

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

There will be a Regular Meeting of the Board of Cooperative Educational Services on Wednesday, August 17, 2022, at 6:00 p.m. at the Richard E. Ten Haken Educational Services Center, 3599 Big Ridge Road, Spencerport, New York 14559, Professional Development Center.

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

BOARD MEMBERS

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

AGENDA

1. Call the Meeting to Order
2. Pledge of Allegiance
3. Agenda Item(s) Modifications
4. Approval of Minutes: July 13, 2022, Reorganizational-Regular Meeting Minutes
5. Public Interaction
6. Financial Reports
  1. Resolution to Accept Treasurer's Report
  2. Resolution to Accept WinCap Report
  3. Internal Claims Exception Log
  4. Bi-Annual Educational Foundation Fund Activity Statement
  5. Extra Class Report
7. Audit Committee Update (Steve Roland)
  1. July 13, 2022, Audit Committee Minutes
8. Board Presentation(s): Operations and Maintenance Annual Review (Tom Burke)
9. Old Business
  1. Second Reading and Resolution to Approve District-Wide School Safety (SAVE) Plan
  2. Resolution to Appoint an Alternate for the Monroe County School Boards Information Exchange Committee
  3. Discussion on Videoconferencing resolution and policies
  4. Board Development Options
10. New Business
  1. First Reading Policy Series 1000 and 2000
  2. Resolution to Approve 2021-2023 Professional Learning Plan
  3. Resolution to Approve CTE Equipment Reserve Fund Contribution of \$25,000
  4. Resolution to Approve Teachers' Retirement Contribution Reserve Sub-Fund Contribution of \$430,882
  5. Resolution to Approve Insurance Reserve Fund Contribution of \$100,000
  6. Resolution to Approve lease with Tech Park Owner, LLC. (RTP)
  7. Resolution to Accept Donation of 6 Ton AC Compressor from LaBella Associates
  8. Resolution to Designate a Voting Delegate and Alternate for New York State School Board Association (NYSSBA) Convention

9. Discussion on New York State School Boards Association Annual Convention Registration

11. Personnel and Staffing

1. Resolution to Create Position
2. Resolution to Approve Personnel and Staffing Agenda
3. Resolution to Approve Substitute, Hourly and Per Diem Pay Rates for 2022-2023

12. Bids/Lease Purchases – None

1. Resolution to Accept a 2022 or Newer Chevrolet Silverado K3500 Service Truck Bid

13. Executive Officer’s Reports

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

14. Upcoming Meetings/Calendar Events

September 5		Labor Day
September 6	11:30 am	Opening Day
September 7	Noon	Legislative Committee (DoubleTree Inn)
	5:45 pm	Board Leadership Meeting (DoubleTree Inn)
September 14	Noon	Information Exchange (Double Tree)
September 15	Noon	Board Officer Agenda Review (RCC)
September 21	Noon	Labor Relations Committee (DoubleTree Inn)
	5:00 pm	Individual Board Member Photos (ESC, Conf. Room # )
	5:45 pm	BOCES 2 Board Group Photo (ESC, PDC 1 and 2)
	6:00 pm	Monroe 2-Orleans BOCES Board Meeting (ESC, PDC 1 and 2)
September 22	8:00 am	MCSBA Fall Law Conference (Shadow Lake Golf Course)
September 23		NYSSBA Board Officer’s Academy

15. Other Items

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

17. Adjournment

## 1. Call the Meeting to Order

## 2. Pledge of Allegiance

### 3. Agenda Item(s) Modifications

4. Approval of Minutes: July 13, 2022 Reorganizational-Regular Meeting  
Minutes

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

Minutes of the Reorganizational/Regular Meeting of the Board of Cooperative Educational Services, Second Supervisory District of Monroe and Orleans Counties, held on July 13, 2022 at Noon. at the Richard E. TenHaken Educational Services Center, 3599 Big Ridge Road, Spencerport, NY 14459

Members Present:

Dennis Laba, President	Cindy Dawson
R. Charles Phillips, Vice President	Heather Pyke
John Abbott	

Staff Present:

Jo Anne Antonacci	Kelly Mutschler
Karen Brown, Esq.	Steve Roland
Stephen Dawe	Dr. Michelle Ryan
Marijo Pearson	Thomas Schulte

Pledge of Allegiance

1. Clerk as Temporary Chairperson

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

2. Administration of Oath

John Abbott (Hilton), Cindy Dawson (Wheatland-Chili), Heather Pyke (Kendall), were administered the oath. Trina Lorentz (Holley) elected April 28, 2022 was absent and will be administered the oath at the August Board Meeting. The oaths were filed with the Clerk of the Board.

3. Election of Officers and Administration of Oath

- a. President – For the position of President of the Board, C. Phillips nominated Dennis Laba, seconded by J. Abbott. There were no further nominations. The vote was taken, and Dennis Laba was elected President of the Board by a unanimous vote of the board members present.
- b. Vice President – For position of Vice President of the Board, D. Laba nominated Chuck Phillips, seconded by J. Abbott. There were no further nominations. The vote was taken and Chuck Phillips was elected Vice President of the Board by a unanimous vote of the board members present.

4. Administration of Oath to Elected Officers

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

At this time, President Laba assumed the conduction of the meeting.

5. Appointment of Officers, et al.

Resolved: To approve the following appointments for the 2021-22 School year as presented. Items 5.1-5.15 were moved by J. Abbott, seconded by C. Phillips; passed unanimously.

- |              |                 |                       |
|--------------|-----------------|-----------------------|
| 1. Treasurer | Jennifer Talbot | No extra compensation |
|--------------|-----------------|-----------------------|

2. Assistant Treasurer	Steve Roland	No extra compensation
3. Clerk of the Board and Alternate	Kelly Mutschler Linda Rice (alternate)	\$ 5,325.12 No extra compensation
4. Internal Claims Auditor and Alternate	Vicki Amoroso Melanie Dickson (alternate)	No extra compensation
5. Records Retention and Disposition Officer (Public Officers Law 65-a)	Lisa Soggs	No extra compensation
6. Records Access Officer (Public Officers Law 87 1(b) ii)	Kelly Mutschler	No extra compensation
7. Records Management Officer (New York Local Government Records Law, Chapter 737, Laws of 1987, Section 57.19)	Mark Laubacher	No extra compensation
8. Registrars of Attendance	Jennifer O'Shea Cynthia M. Hazen-Williams Lorraine Bennett	No extra compensation
9. Medicaid Compliance Officer	Heather Malone	No extra compensation
10. Purchasing Agent and Alternates	Wendy Vergamini Deborah Hartung (alternate) Steve Roland (alternate)	No extra compensation
11. Asbestos Designee	Scott Mason	No extra compensation
12. FERPA Compliance Officer (Family Educational Rights Privacy Act)	Lynda VanCoske	No extra compensation
13. Rochester Area Schools Health Plan Designee	Steve Roland Jo Anne Antonacci (alternate)	No extra compensation
14. Rochester Area Schools Health Plan II Designee	Steve Roland Karen Brown (alternate)	No extra compensation
15. Rochester Area Schools Workers' Compensation Plan Designee	Steve Roland Karen Brown (alternate)	No extra compensation

6. Administration of Oaths to Appointed Officers

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



7. Other Appointments

Resolved: To Approve the following appointments for the 2022-23 school year as presented.

- |     |  |   |                       |
|-----|--|---|-----------------------|
| 1.  | BOCES Attorney   | Harris Beach, PLLC                              | Per rate schedule     |
| 2.  | BOCES Attorney   | Hodgson Russ, LLP                               | Per rate schedule     |
| 3.  | BOCES Attorney   | Anthony J. Villani, PC                          | Per rate schedule     |
| 4.  | BOCES Attorney   | Woods Oviatt Gilman, LLP                        | Per rate schedule     |
| 5.  | Extraclassroom Activity Personnel:   |   |                       |
| a.  | SkillsUSA Advisor  | Jennifer Probst                                 |                       |
| b.  | Central Treasurer  | Mary Ann Knapp                                  | No extra compensation |
| c.  | Faculty Advisor  | Jill Slavny                                     | No extra compensation |
| d.  | National Technical Honor Society   | Jennifer Merkel                                 | \$ 619                |
| 6.  | External Independent Auditor   | Mengel, Metzger, Barr & Co                      | \$ 33,850             |
| 7.  | Internal Auditor   | Lumsden McCormick, CPA                          | \$ 15,300             |
| 8.  | Civil Rights Compliance Officers (Title VII, Title IX, ADA & 504)                              | Karen Brown<br>Steve Roland                     | No extra compensation |
| 9.  | BOCES Physician  | Dr. Sarah Marques, MD                           |                       |
| 10. | Nurse Practitioners  | Barbara Swanson<br>Cynthia Lawrence             | No extra compensation |
| 11. | Chemical Hygiene Officer and Alternate   | Barbara Swanson<br>Cynthia Lawrence (alternate) | No extra compensation |
| 12. | Liaison for Homeless Children & Youth  | Phil Ortolani                                   | No extra compensation |
| 13. | Official to Receive Student Sentence/Adjudication in Criminal/Juvenile Delinquency Proceedings | Thomas Schulte                                  | No extra compensation |
| 14. | Radiation Safety Officer and Alternate   | Barbara Swanson<br>Cynthia Lawrence (alternate) | No extra compensation |
| 15. | Compliance Officer (H.R.)  | Karen Brown                                     | No extra compensation |
| 16. | Copyright Officer  | James Belair                                    | No extra compensation |

- |   |   |                       |
|---|---|-----------------------|
| 17. Integrated Pest Management Coordinator (IPM)/Pesticide Representative | Thomas Burke  | No extra compensation |
| 18. BOCES-wide Dignity for All Students Act Coordinator                   | Thomas Schulte  | No extra compensation |
| 19. School-level Dignity for All Students Act Coordinators:               |   | No extra compensation |
| Torrey Pietarinen   | Regional Summer School (Brockport High School)  |                       |
| John Clifford   | Regional Summer School (Greece Odyssey Academy)   |                       |
| Marcy Tilson  | Regional Summer School (Paul Rd. Elementary School)   |                       |
| Tami Keiser   | Regional Summer School ( Hilton Village Elementary School)  |                       |
| Jessica Evershed  | Credit Recovery Program (Greece Odyssey Academy)  |                       |
| Ken Sharp   | Extended School Year Program (Spencerport Administration Building & Terry Taylor Elementary)  |                       |
| Gail Mundt  | Extended School Year Program (Churchville- Chili)   |                       |
| Robert Nells  | Extended School Year Program (Ridgecrest Academy)   |                       |
| James Jewell  | Extended School Year Program Transition Programs (Roberts Wesleyan, Paul Road, Exceptional Children Learning Center, Village Plaza) |                       |
| Heather Malone  | Preschool   |                       |
| Nicole Littlewood   | Westview Exceptional Children   |                       |
| Robert Nells  | Exceptional Children Learning Center  |                       |
| Maria Tantillo  | 6:1:1 Center-Based Program (Spencerport Administration Building)  |                       |
| Rebecca Spence  | 6:1:1 Center-Based Program (Terry Taylor Elementary)  |                       |
| James Jewell  | Special Education Transition Programs at Slayton Plaza, Roberts Wesleyan, Golisano Children’s Hospital (SEARCH), Paul Rd            |                       |
| Robert Nells  | Ridgecrest Academy  |                       |
| Tony Britt  | WEMOCO  |                       |
| Martha Willis   | Westside Academy  |                       |
| 20. Chief Emergency Officer   | Douglas Comanzo   | No extra compensation |
| 21. Data Protection Officer   | Ray Miller  | No extra compensation |

8. Designations

Resolved: To Approve the following designations for the 2022-23 school year as presented. Items 8.1-8.3 were moved by J. Abbott, seconded by H. Pyke; passed unanimously.

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

Name of Institution

J. P. Morgan Chase; J. P. Morgan Securities; Manufacturers and Traders Trust Co. (M&T Bank);  
Wilmington Trust. Five Star Bank

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

9. Authorizations:

Resolved: To Approve the following authorizations for the 2022-23 school year as presented Items 9.1-9.9 were moved by J. Abbott, seconded by H. Pyke; passed unanimously.

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

5. Establishment of Petty Cash and Change Fund in:

		<u>Designated Persons</u>
1. Administration	\$100.00	Melanie Dickson
2. Career/Tech Education (Petty Cash)	\$100.00	Mary Ann Knapp
3. Career/Tech Education (Change)	\$100.00	Mary Ann Knapp
4. Career/Tech Education (Change–Food Service)	\$30.00	Mary Ann Knapp
5. Career/Tech Education (Change–Culinary)	\$50.00	Mary Ann Knapp
6. Career/Tech Education (Change–Baking)	\$30.00	Mary Ann Knapp
7. Science Center Office	\$75.00	Gina Vaccarella
8. Communications/Technology	\$100.00	Lucy Fagan
9. Exceptional Children	\$100.00	Tanya Frank
10. Westside Academy	\$50.00	Lorraine Bennett
11. Center for Workforce Development Change)	\$40.00	Nicole Carpenter

6. Designation of Treasurer or Assistant Treasurer to sign all checks.

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

10. Bonding of Personnel:

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

Moved by C. Phillips, seconded by J. Abbott; passed unanimously.

11. Approvals of Advisory Councils' Memberships

Resolved: To approve membership on the following Advisory Councils for the 2022-23 school year, as recommended by the District Superintendent.

1. Special Education (as presented)
2. Career and Technical Education (as presented)
3. School Library System (as presented)

Moved by H. Pyke, seconded by C. Dawson; passed unanimously.

12. Appointment of representatives and alternates to Monroe County School Boards Association Committees:

	<u>Representative/Alternate</u>
1. Labor Relations Committee	J. Abbott/K. Dillon
2. Legislation Committee	K. Dillon/C. Dawson
3. Information Exchange Committee	C. Dawson/ Alternate not appointed

At 12:12 p.m. the Reorganizational Meeting Concluded and the Regular Meeting began.

1. Call the Meeting to Order

The meeting was called to order by President Dennis Laba.

2. Agenda Item(s) Modifications – there were no agenda modifications

3. Public Hearing 2021-22 Monroe 2-Orleans BOCES District-Wide School Safety Plan (SAVE) There were no public comments

4. Approval of Minutes

Resolved: To Approve the Minutes of the June 15, 2022 Regular Meeting Minutes Moved by

C. Phillips, seconded by J. Abbott; passed unanimously

5. Public Interaction

There was no public interaction

6. Financial Reports

Resolved: To Accept the Treasurer's Report and WinCap Report as presented

Moved by J. Abbott, seconded by C. Dawson; passed unanimously

7. Old Business

1. Board Photos – Board photos will be taken at the September 21, 2022 meeting. Board members were asked to mark their calendars for a group photo at that time.
2. The timing and format of the Annual Retiree Event was discussed. It was decided the event will continue.

8. New Business

1. Resolved: To Approve State Approved Teacher Annual Professional Performance Review (APPR) Plan 2022-23  
Moved by J. Abbott, seconded by H. Pyke; passed unanimously
2. Resolved: To Approve State Approved Principal Annual Professional Performance Review (APPR) Plan 2022-23  
Moved by J. Abbott, seconded by C. Dawson; passed unanimously
3. First Reading of District-Wide School Safety Plan (SAVE)  
The board reviewed the District-Wide School Safety Plan (SAVE) and will perform a Second Reading at the August Board Meeting.
4. Board Photos – A plan for board member portraits and group photo was discussed and scheduled.
5. Resolved: That the Board Approves the lease between Monroe 2-Orleans BOCES and Precision Properties, LLC at 3625 Buffalo Road, Rochester, NY 14624  
Moved by J. Abbott, seconded by M. May; passed unanimously

9. Personnel and Staffing

1. Resolved: To Approve the Personnel and Staffing Agenda as presented Moved by J. Abbott, seconded by C. Dawson; passed unanimously
2. Resolved: That the Board approves the Agreement between the District Superintendent of Monroe 2-Orleans BOCES and the Monroe 2-Orleans BOCES Administrative Supervisory Association, for the period of July 1, 2022 – June 30, 2025, as presented.  
Moved by J. Abbott, seconded by C. Dawson; passed unanimously

10. Bids/Lease Purchases – none

11. Executive Officer's Reports

District Superintendent Retreat took place in Long Island at the end of June. Sessions focused on DEI training and stages of implementation, staffing, and improvements on certifications.

After 6 years as chair of the SIA Committee, District Superintendent Jo Anne Antonacci passed the baton and took on the chair responsibilities of the Preschool Rate Setting Committee. The July DS Meeting will be August 1-2 in Saratoga Springs. This will be the

last meeting in Saratoga. Meetings will move back to Albany in September.

Chiefs discussed staffing challenges at their meeting last week. Also discussed was the addition of security staff structured meetings concentrating on safety and security measures. District Superintendent Jo Anne Antonacci offered tours to districts in the summer. Boards can call district clerk, Kelly Mutschler to arrange.

CTE award ceremony was held without the extreme weather that was predicted. The Gates Chili Campus Field was a great venue. Monroe 2-Orleans BOCES Dr. Michael C. O’Laughlin Outstanding Senior Award recipient, Holden Hewlett (Churchville-Chili), was chosen to speak at the ceremony and did a wonderful job representing his classmates. Other events in June included the Project Search Graduation and various preschool/school age graduation and reception ceremonies across the districts.

12. Upcoming Meetings/Calendar Events: The various meetings for the month were listed in the Agenda
13. Other Items: Opening Day is September 6, 2022 at 11:30 in the Educational Services Center PDC.
14. Executive Session: At 12:47 p.m., a motion was made by C. Phillips, seconded by C. Dawson to adjourn to Executive Session; passed unanimously.

Respectfully Submitted

  
Kelly Mutschler  
Clerk of the Board

Members Present

Dennis Laba, President	Cindy Dawson
R. Charles Phillips, Vice-President	Heather Pyke
John Abbott	

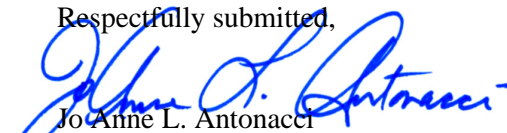
Staff Present

Jo Anne Antonacci	Steve Roland
Karen Brown	Michelle Ryan
Marijo Pearson	Tom Schulte

At 1:17 a motion was made by C. Dawson to come out of executive session, seconded by J. Abbott; passed unanimously.

1. Adjournment - At 1:17 p.m. a motion was made by C. Dawson to adjourn the meeting, seconded by C. Phillips; passed unanimously.

Respectfully submitted,

  
Jo Anne L. Antonacci  
Clerk Pro Tem

## 5. Public Interaction

## 6. Financial Reports

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



**Monroe 2 - Orleans BOCES**  
**Treasurer's Report**  
**Period Ending June 30, 2022**

	<b>GENERAL FUND</b>		<b>SPECIAL AID FUND</b>	
<b>BEGINNING CASH ON HAND</b>		18,123,532.72		576,992.44
<b>RECEIPTS:</b>				
Interest Earned	8,166.43		1.41	
Charges for Services	8,388,066.96		-	
Non-Contract Services	36,038.55		5,153.80	
Collected for Other Funds	-		986.77	
State, Federal and Local Aid	8,671,847.65		633,704.69	
Transfers from Other Funds	514,087.83		-	
Miscellaneous Funds	93,885.51		1,440.00	
<b>TOTAL RECEIPTS</b>	17,712,092.93	17,712,092.93	641,286.67	641,286.67
<b>DISBURSEMENTS</b>				
Payroll and Benefits	5,595,669.78		250.00	
Warrants	13,573,740.05		132,771.17	
Transfers to Other Funds	-		514,087.83	
Miscellaneous Disbursements	1,128.75		258.79	
<b>TOTAL DISBURSEMENTS</b>	19,170,538.58	(19,170,538.58)	647,367.79	(647,367.79)
<b>ENDING CASH ON HAND:</b>		16,665,087.07		570,911.32
GENERAL FUND CHECKING		10,849,275.69	SPECIAL AID CHKG - CHASE	570,471.32
GENERAL FUND SAVINGS		334,220.65	SPECIAL AID CHKG - M&T	440.00
PAYROLL CHECKING		82,665.16		
DENTAL/FSA ACCOUNT CASH		265,136.03		
GENERAL FUND CD		1,003,442.95		
CASH- LIABILITY RESERVE		1,179,697.08		
CASH- UNEMPLOYMENT RES		620,519.51		
CASH- CTE RESERVE		335,028.31		
TREASURY INVESTMENTS		1,995,101.69		
		16,665,087.07		570,911.32



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

	Rochester Area School Health Plan I	Rochester Area School Health Plan II	Rochester Area School Workers' Comp Plan	Wayne Finger Lakes Workers' Comp Plan	TOTAL CUSTODIAL
<b>BEGINNING CASH ON HAND</b>	16,173,009.31	123,903,962.22	31,205,889.96	325,397.38	171,608,258.87
<b>RECEIPTS:</b>					
Interest Earned	2,011.13	7,672.86	6,167.10	-	
Contributions	1,113,220.03	24,967,637.29	178,506.58	174,602.62	
Miscellaneous Funds	128,080.26	3,504,148.10	-	1,191.84	
<b>TOTAL RECEIPTS</b>	1,243,311.42	28,479,458.25	184,673.68	175,794.46	30,083,237.81
<b>DISBURSEMENTS</b>					
Claims	1,533,654.95	20,833,919.85	302,941.27	176,052.26	
Admin and Other Disbursements	100,732.33	831,033.79	246,599.00	-	
<b>TOTAL DISBURSEMENTS</b>	1,634,387.28	21,664,953.64	549,540.27	176,052.26	(24,024,933.45)
<b>ENDING CASH ON HAND:</b>	15,781,933.45	130,718,466.83	30,841,023.37	325,139.58	177,666,563.23
RASHP I CHECKING	2,230,278.15				2,230,278.15
RASHP I SAVINGS / INVESTMENTS	7,287,078.11				7,287,078.11
RASHP II CHECKING		30,338,784.74			30,338,784.74
RASHP II SAVINGS / INVESTMENTS		83,816,615.26			83,816,615.26
RASWC CHECKING			6,226,436.52		6,226,436.52
RASWC SAVINGS / INVESTMENTS			18,350,009.66		18,350,009.66
WFL WC CHECKING				325,139.58	325,139.58
TREASURY INVESTMENTS	6,264,577.19	16,563,066.83	6,264,577.19		29,092,221.21
<b>TOTAL CASH</b>	15,781,933.45	130,718,466.83	30,841,023.37	325,139.58	177,666,563.23

Collateral Analysis	M&T Bank	Five Star Bank	Chase Bank
Bank Totals	41,620,825.80	85,189,718.81	38,263,710.12
<i>Collateral:</i>			
FDIC	500,000.00	250,000.00	250,000.00
Additional FDIC through CD Option	-	66,182,985.80	-
Collateral held by Bank	-	-	54,469,109.20
Collateral held by Third Party	42,081,480.89	17,113,340.76	-
	<u>42,581,480.89</u>	<u>83,546,326.56</u>	<u>54,719,109.20</u>
Over / (Under) Collateralized	960,655.09	(1,643,392.25)	16,455,399.08

\* 4M deposited from CD proceeds on 6/30 - Five Star a day behind on collateral

Treasurer's Notes:

June state aid received at the beginning of the month and sent out to Districts by month end.

YTD interest revenue in General fund received 8.6K higher than budgeted.

This is to certify that I have received these balances:

  
 District Clerk

8/12/22  
 Date

  
 Assistant Superintendent for Finance and Operations

7/14/22  
 Date

  
 Treasurer

7/12/22  
 Date

# MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 06/30/2022

Fiscal Year: 2022

## Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
<b>0 Administration</b>							
100 SALARIES		1,159,495.00	35,250.00	1,194,745.00	1,185,871.94	0.00	8,873.06
200 EQUIPMENT		16,200.00	24,113.29	40,313.29	6,944.79	20,000.00	13,368.50
300 SUPPLIES		18,850.00	3,075.41	21,925.41	14,356.99	0.00	7,568.42
400 CONTRACTUAL		411,946.00	68,352.20	480,298.20	447,193.86	36,065.66	-2,961.32
470 Rental of Facilities		2,305,031.00	0.00	2,305,031.00	2,069,634.83	0.00	235,396.17
700 INTEREST ON REVENUE NOTES		8,500.00	0.00	8,500.00	0.00	0.00	8,500.00
800 EMPLOYEE BENEFITS		595,816.00	-38,850.00	556,966.00	570,970.66	0.00	-14,004.66
899 Oth Post Retirement Benft		5,819,336.00	-81,250.00	5,738,086.00	5,223,503.13	0.00	514,582.87
910 TRANSFER TO CAPITAL FUND		600,000.00	0.00	600,000.00	600,000.00	0.00	0.00
950 TRANSFER FROM O & M		67,820.00	5.00	67,825.00	67,825.00	0.00	0.00
960 TRANSFER CHARGE		264,170.00	12,302.67	276,472.67	276,472.67	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		0.00	-622,532.87	-622,532.87	-622,532.87	0.00	0.00
<b>Subtotal of 0 Administration</b>		<b>11,267,164.00</b>	<b>-599,534.30</b>	<b>10,667,629.70</b>	<b>9,840,241.00</b>	<b>56,065.66</b>	<b>771,323.04</b>
<b>1 Career Education</b>							
100 SALARIES		4,130,276.00	-268,216.02	3,862,059.98	3,854,505.81	0.00	7,554.17
200 EQUIPMENT		99,750.00	518,832.28	618,582.28	486,278.26	131,431.02	873.00
300 SUPPLIES		397,700.00	68,152.94	465,852.94	455,954.01	7,611.21	2,287.72
400 CONTRACTUAL		296,500.00	190,524.58	487,024.58	456,679.80	24,770.38	5,574.40
490 SCH DIST AND OTHER BOCES		22,951.12	-380.54	22,570.58	22,570.58	0.00	0.00
800 EMPLOYEE BENEFITS		2,041,694.00	-325,331.38	1,716,362.62	1,724,924.10	0.00	-8,561.48
950 TRANSFER FROM O & M		1,343,980.00	11,586.37	1,355,566.37	1,355,566.37	0.00	0.00
960 TRANSFER CHARGE		601,806.00	16,100.05	617,906.05	617,906.05	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		0.00	-22,497.78	-22,497.78	-22,497.78	0.00	0.00
990 TRANS CREDTS FR OTHER FUND		-6,750.00	31,839.00	25,089.00	25,049.00	0.00	40.00
<b>Subtotal of 1 Career Education</b>		<b>8,927,907.12</b>	<b>220,609.50</b>	<b>9,148,516.62</b>	<b>8,976,936.20</b>	<b>163,812.61</b>	<b>7,767.81</b>
<b>2 Special Education</b>							
100 SALARIES		6,329,666.00	682,856.00	7,012,522.00	5,879,570.03	0.00	1,132,951.97
200 EQUIPMENT		97,685.00	83,247.00	180,932.00	117,650.42	32,343.81	30,937.77
300 SUPPLIES		83,143.00	22,134.53	105,277.53	36,653.72	0.00	68,623.81
400 CONTRACTUAL		1,539,264.00	-590,458.67	948,805.33	763,624.81	13,715.82	171,464.70
490 SCH DIST AND OTHER BOCES		6,276,190.87	-820,887.28	5,455,303.59	5,453,483.84	0.00	1,819.75
800 EMPLOYEE BENEFITS		3,620,013.00	409,199.76	4,029,212.76	3,409,545.00	0.00	619,667.76
950 TRANSFER FROM O & M		355,858.00	4,885.87	360,743.87	360,743.87	0.00	0.00
960 TRANSFER CHARGE		13,847,546.00	1,472,797.54	15,320,343.54	15,320,343.54	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		0.00	-57,337.96	-57,337.96	-57,337.96	0.00	0.00
<b>Subtotal of 2 Special Education</b>		<b>32,149,365.87</b>	<b>1,206,436.79</b>	<b>33,355,802.66</b>	<b>31,284,277.27</b>	<b>46,059.63</b>	<b>2,025,465.76</b>
<b>3 Itinerent Services</b>							
100 SALARIES		11,081,289.00	221,609.11	11,302,898.11	10,683,324.69	0.00	619,573.42
200 EQUIPMENT		107,126.00	25,009.41	132,135.41	121,643.40	1,485.99	9,006.02

# MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 06/30/2022  
Fiscal Year: 2022

## Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
300 SUPPLIES		46,779.00	1,229.46	48,008.46	27,761.97	1,288.10	18,958.39
400 CONTRACTUAL		739,821.00	277,057.67	1,016,878.67	268,043.08	0.00	748,835.59
490 SCH DIST AND OTHER BOCES		18,662.08	149,178.31	167,840.39	166,579.19	0.00	1,261.20
800 EMPLOYEE BENEFITS		5,418,110.00	238,067.17	5,656,177.17	5,412,538.14	0.00	243,639.03
950 TRANSFER FROM O & M		8,143.00	6,620.64	14,763.64	14,763.64	0.00	0.00
960 TRANSFER CHARGE		1,226,232.00	481,810.33	1,708,042.33	1,708,042.33	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		-9,916,313.00	-319,472.00	-10,235,785.00	-10,235,785.00	0.00	0.00
<b>Subtotal of 3 Itinerent Services</b>		<b>8,729,849.08</b>	<b>1,081,110.10</b>	<b>9,810,959.18</b>	<b>8,166,911.44</b>	<b>2,774.09</b>	<b>1,641,273.65</b>
<b>4 General Instruction</b>							
100 SALARIES		1,728,870.00	57,573.55	1,786,443.55	1,635,921.28	0.10	150,522.17
200 EQUIPMENT		5,100.00	3,311.70	8,411.70	4,899.98	0.00	3,511.72
300 SUPPLIES		10,155.00	7,097.70	17,252.70	5,402.60	33.24	11,816.86
400 CONTRACTUAL		1,257,024.00	559,247.88	1,816,271.88	774,172.01	7,789.72	1,034,310.15
490 SCH DIST AND OTHER BOCES		64,632.08	81,384.57	146,016.65	146,016.65	0.00	0.00
800 EMPLOYEE BENEFITS		611,438.00	20,077.45	631,515.45	563,404.00	0.00	68,111.45
950 TRANSFER FROM O & M		149,129.00	2,335.78	151,464.78	151,464.78	0.00	0.00
960 TRANSFER CHARGE		164,925.00	15,603.64	180,528.64	180,528.64	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		-47,155.00	-346.72	-47,501.72	-47,501.72	0.00	0.00
990 TRANS CREDTS FR OTHER FUND		-3,060.00	2,625.00	-435.00	-435.00	0.00	0.00
<b>Subtotal of 4 General Instruction</b>		<b>3,941,058.08</b>	<b>748,910.55</b>	<b>4,689,968.63</b>	<b>3,413,873.22</b>	<b>7,823.06</b>	<b>1,268,272.35</b>
<b>5 Instruction Support</b>							
100 SALARIES		5,771,294.00	-15,058.16	5,756,235.84	5,507,404.54	0.00	248,831.30
200 EQUIPMENT		3,273,696.00	5,597,532.45	8,871,228.45	5,229,782.69	3,403,612.59	237,833.17
300 SUPPLIES		702,333.00	365,710.45	1,068,043.45	761,399.11	46,686.80	259,957.54
400 CONTRACTUAL		4,840,208.00	2,495,439.06	7,335,647.06	5,919,739.38	311,520.06	1,104,387.62
490 SCH DIST AND OTHER BOCES		295,256.08	553,556.26	848,812.34	848,812.34	0.00	0.00
800 EMPLOYEE BENEFITS		2,679,326.00	-75,021.25	2,604,304.75	2,548,989.18	0.00	55,315.57
950 TRANSFER FROM O & M		659,547.00	3,631.23	663,178.23	663,178.23	0.00	0.00
960 TRANSFER CHARGE		1,040,001.00	187,678.59	1,227,679.59	1,227,679.59	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		-2,594,403.00	-283,190.84	-2,877,593.84	-2,877,593.84	0.00	0.00
990 TRANS CREDTS FR OTHER FUND		-84,794.00	20,121.00	-64,673.00	-54,673.00	0.00	-10,000.00
<b>Subtotal of 5 Instruction Support</b>		<b>16,582,464.08</b>	<b>8,850,398.79</b>	<b>25,432,862.87</b>	<b>19,774,718.22</b>	<b>3,761,819.45</b>	<b>1,896,325.20</b>
<b>6 Other Services</b>							
100 SALARIES		2,280,676.00	-15,200.73	2,265,475.27	2,196,446.68	0.00	69,028.59
200 EQUIPMENT		425,785.00	714,531.36	1,140,316.36	722,040.81	382,620.19	35,655.36
300 SUPPLIES		36,465.00	17,787.71	54,252.71	23,377.46	4,724.85	26,150.40
400 CONTRACTUAL		3,630,535.00	322,079.30	3,952,614.30	3,100,424.97	224,730.47	627,458.86
490 SCH DIST AND OTHER BOCES		7,032,583.68	2,288,681.83	9,321,265.51	9,320,735.95	0.00	529.56
800 EMPLOYEE BENEFITS		1,052,168.00	-48,237.20	1,003,930.80	989,847.63	0.00	14,083.17
950 TRANSFER FROM O & M		119,155.00	1,780.13	120,935.13	120,935.13	0.00	0.00

## MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 06/30/2022  
Fiscal Year: 2022

### Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
960 TRANSFER CHARGE		113,297.00	56,768.59	170,065.59	170,065.59	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		-1,773,956.00	-10,353.45	-1,784,309.45	-1,784,309.45	0.00	0.00
990 TRANS CREDTS FR OTHER FUND		-109,787.00	68,459.30	-41,327.70	-42,921.70	0.00	1,594.00
<b>Subtotal of 6 Other Services</b>		<b>12,806,921.68</b>	<b>3,396,296.84</b>	<b>16,203,218.52</b>	<b>14,816,643.07</b>	<b>612,075.51</b>	<b>774,499.94</b>
<b>7 Undefined</b>							
100 SALARIES		3,082,933.00	314,231.24	3,397,164.24	3,338,106.39	0.00	59,057.85
200 EQUIPMENT		46,500.00	156,469.95	202,969.95	43,329.63	91,115.95	68,524.37
300 SUPPLIES		218,280.00	49,086.44	267,366.44	253,317.27	8,703.42	5,345.75
400 CONTRACTUAL		1,824,116.00	374,716.49	2,198,832.49	1,867,904.21	28,973.89	301,954.39
800 EMPLOYEE BENEFITS		1,437,083.00	416.88	1,437,499.88	1,412,262.52	0.00	25,237.36
950 TRANSFER FROM O & M		579,303.00	8,775.08	588,078.08	588,078.08	0.00	0.00
960 TRANSFER CHARGE		1,462,923.00	13,443.21	1,476,366.21	1,476,366.21	0.00	0.00
970 TR CREDTS FR SERVICE PROGR		-7,672,008.00	-980,393.10	-8,652,401.10	-8,652,401.10	0.00	0.00
990 TRANS CREDTS FR OTHER FUND		-979,130.00	63,253.81	-915,876.19	-915,876.19	0.00	0.00
<b>Subtotal of 7 Undefined</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>-588,912.98</b>	<b>128,793.26</b>	<b>460,119.72</b>
<b>Total GENERAL FUND</b>		<b>94,404,729.91</b>	<b>14,904,228.27</b>	<b>109,308,958.18</b>	<b>95,684,687.44</b>	<b>4,779,223.27</b>	<b>8,845,047.47</b>







# THE COMMUNITY FOUNDATION

## Monroe 2 - Orleans Educational Foundation Fund

### Fund Activity Statement April 01, 2022 through June 30, 2022

Endowment Account	First Quarter	Year To Date
	<u>Apr - Jun 22</u>	<u>Apr - Jun 22</u>
Beginning Balance	\$ 1,826,560.93	\$ 1,826,560.93
Charitable Contributions *	500.00	500.00
Non-Charitable Contributions	0.00	0.00
Pledge Contributions *	0.00	0.00
Gain/(Loss) on Gift Transactions	0.00	0.00
Net Investment Return	(184,366.80)	(184,366.80)
Distributions to Grantmaking Account	0.00	0.00
Administrative Fee	(3,535.39)	(3,535.39)
Other Activity *	0.00	0.00
<b>Ending Balance</b>	<b><u><u>\$ 1,639,158.74</u></u></b>	<b><u><u>\$ 1,639,158.74</u></u></b>

Grantmaking Account	First Quarter	Year To Date
	<u>Apr - Jun 22</u>	<u>Apr - Jun 22</u>
Beginning Balance	\$ 0.00	\$ 0.00
Charitable Contributions *	0.00	0.00
Non-Charitable Contributions	0.00	0.00
Returned Grants	0.00	0.00
Gain/(Loss) on Gift Transactions	0.00	0.00
Distributions from Endowment	0.00	0.00
Grants *	0.00	0.00
Other Activity *	0.00	0.00
<b>Ending Balance</b>	<b><u><u>\$ 0.00</u></u></b>	<b><u><u>\$ 0.00</u></u></b>

*\*Transaction detail attached*

Review Community Foundation investment results anytime at [www.racf.org/Financials](http://www.racf.org/Financials).

**Contributions to the Monroe 2 - Orleans Educational Foundation Fund**

05/09/2022 Rochester Area Community Foundation - Fund of RACF 500.00

**Total Contributions:** 500.00

If you see the "#" sign, the donor has requested that their name(s) NOT be listed in any publication.

7. Audit Committee Update (Steve Roland)
  1. July 13, 2022 Audit Committee Minutes



**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**

**July 13, 2022**

Members Present: John Abbott, Dennis Laba, Chuck Phillips

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

**I. Test Reports**

Jennifer Talbot did some Testing during the 21/22 School Year in lieu of contracting with a CPA firm. Steve provided a summary of her Cash Receipts and Fixed Assets Reports.

Jennifer Tested Cash Receipts for CTE and CWD. It was noted that CTE has strong controls in place. Two issues stood out at CWD; deposits were not being done a timely basis and the Student Management system used by CWD does not provide sufficient records for Cash Receipts. Steve reported the CWD is now utilizing daily courier runs to address the deposit timeliness issue and CWD staff have been in the process of identifying a viable new Student Management system and it is anticipated that a new system will be in place this fall.

The Fixed Asset Testing was not a typical random sampling but a more strategic sample of older assets that no longer carry a value on our financials. As we suspected, many older assets were unable to be located. Jennifer also identified some assets that were not properly tagged. We will be doing an asset purge during 22/23 and reinforcing departmental procedures for tagging assets.

It should be noted that BOCES can no longer exercise their Internal Audit Exemption starting in 22/23 so Lumsden McCormick will be back this fall to conduct a Risk Assessment and perform Testing in the spring.

**II. Audit Committee Charter**

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

**III. External Audit**

Tom Zuber (Mengel Metzger Barr & Co) entered the meeting and distributed a handout outlining the Scope for the 21/22 Financial Audit. Tom discussed, among other topics, Fraud Risk, Changes in Key Staff Members, Fund Balance/Reserves, and GASB 87 (Leases) Effective 6/30/22.

Cc: Board

8. Board Presentation(s): Operations and Maintenance Annual Review (Tom Burke)



# CLIENT BUSINESS REVIEW

Partner Monroe 2-Orleans BOCES

Date August 17,2022



# PARTNERSHIP PERFORMANCE

ENERGY

CUSTOMER

PEOPLE

SERVICE EXCELLENCE

# PARTNERSHIP PERFORMANCE

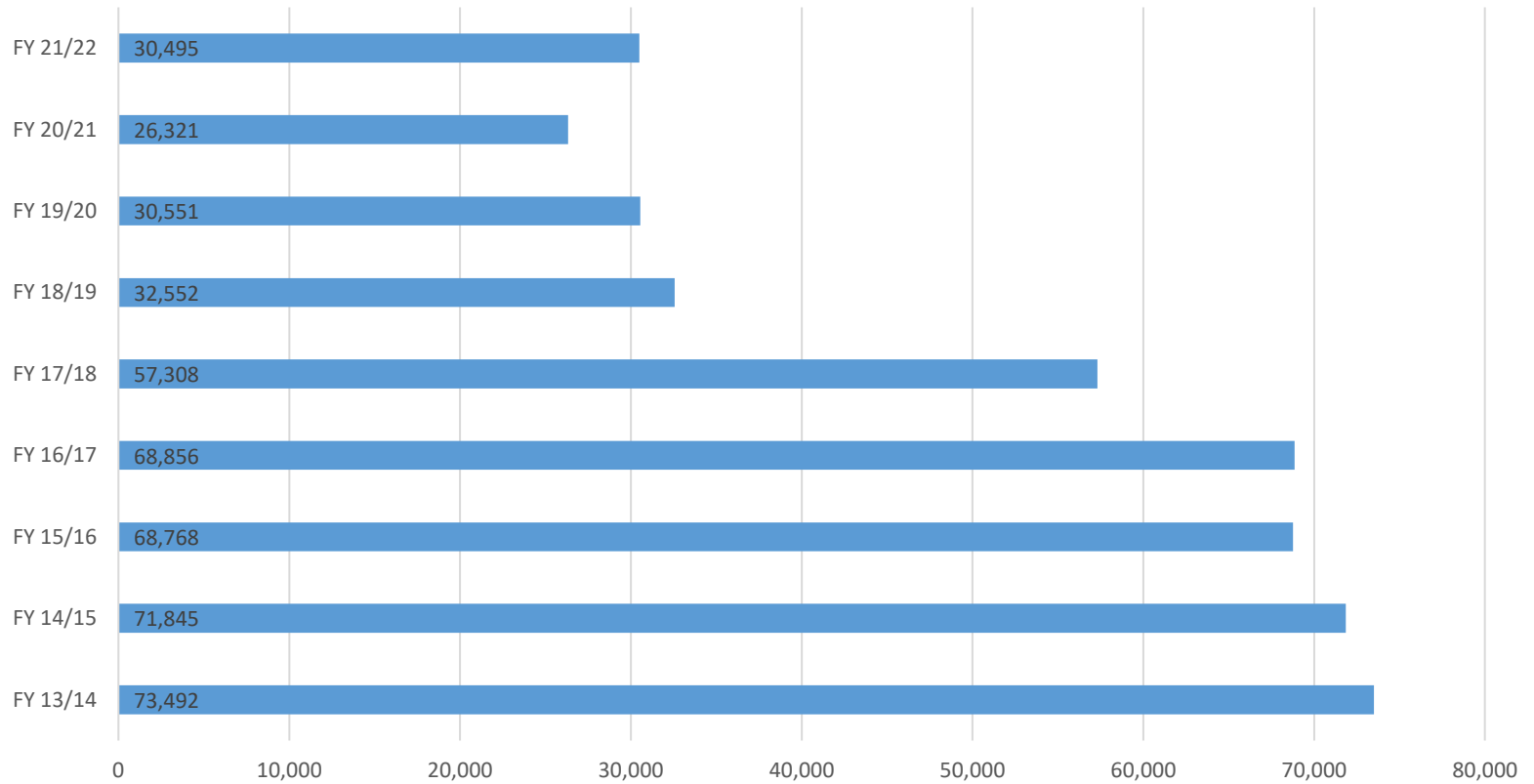
ENERGY





# Electric Costs CTE North and South Buildings

Electrical Costs CTE North and South Buildings and ADL House



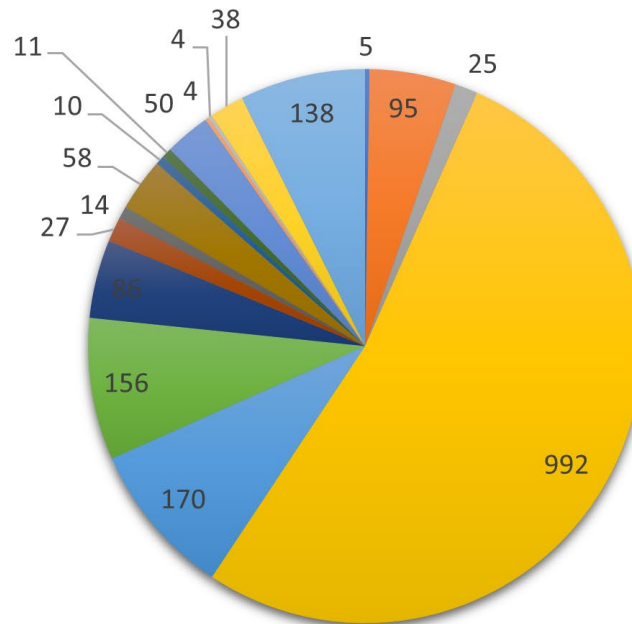
	FY 13/14	FY 14/15	FY 15/16	FY 16/17	FY 17/18	FY 18/19	FY 19/20	FY 20/21	FY 21/22
Series1	73,492	71,845	68,768	68,856	57,308	32,552	30,551	26,321	30,495

# Program Improvements

CUSTOMER

# TMA Work Orders 21-22

## Number of Work Orders FY 21'/22'



Total Number of Work Orders: 1,883

- |          |              |             |                 |            |            |
|----------|--------------|-------------|-----------------|------------|------------|
| ■ ADL    | ■ Ridgecrest | ■ CaTS      | ■ CTE (N)       | ■ CTE (S)  | ■ ESC      |
| ■ CWD    | ■ B4S        | ■ Paul Road | ■ RTP - Ex. Ch. | ■ RTP -HR  | ■ RTP - SS |
| ■ VP #16 | ■ VP #18     | ■ VP #20    | ■ Westside      | ■ Westview |            |

# BOCES 2 Matting Services October 2022

- Previous Vendor:  
Aramark
- Vendors on Omnia/ National Contract  
CINTAS  
UniFirst

Total Number of Mats (All BOCES locations):

Location	3x10	4x6	3x5		
3589/3599 Big Ridge Road, Spencerport, NY 14559	72	14	3		
3591 Big Ridge Road, Spencerport, NY 14559	2	0	1		
38 Turner Drive, Spencerport, NY 14559	12	5	0		
35 Turner Drive, Spencerport, NY 14559	1	0	1		
160 Wallace Way, Rochester NY 14626	4	0	0		
16,18,20 Slayton Avenue, Spencerport, NY 14559	5	0	2		
3625 Buffalo Road, Rochester, NY 14626	1	0	2		
3635 Buffalo Road, Rochester, NY 14626	4	0	2		
3555 Buffalo Road, Rochester, NY 14626	4	0	2		
3625 Buffalo Road, Rochester, NY 14626 (Pt. 2)	4	0	2	**Not until December 2021	
	109	19	15		
<b>Matting Service Frequency</b>					
During Summer (July & August)-service is 1x a month					
September-October & March-June - service is bi-weekly					
November-February- service is 1x a week					

## SAVINGS

Item Description	Price Per Change/ Piece			Savings per Mat
	Aramark	CINTAS	UniFirst	
3x5 Floor Mat (Weekly)	\$2.40	\$2.00	\$1.20	\$1.20
4x6 Floor Mat (Weekly)	\$4.80	\$3.00	\$1.92	\$2.88
3x10 Floor Mat (Weekly)	\$6.00	\$4.00	\$2.40	\$3.60
3x5 Floor Mat (B-Weekly)	X	\$4.00	\$1.80	X
4x6 Floor Mat (Bi-Weekly)	X	\$5.00	\$2.88	X
3x10 Floor Mat (Bi-Weekly)	X	\$6.00	\$3.60	X
3x5 Floor Mat (Monthly)	\$6.00	\$6.00	\$2.10	\$3.90
4x6 Floor Mat (Monthly)	\$7.20	\$7.00	\$3.36	\$3.84
3x10 Floor Mat (Monthly)	\$9.00	\$8.00	\$4.20	\$4.80

Aramark Annual Cost - \$22,801.44

UniFirst Annual Cost – \$11,928

Total Savings - \$10,873.44

# 21-22 School Year

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- Relocation Ridgecrest 43 School to 3625 Buffalo Rd
- ESP \_ Warehouse Cleanout – 500 pallets
- Auctions: CWD machining – CTE program items
- Fume Hood – CTE Lab Tech program
- SEPTO Fair – O&M support – with Sp. Ed.
- CTE – Job Fair & Skills Craft Fair
- Fire Inspections – Monroe County Inspections
- Removal of Storage units on CTE concrete pad
- CTE – Program relocations for 22-23
- O&M – Temporary relocation
  - Trailer Rental - O&M office - Garage 3 Temporary maintenance shop

## buildout

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# Removal of Shed Rear of 38 Turner Drive

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# Floor protector continues 21-22 school year

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# BOCES 2 - Spencerport

# COVID- 19

PEOPLE

# Scholarship Recipients

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# Projects/ Cleaning and Disinfecting Continues 21-22 school year



# Disinfecting Equipment for Pandemic

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# Solutions Utilized for Disinfecting

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Oxivir TB – 1 Minute Kill Time



Virex II 256- 10 Minute Kill Time

# Protocol To Ensure Each Area Has Been Cleaned And Disinfected if Necessary

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The sign is posted to designate whether a room was occupied and needs to be cleaned and disinfected. Staff wipe off date if area was accessed.

# PARTNERSHIP PERFORMANCE

SERVICE EXCELLENCE



# Safety

Visual Aid

## Aramark SAFE

Safety Assurance in Food & Environments

General Safety  
GS-01-AS-VA  
10/02/14  
Page 1 of 1

**Aramark SAFE** was designed to deliver a common framework that our people can use every day to identify, evaluate, and manage risk throughout the entire organization. This management system is comprised of front line focused processes, programs, and metrics designed to improve performance in the areas of food, occupational, and environmental safety. Aramark SAFE is how we control risk, drive continuous improvement, and deliver on our uncompromising commitment to the safety of our employees, clients, consumers, shareholders, and communities we serve.



**Target Zero**  
No harm to people or the environment.

**SAFE Commitment & Policies**  
Our SAFE Commitment and Policies are the core to Aramark SAFE and reflect how we live our safety promise every day to enrich and nourish those we serve.

**Leadership Oversight**  
Leadership is the overarching driver that will move us towards Target Zero. Aramark leadership and managers are to set clear expectations, drive accountability, and lead by example.

**Employee Involvement**  
Creating safe environments is how we show our people that we care about them. We encourage employees' participation and feedback to live our safety promise.

**SAFE Engagement Activities**  
Aramark's safety targets will be achieved when leaders and managers create a culture that fosters inclusion, inspires awareness, and changes behaviors through daily routines. SAFE Engagement Activities are those key activities that when effectively implemented, move us closer towards Target Zero.

**SAFE Standards**  
Our SAFE Standards are the cornerstone of Aramark SAFE, establishing targeted, simple, and highly visual guidelines to support compliance and reduce risk. By integrating our SAFE Standards into our business processes, we will deliver operational excellence.

**Metrics & Monitoring**  
Managers track implementation of required activities through our Global Metrics Monitor (GMM) system, which is used to monitor and evaluate performance—and to assess opportunities for continuous improvement.

**Recognition & Incentives**  
Aramark is instilling a culture of appreciation for our employees, clients, and consumers. Aramark's *Encore! Encore!* program is how we recognize significant achievements and behaviors that contribute to our safety goals.

**Education & Tools**  
Training and support resources that facilitate effective implementation of our SAFE Standards are readily available on Aramark's SAFE Portal.

# Weekly Safety Briefs

## SAFE Brief

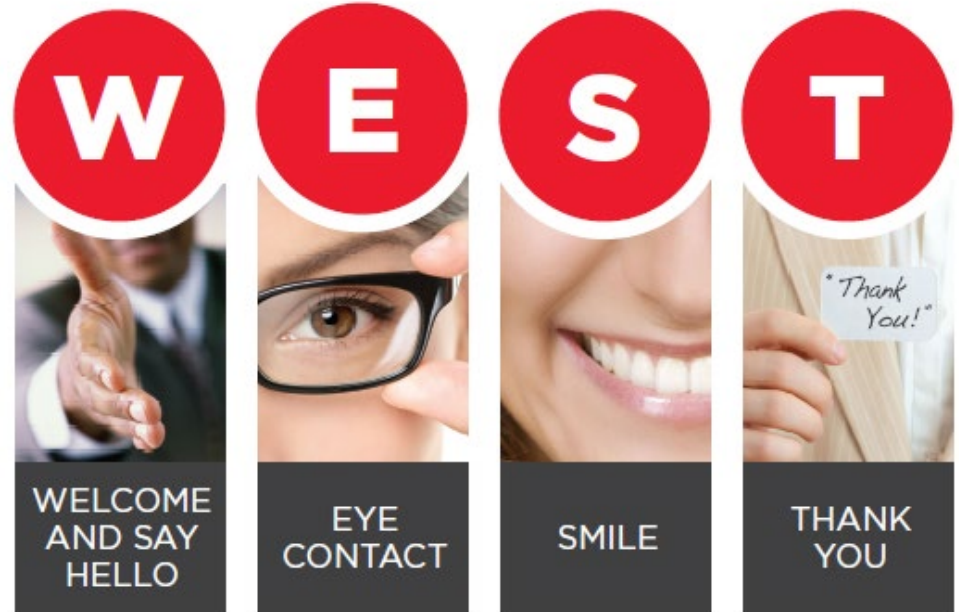
## FOOD & FACILITY SAFE Brief – FOURTH QUARTER FY22 CALENDAR

SAFE Brief CALENDAR QTR. 4 - FY22				
WEEK	SAFE Brief TOPIC	SAFE Brief TOPIC	SAFE Brief TOPIC	SAFE Brief TOPIC
JULY	FOOD	CLEANING/CUSTODIAL	MAINTENANCE	GROUNDS
07/04 – 07/08	<a href="#">Oil, Chemical &amp; Waste Spills</a>	<a href="#">Oil, Chemical &amp; Waste Spills</a>	<a href="#">Oil, Chemical &amp; Waste Spills</a>	<a href="#">Oil, Chemical &amp; Waste Spills</a>
07/11 – 07/15	<a href="#">Heat Stress</a>	<a href="#">Heat Stress</a>	<a href="#">Heat Stress</a>	<a href="#">Heat Stress</a>
07/18 – 07/22	<a href="#">Driver Safety</a>	<a href="#">Driver Safety</a>	<a href="#">Driver Safety</a>	<a href="#">Driver Safety</a>
07/25 – 07/29	<a href="#">Using Food Thermometers</a>	<a href="#">Preventing Complacency</a>	<a href="#">Preventing Complacency</a>	<a href="#">Preventing Complacency</a>
AUGUST	FOOD	CLEANING/CUSTODIAL	MAINTENANCE	GROUNDS
08/01 – 08/05	<a href="#">Temperature Control</a>	<a href="#">Ergonomic Safety</a>	<a href="#">Ergonomic Safety</a>	<a href="#">Ergonomic Safety</a>
08/08 – 08/12	<a href="#">Struck-by Prevention - Food</a>	<a href="#">Struck-by Prevention - Facilities</a>	<a href="#">Struck-by Prevention - Facilities</a>	<a href="#">Struck-by Prevention - Facilities</a>
08/15 – 08/19	<a href="#">Security Vigilance</a>	<a href="#">Security Vigilance</a>	<a href="#">Security Vigilance</a>	<a href="#">Security Vigilance</a>
08/22 – 08/26	<a href="#">Slip/Trip/Fall Prevention</a>	<a href="#">Slip/Trip/Fall Prevention</a>	<a href="#">Slip/Trip/Fall Prevention</a>	<a href="#">Slip/Trip/Fall Prevention</a>
08/29 – 09/02	<a href="#">Preventing a Serious Allergic Reaction</a>	<a href="#">Bleach Hazards</a>	<a href="#">Bleach Hazards</a>	<a href="#">Bleach Hazards</a>
SEPTEMBER	FOOD	CLEANING/CUSTODIAL	MAINTENANCE	GROUNDS
09/05 – 09/09	<a href="#">Preventing Foreign Objects in Food</a>	<a href="#">Managing Confrontation</a>	<a href="#">Managing Confrontation</a>	<a href="#">Managing Confrontation</a>
09/12 – 09/16	<a href="#">Respiratory Infections – Associate Hygiene</a>	<a href="#">Respiratory Infections – Associate Hygiene</a>	<a href="#">Respiratory Infections – Associate Hygiene</a>	<a href="#">Respiratory Infections – Associate Hygiene</a>
09/19 – 09/23	<a href="#">Preventing Cross Contamination</a>	<a href="#">Hazardous Waste Management</a>	<a href="#">Hazardous Waste Management</a>	<a href="#">Hazardous Waste Management</a>
09/26 – 09/30	<a href="#">Protect Yourself</a>	<a href="#">Protect Yourself</a>	<a href="#">Protect Yourself</a>	<a href="#">Protect Yourself</a>

## WEST

Welcome Engage  
Smile Thank You

- WEST Training Completed
  - Action Training completed
  - Results All staff at 100 %

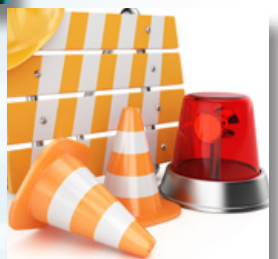
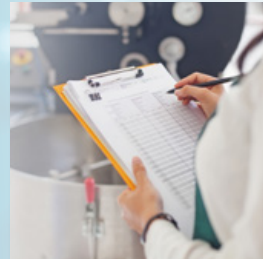


9. Old Business

1. Second Reading and Resolution to Approve District-Wide School Safety (SAVE) Plan

# Monroe 2-Orleans BOCES

## DISTRICT-WIDE SCHOOL SAFETY PLAN



2022-2023



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# Introduction

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

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

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

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

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

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

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

## SUMMARY OF LAWS

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

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

# Introduction

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

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

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

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



# Risk Reduction/Prevention and Intervention

## A. Prevention/Intervention Strategies

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

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

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

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

## B. Training, Drills, and Exercises

### Training

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

### Multi-Hazard Training

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

### Drills and Exercises

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

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

# Risk Reduction/Prevention and Intervention

- Non-student-occupied buildings, such as Communication and Technology Services, the Curriculum Materials Center, the Educational Services Center and the Elementary Science Program, may do three Evacuation Drills and one Lockdown Drill

## C. Implementation of School Security

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

### Security Personnel – Hiring and Training

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

### Security Personnel – Responsibilities and Authority

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

### Security Guard Standard Operating Procedures

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

### Limited Access

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

### Visitor Access

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

### Video Surveillance

Most buildings provide video surveillance to enhance the safety of our students and staff. The cameras may or may not be

actively monitored, but the recordings are available for BOCES officials and local law enforcement use.

### Intrusion Detection

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

### Security Review

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

## D. Vital Educational Agency Information

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

## E. Early Detection of Potentially Violent Behaviors

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

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

## F. Hazard Identification

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

# District Resources & Contacts

## Emergency Operations Group

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

## District Superintendent's Cabinet

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

## Command Post

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

## District Data and Contacts

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

## District-Wide School Safety Team

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

## Programs Housed in Host Sites

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

# General Procedures

## General Response Actions For Emergencies

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

### A. Concept of Operations

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

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

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

#### Initial Response

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

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

### B. Organization and Assignment of Responsibilities

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

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

#### Principal/Program Director /Site Supervisor

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

Responsibilities include:

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

#### Teachers/Substitute Teacher/Student Teachers

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

Responsibilities include:

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

# General Procedures

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

## **Teacher Aide**

Responsibilities include:

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

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

Responsibilities include:

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

## **School Nurse/Health Assistant**

Responsibilities include:

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

## **Custodians/Maintenance Staff**

Responsibilities include:

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

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

Responsibilities include:

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

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

## **Bus/Van Drivers**

Responsibilities include:

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

## **Other Staff/Security**

Responsibilities include:

- Execute assignments as directed by the Incident Commander

## **Students**

Responsibilities include:

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

## **Parents/Guardians**

Responsibilities include:

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

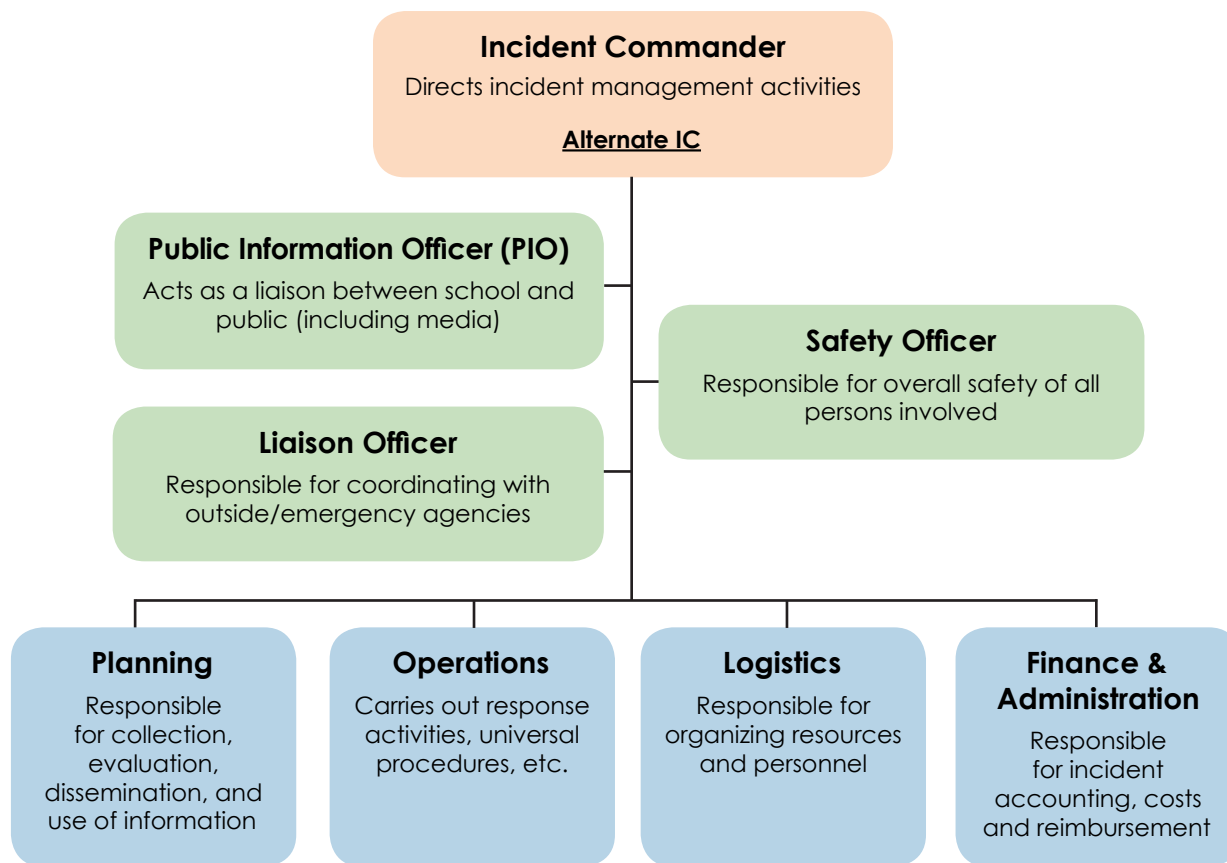
## **C. Direction, Control, and Coordination**

### **School Incident Command System**

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

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

# General Procedures



## School Incident Command System (ICS) Roles Defined

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

### Incident Command

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

Responsibilities and duties include:

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

### Planning Section

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

Responsibilities and duties include:

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

### Operations Section

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

Responsibilities and duties include:

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

# General Procedures

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

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

## Logistics Section

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

Responsibilities and duties include:

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

## Finance/Administration Section

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

Responsibilities and duties include:

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

## Coordination with Responders

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

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

## Source and Use of Resources

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

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

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

### Types of Information

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

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

### Information Documentation

The assigned staff member will document the information gathered including:

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

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

### Agreements and Contracts

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

# General Procedures

## **Documentation**

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

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

## **Incident Costs**

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

## **Preservation of Records**

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

## **F. Authorities and References**

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

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

## **G. Communications**

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

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

### **Internal Communications**

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

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

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

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

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

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

### **External Communications**

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



# General Procedures

## Communication with Parents

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

## Communication with the Media

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

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

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

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

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

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

## **I. Emergency Notifications**

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

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

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

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

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

# General Procedures

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

## K. Acts of Violence

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

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

## L. Specific Response Protocols

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

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

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

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

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

## O. Functional Annexes

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

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

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

## P. Crime Scene Management

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

### Actions

#### Respond

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

#### Evaluate

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

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

#### Secure

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

#### Protect

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

# General Procedures

## Observe

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

## Notify

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

## Document

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

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

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

## R. Accounting for All Persons

The Building-Level ERP has procedures in place to:

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

## S. Family Reunification Plans

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

## T. Crises Occurring Outside of Normal School Hours

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

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

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

## V. Procedures for School Cancellation

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

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

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

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

# General Procedures

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

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

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

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

## **Y. Recovery**

### **District Support for Buildings**

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

### **Disaster Mental Health Services**

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

### **Review and Debriefing**

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

### **Post-Incident Response**

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

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

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

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

# Threat And Hazard Planning Guidelines

## A. Introduction of Potential Hazards

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

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

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

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

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

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

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

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

# Threat And Hazard Planning Guidelines

## B. Planning Assumptions and Limitations

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

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

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

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

## C. Initial Response

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

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

# Medical Emergencies And Mental Health

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

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

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

# Building-Level Emergency Response Plans (ERP)

## **Introductory Material**

### **Plan Development and Maintenance**

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

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

### **Distribution of the Plan**

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

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

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

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

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

## **Record of Distribution**

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



# Emergency Closings

## A. Closings Procedures

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

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

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

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

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

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

## B. Early Dismissal Procedures

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

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

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

### **General Emergency Response Planning**

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

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

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

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

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

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

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

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

# Emergency Closings

## **3) Evacuation Procedures:**

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

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

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

## **4) Lockout:**

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

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

### **Lockout Objectives**

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

### **Lockout Procedures**

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

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

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

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

## **5) Lockdown**

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

### **Lockdown Objectives**

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

### **Lockdown Response**

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

# Emergency Closings

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

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

## **6) Shelter in Place**

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

### **Shelter in Place Objectives**

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

### **Shelter in Place Response**

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

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

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

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

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

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

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

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

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

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

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

## **Execute Hold in Place**

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

# Section III: Response for Specific Emergencies

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

## A. Threats of Violence

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

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

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

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

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

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

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

### Early Warning Signs for Students at Risk:

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

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

### Imminent Warning Signs:

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

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

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

## D. Procedures for Responding to Acts of Violence

### 1. Student fight

a) Staff responsibilities:

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

# Response for Specific Emergencies

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

## b) Building/Program Administrator’s responsibilities:

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

## 2. Intruders

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

### Directives to all staff:

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

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

## 3. Armed Student/Intruder

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

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

## 4. Kidnapping/Hostage Taking

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

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

### If you are taken hostage:

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

# Response for Specific Emergencies

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

## 5. Severe Weather

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

## 6. Civil Disturbance

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

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

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

## 7. Student Transportation Incident

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

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

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

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

## 8. Gas Leak Procedure

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

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

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

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

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

## 9. Bomb Threat

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

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

## 10. Chemical Spill

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

# Response for Specific Emergencies

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

## 11. Fire/Explosion

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

## 12. Biological Threat

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

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

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

## 13. Radiological Threat

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

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

## 14. Epidemic

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

## 15. Mental Health Warning Signs

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

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

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

Possible actions include:

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

## Declaration

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

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

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



## Purpose, Scope, Situation Overview, and Assumptions

### Purpose

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

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

### Scope

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

### Situation Overview

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

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

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

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

### Planning Assumptions

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

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

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

## Concept of Operations

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

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

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

## Mission Essential Functions

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

Essential functions are those functions that enable an organization to:

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

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

# Public Health Emergency Continuation of Operations Plan

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

## Reducing Risk Through Remote Work and Staggered Shifts

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

### Remote Work Protocols

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

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

### Staggered Shifts

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

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

## Personal Protective Equipment

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

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

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

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

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

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

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

## Staff Exposures, Cleaning, and Disinfection

### Staff Exposures

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

#### 1. Daily Screening

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

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

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

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

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

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

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

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

## **Cleaning and Disinfecting**

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

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

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

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

## **Employee and Contractor Leave**

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

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

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

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

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

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

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

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

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

## **Housing for Essential Employees**

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

# District Resources Inventory

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

## A. Heavy Equipment Inventory/Vehicle Inventory

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

## B. Fuel Inventory

*Two Tanks: One 500-Gallon Stationary Tank; One 500-Gallon Mobile Skid Tank are located on the southwest side of Monroe 2-Orleans BOCES Campus.*

## C. Dining Room Capacities/Inventory Summary

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

# Health and Safety Team

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

<b>Site</b>	<b>Committee Membership</b>
BOCES 4 Science (38 Turner Drive) .....	Steve Montemarano Antonietta Quinn
Center for Workforce Development (CWD) (3555 Buffalo Road) .....	<i>Shawna Gareau-Kurtz</i>
Communication and Technology Services (CaTS) & Monroe-Orleans Accountability, Assessment and Reporting Services (MAARS) (3625 Buffalo Road).....	Ray Miller
Curriculum Materials Center (CMC) (35 Turner Drive) .....	Angela Nesci
Educational Services Center (ESC) .....	<i>Thomas Schulte</i> Karen Brown Marijo Pearson Steve Roland
<i>Mental Health</i> .....	<i>Betsy Armes</i>
Operations & Maintenance (WEMOCO) .....	Tom Burke
Paul Road Transition .....	Nicole Littlewood
Ridgecrest Academy .....	Robert Nells
Rochester Tech Park (Exceptional Children, Support Services, School Health Services).....	Barb Martorana Heather Malone Barbara Swanson
Safety and Security.....	Douglas Comanzo
Transition Class (Village Plaza) .....	<i>Gail Mundt</i>
WEMOCO Career & Technical Education Center .....	Tony Britt
Westside Academy at Westview (3635 Buffalo Road) .....	Martha Willis
Westview Building (3635 Buffalo Road) .....	Nicole Littlewood

9. Old Business

2. Resolution to Appoint an Alternate for the Monroe  
County School Boards Information Exchange  
Committee



9. Old Business

3. Discussion on Videoconferencing resolution and policies

9. Old Business

4. Board Development Options

10. New Business

1. First Reading Policy Series 1000 and 2000

## 1000 SERIES POLICY REVIEW CHART

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

**"Review"** means no substantive changes.

**NOTE: Changes to he/she, his/her pronouns were made to this series where applicable.**

<i>POLICY NUMBER</i>	<i>RATIONALE</i>
1110 Organization and Authority	Review
1210 Qualifications of Board Members	Review
1220 Nomination and Election of Board Members	Review
1230 Vacancies on the Board	Review
1310 Powers and Duties of Board Members	Review
1311 Duties of the President	Review
1312 Duties of the Vice President	Review
1313 Duties of the Clerk of the Board	Reviewed by Kelly Mutschler - no suggested changes.
1314 Duties of the Treasurer	Reviewed by Jennifer Talbot - no suggested changes.
1314.1 Duties of the Assistant Treasurer	Reviewed by Jennifer Talbot - no suggested changes.

## 1000 SERIES POLICY REVIEW CHART

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

**"Review" means no substantive changes.**

**NOTE: Changes to he/she, his/her pronouns were made to this series where applicable.**

<i>POLICY NUMBER</i>	<i>RATIONALE</i>
1315 Duties of the Internal Claims Auditor	Reviewed by Jennifer Talbot - see additions made to policy for clarity.
1315.1 Duties of the External Independent Auditor	Review
1315.2 Audit Committee	<b>POLICY NOT INCLUDED. DO NOT REVIEW.</b> Policy is part of the Annual Policies which were previously reviewed at the February 18, 2022 Cabinet meeting.
1316 Duties of the School Attorney	Review
1317 Duties of the Purchasing Agent	Reviewed by Wendy Vergamini - no suggested changes.
1318 Records Officer	Reviewed by Kelly Mutschler - no suggested changes.
1320 Board Policy Making	Review
1330 Board-District Superintendent Relationship	Review
1410 Formulation and Adoption of Policy	Review
1420 Execution of Policy: Administrative Regulations	Review
1431 Regular Meetings of the Board of Cooperative Educational Services	Review

## 1000 SERIES POLICY REVIEW CHART

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

**"Review" means no substantive changes.**

**NOTE: Changes to he/she, his/her pronouns were made to this series where applicable.**

<i>POLICY NUMBER</i>	<i>RATIONALE</i>
1432 Order of Business at Board Meetings	Review
1433 Executive Sessions of the Board	Review
1434 Quorum	Review
1435 Minutes	Review
1436 Special Meetings of the Board	Review
1437 Annual Meeting	<b>POLICY NOT INCLUDED. DO NOT REVIEW.</b> Policy is part of the Annual Policies which were previously reviewed at the February 18, 2022 Cabinet meeting.
1438 Reorganizational Meeting	<b>POLICY NOT INCLUDED. DO NOT REVIEW.</b> Policy was reviewed at the May Board meeting so that the new title added by Jill Slavny can be appointed at the July Reorganizational meeting.
1440 Non-Discrimination	Review
1510 Use of Parliamentary Procedure	Review
1520 Professional Development for Board Members	<b>POLICY NOT INCLUDED. DO NOT REVIEW.</b> Policy is part of the Annual Policies which were previously reviewed at the February 18, 2022 Cabinet meeting.
1530 Membership in Associations	Review
1550 Orienting New Board Members	Review

## 1000 SERIES POLICY REVIEW CHART

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

"Review" means no substantive changes.

**NOTE: Changes to he/she, his/her pronouns were made to this series where applicable.**

<i>POLICY NUMBER</i>	<i>RATIONALE</i>
1560 Compensation and Expenses	Review
1570 Board Committees	Review
1571 Advisory Committees	Added policy reference.

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1110 – ORGANIZATION AND AUTHORITY**

The Board of Cooperative Educational Services for the Second Supervisory District of Monroe and Orleans Counties, New York is a corporate body and derives its powers and duties from the state of New York. The basic mission of the Board of Cooperative Educational Services is: to benefit the people of our area by enhancing the quality of education and training through shared resources.

**General Responsibilities of Board Members**

The Board acts as a corporate body. All authority rests with the Board as a whole and not with any individual member or any group of members on any committee. Committee members may act on an individual basis only when specifically delegated with the authority by the Board. The Board has the final responsibility for whatever takes place in the BOCES system. For that reason, all final policy decisions are placed in the hands of the Board.

**Organization/Term of Office**

The Board shall be made up of nine (9) members elected to represent the component districts within the BOCES. Although representatives are elected from those districts, they really represent all the students of the Supervisory District.

Excepting provision for a period of transition, each Board member serves for a period of three years, unless appointed or elected in a special election to serve out the term of office of a Board member who has resigned or is in some other way unable to complete the balance of the term of office and in that case an appointed Board member serves only until the next Annual Election.

Adopted: 7/13/99  
Revised: 3/19/08  
Revised: 9/15/10  
Revised: 8/21/2013  
Reviewed: 8/17/2016  
Reviewed: 9/18/2019



**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1210 – QUALIFICATIONS OF BOARD MEMBERS**

Any eligible voter who resides within the boundaries of a component school district may be elected to the Board. A candidate need not be a member of a board of education of a component district. A candidate must be eligible to hold office in a component district. Employees of any of the BOCES component school districts, or employees of the BOCES, are ineligible for election to the Board.

No more than one Board member may reside in a given component district unless otherwise permitted in accordance with law. No more than one member of a family shall be a member of the Board. Family is defined as living in the same household as the Board member.

Educational Law Sections 1950(2-a) and 2103. Appeal of Todd 19 (EDR 277; 42 EDR 278).

Adopted: 7/13/99  
Revised: 3/19/08  
Revised: 9/15/10  
Revised: 8/21/2013  
Reviewed: 8/17/2016  
Revised: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1220 – NOMINATION AND ELECTION OF BOARD MEMBERS**

The component boards shall be notified by February 1st of each year of vacancies on the Board to be filled at the Annual Election.

Nominations will occur by resolution of the board of education of one or more component school districts and shall be transmitted in writing to the Clerk of the BOCES at least thirty (30) days prior to the date designated by the President of the Board for the election.

Election of the Board members will occur on a date selected by the President of the Board that is on or after April sixteenth and on or before April thirtieth. No component district may have more than one member on the Board. It shall be the duty of the BOCES to encourage candidates from components not currently represented on the Board. The ballot will be prepared by the Clerk of the Board and mailed to each component district no later than fourteen (14) days prior to the date designated as the day of the election by the President of the Board.

Each component district is entitled to cast one vote for each vacant Board position. A component board may not cast more than one vote for any individual candidate.

The candidates receiving a plurality of the votes cast are elected. Any tie vote will be broken by a runoff to be held within twenty (20) days of the initial vote.

Education Law Section 1950(2-a)

**Policy References:**

Board members are elected for terms as indicated in Policy #1110 -- Organization and Authority.

Adopted: 7/13/99  
Revised: 9/15/10  
Revised: 8/21/2013  
Reviewed: 8/17/2016  
Revised: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1311 – DUTIES OF THE PRESIDENT**

The President shall be a member of the Board, elected by the Board at its Annual Reorganizational Meeting, and shall serve for a one-year term. The duties of the President are to:

- a) Preside at all meetings of the Board.
- b) Receive all communications presented to the Board.
- c) Execute documents on behalf of the Board when so authorized.
- d) Enforce the by-laws and rules of order (see Policy 1510).
- e) Appoint all committees (with the exception of the audit committee) and fill any committee vacancies which occur and serve as an ex-officio member of all committees.
- f) Call special meetings of the Board when necessary.
- g) To perform the other usual and ordinary duties of the office and such duties as may be specified from time to time by the Board, in accordance with law.

See Policy 1315.2 Audit Committee  
Education Law Section 1950(4)(j)

Adopted: 7/13/99  
Revised: 3/19/08  
Revised: 9/15/10  
Revised: 8/21/2013  
Revised: 8/17/2016  
Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy # 1312 – DUTIES OF THE VICE PRESIDENT**

The Board may, in its discretion, elect one of its members Vice President. The Vice President shall be a member of the Board, elected by the Board at its Annual Reorganizational Meeting, and shall serve for a period of one year. The Vice President shall perform such duties as the President or the Board may prescribe. The Vice President shall perform the normal duties of the President in case of the absence or disability of the President.

In case of vacancy in the office of the President, the Vice President shall act as President until a President is elected.

Education Law Section 1701

Adopted: 7/13/99  
Revised: 9/15/10  
Reviewed: 8/21/2013  
Reviewed: 8/17/2016  
Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1313 – DUTIES OF THE CLERK OF THE BOARD**

- a) The Clerk of the Board shall be appointed by the Board at its Annual Reorganizational Meeting and shall perform the duties prescribed by Education Law and the Regulations of the Commissioner of Education. The Clerk of the Board shall serve for a period of one year.
- b) All official records and proceedings of the Board shall be recorded and kept by the Clerk of the Board.
- c) The Clerk shall, in addition:
  - 1. Attend all public meetings of the Board;
  - 2. Be responsible for full and accurate minutes of the meetings of the Board;
  - 3. Give notice of all special meetings of the Board;
  - 4. Make arrangements for and be responsible for the details of the Annual Meeting;
  - 5. Conduct the Reorganizational Meeting until a President and Vice President are sworn in.

Education Law Sections 1950(4)(j) and 2130

Public Officers Law Section 104

Adopted: 7/13/99  
Revised: 3/19/08  
Revised: 9/15/10  
Reviewed: 8/21/2013  
Revised: 8/17/2016  
Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1314 – DUTIES OF THE TREASURER**

The Treasurer of the BOCES shall be appointed by the Board annually at its Annual Reorganizational Meeting. The Treasurer shall serve for a period of one year.

- a) The Treasurer of the BOCES shall perform the duties prescribed by law and the Commissioner of Education.
- b) The Treasurer shall:
  1. Be the financial officer;
  2. Be the custodian of all moneys belonging to the BOCES from whatever source derived;
  3. Deposit and invest these moneys in the depositories designated by the Board;
  4. Pay all authorized obligations of the BOCES as directed;
  5. Make all entries and post all financial ledgers, records, and reports as may be properly required to afford BOCES an acceptable and comprehensive financial accounting of the use of its moneys and financial transactions;
  6. Submit Treasurer’s Reports detailing moneys received and disbursed during each month;
  7. Attend meetings of the Board as directed.

Before entering upon the duties of the office, the Treasurer shall be bonded. The BOCES shall purchase a bond to cover the Treasurer in such amount as the Board shall annually designate.

Education Law Sections 1950(7)(j) and 2130  
8 New York Code of Rules and Regulations  
(NYCRR) Section 170.2(o) and (p)

Adopted: 7/13/99  
Revised: 4/18/07  
Revised: 9/15/10  
Reviewed: 8/21/2013  
Reviewed: 8/17/2016  
Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1314.1 – DUTIES OF THE ASSISTANT TREASURER**

The Assistant Treasurer of the BOCES shall be appointed by the Board at its Annual Reorganizational Meeting and shall serve for a period of one year. The Assistant Treasurer shall perform all duties prescribed by law and the Commissioner of Education and all other requirements of the office as directed by the Board in the absence of the Treasurer.

Adopted: 7/13/99  
Revised: 9/15/10  
Reviewed: 8/21/2013  
Reviewed: 8/17/2016  
Revised: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1315 – DUTIES OF THE INTERNAL CLAIMS AUDITOR**

The Internal Claims Auditor shall be appointed by the Board at its Annual Reorganizational Meeting and shall serve at the pleasure of the Board. If this position is held by an employee, such position is an exempt civil service classification. The auditor does not have to be a resident of the BOCES supervisory district. A BOCES employee can be the internal claims auditor, but the following persons are prohibited from being the internal claims auditor: a member of the Board; the clerk of the Board; the treasurer of the Board; the District Superintendent; official responsible for business management; purchasing agent, or clerical or professional personnel directly involved in accounting or purchasing functions in the BOCES; the individual or entity responsible for the internal audit function; the individual or entity responsible for the external audit. An independent organization or person can perform this function provided they have no business responsibility related to the business operations of BOCES, have no interest in any BOCES contract, does not provide any goods or services to BOCES, is not a close or immediate family member to anyone who has responsibility related to the business operations of BOCES or has an interest in any other contract with the BOCES. Close family member is defined as parent, sibling or non-dependent child. Immediate family member is defined as spouse, spouse equivalent or dependent (whether or not related).

It shall be the responsibility of the Internal Claims Auditor to:

- a) Report to the Board and/or audit committee directly on the results of the audit of claims where the auditor audits and approves each claim; and shall report to the Board, District Superintendent or clerk of the Board, as the Board determines, for administrative matters such as workspace, time and attendance.
- b) Audit all bills for payment from funds of the Supervisory District.
  1. ~~Review all bills and supporting vouchers and documents~~ *Determine that the submitted voucher is in proper form, mathematically correct, does not include previously paid charges, and is in agreement with the purchase order or contract upon which it is based;*
  2. Ascertain that all items being billed have been received; *or, in the case of services, that they were actually rendered.*
  3. Check invoices for discounts and make sure they match with payments (checks).
  4. *Determine that the proposed payment is for a valid and/or legal purpose.*
  5. *Determine that the obligation was incurred by an authorized BOCES representative.*
- c) Perform such other duties provided by law or as may be assigned as pertinent to the Office of Internal Claims Auditor.



**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1315 – DUTIES OF THE INTERNAL CLAIMS AUDITOR**

8 New York Code of Rules and Regulations  
(NYCRR) Section 170.2

Adopted: 7/13/99  
Revised: 3/19/08  
Revised: 9/15/10  
Revised: 8/21/2013  
Reviewed: 8/17/2016  
Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**

**Series 1000 – By-Laws**

**Policy #1315.1 – DUTIES OF THE EXTERNAL INDEPENDENT AUDITOR**

The Board shall obtain an annual audit of its records by an independent certified public accountant or an independent public accountant; and a copy of the certified audit, in a form prescribed by the Commissioner, must be accepted by the Board and furnished annually to the State Education Department.

**Request for Proposal Process**

In accordance with law, no current audit engagement shall be for a term longer than five (5) consecutive years. On the expiration of contract, BOCES will submit a request for proposals to award a contract for such services. The current audit engagement may submit a proposal for such services in response to the request for proposals.

**Policy References:**

Education Law Sections 1709(20a), 2110-a, 2116-a and 2584(c)

General Municipal Law Sections 33 and 104-b

8 New York Code of Rules and Regulations (NYCRR) Sections 170.2 and 170.3

Adopted: 6/21/06

Revised: 9/15/10

Reviewed: 8/21/2013

Reviewed: 8/17/2016

Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1317 – DUTIES OF THE PURCHASING AGENT**

- a) The Board shall appoint at its Annual Reorganizational Meeting a person to serve the BOCES as Purchasing Agent for the purpose of transacting BOCES purchases. The Purchasing Agent shall serve for a period of one year.
- b) The Board shall also appoint a person to serve in the absence of the Purchasing Agent.
- c) The function of the Purchasing Agent shall be to serve the educational program by providing supplies, equipment and services deemed essential by the responsible Program Director or Administrator.
- d) The Purchasing Agent shall:
  - 1. Comply with all applicable laws and regulations;
  - 2. Without prejudice, seek to maximize the educational value for every expenditure;
  - 3. Determine that adequate funds are available prior to committing the BOCES to purchases.

Adopted: 7/13/99  
Revised: 9/15/10  
Reviewed: 8/21/2013  
Reviewed: 8/17/2016  
Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1316 – DUTIES OF THE SCHOOL ATTORNEY**

The attorney or legal firm(s) selected shall advise the Board and District Superintendent in all matters of a legal or technical nature relating to the interpretation of statutes and case law.

Adopted: 7/13/99  
Revised: 3/19/08  
Revised: 9/15/10  
Reviewed: 8/21/2013  
Revised: 8/17/2016  
Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1318 – RECORDS OFFICER**

**Records Access Officer**

The Records Access Officer shall be appointed by the Board at the annual reorganizational meeting and shall be responsible for handling all requests of official records of the BOCES in accordance with established law, rules and regulations.

**Records Management Officer**

A Records Management Officer shall be appointed by the Board at the annual reorganizational meeting and shall be responsible for providing information in accordance with state regulations.

**Records Retention and Disposition Officer**

A Records Retention and Disposition Officer shall be appointed by the Board at the annual reorganizational meeting and shall be responsible for the retention and disposition of records in accordance with state regulations.

**Policy References:**

Refer also to Policies #2310 -- Public Access to Records and #6320 -- Student Records: Access and Challenge.

(Refer also to Policy #4570 -- Records Management.)

Adopted: 7/13/99

Revised: 9/15/10

Reviewed: 8/21/2013

Revised: 8/17/2016

Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1320 – BOARD POLICY MAKING**

The Board operates at the policy-making level, leaving the administration of that policy to its District Superintendent, administrators and supervisors, thus freeing itself for major considerations and decisions.

Board policies are statements which set forth the purposes and prescribe in general terms, the organization and program of a school system. Policies create a framework within which the District Superintendent and other staff can discharge their assigned duties with positive direction. Essentially, policies tell what is desired and they may also indicate reasons why and how much.

Specific directions, however, giving precise details of how, by whom, where, and when things are to be done, are rules and regulations, and are the responsibility of administration.

This distinction between policy and rules and regulations does not imply that policy should deal only with abstract expressions of theory and philosophy. On the contrary, statements of policy should spell out clearly what the Board intends. The clearer the statement of the policy the clearer the directions to be taken by the administration.

Education Law Section 1709

Adopted: 7/13/99  
Revised: 9/15/10  
Reviewed: 8/21/2013  
Revised: 8/17/2016  
Revised: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1330 – BOARD-DISTRICT SUPERINTENDENT RELATIONSHIP**

The Board intends that its relationship with the District Superintendent be harmonious and professional. While both the Board and the District Superintendent strive to provide educational programs and services of the highest quality in the most efficient and cost effective manner possible, differences will be resolved by reasoned discussion between both parties.

The Board believes that the development and adoption of sound policies are the most important functions of a Board, and that the execution of those policies is the function of the District Superintendent.

Delegation by the Board of its executive powers to the District Superintendent provides freedom for the District Superintendent to manage the organization within the guidelines established by Board policy, and frees the Board to devote its time to further policy development and evaluation.

The Board holds the District Superintendent responsible and accountable for the administration of its policies, the execution of Board decisions, the day-to-day operation of the overall program, and for keeping the Board informed about operations and problems so associated.

Adopted: 7/13/99  
Revised: 9/15/10  
Revised: 8/21/2013  
Reviewed: 8/17/2016  
Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1410 – FORMULATION AND ADOPTION OF POLICY**

The Board is solely responsible for the adoption of policy. In its development of policy the Board operates as the legislative body of the Supervisory District and its resolutions have the force of the law.

The adoption of a written policy shall occur only after the proposal has been moved, discussed and voted on affirmatively at two separate meetings of the Board (i.e., the first reading and the second reading). The policy draft may be amended at the second meeting. By a majority vote, the Board may waive the second reading and complete the adoption of the proposed policy at its first reading waiving the twelve day consideration period outlined in (b) and (c) below.

The formal adoption of written Board policy shall be recorded in the official minutes of the Board. Such written Board policy shall govern the conduct and affairs of the BOCES and shall be binding upon the members of the educational community in the BOCES.

It shall be the Board's responsibility to keep its policies up-to-date so that they may be used consistently as a basis for Board action and administrative decision.

The District Superintendent is given the continuing mission of calling to the Board's attention all policies that are out-of-date or for other reasons appear to need revision.

**Procedures For Adoption of Policies**

- a) As a standard operating procedure, the District Superintendent may recommend approval of new policies or propose changes in existing policy that are deemed necessary.
- b) In all cases, the policies under consideration shall be placed on the table for a period of at least twelve (12) days to permit individual Board members time to study and analyze each proposal before official Board action is expected.
- c) Following the twelve (12) day period, Board action shall be taken at the next regular monthly meeting of the Board.
- d) If a draft is approved, it shall be entered as part of the policy manual under an appropriate series.
- e) If not approved, the draft may be eliminated from consideration or resubmitted with modifications for further consideration, again using the aforementioned times for possible action.

**Effect of Policies**

Policies shall take effect upon the date of their adoption by Board action and shall supersede all other policies, rules and regulations not in accordance therewith.



**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1410 – FORMULATION AND ADOPTION OF POLICY**

Adopted: 07/13/99  
Revised: 9/15/10  
Reviewed: 8/21/2013  
Revised: 8/17/2016  
Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**

**Series 1000 – By-Laws**

**Policy #1420 – EXECUTION OF POLICY: ADMINISTRATIVE REGULATIONS**

The Board delegates to the District Superintendent the function of specifying required actions and designing the detailed arrangements under which the BOCES will be operated. These rules and detailed arrangements shall constitute the administrative regulations governing the BOCES. They must be in every respect consistent with the policies adopted by the Board. The Board shall be kept informed periodically of changes in administrative rules and regulations.

Adopted: 07/13/99

Revised: 9/15/10

Revised: 8/21/2013

Reviewed: 8/17/2016

Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**

**Series 1000 – By-Laws**

**Policy #1431 – REGULAR MEETINGS OF THE BOARD OF COOPERATIVE  
EDUCATIONAL SERVICES**

All Board meetings must be open to the public except those portions of the meetings which qualify as executive sessions. A meeting is defined as an official convening of a public body for the purpose of conducting public business and a public body is defined as an entity of two (2) or more persons which requires a quorum to conduct business, including committees and subcommittees. Reasonable efforts shall be made to ensure that all meetings are held in an appropriate facility which can adequately accommodate any and all members of the public who wish to attend.

Whenever such a meeting is to take place, there must be at least seventy-two (72) hours advance notice in accordance with the provisions of the Open Meetings Law. Notice of other meetings shall be given as soon as is practicable in accordance with law. When the Board has the ability to do so, a notice of time and place of the meeting will be conspicuously posted on the website.

Regular meetings of the Board shall take place on the day and time designated by the Board at the April regular Board meeting except as modified at subsequent meetings of the Board.

In the event that a meeting date falls on a legal holiday, interferes with other area meetings, or there is an inability to attend the meeting by Board members to the extent that a quorum would not be present, the Board shall select a date for a postponed meeting at the previous regular meeting, and shall direct the Clerk to notify all members.

Any meeting of the Board may be adjourned to a given future date and hour if voted by a majority of the BOCES Board present.

- a) Notwithstanding the foregoing, the Board shall in no event meet less than at least once each quarter.
- b) All official business must be conducted with a quorum present and all decisions made on the basis of a majority vote of the entire Board membership. However, if only a quorum of the Board is present (5 Board members) all decisions made must be made by the unanimous vote.
- c) An agenda shall be prepared by the District Superintendent prior to the meeting. For regular meetings, the agenda shall be distributed at least 48 hours prior to the meeting.
- d) The use of communications technology may be used for Board member participation in meetings when an individual member is not able to be physically present at the Board meeting.

The District Superintendent and members of his/her/*their* staff at the District Superintendent's discretion shall attend all meetings of the Board. The District Superintendent shall attend all executive session meetings of the Board except those that concern his/her/*their* evaluation and salary determination. The Board may request the attendance of such additional persons as it desires.

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1431 – REGULAR MEETINGS OF THE BOARD OF COOPERATIVE**  
**EDUCATIONAL SERVICES**

**Recording of Meetings**

The Board recognizes that advances in technology allow public meetings to be photographed, broadcast, webcast and/or otherwise recorded, by means of audio or video, in a non-disruptive manner and supports the use of such technology to facilitate the open communication of public business. To that end, the Board may adopt rules addressing the location of the equipment and/or personal use to photograph, broadcast, webcast, and/or record such meetings to assure that its proceedings are conducted in an orderly manner. Such rules shall be conspicuously posted during meetings and written copies provided, upon request, to meeting attendees.

Public Officers Law Article 7, Section 103(d) and 107  
Education Law Section 1708

See also Policy 1434

Adopted: 7/13/99  
Revised: 4/16/08  
Revised: 9/15/10  
Revised: 5/9/12  
Revised: 8/21/2013  
Reviewed: 8/17/2016  
Revised: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1432 – ORDER OF BUSINESS AT BOARD MEETINGS**

**Regular Meetings**

At all regular meetings of the Board, the order of business shall be generally as follows, unless a change in such order shall be consented to by a majority of the Board:

- a) Pledge of allegiance;
- b) Agenda Item(s) Modifications;
- c) Approval of Minutes;
- d) Public Interaction;
- e) Financial reports;
- f) Old Business;
- g) New Business;
- h) Personnel and Staffing;
- i) Bids;
- j) Executive Officer's Reports;
- k) Committee Reports;
- l) Upcoming Meetings;
- m) Other items;
- n) Adjournment.

With the consent of a majority of Board members, the President, for a stated reason, may alter the order of business.

**Special Meetings**

The order of business of special meetings of the Board shall be as follows:

- a) Call to Order, Roll Call, Determination of Quorum;
- b) Item or items of business as set forth in the notice of the meeting;
- c) Adjournment.

**Public Interaction at Meetings**

Public interaction is a privilege, not a right. Visitors who wish to speak must sign the Visitor Sign-In Sheet prior to the start of the board meeting. Topics appropriate for visitors to speak on are BOCES educational programs, business, and/or operations. The time for public interaction will be limited to a total of 30 minutes, 3 minutes per single person. An organization or collective group of people need to have one single spokesperson. Federal law, state law, and internal policies may prohibit the Board from commenting or interacting on the speaker's words but the Board hears and seriously considers all visitor information. Any speaking that is deemed inappropriate or confidential will be curtailed. Civil treatment is expected and anyone making libelous/slander, discriminatory, threatening, violent, obscene comments, or advocating racial, religious, or other forms of prejudice will be curtailed and/or the speaker will be removed from the meeting.

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1432 – ORDER OF BUSINESS AT BOARD MEETINGS**

Adopted: 07/13/99  
Revised: 9/15/10  
Reviewed: 8/21/2013  
Revised: 8/17/2016  
Revised: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1433 – EXECUTIVE SESSIONS OF THE BOARD**

The Board may hold executive sessions where only members of the Board, the District Superintendent and other persons invited by the Board shall be present.

Upon a majority vote of its total membership, taken in an open meeting pursuant to a motion identifying the general area or areas of the subject or subjects to be considered, the Board may conduct an executive session for discussion of the below enumerated purposes only, provided, however, that no action by formal vote shall be taken except on a 3020-a probable cause finding. For all other purposes, the action by formal vote shall be taken in open meeting and properly recorded in the minutes of the meeting.

- a) Matters which will imperil the public safety if disclosed;
- b) Any matter which may disclose the identity of a law enforcement agent or informer;
- c) Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement, if disclosed;
- d) Discussions regarding proposed, pending or current litigation;
- e) Collective negotiations pursuant to Article 14 of the Civil Service Law;
- f) The medical, financial, credit or employment history of any particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of any particular person or corporation;
- g) The preparation, grading or administration of examinations;
- h) The proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value thereof.

Matters discussed in executive sessions must be treated as confidential; that is, the substance of the matters should not be disclosed.

Public Officers Law Sections 105 and 106(2)(3)

Education Law Section 3020

Adopted: 7/13/99

Revised: 4/16/08

Revised: 9/15/10

Revised: 8/21/2013

Revised: 8/17/2016

Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1434 - QUORUM**

The quorum for any meeting of the Board shall be five (5) members. No formal action shall be taken at any meeting at which a quorum is not present. A duly called meeting may be adjourned by the President or designee if a quorum is not present within twenty (20) minutes after the time set for commencement of the meeting. In the event a meeting is adjourned, the President or designee shall set the date, time and place of the reconvening of the adjourned meeting, with reasonable notice being given by the Clerk to all Board members.

If only a quorum exists (5 members), final action on resolutions cannot be taken except by unanimous votes. If a quorum exists (five Board members) and six, seven, eight, or nine Board members are present at the meeting, a resolution will only be passed by a majority vote of the Board, that is five (5) Board members, a unanimous vote is not needed.

Education Law requires two-thirds vote by the Board to initially hire a teacher who is related to a Board member by blood or by marriage.

General Construction Law Section 41

See also Policy 1431

Adopted: 7/13/99  
Revised: 9/15/10  
Revised: 8/21/2013  
Reviewed: 8/17/2016  
Revised: 9/18/2019



**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1435 - MINUTES**

The minutes are a legal record of the activities of the Board as a public corporation having the specified legal purpose of maintaining public schools. The minutes of all meetings shall be kept by the District Superintendent or his/her/*their* designee. The minutes shall be complete and accurate and stored physically and/or electronically in a minutes file.

The minutes of each meeting of the Board shall state:

- a) The type of meeting;
- b) The date, time of convening, and adjournment;
- c) Board members present and absent;
- d) All action taken by the Board, with evidence of those voting in the affirmative and the negative, and those abstaining;
- e) The nature of events that transpire, in general terms of reference.

Communications and other documents that are too long and bulky to be included in the minutes shall be referred to in the minutes and shall be filed in the District Superintendent's Office.

Minutes of the meeting shall be duplicated and mailed and/or delivered and/or e-mailed to each Board member just before the next regular meeting. After the minutes are adopted, they shall be kept in a permanent, safe place. Unless otherwise provided by law, minutes shall be available to the public within two (2) weeks following the date of a meeting; draft copies, so marked, are acceptable, subject to correction.

Public Officers Law Section 106

Adopted: 7/13/99  
Revised: 3/19/08  
Revised: 9/15/10  
Revised: 8/21/2013  
Reviewed: 8/17/2016  
Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1436 – SPECIAL MEETINGS OF THE BOARD**

Special meetings of the Board shall be held on call by any member of the Board and shall also be called at the request of the District Superintendent. A reasonable and good faith effort shall be made by the District Superintendent or the Board President, as the case may be, to give every member of the Board twenty-four hours' notice of the time, place and purpose of the meeting. All special meetings shall be held at a meeting place as previously designated by the Board. No business, other than that specified in the notice, shall be transacted.

In an emergency, the twenty-four hour notice may be waived by having each Board member sign a waiver-of-notice form.

Public notice of the time and place shall be given, to the extent practicable, to the news media and shall be conspicuously posted in one or more designated public locations at a reasonable time prior to the meeting.

Special meetings shall be conducted according to the procedures specified for regular meetings. Special meetings shall be open to the public in the same manner as are regular meetings.

Special meetings shall be called for specific purposes, occasioned by matters of urgency, and shall not usurp the place of the regular, publicly designated meeting.

**Work Sessions**

At the discretion of the President, special meetings of the Board may be periodically held for review of the instructional program, for consideration of policies and for analysis of ways and means by which the Board programs may be improved.

When practical, members of the staff and knowledgeable citizens shall be invited to attend such meetings, to participate in the discussions and to present to the Board recommendations for improvement of the services rendered by the BOCES.

Education Law Section 1606

Public Officers Law Section 104

Adopted: 07/13/99  
Revised: 9/15/10  
Revised: 8/21/2013  
Reviewed: 8/17/2016  
Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1440 – NON-DISCRIMINATION**

The BOCES shall not discriminate 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, or genetic status, in the educational programs or activities which it operates, or against any employee or applicant seeking a position of employment. The BOCES will be in full compliance with all applicable rules and regulations pertaining to civil rights for students and employees (e.g., Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990).

Appropriate procedures shall be developed to insure the implementation of these rules and regulations concerning civil rights. The Board shall appoint a Civil Rights Compliance Officer, who ~~are~~ *is* also the Title IX Coordinator, to coordinate civil rights activities applicable to the BOCES (see subheading below).

**Civil Rights Compliance Officer**

The Civil Rights Compliance Officer shall be appointed by the Board and shall be responsible for providing information, including complaint procedures, and for handling complaints relative to civil rights (e.g., Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1990) for any student, parent, employee or employment applicant.

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

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

Section 504 of the Rehabilitation Act of 1973, 29 United States Code (U.S.C.) Section 794 et seq.; The Americans With Disabilities Act, 42 United States Code (U.S.C.)

Section 12101 et seq. - Prohibits discrimination on the basis of disability.

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

New York State Executive Law Section 290 et seq. - Prohibits discrimination on the basis of age, military, veteran, race, creed, color, national origin, sex, sexual orientation, prior conviction, disability, marital status, or domestic violence victim status.

Age Discrimination in Employment Act, 29 United States Code (U.S.C.) Section 621.

Military Law Sections 242 and 243

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1440 – NON-DISCRIMINATION**

**Policy References:**

Refer also to Policies #5120, #5121, #5170, #6440, #6460, #6461, #6463, #7120, and #7140.

Adopted: 7/13/1999  
Revised: 3/17/2010  
Reviewed: 9/15/2010  
Revised: 8/21/2013  
Reviewed: 8/17/2016  
Revised: 9/18/2019  
Revised: 3/17/2021

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1510 – USE OF PARLIAMENTARY PROCEDURE**

The business of the Board shall be conducted in accordance with the authoritative principles of parliamentary procedure as found in the latest edition of Robert's Rules of Order.

General Construction Law Section 41

Adopted: 7/13/99  
Revised: 3/19/08  
Revised: 9/15/10  
Reviewed: 8/21/2013  
Reviewed: 8/17/2016  
Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1530 – MEMBERSHIP IN ASSOCIATIONS**

The Board may maintain membership in organizations as authorized under Section 77-b of the General Municipal Law. Membership in other organizations may be approved.

Comptroller's Opinion 81-255

Adopted: 07/13/99  
Revised: 09/15/10  
Reviewed: 8/21/2013  
Reviewed: 8/17/2016  
Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1550 – ORIENTING NEW BOARD MEMBERS**

The Board and its staff shall assist each new member-elect to understand the Board's functions, policies and procedures before he/she/*they* takes office, by the following methods:

- a) The electee shall be provided material by the New York State School Boards Association, the National School Boards Association, and/or other professional organizations on the responsibility of being a board member.
- b) The electee shall be sent agendas and invited to attend Board meetings in May and June.
- c) The Clerk shall supply material pertinent to meetings.
- d) The electee shall be invited to meet with the District Superintendent and other administrative personnel to discuss services they perform for the Board.
- e) A copy of the Board's policies and by-laws or link to the website shall be given to each electee by the Clerk.
- f) The opportunity shall be provided for new Board members to attend orientation programs.
- g) The District Superintendent will arrange for briefing the new member on programs and procedures by various administrative staff.
- h) A special meeting or time at a regular meeting will be set by the Board for its own orientation of the new member.

Adopted: 07/13/99  
Reviewed: 09/15/10  
Reviewed: 8/21/2013  
Revised: 8/17/2016  
Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1560 – COMPENSATION AND EXPENSES**

**Remuneration and Reimbursement**

Each Board member serves the public in a trustee relationship, is elected by the component Boards, and serves without pay.

Each Board member is entitled to be reimbursed for all necessary expenses incurred in the official performance of his/her/*their* duties.

**Travel Expenses and Travel Compensation**

Members of the Board, approved for travel by Board action, shall be reimbursed for all necessary expenses incurred while on business for BOCES. If travel approval by the Board is not possible due to time constraints, the Board President or his/her/*their* designee shall be authorized to grant approval.

Requests for reimbursement must be submitted following the Board member's return and must be accompanied by appropriate receipts. Sales tax exemption certificates should be used when appropriate within New York State.

Expenses to be reimbursed shall include but not be limited to travel and related expenses for BOCES purposes including, but not limited to, attendance at Board meetings, conferences and meetings approved by the Board; parking; tolls; mileage at the BOCES approved rate for the use of one's private vehicle in traveling on official BOCES business; car rental; cab, bus, rail and/or air transportation; actual cost of meals; actual cost of lodging; and other necessary expenses which are proper in the performance of a member's official duties, in accordance with BOCES regulations and procedures on expenses and reimbursement.

Education Law Section 1950(2-a)(c)

Adopted: 07/13/99  
Revised: 09/15/10  
Reviewed: 8/21/2013  
Reviewed: 8/17/2016  
Reviewed: 9/18/2019



**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1570 – BOARD COMMITTEES**

The President of the Board, with the consent of the Board, may appoint committees of the Board, with the exception of the audit committee, to study and report to the Board on any matter. The President shall serve as an ex-officio member of all Board committees. All committee appointments shall expire June 30th of each year.

The charge to each committee, purpose and/or function shall be specified at the time of its creation.

See Policy 1315.2 Audit Committee

Adopted: 07/13/99  
Revised: 9/15/10  
Reviewed: 8/21/2013  
Reviewed: 8/17/2016  
Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1571 – ADVISORY COMMITTEES**

The Board may appoint committees to serve as advisory bodies. These committees shall be temporary and shall be dissolved upon the accomplishment of the purpose for which they were established. The charge to each advisory committee shall be specified at the time of its creation.

The Board delegates the appointment of committee members to the District Superintendent. The District Superintendent in turn annually provides the Board with a list of appointees.

**Career and Technical (Occupational) Education Advisory Committee**

The Advisory Committee for Career and Technical Education in New York is required by Education Law and the Commissioner's Regulations. It shall be the duty of such Advisory Committee for Career and Technical Education to advise the Board on the development of and policy matters arising in the administration of career and technical education, and to assist with an annual evaluation of career educational programs, services and activities provided by the school district or the BOCES.

These committees assist in planning, development of new programs, and the evaluation and revision of existing programs. [Refer also to Policy #7410 – Career (Occupational) Education.]

Education Law Section 4601

8 New York Code of Rules and Regulations  
(NYCRR) Section 141.1

**Special Education Advisory Committee**

The Special Education Advisory Committee shall consist of a representative group of individuals from various organizational levels in the BOCES, component districts, and community agencies. The primary purpose of this committee shall be to advise in the areas of curriculum and instruction for children with disabilities.

The following functions are recognized to be within the purview of the Special Education Advisory Committee:

- a. Providing advisory services in determining objectives and broad policies;
- b. Developing and proposing long-term goals;
- c. Assisting in program evaluation;
- d. Obtaining community and financial support;
- e. Soliciting support from community organizations and industries.

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1571 – ADVISORY COMMITTEES**

Consultants may be invited to assist the Committee when it is deemed necessary. These persons will meet with the Committee to give their opinion or to provide specific information. Payment for these services, if required, will be approved in advance by the BOCES administration.

**Library Interloan Advisory Committee**

The Library Interloan Advisory Committee is responsible for development of a plan of service. Following approval of the plan by the Commissioner of Education, the Committee is responsible to monitor implementation of the plan and to keep other librarians informed of school library system policies, procedures, activities and services.

***Policy References:***

*Refer also to Policies #7140 – Career and Technical Education.*

Adopted: 07/13/99  
Revised: 05/10/06  
Revised: 09/15/10  
Revised: 8/21/2013

**Monroe 2-Orleans BOCES Policy**  
**Series 1000 – By-Laws**  
**Policy #1571 – ADVISORY COMMITTEES**

Reviewed: 8/17/2016

Reviewed: 9/18/2019

## VARIOUS POLICY UPDATES CHART

### 2000 SERIES

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

"Review" means no substantive changes.

**NOTE: Changes to he/she, his/her pronouns were made to this series where applicable.**

<i>POLICY NUMBER</i>	<i>RATIONALE</i>
2110 BOCES/Community Relations and Communications	Reviewed by Steve Dawe - no suggested changes.
2120 Closing of Schools	Added "delay" to first paragraph
2130 Flag Display	Review
2210 Visits to BOCES Facilities, Schools and Programs	Changed "sign-in" to "check-in" for clarity
2211 Use of Service Animals	Review
2219 Gender Neutral Single- Occupancy Bathrooms	Review
2220 Use of School Facilities	Review
2221 Use of BOCES-Owned Equipment and Other Property By Board Members/Employees	Review
2230 Volunteers	Changed "Human Resource Director" to "Assistant Superintendent for Human Resources"
2240 Public Complaints	Changed "unit" to "Department/Program"

## VARIOUS POLICY UPDATES CHART

### *2000 SERIES*

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

"Review" means no substantive changes.

**NOTE: Changes to he/she, his/her pronouns were made to this series where applicable.**

<i>POLICY NUMBER</i>	<i>RATIONALE</i>
2250 Solicitation of Charitable Donations From School Children	Review
2310 Public Access to Records	Reviewed by Kelly Mutschler - no suggested changes.
2311 Confidentiality of Computerized Information	Review
2411 Unlawful Possession of a Weapon Upon School Grounds	Consolidated Policy 6240 - Weapons In School and Policy 6241 - Firearm Policy into Policy 2411.

**Monroe 2-Orleans BOCES Policy**  
**Series 2000 – Community Relations**  
**Policy #2110 – BOCES/COMMUNITY RELATIONS AND COMMUNICATIONS**

The Board shall support the following goals of community relations:

- a) To develop and maintain the confidence of the community in the BOCES and its staff;
- b) To stimulate public interest in the schools and public understanding of BOCES Programs;
- c) To discover what people think, what they want to know, correct erroneous impressions and supply desired information;
- d) To develop the most effective means of communication with the maximum number of people in the BOCES' component school districts.

**Communication with Component Districts**

It is essential that the Board and the BOCES staff keep component boards of education informed as to policies and programs that might affect their educational processes. As deemed necessary, the BOCES staff and the Board should attempt to provide written and/or oral communication to the Superintendents and board members of component districts on any matter that might affect them, including agendas and minutes of the Board meetings.

**Communication with Board Members**

The staff members shall make every effort to provide Board members with written communications regarding significant items prior to the Board meetings by either electronic mail or hardcopy. Communications shall be forwarded via the District Superintendent.

**Communication with the Community**

The Board and staff shall attempt to keep the various communities informed of school activities so that the communities shall be aware of what is occurring in the schools and shall be able to support the activities. Communications involving Board policy shall have prior approval by the District Superintendent or his/her/*their* designee.

**News Releases**

The District Superintendent or his/her/*their* designee is responsible for the release of news items to any instrument of the media. In any areas where the release is of a sensitive nature, the District Superintendent/designee at his/her/*their* discretion shall consult with the President of the Board.

**BOCES Spokesperson**

In order to assure that news releases, announcements or other information to the public be accurate and reflect the position of the Board, the District Superintendent, Communications Manager, and/or the President of the Board is designated as spokesperson for the Board. No other individual is authorized to or shall issue press releases or statements purporting to represent the Board's position on any issue without the express consent of the District Superintendent or Board President.

**Monroe 2-Orleans BOCES Policy**  
**Series 2000 – Community Relations**  
**Policy #2110 – BOCES/COMMUNITY RELATIONS AND COMMUNICATIONS**

Adopted: 7/13/99

Revised: 5/14/08

Revised: 9/15/10

Revised: 8/21/2013

Revised: 9/21/2016

Reviewed: 9/18/2019



**Monroe 2-Orleans BOCES Policy**  
**Series 2000 – Community Relations**  
**Policy #2120 – CLOSING OF SCHOOLS**

In the event it is necessary to *delay or* close school for the day for inclement weather or other emergency reasons, announcement thereof shall be made over local radio stations and other communications media.

While schools are in session, in the event of an emergency or an act of nature, the District Superintendent/designee may choose to close one or more buildings/programs in the BOCES. The District Superintendent/designee shall place the safety of students as the primary consideration in the closing of any school building.

The District Superintendent/designee is also empowered to close BOCES offices and other non-student-related services when in his/her/*their* discretion conditions warrant the closing.

Staff attendance will be governed by contract and/or emergency response situations by the District Superintendent/designee.

Adopted: 7/13/99  
Reviewed: 9/15/2010  
Revised: 8/21/2013  
Revised: 9/21/2016  
Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy  
Series 2000 – Community Relations  
Policy #2130 – FLAG DISPLAY**

In keeping with State Education Law and Executive Law, the Board accepts its duty to display the United States flag upon or near each BOCES building during school hours, weather permitting, and such other times as the statutes may require or the Board may direct.

When ordered by the President, Governor, or local official, to commemorate a tragic event or the death of an outstanding individual, the flag shall be flown at half-staff. The District Superintendent's approval shall be required for the flag to be flown at half-staff upon any other occasion.

Education Law Sections 418 and 419

Executive Law Section 403

Adopted: 7/13/99  
Revised: 9/15/2010  
Reviewed: 8/21/2013  
Reviewed: 9/21/2016  
Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 2000 – Community Relations**  
**Policy #2210 – VISITS TO BOCES FACILITIES, SCHOOLS AND PROGRAMS**

The Board allows public visitation of facilities, schools and programs within the limits placed by the requirements of the educational program and the building guidelines. When visiting a BOCES facility or program, visitors must ~~sign~~ *check* in at the main office or reception desk of the building and wear *a* provided badge/sticker identification at all times.

Educational Law Section 2801

Penal Law Sections 140.10 and 240.35

Adopted: 7/13/99  
Revised: 5/14/08  
Revised: 9/15/2010  
Revised: 8/21/2013  
Reviewed: 9/21/2016  
Revised: 9/18/2019

**Monroe 2-Orelans BOCES Policy**  
**Series 2000 – Community Relations**  
**Policy #2211 – USE OF SERVICE ANIMALS**

The Board allows the use of service animals by individuals with disabilities, subject to restrictions permitted by federal and/or state law, and procedures established by the District Superintendent or his/her/*their* designee.

For the purpose of this policy, a service animal is defined as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, will not be considered service animals.

The work or tasks performed by a service animal must be directly related to the individual's disability. The presence of the animal for one's wellbeing, comfort, companionship, crime deterrent, or emotional support is not considered a work-related task.

Where reasonable, the Board also allows the use of miniature horses by individuals with disabilities. Such use will only be permitted where a miniature horse has been individually trained to do work or perform tasks to benefit an individual with a disability. The use of miniature horses by individuals with disabilities will be subject to the considerations and restrictions permitted by federal and/or state law.

The District Superintendent or his/her/*their* designee may create regulations and/or building-specific rules regarding the use of service animals and miniature horses by individuals with disabilities.

28 CFR Sections 35.104, 35.136, 35.139

Adopted: 4/9/2014  
Reviewed: 9/21/2016  
Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 2000 – Community Relations**  
**Policy #2219 – GENDER NEUTRAL SINGLE-OCCUPANCY BATHROOMS**

BOCES will ensure that all single-occupancy bathroom facilities are designated as gender neutral for use by no more than one occupant at a time or for family or assisted use.

“Single-occupancy bathroom” means a bathroom intended for use by no more than one occupant at a time or for family or assisted use and which has a door for entry into and egress from the bathroom that may be locked by the occupant to ensure privacy and security.

All gender neutral bathroom facilities will be clearly designated by the posting of signage either on or near the entry door of each bathroom facility.

Education law § 409-m  
Public buildings Law § 145

Adopted: 3/17/2021

**Monroe 2-Orleans BOCES Policy  
Series 2000 – Community Relations  
Policy #2220 – USE OF SCHOOL FACILITIES**

The use of the facilities owned or operated by BOCES by individuals or organizations for profit is expressly forbidden by State Education Law.

The Board recognizes, however, that there are non-profit community groups and educational agencies which might legitimately wish to use such facilities.

The Board delegates to the District Superintendent the responsibility and authority to approve or deny applications for the use of BOCES' facilities when such use would not conflict or interfere with BOCES' programs and services and is permitted and/or authorized by law. The District Superintendent also maintains the authority to waive charges and/or fees where appropriate.

The District Superintendent shall arrange for the utilization of the building through the administrative staff. The basic room use charge, if any, will be approved by the Board. Additional charges for custodial services or other costs are at the discretion of the District Superintendent. In the District Superintendent's discretion community members may use equipment in connection with one of the uses outlined below and for an additional charge as determined by the District Superintendent.

Any organization using the BOCES' facilities will furnish, at its own expense, comprehensive general liability insurance if not otherwise covered through the BOCES' insurance umbrella. A certificate of such insurance with the BOCES named as an additional insured must be submitted prior to final approval and use of facilities. In high risk situations, the BOCES may require additional insurance.

Organizations using BOCES' facilities are responsible for the proper care of the buildings, grounds and equipment, and will be assessed for any damages.

Organizations using the facility will comply with all BOCES' policies, rules, and regulation.

**Guidelines For Facilities Use**

The District Superintendent may permit the use of facilities and grounds when not in use for school purposes for the following purposes:

- a) Instruction in any branch of education, learning or the arts.
- b) For the registration of voters and holding elections but not partisan political purposes.
- c) For other purposes as approved by the Board.
- d) BOCES' facilities may be used by religious organizations for religious purposes provided it is in accordance with the Constitutional provisions and cases.

**Monroe 2-Orleans BOCES Policy  
Series 2000 – Community Relations  
Policy #2220 – USE OF SCHOOL FACILITIES**

Education Law Section 414

Adopted: 7/13/99  
Revised: 5/14/08  
Revised: 9/15/2010  
Revised: 8/21/2013  
Revised: 9/21/2016  
Revised: 9/18/2019

**Monroe 2-Orleans BOCES Policy  
Series 2000 – Community Relations  
Policy #2221 – USE OF BOCES-OWNED EQUIPMENT AND OTHER PROPERTY BY  
BOARD MEMBERS/EMPLOYEES**

Staff members and Board members are not permitted to borrow BOCES equipment for personal use. Private and/or personal use of BOCES-owned materials and equipment by employees, Board members, and students is not permitted.

Education Law Section 414

Adopted: 7/13/99  
Revised: 5/14/08  
Revised: 9/15/2010  
Revised: 8/21/2013  
Reviewed: 9/21/2016  
Reviewed: 9/18/2019



**Monroe 2-Orleans BOCES Policy  
Series 2000 – Community Relations  
Policy #2230 - VOLUNTEERS**

The Board recognizes the need to develop a volunteer program to support BOCES' programs and activities.

Volunteers are persons who are willing to donate their time and energies to assist BOCES personnel in implementing various phases of BOCES programs. Volunteers shall serve in that capacity without compensation or employee benefits except for liability protection under the BOCES' insurance program.

An application shall be filled out by each prospective volunteer, and upon department approval will be forwarded to the ~~Human Resources Director~~ *Assistant Superintendent for Human Resources* for notification. The appropriate administrator will forward his/her/*their* decisions concerning selection, placement and replacement of volunteers to the District Superintendent for final evaluation. Following approval from the District Superintendent, volunteers selected for work in the BOCES shall be placed on the list of approved volunteers. However, the District Superintendent retains the right to approve or reject any volunteer applications submitted for consideration.

Administrative regulations will be developed to implement the terms of this policy.

Volunteer Protection Act of 1997, 42 United States Code (U.S.C.)

Section 14501 et seq., Education Law Sections 3023 and 3028

Public Officers Law Section 18

**Policy References:**

Refer also to Policy #5360 -- Defense and Indemnification of Board Members and Employees.

Adopted: 7/13/99

Revised: 5/14/08

Revised: 9/15/2010

Reviewed: 8/21/2013

Revised: 9/21/2016

Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 2000 – Community Relations**  
**Policy #2240 – PUBLIC COMPLAINTS**

Complaints by citizens and staff regarding any facet of the BOCES operation often can be handled more satisfactorily by the administrative officer in charge of the ~~unit~~ *Department/Program* closest to the source of the complaint. In most instances, therefore, complaints will be made to the appropriate program administrator or building principal and/or his/*her/their* assistant if the matter cannot be resolved by the teacher, coach, or other BOCES employee.

If the complaint and related concerns are not resolved at this level to the satisfaction of the complainant, the complaint may be carried to the District Superintendent and/or one of his/*her/their* assistants. Unresolved complaints at the building level must be reported to the District Superintendent by the building principal/program administrator. The District Superintendent may require the statement of the complainant in writing.

If the complaint and related concerns are not resolved at the District Superintendent level to the satisfaction of the complainant, the complaint may be carried to the Board. Unresolved complaints at the District Superintendent level must be reported to the Board by the District Superintendent. The Board reserves the right to require prior written reports from appropriate parties.

Adopted: 7/13/99  
Revised: 9/15/2010  
Revised: 8/21/2013  
Reviewed: 9/21/2016  
Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy  
Series 2000 – Community Relations  
Policy #2250 – SOLICITATION OF CHARITABLE DONATIONS FROM SCHOOL  
CHILDREN**

Direct solicitation of charitable donations from children in the BOCES schools or programs, or on BOCES' owned or leased property during regular school hours shall not be permitted. It will be a violation of BOCES policy to ask school children directly to contribute money or goods for the benefit of a charity during the hours in which BOCES students are compelled to be on BOCES' owned or leased premises.

However, this policy does not prevent the following types of fund raising activities:

- a) Fund raising activities which take place off BOCES premises, or outside of regular school hours during before-school or after-school extracurricular periods;
- b) Arms-length transactions, where the purchaser receives a consideration for his/her/*their* donation. For example, the sale of goods or tickets for concerts or social events, where the proceeds go to charity, shall not be prohibited as the purchaser will receive consideration - the concert or social event - for the funds expended;
- c) Indirect forms of charitable solicitation on BOCES premises that do not involve coercion, such as placing a bin or collection box in a hallway or other common area for the donation of food, clothing, other goods or money.

The Board shall ultimately decide which organizations, groups, etc. can solicit charitable donations and for what purposes, as long as the activities comply with the terms of this policy and the Rules of the Board of Regents.

Regulations shall be developed by the administration to implement this policy.

8 New York Code of Rules and Regulations (NYCRR) Section 19.6

New York State Constitution Article VIII, Section 1

Education Law Section 414

Adopted: 7/13/99  
Reviewed: 9/15/2010  
Reviewed: 8/21/2013  
Revised: 9/21/2016  
Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 2000 – Community Relations**  
**Policy #2310 – PUBLIC ACCESS TO RECORDS**

Access to records of the BOCES shall be consistent with the rules and regulations established by the State Committee on Open Government and shall comply with all the requirements of the New York State Public Officers Law Section 84 et seq.

A designated official shall be identified to serve as records access clerk and to coordinate such requests that are in keeping with these provisions. Any individual denied access to eligible records may appeal such denial in writing to the District Superintendent or his/her/*their* designee in accordance with established procedures and regulations.

A Records Access Officer shall be designated by the District Superintendent or his/her/*their* designee, subject to the approval of the Board at the annual reorganizational meeting, who shall have the duty of coordinating the response to public request for access to records.

Regulations and procedures pertaining to accessing BOCES records shall be as indicated in the BOCES regulations.

If the BOCES has the capability to retrieve electronic records, it must provide such records electronically upon request. The BOCES shall accept requests for records submitted in the form of electronic mail and respond to such requests by electronic mail using the forms supplied by the BOCES. This information shall be posted on the BOCES website, clearly designating the e-mail address for purposes of receiving requests for records via this format.

When the BOCES maintains requested records electronically, the response shall inform the requester that the records are accessible via the internet and in printed form either on paper or other information storage medium.

The BOCES shall respond to a request within five (5) business days of the receipt of a request. Should all or part of the request need to be denied, the BOCES shall respond in the manner set forth by the rules and regulations stipulated by the Committee on Open Government.

Education Law Section 2116  
Public Officers Law Section 84 et seq.

Adopted: 7/13/1999  
Revised: 5/14/2008  
Revised: 9/15/2010  
Reviewed: 8/21/2013  
Reviewed: 9/21/2016  
Revised: 5/10/2017  
Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 2000 – Community Relations**  
**Policy #2311 – CONFIDENTIALITY OF COMPUTERIZED INFORMATION**

The development of centralized computer banks of educational data gives rise to the question of the maintenance of confidentiality of such data while still conforming to the New York State Freedom of Information Law. The safeguarding of confidential data from inappropriate use is essential to the success of the BOCES' operation. Access to confidential computerized data shall be limited only to authorized personnel of the BOCES.

It shall be a violation of Board policy to release confidential computerized data to any unauthorized person or agency. Any employee who releases or otherwise makes improper use of such computerized data shall be subject to disciplinary action.

However, if the computerized information sought is available under the Freedom of Information Law and can be retrieved by means of existing computer programs, the BOCES is required to disclose such information.

Public Officers Law Section 84 et seq.

Adopted: 7/13/99  
Revised: 9/15/2010  
Reviewed: 8/21/2013  
Reviewed: 9/21/2016  
Reviewed: 9/18/2019

**Monroe 2-Orleans BOCES Policy**  
**Series 2000 – Community Relations**  
**Policy #2411 – UNLAWFUL POSSESSION OF A WEAPON UPON SCHOOL GROUNDS**

The possession of any firearm or weapon or a look alike *firearm or weapon*, as defined in ~~the~~ New York State ~~Penal Code Law~~, Federal Law or Board policy, on BOCES/~~school premises or BOCES~~ property ~~or in BOCES owned or leased buildings or at a BOCES sponsored activity~~ is prohibited, except: *1) by law enforcement personnel, or 2) upon written authorization of the District Superintendent/designee, 3) an antique firearm used for instructional purposes with prior notice.*

*The terms “BOCES premises” or “BOCES property” shall mean property owned or leased by the BOCES and shall also include BOCES activities off premises such as field trips or work based programs.*

*New York State Penal Law Sections ~~220.00(14), 265.01, 265.02(4), 265.03, 265.05, and 265.06~~*  
*Gun Free Schools Act*

**~~Policy References:~~**

~~Refer also to Policies #6240—Weapons in School and #6241—Gun Free Schools.~~

Adopted: 7/13/99  
Revised: 10/22/08  
Revised: 9/15/2010  
Reviewed: 8/21/2013  
Reviewed: 9/21/2016  
Reviewed: 9/18/2019

10. New Business

2. Resolution to Approve 2021-2023 Professional Learning Plan



**MONROE 2-ORLEANS**

**BOCES**

**PROFESSIONAL**

**LEARNING**

**PLAN**

**2021-2023**

Board Approved  
\_\_\_\_\_



## ***Mission***

*We provide quality, cost-effective educational services in partnership with school districts and the community in a manner that supports excellence and equity for all learners. We are committed to customer satisfaction, continuous improvement, and personal and professional growth.*

---

## ***Vision***

*Monroe 2–Orleans BOCES is the educational partner of choice. We strive for continuous improvement in serving the diverse needs of our community, helping all students achieve their full potential.*





# Strategic Plan

## Strategic Goals

## Key Strategies

### **Customer Satisfaction**

Provide excellent service while demonstrating care and respect for all

- Provide prompt response to all customers
- Provide programs and services to meet the needs of customers
- Utilize customer feedback to drive programs and services

### **Continuous Improvement**

Seek innovative practices to promote organizational excellence by improving efficiency and effectiveness of services

- Conduct needs assessment to identify and deliver professional development accordingly
- Utilize innovative technologies throughout the organization to enhance teaching, learning and operations
- Incorporate research-based instructional practices to ensure quality program delivery

### **Community Collaboration**

Partner with school districts and community organizations to provide creative educational solutions and foster growth

- Participate in school and community networking opportunities
- Maintain continuous communication with school and community partners
- Develop purposeful partnerships to foster regional advancement
- Respond to emerging federal, state and local needs to guide programs and services

### **Resource Management**

Demonstrate integrity, accountability and effectiveness in all personnel and financial decisions with an emphasis on enhancing teaching and learning

- Recruit, develop and retain qualified personnel committed to our mission and vision
- Promote efficiency, quality, and cost effectiveness in the daily management of staff and budgets
- Maintain a high level of integrity, clarity and accountability in all operations and communications

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MONROE 2-ORLEANS BOCES  
PROFESSIONAL LEARNING PLAN

DISTRICT NAME: Monroe 2-Orleans BOCES  
BEDS CODE: 26900  
SUPERINTENDENT: Jo Anne Antonacci  
ADDRESS: 3599 Big Ridge Road, Spencerport NY 14559-1799  
PHONE: (585) 352-2411 FAX: (585) 352-2442 EMAIL: jantonac@monroe2boces.org  
YEAR(S) PLAN IS EFFECTIVE: 2-Years – 2021-2023

**COMPOSITION OF PROFESSIONAL LEARNING TEAM(S)**

District Team

- 4 # administrators/staff
- 8 # teachers
- 6 # others (roles specified below)
  - 1 parent representative
  - 1 higher education representatives
  - 1 data specialist
  - 1 professional development assistant superintendent
  - 1 instructional technology representative
  - 1 center for workforce development representative

Number of school buildings in district: 1

**Nature and Terms**

The Monroe 2-Orleans Board of Cooperative Educational Services has determined that the Monroe 2-Orleans BOCES Teachers' Association is supported by a majority of the teachers and other licensed staff members including art therapists, audiologists, guidance counselors, librarians, music therapists, occupational therapists, physical therapists, registered nurses, school counselors, school health coordinator, school nurse practitioners, school psychologists, school social workers, speech therapists, and vocational rehabilitation counselors.

For purposes of this document, the term "teacher" will refer to teachers as well as the other licensed staff members listed above.

**MONROE 2-ORLEANS BOCES**  
**PROFESSIONAL LEARNING TEAM**

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<b>Superintendent Designee:</b> (permanent appointment)	<del>Timothy Dobbertin</del> <b>Thomas Schulte</b> Assistant Superintendent for Instructional Programs
<b>School Administrators:</b> (permanent appointments)	Dr. Marijo Pearson, Assistant Superintendent for Curriculum, Instruction, & Professional Development Nichole Outhouse Assistant Director, Dept. for Exceptional Children Paula Boughton Administrator, Career and Technical Education Martha Willis Principal, Alternative Programs
<b>Curriculum Specialist:</b> (permanent appointment)	Bridget Harris Assistant Director for RIC and MAARS
<b>Instructional Technology Representative:</b> (permanent appointment)	Ray Miller Supervising Manager, Communications & Technology Services
<b>Teacher Association:</b> (permanent appointment)	Melissa Pound BOCES 2 Teacher Association Representative
<b>Staff Representatives:</b> (3-year rotation)	Tina Bonfiglio (2019-2022) Special Education Sharon Seman (2020-2023) Special Education Cynthea Cuthbert (2019-2022) Special Education Ryan Maier (2020-2023) MAARS Theresa Alampi-Cortez (2019-2022) Career & Technical Education Kyle Canfield (2019-2022) Career & Technical Education Leigh Nenni (2020-2023) Related Services Elizabeth Ramzy (2019-2022) Related Services
<b>Higher Education Representative:</b>	Dr. Katie Heath (2020-2023) Roberts Wesleyan College
<b>Parent Representative:</b>	TBD (2021-2023)
Center for Workforce Development Representative:	Rebecca Horowitz (2021-2023) Literacy Coordinator

## ANNUAL PROFESSIONAL LEARNING PLAN REQUIREMENTS

The Administration and the Teachers' Association mutually recognize the need for continuous professional development **learning** for all staff members. As per the Chief Executive Officer **District Superintendent** and the Teachers' Association (current contract); Article IV Section A, minimum training requirements are:

All new unit members will participate in a comprehensive orientation program consisting of:

- Up to five (5) days during the first two years of employment, prior to the beginning of professional duties each year.
- Ten (10) hours of professional growth activities during the first year of employment, as determined by the administration.

All probationary staff members will participate in a comprehensive Professional Learning Program during their second and third years of employment consisting of:

- Ten (10) hours of professional growth activities per year on topics determined by the administration.

All tenured, annually and permanently appointed classified unit members will participate in a comprehensive Professional Learning Program consisting of:

- Ten (10) hours of professional growth activities per year on topics determined by the Professional Learning Committee or mutually agreed to by the staff member and the immediate supervisor.

~~Monroe 2-Orleans BOCES is in accordance with the NYS Continuing Teacher Leader Education (CTLE) requirements and includes Monroe 2-Orleans BOCES approved vendors, Mid West JMT, RBERN, RSE-TASC, RIC, and Teacher Centers. All classroom teachers who hold a professional certificate are required to complete 100 hours of professional development every five years. The professional development activities contained in this plan will help staff fulfill these hours.~~

### **NYS CONTINUING TEACHER LEADER EDUCATION (CTLE) REQUIREMENTS**

***Monroe 2-Orleans BOCES is an approved sponsor of CTLE and will issue certificates of completion and maintain those records for all CTLE activities in their Frontline Professional Growth system. Electronic certificates are printable from Frontline Professional Growth and include all of the information as noted on the NYSED approved CTLE hours certificate. (See appendix IX)***

***In accordance with CTLE Regulations (2019), during the educator's registration period they must also complete a minimum of 15% of their CTLE hours in language Acquisition, unless the BOCES has a waiver. Monroe 2-Orleans BOCES has a language acquisition waiver that has been approved annually since 2016. Anyone who holds an English to Speakers of Other Languages professional or a Bilingual Extension must complete a minimum of 50% of their CTLE hours in language acquisition. CTLE Regulations (2019) educators who hold a Teaching Assistant Level 3 certificate are also required to complete CTLE hours. Currently, there are no Teaching Assistant Level 3 positions at Monroe 2-Orleans BOCES.***

### **CTLE REQUIREMENTS**

***Monroe 2-Orleans BOCES is in accordance with the NYS Continuing Teacher Leader Education (CTLE) requirements and includes Monroe 2-Orleans BOCES approved vendors, Mid-West JMT, RBERN, RIC, and Teacher Centers. All Monroe 2-Orleans BOCES internal vendors are vetted to comply with all CTLE requirements. All classroom teachers who hold a professional certificate are required to complete 100 hours of professional learning every five years. The professional learning activities contained in this plan will help staff fulfill these hours. CTLE certificates of completion must be retained for at least three years from the end of the registration period in which CTLE was completed and be available for review by the New York State Department of Education upon request.***

### MENTORING PROGRAM

All first-year new teachers will participate in a mentoring program, which satisfies requirements as specified in paragraphs (2) and (5) of subdivision (dd) of section 100.2 of the Regulations of the Commissioner of Education. (See attachment VI: Mentoring Program.) Long-term substitutes employed for more than 40 contiguous days will be assigned a mentor.

***In accordance with the CTLE Regulations (2019), educators acting as a mentor to a new classroom teacher as part of the BOCES mentoring program may receive credit of up to 30 hours of such time towards their CTLE requirement in each 5-year registration period. This must be documented via Frontline Professional Growth in conjunction with BOCES administration. Educators acting as a mentor to a teacher candidate may credit up to 25 hours of such time towards CTLE requirement in each registration period. This must be documented in Frontline Professional Growth in conjunction with BOCES administration.***

### COLLEGIAL PARTNER PROGRAM

All teachers with two or more years of teaching experience who are new to Monroe 2-Orleans BOCES will participate in the Collegial Partner Program. In addition, all unit members who have completed year one of the Mentoring Program will participate in the Collegial Partner Program during their second year of employment. (See attachment VII.)

## PROFESSIONAL DEVELOPMENT **LEARNING** PLAN NEEDS ANALYSIS

The goals of the Monroe 2-Orleans BOCES Professional Learning Plan are directly aligned with the New York State Learning Standards and New York State assessments. A matrix design was created to align objectives with appropriate goals and identify strategies and performance measures that address student needs. All goals and objectives are aligned to the New York State Professional Development **Learning** Standards (see Attachment IX.)

The Implementation Plan was developed to address the needs of all students, birth through 21. Our plan provides for substantial professional development **learning** for all staff involved in the departments for Exceptional Children, Career and Technical Education, Westside Academy, the BOCES 4 Science, Communications and Technology Services, the Office for Curriculum, Instruction, and Professional Development, and the Monroe/Orleans Accountability, Assessment and Reporting Services.

The time frame of the Monroe 2-Orleans BOCES Professional Learning Plan reflects a multi-year approach to improve student performance through ~~2022~~ **2023**. The Professional Learning Team will meet to review instruction, assessment and staff development data as related to the plan. Program data will be used to identify emerging needs and to modify goals/objectives accordingly.

Performance measures and data sources are stated within each goal and objective. Various sources (see Attachment I) were utilized to target appropriate goals and objectives to improve student achievement. The data was derived from the student population at Monroe 2-Orleans BOCES.



## **Attachment I: Needs Assessment Sources Used**

The sources used to identify the basis of the Monroe 2-Orleans BOCES needs analysis are:

- Individual student work
- Local assessment data
- School Report Card
- BEDS data
- BOCES 2 needs assessment
- Student attendance rates
- Graduation and drop-out rates
- Student performance results disaggregated by subgroups
- NYSED 3-8 ELA and Math and Regents Data
- Career and Technical Education Performance Data
- CTE Comprehensive Local Need Assessment (every 2 yrs.)
- Student outcome data (academic/behavioral)
- Student/teacher ratios
- Teacher review and retention process
- Number of teachers teaching out-of-field
- Annual Professional Performance Review
- Curriculum development and review
- Professional Learning Plan (annual review)
- Discipline/referral data - Positive Behavioral Intervention Supports (PBIS)
- Violent and Disruptive Incident Reports (VADIR)
- Dignity for All Students (DASA) Data
- BOCES 2 staff and component district service requests
- BOCES 2 Strategic Plan
- Post High School Placement Data

## Attachment II: Professional Development *Learning* Plan Summary Chart

Goal	Goal Statement	Department/Objectives	NYS Professional Development Standard
1	Educators will demonstrate knowledge of content, pedagogy, students and resources to plan effective instruction.	BOCES 2 Instructional Staff 1.1 Instructional staff will lead the implementation of NYS Learning Standards, develop associated curriculum, and plan and implement training for all BOCES 2 staff.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
		Career and Technical Education 1.2 All teachers (CTE and academic) will use Atlas curriculum maps to guide instruction.  1.3 All CTE teachers will use student data to guide instruction.	
		Department for Exceptional Children 1.4 Exceptional Children Department will continue curriculum mapping for all K-12 special education classes.  1.5 Exceptional Children will be in compliance and improve quality of student’s special education documents.	
		Westside Academy 1.6 All Westside Academy staff will incorporate Cultural Responsiveness into planning instruction.	
2	Educators will create an environment that allows students to engage in and contribute to a culture of learning that is accessible to all.	BOCES 2 Instructional Staff 2.1 Instructional staff will provide support to internal and external departments on classroom management, classroom procedures, and creating a positive culture for learning.	1, 3, 4, 6, 8, 10
		Career and Technical Education 2.2 All CTE Staff (paraprofessionals, teachers, admin, etc.) will develop the personal and professional skills of students.  Department for Exceptional Children 2.3 Exceptional Children staff will provide environmental supports that utilize multi-tiered systems of support to create a conducive culture for learning.  Westside Academy 2.4 Westside Academy staff will be trained in managing their teaching and social/emotional sessions, in a remote learning environment.	

## Professional Development *Learning* Plan Summary Chart – cont'd

Goal	Goal Statement	Department/Objectives	NYS Professional Development Standard
3	Educators will implement a variety of instructional strategies and assessments which informs instruction and enables students to engage in learning and demonstrate knowledge.	<p>BOCES 2 Instructional Staff 3.1 Instructional staff will facilitate training or coaching focused on best practices in instruction and assessment.</p> <p>Career and Technical Education 3.2 All CTE classroom staff (teachers and paraprofessionals) will use instructional technology to engage students during in-person or remote learning.</p> <p>Department for Exceptional Children 3.3 Exceptional Children instructional staff will participate in training or coaching focused on specially designed instructional strategies.</p> <p>3.4 Exceptional Children instructional staff will embed technology to support instruction.</p> <p>Westside Academy 3.5 Westside Academy will utilize technology to provide seamless instruction across all learning environments.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
4	Educators will demonstrate professional values and focus on student improvement through personal examination of their practices and collaboration with colleagues, districts, and families.	4.1 - 4.4 All Administrators, Instructional Staff, Related Service Providers, and Paraprofessionals will commit to continuous improvement of their professional practice by reflecting on learning in their area of instructional/professional expertise.	1, 2, 3, 4, 5, 8, 10

## **Attachment III: District Resources**

The internal and external resources used to help the Monroe 2-Orleans BOCES meet our goals are:

### **Fiscal Resources:**

- ⇒ District shared services requests
- ⇒ 611/619 IDEA Funds
- ⇒ Perkins V Grant
- ⇒ Workforce Innovation and Opportunity Act

### **Staff Resources:**

- ⇒ Conference and Professional Affiliations
- ⇒ Content Area Specialists
- ⇒ Curriculum, Instruction, and Professional Development Department
- ⇒ Instructional Specialists
- ⇒ Mentors

### **Providers:**

- ⇒ RBE-RN
- ⇒ Office for Curriculum, Instruction, and Professional Development
- ⇒ Department for Exceptional Children's Specialists
- ⇒ Career and Technical Education's Specialists
- ⇒ BOCES 4 Science Resource Teachers
- ⇒ Institutions of Higher Education
- ⇒ NYS CTE Technical Assistance Center
- ⇒ Regional Early Childhood Direction Center
- ⇒ Regional PBIS Center
- ⇒ SCDN
- ⇒ NYSED Trainings
- ⇒ CaTS
- ⇒ MAARS
- ⇒ Association of Career and Technical Education and related regional/state divisions
- ⇒ SREB (Southern Regional Education Board)
- ⇒ Children's Institute

### **Community:**

- ⇒ Business and Industry
- ⇒ Community-based agencies (RochesterWorks, Monroe County Youth Council)
- ⇒ Community-based organizations (Kiwanis and Rotary Clubs)
- ⇒ Parents and Families
- ⇒ SEPTO
- ⇒ Teacher Resource Centers

## MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

### Attachment IV: Implementation Plan

#### **Goal #1: Planning and Preparation**

Educators will demonstrate knowledge of content, pedagogy, students and resources to plan effective instruction.

#### **NYS Professional Development *Learning* Standards Alignment**

- Standard 1 Designing Professional Development *Learning*
- Standard 2 Content Knowledge and Quality Teaching
- Standard 3 Research-based Professional Learning
- Standard 4 Collaboration
- Standard 5 Diverse Learning
- Standard 6 Student Learning Environments
- Standard 7 Parent, Family and Community Engagement
- Standard 8 Data-driven Professional Practice
- Standard 9 Technology
- Standard 10 Evaluation

See NYS ~~PD~~ *PL* Standards pg. 37

**MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN**

**Attachment IV: Implementation Plan**

<b>Department Objectives</b>	<b>Activity</b>	<b>Frequency of Activity</b>	<b>PL Training Topics</b>	<b>Person Responsible for Training</b>	<b>Success Criteria/ Indicators</b>
<b>BOCES 2 Instructional Staff including CIPD, CaTS, BOCES 4 Science, RBERN, MAARS</b>					
<p>1.1 Instructional staff will lead the implementation of NYS State Learning Standards, develop associated curriculum, and plan and implement training for all BOCES 2 staff.</p>	<ul style="list-style-type: none"> <li>• Participate in training for curriculum leaders, instructional technology specialists, professional developers and instructional coaches for learning, implementing and assessing NYS Learning Standards.</li>   <li>• Conduct turnkey training in implementing and assessing NYS Learning Standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li>   <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Train instructional staff on process and use of technology for housing the maps and turnkey training.</li>   <li>• Professional staff will participate in training on the NYS Learning Standards.</li>   <li>• Ongoing content-specific professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Department Administrators</li>   <li>• Instructional Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of instructional staff will attend and lead training on all NYS Learning Standards.</li>   <li>• 100% of instructional staff will develop training materials to support the implementation of NYS Learning Standards.</li> </ul>

**MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN**

**Attachment IV: Implementation Plan**

<b>Department Objectives</b>	<b>Activity</b>	<b>Frequency of Activity</b>	<b>PL Training Topics</b>	<b>Person Responsible for Training</b>	<b>Success Criteria/ Indicators</b>
<b>Career &amp; Technical Education</b>					
<p>1.2 All teachers (CTE and academic) will use Atlas curriculum maps to guide instruction.</p>	<ul style="list-style-type: none"> <li>• Advisory committee meetings</li> <li>• Internal team meetings</li> <li>• Curriculum days</li> <li>• Superintendent’s Conference Day (SCD)</li> <li>• APPR observation process</li> <li>• Re-approval process</li> <li>• Industry visits</li> <li>• Local and regional CTE collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• 2x each year</li> <li>• Monthly</li> <li>• As needed</li> <li>• 2x per year</li> <li>• 1-2x per year</li> <li>• Every 5 years</li> <li>• As needed or requested</li> </ul>	<ul style="list-style-type: none"> <li>• How to use Atlas</li> <li>• Minimum Atlas expectations</li> <li>• Career &amp; Financial Management (CFM) curriculum</li> <li>• Priority content</li> <li>• NYS Learning Standards</li> <li>• CDOS Standards</li> <li>• Industry-specific content and skills</li> <li>• Technical content</li> <li>• Integrated academic content</li> <li>• Formative and summative assessments                             <ul style="list-style-type: none"> <li>--Literacy tasks</li> <li>--Career clusters and pathways</li> <li>--Southern Regional Education Board (SREB) teaching to Lead PD Curriculum</li> <li>--SREB Quality of Career Tech Program Rubric</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Academic Integration &amp; Instructional Support Teams (AIIST)</li> </ul>	<ul style="list-style-type: none"> <li>• 90% of teachers will meet the minimum expectations for Atlas completion as outlined in the CTE Atlas requirements.</li> <li>• 90% of teachers who have met minimum expectations, will meet quality indicators at a level 3 on SREB Quality of Career Tech Program Rubric.</li> </ul>

**MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN**

**Attachment IV: Implementation Plan**

<b>Department Objectives</b>	<b>Activity</b>	<b>Frequency of Activity</b>	<b>PL Training Topics</b>	<b>Person Responsible for Training</b>	<b>Success Criteria/ Indicators</b>
<p>1.3 All CTE teachers will use student data to guide instruction.</p>	<ul style="list-style-type: none"> <li>• School Tool grades</li> <li>• Coaching cycles</li> <li>• Technical assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing throughout the year</li> <li>• As stated in coaching plan</li> <li>• End and beginning of year</li> </ul>	<ul style="list-style-type: none"> <li>• Priority content</li> <li>• Technical assessment blueprints</li> <li>• Data driven instruction</li> <li>• SREB teaching to Lead PD Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Academic Integration &amp; Instructional Support Teams (AIIST)</li> </ul>	<ul style="list-style-type: none"> <li>• Number of programs with 100% of completers passing the technical assessment will increase by 10% each year.</li> </ul>



**MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN**

**Attachment IV: Implementation Plan**

<b>Department Objectives</b>	<b>Activity</b>	<b>Frequency of Activity</b>	<b>PL Training Topics</b>	<b>Person Responsible for Training</b>	<b>Success Criteria/ Indicators</b>
<b>Department for Exceptional Children</b>					
1.4 Exceptional Children Department will continue curriculum mapping for all K-12 special education classes.	<ul style="list-style-type: none"> <li>• All new instructional staff will participate in training for NYS Learning Standards and/or Essential Elements</li> <li>• Participate in curriculum teams, when applicable</li> <li>• Curriculum teams will complete maps. Teams will consist of stakeholders in considerations of:                             <ul style="list-style-type: none"> <li>--grade level</li> <li>--content certification</li> <li>--technology</li> <li>--speech and language</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 1x per year or as needed</li> <li>• As scheduled</li> <li>• As outlined in curriculum plan</li> </ul>	<ul style="list-style-type: none"> <li>• Training on NYS Learning Standards and/or Essential Elements</li> <li>• Ongoing content-specific professional development <i>learning</i></li> </ul>	<ul style="list-style-type: none"> <li>• Assistant Director, Instructional Specialists and Curriculum Leaders</li> <li>• Program Administrators</li> </ul>	<ul style="list-style-type: none"> <li>• By July 2021, 100% of curriculum maps will be established for grades K-8 English Language Arts and Mathematics, middle school Science; Global History and Geography I; Hospitality and Applied Skills and Activities for Daily Living Center.</li> <li>• By July 2022, 100% of curriculum maps will be established for grades 9-12 English Language Arts and Mathematics; Grades 3-5 Science and Living Environment; Global History and Geography II;12:1:1 Transition.</li> </ul>

**MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN**

**Attachment IV: Implementation Plan**

<b>Department Objectives</b>	<b>Activity</b>	<b>Frequency of Activity</b>	<b>PL Training Topics</b>	<b>Person Responsible for Training</b>	<b>Success Criteria/ Indicators</b>
<p>1.5 Exceptional Children will be in compliance and improve quality of student's special education documents.</p>	<ul style="list-style-type: none"> <li>• Self-review using NYSED Office of Special Education (OSE) review forms. Documents such as:               <ul style="list-style-type: none"> <li>--IEPs</li> <li>--FBAs/BIPs</li> <li>--Transition planning</li> </ul> </li> <li>• Staff will be allocated an opportunity to participate in self-reviews.</li> </ul>	<ul style="list-style-type: none"> <li>• 2x per year, fall and spring, pulling random documents in fall and same in spring.</li> </ul>	<ul style="list-style-type: none"> <li>• NYSED OSE document review process</li> <li>• Participate in training in identified areas of need, such as:               <ul style="list-style-type: none"> <li>--Quality of PLPs</li> <li>--Annual goals</li> <li>--Testing</li> <li>--Progress monitoring</li> <li>--FBAs/BIPs</li> <li>--Level 1</li> </ul> </li> <li>• Test Accommodations</li> </ul>	<ul style="list-style-type: none"> <li>• Assistant Director</li> <li>• Supervisors</li> <li>• Department Leaders</li> <li>• Instructional Specialists</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of instructional Staff will attend training on new FBA/BIP forms and their role in implementing the document with students.</li> <li>• 100% of staff identified for needing improvement will participate in training based on identified areas of need by their supervisor.</li> <li>• All programs with students turning 14 or older, without an assigned Transition Specialist, will attend training on Indicator 13 expectations.</li> </ul>

MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

Attachment IV: Implementation Plan

Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
<b>Westside Academy</b>					
1.6 All Westside Academy staff will incorporate Cultural Responsiveness into planning instruction.	<ul style="list-style-type: none"> <li>• Embedded ideas for Cultural Responsiveness during Faculty Meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will participate throughout the year with offerings that occur throughout BOCES.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in Superintendent’s Conference Day</li> <li>• Culturally Responsive Classroom and Instruction</li> <li>• Whole school Social Justice training</li> </ul>	<ul style="list-style-type: none"> <li>• Program Administrator</li> <li>• BOCES Instructional Leaders</li> <li>• Guest Presenters</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of Westside staff will participate in content specific professional <del>development</del> <i>learning</i>.</li> <li>• 100% of staff will share a successful strategy that they learned and used, at a monthly Faculty meeting.</li> <li>• 100% of staff will complete a survey in September and May regarding Cultural Responsiveness in Schools.</li> <li>• 100% of staff should have evidence of Cultural Responsiveness in their work space.</li> </ul>

## MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

### Attachment IV: Implementation Plan

#### Goal #2: Classroom Environment

Educators will create an environment that allows students to engage in and contribute to a culture of learning that is accessible to all.

#### NYS Professional ~~Development~~ *Learning* Standards Alignment

- Standard 1 Designing Professional ~~Development~~ *Learning*
- Standard 3 Research-based Professional Learning
- Standard 4 Collaboration
- Standard 6 Student Learning Environments
- Standard 8 Data-driven Professional Practice
- Standard 10 Evaluation

See NYS ~~PD~~ *PL* Standards pg. 37

**MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN**

**Attachment IV: Implementation Plan**

<b>Department Objectives</b>	<b>Activity</b>	<b>Frequency of Activity</b>	<b>PL Training Topics</b>	<b>Person Responsible for Training</b>	<b>Success Criteria/ Indicators</b>
<b>BOCES 2 Instructional Staff including CIPD, CaTS, BOCES 4 Science, RBERN, MAARS</b>					
2.1 Instructional staff will provide support to internal and external departments on classroom management, classroom procedures, and creating a positive culture for learning.	<ul style="list-style-type: none"> <li>• New Staff Orientation</li> <li>• Mentoring training</li> <li>• Instructional coaching sessions</li> <li>• PLC facilitator trainings</li> <li>• Meetings with district staff</li> </ul>	<ul style="list-style-type: none"> <li>• Dependent on topic and program need</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom management</li> <li>• APPR rubric training</li> <li>• Data inquiry training</li> <li>• PLC facilitator training</li> </ul>	<ul style="list-style-type: none"> <li>• Department Administrators</li> <li>• Instructional Specialists</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of new staff will attend training on classroom management, and APPR Rubric training.</li> </ul>

**MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN**

**Attachment IV: Implementation Plan**

<b>Department Objectives</b>	<b>Activity</b>	<b>Frequency of Activity</b>	<b>PL Training Topics</b>	<b>Person Responsible for Training</b>	<b>Success Criteria/ Indicators</b>
<b>Career &amp; Technical Education</b>					
2.2 All CTE Staff (paraprofessionals, teachers, admin, etc.) will develop the personal and professional skills of students	<ul style="list-style-type: none"> <li>• CTE PD days</li> <li>• Superintendents Conference Day (SCD)</li> <li>• Coaching cycle</li> <li>• Career and Financial Management (CFM) team support</li> <li>• Work-based Learning (WBL) support</li> </ul>	<ul style="list-style-type: none"> <li>• Start and end of each academic year</li> <li>• 2x a year</li> <li>• As stated in coaching plan</li> <li>• Ongoing throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• CFM standards and curriculum</li> <li>• Social Emotional Learning Competencies</li> <li>• Culturally responsive teaching</li> <li>• SkillsUSA framework</li> <li>• Career Development and Occupational Studies standards (CDOS)</li> <li>• WBL documentation and tracking</li> </ul>	<ul style="list-style-type: none"> <li>• Admin</li> <li>• Academic Integration and Instructional Support Team (AIIST)</li> <li>• WBL</li> <li>• CFM Team</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of students will receive a passing grade on their required portfolio.</li> <li>• Number of programs with 100% of completers earning 54 WBL hours or more will increase by 10% each year.</li> </ul>

**MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN**

**Attachment IV: Implementation Plan**

<b>Department Objectives</b>	<b>Activity</b>	<b>Frequency of Activity</b>	<b>PL Training Topics</b>	<b>Person Responsible for Training</b>	<b>Success Criteria/ Indicators</b>
<b>Department for Exceptional Children</b>					
<p>2.3 Exceptional Children staff will provide environmental supports that utilize multi-tiered systems of support to create a conducive culture for learning.</p>	<ul style="list-style-type: none"> <li>• Revitalization of Positive Behavior Interventions and Supports (PBIS) systems across 6:1:1 center-based programs.</li> <li>• Rolling out and sustainability of Classroom Behavior Support Plans (CBS) that align to Tier 1 supports.</li> <li>• Review of tiered level of supports in each program.</li> <li>• Continued support and implementation of Social Emotional Learning (SEL), Zones of Regulation, Therapeutic Crisis Intervention for Schools (TCIS), and Restorative Practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Dependent on topic and program need</li> </ul>	<ul style="list-style-type: none"> <li>• Trauma- informed care topics to include:                             <ul style="list-style-type: none"> <li>--Adverse Childhood Experiences (ACES)</li> <li>--SEL</li> <li>--Resiliency</li> <li>--Classroom management strategies</li> <li>-- TCIS de-escalation</li> <li>--PBIS</li> <li>--Restorative practices</li> <li>-- CBS</li> </ul> </li> <li>• Student Safety</li> <li>• Diversity, Equity and Inclusivity</li> </ul>	<ul style="list-style-type: none"> <li>• Assistant Director</li> <li>• Supervisors</li> <li>• Department Leaders</li> <li>• TCIS Trainers</li> <li>• PBIS Instructional Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of classroom teachers will develop a Classroom Behavior Support Plan at the beginning of each school year.</li> <li>• 100% of staff will have the opportunity to attend training on the similarities and crosswalk between PBIS, TCIS, SEL, Zones of Regulation and Restorative Practices.</li> </ul>

MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

Attachment IV: Implementation Plan

Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
<b>Westside Academy</b>					
2.4 Westside Academy staff will be trained in managing their teaching and social/emotional sessions, in a remote learning environment.	<ul style="list-style-type: none"> <li>• In restorative circles.</li> <li>• Provide professional <del>development</del> <i>learning</i> for all staff to enable successful remote learning environment.</li> <li>• Staff will use Schoology as daily practice, in-person and remote.</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the school year</li> <li>• Protocols will be established with instructional staff for consistency when students are not engaged.</li> </ul>	<ul style="list-style-type: none"> <li>• Remote learning professional <del>development</del> <i>learning</i></li> <li>• Professional <del>development</del> <i>learning</i> on synchronous and asynchronous learning</li> </ul>	<ul style="list-style-type: none"> <li>• Administrator</li> <li>• Technology Department</li> <li>• Instructional Leaders</li> <li>• Westside Academy Team</li> </ul>	<ul style="list-style-type: none"> <li>• Less than 30 incident reports involving inappropriate behavior during remote activity.</li> <li>• 100% of staff will create the “norms” of online expectations that will be shared with students.</li> <li>• 100% of Westside staff will follow protocols when a student is not engaged.</li> </ul>



## MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

### Attachment IV: Implementation Plan

#### Goal #3: Instruction

Educators will implement a variety of instructional strategies and assessments which informs instruction and enables students to engage in learning and demonstrate knowledge.

#### NYS Professional Development *Learning* Standards Alignment

- Standard 1 Designing Professional Development *Learning*
- Standard 2 Content Knowledge and Quality Teaching
- Standard 3 Research-based Professional Learning
- Standard 4 Collaboration
- Standard 5 Diverse Learning
- Standard 6 Student Learning Environments
- Standard 7 Parent, Family and Community Engagement
- Standard 8 Data-driven Professional Practice
- Standard 9 Technology
- Standard 10 Evaluation

See NYS **PD** *PL* Standards pg. 37

MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

Attachment IV: Implementation Plan

Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
<b>BOCES 2 Instructional Staff including CIPD, CaTS, BOCES 4 Science, RBERN, MAARS</b>					
3.1 Instructional staff will facilitate training or coaching focused on best practices in instruction and assessment.	<ul style="list-style-type: none"> <li>• Meetings with internal departments and districts</li> <li>• Professional development <i>learning</i> workshops</li> <li>• Instructional coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing throughout the school year</li> </ul>	<ul style="list-style-type: none"> <li>• Best practices in instruction, including all content areas.</li> <li>• Assessment trainings (formative and summative assessment, balanced assessment, assessment analysis).</li> <li>• Use of instructional technology to enhance instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Department Administrators</li> <li>• Instructional Specialists</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of trainings and assessments will utilize research-based best practices and student achievement data.</li> </ul>

**MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN**

**Attachment IV: Implementation Plan**

<b>Department Objectives</b>	<b>Activity</b>	<b>Frequency of Activity</b>	<b>PL Training Topics</b>	<b>Person Responsible for Training</b>	<b>Success Criteria/ Indicators</b>
<b>Career and Technical Education</b>					
<p>3.2 All CTE classroom staff (teachers and paraprofessionals) will use instructional technology to engage students during in-person or remote learning.</p>	<ul style="list-style-type: none"> <li>• CTE PD days</li> <li>• SCD</li> <li>• Coaching cycle</li> <li>• Integrated academic support</li> </ul>	<ul style="list-style-type: none"> <li>• Start and end of each academic year</li> <li>• 2x a year</li> <li>• As stated in coaching plan</li> <li>• Ongoing throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Using technology as a learning management system:               <ul style="list-style-type: none"> <li>--Schoology</li> </ul> </li> <li>• Using technology as a content/file management system:               <ul style="list-style-type: none"> <li>--Office 365</li> </ul> </li> <li>• Using technology as an instructional platform/resource such as:               <ul style="list-style-type: none"> <li>--Kahoot</li> <li>--Edge Factor</li> <li>--Industry specific sites like ToolingU</li> </ul> </li> <li>• Using technology to communicate with students and families:               <ul style="list-style-type: none"> <li>--Zoom</li> <li>--Remind</li> <li>--School Tool Parent Portal</li> </ul> </li> <li>• Quality online instruction</li> <li>• Instructional strategies specific to online instruction</li> <li>• Webb’s Depths of Knowledge</li> <li>• Bloom’s taxonomy</li> <li>• Giving quality feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Admin</li> <li>• Academic Integration and Instructional Support Team (AIIST)</li> <li>• CaTS</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of classroom staff will meet minimum expectations for instructional technology use as outlined by the CTE instructional Technology Expectations.</li> <li>• Student engagement through Schoology will be 75% or higher per CTE program.</li> </ul>

MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

Attachment IV: Implementation Plan

Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
<b>Department for Exceptional Children</b>					
<p>3.3 Exceptional Children instructional staff will participate in training or coaching focused on a specially designed instructional strategies.</p>	<ul style="list-style-type: none"> <li>• Staff will have opportunities for training on using online platforms for teaching remotely.</li> <li>• Staff will have opportunities to work towards differentiating and scaffolding instruction within multi-grade level, multi-instructional classes.</li> <li>• Instructional staff will better understand how to document and implement Specially Designed Instruction.</li> <li>• Instructional staff teaching high school Regents classes will have the opportunity to review item analysis of SED</li> </ul>	<ul style="list-style-type: none"> <li>• Most trainings offered 2x per year, fall and spring</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiation and Scaffolding</li> <li>• Specially designed instruction</li> <li>• Explicit instruction</li> <li>• Engagement strategies</li> <li>• Learning objectives/ targets</li> <li>• Higher order questioning</li> <li>• Teaching from remote platforms, such as Zoom</li> <li>• Giving feedback to students in a remote environment</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Specialists and outside consultants</li> </ul>	<ul style="list-style-type: none"> <li>• 10% of students with retained enrollment will increase by one interval on the NYS Alternate Assessment over two years.</li> <li>• 10% of students with retained enrollment, grades 3-8 will increase their score on ELA and/or math by one interval over two years.</li> <li>• The passing rate for students participating in Regents exams will increase 10% over two years based on the previous year passing rate.</li> <li>• All teachers will have at least two points of contact and opportunities for embedded instructional support throughout each school year.</li> </ul>

Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
	<p>testing to inform their instruction.</p> <ul style="list-style-type: none"> <li>• Instructional Specialists will track coaching sessions focused on embedding instructional strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing throughout the school year</li> </ul>			
<p>3.4 Exceptional Children instructional staff will embed technology to support instruction.</p>	<ul style="list-style-type: none"> <li>• Continue training on instructional technology platforms and strategies such as: --Schoolology --SeeSaw --Nearpod --Typing Club --iReady --Office 365 --Gamification --Email --IXL</li> <li>• Classroom and/or program teams will use technology platforms to increase communication across all instructional providers.</li> </ul>	<ul style="list-style-type: none"> <li>• Trainings offered 1-5x per year, topic dependent</li> <li>• Ongoing throughout the school year</li> </ul>	<ul style="list-style-type: none"> <li>• Using technology as an instructional platform: --Schoolology --SeeSaw</li> <li>• Using technology as instructional strategies such as: --Nearpod --iReady --Office 365 --Gamification --IXL --Class Dojo</li> </ul>	<ul style="list-style-type: none"> <li>• Technology Instructional Specialist</li> <li>• Assistive Technology Specialists</li> <li>• Department Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of staff will implement an instructional technology platform into their instruction with consistency across programming.</li> <li>• 100% of staff will implement a communication platform to keep parents abreast of their child's progress.</li> </ul>

Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
	<ul style="list-style-type: none"> <li>• Specialists will track informal observations, training, and coaching sessions focused on embedding instructional strategies.</li> <li>• Collaboration across Exceptional Children Departments to support instruction, for example, the Instructional Specialist team and Assistive Technology Department.</li> </ul>		<ul style="list-style-type: none"> <li>• Using technology to communicate with all providers, students and families, such as:               <ul style="list-style-type: none"> <li>--Zoom</li> <li>--Schoology</li> <li>--SeeSaw</li> <li>--Remind</li> <li>--Student emails</li> <li>--Class Dojo</li> <li>--Microsoft Teams</li> <li>--Parent Portal</li> </ul> </li> </ul>		

**MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN**

**Attachment IV: Implementation Plan**

<b>Department Objectives</b>	<b>Activity</b>	<b>Frequency of Activity</b>	<b>PL Training Topics</b>	<b>Person Responsible for Training</b>	<b>Success Criteria/ Indicators</b>
<b>Westside Academy</b>					
3.5 Westside Academy will utilize technology to provide seamless instruction across all learning environments.	<ul style="list-style-type: none"> <li>• Training in Schoology, Zoom Pro, Office 365, and Remind</li> </ul>	<ul style="list-style-type: none"> <li>• Training provided throughout the school year</li> </ul>	<ul style="list-style-type: none"> <li>• Training with Zoom Pro, Office 365, and Remind</li> <li>• Training and expectations to use both synchronous and asynchronous learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Technology staff</li> </ul>	<ul style="list-style-type: none"> <li>• Through the observation process, 100% of teachers will utilize technology across all learning environments.</li> </ul>

## MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

### Attachment IV: Implementation Plan

#### Goal #4: Professional Responsibilities

Educators will demonstrate professional values and focus on student improvement through personal examination of their practices and collaboration with colleagues, districts, and families.

#### NYS Professional Learning Standards Alignment

- Standard 1 Designing Professional Development *Learning*
- Standard 2 Content Knowledge and Quality Teaching
- Standard 3 Research-based Professional Learning
- Standard 4 Collaboration
- Standard 5 Diverse Learning
- Standard 8 Data-driven Professional Practice
- Standard 10 Evaluation

See NYS ~~PD~~ *PL* Standards pg. 37



**MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN**

**Attachment IV: Implementation Plan**

<b>Department Objectives</b>	<b>Activity</b>	<b>Frequency of Activity</b>	<b>PL Training Topics</b>	<b>Person Responsible for Training</b>	<b>Success Criteria/ Indicators</b>
<p>4.1 – 4.4 All Administrators, Instructional Staff, Related Service Providers, and Paraprofessionals will commit to continuous improvement of their professional practice by reflecting on learning in their area of instructional/professional expertise.</p>	<ul style="list-style-type: none"> <li>• PD session evaluations</li> <li>• Reflective conversations with supervisors and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing throughout school year</li> </ul>	<ul style="list-style-type: none"> <li>• PD on Reflection and Continuous Improvement Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Department Administrators</li> <li>• Instructional Specialists</li> <li>• Department Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of staff will engage in professional reflection and collegial conversations leading to continuous improvement.</li> </ul>

## Attachment V: Effective Teaching Series – Summary Chart

### New Staff Trainings Year 1

Topic	When	For Whom
New Staff Orientation: Training on Classroom Management, Elements of Instruction, Danielson Rubric Training	4 days before school starts	All New Staff
Department Specific Trainings	1 day during first year of employment	

### Ongoing Required Trainings

#### Attendance/Sequence/Timeline determined through APPR process

Topic	When	For Whom
NYS Learning Standards Trainings <ul style="list-style-type: none"> <li>• Overview</li> <li>• Content-Specific Trainings</li> <li>• Unit Writing</li> </ul>	Year 1, 2, or 3 (TBD) As applicable for all BOCES staff	Teachers, Instructional Specialists, Related Service Providers (as appropriate)
Data To Inform Instruction Trainings <ul style="list-style-type: none"> <li>• NYS Assessment Item Analysis – Group/Individual</li> <li>• Progress Monitoring</li> <li>• Data Driven Instruction</li> <li>• Formative and Summative Assessment Development</li> </ul>	Year 1, 2, or 3 (TBD) As applicable for all BOCES staff	
Research Based Instructional Best Practices Trainings <ul style="list-style-type: none"> <li>• Project Based Learning</li> <li>• Inquiry Trainings</li> <li>• Student Engagement</li> </ul>	Year 1, 2, or 3 (TBD) As applicable for all BOCES staff	Teachers, Instructional Specialists, Related Service Providers (as appropriate)
TCIS (for identified staff)	Year 1, 2, or 3 (TBD) As applicable for all BOCES staff	Teachers, Instructional Specialists, Related Service Providers (as appropriate)
PBIS and Restorative Practice Trainings (for identified staff)	Year 1, 2, or 3 (TBD) As applicable for all BOCES staff	Teachers, Instructional Specialists, Related Service Providers (as appropriate)
Instructional Technology	Year 1, 2, or 3 (TBD) As applicable for all BOCES staff	Teachers, Instructional Specialists, Related Service Providers (as appropriate)

Note: Licensed staff are expected to fulfill professional development *learning* requirements in order to maintain credentials.

# Attachment VI: Mentoring Program

## Introduction:

The Monroe 2-Orleans BOCES is committed to supporting new teachers in transitioning from preparation to practice. To foster this development, our mentoring program is a process in which a skilled, experienced unit member teaches and supports a novice teacher. We strongly believe these activities will lead to enhanced student achievement.

## Mentor Criteria

- Mentor must be tenured or possess three years in the BOCES 2 organization.
- Mentor demonstrates a strong knowledge base and instructional/support skills.
- Mentor demonstrates knowledge and application regarding BOCES 2 procedures, policies, and structures.
- Mentor possesses strong interpersonal skills, develops trusting relationships, and facilitates teamwork in order to meet the needs of each new teacher.
- A mentor is a positive role model, student centered, and committed to life-long learning and continuous improvement.

## Mentoring Roles & Responsibilities

- Attend initial mentor training at contractual training rate or release time.
- Meet with new teacher twice per month.
- Attend mentor support meetings once per semester.
- Meet with new teacher one day during New Staff Orientation at per diem reimbursement.
- Document contact hours.
- Orient new teacher to organization/assignment.
- Maintain ongoing and open communication.
- Conduct reciprocal and third party classroom visitations.
- Maintain confidentiality at all times.
- Engage in ongoing dialogue about effective instructional practices.
- Participate in staff development offerings.
- Complete online Mentor/Protégé follow-up survey twice per year.
- Provide support in these areas:
  - Instructional planning and delivery
  - Curriculum/clinical application
  - Record keeping/policies and procedures
  - Professional roles and responsibilities
  - State standards and assessment
  - Classroom management
  - Home-school communication

### Protégé Roles & Responsibilities

- Meet with mentor one day during New Staff Orientation.
- Meet with mentor twice per month.
- Document contact hours on PDT log.
- Become familiar with the organization and current assignment.
- Complete online Mentor/Protégé follow-up survey twice per year.
- Maintain ongoing and open communication.
- Participate in reciprocal and third party classroom visitations.
- Maintain confidentiality at all times.
- Engage in ongoing dialogue about effective instructional practices.
- Participate in staff development offerings.
- Seek support in these areas:

--Instructional planning and delivery

--State standards and assessment

--Curriculum/clinical application

--Classroom management

--Record keeping/policies and procedures

--Home-school communication

--Professional roles and responsibilities

### Mentor Selection

- Staff members interested in being a mentor will complete a mentor application and submit to respective department director, executive principal, or principal by May 1 of each school year.
- Applications will be reviewed by an administrative team within the appropriate program and candidates selected accordingly.
- Candidates selected for the mentor pool will be notified by June 1 of each school year.
- A mentor pool appointment is effective for three years from time of appointment; a mentor will remain in the pool unless the director, executive principal, principal, and/or mentor decide otherwise.
- The director, executive principal, or principal will assign mentors to new teachers for a period of one full year upon the new hire's first day of employment.

### Mentor Stipend

- Mentors who are assigned a staff member will receive a stipend as per the BOCES 2 Teacher Association contract to include all designated mentoring roles and responsibilities.

## **Attachment VII: Collegial Partner Program**

The Collegial Partner Program is a peer partnering process for all teachers with more than two years of teaching experience who are new to BOCES 2 or have completed the mentor program. The purpose is to provide peer support training. Feedback regarding the Collegial Partner Program is gathered on an annual basis through a facilitated discussion group session involving both the probationary staff and their collegial partners.

### **A Collegial Partner:**

- Is a volunteer.
- Is a positive, committed professional.
- Is experienced and knowledgeable regarding BOCES 2's policies and procedures within their department.
- Is a positive role model.
- Enjoys working with students in all educational areas.
- Has strong interpersonal, collaborative and leadership skills.
- Is a confidential, non-judgmental resource.
- Is a lifelong learner who seeks professional development *learning* and remains current in his/her field.
- Strives to have BOCES 2 be the educational partner of choice.

### **ROLES AND RESPONSIBILITIES**

#### **Receiving Collegial Partner will:**

- Meet with Collegial Partner during Orientation Week.
- Attend one after school Facilitated Discussion Group.
- Meet with the Collegial Partner for a minimum of six hours during the school year which may include:
  1. Face-to-face contact at work site/classroom during non-instructional time;
  2. E-mail (when available);
  3. Phone calls; and
  4. Written communication.

- Return calls/e-mail messages to Collegial Partner in a timely manner.
- Maintain communication log/journal.
- Communicate honestly and openly about issues and concerns.
- Maintain confidentiality about contacts.

## **ROLES AND RESPONSIBILITIES**

### **The Collegial Partner will:**

- Meet with the staff member during Orientation Week.
- Attend one after school Facilitated Discussion Group.
- Attend one training session to initiate the peer partnering process.
- Meet with the staff member for a minimum of six hours during the school year which may include:
  1. Face to face contact at work site/classroom during non-instructional time;
  2. E-mail (when available);
  3. Phone calls; and
  4. Written communication.
- Returns calls/e-mail messages to the staff member in a timely manner.
- Maintain communication log/journal.
- Communicate honestly and openly about issues and concerns.
- Maintain confidentiality about contacts.
- Direct staff to appropriate resources when needed.
- Assist staff with notice and/or advance preparation for special events (Open House, Parent Teacher Conferences) and paper work responsibilities (grades, Annual Reviews, requisitions).
- Maintain the positive spirit of the Collegial Partner Program.

## Attachment VIII: Professional Learning Guidelines

- ◆ ~~All professional staff are required to keep track of their professional development hours from July 1 through June 30 each school year as per NYSED CTLE requirements. This includes recording activities that require the submission of the BOCES 2 Request for Conference Attendance form.~~
- ◆ ~~It is the responsibility of each professional staff member to report their professional development activities in the TEACH system.~~
- ◆ *CTLE certificates of completion must be retained for at least three years from the end of the registration period in which CTLE was completed and be available for review by the New York State Department of Education upon request. CTLE approved activities include: Content, Pedagogy, English Language Learning. Professional learning activities also are aligned to the NYS teaching, leadership, and learning standards, assessments, adult learning theory, current research in education including but not limited to linguistic, culturally appropriate and responsive practice. This includes recording activities that require the submission of the BOCES 2 Request for Conference Attendance form.*
- ◆ The BOCES 2 Request for Conference Attendance procedures must be adhered to.
- ◆ Your professional development *learning* activity should align with a goal in the Professional Learning Plan *and be in accordance with CTLE*.
- ◆ Types of professional development *learning* should be one of the following:
  - Classroom follow up:** in class consultation that continues staff development (i.e., technology coordinator support).
  - Independent study:** individualized program of study pre-arranged with supervisor (i.e., self-directed research on oral motor difficulties).
  - Study group:** small group meeting focused on a topic (i.e., Autism structured teaching support group).
  - Visitation:** classroom/site visit.
  - Workshop:** BOCES 2 or other professional development *learning* (i.e., Differentiated Instruction).
  - Workshop follow-up:** post-workshop meeting/visit to implement learning (i.e., instructional specialist or reading specialist).
- ◆ Licensure/Certification Requirement for continuing education hours for some professions is mandated by New York State. If the reported professional development *learning* meets the criteria and can count toward required hours, staff can include in their TEACH account.

# Attachment IX

The University of the State of New York  
 THE STATE EDUCATION DEPARTMENT  
 Office of Teaching Initiatives [www.highered.nysed.gov/tcert](http://www.highered.nysed.gov/tcert)

## Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate

All CTLE must be completed with Approved Sponsors and be reported using this form, or an alternative form/format that captures the same information that is requested on this form, in addition to any electronic reporting requirements.

**Instructions for the Trainee:**

Please complete Section I and retain your copy for at least three years from the end of the registration period in which you completed the CTLE. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested by the State Education Department or for use in obtaining an Initial Reissuance. A separate form must be completed for each training.

**Instructions for the Approved CTLE Sponsor:**

Please complete Sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, date(s) and number of hours awarded. Records must be retained for a period of eight years. You may use an alternative form or format, however that alternative must capture the same information that is requested on this form.

<b>Section I</b>			
First Name:	Last Name:	Middle Initial:	
Date of Birth: _____ / _____ / _____	Last 4 Digits of the Social Security Number:		
<b>Section II</b>			
Name of Venue:			
Street Address:	City:	State:	Zip Code:
CTLE Activity Title: _____ <small>(Indicate title/subject/grade level, etc.)</small>			
Select One or More Areas of Activity: _____ Pedagogy _____ Content _____ English Language Learning			
CTLE Date(s): from: _____ / _____ / _____ to _____ / _____ / _____ Number of hours awarded _____ <small>(mm) (dd) (yyyy) (mm) (dd) (yyyy)</small>			
<b>Section III</b>			
I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.			
Approved Sponsor Name:			
Print Name of Authorized Certifying Officer :			
Signature of Authorized Certifying Officer:			
Approved Sponsor Identification Number:		Date:	
Email:		Phone Number:	

(Rev. 06/2020)



# Attachment ~~IX~~ X: New York State Professional Development *Learning* Standards & Glossary

## The Ten Standards for High Quality Professional Development *Learning*

1. **Designing Professional Development *Learning*:** Professional development *learning* design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development *learning* expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development *learning* is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. **Collaboration:** Professional development *learning* ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development *learning* ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development *learning* ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family and Community Engagement:** Professional development *learning* ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. **Data-driven Professional Practice:** Professional development *learning* uses disaggregated student data and other evidence of student learning to determine professional development *learning* needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development *learning* promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development *learning* is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

# New York State Professional Development *Learning* Standards and Indicators

## Standard 1: Designing Professional Development *Learning*

### Standard:

Professional development *learning* design is based on data, is derived from the experience, expertise and needs of the recipients, reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn.

### Indicators:

- 1a. Professional development *learning* design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data.
- 1b. Professional development *learning* design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development *learning* activity.
- 1c. Professional development *learning* design is grounded in the New York State Learning Standards and student learning goals.
- 1d. The intended beneficiaries of professional development *learning* are substantively involved in all aspects of professional development *learning* design.
- 1e. Professional development *learning* design addresses the continuum of an educator's experience and level of expertise, and is based on an analysis of individual educator needs; current knowledge and skills; and district, building and educator learning goals.
- 1f. Professional development *learning* formats include, but are not limited to, lesson study, demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving.
- 1g. The format of professional development *learning* incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities.
- 1h. Professional development *learning* is sustained over time and provides continued support such as follow-up, demonstrations, feedback on mastery of new knowledge and skills, peer coaching and mentoring, and continued opportunities for additional study.

## Standard 2: Content Knowledge and Quality Teaching

### Standard:

Professional development *learning* expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

### Indicators:

- 2a. Professional development *learning* includes learning experiences and resources to ensure that educators understand how the subjects they teach address the New York State Learning Standards and the relationships between the subjects they teach and the other subjects in the curriculum.
- 2b. Professional development *learning* provides opportunities for educators to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to improve their students' learning by utilizing methods such as peer review, coaching, mentoring, and modeling.
- 2c. Professional development *learning* provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to 1) understand and report on student achievement based on New York State Learning Standards, 2) identify gaps in student learning, and 3) adjust instruction.
- 2d. Professional development *learning* provides differentiated instructional strategies to meet the needs of diverse learners.
- 2e. Professional development *learning* ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century.
- 2f. Professional development *learning* provides the knowledge, skill, and opportunity for educators to make relevant connections between the subjects they teach and the applications of those subjects.

## Standard 3: Research-based Professional Learning

### Standard:

Professional development *learning* is research-based and provides educators with opportunities to analyze, apply, and engage in research.

### Indicators:

- 3a. Professional development *learning* is based on current research in teaching, learning, and leadership.

- 3b. Effective professional development **learning** ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.
- 3b.1. Professional development **learning** includes ongoing opportunities for educators to read and reflect on current research on topics that are of interest to them and that are consistent with state and local school improvement priorities.
- 3b.2. Professional development **learning** involves discussion of research design, data collection, and analysis to assist teachers in understanding how to interpret research findings, particularly in areas where there may be competing perspectives and conclusions.
- 3b.3. Professional development **learning** provides opportunities for educators to collaborate with higher education and other partners in action research to test their own hypotheses and to report the results about the impact of professional development **learning** programs or the effectiveness of particular instructional strategies and programs for educators and students.

#### **Standard 4: Collaboration**

##### **Standard:**

Professional development **learning** ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

##### **Indicators:**

- 4a. Professional development **learning** provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal.
- 4b. Professional development **learning** provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.
- 4c. Professional development **learning** maximizes the use of technology to broaden the scope of collaboration.

#### **Standard 5: Diverse Learning**

##### **Standard:**

Professional development **learning** ensures that educators have the knowledge and skill to meet the diverse needs of all students.

##### **Indicators:**

- 5a. Professional development **learning** focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.

- 5b. Professional development *learning* provides opportunities for educators to develop the knowledge and necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.
- 5c. Professional development *learning* provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

### **Standard 6: Student Learning Environments**

#### **Standard:**

Professional development *learning* ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

#### **Indicators:**

- 6a. Professional development *learning* provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.
- 6b. Professional development *learning* provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.
- 6c. Professional development *learning* provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and social-emotional data) to refine educational practices and promote optimal learning environments.

### **Standard 7: Parent, Family and Community Engagement**

#### **Standard:**

Professional development *learning* ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

#### **Indicators:**

- 7a. Professional development *learning* provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.
- 7b. Professional development *learning* enhances educators' knowledge of varying cultural backgrounds of students, families, and the community, and of how the diversity of these cultural backgrounds can serve as foundations and resources for student learning and success.

- 7c. Professional development **learning** includes opportunities for educators to develop skills and strategies that use technology to strengthen partnerships with parents, families, and the community.

### **Standard 8: Data-driven Professional Practice**

#### **Standard:**

Professional development **learning** uses disaggregated student data and other evidence of student learning to determine professional development **learning** needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

#### **Indicators:**

- 8a. Professional development **learning** ensures ongoing opportunities for all educators to learn how to analyze and collect multiple sources of student data throughout the year, to monitor student progress and adjust instructional practice.
- 8b. Professional development **learning** provides educators with the opportunity to examine all relevant student data, including Individual Education Plans (IEPs), at the beginning and throughout the academic school year, in order to design effective instruction.
- 8c. Professional development **learning** provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.
- 8d. Professional development **learning** provides opportunities for educators to use results from local, state and national assessments; student work samples and portfolios; school climate, parent, and teacher surveys; and student behavior data to their instruction.
- 8e. Professional development **learning** provides ongoing opportunities for educators to use disaggregated student data by race, gender, English language learning, special needs, eligibility for free or reduced price meals, and other factors in order to improve student learning.

### **Standard 9: Technology**

#### **Standard:**

Professional development **learning** promotes technological literacy and facilitates the effective use of all appropriate technology.

#### **Indicators:**

- 9a. Professional development **learning** ensures ongoing educator and student technological literacy.
- 9b. Professional development **learning** provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice.
- 9c. Professional development **learning** facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.

- 9d. Professional ~~development~~ **learning** promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning.
- 9e. Professional ~~development~~ **learning** encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.
- 9f. Professional ~~development~~ **learning** provides educators with opportunities to learn and use technology for communication and collaboration.
- 9g. Professional ~~development~~ **learning** addresses the legal and ethical uses of technology.

### **Standard 10: Evaluation**

#### **Standard:**

Professional ~~development~~ **learning** is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

#### **Indicators:**

- 10a. Resources are provided to plan and conduct ongoing evaluation of professional ~~development~~ **learning**.
- 10b. Professional ~~development~~ **learning** evaluation uses multiple measures to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning (such as the use of new learning in instructional planning, the use of student data for the development and adaptation of teaching strategies, or the enhanced student performance following the application of a different teaching strategy).
- 10c. Professional ~~development~~ **learning** evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional ~~development~~ **learning** experience (such as participant reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance).
- 10d. Professional ~~development~~ **learning** evaluation results are reported to key stakeholder groups in a manner that promotes effective use of the evaluation data for improving both individual educator practice and building- and district-wide professional ~~development~~ **learning** plans.

## ***Attachment XI: GLOSSARY***

**Alternate Assessment** – NYSAA is part of the New York State testing program that measures the attainment of the State’s learning standards in the areas of English language arts (ELA), mathematics, and science for all students with the most severe disabilities in Grades 3-8 and high school.

**Alternative/Augmentative Communication Systems** – Training in this area could provide either an overview of various augmentative communication systems or in-depth information on one system.

**Autism:** includes

**Applied Behavioral Analysis (ABA)** – A strategy based on scientific principles of learning. The intent is to increase socially useful behaviors and reduce problem behaviors. Functional Behavioral Assessments and Discrete Trial Therapy are included in this category. Data collection and interpretation of data is emphasized.

**(DIR) Greenspan** – An intervention strategy designed to use a child's affect and intent to increase the ability of the child to relate, communicate and think in a more flexible manner while keeping in mind the child's sensory profile. Emphasis is placed on encouraging the child to think at increasingly higher levels of abstraction.

**Social Communication, Emotional Regulation and Transactional Support (SCERTS)** – Focuses on building competence in social communication, emotional regulation and transactional support as the highest priorities that must be addressed in any program, and is applicable for children/persons with Autism Spectrum Disorders or related disabilities with a wide range of abilities and ages across home, school and community settings.

**Treatment/Ed of Autistic/Related Communication Handicapped Children (TEACCH)** – Based upon an understanding of the culture of autism, this intervention strategy utilizes the child's strengths, interests and emerging skills in the development of a curriculum that is meaningful to the child. Communication and the independent use of skills are emphasized. The frame of structure is essential in helping the student understand his/her development.

**Behavior Intervention Plan (BIP)** – A Behavior Intervention Plan is developed as a result of Functional Behavioral Assessment process; the BIP specifies behavioral goals aimed at reducing target/problem behaviors and identifies who, what, when, where, and how the plan will be implemented.

**CDOS Standards** – Career Development and Occupational Studies standards.

**CFM Framework** – Career and Financial Management.

**Classroom Management** – Helps teachers develop 1) Environmental Procedures: designing an organized classroom to teach daily routines. 2) Instruction: Using a variety of teaching methods to maximize students' learning. 3) Behavior Management: Implementing proactive interventions to shape appropriate behavior.



**Collaborative Inquiry Training** – A process that connects all the data we have as educators with improving instruction and student learning. The goal is to increase your data literacy and learn a structured data driven dialogue process.

**College and Career Readiness-(21<sup>st</sup> Century Skills)** – Includes Life and Career, Learning and Innovation, Digital Literacy, and Core Subject knowledge.

**Content Specific Assessments** – Development of parallel tasks to prepare students for NYS assessments.

**CTSO** – Career and Technical Student Organization.

**Cyber Safety and Ethics** – Educating ourselves and our students about Internet safety. Basic online safety such as Internet safety, inappropriate content, cyberbullying and online predators will be covered in this workshop.

**Data Collection and Analysis** – Analysis of student test data to plan instruction.

**Data Driven Instruction** – Analysis of student test data to plan instruction.

**Data Tools** – Tools to assist in reviewing, understanding, and interpreting student data, i.e., School Tool I.Q., IEP Direct.

**Differentiated Instruction** – Strategies to divide classroom time and resources so that a teacher can maximize the abilities of all students.

**Digital Media** – Streaming media, web conferencing, interactive web tools.

**Dignity for All Students Act (DASA)** – Focuses on creation of school environments free from discrimination and harassment.

**Elements of Instruction** – Explores concepts such as selection and creation of objectives, congruency, monitoring, effective learning strategies such as active participation and motivation techniques and the alignment of lessons with NYS standards.

**Formative Assessment** – A process that uses frequent, ongoing informal checks for understanding during a unit of study. These checks for understanding give educators immediate feedback on what students know, understand, and are able to do. Teachers use this information to monitor and adjust their instruction accordingly (intervention/acceleration/change strategies, etc.) with the purpose of improving their instruction and student understanding.

**Functional Behavioral Assessment (FBA)** – The process of determining why a student engages in challenging behavior(s) and how that student's behavior relates to their educational environment. Teams conducting this process will create a document to be used in developing a Behavior Intervention Plan for that student.

**IEP Development** – Writing the students individualized education plan to include the NYS guidelines. Much emphasis will be placed on Present Levels of Educational Performance and writing measurable goals and objectives.

**IEP Transition Planning** – For students age 14 and older. Emphasis is placed on incorporating post school outcomes into the IEP.

**Instructional Software** – Various software technology supporting student learning, i.e., Kurzweil, MECA.

**Instructional Specific CTE Skill Training** – Trade content or skills training.

**Instructional Unit Design** – Training focused on the development of ELA/Math instructional units that align with the Common Core Standards.

**ISTE Standards** –The International Society for Technology in Education (ISTE®) are the skills and knowledge educators need to teach, work and learn in an increasingly connected global and digital society.

**Language Interventions** – Overview in sign language and/or in-depth training in this communication system.

**Life Space Intervention (LSI)** – Guided process for talking with students in crisis.

**Next Generation Learning Standards** – In 2017, the State Education Department replaced the Common Core English language arts and Mathematics standards with the NYS Next Generation Learning Standards in English language arts and Mathematics.

**Positive Behavioral Interventions and Supports (PBIS)** – A systems approach to preventing and responding to school and classroom discipline problems.

**Progress Monitoring** – A set of assessment procedures for determining the extent to which students are benefiting from classroom instruction and for monitoring effectiveness of curriculum.

**Qualitative Features of Speech Production** – Training in this area could include - but not limited to the following content: phonology, rate of speech, fluency, and articulation.

**Response to Intervention (RtI)** – Integrates assessment and **intervention** within a multi-level prevention system to maximize student achievement and to reduce behavior.

**Sensory Integration** – Assessment and intervention methods for students whose abilities to process sensory information from the environment interferes with ability to function in the classroom.

**Student Learning Objective (SLO)** – A Student Learning Objective is an academic goal for an educator’s students that represents the most important learning for the course.

**Student Management Systems (i.e., School Tool)** – Understanding how to access and input required student data.

**TASC** – Test Assessing Secondary Completion replacing GED.

**Technical Assessment** – Students in Skills Courses will take an Industry Referenced Assessment. Exams provide information to students and teachers regarding readiness for employment. Passing an Industry Based Assessment is required for recommendation for a Regents Diploma with Career and Technical Education Endorsement.

**Therapeutic Crisis Intervention for Schools (TCIS)** – A four-day training to provide direct service staff effective interventions in dealing with students in crisis. The training includes seminars in the crisis cycle, behavior management techniques, life space interventions, and physical interventions. The focus of the training is to understand the conflict cycle and how it can be used to support students.

**WBL** – Work Based Learning.

Revised August 2021

10. New Business

3. Resolution to Approve CTE Equipment Reserve Fund Contribution of \$25,000.00



*Monroe 2–Orleans  
Board of Cooperative Educational Services*

**Jo Anne L. Antonacci, District Superintendent**

Tel: (585) 352-2410  
Fax: (585) 352-2442

**Finance  
Office**

**Steve Roland**  
*Assistant Superintendent  
for Finance and Operations*

Tel: (585) 352-2412  
Fax: (585) 352-2756  
sroland@monroe2boces.org

**Career and Technical Education (CTE) Equipment Reserve Fund -  
Contribution**

It is hereby resolved that based upon the recommendation of the District Superintendent, the Monroe 2 – Orleans BOCES Board authorizes a contribution to the previously established Career and Technical Education (CTE) Equipment Reserve Fund in the amount of \$25,000 from 2021/22 school year expenditures.

10. New Business

4. Resolution to Approve Teachers' Retirement Contribution Reserve  
Sub-Fund Contribution of \$430,882.00



*Monroe 2–Orleans  
Board of Cooperative Educational Services*

Jo Anne L. Antonacci, District Superintendent

**Finance  
Office**

**Steve Roland**  
*Director of Finance*  
Tel: (585) 352-2412  
Fax: (585) 352-2756  
Email:  
sroland@monroe2boces.org

**Teachers' Retirement Contribution Reserve Sub-Fund –  
Contribution**

It is hereby resolved that based upon the recommendation of the District Superintendent, the Monroe 2 – Orleans BOCES Board authorizes a contribution to the previously established Teachers' Retirement Contribution Reserve Sub-Fund in the amount of \$430,882.00 from 2021/22 school year expenditures.

10. New Business

5. Resolution to Approve Insurance Reserve Fund Contribution  
of \$100,000.00 .





*Monroe 2–Orleans  
Board of Cooperative Educational Services*

**Jo Anne L. Antonacci, District Superintendent**

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Fax: (585) 352-2442

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**Steve Roland**  
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## **Insurance Reserve Fund - Contribution**

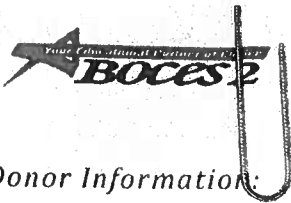
It is hereby resolved that based upon the recommendation of the District Superintendent, the Monroe 2 – Orleans BOCES Board authorizes a contribution to the previously established Insurance Reserve Fund in the amount of \$100,000 from 2021/22 school year expenditures.

10. New Business

6. *Resolution to approve lease with Tech Park Owner, LLC. (RTP)*  
- *WALK IN*

10. New Business

7. Resolution to Accept Donation of 6 Ton AC Compressor from LaBella Associates



# GIFTS AND DONATIONS

## Donor Information:

Company or Individual Name: LaBella Associates

If Company, Contact Person: Michael Place

Address: 300 State Street Suite 201 Rochester, NY 14614

Phone Number: 585-454-6110

E-Mail: mplace@labellapc.com

Description of item(s) to be donated; if additional space is need, please add additional page and check here:   
6 ton AC Compressor unit - new  
CRAC unit - 6 ft long x 18 inches deep x 33 inches tall - new

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

When can BOCES 2 Staff view the item: anytime

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

Signature of Donor: Michael Place Digitally signed by Michael Place  
Reason: I am approving this document  
Date: 2022.08.11 08:23:15-0400 Date: \_\_\_\_\_

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

Staff Member Name: Jill Slavny/Theresa Cortez Dept: CTE Phone Ext: x2470

Name of Staff Member to be notified upon Board Approval: Theresa Cortez Supervisor Name and Review: \_\_\_\_\_

Proposed Use of Donated Item:  
Donated equipment will be used in our HVAC classrooms

How will the Item Reduce Costs or Benefit the Program:  
Equipment will not need to be purchased from HVAC program budget

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

Cabinet Administrator Signature

8/11/2022  
Date

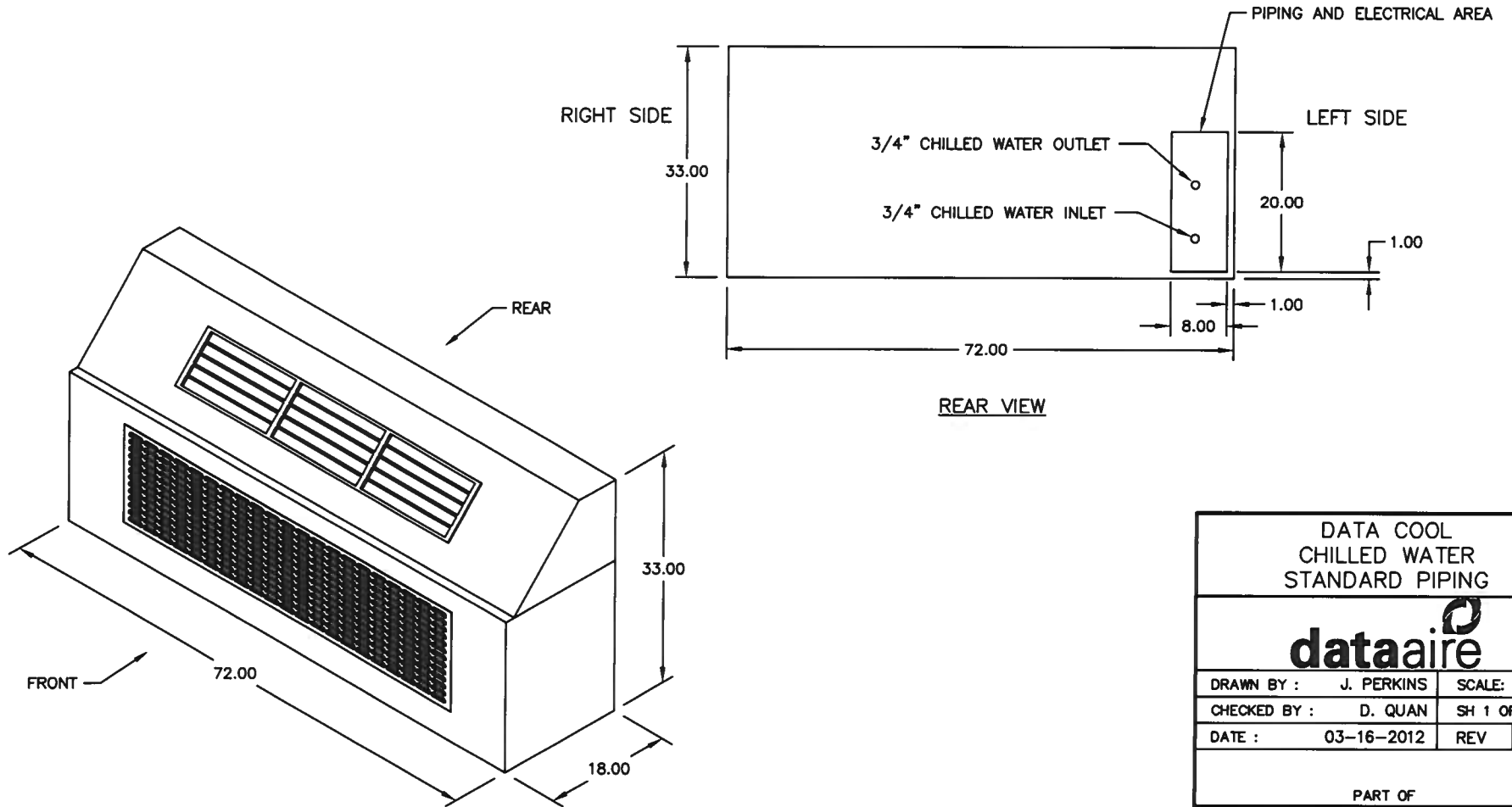
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District Superintendent

8/11/22  
Date

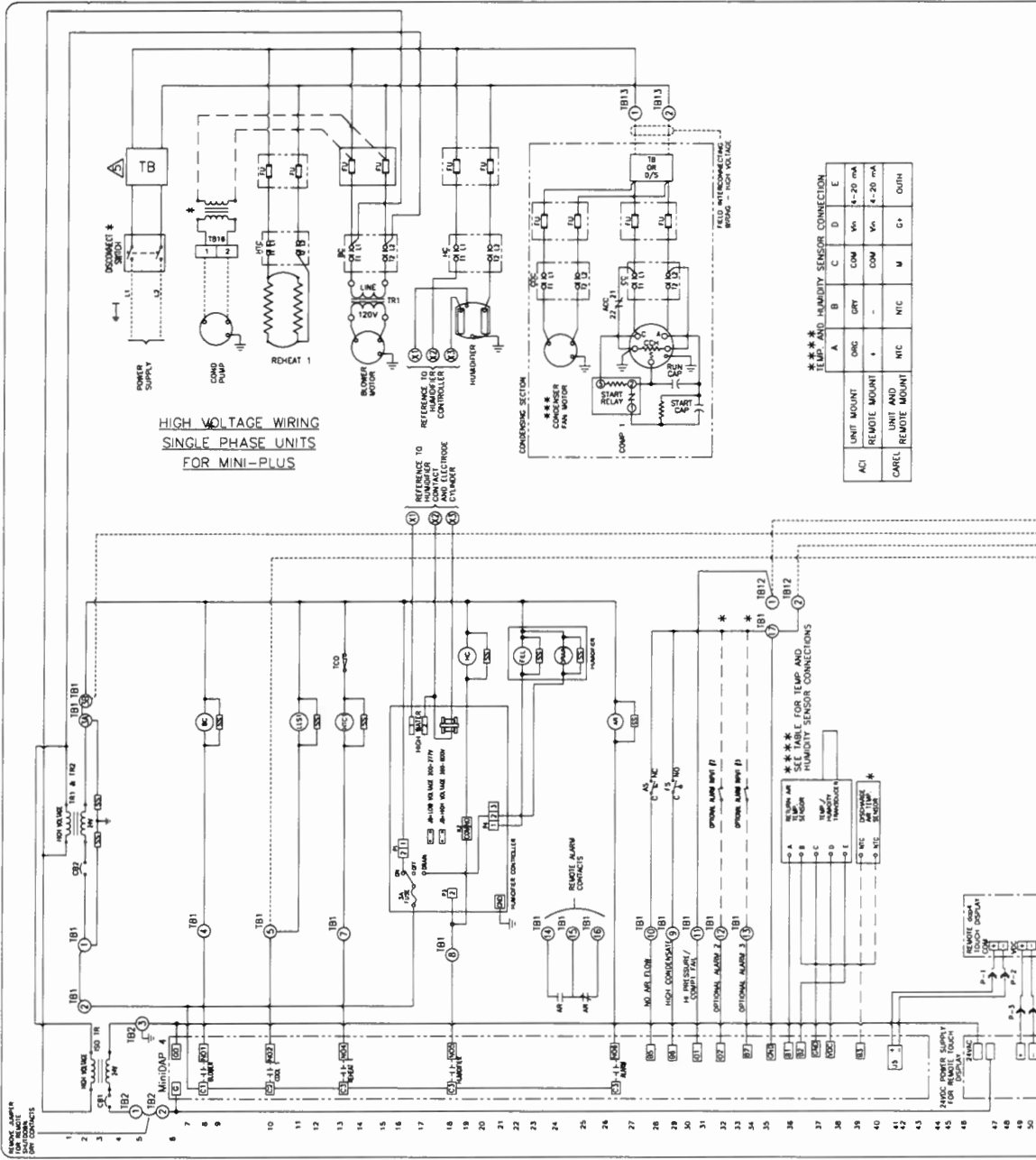
Board Action: Accept

Board Action: Reject

REVISIONS				
REV	DESCRIPTION	DATE	BY	CHKBY
B	UPDATE TITLEBLOCK LOGO	01-19-18	JAP	RV



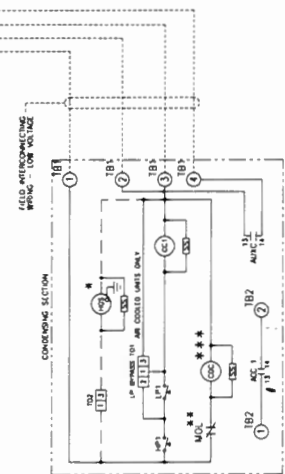
DATA COOL CHILLED WATER STANDARD PIPING			
<b>dataaire</b>			
DRAWN BY :	J. PERKINS	SCALE:	NONE
CHECKED BY :	D. QUAN	SH	1 OF 1
DATE :	03-16-2012	REV	B
PART OF			
<b>600-001-003</b>			
DWG NO.			



**HIGH VOLTAGE WIRING  
SINGLE PHASE UNITS  
FOR MINI-PLUS**

\*\*\* TEMP AND HUMIDITY SENSOR CONNECTION

UNIT MOUNT	ACC	AS	AS	AS	AS	AS	AS	AS	AS
ACT	ACC	AS	AS	AS	AS	AS	AS	AS	AS
CANEL	ACC	AS	AS	AS	AS	AS	AS	AS	AS



**PANEL LEGEND**

- ACC = AUXILIARY COMPRESSOR CONTACT
- AS = ALARM RELAY
- AS = AIR FLOW SWITCH
- ALJEC = AUXILIARY CONTACT ON COMPRESSOR
- BC = BLOWER CONTACTOR
- CB = CIRCUIT BREAKER
- CC = COMPRESSOR CONTACTOR
- CC = CONDENSER MOTOR CONTACTOR
- CC = CONDENSER HEATER
- CC = DATA ALARM PROCESSOR 4
- FS = FLOAT SWITCH
- FU = FUSE
- HC = HUMIDIFIER CONTACTOR
- HCS = HOT GAS SOLENOID
- HP = HIGH PRESSURE CUTOFF
- HTC = REHEATER CONTACTOR
- LLS = LIQUID LINE SOLENOID
- LP = LOW PRESSURE CUTOFF
- MOL = MOTOR OVERLOAD
- SS = SURGE SUPPRESSOR
- TB = TERMINAL BLOCK
- TR = TIME DELAY
- TR = TRANSFORMER

- ⊙ = TERMINAL BLOCK NO.
- - - = FIELD WIRING (18 AWG OR BETTER)
- - - = OPTIONAL WIRING
- # = WATER COOL ONLY
- \* = OPTIONAL COMPONENTS
- \*\*\*\* = AIR COOLED ONLY
- \*\*\*\*\* = TEMP AND HUMIDITY SENSOR CONNECTION TABLE
- ⚠ = TB MAY BE OMITTED WHEN DISCONNECT SWITCH IS USED

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230 W. BLUERIDGE AVE. ORANGE, CA 92865

DWG TITLE:  
**DATA COOL  
INDOOR SPLIT SYSTEM  
- AI & -WS  
WITH MINI dap4 PANEL**

JOB NO: \_\_\_\_\_ DRAWN BY: **M. COCHRAN**

PROJECT NO: **DCXS907XY** CHECKED BY: **F. BELTRAN**

EFFECTIVITY DATE: \_\_\_\_\_  
REVISION: **12-27-2017**

OPTION: \_\_\_\_\_ REVISION: **D**

DIAGRAM NO:  
**DCX-S-907 XY**

10. New Business

8. Resolution to Designate a Voting Delegate and Alternate for New York State School Board Association (NYSSBA) Convention

10. New Business

9. Discussion on New York State School Boards Association  
Annual Convention Registration



11. Personnel and Staffing
  1. Resolution to Create Position

Be it so hereby resolved that the following position be created:

1.0 FTE      Assistant Manager, Communications Group, 12 months/year

11. Personnel and Staffing

2. Resolution to Approve Personnel and Staffing Agenda

11. Personnel and Staffing

3. Resolution to Approve Substitute, Hourly and Per Diem Pay Rates for 2022-2023

### **Resolution to Approve Substitute , Per Diem and Hourly Pay Rates for 2022-23**

That the Board approve the following substitute/per diem/hourly pay rates effective July 1, 2022:

Cleaner substitute	\$13.20/hour
Clerical substitute	\$16.00/hour
Clerical substitute who is a BOCES 2 retiree subbing in a non-similar position	\$20.00/hour
Clerical substitute who is a BOCES 2 retiree subbing in a similar position	Hourly rate retired at, capped at \$30.00/hour
College Co-op student	\$15.00/hour
Interpreter substitute	\$32.45/hour
Job Training Specialist substitute	\$18.00/hour
Licensed Practical Nurse substitute	\$20.01/hour
Registered Nurse substitute	\$31.05/hour
Student Behavioral Assistant substitute	\$18.00/hour
Student Behavioral Assistant substitute who is a BOCES 2 retiree	\$20.00/hour
Student Helper	\$13.20/hour
Teacher substitute per diem	
Uncertified teacher	\$145/day; \$175 after 40 days
Certified teacher	\$160/day; \$185 after 40 days
Teacher Immersion Fellows	\$100/day
Teacher Aide substitute	\$16.00/hour
Teacher Aide substitute who is a BOCES 2 retiree	\$18.00/hour
Tutor	\$20.00/hour

12. Bids/Lease Purchases – None

1. Resolution to Accept One (1) Each - 2022 or Newer Chevrolet Silverado K3500 Service Truck Bid

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

**BID RECOMMENDATION**

One (1) Each - 2022 or Newer Chevrolet Silverado K3500 Service Truck

Bid #RFB-2015-22

The following bid was opened on Monday, July 18, 2022, at 2:00 p.m.

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

Van Bortel                                  \$64,025.00

Bids obtained: 6                                  Bids returned: 1

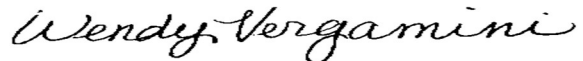
BID ANALYSIS

The bid for a 2022 or Newer Chevrolet Silverado K3500 Service Truck has been recommended for award to the lowest responsive and responsible bidder that met all required bid specifications. This service truck will be used by CTE.

Funds to be provided from the 2022-23 CTE.

August 3, 2022

Date



---

Director of Procurement

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



#### 14.Upcoming Meetings/Calendar Events

September 5		Labor Day
September 6	11:30 am	Opening Day
September 7	Noon	Legislative Committee (DoubleTree Inn)
	5:45 pm	Board Leadership Meeting (DoubleTree Inn)
September 14	Noon	Board Officer Agenda Review (RCC)
	Noon	Information Exchange (Double Tree)
September 21	Noon	Labor Relations Committee (DoubleTree Inn)
	5:00 pm	Individual Board member photos (ESC, Conf. Room # )
	5:45 pm	BOCES 2 Board Group Photo (ESC, PDC 1 & 2)
	6:00 pm	Monroe 2-Orleans BOCES Board Meeting (ESC, PDC 1 and 2)
September 22	8:00 am	MCSBA Fall Law Conference (DoubleTree Inn)
September 23		NYSSBA Board Officer's Academy

15. Other Items

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

## 17. Adjournment