,101	Office Supplies	One Year
WEGMAN'S	All Departments	\$44,675	Culinary Depart, Events	One Year
WOLF MECHANICAL SERVICE, LLC	O&M	\$57,674	Repair Services	One Year
40		\$5,515,325		

7. Board Presentation – CaTS/Instructional Technology Presentation by Assistant Superintendent Jill Slavny and Supervising Manager CaTs Ray Miller

Access & Opportunity

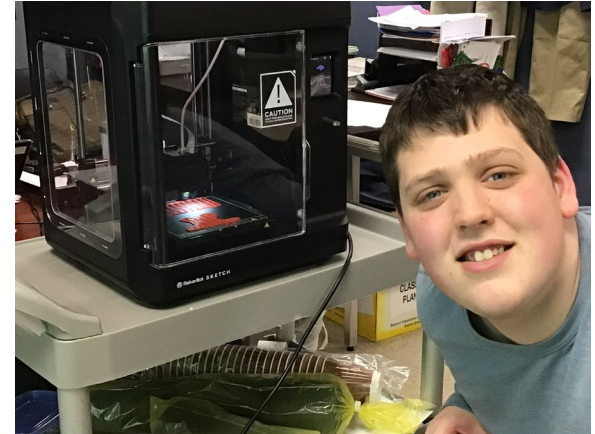
Instructional Technology
&
Distance Education
Monroe 2-Orleans BOCES



Instructional Technology Department for Exceptional Children

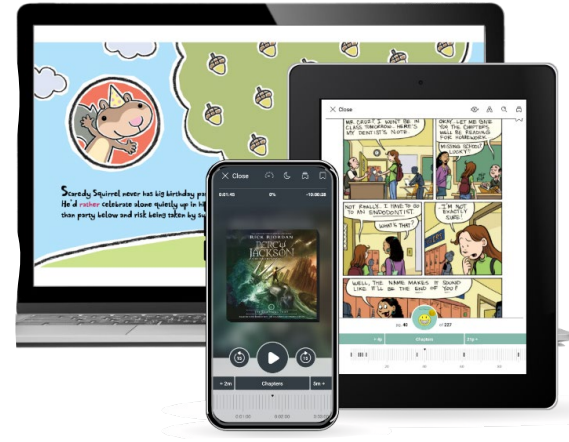
- Includes hardware or software used by staff to deliver content, allows for individual learning opportunities and evaluation of student learning.
- Our students often have more complex and unique needs that require personalized support in areas such as learning, behavior, or social emotional well-being.
- Learning becomes more engaging, efficient, and accessible to all students.

Examples: Personal devices, interactive whiteboards, educational apps, digital resources



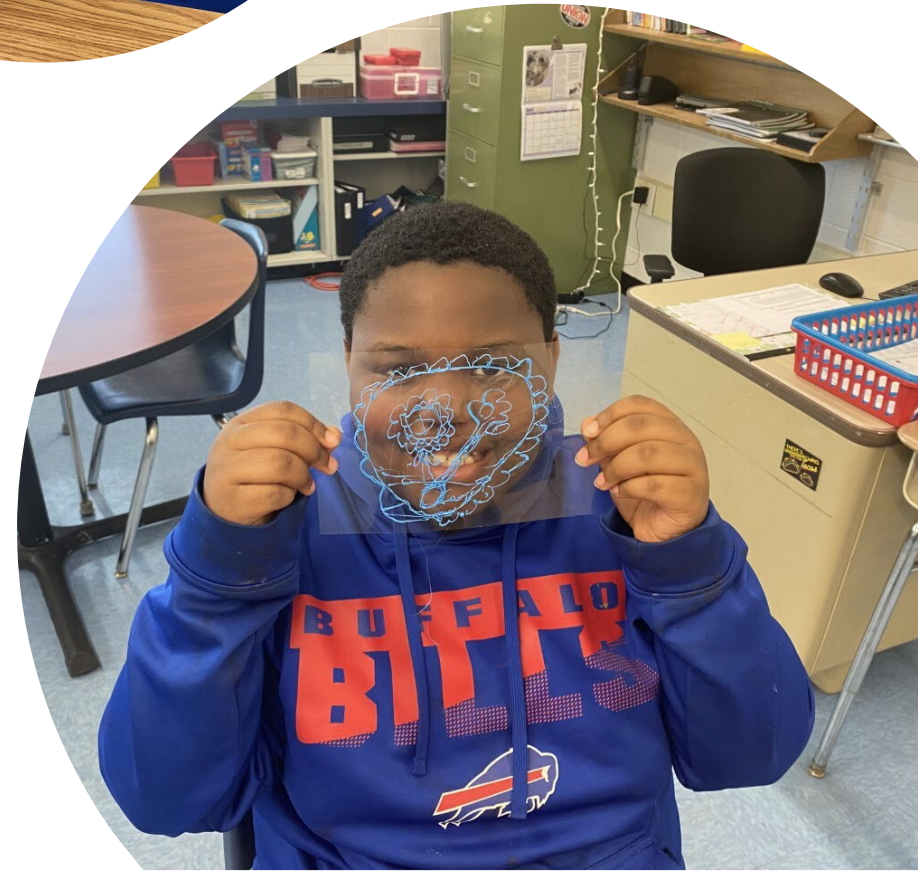
Current Digital Resources

- iReady and IXL
- Learning A-Z
- BrainPOP
- SORA
- Minecraft Edu
- Seesaw
- Schoology



Benefits

- Access to more information
- Enhanced engagement
- Greater independence
- Improved capabilities for meeting diverse learners' needs
- Decreased anxiety
- Instant data allows staff to provide targeted and meaningful supports

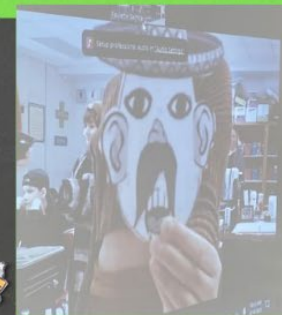


Virtual Connections



Wink/Semke Virtual Meet

We would like to introduce to you our classroom potato, Mr. Tater. He has an oval, medium brown head, which is about the size of a student's head. His eyes are round and blue in color. His black eyebrows are fat and fuzzy. He wears black rimmed glasses to help him see. He has a human-like nose and ears that are yellowish in color. Mr. Tater sports a black handlebar mustache with pink shiny lips and a white toothy grin. He has a golden staff on his left side angled from his chin to his ear. Mr. Tater is wearing his favorite black pirate hat with a white pirate skull emblem on it. AARGH!



Room 4 Potato "Pepe the Potato"

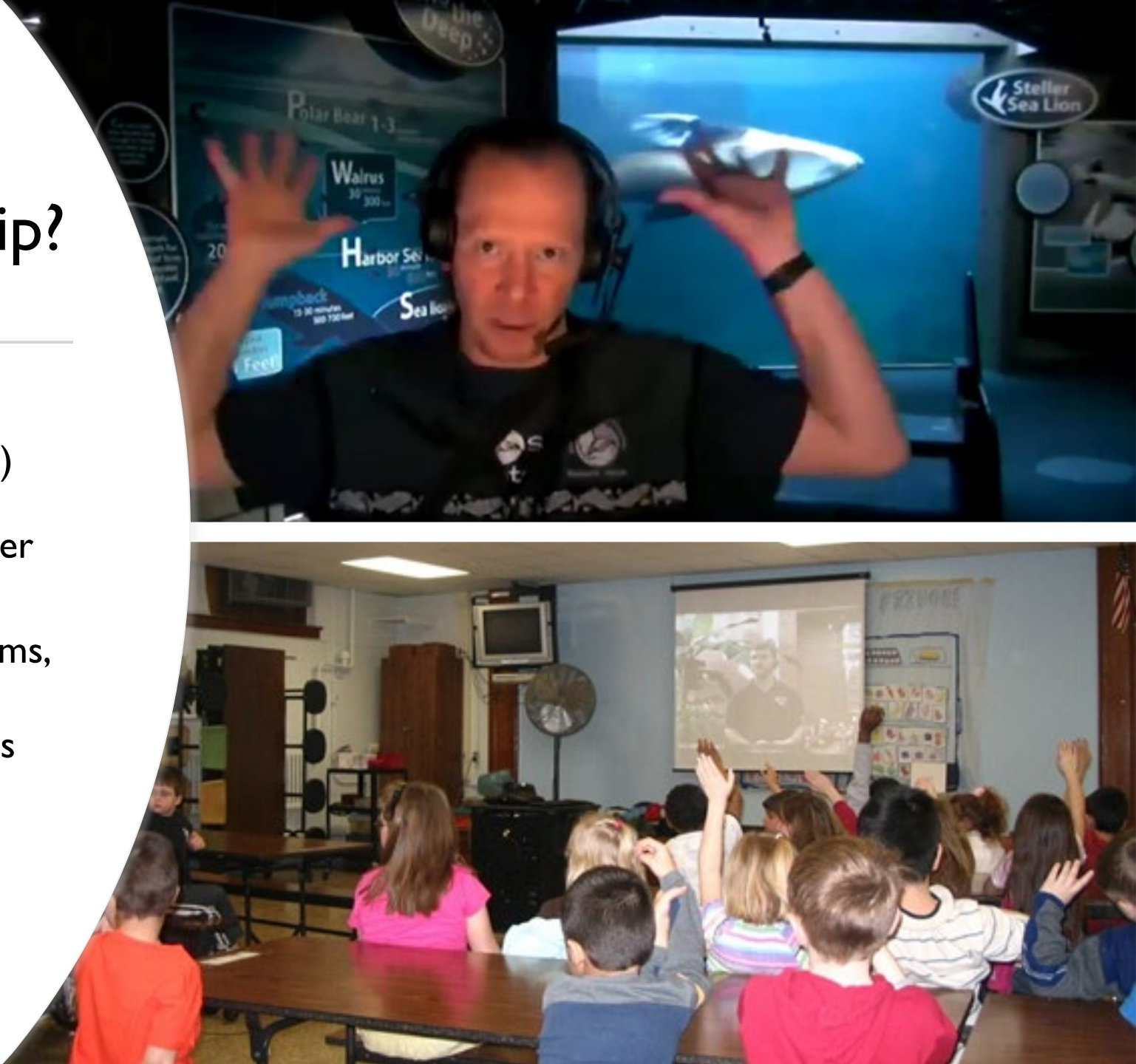
Pepe the potato is a unique character that has been through a lot in his short life span. He has a large brown potato shaped head. Pepe has large ears that look like Mr. Potato head and big eyes that are open as wide as can be. Pepe's favorite day of the week is taco Tuesday, so he is wearing his favorite sombrero. Pepe also has a fear of spiders and when he sees one opens his mouth and screams! Finally, to help collect toppings that might fall out of his tacos, Pepe keeps a large mop looking mustache across his upper lip. Pepe keep a holster filled with hot sauce,

A man with a goatee, wearing a blue button-down shirt and a dark baseball cap, is speaking directly to the camera. He is outdoors in a park-like setting with lush green trees and a wooden picnic table in the background. The scene is brightly lit by sunlight. A white text overlay is positioned at the bottom of the frame.

“There are no limits anymore. We can truly go anywhere we want.”

What is a Virtual Field Trip?

- Videoconferencing allows two or more locations (e.g., classroom and a museum) to connect using the internet, enabling both locations to hear and see each other in real time
- Connect via Zoom with experts, museums, zoos, art galleries & other classrooms
 - Help meet curriculum and standards
 - Digital Fluency ~ Civics ~ Career Readiness
 - Enrichment and Review



Why Virtual Field Trips?

- Affordable
 - Eliminate costs: Transportation, Admissions fees, Food
- Flexible
 - Scheduling, Missed Classes, Chaperones, Students not Participating
- Accessible
 - Language, Physical, Emotional, Financial



Benefits

- Social and Emotional Learning
- Differentiation & Individualization
- Portrait of a Graduate
 - Global & Cultural Exposure
 - Career Exposure
 - Civics
- Reduce Teacher Workload
- Equity & Access



Some Examples

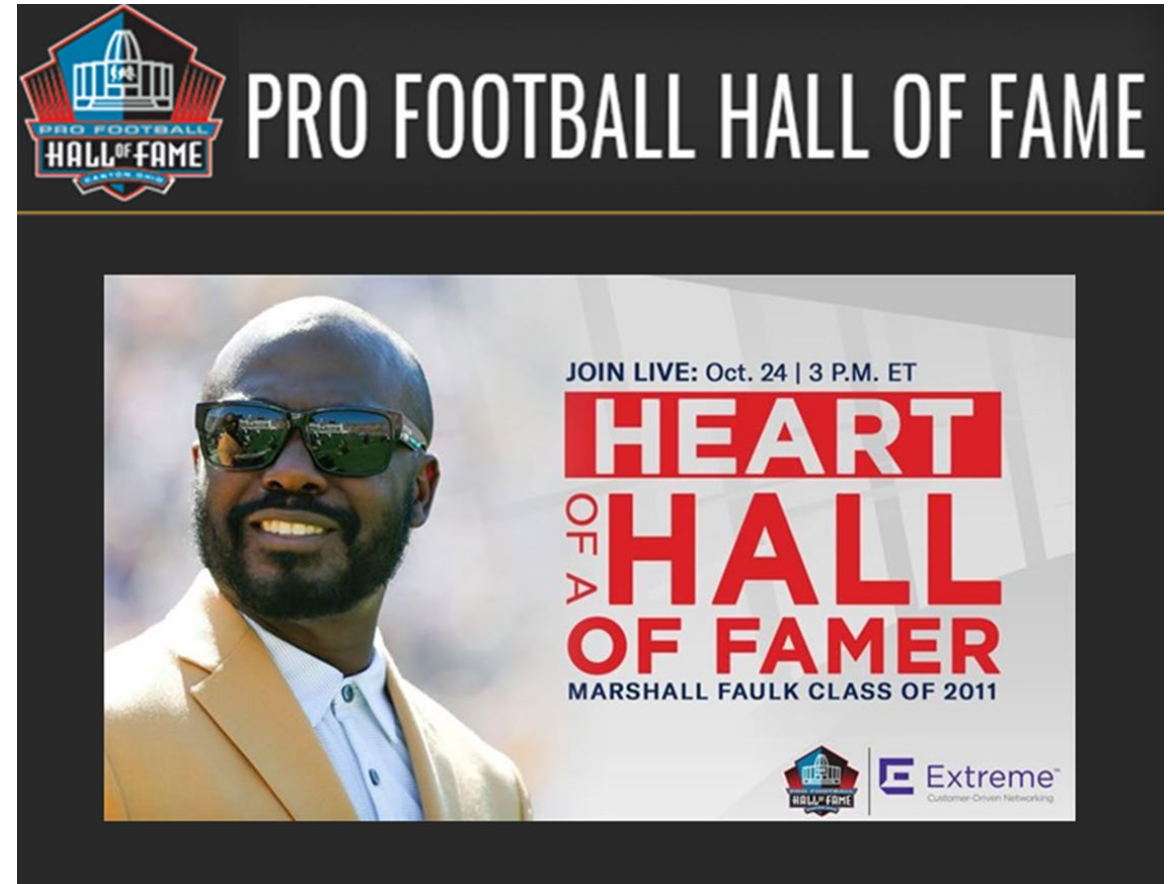


Wild Wednesdays with the National Parks



Pro Football Hall of Fame

- Heart of a Hall of Famer
- Careers in the NFL
- Media and the NFL

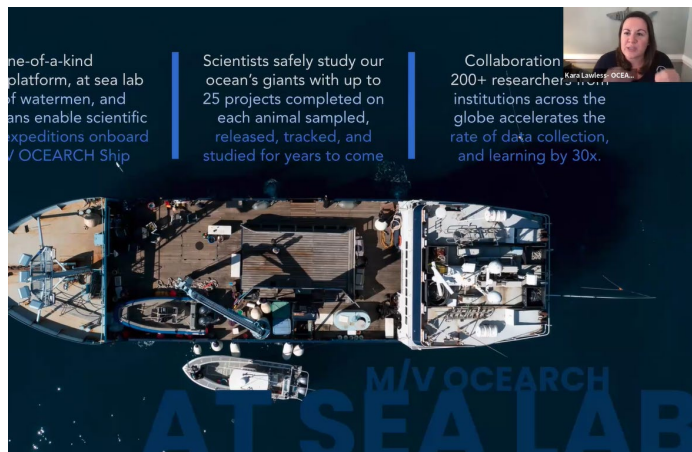
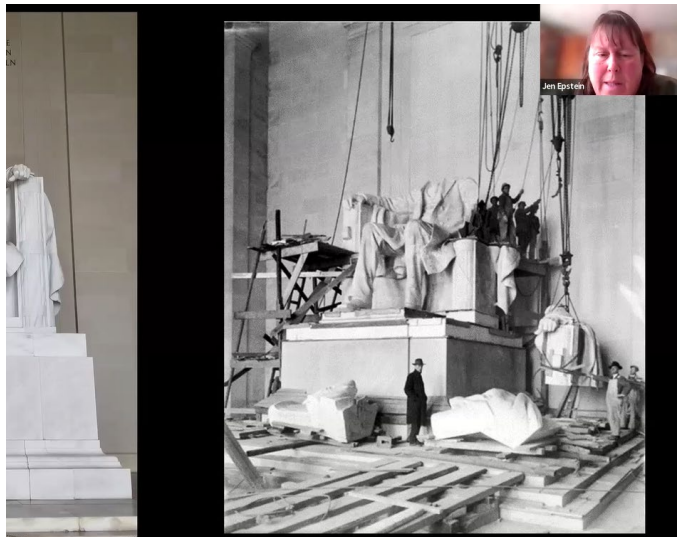




Rightfully Hers

American Women and the Vote

NATIONAL ARCHIVES and RECORDS ADMINISTRATION



Upcoming Events

- America 250th Anniversary
- Erie Canal 200th Anniversary
- Portrait of a Graduate
 - Civics Connections
 - Career Connections
 - Cultural Connections



Cyber Security Update



- Annual Cyber Security Training required for all employees.
 - 3 Modules covering multiple topics
 - Platform is provided by GST BOCES free of charge
- Partner with Arctic Wolf for our Security Information & Event Management (SIEM)
 - 24/7 monitoring of all BOCES systems both in house and cloud based
 - Weekly meetings to review any events
- Regular Phishing Testing/Training to all staff through email drills
- NYS Ed Law 2d compliance review for all software. This is to ensure we have active agreements in place per law.

Thank You!



8. Old Business
 1. Annual Meeting Debrief

9. New Business

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

MONROE 2-ORLEANS BOCES

Student Code of Conduct

~~2024-2025-2026~~



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 ~~Boy Scouts of~~ *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 on notice of non-discrimination, visit <https://www2.ed.gov/about/offices/list/ocr/addresses.html> 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 <https://www2.ed.gov/about/offices/list/ocr/complaintprocess.html>. 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 policy 1440 and 6460 related to students 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, 352-2420.

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Code of Conduct

I. Introduction

The Monroe 2-Orleans Board of Cooperative Educational Services (“BOCES”) 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.

“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.

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

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; shiriken; kung-fu star; or a look-a-like weapon; bow, crossbow and 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 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, 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, 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 functions in accordance with the dress code.
11. Accept responsibility for their behavior.
12. Conduct themselves as representatives of the BOCES when participating in or attending BOCES functions; 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 ~~regularly~~ *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.
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 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 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 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 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.
 8. Use cell phones or electronic devices on BOCES property and/or at BOCES functions, only in an appropriate manner in compliance with BOCES policies/procedures.
 9. 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.
 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.

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 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 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 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, remediating, and tracking allegations of bullying.

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 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 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 ~~Engage in~~ 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 disruptive. Any action or actions that result in a delay or interruption of the educational process for themselves and/or other students.~~ Moved to "A" Examples of disruptive conduct include but are not limited to:
- ~~1. Using electronic device(s) for purposes other than instruction.~~
 - ~~2. Engaging in conduct listed in A and B above.~~
 - ~~3. Social media threats to school/program.~~
 - ~~4. Using foul language in class.~~
 - ~~5. Refusing to leave class when instructed.~~ Removed examples as they are listed above.
- 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 will 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 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, 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 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 assure 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 assure 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 assure 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 ~~his~~ *their* person (pat down) or of their belongings. ~~However,~~ *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 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 ~~or~~ *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. ~~Student Lockers, Desks and Other School Storage Places~~ *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, and property* 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. Strip Search

A strip search is a search that requires a student to remove any or all of their clothing, other than an outer coat or jacket. It is permissible for the BOCES official to ask a student to pull up their pants leg up to their knees, turn over their waistband, or lift the shirt forward, and shake. If an authorized BOCES official believes it is necessary to conduct a strip search, the BOCES official may do so only if the search is authorized in advance by the District Superintendent or the BOCES attorney. The only exception to this rule requiring advanced authorization is when the BOCES official believes there is an emergency situation that could threaten the safety of the student or others.

A strip search will not be conducted unless a number of factors have been evaluated. If a strip search is conducted, two BOCES adults will be present, one of the same gender as the student's preference, biological gender, or the gender the student identifies as.

Before conducting a strip search, the authorized BOCES official must consider the nature of the alleged violation, the student's age, the student's record, and the need for such a search.

Authorized BOCES officials will attempt to notify the student's parents/legal guardians by telephone before conducting a strip search or in writing after the fact if the parent/legal guardian could not be reached by telephone prior to the search.

C. 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.

D. Police Involvement in Searches and Interrogations of Students

Authorized BOCES officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police 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 work. Police 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 officials are permitted to question or search any student, the authorized BOCES official or police 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 questioning or search. If the parent/legal guardian can't be contacted, the police will still question the student. The authorized BOCES official will also be present during any police questioning or search of a student on BOCES property or at a BOCES function.

Students who are questioned by police 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.

E. 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 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	BOCES-Wide/ESC	352-2415	tschulte@monroe2boces.org
Lawanda Brown	Westview	617-2439	llbrown@monroe2boces.org
Heather Malone	Exceptional Children Learning Center	617-2320	hmalone@monroe2boces.org
David Liesegang <i>Kerry Macko</i>	Rochester Tech Park	617-2539 <i>617-2447</i>	dliesega@monroe2boces.org <i>kmacko@monroe2boces.org</i>
Rebecca Spence <i>Erin Oliveri</i>	Terry Taylor Elementary	349-5637 <i>315-2297</i>	rspence@monroe2boces.org <i>eoliveri@monroe2boces.org</i>
David Liesegang & <i>Maria Katsetos</i>	Special Education Transition Programs at Slayton Plaza, Roberts Wesleyan, Golisano Children's Hospital (SEARCH) and Paul Road	617-2539 <i>317-2457</i>	dliesega@monroe2boces.org <i>mkatseto@monroe2boces.org</i>
Robert Nells	Ridgecrest Academy	617-2948	rnells@monroe2boces.org
David Thering	WEMOCO	352-2717	dthering@monroe2boces.org
TBD <i>Edward Mongold</i>	Westside Academy	617-2551	<i>emongold@monroe2boces.org</i>

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 ~~wherever they occurring whether~~ 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 ~~materially unreasonably~~ and substantially interferes with the operation of the school or program or ~~impinges on the rights of a student 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 ~~or 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. ~~Bullying is a hostile activity that harms or induces fear through the threat of further aggression.~~ Cyberbullying is harassment or ~~discrimination, or hazing, 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

***Bullying** Prevention programs will be integrated into ~~classroom instruction through the curriculum; provide~~ BOCES-wide training on warning signs of bullying and ~~the responsibility to become actively involved in prevention of bullying before it starts~~ 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.* ~~coordinate, implement, and review trends, investigate, track, and remedy allegations of bullying.~~ The following people are designated as Dignity Act Coordinators:

<u>Name</u>	<u>Building</u>	<u>Phone</u>	<u>E-mail</u>
Thomas Schulte	BOCES-Wide/ESC	352-2415	tschulte@monroe2boces.org
Lawanda Brown	Westview	617-2439	llbrown@monroe2boces.org
Heather Malone	Exceptional Children Learning Center	617-2320	hmalone@monroe2boces.org
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TBD Edward <i>Mongold</i>	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 sent to parents/legal guardians in the parent packet and will be included in the Code of Conduct and 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*.

9. New Business
 2. First Read AdHoc Policies: 6320 Students Records: Access and Challenge, 5420 –Accident/First Aid Treatment

VARIOUS POLICY UPDATES CHART

AD HOC POLICIES AND REGULATION

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

<i>POLICY NUMBER</i>	<i>RATIONALE</i>
5420 Accident/First Aid Treatment	New Policy
6320 Student Records: Access and Challenge	Changes made to reflect the Code and Parent Packet language.

Monroe 2-Orleans BOCES Policy
Series 5000 – Staff
Policy #5420 – ACCIDENT/FIRST AID TREATMENT

Accidents

All accidents and injuries shall be immediately reported to the staff member's program administrator, or their designee who will take appropriate action to enable the staff member to obtain necessary assistance. An accident of a serious nature is to be reported immediately to the District Superintendent/designee. The staff member must complete an Accident Report Form within 24 hours of the accident/injury.

First Aid

The Board authorizes emergency first aid and medical treatment to be rendered to staff by designated and trained medical personnel. First aid includes administering cardiopulmonary resuscitation (CPR), stopping bleeding, use of an automated external defibrillator (AED), and other measures. The BOCES Physician is responsible to oversee the first aid program, supplies, and first aid training. Any non-medically trained staff member who renders such treatment will be in accordance with Good Samaritan Law. A non-medically trained staff member whose job description does not require them to render first aid, may volunteer to be trained to render first aid treatment once they have been preapproved by the employee's supervisor and then by the District Superintendent/designee.

Policy References:

Adopted: -----/2025

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6320 – STUDENT RECORDS: ACCESS AND CHALLENGE

Student Records

~~The BOCES shall comply with the provisions of the “Family Educational Rights and Privacy Act of 1974” (FERPA). Under its provisions, “parents/guardians and noncustodial parent(s), whose rights are not limited by court order or formal agreement, of a student under eighteen (18), or a student who is eighteen (18) years of age or older or who is attending an institution of post-secondary education, have a right to inspect and review any and all official records, files, and data, including all material that is incorporated into each student’s cumulative record folder and intended for school use or to be available to parties outside the school or BOCES and specifically including, but not necessarily limited to, identifying data; academic work completed; level of achievement (grades, standardized achievement test scores); attendance data; scores on standardized intelligence, aptitude, and psychological tests; interest inventory results; health data; family background information; teacher or counselor ratings and observations; and verified reports of serious or recurrent behavior patterns.”~~

Access to Student Records

~~The Board directs that administrative regulations and procedures be formulated to comply with the provisions of federal law relating to the availability of student records. The purpose of such regulations and procedures shall be to make available to the parents/legal guardians of students and noncustodial parent(s)/legal guardian(s) whose rights are not limited by court order or formal agreement, or students who are eighteen (18) years of age or older or who are attending an institution of post-secondary education, student records, and files on students, and to insure the confidentiality of such records with respect to third parties. The regulations will allow disclosure of directory information from a student record in accordance with FERPA and federal law with regard to military recruiters unless the parent/legal guardian/eligible student opts out. Directory information is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. The Board allows for release of limited directory information without parental/legal guardian consent where the federal, state, or local police for any reason seek a student’s address, telephone listing, email address, and/or photograph.~~

~~The BOCES shall publish an annual public notice and in its regulations informing parents/legal guardians or eligible students (i.e., a student eighteen (18) years of age or older or who is attending an institution of post-secondary education) of the BOCES definition of directory information, the parent/legal guardian/eligible student’s right to refuse the release of student directory information, and indication of the time period for their response. Following such public notice and a reasonable response period, the BOCES may release such information without consent.~~

Challenge to Student Records

~~Parents/legal guardians of a student under the age of eighteen (18), or a student who is eighteen (18) years of age or older, or who is attending an institution of post-secondary education, shall have an opportunity for a hearing to challenge the content of the school records, to insure that the records are not inaccurate, misleading, or otherwise in violation of the student’s privacy rights,~~

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6320 – STUDENT RECORDS: ACCESS AND CHALLENGE

~~and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or violation of privacy content.~~

The Family Educational Rights and Privacy Act (“FERPA”) is a federal law that protects the confidentiality of student education records and allows the parent/legal guardian or eligible student the right to review and inspect the student’s education record and prohibits release of the record without consent.

The Board directs the District Superintendent/Designee to create administrative regulations to define the terms in accordance with FERPA, to provide procedures for a parent/legal guardian or eligible student to make a request to inspect and review the education record, the procedure to request an education record be amended, and explain exceptions to disclosure with consent.

In accordance with FERPA, an annual notice informing parents/legal guardians or the eligible student of their rights will be made through a notice in the annual parent packet and through posting the notice and regulation on the BOCES 2 website.

Release of Information to Another Educational Institution

The BOCES may disclose any and all educational records, including disciplinary records and records that were created as a result of a student receiving special education services under Part B of the Individuals with Disabilities Education Act, to another school or postsecondary institution at which the student seeks or intends to enroll is instructed to enroll or is enrolled in, and parental/legal guardian consent is not required for transferring education records; because the annual FERPA notification indicates that such disclosures will be made.

Additionally, upon request, BOCES must provide a copy of the information disclosed and an opportunity for a hearing.

~~Family Educational Rights and Privacy Act of 1974
20 United States Code (U.S.C.) Section 1232(g)
34 Code of Federal Regulations (CFR) Section 300.571
No Child Left Behind Act (ESEA §9528, 20USC §7908, amended by P.L. No. 107-110)
National Defense Authorization Act 10USC §503, amended by §544, P.L. No. 107-110~~

Adopted: 7/13/1999
Revised: 10/21/2009
Revised: 5/9/2012
Revised: 4/17/2013
Revised: 8/19/2015
Reviewed: 9/19/2018
Reviewed: 8/18/2021
Reviewed: 8/21/2024

Revised: _____ 2025

9. New Business
 3. Resolution to Affirm CWD Programs

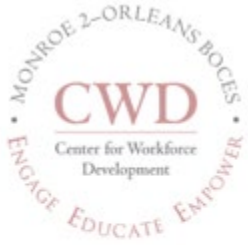


Monroe 2–Orleans
Board of Cooperative Educational Services

Thomas K. Putnam, Ed.D., District Superintendent

Tel: (585) 352-2410

Fax: (585) 352-2442



April 2025

Shawna Gareau-Kurtz

Director

Tel: (585) 349-9100

Fax: (585) 349-9101

sgareau@monroe2boces.org

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) provides reimbursement funding for all documented contact hours for eligible adult students enrolled in high-school equivalency or English for Speakers of Other Languages (ESOL) classes, through a program called Employment Preparation Education (EPE). Additionally, our WIOA grant funding enables us to provide integrated academic support for approved Career & Technical training courses.

Approval of either program is predicated on either the existence of an equivalent secondary Career & Technical Education program offered within the same BOCES (e.g. Dental Assisting or Nurse Assisting) or, where there is no secondary equivalency, local board approval (e.g. Paraprofessional or Commercial Driver's License – Class B). Approval of these programs will expand our ability to prepare students for the workforce, meet WIOA enrollment requirements, and increase EPE revenue potential.

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 2025-26
Commercial Driver'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

Industrial Electrical (name change)	5/2023	108
Machining Fundamentals	5/2023	108
Welding	5/2023	108
Electrical for Construction (name change)	5/2023	108
Manufacturing Process Technology (name change)	5/2023	108
Heating, Ventilation, Air-Conditioning, and Refrigeration	5/2023	108
Dental Office Assisting	5/2023	108
Phlebotomy	11/2021	108

Additionally, I am requesting the Board to approve the following adult Career & Technical Education training programs, which are new for 2025-2026 school year. Draft syllabi with course outlines are attached.

Course Title	Hours of in-person instruction for 205-26
Building Maintenance	108
Bus and Heavy Equipment Maintenance	108

Thank you in advance for considering this request.

Sincerely,

Shawna Gareau-Kurtz
Director - CWD

Course Title: Building Maintenance

Program Length:

108 hours traditional classroom instruction

Plus: **10** hours online coursework

Total: **118** hours of coursework

Class Dates and Times:

TBD

Tuesday & Thursday 5:30 PM-8:30 PM (excluding scheduled holidays and breaks)

Instructors:

TBD

Admission Requirements:

- 18 years of age or older
- High school diploma recommended, not required
- Completion of entrance assessment
- **Expectations:** Attend all classes at their scheduled time.
- Be prepared to learn.
- Complete all coursework, including written work, projects, and assignments outside of class.

Dress Code: Casual Professional

- Long pants are required. Jeans are acceptable.
- Wear clothing that can get dirty.
- No baggy clothing.
- Sneakers or Boots must be worn. No open toed or heeled (above ½ inch) shoes.
- Tops must cover the torso (shoulders, waistline, and chest).
- No dangling earrings, chains, bracelets, or necklaces.
- Clothing with offensive or inappropriate images or language is not allowed.
- Safety goggles are recommended.
- Hair longer than shoulder length should be pulled back and secured.

Classroom Etiquette:

- ***Cell phones must be turned off during class.*** If there are circumstances requiring a cell phone, please discuss this with the instructor before the class.
- Professional courtesy is expected during class.

- Unprofessional behavior is not accepted and may result in dismissal from the course.
- Adult learners must reference and comply with the code of conduct in the Adult Learner Handbook and Code of Conduct, available at:
<https://www.monroe2boces.org/StudentHandbook.aspx>

Course Description:

This part-time **Building Maintenance** program provides a comprehensive introduction to building maintenance and repair equipping students with the basic knowledge and core skills necessary for entry-level employment in residential, commercial, and industrial building maintenance in only 18 weeks.

Through our 'Learn While You Earn' evening classes, students can continue working while gaining essential skills like hand and power tool mastery, framing, insulation, drywall, painting, basic electrical and plumbing, and light heating, ventilation, and air conditioning.

Ideal for career changers, those seeking to enhance existing skills, or anyone eager to explore the field, this program sets the groundwork for success in the building maintenance industry.

Employment Opportunities:

Working as a building maintenance technician in various sectors including residential, commercial, or municipal. Entry-level positions include building/property maintenance technician, general construction laborer, and general maintenance and repair.

For further information, visit:

- U.S (United States). Department of Labor Bureau of Labor Statistics *Occupational Outlook Handbook* <https://www.bls.gov/ooh/>
- O-Net Online and the Bureau of Labor Statistics for details on related positions fare in today's job market: www.onetonline.org
- Dept of Labor Statistics for the Finger Lakes <https://dol.ny.gov/labor-statistics-finger-lakes-region>

Delivery Format

Building Maintenance is taught through a variety of means to accommodate the various learning styles of adult learners. In class formats will include:

- lecture
- independent work
- class discussions
- hands-on projects
- group projects
- worksheets (completed outside of class)
- online assignments (completed outside of class)

- 10 hours of online coursework is required to complete the OSHA Construction Safety certification.

Instructional Materials:

- Access to online OSHA 10 coursework and certification

Course Competencies:

This program ensures instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes. Emphasis is placed on developing employability skills in addition to technical skills. Objectives are reviewed at Occupational Advisory Committees to ensure they are current, and that the coursework is qualitatively and quantitatively relevant.

Technical skill competencies and content

Safety and Tools

- Class/Lab/Shop Safety
- Hand Tools
- Power Tools

Framing and Insulation

- Framing techniques
- Insulation methods and materials

Drywall and Painting

- Drywall installation and repair
- Painting techniques and materials

Basic Electrical

- Basic electrical wiring
- Installation of outlets, switches, and fixtures
- Electrical safety

Basic Plumbing

- Basic plumbing techniques
- Installation and repair of pipes, faucets, and fixtures
- Plumbing safety

Light HVAC

- Basic HVAC system components and configurations
- Inspection and maintenance of HVAC systems
- Understanding of heating, ventilation, and air conditioning principles

Work-related skill competencies

- Productivity and Accountability

- Understands & adheres to work expectations for attendance and punctuality.
 - Produces high quality work.
- Flexibility and Adaptability
 - Works effectively in varied roles and responsibilities.
 - Utilizes feedback to improve work performance.
- Initiative and Self-Direction
 - Identifies, prioritizes, and completes tasks without direct oversight.
 - Seeks to learn and develop new knowledge and skills
- Communication Skills
 - Articulates thoughts, ideas, and concerns clearly and effectively through speaking and writing.
- Critical Thinking and Problem Solving
 - Evaluates various ways of solving a problem.
 - Identifies possible options and their outcomes.
 - Asks questions to determine better solutions.
- Collaboration
 - Shows respect for others' ideas, opinions, and racial & cultural diversity.
 - Effectively works as a member of a team.
- Leadership and Responsibility
 - Takes ownership of one's work, performance, and actions.
 - Responds well to supervision and constructive criticism.

Submitting Assignments:

All assignments should be clearly labeled with the adult learner's name and placed in the appropriate designated area. All assignments are to be turned in on the due date. Adult learners may be allowed to make up any late work at the instructor's discretion.

Assessment of Adult Learner Achievement:

Adult learners will be assessed in a variety of ways. Final grades for the class are pass/fail and based on the student's ability to demonstrate the necessary understanding and skills for the industry.

Competencies will be assessed in the following ways:

- OSHA 10 online coursework completion
- Homework assignments
- Periodic Quizzes
- Ongoing teacher observation of individual's ability to demonstrate technical skills

Defined Content:

Week	Technical Skills Learned and Activities
Week 1	Introduction to Building Maintenance, Class/Lab/Shop Safety, Hand Tools: Identification and Usage, Power Tools: Identification and Usage
Week 2	Framing Techniques, Insulation Methods and Materials, Hands-on Framing and Insulation Activities
Week 3	Drywall Installation, Drywall Repair Techniques, Hands-on Drywall Installation and Repair Activities
Week 4	Painting Techniques, Types of Paints and Materials, Hands-on Painting Activities
Week 5	Basic Electrical Wiring, Installation of Outlets, Switches, and Fixtures, Electrical Safety
Week 6	Basic Plumbing Techniques, Installation and Repair of Pipes, Faucets, and Fixtures, Plumbing Safety
Week 7	Introduction to HVAC Systems, Basic HVAC System Components and Configurations, Inspection and Maintenance of HVAC Systems
Week 8	Advanced HVAC Principles, Understanding Heating, Ventilation, and Air Conditioning, Hands-on HVAC System Activities
Week 9	Building/Equipment ID, Major Building Component ID, Inspection of Building Components
Week 10	Inspecting Doors, Windows, Locks, Hinges, and Fittings, Service and Adjustment Techniques, Hands-on Inspection and Maintenance Activities
Week 11	Inspecting Building Structure for Cracks, Breaks, Corrosion, Distortion, Elongated Holes, Looseness, and Damage, Inspection Techniques, Hands-on Structural Inspection Activities
Week 12	Inspecting Building Hangers, Brackets, and Cross Members, Service and Adjustment Techniques, Hands-on Inspection and Maintenance Activities
Week 13	Plumbing System Components and Configurations, Component Inspection and Testing (Plumbing System), Understanding Water Pressure and Flow
Week 14	Electrical System Components and Configurations, Component Inspection and Testing (Electrical System), Inspecting Wiring, Outlets, Switches, and Fixtures; Determine Needed Action
Week 15	Fire Safety System Components/Configurations (Sprinkler Systems/Fire Alarms/Emergency Lighting), Identifying Fire Safety Performance Problems Caused by the Mechanical/Electrical System, Inspecting Fire Safety System

	Components such as Sprinkler Heads, Alarm Panels, Emergency Lights; Inspecting Service System Components such as Lines, Fittings, Mountings, and Valves
Week 16	Review and Catch-up Week, Hands-on Activities and Practice
Week 17	Final Project Preparation, Practical Application of Skills Learned
Week 18	Final Project Presentation, Evaluation and Feedback, Graduation Ceremony

Employability Profile

Adult learners will be assessed on an employability profile, which evaluates the learner's skill competencies on an ongoing basis throughout the course. Adult Learners must meet or exceed expectations on their individual employability profile in all areas to successfully pass the course and receive a certification of completion. Additional coursework, such as OSHA 10, may be required and should also be recorded on the student's employability profile. Final course grades are recorded on transcripts as "pass" or "fail."

Technical Skill Scale

4	Exceed Expectations
3	Meets Expectations
2	Needs Improvement
1	Unsatisfactory

Work-related skills, such as productivity, accountability, and communication are also recorded on a student's employability profile. While a student may not be denied a certificate for achieving an "R" or "N" in one or more of these areas, consistent lack of work-related skills may influence a learner's overall success in the class and in future employment.

Work Related Skill Scale

A	Always demonstrates work-related skill
S	Sometimes demonstrates work-related skill
R	Rarely demonstrates work-related skill
N	Never demonstrates work-related skill

Response to Student Performance Toward Standards

It is expected that students work diligently toward meeting the academic standards required to successfully complete their program of study. Should an adult learner display difficulty meeting the standards outlines above, a tiered support system will be implemented as outlined below.

- **Tier 1** - Student meets with instructor to discuss challenges and develop an initial improvement plan. Instructor may refer student to CTE support class for additional support.
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- **Tier 4** - Director completes comprehensive review of student performance. Working directly with student and instructor, determines appropriate course of action, up to and including dismissal from program.

Attendance:

The Monroe 2-Orleans BOCES Center for Workforce Development Adult Education faculty and staff are committed to helping you achieve your goals. Your success is directly linked to your attendance, and we expect students to attend 100% of scheduled instruction (in person and online). Missing 10% or more of instruction can negatively impact your performance and result in an inability to demonstrate the necessary knowledge and skills for satisfactory completion of the course.

An adult learner should make every attempt to communicate a planned or expected absence to their instructor, via email, phone message, or in person. In the case of an excused absence or extenuating circumstances, material or activities missed may be made up at the discretion of the instructor. In many cases, activities that require hands-on practice cannot be made-up.

The following tier system outlines the expectations for student attendance and how CWD intends to respond to repeated absences or tardiness.

- **Tier 1:** Student communicates with teacher prior to missed class and discusses how to make up work, if possible. If work is successfully completed, and the instructor has no concerns about the student's skill competency, no referral or documentation is necessary.
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Adult learners may be offered the opportunity to participate in a field trip, job fair, or other off-site experience related to their studies. Adult learners wishing to participate must find their own transportation to and from the event.

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Occupational Advisory Committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being met. These annual committees review the appropriateness of the type of instruction, content, and materials offered within each program to assure that students gain competency with specific skills required for successful completion of the program and future employment.

Refund/Withdrawal Policy:

CWD will provide a full refund to the participant in the event an entire course or program is cancelled by CWD for any reason.

Participants are not eligible for a refund if they:

- are dismissed due to lack of academic progress; commit a violation of the Code or policy (see the Conduct and Dismissal Policy for further information).
- fail to attend three (3) consecutive classes with no prior notification.

Participants wishing to withdraw from a course or program should initiate the process in writing to their student advisor or email at cwdinfo@monroe2boces.org. Tuition liability is based on when CWD receives the written withdrawal request. Requests received during non-business hours (Monday through Friday, 8am to 4:00pm) will be processed on the next business day.

Full and partial refunds can take up to 45 days for processing. Refunds may be issued by check, regardless of the original form of payment.

Refund Policy for Specific Courses:

Online Courses under 10 weeks:

Due to the digital nature of these courses, no refunds will be issued once the participant has purchased the course and online materials have been provided.

In-Person Courses under 10 weeks:

Participants must withdraw prior to the registration deadline to be eligible for a refund. After that date, no refunds will be issued.

In-Person or Online Courses 10 weeks or longer:

Tuition liability is determined according to the schedule below and is calculated based on the date CWD receives the written withdrawal request. Requests received during non-business hours (Monday through Friday, 8am to 4:00pm) will be processed on the next business day.

Notice of Withdrawal Received by CWD = Percent of Refund

- 24 hours prior to the class start = 100%
- By the end of the first week of class = 90%
- By the end of the second week of class = 75%
- By the end of the third week of class = 50%
- By the end of the fourth week of class = 25%
- By the end of the fifth week of class = 0%

Equal Educational Opportunity

It is the policy of this BOCES to provide, through a positive and effective program, equal educational opportunities for all adult learners in admittance to and/or participation in educational courses, programs or activities; school services; and extracurricular events regardless 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.

Special Accommodations:

If an adult learner has a physical, or mental need or limitation, the adult learner should speak with his/her instructor immediately, at least 72 hours before the requested accommodation.

The instructor may need to consult with the CWD Director and/or the ADA Compliance Officer to determine the Americans with Disabilities Act/Section 504 of the Rehabilitation Acts' applicability and engage in the interactive process to determine the reasonableness of the accommodation, if any requested accommodation is reasonable. The ADA Compliance Officer is the Director of Human Resources, 3599 Big Ridge Road, Spencerport, NY 14559, 352-2420.

Course Title: Bus and Heavy Equipment Maintenance

Program Length:

108 hours traditional classroom instruction

Plus: **10** hours online coursework

Total: **118** hours of coursework

Class Dates and Times:

TBD

Tuesday & Thursday 5:30 PM-8:30 PM (excluding scheduled holidays and breaks)

Instructors:

TBD

Admission Requirements:

- 18 years of age or older
- High school diploma recommended, not required
- Completion of entrance assessment
- **Expectations:** Attend all classes at their scheduled time.
- Be prepared to learn.
- Complete all coursework, including written work, projects, and assignments outside of class.

Dress Code: Casual Professional

- Long pants are required. Jeans are acceptable.
- Wear clothing that can get dirty.
- No baggy clothing.
- Sneakers or Boots must be worn. No open toed or heeled (above ½ inch) shoes.
- Tops must cover the torso (shoulders, waistline, and chest).
- No dangling earrings, chains, bracelets, or necklaces.
- Clothing with offensive or inappropriate images or language is not allowed.
- Safety goggles are recommended.
- Hair longer than shoulder length should be pulled back and secured.

Classroom Etiquette:

- ***Cell phones must be turned off during class.*** If there are circumstances requiring a cell phone, please discuss this with the instructor before the class.
- Professional courtesy is expected during class.

- Unprofessional behavior is not accepted and may result in dismissal from the course.
- Adult learners must reference and comply with the code of conduct in the Adult Learner Handbook and Code of Conduct, available at:
<https://www.monroe2boces.org/StudentHandbook.aspx>

Course Description:

In just 18 weeks, the **Bus and Heavy Equipment Maintenance** program equips students with the essential skills and knowledge to inspect, service, and maintain a wide range of buses and heavy equipment. The program emphasizes safety procedures, hands-on training with tools and equipment, and the application of diagnostic techniques for both mechanical and electronic systems.

Through instruction and practical shop experience, students learn about the maintenance and repair of steering, suspension, brake systems, engines, electrical components, and high-voltage systems. The program covers essential tasks such as identifying major vehicle components, conducting thorough inspections, replacing and adjusting critical parts, and troubleshooting advanced systems using diagnostic tools.

Discover if the transportation and heavy equipment maintenance field is right you, receive comprehensive training in key aspects of the trade, connect with local employers, and build a network that sets you on the path to a successful career.

Employment Opportunities:

Work as a bus, heavy equipment, truck, or diesel technician or mechanic in a variety of sectors. Entry-level positions include bus mechanic, fleet mechanic, general repair mechanic, heavy truck mechanic, service technician, and truck mechanic.

For further information, visit:

- U.S (United States). Department of Labor Bureau of Labor Statistics *Occupational Outlook Handbook* <https://www.bls.gov/ooh/>
- O-Net Online and the Bureau of Labor Statistics for details on related positions fare in today's job market: www.onetonline.org
- Dept of Labor Statistics for the Finger Lakes <https://dol.ny.gov/labor-statistics-finger-lakes-region>

Delivery Format

Bus and Heavy Equipment Maintenance is taught through a variety of means to accommodate the various learning styles of adult learners. In class formats will include:

- lecture
- independent work

- class discussions
- hands-on projects
- group projects
- worksheets (completed outside of class)
- online assignments (completed outside of class)
 - 10 hours of online coursework is required to complete the OSHA Construction Safety certification.

Instructional Materials:

- Access to online OSHA 10 coursework and certification

Course Competencies:

This program ensures instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes. Emphasis is placed on developing employability skills in addition to technical skills. Objectives are reviewed at Occupational Advisory Committees to ensure they are current, and that the coursework is qualitatively and quantitatively relevant.

Technical skill competencies and content

Safety and Tools

- Class/Lab/Shop Safety
- Hand Tools
- Power Tools

Vehicle and Component Identification

- Vehicle/Equipment ID
- Major vehicle component ID

Inspection and Maintenance

- Inspect, service, and/or adjust fifth wheel, pivot pins, bushings, locking mechanisms, mounting hardware, air lines, and fittings
- Inspect frame and frame members for cracks, breaks, corrosion, distortion, elongated holes, looseness, and damage
- Inspect frame hangers, brackets, and cross members

Steering System

- Identify steering components and configurations
- Component Inspection and testing (Steering System)
- Understanding of alignment angles

Suspension System

- Identify suspension system components and configurations
- Component inspection and Testing (Suspension System)

- Inspect shock absorbers, bushings, brackets, and mounts; determine needed action

Wheels and Tires

- Inspect tire condition; identify tire wear patterns; measure tread depth; verify tire matching (diameter and tread); inspect valve stem and cap; set tire pressure; verify tire pressure monitoring system (TPMS) operation (if applicable)
- Knowledge of causes for wheel/tire vibration problems (shimmy/pounding/hop/tramp)
- Check wheel mounting hardware; check wheel condition and runout; remove/install wheel/tire assemblies (steering/Drive axle/Tandems); torque fasteners to manufacturer's specification using torque wrench

Brake Systems

- Identify brake system components/configurations (air/hydraulic systems/parking brake/power assist/vehicle dynamic brake systems)
- Identify brake performance problems caused by the mechanical/foundation brake system (air/hydraulic)
- Inspect air supply system components such as compressor/governor/air drier/tanks/lines; inspect service system components such as lines/fittings/mountings/valves (hand brake/trailer control/brake relay/quick release/tractor protection/emergency/spring brake control modulator/pressure relief/safety)

Work-related skill competencies

- Productivity and Accountability
 - Understands & adheres to work expectations for attendance and punctuality.
 - Produces high quality work.
- Flexibility and Adaptability
 - Works effectively in varied roles and responsibilities.
 - Utilizes feedback to improve work performance.
- Initiative and Self-Direction
 - Identifies, prioritizes, and completes tasks without direct oversight.
 - Seeks to learn and develop new knowledge and skills
- Communication Skills
 - Articulates thoughts, ideas, and concerns clearly and effectively through speaking and writing.
- Critical Thinking and Problem Solving
 - Evaluates various ways of solving a problem.
 - Identifies possible options and their outcomes.
 - Asks questions to determine better solutions.
- Collaboration
 - Shows respect for others' ideas, opinions, and racial & cultural diversity.
 - Effectively works as a member of a team.

- Leadership and Responsibility
 - Takes ownership of one's work, performance, and actions.
 - Responds well to supervision and constructive criticism.

Submitting Assignments:

All assignments should be clearly labeled with the adult learner's name and placed in the appropriate designated area. All assignments are to be turned in on the due date. Adult learners may be allowed to make up any late work at the instructor's discretion.

Assessment of Adult Learner Achievement:

Adult learners will be assessed in a variety of ways. Final grades for the class are pass/fail and based on the student's ability to demonstrate the necessary understanding and skills for the industry.

Competencies will be assessed in the following ways:

- OSHA 10 online coursework completion
- Homework assignments
- Periodic Quizzes
- Ongoing teacher observation of individual's ability to demonstrate technical skills

Defined Content:

Week	Technical Skills and Competencies
Week 1	Class Setup and structure, Class/Lab/Shop Safety, Hand Tools, Power Tools, Oxy-Acetylene Torches, Welder, Measuring
Week 2	Vehicle/Equipment ID, Major vehicle component ID, Inspect, service, and/or adjust fifth wheel, pivot pins, bushings, locking mechanisms, mounting hardware, air lines, and fittings, Inspect frame and frame members for cracks, breaks, corrosion, distortion, elongated holes, looseness, and damage, Inspect frame hangers, brackets, and cross members, Check pintle hook and mounting (if applicable), Lifting and jacking
Week 3-4	Steering System, Identify steering components and configurations, Component Inspection and testing, Demonstrate understanding of alignment angles, Check steering wheel for free play, binding, and proper centering; inspect and service steering shaft U- bearings, bushings, and seals; phase steering shaft, Check operation of tilt and telescoping steering column, Check cab mounts, suspension, and ride height, Check power steering pump and gear operation, mountings, lines, and hoses; check fluid

	level and condition; service filter; inspect system for leaks, Flush and refill power steering system; purge air from system, Demonstrate knowledge of poppet valves, Inspect and lubricate tie rod ends, ball joints, kingpins, pitman arms, idler arms, and other steering linkage components
Week 5-6	Suspension System, Identify suspension system components and configurations, Component inspection and Testing, inspect shock absorbers, bushings, brackets, and mounts; determine needed action, Inspect leaf springs, center bolts, clips, pins, bushings, shackles, U-bolts, insulators, brackets, and mounts; determine needed action, Inspect axle and axle aligning devices such as: radius rods, track bars, stabilizer bars, and torque arms: inspect related bushings, mounts, and shims, Inspect tandem suspension equalizer components, Inspect air springs, mounting plates, springs, suspension arms, and bushings, Inspect and test air suspension pressure regulator and height control valves, lines, hoses, dump valves, and fittings, Measure and record ride height
Week 7	Wheels and Tires, Inspect tire condition; identify tire wear patterns; measure tread depth; verify tire matching (diameter and tread); inspect valve stem and cap; set tire pressure; verify tire pressure monitoring system (TPMS) operation (if applicable), Demonstrate knowledge of causes for wheel/tire vibration problems (shimmy/pounding/hop/tramp), Check wheel mounting hardware; check wheel condition and runout; remove/install wheel/tire assemblies (steering/Drive axle/Tandems); torque fasteners to manufacturer's specification using torque wrench, Clean/inspect/lubricate/replace wheel bearings/races/cups; replace seals/wear rings; inspect spindle/tube; inspect/replace retaining hardware; adjust wheel bearings; check hub assembly fluid level/condition; verify end play with dial indicator method, Identify/inspect/replace unitized/preset hub bearing assemblies
Week 8-10	Air Brakes, identify components and configurations, inspect air supply and service systems, verify gauge and alarm operations, perform tests, inspect air compressor, service air drier filter, inspect brake valves, chambers, and adjusters, measure brake drum and rotor, inspect parking brake system, demonstrate knowledge of anti-compounding and electronically applied parking brake systems.
Week 11	Full Shop Day to catch up on tasks or classwork

Week 12-14	<p>Inspect levels of fuel, oil, DEF, and coolant in diesel engines. Identify engine parts like cylinder head, valve train, and lubrication systems. Check electronic wiring, mounts, and crankcase ventilation. Test oil pressure and temperature, perform oil changes, verify coolant status, and test freeze protection. Adjust drive belts and pulleys, recover and refill coolant, inspect cooling systems, and pressure test. Examine air induction, intake manifold, and connections. Inspect fuel tanks, lines, valves, and fittings. Replace fuel filters and bleed system. Understand engine brake operation and check exhaust systems. Evaluate engine performance including noise and vibrations, perform cylinder tests, and use diagnostic tools to reset maintenance monitors.</p>
Week 14-16	<ul style="list-style-type: none"> • Demonstrate knowledge of electrical circuits, including series, parallel, and series-parallel using Ohm's Law principles. • Use digital multimeters and other test equipment to measure voltage, current flow, continuity, and resistance. • Understand causes and effects of shorts, grounds, opens, and resistance issues in circuits. • Trace circuits using wiring diagrams. • Measure parasitic battery drain. • Know the function and testing methods for fusible links, circuit breakers, relays, solenoids, actuators, diodes, and fuses. • Inspect, repair, or replace connectors, seals, terminal ends, and wiring; ensure proper routing and securement. • Diagnose problems with electronic service tools; check and interpret diagnostic codes. • Identify faults in data bus communications network. • Recognize electrical system components and configurations. • Determine battery type and perform state-of-charge and capacity tests. • Clean and inspect battery components; charge battery correctly. • Jump-start vehicles using appropriate methods. • Understand low voltage disconnect systems. • Test and inspect starter systems and control circuit components. • Recognize alternator operation and inspect related components. • Perform charging system tests, including AC ripple test. • Address issues with lighting systems and instrument panel indicators. • Know hazards related to high voltage systems/electric vehicles and respond appropriately.

	<ul style="list-style-type: none"> • Identify high voltage components and follow safety procedures. • Assess hazards before servicing electric vehicles. • Service high voltage systems based on training and qualifications.
Week 17	CDL-B Prep, In-cab inspection, Under hood Inspection, Side of truck inspection, CDL Manual review, Open shop for completing final Tasks
Week 18	Class Finals, Written Final, Final Practical, Open shop for completing final Tasks

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9. New Business
 4. Resolution to approve 2025 Lease Template – Summer Programs

2025 TEMPLATE – SUMMER PROGRAMS LEASE

THIS AGREEMENT OF LEASE made this ____ day of _____, 20__ by and between the **(Name of District)**, a municipal corporation with offices at **(location)**, hereinafter referred to as the “Landlord,” and the BOARD OF COOPERATIVE EDUCATIONAL SERVICES, MONROE-ORLEANS COUNTIES, a municipal corporation, hereinafter referred to as “Tenant”;

WITNESSETH:

The Landlord owns certain buildings located in said District and the Tenant is desirous of leasing a portion of those facilities for use by the Tenant for the purpose of BOCES operational business, instructional and/or academic and/or program purposes, and whereas such a lease has been approved by the Landlord’s Board of Education;

NOW, THEREFORE, in consideration of the rents, covenants, and agreements hereinafter set forth, the Landlord does lease to the Tenant, and the Tenant does lease from the Landlord space with the appurtenances and privileges herein described upon the following terms and conditions:

1. ASSIGNMENT

The parties of this Agreement shall not transfer, assign, subcontract or otherwise dispose of this Agreement or the rights and responsibilities therein without the prior written consent of the other party. Any interest herein may not be assigned by either party to a third party.

The Tenant shall not underlet the premises without the Landlord’s consent unless the underletting is related to the overall Tenant’s purpose as specified in this lease or if such underletting is in connection with a partnership with another public entity with similar purpose of the Tenant.

2. BREACH OF ONE PROVISION

In the event any term or condition of this Lease should be breached by either party and thereafter waived by the other party, such waiver shall be limited to the particular breach so waived and shall not be deemed to waive any other breach either prior or subsequent to the breach so waived.

3. CHANGES, ALTERATIONS

The Tenant shall take good care of the space at its own cost and expense, make any and all interior cosmetic repairs to the space resulting from its occupancy and/or use, normal wear and tear excepted. The Landlord agrees to give thirty (30) days' notice to Tenant with regard to any contemplated structural changes or modifications of the space. The Tenant agrees to provide for repair of broken glass in any exterior windows in Tenant's portion of the space, provided such breakage is caused by Tenant's own gross negligence.

Any space and or alterations/changes which are contemplated by the Tenant, except those which enhance the program or benefit the Landlord, must first be approved by the Landlord in writing within ten (10) days of the Tenant's request. The Landlord is responsible for making any and all structural, HVAC, exterior, plumbing, electrical, and the like changes and/or repairs to the premises. During construction, renovation or the performance of maintenance functions, the Landlord will provide space, if needed, and security for all Tenant's materials, supplies, and equipment.

4. COMPLIANCE WITH LAWS

The Landlord covenants that the leased premises are in compliance with all federal and state regulations and requirements relating to buildings and school buildings including but not limited to occupational safety and health and environment protection, the New York School Asbestos Safety Act, and the Federal Asbestos Hazard Emergency Response Act. The Landlord agrees to maintain the leased premises during the lease term in compliance with all such statutes and regulations at its sole cost and expense. The Landlord shall furnish to the Tenant any and all reports filed with or

received from federal and state governmental agencies, when filed or received, with respect to such matters described in this paragraph.

5. CONFIDENTIALITY

The Landlord and Tenant shall observe and apply the appropriate standard of confidentiality to records and information acquired during the term of the lease or be subject to any and all legal liability. No records shall be disclosed, re-disclosed, or be used for personal gain/benefit. All student and/or staff records, or information gathered in the course of this lease, will be maintained as confidential by Landlord's employees and/or subcontractors in accordance with FERPA & HIPAA.

6. CONFLICT OF INTEREST

The Landlord represents and warrants that neither it nor any of its directors, officers, members, partners, employees or subcontractors, has any interest nor shall they acquire any interest, directly or indirectly with the Tenant, which would or may conflict in any manner or degree with the performance of the services hereunder. The Landlord further represents and warrants that in the performance of this Lease no person having such interest or possible interest shall be employed by Landlord.

7. CONSTRUCTION/AMENDMENTS

All previous oral and/or written understandings and agreements made by and between the parties are merged in this Agreement, which alone fully and completely expresses their agreement. This Lease may not be changed, nor any of its provisions modified or waived, except in writing, signed by all parties to this Lease.

8. CONTACT PERSON

The Landlord shall assign _____ as the contact person to correspond with. Tenant shall assign _____ as the contact person to correspond with.

9. COPIES OF THE LEASE

Several copies of this Lease may be executed by the parties, each of which shall be deemed an original, and all of which together shall constitute one and the same instrument.

10. DANGEROUS CONDITION

Tenant must give Landlord prompt notice of fire, accident, damage or dangerous or defective condition. A dangerous or defective condition includes damage or injury resulting from snow and ice buildup, and/or melting on sidewalks, and parking lots utilized by Tenant. If the space cannot be used because of fire or other casualty, Tenant is not required to pay rent for the time the premises are unusable on the unusable portion of the space. Landlord is responsible to incur costs not covered by Tenant's insurance to repair any damaged portion of the building interior or exterior unless such damage is the result of the Tenant's own gross negligence.

11. DEDUCTION OF RENT

The Tenant will be entitled to deduct from said rent, amounts of expenses and labor costs Tenant incurred to make repairs that were the responsibility of the Landlord and the Landlord failed to rectify within five (5) calendar days of Tenant giving written notice to Landlord.

12. DEFAULT

If after default in payment of rent or violation of any other provisions of this lease, the Tenant moves out or is dispossessed and fails to remove any trade fixtures or other personal property prior to such default, removal, expiration of lease, or prior to the issuance of the final order of execution of the warrant, then and in that event, the said fixtures and property shall be deemed abandoned by the said Tenant and shall become the property of the Landlord except for any fiber optic type cables that have been installed by Tenant. However, the Tenant reserves the right to remove any fixtures and/or materials at the termination of the lease or any extensions thereof.

13. LANDLORD OBLIGATIONS

The Landlord further agrees to provide the following:

- (a) Provide Tenant with outside keys and interior keys as applicable. In the event of loss of keys, the Tenant agrees to inform the Landlord immediately. The Tenant also agrees to pay the cost of replacement of individual keys. If in the judgment of the Landlord and competent police authority the building ought to be re-keyed due to the Tenant's gross negligence or inadvertence, the Tenant agrees to pay the cost of re-keying for the affected areas of the facility. (The cost of re-keying is not to exceed \$500.00.).
- (b) Trash removal and small or bulk items removed associated with the premises.
- (c) Provide all non-structural common area maintenance.
- (d) Maintain fire alarm system and cost associated with such.
- (e) Pay for all heat, water, sewer, electric and all other utilities except telephone.
- (f) Provide adequate parking facilities for Tenant personnel, students and parents near leased space.
- (g) Custodial and janitorial services; landscaping.
- (h) Maintain present fire extinguishers and smoke detectors and cost associated with such.
- (i) Comply with and provide legally required safety drills and fire drills.
- (j) Allow Tenant to peaceably and quietly enjoy the premises.
- (k) Pay all county, state, local property and other taxes associated with the real and personal property.
- (l) Provide at no charge Internet access and/or Wi-Fi access.
- (m) Maintain maintenance and mowing of grounds, grasses and flower beds.
- (n) Provide potable water at the appropriate lead levels.

14. ENTER SPACE

The Tenant agrees that the Landlord, the Landlord's agents and other representatives shall have the right to enter into and upon said space, or any part thereof, with a Tenant representative present, for the purpose of examining and using the same, performing maintenance and custodial

functions or making such repairs or alterations thereon that may be necessary for the safety and preservation thereof.

15. ENTIRE LEASE

This represents the entire lease between the parties. Any previous lease between the parties, oral or in writing, is superseded by this Lease.

16. EXCLUSIVITY

Landlord hereby acknowledges that Tenant is under no obligation to lease from the Landlord its space on an exclusive basis.

17. GOVERNING LAW

This Lease shall be governed by and construed in accordance with the Laws of the State of New York. The County of Monroe in the State of New York is hereby designated as the place of trial for any action or proceeding arising from or connected with this agreement. The Federal District Court for the Western District of New York is designated as the place of trial for any action or proceeding arising from this Lease.

Landlord covenants that its services and all aspects of its business and execution of this Lease are in compliance with any and all federal, state, and local laws and professional ethics standards.

18. HEADINGS

The paragraph headings contained in this Lease have been prepared for convenience of reference only and shall not control, affect the meaning, or be taken as an interpretation of any provision of this Lease.

19. HEALTH AND SAFETY

The Landlord will establish and maintain appropriate standards of health and safety to ensure that students, staff, invitees, attendees, parents, and the community are adequately protected against hazards or activities that may affect their health or safety.

20. INDEMNIFICATION

Tenant agrees to indemnify and hold harmless Landlord, its directors, officers, agents, servants and employees from and against any and all claims, actions or liabilities, damages, costs, judgments, loss, awards, penalties, reasonable attorneys' fees, court costs, expenses and disbursements of any nature whether civil or criminal, for any breach of this Lease, and all willful or negligent acts or omissions by Tenant's employees, students, and/or agents in connection with this Lease.

The Landlord agrees to indemnify and hold harmless Tenant, its directors, officers, agents, servants and employees from and against any and all claims, actions or liabilities, damages, costs, awards, judgments, penalties, expenses, disbursements, reasonable attorneys' fees and court costs, of any nature whether civil or criminal, for any breach of this Lease and any and all willful or negligent acts or omissions by Landlord's employees, agents and/or subcontractors in connection with this Lease including an inappropriate disclosure of confidential student data in violation of FERPA.

21. INDEPENDENT CONTRACTOR

The relationship of the Landlord to Tenant shall be that of independent contractor, and not an employee or part of Tenant. No employee and/or subcontractor of Landlord will hold himself or herself out as an employee of Tenant. Because of the independent contractor status, Tenant will not be responsible for the withholding of taxes, nor for the payment of FICA taxes, not for any insurance coverage, or other similar benefits, required by law to be provided to employees.

All personnel referred to Tenant pursuant to this Lease shall be considered Landlord's employees only. Landlord will assume sole and exclusive responsibility for payment of wages to its personnel for services to Tenant; for withholding appropriate income taxes, paying federal social security taxes and unemployment insurance, and maintaining worker's compensation coverage; and for otherwise discharging its obligation as an employer.

The Landlord will not at any time hold themselves to be an employee of Tenant, instead they are acting as a representative of Tenant at the Tenant's request as an independent contractor.

The relationship between the parties is not permanent; and Provider is not economically dependent on BOCES for work.

22. INSURANCE

The Landlord shall be responsible for securing and providing personal, general, and property liability coverage (with a limit of not less than \$1 million per occurrence and \$2 million aggregate and provide a copy of general liability insurance to Tenant, upon request); and all compensation and benefits to its employees and/or subcontractors engaged under this Lease.

The Tenant shall be responsible for securing and providing personal, general, and property liability coverage (with a limit of not less than \$1 million per occurrence and \$3 million aggregate and provide a copy of general liability insurance to Landlord, upon request); and all compensation and benefits to its employees engaged under this Lease.

The Landlord must show proof, upon request, using documentation applicable to their type of organization, that they have Worker's Compensation insurance coverage for all their employees.

23. INTEGRATION

The Landlord has no vested interest in the Tenant in that they do not have an investment in the facility nor do they realize any profit or loss from the operation of the Tenant's business.

On site or remote work by Landlord will not destroy the independent contractor relationship between Landlord and Tenant.

Landlord's written status report or attendance at Tenant meetings will not destroy the independent contractor relationship between the Landlord and Tenant.

24. INVALID/SEVERABILITY

In the event any provisions of this agreement shall be held invalid, illegal or null and void and unenforceable, the remaining provisions will survive and remain in effect as in the original agreement and shall be valid and binding upon the parties.

25. LOGO

Landlord and Tenant agree each can use the other's name and/or logo in any descriptive or promotional materials of any kind, without first seeking permission from the other.

26. NON-DISCRIMINATION .

BOCES does not discriminate on the basis of age, sex, race, color, national origin, disability, creed, marital status, veteran status, sexual orientation, prior criminal offense, domestic violence victim status, or genetic status in its services, employment, programs or activities and provides equal access to Scouting America and other designated youth groups. The following person 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 on notice of non-discrimination, visit <http://www2.ed.gov/about/offices/list/ocr/addresses.html> 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 <https://www2.ed.gov/about/offices/list/ocr/complaintprocess.html>. 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 policy 1440 and 6460 related to students 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, 349-2420.

27. NON-FUNDING

It is agreed that the BOCES may terminate this agreement and/or reduce the amount paid under this agreement without incurring any penalty and/or future rent payment, with a 30 calendar day written notice in the event that enrollment increases or declines, non-funding by school districts and/or other funding sources (grants), or similar occurrences which cause the continuation of the program to be ceased, paused, abbreviated, impractical, or requests for services change resulting in an increase or decrease of enrollment.

28. NOTICE/SERVICE OF PROCESS

Any notice required or permitted by this Lease shall be made by personal delivery (effective when delivered) or by certified mail, return receipt requested (effective two (2) business days after proper posting) to the addresses first set forth above. Notices and Service of Process sent to the Landlord shall be to the attention of **(NAME)** _____, **(TITLE)** _____. Notices and Service of Process sent to Tenant shall be to the attention of its District Clerk.

29. PART Z CHEMICALS

Landlord will comply with Federal Law with regard to Part Z chemicals and maintain Safety Data Sheets (SDS) on file for any Tenant staff, student, volunteer, parent, invitees, or attendees exposed to Part Z chemicals.

30. PEACEFUL USE

The Tenant's use of facilities shall be limited to those areas as specified in paragraph 33. The Landlord further covenants that the said Tenant on paying the said yearly rent, and performing the covenants aforesaid shall and may peacefully and quietly have, hold and enjoy the said premises for the term aforesaid, provided however, that this covenant shall not be conditioned upon the retention of title to the premises by the Landlord.

31. RENTAL

The Tenant shall pay as and for rent of said premises the rate of (\$ rate) per square foot for a total of (\$total) yearly. The rent is payable in (# of) installments, (\$----) and (\$----) upon invoice from Landlord and payable to the Landlord's School District Treasurer.

32. SALE OF BUILDING

If the building is placed up for sale, Tenant will be provided the right of first refusal. If the building is sold during the term of the lease, the Landlord agrees to require the new Landlord to assume all of the terms and conditions of this lease with Tenant for the duration of the lease.

33. SPACE

The Landlord agrees to lease to Tenant the following space: (State room names or numbers, areas, common areas, and state square footage total).

34. SUBCONTRACTING

Landlord may not engage subcontractors to perform the services under this Lease unless Tenant approves a written request for a subcontractor.

35. TERM

The term of the lease is for (#) years from (date – date).

36. TERMINATION

It is agreed that the Tenant may terminate this lease with a thirty (30) calendar day written notice in the event that enrollment increases or declines, non-funding by component districts or similar occurrences cause continuation of the program to be impractical, or requests for services change resulting in an increase or decrease of enrollment.

This agreement may be terminated at any time with or without cause upon thirty (30) calendar day's written notice by either party to the other party without incurring any future penalty on account of such termination.

37. USAGE

The Tenant may utilize the space for an entire twelve (12) month calendar year, on school breaks, on holidays, and days the Landlord's facilities are otherwise closed.

38. USAGE CHANGES

It is further understood if requests for services change, either an increase or decrease, then the number of rooms leased/rented may be altered provided ten (10) work days written notification is provided to the Landlord. The rent will be changed to reflect the increase or decrease or square footage. In the event of a need for an increase in square footage it is understood that such increase is subject to the availability of space and with the mutual agreement of both parties concerning this additional space.

AND, IT IS MUTUALLY UNDERSTOOD AND AGREED, that the covenants and agreements contained in the within lease shall be binding upon the parties hereto and upon their respective successors, heirs, executors, and administrators.

IN WITNESS WHEREOF, the parties hereto have caused this lease to be executed by their duly authorized officers and their respective seals to be hereunto affixed the day and year first above written.

BOARD OF COOPERATIVE EDUCATIONAL SERVICES (Tenant)

BY _____
Thomas K. Putnam, Ed.D.
District Superintendent
Date _____

(LANDLORD)

BY _____
Superintendent of Schools
Date _____

9. New Business

5. Resolution to Accept Donation from Patricia Lawrence

GIFTS AND DONATIONS

Donor Information:

Company or Individual Name: Patricia Lawrence If Company, Contact Person: _____

Address: 12 Ashton Drive, Rochester, NY 14624

Phone Number: 585-281-9220 E-Mail: plawrenc@monroe2boces.org / patricialawrence21@icloud.com

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

One 18" Delta Scroll Saw with stand, mobile base, and instruction manual.

Is Item(s) in Working Condition: Yes If not, please explain: _____

When can BOCES 2 Staff view the item: Any time after 3:30 or during the day if granted release time from work.

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

Signature of Donor: Patricia Lawrence

Date: April 2, 2025

.....
To Be Completed By BOCES 2 Staff:

Staff Member Name: Patricia Lawrence Dept: Exceptional Children Phone Ext: 2540

Name of staff member to be notified upon Board approval: David Liesegang Phone Ext: 2539

Supervisor name and review: _____

Proposed use of donated item:

Use for direct instruction related to tool safety and use. It is also used for student practice and skill development.

How will the item reduce costs or benefit the program:

The PTP Program will be able to add an additional scroll saw to their carpentry class. This will provide students with more direct access access to the tool, rather than waiting or taking turns with peers

Board Date: 4/23/25


Cabinet Administrator Signature

4/8/25
Date

.....

District Superintendent

Date

Board Action: Accept ☐

Board Action: Reject ☐

Reviewed: 5/15/2024

9. New Business
6. Monroe 2-Orleans BOCES 2023-24 Report Card Review

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

2023-2024 Expenses

2023-2024

Monroe 2-Orleans BOCES

Monroe 2-Orleans BOCES
Board of Cooperative Educational Services
2023-2024 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

TEST DATA DISCLAIMER

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare current year standardized assessment results with results from prior years. Multiple measures are needed to evaluate the effectiveness of educational programs and successfully prepare students for college, careers, and civic engagement.

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 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

Other Career-Related Programs

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

“New Vision”

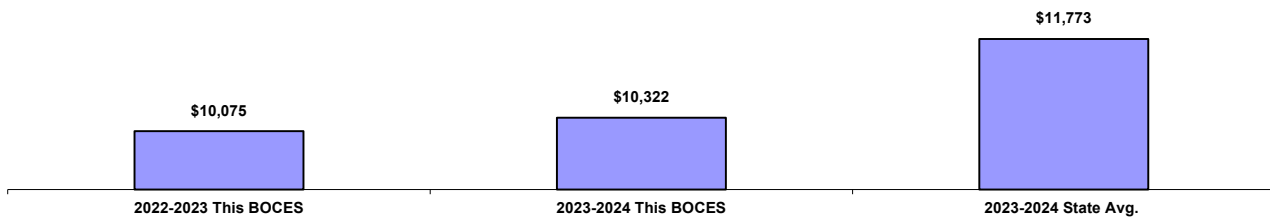
Participated 1 yr of a CTE Program

Other one-year programs

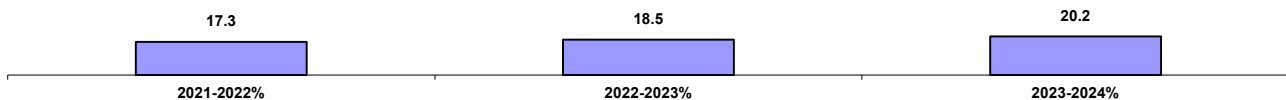
General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
2022-2023	2022-2023	2023-2024	2023-2024
450	154	406	89
271	78	334	107
237	76	317	100
189	29	199	35

24	2	18	0
16	16	27	8
12	16	15	11

Tuition Per Student for CTE Programs
Data Source: 602 Report



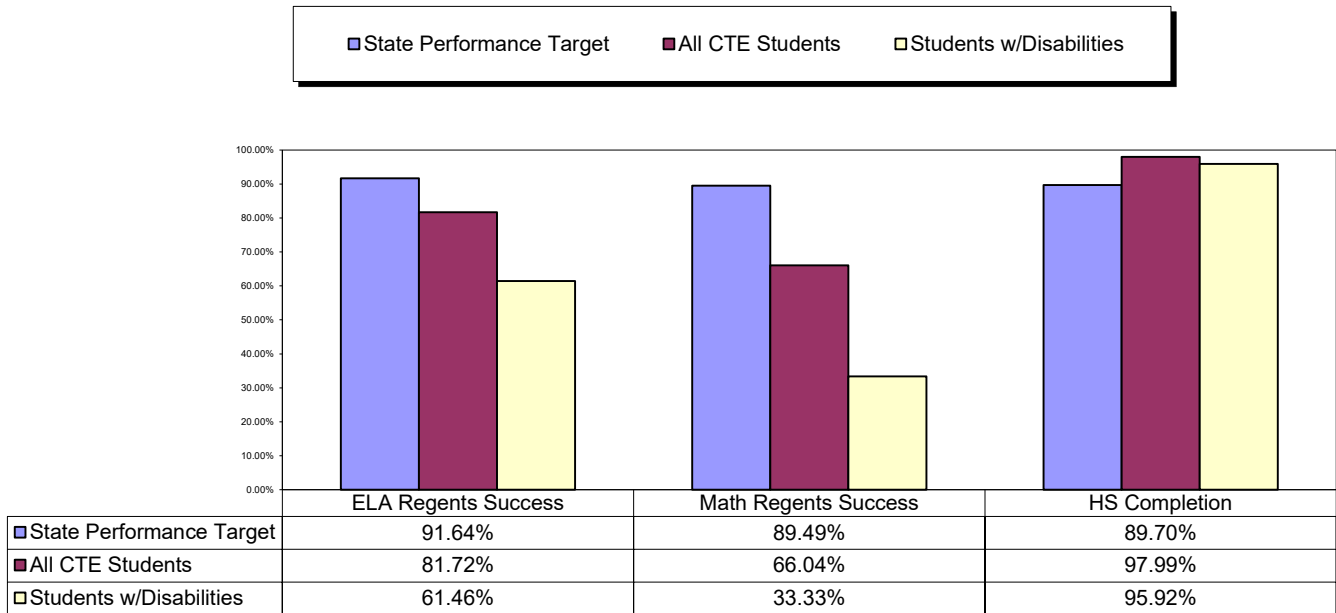
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2022-2023

Data Source: SIRS

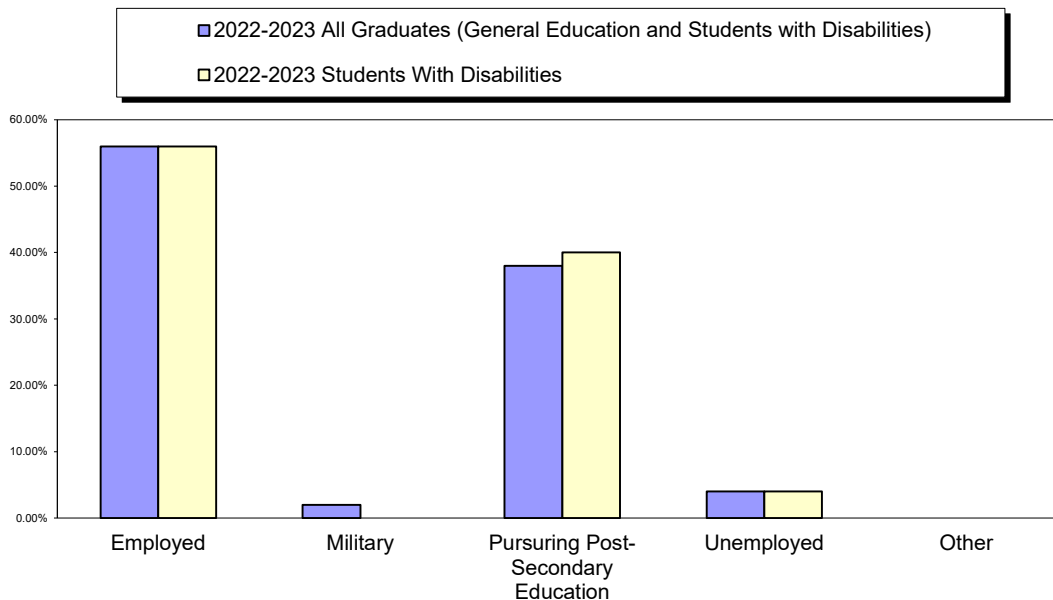


Status of Career and Technical Education (CTE) Students 2022-2023 Placement Outcomes

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
96.3%	79.6 %



**General Educational Development Test (GED Test)
For CTE Students Age 16-18
2023-2024**

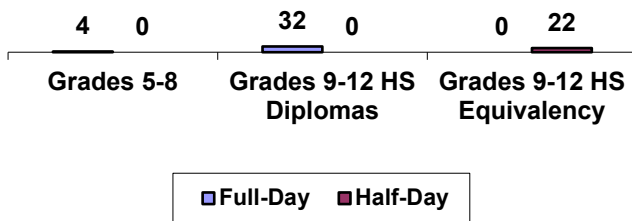
New York State selected the General Educational Development Test (GED® Test) to replace the Test Assessing Secondary Completion (TASC™ Test) as the primary pathway to a New York State High School Equivalency (HSE) Diploma, effective January 2022.

	Grades 9-12 Programs Leading to a GED	
	Half- day	Full- day
Number of students who:		
Enrolled	0	0
Passing Rate of Students Tested	0	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

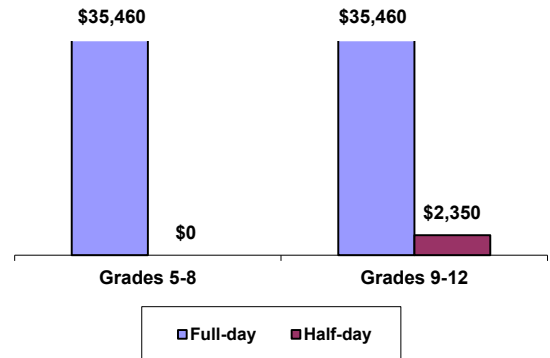
Alternative Education

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, 2024**



2023-2024 Per Student Tuition



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	2	0	2	0	0	0
Remained in the BOCES program	2	0	22	0	8	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	1	0	6	0
Received high school diplomas			7	0		

Alternative Education State Testing Program
2023-2024 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)	5	6	3	14	35.7%	42.9%	21.4%	
Algebra II (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Geometry (CC)	0	0	2	2	0.0%	0.0%	100%	
English Language Arts (CC)	1	0	8	9	11.1%	0.0%	88.9%	
Living Environment	2	1	4	7	28.6%	14.3%	57.1%	
Physical Setting/ Earth Science	1	0	1	2	50%	0.0%	50%	
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 (New Framework)	1	1	3	5	20%	20%	60%	
Global History and Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	
United States History and Government	0	0	5	5	0.0%	0.0%	100%	

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 2022-2023	180	--	--
Continuing Enrollment after 2022-2023	15	8.33%	15.66%
Completed or Left During 2022-2023	165	91.67%	85.42%
Left Prior to Completion During 2022-2023	22	12.22%	12.19%
Completed by the End of 2022-2023	158	87.78%	70.42%
Completed or Left During 2022-2023 and Status Known	151	83.89%	49.40%
Completed/Left/Status Known and Successfully Placed*	142	78.89%	34.79%
Completed but Not seeking Employment	9	5.0%	3.12%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2022-2023	127	70.56%	50.95%
Completed a Non-Traditional Program By the End of 2022-2023	114	63.33%	40.98%
Under-Represented Gender Members Enrolled during 2022-2023	20	11.11%	7.57%
Under-Represented Gender Members Who Completed during 2022-2023	17	9.44%	6.29%

* 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 2023-24 was 305.

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					
	2021-22	2022-23	2023-24	2021-22		2022-23		2023-24	
					Percent		Percent		Percent
Adult Beginning/Intermediate	117	146	114	35	29.9%	72	49.3%	62	54.4%
Adult Secondary (Low)	1	19	16	0	0.0%	11	57.9%	6	37.5%
ESOL	153	160	175	60	39.2%	83	51.9%	97	55.4%

Other Outcomes (2021-22 through 2023-24)

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					
	2021-22	2022-23	2023-24	2021-22		2022-23		2023-24	
					Percent		Percent		Percent
Entered employment	174	219	232	34	19.5%	47	21.5%	102	44%
Retained employment	38	240	189	5	13.2%	99	41.3%	86	45.5%
Obtained secondary or HS equivalency diploma	19	19	5	19	100%	19	100%	5	100%
Entered post-secondary education or training	0	10	8	0	0.0%	10	100%	6	75%

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)

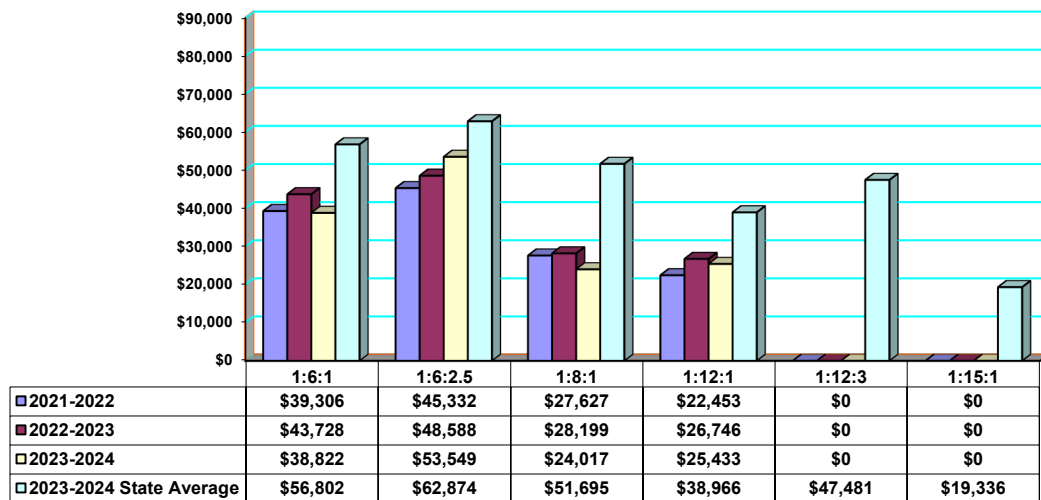
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2021-22	2022-23	2023-2024
8:1:1	23	24	39
12:1+1:3	0	0	0
6:1:1	120	98	106
12:1:1	66	56	58
15:1:1	0	0	0
6:1:2.5	69	70	127

Tuition Rates Per Student 2021-2022 through 2023-2024



Special Education State Testing Program

2023-2024 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	7	2	0	0	9	22.2%	0.0%	0
Grade 4 English Language Arts	5	1	0	0	6	16.7%	0.0%	0
Grade 5 English Language Arts	6	0	0	0	6	0.0%	0.0%	0
Grade 6 English Language Arts	7	0	0	0	7	0.0%	0.0%	0
Grade 7 English Language Arts	7	0	0	0	7	0.0%	0.0%	0
Grade 8 English Language Arts	8	3	0	0	11	27.3%	0.0%	0
Grade 3 Mathematics	8	1	0	0	9	11.0%	0.0%	0
Grade 4 Mathematics	5	1	0	0	6	16.7%	0.0%	0
Grade 5 Mathematics	6	0	0	0	6	0.0%	0.0%	0
Grade 6 Mathematics	8	0	0	0	8	0.0%	0.0%	0
Grade 7 Mathematics	8	1	0	0	9	11.0%	0.0%	0
Grade 8 Mathematics	9	0	0	1	10	10.0%	10.0%	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.)
2023-2024 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 1 (CC)	12	4	5	21	57.2%	19.0%	23.8%	
Algebra 2 (CC)	0	0	1	1	0.0%	0.0%	100%	
Geometry (CC)	0	0	1	1	0.0%	0.0%	100%	
Living Environment	13	0	9	22	59.1%	0.0%	40.9%	
Physical Setting/ Earth Science	0	0	0	0	0.0%	0.0%	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%	
English Language Arts (CC)	15	4	9	28	53.6%	14.3%	32.1%	
Regents ELA	0	0	0	0	0.0%	0.0%	0.0%	
Global History and Geography II (New Framework)	15	4	7	26	57.7%	15.4%	26.9%	
Global History & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	
United States History & Government	5	4	7	16	31.2%	25%	43.8%	

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2023-2024 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	2	1	0	3	100%	33%	
Grade 4 English Language Arts	1	0	1	0	2	50%	50%	
Grade 5 English Language Arts	0	0	1	0	1	100%	100%	
Grade 6 English Language Arts	2	0	1	0	3	33%	33%	
Grade 7 English Language Arts	0	1	3	0	4	100%	75%	
Grade 8 English Language Arts	0	0	3	0	3	100%	100%	
High School English Language Arts	0	5	9	4	18	100%	72.2%	1
Grade 3 Mathematics	0	0	3	0	3	100%	100%	
Grade 4 Mathematics	1	0	1	0	2	50%	50%	
Grade 5 Mathematics	0	0	1	0	1	100%	100%	
Grade 6 Mathematics	1	2	0	0	3	66.7%	0.0%	
Grade 7 Mathematics	0	0	4	0	4	100%	100%	
Grade 8 Mathematics	0	1	2	0	3	100%	66.7%	
High School Mathematics	1	1	11	5	18	94.4%	88.9%	1

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 2023-2024 School Year

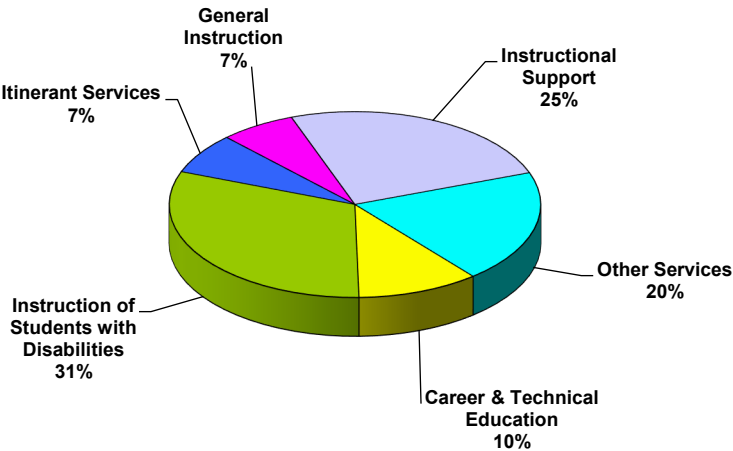
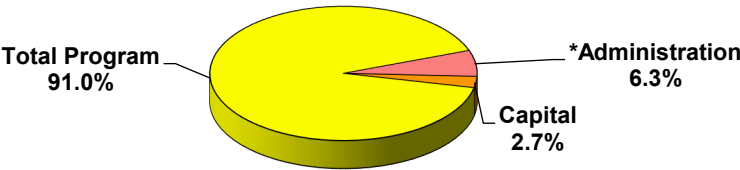
The data in this chart is from BOCES-sponsored professional development and offered by Instructional Support Divisions.

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	34	64	41	39	48	143	12	152	48	47
Instructional Strategies	134	66	67	82	525.5	1347	43	168	76.5	60
Data-Driven Instruction	5.5	1	15.5	68	33	66	15	32	41.5	23
Effective Use of Technology	58.5	33	57.5	57	249.5	458	38	26	142	87
Project Based Learning	0		0		0		0		0	
Parent Engagement	0		0		0		0		0	
RBE-RN	39	329	35	221	355	1504	6	36	115	433
College, Career & Civic Readiness	0		0		0		0		0	
Response to Intervention	0		0		0		0		0	
Early Childhood Education	2	16	2	18	0		0		2	55
Career and Technical Education	0		0		26	32	26	1	26	2
Middle Level Education	0		0		0		0		0	
Special Education Strategies	0		0		8	48	7	11	7	11
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	6	13	121.5	399	0		0		0	
Leadership Development	6	1	36	21	9	19	0		33	69
District & School Strategic Planning	0		0		0		0		0	
Using Data	5.5	19	2.5	9	12.5	83	0		2	5
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	57	73	74.5	162	62	114	26	158	63	104
Social – Emotional Learning	3.5	1	0		20	125	7	160	10.5	10
Other culture/climate	48.25	24	82.75	87	22.75	52	7	9	149.25	205
Safety	16	9	16	16	8	9	7	1	11	34
Other	0		0		3	17	3	1	3	3

2023-2024 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 7,488,381
Capital Expenses.....	\$ 3,208,909
Total Program Expenses.....	\$ 108,400,155
Total Expenses.....	\$ 119,097,445



Monroe 2-Orleans BOCES

Special Education

Special Education Enrollment and Tuition

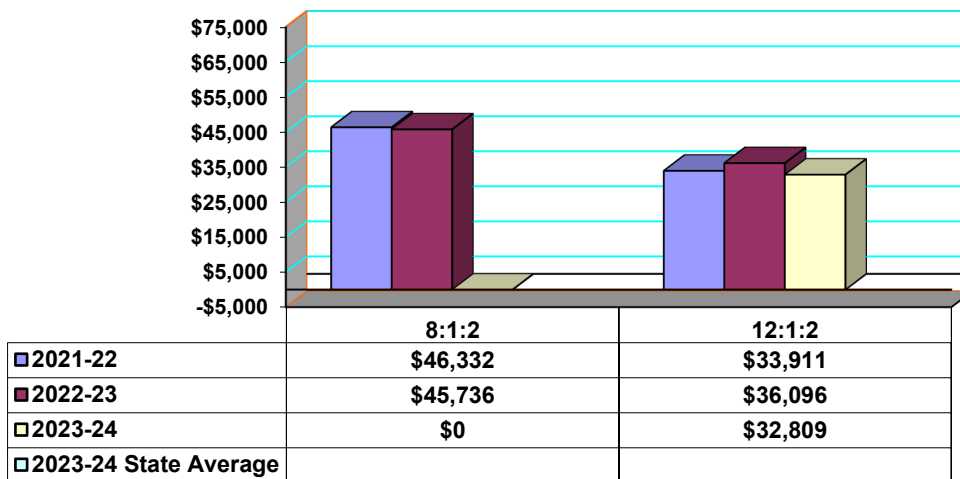
Addendum

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

	2021-22	2022-23	2023-24
8:1:2	47	43	0
12:1:2	45	43	35

Tuition Rates Per Student



10. Personnel and Staffing

1. Resolution to Approve Personnel and Staffing Agenda

10. Personnel and Staffing
 2. Resolution to Create Positions

Be it so hereby resolved that the following positions be created:

- 1.0 FTE Elementary School Principal – Special Education Programs, 12 months/year
- 1.0 FTE Secondary School Principal – Special Education Programs, 12 months/year
- 1.0 FTE Assistant Principal – Special Education Programs, 12 months/year

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.
5. Resolution to Accept Erie 1 BOCES FY 2024 – 2025 Instructional Technology State-Wide Licensing Agreements – Add On #3.

**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 #RFB-2127-25 was opened on March 27, 2025, at 2:00 p.m. My recommendation for the award of this contract is as follows:

Sprague Operating Resources	SC-5 Accounts
100 Elwood Davis Road	<u>Basis/DT</u>
Syracuse, NY 13212	\$0.3100

Bids obtained: 18 Bids returned: 3

Analysis

Sprague Operating Resources has been recommended the award for the basis, or profit, including transportation charges to the local distribution company, RG&E, and for gas supply. The gas supply cost will be market priced.

Funds to be provided from the 2025-26 Operations and Maintenance budget.

April 10, 2025,
Date



Director of Procurement

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

BID RECOMMENDATION

COOPERATIVE FINE PAPER

Bid# RFB-2108-25 was opened on March 6, 2025, at 2:00 p.m. My recommendation for the award of this contract is as follows:

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

Bids obtained: 33


Bids submitted: 9

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 2024-2025 and 2025-2026 budgets.

March 21, 2025,
Date



Director of Procurement

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

BID RECOMMENDATION

COOPERATIVE OFFICE AND CLASSROOM SUPPLIES

Bid # RFB-2109-25 was opened on March 6, 2025, at 2:00 p.m. My recommendation for the award of this contract is as follows:

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

Bids obtained: 94 Bids submitted: 10

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 2024-2025 and 2025-2026 budgets.

April 4, 2025,
Date



Director of Procurement

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

BID RECOMMENDATION FOR COOPERATIVE CALCULATORS

Bid RFB #2110-25 opened on March 6, 2025, at 2:00 p.m. My recommendation for the award of this contract is as follows:

EAI Education: \$140, 895.70

Bids Obtained: 23

Bids Submitted: 4

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 24, 2025,

Date

Director of Procurement

BOARD RESOLUTION

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

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

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

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

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

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

CERTIFICATION

It is hereby certified that the above motion was approved by the

Monroe 2 – Orleans Board at its meeting, duly noticed, held on April 23, 2025.

Dated _____, 2025

Board Clerk

Memo To: NYSITCC Members
From: Robin Kozlowski - Principal Clerk Typist, WNYRIC/Erie 1 BOCES
Date: March 20, 2025
Subject: FY 2024 – 2025 Instructional Technology State-Wide Licensing Agreements – Add On #3

Each year your local Board of Education must pass a resolution to participate in the NYSITCC contracts, managed by Erie 1 BOCES. A single resolution may cover any combination of contracts. However, each contract, with which your center wishes to participate, must be specified in the resolution. The following contracts are currently being negotiated by Erie 1 BOCES.

STEAM Awards

CEED, Inc. dba pi-top - *Pi-top*
CentralReach, LLC - *CR Assessments*
Digital Respons-ability - *Respons-Able Student Online Modules (RSO)*
Learn By Doing Inc. - *Albert.io*
Platform Athletics, LLC - *PLT4M*
ReThink Autism, Inc. - *VizZle*
Securly Inc. - *Securly Classroom*
Springbay Studio Ltd. - *League for Green Leaders*
Think Group Holdings, Inc. dba Frenalytics - *FrenalyticsEDU*
TinkRworks, Inc. - *TinkRworks Kits (TinkRstart, TinkRgo, TinkRzoom)*
YouScience, LLC - *YouScience*

AI in Education

Aha Moments, Inc. - *Goblins*
Brisk Labs Corp. - *Brisk AI Chrome Extension*
Classwork.com dba Work On Learning, Inc. - *Classwork.com*
Nona Ullman, EdTechLive, LLC dba LessonLoop - *LessonLoop*
Koalluh, Inc. dba LitLab.ai - *LitLab.ai (Grab and Go Library, Early Reading Practice, Decodable Generator)*
Learning Innovation Catalyst Inc. (LINC) - *Yourway*
Magic School, Inc. - *MagicSchool*
Noiz Ivy, Inc. dba OYOclass.com - *OYOclass*
PowerSchool Holdings, LLC dba PowerSchool Group, LLC - *PowerBuddy*

Please return the completed resolution to Michelle Okal-Frink and Robin Kozlowski as soon as possible.

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

If you have any questions, please contact Michelle Okal-Frink at 716-821-7200, mokal@e1b.org or Robin Kozlowski at 716-821-7565, rkozlowski@e1b.org.

12. Executive Officer's Reports
 1. Albany D.S. Report
 2. Local Update

13. Committee Reports

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

14. Upcoming Meetings/Calendar Events

Apr 23	Noon	MCSBA District Operations	Strathallan
	6:00 pm	Board Meeting	ESC, Board Room
Apr 29	6:00 pm	Bell Portfolio Celebration	Roberts Wesleyan
Apr 30	5:45 pm	MCSBA Executive Committee	Strathallan
May 1	4:30 pm	MsTD Scholarship Review	ESC, Board Room
May 2	7:30 am	Community Champions	Kodak Center
May 7	4:00 pm	MSCBA Social for all Members	Strathallan
	5:45 pm	MSCBA Board Leadership	Strathallan
May 8	8:00 am	MCSBA Law Conference	Genessee Vally Club
	Noon	Board Officers Meeting	TBD
May 10	2:00 pm	BELL Graduation	Roberts Wesleyan

15. Other Items
16. Executive Session
17. Adjournment