

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

There will be a Regular Meeting of the Board of Cooperative Educational Services on Wednesday, April 13, 2022, at 6:00 p.m. at the Richard E. Ten Haken Educational Services Center, 3599 Big Ridge Road, Spencerport, New York 14559, Professional Development Center.

*Anticipated Executive Session immediately following the regular board meeting to discuss collective negotiations pursuant to Article 14 of the Civil Service Law.*

BOARD MEMBERS

Dennis Laba, President

R. Charles Phillips, Vice President

John Abbott

Cindy Dawson

Kathleen Dillon

Gerald Maar

Michael May

Mark Porter

Heather Pyke

AGENDA

1. Call the Meeting to Order
2. Pledge of Allegiance
3. Agenda Item(s) Modifications
4. Public Hearing: Code of Conduct
5. Approval of Minutes: March 16, 2022, Regular Meeting Minutes
6. Public Interaction
7. Financial Reports
  1. Resolution to Accept Treasurer's Report
  2. Resolution to Accept WinCap Report
  3. Contractor Report
  4. Extra Class Quarterly Report
8. Board Presentation(s): Reading Recovery Program Update – Assistant Superintendent CIPD Marijo Pearson and Stephanie Smyka
9. Old Business
10. New Business
  1. Resolution to the Monroe 2-Orleans BOCES Classified Staff and Teacher Calendars for 2022-2023 School Year
  2. Resolution to Approve 2022-2023 Board Meeting Dates
  3. Monroe 2-Orleans BOCES 2020-2021 Report Card Review (Tom Schulte)
  4. Resolution to Approve Monroe 2-Orleans BOCES Code of Conduct
  5. Resolution to Accept Donation of a Rifton Pacer Gait Trainer from Dylan Hopson
11. Personnel and Staffing
  1. Resolution to Approve Personnel and Staffing Agenda

12. Bids/Lease Purchases

1. Resolution to Accept Cooperative Fine Paper Bid
2. Resolution to Accept Monroe 2-Orleans BOCES participation in Cooperative bid with Capital Regional BOCES for Databases, Research Tools, E-Books, Automation and Media for use in School Library Systems “Dream Consortium” - FY 2022-2023
3. Resolution to Accept Erie 1 Instructional Technology State Wide Licensing Agreements - FY 2021 2022 – Add on #3
4. Resolution to Accept Erie 1 Distance Learning State Wide Licensing Agreements - FY 2021-2022 Add on #1

13. Executive Officer’s Reports

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

14. Committee Reports

- Labor Relations Committee (J. Abbott, K. Dillon)
- Legislative Committee (K. Dillon, C. Dawson)
- Information Exchange Committee (C. Dawson, C. Phillips)

15. Upcoming Meetings/Calendar Events

- |          |   |
|----------|---|
| April 13 | Noon MCSBA Information Exchange Committee (Double Tree)   |
| April 13 | 6:00pm Board Meeting (ESC, PDC 1&2) Code of Conduct Public Hearing  |
| April 26 | Component Districts Annual Voting on BOCES 2 Administrative Budget and Board Member Elections   |
| April 27 | Noon MCSBA Labor Relations Committee Meeting (DoubleTree)<br>5:45 MCSBA Executive Committee Meeting (DoubleTree)  |
| May 4    | Noon MCSBA Legislative Committee (Double Tree)<br>Noon Board Officer Agenda Review (Ridgmont Country Club)<br>5:45pm MCSBA Board Leadership Meeting (Double Tree) |
| May 11   | 6:00pm Board Meeting (ESC, PDC)   |

16. Other Items

17. Executive Session

18. Adjournment

## 1. Call the Meeting to Order

## 2. Pledge of Allegiance

### 3. Agenda Item(s) Modifications

#### 4. Public Hearing: Code of Conduct

5. Approval of Minutes: March 16, 2022, Regular Meeting Minutes

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

Minutes of the Regular Meeting of the Board of Cooperative Educational Services, Second Supervisory District of Monroe and Orleans Counties, held on March 16, 2022 at 6:00 p.m. at the Richard E. Ten Haken Educational Services Center, Spencerport, New York 14559.

Members Present:

R. Charles Phillips - Remote	Gerald Maar
John Abbott	Michael May
Cindy Dawson	Heather Pyke
Kathleen Dillon	

Absent:

Dennis Laba, Mark Porter

Staff Present:

Jo Anne Antonacci	Marijo Pearson
Steve Dawe	Steve Roland
Ian Hildreth	Dr. Michelle Ryan
Kelly Mutschler	Thomas Schulte
Jamie DiMora	Jill Slavny
Jessica Haefner	Rachel Piccolo

Guests:

Ethan Antoniou, Sherri Bernier, Jennifer Rogers, Gracie Spour

1. Call the Meeting to Order  
The meeting was called to order by John Abbott at 6:00 p.m.
2. Pledge of Allegiance
3. Agenda Modifications – Board Retreat discussion was added to Old Business  
K. Dillon moved to approve the new agenda, seconded by G. Maar; passed unanimously.
4. Approval of Minutes  
Resolved: To Approve the Minutes of the February 16, 2022, Regular Meeting Minutes as presented.  
Moved K. Dillon, seconded by G. Maar; passed unanimously
5. Public Interaction – There was no public interaction.
6. Financial Reports  
Resolved: To Accept the Treasurer’s Report and WinCap Report and Contractor’s report as presented  
Moved by G. Maar, seconded by K. Dillon; passed unanimously.



7. Audit Committee Update: Steve Roland reviewed the minutes of the February 16, 2022 Audit Committee Meeting.
8. Board Presentation – Jill Slavny presented an updated on the Nurse Assistant Program. Teachers and students participating in the presentation were: Jamie DiMora, Instructor; Rachel Piccolo, Instructor; Jessica Haefner, Instructor; Ethan Antoniou, Student; Gracie Spour, Student  
The board asked questions of staff and students and thanked Jill and the group for the presentation. The presentation participants left the meeting at 6:30 p.m.

9. Old Business - none

10. New Business

1. Resolved: To Approve Revised Management Letter Corrective Action Plan for the Year Ended June 30, 2021  
Moved by K. Dillon, seconded by G. Maar; passed unanimously
2. Resolved: To Approve the Revised Extra Classroom Activity Funds Corrective Action Plan for the Year Ended June 30, 2021  
Moved by K. Dillon, seconded by G. Maar; passed unanimously
3. Resolved: To Award the Professional Auditing Services RFP to Mengle Metzger Barr & Co.  
Moved by G. Maar, seconded by C. Dawson; passed unanimously
4. Resolved: To Accept Donation of Industry Apparel from Collision Education Foundation  
Moved by M. May, seconded by K. Dillon; passed unanimously
5. Resolved: To Accept Donation of Granite Countertops from Atlantic Granite  
Moved by M. May, seconded by K. Dillon; passed unanimously

11. Personnel and Staffing

1. Resolved: To Approve the Personnel and Staffing Agenda, with the deletion of item 4 on page 5.  
Moved by K. Dillon, seconded by H. Pyke; passed unanimously

12. Bids/Lease Purchases

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

1. COOPERATIVE ART SUPPLIES BID

School Specialty	\$871.32
Pyramid School Products	\$652.20
National Art & School Supplies	\$246.24
S&S Worldwide	\$66.20
Cascade School Supplies`	\$21.48

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

13. Executive Officer's Report

District Superintendent Jo Anne Antonacci and Board Member Heather Pyke attended the Kendall Board Meeting on March 9. The Kendall board expressed their appreciation for Jo Anne's work with Kendall on their superintendent search and their board development efforts.

Jo Anne Antonacci and Cindy Dawson attended the Wheatland-Chili Board meeting. The board noted the BOCES 2 employee recruitment advertisements seen in various media outlets.

Recruitment efforts are ongoing. A letter to BOCES 2 staff requesting assistance with recruitment is going out next week. Monroe One and Monroe 2-Orleans BOCES are meeting together to discuss enrollment capacity. Step Up for Schools Campaign, a joint recruitment campaign through Act for Education, has been launched using traditional avenues and social media.

Over the next few months, DS Antonacci and Assistant Superintendent Tom Schulte will be visiting each classroom to introduce Tom.

CTE instructor Jim Payne presented virtually at the Clinical Lab Educators Conference in Denver this week. His address, proposing educational programs modelled after the program at WEMOCO will be viewed by hundreds of attendees who are leaders in medical laboratory education.

Paula Boughton, Supervisor of CTE Special Programs, has been selected to receive the 2023 ACTE (Association of Career and Technical Education) Administrator of the Year Award.

The Monroe 2-Orleans BOCES SkillsUSA team competed in the regional competition and will be moving on to the State competition in April.

This year's ROC2Change Summit will bring students from across the county this week to the Professional Development Center to have discussions with their peers on social issues and work together toward change. Over 200 students and staff will be in attendance.

14. Committee Reports

1. Labor Relations Committee – Legal update on 3020A and Americans with Disabilities Act
2. Legislative Committee – Recap of Legislative Breakfast, planned for scheduling meetings with legislators in this spring.
3. Information Exchange Committee – Communicating with the Community – handling personal comments in board meetings. Three of the presenters were BOCES 2 graduates.

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

16. Other Items - None

17. Executive Session At 6:49 p.m. a motion was made by K. Dillon to adjourn the meeting to Executive Session, to discuss employment history of a particular person(s), seconded by G. Maar; passed unanimously.

Respectfully submitted,



Kelly Mutschler  
Clerk of the Board

Members Present

John Abbott  
Cindy Dawson  
Kathleen Dillon

Gerald Maar  
Michael May  
Heather Pyke

Staff Present

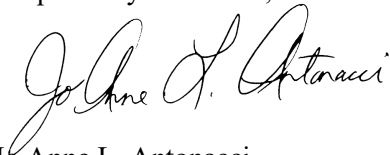
Jo Anne Antonacci  
Marijo Pearson

Steve Roland  
Michelle Ryan  
Tom Schulte

At 7:04 pm a motion was made by M. May to come out of executive session, seconded by K. Dillon; passed unanimously.

18. Adjournment - At 7:04 p.m. a motion was made by K. Dillon to adjourn the meeting, seconded by H. Pyke; passed unanimously.

Respectfully submitted,



Jo Anne L. Antonacci  
Clerk Pro Tem

## 6. Public Interaction

## 7. Financial Reports

1. Resolution to Accept Treasurer's Report
2. Resolution to Accept WinCap Report
3. Contractor Report
4. Extra Class Quarterly Report

## Monroe 2 - Orleans BOCES

### Treasurer's Report

Period Ending February 28, 2022

	<b>GENERAL FUND</b>		<b>SPECIAL AID FUND</b>	
<b>BEGINNING CASH ON HAND</b>		15,230,848.49		1,022,908.08
<b>RECEIPTS:</b>				
Interest Earned	1,264.10		0.37	
Charges for Services	7,478,108.39		-	
Non-Contract Services	5,380.87		25,787.20	
Collected for Other Funds			-	
State, Federal and Local Aid	5,048,108.83		936,912.99	
Transfers from Other Funds	1,016,653.62		-	
Miscellaneous Funds	67,709.71		18,505.12	
<b>TOTAL RECEIPTS</b>	13,617,225.52	13,617,225.52	981,205.68	981,205.68
<b>DISBURSEMENTS</b>				
Payroll and Benefits	3,197,017.41		-	
Warrants	8,259,372.06		80,671.46	
Transfers to Other Funds			1,016,653.62	
Miscellaneous Disbursements	730.25		873.51	
<b>TOTAL DISBURSEMENTS</b>	11,457,119.72	(11,457,119.72)	1,098,198.59	(1,098,198.59)
<b>ENDING CASH ON HAND:</b>		17,390,954.29		905,915.17
GENERAL FUND CHECKING		11,321,500.02	SPECIAL AID CHKG - CHASE	905,315.17
GENERAL FUND SAVINGS		231,180.57	SPECIAL AID CHKG - M&T	600.00
PAYROLL CHECKING		30,366.26		
DENTAL/FSA ACCOUNT CASH		168,964.32		
GENERAL FUND CD		3,503,902.37		
CASH- LIABILITY RESERVE		1,179,618.21		
CASH- UNEMPLOYMENT RES		620,416.62		
CASH- CTE RESERVE		335,005.92		
		17,390,954.29		905,915.17

	<b>MISC SPECIAL REVENUE</b>	
<b>BEGINNING CASH ON HAND</b>		77,946.70
<b>RECEIPTS:</b>		
Interest Earned	2.97	
Component Contributions	-	
Transfers from Other funds	-	
Donations	-	
Miscellaneous Funds	-	
<b>TOTAL RECEIPTS</b>	<b>2.97</b>	<b>2.97</b>
<b>DISBURSEMENTS</b>		
Warrants	-	
Scholarships	-	
Transfers to Other Funds	-	
Miscellaneous Disbursements	-	
<b>TOTAL DISBURSEMENTS</b>	<b>-</b>	<b>-</b>
<b>ENDING CASH ON HAND:</b>		<u>77,949.67</u>
	<b>GIFT FUND SAVINGS</b>	<u>77,949.67</u>

	<b>CAPITAL FUND</b>	
		1,184,564.01
	2.84	
	-	
	-	
	-	
	-	
	<b>2.84</b>	<b>2.84</b>
	-	
	-	
	-	
	<b>-</b>	<b>-</b>
		<u>1,184,566.85</u>
	<b>CAPITAL FUND CHECKING</b>	<b>184,551.51</b>
	<b>CAPITAL FUND INVESTMENTS</b>	<u><b>1,000,015.34</b></u>
		<b>1,184,566.85</b>

----- 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>	16,911,727.01	121,597,198.09	30,939,489.93	311,738.21	169,760,153.24
<b>RECEIPTS:</b>					
Interest Earned	73.75	987.81	1,261.17	-	
Contributions	1,206,013.64	16,750,103.30	302,239.91	188,261.79	
Miscellaneous Funds	124,663.69	2,809,574.87	-	-	
<b>TOTAL RECEIPTS</b>	1,330,751.08	19,560,665.98	303,501.08	188,261.79	21,383,179.93
<b>DISBURSEMENTS</b>					
Claims	1,757,489.96	23,003,530.80	426,677.20	140,708.84	
Admin and Other Disbursements	99,069.73	779,479.77	11,079.50	-	
<b>TOTAL DISBURSEMENTS</b>	1,856,559.69	23,783,010.57	437,756.70	140,708.84	(26,218,035.80)
<b>ENDING CASH ON HAND:</b>	16,385,918.40	117,374,853.50	30,805,234.31	359,291.16	164,925,297.37
RASHP I CHECKING	2,854,334.10				2,854,334.10
RASHP I SAVINGS / INVESTMENTS	13,531,584.30				13,531,584.30
RASHP II CHECKING		17,093,393.80			17,093,393.80
RASHP II SAVINGS / INVESTMENTS		100,281,459.70			100,281,459.70
RASWC CHECKING			6,228,573.65		6,228,573.65
RASWC SAVINGS / INVESTMENTS			24,576,660.66		24,576,660.66
WFL WC CHECKING				359,291.16	359,291.16
<b>TOTAL CASH</b>	16,385,918.40	117,374,853.50	30,805,234.31	359,291.16	164,925,297.37

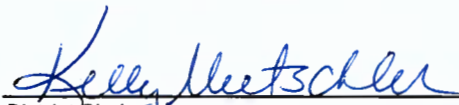


Collateral Analysis	M&T Bank	Five Star Bank	Chase Bank
Bank Totals	28,840,127.20	115,057,096.38	40,587,459.77
<i>Collateral:</i>			
FDIC	500,000.00	250,000.00	250,000.00
Additional FDIC through CD Option	-	90,049,964.46	-
Collateral in Trust	-	-	46,482,185.05
Collateral held with Third Party	28,918,147.67	25,266,656.80	-
	<u>29,418,147.67</u>	<u>115,566,621.26</u>	<u>46,732,185.05</u>
Over / (Under) Collateralized	578,020.47	509,524.88	6,144,725.28

Treasurer's Notes:

February state aid payment was received at the beginning of the month and paid out near month end to our components

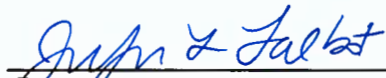
This is to certify that I have received these balances:

  
 \_\_\_\_\_  
 District Clerk

4/8/2022  
 \_\_\_\_\_  
 Date

  
 \_\_\_\_\_  
 Assistant Superintendent for Finance and Operations

3/16/22  
 \_\_\_\_\_  
 Date

  
 \_\_\_\_\_  
 Treasurer

3/16/22  
 \_\_\_\_\_  
 Date

# MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 03/31/2022

Fiscal Year: 2022

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		1,159,495.00	31,200.00	1,190,695.00	862,843.52	311,745.18	16,106.30
200 EQUIPMENT		16,200.00	5,961.29	22,161.29	6,944.79	714.29	14,502.21
300 SUPPLIES		18,850.00	2,145.46	20,995.46	9,569.33	6,705.66	4,720.47
400 CONTRACTUAL		411,946.00	16,006.20	427,952.20	334,038.74	127,867.86	-33,954.40
470 Rental of Facilities		2,305,031.00	0.00	2,305,031.00	1,700,276.20	350,479.99	254,274.81
700 INTEREST ON REVENUE NOTES		8,500.00	0.00	8,500.00	0.00	0.00	8,500.00
800 EMPLOYEE BENEFITS		595,816.00	-32,700.00	563,116.00	379,614.69	102,666.02	80,835.29
899 Oth Post Retirement Benft		5,819,336.00	0.00	5,819,336.00	3,841,857.30	0.00	1,977,478.70
910 TRANSFER TO CAPITAL FUND		600,000.00	0.00	600,000.00	600,000.00	0.00	0.00
950 TRANSFER FROM O & M		67,820.00	5.00	67,825.00	5.00	0.00	67,820.00
960 TRANSFER CHARGE		264,170.00	380.62	264,550.62	380.62	0.00	264,170.00
<b>Subtotal of 0 Administration</b>		<b>11,267,164.00</b>	<b>22,998.57</b>	<b>11,290,162.57</b>	<b>7,735,530.19</b>	<b>900,179.00</b>	<b>2,654,453.38</b>
<b>1 Career Education</b>							
100 SALARIES		4,130,276.00	-164,741.00	3,965,535.00	2,440,353.91	1,367,968.98	157,212.11
200 EQUIPMENT		99,750.00	437,161.58	536,911.58	337,236.79	37,839.29	161,835.50
300 SUPPLIES		397,700.00	88,257.78	485,957.78	320,647.88	76,242.75	89,067.15
400 CONTRACTUAL		296,500.00	102,343.35	398,843.35	297,565.26	91,392.31	9,885.78
490 SCH DIST AND OTHER BOCES		22,951.12	-380.54	22,570.58	16,003.35	0.00	6,567.23
800 EMPLOYEE BENEFITS		2,041,694.00	-249,719.00	1,791,975.00	1,098,097.11	442,790.67	251,087.22
950 TRANSFER FROM O & M		1,343,980.00	10,441.05	1,354,421.05	10,441.05	0.00	1,343,980.00
960 TRANSFER CHARGE		601,806.00	1,509.00	603,315.00	1,509.00	0.00	601,806.00
970 TR CREDTS FR SERVICE PROGR		0.00	-19,264.77	-19,264.77	-19,264.77	0.00	0.00
990 TRANS CREDTS FR OTHER FUND		-6,750.00	6,465.00	-285.00	-325.00	0.00	40.00
<b>Subtotal of 1 Career Education</b>		<b>8,927,907.12</b>	<b>212,072.45</b>	<b>9,139,979.57</b>	<b>4,502,264.58</b>	<b>2,016,234.00</b>	<b>2,621,480.99</b>
<b>2 Special Education</b>							
100 SALARIES		6,329,666.00	944,580.00	7,274,246.00	3,559,378.18	2,230,140.60	1,484,727.22
200 EQUIPMENT		97,685.00	54,938.00	152,623.00	79,376.27	36,136.80	37,109.93
300 SUPPLIES		83,143.00	21,472.53	104,615.53	21,034.36	14,890.67	68,690.50
400 CONTRACTUAL		1,539,264.00	1,674,199.02	3,213,463.02	489,706.65	234,285.17	2,489,471.20
490 SCH DIST AND OTHER BOCES		6,276,190.87	-814,113.14	5,462,077.73	4,374,322.15	1,895.90	1,085,859.68
800 EMPLOYEE BENEFITS		3,620,013.00	380,197.66	4,000,210.66	2,224,800.91	1,006,311.74	769,098.01
950 TRANSFER FROM O & M		355,858.00	4,885.87	360,743.87	4,885.87	0.00	355,858.00
960 TRANSFER CHARGE		13,847,546.00	22,118.76	13,869,664.76	22,118.76	0.00	13,847,546.00
970 TR CREDTS FR SERVICE PROGR		0.00	-21,128.89	-21,128.89	-21,128.89	0.00	0.00
<b>Subtotal of 2 Special Education</b>		<b>32,149,365.87</b>	<b>2,267,149.81</b>	<b>34,416,515.68</b>	<b>10,754,494.26</b>	<b>3,523,660.88</b>	<b>20,138,360.54</b>
<b>3 Itinerent Services</b>							
100 SALARIES		11,081,289.00	-117,266.00	10,964,023.00	6,480,756.81	4,186,091.59	297,174.60
200 EQUIPMENT		107,126.00	-1,710.00	105,416.00	60,261.76	0.00	45,154.24
300 SUPPLIES		46,779.00	13,660.20	60,439.20	15,132.23	3,554.67	41,752.30

# MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 03/31/2022

Fiscal Year: 2022

## Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
400 CONTRACTUAL		739,821.00	748,666.59	1,488,487.59	128,910.92	121,470.84	1,238,105.83
490 SCH DIST AND OTHER BOCES		18,662.08	141,552.98	160,215.06	79,086.75	0.00	81,128.31
800 EMPLOYEE BENEFITS		5,418,110.00	-62,848.00	5,355,262.00	3,410,223.29	1,507,114.31	437,924.40
950 TRANSFER FROM O & M		8,143.00	4,794.80	12,937.80	4,794.80	0.00	8,143.00
960 TRANSFER CHARGE		1,226,232.00	360,139.14	1,586,371.14	1,632.14	0.00	1,584,739.00
970 TR CREDTS FR SERVICE PROGR		-9,916,313.00	0.00	-9,916,313.00	0.00	0.00	-9,916,313.00
<b>Subtotal of 3 Itinerent Services</b>		<b>8,729,849.08</b>	<b>1,086,989.71</b>	<b>9,816,838.79</b>	<b>10,180,798.70</b>	<b>5,818,231.41</b>	<b>-6,182,191.32</b>
<b>4 General Instruction</b>							
100 SALARIES		1,728,870.00	27,200.00	1,756,070.00	1,267,953.91	355,689.41	132,426.68
200 EQUIPMENT		5,100.00	3,823.70	8,923.70	2,799.98	1,650.00	4,473.72
300 SUPPLIES		10,155.00	4,944.30	15,099.30	3,325.65	1,953.23	9,820.42
400 CONTRACTUAL		1,257,024.00	278,523.51	1,535,547.51	393,926.78	58,859.21	1,082,761.52
490 SCH DIST AND OTHER BOCES		64,632.08	57,962.83	122,594.91	97,756.95	0.00	24,837.96
800 EMPLOYEE BENEFITS		611,438.00	1,750.00	613,188.00	374,387.76	113,904.03	124,896.21
950 TRANSFER FROM O & M		149,129.00	2,335.78	151,464.78	2,335.78	0.00	149,129.00
960 TRANSFER CHARGE		164,925.00	2,705.51	167,630.51	2,705.51	0.00	164,925.00
970 TR CREDTS FR SERVICE PROGR		-47,155.00	0.00	-47,155.00	0.00	0.00	-47,155.00
990 TRANS CREDTS FR OTHER FUND		-3,060.00	1,000.00	-2,060.00	0.00	0.00	-2,060.00
<b>Subtotal of 4 General Instruction</b>		<b>3,941,058.08</b>	<b>380,245.63</b>	<b>4,321,303.71</b>	<b>2,145,192.32</b>	<b>532,055.88</b>	<b>1,644,055.51</b>
<b>5 Instruction Support</b>							
100 SALARIES		5,771,294.00	-17,308.00	5,753,986.00	3,702,127.67	1,725,762.74	326,095.59
200 EQUIPMENT		3,273,696.00	3,269,583.13	6,543,279.13	3,114,107.52	1,854,806.34	1,574,365.27
300 SUPPLIES		702,333.00	231,295.51	933,628.51	434,071.63	159,337.41	340,219.47
400 CONTRACTUAL		4,840,208.00	997,475.98	5,837,683.98	3,824,662.41	454,070.05	1,558,951.52
490 SCH DIST AND OTHER BOCES		295,256.08	374,514.52	669,770.60	512,037.55	0.00	157,733.05
800 EMPLOYEE BENEFITS		2,679,326.00	-77,809.77	2,601,516.23	1,590,939.36	588,077.48	422,499.39
950 TRANSFER FROM O & M		659,547.00	3,564.45	663,111.45	3,564.45	0.00	659,547.00
960 TRANSFER CHARGE		1,040,001.00	18,894.65	1,058,895.65	18,894.65	0.00	1,040,001.00
970 TR CREDTS FR SERVICE PROGR		-2,594,403.00	-8,321.90	-2,602,724.90	-8,321.90	0.00	-2,594,403.00
990 TRANS CREDTS FR OTHER FUND		-84,794.00	8,871.00	-75,923.00	-11,318.00	0.00	-64,605.00
<b>Subtotal of 5 Instruction Support</b>		<b>16,582,464.08</b>	<b>4,800,759.57</b>	<b>21,383,223.65</b>	<b>13,180,765.34</b>	<b>4,782,054.02</b>	<b>3,420,404.29</b>
<b>6 Other Services</b>							
100 SALARIES		2,280,676.00	12,648.78	2,293,324.78	1,597,886.59	568,186.27	127,251.92
200 EQUIPMENT		425,785.00	457,260.52	883,045.52	527,172.12	257,065.99	98,807.41
300 SUPPLIES		36,465.00	10,246.54	46,711.54	12,096.59	8,618.49	25,996.46
400 CONTRACTUAL		3,630,535.00	289,367.52	3,919,902.52	2,045,373.84	974,663.07	899,865.61
490 SCH DIST AND OTHER BOCES		7,032,583.68	784,498.56	7,817,082.24	7,061,234.87	0.00	755,847.37
800 EMPLOYEE BENEFITS		1,052,168.00	-36,666.00	1,015,502.00	623,857.72	198,609.30	193,034.98
950 TRANSFER FROM O & M		119,155.00	491.48	119,646.48	491.48	0.00	119,155.00
960 TRANSFER CHARGE		113,297.00	1,222.50	114,519.50	1,222.50	0.00	113,297.00

# MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 03/31/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
970 TR CRED FR SERVICE PROGR		-1,773,956.00	-2,215.45	-1,776,171.45	-2,215.45	0.00	-1,773,956.00
990 TRANS CRED FR OTHER FUND		-109,787.00	23,083.70	-86,703.30	-5,416.30	0.00	-81,287.00
<b>Subtotal of 6 Other Services</b>		<b>12,806,921.68</b>	<b>1,539,938.15</b>	<b>14,346,859.83</b>	<b>11,861,703.96</b>	<b>2,007,143.12</b>	<b>478,012.75</b>
<b>7 Undefined</b>							
100 SALARIES		3,082,933.00	200,799.00	3,283,732.00	2,344,539.48	797,472.77	141,719.75
200 EQUIPMENT		46,500.00	-18,700.00	27,800.00	39,750.34	2,336.46	-14,286.80
300 SUPPLIES		218,280.00	48,788.44	267,068.44	188,549.69	72,126.81	6,391.94
400 CONTRACTUAL		1,824,116.00	84,512.97	1,908,628.97	1,482,295.37	322,275.20	104,058.40
800 EMPLOYEE BENEFITS		1,437,083.00	68,636.28	1,505,719.28	900,159.49	347,574.01	257,985.78
950 TRANSFER FROM O & M		579,303.00	6,949.24	586,252.24	6,949.24	0.00	579,303.00
960 TRANSFER CHARGE		1,462,923.00	2,467.83	1,465,390.83	2,467.83	0.00	1,462,923.00
970 TR CRED FR SERVICE PROGR		-7,672,008.00	-391,974.67	-8,063,982.67	-33,467.67	0.00	-8,030,515.00
990 TRANS CRED FR OTHER FUND		-979,130.00	-1,479.09	-980,609.09	-1,479.09	0.00	-979,130.00
<b>Subtotal of 7 Undefined</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>4,929,764.68</b>	<b>1,541,785.25</b>	<b>-6,471,549.93</b>
<b>Total GENERAL FUND</b>		<b>94,404,729.91</b>	<b>10,310,153.89</b>	<b>104,714,883.80</b>	<b>65,290,514.03</b>	<b>21,121,343.56</b>	<b>18,303,026.21</b>

**Contractor Report**  
**July 1, 2021 - March 31, 2022**

Vendor Name	Department	Amount	Purpose	Term	Category
BEVONA, CHERIE M.	Professional Development	\$ 68,962	Grant Writer	One Year	Exempt
BFB ASSOCIATES	Administration	\$ 242,946	Lease of Building Space	Multi-Year	Lease
BUSINESSOLVER COM, INC	Administration	\$ 382,665	Electronic Enrollment System	Multi-Year	Exempt
CAPITAL COMPUTERS ASSOCIATES	Administration	\$ 105,614	Accounting Software	One Year	Accounting Software
CAROLINA BIOLOGICAL SUPPLY	BOCES for Science	\$ 49,281	Science Supplies	One Year	Sole Source
DAVID CORPORATION	Worker's Comp	\$ 56,245	Claims Processing System	Multi-Year	Exempt
ECHO, INC.	CTE	\$ 68,599	Software	One Year	Sole Source
ENCOMPASS SUPPLY CHAIN SOLUTIONS, INC.	CaTS	\$ 50,516	IT Supplies	One Year	Computer Parts
FRONTEDGE, INC.	HR	\$ 82,306	Online Web Recruitment	Multi-Year	Exempt
FRONTIER COMMUNICATIONS	CaTS	\$ 55,702	Data Services	Multi-Year	NYS
GOLDEN OVAL INTERNATIONAL	CWD	\$ 59,100	Lease of Building Space	Multi-Year	Lease
GOVRED TECHNOLOGY, INC.	CTE	\$ 47,500	Pro Training Simulator	Single Purchase	Sole Source
MENGEL METZGER BARR & COMPANY LLP	Administration	\$ 51,845	Accounting Services	One Year	Professional Service
PRECISION PROPERTIES	Rental of Facilities	\$ 571,186	Leased Space	Multi-Year	Lease
PRC ASPHALT MAINTENANCE, LLC	O&M	\$ 44,900	Capitol Project Vendor	One Year	Capital Project
ARAMARK	O&M	\$ 286,572	Contract	Multi-Year	Exempt
SONOVA USA INC.	Special Ed	\$ 41,132	Hearing Aid Devices	Multi-Year	Sole Source
SPENCERPORT INVESTORS, LLC	Administration	\$ 41,100	Lease of Building Space	Multi-Year	Lease
TECH PARK OWNER LLC	Administration	\$ 320,952	Lease of Building Space	Multi-Year	Lease
THOMPSON, JIM	Professional Development	\$ 46,875	Video Coaching	One Year	Exempt
TOSHIBA BUSINESS SOLUTIONS	CaTS	\$ 486,671	Lease of BOCES/District Equipment	Multi-Year	Lease
TURNER DRIVE ASSOCIATES LLC	Administration	\$ 113,700	Lease of Building Space	Multi-Year	Lease
UNITED PARCEL SERVICE	B4S	\$ 128,085	Package Delivery Space	Multi-Year	NYS
VERIZON WIRELESS	CaTS	\$ 96,691	Phone Services	Multi-Year	GSA
WORKPLACE VITALITY, INC.	Administration	\$ 56,955	Covid Services	One Year	Exempt
XEROX CORPORATION	CaTS	\$ 515,886	Lease of BOCES/District Equipment	Multi-Year	NYS



8. Board Presentation(s): Reading Recovery Program Update – Assistant Superintendent CIPD Marijo Pearson and Stephanie Smyka

# Reading Recovery

Presented by

Stephanie Smyka,

Coordinator, Curriculum, Instruction and Professional Development  
Reading Recovery Site Coordinator and Teacher Leader



Reading Recovery®





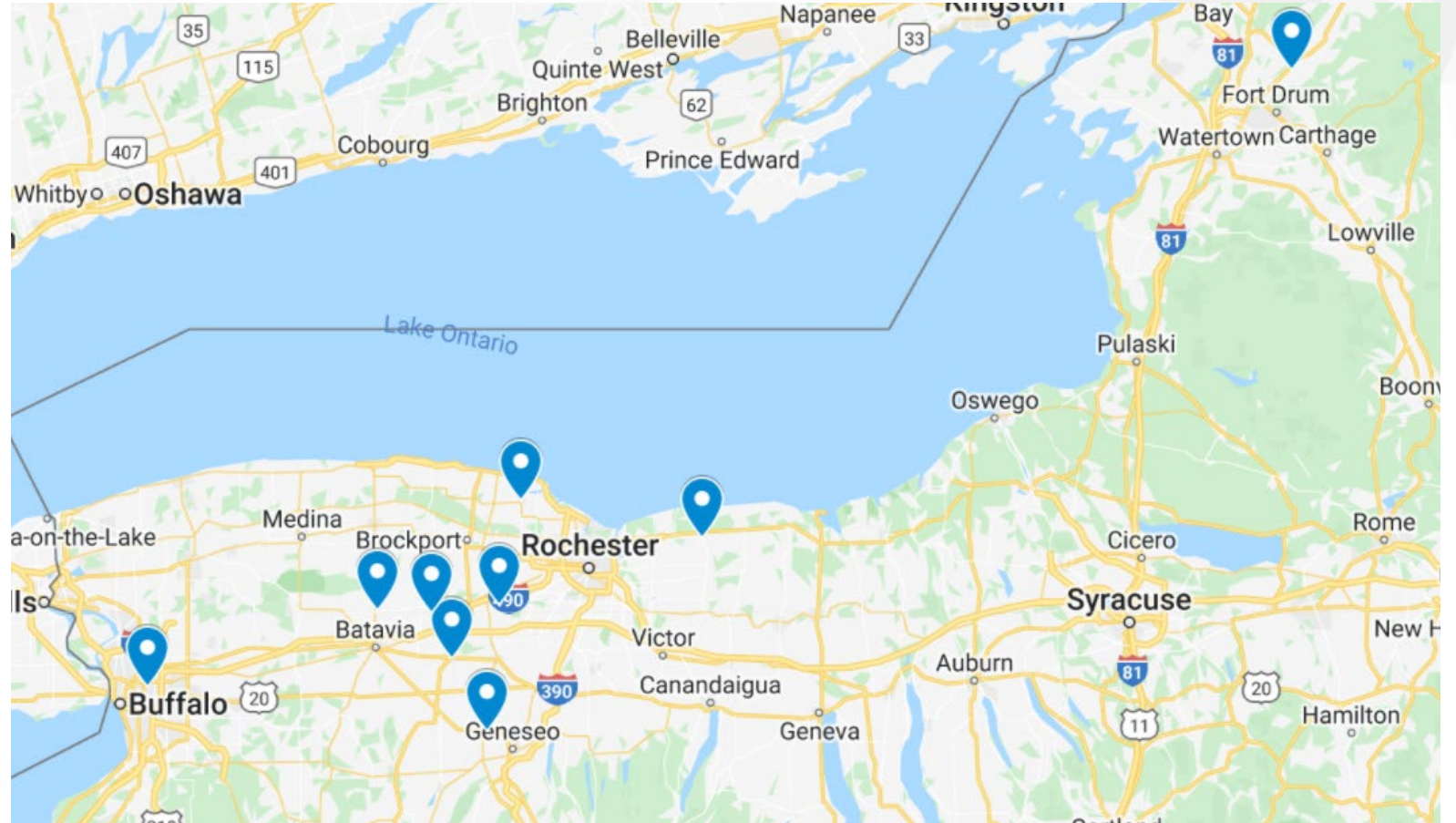
# An Overview of Reading Recovery

- Service provided by the Office of Curriculum, Instruction and Professional Development for 27 years
- Outcome of improved literacy instruction for first-grade students through high-quality teacher training
- Currently serving 280 students across nine school districts
- Support provided through highly-trained Teacher Leader and Site Coordinator



# Who We Support:

- Byron-Bergen CSD
- Churchville-Chili CSD
- Elba CSD
- Hilton CSD
- Indian River CSD
- King Center Charter School
- LeRoy CSD
- Wayne CSD
- York CSD



# How We Support:

- Training new Reading Recovery teachers
- Providing ongoing professional development to trained teachers
- Providing individual coaching support for all teachers
- Communicating with and advising district administrators
- Monitoring and analyzing data



Reading Recovery is...



- Short-term intervention for first grade students
- Individualized and strength-based
- Part of a district-wide approach to literacy instruction
- Professional learning for teachers
- Evidence-based



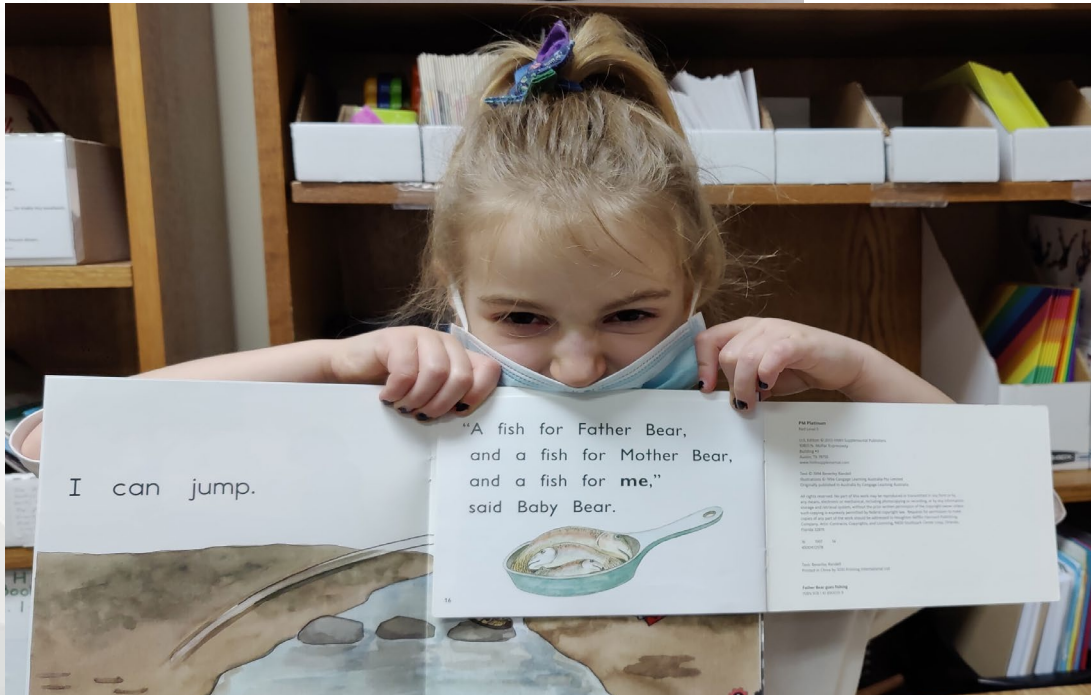
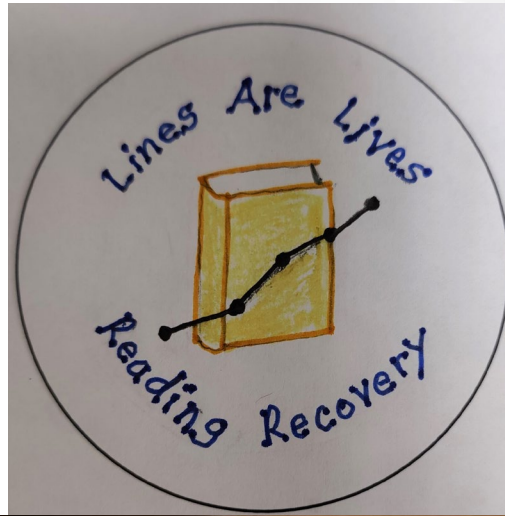
“If children are unable to learn, we should assume that we have not as yet found the right way to teach them.”

Marie Clay



# Key Instructional Principles





Accelerative learning  
is critical to success  
for those  
who are falling behind.



ih n n

h n 

i	h
---	---

My molar is  
coming in

Building on a child's strengths  
makes learning easier.



Systematic observation  
informs teaching.

Well + y

cake

Well

well

get

Well, you  
well

"Well, you get no  
cake," said Mom.



Reading and writing  
are complementary  
processes.

# A Glimpse of a Reading Recovery Lesson in Action...



# Connections With the Classroom

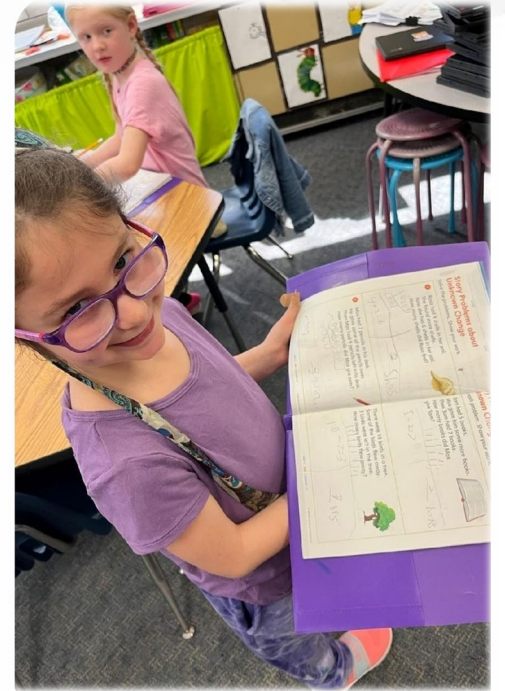


Paige Langswager

Primary Teacher

Quest Elementary School

Hilton Central School District



# High Quality Professional Learning for Teachers



# Continuing Contact: Ongoing Professional Development





*“Reading Recovery is an investment not only in the students that receive the intervention, but in the teacher. RR is the epitome of high quality, job-embedded, collaborative professional learning. Continuing Contact offers such a unique opportunity for teachers to truly reflect on their practice and refine their skills in a supportive environment. The RR teachers, in turn, collaborate and share learning with their classroom teacher colleagues, and in our model, often return to the classroom, influencing dozens of developing readers annually.”*

Karen Spillman

Director of K-12 Learning and Staff Development

Hilton Central School District





*“Ongoing professional development has had a huge impact on my daily practice as a Reading Recovery teacher...It aligns with my beliefs of being a lifelong learner and helping my students see reading and writing as gateways to the future...We learn from our Teacher Leader, our colleagues, and the students that we watch behind the glass...All of this has given me an extensive toolbox to meet the unique needs of my students.”*

Eileen Johnson  
Reading Recovery Teacher  
District Literacy Coach  
Churchville-Chili Central School District



# Leadership Support



# Leadership Support

- Steering Committee meetings
- Annual reports
- Professional learning opportunities to support supervision
- Consultations
- Progress Monitoring

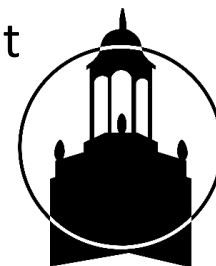
# District Impact

“Reading Recovery is so powerful because it’s allowing our teachers to grow and become refined, and their expertise is just amazing. Not only are our Reading Recovery teachers becoming more skilled, but they are sharing this professional development with other teachers. We see the power of these collaborative conversations...In Churchville we feel strongly about Reading Recovery. Our students benefit and we know having these highly skilled teachers is lifting the level of instruction.”

Renee Mulrooney

Director of Curriculum, Assessment and Professional Development

Churchville-Chili Central School District



# What Do Students Think?



Cece  
Quest Elementary School



# Questions



## 9. Old Business

10. New Business

1. Resolution to the Monroe 2-Orleans BOCES Classified Staff and Teacher Calendars for 2022-2023 School Year

**2022-2023 SCHOOL CALENDAR**  
**Monroe 2-Orleans BOCES**  
**Classified Calendar**

**JULY 2022**

Monday	July 4	Fourth of July (BOCES 2 Closed)
--------	--------	---------------------------------

**AUGUST**

**SEPTEMBER**

Monday	September 5	Labor Day (BOCES 2 Closed)
Tuesday	September 6	Opening Day Ceremony
Wednesday	September 7	School Opens: full day session

**OCTOBER**

Friday	October 7	Superintendent’s Conference Day
Monday	October 10	Columbus Day/Indigenous Peoples’ Day (BOCES 2 Closed)

**NOVEMBER**

Friday	November 11	Veterans Day (BOCES 2 Closed)
Wednesday	November 23	Superintendent’s Conference Day
Thursday-Friday	November 24-25	Thanksgiving Recess (BOCES 2 Closed)

**DECEMBER**

Monday	December 26	Holiday Recess (BOCES 2 Closed)
--------	-------------	---------------------------------

**JANUARY 2023**

Monday	January 2	New Year’s Day – Observed (BOCES 2 Closed)
Monday	January 16	Martin Luther King, Jr. Day (BOCES 2 Closed)

**FEBRUARY**

Monday	February 20	Presidents’ Day (BOCES 2 Closed)
--------	-------------	----------------------------------

**MARCH**

**APRIL**

Friday	April 7	Good Friday (BOCES 2 Closed)
Friday	April 28	Superintendent’s Conference Day

**MAY**

Monday	May 29	Memorial Day (BOCES 2 Closed)
--------	--------	-------------------------------

**JUNE**

Monday	June 19	Juneteenth (BOCES 2 Closed)
Thursday	June 22	Last day for students, teacher aides/SBAs
Friday	June 23	Last day for teachers

**Note:** There is also one floating holiday for classified staff to use at their discretion.

Board Approved:

**2022-2023 SCHOOL CALENDAR**  
**Monroe 2-Orleans BOCES**  
**Faculty/Students**

**Number of School Days in Attendance**

			<b><u>Faculty</u></b>	<b><u>Tchr</u></b>	<b><u>Students</u></b>
				<b><u>Aides/SBAs</u></b>	
<b><u>AUGUST 2022</u></b>					
Tuesday-Friday	August 23-26	New Staff Orientation	(4)		
Monday-Wednesday	August 29-31	*CTE Teachers Work			
<b><u>SEPTEMBER</u></b>					
Monday	September 5	Labor Day (No school)			
Tuesday	September 6	Faculty Orientation	1	1	
Wednesday	September 7	School Opens: full day session	18	18	18
<b><u>OCTOBER</u></b>					
Friday	October 7	Superintendent's Conference Day	1	1	
Monday	October 10	Columbus Day/Indigenous Peoples' Day (No school)	19	19	19
<b><u>NOVEMBER</u></b>					
Friday	November 11	Veterans Day (No school)			
Wednesday	November 23	Superintendent's Conference Day	1	1	
Thursday-Friday	November 24-25	Thanksgiving Recess (No school)	18	18	18
<b><u>DECEMBER</u></b>					
Monday-Friday	December 26-30	Holiday Recess (No school)	17	17	17
<b><u>JANUARY 2023</u></b>					
Monday	January 2	New Year's Day (Observed - No school)			
Tuesday	January 3	School Reopens			
Monday	January 16	Martin Luther King, Jr. Day (No school)			
Tuesday-Friday	January 24-27	Regents Exams (School in session)	20	20	20
<b><u>FEBRUARY</u></b>					
Monday-Friday	February 20-24	Presidents' Week, Mid-Winter Recess (No school)	15	15	15
<b><u>MARCH</u></b>			23	23	23
<b><u>APRIL</u></b>					
Monday-Friday	April 3-7	Spring Recess (No school)	14	14	14
Friday	April 28	Superintendent's Conference Day	1	1	
<b><u>MAY</u></b>					
Monday	May 29	Memorial Day Recess (No school)	22	22	22
<b><u>JUNE</u></b>					
Wednesday-Friday	June 14-16	Regents Exams (School in session)	15	15	15
Monday	June 19	Juneteenth (No School)			
Tuesday	June 20	*CTE Teachers' last day			
Tuesday-Thursday	June 20-22	Regents Exams (School in session) and last day for students, teacher aides/SBAs			
Friday	June 23	Regents Exam Rating Day and last day for teachers	1		
Total			186 (190)	185	181

\*CTE Teacher info does not affect Faculty total days

Board Approved:

10. New Business

2. Resolution to Approve 2022-2023 Board Meeting Dates

## **MONROE 2-ORLEANS BOCES 2022-23 BOARD MEETING DATES**

The Monroe 2-Orleans Board of Cooperative Educational Services typically holds its regular meetings August through June on the third Wednesday of the month **at 6:00 p.m.\*** at the Richard E. Ten Haken Educational Services Center, 3599 Big Ridge Road, Spencerport, New York 14559.

**Please note:** The April and May meetings will **not** fall on the third Wednesday.

Wednesday July 13, 2022 <i>Ridgmont Country Club</i>	<i>2:00 Audit Committee Meeting 3:00 p.m. Reorganizational-Regular Board Meeting; Followed by Board Development</i>
Wednesday, August 17, 2022	
Wednesday, September 21, 2022	
Wednesday, October 19, 2022	5:00 p.m. Audit Committee Meeting 6:00 p.m. Regular Board Meeting
Wednesday, November 16, 2022	
Wednesday, December 21, 2022	
Wednesday, January 18, 2023	
Wednesday, February 15, 2023	
Wednesday, March 15, 2023	
<b>Wednesday, April 12, 2023</b>	6:00 p.m. BOCES 2 Annual Meeting (Big Ridge Road Campus)
Wednesday, April 19, 2023	Regular Board Meeting and Code of Conduct Public Hearing
Tuesday, April 25, 2023	Component Districts Annual Voting on BOCES 2 Administrative Budget and Board Member Elections
<b>Wednesday, May 10, 2023</b>	Regular Board Meeting and District-Wide School Safety (SAVE) Plan Public Hearing
Wednesday, June 21, 2023	

Board Approved:

10. New Business

3. Monroe 2-Orleans BOCES 2020-2021 Report Card Review (Tom Schulte)

BOARD OF COOPERATIVE EDUCATIONAL SERVICES  
**REPORT CARD**



- Career and Technical Education
- Alternative Education
- Adult Career and Technical Education
- Adult Basic Education
- Special Education
- Professional Development
- 2020-2021** Expenses

**2020-2021**

**Monroe 2-Orleans BOCES**



**Monroe 2-Orleans BOCES  
Board of Cooperative Educational Services  
2020-2021 Report Card**

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

The following data were not included in this report.

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

**Due to the circumstances related to the pandemic, approximately 4 out of 10 students participated in the Spring 2021 Grades 3-8 English Language Arts (ELA) and Mathematics Tests. As a result, State Exam data are not an accurate representative of the State’s student population for the 2020-21 school year. The U.S. Department of Education did not grant the Department’s assessment waiver request for Spring 2021 tests. As a result, the Department administered shorter state assessments to those students who attended school in person. Students engaged in fully remote learning were not required to come to school to take the tests. For Spring 2022, NYSED expects to return to the normal two-session test format. Additionally, Regents Examinations were not offered in January or August of 2021. NYSED did offer the following Regents examinations in June 2021 only: Algebra I, Earth Science (written test only), English Language Arts (ELA), and Living Environment. More information can be found in the NYSED news feed website at <http://www.nysed.gov/news/2021>.**

**BOCES**  
**269200-00-0000**

**Component Districts**

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

**Monroe 2-Orleans BOCES encompasses 444 square miles**

**Joint Management Team**

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

**Regional Information Center**

- Monroe Accountability, Assessment and Reporting Services (MAARS)

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

# Indicators of BOCES Performance

## Career & Technical Education (CTE)

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

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

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

General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
2019-20	2019-20	2020-21	2020-21
289	105	360	98
231	49	243	93
223	44	220	81
127	19	111	20

### Other Career-Related Programs

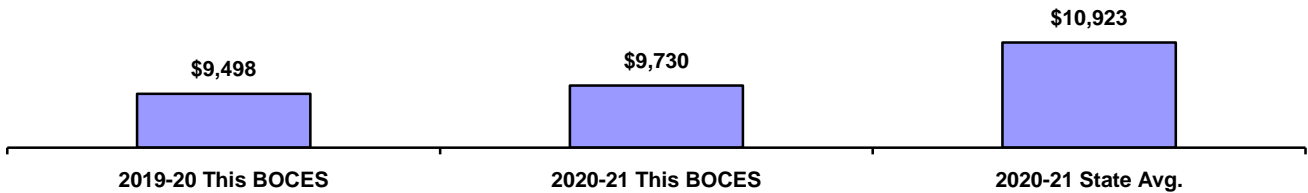
Number of 11<sup>th</sup>/12<sup>th</sup> grade students enrolled in one-year programs:

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

31	0	16	0
15	10	15	5
15	25	15	27

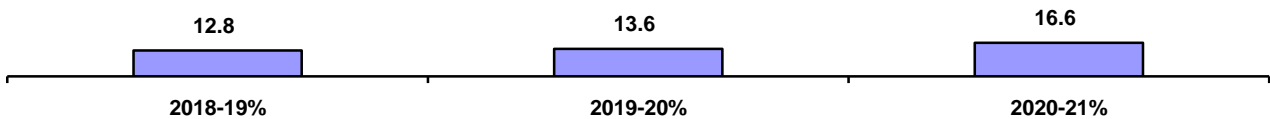
### Tuition Per Student for CTE Programs

*Data Source: 602 Report*



\*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools

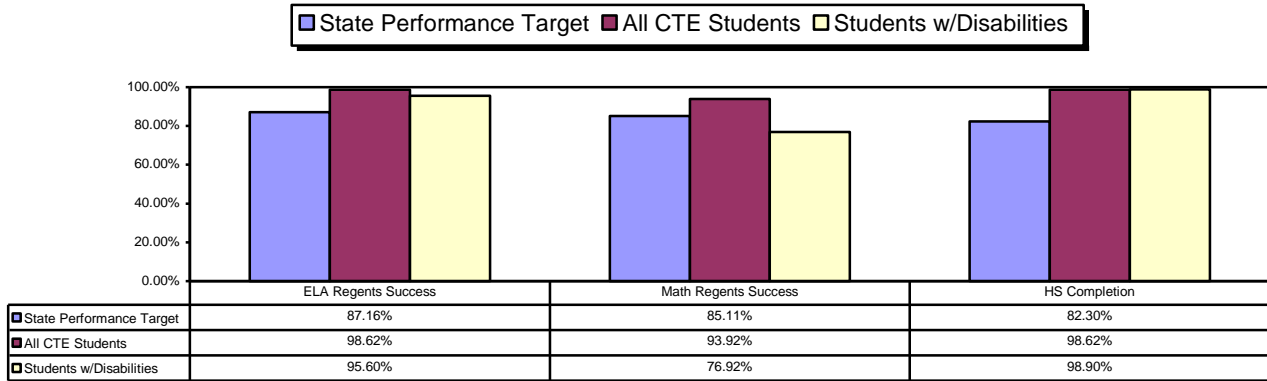
*Data Source: SIRS*



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

# CTE Student Performance on Perkins Indicators Who Left School in 2019-20

Data Source: SIRS



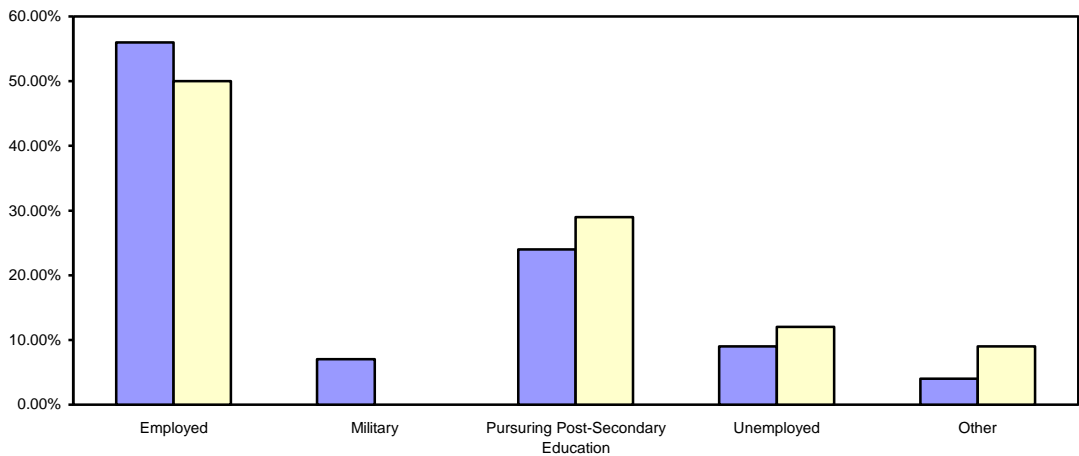
## Status of Career and Technical Education (CTE) Students 2019-20 Placement Outcomes

BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education. **Students received exemption from certain Regents testing requirements in 2019-2020 due to exam cancellation in response to the ongoing COVID-19 pandemic. As such, students were able to complete High School without passing all normally required Regents exams.** Data Source: CTE Placement Report

### Total Placement

This BOCES	State Target
<b>86.03%</b>	<b>97.54 %</b>

■ 2019-2020 All Graduates (General Education and Students with Disabilities)   ■ 2019-2020 Students with Disabilities



**Test Assessing Secondary Completion Leading to TASC  
For CTE Students Age 16-18  
2020-2021**

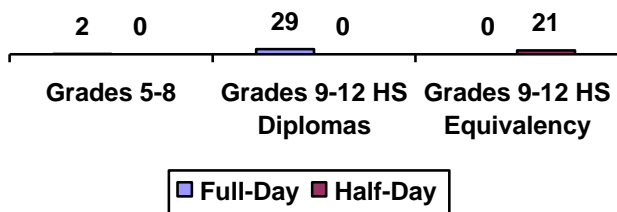
The Test Assessing Secondary Completion (TASC) is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the TASC are offered in English and Spanish.

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

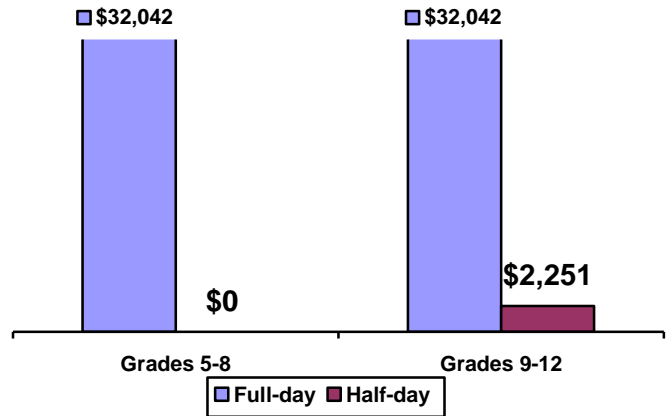
## Alternative Education

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

**Alternative Education Program Enrollment  
June 30, 2021**



**2020-2021 Per Student Tuition**



## Alternative Education Outcomes

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

	Grades 5-8		Grades 9-12 Programs Leading to HS Diploma		Grades 9-12 Programs Leading to HS Equivalency Diplomas	
	Full-day	Half-day	Full-day	Half-day	Half-day	Full-day
<b>Number of students who:</b>						
<b>Returned to a school district program</b>	2	0	0	0	0	0
<b>Remained in the BOCES program</b>	0	0	29	0	1	0
<b>Left the program and did not enter another district or BOCES program (dropouts)</b>	0	0	0	0	5	0
<b>Received high school diplomas</b>			5	0		

**Alternative Education State Testing Program**  
**2020-2021 School Year**

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested			Count of Students Exempted from Exam with Credit
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent	
Algebra I (CC)	0	0	3	3	0.0%	0.0%	100%	
Algebra II (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Geometry (CC)	0	0	0	0	0.0%	0.0%	0.0%	
English Language Arts (CC)	1	1	3	4	20%	20%	60%	
Living Environment	0	0	0	0	0.0%	0.0%	0.0%	
Physical Setting/ Earth Science	0	1	0	1	0.0%	100%	0.0%	
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%	
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%	
Global History and Geography II (New Framework)	0	0	0	0	0.0%	0.0%	0.0%	
Global History and Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	
United States History and Government	0	0	0	0	0.0%	0.0%	0.0%	

## Adult Career and Technical Education (CTE)

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

	This BOCES Count Percentage		BOCES Statewide Average
<b>All CTE Programs</b>			
Enrolled during 2019-20	216	--	--
Continuing Enrollment after 2019-20	53	24.54%	26.25%
Completed or Left During 2019-20	163	75.46%	73.42%
Left Prior to Completion During 2019-20	25	11.57%	13.29%
Completed by the End of 2019-20	138	63.89%	60.13%
Completed or Left During 2019-20 and Status Known	110	50.93%	44.85%
Completed/Left/Status Known and Successfully Placed*	84	38.89%	35.22%
Completed but Not seeking Employment	4	1.85%	6.31%
<b>Non-Traditional CTE Programs</b>			
Enrolled in Non-Traditional Programs During 2019-20	203	93.98%	45.18%
Completed a Non-Traditional Program By the End of 2019-20	130	60.19%	32.56%
Under-Represented Gender Members Enrolled during 2019-20	19	8.80%	5.65%
Under-Represented Gender Members Who Completed during 2019-20	8	3.70%	3.99%

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

## Adult Basic Education

Based on data reported for the National Reporting System (NRS) for adult education programs, enrollment in adult basic education programs for 2020-2021 was 271.

### Educational Gain

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

Educational Program	Enrollment			Educational Gain					
	2018-19	2019-20	2020-21	2018-19		2019-20		2020-21	
					Percent		Percent		Percent
Adult Beginning/Intermediate	108	79	139	51	47.2%	17	21.5%	23	16.5%
Adult Secondary (Low)	5	8	9	5	100%	4	50%	5	55.5%
ESOL	78	94	123	54	69.2%	23	24.5%	36	29.3%

### Other Outcomes (2018-19 through 2020-21)

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

Other Outcomes	Students with Goal			Students Achieving Goal					
	2018-19	2019-20	2020-21	2018-19		2019-20		2020-21	
					Percent		Percent		Percent
Entered employment	0	0	101	0	0.0%	0	0.0%	43	42.6%
Retained employment	0	0	58	0	0.0%	0	0.0%	25	43.1%
Obtained secondary or HS equivalency diploma	17	5	3	6	35.3%	3	60%	2	66.7%
Entered post-secondary education or training	0	0	0	0	0.0%	0	0.0%	0	0%



# Special Education

## Special Education Enrollment and Tuition

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

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

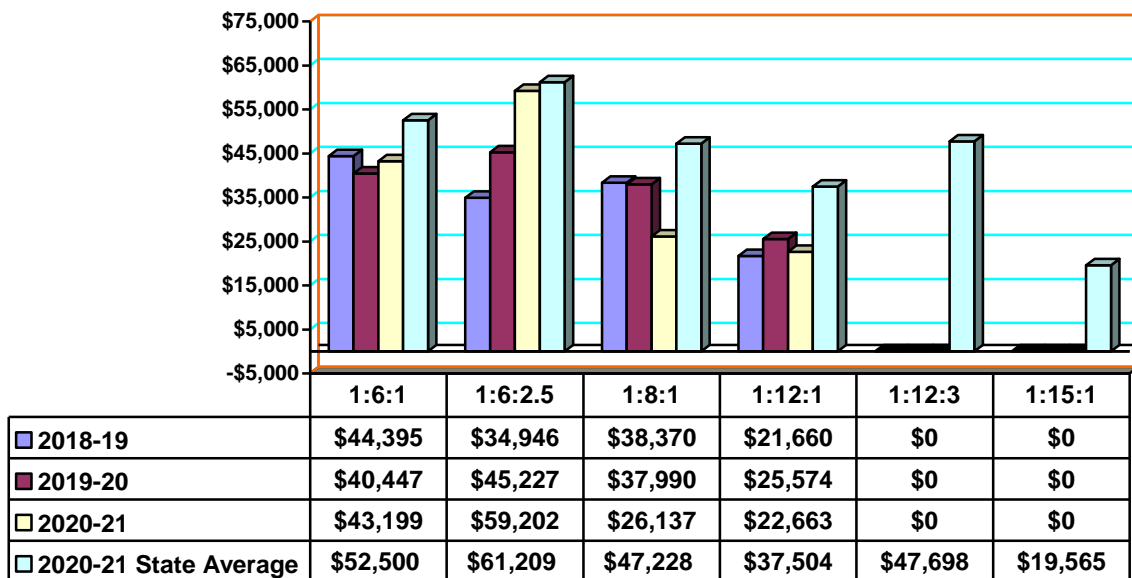
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

### Enrollment Trends

	2018-19	2019-2020	2020-21
8:1:1	77	89	80
12:1+1:3	0	0	0
6:1:1	151	171	156
12:1:1	167	114	101
15:1:1	0	0	0
6:1:2.5	25	28	33

### Tuition Rates Per Student 2018-19 through 2020-21



## Special Education State Testing Program 2020-2021 School Year

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

*Data Source: Data Warehouse*

State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	3	4	0	0	12	33.3%	0.0%	2
Grade 4 English Language Arts	8	2	1	0	13	23.0%	7.7%	1
Grade 5 English Language Arts	7	2	0	0	13	50.0%	0.0%	4
Grade 6 English Language Arts	2	3	0	2	15	33.3%	13.3%	6
Grade 7 English Language Arts	4	4	1	0	11	45.4%	9.0%	0
Grade 8 English Language Arts	3	2	2	2	18	33.3%	22.2%	8
Grade 3 Mathematics	4	3	0	0	11	27.2%	0.0%	1
Grade 4 Mathematics	9	2	0	0	14	14.3%	0.0%	2
Grade 5 Mathematics	7	1	0	0	16	6.3%	0.0%	4
Grade 6 Mathematics	7	0	0	0	17	0.0%	0.0%	8
Grade 7 Mathematics	6	2	0	1	12	25.0%	8.3%	0
Grade 8 Mathematics	7	1	0	0	16	6.3%	0.0%	7

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

**Special Education State Testing Program (cont'd.)**  
**2020-2021 School Year**

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested			Count of Students Exempted from Exam with Credit
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent	
Algebra 1 (CC)	2	0	0	2	100%	0.0%	0.0%	15
Algebra 2 (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Geometry (CC)	0	0	0	0	0.0%	0.0%	0.0%	1
Living Environment	0	1	0	1	0.0%	100%	0.0%	10
Physical Setting/ Earth Science	0	0	0	0	0.0%	0.0%	0.0%	4
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%	1
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%	
English Language Arts (CC)	6	1	2	0	66.7%	11.1%	22.2%	12
Regents ELA	0	0	0	0	0.0%	0.0%	0.0%	
Global History and Geography II (New Framework)	0	0	0	0	0.0%	0.0%	0.0%	11
Global History & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	
United States History & Government	0	0	0	0	0.0%	0.0%	0.0%	7

**Students with Severe Disabilities Performance on the  
New York State Alternate Assessments  
2020-2021 School Year**

State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4 Percent	Level 3-4 Percent	
Grade 3 English Language Arts	0	1	1	0	2	100.0%	50.0%	0.0%
Grade 4 English Language Arts	0	0	3	0	3	100.0%	100.0%	0.0%
Grade 5 English Language Arts	0	1	2	0	3	100.0%	66.7%	0.0%
Grade 6 English Language Arts	0	0	2	0	2	100.0%	100.0%	0.0%
Grade 7 English Language Arts	0	0	3	0	3	100.0%	100.0%	0.0%
Grade 8 English Language Arts	0	2	5	1	8	100.0%	75.0%	0.0%
High School English Language Arts	0	0	3	0	3	100.0%	100.0%	0.0%
Grade 3 Mathematics	0	1	1	0	2	100.0%	50.0%	0.0%
Grade 4 Mathematics	0	2	1	0	3	100.0%	33.3%	0.0%
Grade 5 Mathematics	0	1	2	0	3	100.0%	66.7%	0.0%
Grade 6 Mathematics	0	1	0	1	2	100.0%	50.0%	0.0%
Grade 7 Mathematics	0	1	2	0	3	100.0%	66.7%	0.0%
Grade 8 Mathematics	0	2	6	0	8	100.0%	75.0%	0.0%
High School Mathematics	0	0	3	0	3	100.0%	100.0%	0.0%

Data Source: Data Warehouse

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

## Professional Development 2020-2021 School Year

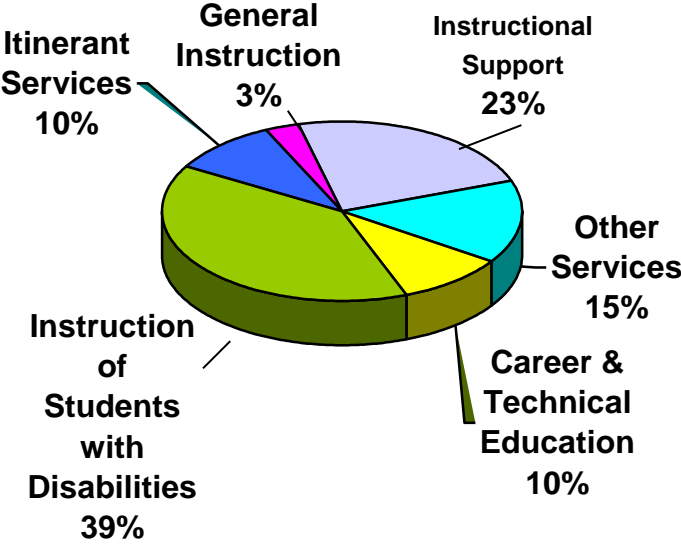
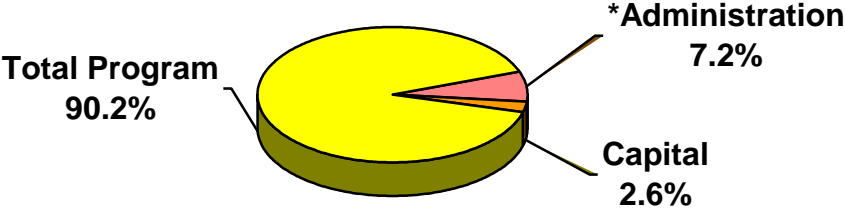
The data in this chart is from BOCES-sponsored professional development and offered by Instructional Support Divisions.

BOCES provided training in the following areas:	Number of Hours Offered and Number of Participants:									
	Superintendents or District-level		Principals or Building-level admins		Teachers		Paraprofessionals		Other	
	Hours	# Staff	Hours	# Staff	Hours	# Staff	Hours	# Staff	Hours	# Staff
<b>Curriculum &amp; Instruction:</b>										
Learning Standards	0	2	27	70	1098	411	0		106	11
Instructional Strategies	90	33	75	76	2401	1073	72	34	658	71
Data-Driven Instruction	4	2	13	125	274	105	1	1	0	
Effective Use of Technology	62	31	58	56	920	680	168	83	157	76
Project Based Learning	0		0		0		0		0	
Parent Engagement	0		0		0		0		0	
RBE-RN	30	410	30	370	250	1490	36	183	40	760
College, Career & Civic Readiness	0		0		0		0		0	
Response to Intervention	0		0		0		0		0	
Early Childhood Education	0		0		80	17	0		0	
Career and Technical Education	0		18	2	276	25	21	2	36	4
Middle Level Education	0		0		0		0		0	
Special Education Strategies	15	9	13	7	315	140	582	287	426	191
<b>Leadership:</b>										
APPR: Lead Evaluator & Principal Evaluator Training	51	17	1242	137	0		0		0	
Leadership Development	164	55	179	42	189	65	0		148	53
District & School Strategic Planning	30	13	77	24	28	45	0		6	6
Using Data	6	13	6	11	5	1	0		5	10
<b>Culture/Climate (indicate below)</b>										
Diversity/Equity/Inclusivity	564	45	277	23	689	148	217	113	459	170
Social – Emotional Learning	515	87	270	41	542	163	389	141	1388	180
Other culture/climate	0		40	5	30	7	0		0	
Safety	0		88	22	935	294	214	258	559	256
Other	0		36	2	162	48	4	2	317	48

# 2020-2021 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 6,881,887
Capital Expenses.....	\$ 2,497,144
Total Program Expenses.....	\$ 85,619,760
Total Expenses.....	\$ 94,998,791



# Monroe 2-Orleans BOCES

## Special Education

### Special Education Enrollment and Tuition

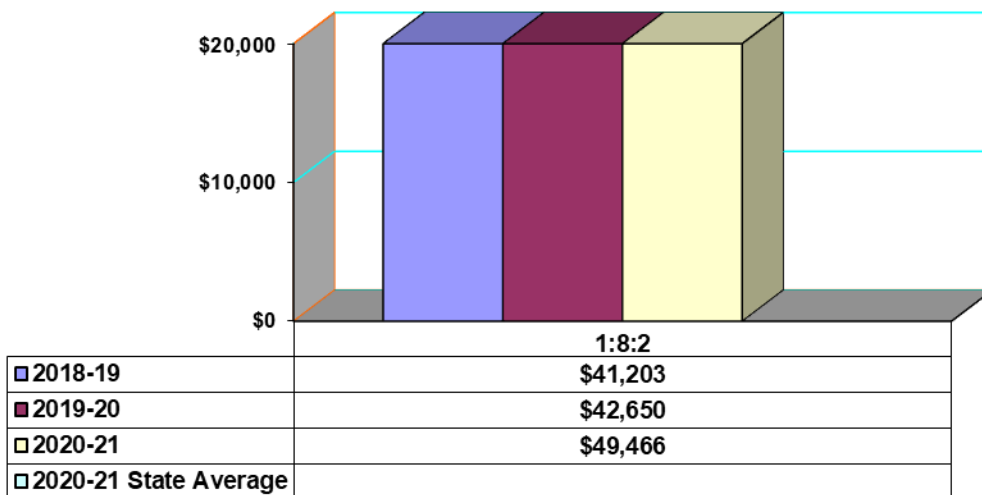
## Addendum

This is an addendum of enrollment and tuition information, as this BOCES provides another option of student/staff ratios (as reported on: BOCES Report Card 2021 Page 7).

### Enrollment

	2018-19	2019-20	2020-21
<b>8:1:2</b>	55	59	55

### Tuition Rates Per Student



10. New Business

4. Resolution to Approve 2022-23 Monroe 2-Orleans BOCES Code of Conduct



# MONROE 2-ORLEANS BOCES

## Student Code of Conduct

~~2021-2022-2023~~



### Equal Opportunity Notice

The Monroe 2-Orleans Board of Cooperative Educational Services does not discriminate on the basis of age, sex, race, religion, color, national origin, disability, creed, marital status, veteran status, military status, sexual orientation, prior criminal offense, domestic violence victim status, gender identity, gender expression, or genetic status in its programs or activities and provides equal access to the Boy Scouts of America and other designated youth groups. The following office has been designated to handle complaints/inquiries regarding the BOCES' non-discrimination policies: ~~Director of~~ *Assistant Superintendent for* Human Resources, 3599 Big Ridge Road, Spencerport, New York 14559, 585-352-2420, and is also the Title VII and Title IX Officer. For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481. Please note that those wishing to file a complaint may also do so through the Department of Education's Office for Civil Rights at <https://www2.ed.gov/about/offices/list/ocr/complaintprocess.html>. See also New York State Executive Law 296.

Monroe 2-Orleans BOCES complies with the Americans with Disabilities Act (ADA) which provides access to all its services, programs, activities, and employment for those individuals with a disability. Monroe 2-Orleans BOCES will provide reasonable accommodations and/or appropriate modifications, aides and services as required by law to provide access to individuals with disabilities to its programs, services, employment, and activities. Any individual requesting an accommodation must notify the ADA Compliance Officer at least 72 hours prior to the event or program or activity. BOCES' non-discrimination policy 1440 and 6460 related to students can be found on the Community Tab. Disability Discrimination Complaint procedure is found in Regulation 2000 and 6461 located on the Monroe 2-Orleans BOCES website under the Community Tab. The designated ADA Compliance Officer is the ~~Director of~~ *Assistant Superintendent for* Human Resources, 3599 Big Ridge Road, Spencerport NY 14559, 349-2420.

**Code of Conduct  
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## **Code of Conduct**

### **I. Introduction**

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

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

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

Unless otherwise indicated, this Code applies to all students, staff, parents, and visitors when on BOCES (owned or leased) property or at a BOCES function wherever the function is located.

### **II. Definitions**

For purposes of this Code, the following definitions apply.

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

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

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

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

“CTE” means Career and Technical Education.

“CWD” means Center for Workforce Development.

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

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

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

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

“Possession” includes on the person or in the belongings of the person, whether the person owns the item or belongings or not, or a student presence in a vehicle or at a BOCES or non-BOCES location, on BOCES’ property or at a BOCES’ function where a drug, illegal substance, marijuana, drug paraphernalia, or alcohol is present.

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

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

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

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

A “weapon” is defined as: a pocket knife or knife with a blade of or more than 2.5 inches; a weapon, device, instrument, material or an animate or inanimate substance used for or readily capable of causing death or serious bodily injury; firearm; pistol; revolver; shotgun; rifle; altered or modified shotgun or rifle; assault weapon; imitation pistol; dagger; dangerous knife; dirk; razor; stiletto; electronic dart gun; electronic stun gun; gravity knife; switchblade knife; pilum ballistic knife; metal knuckles knife; cane sword; billy; black jack; bludgeon; plastic knuckles; metal knuckles; chuka stick; sandbag; sandclub; wrist brace-type slingshot or slingshot; shirken; kung-fu star; or a look-a-like weapon; bow, crossbow and arrow, matches or lighters when used or attempted to injure staff, students or any person upon BOCES’ property or at a BOCES’ function.

### III. Student Bill of Rights

#### A. Student Rights

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

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

#### B. Student Responsibilities

All students have the responsibility to:

1. Contribute to maintaining a safe, respectful, healthy, civil, ~~and~~ orderly *and supportive* school environment that is conducive to learning and to show respect to staff, students, and other persons lawfully on BOCES property and to BOCES property, itself.
2. Be familiar with and abide by all home school district, site locations and BOCES policies, rules and regulations dealing with student conduct.
3. Attend school, whether in person or remotely, every day unless an excused absence is provided, be on time for class, and be prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. Respond to direction given by staff in a respectful, positive manner.
6. ~~Work to develop~~ *Use strategies* to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might otherwise lead to discipline.
9. Dress and groom for school and BOCES functions in accordance with the dress code.
10. Accept responsibility for their behavior.
11. Conduct themselves as representatives of the BOCES when participating in or attending BOCES functions; to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
12. Report violation(s) of Code to a BOCES' staff member.

### IV. Essential Partners

#### A. Parents

All parents are expected to:

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

B. BOCES Instructional Staff ~~and Staff~~

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

1. Model and maintain a climate of mutual respect and dignity, regardless of actual or perceived age, sex, race, color, creed, religion, national origin, marital status, veteran status, disability, military status, sexual orientation, prior criminal offense, domestic violence victim status, genetic status, gender identity, or gender expression, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach the curriculum and adjust to students' learning styles; demonstrate interest in teaching and concern for student achievement; and commitment to continuous learning and professionalism.
3. Know BOCES policies, regulations, and rules, and enforce them in a fair, consistent, prompt, and lawful manner.
4. Communicate to students and parents:
  - a. Course objectives and requirements
  - b. Marking/grading procedures
  - c. Assignment deadlines
  - d. Classroom Rules
  - e. Attendance requirements

5. Communicate regularly with students, parents, and staff, concerning growth and achievement or lack thereof, as well as problem areas and issues which need addressing.
6. Utilize staff in a manner intended to consistently improve student achievement.
7. Maintain current and accurate student records.
8. Use cell phones or electronic devices on BOCES property and/or at BOCES functions, only in an appropriate manner in compliance with BOCES policies/procedures.
9. Address and/or report to the DASA coordinator in a timely manner issues of harassment, discrimination, or bullying that threaten the emotional or physical health or safety of a student.
10. Maintain an environment ~~where he/she does~~ *that does* not discriminate, harass, or bully a student as defined in policy and regulation 6462 and as outlined in Section VI of this Code.

#### C. BOCES Staff

All BOCES staff are expected to:

1. Model and maintain a climate of mutual respect and dignity, regardless of actual or perceived age, sex, race, color, creed, religion, national origin, marital status, veteran status, disability, military status, sexual orientation, prior criminal offense, domestic violence victim status, genetic status, gender identity, or gender expression, which will strengthen students' self-concept and promote confidence to learn.
2. Know BOCES policies, regulations, and rules, and enforce them in a fair, consistent, prompt, and lawful manner.
- ~~3. Utilize staff in a manner intended to consistently improve student achievement.~~
4. Use cell phones or electronic devices on BOCES property and/or at BOCES functions, only in an appropriate manner in compliance with BOCES policies/procedures.
5. Address and/or report to the DASA coordinator in a timely manner issues of harassment, discrimination, or bullying that threaten the emotional or physical health or safety of a student.
6. Maintain an environment ~~where he/she~~ *that* does not discriminate, harass, or bully a student as defined in policy and regulation 6462 and as outlined in Section VI of this Code.

#### D. BOCES School-based Mental Health Staff

BOCES School-based Mental Health Staff are expected to:

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

- gender identity, gender expression, prior criminal offense, domestic violence victim status, or genetic status which will strengthen students' self-concept and promote confidence to learn.
2. Assist students in coping with peer pressure and their personal, social and emotional problems.
  3. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
  4. Regularly review with students their educational progress and career plans.
  5. Provide information to assist students with career planning.
  6. Encourage students to benefit from the curriculum and extracurricular programs.
  7. Maintain current and accurate student records.
  8. Use cell phones or electronic devices on BOCES property and/or at BOCES functions, only in an appropriate manner in compliance with BOCES policies/procedures.
  9. Address and/or report issues to the DASA Coordinator in a timely manner of harassment, discrimination, or bullying that threaten the emotional or physical health or safety of a student.
  10. Maintain an environment where he/she/*they* does not discriminate, harass, or bully a student as defined in policy and regulation 6462 and as outlined in Section VI of this Code.

#### E. Authorized BOCES officials

Authorized BOCES officials are expected to:

1. Model and maintain a climate of mutual respect and dignity, regardless of actual or perceived age, sex, race, color, creed, religion, national origin, marital status, veteran status, disability, military status, sexual orientation, gender identity, gender expression, prior criminal offense, domestic violence victim status, or genetic status which will strengthen students' self-concept and promote confidence to learn.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
3. Ensure that students and staff have the opportunity to communicate regularly with the authorized BOCES official for redress of grievances.
4. Evaluate on a regular basis all instructional programs.
5. Support the development of and student participation in appropriate extracurricular activities.
6. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly, fairly, consistently, and lawfully.
7. Set the high expectation for all students, visitors, and staff that inappropriate language does not belong in a school setting.
8. Maintain current and accurate student records.



9. Use cell phones or electronic devices on BOCES property and/or at BOCES functions, only in an appropriate manner in compliance with BOCES policies/procedures.
10. Address and/or report to the DASA coordinator in a timely manner issues of harassment, discrimination, or bullying that threaten the emotional or physical health or safety of a student.
11. Maintain an environment where he/she/*they* does not discriminate, harass, or bully a student as defined in policy and regulation 6462 and as outlined in Section VI of this Code.

#### F. District Superintendent

The District Superintendent is expected to:

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

#### G. Board

The Board is expected to:

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

## H. Dignity for All Students Act Coordinator (DASA)

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

## V. Student Dress Code

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

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

1. Be safe, **appropriate** and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments such as ~~tube tops~~, net tops, ~~halter tops~~, ~~spaghetti straps~~, plunging necklines (front and/or back) and see-through garments are not appropriate.
3. Ensure pants and shorts do not fall below waist/hip-line exposing underwear or any other clothing under ~~jeans/pants/trousers~~/shorts.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include items that are vulgar, obscene, lewd, libelous and/or disparage others on account of age, race, color, religion, creed, national origin, gender identity, gender expression, marital status, prior criminal offense, victim of domestic violence, genetic status, military or veteran status, sex, sexual orientation or disability.
6. Not promote, endorse, and/or display the use of e-cigarettes, vaporizers or similar instruments, alcohol, tobacco, nicotine, nicotine like products, illegal drugs, drug paraphernalia, firearms or weapons, pornography or sexually explicit materials, and/or encourage other illegal or violent activities or gang affiliation.
- ~~7. Not to wear outerwear including overcoats in the building.~~
8. Hats and ~~gear for the~~ head **coverings only** are appropriate if they do not **create a substantial disruption, are not a safety issues, do not** interfere with the program/class and do not violate numbers 5 and 6, above.

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

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

## **VI. Prohibited Student Conduct**

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

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

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

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

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

- A. Engage in conduct that is disorderly, i.e., intentionally causing public inconvenience, annoyance or alarm, or recklessly creating a risk thereof. Examples of disorderly conduct include but are not limited to:
  1. Running in the building, hallways or school rooms.
  2. Interrupting class, program and/or instruction.
  3. Making unreasonable noise.
  4. Using language or gestures that are profane, lewd, vulgar or abusive in any form (i.e., verbal, written, emails, text messaging, chat rooms, social media, website, cell phone, sexting, upskirting, taking photographs without consent) *such as cursing or swearing*.
  5. Obstructing vehicular or pedestrian traffic.
  6. Driving recklessly.
  7. Violating any driving road rules or laws or BOCES rules while operating a motor vehicle.
  8. Engaging in any act which disrupts the normal operation of the school and/or school community.
  9. Trespassing. Students are not permitted in any school or BOCES building or on BOCES property, or at a BOCES function, other than the one they regularly attend, without permission from the authorized BOCES official.
  10. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate

websites; or any other violation of the BOCES' acceptable use policy (Policy 6214, Student use of Computerized Information Resources).

11. Indoor use of skateboards, rollerblades, Ripstiks or the like.

~~12. Using vulgar or abusive language, cursing or swearing.~~

B. Engage in conduct that is insubordinate, i.e. failing to comply with the lawful directions of a teacher, school administrator or other school and/or BOCES employee in charge of the student. Examples of insubordinate conduct include but are not limited to these incidents OR any violation of ANY other policy or regulation and/or any section of this Code of Conduct:

1. Failing to comply or refusing to comply with the reasonable directions of a staff member or otherwise demonstrating disrespect for program expectations or the Code of Conduct.
2. Lateness for, missing or leaving school without permission.
3. Any form of academic misconduct. Examples of academic misconduct include but are not limited to:
  - a) Plagiarism,
  - b) Cheating,
  - c) Copying,
  - d) Altering records, or
  - e) Assisting another in any of the above actions.
4. Refusing to leave a classroom or BOCES grounds when directed.

C. Engage in conduct that is disruptive. Any action or actions that result in a delay or interruption of the educational process for themselves and/or other students. Examples of disruptive conduct include but are not limited to:

1. Using electronic device(s) for purposes other than instruction.
2. Engaging in conduct listed in A and B above.

D. Engage in conduct that is violent. A violent student is defined as an elementary or secondary student under the age of 21 who engages in violent conduct. [N.Y. Educ. Law §§ 2801(2)(m) and 3214(2-a)(a)]. Examples of violent conduct include but are not limited to:

1. Committing or threatening an act of violence (such as hitting, kicking, punching, spitting, ~~and~~ *or* scratching) upon another staff or student or any other person lawfully on BOCES property or attempting to do so.
2. Possessing a firearm or weapon or other dangerous instrument capable of causing death or physical injury, or what appears to be a firearm or weapon. Authorized law enforcement officials called by BOCES or legally on BOCES property for an official purpose are the only persons permitted to have a firearm or weapon in their possession while on BOCES property or at a BOCES function.
3. Displaying what appears to be a firearm or weapon or other dangerous instrument capable of causing death or physical injury.

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

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

Reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for ~~his or her~~ *his/her/their* physical safety.

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

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

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

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

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

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

## VII. Reporting Violations

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

All BOCES staff who are authorized to impose disciplinary sanctions are expected to do so promptly, fairly, consistently, and lawfully. BOCES staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a BOCES staff member who is authorized to impose an appropriate sanction.

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

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

### **VIII. Disciplinary Penalties, Procedures and Referrals**

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

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

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

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

Under no circumstance however will a child in the pre-school aged program be disciplined or expelled.

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

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

#### **A. Penalties**

Students who are found to have violated the BOCES' Code of Conduct may be subject to the following penalties, either alone or in combination. The BOCES staff identified after



each penalty are authorized to impose that penalty, consistent with the student's right to due process.

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

#### B. Procedures

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

##### 1. Teacher removal of disruptive students:

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain ~~his or her~~ *his/her/their* composure and self-control in an alternative setting. Such techniques may include, but are not limited to: (1) short

term “time out”<sup>1</sup> in a classroom or in an administrator’s office; (2) sending a student into the hallway briefly; (3) sending a student to the office for the remainder of the class time only; or (4) sending a student to a counselor or other staff member for counseling. Time-honored classroom management techniques such as these do not constitute discipline removals for purposes of this Code.

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

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

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

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

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

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

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student’s removal at the last known address for the parents. Where

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<sup>1</sup> These “time out” sessions are not the same as the time out rooms defined and controlled by Commissioner Regulations.

possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

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

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

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

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

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

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming until ~~he or she~~ *he/she/they* is permitted to return to the classroom.

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

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

2. Suspension from extracurricular activities and other privileges:

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

3. In-School suspension:

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

4. Suspension from school:

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

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

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

When the authorized BOCES official or District Superintendent (referred to as the "suspending authority") propose to suspend a student for five days or less pursuant to Education Law § 3214 (3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure

receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should be provided by telephone also if the school has been provided with a telephone number(s) for the purpose of contacting the parents, but will not replace the 24-hour written notice.

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

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

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

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

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

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

## C. Minimum Periods of Suspension

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

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

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

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

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

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

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

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

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

#### D. Referrals

##### 1. Counseling:

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

##### 2. PINS Petition:

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

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

##### 3. Juvenile Delinquents and Juvenile Offenders:

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

- a. Any student under the age of 16 who is found to have brought a firearm or weapon to school, or
- b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law § 1.20(42). The District Superintendent is required to refer students age 16 or older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

#### **IX. Alternative Instruction**

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

#### **X. Discipline of Students with Disabilities**

The BOCES recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The BOCES also recognizes that students with disabilities are afforded certain procedural protections whenever staff intend to impose discipline upon them. The BOCES is committed to ensuring that the procedures followed

for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

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

A. Authorized Suspensions or Removals of Students with Disabilities

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

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

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

2. Authorized BOCES official staff may order the suspension or removal of a student with a disability from ~~his or her~~ *his/her/their* current educational placement as follows:
  - a. A suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
  - b. The home school Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if it is determined that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
  - c. The home school Superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a



disability would be subject to discipline, but not more than 45 school days, if the student possesses a weapon on BOCES property or at a BOCES function, or the student possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at or on BOCES' property or a BOCES' function, or inflicts serious bodily injury upon another at BOCES or on BOCES' property or at a BOCES function. Serious bodily injury is defined as one of the following: substantial risk of death or extreme physical pain or obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or faculty.

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

## B. Change of Placement Rules

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

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

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

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

D. Expedited Due Process Hearings

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

**XI. Corporal Punishment**

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of a student by BOCES staff is strictly forbidden. However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used; meaning staff may implement emergency physical interventions.

The BOCES will file all paperwork/forms on use of corporal punishment with the Commissioner of Education in accordance with Commissioner's Regulations.

**XII. Student Interrogations and Searches**

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

An authorized BOCES official may search a student and/or student's belongings or the belongings on the student and/or in the student's possession. Prior to that search, the authorized BOCES official will first initiate a conversation with the student in an effort to have the student admit to their behavior that is violating the law or the Code of Conduct and/or turn over the contraband in lieu of having to perform a search.

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

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

Whenever practicable, searches will be conducted in the privacy of administrative offices and students could be present when their possessions are being searched, and two adults will be present if possible.

A. Student Lockers, Desks and Other School Storage Places

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

B. Strip Search

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

Strip searches may only be conducted by an authorized staff member of the same gender as the student being searched and in the presence of another authorized BOCES official who is also of the same gender as the student.

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

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

#### C. Documentation of Searches

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

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

The authorized BOCES official shall be responsible for the custody, control and disposition of any item taken from the student. The authorized BOCES official shall clearly label each item taken from the student and retain exclusive, restricted control of the item(s), unless the items are turned over to the police or hearing officer. The authorized BOCES official shall be responsible for personally delivering dangerous or illegal items to police authorities.

#### D. Police Involvement in Searches and Interrogations of Students

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

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

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

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

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

#### E. Child Protective Services Investigations

Consistent with the BOCES commitment to keep students safe from harm and the obligation of authorized BOCES officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the BOCES will cooperate with and assist CPS representatives and their multi-disciplinary team in accordance with Social Services Law § 425 but have discretion to refuse a meeting with local child protective services workers who wish to conduct interviews of students on BOCES property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by child protective services to interview a student on BOCES property shall be made directly to the authorized BOCES official. The authorized BOCES official shall set the time and place of the interview if they determine the interview shall take place. The authorized BOCES official shall decide if it is necessary and appropriate for an authorized BOCES official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of ~~his or her~~ *his/her/their* clothing in order for the child protective services worker to verify the allegations, the BOCES or district nurse or other BOCES or district medical personnel must be present during that portion of the interview. No student will be required to remove ~~his or her~~ *his/her/their* clothing in front of a child protective worker or authorized BOCES official of the opposite gender.

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

### **XIII. Visitors to the Schools**

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

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the office of the authorized BOCES official upon arrival at the school. They will be required to complete the visitor registration process. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
3. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s) so that class disruption is kept to a minimum.
4. Visitors should not be on the property for social purposes.
5. Any unauthorized person on school property will be reported to the authorized BOCES official. Unauthorized persons or authorized visitors who are disruptive will be asked to leave. The authorized BOCES official may be called if the situation warrants.
6. All visitors are expected to abide by the rules for public conduct on BOCES property contained in this Code of Conduct.

### **XIV. Public Conduct on School Property**

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

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

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

#### **A. Prohibited Conduct**

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.

2. Intentionally damage or destroy BOCES property or the personal property of a BOCES staff or any person on BOCES property, including by graffiti or arson.
3. Disrupt the orderly conduct of classes, BOCES programs or other BOCES activities.
4. Distribute or wear materials on BOCES property or at BOCES functions that are obscene, lewd, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the BOCES program.
5. Intimidate, harass, discriminate, or bully against any person on the basis of age, sex, race, color, creed, religion, national origin, marital status, veteran status, disability, military status, sexual orientation, gender identity, gender expression, prior criminal offense, domestic violence victim status, interns or genetic status.
6. Enter any portion of the premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this Code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, distribute, share, use, be under the influence, manufacture or exchange alcoholic beverages, powdered alcohol or as in a beverage, controlled substances, any illegal substances, over-the-counter, look alike substances, legal substances that mimic the effects of an illegal substance, or be under the influence of either on BOCES property or at a BOCES function.
10. Smoking, selling, sharing, distributing, using, manufacturing, exchanging and/or possessing a tobacco product. Tobacco shall be defined as any lighted or unlighted cigarette, cigar, cigarillo, pipe, bidi, clove, cigarette, and any other smoking product matter or substance that contains tobacco, and spit tobaccos, (smokeless, dip chew and/or snuff), in any form. The use of e-cigarettes and any other products containing nicotine is also prohibited.
11. The use or possession of e-cigarettes, vaporizers or a similar instrument.
12. Possess, use, or threaten the use of firearm(s) or weapon(s) in or on BOCES property or at a BOCES function, except in the case of law enforcement officers.
13. Loiter on or about BOCES property or at a BOCES' function.
14. Gamble on BOCES property or at BOCES functions.
15. Refuse to comply with any reasonable order of identifiable BOCES authorized officials performing their duties.
16. Incite others to commit any of the acts prohibited by this Code or law.
17. Violate any federal or state statute, local ordinance or BOCES policy while on BOCES property or while at a BOCES function.

## B. Penalties

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

1. Visitors. Their authorization, if any, to remain on BOCES grounds or at the BOCES function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection by law enforcement authorities. They could also be permanently banned or barred from BOCES' property and/or functions wherever the function(s) takes place.

2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured staff members. They shall be subject to removal or disciplinary action as the facts may warrant in accordance with Educational Law § 3020-a, if applicable, and/or any legal rights that they may have and possibly the subject of a Part 83 report.
4. Staff members in the classified service of civil service may be subject to removal or disciplinary action as the facts may warrant in accordance with Civil Service Law § 75 if applicable and/or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 3 and 4 shall be subject to ejection, banning, warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

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

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

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

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

A. **Dissemination of Code of Conduct**

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

1. Providing copies of a plain language, age-appropriate summary of the Code to all students at the beginning of each school year.
2. Making copies of the Code available to all parents at the beginning of the school year.
3. Mailing a summary of the Code of Conduct written in plain language to all parents of BOCES students enrolled in BOCES instructional programs



before the beginning of the school year and making this summary available later upon request.

4. Providing all current teachers and other staff members with a copy of the Code, after its initial adoption, and a copy of any amendments to the Code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
6. Making copies of the Code available for review by students, parents, staff and other community members.
7. Providing, upon request, the Code in the parent's dominant language.

**B. Review**

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

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

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

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

**C. DASA Training**

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

**D. Dignity Act Coordinators**

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

<u>Name</u>	<u>Building</u>	<u>Phone</u>	<u>E-mail</u>
<del>Tim Dobbertin</del>	BOCES-Wide/ESC	352-2415	<del><a href="mailto:tdobbert@monroe2boces.org">tdobbert@monroe2boces.org</a></del>
Heather Malone	Preschool	617-2320	<a href="mailto:hmalone@monroe2boces.org">hmalone@monroe2boces.org</a>

Nicole Littlewood	Westview	617-2439	<a href="mailto:nlittlew@monroe2boces.org">nlittlew@monroe2boces.org</a>
Nicole Littlewood	Exceptional Children Learning Center	617-2439	<a href="mailto:nlittlew@monroe2boces.org">nlittlew@monroe2boces.org</a>
Maria Tantillo	Spencerport Admin. Building	617-2534	<a href="mailto:mtantill@monroe2boces.org">mtantill@monroe2boces.org</a>
Rebecca Spence	Terry Taylor Elementary	349-5637	<a href="mailto:rspence@monroe2boces.org">rspence@monroe2boces.org</a>
James Jewell	Special Education Transition Programs at Slayton Plaza, Roberts Wesleyan, Golisano Children's Hospital (SEARCH) and Paul Road	617-2523	<a href="mailto:jejewell@monroe2boces.org">jejewell@monroe2boces.org</a>
Robert Nells	Ridgecrest Academy	617-2948	<a href="mailto:rnells@monroe2boces.org">rnells@monroe2boces.org</a>
Tony Britt	WEMOCO	352-2480	<a href="mailto:tbritt@monroe2boces.org">tbritt@monroe2boces.org</a>
Martha Willis	Westside Academy	617-2551	<a href="mailto:mwillis@monroe2boces.org">mwillis@monroe2boces.org</a>

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

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

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

Bullying that occurs outside of BOCES that materially and substantially interferes with the operation of the school or program, or impinges on the rights of a student is prohibited and discipline could result.

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

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

### Prevention

Bullying prevention programs will be integrated into classroom instruction through BOCES-wide training on warning signs of bullying and the responsibility to become actively involved in prevention of bullying before it starts.

## Coordinators

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

<u>Name</u>	<u>Building</u>	<u>Phone</u>	<u>E-mail</u>
<del>Tim Dobbertin</del>	BOCES-Wide/ESC	352-2415	<a href="mailto:tdobbert@monroe2boces.org">tdobbert@monroe2boces.org</a>
Heather Malone	Preschool	617-2320	<a href="mailto:hmalone@monroe2boces.org">hmalone@monroe2boces.org</a>
Nicole Littlewood	Westview	617-2439	<a href="mailto:nlittlew@monroe2boces.org">nlittlew@monroe2boces.org</a>
Nicole Littlewood	Exceptional Children Learning Center	617-2439	<a href="mailto:nlittlew@monroe2boces.org">nlittlew@monroe2boces.org</a>
Maria Tantillo	Spencerport Admin. Building	617-2534	<a href="mailto:mtantill@monroe2boces.org">mtantill@monroe2boces.org</a>
Rebecca Spence	Terry Taylor Elementary	349-5637	<a href="mailto:rspence@monroe2boces.org">rspence@monroe2boces.org</a>
James Jewell	Special Education Transition Programs at Slayton Plaza, Roberts Wesleyan, Golisano Children's Hospital (SEARCH) and Paul Road	617-2523	<a href="mailto:jejewell@monroe2boces.org">jejewell@monroe2boces.org</a>
Robert Nells	Ridgecrest Academy	617-2948	<a href="mailto:rnells@monroe2boces.org">rnells@monroe2boces.org</a>
Tony Britt	WEMOCO	352-2480	<a href="mailto:tbritt@monroe2boces.org">tbritt@monroe2boces.org</a>
Martha Willis	Westside Academy	617-2551	<a href="mailto:mwillis@monroe2boces.org">mwillis@monroe2boces.org</a>

## Intervention

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

## Provisions for not feeling safe at school

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

## Training

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

## Reporting and Investigation

Students, staff, and parents should report bullying behavior they have observed or experienced. Complaints will be documented, treated and handled in accordance with the DASA regulations or BOCES Code of Conduct. Staff is expected to report an incident of bullying even if the student did not complain. The results of an investigation should be reported to the

complainant and accused who can appeal based on the procedures outlined in the DASA regulation 6462.

### Disciplinary Consequences/Remediation

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

### Non-Retaliation

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

### Dissemination, monitoring, review, and reporting

This policy will be reviewed annually. The Board will review the VADIR report annually with attention to bullying and may consider further action based on the data. A complaint form will be posted on the BOCES website. This plain language summary will be sent to parents in the parent packet and will be included in the Code of Conduct and posted on the BOCES website.

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

Code of Conduct: Revised February 2013, Revised April 2014, Revised April 2015, Revised May 2016, Revised April 2017, Revised April 2018; Revised April 2019; Revised June 2020; Revised April 2021.

10. New Business

5. Resolution to Accept Donation of a Rifton Pacer Gait Trainer  
from Dylan Hopson



### GIFTS AND DONATIONS

**Donor Information:**

Company or Individual Name: Dylan Hopson

If Company, Contact Person: Marisa Michelle

Address: 43 Ridgefield Ave

Phone Number: 5857975259 (Michelle)

E-Mail: bodhilotus@gmail.com (Michelle)

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

Rifton Pacer Gait Trainer K502, medium with all straps, pads, and instructions

Is Item(s) in Working Condition: Yes

If not, please explain:

When can BOCES 2 Staff view the item: During any home PT session

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

Signature of Donor: [Signature]

Date: 02/18/2022

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

Staff Member Name: Christopher Joyke

Dept: PT/OT

Phone Ext: 261-0232

Name of Staff Member to be notified upon Board Approval: Christopher Joyke

Supervisor Name and

Review: Heather Malone

**Proposed Use of Donated Item:**

Gait training with students

**How will the Item Reduce Costs or Benefit the Program:**

Equipment appears in good condition and costs over \$6,000 when new

Board Date:

[Signature]

3/10/22

Cabinet Administrator Signature

Date

[Signature]

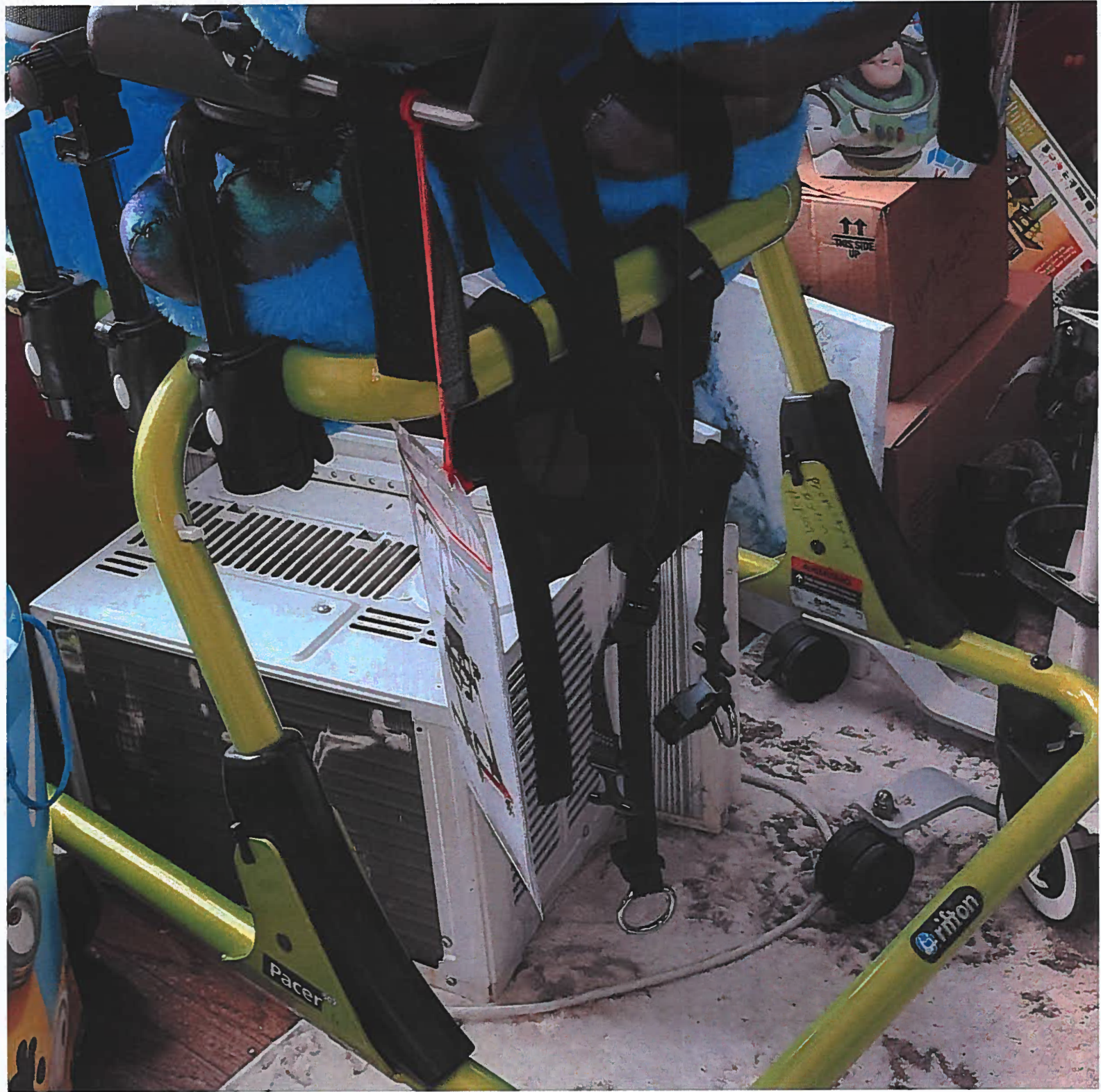
3/22/22

District Superintendent

Date

Board Action: Accept

Board Action: Reject





11. Personnel and Staffing

1. Resolution to Approve Personnel and Staffing Agenda

12. Bids/Lease Purchases

1. Resolution to Accept Cooperative Fine Paper Bid
2. Resolution to Accept Monroe 2-Orleans BOCES participation in Cooperative bid with Capital Regional BOCES for Databases, Research Tools, E-Books, Automation and Media for use in School Library Systems “Dream Consortium” - FY 2022-2023
3. Resolution to Accept Erie 1 Instructional Technology State Wide Licensing Agreements - FY 2021-2022 – Add on #3
4. Resolution to Accept Erie 1 Distance Learning State Wide Licensing Agreements - FY 2021-2022 Add on #1

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

BID RECOMMENDATION

COOPERATIVE FINE PAPER

Bid #RFB-1978-22

The following bid was opened on March 10, 2022 at 2:00 P.M.

My recommendation for the award of this contract is as follows:

Economy Paper Co.                      \$162,004.75

Bids obtained: 18

Bids submitted: 1

No Bid 1

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Bid ANALYSIS

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

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Funds to be provided from the 2021-2022 & 2022-2023 All Program Budgets.

March 22, 2022  
Date

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

**BOARD RESOLUTION**

**COOPERATIVE BIDDING**

**of**

**DATABASES, RESEARCH TOOLS, E-BOOKS, AUTOMATION AND MEDIA  
FOR USE IN SCHOOL LIBRARY SYSTEMS  
“DREAM CONSORTIUM”**

**SCHOOL YEAR 2022-2023**

**WHEREAS,**

A number of Boards of Cooperative Educational Services (BOCES) and School Library Systems (SLS) require software and database access

**WHEREAS,**

The BOCES or SLS named below is desirous of participating with other BOCES and SLS in New York State in cooperatively procuring the software and database access, as authorized by General Municipal Law, Section 119-o, and

**WHEREAS,**

The BOCES named below wishes to appoint the Albany-Schoharie-Schenectady-Saratoga BOCES (Capital Region BOCES) to advertise for, receive competitive proposals, and award contracts on their behalf; therefore

**BE IT RESOLVED,**

That the BOCES listed below hereby appoints the Capital Region BOCES to represent it in all matters relating above, and designates the Daily Gazette Newspaper as the legal publication for all related legal notifications, and,

**BE IT FURTHER RESOLVED,**

That the BOCES listed below authorizes Capital Region BOCES to represent it in all matters leading up to and including the entering into a contracts for the purchase of the above mentioned software and database access, and,

**BE IT FURTHER RESOLVED,**

That the BOCES listed below agrees to (1) abide by majority decisions of the participating districts; (2) abide by the award of the Capital Region BOCES Board; (3) and that after the award of contracts it will conduct all negotiations directly with the awarded contractors

**CERTIFICATION OF BOARD CLERK**

I, \_\_\_\_\_, Clerk of the Board of Monroe 2-Orleans BOCES hereby certify that the above resolution was adopted by the required majority vote of the Board of Education at its meeting held on April 13, 2022.

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Date

**Memo To:** NYSITCC Members  
**From:** David Brace, Manager – Operations, Technology Services, Erie 1 BOCES  
**Date:** March 21, 2022

**Subject:** FY 2021 – 2022 Instructional Technology State Wide Licensing Agreements, Add-on #3

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

STEAM

3DUX dSIGN  
IDesign USA  
NextWave Stem  
Elemetari LLC  
SAI Interactive  
WhyMaker  
QuaverEd  
Formative  
SkillStruck  
Nearpod Math  
Great Minds (Eureka Math)  
Gynzy  
STEM SIMS

COLLEGE & CAREER READINESS

Be Published  
Scoir

READING, WRITING AND ELA

Beable Education  
Imagine Learning – My Path  
Educational Vistas – Degrees of Reading  
Grammar Flip  
Great Minds  
Houghton Mifflin Harcourt – Into Reading, Into Literature  
Learning A-Z  
McGraw Hill – Wonders, Open Court  
Reading Horizons  
Renaissance Learning – Lalilo  
Tools For Schools – Book Creator

SOCIAL EMOTIONAL LEARNING

Gale – Imago

Mr. Elmer

Empower U

XSel Labs

Maia Learning

Infobase Holding

EduMetrisis

Edmentum – BASE

ABRe.IO

Ripple Effects

Branching Minds

**Please return the completed resolution to David Brace as soon as possible.**

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

If you have any questions, please contact Michelle Okal-Frink at 716-821-7200, [mokal@e1b.org](mailto:mokal@e1b.org) or David Brace at (716) 821-7362, [dbrace@e1b.org](mailto:dbrace@e1b.org).

## BOARD RESOLUTION

WHEREAS, It is the plan of a number of BOCES districts in New York, to consent to jointly enter into an agreement for the 2021 – 2022 fiscal year, for 3DUX dSIGN, IDesign USA, NextWave Stem, Elemetari LLC, SAI Interactive, WhyMaker, QuaverEd, Formative, SkillStruck, Nearpod Math, Great Minds (Eureka Math), Gynzy, STEM SIMS, Be Published, Scoir, Beable Education, Imagine Learning (My Path), Educational Vistas (Degrees of Reading), Grammar Flip, Great Minds, Houghton Mifflin Harcourt (Into Reading, Into Literature), Learning A-Z, McGraw Hill (Wonders, Open Court), Reading Horizons, Renaissance Learning (Lalilo), Tools For Schools (Book Creator), Gale (Imago), Mr. Elmer, Empower U, XSel Labs, Maia Learning, Infobase Holding, EduMetrisis, Edmentum (BASE), ABRe.IO, Ripple Effects, Branching Minds, 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 April 13, 2022.

Dated \_\_\_\_\_, 2022

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

**Memo To:** NYS DL Consortium

**From:** David Brace, Manager – Operations, Technology Services, Erie 1 BOCES

**Date:** March 22, 2022

**Subject:** FY 2021 – 2022 Distance Learning State-Wide Agreements – Add On #1

Each year your local Board of Education must pass a resolution to participate in the State-wide contracts, managed by Erie 1 BOCES (on behalf of the consortium members). 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 contracts currently negotiated by Erie 1 BOCES for Video Management under Distance Learning are:

**Video Management**

My VR Spot

Kaltura

Panopto

Yuja

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

Please return the completed resolution to me, as soon as possible, as an email attachment, fax or hard copy via the USPS. If you have any questions, please contact Michelle Okal-Frink at 716-821-7200, mokal@e1b.org or me at (716) 821-7362, [dbrace@e1b.org](mailto:dbrace@e1b.org). My fax number is 716-821-7394.



## 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 2021-2022 fiscal year for My VR Spot, Kaltura, Panopto, Yuja, and,

WHEREAS, The Monroe 2-Orleans BOCES is desirous of participating with other BOCES Districts in New York State in joint agreements for the distance learning student courses 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 courses, 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 April 13, 2022.

Dated \_\_\_\_\_, 2022

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

13. Executive Officer's Reports

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

#### 14. Committee Reports

- Labor Relations Committee (J. Abbott, K. Dillon)
- Legislative Committee (K. Dillon, C. Dawson)
- Information Exchange Committee (C. Dawson, C. Phillips)

## 15. Upcoming Meetings/Calendar Events

- April 13 Noon MCSBA Information Exchange Committee (Double Tree)
- April 13 6:00pm Board Meeting (ESC, PDC 1&2) Code of Conduct Public Hearing
- April 26 Component Districts Annual Voting on BOCES 2 Administrative Budget and Board Member Elections
- April 27 Noon MCSBA Labor Relations Committee Meeting (DoubleTree)  
5:45 MCSBA Executive Committee Meeting (DoubleTree)
- May 4 Noon MCSBA Legislative Committee (Double Tree)  
Noon Board Officer Agenda Review (Ridgemont Country Club)  
5:45pm MCSBA Board Leadership Meeting (Double Tree)
- May 11 6:00pm Board Meeting (ESC, PDC)

16. Other Items - NONE

17. Executive Session

## 18. Adjournment