

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 18, 2021 at 6:30 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 which will imperil the public safety if disclosed.

BOARD MEMBERS

Dennis Laba, President
R. Charles Phillips, Vice President
John Abbott
Cindy Dawson
Kathleen Dillon

Gerald Maar
Michael May
Mark Porter
Heather Pyke

AGENDA

1. Call the Meeting to Order
2. Pledge of Allegiance
3. Agenda Item(s) Modifications
4. Approval of Minutes: July 14, 2021 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 14, 2021 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
10. New Business
 1. First Reading Policy Series 6000
 2. First Reading Policy #3211 – Organizational Chart
 3. Resolution to Approve 2021-2023 Academic Intervention Services Plan
 4. Resolution to Approve 2021-2023 Professional Learning Plan
 5. Resolution to Approve Amendment 1 to the Precision Properties Lease
 6. Resolution to Approve Amendment 2 to the Precision Properties Lease
 7. Resolution to Approve Roberts Wesleyan Lease Agreement
 8. Resolution to Approve CTE Equipment Reserve Fund Contribution of \$50,000.00
 9. Resolution to Approve Expenditures from Retirement Contribution Reserve Fund of \$1,307,674.22
 10. Resolution to Approve Teachers' Retirement Contribution Reserve Sub-Fund Contribution of

\$432,773.28

11. Resolution to Approve Retirement Contribution Reserve Fund Contribution of \$500,000.00
12. Discussion on New York State School Boards Association Annual Convention Registration
13. Resolution to Designate a Voting Delegate and Alternate for New York State School Board Association (NYSSBA) Convention

11. Personnel and Staffing

1. Resolution to Approve Personnel and Staffing Agenda

12. Bids/Lease Purchases - None

13. Executive Officer's Reports

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

14. Committee Reports

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

15. Upcoming Meetings/Calendar Events

September 6		Labor Day
September 8	Noon	Legislative Committee (DoubleTree Inn)
	1:30	Board Officers Meeting/Agenda Review (ESC, Board Room)
	5:45 pm	Board Leadership Meeting (DoubleTree Inn)
September 15	Noon	Information Exchange (Shadow Lake Golf Club)
	5:15 pm	Individual Board member photos (ESC, PDC 1 and 2)
	6:00 pm	BOCES 2 Board Group Photo (ESC, PDC 1 and 2)
	6:30 pm	Monroe 2-Orleans BOCES Board Meeting (ESC, PDC 1 and 2)
September 22	Noon	Labor Relations Committee (DoubleTree Inn)
September 23	8:00 am	MCSBA Fall Law Conference (Shadow Lake Golf Course)

16. Other Items

17. Anticipated Executive Session immediately following the regular board meeting to discuss matters which will imperil the public safety if disclosed.

18. Adjournment

1. Call the Meeting to Order

2. Pledge of Allegiance

3. Agenda Item(s) Modifications

4. Approval of Minutes: July 14, 2021 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 14, 2021 at 3:00 p.m. at the Ridgemont Country Club, 3717 W Ridge Rd, Rochester, NY 14626.

Members Present:

Dennis Laba, President	Gerry Maar
R. Charles Phillips, Vice President	Michael May
John Abbott	Mark Porter
Cindy Dawson	Heather Pyke
Kathleen Dillon	

Staff Present:

Jo Anne Antonacci	Ian Hildreth
Karen Brown, Esq.	Kelly Mutschler
Stephen Dawe	Steve Roland
Tim Dobbertin	Dr. Michelle Ryan

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 3:00 p.m.
2. Administration of Oath to Board Members elected in April
John Abbott (Hilton), Cindy Dawson (Wheatland-Chili), Michael May (Spencerport), Mark Porter (Holley) and Heather Pyke (Kendall), elected April 28, 2021, were administered the oath. 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 M. May; 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) | \$5,160.00
No extra compensation |
| 4. Internal Claims Auditor and Alternate | Vicki Amoroso
Melanie Dickson (alternate) | \$34.54/hour
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 | Rose Brennan
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 2021-22 school year as presented.

Items 7.1-7.20 were moved by K. Dillon, seconded by J. Abbott; passed unanimously.

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	\$1,500
b. Central Treasurer	Mary Ann Knapp	No extra compensation
c. Faculty Advisor	Jill Slavny	No extra compensation
6. Independent Auditor	Mengel, Metzger, Barr & Co	\$33,645
7. Civil Rights Compliance Officers (Title VII, Title IX, ADA & 504)	Karen Brown Steve Roland	No extra compensation
8. BOCES Physician	Dr. Sarah Marques, MD	\$16,000
9. Nurse Practitioners	Barbara Swanson Cynthia Lawrence	No extra compensation
10. Chemical Hygiene Officer and Alternate	Barbara Swanson Cynthia Lawrence (alternate)	No extra compensation
11. Liaison for Homeless Children & Youth	Phil Ortolani	No extra compensation
12. Official to Receive Student Sentence/Adjudication in Criminal/Juvenile Delinquency Proceedings	Timothy Dobbartin	No extra compensation
13. Radiation Safety Officer and Alternate	Barbara Swanson Cynthia Lawrence (alternate)	No extra compensation
14. Compliance Officer (H.R.)	Karen Brown	No extra compensation
15. Copyright Officer	James Belair	No extra compensation
16. Integrated Pest Management Coordinator (IPM)/Pesticide Representative	Thomas Burke	No extra compensation

17. BOCES-wide Dignity for All Students Act Coordinator	Timothy Dobbertin	No extra compensation
18. School-level Dignity for All Students Act Coordinators:		No extra compensation
Erik Deisinger	Regional Summer School (Brockport High School)	
John Clifford	Regional Summer School (Greece Odyssey Academy)	
Meghan Loveless	Regional Summer School (Paul Rd. Elementary School)	
Kara Reidy-Vedder	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	
Nicole Littlewood	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	
19. Chief Emergency Officer	Douglas Comanzo	No extra compensation
20. Data Protection Officer	Ray Miller	No extra compensation

8. Designations

Resolved: To Approve the following designations for the 2021-22 school year as presented.

Items 8.1-8.3 were moved by M. May, seconded by K. Dillon; 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

Bank of America; 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 2021-22 school year as presented

Items 9.1-9.9 were moved by M. Porter, seconded by K. Dillon; 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. Hospitality and Applied Skills (Change)	\$40.00	Samantha Fowler
12. Center for Workforce Development (Change)	\$40.00	Michael DiPasquale
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 K. Dillon, seconded by J. Abbott; passed unanimously.

11. Approvals of Advisory Councils' Memberships

Resolved: To approve membership on the following Advisory Councils for the 2020-21 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 K. Dillon, seconded by M. Porter; 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/C. Phillips

At 3:12 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 – Old Business Item 7.1 was removed and New Business Item 8.7 was added.
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 16, 2021 Regular Meeting

Minutes Moved by K. Dillon, 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 M. Porter; passed unanimously

7. Old Business

1. None

8. New Business

1. Resolved: To Approve Teacher Annual Professional Performance Review
Directed/Self- Directed Process 2021-23 Manual

Moved by K. Dillon, seconded by J. Abbott; passed unanimously

2. Resolved: To Approve State Approved Teacher Annual Professional Performance
Review (APPR) Plan 2021-22

3. Resolved: To Approve State Approved Principal Annual Professional Performance
Review (APPR) Plan 2021-22

8.2-3 Moved by J. Abbott, seconded by M. Porter; passed unanimously

4. 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.

5. Monroe County School Boards Association (MCSBA) CRT Training discussion

6. Board Photos – A plan for board member portraits and group photo was discussed
and scheduled.

7. 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 K. Dillon; passed unanimously

2. Resolved: That the Board approve the following substitute/per diem/hourly pay rates effective July 1, 2021:

Cleaner substitute	\$13.00/hour
Clerical substitute	\$13.00/hour
Clerical substitute who is a BOCES 2 retiree	\$15.00/hour
College Co-op student	\$15.00/hour
Interpreter substitute	\$32.45/hour
Interpreter substitute – RID certified	\$34.61/hour
Job Training Specialist substitute	\$14.50/hour
Licensed Practical Nurse substitute	\$20.01/hour
Notetaker substitute	\$13.00/hour
Registered Nurse substitute	\$30.05/hour
Sign Skills Coach substitute	\$14.62/hour
Student Behavioral Assistant substitute	\$14.50/hour
Student Behavioral Assistant substitute who is a BOCES 2 retiree	\$16.50/hour
Student Helper	\$12.50/hour
Teacher substitute per diem	
Uncertified teacher	\$90/day
Certified teacher	\$110/day
Teacher Immersion Fellows	\$100/day
Teacher Aide substitute	\$13.00/hour
Teacher Aide substitute who is a BOCES 2 retiree	\$15.00/hour
Tutor	\$18.20/hour

Moved by J. Abbott, seconded by K. Dillon; passed unanimously

10. Bids/Lease Purchases – none

11. Executive Officer's Reports

NYSED Senior Deputy Commissioner James Baldwin was appointed effective July 1. Mr. Baldwin is a retired District Superintendent with a clear understanding of the role. Current District Superintendents are looking forward to working with him.

District Superintendents are working with Natalie McGee – a national consultant in the area of diversity, equity, and inclusion.

Summer school began with a staff shortage, with 1:1 aides being the hardest hit. District Superintendent Jo Anne Antonacci complimented Assistant Superintendent for Instructional Programs Tim Dobbartin for his countless hours of work and efforts in getting the program up and running. Despite early difficulties, BOCES 2 has an Extended School Year program at Churchville-Chili Middle School and Regional Summer School programs in Brockport and Greece Athena Middle and High Schools. For the first time in 11 years, BOCES 2 has 2 elementary programs – Gates Chili Paul Road Elementary and Hilton Village Elementary.

Educational Foundation Board has met and set a date for the Foundation Celebration and Fundraiser. The event will take place at Ridgmont Country Club on November 13, 2021 – in person. Last year the Foundation provided \$5,000.00 scholarships to 16 students and a \$500 award to one student. The Foundation Board is working on getting commitments from potential sponsors and donors and appreciates all advocacy.

The Opening Day Committee will be headed by Karen Brown. Opening Day ceremony will be September 7, 2021. The committee is looking for a venue to be able to accommodate 800 people and observe social distance protocols.

Tom Schulte has indicated that the Adult Ed CDL students may be certified by the end of July. There remains a severe shortage of bus drivers in most school districts

Monroe County School Boards Association held its Governance Training for New Board Members in June. Newly elected BOCES 2 Board member, Heather Pyke, attended. BOCES trustee Kathy Dillon and District Superintendent Jo Anne Antonacci were among the presenters.

12. Committee Reports – none

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

14. Other Items: There were no other items

At 3:47 p.m., a motion was made by J. Abbott, seconded by K. Dillon to adjourn the meeting.

Respectfully Submitted

Kelly Mutschler
Clerk of the Board

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, 2021

BEGINNING CASH ON HAND

RECEIPTS:

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

TOTAL RECEIPTS

DISBURSEMENTS

Payroll and Benefits
Warrants
Transfers to Other Funds
Miscellaneous Disbursements

TOTAL DISBURSEMENTS

ENDING CASH ON HAND:

GENERAL FUND	
	10,947,286.07
Interest Earned	1,296.03
Charges for Services	11,296,135.11
Non-Contract Services	251,928.16
Collected for Other Funds	13,560.00
State, Federal and Local Aid	7,870,266.95
Contributions	-
Transfers from Other Funds	580,215.46
Miscellaneous Funds	73,559.03
TOTAL RECEIPTS	20,086,960.74
Payroll and Benefits	5,724,416.61
Warrants	10,608,200.18
Transfers to Other Funds	-
Miscellaneous Disbursements	58,302.92
TOTAL DISBURSEMENTS	16,390,919.71
ENDING CASH ON HAND:	14,643,327.10
GENERAL FUND CHECKING	8,746,640.01
GENERAL FUND SAVINGS	199,558.50
PAYROLL CHECKING	71,326.73
FLEXIBLE SPENDING CASH	41,290.25
DENTAL ACCOUNT CASH	258,466.52
GENERAL FUND CD	3,501,290.75
CASH- LIABILITY RESERVE	1,179,465.03
CASH- UNEMPLOYMENT RESERVE	219,930.03
CASH- CTE RESERVE	425,359.28
	14,643,327.10

SPECIAL AID FUND	
	911,521.08
Interest Earned	8.27
Charges for Services	-
Non-Contract Services	-
Collected for Other Funds	-
State, Federal and Local Aid	255,817.29
Contributions	-
Transfers from Other Funds	-
Miscellaneous Funds	442.14
TOTAL RECEIPTS	256,267.70
Payroll and Benefits	-
Warrants	106,507.34
Transfers to Other Funds	580,215.46
Miscellaneous Disbursements	643.38
TOTAL DISBURSEMENTS	687,366.18
ENDING CASH ON HAND:	480,422.60
SPECIAL AID CHG - CHASE	480,422.60
SPECIAL AID CHG - M&T	-
	480,422.60

BEGINNING CASH ON HAND**RECEIPTS:**

Interest Earned
Component Contributions
Transfers from Other funds
Donations
Miscellaneous Funds

TOTAL RECEIPTS**DISBURSEMENTS**

Warrants
Scholarships
Transfers to Other Funds
Miscellaneous Disbursements

TOTAL DISBURSEMENTS**ENDING CASH ON HAND:**

MISC SPECIAL REVENUE		
		95,260.54
	3.61	
	-	
	-	
	-	
	-	
	3.61	3.61
	-	
	17,339.69	
	-	
	-	
	17,339.69	(17,339.69)
		77,924.46
	GIFT FUND SAVINGS	77,924.46

CAPITAL FUND		
		981,723.24
	15.67	
	-	
	-	
	-	
	-	
	15.67	15.67
	406,603.38	
	-	
	-	
	-	
	406,603.38	(406,603.38)
		575,135.53
	CAPITAL FUND CHECKING	575,135.53

	----- CUSTODIAL FUNDS -----				
	RASHP I	RASHP II	RASWC	WFL WC	TOTAL CUSTODIAL
BEGINNING CASH ON HAND	17,904,559.92	129,486,437.66	28,570,233.01	312,435.88	176,273,666.47
RECEIPTS:					
Interest Earned	425.47	1,306.48	1,011.12		
Contributions	1,654,613.08	23,448,909.79	227,152.00	187,564.12	
Miscellaneous Funds	2,625.20	-	40,896.96	13,592.02	
TOTAL RECEIPTS	1,657,663.75	23,450,216.27	269,060.08	201,156.14	25,578,096.24
DISBURSEMENTS					
Claims	1,420,271.63	21,441,637.42	471,968.51	253,830.85	
Admin and Other Disbursements	98,829.61	894,109.34	165,521.55	-	
TOTAL DISBURSEMENTS	1,519,101.24	22,335,746.76	637,490.06	253,830.85	(24,746,168.91)
ENDING CASH ON HAND:	18,043,122.43	130,600,907.17	28,201,803.03	259,761.17	177,105,593.80
RASHP I CHECKING	4,519,895.88				4,519,895.88
RASHP I SAVINGS / INVESTMENTS	13,523,226.55				13,523,226.55
RASHP II CHECKING		50,348,852.17			50,348,852.17
RASHP II SAVINGS / INVESTMENTS		80,252,055.00			80,252,055.00
RASWC CHECKING			5,639,737.83		5,639,737.83
RASWC SAVINGS AND INVESTMENTS			22,562,065.20		22,562,065.20
WFL WC CHECKING				259,761.17	259,761.17
TOTAL CASH	18,043,122.43	130,600,907.17	28,201,803.03	259,761.17	177,105,593.80

Collateral Analysis	M&T Bank	Five Star Bank	Chase Bank
Bank Totals	63,574,170.01	93,004,871.80	36,303,361.68
<i>Collateral:</i>			
FDIC	500,000.00	250,000.00	250,000.00
Additional FDIC through CDARS		88,002,897.97	
Collateral in Trust			46,789,174.80
Collateral held with Third Party	63,425,531.77	4,846,583.40	
	63,925,531.77	93,099,481.37	47,039,174.80
Over / (Under) Collateralized	351,361.76	94,609.57	10,735,813.12

Treasurer's Notes:

Final June state aid payment was received, and promptly remitted to our component Districts.

Interest rates dropped again at M&T Bank from 0.08% down to 0.02%

This is to certify that I have received these balances

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 06/30/2021

Fiscal Year: 2021

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
0 Administration							
100 SALARIES		1,146,030.00	24,902.81	1,170,932.81	1,140,921.21	0.00	30,011.60
200 EQUIPMENT		15,650.00	-1,185.00	14,465.00	1,032.60	1,512.29	11,920.11
300 SUPPLIES		19,550.00	-820.89	18,729.11	12,407.72	54.79	6,266.60
400 CONTRACTUAL		2,618,415.00	-25,932.50	2,592,482.50	2,284,285.06	19,763.60	288,433.84
700 INTEREST ON REVENUE NOTES		15,000.00	-14,999.80	0.20	0.00	0.00	0.20
800 EMPLOYEE BENEFITS		579,927.00	-50,554.20	529,372.80	505,237.88	327.79	23,807.13
899 Oth Post Retirement Benft		5,652,488.00	0.00	5,652,488.00	5,194,762.06	0.00	457,725.94
910 TRANSFER TO CAPITAL FUND		500,000.00	0.00	500,000.00	500,000.00	0.00	0.00
950 TRANSFER FROM O & M		66,746.00	72.50	66,818.50	66,818.50	0.00	0.00
960 TRANSFER CHARGE		257,217.00	68,517.08	325,734.08	325,733.59	0.00	0.49
970 TR CREDs FR SERVICE PROGR		0.00	-630,286.77	-630,286.77	-630,286.77	0.00	0.00
Subtotal of 0 Administration		10,871,023.00	-630,286.77	10,240,736.23	9,400,911.85	21,658.47	818,165.91
1 Career Education							
100 SALARIES		3,861,872.00	-6,275.00	3,855,597.00	3,794,156.33	0.00	61,440.67
200 EQUIPMENT		35,000.00	267,778.27	302,778.27	297,492.68	143,945.00	-138,659.41
300 SUPPLIES		354,750.00	151,061.05	505,811.05	463,638.87	68.82	42,103.36
400 CONTRACTUAL		291,250.00	1,728.12	292,978.12	272,299.06	10,785.00	9,894.06
490 SCH DIST AND OTHER BOCES		18,120.00	-1,488.60	16,631.40	16,631.40	0.00	0.00
800 EMPLOYEE BENEFITS		1,809,119.00	-35,162.03	1,773,956.97	1,679,694.14	1,776.97	92,485.86
950 TRANSFER FROM O & M		1,294,189.00	13,706.12	1,307,895.12	1,307,895.12	0.00	0.00
960 TRANSFER CHARGE		553,852.00	16,791.94	570,643.94	570,643.94	0.00	0.00
970 TR CREDs FR SERVICE PROGR		0.00	-4,030.78	-4,030.78	-4,030.78	0.00	0.00
990 TRANS CREDs FR OTHER FUND		-6,000.00	5,925.00	-75.00	-75.00	0.00	0.00
Subtotal of 1 Career Education		8,212,152.00	410,034.09	8,622,186.09	8,398,345.76	156,575.79	67,264.54
2 Special Education							
100 SALARIES		6,859,672.00	189,782.03	7,049,454.03	6,455,383.14	0.00	594,070.89
200 EQUIPMENT		78,014.00	84,124.08	162,138.08	125,907.94	0.00	36,230.14
300 SUPPLIES		141,931.00	-26,513.44	115,417.56	49,239.81	0.00	66,177.75
400 CONTRACTUAL		1,472,937.00	169,984.73	1,642,921.73	939,389.01	25,320.11	678,212.61
490 SCH DIST AND OTHER BOCES		5,920,930.00	399,822.23	6,320,752.23	6,318,752.23	0.00	2,000.00
800 EMPLOYEE BENEFITS		3,563,530.00	585,538.42	4,149,068.42	3,625,213.28	20,853.59	503,001.55
950 TRANSFER FROM O & M		335,806.00	0.00	335,806.00	335,806.00	0.00	0.00
960 TRANSFER CHARGE		16,023,321.00	1,147,359.58	17,170,680.58	15,536,631.50	0.00	1,634,049.08
970 TR CREDs FR SERVICE PROGR		0.00	-17,850.59	-17,850.59	-20,755.17	0.00	2,904.58
Subtotal of 2 Special Education		34,396,141.00	2,532,247.04	36,928,388.04	33,365,567.74	46,173.70	3,516,646.60
3 Itinerent Services							
100 SALARIES		12,240,392.00	55,636.44	12,296,028.44	11,210,595.07	0.00	1,085,433.37
200 EQUIPMENT		206,415.00	10,103.01	216,518.01	132,633.67	0.00	83,884.34
300 SUPPLIES		43,601.00	7,183.37	50,784.37	17,591.50	0.00	33,192.87

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 06/30/2021

Fiscal Year: 2021

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
400 CONTRACTUAL		802,831.00	242,582.26	1,045,413.26	253,812.67	0.00	791,600.59
490 SCH DIST AND OTHER BOCES		50,903.00	569,410.62	620,313.62	619,793.62	0.00	520.00
800 EMPLOYEE BENEFITS		6,176,059.00	-131,643.72	6,044,415.28	5,310,492.16	17,438.20	716,484.92
950 TRANSFER FROM O & M		7,938.00	40,344.49	48,282.49	48,282.49	0.00	0.00
960 TRANSFER CHARGE		1,209,309.00	44,419.24	1,253,728.24	1,580,836.24	0.00	-327,108.00
970 TR CREDITS FR SERVICE PROGR		-11,766,756.00	-433,516.00	-12,200,272.00	-11,119,151.02	0.00	-1,081,120.98
Subtotal of 3 Itinerent Services		8,970,692.00	404,519.71	9,375,211.71	8,054,886.40	17,438.20	1,302,887.11
4 General Instruction							
100 SALARIES		1,868,356.00	-284,378.62	1,583,977.38	1,301,446.10	0.00	282,531.28
200 EQUIPMENT		5,600.00	827.44	6,427.44	1,577.52	1,240.98	3,608.94
300 SUPPLIES		11,375.00	4,970.35	16,345.35	5,280.91	0.00	11,064.44
400 CONTRACTUAL		684,335.00	368,895.36	1,053,230.36	454,506.36	0.00	598,724.00
490 SCH DIST AND OTHER BOCES		69,747.00	259,024.30	328,771.30	328,691.30	0.00	80.00
800 EMPLOYEE BENEFITS		722,170.00	-54,823.57	667,346.43	501,190.83	67.68	166,087.92
950 TRANSFER FROM O & M		127,696.00	-29,598.00	98,098.00	98,098.00	0.00	0.00
960 TRANSFER CHARGE		178,964.00	6,892.15	185,856.15	149,196.73	0.00	36,659.42
970 TR CREDITS FR SERVICE PROGR		-16,290.00	0.00	-16,290.00	-16,290.00	0.00	0.00
990 TRANS CREDITS FR OTHER FUND		-2,025.00	0.00	-2,025.00	-2,025.00	0.00	0.00
Subtotal of 4 General Instruction		3,649,928.00	271,809.41	3,921,737.41	2,821,672.75	1,308.66	1,098,756.00
5 Instruction Support							
100 SALARIES		6,032,367.00	14,797.98	6,047,164.98	5,528,959.73	0.00	518,205.25
200 EQUIPMENT		3,116,595.00	4,776,118.57	7,892,713.57	6,542,554.26	1,261,500.86	88,658.45
300 SUPPLIES		737,361.00	315,697.24	1,053,058.24	667,775.92	28,016.26	357,266.06
400 CONTRACTUAL		4,673,400.00	1,403,696.55	6,077,096.55	5,126,333.99	165,605.67	785,156.89
490 SCH DIST AND OTHER BOCES		358,709.00	120,007.41	478,716.41	478,716.41	0.00	0.00
800 EMPLOYEE BENEFITS		2,819,990.00	4,777.73	2,824,767.73	2,433,842.65	11,740.50	379,184.58
950 TRANSFER FROM O & M		647,258.00	2,824.16	650,082.16	650,082.16	0.00	0.00
960 TRANSFER CHARGE		1,045,444.00	215,704.82	1,261,148.82	1,261,148.82	0.00	0.00
970 TR CREDITS FR SERVICE PROGR		-2,695,110.00	-141,904.42	-2,837,014.42	-2,814,696.03	0.00	-22,318.39
990 TRANS CREDITS FR OTHER FUND		-80,302.00	20,320.59	-59,981.41	-59,981.41	0.00	0.00
Subtotal of 5 Instruction Support		16,655,712.00	6,732,040.63	23,387,752.63	19,814,736.50	1,466,863.29	2,106,152.84
6 Other Services							
100 SALARIES		2,321,226.00	-36,524.02	2,284,701.98	2,204,261.56	0.00	80,440.42
200 EQUIPMENT		435,385.00	191,028.61	626,413.61	363,129.60	247,630.71	15,653.30
300 SUPPLIES		39,875.00	17,846.09	57,721.09	15,283.31	7.00	42,430.78
400 CONTRACTUAL		3,471,936.00	280,664.36	3,752,600.36	2,848,556.19	102,098.21	801,945.96
490 SCH DIST AND OTHER BOCES		6,106,003.00	1,901,510.77	8,007,513.77	8,007,513.77	0.00	0.00
800 EMPLOYEE BENEFITS		1,084,227.00	-45,986.63	1,038,240.37	869,913.83	525.66	167,800.88
950 TRANSFER FROM O & M		117,445.00	16,276.79	133,721.79	133,721.79	0.00	0.00
960 TRANSFER CHARGE		98,636.00	56,106.36	154,742.36	154,742.36	0.00	0.00

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 06/30/2021

Fiscal Year: 2021

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
970 TR CREDs FR SERVICE PROGR		-1,699,387.00	-49,498.34	-1,748,885.34	-1,748,865.34	0.00	-20.00
990 TRANS CREDs FR OTHER FUND		-105,190.00	29,021.00	-76,169.00	-76,389.00	0.00	220.00
Subtotal of 6 Other Services		11,870,156.00	2,360,444.99	14,230,600.99	12,771,868.07	350,261.58	1,108,471.34
7 Undefined							
100 SALARIES		3,076,171.00	206,184.52	3,282,355.52	3,166,621.43	0.00	115,734.09
200 EQUIPMENT		58,500.00	18,428.32	76,928.32	68,182.51	5,448.00	3,297.81
300 SUPPLIES		223,280.00	198,844.34	422,124.34	389,114.94	2,575.38	30,434.02
400 CONTRACTUAL		1,920,437.00	-54,057.79	1,866,379.21	1,680,111.89	36,643.15	149,624.17
800 EMPLOYEE BENEFITS		1,457,658.00	-14,108.07	1,443,549.93	1,247,861.66	12,053.32	183,634.95
950 TRANSFER FROM O & M		566,322.00	25,322.30	591,644.30	591,644.30	0.00	0.00
960 TRANSFER CHARGE		1,363,283.00	-45,327.27	1,317,955.73	1,321,459.41	0.00	-3,503.68
970 TR CREDs FR SERVICE PROGR		-7,715,883.00	-302,325.36	-8,018,208.36	-7,778,665.84	0.00	-239,542.52
990 TRANS CREDs FR OTHER FUND		-949,768.00	24,928.75	-924,839.25	-924,839.25	0.00	0.00
Subtotal of 7 Undefined		0.00	57,889.74	57,889.74	-238,508.95	56,719.85	239,678.84
Total GENERAL FUND		94,625,804.00	12,138,698.84	106,764,502.84	94,389,480.12	2,116,999.54	10,258,023.18

Monroe 2 - Orleans BOCES
Extra Class Report
April - June 2021

Balance 4/01/2021		\$6,150.79
Add:		
Vending Machine sales		\$275.50
Stroll for Strong fundraiser		\$237.00
Fundraiser for Golisano Children's Hospital		\$782.00
Total Receipts		\$1,294.50
Deduct:		
Ck. 149 - Coke purchases		\$229.46
Ck. 150 - Brandi Gage- reimbursement for supplies		\$49.00
Ck. 151 - Wemoco - food for culinary fundraiser		\$40.00
Ck. 152 Waterstraat Dry Cleaners - cleaning jackets		\$666.65
Ck. 153 - Jennifer Probst - candy for school		\$57.35
Ck. 154 - Golisano Children's Hospital donation		\$1,979.00
Bank fee		\$16.00
Total Deductions		\$3,037.46
Balance 06/30/2021		\$4,407.83



THE COMMUNITY FOUNDATION

Monroe 2 - Orleans Educational Foundation Fund

Fund Activity Statement April 01, 2021 through June 30, 2021

Endowment Account	First Quarter	Year To Date
	<u>Apr - Jun 21</u>	<u>Apr - Jun 21</u>
Beginning Balance	\$ 1,806,799.02	\$ 1,806,799.02
Charitable Contributions *	0.00	0.00
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	87,814.20	87,814.20
Distributions to Grantmaking Account	0.00	0.00
Administrative Fee	(4,039.23)	(4,039.23)
Other Activity *	0.00	0.00
Ending Balance	<u>\$ 1,890,573.99</u>	<u>\$ 1,890,573.99</u>

Grantmaking Account	First Quarter	Year To Date
	<u>Apr - Jun 21</u>	<u>Apr - Jun 21</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
Ending Balance	<u>\$ 0.00</u>	<u>\$ 0.00</u>

**Transaction detail attached*

Review Community Foundation investment results anytime at www.racf.org/Financials.

7. Audit Committee Update (Steve Roland)
 1. July 14, 2021 Audit Committee Minutes



**Finance
Office**

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Director of Finance
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Audit Committee Meeting

July 14, 2021

Members Present: John Abbott, Dennis Laba, Mike May, Chuck Phillips

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

I. External Audit

Tom Zuber (Mengel Metzger Barr & Co) gave an overview of our upcoming annual Audit. A handout was distributed. Some of the areas discussed included the following:

- Audit Scope
- Changes in Key Personnel
- Fraud Risk
- BOCES Reserves
- Unemployment Expenses during the Pandemic
- New Requirement for a Procedural Manual for Federal Funds
- GASB 84 (Fiduciary Activities) (6/30/21 Financial Statements)
- GASB 87 (Operational Leases) (6/30/22 Financial Statements)

The group discussed having Jennifer Talbot (District Treasurer) test our Cash procedures and Fixed Asset Inventory during the 21/22 school year.

Tom Zuber left the meeting.

II. Audit Committee Charter

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

III. Inactive Accounts

Steve reviewed a handout regarding inactive accounts: Student Accident Insurance (\$3,889.86) and Flexible Spending Account (FSA) (\$18,461.51). Group discussion followed. The Student Accident funds will be used against future premiums for Student Accident Insurance. The excess FSA funds are discretionary and will be used against the CWD deficit.

Cc: Board

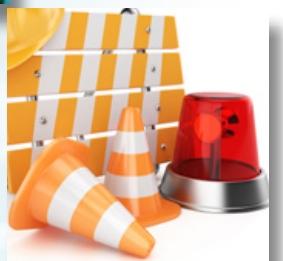
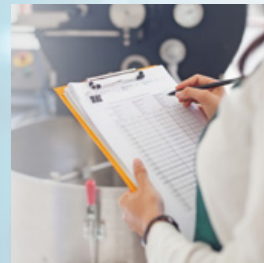
8. Board Presentation(s): Operations and Maintenance Annual Review (Tom Burke)

9. Old Business

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

Monroe 2–Orleans BOCES

DISTRICT-WIDE SCHOOL SAFETY PLAN



2021-2022

Your Educational Partner of Choice

BOCES 2

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Introduction

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

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

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

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

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

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

Actions and best practices are outlined in each of the Building Plans Threat/Hazard Annexes section, detail what to do in the event of various emergencies. These ERPs provide current information about school/site response team members, students and staff with special needs and any other information critical to each school building. 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)(vii) Procedures for the Conduct of Drills
- 155.17 (e)(2)(viii) Procedures for Restricting Access to Crime Scenes

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

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

Risk Reduction/Prevention and Intervention

A. Prevention/Intervention Strategies

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

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

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

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

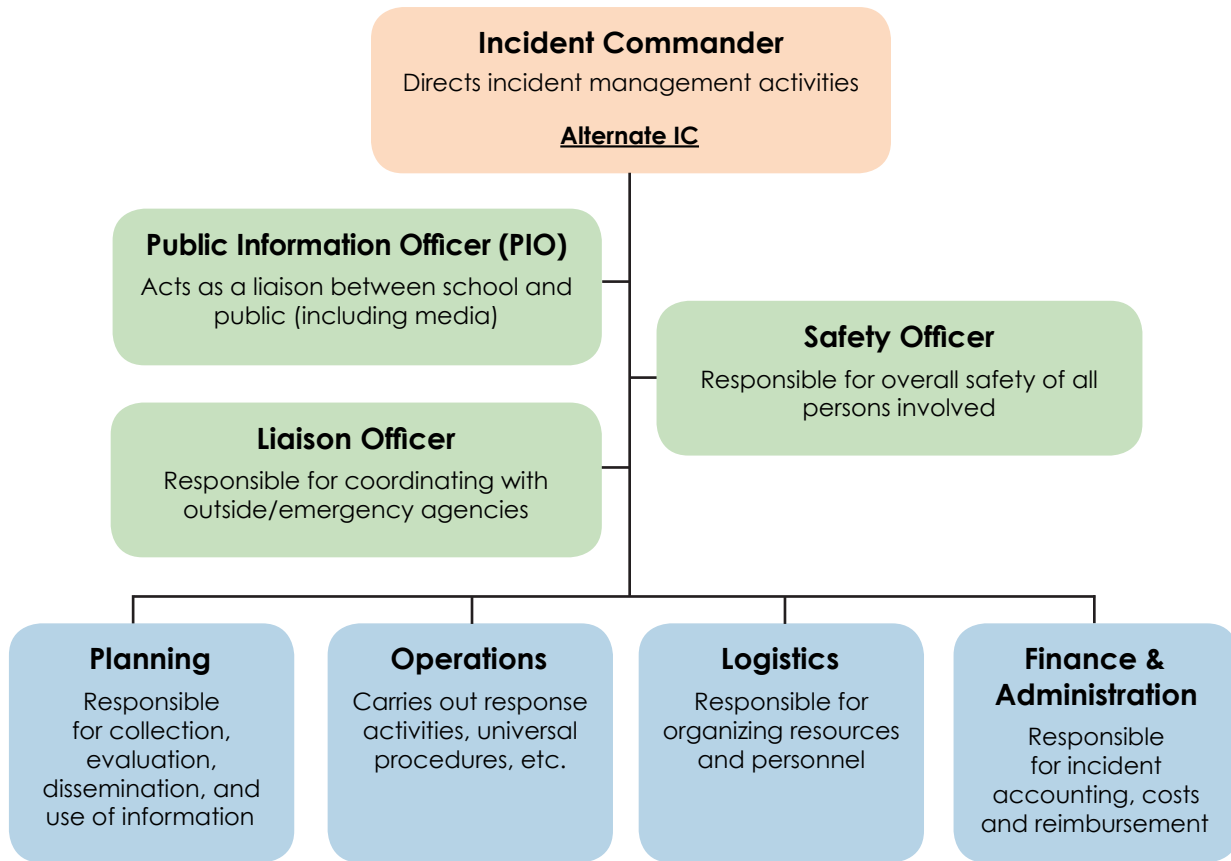
C. Direction, Control, and Coordination

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

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

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.

Public Health Emergency Continuation of Operations Plan

Declaration

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

This plan has been developed with the input of 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.

Public Health Emergency Continuation of Operations Plan

Purpose, Scope, Situation Overview, and Assumptions

Purpose

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

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

Scope

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

Situation Overview

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

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

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

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

Public Health Emergency Continuation of Operations Plan

Concept of Operations

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

Upon the determination of implementing this plan, all employees and contractors of Monroe 2-Orleans BOCES shall be notified by email with a link to the plan which will be housed on the Monroe 2-Orleans BOCES Employee Portal. All local law enforcement agencies and fire departments that are within the towns 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

Public Health Emergency Continuation of Operations Plan

Reducing Risk Through Remote Work and Staggered Shifts

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

Remote Work Protocols

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

- Communication of implementation to the employees and contractors
- Approval and assignment of remote work by employee's Cabinet-level supervisor
- Notification of expectations to contractors by contractor's administrator
- Ability for remote work may include expectations of:
 - Internet access
 - Devices capable 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 .

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.

Public Health Emergency Continuation of Operations Plan

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) John Deere 310 Backhoe
- b) New Holland 555E Backhoe
- c) Dresser 515CH Front End Wheel Loader
- d) Kubota KH-61 Excavator
- e) John Deere 450H Bulldozer
- f) 1990 International 4900 Dump Truck
- g) 1993 Chevy 3500 Pick-up Truck with Service Body
- h) 1999 Ford Dump Truck – O&M
- i) 2003 Chevy Dump Truck
- j) 2006 Ford Crew Cab Pick-Up – O&M

C. Fuel Inventory

One 500-pound diesel above ground tank is located on the southwest side of Monroe 2–Orleans BOCES Campus.

D. Dining Room Capacities/Inventory Summary

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

Health and Safety Team

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

Site	Committee Membership
BOCES 4 Science (38 Turner Drive)	Steve Montemarano Antonietta Quinn
Center for Workforce Development (CWD) (3555 Buffalo Road)	Tom Schulte
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)	Tim Dobbertin Karen Brown Marijo Pearson Steve Roland
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)	Nicole Littlewood
WEMOCO Career & Technical Education Center	Tony Britt
Westside Academy at Westview (3635 Buffalo Road)	Martha Willis
Westview Building (3635 Buffalo Road)	Nicole Littlewood

2021-2022 BOCES Board

John Abbott
Cindy Dawson
Kathleen Dillon
Dennis Laba
Gerald Maar
Michael May
R. Charles Phillips
Mark Porter
Heather Pyke

District Superintendent

Jo Anne L. Antonacci

Chief Emergency Officer

Douglas Comanzo



10. New Business

1. First Reading Policy Series 6000

VARIOUS POLICY UPDATES CHART

6000 Series

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

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

POLICY NUMBER	RATIONALE
6110 Comprehensive Student Attendance Policy	POLICY NOT INCLUDED. DO NOT REVIEW. Policy is part of the Annual Policies which were previously reviewed at the February 26, 2021 Cabinet meeting.
6120 Student Referral and Placement	Review
6130 Non-Resident Students	Changed "and" to read, "and/or."
6140 Pregnant and Married Students	Review
6150 Tuition Charges for District Students Enrolled Outside the BOCES	Review
6209 Physical Restraint (TCI)	Removed "TCI" from title; changed "school" to "BOCES" and re-worded paragraph as indicated for clarity.
6210 Student Conduct	POLICY NOT INCLUDED. DO NOT REVIEW. Policy is part of the Annual Policies which were previously reviewed at the February 26, 2021 Cabinet meeting.
6211 Corporal Punishment	Lynda proposes the removal of this policy as Policy 6212 - Student Discipline, Suspension and Corporal Punishment covers corporal punishment.
6212 Student Discipline, Suspension and Corporal Punishment	POLICY NOT INCLUDED. DO NOT REVIEW. Policy is part of the Annual Policies which were previously reviewed at the February 26, 2021 Cabinet meeting.
6213 Loss or Destruction of BOCES Property	Review

VARIOUS POLICY UPDATES CHART

6000 Series

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POLICY NUMBER	RATIONALE
6214 Children's Internet Protection Act (CIPA) and Student Use of Computerized Information Resources	Review
6215 Student Dress Code	Review
6220 Alcohol Drugs and Other Substances - Students	POLICY NOT INCLUDED. DO NOT REVIEW. Policy is part of the Annual Policies which were previously reviewed at the February 26, 2021 Cabinet meeting.
6230 Searches and Interrogations	Review
6231 Use of Electronic Magnetometers	Review
6240 Weapons in School	Changes made to reflect current practice and for accuracy.
6241 Firearm Policy	Changes made for accuracy.
6250 Vehicle Safety	Review
6310 Student Evaluation, Promotion and Placement	Tim Dobbertin reworded the 1st paragraph. Removed "limitations" from 2nd paragraph. Replaced "of" with "or." All changes on page 1.
6312 Provision of Interpreter Services to Parents Who Are Hearing Impaired	Changed "disciplinary" to "behavioral" in 1st paragraph.
6320 Student Records - Access and Challenge	Moved the paragraph on page 1 where shown.

VARIOUS POLICY UPDATES CHART

6000 Series

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<i>POLICY NUMBER</i>	<i>RATIONALE</i>
6410 Immunization of Students	Review
6420 Accident/First Aid Treatment	Review
6421 Student With Serious and/or Life Threatening Medical Conditions	Reviewed by Cynthia Lawrence - no suggested changes.
6430 Child Abuse and Maltreatment	Review
6431 Protection of Students from Sexual Abuse	Review
6440 Sexual Harassment (Students)	Review
6451 Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS)	Reviewed by Dr. Sarah Marques - no suggested changes. Reworded second paragraph on page 1 for accuracy.
6452 Administering Medication	Dr. Sarah Marques reviewed and reworded use of inhalers in schools paragraph stating, "middle and high school students should be allowed to self carry albuterol and epi pen with parent and doctor order and ability to self administer these medications if needed. The diagnosis does not have to be severe asthma to self carry an inhaler."
6453 Student Physical and Health Screening	Review

VARIOUS POLICY UPDATES CHART

6000 Series

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

<i>POLICY NUMBER</i>	<i>RATIONALE</i>
6454 Wellness	Review
6460 Equal Educational Opportunity (Students)	Changes made to be in accordance with new Title IX policy.
6461 Complaints and Grievances By Students	Review
6462 Student Harassment and Bullying Prevention and Intervention (Dignity for all Students Act)	POLICY NOT INCLUDED. DO NOT REVIEW. Policy is part of the Annual Policies which were previously reviewed at the February 26, 2021 Cabinet meeting.
6470 Student Record Release	Propose the removal of this policy as covered by Policy 6320 - Student Records - Access and Challenge.
6471 Safe Public School Choice Option to Students Who Are Victims of A Violent Criminal Offense	Review
6510 Employment of Students/Employment Certificates	Review
6520 Censorship of Non-School Student Publications	Review
6530 Co-Curricular and Extracurricular Activities	Review

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6130 – NON-RESIDENT STUDENTS

Students who live outside the BOCES component school districts shall be called "non-resident students."

Students who request to attend BOCES classes shall initiate all contacts through school district officials of their home school district. Any authorization for non-resident attendance must carry the approval of the home school district and the local BOCES in which the home school district is located.

Transportation to and from BOCES classes shall be the responsibility of the non-resident student and/or their local school district.

Adopted: 7/13/1999
Revised: 10/21/2009
Reviewed: 8/15/2012
Revised: 8/19/2015
Revised: 9/19/2018
Revised: _____ 2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6140 – PREGNANT AND MARRIED STUDENTS

The opportunity to participate in all of the services, programs, and activities of BOCES shall not be restricted or denied because of pregnancy, parenthood, or marriage. BOCES students who are pregnant, married, or who have children shall be encouraged to remain in BOCES programs. In this regard, the District Superintendent or his/her designee may make those program modifications which are feasible and necessary to accommodate the special needs of such students.

Adopted: 7/13/1999
Revised: 10/21/2009
Reviewed: 8/15/2012
Reviewed: 8/19/2015
Reviewed: 9/19/2018
Reviewed: _____ 2021

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6150 – TUITION CHARGES FOR DISTRICT STUDENTS ENROLLED OUTSIDE THE BOCES

Upon approval of the District Superintendent and the BOCES, the BOCES shall arrange for payments of necessary tuition charges, through BOCES cross contract process, for students enrolled outside of the BOCES when classes or programs are not available within their BOCES. Payment shall be made upon submission of verified bills by appropriate school authorities.

Adopted: 7/13/1999

Revised: 10 /21/2009

Revised: 8/15/2012

Reviewed: 8/19/2015

Reviewed: 9/19/2018

Reviewed: _____ 2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6209 – PHYSICAL RESTRAINT ~~(TEC)~~

The BOCES holds the belief that the classroom teacher is the key person responsible for the maintenance of acceptable discipline among students. A well-planned program that keeps students ~~occupied~~ *engaged* with work that is meaningful, interesting and challenging is the best means of preventing disruptive behavior by students. The BOCES recognizes, however, that under certain circumstances, a classroom teacher, supervisor or administrator may find it necessary to resort to reasonable and prudent interventions to maintain order in or on ~~school~~ *BOCES* premises. Accordingly, the following actions by a teacher or staff member are herewith authorized:

- a) Emergency intervention which may be used to prevent threatened assault, self-inflicted harm or physical injury to other students or personnel;

Such interventions shall only be used in emergency situations. Emergency interventions shall not be used as a punishment, discipline, or as a substitute for systematic behavioral interventions that are designed to change, replace, modify or eliminate a targeted behavior.

Staff who may be called upon to implement emergency interventions will be provided appropriate training in safe and effective restraint procedures. The parent(s) of the student shall be notified whenever an emergency intervention is utilized.

BOCES will maintain documentation ~~on the student incident report form~~ on the use of emergency interventions for each student including:

- a) Name and date of birth of student;
- b) Setting and location of the incident;
- c) Name of staff or other persons involved;
- d) Description of the incident and emergency intervention used, including duration;
- e) A statement as to whether the student has a current behavioral intervention plan; and
- f) Details of any injuries sustained by the student or others, including staff, as a result of the incident.

This documentation will be reviewed by BOCES supervisory personnel and, if necessary, by the school nurse or other medical personnel.

Adopted: 9/19/2018
 Revised: _____ 2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6211 – CORPORAL PUNISHMENT

~~Corporal punishment as a means of discipline shall not be used against a student by any teacher, administrator, officer, employee or agent of BOCES.~~

~~However, if alternative procedures and methods which would not involve physical force do not work, then the use of reasonable physical force is not prohibited for the following reasons:~~

- ~~a) To protect oneself from physical injury;~~
- ~~b) To protect another student or staff member from physical injury;~~
- ~~c) To protect the property of the BOCES, school, or of others; or~~
- ~~d) To restrain or remove a student whose behavior is interfering with the orderly exercise and performance of school district functions, powers or duties, if that student has refused to comply with a request to refrain from further disruptive acts; provided that alternative procedures and methods not involving the use of physical force cannot reasonably be employed to achieve the purposes set forth above.~~

~~Whenever a BOCES employee uses physical force against a student, the BOCES employee shall, within the same school day, make direct contact with the immediate supervisor and make an immediate written report to his/her supervisor describing in detail the circumstances and the nature of the action taken.~~

~~The District Superintendent shall submit a written semi-annual report to the Commissioner of Education, with copies to the Board by January 15 and July 15 of each year, setting forth the substance of each written complaint about the use of corporal punishment received by school authorities during the reporting period, the results of each investigation, and the action, if any, taken by the school authorities in each case. The BOCES acknowledges use of an emergency intervention system as a means to prevent disruptive and/or threatening behavior. The use of emergency interventions is not and will not be used as a form of discipline or corporal punishment. Appropriate use will be further defined and specified in administrative regulations.~~

~~Education Law Sections 3028 and 3811~~

~~Penal Law Section 35.10~~

~~Rules of the Board of Regents Section 19.5~~

~~8 New York Code of Rules and Regulations (NYCRR) Section 100.2(1)(3)~~

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 8/15/2012

Reviewed: 8/19/2015

Revised: 9/19/2018

Removed: _____ 2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6213 – LOSS OR DESTRUCTION OF BOCES PROPERTY

The BOCES is authorized to seek restitution, through civil action when necessary, from the parent or guardian of an unemancipated student over the age of ten (10) and under the age of eighteen (18) where such student:

- a) Has willfully, maliciously, or unlawfully damaged, defaced or destroyed real or personal property in the care, custody and/or ownership of BOCES; or
- b) Has knowingly entered or remained in a BOCES-owned or leased building, and wrongfully taken, obtained or withheld personal property owned or maintained by BOCES.

In instances where BOCES has sought and obtained a judgment from a court of competent jurisdiction, the parent/guardian is liable for civil damages. Under certain circumstances, a court may consider the parent's or guardian's inability to pay any portion or the entire amount of damages, and enter a judgment in an amount within the financial capacity of the parent or guardian. However, no such judgment shall be entered for an amount which is less than \$500.00.

General Obligations Law Section 3-112

Adopted: 7/13/1999
Revised: 10/21/2009
Revised: 8/15/2012
Reviewed: 8/19/2015
Reviewed: 9/19/2018
Reviewed: _____ 2021

Monroe 2-Orleans BOCES Policy**Series 6000 – Students****Policy #6214 – CHILDREN’S INTERNET PROTECTION ACT (CIPA) AND STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES**

The Board of Cooperative Educational Services will provide access to various computerized information resources through the BOCES computer system ("BCS" hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, ~~so-called "on-line services"~~ and the "Internet." It may include the opportunity for some students to have independent access to the BCS from their home or other remote locations. All use of the BCS, including independent use off school premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of BOCES.

One purpose of this policy is to provide notice to students and parents/guardians that, unlike most traditional instructional or library media materials, the BCS will allow student access to external computer networks not controlled by BOCES where it is impossible for BOCES to screen or review all of the available materials. Some of the available materials may be deemed unsuitable by parents/guardians for student use or access. This policy is intended to establish general guidelines for acceptable student use. However, despite the existence of such a policy and accompanying guidelines and regulations, it will not be possible to completely prevent access to computerized information that is inappropriate for students. Furthermore, students may have the ability to access such information from their home or other locations off school premises. Parents/guardians of students must be willing to set and convey standards for appropriate and acceptable use to their children when using the BCS or any other electronic media or communications. BOCES respects the right of each family to decide whether or not to apply for independent computer access.

Monroe 2-Orleans BOCES is committed to following all provisions in the Children’s Internet Protection Act (CIPA) and the regulations of the Federal Communications Commission (FCC).

BOCES will take, to the extent practicable, technology protection measures to block or filter Internet access, for both staff and students, to inappropriate information including visual depictions that are obscene or pornographic, or harmful to students. BOCES will take measures to prevent students from participating in unauthorized or inappropriate Internet chat rooms (or the like) and from using BOCES computer resources to arrange face-to-face meetings with persons encountered over the Internet, revealing personal information over the Internet (such as last names, home addresses, telephone numbers) or other information which might allow someone to locate them. At times and in certain instances with supervision and authorization, personal information could be revealed over the Internet.

Under certain circumstances, filtering or blocking technology measures may be disabled for staff engaged in bona fide research or other lawful purposes or minimized for students for bona fide research. The power to disable may be exercised only by an administrator or other person authorized by the District Superintendent/designee.

BOCES will provide certification, pursuant to the requirements of CIPA, to document the BOCES’ adoption and enforcement of this policy, including the operation and enforcement of technology protection measures (i.e., blocking/filtering of access to certain material on the Internet) for all BOCES computers with Internet access.

Student use of the BCS is conditioned upon written agreement by all students and their parents/guardians that student use of the BCS will conform to the requirements of this policy and any regulations adopted

Monroe 2-Orleans BOCES Policy**Series 6000 – Students****Policy #6214 – CHILDREN’S INTERNET PROTECTION ACT (CIPA) AND STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES**

to insure acceptable use of the BCS. All such agreements shall be kept on file in the appropriate departmental office.

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the BCS. This policy does not attempt to articulate all required and/or acceptable uses of the BCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as proscribed behavior.

BOCES students shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

Students who engage in unacceptable use may lose access to the BCS, in accordance with applicable due process procedures, and may be subject to further discipline under BOCES school conduct and discipline policy and the Student Discipline Code of Conduct. BOCES reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of BOCES. Further, BOCES may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys BOCES property pursuant to General Obligations Law Section 3-112.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be BOCES property subject to control and inspection. The computer coordinator may access all such files and communications to insure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should **NOT** expect that information stored on the BCS will be private.

Students are prohibited from bringing electronic devices into the testing location where a New York State assessment is being administered. Test proctors, test monitors and BOCES staff shall have the right to collect prohibited electronic devices prior to the start of the assessment and hold them while the test is being administered, including during break periods. Admission to any assessment will be denied to any student who refuses to relinquish a prohibited device.

Students with disabilities may use certain devices if the device is specified in that student’s IEP or 504 plan.

Regulations will be established as necessary to implement the terms of this policy.

Adopted: 7/13/1999

Revised: 7/31/2008

Reviewed: 10/21/2009

Revised: 5/9/2012

Revised: 9/18/2013

Revised: 8/19/2015

Reviewed: 9/19/2018

Reviewed: _____ 2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6215 – STUDENT DRESS CODE

Primary responsibility for student dress, grooming, and appearance rests with the parent(s) or guardian(s). The BOCES and the administration have the authority to prescribe the manner and mode of dress of students while attending school if the health and safety of the person or others around him/her requires a certain mode of dress or protective clothing; or where the dress is disruptive or interferes with the educational process or impinges upon the rights of others. The administration has the authority to take action in instances where student dress does not meet these requirements.

Student, faculty or parent groups may recommend appropriate dress for a school function or special occasion. Students may not be prohibited from attending school or school functions or be discriminated against for their dress and appearance as long as their dress and appearance meet the above requirements.

The BOCES' student Code of Conduct outlines more specific guidelines for dress, grooming, and appearance.

Adopted: 7/13/1999
Revised: 10/21/2009
Revised: 8/15/2012
Reviewed: 8/19/2015
Revised: 9/19/2018
Reviewed: _____ 2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6230 – SEARCHES AND INTERROGATIONS

Students are protected by the Constitution from unreasonable searches and seizures. A student may be searched and contraband seized on BOCES-owned or leased property or in a school building by a school administrator/designee only when the administrator/designee has reasonable suspicion to believe the student is engaging in proscribed activity which is in violation of school rules and/or illegal.

Factors to be considered in determining whether reasonable suspicion exists to search a student include:

- a) The age of the student;
- b) The student's record and past history;
- c) The predominance and seriousness of the problem in the school where the search is directed; and
- d) The urgency to conduct the search without delay.

A search of the student and/or the student's personal property may be conducted when there is a reasonable suspicion that a violation of school rules or the law has occurred. In each individual case, applicable school personnel will also consider all of the facts and circumstances which indicate that a search is likely to uncover evidence that the student has violated or is violating school rules or the law, including personal observations of the student's actions giving rise to the suspicion, the statements of the student and others, and the nature of the rule or law being violated.

The search of a student's person or his or her personal property (purse, car, cell phone, electronic devices, etc.) will usually be conducted by an administrator. However, a teacher may conduct a search if the circumstances warrant immediate action but will be conducted in the presence of another staff member whenever possible. The scope of the search must be reasonably related to the objectives of the search. Consideration should be given to the age and of the student, and the nature of the infraction.

If reasonable suspicion exists to believe that a student possesses a weapon, it is permissible for a school administrator/designee to frisk that student.

Lockers

Lockers are provided by the school for student use and the administration has the right to search lockers. A student may have exclusive use of a locker as far as other students are concerned but he/she does not have such exclusivity over the locker as it relates to the school authorities.

Privacy Rights

As part of any investigation, the BOCES has the right to search all school property and equipment including district computers. Rooms, desks, cabinets, lockers, computers, etc. are provided by the BOCES for the use of students, but the users do not have exclusive use of these locations or equipment and should not expect that materials stored therein will be private.

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6230 – SEARCHES AND INTERROGATIONS

Questioning of Students by School Officials

School officials have the right to question students regarding any violations of school rules and/or illegal activity. In general, administration may conduct investigations concerning reports of misconduct which may include, but are not limited to, questioning students, staff, parents/guardians, or other individuals as may be appropriate and, when necessary, determining disciplinary action in accordance with applicable due process rights.

Should the questioning of students by school officials focus on the actions of one particular student, the student will be questioned, if possible, in private by the appropriate school administrator. The student's parent/guardian may be contacted; the degree, if any, of parental/ guardian involvement will vary depending upon the nature and the reason for questioning, and the necessity for further action which may occur as a result.

The questioning of students by school officials does not preclude subsequent questioning/interrogations by police authorities as otherwise permitted by law. Similarly, the questioning of students by school officials does not negate the right/responsibility of school officials to contact appropriate law enforcement agencies, as may be necessary, with regard to such statements given by students to school officials.

School officials acting alone and on their own authority, without the involvement of or on behalf of law enforcement officials (at least until after the questioning of students by school authorities has been conducted) are not required to give the so-called Miranda warnings (i.e., advising a person, prior to any custodial interrogations as defined in law, of the right to remain silent; that any statement made by the individual may be used as evidence against him/her; and that the individual has the right to the presence of an attorney, either retained or appointed) prior to the questioning of students.

If deemed appropriate and/or necessary, the District Superintendent/designee may also review the circumstances with BOCES legal counsel so as to address concerns and the course of action, if any, which may pertain to and/or result from the questioning of students by school officials.

Law Enforcement Officials

It shall be the policy of the BOCES that a cooperative effort shall be maintained between the school administration and law enforcement agencies. Law enforcement officials may be summoned in order to conduct an investigation of alleged criminal conduct on BOCES owned or leased premises or during a school-sponsored activity, or to maintain the educational environment. They may also be summoned for the purpose of maintaining or restoring order when the presence of such officers is necessary to prevent injury to persons or property.

Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions. BOCES' administrators shall at all times act in a manner that protects and guarantees the rights of students and parents.

Police Involvement in Searches and Interrogations of Students

Authorized BOCES officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in BOCES or at BOCES functions, or to use BOCES facilities

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6230 – SEARCHES AND INTERROGATIONS

in connection with police work. Police officials may enter BOCES property or a BOCES function to question a student or to conduct a formal investigation involving students only if they have:

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

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

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

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

Family Court Act Section 1024

Education Law Sections 1709(2) and (33) and 2801

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

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 8/15/2012

Revised: 8/19/2015

Reviewed: 9/19/2018

Reviewed: _____ 2021

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6231 – USE OF ELECTRONIC MAGNETOMETERS

The Board supports the use of electronic magnetometers for the safety of students, staff, and visitors to prevent bringing weapons/firearms into BOCES' school/programs. The District Superintendent or his/her designee will work with administration to create regulations on the use of such devices.

Adopted: 4/9/2014

Reviewed: 8/19/2015

Revised: 2/15/2017

Reviewed: 9/19/2018

Reviewed: _____ 2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6240 – WEAPONS IN SCHOOL

The possession of any weapon or a look alike, as defined in the New York State Penal Code, Federal Law or BOCES' policy, on BOCES/school property or in BOCES owned or leased buildings is prohibited, except by law enforcement ~~personnel or upon written authorization of the District Superintendent/designee~~. 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 ~~site~~ *based* programs.

Penal Law Sections 220.00(14), 265.01, 265.02(4), 265.03, 265.05, and 265.06

Policy References:

Refer also to Policies #2411 -- Unlawful Possession of a Weapon Upon School Grounds and #6241 -- Gun-Free Schools. Penal Law Section 265.01

Adopted: 7/13/1999

Revised: 10/22/2008

Reviewed: 10/21/2009

Revised: 8/15/2012

Reviewed: 8/19/2015

Reviewed: 9/19/2018

Revised: _____ 2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6241 – FIREARM POLICY

The possession of a firearm or a look alike on BOCES premises or BOCES property or in BOCES owned or leased buildings is prohibited except for an antique firearm for instructional purposes with prior notice. The regulation will fully define a firearm and/or gun. The terms "BOCES premises" or "BOCES property" shall mean property owned or leased by BOCES and shall also include BOCES activities off premises, such as field trips or work *based learning* sites ~~programs~~.

Policy References:

Refer also to Policies #2411 -- Unlawful Possession of a Weapon Upon School Grounds and #6240 -- Weapons in School.

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 8/15/2012

Revised: 8/19/2015

Revised: 9/19/2018

Revised: _____ 2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6250 – VEHICLE SAFETY

Students using vehicles on BOCES property shall obey all traffic regulations of the State and of the BOCES. Reckless driving and speeding shall not be tolerated and will result in suspension or revocation of driving privileges. Parking shall be allowed only in authorized places.

Adopted: 7/13/1999
Revised: 10/21/2009
Reviewed: 8/15/2012
Revised: 8/19/2015
Reviewed: 9/19/2018
Reviewed: _____ 2021

Monroe 2-Orleans BOCES Policy**Series 6000 – Students****Policy #6310 – STUDENT EVALUATION, PROMOTION AND PLACEMENT**

Each BOCES course shall have expected skills to be learned and specific projects (activities) to be completed by each student. ~~The student's evaluation should be made on the satisfactory completion of these skills and activities.~~ *Student evaluation should be based on the levels of demonstrated proficiency on the standards, skills, and quality of completed work.*

The District Superintendent and appropriate staff shall determine the evaluation instrument(s) and processes to be used to evaluate students. Periodic status reports of progress and final evaluative reports will be provided. If requests are made by responsible personnel, e.g., parent(s), guardian(s), other professionals, they will be given opportunities to review these reports and their attendance ~~limitations~~.

Promotions

Student promotion shall be offered when students have satisfactorily demonstrated competence based upon appropriate standards and criteria.

Retention and Acceleration

Advancement of students to higher levels shall be based upon achievement, performance, and skill development or other appropriate criteria. Records attending to the progress of students shall be maintained and interviews may be scheduled to share such information regarding the student's progress.

A student may be advanced to the next higher level of instruction upon the recommendation of the classroom teacher and approval of the administrator in charge. Furthermore, a student may remain at one level for as long a period of time as is necessary to achieve success provided the recommendation of the teacher and the approval of the program administrator in charge are in general agreement.

In the event of a disagreement, the District Superintendent or his/her designee shall make a decision to resolve the conflict affecting retention or acceleration.

Examinations

Examinations or tests may be used to assess the effectiveness of instruction or the skill development of a student ~~of~~ *or* groups of students. Such examinations may be prepared by local educators, state officials or recognized publishers. Results on an examination or test should not serve as the sole criterion for promotion unless that instrument is a mastery or competency measure. An appropriate evaluation of a student or program should consist of a variety of measures that are designed to measure relevant objectives. State administered English Language Arts and math assessments for grades three through eight may be considered in making promotion decisions but will not be the primary source for those decisions.

Students are prohibited from bringing electronic devices into the testing location where a New York State assessment is being administered. Test proctors, test monitors and BOCES staff shall have the right to collect prohibited electronic devices prior to the start of the assessment and hold

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Series 6000 – Students

Policy #6310 – STUDENT EVALUATION, PROMOTION AND PLACEMENT

them while the test is being administered, including during break periods. Admission to any assessment will be denied to any student who refuses to relinquish a prohibited device.

Students with disabilities may use certain devices if the device is specified in that student's IEP or 504 plan.

Adopted: 7/13/1999

Revised: 10/21/2009

Reviewed: 8/15/2012

Revised: 9/18/2013

Revised: 8/19/2015

Reviewed: 9/19/2018

Revised: _____ 2021

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6312 – PROVISION OF INTERPRETER SERVICES TO PARENTS WHO ARE HEARING IMPAIRED

The Board assures parents or persons in parental relationship who are hearing impaired the right to meaningful access to school initiated meetings or activities pertaining to the academic and/or ~~disciplinary~~ *behavioral* aspects of their children's education. School initiated meetings or activities are defined to include, but are not limited to, parent-teacher conferences, child study or building-level team meetings, planning meetings with school counselors regarding educational progress and career planning, suspension hearings or any conferences with school officials relating to disciplinary actions. The term "hearing impaired" shall include any hearing impairment, whether permanent or fluctuating, which prevents meaningful participation in school meetings or activities.

Parents or guardians shall be notified of the availability of interpreter services to be provided at no charge, provided that a written request is made to the BOCES before the scheduled event. Exceptions to the time frame request may be made for unanticipated circumstances as determined by the appropriate administrator. The BOCES shall also notify appropriate school personnel as to the terms and implementation of this policy.

If interpreter services are requested, the BOCES shall appoint an interpreter for the hearing impaired to interpret during the meeting or activity. The BOCES will arrange for interpreters through a BOCES-created list or through an interpreter referral service.

In the event that an interpreter is unavailable, the BOCES shall make other reasonable accommodations which are satisfactory to the parents or persons in parental relationship. Examples of what constitutes reasonable accommodations in the event an interpreter cannot be located may include, but are not limited to, the use of:

- a) Written communications, transcripts, notetakers, etc; and
- b) Technology, such as: a decoder or telecommunication device for the deaf, assistive listening devices, and closed or open captioning.

Education Law Section 3230

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

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 8/15/2012

Reviewed: 8/19/2015

Reviewed: 9/19/2018

Revised: _____ 2021

Monroe 2-Orleans BOCES Policy**Series 6000 – Students****Policy #6320 – STUDENT RECORDS: ACCESS AND CHALLENGE****Student Records**

The BOCES shall comply with the provisions of the “Family Educational Rights and Privacy Act of 1974” (FERPA). Under its provisions, “parents/guardians and noncustodial parent(s), whose rights are not limited by court order or formal agreement, of a student under eighteen (18), or a student who is eighteen (18) years of age or older or who is attending an institution of post-secondary education, have a right to inspect and review any and all official records, files, and data, including all material that is incorporated into each student’s cumulative record folder and intended for school use or to be available to parties outside the school or BOCES and specifically including, but not necessarily limited to, identifying data; academic work completed; level of achievement (grades, standardized achievement test scores); attendance data; scores on standardized intelligence, aptitude, and psychological tests; interest inventory results; health data; family background information; teacher or counselor ratings and observations; and verified reports of serious or recurrent behavior patterns.”

Access to Student Records

The Board directs that administrative regulations and procedures be formulated to comply with the provisions of federal law relating to the availability of student records. The purpose of such regulations and procedures shall be to make available to the parents/guardians of students and noncustodial parent(s) whose rights are not limited by court order or formal agreement, or students who are eighteen (18) years of age or older or who are attending an institution of post-secondary education, student records, and files on students, and to insure the confidentiality of such records with respect to third parties. The regulations will allow disclosure of directory information from a student record in accordance with FERPA and federal law with regard to military recruiters unless the parent/eligible student opts out. *Directory information is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.* The Board allows for release of limited directory information without parental consent where the federal, state, or local police for any reason seek a student’s address, telephone listing, email address, and/or photograph.

~~Directory information is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.~~

The BOCES shall publish an annual public notice and in its regulations informing parents or eligible students (i.e., a student eighteen (18) years of age or older or who is attending an institution of post-secondary education) of the BOCES’ definition of directory information, the parent/eligible student’s right to refuse the release of student directory information, and indication of the time period for their response. Following such public notice and a reasonable response period, the BOCES may release such information without consent.

Challenge to Student Records

Parents/guardians of a student under the age of eighteen (18), or a student who is eighteen (18) years of age or older, or who is attending an institution of post-secondary education, shall have an opportunity for a hearing to challenge the content of the school records, to insure that the records are not inaccurate, misleading, or otherwise in violation of the student’s privacy rights,

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and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or violation of privacy content.

Release of Information to Another Educational Institution

The BOCES may disclose any and all educational records, including disciplinary records and records that were created as a result of a student receiving special education services under Part B of the Individuals with Disabilities Education Act, to another school or postsecondary institution at which the student seeks or intends to enroll is instructed to enroll or is enrolled in, and parental consent is not required for transferring education records; because the annual FERPA notification indicates that such disclosures will be made.

Additionally, upon request, BOCES must provide a copy of the information disclosed and an opportunity for a hearing.

Family Educational Rights and Privacy Act of 1974

20 United States Code (U.S.C.) Section 1232(g)

34 Code of Federal Regulations (CFR) Section 300.571

No Child Left Behind Act (ESEA §9528, 20USC §7908, amended by P.L. No. 107-110)

National Defense Authorization Act 10USC §503, amended by §544, P.L. No. 107-110

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 5/9/2012

Revised: 4/17/2013

Revised: 8/19/2015

Reviewed: 9/19/2018

Reviewed: _____ 2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6410 – IMMUNIZATION OF STUDENTS

Students shall not be admitted to BOCES programs unless a certificate of immunization is provided, or an exemption as allowed by law.

Public Health Law Section 2164

Education Law Section 914

10 New York Code of Rules and Regulations (NYCRR) Part 66

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 8/15/2012

Reviewed: 8/19/2015

Reviewed: 9/19/2018

Reviewed: _____ 2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6420 – ACCIDENT/FIRST AID TREATMENT

Accidents

All accidents and injuries shall be immediately reported to the school nurse and to the building principal/program administrator, or his/her designee who will take appropriate action to enable the student to obtain necessary assistance. An accident of a serious nature is to be reported immediately to the District Superintendent or designee. All proper forms must be ~~made-out~~ *completed* before the close of the same working day and forwarded to the business office.

First Aid

BOCES authorizes emergency first aid and medical treatment to be rendered by designated and trained personnel for students and staff. Any non-medically trained staff who renders such treatment will be in accordance with Good Samaritan Law. A parent or guardian of the student will be promptly notified if any such measures are taken.

Accident Insurance

The BOCES shall provide for student accident insurance for all school age and Center for Workforce Development students enrolled in BOCES programs and not covered by their home school district. The insurance will be in the form of a standard, non-duplicative policy covering students who are injured during school functions as well as traveling to and from home and school.

The BOCES does not provide insurance covering privately owned equipment, tools or personal belongings. Students are encouraged to review their own family insurance relative to off-premise coverage of valuable items.

Policy References:

Refer also to Policy #6452 -- Administering Medication.

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 8/15/2012

Revised: 8/19/2015

Revised: 9/19/2018

Reviewed: _____ 2021

Monroe 2-Orleans BOCES Policy**Series 6000 – Students****Policy #6421 – STUDENT WITH SERIOUS AND/OR LIFE-THREATENING MEDICAL CONDITIONS**

The BOCES recognizes the need to provide all students with appropriate educational programs in the least restrictive setting and with reasonably adequate accommodations of their medical needs, including those with significant or even life-threatening medical conditions. This policy encompasses any physician documented serious medical condition, such as, but not limited to, life-threatening allergies, and acute or chronic serious diseases or medical conditions.

Accordingly, the BOCES will adhere to all state and federal laws governing the rights of students with special medical needs and will take reasonable measures to ensure the health and safety of all students including children with significant or life-threatening conditions. This may include, but is not limited to:

- Providing necessary precautions and general training in emergency response for staff;
- Training for all adults in contact with the child in the recognition and emergency management of a specific medical condition for specific students; said training to be conducted by a Monroe 2-Orleans BOCES Registered Nurse or BOCES Medical Director;
- Work with Districts to advise on the creation of Individual Health Care Plans (IHCP); Emergency Care Plans (ECP), 504 Plans, Individualized Educational Plans (IEP) as indicated;
- Having standing emergency medical protocols for nursing staff;
- Maintaining stock supplies of life-saving emergency medications as allowed by the laws of NYS in all health offices for use in emergencies;
- Following specific legal documents duly executed in accordance with the laws of NYS with medical orders regarding the care of specific students with severe life-threatening conditions;
- Allowing self-directed students to carry life-saving medication provided the health practitioner order and attestation and parental consent form is on file;
- In the event the self carrying student misplaces their medication, allow the parent the opportunity to request duplicate life-saving medication from the health office; said medication to be maintained in the health office; and
- Assuring appropriate and reasonable building accommodations are in place within a reasonable degree of medical certainty.

The Director of Exceptional Children in cooperation with the BOCES physician and nursing staff will ensure that the above matters are in place and are reviewed and updated as needed annually.

Use of Epinephrine Auto-Injector Devices (Epi-Pens) in the School Setting

The administration of epinephrine by epi-pen to a student with a patient specific order for anaphylactic treatment agent may be performed by a trained school staff member responding to an emergency situation when such use has been prescribed by a licensed prescriber. However, a registered professional nurse/nurse practitioner/physician/physician's assistant must have trained the staff member to administer the epi-pen for that particular emergency situation and given him/her approval to assist the student in the event of an anaphylactic reaction.

Documentation of training must be maintained pursuant to the Anaphylaxis Protocol for Non-Licensed School Staff Members for each affected student. The emergency response by non-licensed school staff members is permitted under the Medical Practice Act (Education Law Section 6527(4)(a))

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6421 – STUDENT WITH SERIOUS AND/OR LIFE-THREATENING MEDICAL CONDITIONS

and the Nurse Practice Act (Education Law Section 6908 (1)(a)(iv) and is covered by the “Good Samaritan Law” (Public Health Law Section 3000-a).

Use of Narcan

For BOCES-based programs only (for example: Tech Park and Paul Road), as opposed to programs based in school district buildings, the administration of Naloxone (Narcan) for a known or suspected opioid overdose may be performed by a Registered Nurse responding to an emergency situation provided BOCES stocks the Narcan and/or is available.

Adopted: 9/17/2008

Revised: 10/21/2009

Revised: 8/15/2012

Reviewed: 8/19/2015

Revised: 10/21/2015

Revised: 9/19/2018

Revised: 3/20/2019

Reviewed: _____ 2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6430 – CHILD ABUSE AND MALTREATMENT

The BOCES subscribes to all of the provisions of Title 6 - Child Protective Services of the Social Services Law (Sections 411-428). The purpose is to provide protective services to abused and maltreated children as described by the law, and to make all school personnel within the BOCES aware of legal responsibilities under this law.

Regulations shall be developed, maintained and disseminated by administration regarding the:

- a) Mandatory reporting of child abuse or maltreatment;
- b) Reporting procedures and obligations of persons required to report;
- c) Provisions for taking a child into protective custody;
- d) Mandatory reporting of deaths;
- e) Immunity from liability and penalties for failure to report;
- f) Obligations for provision of services and procedures necessary to safeguard the life of a child; and
- g) Provision of information in recognizing signs of unlawful Methamphetamine laboratories for all current and new school officials (i.e., mandated reporters) who, as part of their usual responsibilities, visit children's homes.

Additionally, an ongoing training program for all current and new school officials' professional staff shall be established and implemented to enable such staff to carry out their reporting responsibilities.

Persons Required to Report

Persons required to report cases of child abuse or maltreatment to the State Central Register (SCR) pursuant to Social Services Law Section 413(1) includes, but is not limited to, school teachers, school guidance counselors, school psychologists, school social workers, school nurses, school administrators or other school personnel required to hold a teaching or administrative license or certificate, or any full-time or part-time employee required to hold a temporary or professional coaching license. In addition, any person may make such a report if such person has reasonable cause to suspect that a child is abused or maltreated.

All mandated reporters shall make the SCR report themselves and then immediately notify the Building Principal, program supervisor, or administrator. The Building Principal or program supervisor shall be responsible for all subsequent administration necessitated by the report.

Any report shall include the name, title and contact information for every staff member who is believed to have direct knowledge of the allegations in the report.

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6430 – CHILD ABUSE AND MALTREATMENT

Prohibition of Retaliatory Personnel Action

Social Services Law Section 413(1) prohibits BOCES from taking any retaliatory personnel action against an employee because such employee believes that he/she has reasonable cause to suspect that a child is an abused or maltreated child and that employee makes a report to SCR pursuant to Social Services Law. Further, no school or school official shall impose any conditions, including prior approval or prior notification, upon any staff member specifically designated a mandated reporter.

Pursuant to Labor Law Section 740(1)(e), “retaliatory personnel action” means the discharge, suspension or demotion of an employee, or other adverse employment action taken against an employee in the terms and conditions of employment.

Report Form

The “**Report of Suspected Child Abuse or Maltreatment**” Form LDSS-2221A may be accessed at: <http://www.ocfs.state.ny.us/main/cps/>

Education Law Section 3209-a
Family Court Act Section 1012
Labor Law Section 740(1)(e)
Social Services Law Sections 411-428

Adopted: 7/13/1999
Revised: 10/21/2009
Revised: 8/15/2012
Revised: 8/19/2015
Reviewed: 9/19/2018
Reviewed: _____ 2021

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6431 – PROTECTION OF STUDENTS FROM SEXUAL ABUSE

The BOCES is committed to providing for the health and safety of students participating in BOCES programs, including protection of the students from sexual abuse by other students and/or by BOCES personnel.

Accordingly, the District Superintendent will assure that procedures are developed and enforced to safeguard the students, including provisions for mandatory reporting and investigation of all incidents of suspected sexual abuse involving other students and/or BOCES personnel.

Policy References:

Refer also to Policies #6430 -- Child Abuse and Neglect and #6440 -- Sexual Harassment.

Adopted: 7/13/1999

Revised: 10/21/2009

Reviewed: 8/15/2012

Reviewed: 8/19/2015

Reviewed: 9/19/2018

Reviewed: _____ 2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6440 – SEXUAL HARASSMENT (STUDENTS)

The Board affirms its commitment to non-discrimination and recognizes its responsibility to provide for all BOCES students an environment that is free of sexual harassment, intimidation, and sexual violence. Sexual harassment is a violation of law and stands in direct opposition to BOCES policy. Therefore, the Board prohibits all forms of sexual harassment by employees and students. Generally, sexual harassment includes sexual violence and is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- a) Submission to sexually harassing behavior is a condition for the successful completion of any course of study or educational and extracurricular activity, including the acceptance into or rejection from such course or activity;
- b) Conditions exist within the school environment that allow or foster obscene pictures, lewd jokes, sexual advances, requests for sexual favors or other harassing activities of a sexual nature;
- c) Such conduct has the purpose or effect of unreasonably interfering with a student's academic performance or participation in an educational or extracurricular activity, or creating an intimidating, hostile or offensive learning environment.

The BOCES acknowledges that in determining whether sexual harassment has occurred, the perspective of the victim as well as the offender's conduct and/or intention should be evaluated.

Any student who believes that he/she has been subjected to sexual harassment shall report all incidents of such conduct to the BOCES designated complaint officer through informal and/or formal complaint procedures developed by the BOCES. In the event that the complaint officer is the offender, the complainant shall report his/her complaint to the next level of supervisory authority. A complaint officer of each gender will be available to the student.

Upon receipt of an informal/formal complaint, the BOCES will conduct a thorough investigation of the charges. Based upon the results of the BOCES' investigation, immediate corrective action will be taken. Should the offending individual be a BOCES employee, appropriate disciplinary measures will be applied, up to and including termination of the offender's employment in accordance with contractual and legal guidelines. Should the offending individual be a student, appropriate disciplinary measures will be applied, up to and including suspension/expulsion.

To the extent possible, within legal constraints, all complaints will be treated as confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges, and any disclosure will be provided on a "need to know" basis.

As part of the investigation, the BOCES has the right to search all school property and equipment including BOCES computers. Rooms, desks, cabinets, lockers, computers, etc. are provided by the BOCES for the use of students and staff, but the users do not have exclusive use of these locations or equipment and should not expect that materials stored therein will be private.

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6440 – SEXUAL HARASSMENT (STUDENTS)

The BOCES prohibits any retaliatory behavior directed against complainants and/or witnesses. Follow-up inquiries shall be made to ensure that harassment has not resumed and that the victims and/or witnesses have not suffered retaliation.

Regulations will be developed for resolving sexual harassment or sexual violence complaints by students. The Superintendent/designee(s) shall affirmatively discuss the topic of sexual harassment with all employees and students, express the BOCES' condemnation of such conduct and explain the sanctions for harassment. A copy of this policy and its accompanying regulations shall be available upon request to all employees and students, and may be posted at various BOCES locations and/or buildings.

BOCES recognizes that any allegation(s) under this policy may also be a violation of the Dignity for All Students Act, see policy 6462.

Title IX of the Education Amendments 1972, 20 United States Code (U.S.C.) Section 1681 et seq.

See also Policy and Regulation 6462.

Adopted: 7/13/1999
Revised: 10/21/2009
Revised: 8/15/2012
Reviewed: 8/19/2015
Reviewed: 9/19/2018
Reviewed: _____ 2021

Monroe 2-Orleans BOCES Policy**Series 6000 – Students****Policy #6451 – HUMAN IMMUNODEFICIENCY VIRUS (HIV) AND ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)**

The BOCES recognizes the public concern over the spread of acquired immune deficiency syndrome (AIDS) and the admission of students and employment of staff who suffer from this disease or who have Human Immunodeficiency Virus (HIV) infection. The BOCES also recognizes the rights of those individuals so afflicted, be they students or staff, to continue education or employment where possible, their right to privacy, their right to a Free and Appropriate Public Education (FAPE), their right to be afforded the same rights and privileges offered other staff and students, and the rights of those non-affected to a safe environment.

The BOCES recognizes ~~current~~ medical ~~advice~~ *science* which indicates that most individuals infected with AIDS or who have HIV infection pose no risk of transmission of the virus to others in the school setting. The BOCES further recognizes ~~current~~ medical ~~advice~~ *science* which indicates that the virus associated with AIDS is not easily transmitted and there is no evidence that AIDS can be transmitted by casual contact.

No individual shall be denied access to any program or activity on the basis of HIV/AIDS status. When restrictions are required, the BOCES will use only those restrictions deemed necessary to protect the safety or health of students and employees, including the infected individual, and the BOCES shall assist the individual by making reasonable accommodations. To the extent permitted by law, any restrictions shall be discussed with the student's or employee's physician and with the BOCES' legal counsel.

If the individual is a student, such evaluation will involve, to the extent permitted by law, consultation with the student's home school district, parents, and the appropriate medical authorities. If the student's medical condition interferes with his/her ability to benefit from instruction, the evaluation will involve a referral to the Committee on Special Education if the student is classified as disabled or to the multi-disciplinary team (required by Section 504 of the Rehabilitation Act) if the student is not classified as disabled.

Any information obtained pursuant to a release form or by court order is confidential and shall not be released to a third party, except to:

- a) Those persons listed on the form;
- b) Those persons listed on a court order; or
- c) Those persons authorized to receive such information without a release or court order under Public Health Law Section 2782, where it is necessary to provide health care to the individual.

To assure confidentiality, any documents identifying the HIV status of a protected individual shall be maintained in a locked file, separate from the student's regular file. Access to this file will only be granted to the nurse and those persons named on the release form or court order.

Any staff member who receives HIV-related information, pursuant to a release form or court order, shall be bound by the confidentiality provisions in Public Health Law Article 27-F. Any breach of

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6451 – HUMAN IMMUNODEFICIENCY VIRUS (HIV) AND ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

such confidentiality shall be subject to conditions contained therein and which may include criminal penalties of a misdemeanor or a \$5,000 penalty or both, in addition to disciplinary procedures as established by the BOCES.

Any staff member who acquires HIV/AIDS information through means other than an authorized release form or a court order is not legally bound by the confidentiality requirements in Article 27-F. However, such information should be treated as confidential. If the disclosure is made by the HIV infected individual or his/her parent or guardian, the staff person may encourage (but not require) that a consent form be completed. Such action should be based on the health and/or educational needs of the infected individual only.

The BOCES is also committed to an educational program designed to inform students, parents and personnel regarding health generally, which will include AIDS, its communicability and the limited danger it poses to the general public and those who have only casual contact with AIDS victims.

Staff members will be informed of and have access to the Exposure Control Plan and receive training in infection control procedures. (See Policy #4560).

Confidentiality: Public Health Law, Article 27-F

NOTE: This Policy is also found at #5141.

Policy References:

See Policy #4560

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 8/15/2012

Reviewed: 8/19/2015

Reviewed: 9/19/2018

Revised: _____ 2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6452 – ADMINISTERING MEDICATION

Many students are on different types of medication for various reasons. Each teacher and aide should know which children they work with that are on medication and at what time they are to receive the medication. A list of these children who receive medication will be made available to the building administrator and Special Education Supervisor by the Director of each program and a proper process for use of the medication will be developed at each site.

Students who are required to take medication during school hours must provide the building administrator with a written parental/guardian request accompanied by written authorization by a licensed physician. Such written consent shall be on file with the school authorities. Medication is to be brought to the school health office in its original labeled container. Unless the student is properly designated, in accordance with State Education Department Guidelines, as being able to self-administer his/her own medication, students are to use the approved medication under direct supervision of an appropriate staff member.

Procedures for taking medications off school grounds or after school hours while participating in a school-sponsored activity will be in accordance with State Education Department Guidelines.

~~The Use of Inhalers in Schools~~ Self Carry and Self Administration of Medication in Schools

BOCES permits students who have ~~been diagnosed by a physician as having a severe asthmatic condition to carry and use a prescribed inhaler during the school day. Prior to permitting such use, the school health office must receive the written permission of the prescribing physician, and parental consent, based on such physician's determination that the student is subject to sudden asthmatic attacks severe enough to debilitate that student. both written provider orders and parent or guardian consent to self carry and self administer inhaled rescue medication (albuterol), epinephrine auto-injector, and insulin, glucagon and other supplies for diabetes management (Education Law Article 19 §916, §916-a, §916-b effective July 1, 2015).~~

A record of such physician/parental permission shall be maintained in the school office.

Health office personnel will maintain regular parental contact in order to monitor the effectiveness of such self-medication procedures and to clarify parental responsibility as to the daily monitoring of their child to ensure that the medication is being utilized in accordance with the physician's instructions. Additionally, the student will be required to report to the health office on a periodic basis as determined by health office personnel so as to maintain an ongoing evaluation of the student's management of such self-medication techniques, and to work cooperatively with the parents and the student regarding such self-care management.

Students who self-administer medication without proper authorization, under any circumstances, will be referred for counseling by school nursing personnel. Additionally, school administration and parents will be notified of such unauthorized use of medication by the student, and school administration may also be involved in determining the proper resolution of such student behavior.

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6452 – ADMINISTERING MEDICATION

Education Law Section 916

Policy References:

Refer also to Policy #6420 -- Accidents/First Aid Treatment.

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 8/15/2012

Reviewed: 8/19/2015

Revised: 10/21/2015

Reviewed: 9/19/2018

Revised: _____ 2021

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6453 – STUDENT PHYSICAL AND HEALTH SCREENING

Health records, physicals, etc. may be required of any student to ensure his/her safe and appropriate participation in any BOCES program.

Adopted: 7/13/1999

Revised: 10/21/2009

Reviewed: 8/15/2012

Reviewed: 8/19/2015

Reviewed: 9/19/2018

Reviewed: _____ 2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6454 - WELLNESS

The BOCES recognizes the value of nutrition education, physical activity, and healthy nutritional practices and strives to provide students with opportunities that promote life-long wellness.

BOCES will ensure school and community awareness of this policy through various means such as publication in BOCES newsletters and/or the parent packets. Further, professional development activities for staff and student awareness training will be provided based on the goals of the BOCES wellness program, including activities/programs for the development of healthy eating habits and the incorporation of physical activity as part of a comprehensive healthy lifestyle.

The Board delegates the responsibility to implement the policy to the District Superintendent who will also develop administrative regulations.

Adopted: 7/20/2006

Revised: 10/21/2009

Revised: 8/18/2010

Reviewed: 8/15/2012

Revised: 8/19/2015

Revised: 9/19/2018

Reviewed: _____ 2021

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6460 – EQUAL EDUCATIONAL OPPORTUNITY (Students)

It is the policy of this BOCES to provide, through a positive and effective program, equal educational opportunities for all students in admittance to and/or participation in educational courses, programs or activities; school services; and extracurricular events regardless of age, sex, race, religion, color, national origin, disability, creed, marital status, veteran status, military status, sexual orientation, prior criminal offense, domestic violence victim status, gender identity, gender expression, or genetic status.

The District Superintendent shall designate one or more BOCES employees as Civil Rights Compliance Officer(s), *also the Title IX Coordinators*, whose responsibility will be to ensure compliance with the various federal and state statutes and regulations prohibiting discrimination in educational programs, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act (ADA).

The BOCES shall establish and implement regulations and procedures in accordance with applicable law that provide for the prompt and equitable resolution of any and all complaints alleging discrimination on the basis of race, color, creed, religion, national origin, sex, age, marital status or disability, military and/or veteran status, sexual orientation, prior criminal record, genetic status, or victim of domestic violence.

The BOCES shall take appropriate annual steps to notify students and their parents or guardians of this policy of non-discrimination. This shall include provision for the publication and dissemination, internally and externally, of this policy to ensure its availability, to interested citizens and groups. Included in this notification shall be the name(s), address(es) and telephone number(s) of the Civil Rights Compliance Officer(s) responsible for handling complaints regarding discrimination; and a copy of the BOCES established grievance procedures shall be available upon request to the Human Resources Office.

References:

Title VII of the Civil Rights Act of 1964, 42 United States Code 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 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 Section 794 et seq.

The Americans with Disabilities Act, 42 United States Code Section 12101 et seq. - Prohibits discrimination on the basis of disability.

Title IX of the Education Amendments of 1972, 20 United States Code 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, race, creed, color, national origin, sex, disability or marital status.

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6460 – EQUAL EDUCATIONAL OPPORTUNITY (Students)

Age Discrimination in Employment Act, 29 United States Code Section 621

Policy References:

Refer also to Policies #1440 -- Non-Discrimination *and #6462 – Student Harassment and Bullying Prevention and Intervention (Dignity for all Students Act)*

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 8/15/2012

Revised: 8/19/2015

Revised: 9/19/2018

Revised: _____ 2021

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6461 – COMPLAINTS AND GRIEVANCES BY STUDENTS

While students have the responsibility to abide by the policies and regulations of the BOCES, they shall also be afforded opportunity to present complaints and grievances free from interference, coercion, restraint, discrimination or reprisal. Administration shall be responsible for:

- a) Establishing rules and regulations for the redress of complaints or grievances through proper administration channels;
- b) Developing an appeals process;
- c) Ensuring that students have full understanding and access to these regulations and procedure; and
- d) Providing prompt consideration and determination of student complaints and grievances.

Civil Rights Compliance Officer

In addition, students and parents/guardians will receive annual notification of the availability of the BOCES established grievance procedures for resolving complaints of discrimination based on sex or disability. This notice shall include the name, address and telephone number and email of the Title IX/Section 504/ADA Coordinator (i.e., the Civil Rights Compliance Officer).

The Civil Rights Compliance Officer shall also be responsible for handling complaints and grievances regarding discrimination based on race, color, creed, national origin, age or marital status, military and/or veteran status, sexual orientation, genetic status, prior criminal record, or victim of domestic violence.

References:

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, race, creed, color, national origin, sex, disability or marital status.

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6461 – COMPLAINTS AND GRIEVANCES BY STUDENTS

Age Discrimination in Employment Act, 29 United States Code Section 621.

Policy References:

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

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 8/15/2012

Revised: 8/19/2015

Reviewed: 9/19/2018

Reviewed: _____ 2021

Monroe 2-Orleans BOCES Policy
Series 6000 – Students
Policy #6470 – STUDENT RECORD RELEASE

~~The Family Education Rights and Privacy Act (FERPA) governs access to and rights of privacy to a student's educational record. BOCES will release information from a student's educational record without parental permission only where allowed by law. BOCES does not designate any part of the student's educational record as directory information, except for purposes of name, address, and telephone number to military recruiters and local, state, or national law enforcement.~~

Adopted: 7/13/1999
Revised: 10/21/2009
Reviewed: 8/15/2012
Revised: 8/19//2015
Reviewed: 9/19/2018
Removed: _____ 2021

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6471 – SAFE PUBLIC SCHOOL CHOICE OPTION TO STUDENTS WHO ARE VICTIMS OF A VIOLENT CRIMINAL OFFENSE

Any student who is a victim of a violent criminal offense, that occurred on the grounds, leased facility or building of the BOCES that the student attends, shall be allowed to attend a safe public school within the home School District to the extent required by the federal No Child Left Behind Act (NCLB) and state law and regulations.

“A safe public school” shall mean a public school that has not been designated by the Commissioner of Education, as a persistently dangerous public elementary or secondary school.

Violent Criminal Offense

“Violent criminal offense” means a crime that:

- a) Involves infliction of a serious physical injury upon another as defined in New York State Penal Law; or
- b) A sex offense that involves forcible compulsion; or
- c) Any other offense designed in State Penal Law that involves the use or threatened use of a deadly weapon.

Determination Whether Student is a Victim

Procedures shall be established for determination by the District Superintendent of whether a student is a victim of a violent criminal offense. The District Superintendent shall, prior to making any such determination, consult with any law enforcement agency investigating the alleged violent criminal incident and consider any reports or records provided by such agency. However, a criminal conviction is not required prior to the District Superintendent's determination that a student has been a victim of a violent criminal offense. The District Superintendent may also consult with the BOCES' attorney prior to making such determination. The District Superintendent will refer his/her determination to the student's home school superintendent. However, this determination will not preclude any student disciplinary proceeding brought against the alleged victim or perpetrator of such violent criminal offense by the home district.

Notice to Parents/Persons in Parental Relationship

The District Superintendent will establish procedures for notification of parents of, or persons in parental relation to, students who are victims of violent criminal offenses of their right to transfer to a safe public school within the home district and procedures for such transfer.

However, such notification shall not be required where there are no other public schools within the home district at the same grade level or a transfer to a safe public school within the home school district is otherwise impossible. Similarly, procedures for such notification of parents/persons in parental relation to students who are victims of violent criminal offenses shall not be required where the home school district has only one public school within the District or only one public school at each grade level.

Monroe 2-Orleans BOCES Policy**Series 6000 – Students****Policy #6471 – SAFE PUBLIC SCHOOL CHOICE OPTION TO STUDENTS WHO ARE VICTIMS OF A VIOLENT CRIMINAL OFFENSE****Designation of Safe Public School**

It shall be the responsibility of the students home school district, based on objective criteria, to designate a safe public school or schools within the home district to which students may transfer. However, the home district is not required to designate a safe public school where there are no other public schools within the home district at the same grade level or transfer to a safe public school within the home district is otherwise impossible. Similarly, if the home district has only one public school within the school system or only one public school at each grade level, the home school district shall not be required to designate a safe public school.

Any student who transfers to a safe public school, in accordance with the provisions of this policy and applicable law and regulation, shall be enrolled in the classes and other activities of the public school to which such student transfers in the same manner as all other students at the public school. The receiving school shall be identified by the District and must be at the same grade level as the school from which the student is transferring. To the extent possible the School District shall allow transferring students to transfer to a school that is making adequate yearly progress and has not been identified as requiring school improvement, corrective action, or restructuring. The home district shall provide transportation for any student permitted to transfer to the safe public school within the District designated by the school system within the transportation limits established pursuant to Education Law Sections 3635 and 4401(4). Any student who transfers to a safe public school shall be permitted to remain in such safe public school until the student has completed the highest grade level in the school transferred to.

While the parents/persons in parental relation to the student must be offered the opportunity to transfer their child, they may elect to have the child remain at the school he/she currently attends.

Elementary and Secondary Education Act of 1965,
 Section 9532, as amended by the No Child Left Behind
 Act of 2001
 Education Law Section 2802(7)
 8 New York Code of Rules and Regulations
 (NYCRR) Section 120.5

Adopted: 7/13/1999
 Revised: 10/21/2009
 Revised: 8/15/2012
 Reviewed: 8/19/2015
 Revised: 9/19/2018
 Revised: 10/16/2019
 Reviewed: _____ 2021

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6510 – EMPLOYMENT OF STUDENTS/EMPLOYMENT CERTIFICATES

Recognizing its commitment to student development and self-sufficiency, the BOCES will endeavor to employ students or provide work simulation wherever possible and whenever such employment shall be mutually beneficial to progress and growth. Such employment will be in accordance with applicable state and federal laws and regulations.

Employment Certificates

Students enrolled in BOCES programs who require work permits or certificates as part of their instruction shall be expected to obtain them at the designated office at their home district.

Adopted: 7/13/1999

Revised: 10/21/2009

Reviewed: 8/15/2012

Reviewed: 8/19/2015

Reviewed: 9/19/2018

Reviewed: _____ 2021

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6520 – CENSORSHIP OF NON-SCHOOL STUDENT PUBLICATIONS

It is the purpose of this policy to promote the best interest and ensure the well-being of every student in the BOCES by preventing substantial disruption and/or material interference with school activities and with the general operation of the schools by forbidding publication and/or distribution of literature which contains libelous, obscene, profane statements, prejudicial statements, as well as statements which advocate breaking of state and federal laws as well as school regulations.

The Board, however, does recognize the right of its students to publish or distribute newspapers, magazines and other literature not sanctioned by BOCES. However, BOCES has no responsibility to assist students in the publication of such literature, nor does this Board assume any responsibility for any statements published therein.

The Board permits the distribution of materials within its schools and on BOCES property only after it has been submitted for administrative review and approval. The Board directs the District Superintendent or his/her designee in keeping with the requirements of the law, to prepare administrative regulations which establish guidelines for students seeking approval for the distribution of non-school publications.

Adopted: 7/13/1999

Revised: 10/21/2009

Revised: 8/15/2012

Reviewed: 8/19/2015

Reviewed: 9/19/2018

Reviewed: _____ 2021

Monroe 2-Orleans BOCES Policy

Series 6000 – Students

Policy #6530 – CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

The BOCES encourages the development of activities that extend and enhance the learning opportunities of students and the staff. These activities and experiences shall be designed to supplement the provisions of the regular curriculum. Insofar as possible, the scheduling of co-curricular or extracurricular activities shall not conflict with regularly scheduled periods of instruction.

Adopted: 7/13/1999

Revised: 10/21/2009

Reviewed: 8/15/2012

Reviewed: 8/19/2015

Reviewed: 9/19/2018

Reviewed: _____ 2021

10. New Business

2. First Reading Policy #3211 - Organizational Chart

Monroe 2-Orleans BOCES Policy
Series 3000 – Administration
Policy #3211 – ORGANIZATIONAL CHART

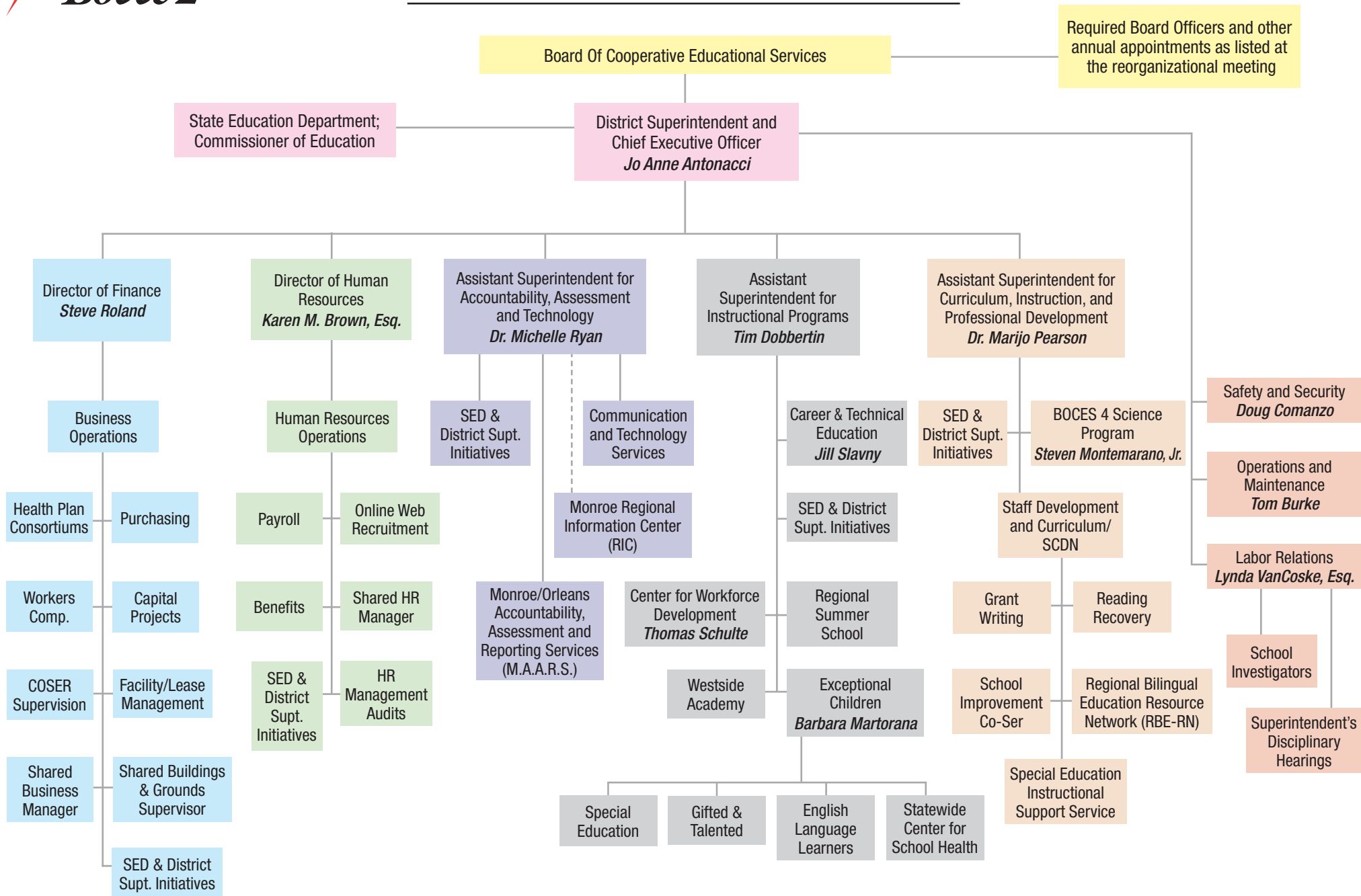
The administrative structure of BOCES is contained on the following page.

Any changes in the administrative structure shall be subject to approval by the Board.

Adopted: 7/13/99
Revised: 11/17/2010
Revised: 9/18/2013
Revised: 11/19/2014
Revised: 8/19/2015
Revised: 9/21/2016
Revised: 8/21/2019
Revised: 4/1/2020

Monroe 2–Orleans Board of Cooperative Educational Services

Organizational Chart



Monroe 2-Orleans BOCES Policy
Series 3000 – Administration
Policy #3211 – ORGANIZATIONAL CHART

The administrative structure of BOCES is contained on the following page.

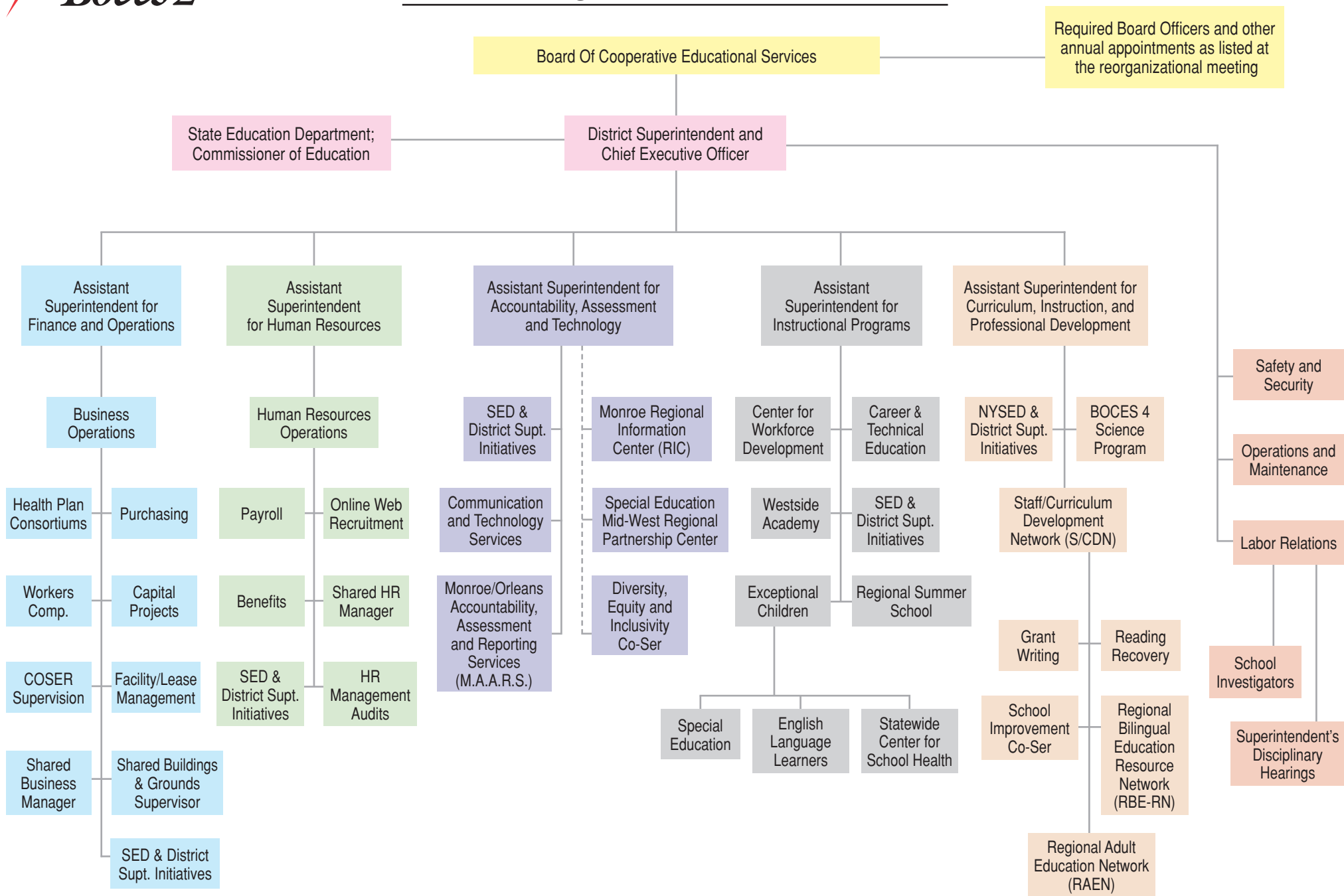
Any changes in the administrative structure shall be subject to approval by the Board.

Adopted: 7/13/99
Revised: 11/17/2010
Revised: 9/18/2013
Revised: 11/19/2014
Revised: 8/19/2015
Revised: 9/21/2016
Revised: 8/21/2019
Revised: 4/01/2020

Revised: 2021

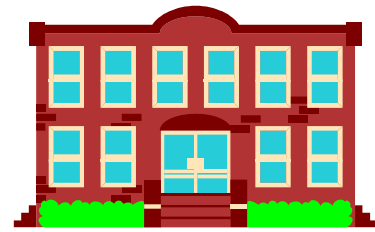
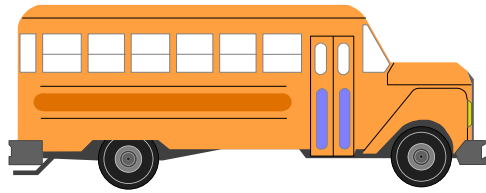
Monroe 2–Orleans Board of Cooperative Educational Services

Organizational Chart



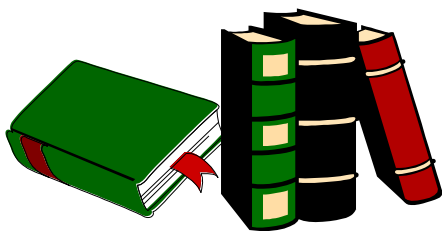
10. New Business

3. Resolution to Approve 2021-2023 Academic Intervention Services Plan



ACADEMIC INTERVENTION SERVICES PLAN
FOR
MONROE 2-ORLEANS BOCES PROGRAMS

~~2019-2021~~
2021-2023



Reviewed June 2021

MONROE 2-ORLEANS BOCES AIS IMPLEMENTATION PLAN

The attached AIS plan for Monroe 2-Orleans BOCES programs was developed to address the academic intervention service needs of the students placed within BOCES 2 programs. It represents a collaborative effort between representatives from BOCES and the component school districts. District AIS plans and BOCES 2 models of service delivery were used in determining the design of this plan. This plan will be maintained as per New York State Education Department regulations.

AIS Eligibility Process:

- A) Entrance Criteria: A multidisciplinary team will determine a student's eligibility based on the following criteria:
- Staff Recommendations
 - Classroom Based Measures:
 - Teacher observation/data collection
 - Student work samples (projects, writing samples, etc.)
 - Report cards
 - Diagnostic assessments (i.e., iReady)
 - Literacy Prompts
 - State Assessment Results and/or other specified assessments
 - NYS Assessments
 - Other measures as approved
 - Counselor Interventions
 - Progress Monitoring Data as appropriate
- B) Exit Criteria: The same process will be used to determine if a student no longer qualifies for AIS support. Classroom-based measures and staff recommendations, as well as state assessment results will be utilized in the decision-making process.

AIS Notification Process:

A list of students who are eligible for AIS will be sent to the home school district designated contact(s). BOCES will notify parents of AIS services and send home quarterly progress notes on behalf of the component district. If students meet their target prior to the end of the school year, an Exit from AIS Services letter will be sent to the home school districts and parents of the students.

Monroe 2-Orleans BOCES AIS Timeline

September	--BOCES 2 team meetings to determine student eligibility (based on data from districts and BOCES) and recommend level of intervention and draft a goal tied to a learning standard.
October 15	--Mail notification of eligibility/level of service to be provided to parents and home school districts; (regular ed. list to ASI/principal, special ed. list to ASI/PPS)
November	--AIS Progress Report completed and sent to parents
December	--AIS Program Information Report (PIR) data sent to district AIS contacts for SED submission
January	--AIS Progress Report completed and sent to parents
April	--AIS Progress Report completed and sent to parents
June	--Final AIS Progress Report completed and sent to parents and home school district; (regular ed. reports and student report cards to counselors; special ed. reports to PPS) --End of year BOCES 2 team meetings to analyze student progress and continued eligibility. Results will be shared with Extended School Year staff; draft goal to be developed for following school year.

Sample Grades K-8 AIS Letter

(Date)

Dear Parent/Guardian of (list child's name):

The New York State Education Department has mandated that schools provide Academic Intervention Services (AIS) to assist students in reaching the learning standards in English Language Arts and Mathematics in Grades K-8. Your child has been identified as a student who should receive Academic Intervention Services as designated below:

- Subject Area(s)
- Provider(s)

Ongoing evaluation of your child's progress will be shared with you and will be used to determine the need to continue or end these services.

If you have any questions regarding the provision of Academic Intervention Services, do not hesitate to contact Nichole Outhouse at 617-2450 or Martha Willis at 617-2550.

Sincerely,

Nichole Outhouse
Assistant Director
Department for Exceptional Children

Martha Willis
Principal
Westside Academy

Sample Grades 9-12 AIS Letter

(Date)

Dear Parent/Guardian of (list child's name):

In order to receive a New York State high school diploma, your child must satisfactorily meet the New York State Standards in English Language Arts, Mathematics, Science and Social Studies. It is recommended that your child receive Academic Intervention Services as designated below:

- Subject Area(s)
- Provider(s)

Ongoing evaluation of your child's progress will be shared with you and will be used to determine the need to continue or end these services.

If you have any questions regarding the provision of Academic Intervention Services, do not hesitate to contact Nichole Outhouse at 617-2450 or Martha Willis at 617-2550.

Sincerely,

Nichole Outhouse
Assistant Director
Department for Exceptional Children

Martha Willis
Principal
Westside Academy

Sample Exit Letter

(Date)

Dear Parent/Guardian of (list child's name):

In the beginning of this school year you received a letter informing you that your child is receiving Academic Intervention Services (AIS). Based on the information below, your child is making academic progress and will no longer be receiving AIS support for the remainder of this school year.

- Subject Area(s)
- Progress

If you have any questions regarding the removal of Academic Intervention Services, do not hesitate to contact Nichole Outhouse at 617-2450 or Martha Willis at 617-2550.

Sincerely,

Nichole Outhouse
Assistant Director
Department for Exceptional Children

Martha Willis
Principal
Westside Academy

Monroe 2-Orleans BOCES
Department for Exceptional Children and Westside Academy
Entrance/Exit Criteria Summary
Grades K-12

CLASSROOM-BASED MEASURES	ASSESSMENT	RECOMMENDATIONS	STUDENT SUPPORT SERVICES
<ul style="list-style-type: none"> • Writing samples • State Approved Literacy Task • Parallel assessment tasks • Report card grades • Progress monitoring data as appropriate 	See Appendix A	<ul style="list-style-type: none"> • Classroom Teacher • Reading Specialist • Speech Therapist • School Psychologist • Social Worker • Administrator • Parent 	<ul style="list-style-type: none"> • Attendance (including tardiness) • Counseling support • Health needs

Monroe 2-Orleans BOCES
Department for Exceptional Children
Academic Intervention Services Description
ELA and/or Math
Grades K-3

Entrance Criteria (multiple measures)	AIS Support (may include the following)	Exit Criteria (multiple measures)
<ul style="list-style-type: none"> • Embedded tasks (parallel tasks) • Classroom performance • Report card grades • Student records • Health issues • Attendance records • Counselor's intervention • Results of specific assessment(s) (see Appendix A) • Progress monitoring data as appropriate • State Approved Literacy Task • Diagnostic assessments (i.e., iReady) 	<ul style="list-style-type: none"> • Remedial/supplemental staff consult with the classroom teacher every 10 weeks • Teacher monitoring of student progress every 5 weeks • Behavior plan/contract • Attendance monitoring • Reporting progress to parents every 10 weeks • Intermittent diagnostic assessment 	<ul style="list-style-type: none"> • Teacher recommendation based on student performance • Meeting NYS standards on ELA assessment or results of specific assessment(s) showing improvement of student skills (see Appendix A) • Passing report card grade • Review of progress towards IEP goals/objectives in this area • Progress monitoring data as appropriate

Monroe 2-Orleans BOCES
Department for Exceptional Children & Westside Academy
Academic Intervention Services Description
ELA and/or Math
Grades 4-9

Entrance Criteria (multiple measures)	AIS Support (may include the following)	Exit Criteria (multiple measures)
<ul style="list-style-type: none"> • NYS ELA assessment (mid level 2) score • NYS math assessment (mid level 2) score • Writing samples • Embedded tasks (parallel tasks) • Classroom performance • Report card grades • Student records • Health issues • Attendance records • Counselor's intervention • Results of specific assessment(s) (see Appendix A) • Progress monitoring data as appropriate • State Approved Literacy Task • Diagnostic assessments (i.e., iReady) 	<ul style="list-style-type: none"> • Remedial/supplemental staff consult with the classroom teacher every 5 weeks • Teacher monitoring of student progress every 5 weeks • Behavior plan/contract • Attendance monitoring • Reporting progress to parents every 10 weeks • Intermittent diagnostic assessment 	<ul style="list-style-type: none"> • Teacher recommendation based on student performance • Meeting NYS standards on ELA assessment or results of specific assessment(s) showing improvement of student skills (see Appendix A) • Passing report card grade • Review of progress towards IEP goals/objectives in this area • Progress monitoring data as appropriate

Monroe 2-Orleans BOCES
Department for Exceptional Children & Westside Academy
Academic Intervention Services Description
Grades 10-12

Entrance Criteria (multiple measures)	AIS Support (may include the following)	Exit Criteria (multiple measures)
<ul style="list-style-type: none"> • Writing samples • Failing score on required Regents needed for graduation • Classroom performance • Report card grades • Student records • Health issues • Attendance records • Counselor's intervention • Progress monitoring data as appropriate • State Approved Literacy Task • Diagnostic assessments (i.e., iReady or IXL) 	<ul style="list-style-type: none"> • Remedial/supplemental staff consult with the classroom teacher every 10 weeks • Teacher monitoring of student progress every 5 weeks • Behavior plan/contract • Attendance monitoring • Reporting progress to parents every 10 weeks • Intermittent diagnostic assessment 	<ul style="list-style-type: none"> • Teacher recommendation based on student performance • Passing score on state assessments • Passing report card grade • Review of IEP goals/objectives in this subject area • Progress monitoring data as appropriate • Review of progress towards goals in this area

APPENDIX A

ASSESSMENTS

Early Literacy Profile

- Developmental Spelling Analysis
Ganske, K. (2000). *Word Journeys*.
- F&P Benchmark Assessment Kit #1 (A-N), 2nd edition
Fountas, I. & Pinnell, G.S. (2010). *Fountas & Pinnell Benchmark Assessment Systems*.

Advanced Literacy Profile

- Developmental Spelling Analysis
Ganske, K. (2000). *Word Journeys*.
- Qualitative Reading Inventory
Leslie, L. & Caldwell, J. (2001). *Qualitative Reading Inventory-3*.
- F&P Benchmark Assessment Kit #2 (L-Z), 2nd edition
Fountas, I. & Pinnell, G.S. (2010). *Fountas & Pinnell Benchmark Assessment Systems*.

Writing

- 6-Trait Assessment is used K-2 to assess current SLO writing pieces
Spandel, V. (2001). *Creating Writers Through 6-Trait Writing Assessment and Instruction*.
- Smarter Balanced Writing Rubrics 3-5: informational rubric is used to assess SLO writing
Smarter Balanced Assessment Consortium. (2014).
- Smarter Balanced Writing Rubrics 6-11: argumentative rubric is used to assess SLO writing
Smarter Balanced Assessment Consortium. (2014).
- Better Answers Rubric (Recommended for mixed ability classrooms [Alt Assessment + Regents] when applicable)
- Unique Errorless Writing Assessment (Recommended for Medically Fragile and ASD classroom)

Additional Resources

- Unique benchmarks
- iReady diagnostics for ELA and Math
- *The Megabook of Fluency*, Rasinski, T. & Cheeseman Smith, R. (2018)
- *IRLA Framework*, American Reading Company.

Formal Special Education Evaluations

- Kaufman Test of Educational Achievement (KTEA)
- Weschler Individual Achievement Test (WIAT)
- Woodcock Johnson Tests of Achievement

Remedial/Supplemental Support is defined as:

Services provided to a student in which the focus is to increase academic achievement. These services could include, but not limited to: counseling, attendance monitoring, reading/writing instruction, content-area instruction, interactive computer programs, small group instruction, teacher-teacher consultation.

10. New Business

4. Resolution to Approve 2021-2023 Professional Learning Plan



MONROE 2-ORLEANS

BOCES

PROFESSIONAL

LEARNING

PLAN

~~2020-2022~~

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 – 2020-2022 **2021-2023**

COMPOSITION OF PROFESSIONAL LEARNING TEAM(S)

District Team

4 # administrators/staff
8 # teachers
~~5~~ 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

Superintendent Designee: (permanent appointment)	Timothy Dobbertin Assistant Superintendent for Instructional Programs
School Administrators: (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
Curriculum Specialist: (permanent appointment)	Bridget Harris Assistant Director for RIC and MAARS
Instructional Technology Representative: (permanent appointment)	Ray Miller Supervising Manager, Communications & Technology Services
Teacher Association: (permanent appointment)	Melissa Pound BOCES 2 Teacher Association Representative
Staff Representatives: (3-year rotation)	Tina Bonfiglio (2019-2022) Special Education Sharon Seman (2020-2023) Special Education Cynthia 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
Higher Education Representative:	Dr. Katie Heath (2020-2023) Roberts Wesleyan College
Parent Representative:	TBD (2020-2021 2021-2023)
<i>Center for Workforce Development Representative:</i>	<i>Rebecca Horowitz (2021-2023) Literacy Coordinator</i>

ANNUAL PROFESSIONAL LEARNING PLAN REQUIREMENTS

The Administration and the Teachers' Association mutually recognize the need for continuous professional development for all staff members. As per the Chief Executive Officer 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.

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.

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 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 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 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. 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 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.	<p>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.</p> <p>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.</p> <p>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.</p> <p>Westside Academy 1.6 All Westside Academy staff will incorporate Cultural Responsiveness into planning instruction.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
2	Educators will create an environment that allows students to engage in and contribute to a culture of learning that is accessible to all.	<p>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.</p>	1, 3, 4, 6, 8, 10
		<p>Career and Technical Education 2.2 All CTE Staff (paraprofessionals, teachers, admin, etc.) will develop the personal and professional skills of students.</p> <p>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.</p> <p>Westside Academy 2.4 Westside Academy staff will be trained in managing their teaching and social/emotional sessions, in a remote learning environment.</p>	

Professional Development 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.	BOCES 2 Instructional Staff 3.1 Instructional staff will facilitate training or coaching focused on best practices in instruction and assessment.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
		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.	
		Department for Exceptional Children 3.3 Exceptional Children instructional staff will participate in training or coaching focused on specially designed instructional strategies. 3.4 Exceptional Children instructional staff will embed technology to support instruction.	
		Westside Academy 3.5 Westside Academy will utilize technology to provide seamless instruction across all learning environments.	
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 Standards Alignment

Standard 1	Designing Professional Development
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 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
BOCES 2 Instructional Staff including CIPD, CaTS, BOCES 4 Science, RBERN, MAARS					
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.	<ul style="list-style-type: none"> • Participate in training for curriculum leaders, instructional technology specialists, professional developers and instructional coaches for learning, implementing and assessing NYS Learning Standards. • Conduct turnkey training in implementing and assessing NYS Learning Standards. 	<ul style="list-style-type: none"> • Ongoing • Ongoing 	<ul style="list-style-type: none"> • Train instructional staff on process and use of technology for housing the maps and turnkey training. • Professional staff will participate in training on the NYS Learning Standards. • Ongoing content-specific professional learning. 	<ul style="list-style-type: none"> • Department Administrators • Instructional Specialist 	<ul style="list-style-type: none"> • 100% of instructional staff will attend and lead training on all NYS Learning Standards. • 100% of instructional staff will develop training materials to support the implementation of NYS Learning Standards.

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
Career & Technical Education					
1.2 All teachers (CTE and academic) will use Atlas curriculum maps to guide instruction.	<ul style="list-style-type: none"> • Advisory committee meetings • Internal team meetings • Curriculum days • Superintendent's Conference Day (SCD) • APPR observation process • Re-approval process • Industry visits • Local and regional CTE collaboration 	<ul style="list-style-type: none"> • 2x each year • Monthly • As needed • 2x per year • 1-2x per year • Every 5 years • As needed or requested 	<ul style="list-style-type: none"> • How to use Atlas • Minimum Atlas expectations • Career & Financial Management (CFM) curriculum • Priority content • NYS Learning Standards • CDOS Standards • Industry-specific content and skills • Technical content • Integrated academic content • Formative and summative assessments <ul style="list-style-type: none"> --Literacy tasks --Career clusters and pathways --Southern Regional Education Board (SREB) teaching to Lead PD Curriculum --SREB Quality of Career Tech Program Rubric 	<ul style="list-style-type: none"> • Administration • Academic Integration & Instructional Support Teams (AIIST) 	<ul style="list-style-type: none"> • 90% of teachers will meet the minimum expectations for Atlas completion as outlined in the CTE Atlas requirements. • 90% of teachers who have met minimum expectations, will meet quality indicators at a level 3 on SREB Quality of Career Tech Program Rubric.

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
1.3 All CTE teachers will use student data to guide instruction.	<ul style="list-style-type: none"> • School Tool grades • Coaching cycles • Technical assessment data 	<ul style="list-style-type: none"> • Ongoing throughout the year • As stated in coaching plan • End and beginning of year 	<ul style="list-style-type: none"> • Priority content • Technical assessment blueprints • Data driven instruction • SREB teaching to Lead PD Curriculum 	<ul style="list-style-type: none"> • Administration • Academic Integration & Instructional Support Teams (AIIST) 	<ul style="list-style-type: none"> • Number of programs with 100% of completers passing the technical assessment will increase by 10% each year.

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
Department for Exceptional Children					
1.4 Exceptional Children Department will continue curriculum mapping for all K-12 special education classes.	<ul style="list-style-type: none"> • All new instructional staff will participate in training for NYS Learning Standards and/or Essential Elements • Participate in curriculum teams, when applicable • Curriculum teams will complete maps. Teams will consist of stakeholders in considerations of: <ul style="list-style-type: none"> --grade level --content certification --technology --speech and language 	<ul style="list-style-type: none"> • 1x per year or as needed • As scheduled • As outlined in curriculum plan 	<ul style="list-style-type: none"> • Training on NYS Learning Standards and/or Essential Elements • Ongoing content-specific professional development 	<ul style="list-style-type: none"> • Assistant Director, Instructional Specialists and Curriculum Leaders • Program Administrators 	<ul style="list-style-type: none"> • By July 2021, 100% of curriculum maps will be established for grades K-8 English Language Arts and Mathematics, middle school Science and grades K-2 Science; Global History and Geography I and II and U.S. History; Hospitality and Applied Skills and Activities for Daily Living Center. • 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; Economics and Participation in Government; <i>Global History and Geography II</i>; 12:1:1 Transition.

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
1.5 Exceptional Children will be in compliance and improve quality of student's special education documents.	<ul style="list-style-type: none"> Self-review using NYSED Office of Special Education (OSE) review forms. Documents such as: <ul style="list-style-type: none"> --IEPs --FBAs/BIPs --Transition planning Staff will be allocated an opportunity to participate in self-reviews. 	<ul style="list-style-type: none"> 2x per year, fall and spring, pulling random documents in fall and same in spring. 	<ul style="list-style-type: none"> NYSED OSE document review process Participate in training in identified areas of need, such as: <ul style="list-style-type: none"> --Quality of PLPs --Annual goals --Testing --Progress monitoring --FBAs/BIPs --Level 1 <i>Test Accommodations</i> 	<ul style="list-style-type: none"> Assistant Director Supervisors Department Leaders Instructional Specialists 	<ul style="list-style-type: none"> 100% of instructional Staff will attend training on new FBA/BIP forms and their role in implementing the document with students. 100% of staff identified for needing improvement will participate in training based on identified areas of need by their supervisor. All programs with students turning 14 or older, without an assigned Transition Specialist, will attend training on Indicator 13 expectations.

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
Westside Academy					
1.6 All Westside Academy staff will incorporate Cultural Responsiveness into planning instruction.	<ul style="list-style-type: none"> • Embedded ideas for Cultural Responsiveness during Faculty Meetings. 	<ul style="list-style-type: none"> • Teachers will participate throughout the year with offerings that occur throughout BOCES. 	<ul style="list-style-type: none"> • Participate in Superintendent's Conference Day • Culturally Responsive Classroom and Instruction • Whole school Social Justice training 	<ul style="list-style-type: none"> • Program Administrator • BOCES Instructional Leaders • Guest Presenters 	<ul style="list-style-type: none"> • 100% of Westside staff will participate in content specific professional development. • 100% of staff will share a successful strategy that they learned and used, at a monthly Faculty meeting. • 100% of staff will complete a survey in September and May regarding Cultural Responsiveness in Schools. • 100% of staff should have evidence of Cultural Responsiveness in their work space.

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 Standards Alignment

Standard 1	Designing Professional Development
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 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
BOCES 2 Instructional Staff including CIPD, CaTS, BOCES 4 Science, RBERN, MAARS					
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"> • New Staff Orientation • Mentoring training • Instructional coaching sessions • PLC facilitator trainings • Meetings with district staff 	<ul style="list-style-type: none"> • Dependent on topic and program need 	<ul style="list-style-type: none"> • Classroom management • APPR rubric training • Data inquiry training • PLC facilitator training 	<ul style="list-style-type: none"> • Department Administrators • Instructional Specialists 	<ul style="list-style-type: none"> • 100% of new staff will attend training on classroom management, and APPR Rubric training.

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
Career & Technical Education					
<p>2.2 All CTE Staff (paraprofessionals, teachers, admin, etc.) will develop the personal and professional skills of students</p>	<ul style="list-style-type: none"> • CTE PD days • Superintendents Conference Day (SCD) • Coaching cycle • Career and Financial Management (CFM) team support • Work-based Learning (WBL) support 	<ul style="list-style-type: none"> • Start and end of each academic year • 2x a year • As stated in coaching plan • Ongoing throughout the year 	<ul style="list-style-type: none"> • CFM standards and curriculum • Social Emotional Learning Competencies • Culturally responsive teaching • SkillsUSA framework • Career Development and Occupational Studies standards (CDOS) • WBL documentation and tracking 	<ul style="list-style-type: none"> • Admin • Academic Integration and Instructional Support Team (AIIST) • WBL • CFM Team 	<ul style="list-style-type: none"> • 100% of students will receive a passing grade on their required portfolio. • Number of programs with 100% of completers earning 54 WBL hours or more will increase by 10% each year.

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
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.	<ul style="list-style-type: none"> • Revitalization of Positive Behavior Interventions and Supports (PBIS) systems across 6:1:1 center-based programs. • Rolling out and sustainability of Classroom Behavior Support Plans (CBS) that align to Tier 1 supports. • Review of tiered level of supports in each program. • Continued support and implementation of Social Emotional Learning (SEL), Zones of Regulation, Therapeutic Crisis Intervention for Schools (TCIS), and Restorative Practices. 	<ul style="list-style-type: none"> • Dependent on topic and program need 	<ul style="list-style-type: none"> • Trauma- informed care topics to include: <ul style="list-style-type: none"> --Adverse Childhood Experiences (ACES) --SEL --Resiliency --Classroom management strategies -- TCIS de-escalation --PBIS --Restorative practices -- CBS • <i>Student Safety</i> • <i>Diversity, Equity and Inclusivity</i> 	<ul style="list-style-type: none"> • Assistant Director • Supervisors • Department Leaders • TCIS Trainers • PBIS Instructional Specialist 	<ul style="list-style-type: none"> • 100% of classroom teachers will develop a Classroom Behavior Support Plan at the beginning of each school year. • 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.

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
Westside Academy					
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"> • In restorative circles. • Provide professional development for all staff to enable successful remote learning environment. • Staff will use Schoology as daily practice, in-person and remote. 	<ul style="list-style-type: none"> • Throughout the school year • Protocols will be established with instructional staff for consistency when students are not engaged. 	<ul style="list-style-type: none"> • Remote learning professional development • Professional development on synchronous and asynchronous learning 	<ul style="list-style-type: none"> • Administrator • Technology Department • Instructional Leaders • Westside Academy Team 	<ul style="list-style-type: none"> • Less than 30 incident reports involving inappropriate behavior during remote activity. • 100% of staff will create the “norms” of online expectations that will be shared with students. • 100% of Westside staff will follow protocols when a student is not engaged.

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 Standards Alignment

Standard 1	Designing Professional Development
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 Standards pg. 37

MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

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Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
BOCES 2 Instructional Staff including CIPD, CaTS, BOCES 4 Science, RBERN, MAARS					
3.1 Instructional staff will facilitate training or coaching focused on best practices in instruction and assessment.	<ul style="list-style-type: none"> • Meetings with internal departments and districts • Professional Development workshops • Instructional coaching 	<ul style="list-style-type: none"> • Ongoing throughout the school year 	<ul style="list-style-type: none"> • Best practices in instruction, including all content areas. • Assessment trainings (formative and summative assessment, balanced assessment, assessment analysis). • Use of instructional technology to enhance instruction. 	<ul style="list-style-type: none"> • Department Administrators • Instructional Specialists 	<ul style="list-style-type: none"> • 100% of trainings and assessments will utilize research-based best practices and student achievement data.

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
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.	<ul style="list-style-type: none"> • CTE PD days • SCD • Coaching cycle • Integrated academic support 	<ul style="list-style-type: none"> • Start and end of each academic year • 2x a year • As stated in coaching plan • Ongoing throughout the year 	<ul style="list-style-type: none"> • Using technology as a learning management system: <ul style="list-style-type: none"> --Schoolology • Using technology as a content/file management system: <ul style="list-style-type: none"> --Office 365 • Using technology as an instructional platform/resource such as: <ul style="list-style-type: none"> --Kahoot --Edge Factor --Industry specific sites like ToolingU • Using technology to communicate with students and families: <ul style="list-style-type: none"> --Zoom --Remind --School Tool Parent Portal • Quality online instruction • Instructional strategies specific to online instruction • Webb's Depths of Knowledge • Bloom's taxonomy • Giving quality feedback 	<ul style="list-style-type: none"> • Admin • Academic Integration and Instructional Support Team (AIIST) • CaTS 	<ul style="list-style-type: none"> • 100% of classroom staff will meet minimum expectations for instructional technology use as outlined by the CTE instructional Technology Expectations. • Student engagement through online learning management systems Schoolology will be 75% or higher per CTE program.

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
Department for Exceptional Children					
3.3 Exceptional Children instructional staff will participate in training or coaching focused on a specially designed instructional strategies.	<ul style="list-style-type: none"> • Staff will have opportunities for training on using online platforms for teaching remotely. • Staff will have opportunities to work towards differentiating and scaffolding instruction within multi-grade level, multi-instructional classes. • Instructional staff will better understand how to document and implement Specially Designed Instruction. • Instructional staff teaching high school Regents classes will have the opportunity to review item analysis of SED 	<ul style="list-style-type: none"> • Most trainings offered 2x per year, fall and spring 	<ul style="list-style-type: none"> • Differentiation and Scaffolding • Specially designed instruction • Explicit instruction • Engagement strategies • Learning objectives/ targets • Higher order questioning • Teaching from remote platforms, such as Zoom • Giving feedback to students in a remote environment 	<ul style="list-style-type: none"> • Instructional Specialists and outside consultants 	<ul style="list-style-type: none"> • 10% of students with retained enrollment will increase by one interval on the NYS Alternate Assessment over two years. • 10% of students with retained enrollment, grades 3-8 will increase their score on ELA and/or math by one interval over two years. • The passing rate for students participating in Regents exams will increase 10% over two years based on the previous year passing rate. • All teachers will have at least two points of contact and opportunities for embedded instructional support throughout each school year.

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"> • Instructional Specialists will track coaching sessions focused on embedding instructional strategies. 	<ul style="list-style-type: none"> • Ongoing throughout the school year 			
<p>3.4 Exceptional Children instructional staff will embed technology to support instruction.</p>	<ul style="list-style-type: none"> • Continue training on instructional technology platforms and strategies such as: --Schoolology --SeeSaw --Nearpod --Typing Club --iReady --Office 365 --Gamification --Email --IXL • Classroom and/or program teams will use technology platforms to increase communication across all instructional providers. 	<ul style="list-style-type: none"> • Trainings offered 1-5x per year, topic dependent • Ongoing throughout the school year 	<ul style="list-style-type: none"> • Using technology as an instructional platform: --Schoolology --SeeSaw • Using technology as instructional strategies such as: --Nearpod --Typing Club --iReady --Office 365 --Gamification --IXL --Class Dojo 	<ul style="list-style-type: none"> • Technology Instructional Specialist • Assistive Technology Specialists • Department Leaders 	<ul style="list-style-type: none"> • 100% of staff will implement an instructional technology platform into their instruction (Schoolology/SeeSaw) with consistency across programming. • 100% of staff will implement a communication platform to keep parents abreast of their child's progress (Remind, Dojo, email, Schoolology).

Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
	<ul style="list-style-type: none"> Specialists will track informal observations, training, and coaching sessions focused on embedding instructional strategies. Collaboration across Exceptional Children Departments to support instruction, for example, the Instructional Specialist team and Assistive Technology Department. 		<ul style="list-style-type: none"> Using technology to communicate with all providers, students and families, such as: <ul style="list-style-type: none"> --Zoom --Schoology --SeeSaw --Remind --Student emails --Class Dojo --Microsoft Teams --Parent Portal 		

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
Westside Academy					
3.5 Westside Academy will utilize technology to provide seamless instruction across all learning environments.	<ul style="list-style-type: none"> • Training in Schoology, Zoom Pro, Office 365, and Remind 	<ul style="list-style-type: none"> • Training provided throughout the school year 	<ul style="list-style-type: none"> • Training with Zoom Pro, Office 365, and Remind • Training and expectations to use both synchronous and asynchronous learning. 	<ul style="list-style-type: none"> • Technology staff 	<ul style="list-style-type: none"> • Through the observation process, 100% of teachers will utilize technology across all learning environments.

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
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 Standards pg. 37

MONROE 2-ORLEANS PROFESSIONAL LEARNING PLAN

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Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
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.	<ul style="list-style-type: none"> • PD session evaluations • Reflective conversations with supervisors and colleagues. 	<ul style="list-style-type: none"> • Ongoing throughout school year 	<ul style="list-style-type: none"> • PD on Reflection and Continuous Improvement Practices 	<ul style="list-style-type: none"> • Department Administrators • Instructional Specialists • Department Leaders 	<ul style="list-style-type: none"> • 100% of staff will engage in professional reflection and collegial conversations leading to continuous improvement.

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"> Overview Content-Specific Trainings Unit Writing 	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"> NYS Assessment Item Analysis – Group/Individual Progress Monitoring Data Driven Instruction Formative and Summative Assessment Development 	Year 1, 2, or 3 (TBD) As applicable for all BOCES staff	
Research Based Instructional Best Practices Trainings <ul style="list-style-type: none"> Project Based Learning Inquiry Trainings Student Engagement 	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 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
 - Curriculum/clinical application
 - Record keeping/policies and procedures
 - Professional roles and responsibilities
 - State standards and assessment
 - Classroom management
 - Home-school communication

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 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.
- ◆ The BOCES 2 Request for Conference Attendance procedures must be adhered to.
- ◆ Your professional development activity should align with a goal in the Professional Learning Plan.
- ◆ Types of professional development 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 (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 meets the criteria and can count toward required hours, staff can include in their TEACH account.

Attachment IX: New York State Professional Development Standards & Glossary

The Ten Standards for High Quality Professional Development

1. **Designing Professional Development:** Professional development 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 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 is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development 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 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 uses disaggregated student data and other evidence of student learning to determine professional development needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

New York State Professional Development Standards and Indicators

Standard 1: Designing Professional Development

Standard:

Professional development 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 design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data.
- 1b. Professional development 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 activity.
- 1c. Professional development design is grounded in the New York State Learning Standards and student learning goals.
- 1d. The intended beneficiaries of professional development are substantively involved in all aspects of professional development design.
- 1e. Professional development 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 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 incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities.
- 1h. Professional development 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 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 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 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 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 provides differentiated instructional strategies to meet the needs of diverse learners.
- 2e. Professional development 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 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 is research-based and provides educators with opportunities to analyze, apply, and engage in research.

Indicators:

- 3a. Professional development is based on current research in teaching, learning, and leadership.

- 3b. Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.
- 3b.1. Professional development 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 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 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 programs or the effectiveness of particular instructional strategies and programs for educators and students.

Standard 4: Collaboration

Standard:

Professional development 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 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 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 maximizes the use of technology to broaden the scope of collaboration.

Standard 5: Diverse Learning

Standard:

Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.

Indicators:

- 5a. Professional development 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 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 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 ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

Indicators:

- 6a. Professional development 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 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 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 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 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 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 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 uses disaggregated student data and other evidence of student learning to determine professional development needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

Indicators:

- 8a. Professional development 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 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 provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.
- 8d. Professional development 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 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 promotes technological literacy and facilitates the effective use of all appropriate technology.

Indicators:

- 9a. Professional development ensures ongoing educator and student technological literacy.
- 9b. Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice.
- 9c. Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.

- 9d. Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning.
- 9e. Professional development 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 provides educators with opportunities to learn and use technology for communication and collaboration.
- 9g. Professional development addresses the legal and ethical uses of technology.

Standard 10: Evaluation

Standard:

Professional development 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.
- 10b. Professional development 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 evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional development experience (such as participant reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance).
- 10d. Professional development 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 plans.

GLOSSARY

Alternate Assessment – Knowledge of data folio development for students with severe disabilities. **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-(21st 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.

ELA Common Core Standards – Classroom instruction needs to be tied to these National Standards adopted by New York State.

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.

~~**Math Common Core Standards** – Classroom instruction needs to be tied to these National Standards adopted by New York State.~~

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.

~~**SAMR Model** – The SAMR Model for integrating technology into teaching, developed by Dr. Ruben Puentedura. “SAMR” is an acronym that stands for Substitution, Augmentation, Modification, and Redefinition.~~

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.

Specific Software Programs – MS Office, i.e., word processing, PowerPoint, spreadsheets.

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.

Reviewed **Revised** August-2020-**2021**

10. New Business

- 5. Resolution to Approve Amendment 1 to the Precision Properties Lease
- 6. Resolution to Approve Amendment 2 to the Precision Properties Lease

FIRST AMENDMENT TO LEASE BETWEEN PRECISION PROPERTIES, LLC and BOCES

This amendment made on July 30th, 2021, to the lease agreement between PRECISION PROPERTIES, LLC, located at 2100 Hylan Drive, Suite 110, Rochester, New York 14623 (hereinafter referred to as the "Landlord") and MONROE 2-ORLEANS BOCES, 3599 Big Ridge Road, Spencerport, New York 14559 (hereinafter referred to as "Tenant") dated July 19, 2021 (hereinafter referred to as the "Lease").

Section 37 of the Lease is hereby amended as follows: the July 31, 2021 deadline for transfer of title of the property subject to the Lease to the Landlord is hereby amended to August 18, 2021, which shall be the deadline for said transfer of title.

All other terms and conditions of the Lease shall remain the same and in force and effect.

IN WITNESS WHEREOF, the parties have caused this amendment to be executed by their duly authorized officers as set forth below.

DATED: July 30, 2021

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

BY


JO ANNE ANTONACCI, District Superintendent

DATED: July 30th, 2021

PRECISION PROPERTIES, LLC., LANDLORD

BY


GEORGE PIETROPAOLO, Managing Member

**SECOND AMENDMENT AND MODIFICATION TO LEASE BETWEEN PRECISION
PROPERTIES, LLC, AND BOCES**

This amendment made on August 4th 2021, to the lease agreement dated July 19, 2021 and First Amendment dated July 30, 2021 between PRECISION PROPERTIES, LLC, located at 2100 Hylan Drive, Suite 110, Rochester, New York 14623 (hereinafter referred to as the "Landlord") and MONROE 2- ORLEANS BOCES, 3599 Big Ridge Road, Spencerport, New York 14559 (hereinafter referred to as "Tenant").

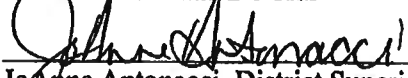
The said lease hereinabove described is modification as follows:

1. Subordination. This Lease is subordinate to the lien of any mortgage or security deed or the lien resulting from any other method of financing or refinancing now or hereafter in force against the Premises, any portion of them, or upon any buildings hereafter placed upon the Premises, and to any and all advances to be made under such mortgages, and all renewals, modifications, extensions, consolidations, and replacements of them. These provisions shall be self-operative and no further instrument of subordination shall be required to evidence such subordination. Tenant covenants and agrees to execute and deliver, upon demand, such further instrument(s) subordinating this Lease on the foregoing basis to the lien of any such mortgage(s) as may be desired by Landlord or any mortgagees or proposed mortgagees, and hereby irrevocably appoints Landlord the attorney-in-fact of Tenant to execute and deliver such instrument or instruments within 10 days after written notice to do so.

All other terms and conditions of the original lease dated July 19, 2021, the Modification dated July 30, 2021, and subsequent Lease Amendment and Modification Agreements remain unchanged.

In Witness Whereof, Lessee and Lessor have caused this instrument to be executed as of the date first above written, by their respective officers or parties thereunto duly authorized.

Monroe 2-Orleans BOCES


JoAnne Antonacci, District Superintendent

Dated: 8/4/21

PRECISION PROPERTIES, LLC


George Pietropaolo, Manager

Dated: 8-6-2021

10. New Business

7. Resolution to Approve Roberts Wesleyan Lease Agreement

LEASE FOR SPACE

THIS AGREEMENT OF LEASE made this ____ day of_____, 2021 by and between the Roberts Wesleyan College, located at 2301 Westside Drive, Rochester, New York 14624 hereinafter referred to as the “Landlord,” and the BOARD OF COOPERATIVE EDUCATIONAL SERVICES, MONROE-ORLEANS COUNTIES, hereinafter referred to as “Tenant”;

WITNESSETH:

The Landlord owns certain buildings located in said District and the Tenant is desirous of leasing a portion of those facilities for use by the Tenant for the purpose of BOCES business and academic purposes, and whereas such a lease has been approved by the Landlord’s Board of Education;

NOW, THEREFORE, in consideration of the rents, covenants, and agreements hereinafter set forth, the Landlord does lease to the Tenant, and the Tenant does lease from the Landlord space with the appurtenances and privileges herein described upon the following terms and conditions:

1. ASSIGNMENT

The parties of this Agreement shall not transfer, assign, subcontract or otherwise dispose of this Agreement or the rights and responsibilities therein without the prior written consent of the other party or any interest herein may not be assigned by either party.

The Tenant shall not underlet the premises without the Landlord’s consent unless the underletting is related to the overall Tenant’s purpose as specified in this lease or if such underletting is in connection with a partnership with another public entity with similar purpose of the Tenants.

2. BREACH OF ONE PROVISION

In the event any term or condition of this Lease should be breached by any party and thereafter waived by the other party, such waiver shall be limited to the particular breach so waived and shall not be deemed to waive any other breach either prior or subsequent to the breach so waived.

3. CHANGES, ALTERATIONS

The Tenant shall take good care of the space at its own cost and expense, make any and all interior cosmetic repairs to the space resulting from its occupancy and/or use, normal wear and tear excepted. The Landlord agrees to give ten (10) days' notice to Tenant with regard to any contemplated structural changes or modifications of the space. The Tenant agrees to provide for repair of broken glass windows in Tenant's portion of the space, provided such breakage is caused by Tenant's own gross negligence.

Any space and or alterations/changes which are contemplated by the Tenant, except those which enhance the program or benefit the Landlord, must first be approved by the Landlord. Upon the termination of the lease the Tenant shall bring the space to a reasonable state that is acceptable to the Landlord. The Landlord is responsible for making all structural, HVAC, exterior, plumbing, and the like changes and/or repairs. During construction, renovation or the performance of maintenance functions, the Landlord will provide security for all Tenant's materials, supplies, and equipment.

4. COMPLIANCE WITH LAWS

The Landlord covenants that the leased premises are in compliance with all federal and state regulations and requirements relating to buildings and school buildings including but not limited to occupational safety and health and environment protection, the New York School Asbestos Safety Act, and the Federal Asbestos Hazard Emergency Response Act. The Landlord agrees to maintain the leased premises during the lease term in compliance with all such statutes and regulations at its

sole cost and expense. The Landlord shall furnish to the Tenant, **upon request**, any and all reports filed with or received from federal and state governmental agencies, when filed or received, with respect to such matters described in this paragraph.

5. CONFIDENTIALITY

The Landlord and Tenant shall observe and apply the appropriate standard of confidentiality to all student and/or staff records and information or be subject to liability including breach of confidentiality penalties. No records shall be disclosed, re-disclosed, or used for personal gain/benefit. All student and/or staff records, or information gathered in the course of this lease, will be maintained as confidential by Landlord's employees and/or subcontractors in accordance with FERPA & HIPAA.

The Landlord will instruct its staff as to the confidentiality of records and information and the penalties for breach thereof.

6. CONFLICT OF INTEREST

The Landlord represents and warrants that neither it nor any of its directors, officers, members, partners, employees or subcontractors, has any interest nor shall they acquire any interest, directly or indirectly with the Tenant, which would or may conflict in any manner or degree with the performance of the services hereunder. The Landlord further represents and warrants that in the performance of this Lease no person having such interest or possible interest shall be employed by Tenant.

7. CONSTRUCTION/AMENDMENTS

All previous oral and/or written understandings and agreements made by and between the parties are merged in this Agreement, which alone fully and completely expresses their agreement. This Lease may not be changed, nor any of its provisions modified or waived, except in writing, signed by all parties to this Lease.

8. CONTACT PERSON

The Landlord and Tenant each shall assign one contact person to correspond with.

9. COPIES OF THE LEASE

Several copies of this Lease may be executed by the parties, each of which shall be deemed an original, and all of which together shall constitute one and the same instrument.

10. DANGEROUS CONDITION

Tenant must give Landlord prompt notice of fire, accident, damage or dangerous or defective condition. A dangerous or defective condition includes damage or injury resulting from snow and ice buildup, and/or melting on sidewalks, and parking lots utilized by Tenant. If the space cannot be used because of fire or other casualty, Tenant is not required to pay rent for the time the premises are unusable on the unusable portion of the space. Landlord is responsible to incur costs not covered by Tenant's insurance to repair any damaged portion of the building interior or exterior unless such damage is the result of the Tenant's own gross negligence.

11. DEDUCTION OF RENT

The Tenant will be entitled to deduct from said rent, amounts of expenses Tenant incurred to make repairs that were the responsibility of the Landlord and the Landlord failed to rectify within five (5) calendar days of Tenant giving written notice to Landlord.

12. DEFAULT

If after default in payment of rent or violation of any other provisions of this lease, the Tenant moves out or is dispossessed and fails to remove any trade fixtures or other personal property prior to such default, removal, expiration of lease, or prior to the issuance of the final order of execution of the warrant, then and in that event, the said fixtures and property shall be deemed abandoned by the said Tenant and shall become the property of the Landlord except for any fiber optic type cables that have been installed by Tenant. However, the Tenant reserves the right to remove any fixtures and/or materials at the termination of the lease or any extensions thereof.

13. LANDLORD OBLIGATIONS

The Landlord further agrees to provide the following:

- (a) Provide Tenant with outside keys and interior keys as applicable. In the event of loss of keys, the Tenant agrees to inform the District immediately. The Tenant also agrees to pay the cost of replacement of individual keys. If in the judgment of the District and competent police authority the building ought to be re-keyed due to the Tenant's negligence or inadvertence, the Tenant agrees to pay the cost of re-keying for the affected areas of the facility. (The cost of re-keying is not to exceed \$500.00.).
- (b) Snow and ice removal of the parking lots and all exterior areas of the building not limited to roof and sidewalks.
- (c) Tenant shall bring trash bins to the designated building common area for Landlord to remove. There is no maximum number of bins the Tenant can place there for removal. Tenant shall notify Landlord of small or bulk items to be removed associated with the premises. Landlord will arrange and incur cost of removal of such items.
- (d) Provide all non-structural common area maintenance costs.
- (e) Maintain fire alarm system and cost associated with such.
- (f) Pay for all heat, water, sewer, electric and all other utilities except telephone.
- (g) Provide adequate parking facilities for Tenant personnel, students and parents near leased space.
- (h) Custodial and janitorial - services that is considered wiping down furniture surfaces and vacuuming floor. Disinfecting as required by state or federal law - BOCES will be responsible for district owned equipment to clean and sanitize.
- (i) Maintain fire extinguishers and smoke detectors.
- (j) Comply with and provide legally required safety drills and fire drills.
- (k) Allow Tenant to peaceably and quietly enjoy the premises.
- (l) Landlord will pay all county, state, local property and other taxes associated with the real and personal property.
- (m) Provide at no charge Internet access and/or Wi-Fi access.
- (n) Maintain mowing of grounds and flower beds.
- (o) Potable water at the appropriate lead levels.

14. ENTER SPACE

The Tenant agrees that the Landlord, the Landlord's agents and other representatives shall have the right to enter into and upon said space, or any part thereof, with a Tenant representative present, for the purpose of examining and using the same, performing maintenance and custodial functions or making such repairs or alterations thereon that may be necessary for the safety and preservation thereof.

15. ENTIRE LEASE

This represents the entire lease between the parties. Any previous lease between the parties, oral or in writing, is superseded by this Lease.

16. EXCLUSIVITY

Landlord hereby acknowledges that Tenant is under no obligation to utilize Landlord's space under this lease on an exclusive basis.

17. GOVERNING LAW

This Lease shall be governed by and construed in accordance with the Laws of the State of New York. The County of Monroe in the State of New York is hereby designated as the place of trial for any action or proceeding arising from or connected with this agreement. The Federal District Court for the Western District of New York is designated as the place of trial for any action or proceeding arising from this Lease.

Landlord covenants that its services and all aspects of its business and execution of this Lease are in compliance with any and all federal, state, and local laws and professional ethics standards.

18. HEADINGS

The paragraph headings contained in this Lease have been prepared for convenience of reference only and shall not control, affect the meaning, or be taken as an interpretation of any provision of this Lease.

19. HEALTH AND SAFETY

The Landlord will establish and maintain appropriate standards of health and safety to ensure that students, staff, invitees, attendees, parents, and the community are adequately protected against hazards or activities that may affect their health or safety.

20. INDEMNIFICATION

Tenant agrees to indemnify, defend and hold harmless Landlord, its directors, officers, agents, servants and employees from and against any and all claims, actions or liabilities, damages, costs, judgments, loss, awards, penalties, attorneys' fees, court costs, expenses and disbursements of any nature whether civil or criminal, for any breach of this Lease, and all willful or negligent acts or omissions by Tenant's employees, students, and/or agents in connection with this Lease.

The Landlord agrees to indemnify, defend and hold harmless Tenant, its directors, officers, agents, servants and employees from and against any and all claims, actions or liabilities, damages, costs, awards, judgments, penalties, expenses, disbursements, attorneys' fees and court costs, of any nature whether civil or criminal, for any breach of this Lease and any and all willful or negligent acts or omissions by Landlord's employees, agents and/or subcontractors in connection with this Lease including an inappropriate disclosure of confidential student data in violation of FERPA.

21. INDEPENDENT CONTRACTOR

The relationship of the Landlord to Tenant shall be that of independent contractor, and not an employee or part of tenant. No employee and/or subcontractor of Landlord will hold himself or herself out as an employee of Tenant. Because of the independent contractor status, Tenant will not be

responsible for the withholding of taxes, nor for the payment of FICA taxes, not for any insurance coverage, or other similar benefits, required by law to be provided to employees.

All personnel referred to Tenant pursuant to this Lease shall be considered Landlord's employees only. Landlord will assume sole and exclusive responsibility for payment of wages to its personnel for services to Tenant; for withholding appropriate income taxes, paying federal social security taxes and unemployment insurance, and maintaining worker's compensation coverage; and for otherwise discharging its obligation as an employer.

The Landlord will not at any time hold themselves to be an employee of Tenant, instead they are acting as a representative of Tenant at the Tenant's request as an independent contractor.

22. INSURANCE

The Landlord shall be responsible for securing and providing personal, general, and property liability coverage (with a limit of not less than \$1 million per occurrence and \$2 million aggregate and provide a copy of general liability insurance to Tenant, upon request); and all compensation and benefits to its employees and/or subcontractors engaged under this Lease.

The Tenant shall be responsible for securing and providing personal, general, and property liability coverage (with a limit of not less than \$1 million per occurrence and \$3 million aggregate and provide a copy of general liability insurance to Landlord, upon request; and all compensation and benefits to its employees engaged under this Lease.

The Landlord must show proof, upon request, using documentation applicable to their type of organization, that they have Worker's Compensation insurance coverage for all their employees.

23. INTEREST

The Landlord has no vested interest in the Tenant in that they do not have an investment in the facility nor do they realize any profit or loss from the operation of the Tenant's business.

On site or remote work by Landlord will not destroy the independent contractor relationship between Landlord and Tenant.

Landlord's written status report or attendance at Tenant meetings will not destroy the independent contractor relationship between the Landlord and Tenant.

24. LOGO

Each party will use the other's name and/or logo in any descriptive or promotional materials of any kind without the other party's written approval.

25. NON-DISCRIMINATION

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

Monroe 2-Orleans BOCES complies with the Americans with Disabilities Act (ADA) which provides access to all its services, programs, activities, and employment for those individuals with a disability. Monroe 2-Orleans BOCES will provide reasonable accommodations and/or appropriate modifications, aides and services as required by law to provide access to individuals with disabilities

to its programs, services, employment, and activities. Any individual requesting an accommodation must notify the ADA Compliance Officer at least 72 hours prior to the event or program or activity. BOCES' non-discrimination policy 1440 and 6460 related to students can be found on the Community Tab. Disability Discrimination Complaint procedure is found in Regulation 2000 and 6461 located on the Monroe 2-Orleans BOCES website under the Community Tab. The designated ADA Compliance Officer is the Assistant Superintendent for Human Resources, 3599 Big Ridge Road, Spencerport NY 14559, 349-2420.

26. NON-FUNDING

It is agreed that the BOCES may terminate this agreement and/or reduce the amount paid under this agreement, with a 30 calendar day written notice in the event that enrollment increases or declines, non-funding by school districts and/or other funding sources (grants), or similar occurrences which cause the continuation of the program to be ceased, paused, abbreviated, impractical, or requests for services change resulting in an increase or decrease of enrollment.

27. NOTICE/SERVICE OF PROCESS

Any notice required or permitted by this Lease shall be made by personal delivery (effective when delivered) or by certified mail, return receipt requested (effective two (2) business days after proper posting) to the addresses first set forth above. Notices and Service of Process sent to the Landlord shall be to the attention of Dr. David Basinger, CAO. Notices and Service of Process sent to Tenant shall be to the attention of its District Clerk.

28. PART Z CHEMICALS

Landlord will comply with Federal Law with regard to Part Z chemicals and maintain Safety Data Sheets (SDS) on file for any Tenant staff, student, volunteer, parent, invitees, or attendees exposed to Part Z chemicals.

29. PEACEFUL USE

The Tenant's use of facilities shall be limited to those areas as specified above. The Landlord further covenants that the said Tenant on paying the said yearly rent, and performing the covenants aforesaid shall and may peacefully and quietly have, hold and enjoy the said premises for the term aforesaid, provided however, that this covenant shall not be conditioned upon the retention of title to the premises by the Landlord.

30. RENTAL

The Tenant shall pay as and for rent of said premises a total of eighteen thousand dollars (\$18,000.00) yearly for the Hastings Room and nine hundred dollars (\$900.00) yearly for use of the Voller Athletic Center. The rent is payable in two (2) installments, \$9,450.00 due by October 1 and \$9,450.00 due by March 1, upon invoice from Landlord and payable to the Landlord's School District Treasurer.

31. INVALID/SEVERABILITY

In the event any provisions of this Lease shall be held invalid, illegal or null and void and unenforceable, the remaining provisions will survive and remain in effect as in the original agreement and shall be valid and binding upon the parties.

32. SALE OF BUILDING

If the building is placed up for sale or the building is sold during the term of the lease, the Landlord agrees to require the new Landlord to assume all of the terms and conditions of this lease with Tenant for the duration of the lease.

33. SPACE

The Landlord agrees to lease to Tenant the following space: Hastings Rooms 200 – 1,008 square feet and the use of the Voller Athletic Center for physical education classes.

34. SUBCONTRACTING

Landlord may not engage subcontractors to perform the services under this Lease unless Tenant approves a written request for a subcontractor.

35. TERM

The term of the lease is for two (2) years from September 1, 2021 – August 31, 2023.

36. TERMINATION

It is agreed that the Tenant may terminate this lease with a thirty (30) calendar day written notice in the event that enrollment increases or declines, non-funding by component districts or similar occurrences cause continuation of the program to be impractical, or requests for services change resulting in an increase or decrease of enrollment.

This agreement may be terminated at any time with or without cause upon thirty (30) calendar day's written notice by either party to the other party without incurring any future penalty on account of such termination.

37. USAGE

The Tenant is free to use the space 365 days 24 hours per day.

38. USAGE CHANGES

It is further understood if requests for services change, either an increase or decrease, then the number of rooms leased/rented may be altered provided ten (10) work days written notification is provided to the Landlord. The rent will be changed to reflect the increase or decrease or square footage. In the event of a need for an increase in square footage it is understood that such increase is subject to the availability of space and with the mutual agreement of both parties concerning this additional space.

AND, IT IS MUTUALLY UNDERSTOOD AND AGREED, that the covenants and agreements contained in the within lease shall be binding upon the parties hereto and upon their

respective successors, heirs, executors, and administrators. In addition, it is agreed that this lease is contingent upon the facilities being in compliance with the regulations and requirements specified in the Asbestos Hazard Emergency Response Act and New York State Asbestos Safety Act.

IN WITNESS WHEREOF, the parties hereto have caused this lease to be executed by their duly authorized officers and their respective seals to be hereunto affixed the day and year first above written.

BOARD OF COOPERATIVE EDUCATIONAL SERVICES (Tenant)

BY _____	_____
JO ANNE L. ANTONACCI	DATE
DISTRICT SUPERINTENDENT	

ROBERTS WESLEYAN COLLEGE (Landlord)

BY _____	_____
DR. DAVID BASINGER	DATE
CHIEF ACADEMIC OFFICER	

10. New Business

8. Resolution to Approve CTE Equipment Reserve Fund Contribution of \$50,000.00



*Monroe 2–Orleans
Board of Cooperative Educational Services*

Jo Anne L. Antonacci, District Superintendent

**Finance
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Steve Roland
Director of Finance

Tel: (585) 352-2412

Fax: (585) 352-2756

Email:
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 \$50,000 from 2020/21 school year expenditures.

10. New Business

9. Resolution to Approve Utilizing \$1,307,674.22 from the Retirement Contribution Reserve Fund



Monroe 2–Orleans
Board of Cooperative Educational Services
Jo Anne L. Antonacci, District Superintendent

**Finance
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sroland@monroe2boces.org

Retirement Contribution Reserve Fund - Utilization

It is hereby resolved that based upon the recommendation of the District Superintendent, the Monroe 2 - Orleans BOCES Board authorizes utilizing \$1,307,674.22 from the previously established Retirement Contribution Reserve Fund in the 2020/21 school year.

10. New Business

10. Resolution to Approve Teachers' Retirement Contribution
Reserve Sub-Fund Contribution of \$432,773.28



*Monroe 2–Orleans
Board of Cooperative Educational Services*

Jo Anne L. Antonacci, District Superintendent

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**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 \$432,773.78 from 2020/21 school year expenditures.

10. New Business

11. Resolution to Approve Retirement Contribution Reserve Fund
Contribution of \$500,000.00



*Monroe 2–Orleans
Board of Cooperative Educational Services*

Jo Anne L. Antonacci, District Superintendent

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sroland@monroe2boces.org

Retirement Contribution 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 Retirement Contribution Reserve Fund in the amount of \$500,000 from 2020/21 school year expenditures.

10. New Business

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

10. New Business

13. Resolution to Designate a Voting Delegate and Alternate for New York State School Board Association (NYSSBA) Convention

11. Personnel and Staffing

1. Resolution to Approve Personnel and Staffing Agenda

12. Bids/Lease Purchases -None

13. Executive Officer's Reports

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

14. Committee Reports

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

15. Upcoming Meetings/Calendar Events

September 6		Labor Day
September 8	Noon	Legislative Committee (DoubleTree Inn)
	1:30	Board Officers Meeting/Agenda Review (ESC, Board Room)
	5:45 pm	Board Leadership Meeting (DoubleTree Inn)
September 15	Noon	Information Exchange (Shadow Lake Golf Club)
	5:15 pm	Individual Board member photos (ESC, PDC 1 and 2)
	6:00 pm	BOCES 2 Board Group Photo (ESC, PDC 1 and 2)
	6:30 pm	Monroe 2-Orleans BOCES Board Meeting (ESC, PDC 1 and 2)
September 22	Noon	Labor Relations Committee (DoubleTree Inn)
September 23	8:00 am	MCSBA Fall Law Conference (Shadow Lake Golf Course)

16. Other Items

17. Executive Session immediately following the regular board meeting to discuss matters which will imperil the public safety if disclosed.

18. Adjournment