



**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, September 18, 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 person and collective negotiations

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:
 1. August 21, 2024 Regular Meeting Minutes
 2. September 12, 2024 Special Meeting Minutes
5. Public Interaction
6. Financial Reports
 1. Resolution to Accept Treasurer's Report
 2. Resolution to Accept WinCap Report
 3. Internal Claims Log
7. Board Presentations
 1. Human Resources Annual Update; Assistant Superintendent for Human Resources Karen Brown, Esq.
 2. Operations and Maintenance Annual Update; Director of Operations and Maintenance Travis Sleight
8. Old Business
9. New Business
 1. First Reading Policy Series 7000
 2. Resolution to Approve Change Order Process
 3. Annual Update on School Safety and the Educational Climate (SSEC) (Tom Schulte)
 4. Review of NYSSBA Convention Proposed Resolutions

10. Personnel and Staffing
 1. Resolution to Approve Personnel and Staffing Agenda
11. Bids/Lease Purchases
 1. Resolution to Accept Cooperative Audio-Visual Equipment Installation Service Bid
12. Committee Reports
 1. District Operations Committee
 2. Legislative Committee
 3. Information Exchange Committee
13. Executive Officer's Reports
 1. Albany D.S. Report
 2. Local Update
14. Upcoming Meetings/Calendar Events
 - Sept 18 Noon MCSBA District Operations Committee (Strathallan)
6:00 pm Board Meeting, ESC Board Room
 - October 2 Noon MCSBA Legislative Committee (Strathallan)
 - October 5 8 am-2 pm MCSBA Fiscal Training Seminar (Strathallan)
 - Oct 9 Noon MCSBA Information Exchange (Strathallan)
5:45 pm MCSBA Executive Committee (Strathallan)
 - Oct 10 8 am-Noon MCSBA School Law Conference (Country Club of
Rochester)
 - Oct 14 BOCES Closed - Indigenous People's Day
 - Oct 14-18 Board Member Recognition Week
 - Oct 16 Noon MCSBA District Operations Committee (Strathallan)
6:00 pm Board Meeting, ESC Board Room
15. Other Items
16. Executive Session
17. Adjournment

1. Call the Meeting to Order

2. Pledge of Allegiance

3. Agenda Item(s) Modifications - none

4. Approval of Minutes

1. August 21, 2024 Regular Meeting Minutes

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

MINUTES

of the Regular Meeting held on Wednesday, August 21, 2024, at 6:00 p.m. at the Richard E. Ten Haken Educational Services Center, 3599 Big Ridge Road, Spencerport, New York 14559

Members Present

| | |
|-------------------------------------|---------------|
| Dennis Laba, President | Trina Lorentz |
| R. Charles Phillips, Vice President | Gerald Maar |
| Christa Bowling | Michael May |
| Kathleen Dillon | |

Absent: John Abbott, James Musshafen

Staff Present

| | |
|-------------------|-----------------|
| Jo Anne Antonacci | Kelly Mutschler |
| Karen Brown | Marijo Pearson |
| Stephen Dawe | Steve Roland |
| Ian Hildreth | Tom Schulte |
| Kerry Macko | Jill Slavny |

1. The meeting was called to order by President Laba at 6:00 pm.
2. Pledge of Allegiance
3. Agenda Modification - None
4. Approval of Minutes
Resolved: To Approve the Minutes of the July 22, 2024, Re-organizational/Regular Meeting
Moved by C. Phillips, seconded by G. Maar; passed unanimously
5. There was no public interaction.
6. Financial Reports
 1. Resolved: To Accept the Treasurer's Report as presented
Moved by K. Dillon, seconded by C. Phillips; passed unanimously
 2. Resolved: To Accept the WinCap Reports as presented
Moved by G. Maar, seconded by K. Dillon; passed unanimously
7. Audit Committee Update
 1. Resolved: To Accept the July 22, 2024 Audit Committee Meeting Minutes
Moved by M. May, seconded by G. Maar; passed unanimously
8. Board Presentation – Department of Exceptional Children Director Kerry Macko provided the board with an overview of the department's programs and highlights. Ms. Macko left the meeting at 6:24 pm.
9. Old Business
Resolved: To Approve the 2024-25 District-Wide School Safety Plan (S.A.V.E.)
Moved by G. Maar, seconded by K. Dillon; passed unanimously

10. New Business

1. Resolved: To Waive the 2nd Reading and Approve Policy Series 6000
Moved by M. May, seconded by G. Maar; passed unanimously
2. Resolved: To Waive the 2nd Reading and Approve Policy #3211 – Organizational Chart
Moved by M. May, seconded by G. Maar; passed unanimously
3. Resolved: To Approve CTE Equipment Reserve Fund Contribution of \$ 150,000
4. Resolved: To Approve Insurance Reserve Fund Contribution of \$ 300,000
5. Resolved: To Approve Liability Reserve Fund Contribution of \$ 100,000
6. Resolved: To Approve Retirement Contribution Reserve Fund Contribution of \$1,300,000
Items 10.3-6 were moved by M. May, seconded by G. Maar; passed unanimously
7. Resolved: To Designate _____ as Voting Delegate and _____ as Alternate for New York State School Board Association (NYSSBA) Convention
Moved by K. Dillon, seconded by T. Lorentz; passed unanimously
8. Resolved: To Approve 2024-25 Professional Learning Plan
Moved by G. Maar, seconded by C. Bowling; passed unanimously

11. Personnel and Staffing

1. Resolved: To Approve the Personnel and Staffing Agenda as presented
Moved by K. Dillon, seconded by G. Maar; passed unanimously
2. Resolved: To Approve Agreement between School District Claims Auditor and District Superintendent for the period of August 19, 2024 – June 30, 2025
Moved by K. Dillon, seconded by G. Maar; passed unanimously
3. Be it so hereby resolved that the following position be created:
1.0 FTE _____ CTE Facilities Utilization Assistant, 12 months/year
Moved by G. Maar, seconded by K. Dillon; passed unanimously
4. Resolved: 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 \$20.00/hour
- who is a BOCES 2 retiree
- 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

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

5. 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

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

12. Resolved: To Approve the Following Appointments for the 2024-25 School Year:
- Internal Claims Auditor Vicki Amoroso \$ 33.50/hr
 - Medicaid Compliance Officer Philp Ortolani no additional compensation

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

13. Bids/Lease Purchases

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

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

1. Cleaning Services for Large Grease Traps
RFB #2096-25 A
Mr. Rooter Plumbing: \$9,955.83
2. Daily Cleaning Services
RFB #2097-25
Snappie Cleaning Services DBA ACS: \$27,360.00
3. Deep Cleaning Services
RFB# 2098-25
Cleantec Services: \$24, 333.60
4. 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.

14. Executive Officer's Report

Opening Day is September 3, 2024. Doors open at 7:45 am. The formal program will begin at 8:30 am. Board members are invited to participate. Incoming District Superintendent Tom Putnam will begin the school year welcoming staff back that morning.

The Greece Board of Education recognized DS Jo Anne Antonacci at their August board meeting for her contributions to the Greece community, students, and families.

New staff orientation will take place August 21-27 in the Professional Development Center.

Board President Dennis Laba took this opportunity during the board meeting to recognize that this meeting would be District Superintendent Jo Anne Antonacci's last board meeting. Together with the rest of the board members present, President Laba thanked Mrs. Antonacci for her 47 years of service to Monroe 2-Orleans BOCES and for her leadership, commitment, and vision in her role as District Superintendent for the past fourteen and a half years.

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

16. Other Items -There were no other items

17. At 6:49 pm a motion was made by M. May to adjourn to executive session; seconded by K. Dillon; passed unanimously

Respectfully Submitted



Kelly Mutschler
Clerk of the Board

Members Present

Dennis Laba
R. Charles Phillips
Christa Bowling
Kathleen Dillon

Trina Lorentz
Gerald Maar
Michael May

Others Present: Jo Anne Antonacci, Karen Brown, Tom Schulte, Jill Slavny.

At 7:01 pm, Ms. Brown, Mr. Schulte and Ms. Slavny left executive session.

At 7:57 pm a motion was made by K. Dillon, seconded by G. Maar to come out of Executive Session; passed unanimously.

MOTIONS OUT OF EXECUTIVE SESSION

Resolved: To Approve the 2023-24 Monroe 2-Orleans BOCES building-level emergency response plans for:

- 2024-25 BOCES 4 Science, 771 Elmgrove Rd, Gates, NY 14624
- 2024-25 CaTS Comm and Tech Service Center, 3625 Buffalo Road, Gates, NY
- 2024-25 CMC Warehouse, 35 Turner Drive, Spencerport, NY
- 2024-25 Educational Services Center, 3599 Big Ridge Road, Spencerport, NY
- 2024-25 Ridgecrest, 3625 Buffalo Road, Gates, NY
- 2024-25 Rochester Tech Park, 160 Wallace Way, Gates, NY
- 2024-25 Springdale Farms, 696 Colby Street, Spencerport, NY
- 2024-25 Transitions (Paul Rd) 849 Paul Rd Rochester NY
- 2024-25 Village Plaza 16-18-20 Slayton Ave Spencerport NY
- 2024-25 WEMOCO 3589 Big Ridge Rd. Spencerport NY
- 2024-25 Westside Academy 3555 Buffalo Road, Gates, NY
- 2024-25 Westview, 3635 Buffalo Road, Gates, NY

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

18. Adjournment

At 7:58 pm a motion was made by C. Phillips to adjourn the meeting, seconded by G. Maar; passed unanimously.

Respectfully Submitted,



Jo Anne L. Antonacci
Clerk Pro Tem

4. Approval of Minutes
 2. September 12, 2024 Special Meeting Minutes

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

MINUTES

of the Special Meeting held on Thursday, September 12, 2024, at 5:30 pm 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
Kathleen Dillon

Trina Lorentz
Gerry Maar
Michael May
Jame Musshafen

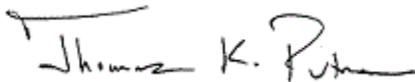
Staff Present: Thomas K. Putnam

1. The meeting was called to order by President Laba at 5:30 pm.
2. Pledge of Allegiance
3. At 5:31 pm a motion was made by J. Abbott to adjourn to executive session; seconded by M. May; passed unanimously

At 6:25 pm a motion was made by J. Abbott, seconded by K. Dillon to come out of Executive Session; passed unanimously.

4. Adjournment
At 6:25 pm a motion was made by M. May to adjourn the meeting, seconded by C. Phillips, passed unanimously.

Respectfully Submitted,



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

5. Public Interaction

6. Financial Reports

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

Monroe 2 - Orleans BOCES

Treasurer's Report

Period Ending July 31, 2024

| | GENERAL FUND | | SPECIAL AID FUND | |
|-------------------------------|---------------------|-----------------|--------------------------|--------------|
| BEGINNING CASH ON HAND | | 18,182,606.96 | | 596,395.47 |
| RECEIPTS: | | | | |
| Interest Earned | 80,929.20 | | 342.58 | |
| Charges for Services | 5,418,699.88 | | - | |
| Non-Contract Services | 82,894.47 | | 9,180.50 | |
| Collected for Other Funds | - | | - | |
| State, Federal and Local Aid | 217,534.92 | | 567,932.01 | |
| Transfers from Other Funds | - | | - | |
| Miscellaneous Funds | 60,005.09 | | 90.00 | |
| | | | | |
| TOTAL RECEIPTS | 5,860,063.56 | 5,860,063.56 | 577,545.09 | 577,545.09 |
| DISBURSEMENTS | | | | |
| Payroll and Benefits | 1,852,604.35 | | 875.00 | |
| Warrants | 9,941,636.23 | | 134,526.48 | |
| Transfers to Other Funds | - | | - | |
| Miscellaneous Disbursements | 70.22 | | 393.90 | |
| | | | | |
| TOTAL DISBURSEMENTS | 11,794,310.80 | (11,794,310.80) | 135,795.38 | (135,795.38) |
| ENDING CASH ON HAND: | | 12,248,359.72 | | 1,038,145.18 |
| | | | | |
| GENERAL FUND CHECKING | | 639,025.94 | SPECIAL AID CHKG - CHASE | 1,034,838.18 |
| GENERAL FUND CLASS | | 5,447,074.38 | SPECIAL AID CHKG - M&T | 3,307.00 |
| PAYROLL CHECKING | | 1,491,484.23 | | |
| DENTAL/FSA ACCOUNT CASH | | 123,495.49 | | |
| GENERAL FUND CD | | 1,076,866.05 | | |
| CASH- LIABILITY RESERVE | | 379,718.47 | | |
| CASH- UNEMPLOYMENT RES | | 198,277.72 | | |
| CASH- CTE RESERVE | | 68,878.21 | | |
| CASH - INSURANCE RESERVE | | 309,273.56 | | |
| TREASURY INVESTMENTS | | 2,514,265.67 | | |
| | | 12,248,359.72 | | 1,038,145.18 |

| MISC SPECIAL REVENUE | | |
|-------------------------------|---------------|------------------|
| BEGINNING CASH ON HAND | | 73,056.20 |
| RECEIPTS: | | |
| Interest Earned | 130.29 | |
| Component Contributions | - | |
| Transfers from Other funds | - | |
| Donations | - | |
| Miscellaneous Funds | - | |
| TOTAL RECEIPTS | 130.29 | 130.29 |
| DISBURSEMENTS | | |
| Warrants | - | |
| Scholarships | - | |
| Transfers to Other Funds | - | |
| Miscellaneous Disbursements | - | |
| TOTAL DISBURSEMENTS | - | - |
| ENDING CASH ON HAND: | | 73,186.49 |
| | | <hr/> |
| B4 SCIENCE | - | |
| GIFT FUND SAVINGS | 73,186.49 | |
| | <hr/> | 73,186.49 |

| CAPITAL FUND | | |
|--------------------------|----------|--------------|
| | | 3,238,499.55 |
| | 7,797.33 | |
| | - | |
| | - | |
| | - | |
| | - | |
| | <hr/> | 7,797.33 |
| | 7,797.33 | 7,797.33 |
| | | |
| | - | |
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| | - | |
| | <hr/> | - |
| | | - |
| | | <hr/> |
| | | 3,246,296.88 |
| | | <hr/> |
| CAPITAL FUND CHECKING | | 605,504.82 |
| CAPITAL FUND INVESTMENTS | | 2,640,792.06 |
| | | <hr/> |
| | | 3,246,296.88 |

----- 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 | 16,859,045.18 | 133,949,480.88 | 39,945,840.66 | 219,278.80 | 190,973,645.52 |
| RECEIPTS: | | | | | |
| Interest Earned | 28,264.16 | 238,497.87 | 81,097.29 | - | |
| Contributions | 1,736,578.92 | 26,053,831.65 | 1,014,197.75 | 280,721.20 | |
| Miscellaneous Funds | 20,599.00 | - | - | - | |
| TOTAL RECEIPTS | 1,785,442.08 | 26,292,329.52 | 1,095,295.04 | 280,721.20 | 29,453,787.84 |
| DISBURSEMENTS | | | | | |
| Claims | 1,808,094.00 | 32,145,783.74 | 608,101.76 | 248,478.84 | |
| Admin and Other Disbursements | 95,257.34 | 845,510.62 | 409,735.20 | - | |
| TOTAL DISBURSEMENTS | 1,903,351.34 | 32,991,294.36 | 1,017,836.96 | 248,478.84 | (36,160,961.50) |
| ENDING CASH ON HAND: | 16,741,135.92 | 127,250,516.04 | 40,023,298.74 | 251,521.16 | 184,266,471.86 |
| RASHP I CHECKING | 4,729,816.98 | | | | 4,729,816.98 |
| RASHP I SAVINGS / INVESTMENTS | 4,627,525.37 | | | | 4,627,525.37 |
| RASHP II CHECKING | | 9,725,346.31 | | | 9,725,346.31 |
| RASHP II SAVINGS / INVESTMENTS | | 61,113,926.77 | | | 61,113,926.77 |
| RASWC CHECKING | | | 4,147,743.37 | | 4,147,743.37 |
| RASWC SAVINGS / INVESTMENTS | | | 19,139,939.80 | | 19,139,939.80 |
| WFL WC CHECKING | | | | 251,521.16 | 251,521.16 |
| TREASURY INVESTMENTS | 7,383,793.57 | 56,411,242.96 | 16,735,615.57 | | 80,530,652.10 |
| TOTAL CASH | 16,741,135.92 | 127,250,516.04 | 40,023,298.74 | 251,521.16 | 184,266,471.86 |

| Collateral Analysis | M&T Bank | Five Star Bank | Chase Bank |
|-----------------------------------|----------------------|----------------------|---------------------|
| Bank Totals | 19,442,981.87 | 80,798,334.84 | 5,360,150.22 |
| <i>Collateral:</i> | | | |
| FDIC | 500,000.00 | 250,000.00 | 250,000.00 |
| Additional FDIC through CD Option | - | 64,930,721.12 | - |
| Collateral held by Bank | - | - | 8,478,124.20 |
| Collateral held by Third Party | 22,562,945.69 | 16,352,281.45 | - |
| | <u>23,062,945.69</u> | <u>81,533,002.57</u> | <u>8,728,124.20</u> |
| Over / (Under) Collateralized | 3,619,963.82 | 734,667.73 | 3,367,973.98 |

Treasurer's Notes:

This is to certify that I have received these balances:


 District Clerk

9/12/2024
 Date


 Assistant Superintendent for Finance and Operations

9/12/24
 Date


 Treasurer

8/20/24
 Date

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 08/31/2024

Fiscal Year: 2025

Fund: A GENERAL FUND

| Budget Account | Description | Initial Appropriation | Adjustments | Current Appropriation | Year-to-Date Expenditures | Encumbrance Outstanding | Unencumbered Balance |
|--|-------------|--------------------------|-------------------|--------------------------|------------------------------|----------------------------|-------------------------|
| 0 Administration | | | | | | | |
| 100 SALARIES | | 1,387,279.00 | 0.00 | 1,387,279.00 | 264,059.03 | 1,108,369.48 | 14,850.49 |
| 200 EQUIPMENT | | 17,550.00 | 3,226.09 | 20,776.09 | 0.00 | 14,817.87 | 5,958.22 |
| 300 SUPPLIES | | 16,000.00 | 1,000.00 | 17,000.00 | 798.31 | 12,173.47 | 4,028.22 |
| 400 CONTRACTUAL | | 437,725.00 | 144,297.01 | 582,022.01 | 90,257.34 | 325,983.35 | 165,781.32 |
| 470 Rental of Facilities | | 2,511,205.00 | 0.00 | 2,511,205.00 | 279,278.19 | 931,252.15 | 1,300,674.66 |
| 700 INTEREST ON REVENUE NOTES | | 4,000.00 | 0.00 | 4,000.00 | 0.00 | 0.00 | 4,000.00 |
| 800 EMPLOYEE BENEFITS | | 727,275.00 | -1,339.07 | 725,935.93 | 66,471.29 | 216,525.10 | 442,939.54 |
| 899 Oth Post Retirement Benft | | 5,879,846.00 | 0.00 | 5,879,846.00 | 2,500.00 | 0.00 | 5,877,346.00 |
| 910 TRANSFER TO CAPITAL FUND | | 1,042,000.00 | 0.00 | 1,042,000.00 | 0.00 | 0.00 | 1,042,000.00 |
| 950 TRANSFER FROM O & M | | 77,143.00 | 0.00 | 77,143.00 | 0.00 | 0.00 | 77,143.00 |
| 960 TRANSFER CHARGE | | 286,994.00 | 0.00 | 286,994.00 | 0.00 | 0.00 | 286,994.00 |
| Subtotal of 0 Administration | | 12,387,017.00 | 147,184.03 | 12,534,201.03 | 703,364.16 | 2,609,121.42 | 9,221,715.45 |
| 1 Career Education | | | | | | | |
| 100 SALARIES | | 5,727,955.00 | 0.00 | 5,727,955.00 | 214,551.73 | 4,673,440.44 | 839,962.83 |
| 200 EQUIPMENT | | 185,000.00 | -3,892.99 | 181,107.01 | 59,017.68 | 56,400.07 | 65,689.26 |
| 300 SUPPLIES | | 537,000.00 | 32,792.00 | 569,792.00 | 74,304.19 | 174,304.16 | 321,183.65 |
| 400 CONTRACTUAL | | 480,750.00 | 49,102.98 | 529,852.98 | 81,586.00 | 202,684.54 | 245,582.44 |
| 800 EMPLOYEE BENEFITS | | 2,896,908.00 | 0.00 | 2,896,908.00 | 41,958.81 | 827,871.41 | 2,027,077.78 |
| 950 TRANSFER FROM O & M | | 1,619,762.00 | 0.00 | 1,619,762.00 | 0.00 | 0.00 | 1,619,762.00 |
| 960 TRANSFER CHARGE | | 813,648.00 | 0.00 | 813,648.00 | 0.00 | 0.00 | 813,648.00 |
| 990 TRANS CREDTS FR OTHER FUND | | -1,000.00 | 0.00 | -1,000.00 | 0.00 | 0.00 | -1,000.00 |
| Subtotal of 1 Career Education | | 12,260,023.00 | 78,001.99 | 12,338,024.99 | 471,418.41 | 5,934,700.62 | 5,931,905.96 |
| 2 Special Education | | | | | | | |
| 100 SALARIES | | 7,056,901.00 | 0.00 | 7,056,901.00 | 109,726.72 | 5,743,198.84 | 1,203,975.44 |
| 200 EQUIPMENT | | 103,409.00 | 111,174.38 | 214,583.38 | 7,594.83 | 114,839.47 | 92,149.08 |
| 300 SUPPLIES | | 75,676.00 | 61,711.19 | 137,387.19 | 11,441.84 | 55,929.34 | 70,016.01 |
| 400 CONTRACTUAL | | 918,272.00 | 141,718.82 | 1,059,990.82 | 79,659.44 | 105,999.96 | 874,331.42 |
| 490 SCH DIST AND OTHER BOCES | | 6,176,266.11 | 205,586.64 | 6,381,852.75 | 0.00 | 0.00 | 6,381,852.75 |
| 800 EMPLOYEE BENEFITS | | 4,200,719.00 | 0.00 | 4,200,719.00 | 7,795.04 | 448,672.71 | 3,744,251.25 |
| 950 TRANSFER FROM O & M | | 621,693.00 | 0.00 | 621,693.00 | 0.00 | 0.00 | 621,693.00 |
| 960 TRANSFER CHARGE | | 18,955,785.00 | 0.00 | 18,955,785.00 | 0.00 | 0.00 | 18,955,785.00 |
| Subtotal of 2 Special Education | | 38,108,721.11 | 520,191.03 | 38,628,912.14 | 216,217.87 | 6,468,640.32 | 31,944,053.95 |
| 3 Itinerent Services | | | | | | | |
| 100 SALARIES | | 12,087,501.00 | -114,000.00 | 11,973,501.00 | 121,224.74 | 9,512,667.04 | 2,339,609.22 |
| 200 EQUIPMENT | | 97,483.00 | 200.00 | 97,683.00 | 5,281.78 | 900.63 | 91,500.59 |
| 300 SUPPLIES | | 60,905.00 | 270.00 | 61,175.00 | 577.58 | 5,828.42 | 54,769.00 |
| 400 CONTRACTUAL | | 1,947,533.10 | 113,730.00 | 2,061,263.10 | 2,354.82 | 178,263.18 | 1,880,645.10 |
| 490 SCH DIST AND OTHER BOCES | | 117,683.41 | -14,363.41 | 103,320.00 | 0.00 | 0.00 | 103,320.00 |
| 800 EMPLOYEE BENEFITS | | 6,662,013.00 | 0.00 | 6,662,013.00 | 12,756.19 | 750,794.85 | 5,898,461.96 |

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 08/31/2024

Fiscal Year: 2025

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 | 5,131.00 | 0.00 | 5,131.00 | 0.00 | 0.00 | 5,131.00 |
| 960 | TRANSFER CHARGE | 1,841,165.00 | 0.00 | 1,841,165.00 | 0.00 | 0.00 | 1,841,165.00 |
| 970 | TR CREDTS FR SERVICE PROGR | -13,604,606.00 | 0.00 | -13,604,606.00 | 0.00 | 0.00 | -13,604,606.00 |
| Subtotal of 3 Itinerent Services | | 9,214,808.51 | -14,163.41 | 9,200,645.10 | 142,195.11 | 10,448,454.12 | -1,390,004.13 |
| 4 General Instruction | | | | | | | |
| 100 | SALARIES | 2,083,021.00 | 0.00 | 2,083,021.00 | 982,963.50 | 972,190.78 | 127,866.72 |
| 200 | EQUIPMENT | 5,500.00 | 1,338.04 | 6,838.04 | 0.00 | 2,638.04 | 4,200.00 |
| 300 | SUPPLIES | 15,463.00 | 0.00 | 15,463.00 | 149.66 | 5,759.34 | 9,554.00 |
| 400 | CONTRACTUAL | 3,381,794.13 | -3,438.04 | 3,378,356.09 | 229,553.18 | 79,733.43 | 3,069,069.48 |
| 490 | SCH DIST AND OTHER BOCES | 406,373.88 | -125,615.80 | 280,758.08 | 0.00 | 0.00 | 280,758.08 |
| 800 | EMPLOYEE BENEFITS | 799,690.00 | 0.00 | 799,690.00 | 175,545.73 | 177,741.82 | 446,402.45 |
| 950 | TRANSFER FROM O & M | 172,834.00 | 0.00 | 172,834.00 | 0.00 | 0.00 | 172,834.00 |
| 960 | TRANSFER CHARGE | 232,418.00 | 0.00 | 232,418.00 | 0.00 | 0.00 | 232,418.00 |
| 970 | TR CREDTS FR SERVICE PROGR | -51,930.00 | 0.00 | -51,930.00 | 0.00 | 0.00 | -51,930.00 |
| 990 | TRANS CREDTS FR OTHER FUND | -3,020.00 | 0.00 | -3,020.00 | 0.00 | 0.00 | -3,020.00 |
| Subtotal of 4 General Instruction | | 7,042,144.01 | -127,715.80 | 6,914,428.21 | 1,388,212.07 | 1,238,063.41 | 4,288,152.73 |
| 5 Instruction Support | | | | | | | |
| 100 | SALARIES | 6,685,608.00 | 0.00 | 6,685,608.00 | 825,257.55 | 5,269,391.70 | 590,958.75 |
| 200 | EQUIPMENT | 5,764,269.00 | 1,669,370.11 | 7,433,639.11 | 1,192,216.60 | 1,350,132.23 | 4,891,290.28 |
| 300 | SUPPLIES | 1,092,101.00 | 19,507.27 | 1,111,608.27 | 214,427.05 | 535,131.86 | 362,049.36 |
| 400 | CONTRACTUAL | 9,923,953.00 | 541,777.50 | 10,465,730.50 | 3,179,387.62 | 1,156,839.63 | 6,129,503.25 |
| 490 | SCH DIST AND OTHER BOCES | 1,160,114.79 | -81,321.57 | 1,078,793.22 | 38,613.82 | 0.00 | 1,040,179.40 |
| 800 | EMPLOYEE BENEFITS | 3,307,756.00 | 0.00 | 3,307,756.00 | 177,392.67 | 927,858.61 | 2,202,504.72 |
| 950 | TRANSFER FROM O & M | 927,153.00 | 0.00 | 927,153.00 | 0.00 | 0.00 | 927,153.00 |
| 960 | TRANSFER CHARGE | 1,200,907.00 | 0.00 | 1,200,907.00 | 0.00 | 0.00 | 1,200,907.00 |
| 970 | TR CREDTS FR SERVICE PROGR | -3,100,986.00 | 0.00 | -3,100,986.00 | 0.00 | 0.00 | -3,100,986.00 |
| 990 | TRANS CREDTS FR OTHER FUND | -60,243.00 | 0.00 | -60,243.00 | 0.00 | 0.00 | -60,243.00 |
| Subtotal of 5 Instruction Support | | 26,900,632.79 | 2,149,333.31 | 29,049,966.10 | 5,627,295.31 | 9,239,354.03 | 14,183,316.76 |
| 6 Other Services | | | | | | | |
| 100 | SALARIES | 2,700,846.00 | 0.00 | 2,700,846.00 | 475,396.58 | 1,982,321.55 | 243,127.87 |
| 200 | EQUIPMENT | 490,809.00 | 764.84 | 491,573.84 | 28,171.94 | 71,077.84 | 392,324.06 |
| 300 | SUPPLIES | 37,305.00 | 2,384.00 | 39,689.00 | 3,001.50 | 4,861.75 | 31,825.75 |
| 400 | CONTRACTUAL | 4,066,506.00 | 160,226.89 | 4,226,732.89 | 316,207.56 | 2,425,785.31 | 1,484,740.02 |
| 490 | SCH DIST AND OTHER BOCES | 4,848,795.35 | -322,603.66 | 4,526,191.69 | 33,014.84 | 0.00 | 4,493,176.85 |
| 800 | EMPLOYEE BENEFITS | 1,209,480.00 | 0.00 | 1,209,480.00 | 100,677.95 | 413,457.07 | 695,344.98 |
| 950 | TRANSFER FROM O & M | 138,874.00 | 0.00 | 138,874.00 | 0.00 | 0.00 | 138,874.00 |
| 960 | TRANSFER CHARGE | 137,086.00 | 0.00 | 137,086.00 | 0.00 | 0.00 | 137,086.00 |
| 970 | TR CREDTS FR SERVICE PROGR | -2,094,768.00 | 0.00 | -2,094,768.00 | 0.00 | 0.00 | -2,094,768.00 |
| 990 | TRANS CREDTS FR OTHER FUND | -85,766.00 | 0.00 | -85,766.00 | 0.00 | 0.00 | -85,766.00 |
| Subtotal of 6 Other Services | | 11,449,167.35 | -159,227.93 | 11,289,939.42 | 956,470.37 | 4,897,503.52 | 5,435,965.53 |

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 08/31/2024

Fiscal Year: 2025

Fund: A GENERAL FUND

| Budget Account | Description | Initial Appropriation | Adjustments | Current Appropriation | Year-to-Date Expenditures | Encumbrance Outstanding | Unencumbered Balance |
|--------------------------------|----------------------------|--------------------------|---------------------|--------------------------|------------------------------|----------------------------|-------------------------|
| 7 Undefined | | | | | | | |
| 100 | SALARIES | 4,519,788.00 | 0.00 | 4,519,788.00 | 650,287.56 | 2,854,692.73 | 1,014,807.71 |
| 200 | EQUIPMENT | 70,573.00 | 0.00 | 70,573.00 | 7,450.99 | 2,920.65 | 60,201.36 |
| 300 | SUPPLIES | 250,268.00 | 0.00 | 250,268.00 | 16,728.73 | 69,498.66 | 164,040.61 |
| 400 | CONTRACTUAL | 2,175,769.00 | 0.00 | 2,175,769.00 | 408,372.48 | 788,332.54 | 979,063.98 |
| 800 | EMPLOYEE BENEFITS | 2,293,140.00 | 0.00 | 2,293,140.00 | 162,798.21 | 2,376,421.92 | -246,080.13 |
| 950 | TRANSFER FROM O & M | 722,419.00 | 0.00 | 722,419.00 | 0.00 | 0.00 | 722,419.00 |
| 960 | TRANSFER CHARGE | 1,657,616.00 | 0.00 | 1,657,616.00 | 0.00 | 0.00 | 1,657,616.00 |
| 970 | TR CREDTS FR SERVICE PROGR | -10,558,338.00 | 0.00 | -10,558,338.00 | 0.00 | 0.00 | -10,558,338.00 |
| 990 | TRANS CREDTS FR OTHER FUND | -1,131,235.00 | 0.00 | -1,131,235.00 | 0.00 | 0.00 | -1,131,235.00 |
| Subtotal of 7 Undefined | | 0.00 | 0.00 | 0.00 | 1,245,637.97 | 6,091,866.50 | -7,337,504.47 |
| Total GENERAL FUND | | 117,362,513.77 | 2,593,603.22 | 119,956,116.99 | 10,750,811.27 | 46,927,703.94 | 62,277,601.78 |

MONROE 2 - ORLEANS BOCES

Revenue Status Report As Of: 08/31/2024

Fiscal Year: 2025

Fund: A GENERAL FUND

| Revenue Account | Service | Description | Original Estimate | Adjustments | Current Estimate | Year-to-Date | Anticipated Balance | Excess Revenue |
|---------------------------|---------|-------------|-----------------------|---------------------|-----------------------|----------------------|----------------------|-------------------|
| 0 Administration | | | 12,387,017.00 | 147,184.03 | 12,534,201.03 | 4,933,602.29 | 7,539,984.00 | 86,569.29 |
| 1 Career Education | | | 12,260,023.00 | 83,235.64 | 12,343,258.64 | 3,034,370.54 | 9,231,398.19 | 512.08 |
| 2 Special Education | | | 38,040,106.11 | 902,894.89 | 38,943,001.00 | 8,777,231.70 | 29,851,664.91 | 0.00 |
| 3 Itinerent Services | | | 9,283,423.51 | -5,055.24 | 9,278,368.27 | 3,596,573.89 | 5,808,665.03 | 127,070.65 |
| 4 General Instruction | | | 7,042,144.01 | -116,159.06 | 6,925,984.95 | 1,293,671.87 | 5,632,313.08 | 0.00 |
| 5 Instruction Support | | | 26,900,632.79 | 2,237,865.43 | 29,138,498.22 | 11,447,853.87 | 15,914,068.82 | 6,418.93 |
| 6 Other Services | | | 11,449,167.35 | -101,086.10 | 11,348,081.25 | 3,119,087.13 | 8,128,782.21 | 3,120.00 |
| Total GENERAL FUND | | | 117,362,513.77 | 3,148,879.59 | 120,511,393.36 | 36,202,391.29 | 82,106,876.24 | 223,690.95 |

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

These are estimates to balance the budget

7. Board Presentations

1. Human Resources Annual Update; Assistant Superintendent for Human Resources Karen Brown, Esq.

Human Resources and Legal Update



Presented by Karen M. Brown, Esq.
Assistant Superintendent for HR



Workplace Violence Prevention Law



WVP

- Law in existence since 2006
- School districts had to comply effective January 2024
- Every district to create a WVP program including
 - Board policy
 - Workplace risk assessment

WVP cont'd

- Every district to create a WVP program including
 - Physical assessment
 - Incident report form
 - Recordkeeping system
 - Review of program every year
 - Yearly staff training

Rights of Nursing Mothers in the Workplace



NYS Labor Law

- Law amended to allow for paid breaks of 30 minutes for employees to express milk
- As often as needed throughout the day
- Up to three years after the birth of a child
- Previously law said reasonable unpaid breaks

NYS COVID Leave Law



NYS COVID Leave Law

- Staff are allowed at least 5 paid days off if test positive for COVID
- Staff can take leave under the law no more than 3x
- Expires July 31, 2025



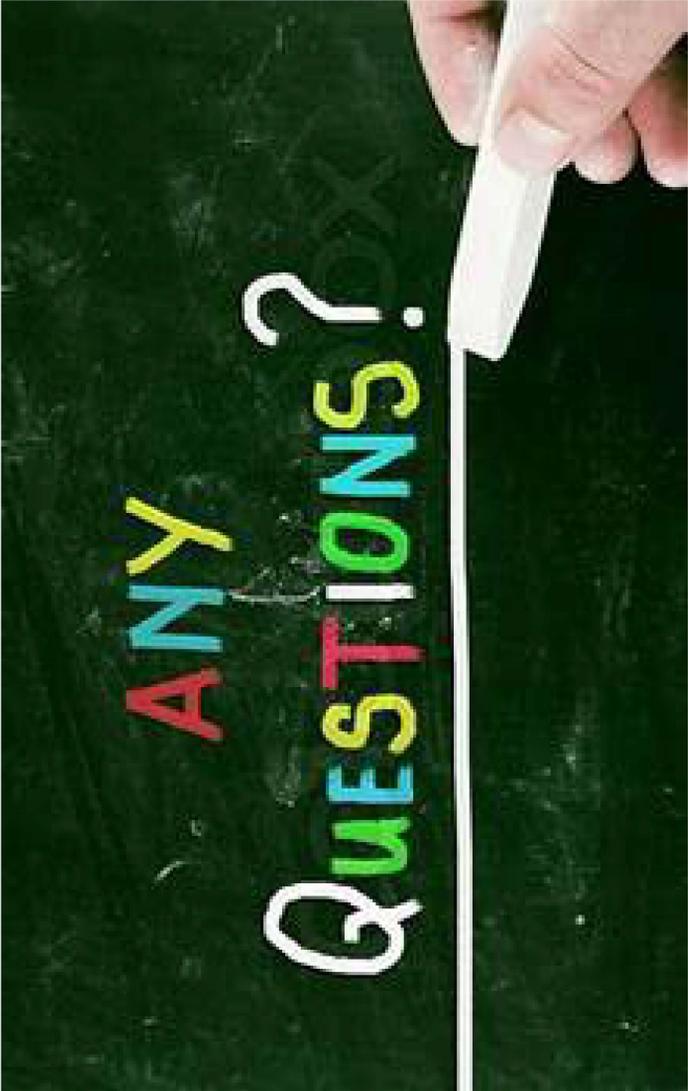
Referral Incentive



Referral Incentive

- BOCES offers \$500 to staff who refer a new staff member who stays 6 months
- For the 2023-24 school year, we paid 34 referrals and have 8 more in the pike
- Of those 34 referred, 28 staff remain





7. Board Presentations

2. Operations and Maintenance Annual Update; Director of Operations and Maintenance Travis Sleight

Operations & Maintenance Annual Report 9-18-24



Overview of O&M Accomplishments 2023-2024

School Year

- Finish up of summer moves
- Springdale



Overview of O&M Accomplishments 2023-2024

School Year

- Mid year move of SAB program
- Improved acoustics in HR/Business office suites.
- Westview and CMC warehouse cleanouts



Overview of O&M Accomplishments 2023-2024

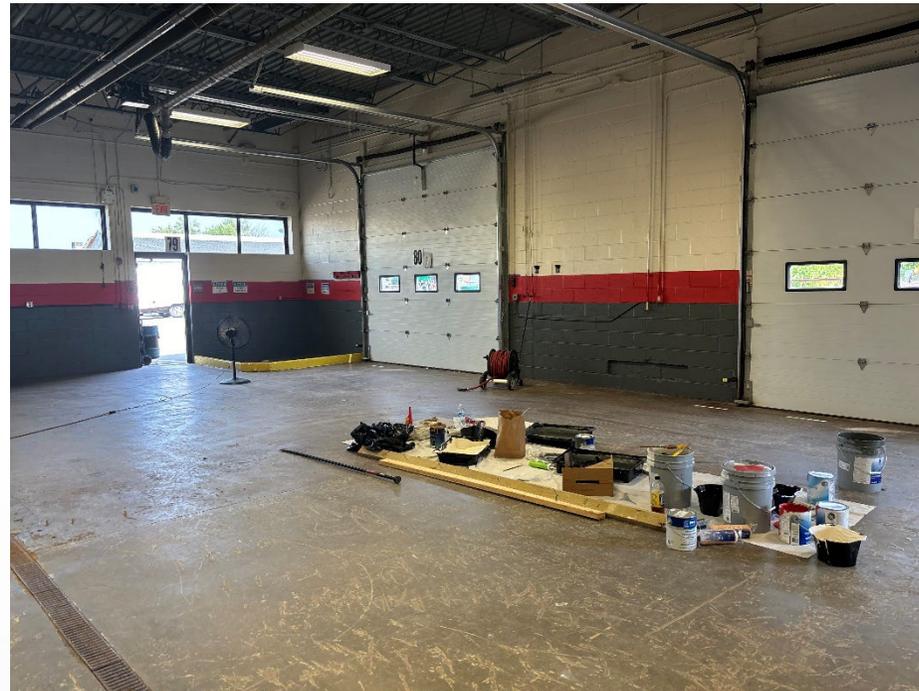
Summer

- Wall protection Buffalo Rd. campus
- Repaint Buffalo Rd. campus
- Criminal Justice lab construction



Overview of O&M Accomplishments 2023-2024

- Exercise Science room reconfigure
- Deep cleaning in Culinary, Carpentry, and Heavy Equipment



Overview of O&M Accomplishments 2023-2024

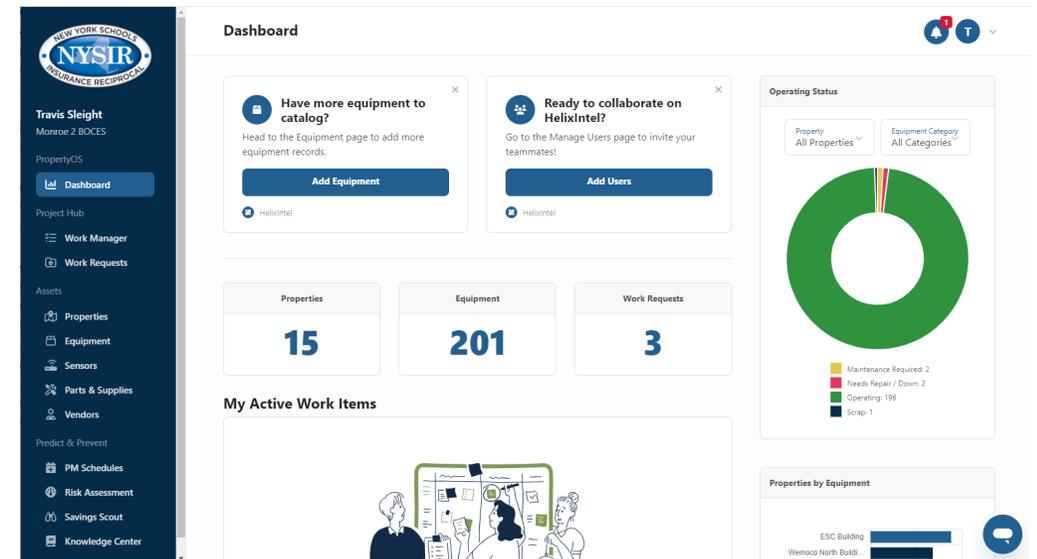
- Floor refinishing
- First foray into robotic/automated cleaning



Helixintel CMMS

(computerized maintenance management system)

- Decision in Mid-May
- First technician May 29
- Full adoption by technicians 2nd week of June
- Late August –pilot roll out to all CTE teachers/staff



Helixintel CMMS

(computerized maintenance management system)

- 9 Technicians
 - 5 mechanics
 - 2 day cleaners
 - 1 events support
 - 1 groundsman
- Over 700 work orders
- 18% preventative /82% responsive
- Over 800 hours tracked so far.

| Work Item | Assignee(s) | Due Date | Priority | Status |
|---|-------------|----------|----------|-------------|
| Lighting Issues in Support Service at RTP RTP Building 9 | AW | Sep 12 | Normal | In Progress |
| Lock repair Wenoco North Building | SM | Sep 12 | High | Ready |
| Staff bathroom across from room 1 is not locking corre... RTP Building 9 | SM | Sep 12 | Normal | Ready |
| E-2 Kubota S740 Tractor summer p/... Vehicles | SM | Sep 13 | Normal | In Progress |
| Welder outlets in heavy equipment Wenoco South Building - 6 Wing - 361 | AW | Sep 13 | Normal | In Progress |
| Carpet square bubbled | MI | Sep 13 | Normal | In Progress |
| Shade Installation main office area window Ridgecrest | MI | Sep 13 | Normal | Ready |
| Hang Magnetic Board in room 206 RTP Building 9 | MI | Sep 13 | Normal | Completed |
| Lockers in HEOM | MI | Sep 13 | Normal | Ready |
| Fire extinguisher audit all BOCES | SM | Sep 13 | High | In Progress |
| KEY REQUEST: Jennifer Howard - new employee RTP R... RTP Building 9 | SM | Sep 13 | Normal | Ready |

O&M Challenges on the horizon

- Staffing
 - Hiring challenges
 - Succession planning
 - Increasing costs



BOCES Infrastructure Challenges on the horizon

- Aging buildings
- Parking lots
- Equipment
- Roofs
- Storage
- Growth
- Flexibility



Wrap up

- Questions?
- Other useful data points?



8. Old Business - none

9. New Business
 1. First Reading Policy Series 7000

7000 SERIES POLICY REVIEW CHART

(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> |
|--|---|
| 7110 Safety Conditions and Programs | Reviewed by Doug Comanzo - no suggested changes. |
| 7111 Drills and Bomb Threats | POLICY NOT INCLUDED. DO NOT REVIEW. Policy is part of the Annual Policies which were previously reviewed at the May 15, 2024 Board meeting. |
| 7112 Disaster Planning and Civil Preparedness | Reviewed by Doug Comanzo - no suggested changes. |
| 7113 Prevention Instruction | Review |
| 7114 Animals in the School (Instructional Purposes) | Review |
| 7119 Private Duty Nurses | Reviewed by Dr. Sarah Irons and Cindy Lawrence - changes made for clarity and to reflect current practice. |
| 7120 Students with Disabilities | Jill Slavny included language at Page 1 to reflect current practice. |
| 7121 Discipline of Students with Disabilities | Review |
| 7122 Students Presumed to Have a Disability for Discipline Purposes | Review |
| 7123 Use of Timeout, Seclusion and Aversive Intervention | Review |
| 7130 BOCES 2 Center For Workforce Development, Adult and Continuing Education | Review |
| 7140 Career and Technical Education | Changed title. |

7000 SERIES POLICY REVIEW CHART

(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> |
|---|---|
| 7150 Evaluation of Instructional Programs and Services | Review |
| 7151 Organization for Instruction | Review |
| 7152 Program Initiation | Review |
| 7170 Instruction for Students With Limited English Proficiency | Review |
| 7180 Religious Content of Awards Ceremonies and Holiday Programs | Review |
| 7220 Controversial Issues and Objections to Instructional Materials | Jim Belair reviewed - no suggested changes. |
| 7230 Use of Copyrighted Materials | Reviewed by Jim Belair - no suggested changes. |
| 7240 Selection of Instructional Materials and Selection of Library Materials | Jim Belair reviewed - no suggested changes. |
| 7310 Field Trips | Language removed at second paragraph pursuant to Cabinet's review of current practice. |
| 7320 School Calendar/School Day | POLICY NOT INCLUDED. DO NOT REVIEW. Policy is part of the Annual Policies which were previously reviewed at the May 15, 2024 Board meeting. |
| 7330 Homework | Review |

Monroe 2-Orleans BOCES Policy
Series 7000 – Instruction
Policy #7110 – SAFETY CONDITIONS AND PROGRAMS

The practice of safety will be considered an integral part of the instructional program through fire prevention, emergency procedures and drills, driver education, and traffic and pedestrian safety.

Each principal and/or Program Administrator and Safety and Security Coordinator will be responsible for the supervision of a safety program for ~~his/her~~ *their* school or department.

The safety program may include, but not be limited to, in-service training, facility inspection, fire prevention, accident recordkeeping, driver and vehicle safety programs, emergency procedures and drills, AED, and traffic safety programs relevant to students, employees and the community.

It shall be the duty of the Board to provide inspections and supervision of the health and safety aspects of the BOCES facilities.

Eye safety devices are to be provided by the BOCES for the protection of employees, students and visitors, and worn in the technology education classes and labs when activities present a potential eye hazard. The District Superintendent or ~~his/her~~ *their* designee will insure that these devices are properly repaired, cleaned and stored to prevent the spread of germs or diseases after individuals use them.

Education Law Sections 409, 409-a, 807-a, and 906
8 New York Code of Rules and Regulations
(NYCRR) Part 136 and Section 141.10

Adopted: 7/13/1999

Revised: 6/16/2010

Revised: 10/17/2012

Revised: 10/21/2015

Reviewed: 9/19/2018

Revised: 9/15/2021

Monroe 2-Orleans BOCES Policy
Series 7000 – Instruction
Policy #7112 – DISASTER PLANNING AND CIVIL PREPAREDNESS

BOCES shall maintain updated plans and operating procedures to be followed in the event of natural or manmade disasters or enemy attack. Students and staff shall be provided instruction to respond effectively in emergency situations.

Adopted: 7/13/1999
Reviewed: 6/16/2010
Reviewed: 10/17/2012
Reviewed: 10/21/2015
Reviewed: 9/19/2018
Reviewed: 9/15/2021

Monroe 2-Orleans BOCES Policy
Series 7000 – Instruction
Policy #7113 – PREVENTION INSTRUCTION

The following will be offered during regularly scheduled classes to all those students who are enrolled in full-time programs:

AIDS Instruction

BOCES will provide classroom instruction concerning Acquired Immune Deficiency Syndrome (AIDS) as part of a sequential and comprehensive health education program.

No student shall be required to receive instruction concerning the methods of prevention of AIDS if the parent or legal guardian has filed with the school principal or program administrator or ~~his/her~~ *their* designee a written request that the student not participate in such instruction, with an assurance that the student will receive this instruction at home.

Student Safety

Instruction in courses in career and technical education, technology education, science, home and career skills, art and physical education, health, and safety, if any, shall include and emphasize safety and accident prevention.

Safety instruction shall precede the use of materials and equipment by students in applicable units of work in the courses listed above, and instructors shall teach and enforce all safety procedures relating to the particular courses. These shall include the wearing of protective eye devices and appropriate clothing in certain activities.

Substance Abuse: Education Law Section 804
8 New York Code of Rules and Regulations
(NYCRR) Section 135.3(a)
Student Safety: Education Law Section 808
8 New York Code of Rules and Regulations
(NYCRR) Sections 107 and 155
AIDS Instruction: 8 New York Code of Rules and
Regulations (NYCRR)

Section 135.3(b)(2) and (c)(2)

Adopted: 7/13/1999
Revised: 6/16/2010
Revised: 10/17/2012
Reviewed: 10/21/2015
Revised: 9/19/2018
Revised: 9/15/2021

Monroe 2-Orleans BOCES Policy
Series 7000 – Instruction
Policy #7114 – ANIMALS IN THE SCHOOL (INSTRUCTIONAL PURPOSES)

Observation and experimentation with living organisms and animals gives students unique perspectives of life processes. Animals and animal materials should be used respectfully and for the purpose of meeting course objectives.

The Board, in recognizing the educational uses of animals in the classroom, requires that permission be obtained from the Principal, Program Administrator, or ~~his/her~~ *their* designee before animals are brought into the school or classrooms. It is the Principal, Program Administrator, or ~~his/her~~ *their* designee's responsibility to ensure that there is an appropriate educational purpose if any animal is housed in a classroom. Animals are not to be transported on school buses with the exception of animals certified for persons with disabilities.

Study and Care of Live Animals

It shall be the responsibility of the Principal, Program Administrator or ~~his/her~~ *their* designee to develop a plan of care for those animals housed in school in the event of an emergency school closing or in the event the animals remain in the classroom on days when school is not in session.

Dissection of Animals

Any student expressing a moral or religious objection to the performance or witnessing of the dissection of an animal, either wholly or in part, shall be provided the opportunity to undertake and complete an alternative project approved by the student's teacher; provided, however, that such objection is substantiated in writing by the student's parent or legal guardian and the alternate activity is clearly related to and of comparable rigor in lieu of the laboratory dissection. Some examples of alternate activities include the use of computer simulations or research. Students who perform alternative projects shall not receive a reduced grade or credit.

The BOCES will give reasonable notice to all students, and students' parent(s)/legal guardian(s), enrolled in a course that includes the dissection of an animal about their rights to seek an alternate project to dissection. Such notice shall be made available upon request at the school and distributed to parents/*legal guardians* and students enrolled in a course that includes dissection at least once at the beginning of the school year.

Instruction in the Humane Treatment of Animals

Students in elementary school must receive instruction in the humane treatment and protection of animals and the importance of the part they play in the economy of nature as well as the necessity of controlling the proliferation of animals that are subsequently abandoned and caused to suffer extreme cruelty. Such instruction shall be for a period of time as specified by the Board of Regents and may be joined with work in literature, reading, language, nature study, or ethnology.

Americans with Disabilities Act, 42 United States Code (USC) Section 12101 et. Seq.
Education Law Section 809
8 New York Code of Rules and Regulations (NYCRR) Section 100.2(c)(8)

Adopted: 6/15/2011
Reviewed: 10/17/2012
Revised: 10/21/2015
Reviewed: 9/19/2018
Revised: 9/15/2021

**Monroe 2-Orleans BOCES Policy
Series 7000 – Instruction
Policy #7119 – PRIVATE DUTY NURSES**

Private Duty Nurse Hired by the Family

In some instances, *children students* with significant medical conditions present with a previously chosen private duty nurse hired by the family. BOCES recognizes the right of a *child student* to have a private duty nurse when the *student's* private physician has documented medical needs, and *such need is on the student's* Individualized Educational Plan (IEP) ~~has so stipulated~~.

Expectations of Nurses

When a private duty nurse is in the BOCES, ~~he/she~~ *they* fall under the authority of BOCES, and administrative regulations will outline the expectations and requirements.

One to One Nurse Provided by the District

For some students the assignment of a full-day (continuous) one-to-one nurse, may be a required related service for the student. Additionally, students may need nursing services to attend school in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

If it is determined by the Committee on Special Education (CSE) or 504 Team that school health services and/or school nurse services, including assignment of a full-day (continuous) one to-one nurse, are required related services for a student with a disability, those services must be provided at no cost to the parents/legal guardians and are the fiscal and programmatic responsibility of the home school district.

Adopted: 10/21/2009
Reviewed: 10/17/2012
Reviewed: 10/21/2015
Revised: 9/19/2018
Reviewed: 9/15/2021

Monroe 2-Orleans BOCES Policy
Series 7000 – Instruction
Policy #7120 – STUDENTS WITH DISABILITIES

All students with disabilities shall be provided with full access and opportunity to participate in BOCES programs and extracurricular activities which are available to all other students enrolled in the BOCES. Parents/*legal* guardians of students with disabilities shall receive timely notice of such programs and activities.

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

Development of Individualized Education Program

The home district's Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) will be responsible for developing the IEP upon referral, and review or revise, whichever is appropriate, for every *child student* with a disability, in accordance with the law. The BOCES does not have a CSE or CPSE, but will follow the IEP of the home district. BOCES understands ~~parental~~ *parent/legal guardian* consent may be necessary for evaluation and/or provisions of services. The home district is responsible, in their discretion, for initiating a due process hearing to obtain consent for evaluation services. The home district cannot provide services where the *parent/legal guardian* does not provide consent for services. Therefore, BOCES cannot provide services on the district's behalf.

Distribution of Individualized Education Program

A paper or electronic copy of each student's IEP, prior to implementation of the program, will be provided to each regular education teacher, special education teacher, related service provider, and/or other service provider who is responsible for the implementation of the student's IEP. *The home school district must provide a copy of the student's IEP prior to the student's final enrollment and during the enrollment process.* These individuals will be trained in how to access the electronic copy. Other service provider is defined as a representative of another public school district, charter school, BOCES or school, as defined under Education Law where the *child student* will receive IEP services.

A paraprofessional and/or each other provider responsible for assisting in the implementation of the IEP must be afforded an opportunity to review a copy of the *child's student's* IEP prior to implementation of the program. The paraprofessional and/or other provider, will obtain a copy of the IEP to review from the person under whose direction the person works, the regular education teacher, the special education teacher, or related service provider. The paraprofessional and/or other provider must be allowed on-going access to that IEP from the person under whose direction the person works, the regular education teacher, the special education teacher, or related service provider.

The home district's Chairperson of the Committee on Special Education or Preschool Special Education Committee shall designate for each student one or more (if appropriate) professional employee(s) of either the BOCES or of the home district with knowledge of the student's disability and education program to inform each regular education teacher, special education teacher, related service provider, other service provider, other provider, support staff person, or paraprofessionals about ~~his/her~~ *their* responsibility to implement the IEP and the specific accommodations,

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modifications, support and/or services that must be provided for the student in accordance with the IEP. This must be done prior to the implementation of the IEP.

Any copy of a student's IEP provided to teachers and all other service providers shall remain confidential and shall not be redisclosed to any other person, in compliance with federal and state laws and regulations, including the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act.

A copy of the ~~child's~~ *student's* IEP shall be provided at no charge to the ~~child's~~ *student's* parents/*legal guardians*.

Individual Re-evaluations of Individualized Education Program

The home district CSE or CPSE shall arrange for an appropriate re-evaluation of each student with a disability if conditions warrant a re-evaluation, or if the student's parent/*legal guardian* or teacher requests a re-evaluation; however, a re-evaluation must take place at least once every three years. The re-evaluation will be conducted by the home district's multi-disciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of the student's disability. The re-evaluation shall be sufficient to determine the student's individual development, educational progress and achievement, the student's ability to participate in instructional programs in regular education and the student's continuing eligibility for special education. The results of any re-evaluations must be addressed by the committee on special education in reviewing and, as appropriate, revising the student's IEP.

Grouping By Similarity of Development

The BOCES will provide appropriate special education and related services to students with disabilities. For those students for whom an appropriate education requires that they be placed together for purposes of special education, the following guidelines shall apply, which are not a hierarchy:

- a) The curriculum and instruction provided to students with disabilities who are grouped by similarity of development shall be consistent with the individual development of each student in the group.
- b) Students with disabilities may be grouped according to (1) academic or educational achievement and learning characteristics; (2) social development; (3) physical development; and (4) management development.
- c) When grouping students by similarity of development, the social development or physical development of a student shall not be the sole determinant for placement of a student in a special education program.
- d) The management development of such students may vary, provided that environmental modifications, adaptations, or human or material resources required to meet the

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development of any one student in the group are provided and do not consistently detract from the opportunities of other students in the group to benefit from instruction.

20 United States Code (U.S.C.)
Sections 1400-1485, Individuals with
Disabilities Education Act of 2004 (IDEA)
Education Law Sections 4401-4407
8 New York Code of Rules and Regulations
(NYCRR) Sections 100.5, 100.9,
200.1, (ww) 200.2(b)(1) and (b)(3), 200.2(c)(2)(v), 2005
200.6(a)(1) and (a)(3)
Education Law Section 4402(7)
8 New York Code of Rules and Regulations
(NYCRR) Sections 200.2(b)(11), 200.4(b)(4),
200.4(e)(3), and 200.4(f), 200.4(d)

Adopted: 7/13/1999
Revised: 9/17/2008
Revised: 6/16/2010
Revised: 10/17/2012
Reviewed: 10/21/2015
Revised: 9/19/2018
Revised: 9/15/2021

Monroe 2-Orleans BOCES Policy
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Policy #7121 – DISCIPLINE OF STUDENTS WITH DISABILITIES

Generally, should a student with a disability infringe upon the established rules of BOCES, disciplinary action shall be in accordance with procedures set forth in the Student Conduct and Discipline Code and in conjunction with applicable law and the determination of the Committee on Special Education which could include removal from school.

If such removal is in excess of ten (10) cumulative days or otherwise constitutes a change in placement because it is for more than ten (10) consecutive school days or constitutes a pattern, of a student with a disability, or disciplinary action is contemplated against a student with a disability as a result of a student's possession of a weapon or drugs, or inflicts serious bodily injury upon another person while at BOCES or on BOCES premises or at a BOCES function, the Committee on Special Education (CSE) shall, to the extent required by current applicable federal and state law, conduct a review of the relationship between the ~~child's~~ *student's* disability and the behavior subject to the disciplinary action. The home district will determine if a pattern of removals constitutes a change in placement which is subject to due process and judicial reviews. If it is determined, as a result of this review, that the student's behavior is not a manifestation of ~~his/her~~ *their* disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities, subject to the parent/*legal* guardian's right to request a hearing objecting to the manifestation determination and the home school district's obligation to provide a free, appropriate public education to such student.

If it is determined that the student's behavior is a manifestation of ~~his/her~~ *their* disability, the student may not be removed from the current placement unless in accordance with law. If the team determines the conduct in question was the direct result of failure to implement the IEP, the home district must take immediate steps to remedy those deficiencies. The student shall be referred to the CSE for program modification. The CSE will conduct a functional behavioral assessment if one has not been conducted.

Provision of Services Regardless of the Manifestation Determination

Regardless of the manifestation determination, students with a disability shall be provided the services necessary for them to continue to participate in the general education curriculum and progress toward meeting the goals set out in their IEP, as determined and implemented by the home district. They must also receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications designed to address the behavior violation so it does not recur:

- a) For suspensions for up to ten (10) school days in a school year that do not constitute a change in placement;
- b) For subsequent suspensions for periods of ten (10) consecutive school days or less in the aggregate total more than ten (10) school days in a school year, but do not constitute a disciplinary change in placement;
- c) For suspensions for periods in excess of ten (10) school days in a school year which do not constitute a disciplinary change in placement.

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- d) For suspensions or other disciplinary removals in excess of ten (10) school days in a school year which do constitute a disciplinary change in placement the IAES and services will be determined by the CSE.

Interim Alternative Educational Setting (IAES)

Students with disabilities who have been suspended or removed from their current placement for more than ten (10) school days may be placed in an IAES which is a temporary educational setting other than the student's current placement at the time the behavior precipitating the IAES placement occurred.

Additionally, an Impartial Hearing Officer in an expedited due process hearing may order a change in placement of a student with a disability to an appropriate IAES for up to forty-five (45) school days if the Hearing Officer determines that maintaining the current placement is substantially likely to result in injury to the students or others.

NOTE: Refer also to Policies #6210 -- Student Conduct, #6212 -- Student Suspension and #6216 -- Student Discipline.

Education Law Section 3214
8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(1)

Policy References:

Refer also to Policies #6210 -- Student Conduct, #6212 -- Student Suspension and #6216 -- Student Discipline.

Adopted: 7/13/1999
Revised: 9/17/08
Reviewed: 6/16/2010
Revised: 10/17/2012
Revised: 8/21/13
Reviewed: 10/21/2015
Revised: 9/19/2018
Revised: 9/15/2021

Monroe 2-Orleans BOCES Policy**Series 7000 – Instruction****Policy #7122 – STUDENTS PRESUMED TO HAVE A DISABILITY FOR DISCIPLINE PURPOSES**

The parent/*legal guardian* of a student who has violated any rule or code of the BOCES and who was not identified as a student with a disability at the time of such behavior may assert several protections provided for under the Individuals with Disabilities Education Act (IDEA) and State regulations if the home school district is deemed to have had knowledge (as determined in accordance with law and/or regulations and referenced below) that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

Basis of Knowledge

The home school district shall be deemed to have knowledge that the student had a disability if prior to the time the behavior occurred:

- a) The parent/*legal guardian* of the student had expressed concern in writing to supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education and related services. However, expressions of concern may be oral if the parent/*legal guardian* does not know how to write or has a disability that prevents a written statement;
- b) The parent/*legal guardian* of the student has requested an evaluation of the student; or
- c) A teacher of the student, or other BOCES personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the home school district's Director of Special Education or to other home school district supervisory personnel in accordance with the home District's established child find or special education referral system.

Exception

A student is not a student presumed to have a disability for discipline purposes if, as a result of receiving the information specified above (i.e., subheading "Basis of Knowledge"):

- a) The parent/*legal guardian* of the student has not allowed an evaluation of the student pursuant to law and/or regulations;
 - b) The parent/*legal guardian* of the student has refused services under law and/or regulations;
- or
- c) The student has been evaluated and it was determined that the student is not a student with a disability.

Responsibility for Determining Whether a Student is a Student Presumed to Have a Disability

If it is claimed by the parent/*legal guardian* of the student or by BOCES personnel that the home school district had a basis for knowledge, in accordance with law and/or regulation, that the student was a student with a disability prior to the time the behavior subject to disciplinary action occurred, it shall be the responsibility of the Superintendent of Schools, Building Principal or other

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home district school official imposing the suspension or removal to determine whether the student is a student presumed to have a disability.

Conditions That Apply if There is No Basis of Knowledge

If it is determined that there is no basis for knowledge that the student is a student with a disability, the student may be subject to the same disciplinary measures as any other nondisabled student who engaged in comparable behaviors.

However, if a request for an individual evaluation is made during the time period in which such nondisabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted in accordance with law and/or regulations. Pending the results of the evaluation, the student shall remain in the educational placement determined by the home district school authorities.

If the student is determined to be a student with a disability taking into consideration information from the evaluation and information provided by the parents/*legal guardians*, the home school district shall provide special education and related services in accordance with law and/or regulations.

Individuals with Disabilities Education Improvement
Act of 2004 [Public Law 108-446, Section 615(k)(5)]
Individuals with Disabilities Education Act (IDEA)
20 United States Code (USC) Section 1400 et. seq.
34 Code of Federal Regulations (CFR) Part 300
8 New York Code of Rules and Regulations (NYCRR)
Section 201.5

Adopted: 7/08/2005
Reviewed: 6/16/2010
Revised: 10/17 /2012
Reviewed: 10/21/2015
Reviewed: 9/19/2018
Reviewed: 9/15/2021

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Series 7000 – Instruction

Policy #7123 – USE OF TIMEOUT, SECLUSION AND AVERSIVE INTERVENTION

The Board prohibits the use of timeout for disciplinary, punishment or retaliation reasons but allows an unlocked room or location for the purpose of providing an opportunity for the ~~child~~ *student* to safely de-escalate and re-enter the education program.

Timeout is defined as “a behavior management technique that involves the monitored separation of a student in a non-locked setting and is implemented for the purpose of de-escalating, regaining control and preparing the student to meet expectations to return to their education program.” Timeout shall be used in conjunction with a BIP or in a situation that poses an immediate concern for the physical safety of the student or others. If possible, staff must first use other less restrictive and intrusive interventions and de-escalation techniques.

Teachers, administrators, officers, employees and agents of the school (including SROs), are prohibited from using seclusion or aversive interventions as a strategy in place of a physical restraint.

The Board directs the District Superintendent to create regulations governing use of timeout and in accordance with law.

This Policy and regulation will be posted on the BOCES website and will be available for public review at each building and at the ESC building.

Adopted: 03/19/2008

Revised: 6/16/2010

Revised: 10/17/2012

Reviewed: 10/21/2015

Reviewed: 9/19/2018

Reviewed: 9/15/2021

Revised: 4/19/2023

Revised: 8/16/2023

Revised: 9/27/2023

Monroe 2-Orleans BOCES Policy

Series 7000 – Instruction

Policy #7130 – BOCES 2 CENTER FOR WORKFORCE DEVELOPMENT, ADULT AND CONTINUING EDUCATION

The BOCES recognizes the value of education to people of all ages. Thus, the Board encourages the District Superintendent to establish fiscally sound procedures to foster the enrollment of adult learners in any appropriate existing program and to establish programs, where feasible, to serve this population when such service will not detract from the responsibilities to the school age residents of component school districts.

The BOCES 2 Center for Workforce Development, Adult and Continuing Education program shall operate on a self-supporting basis with those enrolled sharing a portion or all of the costs. Whenever feasible, program costs may be supplemented by Federal, State, or other authorizing agencies or funding sources.

Adopted: 7/13/1999

Revised: 6/16/2010

Revised: 10/17/2012

Reviewed: 10/21/2015

Reviewed: 9/19/2018

Revised: 9/15/2021

Monroe 2-Orleans BOCES Policy

Series 7000 – Instruction

Policy #7140 – *NON-DISCRIMINATION AT CAREER AND TECHNICAL EDUCATION CENTER*

Equal Opportunity

The BOCES prohibits discrimination on the basis of age, sex, race, religion, color, national origin, disability, creed, marital status, veteran status, military status, sexual orientation, prior criminal offense, domestic violence victim status, gender identity, gender expression, or genetic status in any career education program or activity of this BOCES.

The career and technical education program and/or activities shall be readily accessible to students with disabilities.

Public Notification

Prior to the beginning of each school year or academic semester, the BOCES shall issue an appropriate public announcement which advises students, parents/*legal guardians*, employees and the general public that career education opportunities will be offered without regard to 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. Included in such announcement will be the name, address, and telephone number of the person designated to coordinate Title IX, Section 504, ADA activities, i.e., the Civil Rights Compliance Officer and Title IX Coordinator.

Grievance Procedure

Grievance procedures for resolving complaints regarding discrimination based on sex and/or disability shall be available upon request to the Human Resources Department to adequately inform students, parents/*legal guardians* and employees of the existence of these procedures.

Education Law Article 93
8 New York Code of Rules and Regulations
(NYCRR) Sections 100.2(h) and 141 et seq.

Policy References:

Refer also to Policies #1440 -- Non-Discrimination; #1571 -- Advisory Committees and Council; and #6462 – Student Harassment and Bullying Prevention and Intervention – Dignity for All Students Act.

Adopted: 7/13/1999
Revised: 6/16/2010
Revised: 10/17/2012
Revised: 10/21/2015
Revised: 9/19/2018
Revised: 9/15/2021

Monroe 2-Orleans BOCES Policy

Series 7000 – Instruction

Policy #7150 – EVALUATION OF INSTRUCTIONAL PROGRAMS AND SERVICES

The implementation and determination of the effectiveness of BOCES programs are the responsibility of the District Superintendent and ~~his/her~~ *their* staff. Each program or service shall have a set of goals or objectives that are consistent with the broader goals and practices of education. In addition, efforts to determine and report the relative effectiveness of the program or service shall be conducted on a systematic basis and in accordance with acceptable evaluative standards.

Accordingly, appropriate means for the evaluation of BOCES programs and services shall be developed and maintained. Elements of such evaluation may include:

- a) Specially designed evaluation instruments to be used by school administrators and staff in local districts and others to evaluate phases of BOCES operations.
- b) Utilization of State Education Department services; participation in regional studies; contracted evaluation services.
- c) Testing programs designed to measure student achievement.
- d) Follow-up studies of students who have been educated in BOCES programs.

Evaluation of the various programs and services shall be a basic means through which BOCES plans for the future in meeting the needs of school districts.

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

Adopted: 7/13/1999

Revised: 6/16/2010

Reviewed: 10/17/2012

Reviewed: 10/21/2015

Reviewed: 9/19/2018

Reviewed: 9/15/2021

Monroe 2-Orleans BOCES Policy
Series 7000 – Instruction
Policy #7151 – ORGANIZATION FOR INSTRUCTION

Organization of instructional services and programs shall provide for equality of opportunity for all and still be flexible enough to accommodate the individual or unique needs of students and/or districts being served. The BOCES encourages organizational structures that enable the most favorable implementation of instructional programs for the component districts and are consistent with Department approval. Planning, program development, identification of resources and evaluation are integral components of a successful service, and are viewed as cooperative endeavors involving BOCES and local district officials in their mutual identification, development and establishment.

Adopted: 7/13/1999
Revised: 6/16/2010
Reviewed: 10/17/2012
Reviewed: 10/21/2015
Reviewed: 9/15/2021

Monroe 2-Orleans BOCES Policy
Series 7000 – Instruction
Policy #7152 – PROGRAM INITIATION

Services of the BOCES shall be designed to supplement, advise, support and strengthen the activities and programs of the local school districts and the community. Programs operated by BOCES shall comply with current requirements of Education Law, Regulations of the Commissioner and recognized standards of practice unless specifically exempted by the State Education Department.

Component district officials and Department personnel are encouraged to be involved in the planning and decision-making leading to the establishment and operation of shared service programs. All new programs should be initiated on the basis of need as determined by the local school district, State Education Department and/or BOCES officials.

The District Superintendent shall endeavor to establish new programs to more effectively meet the needs of students, adults, school districts and/or the State Education Department. ~~He/she~~ *The District Superintendent* is authorized to use all necessary legal procedures to accomplish those objectives.

Adopted: 7/13/1999
Revised: 6/16/2010
Revised: 10/17/2012
Reviewed: 10/21/2015
Reviewed: 9/19/2018
Reviewed: 9/15/2021

Monroe 2-Orleans BOCES Policy
Series 7000 – Instruction
Policy #7170 – INSTRUCTION FOR STUDENTS WITH LIMITED ENGLISH
PROFICIENCY

The BOCES recognizes its responsibility to ensure that students of foreign birth or ancestry, who have limited English proficiency, are provided with an appropriate program of bilingual education with an English as a Second Language component or a free-standing program. Where the district requests such services from BOCES, BOCES will follow all applicable laws and regulations in providing services to the district in English as a Second Language, or students with limited English proficiency.

Title I of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, Sections 1112(g) and 3302(a)
Education Law Sections 207, 215, 2117, 3204(2)(2-a), 3602, and 3713
8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(g) and Parts 117 and 154

Adopted: 7/13/1999
Revised: 4/21/2004
Revised: 6/16/2010
Reviewed: 10/17/2012
Reviewed: 10/21/2015
Reviewed: 9/19/2018
Reviewed: 9/15/2021

Monroe 2-Orleans BOCES Policy
Series 7000 – Instruction
Policy #7180 – RELIGIOUS CONTENT OF AWARDS CEREMONIES AND HOLIDAY PROGRAMS

The BOCES remains impartial with regard to religion and seeks neither to advance nor inhibit religion. Students, faculty and administration are reminded of the pluralism of religious beliefs and are urged to be conscious of and respect the sensitivity of others.

Commemoration of special days and events shall emphasize cultural, historical, and artistic values rather than specific religious content. Such programs shall respect the variety of religious affiliations and beliefs existing within the community and shall honor Constitutional requirements.

The BOCES recognizes that activities related to the celebration of religious holidays and events may present an excellent opportunity to teach about religion and foster respect and understanding among students. School activities related to the teaching of cultural and religious traditions should have a secular purpose and must be consistent with and representative of the BOCES curriculum. In addition, educational goals motivated by secular purposes cannot always filter out religious aspects, and sometimes requires the presentation of material with religious themes. Therefore, activities related to the observance of religious holidays will be permitted to the extent that they foster appropriate educational goals and are conducted in an unbiased and objective manner, focusing on the origins of the holiday, its history, and the generally agreed upon meaning of the holiday observance.

Students shall be given the option to be excused from participation in those parts of an activity or program involving a religious theme which conflicts with their own religious beliefs or that of their parent(s)/*legal* guardian(s). Alternative activities may be provided that are of instructional value.

Education Law Section 3204(5)

Adopted: 7/13/1999

Revised: 6/16/2010

Reviewed: 10/17/2012

Reviewed: 10/21/2015

Reviewed: 9/19/2018

Reviewed: 9/15/2021

Monroe 2-Orleans BOCES Policy

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Policy #7220 – CONTROVERSIAL ISSUES AND OBJECTIONS TO INSTRUCTIONAL MATERIALS

Controversial issues may be studied as part of the curriculum and teachers shall present these issues in their classrooms in an impartial and objective manner. Instructional materials, textbooks, BOCES regional library collection and regional union catalog collection will include items that are controversial, whether in print or digitally.

Any such study of controversial issues should be provided at a level appropriate to the student's readiness, under competent instructors and in an atmosphere where the student may express beliefs and form opinions without fear of jeopardy or reprisals. Balanced instructional materials pertinent to such controversial issues and appropriate to the level of the student(s) should be accessible to the student in order to assure opportunity to examine all sides of an issue.

Teachers wishing to call upon outside speakers in the presentation of controversial issues are required to obtain the approval of the principal/program administrator who shall keep in mind the obligation for presenting opposing views as well, and who shall inform the District Superintendent prior to the presentation.

Parents/*legal guardians* and community members have a right to object to perceived unfair and prejudiced presentations made by a teacher.

Parents/*legal guardians* and community members have a right to object to instructional materials and controversial issues, or to what they perceive to be unfair and prejudiced presentations made by teacher(s). A parent/*legal guardian* or community member may make an objection following the process as outlined in the regulation to this policy.

Staff who object to the use of instructional materials/textbooks, should follow the same process as community members but are encouraged to speak with their Program Administrator first.

Adopted: 7/13/1999

Revised: 6/16/2010

Revised: 10/17/2012

Reviewed: 10/21/2015

Reviewed: 9/19/2018

Reviewed: 9/15/2021

Revised: 9/27/2023

Monroe 2-Orleans BOCES Policy
Series 7000 – Instruction
Policy #7230 – USE OF COPYRIGHTED MATERIALS

It is the intent of the BOCES to abide by the provisions of the United States Copyright Law.

All employees and students are prohibited from copying, displaying, publishing, downloading, duplicating, or reproducing materials not specifically allowed by the copyright law, fair use guidelines, licenses or contractual agreements, or the permission of the copyright holder.

Any employee or student who disregards and/or violates the copyright law and/or policy shall be in violation of United States Copyright Laws and/or BOCES policy and shall assume any and all liability.

The BOCES copyright officer is responsible to provide information for all employees regarding current copyright law and will maintain copyright records as applicable. The copyright officer will serve as the designated agent registered with the United States Copyright Office to expeditiously respond to any notices of claimed copyright infringement.

Regulations and procedures shall be developed by the District Superintendent detailing what can and cannot be copied, duplicated, reproduced, downloaded, displayed, or published.

Appropriate copyright notices will be placed on or near all equipment used for duplication, copying, reproducing, and downloading.

Title 17, United States Code Section 101 et seq.

Adopted: 7/13/1999

Revised: 9/17/08

Revised: 6/16/10

Reviewed: 10/17/2012

Reviewed: 10/21/2015

Revised: 6/21/2017

Reviewed: 9/19/2018

Reviewed: 9/15/2021

Revised: 9/27/2023

Monroe 2-Orleans BOCES Policy

Series 7000 – Instruction

Policy #7240 – SELECTION OF INSTRUCTIONAL MATERIALS AND SELECTION OF LIBRARY MATERIALS

Textbooks and other instructional and non-instructional materials necessary to provide an appropriate educational program for students shall be provided by the BOCES. Textbooks shall be selected by appropriate instructional personnel and recommended to the District Superintendent or ~~his/her~~ *their* designee for approval who will present to the Board for approval. Optional materials may be considered for students whose parent(s) and/or *legal* guardian(s) find instructional materials objectionable.

Students may be charged for textbooks or supplemental books that have been lost, destroyed, damaged or defaced.

In the BOCES Career and Technical Education program, certain textbooks, instructional supplies and safety equipment may be sold to the students when these materials can reasonably be expected to be needed by the students as they pursue the careers for which they are being trained.

The District Superintendent will create regulations on how to select instructional materials.

Education Law Section 701 et seq.

Adopted: 7/13/1999

Revised: 6/16/2010

Reviewed: 10/17/2012

Reviewed: 10/21/2015

Reviewed: 9/19/2018

Reviewed: 9/15/2021

Revised: 9/27/2023

Monroe 2-Orleans BOCES Policy
Series 7000 – Instruction
Policy #7310 – FIELD TRIPS

The BOCES, recognizing the inherent value of properly organized and conducted field trips to the educational process, endorses the use of these learning experiences to the degree which financial resources permit.

Overnight trips, out-of-state trips, ~~or non-district bus trips~~ and trips involving special circumstances require the District Superintendent/designee's approval at least two weeks in advance. Appropriate transportation shall be provided, as well as adult supervision, and insurance coverage of student and adult participants.

The District Superintendent/designee is authorized to cancel a trip and/or withdraw approval in extenuating circumstances, or in response to Federal Bureau of Investigation, United States Department of State, or any local, state, or federal government agency warning against or prohibiting travel. BOCES is not liable for any cost or expense incurred by an individual student, parent/*legal guardian*, teacher, staff, or others due to the withdrawal or cancellation of the trip.

Field trip parent/*legal guardian* permission slips must be completed for all field trips (school day and overnight), and sent home with each participating student. A signed permission slip from the parent/legal guardian must be received before the student may participate in the trip. Participation will be excused where the parent/*legal guardian* has concerns, and the student will not be penalized for nonparticipation on the field trip and alternative work will be provided in school.

The BOCES employee responsible for the field trip must enter the trip in advance, into the on-line field trip request system. The on-line trip request must proceed completely through the approval path before final approval and a decision is granted or denied.

The Code of Conduct applies at all times on all field trips.

Transportation

Transportation may be provided for field trips that enhance or enrich the educational program. Arrangements shall be made in accordance with administrative procedures.

Center for Workforce Development

Adult learners who visit a worksite location as part of the curriculum will sign a waiver of liability form prior to the visit.

Adopted: 2/26/2003
Revised: 6/16/2010
Revised: 10/17/2012
Reviewed: 10/21/2015
Revised: 11/16/2016
Revised: 9/19/2018
Revised: 3/20/2019
Revised: 9/15/2021

Monroe 2-Orleans BOCES Policy
Series 7000 – Instruction
Policy #7330 - HOMEWORK

Homework is a significant supplemental learning experience for the individual student. Care must be taken that homework demands on the individual shall be reasonable and shall not preclude other worthwhile instructional experiences.

Adopted: 7/13/99
Reviewed: 6/16/2010
Reviewed: 10/17/2012
Reviewed: 10/21/2015
Reviewed: 9/19/2018
Reviewed: 9/15/2021

9. New Business

2. Resolution to Approve Change Order Process

Change Order Resolution

WHEREAS, the Board of the Monroe 2-Orleans BOCES is entering into certain construction contracts (collectively "Contracts") in connection with its 2023 Capital Improvement Project (the "Project"); and

WHEREAS, the Board believes that, for purposes of efficiency and economy, the District Superintendent or the Assistant Superintendent for Finance and Operations should be authorized to approve any change to the Contracts in the amount up to and including Twenty-Five Thousand Dollars (\$25,000), changes of Twenty-Five Thousand and One Dollars to Fifty Thousand Dollars (\$25,001 - \$50,000) in consultation with the Board Officers; and changes in excess of Fifty Thousand Dollars (\$50,000) by the District Superintendent only after attempting to canvass all Board members; and

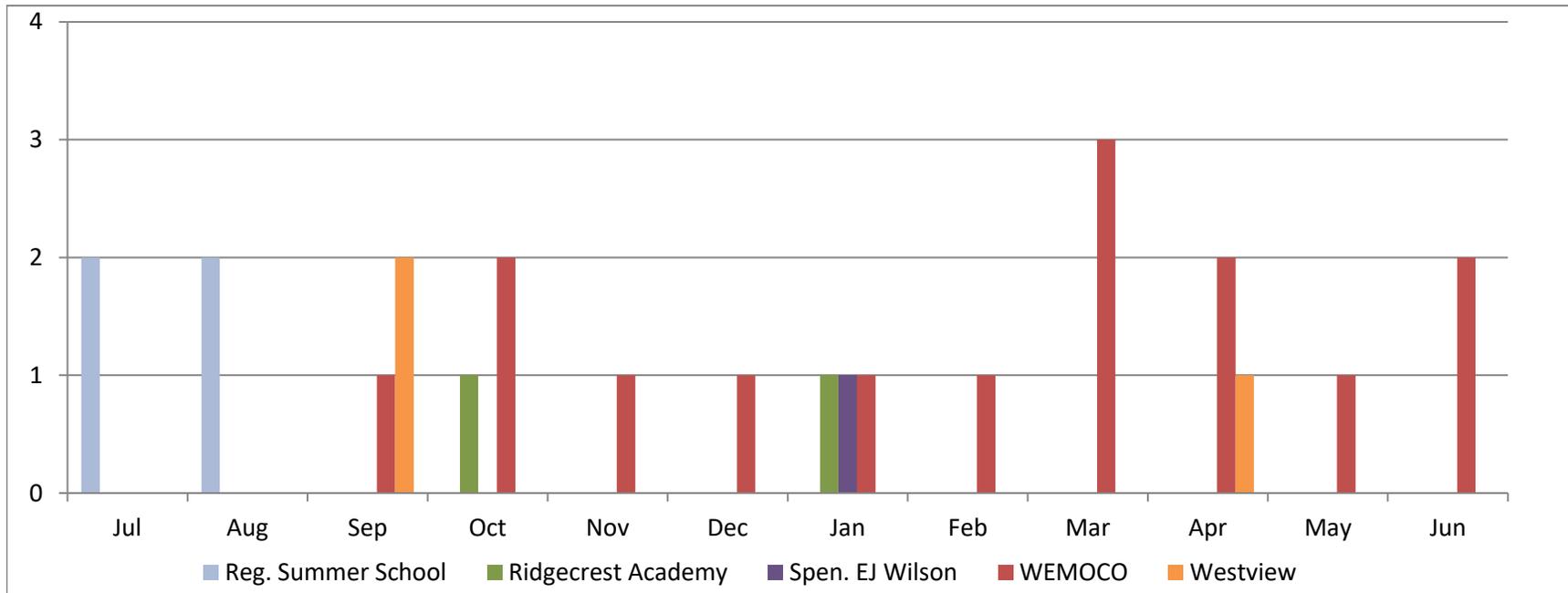
NOW, THEREFORE, IT IS RESOLVED AS FOLLOWS:

1. Pursuant to the provisions of the New York State Education Law, the Board is authorized to, and by this Resolution does hereby authorize, the District Superintendent or the Assistant Superintendent for Finance and Operations to approve any changes to the Contracts in the amount of Twenty-Five Thousand Dollars (\$25,000) or less, changes of Twenty-Five Thousand and One Dollars to Fifty Thousand Dollars (\$25,001 - \$50,000) in consultation with the Board Officers; and changes in excess of Fifty Thousand Dollars (\$50,000) by the District Superintendent only after attempting to canvass all Board members, unless, after a good faith review of the proposed change(s), that the change(s) would constitute a material alteration of the Contracts.

9. New Business

3. Annual Update on School Safety and the Educational Climate (SSEC) (Tom Schulte)

2023-2024 Student Safety and Educational Climate (SSEC)



| Building | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Totals |
|--------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Reg. Summer School | 2 | 2 | | | | | | | | | | | 4 |
| Ridgecrest Academy | | | | 1 | | | 1 | | | | | | 2 |
| Spen. EJ Wilson | | | | | | | 1 | | | | | | 1 |
| WEMOCO | | | 1 | 2 | 1 | 1 | 1 | 1 | 3 | 2 | 1 | 2 | 15 |
| Westview | | | 2 | | | | | | | 1 | | | 3 |
| Totals | 2 | 2 | 3 | 3 | 1 | 1 | 3 | 1 | 3 | 3 | 1 | 2 | 25 |

9. New Business

4. Review of NYSSBA Convention Proposed Resolutions

NYSBBA 2024 Resolutions Cabinet Feedback

| <p align="center">PROPOSED RESOLUTIONS RECOMMENDED BY THE RESOLUTIONS COMMITTEE FOR ADOPTION</p> | | |
|---|--|---|
| Proposed Resolution | Notes | Feedback |
| Resolution 1 Sunsetting | NYSSBA New York State School Boards Association support the full restoration of state and local tax (SALT) deductibility. | SR – Disagree JS - Support |
| Resolution 2 Sunsetting | NYSSBA support legislative action in the regulation of vapor products including consumption, manufacturing, distribution and advertisement. | TS - Fully support JS - Support |
| Resolution 3 Sunsetting | NYSSBA take a leadership role in encouraging school boards to develop successful strategies for integrating respect for differences into the educational experience. | MP - This proposed resolution is supported – it is important that school boards re-evaluate policies and procedures through a lens of equity/inclusion and to be aligned with k-12 guidance from NYSED TS - I broadly support this resolution. I recognize the political landmines that exist within this topic, however, I do feel the language of “...shall <i>encourage</i> ” is a little weak. I personally think the first bullet should remove integration into curriculum, and require Boards to “ensure....is reflected in Board policy”. Adding to curriculum, and involving community can stay as “encouraged” JS - Support |
| Resolution 4: | NYSSBA work with the New York State Educational Conference Board and its supportive members, to call on the New York State Legislature to improve Tier 6 in the current retirement systems for school employees and that we seek support and legislation to establish Tier Equity for Tiers 5 and 6 to be more aligned with Tiers 1 through 4. | MP - Tier 6 needs to be changed if we are to recruit, hire and retain quality teachers. SR – Disagree; makes good points in theory but I’m not sure Tier V and VI are the reasons for the lack of teachers. Regardless, should not revert back to Tier IV TS -- Fully support! Addressing Tier 6 is essential to the long-term health of the teaching profession in NYS. Failure to adequately address this will only exacerbate a teacher shortage JS - * Support This is impacting all teachers, but especially CTE |
| Resolution 5 | NYSSBA support legislation that would increase the BOCES Career and Technical aidable salary cap by connecting aid more closely with the actual cost of providing such services. | MP - This is supported and noted area of improvement. SR – Agree; but cap should be raised for all CoSers TS - Fully support! The fact that NYSED has not addressed this since 1994 is unacceptable JS – Yes, please |

NYSBBA 2024 Resolutions Cabinet Feedback

| Proposed Resolution | Notes | Feedback |
|---------------------|---|---|
| Resolution 6 | NYSSBA support legislation to eliminate the limit on BOCES District Superintendent compensation. | MP - This is supported SR – Agree TS - Fully support! I still don't understand the rationale behind the salary cap in the first place. No other industry places caps on executive salaries JS - Support |
| Resolution 7 | NYSSBA supports legislation to amend the current civil service system to modernize exam materials and increase the frequency of exam administration. | KB- Support for rationale stated MP - Civil Service should be amended and modernized to meet the demands of current workplace expectations SR – Agree; should dissolve civil service entirely TS - Fully support. Civil service is an antiquated system that only hinders the hiring of qualified staff JS – Support, very outdated system |
| Resolution 8 | NYSSBA support legislation of the state that would provide for sufficient funding through Building Aid for the construction of a new school that would replace one or more outdated and antiquated schools. | SR – Agree JS - Support |
| Resolution 9 | NYSSBA shall advocate for timely decisions on school aid. | SR – Agree TS – Fully Support JS - Support |
| Resolution 10 | NYSSBA support hybrid electric busses as an alternative option to the New York State 100% zero-emission electric school bus (or ESB) fleet mandate by 2035. | SR – Agree TS - Fully Support |
| Resolution 11 | NYSSBA urge the Governor of New York State, the New York State Legislature, and the New York State Education Department to prioritize the human resources, processes and programs that will ensure school districts can receive necessary building permit within 6 months of submission of capital improvement plans. | SR – Agree TS – Fully Support JS – Yes, process takes too long |
| Resolution 12 | NYSSBA support funding for technology and related expenses for smartphone regulation policies, whether pursued by districts voluntarily or mandated by the state. | SR – Disagree; local issue TS - I generally support this, however, I think smartphone regulation is incredibly challenging and I'm not convinced that funding for technology to combat it is where the focus needs to be |
| Resolution 13 | NYSSBA support legislation at the state level that would allow school districts whose prekindergarten programs are oversubscribed to show enrollment preference to students who are economically disadvantaged and/or are English language learners until such time as the programs become truly universal. | SR – Disagree; slippery slope JS – Support, but would rather we find ways to accommodate all |
| Resolution 14 | NYSSBA shall advocate for direct funding assistance to school districts for any student/s who enters a BOCES Career and Technical Education (CTE) program or any affiliated career training program resulting in a post-graduation license or certificate. | MP - This is supported and needed SR – Neutral JS - Support |

NYSBBA 2024 Resolutions Cabinet Feedback

| Proposed Resolution | Notes | Feedback |
|---------------------|--|--|
| Resolution 15 | NYSSBA shall advocate for the NY SWIMS Initiative to be extended and expanded to include additional, enhanced, and targeted state funding specifically dedicated to constructing pools in K-12 schools, and for increased aid for operating, maintenance, and staffing costs associated with these facilities. This enhanced funding should be built into the building aid formulas to promote equitable and year-round access to swimming instruction for all students. | |
| Resolution 16 | NYSSBA supports legislation at the state level to allow school districts to provide an “opt out”/ declination to transportation services. | SR – Agree |
| Resolution 17 | NYSSBA advocate for the State Education Department to review and revise the NYSESLAT exam/criteria to ensure a realistic, fair, and accurate annual assessment of each student’s English language proficiency and service needs, eliminate double testing, and ensure exam administration causes minimal disruption to delivery of services to students. | MP - The revision of the NYSELAT exam and criteria is needed to meet the needs of our English Language Students JS - Support |
| Resolution 18 | NYSSBA advocate that the State Education Department refrain from administering the NYSITELL and NYSESLAT exams in the computer-based format until those tests have been properly vetted and field-tested to support that the computer-based format is appropriate, beneficial, valid, and reliable. | MP - This is supported for now – CBT should be held until format of exams have been reviewed/revised JS - Support |
| Resolution 19 | NYSSBA advocate for any publicly funded study of the foundation aid formula, performed by any organization, to be required to be performed with transparency and meaningful public engagement. | |
| Resolution 20 | NYSSBA advocate for additional state and/or federal funding for the education of ELL (English Language Learner) students in a manner that meaningfully reflects the increased costs associated with the instructional needs of these students and includes the regional cost index in its analysis of funding. | MP - This is supported and are of needed noted for our rural small schools in particular JS - Support |
| Resolution 21 | NYSSBA advocate for the upward modification of the inflexible, restrictive per-pupil expenditure limits for the State Universal Prekindergarten (UPK) program, currently set at \$5,400, to mirror the same provisions allowable for the use of Statewide Universal Full Day Prekindergarten (SUFDPK). | JS - Support |
| Resolution 22 | NYSSBA oppose the proposed amendments to Sections 135.1, 135.4 and 135.5 of the Commissioner of Education’s Regulations related to Mixed Competition and extra-class athletic activities. | JS - Support |
| Resolution 23 | NYSSBA opposes efforts to establish additional school closure holidays without commensurate adjustments to the school calendar. | SR – Agree TS - I fully support this opposition and am in disbelief that the DEI Committee opposes this resolution. The only other alternative is reducing the number of instructional days in a year or leaving it to negotiations with local bargaining units. Neither option is acceptable JS - Support |

NYSBBA 2024 Resolutions Cabinet Feedback

| Proposed Resolution | Notes | Feedback |
|---------------------|--|---|
| Resolution 24 | <p>NYSSBA advocates for the minimization of field testing and school district decision-making rights to refuse to participate in field testing without penalty from the New York State Education Department.</p> | <p>MP - This is not supported – field testing is vital to our testing program to ensure tests are aligned to NYS Standards and are reliable and valid</p> |
| Resolution 25 | <p>NYSSBA supports and upholds the Mission of the Conference of Big 5 School Districts, promoting a more equitable and adequate funding system and the delivery of a high-quality education to all children. Central to this Mission is the belief that all children can succeed and should be afforded appropriate support and educational opportunities throughout their lives. NYSSBA shall promote and advocate for fiscal and programmatic priorities that are aligned with this Mission.</p> | |

NYSBBA 2024 Resolutions Cabinet Feedback

| PROPOSED RESOLUTIONS <u>NOT</u> RECOMMENDED BY THE RESOLUTIONS COMMITTEE FOR ADOPTION | | |
|---|---|--|
| Proposed Resolution | Notes | Feedback |
| RESOLUTION 26 | New York State School Boards Association supports legislation to eliminate Regents Exam Testing at the high school level in favor of State Final Exams that comply with ESSA (Every Student Succeeds Act) regulations in 10-11th grade for ELA (1 exam), Math (1 exam), and Science (1 exam). | MP - This would not be recommended at this time. A careful review of Portrait of Graduate and Blue Ribbon Commission findings is needed. JS - Support |
| RESOLUTION 27 | New York State School Boards Association shall ADVOCATE for a cap on BOCES budget increases. | SR – Agree; oppose Resolution |
| RESOLUTION 28 | New York State School Boards Association shall ADVOCATE for the new Foundation Aid formula to be voted on by the NYS LEGISLATURE and not through regulatory actions of NYSED. | SR – Neutral; don't trust either to get it right :-) |
| RESOLUTION 29 | New York State School Boards Association ADVOCATE for the REPEAL of the 2019 law that removed the religious/moral exemption to immunization. | |
| RESOLUTION 30 | New York State School Boards Association shall ADVOCATE for LOCAL CONTROL of education administration to the County Executive or school board when appropriate. | |
| RESOLUTION 31 | New York State School Boards Association shall OPPOSE any legislation or NYSED regulation MANDATING comprehensive “K-12 gender and sexuality education”. | MP - NYSSBA should support legislation not oppose |
| RESOLUTION 32 | New York State School Boards Association oppose any legislation or NYSED regulation that would allow biological males to participate in female athletics. | MP - NYSSBA should support legislation not oppose |
| RESOLUTION 33 | New York State School Boards Association shall oppose any legislation or NYSED regulation that would mandate any recommendations from the Blue Ribbon Commission including mandating the culturally responsive-sustaining education framework. | MP - NYSSBA should support legislation not oppose |
| RESOLUTION 34 | New York State School Boards Association urges NYSED to rescind the unnecessary early dismissal mandate. | |
| RESOLUTION 35 | New York State School Boards Association supports legislation that would grant judges the ability to require bail in cases of violent threats against school districts and/or staff and/or students at school districts. | SR – Agree with Proposed Resolution |
| RESOLUTION 36 | New York State School Boards Association shall work to develop state law that requires school boards conduct at least three member trainings during each school year, on topics determined by the board and other relevant stakeholders. | |
| RESOLUTION 37 | New York State School Boards Association advocates for 30-40 minutes, per day, of recess time being officially recognized as an alternative form of instructional time in elementary schools and counted towards mandated minutes. Schools then can allocate adequate time for recess each day to ensure the social and emotional well-being and the whole child development of their students. | JS - Support |

10. Personnel and Staffing

1. Resolution to Approve Personnel and Staffing Agenda

7/29/2024

Return to Human Resources by 9/1/2024

HUMAN RESOURCE
SEP 06 2024
MONROE 2-ORLEANS
BOCES

Monroe 2-Orleans BOCES
3599 BIG RIDGE ROAD
RECOMMENDATION FOR TENURE APPOINTMENT

- I. **Identifying Information:** Name: Matthew J. Ackerman
Eligible for Tenure: 01/23/2025
Notify Board: 09/18/2024
Board Action: 10/16/2024
Tenure Area: Special Education
- II. **Education Training:** BA – SUNY Buffalo, 5/05
MS – St. John Fisher College, 12/08
CAS – SUNY Brockport, 12/13
- III. **Certification:** Professional – SWD/(Grade 1-6)
Professional – SWD/Generalist (Grades 7-12)
Professional – Childhood Ed. (1-6)
Professional – Early Child Education Birth-Grade 2
Professional – SWD/(Birth – Grade 2)
Professional – Social Studies 7-12
Professional – SWD/Social Studies (Grades 7-12)
Professional – School District Leader
SOCE – Social Studies
- IV. **Previous Experience:** Metro School, 8/08-1/10
Midlakes Education Ctr., 4/14-11/21
- V. **Experience with BOCES:** Matthew J. Ackerman has been employed by Monroe 2-Orleans BOCES as a(n) Teacher-Special Education teacher since 01/24/2022.
- VI. **Comments to be given on one of the following attachments located under H.R. Managerial forms.**

Attachment A - Teacher
Attachment B – Administrator

9/4/24
Date

9/6/24
Date

9/6/24
Date

9/6/24
Date

[Signature]
Director

[Signature]
Assistant Superintendent

[Signature]
Assistant Superintendent for Human Resources

[Signature]
District Superintendent

Planning and Preparation:

Matt's current assignment is in a Special Education CTE Course that was conceptualized with the goal of providing a smaller and more supportive setting for students with complex needs to have access to CTE instruction and experiences. This course focuses on carpentry and building trades and is also staffed with a CTE Teacher. Matt took on this assignment with the understanding that the course was in development, and stepped up to the challenge by demonstrating strong collaboration with his co-teacher, supervisor, and other staff within the department. He has played a key role in developing and thoughtfully adjusting units and lessons, and working with others to develop systems that produce formative and summative assessment data.

Matt is thoughtful and reflective in planning for units and individual lessons. He appreciates that his population of students require a significant amount of scaffolding, and are capable of meaningful growth when starting at their level, providing incremental challenges, and building up towards more complex skill mastery. As an example, Matt and his co-teacher taught students how to draw a straight line as an initial step towards a larger goal of how to draw blueprints for woodworking projects.

Among Matt's planning and preparation strengths is his desire and ability to be creative and take risks. He thoughtfully developed and implemented many ideas throughout the year, with each idea either developing into a longstanding routine, or being used as feedback towards future planning considerations.

Classroom Work/Environment:

On a daily basis, Matt showcases that he cares about his students and getting to know each of them personally, taking an interest in their hobbies and their goals. Matt also puts in the effort to build relationships with other staff who support his students, to ensure that he best meets their needs in his classroom. Matt fosters pride in the work that students produce through their time in his classroom. This includes hanging work on the walls, having students take work home, and having students gift project to a staff member of their choosing. Matt and his co-teacher greatly add to the culture at Westview. They have fostered routines and attitudes that their students are capable of contributing back to the school. Staff at Westview frequently comment on the influence that Matt and his co-teacher have on all students in the building, citing that some 9th graders see participating in Matt's class as a goal for 10th grade and a reason to work hard and attend school as a 9th grader.

Matt and his co-teacher have done a phenomenal job taking the Professional and Technical Prep classroom to new heights. They took a seed that was planted last summer and cultivated it into a full garden, rich with student learning opportunities and authentic experiences. As the Special Education teacher, Matt has continually advocating for prioritizing supports that student can have to gain access to using equipment, and the value of having a set schedule that grounds students with circle time focused on real-world scenarios that they may face as working professionals. Matt and his co-teacher have continually added to the program throughout the year, piloting new ideas and making adjustments as needed. Matt has also taken a lot of pride in family and community outreach, through newsletters and community service projects.

Delivery of Instruction or Services:

Matt develops and delivers well-constructed and thoughtful lessons. It is evident that Matt puts significant care towards not only developing his lessons but facilitating that all students have meaningful access. Observing Matt in the classroom is impressive as he demonstrates use and mastery of a wide array of teaching strategies. Matt discusses that his enthusiasm is key to success, as students read off of his body language and belief in the value of each lesson. Matt also demonstrates scaffolding and differentiation at very high levels, gives students multiple means to participate and grow through a lesson, and recognizes that growth and success looks different for each student.

Professional Responsibilities:

Matt continually demonstrates the flexibility and responsiveness that all staff at Monroe 2-Orleans BOCES should strive for. He has excelled in supporting students in multiple roles, such as working in preschool, as a consultant teacher, and in a Special Education CTE Classroom. Matt is reflective and has demonstrated the ability to make adjustments both during a lesson, and after lessons.

As noted above, Matt played an integral role in the development of the Professional and Technical Prep Special Education CTE Course. As part of this, he has stepped outside of his comfort zone and shown remarkable, fast, and ongoing growth towards meeting the needs of a challenging and unfamiliar population of students, and also teaching coursework that involves technical skills that he did not have a background in. He has demonstrated strong collaboration with the co-teacher, who is a CTE Teacher specializing in those technical skills, and reciprocated by supporting the CTE Teacher in their development of classroom management strategies, lesson planning skills, and teaching practices. The two of them work seamlessly for the betterment of our programs and services.

Matt is forward thinking and has played an active role in the expansion of our Special Education CTE offerings, including in the development and implementation of a second course focused on a different set of technical skills.

Matt's collaboration and communication with families, colleagues, and the local community is exemplary. Matt publishes a monthly program newsletter, he uses project-based learning to provide students with authentic experiences to give back to their building (Westview) and to other programs (ex. CCR, Preschool, SEPTO) and the community (City of Rochester parks department), and he volunteers his time to support BOCES 2 activities such as the Breakfast with Santa.

7/29/2024

Return to Human Resources by 9/1/2024

HUMAN RESOURCES
AUG 01 2024
MONROE 2 - ORLEANS
BOCES

Monroe 2-Orleans BOCES
3599 BIG RIDGE ROAD

RECOMMENDATION FOR TENURE APPOINTMENT

- I. **Identifying Information:** Name: Melissa A. Doherty
 Eligible for Tenure: 01/23/2025
 Notify Board: 09/18/2024
 Board Action: 10/16/2024
 Tenure Area: Inst. Sppt. Serv/Special Education

- II. **Education Training:** BS – SUNY Fredonia, 5/08
 MS – Nazareth University, 5/13

- III. **Certification:** Professional – SWD/Biology (Grades 7-12)
 Professional – SWD/Generalist (Grades 7-12)
 Professional – General Science 7-12 Ext.
 Professional – Severe/Multiple Disabilities Annot.
 Professional – Gifted Education Ext.
 Professional – Biology 7-12

- IV. **Previous Experience:** East Irondequoit MS, 9/08-6/12
 Cayuga-Onondaga BOCES, 9/13-1/22

- V. **Experience with BOCES:** Melissa A. Doherty has been employed by Monroe 2-Orleans BOCES as a(n) Instructional Support Specialist teacher since 01/24/2022.

- VI. **Comments to be given on one of the following attachments located under H.R. Managerial forms.**

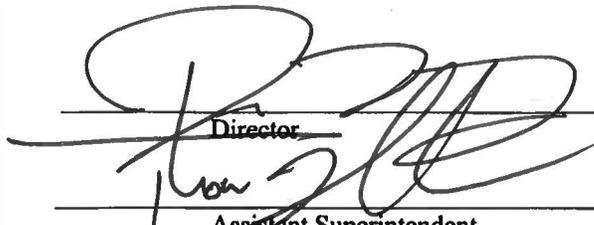
Attachment A - Teacher
Attachment B - Administrator

7/29/24
Date

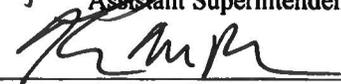
7/31/24
Date

7/31/24
Date

8/1/24
Date



Director



Assistant Superintendent



Assistant Superintendent for Human Resources



District Superintendent

Planning and Preparation:

In this domain, Melissa's areas of strength are content knowledge as it relates to special education supports/services, IEP implementation and differentiation. She is able to model, recommend and assist teachers with creating differentiated activities and lessons for students based on the strengths and needs indicated on student IEPs. Melissa also has a strong foundation in instructional pedagogy. She is familiar with Universal Design for Learning and Specially Designed Instruction. She actively encourages staff to use our Instructional Strategies Playbook and often references strategies from Teaching to Lead when planning professional development and/or working with staff. Melissa is also one of our ELL Champions, working closely with RBERN, to make sure she understands the needs of our ELL students and is able to support and advocate for them.

Classroom Work/Environment:

Melissa has positive relationships with both students and staff. She greets students at arrival and supervises halls at dismissal. She has supportive relationships with students in her assigned classrooms, especially Cosmetology. She is trained in TCIS and has a variety of classroom and behavior management strategies that she shares with teachers. She also works closely with the building Behavior Specialists to make sure we are exploring all options for supporting students and developing the management skills of staff. As the NTHS advisor, she has been involved in multiple student-centered activities and has been able to build connections with students outside of her assigned programs through this role. She has also taken on a more active role in SkillsUSA and has been a chaperone and advisor to students at competitions. Melissa has high, but achievable, expectations for the students she works with.

Delivery of Instruction or Services:

Melissa models a variety of instructional strategies and modalities during professional development. After the workshop is over, she follows up with participants to see what support is needed for them to successfully implement what was learned in professional development. This past year, she has focused more on working with teachers to co-plan, model and/or co-teach lessons related to science content and/or our new literacy expectations. When taking lead on instruction, Melissa uses a variety of strategies to engage students. For example, she often utilizes the CASEL framework and includes a welcoming ritual and an optimistic closure. She also uses a variety of groupings, higher level questions, discussion and problem-solving strategies and multiple checks for understanding. After every lesson, modeled or co-taught, she debriefs with the teacher and assists with the planning of the next lesson.

Professional Responsibilities:

Melissa participates in a variety of meetings, committee and professional developments in order to grow professionally and develop collaborative relationships with staff, district and industry partners. Recently Melissa joined the agency Inclusivity Action Community and participated in the Regional Equity Network professional development this summer. She is becoming a strong advocate for our DEI practices. Melissa has excellent organization skills. She is proactive and always completes assignments before they are due. She communicates well with all stakeholders. As NTHS Advisor, she communicates regularly with NTHS students and their families. She is not afraid to have hard conversations when students are struggling to uphold the values and expectations of NTHS

7/29/2024

Return to Human Resources by 9/1/2024

HUMAN RESOURCES

SEP 10 2024

MONROE 2 - ORLEANS
BOCES

Monroe 2-Orleans BOCES
3599 BIG RIDGE ROAD

RECOMMENDATION FOR TENURE APPOINTMENT

- I. **Identifying Information:** Name: Shawna Gareau-Kurtz
 Eligible for Tenure: 01/31/2025
 Notify Board: 09/18/2024
 Board Action: 10/16/2024
 Tenure Area: Director-Center for Workforce Dev.
- II. **Education Training:** BS – SUNY Oswego, 5/96
 MS – SUNY Oswego, 12/02
 CAS – SUNY Brockport, 8/06
- III. **Certification:** Permanent – Business & Distributive Ed.
 Permanent – Coord-Diversified Coop. Work Study
 Permanent – School District Administrator
- IV. **Previous Experience:** Teaching – Cayuga-Onondaga BOCES, 8/97-6/98
 Teaching – BOCES 2, 8/98-10/13
 Admin. – BOCES 2, 10/13-1/22
- V. **Experience with BOCES:** Shawna Gareau-Kurtz has been employed by Monroe 2-Orleans BOCES as a(n) Director-Center for Workforce Development since 02/01/2022.
- VI. **Comments to be given on one of the following attachments located under H.R. Managerial forms.**

Attachment A - Teacher
Attachment B - Administrator

Date
9/10/24

Date
9/10/24

Date
9/10/24

Date

Director

Assistant Superintendent

Assistant Superintendent for Human Resources

District Superintendent

Program and Service Responsibility:

Shawna is currently the Director of Monroe 2-Orleans BOCES Center for Workforce Development. In this role, she supervises all adult education programs include adult literacy (GED), ESOL, and career training programs. Additionally, she is an active member within the Finger Lakes regional workforce development community and as such serves largely as an internal liaison to that community ensuring the BOCES remains aligned with current workforce trends.

People and Systems:

Shawna's ability to build relationships and collaboratively develop systems has been instrumental in the re-imagining efforts she's led within CWD. Over the last 3-years, Shawna has had to navigate the physical move of the department, staffing reductions, and realignments, and a complete overhaul of the programs offered. Through it all, Shawna has been able to build a strong culture, with a team fully committed to the strategic vision of CWD.

Strategic Leadership:

Shawna is a "big picture" who has the ability to develop the structural systems to realize the big picture. In her tenure as Director for Center for Workforce Development, Shawna has led a complete re-imagining of CWD's career and technical programming moving away from full-day, months long program and has focused more on short-term, evening, in-demand programs that allow students to work full-time while attending training. This work has translated into enrollments in all programs that are at or near capacity.

In an effort to stabilize the financial position of CWD, Shawna has led her team through multiple grant proposals over the last 3-years. Through this work, CWD has been awarded ~\$2 million in State and local grants that have served to build internal capacity to provide tuition assistance to students, and ensure that CWD has the internal capacity to provide quality support and services to the students they serve.

Modeling Organizational Values:

Shawna lives and breathes BOCES and as such embodies the BOCES core values in all of her work. She has been instrumental in building a strong partnership between the Center for Workforce Development and the BOCES Career & Technical Education programs. This partnership has not only served to provide adult students access to high quality learning environments, but also through providing adult students access to high quality instructors, as Shawna has hired a number of CTE instructors to teach CWD courses. She has also worked diligently to build strong partnerships within the community. These partnerships have raised community awareness of CWD programs and services, and have served to drive revenue growth. These partnerships

Teamwork:

Shawna fundamentally believes that collaborative partnerships are essential to create positive outcomes. As such she works diligently to collaborate with both internal partners at CTE and within the Department for Exceptional Children, but is also very active in developing, and fostering strategic partnerships with outside agencies. The partnerships have allowed CWD to expand their literacy programs specifically for ESOL students into the Brockport Public Library, and Greece Central School District; create a new "CTE" program for incarcerated youth located at the Monroe County Industry Residential facility, and expand CWD's construction trades program to partner with the Urban League of Rochester.

Internally, as Shawna strategically evaluates CWD to identify ways to continue to building sustainable systems, she consistently brings multiple stakeholders into the conversation to elicit feedback that she then incorporates into her work. She is true team player.

Professional Growth:

Shawna is a continuous learner and seeks multiple avenues to learn. She is active member of BOCES Cabinet and Executive Cabinet. She frequently engages with other BOCES departments to gain better understanding of how they function, and what they're needs are. She attends NYS Adult Education Program Managers meetings to ensure she is staying current with NYS requirements for adult education, and is an active member within the local workforce development community allowing her to have a current understanding of regional workforce trends.

11. Bids/Lease Purchases

1. Resolution to Accept Cooperative Audio-Visual Equipment Installation Service Bid

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

BID RECOMMENDATION

COOPERATIVE AUDIO-VISUAL
EQUIPMENT INSTALLATION SERVICE

Bid #RFB-2114-25 was opened on September 9, 2024, at 2:00 p.m. My recommendation for the award of this contract is as follows:

The Smart Guys \$86,625.00

Bids obtained: 27

Bids returned: 4

BID ANALYSIS

The bid for Cooperative Audio-Visual Equipment Installation Service has been recommended for award to the lowest responsive and responsible bidder that met all required specifications. The bid for Cooperative Audio-Visual Equipment Installation Service will be used for installations at BOCES 2 and component School Districts.

Funds to be provided from the 2024-2025 and 2025-2026 CATS budget.

September 10, 2024

Date

Wendy Vergamini

Director of Procurement

12. Committee Reports

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

13. Executive Officer's Reports

14. Upcoming Meetings/Calendar Events

- Sept 18 Noon MCSBA District Operations Committee (Strathallan)
6:00 pm Board Meeting, ESC Board Room
- October 2 Noon MCSBA Legislative Committee (Strathallan)
- October 5 8 am-2 pm MCSBA Fiscal Training Seminar (Strathallan)
- Oct 9 Noon MCSBA Information Exchange (Strathallan)
5:45 pm MCSBA Executive Committee (Strathallan)
- Oct 10 8 am-Noon MCSBA School Law Conference (Country Club of Rochester)
- Oct 14 BOCES Closed – Indigenous People’s Day
- Oct 14-18 Board Member Recognition Week
- Oct 16 Noon MCSBA District Operations Committee (Strathallan)
6:00 pm Board Meeting, ESC Board Room

15. Other Items

16. Executive Session

17. Adjournment