



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

There will be a Regular Meeting of the Monroe 2-Orleans Board of Cooperative Educational Services at 5:00 pm at the Richard E. Ten Haken Educational Services Center, 3599 Big Ridge Road, Spencerport, NY 14559 and will adjourn immediately to an Executive Session to discuss the employment history of a particular person(s). The public portion of the meeting will begin when the executive session is complete at or about 6:00 pm.

An additional Executive Session is anticipated immediately following the regular board meeting to discuss collective negotiations pursuant to Article fourteen of the Civil Service Law.

BOARD MEMBERS

Dennis Laba, President	Trina Lorentz
R. Charles Phillips, Vice President	Gerald Maar
John Abbott	Michael May
Kathleen Dillon	Heather Pyke

AGENDA

1. Call the Meeting to Order
2. Pledge of Allegiance
3. *Executive Session to discuss the employment history of a particular person(s)*
4. Agenda Item(s) Modifications
5. Public Hearing: Code of Conduct
6. Approval of Minutes: March 20, 2024, Regular Meeting Minutes
7. Public Interaction
8. Financial Reports
 1. Resolution to Accept Treasurer's Report
 2. Resolution to Accept WinCap Reports
 3. Contractor Report
 4. Internal Claims Exception Log
9. Audit Committee Update
 1. Audit Committee Update
 2. Resolution to accept risk assessment for the year ending June 30, 2024
10. Board Presentation - Skills USA Presentation by CTE Executive Principal Jill Slavny, CTE Assistant Principal Theresa Alampi-Cortez, and CTE Teacher Jennifer Probst
11. Old Business
 1. Ridgecrest Emergency Plan Committee Board Delegate
 2. Annual Meeting Debrief

12. New Business
 1. Resolution to Approve the Monroe 2-Orleans BOCES Code of Conduct
 2. First Reading Policies: 4511 Facilities: Inspection, Operation and Maintenance; 5131 Annual Professional Performance Review (APPR); 7153 Student Voter Registration Access
 3. Resolution to Affirm Approved CWD Programs
 4. Resolution to Accept Donation from Henry Schein One
 5. Resolution to Accept Donation from Sarah Davis
 6. Monroe 2-Orleans BOCES 2022-23 Report Card Review
 7. BOCES 2 History

13. Personnel and Staffing
 1. Resolution to Approve Personnel and Staffing Agenda

14. Bids/Lease Purchases
 1. Resolution to Accept Cooperative Office and Classroom Supplies Bid
 2. Resolution to Accept Cooperative Fine Paper Bid
 3. Resolution to Accept Cooperative Calculators Bid
 4. Resolution to Accept Erie 1 BOCES FY 2023-2024 Instructional Technology State-Wide Licensing Agreements, Add-on #2
 5. Resolution to Accept Monroe 2-Orleans BOCES participation in a Cooperative bid with Eastern Suffolk BOCES for 2024-2025 Network Copiers Bid

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

16. Committee Reports
 1. Labor Relations Committee
 2. Legislative Committee
 3. Information Exchange

17. Upcoming Meetings/Calendar Events

April 17	Noon	MCSBA Information Exchange Committee (DoubleTree)
	5:00 pm	Board Meeting (ESC, Board Room)
April 24	Noon	MSCBA Labor Relations Committee (DoubleTree)
	5:45 pm	MCSBA Executive Committee Meeting (RCC)
May 1	4:00 pm	MSCBA All Association Social Hour (Salena's -Village Gate)
	5:45 pm	MSCBA Board Leadership Meeting (Salena's -Village Gate)
May 2	8:00 am	MCSBA Spring Law Conference (Shadow Lake)
May 15	6:00 pm	Board Meeting (ESC, Board Room)

18. Other Items

19. Executive Session to discuss *collective negotiations pursuant to Article fourteen of the Civil Service Law*

20. Adjournment

1. Call the Meeting to Order

2. Pledge of Allegiance

-
-
3. *Executive Session to discuss the employment history of a particular person(s)*

4. Agenda Item(s) Modifications

5. Public Hearing: Code of Conduct

6. Approval of Minutes: March 20, 2024, Regular Meeting Minutes

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

MINUTES

of the Regular Meeting held on Wednesday, March 20, 2024, at 6:00 p.m. at the Richard E. Ten Haken Educational Services Center, 3599 Big Ridge Road, Spencerport, New York 14559

Members Present

Dennis Laba, President
John Abbott
Kathleen Dillon

Trina Lorentz
Gerald Maar
Michael May

Absent: R. Charles Phillips, Heather Pyke

Staff Present

Jo Anne Antonacci
Karen Brown
Stephen Dawe
Ian Hildreth

Kelly Mutschler
Steve Roland
Michelle Ryan
Tom Schulte

1. The meeting was called to order by President Laba at 6:00 pm.
2. Pledge of Allegiance
3. Agenda Modification - There are two walk-in resolutions at Item 7, Financial Reports
4. Approval of Minutes
Resolved: To Approve the Minutes of the February 14, 2024, Regular Meeting
Moved by J. Abbott, seconded by G. Maar; passed unanimously
5. There was no public interaction.
6. Financial Reports
 1. Resolved: To Accept the Treasurer's Report as presented
Moved by J. Abbott, seconded by T. Lorentz; passed unanimously
 2. Resolved: To Accept the WinCap Reports as presented
Moved by J. Abbott, seconded by K. Dillon; passed unanimously
7. Board Presentation - Assistant Superintendent Tom Schulte provided an update on the work of the Inclusivity Action Community. The board asked questions and thanked Tom.
8. Old Business - Assistant Superintendent for Finance and Operations provided the board with an update of the BOCES 2 Space Committee
9. New Business
 1. Resolved: To Approve the Monroe 2-Orleans BOCES Classified Staff and Teacher Calendars for 2024-25 School Year

Moved by J. Abbott, seconded by M. May; passed unanimously

2. Resolved: To Approve 2024-25 Board Meeting Dates
Moved by K. Dillon, seconded by J. Abbott; passed unanimously
3. Resolved: To Approve Lease with Spencerport CSD as presented
Moved by M. May, seconded by J. Abbott; passed unanimously
4. Resolved: To Accept Donation of various sizes of steel, brass, aluminum and plaster bars from JAM Industries
5. Resolved: To Accept Donation of a forklift needing repair from Prolift
6. Resolved: To Accept Donation of a microTec rotary microtome with knife assembly from SUNY Cobleskill
7. Resolved: To Accept Donation of various desktop computers and laptops (hard drives removed)
Items 9.4-9.7 were moved by M. May, seconded by J. Abbott; passed unanimously

10. Personnel and Staffing

1. Resolved: To Approve the Personnel and Staffing Agenda as presented
Moved by K. Dillon, seconded by J. Abbott; passed unanimously
2. Resolved: To Create the Position of:
Assistant Superintendent for Accountability, Technology and Regional Services, 12 months/year
Moved by J. Abbott, seconded by G. Maar; passed unanimously

11. 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# RFB-2061-24

Pyramid School Products	\$ 438.83
WB Mason	\$ 309.62
School Specialty	\$82.83
National Art & School Supplies	\$43.41
Metco Supplies Inc.	\$40.20
S&S Worldwide	\$33.00

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

12. Executive Officer's Report - Senator Cooney presented a check for \$100, 000 to Westside Academy. Senator Cooney was impressed by the work being done by Westside administrators, faculty and staff.

The 2024 BOCES 2 CTE Craft and Vendor Show Fundraiser is this Saturday, March 23 from

10 am - 3 pm at WEMOCO. There will be over 100 vendor booths, raffles and student-made items for sale.

The Monroe County School Board vignettes have been posted on the ACT for Education website. They are generating positive feedback.

Regent Adrian Hale visited the Center for Workforce Development and went on a tour with CWD Director Shawna Gareau-Kurtz and me. He was very impressed with the opportunities we offer. Shawna did a tremendous job presenting CWD to Regent Hale and he left very energized by the results of the work being done here.

The spring ROC2Change event brought 400 high school students and 100 advisors to our professional development center on March 15. East Irondequoit CSD, Wheatland-Chili CSD and the Rochester Early College International HS (RCSD) hosted the event. The focus was Unity Grows Community.

Assistant Superintendent for Instructional Programs Tom Schulte, CTE Executive Principal Jill Slavny and Exceptional Children Director Kerry Macko attended the statewide CTE and Special Education Statewide Summit. District Superintendent Antonacci gave her compliments to Tom, Jill and Kerry for their representation of Monroe 2-Orleans BOCES.

13. Committee Reports

Labor Relations Committee - J. Abbott, K. Dillon - Topic: Board meetings and public outreach

Legislative Committee - K. Dillon - no report

Information Exchange - C. Phillips - no report

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

15. Other Items -There were no other items

16. At 6:45 pm a motion was made by K. Dillon to adjourn to executive session; seconded by M. May: passed unanimously

Respectfully Submitted



Kelly Mutschler
Clerk of the Board

Members Present

Dennis Laba
John Abbott
Kathleen Dillon

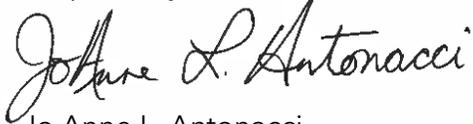
Trina Lorentz
Gerald Maar
Michael May

At 7:15 pm a motion was made by M. May, seconded by J. Abbott to come out of Executive Session; passed unanimously.

17. Adjournment

At 7:15 pm a motion was made by G. Maar to adjourn the meeting, seconded by T. Lorentz, passed unanimously.

Respectfully Submitted,

A handwritten signature in cursive script that reads "Jo Anne L. Antonacci".

Jo Anne L. Antonacci
Clerk Pro Tem

7. Public Interaction

8. Financial Reports

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

Monroe 2 - Orleans BOCES
Treasurer's Report
Period Ending February 29, 2024

	GENERAL FUND		SPECIAL AID FUND	
BEGINNING CASH ON HAND		18,770,611.69		1,069,550.01
RECEIPTS:				
Interest Earned	81,960.64		185.16	
Charges for Services	5,974,603.13		10,993.95	
Non-Contract Services	103,441.52		-	
Collected for Other Funds	-		-	
State, Federal and Local Aid	6,923,724.37		926,493.08	
Transfers from Other Funds	984,476.75		-	
Miscellaneous Funds	78,399.14		4,918.00	
TOTAL RECEIPTS	14,146,605.55	14,146,605.55	942,590.19	942,590.19
DISBURSEMENTS				
Payroll and Benefits	3,409,723.94		575.00	
Warrants	7,076,651.52		489,812.50	
Transfers to Other Funds	-		984,476.75	
Miscellaneous Disbursements	1,861.63		757.04	
TOTAL DISBURSEMENTS	10,488,237.09	(10,488,237.09)	1,475,621.29	(1,475,621.29)
ENDING CASH ON HAND:		22,428,980.15		536,518.91
GENERAL FUND CHECKING	10,463,589.38		SPECIAL AID CHKG - CHASE	476,430.14
GENERAL FUND CLASS	5,329,629.69		SPECIAL AID CHKG - M&T	60,088.77
PAYROLL CHECKING	1,913,325.35			
DENTAL/FSA ACCOUNT CASH	186,432.14			
GENERAL FUND CD	1,030,611.45			
CASH- LIABILITY RESERVE	364,531.93			
CASH- UNEMPLOYMENT RES	196,271.70			
CASH- CTE RESERVE	145,270.71			
CASH - INSURANCE RESERVE	305,407.48			
TREASURY INVESTMENTS	2,493,910.32			
	22,428,980.15			536,518.91

	MISC SPECIAL REVENUE	
BEGINNING CASH ON HAND		74,411.33
RECEIPTS:		
Interest Earned	124.15	
Component Contributions	-	
Transfers from Other funds	-	
Donations	-	
Miscellaneous Funds	-	
TOTAL RECEIPTS	124.15	124.15
DISBURSEMENTS		
Warrants	-	
Scholarships	-	
Transfers to Other Funds	-	
Miscellaneous Disbursements	-	
TOTAL DISBURSEMENTS	-	-
ENDING CASH ON HAND:		74,535.48
	B4 SCIENCE	-
	GIFT FUND SAVINGS	74,535.48
		<u>74,535.48</u>

	CAPITAL FUND	
		3,165,496.94
	6,206.39	
	-	
	-	
	-	
	-	
	6,206.39	6,206.39
	-	
	-	
	-	
	-	-
		3,171,703.33
	CAPITAL FUND CHECKING	612,602.35
	CAPITAL FUND INVESTMENTS	2,559,100.98
		<u>3,171,703.33</u>

----- CUSTODIAL FUNDS -----

	Rochester Area School Health Plan I	Rochester Area School Health Plan II	Rochester Area School Workers' Comp Plan	Wayne Finger Lakes Workers' Comp Plan	TOTAL CUSTODIAL
BEGINNING CASH ON HAND	14,454,217.62	118,907,374.04	38,890,567.58	244,613.77	172,496,773.01
RECEIPTS:					
Interest Earned	15,622.25	666,510.35	126,532.00	-	
Contributions	2,227,136.87	36,634,501.22	629,136.25	255,386.23	
Miscellaneous Funds	677,533.71	-	46,407.19	20,961.98	
TOTAL RECEIPTS	2,920,292.83	37,301,011.57	802,075.44	276,348.21	41,299,728.05
DISBURSEMENTS					
Claims	1,398,359.81	28,087,678.77	302,897.74	244,769.00	
Admin and Other Disbursements	113,194.30	786,534.88	-	-	
TOTAL DISBURSEMENTS	1,511,554.11	28,874,213.65	302,897.74	244,769.00	(30,933,434.50)
ENDING CASH ON HAND:	15,862,956.34	127,334,171.96	39,389,745.28	276,192.98	182,863,066.56
RASHP I CHECKING	5,098,394.25				5,098,394.25
RASHP I SAVINGS / INVESTMENTS	4,312,733.12				4,312,733.12
RASHP II CHECKING		12,579,772.57			12,579,772.57
RASHP II SAVINGS / INVESTMENTS		59,582,347.30			59,582,347.30
RASWC CHECKING			5,133,735.11		5,133,735.11
RASWC SAVINGS / INVESTMENTS			18,430,995.86		18,430,995.86
WFL WC CHECKING				276,192.98	276,192.98
TREASURY INVESTMENTS	6,451,828.97	55,172,052.09	15,825,014.31		77,448,895.37
TOTAL CASH	15,862,956.34	127,334,171.96	39,389,745.28	276,192.98	182,863,066.56

Collateral Analysis	M&T Bank	Five Star Bank	Chase Bank
Bank Totals	26,036,426.83	79,753,518.03	12,936,270.04
<i>Collateral:</i>			
FDIC	500,000.00	250,000.00	250,000.00
Additional FDIC through CD Option	-	64,100,613.89	-
Collateral held by Bank	-	-	14,912,275.20
Collateral held by Third Party	26,416,876.98	16,011,904.87	-
	26,916,876.98	80,362,518.76	15,162,275.20
Over / (Under) Collateralized	880,450.15	609,000.73	2,226,005.16

Treasurer's Notes:

February state aid came in at the beginning of the month and was distributed to our component districts.

This is to certify that I have received these balances:

Kelly Mutska
District Clerk

4/10/24
Date

[Signature]
Assistant Superintendent for Finance and Operations

4/2/24
Date

[Signature]
Treasurer

3/21/24
Date

MONROE 2 - ORLEANS BOCES
Revenue Status Report As Of: 03/31/2024
Fiscal Year: 2024
Fund: A GENERAL FUND

Revenue Account	Service	Description	Original Estimate	Adjustments	Current Estimate	Year-to-Date	Anticipated Balance	Excess Revenue
0 Administration			12,321,411.00	42,146.10	12,363,557.10	10,559,618.45	2,142,840.98	354,202.33
1 Career Education			11,321,341.00	177,405.59	11,498,746.59	9,449,404.29	1,864,897.05	5,147.84
2 Special Education			33,462,373.41	3,310,356.91	36,772,730.32	29,246,571.53	7,488,238.18	8,891.83
3 Itinerent Services			8,909,962.17	-153,815.17	8,756,147.00	7,249,934.83	1,515,345.59	9,233.42
4 General Instruction			3,923,125.59	3,095,085.61	7,018,211.20	4,892,238.70	2,147,669.29	44,027.71
5 Instruction Support			19,762,383.68	7,246,790.25	27,009,173.93	20,579,449.34	5,727,571.63	78,619.36
6 Other Services			14,005,275.82	3,316,871.14	17,322,146.96	15,030,257.94	2,049,150.65	72,132.36
Total GENERAL FUND			103,705,872.67	17,034,840.43	120,740,713.10	97,007,475.08	22,935,713.37	572,254.85

* Estimated revenue for Carryover Encumbrances from the prior fiscal year will not be realized.
These are estimates to balance the budget

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 03/31/2024

Fiscal Year: 2024

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
0 Administration							
100 SALARIES		1,272,363.00	0.00	1,272,363.00	971,373.55	283,879.92	17,109.53
200 EQUIPMENT		15,650.00	26,283.90	41,933.90	33,639.73	649.00	7,645.17
300 SUPPLIES		16,450.00	4,150.00	20,600.00	13,415.16	5,764.65	1,420.19
400 CONTRACTUAL		429,623.00	226,921.88	656,544.88	389,923.89	192,176.04	74,444.95
470 Rental of Facilities		2,487,597.00	26,846.10	2,514,443.10	1,841,492.40	402,877.08	270,073.62
700 INTEREST ON REVENUE NOTES		4,000.00	0.00	4,000.00	0.00	0.00	4,000.00
800 EMPLOYEE BENEFITS		644,854.00	-40,500.00	604,354.00	371,657.55	176,064.06	56,632.39
899 Oth Post Retirement Benft		6,102,956.00	-203,885.00	5,899,071.00	2,833,197.12	822,696.72	2,243,177.16
910 TRANSFER TO CAPITAL FUND		1,000,000.00	0.00	1,000,000.00	1,000,000.00	0.00	0.00
950 TRANSFER FROM O & M		72,806.00	0.00	72,806.00	72,806.00	0.00	0.00
960 TRANSFER CHARGE		275,112.00	2,329.22	277,441.22	277,441.22	0.00	0.00
Subtotal of 0 Administration		12,321,411.00	42,146.10	12,363,557.10	7,804,946.62	1,884,107.47	2,674,503.01
1 Career Education							
100 SALARIES		5,199,515.00	-109,495.75	5,090,019.25	3,214,121.37	1,584,215.89	291,681.99
200 EQUIPMENT		182,075.00	236,400.08	418,475.08	384,532.19	4,225.11	29,717.78
300 SUPPLIES		522,500.00	132,900.13	655,400.13	475,506.16	110,057.03	69,836.94
400 CONTRACTUAL		463,250.00	417,162.68	880,412.68	600,930.19	235,059.01	44,423.48
490 SCH DIST AND OTHER BOCES		12,075.00	-68.38	12,006.62	8,404.63	0.00	3,601.99
800 EMPLOYEE BENEFITS		2,718,960.00	-460,905.30	2,258,054.70	1,190,708.60	813,785.77	253,560.33
950 TRANSFER FROM O & M		1,563,009.00	0.00	1,563,009.00	1,563,009.00	0.00	0.00
960 TRANSFER CHARGE		660,457.00	-39,608.29	620,848.71	620,848.71	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		0.00	-4,347.00	-4,347.00	-4,377.00	0.00	30.00
990 TRANS CREDTS FR OTHER FUND		-500.00	0.00	-500.00	-500.00	0.00	0.00
Subtotal of 1 Career Education		11,321,341.00	172,038.17	11,493,379.17	8,053,183.85	2,747,342.81	692,852.51
2 Special Education							
100 SALARIES		6,100,421.00	598,189.99	6,698,610.99	4,045,911.23	2,125,294.78	527,404.98
200 EQUIPMENT		39,199.00	89,552.00	128,751.00	73,994.04	5,148.37	49,608.59
300 SUPPLIES		47,113.00	12,870.76	59,983.76	23,209.80	8,404.85	28,369.11
400 CONTRACTUAL		830,232.00	337,838.45	1,168,070.45	75,703.08	157,567.86	934,799.51
490 SCH DIST AND OTHER BOCES		5,305,044.41	1,201,666.19	6,506,710.60	4,435,083.63	1,767.20	2,069,859.77
800 EMPLOYEE BENEFITS		3,699,887.00	522,661.07	4,222,548.07	2,051,630.85	1,466,484.68	704,432.54
950 TRANSFER FROM O & M		444,536.00	0.00	444,536.00	444,536.00	0.00	0.00
960 TRANSFER CHARGE		16,995,941.00	81,338.58	17,077,279.58	17,077,279.58	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		0.00	-28,728.00	-28,728.00	-28,728.00	0.00	0.00
Subtotal of 2 Special Education		33,462,373.41	2,815,389.04	36,277,762.45	28,198,620.21	3,764,667.74	4,314,474.50
3 Itinerent Services							
100 SALARIES		12,223,522.00	-851,080.87	11,372,441.13	6,629,825.45	3,514,454.80	1,228,160.88
200 EQUIPMENT		97,046.00	11,628.04	108,674.04	74,480.51	1,800.25	32,393.28
300 SUPPLIES		51,249.00	6,916.11	58,165.11	11,700.04	6,270.45	40,194.62

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 03/31/2024

Fiscal Year: 2024

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
400 CONTRACTUAL		604,121.00	25,850.50	629,971.50	164,304.24	160,144.66	305,522.60
490 SCH DIST AND OTHER BOCES		130,503.17	-7,393.89	123,109.28	11,892.82	0.00	111,216.46
800 EMPLOYEE BENEFITS		6,685,862.00	-79,661.09	6,606,200.91	2,888,187.89	2,067,014.28	1,650,998.74
950 TRANSFER FROM O & M		4,789.00	0.00	4,789.00	4,789.00	0.00	0.00
960 TRANSFER CHARGE		1,416,855.00	72,841.96	1,489,696.96	1,489,696.96	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		-12,303,985.00	493,189.48	-11,810,795.52	-11,810,795.52	0.00	0.00
Subtotal of 3 Itinerent Services		8,909,962.17	-327,709.76	8,582,252.41	-535,918.61	5,749,684.44	3,368,486.58
4 General Instruction							
100 SALARIES		2,016,483.00	58,137.11	2,074,620.11	1,553,570.60	353,068.62	167,980.89
200 EQUIPMENT		5,400.00	6,856.19	12,256.19	1,347.50	3,028.90	7,879.79
300 SUPPLIES		17,528.00	46,916.94	64,444.94	14,025.85	3,965.02	46,454.07
400 CONTRACTUAL		562,373.00	2,545,750.34	3,108,123.34	1,578,936.27	1,330,961.59	198,225.48
490 SCH DIST AND OTHER BOCES		242,652.59	411,819.47	654,472.06	443,989.84	112.80	210,369.42
800 EMPLOYEE BENEFITS		731,912.00	5,167.79	737,079.79	422,629.47	194,956.16	119,494.16
950 TRANSFER FROM O & M		185,693.00	0.00	185,693.00	185,693.00	0.00	0.00
960 TRANSFER CHARGE		214,294.00	2,345.60	216,639.60	216,639.60	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		-50,250.00	0.00	-50,250.00	-50,250.00	0.00	0.00
990 TRANS CREDTS FR OTHER FUND		-2,960.00	0.00	-2,960.00	-2,960.00	0.00	0.00
Subtotal of 4 General Instruction		3,923,125.59	3,076,993.44	7,000,119.03	4,363,622.13	1,886,093.09	750,403.81
5 Instruction Support							
100 SALARIES		6,135,511.00	201,850.09	6,337,361.09	4,283,662.14	1,666,661.61	387,037.34
200 EQUIPMENT		4,703,236.00	2,061,021.92	6,764,257.92	2,428,054.30	2,050,197.32	2,286,006.30
300 SUPPLIES		894,870.00	367,102.68	1,261,972.68	830,519.91	239,108.72	192,344.05
400 CONTRACTUAL		5,620,281.00	4,096,352.36	9,716,633.36	5,758,178.66	2,211,520.55	1,746,934.15
490 SCH DIST AND OTHER BOCES		623,219.68	556,264.54	1,179,484.22	864,794.38	0.00	314,689.84
800 EMPLOYEE BENEFITS		2,966,357.00	140,826.85	3,107,183.85	1,647,156.66	1,061,689.36	398,337.83
950 TRANSFER FROM O & M		826,867.00	2,500.00	829,367.00	829,367.00	0.00	0.00
960 TRANSFER CHARGE		1,147,287.00	-151,506.02	995,780.98	995,810.98	0.00	-30.00
970 TR CREDTS FR SERVICE PROGR		-3,086,596.00	-181,072.41	-3,267,668.41	-3,267,668.41	0.00	0.00
990 TRANS CREDTS FR OTHER FUND		-68,649.00	-1,672.56	-70,321.56	-70,321.56	0.00	0.00
Subtotal of 5 Instruction Support		19,762,383.68	7,091,667.45	26,854,051.13	14,299,554.06	7,229,177.56	5,325,319.51
6 Other Services							
100 SALARIES		2,600,762.00	-492.46	2,600,269.54	1,924,005.50	578,789.16	97,474.88
200 EQUIPMENT		501,684.00	-5,731.19	495,952.81	221,783.77	4,628.20	269,540.84
300 SUPPLIES		34,107.00	27,942.56	62,049.56	13,364.58	10,760.55	37,924.43
400 CONTRACTUAL		3,859,688.00	571,863.50	4,431,551.50	2,551,180.20	1,438,034.91	442,336.39
490 SCH DIST AND OTHER BOCES		7,657,101.82	2,672,920.46	10,330,022.28	8,131,313.64	0.00	2,198,708.64
800 EMPLOYEE BENEFITS		1,144,493.00	-6,449.40	1,138,043.60	700,504.72	387,029.72	50,509.16
950 TRANSFER FROM O & M		130,421.00	0.00	130,421.00	130,421.00	0.00	0.00
960 TRANSFER CHARGE		130,425.00	1,930.71	132,355.71	132,355.71	0.00	0.00

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 03/31/2024

Fiscal Year: 2024

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
970 TR CREDTS FR SERVICE PROGR		-1,972,247.00	-6,977.10	-1,979,224.10	-1,979,224.10	0.00	0.00
990 TRANS CREDTS FR OTHER FUND		-81,159.00	0.00	-81,159.00	-81,159.00	0.00	0.00
Subtotal of 6 Other Services		14,005,275.82	3,255,007.08	17,260,282.90	11,744,546.02	2,419,242.54	3,096,494.34
7 Undefined							
100 SALARIES		3,716,914.00	-3,952.87	3,712,961.13	2,998,595.30	840,504.75	-126,138.92
200 EQUIPMENT		50,375.00	60,270.03	110,645.03	24,384.57	76,212.54	10,047.92
300 SUPPLIES		230,875.00	-277.51	230,597.49	182,207.41	40,088.36	8,301.72
400 CONTRACTUAL		2,036,863.00	271,253.96	2,308,116.96	1,530,447.80	635,743.65	141,925.51
800 EMPLOYEE BENEFITS		1,781,754.00	-83,056.88	1,698,697.12	1,026,506.98	559,976.64	112,213.50
950 TRANSFER FROM O & M		600,828.00	-2,500.00	598,328.00	598,328.00	0.00	0.00
960 TRANSFER CHARGE		1,575,456.00	7,282.27	1,582,738.27	1,582,738.27	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		-8,831,698.00	-249,019.00	-9,080,717.00	-9,080,717.00	0.00	0.00
990 TRANS CREDTS FR OTHER FUND		-1,161,367.00	0.00	-1,161,367.00	-1,161,367.00	0.00	0.00
Subtotal of 7 Undefined		0.00	0.00	0.00	-2,298,875.67	2,152,525.94	146,349.73
Total GENERAL FUND		103,705,872.67	16,125,531.52	119,831,404.19	71,629,678.61	27,832,841.59	20,368,883.99

Contractor Report				
July 2023 - March 2024				
Vendor	Department	Amount	Purpose	Term
ARAMARK	O&M	\$141,405	Management Services	Multi Year
BEVONA, CHERIE M.	Professional Development	\$54,318	Grant Writer	One Year
BOXX MODULAR, INC.	Administration	\$116,183	Temp Classrooms - Springdale Farms	Multi Year
BUSINESSOLVER COM, INC	Health Consortium	\$376,599	Electronic Enrollment System	Multi Year
CAPITAL COMPUTERS ASSOCIATES	Administration	\$112,312	Accounting Software	One Year
CHARTER COMMUNICATIONS HOLDINGS, LLC.	CaTS	\$65,760	BOCES Internet	Multi Year
CHASE MANHATTAN BANKINA	All Departments	\$155,261	Credit Card Purchases	One Year
CHILDREN'S INSTITUTE, INC.	Administration	\$47,625	Professional Development	One Year
CINTAS (ARTCO)	All Departments	\$43,445	Uniform Services	One Year
INTERPRETEK	Special Education	\$70,797	Interpreting Services	Multi Year
CREEKSIDE PRODUCTIONS & ELEARNING	Professional Development	\$56,247	School Health Services Center	One Year
ECONOMY PRODUCTS AND SOLUTIONS INC	All Departments	\$84,394	Paper Supplies	One Year
ENERGY COOPERATIVE OF AMERICA	O&M	\$40,521	Utilities	One Year
FRONTEDGE, INC.	HR	\$79,914	On-Line Web Recruitment	One Year
FRONTIER COMMUNICATIONS	CaTS	\$62,888	Data Services	Multi Year
GRAINGER	All Departments	\$120,667	Industrial Supplies	One Year
INTIVITY, INC.	Special Education	\$45,721	Classroom Furniture	One Year
LINDENMEYR-MUNROE	All Departments	\$79,466	Paper Supplies	One Year
LMC INDUSTRIAL CONTRACTORS, INC.	O&M	\$44,616	BOCES Bid - Small projects	One Year
LOWE'S HOME CENTERS, INC.	All Departments	\$60,134	Industrial Supplies	One Year
MSC	All Departments	\$48,296	Industrial Supplies	One Year
OCTANE FORKLIFTS, INC.	BOCES 4 Science	\$47,561	Fork Lift for Program	One Year
PC PARTS PLUS, LLC	CaTS	\$70,434	Computer Replacement Parts	One Year
PIPITONE ENTERPRISES LLC	CTE	\$99,988	Capital Project	One Year
PITNEY BOWES	All Departments	\$50,799	Maintenance of Equipment	One Year
PRECISION PROPERTIES	Administration	\$861,203	Lease of Building Space	Multi Year
RELCOMM INC.	CaTS	\$392,744	Telephone Systems	One Year
ROCHESTER GAS & ELECTRIC	O&M	\$97,775	Utilities	Multi Year
SCHOOL SPECIALTY, LLC	All Departments	\$71,576	Classroom and Office Supplies	One Year
SKY SPENCERPORT LLC	Administration	\$62,250	Lease of Building Space	Multi Year
TECH PARK OWNER LLC	Administration	\$891,254	Lease of Building Space	Multi Year
THOMPSON, JIM	School Improvement	\$86,332	Professional Development	One Year
TURNER DRIVE ASSOCIATES LLC	Administration	\$116,624	Lease of Building Space	Multi Year

9. Audit Committee Update

1. Audit Committee Update

2. Resolution to accept risk assessment for the year ending June 30, 2024



Monroe 2–Orleans
Board of Cooperative Educational Services

Jo Anne L. Antonacci, District Superintendent

**Finance
Office**

Steve Roland

*Assistant Superintendent
for Finance and Operations*

Tel: (585) 352-2412

Fax: (585) 352-2756

Email:

sroland@monroe2boces.org

Audit Committee Meeting

March 20, 2024

Members Present: John Abbott, Dennis Laba, Mike May

Others Present: Jo Anne Antonacci, Steve Roland, Mary Young

I. Risk Assessment

Mary Young from Lumsden & McCormick (L&M) reviewed the updated Risk Assessment (Report) for the year ending June 30, 2024. Mary noted that items in blue or gold in the Risk Assessment represent a change from the prior report or information to be highlighted.

Mary recommends that 2-3 times a year, having our Internal Claims Auditor review purchases for Bidding compliance.

The 2024 Testing recommendation for L&M is to review our health insurance billing; looking at contribution percentages, eligibility parameters, etc.

The Audit Committee will meet prior to the June Board meeting to review the Test Report.

Cc: Board



Monroe 2 – Orleans BOCES

RISK ASSESSMENT

FOR THE YEAR ENDING JUNE 30, 2024

March 20, 2024

Members of the Board and Audit Committee
Monroe 2 - Orleans BOCES
3599 Big Ridge Road
Spencerport, New York 14559

Members of the Board and Audit Committee:

The internal audit function's primary responsibility is to assist the Board in ensuring that Monroe 2 - Orleans BOCES (BOCES) control risks are identified and that appropriate internal controls are in place to address those risks. As defined by *The Committee of Sponsoring Organizations of the Treadway Commission* (COSO), internal controls consist of five key elements:

1. The Control Environment
2. Risk Assessment
3. Control Activities
4. Information and Communication
5. Monitoring

An entity's internal control over financial reporting is a process effected by those charged with governance, management, and other personnel, designed to provide reasonable assurance regarding the preparation of reliable financial statements in accordance with accounting principles generally accepted in the United States of America. An entity's internal control over financial reporting includes those policies and procedures that (1) pertain to the maintenance of records that, in reasonable detail, accurately and fairly reflect the transactions and dispositions of the assets of the entity; (2) provide reasonable assurance that transactions are recorded as necessary to permit preparation of financial statements in accordance with accounting principles generally accepted in the United States of America, and that receipts and expenditures of the entity are being made only in accordance with authorizations of management and those charged with governance; and (3) provide reasonable assurance regarding prevention, or timely detection and correction of unauthorized acquisition, use, or disposition of the entity's assets that could have a material effect on the financial statements.

Management is responsible for establishing and maintaining effective internal control over financial reporting. Because of its inherent limitations, internal control over financial reporting may not prevent, or detect and correct misstatements. Also, projections of any evaluation of effectiveness to future periods are subject to the risk that controls may become inadequate because of changes in conditions, or that the degree of compliance with the policies or procedures may deteriorate.

The internal audit function required for New York State Public Schools and BOCES must include, at a minimum:

- Development of a risk assessment of BOCES operations including, but not limited to, a review of BOCES' financial policies, procedures and practices, and the testing and evaluation of internal controls;
- An annual review and update of such risk assessment;
- Periodic testing and evaluation of one or more areas of BOCES' operations annually; and
- Preparation of reports, at least annually or more frequently as the Board may direct, which analyze significant risk assessment findings, recommend changes for strengthening controls and reducing identified risks, and specify timeframes for implementation of those recommendations.

Our updated risk assessment and risk matrix are based primarily on interviews with various personnel with responsibility for financial accounting and reporting, the implementation and monitoring of those procedures, and information obtained during prior year testing procedures. We interviewed the following employees in order to prepare our risk assessment:

NAME	TITLE	RESPONSIBILITIES
Tammy Almeter	Human Resources Assistant	Maintains personnel files, enters employee information
Jo Anne Antonacci	District Superintendent	Oversees BOCES administration and operations
Karen Brown	Assistant Superintendent for Human Resources	Oversees human resources and payroll departments
Colleen Dzwigal	Payroll Clerk	Oversees timesheet entry, reviews attendance records and timesheets, prints payroll checks
Mary Kay Fulkerson	Human Resources Clerk	New hire paperwork, reviews time and attendance entries
Shawna Gareau-Kurtz	Director of the Center for Workforce Development	Approves timesheets, purchase order requisitions
Debbie Hartung	Assistant Purchasing Agent	Purchase order approval, bids, auctions
Linda Intini	Benefits Clerk	Health, dental, and medical benefits; retiree health insurance
Anne Johnson	Payroll Supervisor	Processes payroll
Mark Laubacher	Assistant Business Official	Manages budgets for Center for Workforce Development, Career and Technical Education, and Communication and Technology Services
Joanne Laurini	Purchasing Specialist	Processes approved purchase order requisitions, oversees credit card sign-out, bids
Heather Malone	Exceptional Children Supervisor – Pre-school	Pre-school billing
Gary Manuse	Assistant Business Official	Monitors pre-school, special education/alternative education, summer school programs, student records, and transportation
Becky Maslowski	Personnel Analyst	Adds new employees to WinCap, HR purchasing
Cynthia Medley-Evanetski	Claims Auditor	Prepares claims log, mails checks, approves claims for the Board
Robert Nells	Exceptional Children Supervisor – Ridgecrest Academy	Oversees program
Debbie Parker	Account Specialist	Billing, budget transfers, preparation of grant reimbursements, accounting for workers' compensation plan
Allysia Pogel	Account Clerk	Cash receipts at CTE, extraclass central treasurer
Steve Roland	Assistant Superintendent for Finance and Operations	Oversees finance operations, operations and maintenance, and security
Michelle Ryan	Assistant Superintendent for Accountability, Assessment, and Technology	Information technology
Jill Slavny	Executive Principal, Career & Technical Education	Approves purchase order requisitions, reviews timesheets and extraclassroom bank reconciliations
Jennifer Talbot	District Treasurer	General ledger, check signer, electronic transfers, journal entries, health plans

NAME	TITLE	RESPONSIBILITIES
Julia Van Skiver	Human Resources Clerk	Health, dental, and medical benefits; time and attendance sheet entry
Wendy Vergamini	Director of Procurement	Purchase order requisition approval, credit card, bidding, oversees capital assets
Martha Willis	Principal – Westside Academy	Approves purchase order requisitions, receives lunch program cash receipts, reviews timesheets
Laurie Zelter	Accounts Payable Specialist	Accounts payable
Lisa Zobel	Cash Clerk/Accounts Payable Specialist	Enters cash receipts, prepares deposits; accounts payable

We have completed procedural narratives of the following transaction systems or processes. **Items in blue denote changes from the prior risk assessment, whether due to changes in BOCES' processes or as a result of additional information obtained.** The key highlights for each area are as follows:

PURCHASING

- Purchase order requisitions (POs) are pre-numbered electronically within WinCap
- POs must be approved by a department head or supervisor prior to final approval by the Director of Procurement, purchasing analyst, or assistant purchasing agent
- Open PO list is sent to departments by Assistant Superintendent for Finance and Operations prior to year end to determine which POs are still outstanding
- Only purchasing department employees can input new vendors
- **Director of Procurement** reviews vendor history for bid possibilities and requires quotes for all purchases between \$2,500 and **\$20,000**
- The purchasing policy requires bidding for purchases of \$20,000 and \$35,000 for public works in accordance with General Municipal Law §103

ACCOUNTS PAYABLE

- Segregated from purchasing (separate departments)
- One accounts payable clerk also has cash receipts responsibilities
- Blank check stock is **stored** in a cabinet with access restricted to accounts payable and payroll departments
- The password to print checks is controlled and a check log is maintained by the District Treasurer
- Invoices are compared to purchase orders and receiving reports by accounts payable clerks; voucher packages are forwarded to the claims auditor for review and approval
- Checks are mailed by the claims auditor
- The District Treasurer and Assistant Superintendent for Finance and Operations are authorized check signers
- Manual checks are no longer issued by BOCES
- Workers' compensation fund claimant checks are printed through the claims administration software with the District Treasurer's signature printed on the checks
- Credit cards
 - Management maintains a list of cards which includes the person to whom each card is assigned and the credit limit, if applicable
 - Chase purchasing cards are assigned to and kept by specific individuals
 - Total credit available on Chase purchasing cards is **\$128,500** with no cash advance option
 - Individual credit limits for Chase purchasing cards range from **\$1,500** to \$20,000 and are set for each employee with a purchasing card; only the Director of Procurement and the District Superintendent have credit limits of \$20,000
 - Gas cards are assigned to specific vehicles with each employee having a unique PIN for the card

- All other cards are locked in the purchasing department
 - Credit cards must be signed out prior to use
 - Requisition must be submitted to the Director of Procurement prior to purchase
 - The number of times credit cards are signed out is periodically reviewed to assist management in determining whether the number of available cards is appropriate based on the frequency of use
- For store credit accounts (four), blanket purchase orders are prepared
- **The District Treasurer and** Director of Procurement review credit card statements and the Director of Procurement ensures purchases do not circumvent the bidding process
- Purchasing manual outlines procedures for credit card use

CLAIMS AUDITOR

- Started with BOCES in October 2022 with three prior years of claims auditing experience at a Credit Union
- Reviews purchase orders, invoices, and checks prior to mailing; initials the copy of the check and invoice noting review
- Looks for sales tax paid and reasonableness of purchases; spot checks invoices for mathematical accuracy and proper budget coding
- Reviews all payment requests before the checks are printed to minimize the number of checks that might have to be voided due to errors; later reviews the printed checks to the requests
- Mileage reimbursements are entered into a software program; entries are reviewed and approved by department heads and the claims auditor
- Maintains an exception log noting questioned items and resolution; the report is given to the Board each month
- Spot checks cell phone bills only as they are already reviewed by the purchasing department
- Mails checks directly
- Claims auditor does not review for bidding possibilities
- Claims auditor met with the Board at the June 2023 meeting

PAYROLL AND BENEFITS

- Input of new employees, benefits, pay rates, and timesheets are segregated amongst different employees although not segregated between human resources and payroll departments; access to enter or change information is restricted to employees in human resources and payroll departments
- Payroll responsibilities are distinct and separate from general ledger and banking responsibilities
- Employment Recommendation Forms are completed and approved by departments, approved by the Assistant Superintendent for Human Resources and the Board, and forwarded to payroll and human resources for any pay rate or personnel changes
- The personnel analyst and HR assistant can add new employees and make changes to existing employee information in WinCap
- The payroll supervisor and HR clerk can make changes to employee information and also process payroll
- The Assistant Superintendent for Human Resources reviews and approves a salary change report each pay period
- Timesheets for hourly employees are approved by department heads and reviewed by the payroll clerk and payroll supervisor; HR clerk enters supplemental pay items into WinCap; input is reviewed by another HR clerk
- BOCES uses WinCap Web, which allows employees to submit their time directly into WinCap for payroll processing; 30-50 timesheets are received during a typical payroll period and significantly more during the summer months
- The payroll clerk prints checks; the District Treasurer enters the password for her signature; checks are mailed by one of the HR clerks
- Any changes to a paycheck are made in the next pay or the paycheck is voided and a new check is issued through WinCap
- The accounts payable clerk prints checks for employee deductions

- Paychecks are reconciled to the payroll register
- The District Superintendent reviews and certifies payroll
- The payroll department's records of time taken/remaining days off is reconciled with department records at year end
- Annual salary authorizations are available on WinCap Web for annual employees to certify online; authorizations are mailed directly to summer school employees to sign and return
- Proper cross-training of payroll employees occurs
- Most recent payroll payoff was conducted in Spring 2016 as part of the internal audit
- The HR clerk reconciles the health insurance invoices to ensure only eligible individuals are included
- Amounts owed for health insurance premiums are required to be paid by the 15th of the month of coverage and bills sent to retirees include due dates
- BOCES has assigned cell phones to employees/departments; employees reimburse BOCES for personal use with a \$12 per month deduction from payroll or employees sign a form stating they will not use the cell phone for personal calls

CASH RECEIPTS

- Cash, checks, and credit card payments are received for services provided such as cosmetology and car repairs as well as adult education classes, food service sales, retiree health insurance payments, payments from component districts, and miscellaneous receipts
- Retiree health insurance payments are received by the cash clerk to record in WinCap; payments can also be made via direct debit and credit card
- The cash clerk enters the receipts into WinCap and restrictively endorses all checks "for deposit only"
- **All** cash receipts are processed through the cash receipts module in WinCap
- The cash clerk or District Treasurer uses a remote electronic scanner to deposit checks into the M&T Bank and JP Morgan Chase accounts; after thirty days the checks are shredded
- Cash deposits to banks are usually made daily by the account specialist after information is updated in WinCap by the cash clerk
- The account specialist is responsible for billing of BOCES services to component districts
- Center for Workforce Development (Adult Education)
 - Payments are received directly at **WE-MO-CO**; payments can be made with cash, checks, and credit cards
 - Deposits are forwarded to the cash clerk in a locked bank bag; cash is kept in a locked combination safe which can be accessed by **an administrative assistant**, the program director, and the assistant director
 - Cash receipts information is forwarded to the District Treasurer to record in WinCap
 - Payments received are reconciled to the cash receipts software program
- WE-MO-CO (Career & Technical Education)
 - Cash is received at location for services provided
 - No cash is collected by instructors
 - Account clerk receives all payments; cash, checks, and credit cards are accepted
 - Payment must be made at time of service; no one is billed for services
 - Pre-printed service slips are used so students can date and indicate the service performed to better reconcile deposits to cash receipts; cosmetology program receipts are pre-numbered
 - The account clerk matches payments to work orders/service slips; work orders are date stamped when paid
 - **Cash is locked in a safe in the main office** until it is forwarded in a locked bank bag to the business office where it is recounted by another account clerk and entered into WinCap
- Food sales receipts – WE-MO-CO
 - **Cash registers now use a point-of-sale program**
 - Students run the cash registers under supervision of teachers
 - Teachers close out and reconcile cash drawers to register reports; cash reconciliation forms are signed by the students and teachers

- The deposit is forwarded to the business office where it is recounted by an account clerk
- **District Treasurer reconciles the cash collected to the register reports on a monthly basis**
- Sale of goods is sporadic therefore cash registers are not used on a daily basis
- Food sales receipts – Westview Exceptional Children & Westside Academy and **Ridgecrest Academy**
 - Food sales provided by Gates Chili Central School District with no involvement by BOCES
- Vending machine in administrative offices
 - Run by Sunshine Fund, which is an organization independent of BOCES
 - Money from vending machine is not included on BOCES' books
 - Sunshine Fund has its own checking account which is not under BOCES' Federal Tax ID number
- Vending machines at Westside Academy and Ridgecrest Academy are maintained by an outside company
- Vending machines at WE-MO-CO are run by the Skills USA Club; cash is collected and a deposit is prepared by the account clerk who also takes the deposit to the bank
- BOCES runs a print shop which provides services to the departments and school districts; departments are billed, with payments made through transfers; the cost of services is added to the school districts' contracts

TREASURY

- Bank statements are downloaded by the District Treasurer, who enters any remaining cash receipts such as interest and begins the reconciliation process
- The Secretary to the Assistant Superintendent for Finance and Operations verifies all bank reconciliations
- The Assistant Superintendent for Finance and Operations reviews and approves all bank reconciliations
- Old outstanding checks are reviewed and letters sent at least twice a year
- Transfers of funds include payroll transactions and transfers between BOCES' bank accounts
- Transfers between different banks are initiated by the District Treasurer with a second release required by the Assistant Superintendent for Finance and Operations or Assistant Business Official
- Transfers between BOCES' accounts within the same bank and electronic payments to vendors are made online by either the District Treasurer, Assistant Business Official, or Assistant Superintendent for Finance and Operations
- Most journal entries are made by the District Treasurer; the account specialist and cash clerk can also make entries
- All journal entries are reviewed and approved by the Assistant Superintendent for Finance and Operations
- Budget transfers
 - Budget transfer policy authorizes the District Superintendent or designee to approve transfers and the Assistant Superintendent for Finance and Operations reports any transfers over \$100,000 to the Board monthly
 - Monthly, a budget adjustment report from WinCap is reviewed and approved by the Assistant Superintendent for Finance and Operations
 - The Assistant Superintendent for Finance and Operations, two Assistant Business Officials, and the account specialist monitor budget lines to prevent over-expenditure
 - Department Supervisors sign the Budget Transfer and Appropriation form or submit requests into WinCap, which are processed by the account specialist

CAPITAL ASSETS

- Maintained using Real Asset Management
- General asset capitalization policy of \$5,000; technology department capitalization policy of \$1,500; items over \$500 (\$100 threshold for recording technology) are added to the capital asset records for insurance purposes
- The Director of Procurement and senior purchasing analyst can add or remove assets from the capital asset listing
- Identification tags are affixed to all assets over the tracking threshold
- Auctions are held to dispose of items and requests are sent to the purchasing department

- Employees complete a form to request removal of any obsolete items
- Disposals are approved by the Assistant Superintendent for Finance and Operations and the Director of Procurement
- Inventory of items at BOCES locations is performed every five years by CBIZ; inventory of items at component districts is conducted on a rotating basis by CBIZ
- Reports are reviewed by the Assistant Superintendent for Finance and Operations and the Director of Procurement

EXTRACLASSROOM (STUDENT CLUBS)

- Student Leadership/Skills USA Club
 - A central treasurer is in place
 - Students make all decisions on purchasing, fundraising
 - **Accounting records are maintained by the central treasurer and BOCES is training students to keep their own records**
 - Students sign off on purchase orders and vouchers
 - The **central treasurer** prepares checks and the executive principal approves; the executive principal and central treasurer are authorized to sign checks and two signatures are required
 - Bank statements are received by the central treasurer who prepares the bank reconciliations which are then reviewed by the District Treasurer
 - Items purchased for fundraising are reconciled to money received
 - Cash received is given to the central treasurer to deposit
 - A quarterly report is prepared by the District Treasurer and reviewed by the Board

INFORMATION SYSTEMS

- BOCES uses WinCap accounting software
- Full back up of server is performed weekly with incremental daily backups; backups are kept offsite
- BOCES has contracted with Monroe #1 BOCES to maintain a daily back up of WinCap
- BOCES issues laptops, iPhones, and iPads
- On a rotating basis, a physical count of certain technology equipment is performed annually
- The administrative network does allow for limited downloads while the educational network does not
- Employees are given program access based on supervisor/department head approval; access to WinCap must be approved by the Assistant Superintendent for Finance and Operations
- The technology manager regularly reviews a report from WinCap that identifies access changes made and matches them to written requests that were approved and submitted
- IT scans computers quarterly to ensure that downloaded items are consistent with BOCES policy; any inconsistencies are reported to the Supervising Manager
- Multi-factor authentication (MFA) is required when remotely accessing organizational email and Office 365 resources
- Any remote access to WinCap is limited and is approved by the Assistant Superintendent for Finance and Operations

GRANT COMPLIANCE

- BOCES receives federal and state grants each year through the U.S. Department of Education, the NYS Education Department, and Rochester Works, which provides a grant to BOCES as a subrecipient for the adult education program
- Grants are reviewed **periodically** by the account specialist for cash flow; various grants are monitored and reconciled by the department that receives the funding

PRE-SCHOOL PROGRAM

- Services include morning and afternoon pre-school sessions, clinic services, and programs for children with autism or other special needs
- Teachers log students' names, services, and hours provided into McGuinness Information Management System (McGuinness), a software system **mandated by Monroe County (the County)** for billing purposes
- A limited review of hours entered by teachers is performed; employees are salaried so services and hours provided in this software do not affect compensation
- Teachers' hours and services provided are recorded in Excel by the special education department
- Student information is recorded in Excel and in **McGuinness** by the special education department
- Bills are generated by the special education department and **submitted to the County**
- Amounts billed are provided to the business office and recorded in total in WinCap
- The business office receives payments and records receipts in WinCap
- The District Treasurer and special education department records liaison reconcile amount billed to amount received to create an aging of amounts due from the County
- Adjustments made by the County are reconciled with the program information maintained by the special education department
- The Assistant Business Official reviews total billing each month as part of budget to actual analysis

INSURANCE

- Insurance company reviews policy and meets with administration annually to ensure that coverage is adequate
- Employees handling cash are bonded

Attached is an assessment of the control areas and their perceived risks based on the procedural narratives we conducted. After review and agreement by the Audit Committee, we will schedule our testing of the processes within the selected areas. At the conclusion of our testing, we will schedule a meeting with the Audit Committee to discuss our findings and ways to enhance internal controls. In addition, any areas in which the Board or Audit Committee believes we should perform additional procedures can be communicated to us at any time.

This report is intended solely for the information and use of the Audit Committee, Board, and management. It is not intended to be and should not be used by anyone other than these specified parties.

Sincerely,

LUMSDEN & McCORMICK, LLP



Sara M. Dayton, CPA
Partner

Monroe 2 - Orleans BOCES Risk Matrix For the year ending June 30, 2024

The following recommendations are rated as 1, 2, or 3 depending on the magnitude of the deficiency, potential effect on BOCES if not corrected, cost/benefit analysis, and mitigating control. Levels 1, 2, and 3 are defined below:

- 1 - recommendations that BOCES has the ability to change and would likely provide a greater benefit to BOCES than the cost of implementation
- 2 - recommendations that BOCES should investigate, however, the cost of implementation may be greater than BOCES' benefit and the level of risk may not be great enough to warrant significant changes to the structure of BOCES
- 3 - recommendations that are considered to be best practices and reminders to BOCES to continue with certain procedures

TRANSACTION CYCLE	RISK ASSESSMENT		TESTING PERFORMED	OBSERVATIONS/ REASON FOR IMPROVEMENT	RECOMMENDATIONS
	2023	2024			
BOARD POLICY REVIEW					
Reorganization meeting	Low	Low	Annually in conjunction with testing performed		
Code of ethics/conflict of interest	Low	Low			
Computer usage	Low	Low			
Purchasing	Low	Low			
Petty cash	Low	Low			
Cell phones	Low	Low			
Travel and conferences	Low	Low			
Fraud policy/ whistleblower policy	Low	Low			
INSURANCE					
Proper coverage in place	Low	Low			
BUDGET MONITORING/TRANSFERS					
Proper approval of budget transfers	Low	Low			

TRANSACTION CYCLE	RISK ASSESSMENT		TESTING PERFORMED	OBSERVATIONS/ REASON FOR IMPROVEMENT	RECOMMENDATIONS	
	2023	2024				
ACCOUNTS PAYABLE/PURCHASING						
Segregation of duties	Low	Low				
Bidding when aggregate purchases exceed \$20,000	Low	Low				
Credit card/store credit usage	High	High		Existence of credit cards and store credit is inherently a risk		
WE-MO-CO	Low	Low				
CLAIMS AUDITOR						
Compliance with Laws of 2005	Low	Low		Claims auditor met with the Board in June 2023		
Claims auditor transaction log	Low	Low		Breaks in check sequence are investigated and documented		
Understanding of bidding rules, proper account coding, available budget space	Low	Low		Claims auditor does not review bidding	Claims auditor should review transactions for bidding possibilities	1
PAYROLL						
Segregation of duties	Low	Low		Verification that the information has been input correctly would mitigate the possibility of errors or fraud	A second employee, such as the payroll specialist, should verify the information input from the Employee Recommendation Forms into WinCap	3
Payment of accumulated sick/vacation days	Low	Low		Risk that the value of unused vacation and sick time could be incorrectly calculated		
Employee access to payroll system	High	Low	2023	Access to payroll and HR modules has been reviewed and changes made based on job duties	Continue to review access controls periodically for unauthorized changes	3
Health insurance	Low	High	Suggested for 2024	Employees could be charged an incorrect amount for health insurance Former employees could still be included on BOCES' health insurance		
Salary notifications	Low	Low		Employees can access salary notifications online		

This report is intended solely for the information and use of the Audit Committee, Board of Education, and management. It is not intended to be and should not be used by anyone other than these specified parties.

TRANSACTION CYCLE	RISK ASSESSMENT		TESTING PERFORMED	OBSERVATIONS/ REASON FOR IMPROVEMENT	RECOMMENDATIONS
	2023	2024			
CASH RECEIPTS					
Timeliness of deposits/cash received at remote locations	High	High		Delays in depositing cash receipts increase the possibility of theft	
WE-MO-CO services	Low	Low		Thorough completion of work orders and standard pricing ensures the proper calculation of costs of services	
				Correct calculation of service charges ensures proper billing for work performed	
				Pre-numbered receipts reduce risk of misappropriation	
Food sales receipts (WE-MO-CO)	Low	Low			
Print shop billing	Low	Low		Possibility that bills are not prepared timely	
TREASURY					
Bank reconciliations	Low	Low		Timely preparation and review of bank reconciliations ensures proper recording and reduces risk of theft	
Electronic transfers/internet banking	Low	Low		Wire transfers between accounts at different banks require one person to initiate the transaction and one to approve	
Proper approval of budget transfers	Low	Low		Review of budget transfers helps ensure accurate financial reporting	
CAPITAL ASSETS					
Maintenance of comprehensive records	Low	Low			
Proper communication of annual additions and disposals	Low	Low			
Calculation of depreciation	Low	Low			

TRANSACTION CYCLE	RISK ASSESSMENT		TESTING PERFORMED	OBSERVATIONS/ REASON FOR IMPROVEMENT	RECOMMENDATIONS
	2023	2024			
EXTRACLASSTROOM (STUDENT CLUBS)					
Procedures performed in accordance with Finance Pamphlet	Low	Low		Required by New York State Education Department	
Completeness of cash receipts	High	High		Financial statement opinion qualified for cash receipts	
INFORMATION SYSTEMS					
Controls over security and access	High	Low	2023	Access to payroll and HR modules has been reviewed and changes made based on job duties	
Backup of data	Low	Low			
Use of laptops/iPads	Low	Low		IT runs a scan of computers quarterly and if unauthorized software is identified, the staff will notify the Supervising Manager	
GRANT COMPLIANCE					
Proper recording of information for reimbursement	Low	Low			
PRE-SCHOOL PROGRAM					
Review of services, hours provided	Low	Low			
Duplication of data entry	Low	Low			
Proper billing for services	Low	Low			

10. Board Presentation – Skills USA Presentation by
CTE Assistant Principal Theresa Alampi-Cortez, and CTE Teacher
Jennifer Probst and CTE Students

The background features a dark blue gradient with dynamic, flowing patterns of red and blue lines and dots. Several bright, multi-pointed starburst light effects are scattered across the scene, adding a sense of energy and modernity.

SkillsUSA Presentation

April 17, 2024

What is SkillsUSA?

- SkillsUSA is the #1 workforce development organization, representing nearly 400,000 CTE students and teachers
- SkillsUSA empowers students to become skilled professionals, career-ready leaders and responsible community members
- SkillsUSA students develop their hands-on skills against current industry standards in more than 130 occupational areas, from 3-D Animation to Welding and nearly everything in between
- Through the Framework, SkillsUSA students develop career and college readiness skills



About Our Chapter

- Current membership = 310 (student & professional)
- Our chapter has one member of the New York State Officer Team for Area 1 (Kayla Waddell-Martin, Area 1 VP)
- We were a Gold Chapter of Distinction 2021, 2022, 2023
- Newly elected (2024-2025 school year) Area 1 VP, Savannah Wehner
- Currently have 1 lead advisor (Jennifer Probst) and advocating for a second lead advisor position (based on increased enrollment and responsibilities)
- Chapter provides opportunities for students to participate in community service, fundraising, and various activities throughout the school year



What Have We Done?

- In the 2022-2023 school year, our SkillsUSA chapter was recognized as a Model of Excellence
- This year, we sent 77 students to the Area 1 Regional Conference at Alfred State
- Of those 77 students, 14 were medalists and 3 placed fourth in their competitions
- This year's fundraisers include soda machine, Country Meats meat stick sales, WEMOCO plates, Valentine's carnations, hot dog sale, chicken BBQ, and the Craft and Vendor Sale.
- This year's community service includes a canned food drive, the Breast Cancer Awareness Walk, serving at the Salvation Army/United Way Christmas Toy Distribution, and the RedCross Blood Drive.



What Are We Currently Doing?

- Payal Gajmer is currently running for an “Officer At Large” position for New York State
- We are sending 107 students to the New York SkillsUSA State Leadership Conference in Syracuse April 24th-26th
- We are preparing for our chicken BBQ fundraiser and our end of year trip to Seabreeze
- We are partnering with the United Way and NTHS to participate in the United Way’s Day of Care on May 23rd.





What Are Our Future Goals?

- Add a second lead advisor to our chapter
- Continue to strive for Model of Excellence (through the Chapter of Excellence Program)
- Increase membership
- Participate in more community service opportunities
- Build business and community partnerships so that they can sponsor our SkillsUSA chapter and support student efforts
- Keep reinforcing the SkillsUSA Framework
- Continue working and investing in student leadership positions (state officers)

Closing Video

SkillsUSA New York Leadership
Conference



11. Old Business

1. Ridgecrest Emergency Plan Committee Board Delegate
2. Annual Meeting Debrief

12. New Business

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

MONROE 2-ORLEANS BOCES

Student Code of Conduct

~~2023-2024-2025~~



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: 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://wderobeolp01.ed.gov/CFAPPS/OCR/contactus.efm> <https://www2.ed.gov/about/offices/list/ocr/addresses.html> for the address and phone number of the office that serves your area, or call 1-800-421-3481. Please note that those wishing to file a complaint may also do so through the Department of Education's Office for Civil Rights at <https://www2.ed.gov/about/offices/list/ocr/complaintprocess.html>. See also New York State Executive Law 296.

Monroe 2-Orleans BOCES complies with the Americans with Disabilities Act (ADA) which provides access to all its services, programs, activities, and employment for those individuals with a disability. Monroe 2-Orleans BOCES will provide reasonable accommodations and/or appropriate modifications, aides and services as required by law to provide access to individuals with disabilities to its programs, services, employment, and activities. Any individual requesting an accommodation must notify the ADA Compliance Officer at least 72 hours prior to the event or program or activity. BOCES' non-discrimination policy 1440 and 6460 related to students can be found on the Community Tab. Disability Discrimination Complaint procedure is found in Regulation 2000 and 6461 located on the Monroe 2-Orleans BOCES website under the Community Tab. The designated ADA Compliance Officer is the Assistant Superintendent for Human Resources, 3599 Big Ridge Road, Spencerport NY 14559, ~~349~~ 352-2420.

**Code of Conduct
Table of Contents**

	Description	Page
I.	Introduction	3
II.	Definitions	3-4
III.	Student Bill of Rights	5
IV.	Essential Partners	6-10
V.	Student Dress Code	10-11
VI.	Prohibited Student Conduct	11-15
VII.	Reporting Violations	15-16
VIII.	Disciplinary Penalties, Procedures and Referrals	16-23
IX.	Alternative Instruction	23
X.	Discipline of Students with Disabilities	23-26
XI.	Corporal Punishment	26
XII.	Student Interrogations and Searches	26-29
XIII.	Visitors to the Schools	29-30
XIV.	Public Conduct on School Property	30-32
XV.	Dissemination, Review, Training, and Dignity Act Coordinators	32-34
XVI.	Plain Language Summary of the Dignity for all Students Act (DASA)	35-37

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, *including work-based learning sites*.

II. Definitions

For purposes of this Code, the following definitions apply.

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

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

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

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

“CTE” means Career and Technical Education.

“CWD” means Center for Workforce Development.

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

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

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

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

“Possession” includes on the person or in the belongings of the person, whether the person owns the item or belongings or not, or ~~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. *A student who is present with another student who is in possession of a prohibited item is considered to be in possession of that item.*

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

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

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

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

Live ammunition is prohibited on BOCES property or at a BOCES function.

A “weapon” is defined as: a pocket knife or knife with a blade of or more than 2.5 inches; a weapon, device, instrument, material or an animate or inanimate substance used for or readily capable of causing death or serious bodily injury; firearm; pistol; revolver; shotgun; rifle; altered or modified shotgun or rifle; assault weapon; imitation pistol; dagger; dangerous knife; dirk; razor; stiletto; electronic dart gun; electronic stun gun; gravity knife; switchblade knife; pilum ballistic knife; metal knuckles knife; cane sword; billy; black jack; bludgeon; plastic knuckles; metal knuckles; chuka stick; sandbag; sandclub; wrist brace-type slingshot or slingshot; 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 school environment, all BOCES students have the right to:

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

B. Student Responsibilities

All students have the responsibility to:

1. Contribute to maintaining a safe, respectful, healthy, civil, orderly and supportive school environment that is conducive to learning and to show respect to staff, students, and other persons lawfully on BOCES property and to BOCES property, itself.
2. Be familiar with and abide by all home school district, site location and BOCES policies, rules and regulations dealing with student conduct.
3. Attend school, whether in person or remotely, every day unless an excused absence is provided, be on time for class, and be prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. Respond to direction given by staff in a respectful, positive manner.
6. Model and maintain a climate of mutual respect and dignity, regardless of actual or perceived age, sex, race, color, creed, religion, national origin, disability, sexual orientation, gender identity, or gender expression, which will strengthen students' self-concept and promote confidence to learn.
7. Use strategies to control their anger.
8. Ask questions when they do not understand.
9. Seek help in solving problems that might otherwise lead to discipline.
10. Dress and groom for school and BOCES functions in accordance with the dress code.
11. Accept responsibility for their behavior.
12. Conduct themselves as representatives of the BOCES when participating in or attending BOCES functions; to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
13. Report violation(s) of Code to a BOCES' staff member.

IV. Essential Partners

A. Parents

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 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

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

1. Model and maintain a climate of mutual respect and dignity, regardless of actual or perceived age, sex, race, color, creed, religion, national origin, marital status, veteran status, disability, military status, sexual orientation, prior criminal offense, domestic violence victim status, genetic status, gender identity, or gender expression, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach the curriculum and adjust to students' learning styles; demonstrate interest in teaching and concern for student achievement; and commitment to continuous learning and professionalism.
3. Know BOCES policies, regulations, and rules, and enforce them in a fair, consistent, prompt, and lawful manner.
4. Communicate to students and parents:
 - 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 that does not discriminate, harass, or bully a student as defined in policy and regulation 6462 and as outlined in Section VI of this Code.

C. BOCES Staff

All BOCES staff are expected to:

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

D. BOCES School-based Mental Health Staff

BOCES School-based Mental Health Staff are expected to:

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

- gender identity, gender expression, prior criminal offense, domestic violence victim status, or genetic status which will strengthen students' self-concept and promote confidence to learn.
2. Assist students in coping with peer pressure and their personal, social and emotional problems.
 3. Initiate teacher/student/counselor conferences and parent/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~~ *that* does not discriminate, harass, or bully a student as defined in policy and regulation 6462 and as outlined in Section VI of this Code.

E. Authorized BOCES officials

Authorized BOCES officials are expected to:

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

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

F. District Superintendent

The District Superintendent is expected to:

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

G. Board

The Board is expected to:

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

Each authorized BOCES official shall be responsible for informing all students and their parents 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. *A student who removes an instrument from a classroom or misuses an instrument needed in the classroom while in or out of the classroom, such as a clay cutter or an X-acto knife from art class, or a drill or hammer, etc., is considered to be in possession of a weapon. A student who uses the instrument in the classroom properly is not considered to be in possession of a weapon.*
- B. Engage in conduct that is insubordinate, i.e. failing to comply with the lawful directions of a teacher, school administrator or other school and/or BOCES employee in charge of the student. Examples of insubordinate conduct include but are not limited to these incidents OR any violation of ANY other policy or regulation and/or any section of this Code of Conduct:
1. Failing to comply or refusing to comply with the reasonable directions of a staff member. ~~or otherwise~~
 2. *Demonstrating disrespect for program expectations or the Code of Conduct.*
 3. Lateness for missing or leaving school without permission.
 4. Any form of academic misconduct. Examples of academic misconduct include but are not limited to:
 - a) Plagiarism,
 - b) Cheating,
 - c) Copying,
 - d) Altering records, or
 - e) Assisting another in any of the above actions.
 5. Refusing to leave a classroom or BOCES grounds when directed.
 6. *Refusing a search.*
- C. Engage in conduct that is disruptive. Any action or actions that result in a delay or interruption of the educational process for themselves and/or other students. Examples of disruptive conduct include but are not limited to:
1. Using electronic device(s) for purposes other than instruction.
 2. Engaging in conduct listed in A and B above.
 3. *Social media threats to school/program.*
 4. *Using foul language in class.*
 5. *Refusing to leave class when instructed.*
- 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, or scratching) upon another staff or student or any other person lawfully on BOCES property or attempting to do so.
 2. Possessing a firearm or weapon or other dangerous instrument capable of causing death or physical injury, or what appears to be a firearm or weapon. Authorized law enforcement officials called by BOCES or legally on BOCES property for an official purpose are the only persons permitted to have a firearm or weapon in their possession while on BOCES property or at a BOCES function.

3. Displaying what appears to be a firearm or weapon or other dangerous instrument capable of causing death or physical injury.
 4. Threatening to use any firearm or weapon or what appears to be a firearm or weapon or other dangerous instrument capable of causing death or physical injury.
 5. A student who removes an instrument from a classroom or misuses an instrument *needed* while in *or out of* the classroom, such as a clay cutter or an X-acto knife from art class, or a drill or hammer, etc., is considered to be in possession of a weapon. A student who uses the instrument in class in accordance with the curriculum is not to be considered in possession of a weapon.
 6. Knowingly and intentionally damaging or destroying the personal property of a student, staff or any other person lawfully on BOCES property.
 7. Knowingly and intentionally damaging or destroying any BOCES property by use of graffiti or arson or any other means.
- 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/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 *a substantial disruption* or would foreseeably create a risk of substantial disruption within the school environment,

where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property.

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

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

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

- prescription and/or over-the-counter drugs or substances thought by the student to be over-the-counter or prescription drugs.
13. Using, selling, distributing, sharing, possessing, consuming, exchanging, manufacturing, or being under the influence *or appears to be under the influence* of legal substances that mimic the effects of an illegal substance, or 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~~ *substantially disrupts* or can reasonably be expected to substantially disrupt the student(s) education and/or the educational process in BOCES or at a BOCES function.
 19. Using a hand-held laser pointer not approved or supervised by the BOCES staff.

- 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., *or violating the Code of Conduct* will not be tolerated in a school or *on a* BOCES vehicle.

VII. Reporting Violations

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

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

The authorized BOCES official or 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 suspended or expelled.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administrated 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~~ *their* disability.

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

A. Penalties

Students who are found to have violated the 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 ~~the school briefly leave the classroom to give the~~

~~student an opportunity to regain 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”¹ 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 the purpose of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher’s authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher’s instructions or repeatedly violates the teacher’s classroom behavior rules.

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

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he/she/they is being removed and an opportunity to explain 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/she/they was removed from the classroom and give the student a chance to present 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/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/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

¹ ~~These “time out” sessions are not the same as the timeouts 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/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/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/her/their class until 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 *such as graduation ceremonies or dances*, is not entitled to a full hearing pursuant to Education Law § 3214. However, the student and the student's parents 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/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/she/they shall give reasonable notice to the student and student's parents of their right to a fair hearing *that will be conducted by the home school district*. The hearings and all correspondence related thereto will be conducted by the home school district.

C. Minimum Periods of Suspension

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

Any student found guilty of bringing a firearm or weapon onto school or BOCES' property or 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/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.

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/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 pocketknife with a blade less than 2 ½ inches in length” (See section II for a full definition of a weapon).
 - 2) “Controlled substance” means a drug or other substance identified in certain provisions of the Federal Controlled Substance Act specified in both federal and state law and regulations applicable to this policy.
 - 3) “Illegal drugs” means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substance Act or any other federal law.
3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 school days at a time, if maintaining the student in 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~~ *Physical restraint* may be used in very limited and narrow circumstances *as outlined in BOCES Policy*.

XII. Student Interrogations and Searches

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

A student does not need to consent to a search of his person (pat down) or of their belongings. However, an authorized BOCES official may search a student and/or student's belongings or the belongings on the student and/or in the student's possession. Prior to that search, the authorized BOCES official will first initiate a conversation with the student in an effort to have the student admit to their behavior that is violating the law or the Code of Conduct and/or turn over the contraband in lieu of having to perform a search. A student who refuses to be searched can be suspended for insubordination.

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

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

will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students could be present when their possessions are being searched, and two adults will be present *if possible. If possible one adult should be of the same gender as the student's preference, biological gender, or the gender the student identifies as.*

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

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

Authorized BOCES officials will attempt to notify the student's parents 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/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 administrator must photograph the item to be used if the incident will lead to a *short-term or* long-term suspension hearing. Illegal contraband will not be returned to the parent (THC, alcohol, drugs, etc.) but will be sent to the Safety and Security Coordinator for safe storage. The Director of Security will arrange for Ogden Police Department to retrieve and dispose of the contraband.

Parents may pick up a vape or e-cigarette that was seized from their student.

D. Police Involvement in Searches and Interrogations of Students

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

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

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 mandated reporters to report to Child Protective Services (*CPS*) when they have reasonable cause to suspect that a student has been abused or maltreated, the BOCES will cooperate with and assist *CPS representatives workers* and their multi-disciplinary team in accordance with Social Services Law but has discretion to refuse a meeting with ~~child protective service~~ *CPS* workers who wish to conduct interview(s) of student(s) on BOCES property relating to allegations of suspected child abuse, and/or maltreated, or custody investigations.

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

A ~~child protective services~~ *CPS* worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger or abuse if 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) *and/or program administrator* so that class disruption is kept to a minimum.
4. Visitors should not be on the property for social purposes.
5. Any unauthorized person on school property will be reported to the authorized BOCES official. Unauthorized persons or authorized visitors who are disruptive will be asked to leave. The authorized BOCES official may be called if the situation warrants.
6. All visitors are expected to abide by the rules for public conduct on BOCES property contained in this Code of Conduct.

XIV. Public Conduct on School Property

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

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

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

A. Prohibited Conduct

No person, either alone or with others, shall *engage in the following behavior, including but not limited to:*

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy BOCES property or the personal property of a BOCES staff or any person on BOCES property, including by graffiti or arson.
3. Disrupt the orderly conduct of classes, BOCES programs or other BOCES activities.

4. Distribute or wear materials on BOCES property or at BOCES functions that are obscene, lewd, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the BOCES program.
5. Intimidate, harass, discriminate, or bully against any person on the basis of age, sex, race, color, creed, religion, national origin, marital status, veteran status, disability, military status, sexual orientation, gender identity, gender expression, prior criminal offense, domestic violence victim status, *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 *or appear to be under the influence*, manufacture or exchange alcoholic beverages, powdered alcohol or as in a beverage, controlled substances, any illegal substances, over-the-counter *substances*, look alike substances, legal substances that mimic the effects of an illegal substance, *dabs, dap pens, designer drugs, herbs, supplements, steroids, vitamins, THC, over-the-counter and prescription medications* or be under the influence of ~~either~~ *any of the above* on BOCES property or at a BOCES function.
10. Smoking, selling, sharing, distributing, using, manufacturing, exchanging and/or possessing a tobacco product. Tobacco shall be defined as any lighted or unlighted cigarette, cigar, cigarillo, pipe, bidi, clove, cigarette, and any other smoking product matter or substance that contains tobacco, and spit tobaccos, (smokeless, dip chew and/or snuff), in any form. The use of e-cigarettes and any *and all* other products containing nicotine is also prohibited.
11. The use, *sharing, distributing, selling*, or possession of e-cigarettes, vaporizers, or a similar instrument.
12. Possess, use, or threaten the use ~~of~~ *a* firearm(s) or weapon(s) *or what appears to be a firearm or a weapon* in or on BOCES property or at a BOCES function (except in the case of law enforcement officers) *even if the firearm or weapon is lawfully possessed by the visitor*.
13. Loiter on or about BOCES property or at a BOCES' function.
14. Gamble on BOCES property or at BOCES functions.
15. Refuse to comply with any reasonable order of identifiable BOCES authorized officials performing their duties.
16. Incite others to commit any of the acts prohibited by this Code or law.
17. Violate any federal or state statute, local ordinance or BOCES policy while on BOCES property or while at a BOCES function.
18. *Steal others or BOCES property.*
19. *Indecent exposure.*

B. Penalties

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

1. Visitors. Their authorization, if any, to remain on BOCES grounds or at the BOCES function shall be withdrawn and they shall be directed to leave the premises. If they

refuse to leave, they shall be subject to ejection by law enforcement authorities. They could also be permanently banned or barred from BOCES' property and/or functions wherever the function(s) takes place.

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

C. Enforcement

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

When the District Superintendent, or the authorized BOCES official observes an individual engaged in prohibited conduct, which in his/her/their judgment does not pose any immediate threat of injury to persons or property, 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 the BOCES website. The link to the BOCES posting will be requested annually by New York State Education Department via the Student Safety and Educational Climate [SSEC] and will serve as the submission to the Commissioner of Education.

C. DASA Training

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

D. **Dignity Act Coordinators** *(These will be reviewed for any further updates in April)*

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

<u>Name</u>	<u>Building</u>	<u>Phone</u>	<u>E-mail</u>
Thomas Schulte	BOCES-Wide/ESC	352-2415	tschulte@monroe2boces.org
Nichole Outhouse (Interim) Lawanda Brown	Westview	617- 2450-2439	nouthous@monroe2boces.org llbrown@monroe2boces.org
Heather Malone	Exceptional Children Learning Center	617-2320	hmalone@monroe2boces.org
David Liesegang	Rochester Tech Park	617- 2419 2539	dliesega@monroe2boces.org
Maria Tantillo	Spencerport Admin. Building	617-2534	mtantill@monroe2boces.org
Rebecca Spence	Terry Taylor Elementary	349-5637	rspence@monroe2boces.org
James Jewell	Special Education Transition Programs at Slayton Plaza, Roberts Wesleyan, Golisano Children's Hospital (SEARCH) and Paul Road	617-2523	jejewell@monroe2boces.org
Robert Nells	Ridgecrest Academy	617-2948	rnells@monroe2boces.org
Tony Britt David Thering	WEMOCO	352- 2480-2717	tbritt@monroe2boces.org dthering@monroe2boces.org
Martha Willis	Westside Academy	617-2551	mwillis@monroe2boces.org

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

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

The policy explains that the Board is committed to providing an educational environment that promotes dignity, respect, and equality. The Board condemns and prohibits all forms of discrimination, harassment, hazing, bullying, and cyberbullying wherever they 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 *(These will be reviewed for any further updates in April)*

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

<u>Name</u>	<u>Building</u>	<u>Phone</u>	<u>E-mail</u>
Thomas Schulte	BOCES-Wide/ESC	352-2415	tschulte@monroe2boces.org
Nichole Outhouse (Interim) Lawanda Brown	Westview	617- 2450-2439	nouthous@monroe2boces.org llbrown@monroe2boces.org
Heather Malone	Exceptional Children Learning Center	617-2320	hmalone@monroe2boces.org
David Liesegang	Rochester Tech Park	617-2419	dliesega@monroe2boces.org
Maria Tantillo	Spencerport Admin. Building	617-2534	mtantill@monroe2boces.org
Rebecca Spence	Terry Taylor Elementary	349-5637	rspence@monroe2boces.org
James Jewell	Special Education Transition Programs at Slayton Plaza, Roberts Wesleyan, Golisano Children's Hospital (SEARCH) and Paul Road	617-2523	jjewell@monroe2boces.org
Robert Nells	Ridgecrest Academy	617-2948	rnells@monroe2boces.org
Tony Britt David Thering	WEMOCO	352- 2480-2717	tbritt@monroe2boces.org dthering@monroe2boces.org
Martha Willis	Westside Academy	617-2551	mwillis@monroe2boces.org

Intervention

Intervention is an important step in preventing escalation and resolving issues at the earliest stages. Successful intervention may involve remediation, which includes measures to correct the behavior 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 are expected to report an incident of bullying even if the student did not complain. The results of an investigation should be reported to the complainant and accused who can appeal based on the procedures outlined in the DASA regulation 6462.

Disciplinary Consequences/Remediation

Disciplinary action including involving law enforcement if criminal conduct is involved will be in accordance with the Code of Conduct. A clear message needs to be given that bullying actions are wrong and the behavior must discontinue. The consequences will be unique to the individual incident and vary depending on the severity of the behavior, 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 SSEC report annually with attention to bullying and may consider further action based on the data. A complaint form will be posted on the BOCES website. This plain language summary will be sent to parents in the parent packet and will be included in the Code of Conduct and posted on the BOCES website.

Plain Language Summary of the Dignity for All Students (DASA): Created May 2012, Revised February 2013, Reviewed April 2014, Reviewed May 2016, Revised April 2017, Revised April 2018; Revised April 2019; Revised April 2021; Revised April 2022; Revised April 2023, *Revised April 2024*.

Code of Conduct: Revised February 2013, Revised April 2014, Revised April 2015, Revised May 2016, Revised April 2017, Revised April 2018; Revised April 2019; Revised June 2020; Revised April 2021; Revised April 2022; Revised April 2023, *Revised April 2024*.

12. New Business

2. First Reading Policies: 4511 Facilities: Inspection, Operation and Maintenance; 5131 Annual Professional Performance Review (APPR); 7153 Student Voter Registration Access

AD HOC POLICY UPDATE CHART

Erie 1 Policy Changes and New Policy Pursuant to Law

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

<i>POLICY NUMBER</i>	<i>RATIONALE</i>
4511 Facilities: Inspection, Operation and Maintenance	Changes made pursuant to Erie 1 Policy Service changes.
5131 Annual Professional Performance Review (APPR)	Changes made pursuant to Erie 1 Policy Service changes.
7153 Student Voter Registration Access	New Policy pursuant to law.

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4511 – FACILITIES: INSPECTION, OPERATION AND MAINTENANCE

Operation and Maintenance

The District Superintendent is charged with the responsibility for administering plant operations in the most efficient and economical manner possible, while placing high priority on health and safety of students and staff and conservation of natural resources.

The BOCES has the responsibility to provide equipment, supplies and contractual services of high quality.

The Board, through the District Superintendent and his/her staff, has the responsibility of protecting the BOCES investment in plant and facilities through a systematic maintenance program.

The program shall include periodic preventive maintenance activities, long-range maintenance schedules and emergency repair procedures. It is further expected that all maintenance work will be carried out in a manner that will cause the least interference with the educational program.

Inspections

The administration of BOCES shall cooperate with officials conducting health, fire, asbestos, bus, and boiler inspections. The administration shall keep the Board informed of the results of such inspections in a timely fashion.

In addition, per the requirements of the Asbestos Hazard Emergency Response Act (AHERA), the BOCES will at least once each school year inform all employees and building occupants (or their legal guardians) about all asbestos inspections, response actions, post-response action activities, as well as triennial re-inspection activities and surveillance activities that are either planned or in progress.

Annual written notice will be included on the BOCES' website and/or other BOCES' publications and will be filed in the BOCES' asbestos management plan *and will be provided to parents in the Parent Packet.*

Fire Inspection: 8 New York Code of Rules and Regulations (NYCRR) Section 155.4
Health Inspection: Education Law Section 906
Asbestos Inspection: Education Law, Article 9-A
40 Code of Federal Register (CFR) Part 763, Subpart E
12 New York Code of Rules and Regulations (NYCRR) 1220-1240

Adopted: 7/13/1999

Revised: 9/17/2008

Reviewed: 3/18/2009

Revised: 9/21/2011

Reviewed: 8/20/2014

Revised: 8/16/2017

Reviewed: 8/19/2020

Reviewed: 8/16/2023

Revised: _____ 2024

Monroe 2-Orleans BOCES Policy
Series 5000 – Personnel
Policy #5131 – ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

The Board is committed to supporting the development of effective certificated staff and administrators. To this end, the Board shall provide for the evaluation of all professional staff. Plans for Annual Professional Performance Review (APPR) of certificated staff and Administrators shall be developed in accordance with applicable laws, Commissioner's Regulations, and Rules of the Board of Regents. The APPR including improvement plans and the appeals process is listed in the APPR, Plan on the BOCES website.

APPR Ratings

For those certificated staff and Administrators subject to Education Law 3012-d, the APPR will result in ~~a single composite effectiveness score and final quality rating of an annual rating of~~ "highly effective," "effective," "developing," or "ineffective." The ~~composite score annual rating~~ will be determined based on current laws, Commissioner's Regulations, and Rules of the Board of Regents.

Disclosure of APPR Data

The Commissioner is required to disclose professional performance review data for teachers and principals on the New York State Education Department (NYSED) website and in any other manner to make such data widely available to the public. However, the release of such aggregate data may not include personally identifiable information for any teacher or principal. Such public disclosure of ~~final quality ratings and composite effectiveness scores annual ratings~~ will be suitable for research, analysis and comparison of APPR data for teachers and principals across the state.

BOCES will release to parents/legal guardians the ~~final quality overall ratings and/or the transitional rating and composite effectiveness scores~~ for teachers and/or principals to which their student is currently assigned in accordance with the Commissioner regulations.

Annual professional performance reviews of individual certificated staff and Administrators shall not be subject to disclosure under the Freedom of Information Law (FOIL).

Education Law Section 3012-d
 Public Officers Law Sections 87 and 89
 8 NYCRR Sections 30-2 and 100.2(o)

Adopted: 9/18/2013
 Revised: 9/17/2014
 Revised: 9/20/2017
 Reviewed: 9/16/2020
 Reviewed: 9/27/2023
 Revised: _____ 2024

Monroe 2-Orleans BOCES Policy
Series 7000 – Instruction
Policy #7153 – STUDENT VOTER REGISTRATION ACCESS

BOCES will make available to students in grades ten, eleven, and twelve, access to voter registration and/or pre-registration applications during the school year. The purpose of such access is to educate eligible students about the voting enrollment process and provide eligible students with the opportunity to register or pre-register to vote.

BOCES staff will request from the local board of elections the number of pre-registration applications or registration applications as needed on a periodic basis. The local board of elections will transmit the requested number of applications in the manner as requested by BOCES.

Students will be informed on a regular basis of the availability of such applications and their right to register or pre-register to vote. BOCES may find it necessary to collaborate with the local board of elections or an outside organization to assist in making the pre-registration or registration applications available to students.

The District Superintendent/designee will be responsible to obtain the pre-registration voter applications and voter registration applications from the local board of elections and distribute the applications to the appropriate buildings/programs.

The completion of pre-registration and/or voter registration applications shall not be a course requirement for students or a graded assignment for students.

Adopted:

12. New Business

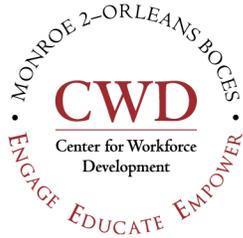
3. Resolution to Affirm Approved CWD Programs



Monroe 2–Orleans
Board of Cooperative Educational Services

Jo Anne L. Antonacci, District Superintendent

April 3, 2024



Shawna Gareau-Kurtz
Director
Tel: (585) 349-9100
Fax: (585) 349-9101
sgareau@monroe2boces.org

TO: Monroe 2-Orleans BOCES Board members
RE: CWD Career & Technical Training Program Approval

Dear members of the Board:

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

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

As the Board is the local authority for CWD programs, I am requesting the Board to affirm existing approval of the following adult Career & Technical Education training programs. All of these programs have been previously approved, but may have had their hours adjusted as we strive for program consistency.

Course Title	Original approval	Hours of in-person instruction for 2024-25
Commercial Driver’s License – Class B (CDL-B)	5/2023	36
Paraprofessional	11/2024	30
Industrial and Commercial Electrical	5/2023	108
Machining Fundamentals	5/2023	108
Residential Construction	5/2023	108
Welding	5/2023	108
Electrical Fundamentals for the Construction Trades	5/2023	108
Manufacturing Technician	5/2023	108
Heating, Ventilation, Air-Conditioning, and Refrigeration	5/2023	108
Dental Office Assisting Fundamentals	5/2023	108
Phlebotomy	11/2021	108

Each year, these programs are reviewed extensively by our instructional support team, teachers, and industry partners to ensure that our courses accurately reflect the content, and the hours required meet industry demands.

Thank you in advance for considering this request.

Sincerely,

Shawna Gareau-Kurtz
Director - CWD

WHEREAS the job training programs will be in accordance with Education Law 4602;
and

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

BE IT HEREBY RESOLVED THAT THE Monroe 2 Orleans Board of Cooperative Education approves the Center for Workforce Development creating and providing the following job training programs: Commercial Driver's License, Paraprofessional, Industrial and Commercial Electrical, Electrical Fundamentals for the Construction Trades, Manufacturing Technician, Machining Fundamentals, Residential Construction, Dental Office Assisting Fundamentals, Heating, Ventilation, Air-Conditioning, and Refrigeration, Phlebotomy, and Welding in accordance with the New York State Education Department requirements to be eligible for EPE Funding.

12. New Business

4. Resolution to Accept Donation from Henry Schein One

GIFTS AND DONATIONS

Donor Information:

Company or Individual Name: Henry Schein One If Company, Contact Person: yvonne hilge

Address: 1220 S 630 E, American Fork, UT, 84003

Phone Number: 801-903-1173 E-Mail: yvonne.hilge@henryscheinone.com

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

Dentrix Software

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

When can BOCES 2 Staff view the item: _____

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

Signature of Donor: [Signature] Date: 3.21.24

To Be Completed By BOCES 2 Staff:

Staff Member Name: Rebecca Horowitz Dept: CWIS Phone Ext: 9121

Name of staff member to be notified upon Board approval: Rebecca Horowitz

Supervisor name and review: Shawna Gareau-Kurtz

Proposed use of donated item: Training CTE + CWIS dental students on patient software

How will the item reduce costs or benefit the program: software is free and same as that used in area dental offices.

Board Date: _____
Cabinet Administrator Signature: [Signature] Date: 3/26/24

District Superintendent: [Signature] Date: 3/27/2024

Board Action: Accept Board Action: Reject

12. New Business

5. Resolution to Accept Donation from Sarah Davis

GIFTS AND DONATIONS

Donor Information:

Company or Individual Name: Sarah Davis If Company, Contact Person: _____

Address: 254 Boca Avenue Rochester, NY 14626

Phone Number: 570-575-4015 E-Mail: sdavis@monroe2boces.org

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

Osmo learning products: Osmo Pizza Co, Osmo Detective Agency, Osmo ABCs, Osmo Words, Osmo Stories, Osmo Cosume Party, Osmo Coding Jam, Osmo Coding Duo, Osmo Coding Awbie, Super Studios Disney Princess, Super Studio Disney Frozen 2 along with one Osmo base for iPads.

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

When can BOCES 2 Staff view the item: February 17, 2024

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

Signature of Donor: Sarah Davis Date: February 16, 2023

.....

To Be Completed By BOCES 2 Staff:

Staff Member Name: Nichole Outhouse Dept: Exceptional Children Phone Ext: 617-2450

Name of staff member to be notified upon Board approval: Sarah Davis

Supervisor name and review: _____

Proposed use of donated item:

The digital applications will be used to blend hands-on play with digital learning around math, ELA, coding and financial literacy while fostering creativity and an enjoyment of learning. These resources will be available for loan to Exceptional Children classroom teachers.

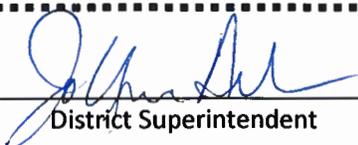
How will the item reduce costs or benefit the program:

This resource will provide an additional way for students to engage in learning. The skills accessible through the products would be used to supplement current instruction.

Board Date: 3/20/2024

Cabinet Administrator Signature

2/15/24
Date


District Superintendent

2/27/24
Date

Board Action: Accept

Board Action: Reject

12. New Business

6. Monroe 2-Orleans BOCES 2022-23 Report Card Review

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD



- Career and Technical Education
- Alternative Education
- Adult Career and Technical Education
- Adult Basic Education
- Special Education
- Professional Development
- 2022-2023** Expenses

2022-2023

Monroe 2-Orleans BOCES

**Monroe 2-Orleans BOCES
Board of Cooperative Educational Services
2022-2023 Report Card**

Table of Contents

	Page
Component/Non-Component District List.....	ii
 Indicators of BOCES Performance	
Career & Technical Education.....	1-3
Alternative Education.....	4-5
Adult Career & Technical Education.....	6
Adult Basic Education.....	6
Special Education	
Special Education Enrollment and Tuition in BOCES Programs.....	7-8
State Testing Program.....	8-11
Professional Development.....	12
 2022-2023 Expenses.....	 13

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

The following data were not included in this report.

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

TEST DATA DISCLAIMER

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

BOCES
269200-00-0000

Component Districts

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

Monroe 2-Orleans BOCES encompasses 444 square miles

Joint Management Team

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

Regional Information Center

- Monroe Accountability, Assessment and Reporting Services (MAARS)

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

Indicators of BOCES Performance

Career & Technical Education (CTE)

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

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

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

General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
2021-2022	2021-2022	2022-2023	2022-2023
349	119	450	154
271	65	271	78
253	62	237	76
148	32	189	29

Other Career-Related Programs

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

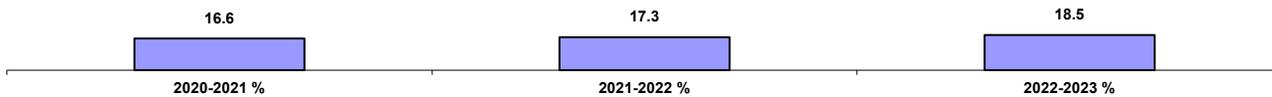
- “New Vision”
- Participated 1 yr of a CTE Program
- Other one-year programs

25	0	24	2
17	18	16	16
14	18	12	16

Tuition Per Student for CTE Programs
Data Source: 602 Report



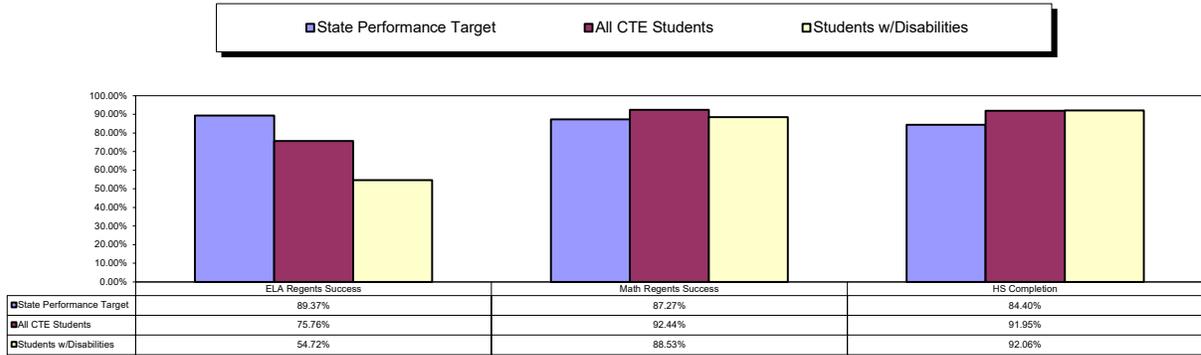
*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools
Data Source: SIRS



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

CTE Student Performance on Perkins Indicators Who Left School in 2021-22

Data Source: SIRS

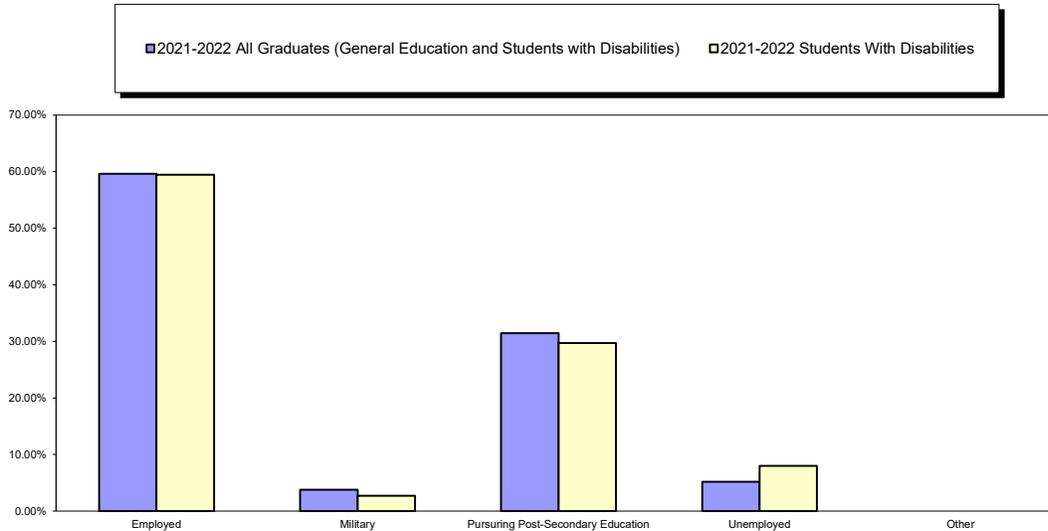


Status of Career and Technical Education (CTE) Students 2021-2022 Placement Outcomes

BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education. *Data Source: CTE Placement Report*

Total Placement

This BOCES	State Target
94.83%	79.4 %



**Test Assessing Secondary Completion Leading to TASC
For CTE Students Age 16-18
2022-2023**

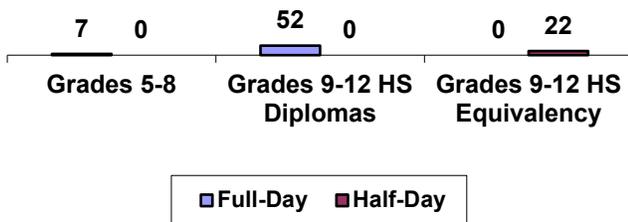
The Test Assessing Secondary Completion (TASC) is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the TASC are offered in English and Spanish.

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

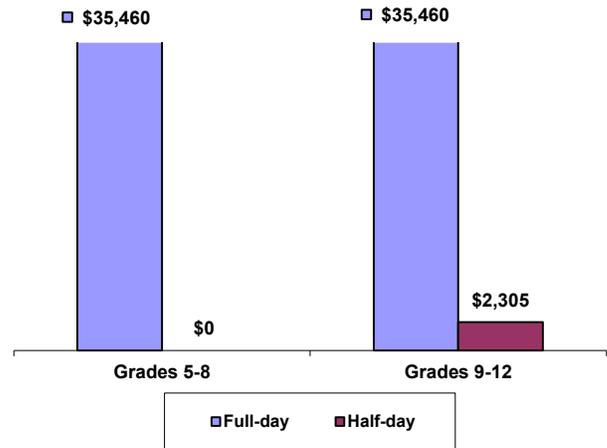
Alternative Education

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

**Alternative Education Program Enrollment
June 30, 2023**



2022-2023 Per Student Tuition



Alternative Education Outcomes

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

	Grades 5-8		Grades 9-12 Programs Leading to HS Diploma		Grades 9-12 Programs Leading to HS Equivalency Diplomas	
	Full-day	Half-day	Full-day	Half-day	Half-day	Full-day
Number of students who:						
Returned to a school district program	0	0	2	0	0	0
Remained in the BOCES program	7	0	44	0	1	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	6	0	9	0
Received high school diplomas			7	0		

**Alternative Education State Testing Program
2022-2023 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	6	6	0.0%	0.0%	100.0%	
Algebra II (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Geometry (CC)	0	0	2	2	0.0%	0.0%	100.0%	
English Language Arts (CC)	0	0	5	5	0.0%	0.0%	100.0%	
Living Environment	0	0	0	0	0.0%	0.0%	0.0%	
Physical Setting/ Earth Science	0	3	3	6	0.0%	50.0%	50.0%	
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)	1	2	8	11	9.1%	18.2%	72.7%	
Global History and Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	
United States History and Government	2	2	4	8	25.0%	25.0%	50.0%	

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
All CTE Programs			
Enrolled during 2021-22	211	--	--
Continuing Enrollment after 2021-22	28	13.27%	13.71%
Completed or Left During 2021-22	183	86.73%	86.31%
Left Prior to Completion During 2021-22	28	13.27%	11.49%
Completed by the End of 2021-22	155	73.46%	74.53%
Completed or Left During 2021-22 and Status Known	171	81.04%	54.24%
Completed/Left/Status Known and Successfully Placed*	128	60.66%	34.62%
Completed but Not seeking Employment	3	1.42%	2.83%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2021-22	184		
Completed a Non-Traditional Program By the End of 2021-22	151	71.6%	41.02%
Under-Represented Gender Members Enrolled during 2021-22	12	5.69%	7.25%
Under-Represented Gender Members Who Completed during 2021-22	10	4.74%	5.78%

* 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 2022-23 was 325.

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					
	2020-21	2021-22	2022-23	2020-21		2021-22		2022-23	
					Percent		Percent		Percent
Adult Beginning/Intermediate	148	117	146	28	18.9%	35	29.9%	72	49.3%
Adult Secondary (Low)	0	1	19	0	0.0%	0	0.0%	11	57.9%
ESOL	123	153	160	36	29.3%	60	39.2%	83	51.9%

Other Outcomes (2020-21 through 2022-23)

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					
	2020-21	2021-22	2022-23	2020-21		2021-22		2022-23	
					Percent		Percent		Percent
Entered employment	90	174	219	38	42.2%	34	19.5%	47	21.5%
Retained employment	55	38	240	24	43.6%	5	13.2%	99	41.3%
Obtained secondary or HS equivalency diploma	148	19	19	141	95.3%	19	100.0%	19	100.0%
Entered post-secondary education or training	4	0	10	4	100.0%	0	0.0%	10	100.0%

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)

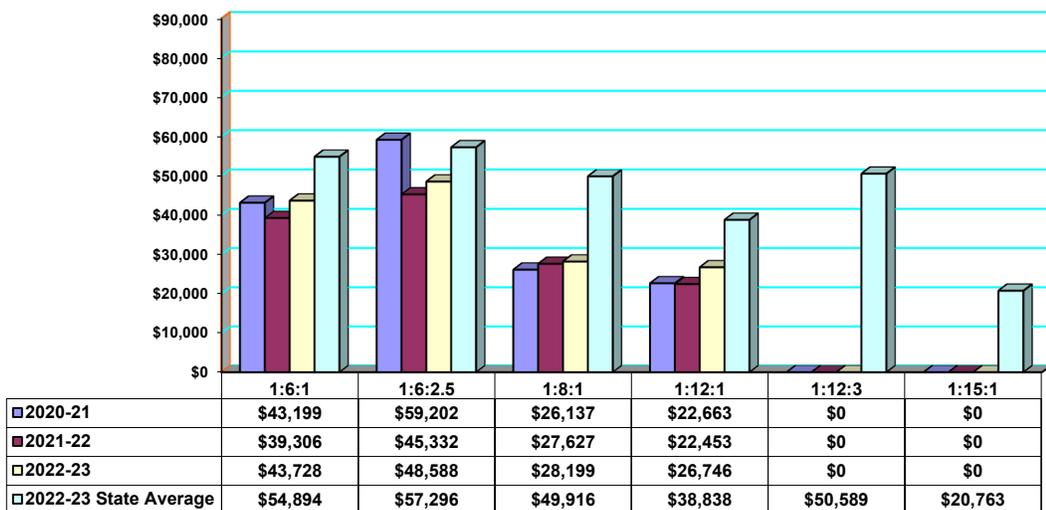
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

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

	2020-21	2021-22	2022-23
8:1:1	25	23	24
12:1+1:3	0	0	0
6:1:1	156	120	98
12:1:1	101	66	56
15:1:1	0	0	0
6:1:2.5	33	69	70

Tuition Rates Per Student 2020-21 through 2022-23



Special Education State Testing Program 2022-2023 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 Percent	Level 3-4 Percent	
	Grade 3 English Language Arts	9	0	0	0	9	0.0%	
Grade 4 English Language Arts	6	0	3	0	9	33.3%	33.3%	1
Grade 5 English Language Arts	6	1	0	0	7	14.3%	0.0%	0
Grade 6 English Language Arts	7	0	0	0	7	0.0%	0.0%	0
Grade 7 English Language Arts	9	1	0	0	10	10.0%	0.0%	1
Grade 8 English Language Arts	10	2	0	0	12	16.7%	0.0%	0
Grade 3 Mathematics	9	1	0	0	10	10.0%	0.0%	1
Grade 4 Mathematics	4	2	1	0	7	42.9%	14.3%	1
Grade 5 Mathematics	6	0	0	0	6	0.0%	0.0%	0
Grade 6 Mathematics	6	1	0	0	7	14.3%	0.0%	0
Grade 7 Mathematics	9	2	1	0	12	25.0%	8.3%	1
Grade 8 Mathematics	10	0	0	0	10	0.0%	0.0%	0

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

Special Education State Testing Program (cont'd.)
2022-2023 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)	15	3	4	22	68.2%	13.6%	18.2%	
Algebra 2 (CC)	0	0	0	0	0.0%	0.0%	0.0%	
Geometry (CC)	0	0	1	1	0.0%	0.0%	100.0%	
Living Environment	0	2	5	7	0.0%	28.6%	71.4%	
Physical Setting/ Earth Science	1	2	5	8	12.5%	25.0%	62.5%	
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%	
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%	
English Language Arts (CC)	12	4	7	23	52.2%	17.4%	30.4%	
Regents ELA	0	0	0	0	0.0%	0.0%	0.0%	
Global History and Geography II (New Framework)	3	6	9	18	16.7%	33.3%	50.0%	
Global History & Geography Transition	0	0	0	0	0.0%	0.0%	0.0%	
United States History & Government	1	4	7	12	8.3%	33.3%	58.3%	

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2022-2023 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%	1
Grade 4 English Language Arts	0	0	3	0	3	100.0%	100.0%	0
Grade 5 English Language Arts	1	2	1	0	4	75.0%	25.0%	0
Grade 6 English Language Arts	1	0	5	0	6	83.3%	83.3%	0
Grade 7 English Language Arts	0	0	5	0	5	100.0%	100.0%	0
Grade 8 English Language Arts	0	0	8	0	8	100.0%	100.0%	1
High School English Language Arts	0	0	17	9	26	100.0%	100.0%	1
Grade 3 Mathematics	0	1	1	0	2	100.0%	50.0%	1
Grade 4 Mathematics	0	0	2	1	3	100.0%	100.0%	0
Grade 5 Mathematics	1	3	0	0	4	75.0%	0.0%	0
Grade 6 Mathematics	2	1	2	1	6	66.7%	50.0%	0
Grade 7 Mathematics	0	2	3	0	5	100.0%	60.0%	0
Grade 8 Mathematics	0	0	8	0	8	100.0%	100.0%	1
High School Mathematics	0	1	14	12	27	100.0%	96.3%	0

Data Source: Data Warehouse

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

Professional Development 2022-2023 School Year

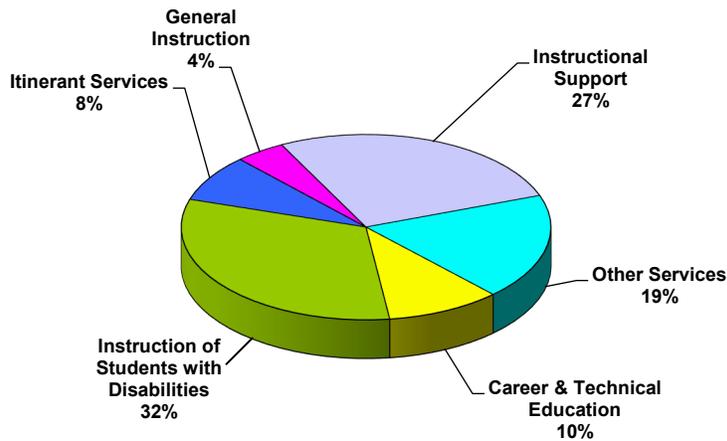
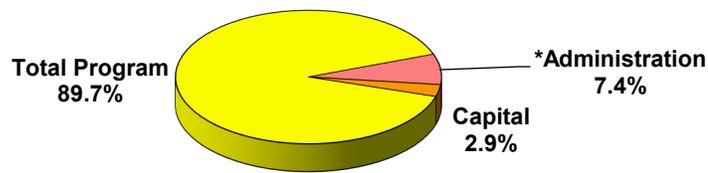
The data in this chart is from BOCES-sponsored professional development and offered by Instructional Support Divisions.

BOCES provided training in the following areas:	Number of Hours Offered and Number of Participants:									
	Superintendents or District-level		Principals or Building-level admins		Teachers		Paraprofessionals		Other	
	Hours	# Staff	Hours	# Staff	Hours	# Staff	Hours	# Staff	Hours	# Staff
Curriculum & Instruction:										
Learning Standards	86	46	84.5	29	930	424	4	3	34	7
Instructional Strategies	46	9	50	16	1269.5	926	389	139	239.5	575
Data-Driven Instruction	9	14	3.5	8	71	268	0		0	
Effective Use of Technology	40	42	45	82	348.5	1102	31	32	158	95
Project Based Learning	0		0		0		0		0	
Parent Engagement	0		0		0		0		0	
RBE-RN	28	170	38	210	436	1417	5	53	249	609
College, Career & Civic Readiness	0		0		25.5	81	8	17	9	16
Response to Intervention	0		0		0		0		0	
Early Childhood Education	3	1	0		6	44	0		3	3
Career and Technical Education	0		0		52.5	208	31.5	36	19	44
Middle Level Education	0		0		0		0		0	
Special Education Strategies	31	3	38	3	506.5	215	770.5	127	1456	253
Leadership:										
APPR: Lead Evaluator & Principal Evaluator Training	95	76	120	93	88	16	0		44	3
Leadership Development	7	5	13	6	9	65	1	1	1	1
District & School Strategic Planning	0		8	4	0		0		0	
Using Data	9	28	11	47	23.5	78	0		2	1
Culture/Climate (indicate below)										
Diversity/Equity/Inclusivity	103	59	154	112	494	391	427.5	303	496	299
Social – Emotional Learning	4	2	28	6	57.5	228	94.5	40	56.5	44
Other culture/climate	86	15	66	19	115.5	244	11.5	35	95	43
Safety	58	5	81	10	307.25	158	181.5	33	392	107
Other	0		0		8	12	0		9	9

2022-2023 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$	8,019,230
Capital Expenses.....	\$	3,112,293
Total Program Expenses.....	\$	97,331,338
Total Expenses.....	\$	108,462,861



Monroe 2-Orleans BOCES

Special Education

Special Education Enrollment and Tuition

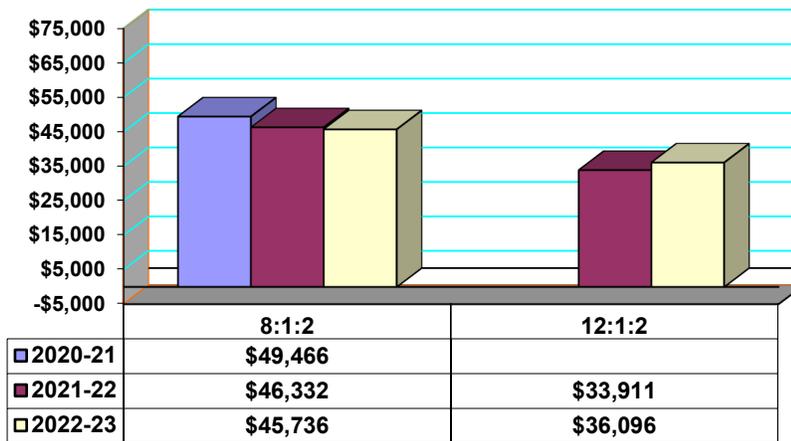
Addendum

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

Enrollment

	2020-21	2021-22	2022-23
8:1:2	55	47	43
12:1:2		45	43

Tuition Rates Per Student



12. New Business
7. BOCES 2 History

13. Personnel and Staffing

1. Resolution to Approve Personnel and Staffing Agenda

14. Bids/Lease Purchases

1. Resolution to Accept Cooperative Office and Classroom Supplies Bid
2. Resolution to Accept Cooperative Fine Paper Bid
3. Resolution to Accept Cooperative Calculators Bid
4. Resolution to Accept Erie 1 BOCES FY 2023-2024 Instructional Technology State-Wide Licensing Agreements, Add-on #2
5. Resolution to Accept Monroe 2-Orleans BOCES participation in a Cooperative bid with Eastern Suffolk BOCES for 2024-2025 Network Copiers Bid

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

BID RECOMMENDATION

COOPERATIVE OFFICE AND CLASSROOM SUPPLIES

Bid # RFB-2064-24 was opened on March 7, 2024, at 2:00 p.m. My recommendation for the award of this contract is as follows:

National Art & School Supplies	\$2,008.73
Cascade School Supplies	\$963.95
Pyramid School Products	\$848.53
W.B. Mason	\$762.51
School Specialty Inc.	\$171.94
Spiral Binding	\$161.90
Lakeshore Learning Materials	\$79.68

Bids obtained: 50 Bids submitted: 8

Bid Analysis

The bid for Cooperative Office Supplies has been recommended for award on a line by line basis to the lowest responsive and responsible bidders that met all the required specifications. The bid for Cooperative Office Supplies will be used by our teachers and office staff members.

Funds to be provided from the 2023-2024 and 2024-2025 budgets.

March 28, 2024
Date



Director of Procurement

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

BID RECOMMENDATION

COOPERATIVE FINE PAPER

Bid# RFB-2063-24 was opened on March 7, 2024, at 2:00 p.m. My recommendation for the award of this contract is as follows:

W.B. Mason	\$579,656.35
Economy Paper Co.	\$491,968.72
Lindenmeyr-Munroe	\$100,986.65
Check-O Matic	\$2,313.55

Bids obtained: 15

Bids submitted: 6

No Bid: 1

Bid Analysis

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

Funds to be provided from the 2023-2024 and 2024-2025 budgets.

March 28, 2024
Date



Director of Procurement

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

BID RECOMMENDATION

COOPERATIVE CALCULATORS

Bid #RFB-2065-24 was opened on March 7, 2024, at 2:00 p.m. My recommendation for the award of this contract is as follows:

EAI Education \$140,810.00

Bids obtained: 16 Bids submitted: 4

Bid Analysis

The bid for Cooperative Calculators has been recommended for award on a line by line basis to the lowest responsive and responsible bidder that met all the required specifications. The bid for Cooperative Calculators will be used by our teachers and office staff members.

Funds to be provided from the 2023-2024 and 2024-2025 budgets.

March 23, 2024

Date

Wendy Vergamini

Director of Procurement

BOARD RESOLUTION

WHEREAS, It is the plan of a number of BOCES districts in New York, to consent to jointly enter into an agreement for the 2023 – 2024 fiscal year, for Accelerate Learning, Inc., Boddle Learning Inc., CodeCombat Inc., CodeHS Inc., DeltaMath Solutions Inc., Encyclopedia Britannica, Inc., Ereflect Inc., Forward Education Inc., Kiddom Inc., Gradient Education Inc. dba Kira Learning Inc., Creative Empire, LLC dba Mango Languages, ProSolve, LLC, SchoolAI, Inc., Unruly Studios Inc., Wallwisher, Inc. dba Padlet 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 1 , 2024.

Dated _____, 2024

Board Clerk

SCHOOL YEAR 2024-2025

RESOLUTION (A)

JOINT MUNICIPAL COOPERATIVE BIDDING PROGRAM

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

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

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

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

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

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

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

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

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

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

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

This Resolution solely applies to the Cross Contact for Bid: Network Copiers.

Date Approved:

Monroe 2 – Orleans BOCES

Signature of Official

Jo Anne L. Antonacci

Printed Name of Official

District Superintendent

Contact Person:

Wendy Vergamini

Director of Procurement

wvergami@monroe2boces.org

Created: June 15, 2004
Revised: February 16, 2023

15. Executive Officer's Reports

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

16. Committee Reports

1. Labor Relations Committee
2. Legislative Committee
3. Information Exchange

17. Upcoming Meetings/Calendar Events

- | | | |
|----------|---------|---|
| April 17 | Noon | MCSBA Information Exchange Committee
(DoubleTree) |
| | 5:00 pm | Board Meeting (ESC, Board Room) |
| April 24 | Noon | MSCBA Labor Relations Committee
(DoubleTree) |
| | 5:45 pm | MCSBA Executive Committee Meeting
(RCC) |
| May 1 | 4:00 pm | MSCBA All Association Social Hour (Salena's
-Village Gate) |
| | 5:45 pm | MSCBA Board Leadership Meeting (Salena's
-Village Gate) |
| May 2 | 8:00 am | MCSBA Spring Law Conference (Shadow
Lake) |
| May 15 | 6:00 pm | Board Meeting (ESC, Board Room) |

18. Other Items

19. Executive Session to discuss *collective negotiations pursuant to Article fourteen of the Civil Service Law*

20. Adjournment