



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

There will be a Regular Meeting of the Monroe 2-Orleans Board of Cooperative Educational Services on Wednesday, August 21, 2024, at 6:00 pm at the Richard E. TenHaken Educational Services Center, 3599 Big Ridge Road, Spencerport, NY 14559

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

BOARD MEMBERS

Dennis Laba, President	Trina Lorentz
R. Charles Phillips, Vice President	Gerald Maar
John Abbott	Michael May
Christa Bowling	James Musshafen
Kathleen Dillon	

AGENDA

1. Call the Meeting to Order
2. Pledge of Allegiance
3. Agenda Item(s) Modifications
4. Approval of Minutes: July 22, 2024 Re-organizational and Regular Meeting Minutes
5. Public Interaction
6. Financial Reports
 1. Resolution to Accept Treasurer's Report
 2. Resolution to Accept WinCap Report
 3. Internal Claims Log
 4. Bi-Annual Educational Foundation Fund Activity Statement
 5. Extra Class Report
 6. Contractor Report
7. Audit Committee Update - Steve Roland
 1. Resolution to Approve Audit Committee Meeting Minutes, July 22, 2024
8. Board Presentation - Department of Exceptional Children Overview -Director Kerry Macko
9. Old Business
 1. 2nd Reading and Resolution to Approve the 2024-25 District-Wide School Safety Plan (S.A.V.E.)
10. New Business
 1. First Reading Policy Series 6000
 2. First Read Policy # 3211- Organizational Chart
 3. Resolution to Approve CTE Equipment Reserve Fund Contribution of \$ 150,000
 4. Resolution to Approve Insurance Reserve Fund Contribution of \$ 300,000

5. Resolution to Approve Liability Reserve Fund Contribution of \$ 100,000
6. Resolution to Approve Retirement Contribution Reserve Fund Contribution of \$1,300,000
7. Resolution to Designate a Voting Delegate and Alternate for New York State School Board Association (NYSSBA) Convention
8. Resolution to Approve 2024-25 Professional Learning Plan

11. Personnel and Staffing
 1. Resolution to Approve Personnel and Staffing Agenda
 2. Resolution to Approve Agreement between School District Claims Auditor and District Superintendent for the period of August 19, 2024 - June 30, 2025
 3. Resolution to Create Position CTE Facilities Assistant
 4. Resolution to approve Substitute, Hourly and Per Diem Pay Rates for 2024-25
 5. Resolution to Certify Lead Evaluator of Teachers

12. Appointments - Resolution to Appoint the following:

Internal Claims Auditor	Vicki Amoroso	\$ 33.50/hr
Medicaid Compliance Officer	Philp Ortolani	no additional compensation

13. Bids/Lease Purchases
 1. Resolution to Accept Cleaning Services for Large Grease Traps Bid
 2. Resolution to Accept Daily Cleaning Services for Monroe 2 - Orleans BOCES Bid
 3. Resolution to Accept Deep Cleaning Services for Classrooms Bid
 4. Resolution to Accept Erie 1 BOCES FY 2024-2025 Instructional Technology State Wide Licensing Agreements, Add-on #1

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

15. Upcoming Meetings/Calendar Events
 - Aug. 21 6:00 pm Board Meeting, ESC Board Room
 - Sept. 2 Labor Day BOCES Closed
 - Sept. 3 7:45 am Opening Day Ceremony, ESC, PDC
 - Sept. 4 Noon MCSBA Legislative Committee Meeting, Strathallan
 - 5:45 pm Board Leadership Meeting, Strathallan
 - Sept. 11 4-6:30 pm MCSBA Information Exchange Committee/Social Strathallan
 - Sept. 12 Noon Board Office Agenda Review
 - Sept. 18 Noon MCSBA District Operations Committee, Strathallan
 - 6:00 pm Board Meeting, ESC Board Room

16. Other Items

17. *Executive Session for the purpose of discussing the employment history of a particular person(s) and particular matter (s) regarding the district-wide school safety plan that which will imperil public safety if disclosed."*

18. Adjournment

1. Call the Meeting to Order

2. Pledge of Allegiance

3. Agenda Item(s) Modifications

4. Approval of Minutes: July 22, 2024 Re-organizational and Regular Meeting Minutes

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

MINUTES

of the Regular Meeting held on Monday, July 22, 2024, at noon at the Richard E. Ten Haken Educational Services Center, 3599 Big Ridge Road, Spencerport, New York 14559

Members Present

Dennis Laba, President

R. Charles Phillips, Vice President

John Abbott

Christa Bowling

Trina Lorentz

Gerry Maar

Michael May

James Musshafen

Absent: Kathleen Dillon

Staff Present

Jo Anne Antonacci

Karen Brown

Amanda Dedie

Kelly Mutschler

Marijo Pearson

Steve Roland

Rich White

Guests: Melanie Dickson

1. Clerk as Temporary Chairperson

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

2. Administration of Oath

Re-Elected Board Members John Abbott (Hilton), Michael May (Spencerport) and newly elected board members Christa Bowling (Kendall) and James Musshafen Wheatland-Chili, together with remaining board members and the District Superintendent were administered the oath. The oaths were filed with the Clerk of the Board.

3. Election of Officers and Administration of Oath

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

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

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

4. Administration of Oath to Elected Officers

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

5. Appointment of Officers, et al.

Resolved: To approve the following appointments for the 2024-25 School year as presented. Items 5.1-5.15 were moved by G. Maar, seconded by J. Abbott; passed unanimously.

1.	Treasurer	Jennifer Talbot	No extra compensation
2.	Assistant Treasurer	Steve Roland	No extra compensation
3.	Clerk of the Board and Alternate	Kelly Mutschler Linda Rice (alternate)	\$ 5,742.82 No extra compensation
4.	Internal Claims Auditor and Alternate	Cynthia Medley-Evanetski Melanie Dickson (alternate)	\$ 28.97/hour No extra compensation
5.	Records Retention and Disposition Officer <i>(Public Officers Law 65-a)</i>	Lisa Soggs	No extra compensation
6.	Records Access Officer <i>(Public Officers Law 87 1(b) ii)</i>	Kelly Mutschler	No extra compensation
7.	Records Management Officer <i>(New York Local Government Records Law, Chapter 737, Laws of 1987, Section 57.19)</i>	Mark Laubacher	No extra compensation
8.	Registrars of Attendance	Emily Rutherford Cynthia M. Hazen-Williams Lorraine Bennett	No extra compensation
9.	Medicaid Compliance Officer	Heather Malone	No extra compensation
10.	Purchasing Agent and Alternates	Wendy Vergamini Deborah Hartung (alternate) Steve Roland (alternate)	No extra compensation
11.	Asbestos Designee	Scott Mason	No extra compensation
12.	FERPA Compliance Officer <i>(Family Educational Rights Privacy Act)</i>	Lynda VanCoske	No extra compensation
13.	Rochester Area Schools Health Plan Designee	Steve Roland Jo Anne Antonacci (alternate thru 8/31/2024) Thomas Putnam (alternate- effective 9/1/2024)	No extra compensation
14.	Rochester Area Schools Health Plan II Designee	Steve Roland Karen Brown (alternate)	No extra compensation

15.	Rochester Area Schools Workers' Compensation Plan Designee	Steve Roland Karen Brown (alternate)	No extra compensation
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6. Administration of Oaths to Appointed Officers

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

7. Additional Appointments:

Resolved: To Approve the following appointments for the 2024-25 school year as follows:

- | | | | |
|-----|---|---|-----------------------|
| 1. | BOCES Attorney | Harris Beach, PLLC | Per rate schedule |
| 2. | BOCES Attorney | Hodgson Russ, LLP | Per rate schedule |
| 3. | BOCES Attorney | Anthony J. Villani, PC | Per rate schedule |
| 4. | BOCES Attorney | Bond, Schoeneck and King | Per rate schedule |
| 5. | Extraclassroom Activity Personnel: | | |
| a. | SkillsUSA Advisor | Jennifer Probst | \$ 1,642.00 |
| b. | Central Treasurer | Allysia Pogel | No extra compensation |
| c. | Faculty Advisor | | No extra compensation |
| d. | National Technical
Honor Society | Melissa Doherty | \$ 619.00 |
| 6. | External Independent
Auditor | Mengel, Metzger, Barr & Co | \$ 35,225.00 |
| 7. | Internal Auditor | Lumsden McCormick, CPA | \$ 16,800.00 |
| 8. | Civil Rights Compliance
Officers
<i>(Title VII, Title IX, ADA & 504)</i> | Karen Brown
Steve Roland | No extra compensation |
| 9. | BOCES Physician | Sarah Irons, MD | \$ 16,000.00 |
| 10. | Nurse Practitioners | Barbara Swanson
Cynthia Lawrence | No extra compensation |
| 11. | Chemical Hygiene Officer
and Alternate | Barbara Swanson
Cynthia Lawrence (alternate) | No extra compensation |
| 12. | Liaison for Homeless
Children & Youth | Phil Ortolani | No extra compensation |
| 13. | Official to Receive Student
Sentence/Adjudication in
Criminal/Juvenile
Delinquency Proceedings | Thomas Schulte | No extra compensation |

- | | | | |
|-----|---|--|-----------------------|
| 14. | Radiation Safety Officer and Alternate | Barbara Swanson
Cynthia Lawrence (alternate) | No extra compensation |
| 15. | Compliance Officer (H.R.) | Karen Brown | No extra compensation |
| 16. | Copyright Officer | James Belair | No extra compensation |
| 17. | Integrated Pest Management Coordinator (IPM)/Pesticide Representative | Travis Sleight | No extra compensation |
| 18. | BOCES-wide Dignity for All Students Act Coordinator | Thomas Schulte | No extra compensation |
| 19. | School-level Dignity for All Students Act Coordinators: | | |
| | Lisa Robinson | Regional Summer School (Hilton High School) | |
| | Scott Mikulski | Regional Summer School (Greece Olympia Academy) | |
| | Dr. John Clifford | Greece Credit Recovery Program | |
| | Suzanne Maxim | Extended School Year Program (Terry Taylor Elementary) | |
| | Robert Nells | Extended School Year Program (Ridgecrest Academy) | |
| | Heather Malone | Preschool | |
| | Lawanda Brown | Westview Exceptional Children | |
| | Heather Malone | Exceptional Children Learning Center | |
| | Maria Tantillo | Rochester Tech Park | |
| | Suzanne Maxim | Special Education District Based and Transition Programs | |
| | Robert Nells | Ridgecrest Academy | |
| | David Thering | WEMOCO | |
| | Ed Mongold | Westside Academy | |
| 20. | Chief Emergency Officer | Douglas Comanzo | No extra compensation |
| 21. | Data Protection Officer | Ray Miller | No extra compensation |

Items 7.1-7.21 were moved together by J.Abbott, seconded by G. Maar; passed unanimously

8. Designations:

Resolved: To Approve the following designations for the 2024-25 school year as presented.
Items 8.1-8.3 were moved by M. May, seconded by J. Abbott; passed unanimously

1. Official Bank Depositories:

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

Name of Institution

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

2. Official newspaper: Democrat and Chronicle
3. Official Bulletin Board for Postings: Main Hallway of Educational Services Center

9. Authorizations:

Resolved: To Approve the following authorizations for the 2023-2024 school year as presented.

Items 9.1-9.9 were moved by G. Maar, seconded by J. Abbott; passed unanimously

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

5. Establishment of Petty Cash and Change Fund in:

		<u>Designated Persons</u>
a. Administration	\$100.00	Melanie Dickson
b. Career/Tech Education (Petty Cash)	\$100.00	Allysia Pogel
c. Career/Tech Education (Change)	\$100.00	Allysia Pogel
d. Career/Tech Education (Change-Food Service)	\$ 30.00	Allysia Pogel
e. Career/Tech Education (Change-Culinary)	\$ 50.00	Allysia Pogel
f. Career/Tech Education (Change-Baking)	\$ 30.00	Allysia Pogel
g. Science Center Office	\$ 75.00	Gina Vaccarella

h. Communications/Technology	\$ 50.00	Lucy Fagan
i. Exceptional Children	\$100.00	Tanya Frank
j. Westside Academy	\$ 50.00	Lorraine Bennett
k. Center for Workforce Development (Change)	\$ 40.00	Nicole Carpenter
l. Café/Coffee Cart(Westview)	\$ 25.00	Kimberly Stephenson

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

10. Bonding of Personnel:

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

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

11. Approval of Advisory Councils’ Membership:

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

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

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

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

1. District Operations Committee - John Abbott/Kathy Dillon
2. Legislation Committee -Kathy Dillon/Dennis Laba
3. Information Exchange Committee - Jim Musshafen/Trina Lorentz

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

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

REGULAR MEETING

1. Public Hearing 2024-25 Monroe 2-Orleans BOCES District-Wide School Safety Plan (SAVE)
There were no public comments

2. Approval of Minutes

1. Resolved: To Approve the Minutes of the following Special Meetings:

- May 7, 2024 Special Meeting Minutes
- May 20, 2024 Special Meeting Minutes
- June 3, 2024 Special Meeting Minutes
- June 10, 2024 Special Meeting Minutes
- June 26, 2024 Special Meeting Minutes

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

2. Resolved: To Approve the Minutes of the June 12, 2024 Regular Meeting
Moved by G. Maar, seconded by J. Abbott; passed unanimously

3. There was no public interaction

4. Financial Reports

Resolved: To Accept the Treasurer's Report as presented

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

Resolved: To Accept the WinCap Reports as presented

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

5. Old Business - there was no old business

6. New Business

1. First Reading 2024-25 District -Wide School Safety Plan (S.A.V.E.) There were no questions

2. Resolved: To Approve SEQRA

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

3. Resolved: To Approve 2024 Capital Project as presented

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

4. WHEREAS the job training programs will be in accordance with Education Law 4602; and
WHEREAS the District Superintendent is charged with the responsibility to ensure the job
training programs for purposes of EPE Funding are conducted in accordance with
applicable New York State Laws and Regulations;

BE IT HEREBY RESOLVED THAT THE Monroe 2 Orleans Board of Cooperative Education
approves the Center for Workforce Development creating and providing the following job
training program: Bus Monitor/Attendant

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

7. Personnel and Staffing

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

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

8. Bids/Lease Purchases

There were no bids or lease/purchases to act on.

9. Executive Officer's Report

The District Superintendent Retreat took place in Buffalo at the end of June. The Blue-Ribbon Commission continues to be a focus in Albany. Assistant Superintendents Dr. Marijo Pearson will work with other JMT BOCES Assistants to host the forums. The Commissioner assigned District Superintendent projects for the coming school year with Preschool rate setting being one that District Superintendent Jo Anne Antonacci sees as a priority. Monroe 2-Orleans BOCES has been able to keep preschool programs going due to the support of the BOCES Board. 2024-2025 DS committee priorities were set.

Friends in our Extended School Year (ESY) program at Westview have been very busy this summer, learning and having fun! Every day is a new exploration of interesting topics, fun adventures and useful life skills. Summer at the Center offers week-long career and technical education summer camps for students entering grades 7-9. Camp Flour Power, Junior Police Academy and Camp Hammer Head ran July 8-12 and Camp International Flavor, Camp Socket and Solder, Camp Style Squad and Camp Farm Life took place July 15-19.

10. Upcoming Meetings/Calendar Events - the various meetings for the month were listed in the agenda
11. Other Items -There were no other items
12. At 1:00 pm a motion was made by M. May to adjourn the meeting to executive session; seconded by J. Abbott; passed unanimously

Respectfully Submitted


Kelly Mutschler
Clerk of the Board

MEMBERS PRESENT

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


Trina Lorentz
Gerry Maar
Michael May
James Musshafen

At 1:30 pm a motion was made by G. Maar, seconded by J. Musshafen to come out of Executive Session; passed unanimously.

13. Adjournment

At 1:31 pm a motion was made by M. May to adjourn the meeting, seconded by J. Abbott, passed unanimously.

Respectfully Submitted,


Jo Anne L. Antonacci
Clerk Pro Tem

5. Public Interaction

6. Financial Reports

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

Monroe 2 - Orleans BOCES

Treasurer's Report

Period Ending June 30, 2024

	GENERAL FUND		SPECIAL AID FUND	
BEGINNING CASH ON HAND		17,668,028.52		586,461.93
RECEIPTS:				
Interest Earned	67,283.09		301.23	
Charges for Services	11,302,137.73		14,514.96	
Non-Contract Services	168,233.31		-	
Collected for Other Funds	-		-	
State, Federal and Local Aid	11,249,794.80		461,301.68	
Transfers from Other Funds	377,496.27		-	
Miscellaneous Funds	99,604.75		1,247.16	
TOTAL RECEIPTS	23,264,549.95	23,264,549.95	477,365.03	477,365.03
DISBURSEMENTS				
Payroll and Benefits	6,113,536.64		950.00	
Warrants	16,621,941.59		88,756.55	
Transfers to Other Funds	-		377,496.27	
Miscellaneous Disbursements	117.52		228.67	
TOTAL DISBURSEMENTS	22,735,595.75	(22,735,595.75)	467,431.49	(467,431.49)
ENDING CASH ON HAND:		18,196,982.72		596,395.47
GENERAL FUND CHECKING		7,563,690.57	SPECIAL AID CHKG - CHASE	593,088.47
GENERAL FUND CLASS		5,423,198.28	SPECIAL AID CHKG - M&T	3,307.00
PAYROLL CHECKING		492,429.67		
DENTAL/FSA ACCOUNT CASH		196,068.45		
GENERAL FUND CD		1,076,866.05		
CASH- LIABILITY RESERVE		367,787.54		
CASH- UNEMPLOYMENT RES		197,869.31		
CASH- CTE RESERVE		68,702.95		
CASH - INSURANCE RESERVE		308,485.20		
TREASURY INVESTMENTS		2,501,884.70		
		18,196,982.72		596,395.47

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

72,930.33

125.87

-

-

-

-

125.87

125.87

-

-

-

-

-

-

73,056.20

B4 SCIENCE

-

GIFT FUND SAVINGS

73,056.20

73,056.20

CAPITAL FUND

3,216,075.98

8,023.57

-

-

-

-

8,023.57

8,023.57

-

-

-

-

-

-

3,224,099.55

CAPITAL FUND CHECKING

587,870.22

CAPITAL FUND INVESTMENTS

2,636,229.33

3,224,099.55

----- 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	16,695,273.34	128,577,470.66	40,367,736.38	309,840.95	185,950,321.33
RECEIPTS:					
Interest Earned	65,838.40	464,402.95	18,271.88	-	
Contributions	1,534,502.22	27,303,192.75	-	190,159.05	
Miscellaneous Funds	-	-	-	-	
TOTAL RECEIPTS	1,600,340.62	27,767,595.70	18,271.88	190,159.05	29,576,367.25
DISBURSEMENTS					
Claims	1,340,203.32	21,599,611.07	440,167.60	280,721.20	
Admin and Other Disbursements	96,365.46	795,974.41	-	-	
TOTAL DISBURSEMENTS	1,436,568.78	22,395,585.48	440,167.60	280,721.20	(24,553,043.06)
ENDING CASH ON HAND:	16,859,045.18	133,949,480.88	39,945,840.66	219,278.80	190,973,645.52
RASHP I CHECKING	4,838,925.74				4,838,925.74
RASHP I SAVINGS / INVESTMENTS	4,616,930.78				4,616,930.78
RASHP II CHECKING		16,565,137.01			16,565,137.01
RASHP II SAVINGS / INVESTMENTS		61,024,895.75			61,024,895.75
RASWC CHECKING			4,245,570.83		4,245,570.83
RASWC SAVINGS / INVESTMENTS			18,977,049.81		18,977,049.81
WFL WC CHECKING				219,278.80	219,278.80
TREASURY INVESTMENTS	7,403,188.66	56,359,448.12	16,723,220.02		80,485,856.80
TOTAL CASH	16,859,045.18	133,949,480.88	39,945,840.66	219,278.80	190,973,645.52

Collateral Analysis	M&T Bank	Five Star Bank	Chase Bank
Bank Totals	31,503,540.46	80,787,608.67	5,612,236.60
<i>Collateral:</i>			
FDIC	500,000.00	250,000.00	250,000.00
Additional FDIC through CD Option	-	64,919,994.95	-
Collateral held by Bank	-	-	18,940,211.55
Collateral held by Third Party	<u>31,953,350.50</u>	<u>16,281,499.22</u>	<u>-</u>
	32,453,350.50	81,451,494.17	19,190,211.55
Over / (Under) Collateralized	949,810.04	663,885.50	13,577,974.95

Treasurer's Notes:

This is to certify that I have received these balances:

Kelly Mutschel
District Clerk

8/15/24
Date

JPO
Assistant Superintendent for Finance and Operations

8/1/24
Date

Jon & Dale Sot
Treasurer

7/15/24
Date

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 06/30/2024

Fiscal Year: 2024

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
0 Administration							
100 SALARIES		1,272,363.00	22,350.00	1,294,713.00	1,286,786.35	0.00	7,926.65
200 EQUIPMENT		15,650.00	25,603.90	41,253.90	33,639.73	0.00	7,614.17
300 SUPPLIES		16,450.00	9,710.60	26,160.60	20,402.23	0.00	5,758.37
400 CONTRACTUAL		429,623.00	842,265.10	1,271,888.10	1,022,915.23	37,350.44	211,622.43
470 Rental of Facilities		2,487,597.00	26,846.10	2,514,443.10	2,208,909.44	0.00	305,533.66
700 INTEREST ON REVENUE NOTES		4,000.00	-4,000.00	0.00	0.00	0.00	0.00
800 EMPLOYEE BENEFITS		644,854.00	-40,487.00	604,367.00	665,444.90	0.00	-61,077.90
899 Oth Post Retirement Benft		6,102,956.00	-761,660.00	5,341,296.00	4,713,974.52	0.00	627,321.48
910 TRANSFER TO CAPITAL FUND		1,000,000.00	0.00	1,000,000.00	1,000,000.00	0.00	0.00
950 TRANSFER FROM O & M		72,806.00	20,000.00	92,806.00	92,806.00	0.00	0.00
960 TRANSFER CHARGE		275,112.00	5,484.22	280,596.22	280,596.22	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		0.00	-733,965.82	-733,965.82	-733,965.82	0.00	0.00
Subtotal of 0 Administration		12,321,411.00	-587,852.90	11,733,558.10	10,591,508.80	37,350.44	1,104,698.86
1 Career Education							
100 SALARIES		5,199,515.00	-202,302.62	4,997,212.38	4,983,102.14	0.00	14,110.24
200 EQUIPMENT		182,075.00	273,980.49	456,055.49	431,269.29	24,297.09	489.11
300 SUPPLIES		522,500.00	165,109.05	687,609.05	647,811.51	6,636.88	33,160.66
400 CONTRACTUAL		463,250.00	541,673.68	1,004,923.68	924,447.60	54,859.70	25,616.38
490 SCH DIST AND OTHER BOCES		12,075.00	-68.38	12,006.62	12,006.62	0.00	0.00
800 EMPLOYEE BENEFITS		2,718,960.00	-490,747.36	2,228,212.64	2,183,543.57	0.00	44,669.07
910 TRANSFER TO CAPITAL FUND		0.00	0.00	0.00	150,000.00	0.00	-150,000.00
950 TRANSFER FROM O & M		1,563,009.00	-42,157.00	1,520,852.00	1,520,852.00	0.00	0.00
960 TRANSFER CHARGE		660,457.00	-28,601.87	631,855.13	631,855.13	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		0.00	-9,555.72	-9,555.72	-9,555.72	0.00	0.00
990 TRANS CREDTS FR OTHER FUND		-500.00	0.00	-500.00	-500.00	0.00	0.00
Subtotal of 1 Career Education		11,321,341.00	207,330.27	11,528,671.27	11,474,832.14	85,793.67	-31,954.54
2 Special Education							
100 SALARIES		6,100,421.00	525,212.99	6,625,633.99	6,234,653.39	0.00	390,980.60
200 EQUIPMENT		39,199.00	281,713.11	320,912.11	165,294.69	118,257.38	37,360.04
300 SUPPLIES		47,113.00	198,041.65	245,154.65	161,994.94	58,679.19	24,480.52
400 CONTRACTUAL		830,232.00	1,403,779.81	2,234,011.81	618,808.19	141,543.82	1,473,659.80
490 SCH DIST AND OTHER BOCES		5,305,044.41	1,275,909.24	6,580,953.65	6,579,325.33	0.00	1,628.32
800 EMPLOYEE BENEFITS		3,699,887.00	485,156.17	4,185,043.17	3,779,019.04	0.00	406,024.13
950 TRANSFER FROM O & M		444,536.00	0.00	444,536.00	444,536.00	0.00	0.00
960 TRANSFER CHARGE		16,995,941.00	-1,141,719.31	15,854,221.69	15,854,221.69	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		0.00	-57,470.10	-57,470.10	-57,470.10	0.00	0.00
Subtotal of 2 Special Education		33,462,373.41	2,970,623.56	36,432,996.97	33,780,383.17	318,480.39	2,334,133.41
3 Itinerent Services							
100 SALARIES		12,223,522.00	-1,718,793.99	10,504,728.01	10,171,946.38	0.00	332,781.63

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 06/30/2024

Fiscal Year: 2024

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
200 EQUIPMENT		97,046.00	24,924.50	121,970.50	117,524.36	200.00	4,246.14
300 SUPPLIES		51,249.00	34,450.75	85,699.75	27,944.60	0.00	57,755.15
400 CONTRACTUAL		604,121.00	-99,320.77	504,800.23	425,254.72	10,716.75	68,828.76
490 SCH DIST AND OTHER BOCES		130,503.17	1,893.20	132,396.37	132,306.37	0.00	90.00
800 EMPLOYEE BENEFITS		6,685,862.00	-797,309.49	5,888,552.51	5,300,691.29	0.00	587,861.22
950 TRANSFER FROM O & M		4,789.00	0.00	4,789.00	4,789.00	0.00	0.00
960 TRANSFER CHARGE		1,416,855.00	97,664.45	1,514,519.45	1,514,519.45	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		-12,303,985.00	2,307,409.48	-9,996,575.52	-9,996,575.52	0.00	0.00
Subtotal of 3 Itinerent Services		8,909,962.17	-149,081.87	8,760,880.30	7,698,400.65	10,916.75	1,051,562.90
4 General Instruction							
100 SALARIES		2,016,483.00	144,973.11	2,161,456.11	1,927,767.53	0.00	233,688.58
200 EQUIPMENT		5,400.00	20,356.19	25,756.19	15,576.40	0.00	10,179.79
300 SUPPLIES		17,528.00	28,119.22	45,647.22	21,594.47	0.00	24,052.75
400 CONTRACTUAL		562,373.00	2,485,997.71	3,048,370.71	2,868,942.49	0.00	179,428.22
490 SCH DIST AND OTHER BOCES		242,652.59	1,058,841.94	1,301,494.53	1,301,432.88	0.00	61.65
800 EMPLOYEE BENEFITS		731,912.00	2,376.36	734,288.36	650,004.13	0.00	84,284.23
950 TRANSFER FROM O & M		185,693.00	-30,482.00	155,211.00	155,211.00	0.00	0.00
960 TRANSFER CHARGE		214,294.00	41,646.40	255,940.40	255,940.40	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		-50,250.00	0.00	-50,250.00	-50,250.00	0.00	0.00
990 TRANS CREDTS FR OTHER FUND		-2,960.00	0.00	-2,960.00	-2,960.00	0.00	0.00
Subtotal of 4 General Instruction		3,923,125.59	3,751,828.93	7,674,954.52	7,143,259.30	0.00	531,695.22
5 Instruction Support							
100 SALARIES		6,135,511.00	202,481.93	6,337,992.93	6,027,314.02	0.00	310,678.91
200 EQUIPMENT		4,703,236.00	4,619,876.18	9,323,112.18	6,895,182.27	1,508,109.22	919,820.69
300 SUPPLIES		894,870.00	622,646.63	1,517,516.63	1,208,636.07	20,744.66	288,135.90
400 CONTRACTUAL		5,620,281.00	4,616,332.88	10,236,613.88	9,481,931.06	243,098.92	511,583.90
490 SCH DIST AND OTHER BOCES		623,219.68	816,220.55	1,439,440.23	1,439,440.23	0.00	0.00
800 EMPLOYEE BENEFITS		2,966,357.00	94,551.78	3,060,908.78	3,047,735.62	0.00	13,173.16
950 TRANSFER FROM O & M		826,867.00	2,500.00	829,367.00	829,367.00	0.00	0.00
960 TRANSFER CHARGE		1,147,287.00	183,792.60	1,331,079.60	1,331,079.60	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		-3,086,596.00	23,766.41	-3,062,829.59	-3,062,829.59	0.00	0.00
990 TRANS CREDTS FR OTHER FUND		-68,649.00	10,672.45	-57,976.55	-57,976.55	0.00	0.00
Subtotal of 5 Instruction Support		19,762,383.68	11,192,841.41	30,955,225.09	27,139,879.73	1,771,952.80	2,043,392.56
6 Other Services							
100 SALARIES		2,600,762.00	-32,749.33	2,568,012.67	2,509,223.08	0.00	58,789.59
200 EQUIPMENT		501,684.00	-63,892.49	437,791.51	367,558.72	764.84	69,467.95
300 SUPPLIES		34,107.00	28,223.84	62,330.84	24,961.04	2,672.15	34,697.65
400 CONTRACTUAL		3,859,688.00	716,606.87	4,576,294.87	3,969,482.19	20,772.04	586,040.64
490 SCH DIST AND OTHER BOCES		7,657,101.82	7,102,864.65	14,759,966.47	14,787,292.08	0.00	-27,325.61
800 EMPLOYEE BENEFITS		1,144,493.00	-14,228.03	1,130,264.97	1,259,001.27	0.00	-128,736.30

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 06/30/2024

Fiscal Year: 2024

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
950	TRANSFER FROM O & M	130,421.00	0.00	130,421.00	130,421.00	0.00	0.00
960	TRANSFER CHARGE	130,425.00	68,213.37	198,638.37	198,638.37	0.00	0.00
970	TR CREDTS FR SERVICE PROGR	-1,972,247.00	-7,963.10	-1,980,210.10	-1,980,210.10	0.00	0.00
990	TRANS CREDTS FR OTHER FUND	-81,159.00	7,500.00	-73,659.00	-73,659.00	0.00	0.00
Subtotal of 6 Other Services		14,005,275.82	7,804,575.78	21,809,851.60	21,192,708.65	24,209.03	592,933.92
7 Undefined							
100	SALARIES	3,716,914.00	327,230.48	4,044,144.48	4,013,751.64	0.00	30,392.84
200	EQUIPMENT	50,375.00	215,943.53	266,318.53	263,889.52	0.00	2,429.01
300	SUPPLIES	230,875.00	27,807.21	258,682.21	238,914.35	0.00	19,767.86
400	CONTRACTUAL	2,036,863.00	230,065.39	2,266,928.39	2,154,003.61	0.00	112,924.78
800	EMPLOYEE BENEFITS	1,781,754.00	-182,256.60	1,599,497.40	1,703,966.10	0.00	-104,468.70
950	TRANSFER FROM O & M	600,828.00	149,911.00	750,739.00	750,739.00	0.00	0.00
960	TRANSFER CHARGE	1,575,456.00	9,995.99	1,585,451.99	1,585,451.99	0.00	0.00
970	TR CREDTS FR SERVICE PROGR	-8,831,698.00	-858,469.00	-9,690,167.00	-9,690,167.00	0.00	0.00
990	TRANS CREDTS FR OTHER FUND	-1,161,367.00	79,772.00	-1,081,595.00	-1,081,595.00	0.00	0.00
Subtotal of 7 Undefined		0.00	0.00	0.00	-61,045.79	0.00	61,045.79
Total GENERAL FUND		103,705,872.67	25,190,265.18	128,896,137.85	118,959,926.65	2,248,703.08	7,687,508.12

MONROE 2 - ORLEANS BOCES

Revenue Status Report As Of: 08/13/2024

Fiscal Year: 2024

Fund: A GENERAL FUND

Revenue Account	Service	Description	Original Estimate	Adjustments	Current Estimate	Year-to-Date	Anticipated Balance	Excess Revenue
0 Administration			12,321,411.00	-587,853.90	11,733,557.10	11,935,968.18	0.00	217,711.08
1 Career Education			11,321,341.00	207,330.27	11,528,671.27	11,346,527.34	3,116.61	10,565.77
2 Special Education			33,462,373.41	2,803,590.16	36,265,963.57	35,992,700.98	414,459.91	188,009.76
3 Itinerent Services			8,909,962.17	-66,906.41	8,843,055.76	8,675,698.24	248,414.80	81,157.28
4 General Instruction			3,923,125.59	3,762,062.56	7,685,188.15	7,442,943.92	275,056.79	55,143.48
5 Instruction Support			19,762,383.68	11,216,691.41	30,979,075.09	30,103,502.37	210,035.82	115,235.42
6 Other Services			14,005,275.82	7,804,575.78	21,809,851.60	22,325,275.72	19,601.00	849,895.85
Total GENERAL FUND			103,705,872.67	25,139,489.87	128,845,362.54	127,822,616.75	1,170,684.93	1,517,718.64

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

These are estimates to balance the budget



THE COMMUNITY FOUNDATION

Monroe 2 - Orleans Educational Foundation Fund

Fund Activity Statement April 01, 2024 through June 30, 2024

Endowment Account	First Quarter	Year To Date
	<u>Apr - Jun 24</u>	<u>Apr - Jun 24</u>
Beginning Balance	\$ 1,914,012.93	\$ 1,914,012.93
Charitable Contributions *	0.00	0.00
Non-Charitable Contributions	0.00	0.00
Gain/(Loss) on Gift Transactions	0.00	0.00
Net Investment Return	(11,755.59)	(11,755.59)
Distributions to Grantmaking Account	0.00	0.00
Administrative Fee	(4,054.51)	(4,054.51)
Other Activity *	0.00	0.00
Ending Balance	<u><u>\$ 1,898,202.83</u></u>	<u><u>\$ 1,898,202.83</u></u>

Grantmaking Account	First Quarter	Year To Date
	<u>Apr - Jun 24</u>	<u>Apr - Jun 24</u>
Beginning Balance	\$ 0.00	\$ 0.00
Charitable Contributions *	0.00	0.00
Non-Charitable Contributions	0.00	0.00
Returned Grants	0.00	0.00
Gain/(Loss) on Gift Transactions	0.00	0.00
Distributions from Endowment	0.00	0.00
Grants *	0.00	0.00
Other Activity *	0.00	0.00
Ending Balance	<u><u>\$ 0.00</u></u>	<u><u>\$ 0.00</u></u>

**Transaction detail attached*

Review Community Foundation investment results anytime at www.racf.org/Financials.

7. Audit Committee Update
Resolution to Approve Audit Committee Meeting Minutes, July 22,
2024



**Finance
Office**

Steve Roland
Assistant Superintendent
for Finance and Operations
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Fax: (585) 352-2756
Email:
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Audit Committee Meeting

July 22, 2024

Members Present: John Abbott, Dennis Laba, Michael May, Chuck Phillips

Others Present: Jo Anne Antonacci, Steve Roland, Tom Zuber

I. External Audit

Tom Zuber (MMB & Co) distributed an Audit Planning summary for the upcoming 23/24 School Year Financial Audit. He stated that they use a Risk-based approach to the Audit; looking at changes in personnel, new programs, compliance requirements (i.e., Purchasing guidelines), fraud risk and mitigation, etc.

Tom also reviewed the new GASB requirements effective for June 30, 2025:

- GASB 101 for Compensated Absences
- GASB 102 for Risk Disclosures

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

The Audit will start the first week of September and we will have our Audited Financials at the October Board meeting.

II. Audit Committee Charter

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

Cc: Board

8. Board Presentation – Department of Exceptional Children
Overview –Director Kerry Macko

DEPARTMENT FOR EXCEPTIONAL CHILDREN

BOARD PRESENTATION

KERRY MACKO, DIRECTOR

SUZANNE MAXIM, ASSISTANT DIRECTOR

8/21/24





AGENDA

PHILOSOPHY

PROGRAM OVERVIEW

The Department for Exceptional Children will provide innovative programs and services to our students with the support, tools, and diverse opportunities to grow into contributing members of society.

We will create dynamic learners who possess social awareness, confidence, and a belief in their ability to succeed through:

- High quality and personalized learning opportunities.**
- Communication and advocacy skills to reach the highest levels of independence.**
- Safe, inclusive, and nurturing school environments for all.**
- Engaging families and communities in a network of support focused on achievement and continual improvement.**



PROGRAM GOALS

Safe and Inclusive Environments
for our students and staff

Consistency in the delivery of
instruction in our programs

Create opportunities for
personalized learning experiences

Develop **innovative programs** for
the future of our student learners

PROGRAMS

Preschool

- **Integrated 6:1:1 & Special Class 8:1:3**

School Age

- **District Based 12:1:2, 8:1:1, 6:1:1, 6:1:2**
- **Center Based 6:1:1, 6:1:2**

Transition

- **12:1:1, 12:1:2, 8:1:1, 6:1:1**

STUDENT ENROLLMENT

TOTAL STUDENT ENROLLMENT: 435

PRESCHOOL: 106

SCHOOL AGE: 329

TRANSITION/ VOCATION/ WBL/ CTE: 157

ITINERANT SUPPORTS: 428

DISTRICTS

COMPONENT: 246

NON-COMPONENT: 83

LEADERSHIP CHART



Director – Kerry Macko



Assistant Director – Suzanne Maxim



Assistant Business Official – Gary Manuse



Coordinator for Human Resources – Shannon Alvarado



Supervisors

Preschool : Heather Malone

Center Based: Lawanda Brown, Rob Nells



Supervisors

District Based: Maria Katsetos, Erin Oliveri, Sarah Warner

Transition: David Liesegang



**PROGRAM
HIGHLIGHT**

MAJOR INITIATIVES

CENTER-BASED PROGRAMMATIC APPROACH MUSIC THERAPY AND ART THERAPY SERVICES



In addition to IEP services, students who need the additional support have the opportunity to participate in art therapy or music therapy without the lengthy evaluation process.



Mental health staff can use music therapy and art therapy providers as additional resources for students.



Center-based sites need consistent providers to build relationships with students and staff in the building.



Services include student interest groups, referral services, and Creative Arts Therapeutic Support.



MTSS

RENEWED FOCUS ON THE FOLLOWING

- USE OF DATA TO INFORM OUR DECISIONS
- INSTRUCTIONAL EXPECTATIONS
- BEHAVIORAL SUPPORTS

FOCUS ON BEHAVIOR SUPPORTS

Behavior Specialists
to support program
needs

Renewed focus on
Proactive Behavioral
Interventions and
Supports



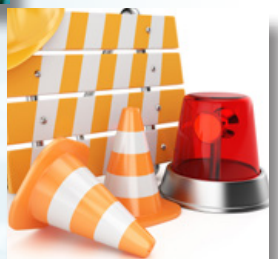
QUESTIONS?

9. Old Business

1. 2nd Reading and Resolution to Approve the 2024-25 District-Wide School Safety Plan (S.A.V.E.)

Monroe 2–Orleans BOCES

DISTRICT-WIDE SCHOOL SAFETY PLAN



2024-2025



Table of Contents

Introduction	1	Medical Emergencies and Mental Health	18
• Summary of Laws		Building-Level Emergency Response Plan (ERP)	19
Risk Reduction/Prevention and Intervention	3	• Plan Development and Maintenance	
• Prevention/Intervention Strategies		• Distribution of the Plan	
• Training, Drills and Exercises		• Record of Distribution	
• Implementation of School Security		Emergency Closings	20
• Vital Educational Agency Information		• Closings Procedure	
• Early Detection of Potentially Violent Behaviors		• Early Dismissal Procedure	
• Hazard Identification		Responses for Specific Emergencies	23
District Resources and Contacts	6	• School Cancellation	
• Emergency Operations Group		• Early Dismissal	
• District Superintendent’s Cabinet		• Evacuation	
• Command Post		• Sheltering Sites (internal and external)	
• District Data and Contacts		• Lockout	
• District-Wide School Safety Team		• Lockdown	
General Response Procedures and Actions for Emergency	7	• Threats of violence	
• Concept of Operations		• Early Warning Signs for Students at Risk of Committing School Violence	
• Organization and Assignment of Responsibilities		• Procedures for Responding to Acts of Violence	
• Direction, Control, and Coordination		• Intruders	
• Information Collection, Analysis and Dissemination		• Armed Student/Intruder	
• Administration, Finance and Logistics		• Kidnapping/Hostage Taking	
• Authorities and References		• Severe Weather	
• Communications		• Civil Disturbance	
• Multi-Hazard Response		• Student Transportation Incident	
• Emergency Notifications		• Gas Leak	
• Responses to Acts of Violence: Implied or Direct Threats		• Bomb Threat	
• Acts of Violence		• Chemical Spill	
• Specific Response Protocols		• Fire/Explosion	
• Obtaining Advice and Assistance from Local Government		• Biological Threat	
• District Resources Available for use in an Emergency		• Radiological Threat	
• Functional Annexes		• Epidemic	
• Crime Scene Management		• Mental Health Warning Signs	
• Emergency Evacuation of Non-Ambulatory Disabled Individuals with Disabilities		Public Health Emergency Continuation of Operations Plan	27
• Accounting for All Persons		• Declaration	
• Family Reunification Plans		• Purpose, Scope, Situation Overview, and Assumptions	
• Crises Occurring Outside of Normal School Hours		• Concept of Operations	
• Procedures for Informing Other Educational Agencies of an Emergency		• Mission Essential Functions	
• Procedures for School Cancellation		• Emergency Remote Instruction Plan (ERI)	
• Procedures for Sheltering Students, Staff, and Visitors		• Essential Functions	
• Continuity of Operations Plan (COOP)		• Reducing Risk Through Remote Work and Staggered Shifts	
• Recovery		• Personal Protective Equipment	
Threat and Hazard Planning Guidelines	16	• Staff Exposures, Cleaning, and Disinfection	
• Introduction and Potential Hazards		• Employee and Contractor Leave	
• Planning Assumptions and Limitations		• Documentation of Work Hours and Locations	
• Initial Response		• Housing for Essential Employees	
		District Resources Inventory	33
		Health and Safety Team	34

Introduction

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

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

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

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

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

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

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

SUMMARY OF LAWS

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

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

Introduction

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

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

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

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

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

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

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

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

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

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

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

Risk Reduction/Prevention and Intervention

A. Prevention/Intervention Strategies

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

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

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

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

B. Training, Drills, and Exercises

Training

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

Multi-Hazard Training

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

Drills and Exercises

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

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

Risk Reduction/Prevention and Intervention

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

C. Implementation of School Security

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

Security Personnel – Hiring and Training

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

Security Personnel – Responsibilities and Authority

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

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

Security Guard Standard Operating Procedures

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

Limited Access

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

Visitor Access

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

Video Surveillance

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

Intrusion Detection

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

Security Review

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

D. Vital Educational Agency Information

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

Risk Reduction/Prevention and Intervention

E. Early Detection of Potentially Violent Behaviors

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

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

F. Hazard Identification

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

District Resources & Contacts

Emergency Operations Group

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

District Superintendent's Cabinet

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

Command Post

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

District Data and Contacts

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

District-Wide School Safety Team

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

Programs Housed in Host Sites

Monroe 2–Orleans BOCES programs that are housed in host sites, such as *component districts*, ~~Gates Chili High School, Spencerport Central Schools,~~ Roberts Wesleyan College, or others, will use the host sites' emergency plans as their Emergency Response Plan.

General Procedures

General Response Actions For Emergencies

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

A. Concept of Operations

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

Implementation of the Incident Command System (ICS)

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

Initial Response

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

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

B. Organization and Assignment of Responsibilities

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

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

Principal/Program Director /Site Supervisor

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

Responsibilities include:

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

Teachers/Substitute Teacher/Student Teachers

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

Responsibilities include:

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

General Procedures

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

Teacher Aides and Student Behavioral Specialists

Responsibilities include:

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

Counselors, Social Workers and School Psychologists

Responsibilities include:

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

School Nurse/Health Assistant

Responsibilities include:

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

Cleaners/Maintenance Staff

Responsibilities include:

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

Principals/Directors/Site Supervisors, Secretaries/Office Secretaries

Responsibilities include:

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

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

Bus/Van Drivers

Responsibilities include:

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

Other Staff/Security

Responsibilities include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

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

Parents/Guardians

Responsibilities include:

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

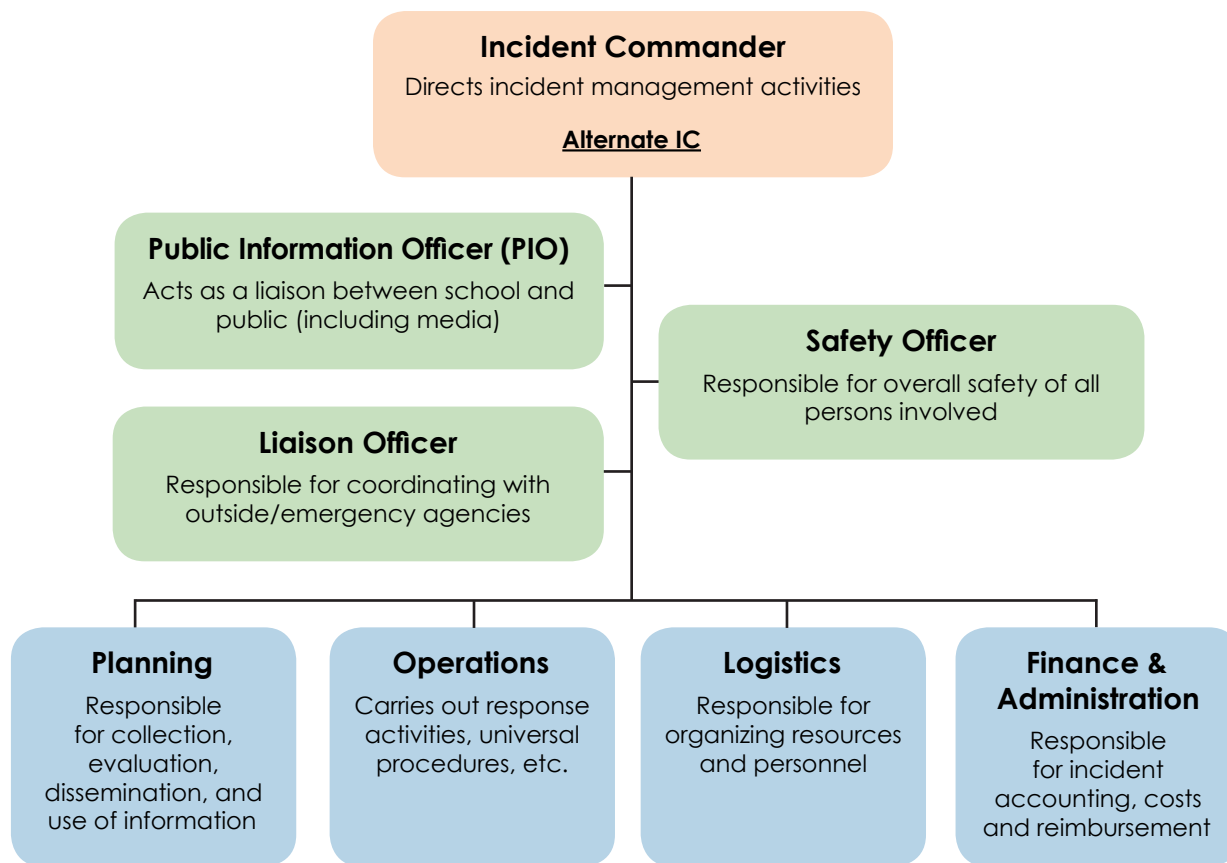
C. Direction, Control, and Coordination

School Incident Command System

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

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

General Procedures



School Incident Command System (ICS) Roles Defined

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

Incident Command

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

Responsibilities and duties include:

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

Planning Section

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

Responsibilities and duties include:

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

Operations Section

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

Responsibilities and duties include:

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

General Procedures

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

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

Logistics Section

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

Responsibilities and duties include:

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

Finance/Administration Section

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

Responsibilities and duties include:

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

Coordination with Responders

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

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

Source and Use of Resources

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

D. Information Collection, Analysis and Dissemination

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

Types of Information

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

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

Information Documentation

The assigned staff member will document the information gathered including:

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

E. Administration, Finance and Logistics

Agreements and Contracts

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

General Procedures

Documentation

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

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

Incident Costs

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

Preservation of Records

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

F. Authorities and References

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

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

G. Communications

Communication Between School and Emergency Responders

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

Internal Communications

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

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

Communication Between School Officials and Staff Members

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

Communication Between Building Officials and Students

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

External Communications

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

General Procedures

Communication with Parents

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

Communication with the Media

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

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

H. Multi-Hazard Response

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

The building principal/director/site supervisor or their designee is designated as the Incident Commander of their school during a crisis situation until relieved by a higher authority. The principal/director/site supervisor will provide leadership, organize activities and disseminate information with the assistance of the school's Emergency Operations Group or Chief Emergency Officer.

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

I. Emergency Notifications

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

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

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

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

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

General Procedures

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

K. Acts of Violence

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

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

L. Specific Response Protocols

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

M. Obtaining Advice and Assistance from the Local Government

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

N. District Resources Available for Use in an Emergency

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

O. Functional Annexes

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

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

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

P. Crime Scene Management

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

Actions

Respond

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

Evaluate

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

- Identify involved parties
- Be aware of weapons, hazards, and potential evidence
- Don’t touch anything unless absolutely necessary to preserve safety

Secure

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

Protect

- Safeguard the scene – limit and document any people entering the area
- Don’t use phones or bathrooms within the crime scene area
- Don’t eat, drink or smoke in the crime scene area

General Procedures

Observe

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

Notify

- Call 911 if not already called or police are not on scene

Document

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

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

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

R. Accounting for All Persons

The Building-Level ERP has procedures in place to:

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

S. Family Reunification Plans

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

T. Crises Occurring Outside of Normal School Hours

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

U. Procedures for Informing Other Educational Agencies of an Emergency

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

V. Procedures for School Cancellation

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

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

W. Procedures for Sheltering Students, Staff, and Visitors

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

General Procedures

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

X. Continuity of Operations Plan (COOP)

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

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

Y. Recovery

District Support for Buildings

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

Disaster Mental Health Services

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

Review and Debriefing

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

Post-Incident Response

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

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

Trauma, Illness, and Grief (TIG) Team

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

Threat And Hazard Planning Guidelines

A. Introduction of Potential Hazards

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

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

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

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

- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident
- The plan becomes larger and more difficult for users to comprehend

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

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

Threat and Hazard Type	Examples
Natural Hazards	<ul style="list-style-type: none"> • Earthquakes • Tornadoes • Lightning • Severe wind • Hurricanes • Floods • Wildfires • Extreme temperatures • Landslides or mudslides • Winter precipitation • Wildlife
Technological Hazards	<ul style="list-style-type: none"> • Explosions or accidental release of toxins from industrial plants • Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials releases from major highways or railroads • Radiological releases from nuclear power stations • Dam failure • Power failure • Water failure
Biological Hazards	<ul style="list-style-type: none"> • Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, Staphylococcus aureus, and meningitis • Contaminated food outbreaks, including Salmonella, botulism, and E. coli • Toxic materials present in school laboratories
Adversarial, Incidental, and Human-caused Threats	<ul style="list-style-type: none"> • Fire • Active shooters • Criminal threats or actions • Gang violence • Bomb threats • Domestic violence and abuse • Suicide

Threat And Hazard Planning Guidelines

B. Planning Assumptions and Limitations

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

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

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

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

C. Initial Response

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

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

Medical Emergencies And Mental Health

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

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

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

Building-Level Emergency Response Plans (ERP)

Introductory Material

Plan Development and Maintenance

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

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

Distribution of the Plan

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

Send Building Level Safety Plans to:

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

Or by email to:

info@safeschools.ny.gov

Record of Distribution

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

Emergency Closings

A. Closings Procedures

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

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

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

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

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

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

B. Early Dismissal Procedures

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

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

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

General Emergency Response Planning

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

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

1) School Cancellation Procedures:

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

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

2) Early Dismissal Procedures:

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

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

Emergency Closings

3) Evacuation Procedures:

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

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

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

4) Lockout:

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

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

Lockout Objectives

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

Lockout Procedures

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

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

Steps to implement lockout after a possible threat has been identified:

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

5) Lockdown

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

Lockdown Objectives

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

Lockdown Response

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

Emergency Closings

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

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

6) Shelter in Place

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

Shelter in Place Objectives

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

Shelter in Place Response

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

For a Specific Bomb Threat:

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

For a Weather-Related Situation:

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

(7) Hold in Place

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

Hold in Place Objectives:

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

Hold in Place Procedures:

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

Execute Hold in Place

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

Section III: Response for Specific Emergencies

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

A. Threats of Violence

Threats of violence to the school, staff or students are seriously considered. Administration and local authorities will be contacted for all threats.

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

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

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

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

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

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

Early Warning Signs for Students at Risk:

1. Social withdrawal
2. Excessive feelings of isolation and being alone
3. Excessive feelings of rejection
4. Having been a victim of violence
5. Feelings of being picked on and persecuted
6. Low interest in school/poor academic performance
7. Expression of violence in writings and drawings
8. Uncontrolled anger
9. Impulsive or chronic hitting, intimidating, and bullying
10. History of discipline problems
11. Past history of violent/aggressive behavior and/or violence toward peers
12. Intolerance for differences/prejudices
13. Drug and/or alcohol use

14. Caregivers have a history of drugs/alcohol involvement
15. Peer group reinforces antisocial behaviors
16. Learned attitudes accepting aggressive behavior as “normal” and effective in solving problems
17. High level of violence in the home, neighborhood, or media
18. Poor attendance and numerous school suspensions
19. Affiliation with gangs
20. Difficulty with social skills and poor peer relations
21. Easily influenced by others/tendency to copycat
22. History of parental rejection, inconsistent discipline and lack of supervision
23. Difficulty controlling impulses and emotions
24. Inappropriate access to, possession of, and use of firearms
25. Serious threats of violence
26. Poor personal hygiene
27. Cruelty to animals
28. Setting of fires
29. Lack of remorse or empathy others

Imminent Warning Signs:

1. Serious physical fighting with peers or family members
2. Severe destruction of property
3. Severe rage for minor reasons
4. Detailed threats of lethal violence
5. Possession and/use of firearms and other weapons
6. Self-injurious behaviors or suicide threats/expressions of hopelessness
7. Irrational beliefs and ideas
8. Verbal, non-verbal, or written threats or intimidation
9. Fascination with weaponry/bombs and/or violent acts
10. Expression of plan to hurt self or others
11. Externalization of blame
12. Unreciprocated romantic obsession
13. Fear reaction among fellow students or faculty
14. Drastic changes in belief systems
15. New or increased stress at home or school
16. Inability to take criticism
17. Feelings of being victimized
18. Intoxication from alcohol or drugs
19. Violence toward inanimate objects
20. Steals or sabotages projects or equipment
21. Lack of concern for the safety of others

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

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

D. Procedures for Responding to Acts of Violence

1. Student fight

a) Staff responsibilities:

1. If the student fight involves a physical confrontation, the staff member(s) should use their best judgment regarding their own ability to manage the student and proceed accordingly

Response for Specific Emergencies

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

b) Building/Program Administrator’s responsibilities:

1. Assess the situation and intervene if requested by staff.
2. Send all available staff to the area to demonstrate a show of force.
3. Call 911 if students refuse to cooperate.
4. If necessary, call the District Superintendent’s office who will ensure that the necessary administrators are notified, from among the following:
 - Operations & Maintenance
 - Business/Administration
 - Safety/Security
 - Media Relations
5. Assist police in any way requested.
6. Follow disciplinary action according to the Monroe 2–Orleans BOCES Code of Conduct.
7. File an incident report.

2. Intruders

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

Directives to all staff:

- Determine whether the person is a legitimate visitor or a threat to school safety
- Escort all visitors to the office to sign-in
- If a person is suspected of posing a threat:
 - Immediately contact the building/program administrator who will call 911 for the police

- building/program administrator will initiate the school lockdown procedure as outlined by the Monroe 2–Orleans BOCES District-Wide Safety Plan.
- Do not engage in a violent confrontation. Take every other step to ensure your safety and that of students
- Identify the person, their location and note if any weapons visible
- Contain the situation and, if possible, remove all innocent persons

3. Armed Student/Intruder

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

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

4. Kidnapping/Hostage Taking

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

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

If you are taken hostage:

- Don’t force the issue physically or mentally, keep a distance; don’t make quick moves
- Change your mindset from one of authority to hostage
- Stay calm
- Do not become a spokesperson for the system
- Do not defend the system/school
- Do not negotiate, dictate, confront, antagonize, defend or plead

Response for Specific Emergencies

- Make yourself human. For example, talk about your wife, husband, children, etc. If you are seen as a human being and less like a stranger the potential for injury decreases
- Carefully evaluate an escape plan. Any escape does have the potential to cause injury to you and others

5. Severe Weather

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

6. Civil Disturbance

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

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

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

7. Student Transportation Incident

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

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

The transportation director/supervisor will notify the district office of the incident and then drive out to accident scene. The district office will contact the Building/Program Administrator. The transportation director/supervisor will update the district administration on a frequent basis. If the

students need to be transported to the hospital, the District Superintendent will assign a designee to go to the hospital to be on-site. A collaborative decision by the component district and Monroe 2–Orleans BOCES will be made regarding parent notification of children who are injured or will be late in arriving home.

8. Gas Leak Procedure

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

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

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

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

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

9. Bomb Threat

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

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

10. Chemical Spill

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

Response for Specific Emergencies

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

11. Fire/Explosion

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

12. Biological Threat

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

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

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

13. Radiological Threat

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

The building/program administrator will notify staff and follow procedures as advised by the county coordinator. Procedures will most likely be shelter in place or early dismissal. Schools within 10 miles may need to coordinate with the potential source.

14. Epidemic

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

15. Mental Health Warning Signs

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

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

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

Possible actions include:

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

Declaration

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

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

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

Purpose, Scope, Situation Overview, and Assumptions

Purpose

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

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

Scope

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

Situation Overview

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

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

- Washing hands with soap and water or use of hand sanitizer frequently, including:
 - After using the restroom
 - After returning from a public outing
 - After touching/disposing of garbage
 - After using public computers, touching public tables, and countertops, etc.
- Practicing social distancing whenever possible
- Wearing a mask or acceptable face covering at all times when social distancing cannot be maintained

- If you are feeling ill or have a fever, notify your supervisor immediately and go home
- If you start to experience coughing or sneezing, step away from people and cough or sneeze into the crook of your arm or a tissue; the latter of which should be disposed of immediately
- Other guidance which may be published by the CDC, the State Department of Health, or County health officials.

Planning Assumptions

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

The following assumptions have been made in the development of this plan:

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

Concept of Operations

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

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

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

Mission Essential Functions

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

Essential functions are those functions that enable an organization to:

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

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

Emergency Remote Instruction Plan

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

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

Public Health Emergency Continuation of Operations Plan

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

Reducing Risk Through Remote Work and Staggered Shifts

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

Remote Work Protocols

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

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

Staggered Shifts

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

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

Personal Protective Equipment

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

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

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

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

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

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

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

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

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

1. Daily Screening

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

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

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

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

2. If Employee Becomes Ill at Work

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

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

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

Cleaning and Disinfecting

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

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

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

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

Employee and Contractor Leave

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

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

Documentation of Work Hours and Locations

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

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

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

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

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

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

Housing for Essential Employees

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

District Resources Inventory

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

A. Heavy Equipment Inventory/Vehicle Inventory

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

B. Fuel Inventory

~~Two~~ *Four* Tanks:

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

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

C. Dining Room Capacities/Inventory Summary

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

Health and Safety Team

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

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

2024-2025 BOCES Board

John Abbott

~~Cindy Dawson~~ **James Musshafen**

Kathleen Dillon

Dennis Laba

Trina Lorentz

Gerald Maar

Michael May

R. Charles Phillips

~~Heather Pyke~~ **Christa Bowling**

District Superintendent

~~Jo Anne L. Antonacci~~

Dr. Thomas K Putnam

Chief Emergency Officer

Douglas Comanzo

Your Educational Partner of Choice

BOCES 2

10. New Business
 1. First Reading Policy Series 6000

VARIOUS POLICY UPDATES CHART

6000 Series

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

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

NOTE: Pronouns were updated as well as changes to this series where applicable as follows: child to student, BOCES Code to Code, BOCES Board to Board, no apostrophe after BOCES, and parent to parent/legal guardian.

<i>POLICY NUMBER</i>	<i>RATIONALE</i>
6110 Comprehensive Student Attendance Policy	POLICY NOT INCLUDED. DO NOT REVIEW. Policy is part of the Annual Policies which were reviewed at the May Board meeting.
6120 Student Referral and Placement	Review
6130 Non-Resident Students	Review
6140 Pregnant and Married Students	Review
6150 Tuition Charges for District Students Enrolled Outside the BOCES	Review
6209 Physical Restraint and Corporal Punishment	Review
6210 Student Conduct	POLICY NOT INCLUDED. DO NOT REVIEW. Policy is part of the Annual Policies which were reviewed at the May Board meeting.
6212 Student Discipline, Suspension and Corporal Punishment	POLICY NOT INCLUDED. DO NOT REVIEW. Policy is part of the Annual Policies which were reviewed at the May Board meeting.
6213 Loss or Destruction of BOCES Property	Review

VARIOUS POLICY UPDATES CHART

6000 Series

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POLICY NUMBER	RATIONALE
6214 Children's Internet Protection Act (CIPA) and Student Use of Computerized Information Resources	Reviewed by Ray Miller - no suggested changes.
6215 Student Dress Code	Review
6220 Alcohol Drugs and Other Substances - Students	POLICY NOT INCLUDED. DO NOT REVIEW. Policy is part of the Annual Policies which were reviewed at the May Board meeting.
6230 Searches and Interrogations	Reviewed by Tom Schulte, Jill Slavny, and Doug Comanzo - added language, "including but not limited to the Code of Conduct," at Page 1. The additional changes were made to be consistent with the Code of Conduct. Language from regulation was incorporated into the policy, eliminating the regulation.
6231 Use of Electronic Magnetometers	Review
6250 Vehicle Safety	Changed language for clarity.
6310 Student Evaluation, Promotion and Placement	Added "electronic" at page 2 for clarity.
6312 Provision of Interpreter Services to Parents Who Are Hearing Impaired	Review
6320 Student Records - Access and Challenge	Gary Manuse and his records team reviewed - no suggested changes.

VARIOUS POLICY UPDATES CHART

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POLICY NUMBER	RATIONALE
6410 Immunization of Students	Review
6420 Accident/First Aid Treatment	Review
6421 Student With Serious and/or Life Threatening Medical Conditions	Changes made to Use of Narcan section to reflect current required practices.
6430 Child Abuse and Maltreatment	Reviewed by Maria Tantillo, Danielle Brown and Cathy Gartland - no suggested changes.
6431 Protection of Students from Sexual Abuse	Review
6440 Sexual Harassment (Students)	Review
6451 Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS)	Reviewed by Dr. Sarah Irons and Cindy Lawrence - no suggested changes.
6452 Administering Medication	Removed sentence on Page 1. Reviewed by Dr. Sarah Irons and Cindy Lawrence - no suggested changes.
6453 Student Physical and Health Screening	Review

VARIOUS POLICY UPDATES CHART

6000 Series

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

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

NOTE: Pronouns were updated as well as changes to this series where applicable as follows: child to student, BOCES Code to Code, BOCES Board to Board, no apostrophe after BOCES, and parent to parent/legal guardian.

POLICY NUMBER	RATIONALE
6454 Wellness	Review
6460 Equal Educational Opportunity (Students)	Review
6461 Complaints and Grievances By Students	Review
6462 Student Harassment and Bullying Prevention and Intervention (Dignity for all Students Act)	POLICY NOT INCLUDED. DO NOT REVIEW. Policy is part of the Annual Policies which were reviewed at the May Board meeting.
6463 Title IX and Sex Discrimination	Included "exculpatory evidence" at Page 9. Language added at Page 11 for clarity.
6464 Educational Equity and Excellence	Removed "Action" on Page 2 for accuracy.
6471 Safe Public School Choice Option to Students Who Are Victims of A Violent Criminal Offense	Review
6510 Employment of Students/Employment Certificates	Review
6520 Censorship of Non-School Student Publications	Moved last paragraph to the second paragraph of policy.
6530 Co-Curricular and Extracurricular Activities	Changed title to match the regulation's title.

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6120 – STUDENT REFERRAL AND PLACEMENT

Student Referral

The BOCES strives to provide optional educational services for referred students, including students with unique educational needs. Participation in BOCES programs augments local district educational opportunities. Referral to BOCES programs is made by the home school district.

Placement

Initial class placement of students in all BOCES Programs shall be the responsibility of appropriate BOCES personnel in cooperation with home school district personnel. Class placements shall take place only after all available information has been analyzed and the student has been recommended by appropriate local school district personnel for such placement. All class placements shall be administered and conducted in accordance with accepted practices and the Education Laws and Regulations of the Commissioner.

Class placement within a program (i.e., section or classroom) shall be determined by the appropriate BOCES administrator.

Placement of classified students shall follow the law and Commissioner's Regulations.

Adopted 7/13/1999
Revised: 10/21/2009
Reviewed: 8/15/2012
Reviewed: 8/19/2015
Revised: 9/19/2018
Reviewed: 8/18/2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6130 – NON-RESIDENT STUDENTS

Students who live outside the BOCES component school districts shall be called "non-resident students."

Students who request to attend BOCES classes shall initiate all contacts through school district officials of their home school district. Any authorization for non-resident attendance must carry the approval of the home school district and the local BOCES in which the home school district is located.

Transportation to and from BOCES classes shall be the responsibility of the non-resident student and/or their local school district.

Adopted: 7/13/1999
Revised: 10/21/2009
Reviewed: 8/15/2012
Revised: 8/19/2015
Revised: 9/19/2018
Revised: 8/18/2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6140 – PREGNANT AND MARRIED STUDENTS

The opportunity to participate in all of the services, programs, and activities of BOCES shall not be restricted or denied because of pregnancy, parenthood, or marriage. BOCES students who are pregnant, married, or who have children shall be encouraged to remain in BOCES programs. In this regard, the District Superintendent or ~~his/her~~ *their* designee may make those program modifications which are feasible and necessary to accommodate the special needs of such students.

Adopted: 7/13/1999
Revised: 10/21/2009
Reviewed: 8/15/2012
Reviewed: 8/19/2015
Reviewed: 9/19/2018
Reviewed: 8/18/2021

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6150 – TUITION CHARGES FOR DISTRICT STUDENTS ENROLLED OUTSIDE THE BOCES

Upon approval of the District Superintendent and the BOCES, the BOCES shall arrange for payments of necessary tuition charges, through BOCES cross contract process, for students enrolled outside of the BOCES when classes or programs are not available within their BOCES. Payment shall be made upon submission of verified bills by appropriate school authorities.

Adopted: 7/13/1999

Revised: 10 /21/2009

Revised: 8/15/2012

Reviewed: 8/19/2015

Reviewed: 9/19/2018

Reviewed: 8/18/2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6209 – PHYSICAL RESTRAINT AND CORPORAL PUNISHMENT

The BOCES holds the belief that the classroom teacher is the key person responsible for the maintenance of acceptable discipline among students. A well-planned program that keeps students engaged with work that is meaningful, interesting, and challenging is the best means of preventing disruptive behavior by students. The BOCES recognizes that under certain circumstances, a classroom teacher, staff member, supervisor or administrator may find it necessary to resort to physical restraint interventions. However, the use of Corporal Punishment is prohibited.

The Board designates the District Superintendent with the task of developing regulations related to the use of physical restraints.

A copy of this policy and regulation will be posted on the BOCES website and will be publicly available at each building and at the Educational Services Center.

Adopted: 9/19/2018
Revised: 8/18/2021
Revised: 8/16/2023
Revised: 9/27/2023

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6213 – LOSS OR DESTRUCTION OF BOCES PROPERTY

The BOCES is authorized to seek restitution, through civil action when necessary, from the parent or *legal* guardian of an unemancipated student over the age of ten (10) and under the age of eighteen (18) where such student:

- a) Has willfully, maliciously, or unlawfully damaged, defaced or destroyed real or personal property in the care, custody and/or ownership of BOCES; or
- b) Has knowingly entered or remained in a BOCES-owned or leased building, and wrongfully taken, obtained or withheld personal property owned or maintained by BOCES.

In instances where BOCES has sought and obtained a judgment from a court of competent jurisdiction, the parent/*legal* guardian is liable for civil damages. Under certain circumstances, a court may consider the parent's or *legal* guardian's inability to pay any portion or the entire amount of damages and enter a judgment in an amount within the financial capacity of the parent or *legal* guardian. However, no such judgment shall be entered for an amount which is less than \$500.00.

General Obligations Law Section 3-112

Adopted: 7/13/1999
Revised: 10/21/2009
Revised: 8/15/2012
Reviewed: 8/19/2015
Reviewed: 9/19/2018
Reviewed: 8/18/2021

Monroe 2-Orleans BOCES Policy**Series 6000 – Students****Policy #6214 – CHILDREN’S INTERNET PROTECTION ACT (CIPA) AND STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES**

The Board of Cooperative Educational Services will provide access to various computerized information resources through the BOCES computer system ("BCS" hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, "on-line services" and the "Internet." It may include the opportunity for some students to have independent access to the BCS from their home or other remote locations. All use of the BCS, including independent use off school premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of BOCES.

One purpose of this policy is to provide notice to students and parents/*legal* guardians that, unlike most traditional instructional or library media materials, the BCS will allow student access to external computer networks not controlled by BOCES where it is impossible for BOCES to screen or review all of the available materials. Some of the available materials may be deemed unsuitable by parents/*legal* guardians for student use or access. This policy is intended to establish general guidelines for acceptable student use. However, despite the existence of such a policy and accompanying guidelines and regulations, it will not be possible to completely prevent access to computerized information that is inappropriate for students. Furthermore, students may have the ability to access such information from their home or other locations off school premises. Parents/*legal* guardians of students must be willing to set and convey standards for appropriate and acceptable use to their children when using the BCS or any other electronic media or communications. BOCES respects the right of each family to decide whether or not to apply for independent computer access.

Monroe 2-Orleans BOCES is committed to following all provisions in the Children’s Internet Protection Act (CIPA) and the regulations of the Federal Communications Commission (FCC).

BOCES will take, to the extent practicable, technology protection measures to block or filter Internet access, for both staff and students, to inappropriate information including visual depictions that are obscene or pornographic, or harmful to students. BOCES will take measures to prevent students from participating in unauthorized or inappropriate Internet chat rooms (or the like) and from using BOCES computer resources to arrange face-to-face meetings with persons encountered over the Internet, revealing personal information over the Internet (such as last names, home addresses, telephone numbers) or other information which might allow someone to locate them. At times and in certain instances with supervision and authorization, personal information could be revealed over the Internet.

Under certain circumstances, filtering or blocking technology measures may be disabled for staff engaged in bona fide research or other lawful purposes or minimized for students for bona fide research. The power to disable may be exercised only by an administrator or other person authorized by the District Superintendent/designee.

BOCES will provide certification, pursuant to the requirements of CIPA, to document the BOCES adoption and enforcement of this policy, including the operation and enforcement of technology protection measures (i.e., blocking/filtering of access to certain material on the Internet) for all BOCES computers with Internet access.

Student use of the BCS is conditioned upon written agreement by all students and their parents/*legal* guardians that student use of the BCS will conform to the requirements of this policy and any regulations

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6214 – CHILDREN’S INTERNET PROTECTION ACT (CIPA) AND STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES

adopted to insure acceptable use of the BCS. All such agreements shall be kept on file in the appropriate departmental office.

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the BCS. This policy does not attempt to articulate all required and/or acceptable uses of the BCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as proscribed behavior.

BOCES students shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

Students who engage in unacceptable use may lose access to the BCS, in accordance with applicable due process procedures, and may be subject to further discipline under BOCES school conduct and discipline policy and the Student Discipline Code of Conduct. BOCES reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of BOCES. Further, BOCES may bring suit in civil court against the parents/*legal* guardians of any student who willfully, maliciously or unlawfully damages or destroys BOCES property pursuant to General Obligations Law Section 3-112.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be BOCES property subject to control and inspection. The computer coordinator may access all such files and communications to insure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should **NOT** expect that information stored on the BCS will be private.

Students are prohibited from bringing electronic devices into the testing location where a New York State assessment is being administered. Test proctors, test monitors and BOCES staff shall have the right to collect prohibited electronic devices prior to the start of the assessment and hold them while the test is being administered, including during break periods. Admission to any assessment will be denied to any student who refuses to relinquish a prohibited device.

Students with disabilities may use certain devices if the device is specified in that student’s IEP or 504 plan.

Regulations will be established as necessary to implement the terms of this policy.

Adopted: 7/13/1999
Revised: 7/31/2008
Reviewed: 10/21/2009
Revised: 5/9/2012
Revised: 9/18/2013
Revised: 8/19/2015
Reviewed: 9/19/2018
Reviewed: 8/18/2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6215 – STUDENT DRESS CODE

Primary responsibility for student dress, grooming, and appearance rests with the parent(s) or *legal* guardian(s). The BOCES and the administration have the authority to prescribe the manner and mode of dress of students while attending school if the health and safety of the person or others around *him/her* *them* requires a certain mode of dress or protective clothing; or where the dress is disruptive or interferes with the educational process or impinges upon the rights of others. The administration has the authority to take action in instances where student dress does not meet these requirements.

Student, faculty or parent groups may recommend appropriate dress for a school function or special occasion. Students may not be prohibited from attending school or school functions or be discriminated against for their dress and appearance as long as their dress and appearance meet the above requirements.

The BOCES student Code of Conduct outlines more specific guidelines for dress, grooming, and appearance.

Adopted: 7/13/1999
Revised: 10/21/2009
Revised: 8/15/2012
Reviewed: 8/19/2015
Revised: 9/19/2018
Reviewed: 8/18/2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6230 – SEARCHES AND INTERROGATIONS

Students are protected by the Constitution from unreasonable searches and seizures. A student may be searched and contraband seized on BOCES-owned or leased property or in a school building by a school administrator/designee only when the administrator/designee has reasonable suspicion to believe the student is engaging in ~~proscribed an~~ activity which is in violation of school rules, *including but not limited to the Code of Conduct*, and/or ~~illegal the law~~.

Factors to be considered in determining whether reasonable suspicion exists to search a student include:

- a) The age of the student;
- b) The student's record and past history;
- c) The predominance and seriousness of the problem in the school where the search is directed; and
- d) The urgency to conduct the search without delay.

~~A search of the student and/or the student's personal property may be conducted when there is a reasonable suspicion that a violation of school rules or the law has occurred. In each individual case, applicable school personnel will also consider all of the facts and circumstances which indicate that a search is likely to uncover evidence that the student has violated or is violating school rules or the law, including personal observations of the student's actions giving rise to the suspicion, the statements of the student and others, and the nature of the rule or law being violated.~~

~~The search of a student's person or his or her personal property (purse, car, cell phone, electronic devices, etc.) will usually be conducted by an administrator. However, a teacher may conduct a search if the circumstances warrant immediate action but will be conducted in the presence of another staff member whenever possible. The scope of the search must be reasonably related to the objectives of the search. Consideration should be given to the age and of the student, and the nature of the infraction.~~

~~If reasonable suspicion exists to believe that a student possesses a weapon, it is permissible for a school administrator/designee to frisk that student.~~

~~A student does not need to consent to a search of his 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.~~

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6230 – SEARCHES AND INTERROGATIONS

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 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.

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 of the student's preference, biological gender, or the gender the student identifies as.

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 gender of the student's preference, biological, or the gender the student identifies as. A student being asked to lift a pant leg, turn over a waistband, or lift a shirt forward is not considered a strip search.

Lockers

Lockers are provided by the school for student use and the administration has the right to search lockers. A student may have exclusive use of a locker as far as other students are concerned but **he/she they** does not have such exclusivity over the locker as it relates to the school authorities.

Privacy Rights

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

Questioning of Students by School Officials

School officials have the right to question students regarding any violations of school rules and/or illegal activity. In general, administration may conduct investigations concerning reports of misconduct which may include, but are not limited to, questioning students, staff, parents/**legal** guardians, or other individuals as may be appropriate and, when necessary, determining disciplinary action in accordance with applicable due process rights.

Should the questioning of students by school officials focus on the actions of one particular student, the student will be questioned, if possible, in private by the appropriate school administrator. The student's parent/**legal** guardian may be contacted; the degree, if any, of parental/**legal** guardian involvement will vary depending upon the nature and the reason for questioning, and the necessity for further action which may occur as a result.

The questioning of students by school officials does not preclude subsequent questioning/interrogations by police authorities as otherwise permitted by law. Similarly, the questioning of students by school officials does not negate the right/responsibility of school officials to

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6230 – SEARCHES AND INTERROGATIONS

contact appropriate law enforcement agencies, as may be necessary, with regard to such statements given by students to school officials.

School officials acting alone and on their own authority, without the involvement of or on behalf of law enforcement officials (at least until after the questioning of students by school authorities has been conducted) are not required to give the so-called Miranda warnings (i.e., advising a person, prior to any custodial interrogations as defined in law, of the right to remain silent; that any statement made by the individual may be used as evidence against ~~him/her~~ *themselves*; and that the individual has the right to the presence of an attorney, either retained or appointed) prior to the questioning of students.

If deemed appropriate and/or necessary, the District Superintendent/designee may also review the circumstances with BOCES legal counsel so as to address concerns and the course of action, if any, which may pertain to and/or result from the questioning of students by school officials.

Law Enforcement Officials

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.

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*.

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 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 property or at a BOCES function; or
3. Been invited by BOCES.

Removal of students by police authorities will be allowed only when:

- *Written permission from a parent or legal guardian is obtained; or,*
- *The officer has a warrant; or,*
- *The parent or legal guardian is present and gives consent; or,*
- *The officer has cause to make an arrest.*

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6230 – SEARCHES AND INTERROGATIONS

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.

Family Court Act Section 1024

Education Law Sections 1709(2) and (33) and 2801

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

Adopted: 7/13/1999
Revised: 10/21/2009
Revised: 8/15/2012
Revised: 8/19/2015
Reviewed: 9/19/2018
Reviewed: 8/18/2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6231 – USE OF ELECTRONIC MAGNETOMETERS

The Board supports the use of electronic magnetometers for the safety of students, staff, and visitors to prevent bringing weapons/firearms into BOCES school/programs. The District Superintendent or ~~his/her~~ *their* designee will work with administration to create regulations on the use of such devices.

Adopted: 4/9/2014
Reviewed: 8/19/2015
Revised: 2/15/2017
Reviewed: 9/19/2018
Reviewed: 8/18/2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6250 – VEHICLE SAFETY

Students ~~using vehicles~~ *driving to BOCES in a personal vehicle* on BOCES property shall obey all traffic regulations of the State and of the BOCES. Reckless driving and speeding shall not be tolerated and will result in suspension or revocation of driving privileges. Parking shall be allowed only in authorized places.

Adopted: 7/13/1999
Revised: 10/21/2009
Reviewed: 8/15/2012
Revised: 8/19/2015
Reviewed: 9/19/2018
Reviewed: 8/18/2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6310 – STUDENT EVALUATION, PROMOTION AND PLACEMENT

Each BOCES course shall have expected skills to be learned and specific projects (activities) to be completed by each student. Student evaluation should be based on the levels of demonstrated proficiency on the standards, skills, and quality of completed work.

The District Superintendent and appropriate staff shall determine the evaluation instrument(s) and processes to be used to evaluate students. Periodic status reports of progress and final evaluative reports will be provided. If requests are made by responsible personnel, e.g., parent(s), *legal* guardian(s), other professionals, they will be given opportunities to review these reports and their attendance.

Promotions

Student promotion shall be offered when students have satisfactorily demonstrated competence based upon appropriate standards and criteria.

Retention and Acceleration

Advancement of students to higher levels shall be based upon achievement, performance, and skill development or other appropriate criteria. Records attending to the progress of students shall be maintained and interviews may be scheduled to share such information regarding the student's progress.

A student may be advanced to the next higher level of instruction upon the recommendation of the classroom teacher and approval of the administrator in charge. Furthermore, a student may remain at one level for as long a period of time as is necessary to achieve success provided the recommendation of the teacher and the approval of the program administrator in charge are in general agreement.

In the event of a disagreement, the District Superintendent or *his/her their* designee shall make a decision to resolve the conflict affecting retention or acceleration.

Examinations

Examinations or tests may be used to assess the effectiveness of instruction or the skill development of a student or groups of students. Such examinations may be prepared by local educators, state officials or recognized publishers. Results on an examination or test should not serve as the sole criterion for promotion unless that instrument is a mastery or competency measure. An appropriate evaluation of a student or program should consist of a variety of measures that are designed to measure relevant objectives. State administered English Language Arts and math assessments for grades three through eight may be considered in making promotion decisions but will not be the primary source for those decisions.

Students are prohibited from bringing electronic devices into the testing location where a New York State assessment is being administered. Test proctors, test monitors and BOCES staff shall have the right to collect prohibited electronic devices prior to the start of the assessment and hold

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6310 – STUDENT EVALUATION, PROMOTION AND PLACEMENT

them while the test is being administered, including during break periods. Admission to any assessment will be denied to any student who refuses to relinquish a prohibited *electronic* device.

Students with disabilities may use certain devices if the device is specified in that student's IEP or 504 plan.

Adopted: 7/13/1999

Revised: 10/21/2009

Reviewed: 8/15/2012

Revised: 9/18/2013

Revised: 8/19/2015

Reviewed: 9/19/2018

Revised: 8/18/2021

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6312 – PROVISION OF INTERPRETER SERVICES TO PARENTS WHO ARE HEARING IMPAIRED

The Board assures parents or persons in parental relationship who are hearing impaired the right to meaningful access to school initiated meetings or activities pertaining to the academic and/or behavioral aspects of their children's education. School initiated meetings or activities are defined to include, but are not limited to, parent-teacher conferences, child study or building-level team meetings, planning meetings with school counselors regarding educational progress and career planning, suspension hearings or any conferences with school officials relating to disciplinary actions. The term "hearing impaired" shall include any hearing impairment, whether permanent or fluctuating, which prevents meaningful participation in school meetings or activities.

Parents or *legal* guardians shall be notified of the availability of interpreter services to be provided at no charge, provided that a written request is made to the BOCES before the scheduled event. Exceptions to the time frame request may be made for unanticipated circumstances as determined by the appropriate administrator. The BOCES shall also notify appropriate school personnel as to the terms and implementation of this policy.

If interpreter services are requested, the BOCES shall appoint an interpreter for the hearing impaired to interpret during the meeting or activity. The BOCES will arrange for interpreters through a BOCES-created list or through an interpreter referral service.

In the event that an interpreter is unavailable, the BOCES shall make other reasonable accommodations which are satisfactory to the parents or *legal guardians* ~~persons in parental relationship~~. Examples of what constitutes reasonable accommodations in the event an interpreter cannot be located may include, but are not limited to, the use of:

- a) Written communications, transcripts, notetakers, etc; and
- b) Technology, such as: a decoder or telecommunication device for the deaf, assistive listening devices, and closed or open captioning.

Education Law Section 3230

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

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 8/15/2012

Reviewed: 8/19/2015

Reviewed: 9/19/2018

Revised: 8/18/2021

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.

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

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6410 – IMMUNIZATION OF STUDENTS

Students shall not be admitted to BOCES programs unless a certificate of immunization is provided, or an exemption as allowed by law.

Public Health Law Section 2164

Education Law Section 914

10 New York Code of Rules and Regulations (NYCRR) Part 66

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 8/15/2012

Reviewed: 8/19/2015

Reviewed: 9/19/2018

Reviewed: 8/18/2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6420 – ACCIDENT/FIRST AID TREATMENT

Accidents

All accidents and injuries shall be immediately reported to the school nurse and to the building principal/program administrator, or ~~his/her~~ *their* designee who will take appropriate action to enable the student to obtain necessary assistance. An accident of a serious nature is to be reported immediately to the District Superintendent or designee. All proper forms must be completed before the close of the same working day and forwarded to the business office.

First Aid

BOCES authorizes emergency first aid and medical treatment to be rendered by designated and trained personnel for students and staff. Any non-medically trained staff who renders such treatment will be in accordance with Good Samaritan Law. A parent or *legal* guardian of the student will be promptly notified if any such measures are taken.

Accident Insurance

The BOCES shall provide for student accident insurance for all school age and Center for Workforce Development students enrolled in BOCES programs and not covered by their home school district. The insurance will be in the form of a standard, non-duplicative policy covering students who are injured during school functions as well as traveling to and from home and school.

The BOCES does not provide insurance covering privately owned equipment, tools or personal belongings. Students are encouraged to review their own family insurance relative to off-premise coverage of valuable items.

Policy References:

Refer also to Policy #6452 -- Administering Medication.

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 8/15/2012

Revised: 8/19/2015

Revised: 9/19/2018

Reviewed: 8/18/2021

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6421 – STUDENT WITH SERIOUS AND/OR LIFE-THREATENING MEDICAL CONDITIONS

The BOCES recognizes the need to provide all students with appropriate educational programs in the least restrictive setting and with reasonably adequate accommodations of their medical needs, including those with significant or even life-threatening medical conditions. This policy encompasses any physician documented serious medical condition, such as, but not limited to, life-threatening allergies, and acute or chronic serious diseases or medical conditions.

Accordingly, the BOCES will adhere to all state and federal laws governing the rights of students with special medical needs and will take reasonable measures to ensure the health and safety of all students including *children students* with significant or life-threatening conditions. This may include, but is not limited to:

- Providing necessary precautions and general training in emergency response for staff;
- Training for adults in contact with the *child student* in the recognition and emergency management of a specific medical condition for specific students; said training to be conducted by a Monroe 2-Orleans BOCES Registered Nurse or BOCES Medical Director;
- Work with Districts to advise on the creation of Individual Health Care Plans (IHCP); Emergency Care Plans (ECP), 504 Plans, Individualized Educational Plans (IEP) as indicated;
- Having standing emergency medical protocols for nursing staff;
- Maintaining stock supplies of life-saving emergency medications as allowed by the laws of NYS in all health offices for use in emergencies;
- Following specific legal documents duly executed in accordance with the laws of NYS with medical orders regarding the care of specific students with severe life-threatening conditions;
- Allowing self-directed students to carry life-saving medication provided the health practitioner order and attestation and parental/*legal guardian* consent form is on file;
- In the event the self-carrying student misplaces their medication, allow the parent/*legal guardian* the opportunity to request duplicate life-saving medication from the health office; said medication to be maintained in the health office;
- Assuring appropriate and reasonable building accommodations are in place within a reasonable degree of medical certainty; and
- Providing training regarding Sudden Cardiac Arrest (SCA).

The Director of Exceptional Children in cooperation with the BOCES physician and nursing staff will ensure that the above matters are in place and are reviewed and updated as needed annually.

Use of Epinephrine Auto-Injector Devices (Epi-Pens) in the School Setting

The administration of epinephrine by epi-pen to a student with a patient specific order for anaphylactic treatment agent may be performed by a trained school staff member responding to an emergency situation when such use has been prescribed by a licensed prescriber. However, a registered professional nurse/nurse practitioner/physician/physician's assistant must have trained the staff member to administer the epi-pen for that particular emergency situation and given *him/her their* approval to assist the student in the event of an anaphylactic reaction.

Documentation of training must be maintained pursuant to the Anaphylaxis Protocol for Non-Licensed School Staff Members for each affected student. The emergency response by non-licensed

Monroe 2-Orleans BOCES Policy**Series 6000 – Students****Policy #6421 – STUDENT WITH SERIOUS AND/OR LIFE-THREATENING MEDICAL CONDITIONS**

school staff members is permitted under the Medical Practice Act (Education Law Section 6527(4)(a) and the Nurse Practice Act (Education Law Section 6908 (1)(a)(iv) and is covered by the “Good Samaritan Law” (Public Health Law Section 3000-a).

Use of Narcan

For BOCES-based programs only (for example: Tech Park and Paul Road), as opposed to programs based in school district buildings, the administration of Naloxone (Narcan) for a known or suspected opioid overdose may be performed by a Registered Nurse ~~responding to an emergency situation provided BOCES stocks the Narcan and/or is available and/or a volunteer. The volunteer cannot be trained in the administration of Narcan until preapproved by the District Superintendent/designee to do so. The volunteer will be properly trained in accordance with the New York State Department of Health and New York State Department of Education guidelines. The BOCES Physician is designated as the BOCES Medical Director in accordance with the law related to compliance with the implementation of Opioid Overdose. The BOCES Medical Director shall issue a nonspecific patient order for use of Narcan and is responsible for ordering Naloxone from the New York State Department of Health. The BOCES Medical Director is responsible for registering BOCES with the New York State Department of Health and obtaining a certificate of approval for Narcan use. The BOCES Nurse Practitioner is designated as the Program Director to oversee the program, ensure the volunteers are trained and receive a certificate of completion, dispense and provide shared access to the Narcan for those trained, establish and maintain a recordkeeping system for training and opioid antagonist inventory and use in accordance with New York State Department of Health guidelines, act as a liaison with the EMS, assist in collecting, reviewing and reporting on overdoses and Narcan administration to the BOCES Medical Director, and provide reports on a quarterly basis to the New York State Department of Health, as required.~~

Sudden Cardiac Arrest (SCA) Prevention Act

A student who displays signs or symptoms of pending Sudden Cardiac Arrest during physical activities (defined as PE, recess or similar activities during the school day) must be immediately removed from such activity and evaluated by a health care provider. The student cannot return until the school nurse receives written clearance from a health care provider, physician, nurse practitioner (NP) or physician assistant (PA). The written authorization to resume physical activities must be on file in the student’s cumulative health record.

School must follow any limitations or restrictions concerning school attendance and physical activities ordered by the student’s physician or health care provider.

Cardiac Automated External Defibrillators (AEDs) will be on site per BOCES policy #5142.

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

**Policy #6421 – STUDENT WITH SERIOUS AND/OR LIFE-THREATENING MEDICAL
CONDITIONS**

Adopted: 9/17/2008

Revised: 10/21/2009

Revised: 8/15/2012

Reviewed: 8/19/2015

Revised: 10/21/2015

Revised: 9/19/2018

Revised: 3/20/2019

Reviewed: 8/18/2021

Revised: 4/19/2023

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6430 – CHILD ABUSE AND MALTREATMENT

The BOCES subscribes to all of the provisions of Title 6 - Child Protective Services of the Social Services Law (Sections 411-428). The purpose is to provide protective services to abused and maltreated children as described by the law, and to make all school personnel within the BOCES aware of legal responsibilities under this law.

Regulations shall be developed, maintained and disseminated by administration regarding the:

- a) Mandatory reporting of child abuse or maltreatment;
- b) Reporting procedures and obligations of persons required to report;
- c) Provisions for taking a child into protective custody;
- d) Mandatory reporting of deaths;
- e) Immunity from liability and penalties for failure to report;
- f) Obligations for provision of services and procedures necessary to safeguard the life of a child; and
- g) Provision of information in recognizing signs of unlawful Methamphetamine laboratories for all current and new school officials (i.e., mandated reporters) who, as part of their usual responsibilities, visit children's homes.

Additionally, an ongoing training program for all current and new school officials' professional staff shall be established and implemented to enable such staff to carry out their reporting responsibilities.

Persons Required to Report

Persons required to report cases of child abuse or maltreatment to the State Central Register (SCR) pursuant to Social Services Law Section 413(1) includes, but is not limited to, school teachers, school guidance counselors, school psychologists, school social workers, school nurses, school administrators or other school personnel required to hold a teaching or administrative license or certificate, or any full-time or part-time employee required to hold a temporary or professional coaching license. In addition, any person may make such a report if such person has reasonable cause to suspect that a child is abused or maltreated.

All mandated reporters shall make the SCR report themselves and then immediately notify the Building Principal, program supervisor, or administrator. The Building Principal or program supervisor shall be responsible for all subsequent administration necessitated by the report.

Any report shall include the name, title and contact information for every staff member who is believed to have direct knowledge of the allegations in the report.

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6430 – CHILD ABUSE AND MALTREATMENT

Prohibition of Retaliatory Personnel Action

Social Services Law Section 413(1) prohibits BOCES from taking any retaliatory personnel action against an employee because such employee believes that ~~he/she~~ *they* ~~has~~ *have* reasonable cause to suspect that a child is an abused or maltreated child and that employee makes a report to SCR pursuant to Social Services Law. Further, no school or school official shall impose any conditions, including prior approval or prior notification, upon any staff member specifically designated a mandated reporter.

Pursuant to Labor Law Section 740(1)(e), “retaliatory personnel action” means the discharge, suspension or demotion of an employee, or other adverse employment action taken against an employee in the terms and conditions of employment.

Report Form

The “**Report of Suspected Child Abuse or Maltreatment**” Form LDSS-2221A may be accessed at: <http://www.ocfs.state.ny.us/main/cps/>

Education Law Section 3209-a
Family Court Act Section 1012
Labor Law Section 740(1)(e)
Social Services Law Sections 411-428

Adopted: 7/13/1999
Revised: 10/21/2009
Revised: 8/15/2012
Revised: 8/19/2015
Reviewed: 9/19/2018
Reviewed: 8/18/2021

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6431 – PROTECTION OF STUDENTS FROM SEXUAL ABUSE

The BOCES is committed to providing for the health and safety of students participating in BOCES programs, including protection of the students from sexual abuse by other students and/or by BOCES personnel.

Accordingly, the District Superintendent will assure that procedures are developed and enforced to safeguard the students, including provisions for mandatory reporting and investigation of all incidents of suspected sexual abuse involving other students and/or BOCES personnel.

Policy References:

Refer also to Policies #6430 -- Child Abuse and Neglect and #6440 -- Sexual Harassment.

Adopted: 7/13/1999

Revised: 10/21/2009

Reviewed: 8/15/2012

Reviewed: 8/19/2015

Reviewed: 9/19/2018

Reviewed: 8/18/2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6440 – SEXUAL HARASSMENT (STUDENTS)

The Board affirms its commitment to non-discrimination and recognizes its responsibility to provide for all BOCES students an environment that is free of sexual harassment, intimidation, and sexual violence. Sexual harassment is a violation of law and stands in direct opposition to BOCES policy. Therefore, the Board prohibits all forms of sexual harassment by employees and students. Generally, sexual harassment includes sexual violence and is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- a) Submission to sexually harassing behavior is a condition for the successful completion of any course of study or educational and extracurricular activity, including the acceptance into or rejection from such course or activity;
- b) Conditions exist within the school environment that allow or foster obscene pictures, lewd jokes, sexual advances, requests for sexual favors or other harassing activities of a sexual nature;
- c) Such conduct has the purpose or effect of unreasonably interfering with a student's academic performance or participation in an educational or extracurricular activity, or creating an intimidating, hostile or offensive learning environment.

The BOCES acknowledges that in determining whether sexual harassment has occurred, the perspective of the victim as well as the offender's conduct and/or intention should be evaluated.

Any student who believes that ~~he/she~~ *they has have* been subjected to sexual harassment shall report all incidents of such conduct to the BOCES designated complaint officer through informal and/or formal complaint procedures developed by the BOCES. In the event that the complaint officer is the offender, the complainant shall report ~~his/her~~ *their* complaint to the next level of supervisory authority. A complaint officer of each gender will be available to the student.

Upon receipt of an informal/formal complaint, the BOCES will conduct a thorough investigation of the charges. Based upon the results of the BOCES investigation, immediate corrective action will be taken. Should the offending individual be a BOCES employee, appropriate disciplinary measures will be applied, up to and including termination of the offender's employment in accordance with contractual and legal guidelines. Should the offending individual be a student, appropriate disciplinary measures will be applied, up to and including suspension/expulsion.

To the extent possible, within legal constraints, all complaints will be treated as confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges, and any disclosure will be provided on a “need to know” basis.

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

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6440 – SEXUAL HARASSMENT (STUDENTS)

The BOCES prohibits any retaliatory behavior directed against complainants and/or witnesses. Follow-up inquiries shall be made to ensure that harassment has not resumed and that the victims and/or witnesses have not suffered retaliation.

Regulations will be developed for resolving sexual harassment or sexual violence complaints by students. The Superintendent/designee(s) shall affirmatively discuss the topic of sexual harassment with all employees and students, express the BOCES condemnation of such conduct and explain the sanctions for harassment. A copy of this policy and its accompanying regulations shall be available upon request to all employees and students, and may be posted at various BOCES locations and/or buildings.

BOCES recognizes that any allegation(s) under this policy may also be a violation of the Dignity for All Students Act, see policy 6462.

Title IX of the Education Amendments 1972, 20 United States Code (U.S.C.) Section 1681 et seq.

See also Policy and Regulation 6462.

Adopted: 7/13/1999
Revised: 10/21/2009
Revised: 8/15/2012
Reviewed: 8/19/2015
Reviewed: 9/19/2018
Reviewed: 8/18/2021

Monroe 2-Orleans BOCES Policy**Series 6000 – Students****Policy #6451 – HUMAN IMMUNODEFICIENCY VIRUS (HIV) AND ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)**

The BOCES recognizes the public concern over the spread of acquired immune deficiency syndrome (AIDS) and the admission of students and employment of staff who suffer from this disease or who have Human Immunodeficiency Virus (HIV) infection. The BOCES also recognizes the rights of those individuals so afflicted, be they students or staff, to continue education or employment where possible, their right to privacy, their right to a Free and Appropriate Public Education (FAPE), their right to be afforded the same rights and privileges offered other staff and students, and the rights of those non-affected to a safe environment.

The BOCES recognizes medical science which indicates that most individuals infected with AIDS or who have HIV infection pose no risk of transmission of the virus to others in the school setting. The BOCES further recognizes medical science which indicates that the virus associated with AIDS is not easily transmitted and there is no evidence that AIDS can be transmitted by casual contact.

No individual shall be denied access to any program or activity on the basis of HIV/AIDS status. When restrictions are required, the BOCES will use only those restrictions deemed necessary to protect the safety or health of students and employees, including the infected individual, and the BOCES shall assist the individual by making reasonable accommodations. To the extent permitted by law, any restrictions shall be discussed with the student's or employee's physician and with the BOCES legal counsel.

If the individual is a student, such evaluation will involve, to the extent permitted by law, consultation with the student's home school district, parents/*legal guardians*, and the appropriate medical authorities. If the student's medical condition interferes with ~~his/her~~ *their* ability to benefit from instruction, the evaluation will involve a referral to the Committee on Special Education if the student is classified as disabled or to the multi-disciplinary team (required by Section 504 of the Rehabilitation Act) if the student is not classified as disabled.

Any information obtained pursuant to a release form or by court order is confidential and shall not be released to a third party, except to:

- a) Those persons listed on the form;
- b) Those persons listed on a court order; or
- c) Those persons authorized to receive such information without a release or court order under Public Health Law Section 2782, where it is necessary to provide health care to the individual.

To assure confidentiality, any documents identifying the HIV status of a protected individual shall be maintained in a locked file, separate from the student's regular file. Access to this file will only be granted to the nurse and those persons named on the release form or court order.

Any staff member who receives HIV-related information, pursuant to a release form or court order, shall be bound by the confidentiality provisions in Public Health Law Article 27-F. Any breach of such confidentiality shall be subject to conditions contained therein and which may include criminal penalties of a misdemeanor or a \$5,000 penalty or both, in addition to disciplinary procedures as established by the BOCES.

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6451 – HUMAN IMMUNODEFICIENCY VIRUS (HIV) AND ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

Any staff member who acquires HIV/AIDS information through means other than an authorized release form or a court order is not legally bound by the confidentiality requirements in Article 27-F. However, such information should be treated as confidential. If the disclosure is made by the HIV infected individual or ~~his/her~~ *their* parent or *legal* guardian, the staff person may encourage (but not require) that a consent form be completed. Such action should be based on the health and/or educational needs of the infected individual only.

The BOCES is also committed to an educational program designed to inform students, parents/*legal guardians* and personnel regarding health generally, which will include AIDS, its communicability and the limited danger it poses to the general public and those who have only casual contact with AIDS victims.

Staff members will be informed of and have access to the Exposure Control Plan and receive training in infection control procedures. (See Policy #4560).

Confidentiality: Public Health Law, Article 27-F

NOTE: This Policy is also found at #5141.

Policy References:

See Policy #4560

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 8/15/2012

Reviewed: 8/19/2015

Reviewed: 9/19/2018

Revised: 8/18/2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6452 – ADMINISTERING MEDICATION

Many students are on different types of medication for various reasons. ~~Each teacher and aide should know which children they work with that are on medication and at what time they are to receive the medication.~~ A list of these *children students* who receive medication will be made available to the building administrator and Special Education Supervisor by the Director of each program and a proper process for use of the medication will be developed at each site.

Students who are required to take medication during school hours must provide the building administrator with a written parental/*legal* guardian request accompanied by written authorization by a licensed physician. Such written consent shall be on file with the school authorities. Medication is to be brought to the school health office in its original labeled container. Unless the student is properly designated, in accordance with State Education Department Guidelines, as being able to self-administer ~~his/her~~ *their* own medication, students are to use the approved medication under direct supervision of an appropriate staff member.

Procedures for taking medications off school grounds or after school hours while participating in a school-sponsored activity will be in accordance with State Education Department Guidelines.

Self Carry and Self Administration of Medication in Schools

BOCES permits students who have both written provider orders and parent or *legal* guardian consent to self-carry and self-administer inhaled rescue medication (albuterol), epinephrine auto-injector, and insulin, glucagon and other supplies for diabetes management (Education Law Article 19 §916, §916-a, §916-b effective July 1, 2015).

A record of such physician/parental/*legal guardian* permission shall be maintained in the school office.

Health office personnel will maintain regular parental/*legal guardian* contact in order to monitor the effectiveness of such self-medication procedures and to clarify parental/*legal guardian* responsibility as to the daily monitoring of ~~their child~~ *the student* to ensure that the medication is being utilized in accordance with the physician's instructions. Additionally, the student will be required to report to the health office on a periodic basis as determined by health office personnel so as to maintain an ongoing evaluation of the student's management of such self-medication techniques, and to work cooperatively with the parents/*legal guardians* and the student regarding such self-care management.

Students who self-administer medication without proper authorization, under any circumstances, will be referred for counseling by school nursing personnel. Additionally, school administration and parents/*legal guardians* will be notified of such unauthorized use of medication by the student, and school administration may also be involved in determining the proper resolution of such student behavior.

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6452 – ADMINISTERING MEDICATION

Education Law Section 916

Policy References:

Refer also to Policy #6420 -- Accidents/First Aid Treatment.

Adopted: 7/13/1999
Revised: 10/21/2009
Revised: 8/15/2012
Reviewed: 8/19/2015
Revised: 10/21/2015
Reviewed: 9/19/2018
Revised: 8/18/2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6453 – STUDENT PHYSICAL AND HEALTH SCREENING

Health records, physicals, etc. may be required of any student to ensure ~~his/her~~ *their* safe and appropriate participation in any BOCES program.

Adopted: 7/13/1999
Revised: 10/21/2009
Reviewed: 8/15/2012
Reviewed: 8/19/2015
Reviewed: 9/19/2018
Reviewed: 8/18/2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6454 - WELLNESS

The BOCES recognizes the value of nutrition education, physical activity, and healthy nutritional practices and strives to provide students with opportunities that promote life-long wellness.

BOCES will ensure school and community awareness of this policy through various means such as publication in BOCES newsletters and/or the parent/*legal guardian* packets. Further, professional development activities for staff and student awareness training will be provided based on the goals of the BOCES wellness program, including activities/programs for the development of healthy eating habits and the incorporation of physical activity as part of a comprehensive healthy lifestyle.

The Board delegates the responsibility to implement the policy to the District Superintendent who will also develop administrative regulations.

Adopted: 7/20/2006

Revised: 10/21/2009

Revised: 8/18/2010

Reviewed: 8/15/2012

Revised: 8/19/2015

Revised: 9/19/2018

Reviewed: 8/18/2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6460 – EQUAL EDUCATIONAL OPPORTUNITY (Students)

It is the policy of this BOCES to provide, through a positive and effective program, equal educational opportunities for all students 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.

The District Superintendent shall designate one or more BOCES employees as Civil Rights Compliance Officer(s), also the Title IX Coordinators, whose responsibility will be to ensure compliance with the various federal and state statutes and regulations prohibiting discrimination in educational programs, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act (ADA).

The BOCES shall establish and implement regulations and procedures in accordance with applicable law that provide for the prompt and equitable resolution of any and all complaints alleging discrimination on the basis of race, color, creed, religion, national origin, sex, age, marital status or disability, military and/or veteran status, sexual orientation, prior criminal record, genetic status, or victim of domestic violence.

The BOCES shall take appropriate annual steps to notify students and their parents or *legal* guardians of this policy of non-discrimination. This shall include provision for the publication and dissemination, internally and externally, of this policy to ensure its availability, to interested citizens and groups. Included in this notification shall be the name(s), address(es) and telephone number(s) of the Civil Rights Compliance Officer(s) responsible for handling complaints regarding discrimination; and a copy of the BOCES established grievance procedures shall be available upon request to the Human Resources Office.

References:

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

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

Section 504 of the Rehabilitation Act of 1973, 29 United States Code Section 794 et seq.

The Americans with Disabilities Act, 42 United States Code Section 12101 et seq. - Prohibits discrimination on the basis of disability.

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

New York State Executive Law Section 290 et seq. - Prohibits discrimination on the basis of age, race, creed, color, national origin, sex, disability or marital status.

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6460 – EQUAL EDUCATIONAL OPPORTUNITY (Students)

Age Discrimination in Employment Act, 29 United States Code Section 621

Policy References:

Refer also to Policies #1440 -- Non-Discrimination and #6462 – Student Harassment and Bullying Prevention and Intervention (Dignity for all Students Act)

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 8/15/2012

Revised: 8/19/2015

Revised: 9/19/2018

Revised: 8/18/2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6461 – COMPLAINTS AND GRIEVANCES BY STUDENTS

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

- a) Establishing rules and regulations for the redress of complaints or grievances through proper administration channels;
- b) Developing an appeals process;
- c) Ensuring that students have full understanding and access to these regulations and procedure; and
- d) Providing prompt consideration and determination of student complaints and grievances.

Civil Rights Compliance Officer

In addition, students and parents/*legal* guardians will receive annual notification of the availability of the BOCES established grievance procedures for resolving complaints of discrimination based on sex or disability. This notice shall include the name, address and telephone number and email of the Title IX/Section 504/ADA Coordinator (i.e., the Civil Rights Compliance Officer).

The Civil Rights Compliance Officer shall also be responsible for handling complaints and grievances regarding discrimination based on race, color, creed, national origin, age or marital status, military and/or veteran status, sexual orientation, genetic status, prior criminal record, or victim of domestic violence.

References:

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

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

Section 504 of the Rehabilitation Act of 1973, 29 United States Code (U.S.C.) Section 794 et seq.

The Americans With Disabilities Act, 42 United States Code (U.S.C.) Section 12101 et seq. - Prohibits discrimination on the basis of disability.

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

New York State Executive Law Section 290 et seq. - Prohibits discrimination on the basis of age, race, creed, color, national origin, sex, disability or marital status.

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6461 – COMPLAINTS AND GRIEVANCES BY STUDENTS

Age Discrimination in Employment Act, 29 United States Code Section 621.

Policy References:

Refer also to Policy #1440 -- Non-Discrimination.

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 8/15/2012

Revised: 8/19/2015

Reviewed: 9/19/2018

Reviewed: 8/18/2021

**Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6463 – TITLE IX AND SEX DISCRIMINATION**

SUBJECT: TITLE IX AND SEX DISCRIMINATION

A. OVERVIEW

Title IX prohibits discrimination on the basis of sex in any education program or activity operated by BOCES that receives federal financial assistance.

The Board is committed to creating and maintaining education programs and activities which are free from sex discrimination and sexual harassment and does not discriminate on the basis of sex in its education programs and activities. This policy addresses complaints of sex discrimination, including sexual harassment, made under federal law, Title IX of the Education Amendments Act of 1972, and its implementing regulations.

This policy provides for the prompt and equitable resolution of complaints of sex discrimination, including sexual harassment complaints filed under Title IX. The investigations will be conducted within a reasonably prompt time frame which provides due process protections to complainant and respondent, impose sanctions when warranted and implement remedies when warranted.

Inquiries about this policy or the application of Title IX may be directed to the BOCES Title IX Coordinators, who are the Assistant Superintendent for Human Resources and the Assistant Superintendent for Finance and Operations, or to the Assistant Secretary for Civil Rights of the United States Department of Education, or all three.

B. SCOPE AND APPLICATION OF POLICY

This policy applies to any individual student or employee participating in or attempting to participate in a BOCES education program or activity, provided the student or individual is in the United States.

Other policies, procedures and documents (like the Code of Conduct) address sex-based misconduct and may have different definitions, standards of review, and grievance procedures than this policy. Those policies and procedures must be read in conjunction with this Title IX policy as those policies may cover incidents of sex-based misconduct not addressed by Title IX.

If the Title IX Coordinator reviews the allegations and determines the allegations are proven, the allegations constitute prohibited conduct under Title IX, then the grievance process outlined in this policy would be applied to the investigation and adjudication of all the allegations. Depending on the nature of the allegations, additional grievance procedures may apply.

The dismissal of a complaint under Title IX does not preclude action under another policy, procedure, collective bargaining agreement, or other document.

C. DEFINING SEX DISCRIMINATION INCLUDING SEXUAL HARASSMENT

Title IX prohibits various types of sex discrimination including, but not limited to: sexual harassment; the failure to provide equal athletic opportunity; sex-based discrimination in a science, technology, engineering, and math (STEM) course and/or program; and/or discrimination based on pregnancy.

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6463 – TITLE IX AND SEX DISCRIMINATION

Under Title IX, sexual harassment includes conduct on the basis of sex that satisfies one or more of the following elements:

- a) An employee of BOCES or of a component District conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct;
- b) Unwelcome sexual conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the BOCES education program or activity;
- c) Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
- d) Dating violence, meaning violence committed by a person:
 1. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 2. Where the existence of such a relationship will be determined based on a consideration of the following factors:
 - (a) The length of the relationship;
 - (b) The type of relationship; and
 - (c) The frequency of interaction between the persons involved in the relationship.
- e) Domestic violence, meaning felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
- f) Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 1. Fear for ~~his or her~~ *their* safety or the safety of others; or
 2. Suffer substantial emotional distress.

D. TITLE IX COORDINATORS

The Board has designated and authorized the following BOCES employees to serve as its Title IX Coordinators who are responsible for coordinating BOCES efforts to comply with Title IX:

Steve Roland, Assistant Superintendent for Finance and Operations
 Monroe 2-Orleans BOCES
 3599 Big Ridge Road, Spencerport, NY 14559
sroland@monroe2boces.org; 585-352-2413

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6463 – TITLE IX AND SEX DISCRIMINATION

Karen Brown, Esq.
Assistant Superintendent for Human Resources
Monroe 2-Orleans BOCES
3599 Big Ridge Road, Spencerport, NY 14559
kbrown@monroe2boces.org; 585-352-2420

The Title IX Coordinator may seek the assistance of the Civil Rights Compliance Officer (CRCO(s)) and/or Dignity Act Coordinator(s) (DASA(s)) in investigating, responding to, and remedying complaints of sex discrimination, including sexual harassment.

E. REPORTS OF ALLEGATIONS OF SEX DISCRIMINATION

Any person may report sex discrimination, including sexual harassment, regardless of whether they are the alleged victim. Reports may be made in person, by using the contact information for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's oral or written report. This report may be made during business or non-business hours by using the telephone number or email address, or by mail to the office address listed for the Title IX Coordinators.

Reports of sex discrimination may also be made to any BOCES employee. All reports of sex discrimination, including sexual harassment, will be forwarded to the BOCES Title IX Coordinator. The report will be redirected to the alternate Title IX Coordinator if the Title IX Coordinator is unavailable due to a conflict of interest or other disqualifying reason.

If any employee witnesses or receives an oral or written report of sex discrimination, they must immediately inform the Title IX Coordinator and, if not, subject the employee to possible discipline up to and including termination in accordance with law and collective bargaining agreements. Requests for confidentiality or use of anonymous reporting may limit how the BOCES is able to respond to a report of sexual harassment.

Reporting a sexual discrimination incident is not the same as filing a formal complaint. A formal complaint is a document filed either by a complainant or a parent or legal guardian who has a right to act on behalf of the complainant or by the Title IX Coordinator which alleges sexual discrimination against a respondent and requests that the BOCES investigate the allegations. BOCES will respond to all reports of sexual discrimination, but the Title IX grievance process herein is only followed with the filing of a formal complaint.

The Title IX Coordinator may file and sign a complaint if initiating this process is not clearly unreasonable and the filing is necessary to comply with the obligation not to be deliberately indifferent or the complainant withdrew the complaint out of fear.

F. AFTER A REPORT OF SEXUAL HARASSMENT HAS BEEN MADE

After receiving a report of sexual harassment, the Title IX Coordinator will:

- a) Promptly contact the complainant (and if complainant is a student, notify parent/*legal* guardian) to discuss and offer supportive measures;

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6463 – TITLE IX AND SEX DISCRIMINATION

- b) Inform the complainant both of the range of supportive measures available and indicate that these measures are available regardless of whether a formal complaint is filed;
- c) Consider the complainant’s wishes with respect to supportive measures; ~~and~~
- d) Explain to the complainant the process for filing a formal complaint; ~~and~~
- e) Contact the respondent to discuss and offer and implement supportive measures.

G. FILING AND INVESTIGATING A FORMAL COMPLAINT

A complainant may file a formal complaint with the Title IX Coordinator in person or by mail, email, or by phone. The complainant must be participating in or attempting to participate in the education program or activity of the BOCES at the time of filing the complaint. The filing of a formal complaint initiates the grievance process.

A formal complaint must be signed by the complainant, the complainant parent or legal guardian as appropriate, or the Title IX Coordinator in limited circumstances. Where a parent or legal guardian signs the complaint, the parent or legal guardian does not become the complainant; rather the parent or legal guardian acts on behalf of the complainant. The Title IX Coordinator may sign the formal complaint, but ~~his or her~~ *their* signature does not make ~~him or her~~ *them* a complainant or a party to the complaint. If the formal complaint is signed by the Title IX Coordinator, the Title IX Coordinator is still obligated to comply with the grievance process outlined in this policy.

The complainant, or the complainant parent or legal guardian, must physically or digitally sign the formal complaint, or otherwise indicate that the complainant is the person filing the formal complaint. When a formal complaint is filed, the Title IX Coordinator must send a written notice of allegations to all parties which includes the identities of all known parties.

The formal complaint form may be obtained from the BOCES Title IX Coordinator or found on the BOCES website.

1. Consolidation of Formal Complaints

The BOCES may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondent, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

2. Written Notice of Allegations

Upon receipt of a formal complaint, the BOCES will send all known parties written notice of:

- a) The BOCES grievance process, including any informal resolution process; and
- b) The allegations of sexual harassment which will:
 - 1. Provide sufficient details known at the time and sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6463 – TITLE IX AND SEX DISCRIMINATION

- involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
2. State that the respondent is presumed not to be responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
 3. Inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney;
 4. Inform the parties that they may inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint;
 5. Include notice of any provision in any applicable BOCES policy, procedure, collective bargaining agreement, or other document such as the **District's** Code of Conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process; and
 6. Notice of Title IX grievance process.

If, in the course of an investigation, the BOCES decides to investigate allegations about any complainant or respondent that were not included in the initial notice, the BOCES will provide another notice of the additional allegations to the parties whose identities are known.

3. Investigation of a Formal Complaint

The Title IX Coordinator will oversee the BOCES investigation of all formal complaints. During the investigation of a formal complaint, another BOCES employee may serve as the BOCES investigator or the Title IX Coordinator provided the Title IX Coordinator is not the decision-maker. The BOCES may also outsource all or part of an investigation to appropriate third parties. The outsourcing of all or part of an investigation does not relieve the BOCES from its obligation to comply with law and regulation.

Most investigations will be completed within 90 days after the signing of a formal complaint or after completion of the informal process if unsuccessful.

During the investigation of a formal complaint, the investigator will, as appropriate:

- a) Collect, review, and preserve all evidence including, but not limited to, any relevant documents, videos, electronic communications, and phone records.
- b) Interview all relevant persons including, but not limited to, any complainant, respondent, and witnesses. Interviews of complainant and respondent will be conducted separately. If a student is involved, the BOCES will follow any applicable BOCES policy, procedure, or other document such as the **BOCES** Code of Conduct regarding the questioning of students.
- c) Create written documentation of the investigation (such as a letter, memo, or email), which contains the following:

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6463 – TITLE IX AND SEX DISCRIMINATION

1. A list of all documents reviewed, along with a detailed summary of relevant documents;
 2. A list of names of those interviewed, along with a detailed summary of their statements, using initials for students;
 3. A timeline of events; and
 4. A summary of prior relevant incidents, reported or unreported.
- d) Keep any written documentation and associated documents in a secure and confidential location.
 - e) Send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties will have at least ten days to submit a written response, which the investigator will consider prior to completion of the investigative report.
 - f) Require the parties and their advisors to sign an agreement not to disseminate, photograph or copy any of the evidence subject to inspection and review or use such evidence for any purpose unrelated to the Title IX grievance process.
 - g) At least ten days prior to a hearing (if applicable) or other determination regarding responsibility, the investigative report will be sent to each party and the party's advisor, if any, in an electronic format or a hard copy, for their review and written response.
 - h) At the end of the investigation and the ten (10) day period, an investigative report will be created that fairly summarizes all relevant evidence and may make a recommendation but the decision maker is obligated to objectively review the relevant evidence and cannot defer to the recommendation.
 - i) This report will be sent to the decision maker within ten (10) days.

4. Dismissal of a Formal Complaint

a) Dismiss Prior to Formal Complaint

The BOCES must dismiss a formal complaint prior to conducting the investigation under Title IX if the conduct alleged:

- i) Would not constitute sexual harassment even if proven;
- ii) Did not occur in the BOCES education program or activity; or
- iii) Did not occur against a person in the United States.

b) Dismiss During Complaint

The BOCES may dismiss a formal complaint or any of its allegations under Title IX, if at any time during the investigation or hearing if:

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6463 – TITLE IX AND SEX DISCRIMINATION

- i) A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any of its allegations;
- ii) The respondent is no longer enrolled or employed by the BOCES; or
- iii) Specific circumstances prevent the BOCES from gathering evidence sufficient to reach a determination as to the formal complaint or any of its allegations, such as passage of several years between the allegations and incident or complainant's failure to cooperate.

Upon a dismissal of a formal complaint, the BOCES must promptly send written notice of the dismissal and reason(s) for the dismissal simultaneously to the parties. Any party may appeal the dismissal of the complaint.

The dismissal of a formal complaint under Title IX does not preclude action under another related BOCES policy, procedure, collective bargaining agreement, or other document such as the **BOCES** Code of Conduct.

5. Informal Resolutions

Before reaching a determination regarding responsibility, but only after a formal complaint is filed, the BOCES may offer and facilitate the use of an informal resolution process, such as mediation, that does not involve a full investigation and adjudication of the formal complaint.

Most informal resolutions will be completed within twenty (20) days. The 90-day formal complaint time frame begins if the informal process does not resolve the complaint.

The BOCES will not require that parties participate in an informal resolution process. The BOCES will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student, BOCES will not require the waiver of the right to an investigation and adjudication of formal complaints of sexual harassment as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right.

If the use of an informal resolution process, is implemented, the Title IX Coordinator will:

- a) Provide written notice to all known parties which details:
 - 1. The allegations in the formal complaint;
 - 2. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint;
 - 3. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared in the formal resolution process; and
 - 4. Whether the facilitator could be a witness in a proceeding.

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6463 – TITLE IX AND SEX DISCRIMINATION

5. Note the facilitator could be the Title IX Coordinator.
- b) Obtain the parties' voluntary, written consent to the informal resolution process.

H. GRIEVANCE PROCESS FOR FORMAL COMPLAINTS

BOCES will respond to allegations of sexual harassment in a manner that is not deliberately indifferent whenever it has actual knowledge of sexual harassment in an education program or activity of the BOCES.

Imposition of any disciplinary sanctions or other actions that are not supportive measures against the respondent will be implemented only after following the grievance process herein.

The BOCES will conduct the grievance process in a time frame designed to provide all parties with a prompt and equitable resolution pursuant to this policy.

1. Definitions

- a) "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the Title IX Coordinator or any official of the BOCES who has authority to institute corrective measures on behalf of the BOCES, or for elementary and secondary students notice can be made to any BOCES employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the BOCES with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the BOCES.
- b) "Education Program or Activity" means occurring on BOCES owned or leased premises; any off-campus location that BOCES has substantial control over, this includes work based learning sites; activity occurring within computer and internet networks, digital platforms, and computer hardware or software owned or operated by, or used in the operations of BOCES programs and activities over which the BOCES has substantial control.
- c) "Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual discrimination as defined in this policy.
- d) "Days" means business days, but excludes any weekday during which the BOCES facilities are closed.
- e) "Deliberately Indifferent" means the response is unreasonable in light of the known circumstances.
- f) "Formal complaint" means a document filed by the complainant or signed by the Title IX Coordinator alleging sexual harassment against the respondent and requesting that the BOCES investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the BOCES. A formal complaint may be filed with the Title IX Coordinator in person, by mail, by phone, or by email, by using the contact information required to be listed for the Title IX Coordinator. As used in this paragraph,

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6463 – TITLE IX AND SEX DISCRIMINATION

the phrase "document filed by the complainant" means a document or electronic submission (such as by email or through an online portal provided for this purpose) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party.

- g) "Respondent" means an individual who has been reported to be the respondent of conduct that could constitute sexual harassment as defined in this policy.
- h) "Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. These measures are designed to restore or preserve equal access to the BOCES education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the BOCES educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, escort services, mutual restrictions on contact between the parties, changes in work or building locations, safe rooms, change in classroom transition rules, mental health services, leaves of absence, increased security and monitoring of certain areas, and other similar measures. The BOCES must maintain as confidential any supportive measures provided, to the extent that maintaining such confidentiality would not impair the ability of the BOCES to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- i) "Relevant" evidence and questions refer to any questions and evidence that tends to make an allegation of sexual harassment more or less likely to be true. "Relevant" evidence and questions do not include the following types of evidence and questions, which are deemed "irrelevant" at all stages of the Title IX Grievance Process:
 - Evidence and questions about the complainant's sexual predisposition or prior sexual behavior unless:
 - The evidence is offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or
 - The evidence concerns specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
 - Evidence and questions that constitute, or seek disclosure of, information protected under a legally-recognized privilege.
 - Any party's medical, psychological, and similar records unless the party has given voluntary, written consent.
- j) Inculpatory *and exculpatory* evidence implicates or tends to implicate an individual in a crime or wrongdoing. Exculpatory evidence frees or tends to free an individual from blame or accusation.

2. General Requirements for the Investigative and Grievance Process

During the investigation of a formal complaint and throughout the grievance process, the BOCES will ensure that:

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6463 – TITLE IX AND SEX DISCRIMINATION

- a) Complainant and respondent are treated equitably. This includes applying any provisions, rules, or practices incorporated into the BOCES grievance process, equally to both parties.
- b) All relevant evidence is objectively evaluated, including both inculpatory and exculpatory evidence.
- c) The Title IX Coordinator, investigator and decision-maker involved in the grievance process, or any person designated by the BOCES to facilitate any informal resolution process does not have a conflict of interest or bias for or against complainant or respondent generally or an individual complainant or respondent.
- d) Respondent is presumed not to be responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- e) The grievance process, including any appeals or informal resolutions, is concluded within a reasonably prompt time frame and the process is only temporarily delayed or extended for good cause shown. Good cause includes, but is not limited to, considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; legal or administrative holidays; law enforcement activities, or the need for language assistance or accommodation of disabilities. Whenever the time frame is temporarily delayed or extended, written notice will be provided to all parties about the delay or extension and the reasons for the action.
- f) The range of possible disciplinary sanctions and remedies that may be implemented by the BOCES following any determination regarding responsibility are described to any known party.
- g) The same standard of evidence is used to determine responsibility in all formal complaints.
- h) The procedures and permissible bases for an appeal are known to the complainant and respondent.
- i) The range of all available supportive measures are explained to the complainant and respondent.
- j) There is no requirement, allowance of, reliance on, or otherwise use of questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding the privilege has waived the privilege.
- k) The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests with the BOCES and not with the parties.
- l) The Title IX Coordinator, the investigator, any decision-maker, or any other person participating on behalf the BOCES does not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the BOCES obtains that party's voluntary, written consent to do so for the grievance process. If the party is not an eligible student, as defined in FERPA as a student who has reached 18 years

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6463 – TITLE IX AND SEX DISCRIMINATION

of age or is attending a post-secondary institution, the BOCES will obtain the voluntary, written consent of a parent/*legal guardian*.

- m) The parties have an equal opportunity to present relevant witnesses, including fact and expert witnesses, and other relevant inculpatory and exculpatory evidence.
- n) Credibility determinations are not be based on a person's status as a complainant, respondent, or witness.
- o) The ability of either party to discuss the allegations under investigation (however to be cautious to avoid a retaliation charge) or to gather and present relevant evidence is not restricted.
- p) The parties are provided with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for any complainant or respondent in any meeting or grievance proceeding. However, the advisor cannot directly participate in the process and BOCES may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties. A meeting or interview will not be delayed more than five (5) days due to the advisor's unavailability.
- q) Written notice of the date, time, location, participants, and purpose of all hearings (if applicable), investigative interviews, or other meetings, is provided to any party whose participation is invited or expected with sufficient time for the party to prepare to participate.
- r) The parties are provided with equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the BOCES does not intend to rely on in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.
- s) Any document sent to a minor or legally incompetent person is also sent to the party's parent or legal guardian.
- t) Any document sent to a party is also sent to the party's advisor, if known.

I. HEARINGS AND DETERMINATION REGARDING RESPONSIBILITY

The BOCES will designate an individual decision-maker or a panel of decision-makers to issue a written determination regarding responsibility. A decision-maker can either be a BOCES employee or, where appropriate, a third-party, but cannot be the same individual as either the Title IX Coordinator or the investigator(s).

A live hearing will be conducted where the formal complaint is filed by a ~~CWD~~ *an adult* student *at the Center for Workforce Development Adult Education Program* where the allegations are related to an adult student in the ~~CWD~~ *Center for Workforce Development Adult Education* Program. Title

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6463 – TITLE IX AND SEX DISCRIMINATION

IX does not require a live hearing for allegations filed by a student in the kindergarten through 12th program setting. If a live hearing is held, the BOCES will make all evidence subject to the parties' inspection and review available to give each party equal opportunity to refer to this evidence during the hearing, including for purposes of cross-examination.

With or without a live hearing, before reaching a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to:

- a) Submit written, relevant questions that a party wants asked of any party or witness within five days after the parties have received the investigative report;
- b) Provide each party with the answers given by any party or witness within five days of receiving the questions;
- c) Allow for additional, limited follow-up questions and responses from each party to occur within three days after the parties have received responses to their initial questions;
- d) Questions and evidence about a complainant's sexual predisposition or prior sexual behavior will not be considered, unless the questions and evidence about the complainant's prior sexual behavior is offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent;
- e) The decision-maker(s) will explain to the party proposing the questions any decision to exclude a question as not relevant and why; and
- f) The decision maker will not draw an inference about responsibility based on a party's refusal to answer a relevant question and may not rely on the party or third party's statement in reaching a determination of responsibility where the party did not submit to cross-examination.
- g) Independently evaluate the relevant evidence including the evidence summarized in the investigative report and consider all relevant evidence.

The decision-maker(s) will issue a written determination regarding responsibility to the Title IX Coordinator, the District Superintendent (if not the decision maker), and all parties simultaneously within ten days after all follow-up questions have been responded to or after the live hearing (if applicable).

To reach this determination, the decision-maker(s) will use the preponderance of the evidence standard which is the standard of evidence that will be applied in all formal complaints of sexual harassment. This standard is understood to mean that the party with the burden of persuasion must prove that a proposition is more probably true than false meaning a probability of truth greater than 50 percent.

The written notice of the determination regarding responsibility will include:

- a) Identification of the allegations potentially constituting sexual harassment;
- b) A description of the procedural steps taken from the receipt of the formal complaint

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6463 – TITLE IX AND SEX DISCRIMINATION

through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held (if applicable);

- c) Findings of fact supporting the determination;
- d) Conclusions regarding the application of any applicable BOCES policy, procedure, collective bargaining agreement, or other document such as the **BOCES** Code of Conduct to the facts;
- e) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the BOCES is imposing on the respondent, and whether remedies designed to restore or preserve equal access to the BOCES education program or activity will be provided by the BOCES to the complainant; and
- f) The procedures and permissible bases for the complainant and respondent to appeal.

J. EMERGENCY REMOVAL AND ADMINISTRATIVE LEAVE

At any point after receiving a report or formal complaint of sexual harassment, and during the process the BOCES may immediately remove the respondent, who is a student, from the BOCES education program or activity on an emergency basis provided that the BOCES:

- a) Undertakes an individualized safety and risk analysis;
- b) Determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal;
- c) Provides the respondent with notice and an opportunity to challenge the decision immediately following the removal; and
- d) Coordinates with home district special education staff when initiating an emergency removal of a student with a disability from an education program or activity as the removal could constitute a change of placement under the IDEA or Section 504.

An employee and a non-student employee may be placed on a paid or unpaid leave in accordance with law and/or collective bargaining agreement.

K. LIVE HEARINGS (IF APPLICABLE)

1) General Rules of Hearings

The live hearing may be conducted with all parties physically present in the same geographic location, or, at BOCES discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually through a virtual video conferencing format that will be recorded. This

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6463 – TITLE IX AND SEX DISCRIMINATION

technology will enable participants simultaneously to see and hear each other. At its discretion, BOCES may delay or adjourn a hearing based on technological errors not within a party's control.

All proceedings will be recorded through audio recording or audiovisual recording depending on whether the hearing is conducted in-person or remotely. That recording will be made available to the parties for inspection and review.

Prior to obtaining access to any evidence, the parties and their advisors must sign an agreement not to disseminate any of the testimony heard or evidence obtained in the hearing or use such testimony or evidence for any purpose unrelated to the Title IX Grievance Process, or photograph or record the hearing or pieces of evidence themselves. Once signed, this Agreement may not be withdrawn.

2) Continuances or Granting Extensions

BOCES may determine that multiple sessions, an extension or a continuance (i.e. a pause on the current hearing until a later date or time) is needed to complete a hearing. If so, BOCES will notify all participants and accommodate all participants' schedules and complete the hearing as promptly as practicable.

3) Participants in the live hearing

Live hearings are not public, and the only individuals permitted to participate in the hearing are as follows:

1. Complainant and Respondent (The Parties)

- The parties cannot waive the right to a live hearing.
- BOCES may still proceed with the live hearing in the absence of a party, and may reach a determination of responsibility in their absence, including through any evidence gathered that does not constitute a "statement" by that party.
- For example, a verbal or written statement constituting part or all of the sexual harassment itself is not a "prior statement" that must be excluded if the maker of the statement does not submit to cross-examination about that statement. In other words, a prior statement would not include a document, audio recording, audiovisual reading, and digital media, including but not limited to text messages, emails, and social media postings, that constitute the conduct alleged to have been the act of sexual harassment under the formal complaint. [See, OCR Blog (May 22, 2020), available at <https://www2.ed.gov/about/offices/list/ocr/blog/20200522.html>].
- BOCES will not threaten, coerce, intimidate or discriminate against the party in an attempt to secure the party's participation. See 34 C.F.R. § 106.71.
- If a party does not submit to cross-examination, the District Superintendent/designee cannot rely on any prior statements made by that party in reaching a determination regarding responsibility, but may reach a determination regarding responsibility based on evidence that does not constitute a "statement" by that party.

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6463 – TITLE IX AND SEX DISCRIMINATION

- The District Superintendent/designee cannot draw an inference about the determination regarding responsibility based solely on a party's absence from the live hearing or refusal to answer cross-examination or other relevant questions. See 34 C.F.R. §106.45(b)(6)(i).
2. *The Decision-maker*
- The decision-maker will consist of the District Superintendent/designee.
 - The hearing officer could be the Title IX Coordinator, provided their rule is limited to controlling order and decorum.
 - The hearing officer will not have a conflict of interest or bias in favor of or against complainants or respondents generally, or in favor or against the parties to the particular case.
 - The hearing officer will be trained on topics including how to serve impartially, issues of relevance, including how to apply the rape shield protections provided for complainants, and any technology to be used at the hearing.
 - The parties will have an opportunity to raise any objections regarding a decision-maker's actual or perceived conflicts of interest or bias at the commencement of the live hearing.
3. *Advisor of choice*
- The parties have the right to select an advisor of their choice, who may be, but does not have to be, an attorney.
 - The advisor of choice may accompany the parties to any meeting or hearing they are permitted to attend, but may not speak for the party, except for the purpose of cross-examination.
 - The parties are not permitted to conduct cross-examination; it must be conducted by the advisor. As a result, if a party does not select an advisor, the BOCES will select an advisor to serve in this role for the limited purpose of conducting the cross-examination at no fee or charge to the party and the advisor may be a BOCES employee.
 - The advisor is not prohibited from having a conflict of interest or bias in favor of or against complainants or respondents generally, or in favor or against the parties to the particular case.
 - The advisor is not prohibited from being a witness in the matter.
 - If a party does not attend the live hearing, the party's advisor may appear and conduct cross-examination on their behalf. [85 Fed. Reg. 30026, 30340 (May 19, 2020)].
 - If neither a party nor their advisor appear at the hearing, BOCES will provide an advisor to appear on behalf of the non-appearing party. See, 85 Fed. Reg. 30026, 30339-40 (May 19, 2020).
4. *Witnesses*
- Witnesses cannot be compelled to participate in the live hearing, and have the right to participate in the hearing free from retaliation. [See, 85 Fed. Reg. 30026, 30360 (May 19, 2020)].
 - If a witness does not submit to cross-examination, as described below, the District Superintendent/designee cannot rely on any statements made by that witness in reaching a

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6463 – TITLE IX AND SEX DISCRIMINATION

determination regarding responsibility, including any statement relayed by the absent witness to a witness or party who testifies at the live hearing. [85 Fed. Reg. 30026, 30347 (May 19, 2020)].

4) Hearing Procedures

For all live hearings conducted under this Title IX Grievance Process, the procedure will be as follows:

- The District Superintendent/designee will open and establish rules and expectations for the hearing;
- The Parties will each be given the opportunity to provide opening statements;
- The District Superintendent/designee will ask questions of the Parties and Witnesses;
- Parties will be given the opportunity for live cross-examination after District Superintendent/designee conducts its initial round of questioning; During the Parties' cross-examination, District Superintendent/designee will have the authority to pause cross-examination at any time for the purposes of asking the District Superintendent/designee's own follow up questions; and any time necessary in order to enforce the established rules of decorum.
- Should a Party or the Party's Advisor choose not to cross-examine a Party or Witness, the Party shall affirmatively waive cross-examination through a written or oral statement to the District Superintendent/designee. A Party's waiver of cross-examination does not eliminate the ability of the District Superintendent/designee to use statements made by the Party.

5) Live Cross-Examination Procedure

Each party's advisor will conduct live cross-examination of the other party or parties and witnesses. During this live cross-examination, the advisor will ask the other party or parties and witnesses relevant questions and follow-up questions, including those challenging credibility directly, orally, and in real time.

Before any cross-examination question is answered, District Superintendent/designee will determine if the question is relevant. Cross-examination questions that are duplicative of those already asked, including by District Superintendent/designee may be deemed irrelevant if they have been asked and answered.

6) Review of Recording

The recording of the hearing will be available for review by the parties within 5 business days of the hearing, unless there are any extenuating circumstances. The recording of the hearing will not be provided to parties or advisors of choice.

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6463 – TITLE IX AND SEX DISCRIMINATION

7) General Considerations for Evaluating Testimony and Evidence

While the opportunity for cross-examination is required in all Title IX hearings, determinations regarding responsibility may be based in part, or entirely, on documentary, audiovisual, and digital evidence, as warranted in the reasoned judgment of the decision-maker.

Decision-makers shall not draw inferences regarding a party or witness' credibility based on the party or witness' status as a complainant, respondent, or witness, nor shall it base its judgments in stereotypes about how a party or witness would or should act under the circumstances.

Generally, credibility judgments should rest on the demeanor of the party or witness, the plausibility of their testimony, the consistency of their testimony, and its reliability in light of corroborating or conflicting testimony or evidence.

Credibility judgments should not rest on whether a party or witness' testimony is non-linear or incomplete, or if the party or witness is displaying stress or anxiety.

Decision makers will afford the highest weight relative to other testimony to first-hand testimony by parties and witnesses regarding their own memory of specific facts that occurred. Both inculpatory and exculpatory (i.e. tending to prove and disprove the allegations) evidence will be weighed in equal fashion.

Witness testimony regarding third-party knowledge of the facts at issue will be allowed, but will generally be accorded lower weight than testimony regarding direct knowledge of specific facts that occurred.

Parties may call "expert witnesses" for direct and cross-examination. While the expert witness may be allowed to testify and be crossed, the decision-maker may determine the relevance of non-factual testimony of the expert relative to fact witnesses, and any expert testimony that is not directed to the specific facts that occurred in the case may be afforded lower weight relative to fact witnesses, regardless of whether the expert witness testimony is the subject of cross-examination and regardless of whether all parties present experts as witnesses.

Character witnesses in these proceedings will not be allowed to testify, however, the decision-maker may consider whether written character statements will be accepted.

Polygraph tests ("lie detector tests") may be admitted and allowed and other procedures that are outside of standard use in academic and non-academic conduct processes. While the processes and testimony about them will be allowed to testify and be crossed, the decision-maker will be instructed to afford lower weight to such processes relative to the testimony of fact witnesses.

Where a party or witness' conduct or statements demonstrate that the party or witness is engaging in retaliatory conduct, including but not limited to witness tampering and intimidation, the decision-maker may draw an adverse inference as to that party or witness' credibility.

L. FINALITY OF DETERMINATION REGARDING RESPONSIBILITY

The determination regarding responsibility becomes final either on the date that the BOCES provides the parties with the written determination of the result of an appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6463 – TITLE IX AND SEX DISCRIMINATION

Where a determination regarding responsibility for sexual harassment has been made against the respondent, remedies will be provided to a complainant and disciplinary sanctions may be imposed on a respondent. Remedies will be designed to restore or preserve equal access to the BOCES education program or activity. Remedies and disciplinary sanctions will be implemented in accordance with applicable laws and regulations, as well as any BOCES policy, procedure, collective bargaining agreement, or other document such as the **BOCES** Code of Conduct.

The Title IX Coordinator is responsible for the effective implementation of any remedies and/or disciplinary sanctions. The Title IX Coordinator will work with other individuals as necessary to effectively implement remedies and/or disciplinary sanctions.

M. APPEALS

Either party may file an appeal from a determination regarding responsibility or from the BOCES dismissal of a formal complaint or any of its allegations. Appeals must be submitted in writing to the Title IX Coordinator within ten days of the written notice of the determination regarding responsibility or dismissal of the formal complaint or any of its allegations. The bases on which a party is seeking an appeal should be specifically stated in the party's written appeal.

An appeal may only be based upon one or more of the following bases, but cannot be based on a finding of responsibility:

- a) Procedural irregularity that affected the outcome of the matter;
- b) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- c) The Title IX Coordinator, investigator, or decision-maker(s) had a conflict of interest or bias for or against complainant or respondent generally or the individual complainant or respondent that affected the outcome of the matter;
- d) Facts demonstrate the conclusion was clearly unfounded; and
- e) Sanction is unreasonably severe in light of the offense.

Upon receipt of an appeal, which meets the basis in (a) through (e) above, the BOCES will:

- a) Notify the other party in writing that an appeal has been filed and implement appeal procedures equally for both parties;
- b) Continue supportive measures;
- c) Ensure that any decision-maker for the appeal:
 1. Is not the same person as any decision-maker that reached the initial determination regarding responsibility or dismissal, investigator, or Title IX Coordinator; and
 2. Does not have any conflict of interest or bias for or against complainant or respondent generally or an individual complainant or respondent.

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6463 – TITLE IX AND SEX DISCRIMINATION

- d) Give all parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome. Parties will have to submit these written statements within 15 days after the parties have been notified of the appeal and will be limited to three written pages;
- e) Issue a written decision describing the result of the appeal and the rationale for the result; and
- f) Provide the written decision and its rationale simultaneously to the Title IX Coordinator, the District Superintendent, and all parties within 20 days after receiving the parties written statements in support of, or challenging, the outcome.

N. PROHIBITION OF RETALIATORY BEHAVIOR (COMMONLY KNOWN AS "WHISTLE-BLOWER" PROTECTION)

BOCES prohibits retaliation against any individual in form of coercion, intimidation, or discrimination, for the purpose of interfering with his or her Title IX rights or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in an investigation, proceeding, or hearing under Title IX.

Charging an individual with Code of Conduct or other applicable violations that do not involve sex discrimination, including sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation. Charging an individual with a Code of Conduct or other applicable violation for making a materially false statement in bad faith during a grievance proceeding does not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

All complaints alleging retaliation will be handled in a manner consistent with the BOCES policies and procedures regarding the investigation of discrimination and harassment complaints.

O. CONFIDENTIALITY AND PRIVACY

Except where disclosure may be permitted or required by law or regulation, the BOCES cannot guarantee confidentiality but will keep private to the extent possible, any information reported will be disclosed only as necessary to investigate, seek resolution, implement supportive measures, and in compliance with law. The Title IX Coordinator, Investigator, decision maker, and BOCES staff will provide privacy, but disclose information as necessary to appropriate individuals and authorities. BOCES could disclose information to the other party necessary to provide due process, mandatory child abuse reports, and information to a parent *or legal guardian* pursuant to FERPA. Supportive measures will be kept confidential to the extent that does not impair the ability of BOCES to implement these measures. Either party may discuss the allegations to gather and present evidence. The complainant cannot remain anonymous once a formal complaint is filed. The nurse and healthcare providers will provide confidentiality, pursuant to law. Privacy and/or confidentiality will be afforded to the following individuals:

- a) Complainant;
- b) Respondent;
- c) Witness; and

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6463 – TITLE IX AND SEX DISCRIMINATION

- d) Person who made the report.

P. TRAINING

- a) All Title IX Coordinators, investigators, decision-makers, or persons who facilitate an informal resolution process will receive training on:
 - 1. The definition of sexual harassment as defined in Title IX;
 - 2. The scope of the BOCES education program or activity;
 - 3. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and
 - 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.
- b) All decision-makers receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant.
- c) All investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment. Training materials will be made publicly available on the BOCES website.

Q. NOTIFICATION

The BOCES will notify students, applicants for admission to BOCES CWD programs, parents or legal guardians of elementary or secondary students, employees, applicants for employment, and all unions or professional organizations holding collective bargaining or professional agreements with the BOCES of this policy.

Further, the BOCES will prominently publish this policy and the contact information for the Title IX Coordinator(s) on its website and in other publications, including in each handbook or catalog that it makes available to the individuals and entities referenced above.

R. RECORDKEEPING

For a period of seven years, the BOCES will retain the following:

- a) Records of each sexual harassment investigation including any:
 - 1. Determination regarding responsibility;
 - 2. Audio or audiovisual recording or transcript required under law or regulation;

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6463 – TITLE IX AND SEX DISCRIMINATION

3. Disciplinary sanctions imposed on the respondent; and
 4. Remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity.
- b) Any appeal and its result.
 - c) Any informal resolution and its result.
 - d) All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
 - e) For each response to sexual harassment where the BOCES had actual knowledge of sexual harassment in its education program or activity against a person in the United States, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the BOCES must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the BOCES education program or activity. If a BOCES does not provide the complainant with supportive measures, then the BOCES must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the BOCES in the future from providing additional explanations or detailing additional measures taken.

20 USC § 1092(f)(6)(A)(v)
20 USC § 1681, et. seq.
34 USC § 12291(a)(8, 10, and 30)
34 CFR Part 106
Education Law § 13
8 NYCRR § 100.2(kk)

Adopted: 4/14/2021
Revised: 12/20/2023

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6464 – EDUCATIONAL EQUITY AND EXCELLENCE

Policy Statement

The Monroe 2-Orleans BOCES (BOCES) will apply the principle of equity to all policies, programs, systems, operations, and practices to ensure that all students have a quality education within a safe and supportive environment, where inclusivity is valued and contributes to successful academic outcomes.

Equity is defined herein as, the learning needs of every student are supported in an environment where all students are valued and respected; and where student success will not be predicated on differences in age, race, ethnicity, color, religion, national origin, immigration status, language, family composition or economic status, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, or physical or cognitive ability. Student differences will be nourished, celebrated and welcomed because they are what makes students unique.

This principle will result in a welcoming environment, where multiple pathways to success support the academic and social growth of every *child student*. Educational equity, diversity and inclusivity in all programs, provides students the opportunity to benefit equitably based on their individual needs and is when everyone has access to the opportunities necessary to satisfy their essential needs, advance their well-being, and reach their full potential.

Beliefs

The following beliefs drive this policy:

Students:

1. Every student has the right to an equitable educational experience in the BOCES.
2. All students have the potential for successful academic and social emotional development and growth, regardless of circumstances.
3. Student engagement and voice are critical components of decision-making processes.

Family and Community:

1. All staff, parents/*legal* guardians, and community members must work together to assess, correct and/or improve systems and dismantle barriers to success.
2. Family and community member engagement with staff and students creates effective partnerships between home and school.
3. The responsibility to address disparities in opportunities and achievement among student groups rests with adults, not with the students. Student voice will be present when determining goals.
4. The responsibility for student success is broadly shared by the BOCES staff and administrators, families, students and the community.

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6464 – EDUCATIONAL EQUITY AND EXCELLENCE

Systems:

1. BOCES climate must encourage each student’s sense of belonging to promote emotional and physical well-being and academic success.
2. Educational equity for all students includes greater appreciation of and respect for differences, and holding high expectations for all students.
3. Providing students with equitable access to a quality curriculum, effective teachers, support staff and principals, and support services through equitable resource allocation maximizes academic achievement for every student.

Implementation, Monitoring and Reporting

BOCES recognizes that developing an Equity **Action** Plan is a long-term commitment requiring significant work and resources to implement across the Programs. The Equity **Action** Plan should include clear accountability methods outlining responsibilities and timelines. Periodic reports, at least twice annually, will be provided to the Board and the community, based upon an identified schedule of student data reviews, staffing status updates and various established reports included in the Equity **Action** Plan. Questions or concerns relative to the Equity **Action** Plan progress or outcomes should be directed first to the program administrator and then to the Assistant Superintendents as appropriate.

Adopted: 07/12/2023

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6471 – SAFE PUBLIC SCHOOL CHOICE OPTION TO STUDENTS WHO ARE VICTIMS OF A VIOLENT CRIMINAL OFFENSE

Any student who is a victim of a violent criminal offense, that occurred on the grounds, leased facility or building of the BOCES that the student attends, shall be allowed to attend a safe public school within the home school district to the extent required by the federal No Child Left Behind Act (NCLB) and state law and regulations.

“A safe public school” shall mean a public school that has not been designated by the Commissioner of Education, as a persistently dangerous public elementary or secondary school.

Violent Criminal Offense

“Violent criminal offense” means a crime that:

- a) Involves infliction of a serious physical injury upon another as defined in New York State Penal Law; or
- b) A sex offense that involves forcible compulsion; or
- c) Any other offense designed in State Penal Law that involves the use or threatened use of a deadly weapon.

Determination Whether Student is a Victim

Procedures shall be established for determination by the District Superintendent of whether a student is a victim of a violent criminal offense. The District Superintendent shall, prior to making any such determination, consult with any law enforcement agency investigating the alleged violent criminal incident and consider any reports or records provided by such agency. However, a criminal conviction is not required prior to the District Superintendent's determination that a student has been a victim of a violent criminal offense. The District Superintendent may also consult with the BOCES attorney prior to making such determination. The District Superintendent will refer ~~his/her~~ *their* determination to the student's home school superintendent. However, this determination will not preclude any student disciplinary proceeding brought against the alleged victim or perpetrator of such violent criminal offense by the home *school* district.

Notice to Parents/~~Persons in Parental Relationship~~ *Legal Guardians*

The District Superintendent will establish procedures for notification of parents/*legal guardians* of; ~~or persons in parental relation to~~, students who are victims of violent criminal offenses of their right to transfer to a safe public school within the home *school* district and procedures for such transfer.

However, such notification shall not be required where there are no other public schools within the home *school* district at the same grade level or a transfer to a safe public school within the home school district is otherwise impossible. Similarly, procedures for such notification of parents/~~persons in parental relation~~ *legal guardians* to students who are victims of violent criminal offenses shall not be required where the home school district has only one public school within the District or only one public school at each grade level.

Monroe 2-Orleans BOCES Policy**Series 6000 – Students****Policy #6471 – SAFE PUBLIC SCHOOL CHOICE OPTION TO STUDENTS WHO ARE VICTIMS OF A VIOLENT CRIMINAL OFFENSE****Designation of Safe Public School**

It shall be the responsibility of the student's home school district, based on objective criteria, to designate a safe public school or schools within the home *school* district to which students may transfer. However, the home *school* district is not required to designate a safe public school where there are no other public schools within the home *school* district at the same grade level or transfer to a safe public school within the home *school* district is otherwise impossible. Similarly, if the home *school* district has only one public school within the school system or only one public school at each grade level, the home school district shall not be required to designate a safe public school.

Any student who transfers to a safe public school, in accordance with the provisions of this policy and applicable law and regulation, shall be enrolled in the classes and other activities of the public school to which such student transfers in the same manner as all other students at the public school. The receiving school shall be identified by the *home school* district and must be at the same grade level as the school from which the student is transferring. To the extent possible the *home school* district shall allow transferring students to transfer to a school that is making adequate yearly progress and has not been identified as requiring school improvement, corrective action, or restructuring. The home *school* district shall provide transportation for any student permitted to transfer to the safe public school within the District designated by the school system within the transportation limits established pursuant to Education Law Sections 3635 and 4401(4). Any student who transfers to a safe public school shall be permitted to remain in such safe public school until the student has completed the highest grade level in the school transferred to.

While the parents/~~persons in parental relation~~ *legal guardians* to the student must be offered the opportunity to transfer their *child student*, they may elect to have the *child student* remain at the school ~~he/she~~ *they* currently attend.

Elementary and Secondary Education Act of 1965,
Section 9532, as amended by the No Child Left Behind
Act of 2001
Education Law Section 2802(7)
8 New York Code of Rules and Regulations
(NYCRR) Section 120.5

Adopted: 7/13/1999
Revised: 10/21/2009
Revised: 8/15/2012
Reviewed: 8/19/2015
Revised: 9/19/2018
Revised: 10/16/2019

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6471 – SAFE PUBLIC SCHOOL CHOICE OPTION TO STUDENTS WHO ARE VICTIMS OF A VIOLENT CRIMINAL OFFENSE

Reviewed: 8/18/2021

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6510 – EMPLOYMENT OF STUDENTS/EMPLOYMENT CERTIFICATES

Recognizing its commitment to student development and self-sufficiency, the BOCES will endeavor to employ students or provide work simulation wherever possible and whenever such employment shall be mutually beneficial to progress and growth. Such employment will be in accordance with applicable state and federal laws and regulations.

Employment Certificates

Students enrolled in BOCES programs who require work permits or certificates as part of their instruction shall be expected to obtain them at the designated office at their home district.

Adopted: 7/13/1999

Revised: 10/21/2009

Reviewed: 8/15/2012

Reviewed: 8/19/2015

Reviewed: 9/19/2018

Reviewed: 8/18/2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6520 – CENSORSHIP OF NON-SCHOOL STUDENT PUBLICATIONS

It is the purpose of this policy to promote the best interest and ensure the well-being of every student in the BOCES by preventing substantial disruption and/or material interference with school activities and with the general operation of the schools by forbidding publication and/or distribution of literature which contains libelous, obscene, profane statements, prejudicial statements, as well as statements which advocate breaking of state and federal laws as well as school regulations.

The Board permits the distribution of materials within its schools and on BOCES property only after it has been submitted for administrative review and approval. The Board directs the District Superintendent or their designee in keeping with the requirements of the law, to prepare administrative regulations which establish guidelines for students seeking approval for the distribution of non-school publications.

The Board, however, does recognize the right of its students to publish or distribute newspapers, magazines and other literature not sanctioned by BOCES. However, BOCES has no responsibility to assist students in the publication of such literature, nor does this Board assume any responsibility for any statements published therein.

~~The Board permits the distribution of materials within its schools and on BOCES property only after it has been submitted for administrative review and approval. The Board directs the District Superintendent or his/her designee in keeping with the requirements of the law, to prepare administrative regulations which establish guidelines for students seeking approval for the distribution of non-school publications.~~

Adopted: 7/13/1999
Revised: 10/21/2009
Revised: 8/15/2012
Reviewed: 8/19/2015
Reviewed: 9/19/2018
Reviewed: 8/18/2021

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

**Policy #6530 – ~~CO-CURRICULAR AND~~ EXTRACURRICULAR ACTIVITIES
*GUIDELINES***

The BOCES encourages the development of activities that extend and enhance the learning opportunities of students and the staff. These activities and experiences shall be designed to supplement the provisions of the regular curriculum. Insofar as possible, the scheduling of co-curricular or extracurricular activities shall not conflict with regularly scheduled periods of instruction.

Adopted: 7/13/1999

Revised: 10/21/2009

Reviewed: 8/15/2012

Reviewed: 8/19/2015

Reviewed: 9/19/2018

Reviewed: 8/18/2021

10. New Business
 2. First Read Policy # 3211- Organizational Chart

AD HOC POLICY UPDATE CHART

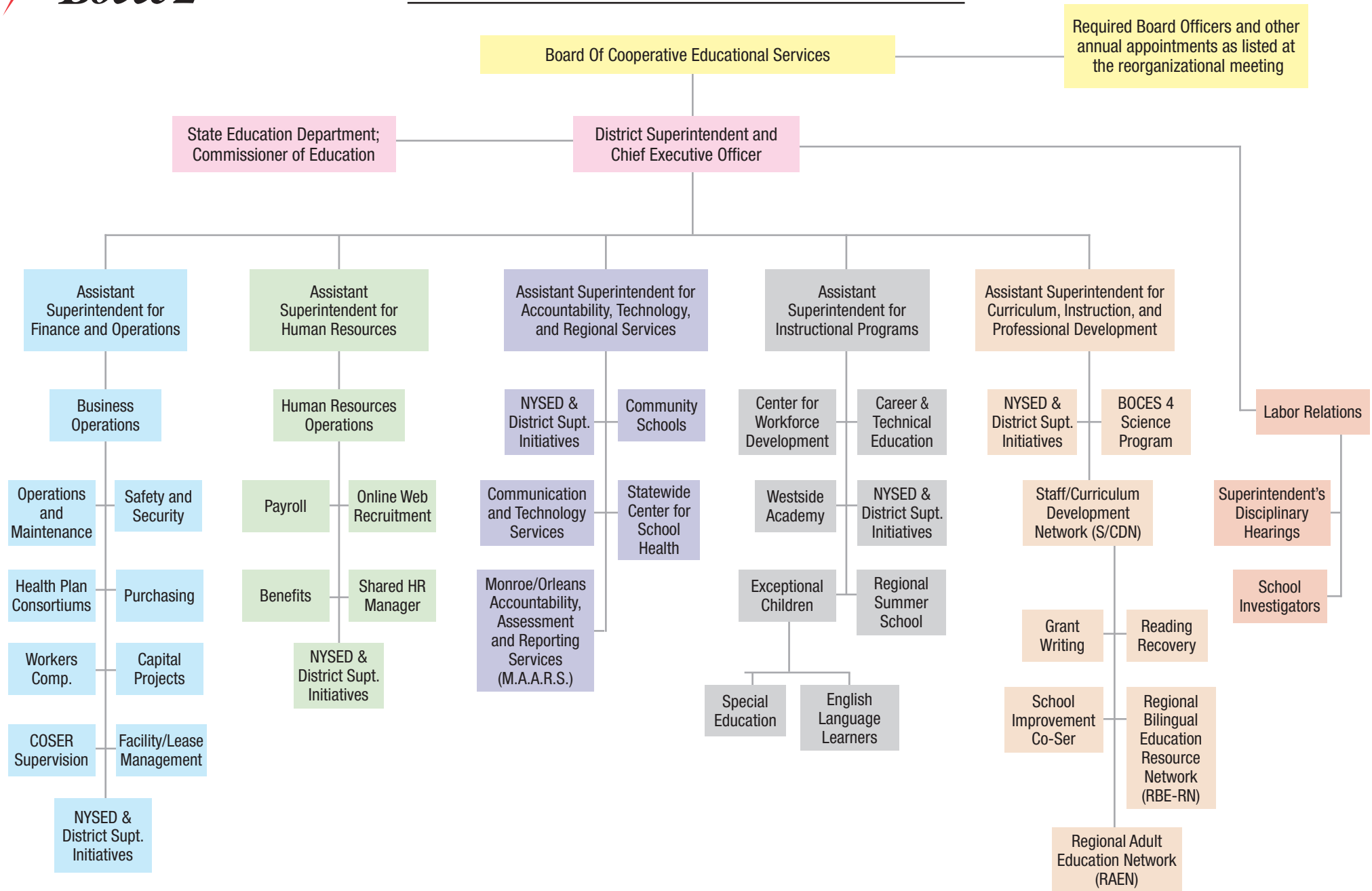
<i>Organizational Chart</i>

<i>POLICY NUMBER</i>	<i>RATIONALE</i>
3211 Organizational Chart	Changes made to reflect current administrative structure.



Monroe 2–Orleans Board of Cooperative Educational Services

Organizational Chart



10. New Business

3. Resolution to Approve CTE Equipment Reserve Fund Contribution of \$ 150,000
4. Resolution to Approve Insurance Reserve Fund Contribution of \$ 300,000
5. Resolution to Approve Liability Reserve Fund Contribution of \$ 100,000
6. Resolution to Approve Retirement Contribution Reserve Fund Contribution of \$1,300,000



*Monroe 2–Orleans
Board of Cooperative Educational Services*

Jo Anne L. Antonacci, District Superintendent

Tel: (585) 352-2410

Fax: (585) 352-2442

**Finance
Office**

Steve Roland
*Assistant Superintendent
for Finance and Operations*

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Fax: (585) 352-2756
sroland@monroe2boces.org

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

It is hereby resolved that based upon the recommendation of the District Superintendent, the Monroe 2 – Orleans BOCES Board authorizes a contribution to the previously established Career and Technical Education (CTE) Equipment Reserve Fund in the amount of \$150,000 from 2023/24 school year expenditures.



*Monroe 2–Orleans
Board of Cooperative Educational Services*

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Retirement Contribution Reserve Fund - Contribution

It is hereby resolved that based upon the recommendation of the District Superintendent, the Monroe 2 – Orleans BOCES Board authorizes a contribution to the previously established Retirement Contribution Reserve Fund in the amount of \$1,300,000 from 2023/24 school year expenditures.



*Monroe 2–Orleans
Board of Cooperative Educational Services*

Jo Anne L. Antonacci, District Superintendent

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Insurance Reserve Fund - Contribution

It is hereby resolved that based upon the recommendation of the District Superintendent, the Monroe 2 – Orleans BOCES Board authorizes a contribution to the previously established Insurance Reserve Fund in the amount of \$300,000 from 2023/24 school year expenditures.



*Monroe 2–Orleans
Board of Cooperative Educational Services*

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Liability Reserve Fund - Contribution

It is hereby resolved that based upon the recommendation of the District Superintendent, the Monroe 2 – Orleans BOCES Board authorizes a contribution to the previously established Liability Reserve Fund in the amount of \$100,000 from 2023/24 school year expenditures.

10. New Business

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

10. New Business

8. Resolution to Approve 2024-25 Professional Learning Plan



MONROE 2-ORLEANS

BOCES

PROFESSIONAL

LEARNING

PLAN

~~2023-2024~~

2024-2026

Board Approved

Mission

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

Vision

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





Strategic Plan

Strategic Goals

Key Strategies

Customer Satisfaction

Provide excellent service while demonstrating care and respect for all

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

Continuous Improvement

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

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

Community Collaboration

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

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

Resource Management

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

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

TABLE OF CONTENTS

	Page(s)
District/Team Information.....	1
Professional Learning Team Membership.....	2
Annual Professional Learning Plan Requirements.....	3
Attachment I: Needs Assessment Sources Used.....	5
Attachment II: Professional Learning Plan Summary Chart.....	6
Attachment III: District Resources.....	9
Attachment IV: Implementation Plan.....	10
Attachment V: Effective Teaching Series - Summary Chart.....	23
Attachment VI: Mentoring Program.....	25
Attachment VII: Collegial Partner Program.....	27
Attachment VIII: Professional Learning Guidelines.....	29
Attachment IX: NYSED Completion of Approved CTLE Hour(s) Certificate.....	30
Attachment X: NYS Professional Learning Standards.....	31
Attachment XI: Glossary.....	38

MONROE 2-ORLEANS BOCES
PROFESSIONAL LEARNING PLAN

DISTRICT NAME: Monroe 2-Orleans BOCES
BEDS CODE: 26900
~~DISTRICT~~ SUPERINTENDENT: ~~Jo Anne Antonacci~~ **Dr. Thomas Putnam**
ADDRESS: 3599 Big Ridge Road, Spencerport NY 14559-1799
PHONE: (585) 352-2411 FAX: (585) 352-2442 EMAIL: ~~jantonac~~**tputnam**@monroe2boces.org
YEAR(S) PLAN IS EFFECTIVE: ~~1-Year 2023-2024~~ **2-Year 2024-2026**

COMPOSITION OF PROFESSIONAL LEARNING TEAM(S)

District Team

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

Number of school buildings in district: 1

Nature and Terms

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

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

MONROE 2-ORLEANS BOCES
PROFESSIONAL LEARNING TEAM

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

ANNUAL PROFESSIONAL LEARNING PLAN REQUIREMENTS

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

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

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

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

- Ten (10) hours of professional growth activities per year on topics determined by the administration.

All tenured, annually and permanently appointed classified unit members will participate in a comprehensive Professional Learning Program consisting of:

- Ten (10) hours of professional growth activities per year on topics determined by the Professional Learning Committee or mutually agreed to by the staff member and the immediate supervisor.

NYS CONTINUING TEACHER LEADER EDUCATION (CTLE) REQUIREMENTS

Monroe 2-Orleans BOCES is an approved sponsor of CTLE and will issue certificates of completion and maintain those records for all CTLE activities in their Frontline Professional Growth system. Electronic certificates are printable from Frontline Professional Growth and include all of the information as noted on the NYSED approved CTLE hours certificate. (See appendix IX)

In accordance with CTLE Regulations (2019), during the educator's registration period they must also complete a minimum of 15% of their CTLE hours in language Acquisition, unless the BOCES has a waiver. Monroe 2-Orleans BOCES has a language acquisition waiver that has been approved annually since 2016. Anyone who holds an English to Speakers of Other Languages professional or a Bilingual Extension must complete a minimum of 50% of their CTLE hours in language acquisition. CTLE Regulations (2019) educators who hold a Teaching Assistant Level 3 certificate are also required to complete CTLE hours. Currently, there are no Teaching Assistant Level 3 positions at Monroe 2-Orleans BOCES.

CTLE REQUIREMENTS

Monroe 2-Orleans BOCES is in accordance with the NYS Continuing Teacher Leader Education (CTLE) requirements and includes Monroe 2-Orleans BOCES approved vendors, Mid-West JMT, RBERN, RIC, and Teacher Centers. All Monroe 2-Orleans BOCES internal vendors are vetted to comply with all CTLE requirements. All classroom teachers who hold a professional certificate are required to complete 100 hours of professional learning every five years. The professional learning activities contained in this plan will help staff fulfill these hours. CTLE certificates of completion must be retained for at least three years

from the end of the registration period in which CTLE was completed and be available for review by the New York State Department of Education upon request.

MENTORING PROGRAM

All first-year new teachers will participate in a mentoring program, which satisfies requirements as specified in paragraphs (2) and (5) of subdivision (dd) of section 100.2 of the Regulations of the Commissioner of Education. (See attachment VI: Mentoring Program.) Long-term substitutes employed for more than 40 contiguous days will be assigned a mentor.

In accordance with the CTLE Regulations (2019), educators acting as a mentor to a new classroom teacher as part of the BOCES mentoring program may receive credit of up to 30 hours of such time towards their CTLE requirement in each 5-year registration period. This must be documented via Frontline Professional Growth in conjunction with BOCES administration. Educators acting as a mentor to a teacher candidate may credit up to 25 hours of such time towards CTLE requirement in each registration period. This must be documented in Frontline Professional Growth in conjunction with BOCES administration.

COLLEGIAL PARTNER PROGRAM

All teachers with two or more years of teaching experience who are new to Monroe 2-Orleans BOCES will participate in the Collegial Partner Program. In addition, all unit members who have completed year one of the Mentoring Program will participate in the Collegial Partner Program during their second year of employment. (See attachment VII.)

PROFESSIONAL LEARNING PLAN NEEDS ANALYSIS

The goals of the Monroe 2-Orleans BOCES Professional Learning Plan are directly aligned with the New York State Learning Standards and New York State assessments. A matrix design was created to align objectives with appropriate goals and identify strategies and performance measures that address student needs. All goals and objectives are aligned to the New York State Professional Learning Standards (see Attachment IX.)

The Implementation Plan was developed to address the needs of all students, *age 3* through 21. Our plan provides for substantial professional learning for all staff involved in the departments for Exceptional Children, Career and Technical Education, Westside Academy, the BOCES 4 Science, Communications and Technology Services, the Office for Curriculum, Instruction, and Professional Development, and the Monroe/Orleans Accountability, Assessment and Reporting Services.

The time frame of the Monroe 2-Orleans BOCES Professional Learning Plan reflects a multi-year approach to improve student performance through 2026. The Professional Learning Team will meet to review instruction, assessment and staff development data as related to the plan. Program data will be used to identify emerging needs and to modify goals/objectives accordingly.

Performance measures and data sources are stated within each goal and objective. Various sources (see Attachment I) were utilized to target appropriate goals and objectives to improve student achievement. The data was derived from the student population at Monroe 2-Orleans BOCES.

Attachment I: Needs Assessment Sources Used

The sources used to identify the basis of the Monroe 2-Orleans BOCES needs analysis are:

- Individual student work
- Local assessment data
- School Report Card
- BEDS data
- BOCES 2 needs assessment
- Student attendance rates
- Graduation and drop-out rates
- Student performance results disaggregated by subgroups
- NYSED 3-8 ELA and Math and Regents Data
- Career and Technical Education Performance Data
- CTE Comprehensive Local Need Assessment (every 2 yrs.)
- Student outcome data (academic/behavioral)
- Student/teacher ratios
- Teacher review and retention process
- Number of teachers teaching out-of-field
- Annual Professional Performance Review
- Curriculum development and review
- Professional Learning Plan (annual review)
- BOCES 2 Culture & Climate Survey Data**
- Discipline/referral data - Positive Behavioral Intervention Supports (PBIS)
- ~~Violent and Disruptive Incident Reports (VADIR)~~
- School Safety and Educational Climate (SSEC)**
- Dignity for All Students (DASA) Data
- BOCES 2 staff and component district service requests
- BOCES 2 Strategic Plan
- BOCES 2 Equity Plan**
- CTE Post High School Placement Data**
- Program Enrollment Data**

Attachment II: Professional Learning Plan Summary Chart

Goal	Goal Statement	Department/Objectives	NYS Professional Development Standard
1	Learn and implement models of effective instruction using research-based best practices in all instructional programs to show growth (annual improvement of 10%) in academic results for all students.	<p>BOCES 2 Instructional Support Staff 1.1 Instructional support staff will lead the implementation of NYS Learning Standards, Career and Financial Management (CFM), literacy best practices, and develop associated curriculum, lesson plans, and professional learning opportunities for all BOCES 2 staff. <i>(measurables: curriculum maps, lesson plans, assessments, attendance at professional learning sessions)</i></p> <p>Career and Technical Education 1.2 All CTE students will pass the 21st Century Skills assessment <i>(measurable growth year over year)</i></p> <p>1.3 All CTE students will pass targeted CTE literacy assessments aligned to each program. <i>(measurable growth year over year)</i></p> <p>Department for Exceptional Children 1.4 Students in the Department for Exceptional Children programs will show growth in their State Approved Literacy Task, 3-8 ELA and Math assessments, Regents and NYSAA assessments. <i>(measurable growth year over year)</i></p> <p>Westside Academy 1.5 Students at Westside Academy will show growth on NYS Regents exams, 7-8 ELA and Math assessments, 8th grade Science assessment, or State Approved Literacy Tasks. <i>(measurable growth year over year)</i></p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

2	Develop and implement a comprehensive tiered system of supports for positive behavioral interventions.	<p>BOCES 2 Instructional Support Staff 2.1 Instructional support staff will provide professional learning on Multi-tiered Systems of Support (MTSS) to include de-escalation strategies, function-based thinking, youth mental health first aid, and restorative and trauma informed practices.</p>	1, 3, 4, 6, 8, 10
		<p>Career and Technical Education 2.2 All CTE Staff will implement a positive behavioral interventions to proactively reduce disciplinary referrals. (<i>regularly monitored discipline reports</i>)</p>	
		<p>Department for Exceptional Children 2.3 All Exceptional Children Staff will implement a positive behavioral intervention to proactively reduce disciplinary referrals. (<i>regularly monitored discipline reports</i>)</p>	
		<p>Westside Academy 2.4 All Westside Academy Staff will implement a positive behavioral intervention to proactively reduce disciplinary referrals. (<i>regularly monitored discipline reports</i>)</p>	
3	Formative and Summative Assessment data will be utilized to monitor student growth throughout the academic year, and drive academic interventions as needed.	<p>BOCES 2 Instructional Support Staff 3.1 Instructional support staff will facilitate training in best practices in the development and implementation of curriculum-based formative and summative assessments.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
		<p>Career and Technical Education 3.2 All CTE staff will develop and implement curricular-aligned formative assessment/strategies to bring about improved student outcomes on summative tasks/assessments.</p>	
		<p>Department for Exceptional Children 3.3 Exceptional Children instructional staff will develop and implement curricular-aligned formative assessment/strategies to bring about improved student outcomes on summative tasks/assessments. 3.4 Exceptional Children instructional staff will utilize benchmark assessments, k-12 for ELA and Math.</p>	
		<p>Westside Academy 3.5 Westside Academy staff will develop and implement curricular-aligned formative assessment/strategies to bring about improved student outcomes on summative tasks/assessments.</p>	

4	Implement diversity, equity and inclusion best practices to ensure Monroe 2-Orleans BOCES provides welcoming and affirming environments for all stakeholders.	<p>BOCES 2 Instructional Support Staff</p> <p>4.1 All BOCES 2 Instructional Support Staff will train staff in the NYS Culturally Responsive Sustaining Education (CRS-E) Framework, and social emotional learning best practices.</p>	1, 2, 3, 4, 5, 8, 10
		<p>Career and Technical Education</p> <p>4.2 All CTE staff will implement lessons that align with the NYS CRS-E, include social emotional best practices and promote an inclusive environment for all students. <i>(culture and climate survey data, lesson plan structure aligned to CRS-E and SEL)</i></p>	
		<p>Department for Exceptional Children</p> <p>4.3 All Department for Exceptional Children staff will implement lessons that align with the NYS CRS-E, include social emotional best practices and promote an inclusive environment for all students. <i>(culture and climate survey data, lesson plan structure aligned to CRS-E and SEL)</i></p>	
		<p>Westside Academy</p> <p>4.4 All Westside Academy staff will implement lessons that align with the NYS CRS-E, include social emotional best practices and promote an inclusive environment for all students. <i>(culture and climate survey data, lesson plan structure aligned to CRS-E and SEL)</i></p>	

Attachment III: District Resources

The internal and external resources used to help the Monroe 2-Orleans BOCES meet our goals are:

Fiscal Resources:

- ⇒ District shared services requests
- ⇒ 611/619 IDEA Funds
- ⇒ Perkins V Grant
- ⇒ Workforce Innovation and Opportunity Act

Staff Resources:

- ⇒ Conference and Professional Affiliations
- ⇒ **CTE** Content Area Specialists **ELA and Math**
- ⇒ Curriculum, Instruction, and Professional Development Department
- ⇒ Instructional **Support** Specialists
- ⇒ Mentors
- ⇒ BOCES 4 Science Resource Teachers

Providers:

- ⇒ RBE-RN
- ⇒ Office for Curriculum, Instruction, and Professional Development
- ⇒ Department for Exceptional Children's **Instructional Support** Specialists
- ⇒ ~~Career and Technical Education's~~ **CTE Instructional Support** Specialists
- ⇒ Institutions of Higher Education
- ⇒ NYS CTE Technical Assistance Center
- ⇒ Regional Early Childhood Direction Center
- ⇒ Regional PBIS Center
- ⇒ SCDN
- ⇒ NYSED Trainings
- ⇒ CaTS
- ⇒ MAARS
- ⇒ Association of Career and Technical Education and related regional/state divisions
- ⇒ Southern Regional Education Board (SREB)
- ⇒ Children's Institute
- ⇒ **Partners in Restorative Initiatives (PiRi)**
- ⇒ **Bivona Child Advocacy**

Community:

- ⇒ Business and Industry
- ⇒ Community-based agencies (RochesterWorks, Monroe County Youth Council)
- ⇒ Community-based organizations (Kiwanis and Rotary Clubs)
- ⇒ Parents and Families
- ⇒ SEPTO
- ⇒ Teacher Resource Centers

MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

Attachment IV: Implementation Plan

Goal #1:

All instructional staff will apply models of effective instruction using research-based best practices in all instructional programs to show growth (annual improvement of 10%) in academic results for all students.

NYS Professional Learning Standards Alignment

Standard 1 Designing Professional Learning
Standard 3 Research-based Professional Learning
Standard 4 Collaboration
Standard 6 Student Learning Environments
Standard 8 Data-driven Professional Practice
Standard 10 Evaluation

See NYS PL Standards pg. 31

MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

Attachment IV: Implementation Plan

GOAL #1: All instructional staff will apply models of effective instruction using research-based best practices in all instructional programs to show annual growth in academic results for all students.

NYS Professional Development Learning Standards Alignment:

Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
BOCES 2 Instructional Staff including CIPD, CaTS, BOCES 4 Science, RBERN, MAARS					
<p>1.1 Instructional support staff will lead the implementation of NYS Learning Standards, Career and Financial Management (CFM), literacy best practices, and develop associated curriculum, lesson plans, and professional learning opportunities for all BOCES 2 staff. (measurables: curriculum maps, lesson plans, assessments, attendance at professional learning sessions)</p>	<ul style="list-style-type: none"> • Instructional support staff will provide professional development on the following based on department goals and needs: <ul style="list-style-type: none"> ○ NYS State Learning Standards (All content areas including computer science and digital literacy) ○ CFM standards and curriculum ○ Literacy best practice as per NYSED guidance • Instructional support staff will provide assistance with development of aligned 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • NYS Learning Standards (All content areas including computer science and digital literacy) • CFM Standards and curriculum • Literacy best practices 	<ul style="list-style-type: none"> • Monroe 2-Orleans BOCES Instructional Support Specialists • Administration 	<ul style="list-style-type: none"> • 100% of staff will attend trainings on one or more of the following areas: <ul style="list-style-type: none"> ○ NYS Learning Standards (All content areas including computer science and digital literacy) ○ CFM standards and curriculum ○ Literacy best practices • 100% of staff will utilize at least one aligned curriculum unit (Atlas) <p><i>(As measured by attendance sign-in sheets)</i></p>

	curriculum and lesson plans.				
1.2 All CTE students will pass the 21st Century Skills assessment	<ul style="list-style-type: none"> • Instruction on 21st Century Skills curriculum 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • CFM curriculum • Work Related Skills • WEMOCO Wednesday • CRSE Framework • SEL Competencies • Restorative practices • Professional learning as determined by department 	<ul style="list-style-type: none"> • Admin • CTE Instructional Support Team • CTE Technical Assistant Center (TAC) • CTE Southern Regional Education Board (SREB) 	<ul style="list-style-type: none"> • Students passing 21st century skills assessment in each program will increase by 10% annually. (need baseline)
1.3 All CTE students will pass targeted CTE literacy assessments aligned to each program.	<ul style="list-style-type: none"> • Literacy instruction 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • NYS Learning Standards • Literacy Strategies • Comprehension • Vocabulary • Writing • Speaking • Professional learning as determined by department 	<ul style="list-style-type: none"> • Admin • CTE Instructional Support Team 	<ul style="list-style-type: none"> • Students passing CTE flagged literacy assessment in each program will increase 10% annually. (need baseline)
1.4 Students in the Department for Exceptional Children programs will show growth in their State Approved Literacy Task, 3-8 ELA and Math assessments, Regents and	<ul style="list-style-type: none"> • Instructional support staff will provide professional development on the following based on department goals and needs: <ul style="list-style-type: none"> ○ NYS State Next Gen Learning Standards ○ Literacy best practices 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • NYS Next Gen Learning Standards • Literacy best practices • NYSAA • Professional learning as determined by department 	<ul style="list-style-type: none"> • Monroe 2-Orleans BOCES Instructional Support Specialists • Administration 	<ul style="list-style-type: none"> • Students showing growth on state approved literacy tasks will increase by 10% annually. • Students showing growth on 3-8 ELA and Math assessments and Regents exams will increase by 10% annually. • Students showing growth on NYSAA assessments

<p>NYSAA assessments.</p>	<ul style="list-style-type: none"> ○ NYSAA best practices ● Instructional support staff will provide assistance with the development of aligned curriculum and lesson plans. 				<p>will increase by 10% annually.</p>
<p>1.5 Students at Westside Academy will show growth on NYS Regents exams, 8th grade Science assessment, or State Approved Literacy Tasks. (measurable growth year over year)</p>	<ul style="list-style-type: none"> ● Instructional support staff will provide professional development on the following based on department goals and needs: <ul style="list-style-type: none"> ○ NYS State Next Gen Learning Standards ○ Literacy best practices ● Instructional support staff will provide assistance with the development of aligned curriculum and lesson plans. 	<ul style="list-style-type: none"> ● Ongoing 	<ul style="list-style-type: none"> ● NYS Next Gen Learning Standards ● Literacy best practices ● Professional learning as determined by department 	<ul style="list-style-type: none"> ● Monroe 2-Orleans BOCES Instructional Support Specialists ● Administration 	<ul style="list-style-type: none"> ● Students showing growth on state approved literacy tasks will increase by 10% annually. ● Students showing growth on the Grade 7/8 ELA and Math assessments and all Regents exams will increase by 10% annually.
<p>1.6 Related service support staff will receive training specifically aligned to NYS licensing and NYSED requirements, and best practices.</p>	<ul style="list-style-type: none"> ● Department chairpeople will lead and share best practices in the areas of expertise. ● Related Service Providers will participate in professional learning sessions as per their 	<ul style="list-style-type: none"> ● Ongoing 	<ul style="list-style-type: none"> ● Professional learning based on NYS Licensing requirements and best practices. 	<ul style="list-style-type: none"> ● NYSED ● NYS ● Monroe 2-Orleans BOCES 	<ul style="list-style-type: none"> ● 100 % of related service providers will participate and show evidence of the application of best practices for their field of expertise.

	NYS licensing requirements and NYSED best practices.				
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MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

Attachment IV: Implementation Plan

Goal #2: All instructional staff will implement best practices in positive behavioral interventions as aligned to a Multi-Tiered System of Support (MTSS).

NYS Professional Learning Standards Alignment

Standard 1 Designing Professional Learning
Standard 3 Research-based Professional Learning
Standard 4 Collaboration
Standard 6 Student Learning Environments
Standard 8 Data-driven Professional Practice
Standard 10 Evaluation

See NYS PL Standards pg. 31

MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

Attachment IV: Implementation Plan

GOAL #2: All instructional staff will implement best practices in positive behavioral interventions as aligned to a Multi-Tiered System of Support (MTSS).

Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
BOCES 2 Instructional Staff including CIPD, CaTS, BOCES 4 Science, RBERN, MAARS					
2.1 Instructional support staff will provide professional learning on Multi-tiered Systems of Support (MTSS) to implement a positive behavioral management program	<ul style="list-style-type: none"> • Provide professional development on MTSS and behavior specific best practices. • Work with Instructional Support Specialists for Behavior 	Ongoing	<ul style="list-style-type: none"> • Foundational elements of MTSS • Trauma-informed best practices • Youth Mental Health First Aid • Restorative Practices • Function-based thinking • PBIS 	Admin Instructional Support Specialists for Behavior	100% staff will attend professional learning on one or more of the following annually: <ul style="list-style-type: none"> • Trauma-informed best practices • Youth Mental Health First Aid • Restorative Practices • Function-based thinking • PBIS
2.2 All CTE Staff will implement a positive behavioral interventions to proactively reduce disciplinary referrals. (regularly monitored discipline reports)	<ul style="list-style-type: none"> • Provide professional development on MTSS and behavior specific best practices. • Work with Instructional Support Specialists for Behavior 	Ongoing	<ul style="list-style-type: none"> • Foundational Elements of MTSS • Trauma-informed best practices • Youth Mental Health First Aid • Restorative Practices • Function-based thinking • PBIS 	Admin Instructional Support Specialists for Behavior	100% staff will attend professional learning on one or more of the following annually: <ul style="list-style-type: none"> • Trauma-informed best practices • Youth Mental Health First Aid • Restorative Practices • Function-based thinking • PBIS

<p>2.3 All Exceptional Children Staff will implement a positive behavioral interventions to proactively reduce disciplinary referrals. (regularly monitored discipline reports)</p>	<ul style="list-style-type: none"> • Provide professional development on MTSS and behavior specific best practices. • Work with Instructional Support Specialists for Behavior 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Foundational elements of MTSS • Trauma-informed best practices • Youth Mental Health First Aid • Restorative Practices • Function-based thinking • PBIS • TCIS 	<p>Admin</p> <p>Instructional Support Specialists for Behavior</p>	<p>100% staff will attend professional learning on one or more of the following annually:</p> <ul style="list-style-type: none"> • Trauma-informed best practices • Youth Mental Health First Aid • Restorative Practices • Function-based thinking • PBIS • TCIS
<p>2.4 All Westside Academy Staff will implement a positive behavioral interventions to proactively reduce disciplinary referrals. (regularly monitored discipline reports)</p>	<ul style="list-style-type: none"> • Provide professional development on MTSS and behavior specific best practices. • Work with Instructional Support Specialists for Behavior 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Foundational elements of MTSS • Trauma-informed best practices • Youth Mental Health First Aid • Restorative Practices • Function-based thinking • PBIS 	<p>Admin</p> <p>Instructional Support Specialists for Behavior</p>	<p>100% staff will attend professional learning on one or more of the following annually:</p> <ul style="list-style-type: none"> • Trauma-informed best practices • Youth Mental Health First Aid • Restorative Practices • Function-based thinking • PBIS

MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

Attachment IV: Implementation Plan

Goal #3: Instruction

All instructional staff will utilize formative and summative assessment data to monitor student growth throughout the academic year, and drive academic interventions as needed.

NYS Professional Learning Standards Alignment

- Standard 1 Designing Professional Learning**
- Standard 2 Content Knowledge and Quality Teaching**
- Standard 3 Research-based Professional Learning**
- Standard 4 Collaboration**
- Standard 5 Diverse Learning**
- Standard 6 Student Learning Environments**
- Standard 7 Parent, Family and Community Engagement**
- Standard 8 Data-driven Professional Practice**
- Standard 9 Technology**
- Standard 10 Evaluation**

See NYS PL Standards pg. 31

MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

Attachment IV: Implementation Plan

GOAL #3: All instructional staff will utilize formative and summative assessment data to monitor student growth throughout the academic year, and drive academic interventions as needed.

Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
BOCES 2 Instructional Staff including CIPD, CaTS, BOCES 4 Science, RBERN, MAARS					
3.1 Instructional support staff will facilitate training in the best practices in the development, implementation, and analysis of curriculum-based formative and summative assessments.	<ul style="list-style-type: none"> • Provide professional development around best practices in the design, delivery, and analysis of formative and summative assessments to improve student outcomes 	Ongoing	<ul style="list-style-type: none"> • Best practices in using formative assessment data to improve student outcomes <ul style="list-style-type: none"> ○ Growth Producing Feedback ○ Grading for equity • High impact formative assessment strategies <ul style="list-style-type: none"> ○ Reimaging Assessments ○ The Questions that Teachers ask ○ Effective Use of Formative Assessment 	CIPD MAARS Staff Developer(s) Instructional Specialists	<ul style="list-style-type: none"> • 100% of staff will annually attend professional learning in best practices in the design, delivery, and analysis of formative and summative assessments.
3.2 All CTE staff will develop and implement curricular-aligned formative assessment/strategies to see improved student outcomes on	<ul style="list-style-type: none"> • Provide professional development around best practices in the design, delivery, and analysis of 	Ongoing	<ul style="list-style-type: none"> • Best practices in using formative assessment data to improve student outcomes <ul style="list-style-type: none"> ○ Growth Producing Feedback ○ Grading for equity 	CIPD MAARS Staff Developer(s) Instructional Specialists	<ul style="list-style-type: none"> • 100% of staff will annually attend professional learning in best practices in the design, delivery, and analysis of formative and summative assessments.

summative tasks/assessments.	formative and summative assessments to improve student outcomes		<ul style="list-style-type: none"> • High impact formative assessment strategies <ul style="list-style-type: none"> ○ Reimaging Assessments ○ The Questions that Teachers ask ○ Effective Use of Formative Assessment 		
<p>3.3 Exceptional Children instructional staff will develop and implement curricular-aligned formative assessment/strategies to see improved student outcomes on summative tasks/assessments.</p> <p>3.4 Exceptional Children instructional staff will utilize benchmark assessments, k-12 for ELA and Math.</p>	<ul style="list-style-type: none"> • Provide professional development around best practices in the design, delivery, and analysis of formative and summative assessments to improve student outcomes 	Ongoing	<ul style="list-style-type: none"> • Best practices in using formative assessment data to improve student outcomes <ul style="list-style-type: none"> ○ Growth Producing Feedback ○ Grading for equity • High impact formative assessment strategies <ul style="list-style-type: none"> ○ Reimaging Assessments ○ The Questions that Teachers ask ○ Effective Use of Formative Assessment 	<p>CIPD</p> <p>MAARS Staff Developer(s)</p> <p>Instructional Specialists</p>	<ul style="list-style-type: none"> • 100% of staff will annually attend professional learning in best practices in the design, delivery, and analysis of formative and summative assessments.
3.5 Westside Academy staff will develop and implement curricular-aligned formative assessment/strategies to see improved student outcomes on	<ul style="list-style-type: none"> • Provide professional development around best practices in the design, delivery, and analysis of formative and 	Ongoing	<ul style="list-style-type: none"> • Best practices in using formative assessment data to improve student outcomes <ul style="list-style-type: none"> ○ Growth Producing Feedback ○ Grading for equity • High impact formative assessment strategies 	<p>CIPD</p> <p>MAARS Staff Developer(s)</p> <p>Instructional Specialists</p>	<ul style="list-style-type: none"> • 100% of staff will annually attend professional learning in best practices in the design, delivery, and analysis of formative and summative assessments.

summative tasks/assessments.	summative assessments to improve student outcomes		<ul style="list-style-type: none">○ Reimaging Assessments○ The Questions that Teachers ask○ Effective Use of Formative Assessment		
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MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

Attachment IV: Implementation Plan

Goal #4: All instructional staff will implement culturally responsive best practices to ensure Monroe 2-Orleans BOCES provides a welcoming and affirming environment for all stakeholders.

NYS Professional Learning Standards Alignment

Standard 1 Designing Professional Learning
Standard 2 Content Knowledge and Quality Teaching
Standard 3 Research-based Professional Learning
Standard 4 Collaboration
Standard 5 Diverse Learning
Standard 8 Data-driven Professional Practice
Standard 10 Evaluation

See NYS PL Standards pg. 31

MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

Attachment IV: Implementation Plan

GOAL #4: All instructional staff will implement culturally responsive best practices to ensure Monroe 2-Orleans BOCES provides a welcoming and affirming environment for all stakeholders.

Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
<p>4.1 All BOCES 2 Instructional Support Staff will train staff in the NYS Culturally Responsive Sustaining Education (CRS-E) Framework, and social emotional learning best practices.</p>	<ul style="list-style-type: none"> • Develop and deliver professional learning focused on the NYS Culturally Responsive Sustaining Education (CRS-E) Framework, and social emotional learning best practices. 	<p>Ongoing</p>	<ul style="list-style-type: none"> • NYS CRS-E Framework • Inclusive language • Power of Pronouns 	<ul style="list-style-type: none"> • Admin • IAC 	<ul style="list-style-type: none"> • 100% of staff will participate in one or more professional learning opportunities in the following areas: <ul style="list-style-type: none"> ○ NYS Culturally Responsive and Sustaining Education Framework (CRS-E) ○ Social emotional learning best practices
<p>4.2 All CTE staff will implement lessons that align with the NYS CRS-E, include social emotional best practices and promote an inclusive environment for all students. (<i>culture and climate survey data, lesson plan structure aligned to CRS-E and SEL</i>)</p>	<ul style="list-style-type: none"> • Develop and deliver professional learning focused on the NYS Culturally Responsive Sustaining Education (CRS-E) Framework, and social emotional learning best practices as 	<p>Ongoing</p>	<ul style="list-style-type: none"> • NYS CRS-E Framework • Inclusive language • Power of Pronouns 	<ul style="list-style-type: none"> • Admin • IAC 	<p>100% of staff will participate in one or more professional learning opportunities in the following areas:</p> <ul style="list-style-type: none"> • NYS Culturally Responsive and Sustaining Education Framework (CRS-E) <p>Social emotional learning best practices</p>

	per NYSED guidance.				
4.3 All Department for Exceptional Children staff will implement lessons that align with the NYS CRS-E, include social emotional best practices and promote an inclusive environment for all students. (culture and climate survey data, lesson plan structure aligned to CRS-E and SEL)	<ul style="list-style-type: none"> • Develop and deliver professional learning focused on the NYS Culturally Responsive Sustaining Education (CRS-E) Framework, and social emotional learning best practices as per NYSED guidance. 	Ongoing	<ul style="list-style-type: none"> • NYS CRS-E Framework • Inclusive language • Power of Pronouns 	<ul style="list-style-type: none"> • Admin • IAC 	<p>100% of staff will participate in one or more professional learning opportunities in the following areas:</p> <ul style="list-style-type: none"> • NYS Culturally Responsive and Sustaining Education Framework (CRS-E) <p>Social emotional learning best practices</p>
4.4 All Westside Academy staff will implement lessons that align with the NYS CRS-E, include social emotional best practices and promote an inclusive environment for all students. (culture and climate survey data, lesson plan structure	<ul style="list-style-type: none"> • Develop and deliver professional learning focused on the NYS Culturally Responsive Sustaining Education (CRS-E) Framework, and social emotional learning best practices as 	Ongoing	<ul style="list-style-type: none"> • NYS CRS-E Framework • Inclusive language • Power of Pronouns 	<ul style="list-style-type: none"> • Admin • IAC 	<p>100% of staff will participate in one or more professional learning opportunities in the following areas:</p> <ul style="list-style-type: none"> • NYS Culturally Responsive and Sustaining Education Framework (CRS-E) <p>Social emotional learning best practices</p>

<i>aligned to CRS-E and SEL)</i>	per NYSED best practices.				
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Attachment V: Effective Teaching Series – Summary Chart

New Staff Trainings Year 1

Topic	When	For Whom
New Staff Orientation: Training on Classroom Management, Elements of Instruction, Danielson Rubric Training	4 days before school starts	All New Staff
Department Specific Trainings: MTSS, TCIS, Equity	1 day during first year of employment	

Ongoing Required Trainings

Attendance/Sequence/Timeline determined through APPR process

Topic	When	For Whom
NYS Learning Standards Trainings <ul style="list-style-type: none"> • Overview • Content-Specific Trainings • Unit Writing 	Year 1, 2, or 3 (TBD) As applicable for all BOCES staff	Teachers, Instructional Specialists, Related Service Providers (as appropriate)
Data To Inform Instruction Trainings <ul style="list-style-type: none"> • NYS Assessment Item Analysis – Group/Individual • Progress Monitoring • Data Driven Instruction • Formative and Summative Assessment Development 	Year 1, 2, or 3 (TBD) As applicable for all BOCES staff	

Research Based Instructional Best Practices Trainings <ul style="list-style-type: none"> • Project Based Learning • Inquiry Trainings • Student Engagement 	Year 1, 2, or 3 (TBD) As applicable for all BOCES staff	Teachers, Instructional Specialists, Related Service Providers (as appropriate)
TCIS (for identified staff)	Year 1, 2, or 3 (TBD) As applicable for all BOCES staff	Teachers, Instructional Specialists, Related Service Providers (as appropriate)
PBIS and Restorative Practice Trainings (for identified staff)	Year 1, 2, or 3 (TBD) As applicable for all BOCES staff	Teachers, Instructional Specialists, Related Service Providers (as appropriate)
Instructional Technology	Year 1, 2, or 3 (TBD) As applicable for all BOCES staff	Teachers, Instructional Specialists, Related Service Providers (as appropriate)
Diversity, Equity and Inclusion <ul style="list-style-type: none"> • Ableism • Neurodiversity • Grading for Equity • Culturally Responsive Sustaining Education • Creating Affirming Spaces for LGBTQIA+ youth and staff • The Power of Pronouns on Identity, Acceptance, and Inclusion • Culturally Responsive Assessment Practices 	Year 1, 2, or 3 (TBD) As applicable for all BOCES staff	Teachers, Instructional Specialists, Related Service Providers (as appropriate)

Note: Licensed staff are expected to fulfill professional learning requirements in order to maintain credentials.

Attachment VI: Mentoring Program

Introduction:

The Monroe 2-Orleans BOCES is committed to supporting new teachers in transitioning from preparation to practice. To foster this development, our mentoring program is a process in which a skilled, experienced unit member teaches and supports a novice teacher. We strongly believe these activities will lead to enhanced student achievement.

Mentor Criteria

- Mentor must be tenured or possess three years in the BOCES 2 organization.
- Mentor demonstrates a strong knowledge base and instructional/support skills.
- Mentor demonstrates knowledge and application regarding BOCES 2 procedures, policies, and structures.
- Mentor possesses strong interpersonal skills, develops trusting relationships, and facilitates teamwork in order to meet the needs of each new teacher.
- A mentor is a positive role model, student centered, and committed to life-long learning and continuous improvement.

Mentoring Roles & Responsibilities

- Attend initial mentor training at contractual training rate or release time.
- Meet with new teacher twice per month.
- Attend mentor support meetings once per semester.
- Meet with new teacher one day during New Staff Orientation at per diem reimbursement.
- Document contact hours.
- Orient new teacher to organization/assignment.
- Maintain ongoing and open communication.
- Conduct reciprocal and third party classroom visitations.
- Maintain confidentiality at all times.
- Engage in ongoing dialogue about effective instructional practices.
- Participate in staff development offerings.
- Complete online Mentor/Protégé follow-up survey twice per year.
- Provide support in these areas:
 - Instructional planning and delivery
 - Curriculum/clinical application
 - Record keeping/policies and procedures
 - Professional roles and responsibilities
 - State standards and assessment
 - Classroom management
 - Home-school communication

Protégé Roles & Responsibilities

- Meet with mentor one day during New Staff Orientation.
- Meet with mentor twice per month.
- Document contact hours on PDT log.
- Become familiar with the organization and current assignment.
- Complete online Mentor/Protégé follow-up survey twice per year.
- Maintain ongoing and open communication.
- Participate in reciprocal and third party classroom visitations.
- Maintain confidentiality at all times.
- Engage in ongoing dialogue about effective instructional practices.
- Participate in staff development offerings.
- Seek support in these areas:
 - Instructional planning and delivery
 - Curriculum/clinical application
 - Record keeping/policies and procedures
 - Professional roles and responsibilities
 - State standards and assessment
 - Classroom management
 - Home-school communication

Mentor Selection

- Staff members interested in being a mentor will complete a mentor application and submit to respective department director, executive principal, or principal by May 1 of each school year.
- Applications will be reviewed by an administrative team within the appropriate program and candidates selected accordingly.
- Candidates selected for the mentor pool will be notified by June 1 of each school year.
- A mentor pool appointment is effective for three years from time of appointment; a mentor will remain in the pool unless the director, executive principal, principal, and/or mentor decide otherwise.
- The director, executive principal, or principal will assign mentors to new teachers for a period of one full year upon the new hire's first day of employment.

Mentor Stipend

- Mentors who are assigned a staff member will receive a stipend as per the BOCES 2 **United Professionals** ~~Teacher Association~~ contract to include all designated mentoring roles and responsibilities.

Attachment VII: Collegial Partner Program

The Collegial Partner Program is a peer partnering process for all teachers with more than two years of teaching experience who are new to BOCES 2 or have completed the mentor program. The purpose is to provide peer support training. Feedback regarding the Collegial Partner Program is gathered on an annual basis through a facilitated discussion group session involving both the probationary staff and their collegial partners.

A Collegial Partner:

- Is a volunteer.
- Is a positive, committed professional.
- Is experienced and knowledgeable regarding BOCES 2's policies and procedures within their department.
- Is a positive role model.
- Enjoys working with students in all educational areas.
- Has strong interpersonal, collaborative and leadership skills.
- Is a confidential, non-judgmental resource.
- Is a lifelong learner who seeks professional learning and remains current in his/her field.
- Strives to have BOCES 2 be the educational partner of choice.

ROLES AND RESPONSIBILITIES

Receiving Collegial Partner will:

- Meet with Collegial Partner during Orientation Week.
- Attend one after school Facilitated Discussion Group.
- Meet with the Collegial Partner for a minimum of six hours during the school year which may include:
 1. Face-to-face contact at work site/classroom during non-instructional time;
 2. E-mail (when available);
 3. Phone calls; and
 4. Written communication.
- Return calls/e-mail messages to Collegial Partner in a timely manner.
- Maintain communication log/journal.
- Communicate honestly and openly about issues and concerns.
- Maintain confidentiality about contacts.

ROLES AND RESPONSIBILITIES

The Collegial Partner will:

- Meet with the staff member during Orientation Week.
- Attend one after school Facilitated Discussion Group.
- Attend one training session to initiate the peer partnering process.
- Meet with the staff member for a minimum of six hours during the school year which may include:
 1. Face to face contact at work site/classroom during non-instructional time;
 2. E-mail (when available);
 3. Phone calls; and
 4. Written communication.
- Returns calls/e-mail messages to the staff member in a timely manner.
- Maintain communication log/journal.
- Communicate honestly and openly about issues and concerns.
- Maintain confidentiality about contacts.
- Direct staff to appropriate resources when needed.
- Assist staff with notice and/or advance preparation for special events (Open House, Parent Teacher Conferences) and paper work responsibilities (grades, Annual Reviews, requisitions).

Maintain the positive spirit of the Collegial Partner Program.

Attachment VIII: Professional Learning Guidelines

- ◆ CTLE certificates of completion must be retained for at least three years from the end of the registration period in which CTLE was completed and be available for review by the New York State Department of Education upon request. CTLE approved activities include: Content, Pedagogy, English Language Learning. Professional learning activities also are aligned to the NYS teaching, leadership, and learning standards, assessments, adult learning theory, current research in education including but not limited to linguistic, culturally appropriate and responsive practice. This includes recording activities that require the submission of the BOCES 2 Request for Conference Attendance form.
- ◆ The BOCES 2 Request for Conference Attendance procedures must be adhered to.
- ◆ Your professional learning activity should align with a goal in the Professional Learning Plan and be in accordance with CTLE.
- ◆ Types of professional learning should be one of the following:
 - Classroom follow up:** in class consultation that continues staff development (i.e., ~~technology coordinator support~~ **instructional support specialist**).
 - Independent study:** individualized program of study pre-arranged with supervisor (i.e., self-directed research on oral motor difficulties, **book study**).
 - Study group Professional Learning Communities:** small group professional learning meeting focused on a topic **determined in conjunction with supervisor** (i.e., ~~Autism structured teaching support group~~).
 - Visitation:** classroom/site visit, **industry site visit**.
 - Workshop:** BOCES 2 or other professional learning (**see Frontline Professional Learning Catalogues**) (i.e., Differentiated Instruction).
 - Workshop follow-up:** post-workshop meeting/visit to implement learning (i.e., instructional specialist ~~or reading specialist~~).
- ◆ Licensure/Certification Requirement for continuing education hours for some professions is mandated by New York State. If the reported professional learning meets the criteria and can count toward required hours, staff can include in their TEACH account.

Attachment IX

The University of the State of New York
 THE STATE EDUCATION DEPARTMENT
 Office of Teaching Initiatives www.highered.nysed.gov/tcert

Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate

All CTLE must be completed with Approved Sponsors and be reported using this form, or an alternative form/format that captures the same information that is requested on this form, in addition to any electronic reporting requirements.

Instructions for the Trainee:

Please complete Section I and retain your copy for at least three years from the end of the registration period in which you completed the CTLE. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested by the State Education Department or for use in obtaining an Initial Reissuance. A separate form must be completed for each training.

Instructions for the Approved CTLE Sponsor:

Please complete Sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, date(s) and number of hours awarded. Records must be retained for a period of eight years. You may use an alternative form or format, however that alternative must capture the same information that is requested on this form.

Section I			
First Name:	Last Name:	Middle Initial:	
Date of Birth: _____ / _____ / _____	Last 4 Digits of the Social Security Number:		
Section II			
Name of Venue:			
Street Address:	City:	State:	Zip Code:
CTLE Activity Title: _____ <small>(Indicate title/subject/grade level, etc.)</small>			
Select One or More Areas of Activity: _____ Pedagogy _____ Content _____ English Language Learning			
CTLE Date(s): from: ____/____/____ to ____/____/____ Number of hours awarded _____ <small>(mm) (dd) (yyyy) (mm) (dd) (yyyy)</small>			
Section III			
I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.			
Approved Sponsor Name:			
Print Name of Authorized Certifying Officer :			
Signature of Authorized Certifying Officer:			
Approved Sponsor Identification Number:		Date:	
Email:		Phone Number:	

(Rev. 06/2020)

Attachment X: New York State Professional Learning Standards

The Ten Standards for High Quality Professional Learning

1. **Designing Professional Learning:** Professional learning design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional learning expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional learning is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. **Collaboration:** Professional learning ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional learning ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional learning ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family and Community Engagement:** Professional learning ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. **Data-driven Professional Practice:** Professional learning uses disaggregated student data and other evidence of student learning to determine professional learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional learning promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

New York State Professional Learning Standards and Indicators

Standard 1: Designing Professional Learning

Standard:

Professional learning design is based on data, is derived from the experience, expertise and needs of the recipients, reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn.

Indicators:

- 1a. Professional learning design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data.
- 1b. Professional learning design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional learning activity.
- 1c. Professional learning design is grounded in the New York State Learning Standards and student learning goals.
- 1d. The intended beneficiaries of professional learning are substantively involved in all aspects of professional learning design.
- 1e. Professional learning design addresses the continuum of an educator's experience and level of expertise, and is based on an analysis of individual educator needs; current knowledge and skills; and district, building and educator learning goals.
- 1f. Professional learning formats include, but are not limited to, lesson study, demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving.
- 1g. The format of professional learning incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities.
- 1h. Professional learning is sustained over time and provides continued support such as follow-up, demonstrations, feedback on mastery of new knowledge and skills, peer coaching and mentoring, and continued opportunities for additional study.

Standard 2: Content Knowledge and Quality Teaching

Standard:

Professional learning expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Indicators:

- 2a. Professional learning includes learning experiences and resources to ensure that educators understand how the subjects they teach address the New York State Learning Standards and the relationships between the subjects they teach and the other subjects in the curriculum.
- 2b. Professional learning provides opportunities for educators to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to improve their students' learning by utilizing methods such as peer review, coaching, mentoring, and modeling.
- 2c. Professional learning provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to 1) understand and report on student achievement based on New York State Learning Standards, 2) identify gaps in student learning, and 3) adjust instruction.
- 2d. Professional learning provides differentiated instructional strategies to meet the needs of diverse learners.
- 2e. Professional learning ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century.
- 2f. Professional learning provides the knowledge, skill, and opportunity for educators to make relevant connections between the subjects they teach and the applications of those subjects.

Standard 3: Research-based Professional Learning

Standard:

Professional learning is research-based and provides educators with opportunities to analyze, apply, and engage in research.

Indicators:

- 3a. Professional learning is based on current research in teaching, learning, and leadership.
- 3b. Effective professional learning ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

- 3b.1. Professional learning includes ongoing opportunities for educators to read and reflect on current research on topics that are of interest to them and that are consistent with state and local school improvement priorities.
- 3b.2. Professional learning involves discussion of research design, data collection, and analysis to assist teachers in understanding how to interpret research findings, particularly in areas where there may be competing perspectives and conclusions.
- 3b.3. Professional learning provides opportunities for educators to collaborate with higher education and other partners in action research to test their own hypotheses and to report the results about the impact of professional learning programs or the effectiveness of particular instructional strategies and programs for educators and students.

Standard 4: Collaboration

Standard:

Professional learning ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

Indicators:

- 4a. Professional learning provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal.
- 4b. Professional learning provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.
- 4c. Professional learning maximizes the use of technology to broaden the scope of collaboration.

Standard 5: Diverse Learning

Standard:

Professional learning ensures that educators have the knowledge and skill to meet the diverse needs of all students.

Indicators:

- 5a. Professional learning focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.
- 5b. Professional learning provides opportunities for educators to develop the knowledge and necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.

- 5c. Professional learning provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments

Standard:

Professional learning ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

Indicators:

- 6a. Professional learning provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.
- 6b. Professional learning provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.
- 6c. Professional learning provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and social-emotional data) to refine educational practices and promote optimal learning environments.

Standard 7: Parent, Family and Community Engagement

Standard:

Professional learning ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

Indicators:

- 7a. Professional learning provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.
- 7b. Professional learning enhances educators' knowledge of varying cultural backgrounds of students, families, and the community, and of how the diversity of these cultural backgrounds can serve as foundations and resources for student learning and success.
- 7c. Professional learning includes opportunities for educators to develop skills and strategies that use technology to strengthen partnerships with parents, families, and the community.

Standard 8: Data-driven Professional Practice

Standard:

Professional learning uses disaggregated student data and other evidence of student learning to determine professional learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

Indicators:

- 8a. Professional learning ensures ongoing opportunities for all educators to learn how to analyze and collect multiple sources of student data throughout the year, to monitor student progress and adjust instructional practice.
- 8b. Professional learning provides educators with the opportunity to examine all relevant student data, including Individual Education Plans (IEPs), at the beginning and throughout the academic school year, in order to design effective instruction.
- 8c. Professional learning provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.
- 8d. Professional learning provides opportunities for educators to use results from local, state and national assessments; student work samples and portfolios; school climate, parent, and teacher surveys; and student behavior data to their instruction.
- 8e. Professional learning provides ongoing opportunities for educators to use disaggregated student data by race, gender, English language learning, special needs, eligibility for free or reduced price meals, and other factors in order to improve student learning.

Standard 9: Technology

Standard:

Professional learning promotes technological literacy and facilitates the effective use of all appropriate technology.

Indicators:

- 9a. Professional learning ensures ongoing educator and student technological literacy.
- 9b. Professional learning provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice.
- 9c. Professional learning facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.
- 9d. Professional learning promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning.

- 9e. Professional learning encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.
- 9f. Professional learning provides educators with opportunities to learn and use technology for communication and collaboration.
- 9g. Professional learning addresses the legal and ethical uses of technology.

Standard 10: Evaluation

Standard:

Professional learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Indicators:

- 10a. Resources are provided to plan and conduct ongoing evaluation of professional learning.
- 10b. Professional learning evaluation uses multiple measures to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning (such as the use of new learning in instructional planning, the use of student data for the development and adaptation of teaching strategies, or the enhanced student performance following the application of a different teaching strategy).
- 10c. Professional learning evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional learning experience (such as participant reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance).
- 10d. Professional learning evaluation results are reported to key stakeholder groups in a manner that promotes effective use of the evaluation data for improving both individual educator practice and building- and district-wide professional learning plans.

Attachment XI: GLOSSARY

Alternate Assessment—NYSAA is part of the New York State testing program that measures the attainment of the State's learning standards in the areas of English language arts (ELA), mathematics, and science for all students with the most severe disabilities in Grades 3-8 and high school.

Alternative/Augmentative Communication Systems—Training in this area could provide either an overview of various augmentative communication systems or in-depth information on one system.

Autism: includes

Applied Behavioral Analysis (ABA)—A strategy based on scientific principles of learning. The intent is to increase socially useful behaviors and reduce problem behaviors. Functional Behavioral Assessments and Discrete Trial Therapy are included in this category. Data collection and interpretation of data is emphasized.

(DIR) Greenspan—An intervention strategy designed to use a child's affect and intent to increase the ability of the child to relate, communicate and think in a more flexible manner while keeping in mind the child's sensory profile. Emphasis is placed on encouraging the child to think at increasingly higher levels of abstraction.

Social Communication, Emotional Regulation and Transactional Support (SCERTS)—Focuses on building competence in social communication, emotional regulation and transactional support as the highest priorities that must be addressed in any program, and is applicable for children/persons with Autism Spectrum Disorders or related disabilities with a wide range of abilities and ages across home, school and community settings.

Treatment/Ed of Autistic/Related Communication Handicapped Children (TEACCH)—Based upon an understanding of the culture of autism, this intervention strategy utilizes the child's strengths, interests and emerging skills in the development of a curriculum that is meaningful to the child. Communication and the independent use of skills are emphasized. The frame of structure is essential in helping the student understand his/her development.

Behavior Intervention Plan (BIP)—A Behavior Intervention Plan is developed as a result of Functional Behavioral Assessment process; the BIP specifies behavioral goals aimed at reducing target/problem behaviors and identifies who, what, when, where, and how the plan will be implemented.

CDOS Standards—Career Development and Occupational Studies standards.

CFM Framework—Career and Financial Management.

Classroom Management—Helps teachers develop 1) Environmental Procedures: designing an organized classroom to teach daily routines. 2) Instruction: Using a variety of teaching methods to maximize students' learning. 3) Behavior Management: Implementing proactive interventions to shape appropriate behavior.

Collaborative Inquiry Training—A process that connects all the data we have as educators with improving instruction and student learning. The goal is to increase your data literacy and learn a structured data driven dialogue process.

College and Career Readiness (21st Century Skills)—Includes Life and Career, Learning and Innovation, Digital Literacy, and Core Subject knowledge.

Content Specific Assessments—Development of parallel tasks to prepare students for NYS assessments.

CTSO—Career and Technical Student Organization.

Cyber Safety and Ethics—Educating ourselves and our students about Internet safety. Basic online safety such as Internet safety, inappropriate content, cyberbullying and online predators will be covered in this workshop.

Data Collection and Analysis—Analysis of student test data to plan instruction.

Data Driven Instruction—Analysis of student test data to plan instruction.

Data Tools—Tools to assist in reviewing, understanding, and interpreting student data, i.e., School Tool I.Q., IEP Direct.

Differentiated Instruction—Strategies to divide classroom time and resources so that a teacher can maximize the abilities of all students.

Digital Media—Streaming media, web conferencing, interactive web tools.

Dignity for All Students Act (DASA)—Focuses on creation of school environments free from discrimination and harassment.

Elements of Instruction—Explores concepts such as selection and creation of objectives, congruency, monitoring, effective learning strategies such as active participation and motivation techniques and the alignment of lessons with NYS standards.

Formative Assessment—A process that uses frequent, ongoing informal checks for understanding during a unit of study. These checks for understanding give educators immediate feedback on what students know, understand, and are able to do. Teachers use this information to monitor and adjust their instruction accordingly (intervention/acceleration/change strategies, etc.) with the purpose of improving their instruction and student understanding.

Functional Behavioral Assessment (FBA)—The process of determining why a student engages in challenging behavior(s) and how that student's behavior relates to their educational environment. Teams conducting this process will create a document to be used in developing a Behavior Intervention Plan for that student.

IEP Development—Writing the students individualized education plan to include the NYS guidelines. Much emphasis will be placed on Present Levels of Educational Performance and writing measurable goals and objectives.

IEP Transition Planning—For students age 14 and older. Emphasis is placed on incorporating post school outcomes into the IEP.

Instructional Software—Various software technology supporting student learning, i.e., Kurzweil, MECA.

Instructional Specific CTE Skill Training—Trade content or skills training.

Instructional Unit Design—Training focused on the development of ELA/Math instructional units that align with the Common Core Standards.

ISTE Standards—The International Society for Technology in Education (ISTE®) are the skills and knowledge educators need to teach, work and learn in an increasingly connected global and digital society.

Language Interventions—Overview in sign language and/or in depth training in this communication system.

Life Space Intervention (LSI)—Guided process for talking with students in crisis.

Next Generation Learning Standards—In 2017, the State Education Department replaced the Common Core English language arts and Mathematics standards with the NYS Next Generation Learning Standards in English language arts and Mathematics.

Positive Behavioral Interventions and Supports (PBIS)—A systems approach to preventing and responding to school and classroom discipline problems.

Progress Monitoring—A set of assessment procedures for determining the extent to which students are benefiting from classroom instruction and for monitoring effectiveness of curriculum.

Qualitative Features of Speech Production—Training in this area could include—but not limited to the following content: phonology, rate of speech, fluency, and articulation.

Response to Intervention (RtI)—Integrates assessment and **intervention** within a multi-level prevention system to maximize student achievement and to reduce behavior.

Sensory Integration—Assessment and intervention methods for students whose abilities to process sensory information from the environment interferes with ability to function in the classroom.

Student Learning Objective (SLO)—A Student Learning Objective is an academic goal for an educator's students that represents the most important learning for the course.

Student Management Systems (i.e., School Tool)—Understanding how to access and input required student data.

~~**TASC**—Test Assessing Secondary Completion replacing GED.~~

~~**Technical Assessment**—Students in Skills Courses will take an Industry Referenced Assessment. Exams provide information to students and teachers regarding readiness for employment. Passing an Industry Based Assessment is required for recommendation for a Regents Diploma with Career and Technical Education Endorsement.~~

~~**Therapeutic Crisis Intervention for Schools (TCIS)**—A four-day training to provide direct service staff effective interventions in dealing with students in crisis. The training includes seminars in the crisis cycle, behavior management techniques, life space interventions, and physical interventions. The focus of the training is to understand the conflict cycle and how it can be used to support students.~~

~~**WBL**—Work Based Learning.~~

11. Personnel and Staffing

1. Resolution to Approve Personnel and Staffing Agenda

11. Personnel and Staffing

2. Resolution to Approve Agreement between School District Claims Auditor and District Superintendent for the period of August 19, 2024 – June 30, 2025

11. Personnel and Staffing

3. Resolution to Create Position CTE Facilities Assistant

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

1.0 FTE CTE Facilities Utilization Assistant, 12 months/year

11. Personnel and Staffing

4. Resolution to approve Substitute, Hourly and Per Diem Pay Rates for 2024-25

Resolution to Approve Substitute , Per Diem and Hourly Pay Rates for 2024-25

That the Board approve the following substitute/per diem/hourly pay rates effective July 1, 2024:

Cleaner substitute	\$15.25/hour
Clerical substitute	\$17.00/hour
Clerical substitute who is a BOCES 2 retiree subbing in a non-similar position	\$20.00/hour
Clerical substitute who is a BOCES 2 retiree subbing in a similar position	Hourly rate retired at, capped at \$30.00/hour
College Co-op student	\$20.00/hour
Interpreter substitute	\$32.45/hour
Job Training Specialist substitute	\$18.25/hour
Job Training Specialist substitute who is a BOCES 2 retiree	\$20.00/hour
Paraprofessional substitute	\$18.25/hour
Paraprofessional substitute who is a BOCES 2 retiree	\$20.00/hour
Registered Nurse substitute	\$40.00/hour
Security Worker substitute	\$18.00 - \$25.00/hour
Student Helper	\$15.00/hour
Teacher substitute per diem	
Uncertified teacher	\$145/day; \$175 after 40 days
Certified teacher	\$160/day; \$185 after 40 days
Teacher Immersion Fellows	\$115/day
Tutor	\$35.00/hour

11. Personnel and Staffing

5. Resolution to Certify Lead Evaluator of Teachers

RESOLUTION TO CERTIFY LEAD EVALUATOR OF TEACHERS

WHEREAS, the BOCES Board has been provided evidence that the following individuals have completed training which meets the requirements of 8 NYCRR 30-2.10 and the Monroe 2-Orleans BOCES 2024-2025 State-approved Annual Professional Performance Review Plan for certification as a Lead Evaluator of teachers, therefore

BE IT RESOLVED, that, upon recommendation of the District Superintendent, the following individuals be certified as a Lead Evaluator of teachers:

Nicole Bell

Jon Koeng

Ryan Maier

Edward Mongold

12. Appointments

13. Bids/Lease Purchases

1. Resolution to Accept Cleaning Services for Large Grease Traps Bid
2. Resolution to Accept Daily Cleaning Services for Monroe 2-Orleans BOCES Bid
3. Resolution to Accept Deep Cleaning Services for Classrooms Bid
4. Resolution to Accept Erie 1 BOCES FY 2024-2025 Instructional Technology State Wide Licensing Agreements, Add-on #1

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

BID RECOMMENDATION

Cleaning Services for Large Grease Traps for RFB #2096-25 A

The following bid was opened on August 5, 2024, at 2:00 p.m. My recommendation for the award of this contract is as follows:


Mr. Rooter Plumbing: \$9,955.83

Bids obtained: 16 Bids returned: 2

BID ANALYSIS

The bid for Cleaning Services for Large Grease Traps has been recommended for award to the lowest responsive and responsible bidder that met all required bid specifications. This service will be used by O&M for cleanings for large grease traps located at 3589 and 3599 Big Ridge Road.

August 13, 2024,
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

Daily Cleaning Services for RFB #2097-25

The following bid was opened on August 15, 2024, at 2:00 p.m. My recommendation for the award of this contract is as follows:

Snappie Cleaning Services DBA ACS: \$27,360.00

Bids obtained: 49 Bids returned: 3

BID ANALYSIS

The bid for Daily Cleaning Services has been recommended for award to the lowest responsive and responsible bidder that met all required bid specifications. This service will be used by O&M to clean Springdale Farm's classroom, Roberts Wesleyan classroom, and the Paul Road facility classroom.

August 16, 2024,
Date

Wendy Vergamini
Director of Procurement

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

BID RECOMMENDATION

Deep Cleaning Services for RFB #2098-25

The following bid was opened on July 31, 2024, at 2:00 p.m. My recommendation for the award of this contract is as follows:


Cleantec Services: \$24,333.60

Bids obtained: 49 Bids returned: 3

BID ANALYSIS

The bid for Deep Cleaning Services has been recommended for award to the lowest responsive and responsible bidder that met all required bid specifications. This service will be used by O&M for CTE classrooms.

August 8, 2024,
Date



Director of Procurement

Memo To: NYSITCC Members
From: David Brace, Manager – Operations, Technology Services, Erie 1 BOCES
Date: August 12, 2024
Subject: FY 2024 – 2025 Instructional Technology State-Wide Licensing Agreements – Add On #1

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.

Aperture Education, LLC - *DESSA Assessment K-12, DESSA Second Step Assessments K-12, DESSA Student Self Report Assessments 6-12, DESSA Strategies and Interventions Package K-12, The DESSA SystemCMC Neptune – Navigate*

Please return the completed resolution to David Brace 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 David Brace at (716) 821-7362, dbrace@e1b.org.

BOARD RESOLUTION

WHEREAS, It is the plan of a number of BOCES districts in New York, to consent to jointly enter into an agreement for the 2024 – 2025 fiscal year, for Aperture Education, 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 BOCES Board agrees to assume its equitable share of the costs associated with Erie 1 BOCES negotiating the Agreements, and,

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

CERTIFICATION

It is hereby certified that the above motion was approved by the Monroe 2-Orleans BOCES Board at its meeting, duly noticed, held on August 21, 2024.

Dated _____, 2024

Board Clerk

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

15. Upcoming Meetings/Calendar Events

- Aug. 21 6:00 pm Board Meeting, ESC Board Room
- Sept. 2 Labor Day - BOCES Closed
- Sept. 3 7:45 am Opening Day Ceremony, ESC, PDC
- Sept. 4 Noon MCSBA Legislative Committee Meeting,
Strathallan
5:45 pm Board Leadership Meeting, Strathallan
- Sept. 11 4-6:30 pm MCSBA Information Exchange
Committee/Social. Strathallan
- Sept. 12 Noon Board Office Agenda Review
- Sept. 18 Noon MCSBA District Operations Committee,
Strathallan
6:00 pm Board Meeting, ESC Board Room

16. Other Items

17. Executive Session

18. Adjournment