



## **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, December 17, 2025, at 6:00 pm at the Richard E. TenHaken Educational Services Center, 3599 Big Ridge Road, Spencerport, NY 14559

*Anticipated Executive Session immediately following the regular board meeting to discuss matters regarding the proposed lease of real property, as disclosure at this time would substantially affect the value of the property.*

### **BOARD MEMBERS**

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

Gerald Maar  
Michael May  
Stephanie Merkley  
James Musshafen  
Xavier Williams – Student Board Member

### **AGENDA**

1. Call the Meeting to Order
2. Pledge of Allegiance
3. Agenda Modification(s)
4. Approval of Minutes: November 19, 2025, Regular Meeting Minutes
5. S.H.I.N.E. Awards
6. Public Interaction
7. Board Presentation – Community Schools Overview, Regional Community Schools Coordinator Dr. Joseph Fantigrossi and Westside Academy Principal Edward Mongold
8. Financial Reports
  1. Resolution to Accept Treasurer's Report
  2. Resolution to Accept WinCap Reports
  3. Resolution to Accept Quarterly Extra Classroom Report
  4. Internal Claims Log
  5. 2025-26 Annual Grant Summary
9. Old Business
  1. Resolution to Approve 2025-26 District Wide School Safety Plan (S.A.V.E) revised to include Emergency Cardiac Arrest Plan
  2. Diligent (BoardDocs)
10. New Business
  1. First Read Policy # 7111 Drills and Bomb Threats
  2. Resolution to Approve the State Environmental Quality Review Act (SEQRA) for the 2025 Capital Project

3. Resolution to Approve 2025 Capital Project
4. Resolution to Accept Singer Audit Report for Year Ended June 30, 2025
5. Resolution to Accept Extra Classroom Activity Funds Financial Report for Year Ended June 30, 2025
6. Resolution to Accept Corrective Action Plan for the Year Ended June 30, 2025
7. Resolution to Accept a Donation from the Davison Foundation.
11. Personnel and Staffing
  1. Resolution to Approve Personnel and Staffing Agenda
12. Bids/Lease Purchases
  1. Resolution to Accept Cooperative Multimedia Audio Visual Equipment and Supplies Bid
  2. Resolution to Accept Cooperative Food Service Equipment Repair, Maintenance and Installation Service Bid
  3. Resolution to Accept Cooperative Building Supplies Bid
  4. Resolution to Accept Cooperative Electrical Repair, Maintenance and Installation Service Bid
  5. Resolution to Accept Cooperative Plumbing Repair, Maintenance and Installation Service Bid
  6. Resolution to Accept Cooperative HVAC Repair, Maintenance and Installation Services Bid
  7. Resolution to Accept Cooperative Electricity Supply Bid
  8. Resolution to Accept Erie 1 BOCES 2025 - 2026 Instructional Technology State-Wide Licensing Agreements- Add On #2
13. Student Board Member Report
14. Executive Officer's Reports
  1. Albany D.S. Report
  2. Local Update
15. Upcoming Meetings/Calendar Events
 

• Dec 17	6:00 pm	Board Meeting	ESC, PDC 3
• Dec 22-Jan 2	Winter Recess, No School for Students		
• Dec 25	Holiday	BOCES Closed	
• Jan 1	Holiday	BOCES Closed	
• Jan 7	Noon	MCSBA Legislative Committee	Strathallan
• Jan 12	6:00 pm	Holley CSD BOE	3800 N. Main Street, Holley
• Jan 14	Noon	MCSBA Information Exchange	Strathallan
• Jan 15	Noon	Board Officer Agenda Review	TBD
• Jan 19	Holiday	BOCES Closed - Martin Luther King Jr. Day	
• Jan 21	Noon	MCSBA District Operations	Strathallan
	5:00 pm	Audit Committee Meeting	Board Room
	6:00 pm	Board Meeting	ESC, PDC 3
16. Other Items
17. Executive Session - *to discuss matters regarding the proposed lease of real property, as disclosure at this time would substantially affect the value of the property.*
18. Adjournment

1. Call the Meeting to Order
2. Pledge of Allegiance
3. Agenda Modification(s)

4. Approval of Minutes: November 19, 2025, Regular Meeting Minutes

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

## **MINUTES**

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

### **Members Present**

Dennis Laba, President

R. Charles Phillips, Vice President

John Abbott

Christa Bowling

Kathleen Dillon

Gerald Maar

Michael May

James Musshafen

Xavier Williams

**Absent:** Stephanie Merkley

### **Staff Present**

Thomas K. Putnam

Karen Brown

Steve Dawe

Ian Hildreth

Kelly Mutschler

Steve Roland

Thomas Schulte

Jill Slavny

Kerry Macko

Gary Manuse

Renee Mulrooney

**Additional Staff:** Toni Gagnier

1. The meeting was called to order by President Laba at 6:20 pm.
2. Pledge of Allegiance
3. Agenda Modification –
4. Approval of Minutes  
Resolved: To Approve the Minutes of the October 15, 2025, Regular Meeting  
*Moved by J. Abbott, seconded by C. Bowling; passed unanimously*
5. Dr. Putnam introduced student board member Xavier Williams. President Laba administered the oath. The Board and Executive Cabinet introduced themselves. Mr. Williams thanked the board for the opportunity to serve and provided some background on his decision to be a student board member.
6. Shine Awards were pushed back to the December 17, 2025 meeting agenda
7. Public Interaction and Public Hearing 2025-26 District Wide Safety Plan (revised to include District Wide Cardiac Arrest Plan– There were no speakers and no comments about the safety plan. The board will approve the revised plan at the December meeting.
8. Board Presentations – Exceptional Children Director Kerry Macko and Elementary Principal Renee Mulrooney provided the board with an overview of the PreK center-based and district-based classrooms. Assistant School Business Official provided the board with look at the PreK budget and status of reimbursement from Monroe County for 2019-2023. The board asked questions, thanked the presenters who then left the meeting at 6:46 pm

9. Financial Reports

1. Resolved: To Accept the Treasurer's Report as presented  
*Moved M. May, seconded by J. Abbott; passed unanimously*
2. Resolved: To Accept the Win Cap Reports as presented  
*Moved by J. Abbott, seconded by K. Dillon; passed unanimously*

10. Audit Committee

Resolved to Approve the Audit Committee Meeting minutes of October 15, 2025  
*Moved by M. May, seconded G. Maar; passed unanimously*

11. Old Business –

1. Resolved: To Appoint the following board members to serve on the Board Handbook Committee. John Abbott, Christa Bowling, Kathleen Dillon, and Dennis Laba  
*Moved by J. Abbott, seconded G. Maar; passed unanimously*
2. President Laba relayed information he received at the NYSSBA Annual Conference in October. Dennis asked Board Clerk to schedule a presentation for the board by Diligent (formerly Board Docs).

12. New Business

1. Resolved: To Waive the Second reading and Approve Policy #4542
2. Resolved: To Waive the Second Reading and Approve Policy # 5150 Recruitment, Selection, Appointment and Fingerprinting of Personnel
3. Resolved: To Waive the Second Reading and Approve Policy # 7120 Students with Disabilities

*Items 12.1-3 were moved together by M. May, seconded by G. Maar; passed unanimously*

13. Personnel and Staffing

1. Resolved: To Approve the Personnel and Staffing Agenda and Addendum as presented  
*Moved by G. Maar, seconded by K. Dillon; passed unanimously*
2. WHEREAS, the BOCES Board has been provided with evidence that the following individuals have completed training which meets the requirements of 8 NYCRR 30-2.10 and the Monroe 2-Orleans BOCES 2025-2026 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:

- James Bates
- Cassandra Montemarano
- Renee Mulrooney
- Jason Rotundo
- Lindsay Warner

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

14. Bids/Lease Purchases

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

1. WHEREAS, It is the plan of a number of BOCES districts in New York, to consent to jointly enter into an agreement for the 2025 – 2026 fiscal year, for Airia Holdings LLC, dba Brain Freeze LLC, Bright Village Ventures, LLC, Carahsoft Technology Corp., Concourse Tech. Inc., Curipod, Edia Learning, Flint Inc., Kira Learning, Knowt Inc., MantisEDU Inc., Notable Inc. dba Kami, Panorama Education, Inc. dba Prometric LLC, SAY IT Labs Inc., Thriving Students Collective, TouchMath Acquisition LLC dba TouchMath LLC, TrueMark Systems Corporation, Varsity Tutors for Schools, 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.

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

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

Whereas, pursuant to New York State Education Regulations contained at 8 NYCRR Part 170.3(f), and in furtherance of BOCES 2's mission and essential functions, BOCES 2 desires to purchase, acquire and lease certain equipment constituting personal property in connection BOCES's ongoing service programs; to

wit, the Lessor anticipates entering into a contract with Wheatland-Chili Central School District (the "District") relating to same; and

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

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

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

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

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

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

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

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

*Section 5. No General Liability.* Nothing contained in this Resolution, the Agreements nor any other instrument shall be construed with respect to BOCES 2 as incurring a pecuniary liability or charge upon the general credit of BOCES 2 or against its taxing power, nor shall the breach of any agreement contained in this

Resolution, the Agreements or any other instrument or document executed in connection therewith impose any pecuniary liability upon BOCES 2 or any charge upon its general credit or against its taxing power, except to the extent that the Rental Payments payable under the Agreements are special limited obligations of BOCES 2 as provided in the Agreements.

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

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

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

*Items 14.1-2 were moved together by M. May, seconded by J. Abbott.  
14.1 passed unanimously. 14.2 passed with 6 ayes, 1 abstention*

15. Student Board Member Report
  1. Xavier Williams reported that the cell phone ban is going well at CTE. Most classrooms had already been cell phone free zones prior to the state ban
  2. Current Monroe 2-Orleans BOCES CTE SkillsUSA Officers are considering running for SkillsUSA State office
  
16. Executive Officer's Report  
**Albany Updates:**
  - October DS Meeting – Brooklyn
    - CTE, P-tech, Early College High Schools – Tours
    - Advocacy for Pathways to Teaching Careers
  - November DS Meeting – Albany
    - Zero Emission Buses
    - Early College Access Coser
    - US Department of Education Funding
  - **Interim DS – Genesee Valley BOCES**
    - Met with GV BOCES Component Superintendents in October
    - Participate in the monthly virtual CSA meetings as schedule allows
    - SED Data Survey/Study has begun and is due November 28
    - GV BOCES Admin is assisting with data collection

**Local Updates:**

- Careers in Agriculture Tours – October 29-30

- ECLC Preschool Trick or Treat - October 31
- AI in Education Regional Summit - November 4
- National STEAM Day – Balloon Racing with the Medically Fragile Class at Brockport High School –Samantha Fowler, Teacher – November 4
- Brockport BOE Meeting with Gerry – November 4
- CSA Retreat - November 6-7
- National Technical Honor Society Induction - November 17
- JMT Cabinet Meeting – November 19

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

18. Other Items

19. Adjournment

At 7:21 pm C. Phillips made a motion to adjourn the meeting; seconded by G. Maar; passed unanimously

Respectfully Submitted

A handwritten signature in cursive script, reading "Kelly Mutschler".

Kelly Mutschler  
Clerk of the Board

5. S.H.I.N.E. Awards
  - Presenting Administrators
    - Jill Slavny
    - Kerry Macko
    - Steve Roland
    - Jon Koeng
6. Public Interaction

7. Board Presentation – Community Schools Overview,  
Regional Community Schools Coordinator Dr. Joseph  
Fantigrossi and Westside Academy Principal Edward  
Mongold



# Community Schools

## CO-SER

*Monroe 2-Orleans BOCES*

*December 17, 2025*



# Community Schools CO-SER

Dr. Joseph Fantigrossi  
Regional Community Schools Coordinator

Monroe 2-Orleans BOCES  
Community Schools CO-SER  
December 17, 2025 • Slide 2





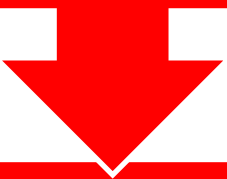
# Understanding the why of Community Schools

1. The Community Schools strategy **transforms** a school into a place where educators, local community members, families, and students work together to strengthen **conditions for student learning and healthy development**.
2. As partners, they **organize in- and out-of-school resources, supports, and opportunities** so that young people thrive. The school community, led by a community school coordinator/manager, works to develop a vision and goals for the school, student and family well-being, and student learning.



# CO-SER Participation by the Numbers

August of 2023, 2 districts in the CoSer,  
Greece and East Irondequoit

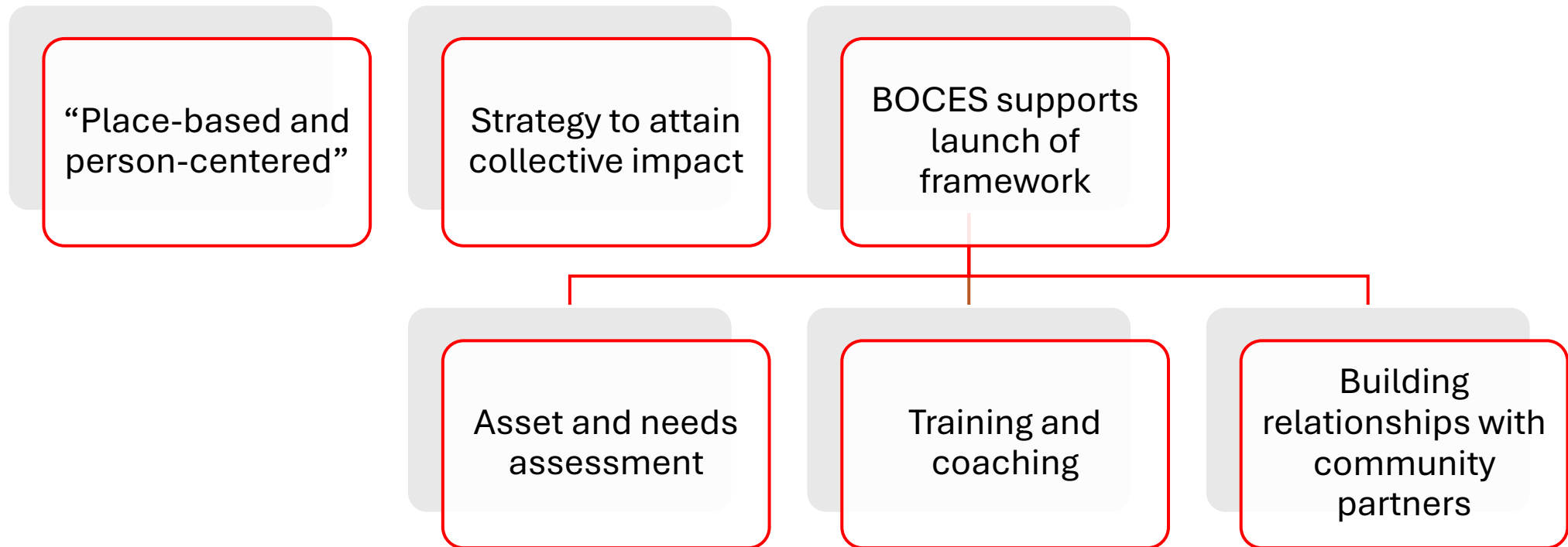


Now, 9 districts

Brockport	Churchville-Chili	East Irondequoit	Gates Chili	Greece	Hilton	Rush-Henrietta	Spencerport	West Irondequoit
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# Community Schools CO-SER







# Community Schools Coalition of Monroe County



Formally launched in October of 2024

104 cross-sector organizations

284 members

17 organizations represented on the Leadership Council

Sponsored

- Countywide Food Drive in response to the lapse of SNAP
- 1<sup>st</sup> Monroe County Partners for Suicide Prevention Conference



# Community Schools Layers

## County Level Collaborative.

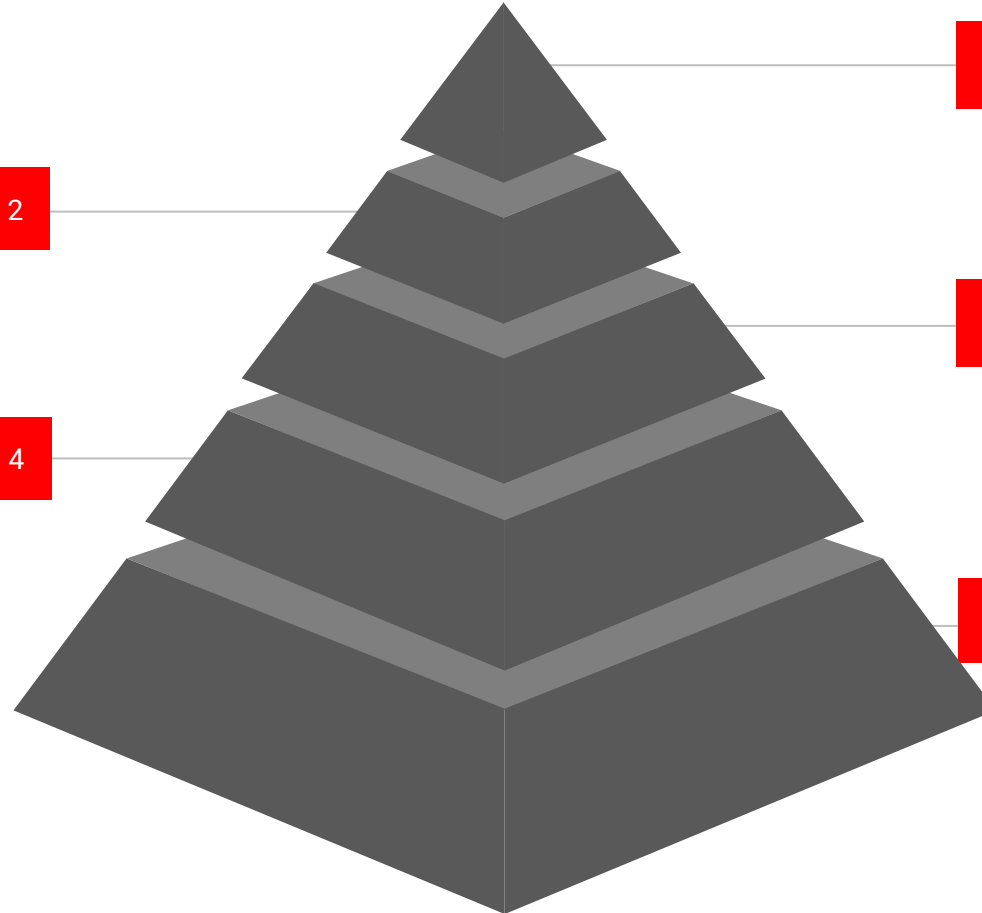
Community Schools Coalition of Monroe  
County

Community Schools CoSer

## State Network

New York State Community Schools  
Network

New York State Community Schools  
Technical Assistance Center



1

## School and District

Greece Early Learning Center in the Greece  
Central School District

3

## Regional Collaborative

New York State Community Schools  
Thruway Coalition.

NYC CS Coalition of Excellence

5

## National Level

National Center for Community Schools

Coalition for Community Schools



# Delphi Rise Partnership

*Monroe 2-Orleans BOCES*

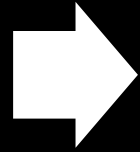
*December 17, 2025*



# Context of Recovery High School

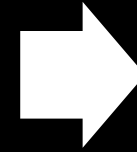
2001

Westside Academy began to become the first general education alternative school in NYS



2017

Governor proposed the opening of two recovery high schools: one upstate and one downstate



2019

Westside Academy restructured to include recovery interventions



# Why Is a Recovery High School Needed



Regular school environments can make recovery efforts difficult



Peer-pressure and increased exposure



Academic stress



Faculty and staff without the awareness



# Previous Attempts

## Attempt #1

Philosophy: Wrap-around services

### Challenges:

- transportation
- family willingness to participate
- partner unable to fill staffing needs

## Attempt #2

Philosophy: Push-in services

### Challenges:

- insurance and billing concerns
- family permission was required
- inconsistency with counselors and presence



# Current Partnership Model

## Integration within Westside Academy

Full time  
counselor at  
Westside  
Academy as a  
full member of  
the program

Flexibility of  
Individualized  
counseling  
sessions

Addition of  
evidence-  
based  
prevention  
programs

Ability to  
provide  
professional  
development to  
faculty and  
staff

Removal of  
previous  
barriers:  
transportation,  
family  
permissions,  
insurance



# Who is Delphi Rise?



Created in 1936, Delphi Rise is a community-based behavioral health agency focused on substance use treatment and supportive services

For over 45 years, Delphi Rise has partnered with schools across Monroe and Wayne county to deliver substance use prevention and education programs

Programs have evolved into a network of services offered



# Core Values of Delphi Rise

## Preservation of Dignity

We honor and uplift the worth of everyone we serve.

## Belief in Potential

We inspire hope and create opportunities for brighter futures.

## Caring

We lead with compassion in every interaction, ensuring people feel seen and supported.

## Respect

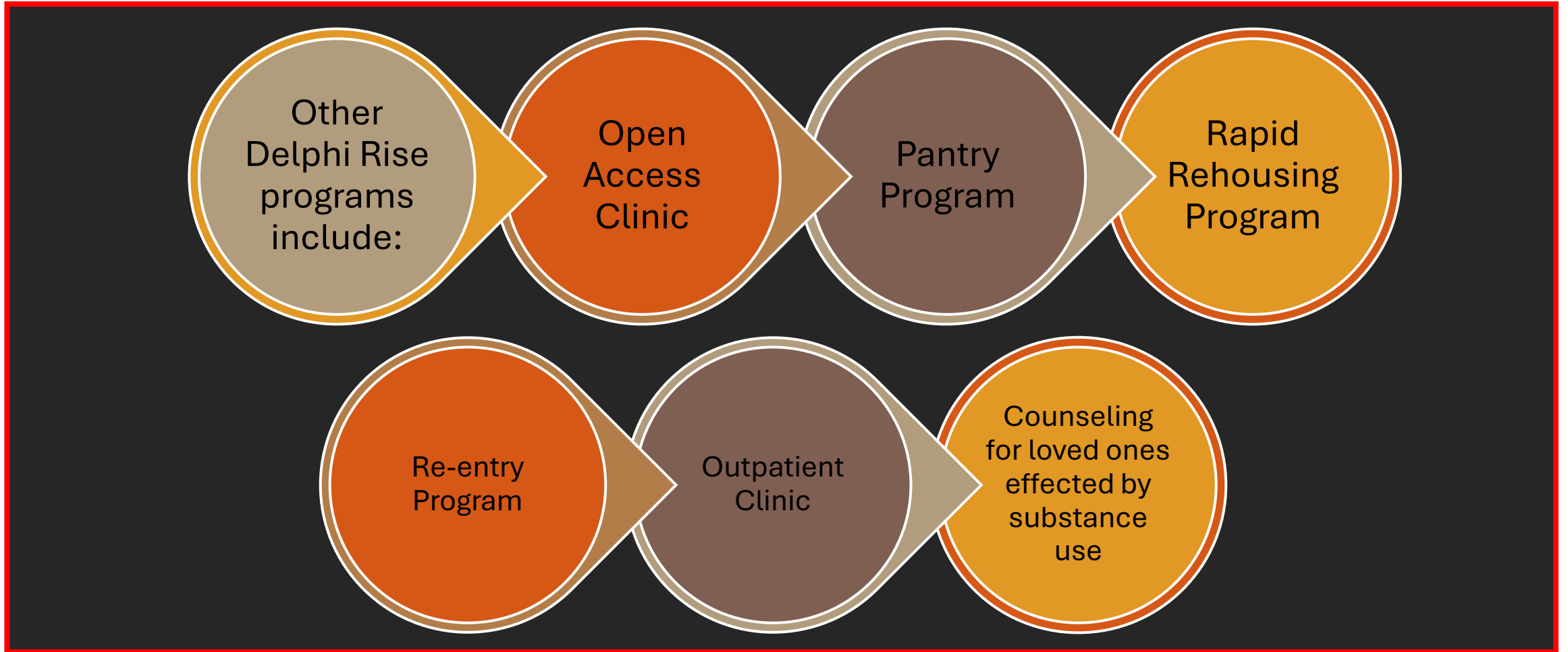
We embrace the unique value of each individual and their journey, meeting them where they are.

## Belonging

We foster connection and create spaces where everyone feels valued, connected, and supported.



# Other Programs with Delphi Rise





# District Response

Brockport

Gates-Chili

Spencerport

Churchville

Penfield

East  
Irondequoit

Brighton



# What's Next?



Increasing services to the other programs at Westview Commons



Development of community outreach



Curriculum and project integration



Increase partnership to include other programs

8. Financial Reports

1. Resolution to Accept Treasurer's Report
2. Resolution to Accept WinCap Report
3. Resolution to Accept Quarterly Extra Classroom Report
4. Internal Claims Log
5. 2025-26 Annual Grant Summary

# **Monroe 2 - Orleans BOCES**

## **Treasurer's Report**

**Period Ending October 31, 2025**

**BEGINNING CASH ON HAND**

**RECEIPTS:**

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

**TOTAL RECEIPTS**

**DISBURSEMENTS**

Payroll and Benefits  
Warrants  
Transfers to Other Funds  
Miscellaneous Disbursements

**TOTAL DISBURSEMENTS**

**ENDING CASH ON HAND:**

### **GENERAL FUND**

39,689,011.24

78,406.23  
26,850,969.74  
51,991.74  
-  
-  
340,975.16  
81,843.98

27,404,186.85

27,404,186.85

3,563,207.78  
28,653,245.17  
1,476,411.21  
1,441.12

33,694,305.28

(33,694,305.28)

33,398,892.81

GENERAL FUND CHECKING	14,920,280.67
GENERAL FUND CLASS	12,451,878.57
PAYROLL CHECKING	94,279.31
DENTAL/FSA ACCOUNT CASH	224,080.72
GENERAL FUND CD	1,044,097.28
CASH- LIABILITY RESERVE	674,430.47
CASH- UNEMPLOYMENT RES	247,385.10
CASH- CTE RESERVE	136,386.48
CASH - INSURANCE RESERVE	642,634.53
TREASURY INVESTMENTS	2,963,439.68
	<u>33,398,892.81</u>

### **SPECIAL AID FUND**

907,988.65

142.53  
737,017.40  
-  
-  
453,858.19  
-  
-

1,191,018.12

1,191,018.12

900.00  
850,422.55  
340,975.16  
360.47

1,192,658.18

(1,192,658.18)

906,348.59

SPECIAL AID CHKG - CHASE	906,348.59
SPECIAL AID CHKG - M&T	-

906,348.59

**BEGINNING CASH ON HAND****RECEIPTS:**

Interest Earned  
Component Contributions  
Transfers from Other funds  
Donations  
Miscellaneous Funds

**TOTAL RECEIPTS****DISBURSEMENTS**

Warrants  
Scholarships  
Transfers to Other Funds  
Miscellaneous Disbursements

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

223,417.57

263.81

-

105,551.25

-

-

105,815.06

105,815.06

-

-

-

-

-

-

329,232.63

B4 SCIENCE

253,944.82

GIFT FUND SAVINGS

75,287.81

329,232.63

**CAPITAL FUND**

4,165,620.44

18,622.02

-

1,370,859.96

-

-

1,389,481.98

1,389,481.98

-

-

-

-

-

-

5,555,102.42

CAPITAL FUND CHECKING

326,802.05

CAPITAL FUND INVESTMENTS

5,228,300.37

5,555,102.42


----- 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
<b>BEGINNING CASH ON HAND</b>	21,088,256.82	126,372,082.70	45,243,106.01	80,960.89	192,784,406.42
<b>RECEIPTS:</b>					
Interest Earned	176,078.89	852,176.18	284,973.30	-	
Contributions	1,763,476.51	34,754,638.73	1,662,273.50	419,126.84	
Miscellaneous Funds	497,572.70	-	-	734.99	
<b>TOTAL RECEIPTS</b>	2,437,128.10	35,606,814.91	1,947,246.80	419,861.83	40,411,051.64
<b>DISBURSEMENTS</b>					
Claims	1,524,160.69	31,268,373.21	528,213.34	275,538.01	
Admin and Other Disbursements	1,997,468.62	779,091.67	48,933.70	-	
<b>TOTAL DISBURSEMENTS</b>	3,521,629.31	32,047,464.88	577,147.04	275,538.01	(36,421,779.24)
<b>ENDING CASH ON HAND:</b>	20,003,755.61	129,931,432.73	46,613,205.77	225,284.71	196,773,678.82
RASHP I CHECKING	3,454,692.20				3,454,692.20
RASHP I SAVINGS / INVESTMENTS	8,311,359.48				8,311,359.48
RASHP II CHECKING		8,462,746.07			8,462,746.07
RASHP II SAVINGS / INVESTMENTS		69,200,641.66			69,200,641.66
RASWC CHECKING			3,211,928.44		3,211,928.44
RASWC SAVINGS / INVESTMENTS			25,881,477.82		25,881,477.82
WFL WC CHECKING				225,284.71	225,284.71
TREASURY INVESTMENTS	8,237,703.93	52,268,045.00	17,519,799.51		78,025,548.44
<b>TOTAL CASH</b>	20,003,755.61	129,931,432.73	46,613,205.77	225,284.71	196,773,678.82

Collateral Analysis	M&T Bank	Five Star Bank	Chase Bank
Bank Totals	15,829,610.74	81,623,986.81	17,784,276.63
<i>Collateral:</i>			
FDIC	500,000.00	250,000.00	250,000.00
Additional FDIC through CD Option	-	64,597,840.79	-
Collateral held by Bank	-	-	18,030,277.30
Collateral held by Third Party	15,586,609.89	17,290,756.72	-
	16,086,609.89	82,138,597.51	18,280,277.30
Over / (Under) Collateralized	256,999.15	514,610.70	496,000.67

Treasurer's Notes:

BOCES-wide earned over 1.4M in interest! This was due to numerous CD's and Treasuries maturing this month. Interest rates are declining, so we can't expect this to happen again in the future.

This is to certify that I have received these balances:

  
District Clerk

12/10/2025  
Date

  
Assistant Superintendent for Finance and Operations

12/8/25  
Date

  
Treasurer

11/14/25  
Date

MONROE 2 - ORLEANS BOCES

Revenue Status Report As Of: 11/30/2025

Fiscal Year: 2026

Fund: A GENERAL FUND

Revenue Account	Service	Description	Original Estimate	Adjustments	Current Estimate	Year-to-Date	Anticipated Balance	Excess Revenue
0 Administration			12,812,690.00	420,728.07	13,233,418.07	7,760,420.25	5,328,232.39	276,287.64
1 Career Education			13,319,616.00	23,633.14	13,343,249.14	6,669,209.72	6,706,165.51	52,502.73
2 Special Education			38,109,248.48	1,441,807.05	39,551,055.53	18,383,956.18	21,116,407.45	7,844.37
3 Itinerent Services			8,261,856.35	-398,845.34	7,863,011.01	3,986,029.52	3,901,502.66	24,556.87
4 General Instruction			4,905,485.17	385,917.73	5,291,402.90	3,119,855.68	2,184,101.16	14,180.63
5 Instruction Support			27,717,413.16	3,129,018.25	30,846,431.41	18,250,432.43	11,864,271.93	37,289.49
6 Other Services			10,776,899.59	8,260,998.08	19,037,897.67	12,182,191.80	6,274,846.09	24,890.72
Total GENERAL FUND			115,903,208.75	13,263,256.98	129,166,465.73	70,352,095.58	57,375,527.19	437,552.45

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

These are estimates to balance the budget

## MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 11/30/2025

Fiscal Year: 2026

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
<b>0 Administration</b>							
100 SALARIES		1,469,952.00	60,000.00	1,529,952.00	641,411.73	855,238.50	33,301.77
200 EQUIPMENT		18,750.00	111,657.88	130,407.88	0.00	111,657.88	18,750.00
300 SUPPLIES		17,050.00	3,200.00	20,250.00	7,259.74	9,066.57	3,923.69
400 CONTRACTUAL		525,092.00	321,657.19	846,749.19	393,419.53	354,038.11	99,291.55
470 Rental of Facilities		2,760,820.00	0.00	2,760,820.00	793,456.68	1,240,645.29	726,718.03
700 INTEREST ON REVENUE NOTES		5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
800 EMPLOYEE BENEFITS		798,626.00	-6,700.00	791,926.00	289,402.96	377,145.57	125,377.47
899 Oth Post Retirement Benft		5,738,618.00	-69,500.00	5,669,118.00	1,859,006.92	0.00	3,810,111.08
910 TRANSFER TO CAPITAL FUND		1,093,058.00	0.00	1,093,058.00	1,093,058.00	0.00	0.00
950 TRANSFER FROM O & M		83,628.00	0.00	83,628.00	0.00	0.00	83,628.00
960 TRANSFER CHARGE		302,096.00	738.00	302,834.00	738.00	0.00	302,096.00
<b>Subtotal of 0 Administration</b>		<b>12,812,690.00</b>	<b>421,053.07</b>	<b>13,233,743.07</b>	<b>5,077,753.56</b>	<b>2,947,791.92</b>	<b>5,208,197.59</b>
<b>1 Career Education</b>							
100 SALARIES		6,278,948.00	-94,355.00	6,184,593.00	1,745,295.65	4,143,520.32	295,777.03
200 EQUIPMENT		185,000.00	72,443.65	257,443.65	183,880.17	66,728.28	6,835.20
300 SUPPLIES		542,025.00	114,134.02	656,159.02	312,105.82	199,059.27	144,993.93
400 CONTRACTUAL		562,750.00	59,179.67	621,929.67	249,225.36	244,535.81	128,168.50
800 EMPLOYEE BENEFITS		3,292,534.00	-156,559.32	3,135,974.68	1,001,241.14	1,897,122.01	237,611.53
950 TRANSFER FROM O & M		1,789,794.00	0.00	1,789,794.00	0.00	0.00	1,789,794.00
960 TRANSFER CHARGE		669,565.00	25,533.62	695,098.62	25,533.62	0.00	669,565.00
990 TRANS CREDs FR OTHER FUND		-1,000.00	0.00	-1,000.00	0.00	0.00	-1,000.00
<b>Subtotal of 1 Career Education</b>		<b>13,319,616.00</b>	<b>20,376.64</b>	<b>13,339,992.64</b>	<b>3,517,281.76</b>	<b>6,550,965.69</b>	<b>3,271,745.19</b>
<b>2 Special Education</b>							
100 SALARIES		6,245,075.00	-3,897.40	6,241,177.60	1,493,364.61	3,909,722.45	838,090.54
200 EQUIPMENT		76,108.00	55,549.23	131,657.23	63,373.26	8,493.41	59,790.56
300 SUPPLIES		67,823.00	18,416.15	86,239.15	16,108.63	33,296.65	36,833.87
400 CONTRACTUAL		1,908,040.96	-732,161.99	1,175,878.97	14,880.17	38,807.90	1,122,190.90
490 SCH DIST AND OTHER BOCES		7,630,599.52	2,395,353.92	10,025,953.44	2,708,920.56	0.00	7,317,032.88
800 EMPLOYEE BENEFITS		3,874,704.00	0.00	3,874,704.00	121,679.54	308,508.32	3,444,516.14
950 TRANSFER FROM O & M		710,478.00	0.00	710,478.00	0.00	0.00	710,478.00
960 TRANSFER CHARGE		17,596,420.00	7,514.27	17,603,934.27	7,514.27	0.00	17,596,420.00
970 TR CREDs FR SERVICE PROGR		0.00	-7,547.04	-7,547.04	-7,547.04	0.00	0.00
<b>Subtotal of 2 Special Education</b>		<b>38,109,248.48</b>	<b>1,733,227.14</b>	<b>39,842,475.62</b>	<b>4,418,294.00</b>	<b>4,298,828.73</b>	<b>31,125,352.89</b>
<b>3 Itinerent Services</b>							
100 SALARIES		10,448,626.00	-589,670.25	9,858,955.75	2,391,112.90	6,456,033.72	1,011,809.13
200 EQUIPMENT		183,280.00	-8,871.15	174,408.85	57,729.38	2,186.25	114,493.22
300 SUPPLIES		62,387.00	6,100.00	68,487.00	10,341.64	17,957.74	40,187.62
400 CONTRACTUAL		689,872.00	238,832.18	928,704.18	311,486.20	399,732.03	217,485.95
490 SCH DIST AND OTHER BOCES		29,715.35	11,630.51	41,345.86	9,136.30	0.00	32,209.56

## MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 11/30/2025

Fiscal Year: 2026

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
800 EMPLOYEE BENEFITS		5,901,950.00	-10,000.00	5,891,950.00	217,576.77	552,057.85	5,122,315.38
950 TRANSFER FROM O & M		5,456.00	0.00	5,456.00	0.00	0.00	5,456.00
960 TRANSFER CHARGE		2,041,372.00	1,188.00	2,042,560.00	1,188.00	0.00	2,041,372.00
970 TR CREDITS FR SERVICE PROGR		-11,100,802.00	0.00	-11,100,802.00	0.00	0.00	-11,100,802.00
<b>Subtotal of 3 Itinerent Services</b>		<b>8,261,856.35</b>	<b>-350,790.71</b>	<b>7,911,065.64</b>	<b>2,998,571.19</b>	<b>7,427,967.59</b>	<b>-2,515,473.14</b>
<b>4 General Instruction</b>							
100 SALARIES		2,341,247.00	-4,616.24	2,336,630.76	1,366,536.88	811,269.18	158,824.70
200 EQUIPMENT		6,000.00	-1,200.00	4,800.00	-281.79	0.00	5,081.79
300 SUPPLIES		14,655.00	2,014.54	16,669.54	11,467.04	3,699.79	1,502.71
400 CONTRACTUAL		624,881.38	159,464.95	784,346.33	283,826.49	120,635.94	379,883.90
490 SCH DIST AND OTHER BOCES		627,702.79	259,298.58	887,001.37	249,201.18	0.00	637,800.19
800 EMPLOYEE BENEFITS		903,931.00	0.00	903,931.00	356,503.28	329,752.11	217,675.61
950 TRANSFER FROM O & M		189,699.00	0.00	189,699.00	0.00	0.00	189,699.00
960 TRANSFER CHARGE		251,299.00	4,537.74	255,836.74	4,537.74	0.00	251,299.00
970 TR CREDITS FR SERVICE PROGR		-51,095.00	0.00	-51,095.00	0.00	0.00	-51,095.00
990 TRANS CREDITS FR OTHER FUND		-2,835.00	0.00	-2,835.00	0.00	0.00	-2,835.00
<b>Subtotal of 4 General Instruction</b>		<b>4,905,485.17</b>	<b>419,499.57</b>	<b>5,324,984.74</b>	<b>2,271,790.82</b>	<b>1,265,357.02</b>	<b>1,787,836.90</b>
<b>5 Instruction Support</b>							
100 SALARIES		6,656,618.00	23,123.00	6,679,741.00	2,247,957.80	3,883,771.61	548,011.59
200 EQUIPMENT		5,809,974.00	1,552,037.93	7,362,011.93	1,550,398.31	466,951.14	5,344,662.48
300 SUPPLIES		928,724.00	117,238.95	1,045,962.95	445,886.70	158,795.08	441,281.17
400 CONTRACTUAL		11,014,763.00	1,083,653.31	12,098,416.31	5,033,409.08	4,258,532.58	2,806,474.65
490 SCH DIST AND OTHER BOCES		999,850.16	301,442.15	1,301,292.31	461,250.71	0.00	840,041.60
800 EMPLOYEE BENEFITS		3,355,411.00	0.00	3,355,411.00	1,018,183.54	1,615,288.89	721,938.57
950 TRANSFER FROM O & M		1,058,191.00	0.00	1,058,191.00	0.00	0.00	1,058,191.00
960 TRANSFER CHARGE		1,385,943.00	3,185.50	1,389,128.50	3,185.50	0.00	1,385,943.00
970 TR CREDITS FR SERVICE PROGR		-3,435,920.00	-43,594.21	-3,479,514.21	-43,594.21	0.00	-3,435,920.00
990 TRANS CREDITS FR OTHER FUND		-56,141.00	0.00	-56,141.00	0.00	0.00	-56,141.00
<b>Subtotal of 5 Instruction Support</b>		<b>27,717,413.16</b>	<b>3,037,086.63</b>	<b>30,754,499.79</b>	<b>10,716,677.43</b>	<b>10,383,339.30</b>	<b>9,654,483.06</b>
<b>6 Other Services</b>							
100 SALARIES		2,719,347.00	-74,603.00	2,644,744.00	1,120,115.42	1,538,004.81	-13,376.23
200 EQUIPMENT		455,406.00	536,684.27	992,090.27	755,497.30	45,282.90	191,310.07
300 SUPPLIES		36,393.00	-21,490.17	14,902.83	4,108.17	6,235.49	4,559.17
400 CONTRACTUAL		4,239,758.70	143,289.78	4,383,048.48	1,427,396.01	1,682,433.77	1,273,218.70
490 SCH DIST AND OTHER BOCES		4,168,353.89	7,488,548.31	11,656,902.20	6,389,920.23	0.00	5,266,981.97
800 EMPLOYEE BENEFITS		1,276,289.00	-19,172.00	1,257,117.00	517,425.91	773,342.53	-33,651.44
950 TRANSFER FROM O & M		151,412.00	0.00	151,412.00	0.00	0.00	151,412.00
960 TRANSFER CHARGE		146,520.00	100.00	146,620.00	100.00	0.00	146,520.00
970 TR CREDITS FR SERVICE PROGR		-2,323,275.00	149,262.00	-2,174,013.00	-325.00	0.00	-2,173,688.00
990 TRANS CREDITS FR OTHER FUND		-93,305.00	4,914.00	-88,391.00	0.00	0.00	-88,391.00

**MONROE 2 - ORLEANS BOCES**

Budget Status Report As Of: 11/30/2025

**Fiscal Year: 2026****Fund: A GENERAL FUND**

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
<b>Subtotal of 6 Other Services</b>		<b>10,776,899.59</b>	<b>8,207,533.19</b>	<b>18,984,432.78</b>	<b>10,214,238.04</b>	<b>4,045,299.50</b>	<b>4,724,895.24</b>
<b>7 Undefined</b>							
100 SALARIES		5,296,110.00	67,065.88	5,363,175.88	1,979,153.35	2,722,528.00	661,494.53
200 EQUIPMENT		110,175.00	25,156.00	135,331.00	14,423.56	85,375.82	35,531.62
300 SUPPLIES		257,563.00	27,443.00	285,006.00	98,907.58	105,329.98	80,768.44
400 CONTRACTUAL		2,318,718.00	210,995.00	2,529,713.00	844,286.76	1,058,776.90	626,649.34
490 SCH DIST AND OTHER BOCES		2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
800 EMPLOYEE BENEFITS		2,718,888.00	-184,828.00	2,534,060.00	3,809,133.17	6,629,172.44	-7,904,245.61
950 TRANSFER FROM O & M		739,518.00	0.00	739,518.00	0.00	0.00	739,518.00
960 TRANSFER CHARGE		1,811,204.00	8,669.12	1,819,873.12	8,669.12	0.00	1,811,204.00
970 TR CREDITS FR SERVICE PROGR		-12,021,503.00	-149,587.00	-12,171,090.00	0.00	0.00	-12,171,090.00
990 TRANS CREDITS FR OTHER FUND		-1,232,673.00	-4,914.00	-1,237,587.00	0.00	0.00	-1,237,587.00
<b>Subtotal of 7 Undefined</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>6,754,573.54</b>	<b>10,601,183.14</b>	<b>-17,355,756.68</b>
<b>Total GENERAL FUND</b>		<b>115,903,208.75</b>	<b>13,487,985.53</b>	<b>129,391,194.28</b>	<b>45,969,180.34</b>	<b>47,520,732.89</b>	<b>35,901,281.05</b>

**Monroe 2 - Orleans BOCES**  
**Extra Class Report**  
**July 1, 2025 - September 30, 2025**

<b>Balance 7/01/2025</b>		<b>\$ 9,408.57</b>
Add:		
Fundraiser - Meat Sticks		\$ 406.00
Fundraiser - Pancake Sale		\$ 1,393.00
Donations - Skills		\$ 1,000.00
Total Receipts		\$ 2,799.00
Deduct:		
<b>Checks 1202-1206</b>		
Conference related expenses		\$ 3,722.79
Vending machine inventory		\$ 186.20
Fundraiser - Meatsticks		\$ 590.00
Fundraiser - Pancake Sale		\$ 631.92
Total Deductions		\$ 5,130.91
<b>Balance 6/30/25</b>		<b>\$ 7,076.66</b>

## 2025/26 GRANTS

CoSer	Grant	Funding Source	Department	24/25 Amount	25/26 Amount	Purpose
806	Adult Education	Eastman Savings & Loan	Center for Workforce Development	\$325,112	\$601,612	<ul style="list-style-type: none"> <li>•Strengthening Programs and Student Outcomes for Employment - \$296,612 (Total for 2 years: 24-25 &amp; 25-26)</li> <li>•Summer at the Center - \$25,000</li> <li>•Removing Barriers to Post-Secondary Success - \$280,000 (Total for 2 years: 25-26 &amp; 26-27)</li> </ul>
806	Adult Education	COMIDA	Center for Workforce Development	\$112,457	\$106,588	<ul style="list-style-type: none"> <li>•County of Monroe Industrial Development Agency to support CDL-B training programs</li> </ul>
809	Learning Unlimited Grant	Monroe #1 BOCES	Exceptional Children	\$30,000	\$30,000	<ul style="list-style-type: none"> <li>•Provides individuals over the age of 18 who are still living at home with the opportunity to work on independent living skills such as; cooking, cleaning, shopping, and recreational activities</li> </ul>
810	Regional Bilingual Education Resource Network - Mid-West Region	State	RBERN	\$1,264,650	\$1,238,840 (Awaiting Approval)	<ul style="list-style-type: none"> <li>•Develops and delivers professional development on instruction and assessment practices that support academic achievement for ELLs (English Language Learners)</li> <li>•Supports the design and enhancement of educational programs for ELLs</li> <li>•Provides technical assistance and professional development on state and federal regulations policies regarding ELLs</li> <li>•Offers increased access to resources and information for education of ELLs</li> </ul>
811	NYSDOL Education Stabilization Fund - Reemployment Training	Federal	Center for Workforce Development	N/A	\$204,066	<ul style="list-style-type: none"> <li>•To support Dental and Nurse Assisting Program staffing, instruction, supplies, and reimbursement for student tuition for up to 46 students as incentive</li> </ul>
815	EPE	State	Center for Workforce Development	\$460,321	\$470,000	<ul style="list-style-type: none"> <li>•Provides employment preparatory education in literacy and training and assistance in obtaining a HSE (high school equivalency)</li> <li>•Education is geared towards ESL (English for Speakers of other Languages), low income &amp; economically disadvantaged students</li> <li>•State Ed reports must be filed on each student to report progress</li> </ul>
818	Perkins Grant	Federal	Center for Workforce Development	N/A	\$71,906	<ul style="list-style-type: none"> <li>•Perkins V funds for Adult CTE Programs</li> </ul>
819	Perkins Grant	Federal	Career & Technical Education	\$280,694	\$163,169	<ul style="list-style-type: none"> <li>•Perkins IV funds are to be used for CTE program improvement, targeting areas identified in the Comprehensive Local Needs Assessment conducted last school year</li> </ul>
820	School Library Systems	State	Communications & Technology Services	\$160,060	\$163,869	<ul style="list-style-type: none"> <li>•Fosters resource sharing among academic, public and school libraries to support school librarians and school library programs</li> <li>•Provides services in support of K-12 education and student achievement through quality library resources, information, and programs in accordance with NYSED approved 5 Year Plan of Service</li> </ul>

## 2025/26 GRANTS

CoSer	Grant	Funding Source	Department	24/25 Amount	25/26 Amount	Purpose
830	Summer Advanced Manufacturing Experience	Monroe County Industrial Development Corporation	Career & Technical Education	\$20,000	\$15,000	<ul style="list-style-type: none"> <li>•To train and prepare the workforce in this region to work in the precision machining field due to a strong upturn in business</li> <li>•Students are provided with training in machine safety, print reading, machining processes, company visits, and 21st century skills</li> </ul>
837	NYS Regional Adult Education Network (RAEN)	State	Curriculum, Instruction & Professional Development	\$162,200	\$162,500 (Awaiting Approval)	<ul style="list-style-type: none"> <li>•In partnership with the New York State Education Department (NYSED) Office of Adult Career and Continuing Education Services-Adult Education Program and Policy (ACCES-AEPP), the Finger Lakes chapter of RAEN will deliver quality, research-based professional development and training, and effective communication links to State and federally-funded agencies providing adult literacy services</li> <li>•Our mission is to provide staff development resources to improve the skills of adult education practitioners to improve the quality of the adult education and family literacy programs funded by ACCES-AEPP</li> <li>•The RAEN will also provide technical assistance in coordination with ACCES-AEPP to assist adult education programs in meeting statewide benchmarks on the National Reporting System's (NRS) core indicators and any other monitoring tools developed by NYSED</li> <li>•The Finger Lakes chapter of RAEN (FL-RAEN) serves the counties of Monroe, Wayne, Seneca, Genesee, Ontario, Yates, Livingston, and Wyoming</li> </ul>
851	WIOA- Prog Area 1 - ABE and Literacy	Federal/State	Center for Workforce Development	\$483,703	\$483,703	<ul style="list-style-type: none"> <li>•To provide basic education and literacy services to adult students</li> </ul>
852	WIOA- Prog Area 2 - ESOL/CIVICS	Federal/State	Center for Workforce Development	\$207,659	\$207,659	<ul style="list-style-type: none"> <li>•To provide career exploration and civics assessment services for adult ELL students</li> </ul>
862	Teacher Residency Program	State	Curriculum, Instruction & Professional	\$3.6 Million over 3 years	\$3.6 Million over 3 years	<ul style="list-style-type: none"> <li>•To prepare teachers for a career in suburban or rural Monroe County to help ease the teacher shortage</li> </ul>
880	New York State Center for School Health	Federal/State	School Health Services Year (Exceptional Children)	Year 5 2/1/25-1/31/26 \$714,407	\$714,407 (Awaiting RFP)	<ul style="list-style-type: none"> <li>•Funded by the NYSED to increase the capability of NYS health personnel in the provision of quality health care and school personnel coordinating and/or delivering health education in the provision of evidence-based health education instruction and programs, inclusive of HIV/AIDS prevention</li> <li>•Center staff provides school nursing and health education leadership and direction to assist schools, communities, and professional organizations to collaborate, build, maintain and sustain results-driven partnerships to improve the health of students through our website, email subscription service, phone and email support and on-site and on-line professional education offerings</li> </ul>
882	Section 611	Federal flow through	Special Education	\$196,588.91	\$176,778.94	<ul style="list-style-type: none"> <li>•Provides funds through State Education Agencies to Local Education Agencies to help ensure that children with disabilities, from ages 3 through 21, have access to a free public education to meet each child's unique needs and prepare for further education, employment and independent living</li> </ul>

## 2025/26 GRANTS

CoSer	Grant	Funding Source	Department	24/25 Amount	25/26 Amount	Purpose
884	Section 619	Federal flow through	Special Education	\$49,056.15	\$45,361.71	•Provides funds through State Education Agencies to Local Education Agencies to help ensure that children with disabilities, from ages 3 through 21, have access to a free public education to meet each child's unique needs and prepare for further education, employment and independent living

9. Old Business

1. Resolution to Approve 2025-26 District Wide School Safety Plan (S.A.V.E) revised to include Emergency Cardiac Arrest Plan

# Monroe 2–Orleans BOCES

## DISTRICT-WIDE SCHOOL SAFETY PLAN



2025-2026

*Your Educational Partner of Choice*

**BOCES 2**

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# Introduction

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

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

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

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

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

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

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

## SUMMARY OF LAWS

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

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

# Introduction

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

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

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

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

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

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

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

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

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

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

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

# Risk Reduction/Prevention and Intervention

## A. Prevention/Intervention Strategies

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

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

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

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

## B. Training, Drills, and Exercises

### Training

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

### Multi-Hazard Training

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

### Drills and Exercises

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

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

# Risk Reduction/Prevention and Intervention

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

## C. Implementation of School Security

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

### Security Personnel – Hiring and Training

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

### Security Personnel – Responsibilities and Authority

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

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

### Security Guard Standard Operating Procedures

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

### Limited Access

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

### Visitor Access

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

### Video Surveillance

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

### Intrusion Detection

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

### Security Review

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

## D. Vital Educational Agency Information

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

# Risk Reduction/Prevention and Intervention

## E. Early Detection of Potentially Violent Behaviors

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

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

## F. Hazard Identification

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

# District Resources & Contacts

## Emergency Operations Group

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

## District Superintendent's Cabinet

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

## Command Post

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

## District Data and Contacts

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

## District-Wide School Safety Team

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

## Programs Housed in Host Sites

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

# General Procedures

## General Response Actions for Emergencies

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

### A. Concept of Operations

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

#### Implementation of the Incident Command System (ICS)

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

#### Initial Response

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

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

### B. Organization and Assignment of Responsibilities

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

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

#### Principal/Program Director /Site Supervisor

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

Responsibilities include:

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

#### Teachers/Substitute Teacher/Student Teachers

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

Responsibilities include:

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

# General Procedures

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

## **Teacher Aides and Student Behavioral Specialists**

Responsibilities include:

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

## **Counselors, Social Workers, and School Psychologists**

Responsibilities include:

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

## **School Nurse/Health Assistant**

Responsibilities include:

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

## **Cleaners/Maintenance Staff**

Responsibilities include:

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

## **Principals/Directors/Site Supervisors, Secretaries/Office Secretaries**

Responsibilities include:

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

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

## **Bus/Van Drivers**

Responsibilities include:

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

## **Other Staff/Security**

Responsibilities include:

- Execute assignments as directed by the Incident Commander

## **Students**

Responsibilities include:

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

## **Parents/Guardians**

Responsibilities include:

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

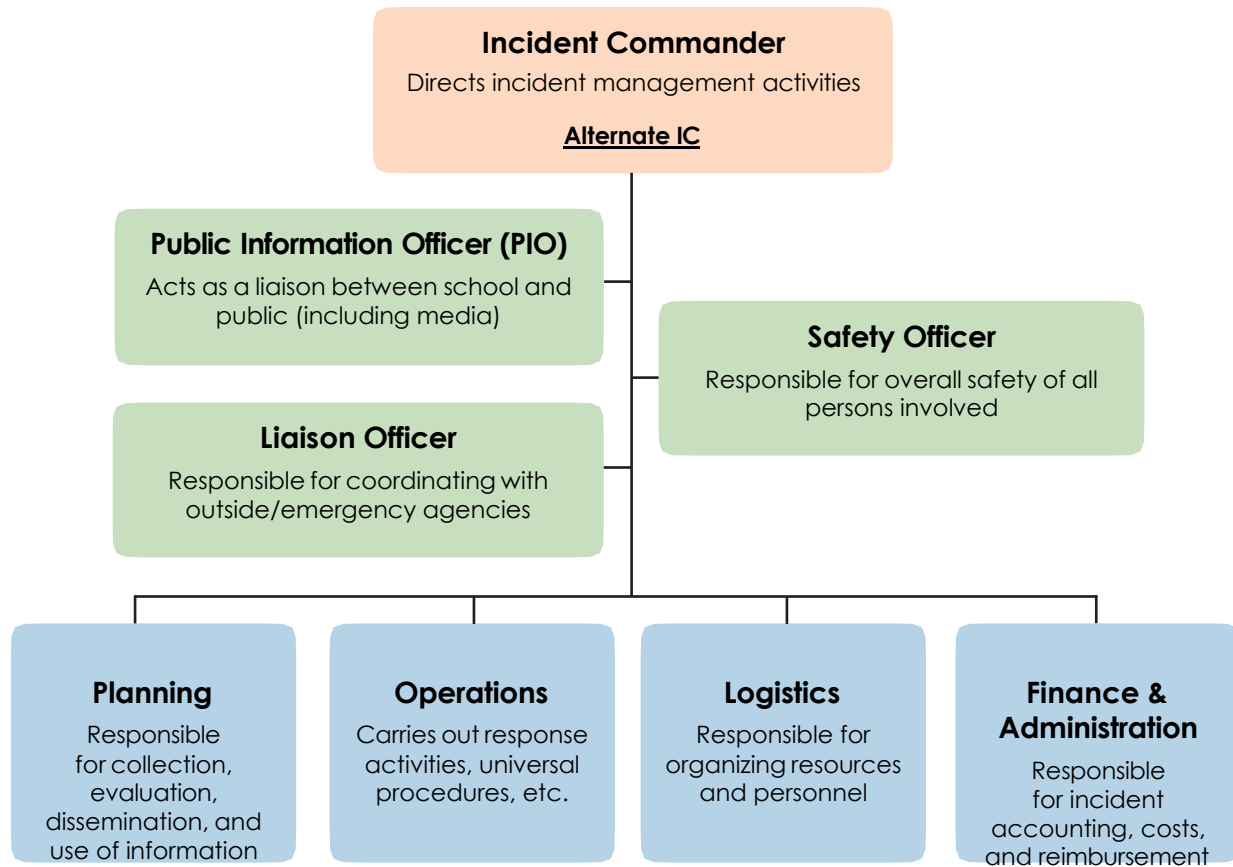
## **C. Direction, Control, and Coordination**

### **School Incident Command System**

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

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

# General Procedures



## School Incident Command System (ICS) Roles Defined

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

### Incident Command

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

Responsibilities and duties include:

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

### Planning Section

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

Responsibilities and duties include:

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

### Operations Section

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

Responsibilities and duties include:

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

# General Procedures

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

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

## Logistics Section

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

Responsibilities and duties include:

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

## Finance/Administration Section

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

Responsibilities and duties include:

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

## Coordination with Responders

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

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

## Source and Use of Resources

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

## **D. Information Collection, Analysis and Dissemination**

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

### Types of Information

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

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

### Information Documentation

The assigned staff member will document the information gathered including:

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

## **E. Administration, Finance and Logistics**

### Agreements and Contracts

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

# General Procedures

## **Documentation**

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

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

## **Incident Costs**

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

## **Preservation of Records**

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

## **F. Authorities and References**

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

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

## **G. Communications**

### **Communication Between School and Emergency Responders**

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

### **Internal Communications**

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

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

### **Communication Between School Officials and Staff Members**

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

### **Communication Between Building Officials and Students**

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

### **External Communications**

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

# General Procedures

## **Communication with Parents**

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

## **Communication with the Media**

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

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

## **H. Multi-Hazard Response**

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

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

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

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

## **I. Emergency Notifications**

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

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

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

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

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

# General Procedures

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

## K. Acts of Violence

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

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

## L. Specific Response Protocols

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

## M. Obtaining Advice and Assistance from the Local Government

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

## N. District Resources Available for Use in an Emergency

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

## O. Functional Annexes

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

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

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

## P. Crime Scene Management

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

### Actions

#### Respond

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

#### Evaluate

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

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

#### Secure

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

#### Protect

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

# General Procedures

## Observe

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

## Notify

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

## Document

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

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

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

## R. Accounting for All Persons

The Building-Level ERP has procedures in place to:

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

## S. Family Reunification Plans

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

## T. Crises Occurring Outside of Normal School Hours

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

## U. Procedures for Informing Other Educational Agencies of an Emergency

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

## V. Procedures for School Cancellation

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

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

## W. Procedures for Sheltering Students, Staff, and Visitors

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

# General Procedures

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

## **X. Continuity of Operations Plan (COOP)**

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

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

## **Y. Recovery**

### **District Support for Buildings**

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

### **Disaster Mental Health Services**

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

### **Review and Debriefing**

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

### **Post-Incident Response**

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

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

### **Trauma, Illness, and Grief (TIG) Team**

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

# Threat And Hazard Planning Guidelines

## A. Introduction of Potential Hazards

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

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

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

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

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

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

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

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

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

# Threat And Hazard Planning Guidelines

## B. Planning Assumptions and Limitations

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

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

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

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

## C. Initial Response

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

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

# Medical Emergencies and Mental Health

## Medical Emergencies

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

all emergencies. School nurses follow their standard district policies, procedures and training not listed in this section.

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

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

### 1. Sudden Cardiac Arrest Preparedness – Cardiac Emergency Response Plan (CERP)

#### Purpose

In compliance with Education Law §2801-a(n) (Desha's Law) and Public Health Law §917, Monroe 2-Orleans BOCES has established a Cardiac Emergency Response Plan (CERP) to ensure a prompt, coordinated, and effective response to incidents of sudden cardiac arrest (SCA) or similar life-threatening emergencies occurring on any school site or at any school-sponsored event, including athletic programs. This section provides the district-wide framework for cardiac emergency preparedness and response, to be supplemented by building-specific CERP annexes within each Building-Level Emergency Response Plan. Building-level annexes must include venue-specific response protocols for all athletic facilities and off-site events, identifying AED locations, access routes, and trained personnel coverage.

#### Policy Statement

Monroe 2-Orleans BOCES will maintain a district-wide CERP aligned with the American Heart

Association's (AHA) evidence-based core elements. The plan shall be reviewed annually by the Monroe 2-Orleans BOCES Districtwide Safety Team and approved by the Board of Education. Each building shall develop and maintain a venue-specific CERP annex that conforms to the standards established in this section and follows the NYSED functional annex format requirements for Building-Level Emergency Response Plans.

#### Core Components

**Cardiac Emergency Response Team (CERT):** Minimum of 5 trained responders or 10% of building staff, whichever is greater. Roles may include CPR provider, AED retriever, 911 caller, EMS liaison, and crowd control.

**CPR/AED Training Requirements:** The district-wide school safety team may provide first aid, CPR, and AED training for relevant staff, including members of building-level emergency response teams.

**AED Placement and Maintenance:** AEDs located to allow retrieval and deployment within 3 minutes from any location on campus; clearly marked, unlocked during events, maintained per manufacturer guidelines; maintenance and inspection logs kept at each building with the building Nurses.

**Communication Protocols:** Internal – CERT activation and role assignments; External – Immediate EMS activation (call 911) and coordination with responding agencies.

**Practice Drills:** At least one annual CERP drill per building, including AED retrieval and CPR initiation and measurement of time from collapse recognition to AED application, with a goal of 3 minutes or less; drill reviews documented in after-action reports.

**Continuous Improvement:** Annual review of the plan and post-incident/debrief updates to procedures. An after-action report will be completed within 24 hours of any cardiac emergency or drill and forwarded to the Safety Team for review and follow-up actions.

#### EMS Coordination

The Monroe 2-Orleans BOCES Safety Team and building administrators will coordinate with local EMS to integrate CERP procedures into community responder protocols, including site orientation and AED location information. This coordination will occur at least annually and will include sharing updated AED maps, site access points, and any changes in CERT composition or building layout.

#### Recordkeeping and Reporting

CPR/AED training records will be maintained by the BOCES 2 AED Coordinator. AED maintenance records will be maintained by BOCES 2 AED Coordinator. Drill and incident documentation will be retained by the AED Coordinator and the Safety and Security Coordinator and forwarded to the Safety Team.

# Building-Level Emergency Response Plans (ERP)

## **Introductory Material**

### **Plan Development and Maintenance**

Each Monroe 2–Orleans BOCES Building-Level Emergency Response Plan (ERP) will be developed by the Building Emergency Response Team under the direction of the Safety and Security Coordinator. 8 NYCRR Section 155.17 (b) and 155.17 (c)(11) - requires that each school shall have a Building Emergency Response Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate. A Building-Level Response Team and Post-Incident Response Team will also be appointed. The Building-Level Emergency Response Team is responsible for the overall development, maintenance, and revision of the Building-Level ERP and for coordinating training and exercising the Building-Level ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

### **Distribution of the Plan**

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

#### **Send Building Level Safety Plans to:**

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

#### **Or by email to:**

[info@safeschools.ny.gov](mailto:info@safeschools.ny.gov)

### **Record of Distribution**

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

# Emergency Closings

## A. Closing Procedures

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

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

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

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

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

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

## B. Early Dismissal Procedures

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

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

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

### **General Emergency Response Planning**

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

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

### **1) School Cancellation Procedures:**

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

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

### **2) Early Dismissal Procedures:**

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

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

# Emergency Closings

## 3) Evacuation Procedures:

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

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

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

## 4) Secure Lockout:

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

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

### **Secure Lockout Objectives**

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

### **Secure Lockout Procedures**

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

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

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

## 5) Lockdown

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

### **Lockdown Objectives**

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

### **Lockdown Response**

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

# Emergency Closings

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

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

## **6) Shelter in Place**

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

### **Shelter in Place Objectives**

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

### **Shelter in Place Response**

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

### **For a Specific Bomb Threat:**

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

### **For a Weather-Related Situation:**

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

## **(7) Hold in Place**

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

### **Hold in Place Objectives:**

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

### **Hold in Place Procedures:**

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

## **Execute Hold in Place**

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

# Section III: Response for Specific Emergencies

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

## A. Threats of Violence

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

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

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

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

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

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

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

### Early Warning Signs for Students at Risk:

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

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

### Imminent Warning Signs:

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

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

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

## D. Procedures for Responding to Acts of Violence

### 1. Student fight

#### a) Staff responsibilities:

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

# Response for Specific Emergencies

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

b) Building/Program Administrator’s responsibilities:

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

## 2. Intruders

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

Directives for all staff:

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

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

## 3. Armed Student/Intruder

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

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

## 4. Kidnapping/Hostage Taking

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

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

If you are taken hostage:

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

# Response for Specific Emergencies

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

## 5. Severe Weather

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

## 6. Civil Disturbance

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

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

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

## 7. Student Transportation Incident

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

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

The transportation director/supervisor will notify the district office of the incident and then drive out to an accident scene. The district office will contact the Building/Program Administrator. The transportation

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

## 8. Gas Leak Procedure

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

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

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

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

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

## 9. Bomb Threat

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

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

## 10. Chemical Spill

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

# Response for Specific Emergencies

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

## 11. Fire/Explosion

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

## 12. Biological Threat

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

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

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

## 13. Radiological Threat

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

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

## 14. Epidemic

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

## 15. Mental Health Warning Signs

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

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

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

Possible actions include:

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

# Public Health Emergency Continuation of Operations Plan

## Declaration

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

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

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

# Public Health Emergency Continuation of Operations Plan

## Purpose, Scope, Situation Overview, and Assumptions

### Purpose

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

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

### Scope

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

### Situation Overview

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

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

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

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

### Planning Assumptions

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

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

# Public Health Emergency Continuation of Operations Plan

## Concept of Operations

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

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

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

## Mission Essential Functions

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

Essential functions are those functions that enable an organization to:

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

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

## Emergency Remote Instruction Plan

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

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

# Public Health Emergency Continuation of Operations Plan

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

# Public Health Emergency Continuation of Operations Plan

## Reducing Risk Through Remote Work and Staggered Shifts

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

### Remote Work Protocols

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

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

### Staggered Shifts

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

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

## Personal Protective Equipment

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

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

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

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

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

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

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

## Staff Exposures, Cleaning, and Disinfection

### Staff Exposures

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

#### 1. Daily Screening

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

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

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

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

#### 2. If Employee Becomes Ill at Work

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

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

# Public Health Emergency Continuation of Operations Plan

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

## Cleaning and Disinfecting

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

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

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

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

## **Employee and Contractor Leave**

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

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

## **Documentation of Work Hours and Locations**

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

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

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

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

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

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

## **Housing for Essential Employees**

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

# District Resources Inventory

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

## A. Heavy Equipment Inventory/Vehicle Inventory

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

## B. Fuel Inventory

Four Tanks:

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

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

## C. Dining Room Capacities/Inventory Summary

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

# Health and Safety Team

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

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

## **2025-2026 BOCES Board**

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

## **District Superintendent**

Thomas K. Putnam, Ed. D.

## **Chief Emergency Officer**

Douglas Comanzo



9. Old Business

2. Diligent (BoardDocs) Prorated Quote



24 Century Hill Dr Ste 200  
Latham, NY 12110-2125  
Phone: (518) 783-0200  
Fax: (518) 783-0211

# Quotation

**DATE** December 10, 2025

**Quotation #** 101012

**Bill To:**

Monroe 2-Orleans BOCES  
Kelly Mutschler  
3599 Big Ridge Rd  
Spencerport, NY 14559-1799  
(585) 352-2411

*Prepared by:* Bernadette Neeley

**Comments or special instructions:**

Description	AMOUNT
Monroe 2-Orleans BOCES Diligent Community service 1/2/26 - 6/30/26	\$2,662.20
Policy Publisher service 1/2/26 - 6/30/26	\$1,553.40
Committee Manager service 1/2/26 - 6/30/26	\$986.40
One time implentation fee - waived	\$0.00
<b>TOTAL</b>	<b>\$5,202.00</b>

If you have any questions concerning this quotation, contact  
Bernadette Neeley via email; [bernadette.neeley@nyssba.org](mailto:bernadette.neeley@nyssba.org)

10. New Business

1. First Read Policy # 7111 Drills and Bomb Threats

## VARIOUS POLICY UPDATES CHART

### *AD HOC POLICIES*

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

<i>POLICY NUMBER</i>	<i>RATIONALE</i>
7111 Evacuation Lockdown and Emergency Dismissal Drills; Bobm Threats	Reorganized for clarity.

**Monroe 2-Orleans BOCES Policy**

**Series 7000 – Instruction**

**Policy #7111 – ~~DRILLS AND BOMB THREATS~~ EVACUATION LOCKDOWN AND  
EMERGENCY DISMISSAL DRILLS; BOMB THREATS**

**\*REQUIRED\***

**Drills**

~~The administrator of each school building shall instruct and train students, through drills, in procedures for leaving the building in the shortest possible time and without confusion or panic.~~

~~Drills shall be held at least twelve (12) times in each school year; eight (8) of these shall be evacuation drills and eight drills must be held between September 1 and December 31. Four of the drills must be lockdown drills. If possible, law enforcement will be involved in the lockdown drills. At least one (1) of the twelve (12) drills shall be held during a regular lunch period, or shall include special instruction on the procedures to be followed if a fire occurs during a student's lunch period.~~

~~At least two (2) additional drills shall be held during summer school in buildings where summer school is conducted and one of these drills shall be held during the first week of summer school.~~

~~At least one third of such required drills shall be through use of fire escapes on buildings where such escapes are provided.~~

**Evacuation Drills**

*Eight (8) evacuation drills shall be conducted with students each year, which will be held between September 1<sup>st</sup> and December 31<sup>st</sup> of each such year. Four (4) of the drills shall be through the use of fire escapes and buildings where fire escapes are provided or through the use of identified secondary means of egress, such as through different corridors, hallways, stairways and exit doors. Drills shall be conducted at different times of the school day. Students shall be instructed in the procedures to be followed if a fire occurs during the lunch period or assembly; however, these drills may be waived if the drill is held during a regular lunch or assembly period.*

**Lockdown Drills**

*Four (4) lockdown drills shall be conducted with students at least four (4) times in each school year, two (2) of those drills shall be held between September 1<sup>st</sup> and December 31<sup>st</sup> of each such year.*

*Lockdown drills shall be conducted at different times of the school day. Students will be instructed in the procedure to be followed if an emergency occurs during a lunch period or assembly provided; however, this instruction may be waived where a drill is held during the regular school lunch or assembly period.*

**Emergency Dismissal Drill**

*One emergency dismissal drill shall be conducted to test emergency response procedures that require early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time. These drills shall test the usefulness of the communications and transportation systems during emergencies.*

**Parent/Parental Relation Notification**

**Monroe 2-Orleans BOCES Policy****Series 7000 – Instruction****Policy #7111 – ~~DRILLS AND BOMB THREATS~~ EVACUATION LOCKDOWN AND  
EMERGENCY DISMISSAL DRILLS; BOMB THREATS**

*Parent/Parental Relation shall be notified at least one week prior to the emergency dismissal drill.*

**After-School Programs**

The building principal or their designee shall require those in charge of after-school programs, attended by any individuals unfamiliar with the school building, to announce at the beginning of such programs the procedures to be followed in the event of an emergency.

**Bomb Threats For BOCES Operated Facilities**

A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received. The BOCES has an obligation and responsibility to ensure the safety and protection of the students and other occupants upon the receipt of any bomb threat. This obligation must take precedence over a search for a suspect object. Prudent action is dependent upon known information about the bomb threat - location, if any; time of detonation; etc. If the bomb threat is targeted at the school parking lot or the front of the school, building evacuation may not be an appropriate response. If the bomb threat indicates that a bomb is in the school, then building evacuation is necessary unless the building has been previously inspected and secured in accordance with State Education Department Guidelines and as incorporated in the School Emergency Management Plan and administrative regulations.

The decision to evacuate a building or to take shelter is dependent upon information about where the bomb is placed and how much time there is to reach a place of safety. Prudent action dictates that students and other occupants be moved from a place of danger to a place of safety. Routes of egress and evacuation or sheltering areas must be thoroughly searched for suspicious objects before ordering an evacuation. Failure to properly search evacuation routes before an evacuation takes place can expose students and staff to more danger than remaining in place until the search has taken place. Assistance is available from local police agencies and the New York State Police to train staff to check evacuation routes.

**Police Notification and Investigation**

A bomb threat to a school is a criminal act, which is within the domain and responsibility of law enforcement officials. Appropriate State, county, and/or local law enforcement agencies must be notified of any bomb threat as soon as possible after the receipt of the threat. Law enforcement officials will contact, as the situation requires, fire and/or county emergency coordinators according to the county emergency plan.

Therefore, the building administrator or designee is to notify local law enforcement officials and follow established procedures to move all occupants out of harm's way.

**Implementation**

The Board directs the District Superintendent or their designee to develop protocols to implement the terms of this policy. Additionally, such protocols are to be incorporated in the School Emergency Management Plan, with provisions for written notification by October 1 of each school

**Monroe 2-Orleans BOCES Policy**

**Series 7000 – Instruction**

**Policy #7111 – ~~DRILLS AND BOMB THREATS~~ EVACUATION LOCKDOWN AND  
EMERGENCY DISMISSAL DRILLS; BOMB THREATS**

year to all students and staff. ~~about emergency procedures, an annual emergency drill, and the annual updating of the School Emergency Management Plan as mandated pursuant to law and/or regulation.~~

8 New York Code of Rules and Regulations  
(NYCRR) Sections 155.17 and 156.3(h)(2)  
Education Law Sections 807 and 3623  
Penal Law Sections 240.55, 240.60 and 240.61

Adopted: 7/13/99  
Revised: 9/17/08  
Revised: 5/12/2010  
Revised: 6/16/2010  
Reviewed: 6/15/2011  
Reviewed: 5/9/2012  
Revised: 10/17/2012  
Reviewed: 5/15/2013  
Reviewed: 5/14/2014  
Revised: 5/13/2015  
Reviewed: 10/21/2015  
Revised: 6/15/2016  
Revised: 7/13/2016  
Reviewed: 5/10/2017  
Reviewed: 5/09/2018  
Revised: 9/19/2018  
Revised: 5/15/2019  
Reviewed: 5/13/2020  
Reviewed: 5/12/2021  
Reviewed: 5/11/2022  
Reviewed: 5/10/2023  
Reviewed: 5/15/2024  
Reviewed: 5/14/2025

10. New Business
  2. Resolution to Approve the State Environmental Quality Review Act (SEQRA) for the 2025 Capital Project
  3. Resolution to Approve 2025 Capital Project

RESOLUTION OF THE BOARD OF THE MONROE 2-ORLEANS BOARD OF  
COOPERATIVE EDUCATIONAL SERVICES (“BOCES”)  
CONCERNING THE PROPOSED 2025 CAPITAL PROJECT PURSUANT TO  
THE NEWYORK STATE ENVIRONMENTAL QUALITY REVIEW ACT

WHEREAS, the Monroe 2-Orleans Board of Cooperative Educational Services (the “BOCES”) is proposing a 2025 Capital Project to include renovations, alterations, reconstruction, and improvements to the Welding Labs at the North and South Buildings located at the BOCES campus at 3599 Big Ridge Road, Spencerport, New York, (the “Project”) including the following:

Renovations, alternations, reconstruction and improvements to the existing welding teaching labs, in anticipation of the accommodation of up to twenty-four welding stations in both buildings, including: (1) replacement of the existing makeup air units (MAUs); (2) installation and reconfiguration of new supply and exhaust ductwork systems; (3) installation of new control systems; (4) replacement of and/or installation of structural reinforcements; (5) installation of three welding stations at the North Building; (6) the acquisition of original equipment, machinery, and apparatus and services incidental thereto; and (7) and associated architectural, mechanical, electric, plumbing, and structural work incidental thereto.

WHEREAS, in accordance with applicable law and procedure, the BOCES has reviewed the Project in light of the requirements to do so under the New York State Environmental Quality Review Act, Article 8 of the New York Environmental Conservation Law and its applicable regulations, 6 NYCRR 617 et seq. (“SEQRA”); and

WHEREAS, the BOCES has considered the impact on the environment of the Project as set forth in more detail below by undertaking a thorough review of conditions and issues associated with construction and development of the Project,

NOW, THEREFORE, BE IT RESOLVED:

1. The BOCES has determined that the Project entails routine activities of an educational institution, and/or reconstruction of or expansion of a facility, and such work is otherwise encompassed by criteria set forth in 6 NYCRR Section 617.5 (c), and specifically, 6 NYCRR 617.5 (c) (1), (2), and/or (10) and therefore the Project constitutes a Type II Action under SEQRA.
2. As a Type II Action, the Project is not subject to review under SEQRA as it has been deemed to not have a potentially significant adverse impact on the environment.
3. The statements in the whereas clauses in this resolution shall have the same force and effect as the statements set out in this now resolved portion of the resolution.
4. This Resolution has been prepared in accordance with Article 8 of the New York Environmental Conservation Law and associated regulations to be adopted by the

Monroe 2-Orleans BOCES Board, with offices located at 3599 Big Ridge Road,  
Spencerport, NY 14599.

5. This resolution shall take effect immediately and the requirements of SEQRA  
have been satisfied.

The following vote was taken and recorded in the public or open session of said meeting:

Moved by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Aye	Nay	Absent
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Accepted \_\_\_\_\_ Denied \_\_\_\_\_

Dated: December 17, 2025  
Spencerport, New York

CERTIFICATION

STATE OF NEW YORK)  
COUNTY OF MONROE) ss.:

The undersigned, the District Clerk of the Board of the Monroe 2-Orleans BOCES, DOES  
HEREBY CERTIFY as follows:

That I have compared the annexed extract of minutes of the meeting of the Board of the Monroe 2-Orleans BOCES, including the resolution contained therein, held on December 17, 2025, with the original thereof on file in my office, and that the same is a true and correct copy of the proceedings of the Board and of such resolution set forth therein and of the whole of said original insofar as the same related to the subject matters therein referred to.

I FURTHER CERTIFY that all members of said Board of the Monroe 2-Orleans BOCES had due notice of said meeting, that the meeting was in all respects duly held, said meeting was open to the general public, and that public notice of the time and place of said meeting was duly given.

I FURTHER CERTIFY that there was a quorum of the members of the Board of the Monroe 2-Orleans BOCES present throughout said meeting.

I FURTHER CERTIFY that as of the date hereof, the attached resolution is in full force and effect and has not been amended, repealed or modified.

IN WITNESS WHEREOF I have hereunto set my hand and affixed the seal of said BOCES this  
\_\_\_ day of December 2025.

---

Clerk

[SEAL]

WHEREAS, the Board of the Monroe 2-Orleans Board of Cooperative Educational Services (“BOCES”), plans to undertake a 2025 Capital Improvement Project consisting of renovations, alterations, reconstruction, and improvements to the Welding Labs at the North and South Buildings located at the BOCES campus at 3599 Big Ridge Road, Spencerport, New York, (the “Project”) including the following:

Renovations, alternations, reconstruction and improvements to the existing welding teaching labs, in anticipation of the accommodation of up to twenty-four welding stations in both buildings, including: (1) replacement of the existing makeup air units (MAUs); (2) installation and reconfiguration of new supply and exhaust ductwork systems; (3) installation of new control systems; (4) replacement of and installation of structural reinforcements; (5) installation of three welding stations at the North Building; (6) the acquisition of original equipment, machinery, and apparatus and services incidental thereto; and (7) and associated architectural, mechanical, electric, plumbing, and structural work incidental thereto.

WHEREAS, by resolution adopted on December 17, 2025 immediately prior to consideration of this resolution, the BOCES Board determined that: (1) the Project constituted a Type II action within the meaning of the New York Environmental Quality Review Act and the regulations of the New York State Department of Environmental Conservation adopted thereunder (6 N.Y.C.R.R. Part 617) (collectively “SEQRA”); and (2) no further review is needed as the Project has been deemed to not have a potentially significant adverse impact on the environment.

NOW, BE IT RESOLVED, that the BOCES Board hereby authorizes the undertaking of the Project at cost not to exceed One Million Dollars (\$1,000,000.00) and the funding of such cost through the expenditure of component district annual capital contributions.

10. New Business

4. Resolution to Accept Single Audit Report for Year Ended June 30, 2025

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

**SPENCERPORT, NEW YORK**

**SINGLE AUDIT REPORT**

**For Year Ended June 30, 2025**



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**Report on Compliance For Each Major Federal Program;  
Report on Internal Control Over Compliance;  
and Report on the Schedule of Expenditures of  
Federal Awards In Accordance with the Uniform Guidance**

**Independent Auditors' Report**

To the Board Members  
Board of Cooperative Educational Services  
Second Supervisory District of  
Monroe and Orleans Counties, Spencerport, New York

**Report on Compliance for Each Major Federal Program**

***Opinion on Each Major Federal Program***

We have audited the Board of Cooperative Educational Services Second Supervisory District of Monroe and Orleans Counties, Spencerport, New York's (the BOCES) compliance with the types of compliance requirements identified as subject to audit in the OMB Compliance Supplement that could have a direct and material effect on each of the BOCES' major federal programs for the year ended June 30, 2025. The BOCES' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the BOCES complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2025.

**Basis for Opinion on Each Major Federal Program**

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States (Government Auditing Standards); and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the BOCES and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the BOCES' compliance with the compliance requirements referred to above.

## **Responsibilities of Management for Compliance**

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the BOCES' federal programs.

## **Auditor's Responsibilities for the Audit of Compliance**

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the BOCES' compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, Government Auditing Standards, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the BOCES' compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, Government Auditing Standards, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the BOCES' compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the BOCES' internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the BOCES' internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

## **Report on Internal Control Over Compliance**

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

### **Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance**

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the BOCES as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the BOCES's basic financial statements. We issued our report thereon, dated October 3, 2025, which contained unmodified opinions on those financial statements. Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subject to auditing procedures applied in the audit of the financial statements and certain additional procedures including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

*Mengel, Metzger, Barw & Co. LLP*

Fairport, New York  
December 1, 2025

**BOARD OF COOPERATIVE EDUCATIONAL SERVICES  
SECOND SUPERVISORY DISTRICT OF  
MONROE AND ORLEANS COUNTIES  
SPENCERPORT, NEW YORK  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
FOR YEAR ENDED JUNE 30, 2025**

<b><u>Grantor / Pass - Through Agency</u></b> <b><u>Federal Award Cluster / Program</u></b>	<b><u>Assistance</u></b> <b><u>Listing</u></b> <b><u>Number</u></b>	<b><u>Pass-Through</u></b> <b><u>Agency</u></b> <b><u>Number</u></b>	<b><u>Total</u></b> <b><u>Expenditures</u></b>
<b><u>U.S. Department of Education:</u></b>			
<b><u>Passed Through NYS Education Department -</u></b>			
Perkins IV/CTEIA - Basic Grant	84.048	8000-25-0044	\$ 208,095 *
WIOA, Title II, Adult Education & Literacy	84.002	2338-25-6100	478,258
WIOA, Title II, ESOL Civics	84.002	0040-25-6200	207,619
<b>Total U.S. Department of Education</b>			<b>\$ 893,972</b>
<b><u>U.S. Department of Health and Human Services:</u></b>			
<b><u>Passed through Rochester Works -</u></b>			
Federal Emergency Disaster Assistance	97.036	055-UG01N-00	\$ 5,965
<b>Total U.S. Department of Health and Human Services</b>			<b>\$ 5,965</b>
<b>TOTAL EXPENDITURES OF FEDERAL AWARDS</b>			<b>\$ 899,937</b>

\* Major Program

**BOARD OF COOPERATIVE EDUCATIONAL SERVICES  
SECOND SUPERVISORY DISTRICT OF  
MONROE AND ORLEANS COUNTIES  
SPENCERPORT, NEW YORK**

**Notes to Schedule of Expenditures of Federal Awards**

**June 30, 2025**

**Note 1 - Basis of Presentation**

The accompanying Schedule of Expenditures of Federal Awards presents the activity of all federal awards programs administered by the BOCES an entity as defined in Note 1 to the BOCES basic financial statements. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the BOCES, it is not intended to and does not present the financial position or changes in net position.

**Note 2 - Basis of Accounting**

Expenditures reported on the schedule are reported on the GAAP basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

**Note 3 - Indirect Costs**

The BOCES has elected to not use the 10 percent de minimus indirect cost rate allowed under the Uniform Guidance. Indirect costs are included in the reported expenditures to the extent they are included in the federal financial reports used as the source for the data presented.

**Note 4 - Matching Costs**

Matching costs, i.e., the BOCES share of certain program costs, are not included in the reported expenditures.

**Note 5 - Subrecipients**

The BOCES did not pass through any awards to subrecipients during the fiscal year.

**BOARD OF COOPERATIVE EDUCATIONAL SERVICES  
SECOND SUPERVISORY DISTRICT OF  
MONROE AND ORLEANS COUNTIES  
SPENCERPORT, NEW YORK**

**Schedule of Findings and Questioned Costs**

**June 30, 2025**

**I. Summary of the Auditors' Results**

**Financial Statements**

- |   |            |
|---|------------|
| a) Type of auditor's report issued                      | Unmodified |
| b) Internal control over financial reporting            |            |
| 1. Material weaknesses identified                       | No         |
| 2. Significant deficiency(ies) identified               | No         |
| c) Noncompliance material to financial statements noted | No         |

**Federal Awards**

- |  |            |
|--|------------|
| a) Internal control over major programs  |            |
| 1. Material weaknesses identified  | No         |
| 2. Significant deficiency(ies) identified  | No         |
| b) Type of auditor's report issued on compliance for major programs  | Unmodified |
| c) Any audit findings disclosed that are required to be reported in accordance with 2 CFR Section 200.516(a) | No         |
| d) Identification of major programs  |            |
| <u>Assistance Listing Number(s)</u> <u>Name of Federal Program or Cluster</u>                                |            |
| 84.048                                      Perkins IV/CTEIA – Basic Grant                                   |            |
| e) Dollar threshold used to distinguish between Type A and Type B programs                                   | \$750,000  |
| f) Auditee qualifies as low-risk auditee   | Yes        |

**II. Financial Statement Findings**

There were no current year findings and there were no prior year findings.

**III. Federal Award Findings and Questioned Costs**

There were no current year findings or questioned costs and there were no prior year findings or questioned costs.

10. New Business

5. Resolution to Accept Extra Classroom Activity Funds Financial Report for Year Ended June 30, 2025
6. Resolution to Accept Corrective Action Plan for the Year Ended June 30, 2025

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

**EXTRACLASSROOM ACTIVITY FUNDS**

**FINANCIAL REPORT**

**For Year Ended June 30, 2025**



BUSINESS  
ADVISORS  
AND CPAS

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BUSINESS  
ADVISORS  
AND CPAS

## INDEPENDENT AUDITORS' REPORT

To the Board Members  
Board of Cooperative Educational Services  
Second Supervisory District of Monroe and Orleans Counties

### *Qualified and Unmodified Opinions*

We have audited the accompanying statement of cash receipts and disbursements of the Extraclassroom Activity Funds of the Board of Cooperative Educational Services Second Supervisory District of Monroe and Orleans Counties (the BOCES) for the year ended June 30, 2025 and the related notes to the financial statement.

### *Qualified Opinion*

In our opinion, except for the possible effects of the matter discussed in the basis for qualified opinion paragraph, the financial statement referred to in the first paragraph presents fairly, in all material respects, the cash receipts and disbursements of the Extraclassroom Activity Funds of the BOCES for the year ended June 30, 2025, in accordance with the cash basis of accounting as described in Note 1.

### *Basis for Qualified Opinion*

Internal accounting controls are limited over the cash receipts from the point of collection to the time of submission to the Central Treasurer. Accordingly, it was impracticable to extend our audit of such receipts beyond the amounts recorded.

### *Emphasis of Matter – Basis of Accounting*

We draw attention to Note 1 of the financial statement, which describes the basis of accounting. This financial statement is prepared on the cash basis of accounting, which is a basis of accounting other than accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to that matter.

### ***Responsibility of Management for the Statement of Cash Receipts and Disbursements***

Management is responsible for the preparation and fair presentation of this financial statement in accordance with the cash basis of accounting described in Note 1; and for determining that the cash basis of accounting is an acceptable basis for the preparation of the financial statement in the circumstances. Management is also responsible for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the financial statement that is free from material misstatement, whether due to fraud or error.

### ***Auditor Responsibilities for the Audit of the Financial Statement***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the BOCES' internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the BOCES' ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

*Mengel, Metzger, Barw & Co. LLP*

Rochester, New York  
November 13, 2025

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

**EXTRACLASSROOM ACTIVITY FUNDS**

**STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS**

**For Year Ended June 30, 2025**

	<b>Cash Balance</b>		<b>Disburse-</b>	<b>Cash Balance</b>
	<b><u>July 01, 2024</u></b>	<b><u>Receipts</u></b>	<b><u>ments</u></b>	<b><u>June 30, 2025</u></b>
FFA	\$ -	\$ 1,360	\$ 1,033	\$ 327
Skills USA	<u>3,532</u>	<u>56,568</u>	<u>51,018</u>	<u>9,082</u>
<b>TOTAL</b>	<b><u>\$ 3,532</u></b>	<b><u>\$ 57,928</u></b>	<b><u>\$ 52,051</u></b>	<b><u>\$ 9,409</u></b>

(See accompanying notes to financial statement)

**BOARD OF COOPERATIVE EDUCATIONAL SERVICES**  
**SECOND SUPERVISORY DISTRICT OF**  
**MONROE AND ORLEANS COUNTIES**  
**EXTRACLASSROOM ACTIVITY FUNDS**  
**NOTES TO FINANCIAL STATEMENT**

**June 30, 2025**

**(Note 1)**      **Accounting Policy:**

The transactions of the Extraclassroom Activity Funds are considered part of the reporting entity of the BOCES. Consequently, the cash balances are included in the financial statements of the BOCES as part of the Custodial Fund.

The accounts of the Extraclassroom Activity Funds of the BOCES are maintained on a cash basis, and the statement of cash receipts and disbursements reflects only cash received and disbursed. Therefore, receivables and payables, inventories, long-lived assets, and accrued income and expenses, which would be recognized under generally accepted accounting principles, and which may be material in amount, are not recognized in the accompanying financial statement.

**(Note 2)**      **Cash and Cash Equivalents:**

Cash and cash equivalents is comprised of one checking account. The balance in this account is fully covered by FDIC Insurance.

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

**EXTRACLASSROOM ACTIVITY FUNDS**

**AUDITORS' FINDINGS AND EVALUATION**

We have examined the statement of cash receipts and disbursements of the BOCES Extraclassroom Activity Funds for the year ended June 30, 2025. As part of our examination, we made a study and evaluation of the system of internal accounting control to the extent we deemed necessary to render our opinion.

There are inherent limitations in considering the potential effectiveness of any system of internal accounting control. Human errors, mistakes of judgment and misunderstanding of instructions limit the effectiveness of any control system. In particular, cash being handled by numerous students and faculty advisors at various functions provides an atmosphere of limited control over those receipts.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the BOCES' financial statements will not be prevented or detected and corrected on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control that we consider to be material weaknesses, as defined above.

**Prior Year Deficiency Pending Corrective Action:**

**Vending Machine –**

During our examination, we noted that vending machine reconciliations were performed semi-annually. However, the Central Treasurer's reconciliation of inventory sold to cash collected for the year had an unreconciled shortage of \$70, which was not explained.

We recommend reconciliations be prepared periodically, material variances should be investigated and explained, and the Faculty Advisor and Student Treasurer should sign the document when completed.

**Current Year Deficiencies in Internal Control:**

**Club Minutes –**

During the course of our examination, we noted that club meeting minutes lack sufficient detail to identify decisions made by the students.

We recommend club meeting minutes document the names of students who are present, as well as the voting results of decisions made by the club.

**(Current Year Deficiencies in Internal Control) (Continued)**

**Reimbursement –**

During the course of our examination, we noted one instance in Skills USA where a cash advance was made to the Faculty Advisor who spent more than the advance amount. The additional amount spent was reimbursed by Skills USA to the Faculty Advisor, however the payment order was not signed by the Chief Faculty Counselor.

In an effort to improve internal accounting controls, all payment orders should contain each of the three required signatures as a prerequisite to being processed for payment by the Central Treasurer.

**Prior Year Recommendations:**

We are pleased to report that the following prior year recommendations have been implemented to our satisfaction:

1. The Faculty Advisor of Skills USA is now involved in keeping a separate set of books with the students and reconciling with the central treasurers' and general ledger.
2. Craft fair cash was deposited separately and was able to be reconciled.
3. Supporting documentation, including payment orders and invoices, were provided for all disbursements examined.
4. No raffles were held.
5. The starting change fund for Skills USA is now being withdrawn from the club's account balance.
6. Profit and loss statements were prepared for fundraising events examined.

\*

\*

\*

We wish to express our appreciation to all client personnel for the courtesies extended to us during the course of our examination.

*Mengel, Metzger, Baw & Co. LLP*

Rochester, New York  
November 13, 2025



**Finance  
Office**

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

December 12, 2025

Mr. Thomas Zuber  
Mengel Metzger Barr & Co., LLP  
100 Chestnut Street, Suite 1200  
Rochester, NY 14604

Tom,

This letter is in response to your recommendations found in the Audit Report for the Monroe 2-Orleans BOCES' Extraclassroom Activities Fund for the year-ending June 30, 2025.

As a follow up to the audit, the CTE Principal conducted a meeting on October 15, 2025, with the club advisors and central treasurer to address necessary process improvements in response to the audit.

**Vending Machine (Prior Year)**

The CTE Principal is currently meeting with the team on a regular basis to ensure the vending machine sales are reconciled at least semi-annually to inventory sold, and any discrepancies investigated. This was implemented in October 2025.

**Club Minutes and Reimbursement**

The CTE Principal met with the club advisors and central treasurer on October 15, 2025, and implemented the following:

- Requirements for student leadership; including the selection of student officers are well established and being properly implemented
- Regular meetings are to be held with comprehensive minutes detailing
  - Attendance
  - Voting on all group expenditures
- Appropriate documentation of expenditures
  - Specifically pertaining to advisor reimbursements, there should be evidence of approval of expenditure in meeting minutes and itemized receipts that align with the approved purchase
- Evidence of proper approvals on all payment orders including Student Treasurer, Faculty Advisor, and Chief Faculty Counselor (CTE Principal)

Please let me know if you have questions or concerns.

Sincerely,

Steve Roland  
Assistant Superintendent  
for Finance and Operations

10. New Business

7. Resolution to Accept Donation from the Davison Foundation



REQUEST FORM FOR GIFTS AND/OR DONATIONS TO  
MONROE 2-ORLEANS BOCES

**Section 1**

Board approval is required before accepting any donation. BOCES 2 staff seeking Board approval of a donation must complete Sections 2 through 4 below. Only fully completed forms (both sides) will be presented to the Board for approval. The BOCES 2 Board reserves the right to approve or deny the donation request.

**Section 2**

BOCES 2 Staff Information:

Name of Program: CTE

Staff Member Name: Jon Koeng

Program Supervisor Name: Jon Koeng

**Section 3**

Additional Information:

How will BOCES 2 acquire the donation(s)?

- ☒ Donation will be delivered to BOCES location  
☐ BOCES 2 staff will need to pick donation up  
    ☐ Who will be responsible for picking up the donated item? \_\_\_\_\_  
☐ A moving company may be required to deliver donated item(s)

Will there be costs associated in acquiring the donation(s)? ☐ YES ☒ NO

If yes, please identify anticipated costs

- ☐ Moving expenses  
☐ Installation expenses  
☐ Ongoing maintenance (regular preventative, repair, etc.)

Is the donation(s) in working condition? ☐ YES ☐ NO

How will the donated item be used, benefit the program and/or reduce costs?

Between two and five students will be awarded this scholarship for the 2025-2026 School

Year in the amounts of \$1000-\$2500 each per scholarship  
requirements

< PLEASE SEE PAGE 2 >



## Section 4

### Donor Information:

Donor Name (Company or Individual): The Donald & Maxine B. Davison

Donor Address: 471 Reed Road, Churchville, NY

Contact Person Name (If different from above): Parick R George, Trustee & Michael A Baum

Contact Person Phone Number: \_\_\_\_\_

Contact Person Email Address: davidsonfoundation@outlook.com

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

Scholarship donation (\$5000 ck # 1106) for 2026 students in  
Communications, Engineering or Nursing Fields who have demonstrated  
a strong will and desire to work hard and achieve their goals (see  
attached letter from Trustee Michael Baum)

### Internal Use Only:

Cabinet Member: \_\_\_\_\_

Approve: ☐ Deny: ☐

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assistant Superintendent Name: Thomas Schick

Approve: ☒ Deny: ☐

Signature: \_\_\_\_\_

Date: 12/10/25

District Superintendent Name: T. Putnam

Approve: ☒ Deny: ☐

Signature: \_\_\_\_\_

Date: 12/10/25

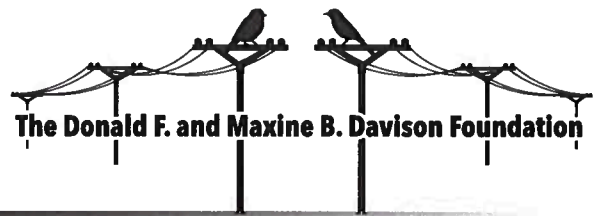
Monroe 2-Orleans BOCES Board:

Approve: ☐ Deny: ☐

Board Meeting Date: \_\_\_\_\_

**TRUSTEES:**

Michael A. Baum  
Timothy L. Baum  
Patrick R. George  
Todd D. Green  
November 17, 2025



Monroe 2-Orleans BOCES  
Jill Slavny  
3599 Big Ridge Road  
Spencerport, NY 14559

**Re: Gift for Scholarship**

Dear Jill,

On behalf of the trustees of The Donald F. and Maxine B. Davison Foundation I am pleased to enclose a check payable to Monroe 2-Orleans BOCES in the amount of \$5,000 to be used for scholarships.

The ideal scholarship recipient is a student in the communications, engineering or nursing fields who has demonstrated a strong will and desire to work hard to achieve their academic goals.

Please note the Davison Foundation would prefer that no student be awarded more than \$2,500, but the district may choose to award five individuals \$1,000 scholarships, on an annual basis.

It is not the intention of the Trustees that this money be used to create a permanent fund.

The Foundation would be most appreciative to receive written confirmation of your receipt of this gift, at the address provided below. Deposit check within 30 days of receipt.

With kind regards,

A handwritten signature in black ink, appearing to be "M. A. Baum".

Michael A. Baum  
*Trustee*

Enclosure: Check 1106

11. Personnel and Staffing

1. Resolution to Approve Personnel and Staffing Agenda

12. Bids/Lease Purchases

1. Resolution to Accept Cooperative Multimedia Audio Visual Equipment and Supplies Bid
2. Resolution to Accept Cooperative Food Service Equipment Repairs Bid
3. Resolution to Accept Cooperative Building Supplies Bid
4. Resolution to Accept Cooperative Electrical Services Bid
5. Resolution to Accept Cooperative Plumbing Services Bid
6. Resolution to Accept Cooperative HVAC Services Bid
7. Resolution to Accept Cooperative Electricity Supply Bid
8. Resolution to Accept Erie 1 BOCES 2025 – 2026 Instructional Technology State-Wide Licensing Agreements- Add On #2

**BOARD OF COOPERATIVE EDUCATIONAL SERVICES  
Second Supervisory District of Monroe 2-Orleans Counties  
3599 Big Ridge Road, Spencerport, NY 14559**

**BID RECOMMENDATION**

**COOPERATIVE MULTIMEDIA AUDIO VISUAL EQUIPMENT**

Bid #RFB-2141-25 was opened on November 6, 2025, at 2:00 P.M. My recommendation for the award of this contract is as follows:

PS Business Solutions	\$81,791.00
ABRZ International	\$13,340.00
Fusion Digital.	\$9,929.00

Bids Obtained: 112      Bids returned: 8

**Bid Analysis**

The bid for Cooperative Multimedia Audio Visual Equipment has been recommended for award on a category basis to the lowest responsive and responsible bidders that met all required specifications. The bid for Cooperative Multimedia Audio Visual will be used by Monroe 2 BOCES teachers and office staff members.

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

December 3, 2025

Date

*Wendy Vergamini*

Purchasing Agent

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

**BID RECOMMENDATION**

**COOPERATIVE FOOD SERVICE EQUIPMENT REPAIR,  
MAINTENANCE AND INSTALLATION SERVICE**

Bid #RFB-2154-26 was opened on November 6, 2025, at 2:00 p.m. My recommendation for the award of this contract is as follows:

(refrigerated)

#1 Award: Monroe Piping and Sheet Metal, LLC	\$7,880.00
#2 Award: Pipitone Enterprises	\$8,270.00

Bid obtained: 18

Bids received: 4

(non-refrigerated)

#1 Award: Monroe Piping and Sheet Metal, LLC	\$12,480.00
#2 Award: WOLF Mechanical Service, LLC	\$13,980.00

Bids obtained: 18

Bids received: 3

**Bid Analysis**

The bid for Cooperative Food Service Equipment Repair, Maintenance and Installation Service has been recommended for award to the lowest responsive and responsible bidders that met all required specifications. The bid for Cooperative Food Service Equipment Repair, Maintenance and Installation Service will be used for repair, maintenance and installation of the CTE food service equipment.

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

November 24, 2025

Date

*Wendy Vergamini*

\_\_\_\_\_  
Director of Procurement

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

**BID RECOMMENDATION**

**COOPERATIVE BUILDING SUPPLIES**

Bid #RFB-2155-26 was opened on November 6, 2025, at 2:00 p.m. My recommendation for the award of this contract is as follows:

Cooper Electric Supply, LLC.                      \$2,922.50

Bids obtained: 26                      Bids returned: 2

**Bid Analysis**

The bid for Cooperative Building Supplies has been recommended for award to the lowest responsive and responsible bidder that met all required specifications. The bid for Cooperative Building Supplies will be used by the Operation and Maintenance Department for supply needs.

Funds to be provided from the 2025-2026 & 2026-2027 O & M budget.

November 24, 2025  
Date

*Wendy Vergamini*  
Director of Procurement

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

BID RECOMMENDATION

COOPERATIVE ELECTRICAL REPAIR,  
MAINTENANCE AND INSTALLATION SERVICE

Bid #RFB-2156-26 was opened on November 6, 2025, at 2:00 p.m. My recommendation for the award of this contract is as follows:

Ferguson Electric, Inc.          \$32,533.82

Bids obtained: 23

Bids received: 2

Bid Analysis

The bid for Cooperative Electrical Repair, Maintenance and Installation Service has been recommended for award to the lowest responsive and responsible bidder that met all required specifications. The bid for Cooperative Electrical Repair, Maintenance and Installation Service will be used for overflow work by the Operation and Maintenance Department.

Funds to be provided from the 2025-2026 and 2026-2027 O & M budget.

November 24, 2025  
Date

  
\_\_\_\_\_  
Director of Procurement

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

**BID RECOMMENDATION**

**COOPERATIVE PLUMBING REPAIR,**  
**MAINTENANCE AND INSTALLATION SERVICE**

Bid #RFB-2157-26 was opened on November 6, 2025, at 2:00 p.m. My recommendation for the award of this contract is as follows:

#1 Award Winner: Monroe Piping & Sheet Metal, LLC	\$11,130.00
#2 Award Winner: WYCO Mechanical LLC	\$12,270.00

Bids obtained: 20

Bids received: 3

Bid Analysis

The bid for Cooperative Plumbing Repair, Maintenance and Installation Service has been recommended for award to the lowest responsive and responsible bidder that met all required specifications. The bid for Cooperative Plumbing Repair, Maintenance and Installation Service will be used for overflow work by the Operation and Maintenance Department.

Funds to be provided from the 2025-2026 and 2026-2027 O & M budget.

November 24, 2025

Date

*Wendy Vergamini*

\_\_\_\_\_  
Director of Procurement

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

**BID RECOMMENDATION**

**COOPERATIVE HVAC REPAIR,**  
**MAINTENANCE AND INSTALLATION SERVICE**

Bid #RFB-2158-26 was opened on November 6, 2025, at 2:00 p.m. My recommendation for the award of this contract is as follows:

#1 Award: Monroe Piping & Sheet Metal Llc	\$103,050.00
#2 Award: Pipitone Enterprises, LLC	\$103,050.00

Bids obtained: 25

Bids received: 5

Bid Analysis

The bid for Cooperative HVAC Repair, Maintenance and Installation Service has been recommended for award to the lowest responsive and responsible bidder that met all required specifications. The bid for Cooperative HVAC Repair, Maintenance and Installation Service will be used for overflow work by the Operation and Maintenance Department.

Funds to be provided from the 2025-2026 and 2026-2027 O & M budget

November 24, 2025

Date

*Wendy Vergamini*

\_\_\_\_\_  
Director of Procurement

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

**BID RECOMMENDATION**

**COOPERATIVE ELECTRICITY SUPPLY**

Bid #RFB-2166-25 was opened on November 6, 2025, at 2:00 p.m. My recommendation for the award of this contract is as follows:

Energy Cooperative of America  
1408 Sweet Home Rd. Ste. 8  
Amherst, NY 14228

Weighted Price Adder: \$0.0173011

Bids obtained: 36      Bids returned: 2


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**Analysis**

Energy Cooperative of America has been recommended for the award for having the lowest weighted price adder/Kwh for electricity supply.

Funds to be provided from 2025-26 and 2026-27 fiscal year Operations and Maintenance budget.

November 25, 2025,  
Date

  
\_\_\_\_\_  
Director of Procurement

**Memo To:** NYSITCC Members  
**From:** Robin Kozlowski – Principal Clerk Typist, WNYRIC/ Erie 1 BOCES  
**Date:** December 9, 2025  
**Subject:** FY 2025 – 2026 Instructional Technology State-Wide Licensing Agreements – Add On #2

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

STEAM Awards

**Accelerate Learning** – *Collaborate Science*

**Amplify Education Inc.** - *mCLASS Lectura, mCLASS Math, Desmos Math*

**Education, Training, and Research Associates** - *HealthSmart*

**eReflect Learnig** - *Wordela*

**Find Your Grind Inc.** - *Find Your Grind*

**Great Minds** - *Arts & Letters*

**OYOclass.com** - *oyoclass.com, including OYOclass Lite, OYOclass Block Code Basics, OYOclass Block Code Game Dev, OYOclass Python Level 1, OYOclass Python Level 2, OYOclass Web Dev, OYOclass Arduino, Code Conquest Hack Pack Upper Elementary, Code Conquest Hack Pack Middle, Code Conquest Hack Pack Junior High, Code Conquest Hack Pack High School, OYO Pro Passport*

**Pearson** – *Navy*

**Prisms of Reality Inc.** - *Prisms of Reality*

**Radish Education Inc.** - *Magma Math*

**RocketLit Inc.** - *InnerOrbit*

**SAM Labs** - *SAM Labs, Root Education*

**Tequipment Inc.** - *Maker and Coder, Shaper*

**Vernier Software and Technology Inc. dba Vernier Science Education** - *Connections, Powered by Penda, Hands-On Investigation Packages*

**WhyMaker** - *Kaibots, Makedo, 3DuxDesign, 3Doodler*

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

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

**If you have any questions, please contact Michelle Okal-Frink at 716-821-7200, [mokal@e1b.org](mailto:mokal@e1b.org) or Robin Kozlowski at 716-821-7565, [rkozlowski@e1b.org](mailto:rkozlowski@e1b.org).**

## BOARD RESOLUTION

WHEREAS, It is the plan of a number of BOCES districts in New York, to consent to jointly enter into an agreement for the 2025 – 2026 fiscal year, for Accelerate Learning, Amplify Education Inc., Education, Training, and Research Associates, eReflect Learning, Find Your Grind Inc., Great Minds, OYOclass.com, Pearson, Prisms of Reality Inc., Radish Education Inc., RocketLit Inc., SAM Labs, Tequipment Inc., Vernier Software and Technology Inc. dba Vernier Science Education, WhyMaker, and,

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

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

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

BE IT FURTHER RESOLVED, That the Monroe 2 – Orleans BOCES Board agrees (1) to abide by majority decisions of the participating BOCES on quality standards; (2) Erie 1 BOCES will negotiate contracts according to the majority recommendations; (3) that after contract agreement, it will conduct all purchasing arrangements directly with the vendor.

## CERTIFICATION

It is hereby certified that the above motion was approved by the Monroe 2 – Orleans BOCES Board at its meeting, duly noticed, held on December 17, 2025.

Dated \_\_\_\_\_, 2025

\_\_\_\_\_  
Board Clerk

13. Student Board Member Report

14. Executive Officer's Reports

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

15. Upcoming Meetings/Calendar Events

- |                |                                       |   |             |
|----------------|---------------------------------------|---|-------------|
| • Dec 11       | Noon                                  | Board Officer Agenda Review                 | TBD         |
| • Dec 17       | 6:00 pm                               | Board Meeting                               | ESC, PDC 3  |
| • Dec 22-Jan 2 | Winter Recess, No School for Students |   |             |
| • Dec 25       | Holiday                               | BOCES Closed                                |             |
| • Jan 1        | Holiday                               | BOCES Closed                                |             |
| • Jan 7        | Noon                                  | MCSBA Legislative Committee                 | Strathallan |
| • Jan 12       | 6:00 pm                               | Holley CSD BOE 3800, N. Main Street, Holley |             |
| • Jan 14       | Noon                                  | MCSBA Information Exchange                  | Strathallan |
| • Jan 15       | Noon                                  | Board Officer Agenda Review                 | TBD         |
| • Jan 19       | Holiday                               | BOCES Closed – Martin Luther King Jr. Day   |             |
| • Jan 21       | Noon                                  | MCSBA District Operations                   | Strathallan |
|                | 6:00 pm                               | Board Meeting                               | ESC, PDC 3  |

16. Other Items

17. Executive  
Session

18. Adjournment