

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 19, 2020 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
Kathleen Dillon
John Heise

Gerald Maar
Michael May
Constance Rockow
Elizabeth VenVertloh

AGENDA

1. Call the Meeting to Order
2. Pledge of Allegiance
3. Agenda Item(s) Modifications
4. Approval of Minutes: July 7, 2020 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 7, 2020 Audit Committee Minutes
8. Old Business
 1. Capital Project Update (Campus Construction)
 2. Resolution to Approve the Revised Monroe 2-Orleans BOCES Faculty/Students Calendar for 2020-2021 School Year
9. Board Presentation(s): Operations and Maintenance Annual Review (Tom Burke)
10. New Business
 1. Resolution to Approve COVID-19 Resolution
 2. First Reading Policy Series 4000
 3. Resolution to Approve CTE Equipment Reserve Fund Contribution of \$100,000.00
 4. Resolution to Approve Expenditures from Retirement Contribution Reserve Fund of \$871,817.73
 5. Resolution to Approve Teachers' Retirement Contribution Reserve Sub-Fund Contribution of \$441,502.00
 6. Resolution to Approve Retirement Contribution Reserve Fund Contribution of \$1,000,000.00

7. Resolution to Approve CaTS Lease Amendment and Modification
 8. Resolution to Approve Rochester City School District Lease
 9. Resolution to Approve Professional Learning Plan for 2020-22 (Tim Dobbertin)
 10. Review of 2019-20 Student Attendance
 11. Review Enrollment for Extended School Year Program (ESYP) and Regional Summer School (RSS)
 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
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11. Personnel and Staffing
 1. Resolution to Approve Personnel and Staffing Agenda
 2. Resolution to Approve Substitute, Hourly and Per Diem Pay Rates for 2020-2021
 12. Bids/Lease Purchases
 1. Resolution to Accept Monroe 2-Orleans BOCES lease purchase of copier equipment.
 2. Resolution to Accept Erie 1 Instructional Technology State Wide Licensing Agreements – Add on #1
 3. Resolution to Accept Monroe 2-Orleans BOCES participation in Cooperative bid with Wayne Finger Lakes BOCES for Bid #2021-21 Master Lease Purchase Agreement for the Acquisition or Refinance of Equipment
 13. Executive Officer's Reports
 1. Albany D.S. Report
 2. Local Update
 14. Committee Reports
 - Labor Relations Committee (J. Abbott/J. Heise)
 - Legislation Committee (K. Dillon/D. Laba)
 - Information Exchange Committee (R. Charles Phillips/L. VenVertloh)
 15. Upcoming Meetings/Calendar Events

August 19	6:30pm Board Meeting
September 3	Superintendent's Conference Day
September 7	BOCES 2 closed
September 8	Superintendent's Conference Day
September 9	Faculty Orientation
September 9	Time TBD Board Officer Agenda Review
September 9	Noon MCSBA Legislative Committee (Double Tree)
September 9	5:45pm MCSBA Board Presidents Meeting (Double Tree)
September 16	6:30pm Board Meeting
 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 7, 2020 Reorganizational-Regular Meeting Minutes

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

Minutes of the Reorganizational Meeting/Regular Meeting of the Board of Cooperative Educational Services, Second Supervisory District of Monroe and Orleans Counties, held on Wednesday, July 7, 2020 at Noon at the Richard E. Ten Haken Educational Services Center, Spencerport, New York 14559.

Members Present:

John Abbott
Kathleen Dillon
John Heise
Dennis Laba

Gerald Maar
Michael May
R. Charles Phillips
Constance Rockow

Remote Observer:

Elizabeth VenVertloh

Staff Present:

Jo Anne Antonacci
Karen Brown, Esq.
Virginia Critchley
Steve Dawe
Tim Dobbartin

Ian Hildreth
Dr. Marijo Pearson
Steve Roland
Dr. Michelle Ryan

Guests:

Mark Esposito and Joseph Pallatto (Campus Construction)

Pledge of Allegiance

1. Clerk as Temporary Chairperson

Virginia Critchley, Clerk of the Board, serving as Temporary Chairperson, in accordance with Board Policy #1438, called the Reorganizational Meeting to order at Noon.

2. Administration of Oath to Board Members elected in April

Kathleen Dillon (Churchville-Chili) and R. Charles Phillips (Greece), who were re-elected to the BOCES Board on April 28, 2020, were administered the oath; Elizabeth VenVertloh (Wheatland-Chili), who was elected to the BOCES Board on April 28, 2020, was administered the oath on July 1, 2020. 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, Chuck Phillips nominated Dennis Laba, seconded by John Heise. 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

Dennis Laba nominated Chuck Phillips, seconded by John 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 Oaths 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 juncture, President Laba assumed the conduction of the remainder of the meeting.

5. Appointment of Officers, et. al.
Resolved: To approve the following appointments for the 2020-21 school year as presented.

Items 5.1-5.15 were moved by J. Abbott, seconded by J. Heise; passed unanimously.

1. Treasurer	Mary Beth Luther	No extra compensation
2. Assistant Treasurer	Steve Roland	No extra compensation
3. Clerk of the Board and Alternate	Virginia Critchley (effective 07/01/2020 – 09/28/2020)	\$5,467.19
	Kelly Mutschler (effective 08/24/2020)	\$5,000.00
	Linda Rice (alternate)	No extra compensation
4. Internal Claims Auditor and Alternate	Vicki Amoroso	\$33.47/hour
	Melanie Dickson (alternate)	No extra compensation
5. Records Retention and Disposition Officer (Public Officers Law 65-a)	Lisa Soggs	No extra compensation
6. Records Access Officer (Public Officers Law 87 1(b) ii)	Virginia Critchley	No extra compensation
	Kelly Mutschler (effective 09/29/2020)	
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	No extra compensation
	Cynthia M. Hazen-Williams	
	Latisha Ferguson (effective 09/03/2020)	
9. Medicaid Compliance Officer	Heather Malone	No extra compensation
10. Purchasing Agent and Alternates	Rose Brennan	No extra compensation
	Deborah Hartung (alternate)	
	Steve Roland (alternate)	
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 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 2020-21 school year as presented.
- Items 7.1-7.20 were moved by M. May, seconded by C. Rockow; passed unanimously.
- | | | | |
|----|---|-------------------------------------|-----------------------|
| 1. | BOCES Attorney | Harris Beach PLLC | Per rate schedule |
| 2. | BOCES Attorney | Hodgson Russ LLP | Per rate schedule |
| 3. | BOCES Attorney | Villani & Grow | Per rate schedule |
| 4. | BOCES Attorney | Woods Oviatt Gilman LLP | Per rate schedule |
| 5. | Extraclassroom Activity Personnel: | | |
| | a. SkillsUSA Advisor | Rachael Piccolo | \$1,500 |
| | b. Central Treasurer | Mary Ann Knapp | No extra compensation |
| | c. Faculty Advisor | Jill Slavny | No extra compensation |
| 6. | Independent Auditor | Raymond F. Wager, CPA, PC | \$32,825 |
| 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	Barbara Martorana	No extra compensation
12. Official to Receive Student Sentence/Adjudication in Criminal/Juvenile Delinquency Proceedings	Timothy Dobbertin	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
Megan Peters	Regional Summer School (Brockport High School)	
John Clifford	Regional Summer School (Greece Odyssey Academy)	
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 (Gates Chili Walt Disney Elementary)	
Philip Ortolani	Extended School Year Program (WEMOCO)	
Adam Porter	Extended School Year Program (Alternative High School)	
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	
Adam Porter	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)	
Sarah Sweeting	6:1:1 Center-Based Program (Rochester Tech Park)	
James Jewell	Special Education Transition Programs at Slayton Plaza, Roberts Wesleyan, Golisano Children's Hospital (SEARCH), Paul Rd	
Robert Nells	Ridgecrest Academy	

Robert Hill
Martha Willis

WEMOCO
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 2020-21 school year as presented.

Items 8.1-8.4 were moved by K. Dillon, seconded by J. Abbott; 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

2. Official Bank Depositories and Accounts:

John D. Klock Scholarship Fund	J. P. Morgan Chase
Special Aid Checking Account	J. P. Morgan Chase
Payroll Account	J. P. Morgan Chase
Trust and Agency	J. P. Morgan Chase
Occupational Education Savings Account	M&T Bank
Unemployment Insurance Reserve Fund	J. P. Morgan Chase
Money Market Checking - General Fund	J. P. Morgan Chase
Trust & Agency Gift Fund	J. P. Morgan Chase
Capital Fund	M&T Bank
Extraclassroom Activities Accounts	M&T Bank
Rochester Area School Health Plan	M&T Bank
Casualty & Liability Reserve	M&T Bank
Trust and Agency – Student Accident	J. P. Morgan Chase
Rochester Area School Worker's Compensation Plan	M&T Bank
Wayne-Finger Lakes Area Worker's Compensation Account	M&T Bank
Dental Insurance Plan	M&T Bank
Flexible Spending Account	M&T Bank
Rochester Area School Health Plan II	M&T Bank/J. P. Morgan Chase/J. P. Morgan Securities
Operational Savings	M&T Bank

3. Official newspaper: The Democrat and Chronicle.

4. Official Bulletin Board for Postings: Main Hallway of Educational Services Center.

9. Authorizations

Resolved: To approve the following authorizations for the 2020-21 school year as presented.

Items 9.1-9.9 were moved by J. Abbott, seconded by C. Rockow; passed unanimously.

1. District Superintendent to certify payrolls. Director of Finance 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 Members and Administrators 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, Trudy Wittman
9. Exceptional Children	\$100.00	Georgeann Beres
10. Westside Academy	\$50.00	Latisha Ferguson (effective 09/03/2020)
11. Hospitality and Applied Skills (Change)	\$40.00	Karen Arnold
12. Center for Workforce Development (Change)	\$40.00	Michael DiPasquale, Stephanie Fien (effective 07/06/2020)
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 the District Treasurer, Central Treasurer of Extraclassroom Activity Account, Director of Finance, Assistant Treasurer, and other employees who handle cash to be covered by a \$5,000,000 Public Employees Blanket Bond as presented.

 Moved by J. Heise, seconded by M. May; passed unanimously.
 11. Approval of Advisory Councils' Membership:
 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 G. Maar, seconded by K. Dillon; passed unanimously.
 12. Appointment of representatives and alternates to Monroe County School Boards Association Committees:

 Resolved: To appoint representatives and alternates to Monroe County School Boards Association Committees, as follows:

	<u>Representative/Alternate</u>
1. Labor Relations Committee	John Abbott/John Heise
2. Legislation Committee	Kathy Dillon/Dennis Laba
3. Information Exchange Committee	R. Charles Phillips/Lisa VenVertloh

 Moved by K. Dillon, seconded by G. Maar; passed unanimously.
- At 12:12 p.m., the Reorganizational Meeting concluded and the Regular Meeting began.
1. Call the Meeting to Order
 The meeting was called to order by President Laba at 12:12 p.m.
 2. Agenda/Items(s) Modifications
 There were no agenda modifications.
 3. Approval of Minutes
 Resolved: To accept the June 17, 2020 Regular Meeting Minutes as presented.

 Moved by C. Rockow, seconded by J. Abbott; passed unanimously.
 4. Public Interaction

5. Financial Reports

S. Roland reported on the Treasurer's Report, WINCAP Report, Internal Claims Exception Log, and Contractor Report.

Resolved: To approve the Treasurer's and WINCAP Reports as presented.

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

6. Old Business

1. Joseph Pallatto from Campus Construction gave a capital project update. M. Esposito and J. Pallatto left the meeting at 12:26 p.m.
2. The board performed a Second Reading of the District-Wide School Safety Plan (SAVE).

Resolved: To Approve District-Wide School Safety Plan as presented.

Motion by J. Heise, seconded by J. Abbott; passed unanimously.

7. New Business

1. Resolved to approve State Approved Teacher Annual Professional Performance Review (APPR) Plan 2020-2021 as presented.

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

2. Resolved to approve State Approved Principal Annual Professional Performance Review (APPR) Plan 2020-2021 as presented.

Moved by J. Abbott, seconded by J. Heise; passed unanimously.

3. Resolved to approve Amended 2019 Capital Project as presented.

WHEREAS, by resolution adopted July 3, 2019, the Board of the Monroe 2-Orleans Board of Cooperative Educational Services ("BOCES"), approved a capital improvement project (the "Project") consisting of renovations, alterations, and improvements to buildings and facilities located at the BOCES campus at 3589, 3591 and 3599 Big Ridge Road, Spencerport, New York (the "Campus"), including: (1) exterior masonry repair at the CTE North Building; (2) electrical/mechanical modification of the facade at the CTE North Building; and (3) parking lot improvements including asphalt removal and replacement, and storm line repair, including replacement of some catch basins and risers, all at a total estimated cost not to exceed \$3,100,000 with such cost being raised by the expenditure of said amount from BOCES surplus funds previously assigned by the BOCES Board from closed Capital Projects (2012, 2013, 2014), funds to be assigned from the closing of a 2016 capital project, and component district annual capital contributions; and

WHEREAS, by resolution adopted July 3, 2019, the BOCES Board determined that: (1) the Project constituted an "Unlisted" action within the meaning of the New York Environmental Quality Review Act and the regulations of the New York State Department of Environmental Conservation adopted thereunder (6 N.Y.C.R.R. Part 617) (collectively "SEQRA"); and (2) the actions to be undertaken in connection with the Project will not have a significant impact on the environment and issued a "Negative Declaration" under SEQRA to such effect; and

WHEREAS, the BOCES Board wishes to expand the scope of work for such Project to include (1) electrical/mechanical modification of the facade at the CTE South Building; (2) repair and seal the front exterior of the CTE North building; and (3) additional parking lot improvements including asphalt removal and replacement, and storm line repair, including replacement of some catch basins and risers.

NOW, BE IT RESOLVED, that the BOCES Board hereby authorizes the undertaking of the additional work for the Project within the previously approved cost not to exceed \$3,100,000 and the funding of such cost through the expenditure of surplus funds and component district annual capital contributions and within the scope of the prior SEQRA resolution.

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

4. Steve provided an update on current lease negotiations.
5. Resolved to Accept Donation of Carpentry Tools as presented.

Moved by J. Heise, seconded by G. Maar; passed unanimously.

6. J. Antonacci presented a plaque and pen set from New York State School Boards Association (NYSSBA) to Gerald Maar for reaching a Level 4 Board Lifetime Achievement Award.
8. Personnel and Staffing
 1. Resolved: To approve the Personnel and Staffing Agenda as presented.

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

9. Bids/Lease Purchases
 1. Resolved to Accept Joint Municipal Cooperative Bidding Program with Eastern Suffolk BOCES as presented.

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

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

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

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

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

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

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

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

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

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

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

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

10. Executive Officer's Report

The July District Superintendent meeting was held by Zoom. Reopening discussions were held with the NYSED Commissioner. The August District Superintendent meeting will be in person for those able to attend.

Dr. Mendoza continues to participate in weekly Monroe County Council of School Superintendent zoom meetings.

Monroe One District Superintendent Dan White and Monroe 2-Orleans BOCES District Superintendent Jo Anne Antonacci have been requested to serve on the Finger Lakes Reopening Task Force with Regent Wade Norwood and County Executive Adam Bello. In addition, BOCES 2 has a Reopening Task Force. Contact tracing has been implemented at all BOCES 2 sites. School districts are awaiting guidance from the Governor's office in terms of a fall opening of schools.

Both the Brockport and Wheatland-Chili superintendent searches have concluded. Effective July 1, 2020, Mr. Sean Bruno became the new Brockport Central School District Superintendent. Effective August 17, 2020, Dr. Lynda Quick will become the new Wheatland-Chili Central School District Superintendent.

Kelly Mutschler (Ginger Critchley's replacement upon retirement) is planning to attend the August board meeting to shadow Ginger. Kelly's start date is August 24, 2020.

The Annual Report (which typically is available at the Annual Board Meeting) was handed out to board members.

Monroe One District Superintendent Dan White and Monroe 2-Orleans BOCES District Superintendent Jo Anne Antonacci will be presenting at the Monroe County School Boards Association on *The Role of the Superintendent* at the July 18, 2020, Governance Training.

11. Committee Reports

K. Dillon mentioned that Dr. Mendoza provided an update at the Monroe County School Boards Association President's Zoom committee meeting in June.

12. Upcoming Meetings/Calendar Events

The various meetings for the upcoming months were listed on the agenda.

13. Other Items

There were no other items.

14. Adjournment

At 1:05 p.m., a motion was made by J. Heise to adjourn meeting, seconded C. Phillips; passed unanimously.

Respectfully submitted,

Virginia M. Critchley
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, 2020

<u>GENERAL FUND</u>		<u>MONTHLY</u>	
CASH	BEGINNING BALANCE:	18,489,796.18	<u>18,489,796.18</u>
RECEIPTS:	CHARGES FOR SERVICES	7,552,898.33	
	NON-CONTRACT CHARGES	23,577.88	
	INTEREST EARNED	633.17	
	TRANSFERS FROM SPECIAL AID	1,991,766.85	
	TRANSFERS FROM TRUST AND AGENCY	1,225.56	
	TRANSFERS FROM UNEMPLOYMENT	9,743.90	
	STATE AID DUE DISTRICTS	8,403,066.40	
	MISCELLANEOUS RECEIPTS	79,882.40	
	TOTAL RECEIPTS:	18,062,794.49	<u>18,062,794.49</u>
DISBURSEMENTS:	PAYROLL	6,134,859.36	
	WARRANTS	12,419,212.11	
	TRANSFERS TO:		
	- Special Aid	2,225,052.17	
	- Trust & Agency	2,521,773.96	
	- Unemployment Reserve	23,051.63	
	- Capital	0.00	
	RAN PAYMENT	0.00	
	MISCELLANEOUS DISBURSEMENTS	0.00	
	TOTAL DISBURSEMENT:	23,323,949.23	<u>(23,323,949.23)</u>
	GENERAL FUND CHECKING	13,015,948.75	
	GENERAL FUND SAVINGS	212,692.69	
CASH	ENDING BALANCE:	13,228,641.44	<u>13,228,641.44</u>

Monroe #2-Orleans BOCES**Treasurer's Report**

Period Ending June 30, 2020

<u>SPECIAL AID FUND</u>		<u>MONTHLY</u>	
CASH	BEGINNING BALANCE:	2,109,461.72	<u>2,109,461.72</u>
RECEIPTS:	INTEREST EARNED	18.31	
	TRANSFER FROM GENERAL	2,225,052.17	
	TRANSFER FROM TRUST AND AGENCY	0.00	
	STATE, FEDERAL & LOCAL SOURCES	0.00	
	MISCELLANEOUS RECEIPTS	287,945.15	
	TOTAL RECEIPTS:	2,513,015.63	<u>2,513,015.63</u>
DISBURSEMENTS:	WARRANTS	128,925.51	
	TRANSFER TO TRUST & AGENCY	808,993.16	
	TRANSFER TO GENERAL	1,991,766.85	
	MISCELLANEOUS DISBURSEMENTS	12.40	
	TOTAL DISBURSEMENTS:	2,929,697.92	<u>(2,929,697.92)</u>
CASH	ENDING BALANCE:	1,692,779.43	<u>1,692,779.43</u>

<u>RISK RETENTION FUND</u>		<u>MONTHLY</u>	
CASH	BEGINNING BALANCE:	1,570,083.95	<u>1,570,083.95</u>
RECEIPTS:	INTEREST EARNED	133.39	
	TRANSFER FROM GENERAL	23,051.63	
	MISCELLANEOUS RECEIPTS	0.00	
	TOTAL RECEIPTS:	23,185.02	<u>23,185.02</u>
DISBURSEMENTS:	WARRANTS	0.00	
	CD-INVESTMENTS	0.00	
	TRANSFER TO GENERAL	9,743.90	
	TRANSFER TO TRUST & AGENCY	0.00	
	TOTAL DISBURSEMENTS:	9,743.90	<u>(9,743.90)</u>
	CASH- LIABILITY RESERVE	19,332.48	
	CASH- UNEMPLOYMENT RESERVE	278,443.99	
	CD-LIABILITY RESERVE	1,159,200.92	
	CD-UNEMPLOYMENT RESERVE	126,547.68	
CASH	ENDING BALANCE:	1,583,525.07	<u>1,583,525.07</u>

Monroe #2-Orleans BOCES**Treasurer's Report**

Period Ending June 30, 2020

<u>TRUST AND AGENCY FUND</u>		<u>MONTHLY</u>	
CASH	BEGINNING BALANCE:	152,029,386.30	<u>152,029,386.30</u>
RECEIPTS:	INTEREST EARNED	363,881.20	
	PAYROLL	3,965,272.70	
	TRANSFER FROM GENERAL	2,521,773.96	
	TRANSFER FROM SPECIAL AID	808,993.16	
	RASHP I	2,134,571.84	
	RASHP II	33,186,251.61	
	MISCELLANEOUS RECEIPTS	2,674,134.06	
	TOTAL RECEIPTS:	45,654,878.53	<u>45,654,878.53</u>
DISBURSEMENTS:	WARRANTS	4,394,664.06	
	PAYROLL	3,964,776.63	
	RASHP I	1,729,506.00	
	RASHP II	22,857,899.99	
	TRANSFER TO GENERAL FUND	1,225.56	
	TRANSFER TO SPECIAL AID	0.00	
	MISCELLANEOUS DISBURSEMENTS	848,547.75	
	TOTAL DISBURSEMENTS:	33,796,619.99	<u>(33,796,619.99)</u>
	CASH-CHECKING	1,365,384.59	
	CASH-PAYROLL	12,766.24	
	CASH-RASWC	3,188,223.80	
	CASH-WC WFL	316,065.12	
	CASH-FSA	50,090.14	
	CASH-RASHP I	2,208,979.43	
	CASH-RASHP II	82,602,006.42	
	CASH-SELF FUNDED DENTAL	405,637.30	
	CASH-STUDENT ACCIDENT	3,889.70	
	CASH-GIFT FUNDS	92,909.14	
	CASH-EDUCATIONAL TRUST FUND	0.00	
	CASH-JOHN T. KLOCK SCHOLARSHIP	2,834.42	
	MONEY MARKET / INVESTMENTS - RASHP II	38,541,422.67	
	MONEY MARKET - RASHP II - M&T	460,890.68	
	CERTIFICATE OF DEPOSIT-RASWC	21,957,535.47	
	CERTIFICATE OF DEPOSIT/SAVINGS - RASHP	12,679,009.72	
	CERTIFICATE OF DEPOSIT - RASHP II	0.00	
CASH	ENDING BALANCE:	163,887,644.84	<u>163,887,644.84</u>

Monroe #2-Orleans BOCES**Treasurer's Report**

Period Ending June 30, 2020

<u>CAPITAL FUND</u>		<u>MONTHLY</u>	
CASH	BEGINNING BALANCE	3,785,881.93	<u>3,785,881.93</u>
RECEIPTS:	INTEREST EARNED	139.55	
	TRANSFER FROM GENERAL	0.00	
	COMPONENT REVENUE	0.00	
	MISCELLANEOUS REVENUE	0.00	
	TOTAL RECEIPTS	139.55	<u>139.55</u>
DISBURSEMENTS:	WARRANTS	26,734.75	
	MISCELLANEOUS DISBURSEMENTS	0.00	
	TRANSFER TO:		
	- General Fund	0.00	
	- Equipment Reserve	0.00	
	TOTAL DISBURSEMENTS	26,734.75	<u>(26,734.75)</u>
	CAPITAL FUND CHECKING	2,857,499.20	
	CAPITAL FUND SAVINGS	109,136.77	
	CAPITAL FUND CTE EQUIPMENT RESERVE	792,650.76	
CASH	ENDING BALANCE:	3,759,286.73	<u>3,759,286.73</u>

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 06/30/2020

Fiscal Year: 2020

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
0 Administration							
100 SALARIES		1,129,424.00	38,964.58	1,168,388.58	1,148,142.00	0.00	20,246.58
200 EQUIPMENT		15,500.00	64,084.62	79,584.62	71,834.62	0.00	7,750.00
300 SUPPLIES		19,550.00	-1,994.53	17,555.47	9,891.00	0.00	7,664.47
400 CONTRACTUAL		2,575,945.00	33,703.41	2,609,648.41	2,311,636.88	0.00	298,011.53
700 INTEREST ON REVENUE NOTES		13,568.00	-12,000.00	1,568.00	0.00	0.00	1,568.00
800 EMPLOYEE BENEFITS		563,799.00	26,368.00	590,167.00	523,584.02	0.00	66,582.98
899 Oth Post Retirement Benft		5,358,539.00	-143,125.00	5,215,414.00	4,303,123.73	0.00	912,290.27
910 TRANSFER TO CAPITAL FUND		400,000.00	0.00	400,000.00	400,000.00	0.00	0.00
950 TRANSFER FROM O & M		65,575.00	0.00	65,575.00	65,575.00	0.00	0.00
960 TRANSFER CHARGE		251,491.00	53,571.30	305,062.30	305,062.30	0.00	0.00
Subtotal of 0 Administration		10,393,391.00	59,572.38	10,452,963.38	9,138,849.55	0.00	1,314,113.83
1 Career Education							
100 SALARIES		3,750,006.00	-74,723.57	3,675,282.43	3,611,337.59	0.00	63,944.84
200 EQUIPMENT		25,000.00	350,547.91	375,547.91	208,415.13	167,155.78	-23.00
300 SUPPLIES		368,250.00	6,300.68	374,550.68	301,444.26	4,870.48	68,235.94
400 CONTRACTUAL		232,000.00	75,431.12	307,431.12	273,642.34	12,792.96	20,995.82
490 SCH DIST AND OTHER BOCES		20,308.00	2,577.93	22,885.93	22,885.93	0.00	0.00
800 EMPLOYEE BENEFITS		1,725,745.00	-158,555.65	1,567,189.35	1,552,494.57	0.00	14,694.78
910 TRANSFER TO CAPITAL FUND		0.00	0.00	0.00	100,000.00	0.00	-100,000.00
950 TRANSFER FROM O & M		1,255,696.00	0.00	1,255,696.00	1,255,696.00	0.00	0.00
960 TRANSFER CHARGE		543,079.00	-4,858.89	538,220.11	538,220.11	0.00	0.00
970 TR CREDs FR SERVICE PROGR		-88,945.00	83,557.16	-5,387.84	-5,387.84	0.00	0.00
990 TRANS CREDs FR OTHER FUND		-4,000.00	-13.41	-4,013.41	-4,013.41	0.00	0.00
Subtotal of 1 Career Education		7,827,139.00	280,263.28	8,107,402.28	7,854,734.68	184,819.22	67,848.38
2 Special Education							
100 SALARIES		6,888,103.00	226,901.21	7,115,004.21	6,568,792.58	0.00	546,211.63
200 EQUIPMENT		33,314.00	113,006.23	146,320.23	111,499.98	0.00	34,820.25
300 SUPPLIES		62,231.00	-1,117.10	61,113.90	26,008.73	0.00	35,105.17
400 CONTRACTUAL		1,281,383.00	1,596,459.79	2,877,842.79	1,497,364.37	62,867.58	1,317,610.84
490 SCH DIST AND OTHER BOCES		6,142,374.79	441,573.83	6,583,948.62	6,583,948.62	0.00	0.00
800 EMPLOYEE BENEFITS		3,996,368.00	282,589.29	4,278,957.29	3,668,918.22	0.00	610,039.07
950 TRANSFER FROM O & M		325,417.00	0.00	325,417.00	325,417.00	0.00	0.00
960 TRANSFER CHARGE		15,414,614.25	-75,663.85	15,338,950.40	15,338,950.40	0.00	0.00
970 TR CREDs FR SERVICE PROGR		0.00	-30,272.28	-30,272.28	-30,272.28	0.00	0.00
Subtotal of 2 Special Education		34,143,805.04	2,553,477.12	36,697,282.16	34,090,627.62	62,867.58	2,543,786.96
3 Itinerent Services							
100 SALARIES		13,204,963.00	-1,322,730.67	11,882,232.33	11,296,729.91	0.00	585,502.42
200 EQUIPMENT		222,825.00	-31,484.43	191,340.57	91,611.19	0.00	99,729.38
300 SUPPLIES		40,896.00	-1,004.23	39,891.77	21,438.85	0.00	18,452.92

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 06/30/2020

Fiscal Year: 2020

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
400 CONTRACTUAL		451,478.03	129,175.51	580,653.54	213,920.27	3,451.00	363,282.27
490 SCH DIST AND OTHER BOCES		152,834.77	42,104.06	194,938.83	194,938.83	0.00	0.00
800 EMPLOYEE BENEFITS		7,419,683.00	-760,297.61	6,659,385.39	5,594,081.04	0.00	1,065,304.35
950 TRANSFER FROM O & M		7,848.00	0.00	7,848.00	7,848.00	0.00	0.00
960 TRANSFER CHARGE		1,221,517.00	5,489.87	1,227,006.87	1,227,006.87	0.00	0.00
970 TR CREDITS FR SERVICE PROGR		-11,481,347.59	486,007.99	-10,995,339.60	-10,995,339.60	0.00	0.00
Subtotal of 3 Itinerent Services		11,240,697.21	-1,452,739.51	9,787,957.70	7,652,235.36	3,451.00	2,132,271.34
4 General Instruction							
100 SALARIES		1,809,703.00	21,994.27	1,831,697.27	1,731,306.93	9,165.88	91,224.46
200 EQUIPMENT		7,145.00	32,415.72	39,560.72	36,244.96	1,618.50	1,697.26
300 SUPPLIES		14,236.00	3,140.20	17,376.20	11,645.35	0.00	5,730.85
400 CONTRACTUAL		654,824.00	66,878.33	721,702.33	922,230.32	42,444.04	-242,972.03
490 SCH DIST AND OTHER BOCES		65,798.63	57,534.77	123,333.40	123,333.40	0.00	0.00
800 EMPLOYEE BENEFITS		631,127.00	-16,095.77	615,031.23	593,097.02	1,513.25	20,420.96
950 TRANSFER FROM O & M		103,027.00	-4,562.00	98,465.00	98,465.00	0.00	0.00
960 TRANSFER CHARGE		178,079.90	182.65	178,262.55	178,262.55	0.00	0.00
970 TR CREDITS FR SERVICE PROGR		-15,740.00	-12,540.00	-28,280.00	-28,280.00	0.00	0.00
990 TRANS CREDITS FR OTHER FUND		-1,980.00	0.00	-1,980.00	-1,980.00	0.00	0.00
Subtotal of 4 General Instruction		3,446,220.53	148,948.17	3,595,168.70	3,664,325.53	54,741.67	-123,898.50
5 Instruction Support							
100 SALARIES		5,831,728.00	287,392.23	6,119,120.23	5,744,211.21	0.00	374,909.02
200 EQUIPMENT		2,994,845.00	3,354,348.11	6,349,193.11	3,877,145.32	2,367,136.02	104,911.77
300 SUPPLIES		568,874.00	688,618.28	1,257,492.28	982,666.94	35,794.74	239,030.60
400 CONTRACTUAL		4,183,803.00	1,743,674.41	5,927,477.41	4,827,083.57	377,674.79	722,719.05
490 SCH DIST AND OTHER BOCES		228,831.69	201,683.26	430,514.95	430,514.95	0.00	0.00
800 EMPLOYEE BENEFITS		2,793,638.00	77,006.24	2,870,644.24	2,805,107.88	0.00	65,536.36
950 TRANSFER FROM O & M		629,385.00	10,992.00	640,377.00	640,377.00	0.00	0.00
960 TRANSFER CHARGE		1,024,870.44	379,553.82	1,404,424.26	1,404,424.26	0.00	0.00
970 TR CREDITS FR SERVICE PROGR		-2,347,267.00	-622,506.30	-2,969,773.30	-2,969,773.30	0.00	0.00
990 TRANS CREDITS FR OTHER FUND		-76,185.00	-8,539.45	-84,724.45	-49,724.45	0.00	-35,000.00
Subtotal of 5 Instruction Support		15,832,523.13	6,112,222.60	21,944,745.73	17,692,033.38	2,780,605.55	1,472,106.80
6 Other Services							
100 SALARIES		2,232,599.00	9,233.88	2,241,832.88	2,224,456.43	0.00	17,376.45
200 EQUIPMENT		455,195.00	384,699.88	839,894.88	729,348.58	71,261.59	39,284.71
300 SUPPLIES		36,000.00	17,406.38	53,406.38	20,861.36	3,036.18	29,508.84
400 CONTRACTUAL		3,320,372.00	497,503.80	3,817,875.80	3,099,059.13	90,806.83	628,009.84
490 SCH DIST AND OTHER BOCES		5,575,370.47	1,375,259.47	6,950,629.94	6,950,629.94	0.00	0.00
800 EMPLOYEE BENEFITS		1,017,436.00	18,245.43	1,035,681.43	987,331.84	0.00	48,349.59
950 TRANSFER FROM O & M		111,435.00	0.00	111,435.00	111,435.00	0.00	0.00
960 TRANSFER CHARGE		94,765.00	9,705.95	104,470.95	104,470.95	0.00	0.00

MONROE 2 - ORLEANS BOCES

Budget Status Report As Of: 06/30/2020

Fiscal Year: 2020

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
970 TR CRED FR SERVICE PROGR		-1,652,342.00	-37,870.65	-1,690,212.65	-1,690,212.65	0.00	0.00
990 TRANS CRED FR OTHER FUND		-105,886.00	0.00	-105,886.00	-65,886.00	0.00	-40,000.00
Subtotal of 6 Other Services		11,084,944.47	2,274,184.14	13,359,128.61	12,471,494.58	165,104.60	722,529.43
7 Undefined							
100 SALARIES		3,086,796.00	201,434.09	3,288,230.09	3,211,851.37	0.00	76,378.72
200 EQUIPMENT		28,500.00	45,540.71	74,040.71	64,069.89	2,432.62	7,538.20
300 SUPPLIES		188,450.00	57,526.82	245,976.82	223,049.10	10,586.68	12,341.04
400 CONTRACTUAL		1,811,861.00	44,023.78	1,855,884.78	1,720,961.82	44,870.44	90,052.52
490 SCH DIST AND OTHER BOCES		0.00	0.00	0.00	0.00	0.00	0.00
800 EMPLOYEE BENEFITS		1,540,215.00	-147,393.63	1,392,821.37	1,330,454.55	0.00	62,366.82
950 TRANSFER FROM O & M		441,160.00	4,566.00	445,726.00	445,726.00	0.00	0.00
960 TRANSFER CHARGE		1,318,469.00	20,643.23	1,339,112.23	1,339,112.23	0.00	0.00
970 TR CRED FR SERVICE PROGR		-7,400,787.00	-265,996.00	-7,666,783.00	-7,666,783.00	0.00	0.00
990 TRANS CRED FR OTHER FUND		-1,014,664.00	60,996.00	-953,668.00	-953,668.00	0.00	0.00
Subtotal of 7 Undefined		0.00	21,341.00	21,341.00	-285,226.04	57,889.74	248,677.30
Total GENERAL FUND		93,968,720.38	9,997,269.18	103,965,989.56	92,279,074.66	3,309,479.36	8,377,435.54

7. Audit Committee Update (Steve Roland)
 1. July 7, 2020 Audit Committee Minutes

8. Old Business
 1. Capital Project Update (Campus Construction)

8. Old Business
 2. Resolution to Approve the Revised Monroe 2-Orleans BOCES Faculty/Students Calendar for 2020-2021 School Year

DRAFT 8/3/2020

**2020-2021 SCHOOL CALENDAR
Monroe 2-Orleans BOCES
Faculty/Students**

			<u>Number of School Days in Attendance</u>		
				<u>Tchr</u>	
			<u>Faculty</u>	<u>Aides/SBAs</u>	<u>Students</u>
<u>SEPTEMBER 2020</u>					
Monday-Thursday	August 24-27	New Staff Orientation	4		
Thursday	September 3	Superintendent's Conference day	1	1	
Monday	September 7	Labor Day (No school)			
Tuesday	September 8	**Faculty Orientation Superintendent's Conference Day	1	1	
Wednesday	September 9	**School Opens: full day session	16 1	16 1	16
Thursday	September 10	**Faculty Orientation	16	16	15
		**School Opens: full day session			
<u>OCTOBER</u>					
Friday	October 9	**Superintendent's Conference Day	21	21	20
		(No school for students)			
Monday	October 12	Columbus Day (No school)	21	21	21
<u>NOVEMBER</u>					
Wednesday	November 11	Veterans Day (No school)	17	17	17
Wednesday-Friday	November 25-27	Thanksgiving Recess (No school)			
<u>DECEMBER</u>					
Thursday-Thursday	December 24-31	Holiday Recess (No school)	17	17	17
<u>JANUARY 2021</u>					
Friday	January 1	Holiday Recess (No school)	19	19	19
Monday	January 4	School Reopens			
Monday	January 18	Martin Luther King, Jr. Day (No school)			
Tuesday-Friday	January 26-29	Regents Exams (School in session)			
<u>FEBRUARY</u>					
Monday-Friday	February 15-19	Presidents' Week, Mid-Winter Recess (No school)	15	15	15
<u>MARCH</u>					
Monday-Wednesday	March 29-31	Spring Recess (No school)	20	20	20
<u>APRIL</u>					
Thursday-Friday	April 1-2	Spring Recess (No school)	20	20	19
Friday	April 30	**Superintendent's Conference Day			
		(No school for students)			
<u>MAY</u>					
Monday	May 31	Memorial Day Recess (No school)	20	20	20
<u>JUNE</u>					
Wednesday-Thursday	June 16-24	Regents Exams (School in session) and last day for students, teacher aides/SBAs	19	18	18
Friday	June 25	** Regents Exam Rating Day and last day for teachers			
Total			186 (190)	185	181

**Subject to local determination

Board Approved: _____

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

10. New Business

1. Resolution to Approve COVID-19 Resolution

Item 10.1 RESOLUTION TO APPROVE COVID-19 RESOLUTION

WHEREAS, on March 16, 2020, the New York State Governor declared, under Executive Order 202.4, all schools within New York State to be closed to students no later than March 18, 2020 for a period of two weeks, ending on April 1, 2020, in response to the COVID 19 public health emergency; and

WHEREAS, various subsequent executive orders were issued by the New York State Governor resulting in the closure of schools to students for the remainder of the 2019-2020 school year; and

WHEREAS, on or about July 13, 2020, the New York State Department of Health issued interim guidance for in-person instruction at Pre-K to Grade 12 schools during the COVID-19 public health emergency for the 2020-2021 school year; and

WHEREAS, on or about July 16, 2020, the New York State Education Department released reopening guidance for schools for the 2020-2021 school year.

NOW, THEREFORE, the Monroe 2-Orleans BOCES Board resolves as follows:

1. In an effort to comply with reopening requirements, the Board hereby temporarily suspends any Board policy or administrative regulation/procedure that conflicts with any current or future federal, state, or local law, regulation, executive order, and/or state or federal guidance released for the purpose of reopening of schools.
2. The District Superintendent is authorized to follow the federal, state, or local laws, regulations, executive orders, and/or State or federal guidance over conflicting Board policies and to take such action as necessary and proper for the purpose of reopening the BOCES and maintaining the BOCES and instruction during the 2020-2021 school year.

10. New Business
 2. First Reading Policy Series 4000

VARIOUS POLICY UPDATES CHART

4000 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
4110 Budget Planning and Preparation	Review
4111 Fund Balance	Spelled out GASB 54.
4120 Budget Development and Adoption	Updated the wording in the fourth paragraph on page one to reflect current titles. Changed wording on page two for clarity.
4130 Administration of Budget	Updated policy for clarity.
4210 Investments	POLICY NOT INCLUDED. DO NOT REVIEW. Policy is part of the Annual Policies which were previously reviewed at the May 13, 2020 Board meeting.
4220 Application for State and Federal Funds	Updated policy for clarity and to reflect current practice.
4310 Purchasing	POLICY NOT INCLUDED. DO NOT REVIEW. Policy is part of the Annual Policies which were previously reviewed at the May 13, 2020 Board meeting.
4311 Recommendation for Bid Awards	Review
4320 BOCES Personal Property Accountability	POLICY NOT INCLUDED. DO NOT REVIEW. Policy is part of the Annual Policies which were previously reviewed at the May 13, 2020 Board meeting.
4410 Approval of Expenditures	Review
4420 Ordering Goods	Review
4432 Accounting of Fixed Assets	Review

VARIOUS POLICY UPDATES CHART

4000 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
4439 On-Line Banking	Changed "Treasury" to "Treasurer's" and "District" to "BOCES" for clarity.
4440 Accountability for BOCES Funds	Removed the word "good" for clarity.
4441 Federal and State Funds	Review
4442 Trust and Agency Funds	Review
4443 Extracurricular Activity Funds	Review
4444 Monroe 2-Orleans BOCES Center For Workforce Development Title IV Financial Aid Process And Compliance	Review
4450 Cash in School Buildings and Petty Cash and Change Funds	Review
4451 Credit Cards	Review
4452 Meals and Refreshments	Changed wording in last paragraph for clarity.
4460 Special Projects Contracts	Review
4470 Revenues--Establishment of Fees	Updated wording in first paragraph for clarity. Changed "BOCES" to "Board" in last paragraph for consistency.

VARIOUS POLICY UPDATES CHART

4000 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
4471 Tuition Rates: Career and Technical Education and Special Education	Changed "Board of Cooperative Educational Services" to "Board" for consistency.
4472 Sale of Supplies and Materials	Review
4474 Allegations of Fraud	Changed "BOCES" to "Board" in first paragraph for accuracy. Updated the wording in paragraph 3 for clarity.
4511 Facilities: Inspection, Operation and Maintenance	Review
4520 Owned or Leased Vehicle Policy	Review
4530 Insurance and Employee Bonds	Review
4539 Pest Management and Pesticide Use	Updated the title in the last paragraph.
4540 Safety and Security	POLICY NOT INCLUDED. DO NOT REVIEW. Policy is part of the Annual Policies which were previously reviewed at the May 13, 2020 Board meeting.
4541 Hazard Communication Standard	Reviewed by Tom Burke, Cindy Lawrence, and Barb Swanson - no suggested changes.
4542 School Safety Plan and Building Level Emergency Response Plan	Review
4543 Communicable Diseases	Reviewed by Cindy Lawrence and Barb Swanson - no suggested changes.

VARIOUS POLICY UPDATES CHART

4000 Series

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

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

<i>POLICY NUMBER</i>	<i>RATIONALE</i>
4550 Smoking/Tobacco Use	Moved "in accordance with the student code of conduct" from page 2 to page 1.
4560 Exposure Control Program	Reviewed by Cindy Lawrence and Barb Swanson - no suggested changes.
4570 Records Management	Changed "BOCES Board" to "Board." Updated wording at letter "b" for clarity. Reviewed by Mark Laubacher - no suggested changes.

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4110 – BUDGET PLANNING AND PREPARATION

The budget of the BOCES shall be prepared annually for the Board under the supervision of the District Superintendent. By November of each year the District Superintendent shall develop a timetable and work plan for the use of the component school districts and BOCES administrators to compile budget data.

The budget calendar shall provide for the following:

- a) Budget estimates required for Co-Ser preparation.
- b) Estimates of service costs provided to component districts for their planning purposes.
- c) Tentative budget of expenditures for the program costs, a tentative budget for capital costs, and a tentative budget for the administrative costs for Board review.
- d) A presentation of the tentative budgets at the Annual Meeting as well as all attachments as mandated by law and/or regulation.
- e) Final budget for Board review and adoption after the tentative budgets have been reviewed and the tentative administrative budget has been voted on by the component school boards in accordance with law.

Education Law Section 1950(2-a) and (4)(b)

Adopted: 7/13/1999
Reviewed: 2/18/2009
Reviewed: 9/21/2011
Reviewed: 8/20/2014
Reviewed: 8/16/2017
Reviewed: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4111 – FUND BALANCE

Fund Balance is an important component in the BOCES financial planning for specific expenses, future projects, acquisitions, and other lawful purposes. To this end, the BOCES may establish and maintain reserve funds in accordance with New York State Laws and Commissioner's Regulations.

Any and all BOCES reserve funds shall be properly established and maintained to promote the goals of creating an open, transparent and accountable use of public funds. The BOCES may engage independent experts and professionals, including but not limited to auditors, accountants, attorneys, and other advisors, as necessary to monitor all reserve fund activity and prepare reports that the Board may require.

Types of Fund Balance Under *GASB-54 Government Accounting Standards Board Statement Number 54 (GASB 54)*

Non-Spendable – Amounts that cannot be spent because they are in a non-spendable form (i.e. inventory) or legally or contractually required to be maintained intact (i.e. principal of a permanent fund).

Restricted – Amounts limited by external parties or legislation (i.e. donations or grants).

Committed – Amounts limited by Board Policy (i.e. future anticipated costs).

Assigned – Amounts that are intended for a particular purpose or segregated of an amount intended to be used at some time in the future (i.e. encumbrances not associated with restricted or committed fund balances).

Unassigned – Amounts available for consumption or not restricted in any manner.

Spending Policy

Resources will generally be spent from Budgetary Appropriations first. Utilization of reserve funds will be determined based on the legal appropriation of such funds which require Board approval.

Adopted: 8/18/2011

Reviewed: 8/20/2014

Reviewed: 8/16/2017

Revised: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4120 – BUDGET DEVELOPMENT AND ADOPTION

Authorization of the budgetary commitment of a component school district to participate in programs and services provided by BOCES rests with the component school board and is executed by the superintendent of the school district. A preliminary service request is due not later than February 1st of each year, with the final request due on or before May 1, in accordance with Section 1950 of Education Law.

The BOCES shall prepare separate tentative budgets for its administrative, capital and program costs as delineated in accordance with law and/or regulation. All three tentative budgets will be formally presented to the component districts at the Annual Meeting held on or before April 15th.

The BOCES administrative budget shall include, but is not limited to, office and central administrative expenses; travel expenses; salaries and benefits of supervisors and administrative personnel necessary to carry out the central administrative duties of the Supervisory District; all expenditures associated with the Board, the office of the District Superintendent, general administration, central support services, planning and all other administrative activities. The BOCES capital budget shall include, but is not limited to, facility construction or acquisition; capital projects; and, facility renovations. The administrative budget also includes expenditures resulting from court judgments and orders from administrative bodies or officers, and certain costs relating to employee retirement.

The BOCES program budget shall include, but is not limited to, expenditures for career and technical education; communication and technology services; ~~elementary science~~ *BOCES 4 Science* program; exceptional children; general support services; *school improvement*; general educational service; and, services from other BOCES.

The BOCES must attach to the administrative budget a detailed statement of the total compensation to be paid to the District Superintendent, delineating the salary, annualized cost of benefits and any in-kind or other form of remuneration to be paid. In addition, the BOCES must attach to the proposed administrative budget a BOCES report card as enumerated in law and regulation.

The three tentative budgets and attachments shall be provided to each component school board at least 10 days prior to the Annual Meeting. The board of each component school district shall adopt a public resolution approving or disapproving such tentative administrative budget at a regular or special meeting held on the same date designated for election of members of BOCES. The date shall be designated by the BOCES Board President. Each component board is entitled to one vote on the proposed administrative budget. Approval of the tentative administrative budget requires the approval of a majority of the total number of component school boards. If a majority of the components turns down the administrative budget or if there is a tie vote, the BOCES will adopt and prepare a contingency administrative budget which may not exceed the previous year's budget except for increases to supplemental retirement allowances. If the majority of component districts approve the tentative administrative budget, the BOCES may adopt the administrative budget without modification.

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4120 – BUDGET DEVELOPMENT AND ADOPTION

While the BOCES capital and program budgets are presented to the component districts for their review, the adoption of those budgets is the sole responsibility of the BOCES. The law requires that the Board adopt its final administrative, capital and program budgets by May 15th.

After this date, requests for changes in the district's level of participation, either increases or decreases, shall be made in writing by the component school superintendent to the District Superintendent or his/her designee.

Requests from component school districts for services ~~not available~~ from *another BOCES* must be made in writing to the District Superintendent or his/her designee who may authorize the issuance of a cross contract with another BOCES.

Education Law Section 1950(2-a), and (4)(b)

8 New York Code of Rules and Regulations

(NYCRR) Section 170.3

Policy References:

Refer also to Policy #4110 -- Budget Planning and Preparation.

Adoption Date: 7/13/1999

Revised: 2/18/2009

Revised: 9/21/2011

Reviewed: 8/20/2014

Reviewed: 8/16/2017

Revised: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4130 – ADMINISTRATION OF BUDGET

The District Superintendent is responsible to the Monroe 2-Orleans Board of Cooperative Educational Services for the administration of the budget.

- a) The District Superintendent *or* designee shall acquaint BOCES employees with the final provisions of the program budget and guide them in planning to operate efficiently and economically within these provisions.
- b) Under the District Superintendent's direction, the Business Office shall maintain such records of accounting control as are required by the New York State Uniform System of Accounts, the Board of Cooperative Educational Services, and such other procedures as are deemed necessary, and shall keep the various administrative units informed as to the status of their individual budgets. ~~on a service and object basis~~. The Business Office shall bring to the attention of the administrative units and the District Superintendent any deviations from original requests.
- c) ~~Division Directors~~ *Department Administrators*, through the Business Administrator, are responsible to the District Superintendent for the operation of their units within budgetary limits.

Budget Transfers

The District Superintendent *or* designee, in compliance with the Commissioner's Regulations, shall be authorized to approve transfers, which will be reported aggregately to the Board monthly. Any budget transfers in excess of \$100,000 shall be reported separately to the Board on a monthly basis.

8 New York Code of Rules and Regulations

(NYCRR) Section 170.2

Adopted: 7/13/1999
Revised: 2/18/2009
Revised: 9/21/2011
Revised: 8/20/2014
Reviewed: 8/16/2017
Revised: _____ 2020

Monroe 2-Orleans BOCES Policy

Series 4000 – Non-Instructional/Business Operations

Policy #4220 – APPLICATION FOR STATE AND FEDERAL FUNDS

The District Superintendent or a designee shall seek State and Federal aid and/or other funds in financing BOCES programs, provided such funds are not to be used for partisan political purposes such as lobbying activities, the production of publications, or the production of any other materials intended for influencing legislation. Successful program awards shall be reported ~~for~~ *to* the Board ~~at the next regularly scheduled Board meeting annually.~~

Compliance Supplement for Single Audit of State and Local Governments (revised September 1990) supplementing OMB Circular A-128.

Adopted: 7/13/1999

Reviewed: 2/18/2009

Reviewed: 9/21/2011

Reviewed: 8/20/2014

Reviewed: 8/16/2017

Revised: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4311 – RECOMMENDATION FOR BID AWARDS

The Business Office shall furnish at appropriately scheduled Board meetings summaries only and recommendations for awards to lowest bidders.

Detailed information on individual items will be available in the Business Office for inspection by individual Board members and other interested parties.

The Board reserves the right to waive any informalities in bidding and to reject any or all bids, or portions of, or to accept any proposal which, in the opinion of the Board is in the best interest of BOCES.

Adopted: 7/13/1999
Revised: 2/18/2009
Reviewed: 9/21/2011
Reviewed: 8/20/2014
Reviewed: 8/16/2017
Reviewed: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4410 – APPROVAL OF EXPENDITURES

Funds will not be expended for budgeted BOCES functions except upon approval by the District Superintendent or his/her designee. Normally, the District Superintendent or his/her designee will certify payroll and the Business Administrator or his/her designee will act as Purchasing Agent.

Authorized Signatures

The signature of the Treasurer or Assistant Treasurer shall be required on all checks drawn on accounts authorized by the Board.

The Business Administrator, Treasurer, Assistant Treasurer, or other designees, shall be authorized to transfer from one account to another account in the same bank (example, from savings account to checking account).

The District Superintendent will also be an authorized signatory in the absence of the Treasurer and Assistant Treasurer.

Adopted: 7/13/1999
Revised: 2/18/2009
Reviewed: 9/21/2011
Reviewed: 8/20/2014
Reviewed: 8/16/2017
Reviewed: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4420 – ORDERING GOODS

Items or services are to be ordered only with approval of the Purchasing Agent or designee. Goods purchased for the BOCES shall not be used for personal purposes.

Purchases of personal items using a BOCES purchase order will not be permitted.

The District Superintendent or his/her designee will be the only person authorized to enter into contracts for services, goods, equipment or supplies.

Adopted: 7/13/1999
Reviewed 2/18/2009
Revised: 9/21/2011
Revised: 8/20/2014
Reviewed: 8/16/2017
Reviewed: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4432 – ACCOUNTING OF FIXED ASSETS

The Business Administrator shall be responsible for accounting for general fixed assets according to the procedures outlined by the Uniform System of Accounts for School Districts and GASB Statement 34 Regulations.

These accounts will serve to:

- a) Maintain a physical inventory of assets;
- b) Establish accountability;
- c) Determine replacement costs; and
- d) Provide appropriate insurance coverage.

Fixed assets with a minimum value established by the Board that have a useful life of one (1) year or more and physical characteristics not appreciably affected by use or consumption shall be inventoried and recorded on an annual basis. Fixed assets shall include land, buildings, equipment and materials.

The Board shall establish a dollar threshold as a basis for considering which fixed assets are to be depreciated. Such threshold shall ensure that at least 70 percent of the value of all assets is reported. However, it is recommended that such threshold shall not be greater than \$5,000. A standardized depreciation method and averaging convention shall also be established for depreciation calculations.

Fixed assets acquired having a value equal to or greater than the established threshold are considered depreciable assets and shall be inventoried for the purposes of GASB 34 accounting practices and placed on a depreciation schedule according to its asset class and estimated useful life as stipulated by the NY State Comptroller's Office or the IRS.

Assets shall be recorded at initial cost or, if not available, at estimated initial cost; gifts of fixed assets shall be recorded at estimated fair value at the time of the gift. A property record will be maintained for each asset and will contain, where possible, the following information:

- a. Date of acquisition;
- b. Description;
- c. Cost or value;
- d. Location;
- e. Asset Type;
- f. Estimated useful life;
- g. Replacement cost;
- h. Current value;
- i. Salvage value;
- j. Date and method of disposition; and
- k. Responsible official.

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4432 – ACCOUNTING OF FIXED ASSETS

The Business Administrator shall arrange for the annual inventory and appraisal of BOCES' property, equipment and material. Any discrepancies between an inventory and the BOCES' property records on file should be traced and explained.

Adopted: 7/13/1999
Revised: 2/18/2009
Reviewed: 9/21/2011
Reviewed: 8/20/2014
Revised: 8/16/2017
Reviewed: _____ 2020

**Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4439 – ON-LINE BANKING**

SUBJECT: ON-LINE BANKING

The Board has entered into written agreements with designated banks and trust companies for online banking and electronic or wire transfers, which includes the implementation of a security procedure for all transactions. The District Treasurer, with a separate established user name and password, will have the authority to process online banking transactions. The Director of Finance or designee, with a separate established user name and password, will be responsible for online banking transactions in the event the District Treasurer is not available. All online banking activity will be reconciled with the bank statement by staff independent of the online banking process.

Electronic Transactions and Wire Transfers

Procedures will be implemented specifying who is authorized to initiate, approve, transmit, record, review and reconcile electronic transactions.

All wire transfers must be authorized by the District Treasurer or his/her designee. Dual approval controls will be established for non-routine wire transfer orders.

Physical Security

Token/Keyfob devices for accessing on-line banking systems will be secured in the ~~Treasury~~ *Treasurer's* Office in a locked cabinet when not in use to prevent unauthorized access. Token/Keyfob devices will not be taken from BOCES' offices for use on non-BOCES computers.

Online banking will only take place on secure BOCES computers. On-line banking transactions cannot be performed from non-~~district~~ *BOCES* computers that are not subject to BOCES security protections.

Education Law Section 2116-a
General Municipal Law Article 2 Section 5, 5-a, 5-b, 99-b
N.Y. UCC Section 4-A-201

Adopted: 3/18/2015
Reviewed: 8/16/2017
Revised: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4440 – ACCOUNTABILITY FOR BOCES FUNDS

Accountability for BOCES funds is necessary for the following reasons:

- a) To insure that funds are not susceptible to loss, theft, waste, or misuse;
- b) To provide necessary data for state reports;
- c) To show compliance with legal mandates;
- d) To provide information that is necessary in policy formulation;
- e) To provide information necessary to the public and the school;
- f) To promote budgetary control.

Accounts for Depositing Funds

The Board authorizes the Treasurer to deposit State aid and other receipts in accounts specified by law, regulations, and ~~good~~ business practice. The accounts shall be established at depositories that will provide for efficient handling of funds and in consideration of the banking services available.

Appropriation Accounting

The Treasurer shall direct the preparation of regularly scheduled expenditure and encumbrance reports showing the status of each account code. The Program Administrator shall be responsible for maintaining program expenditures within the approved budget.

Education Law Section 2116(a)

Adopted: 7/13/1999

Reviewed: 2/18/2009

Revised: 9/21/2011

Reviewed: 5/20/2014

Reviewed: 8/16/2017

Revised: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4441 – FEDERAL AND STATE FUNDS

The BOCES shall account for each project separately, and shall expend such funds only as authorized by the approved project application.

Adopted: 7/13/1999
Reviewed: 2/18/2009
Reviewed: 9/21/2011
Reviewed: 8/20/2014
Reviewed: 8/16/2017
Reviewed: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4442 – TRUST AND AGENCY FUNDS

The BOCES Trust and Agency Account shall account for all moneys collected from employees for taxes and miscellaneous withholdings and BOCES share of taxes.

Adopted: 7/13/1999
Reviewed: 2/18/2009
Reviewed: 9/21/2011
Reviewed: 8/20/2014
Reviewed: 8/16/2017
Reviewed: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4443 – EXTRACURRICULAR ACTIVITY FUNDS

The Board recognizes the value of student extracurricular activity programs and is aware of the experience to be gained by student participants in such organizations.

Extracurricular activity funds shall be designated as those raised other than by charges of the Board for, by, or in the name of the student body, or any sub-division thereof.

Student funds shall be deemed to include, but not be limited to, money collected from students for the purchase of supplies and materials, fees for organizations and social events. Such funds shall be handled in accordance with procedures set by the State Education Department of Audit and Control and the regulations set forth by the BOCES. In all cases which involve the student funds, an employee of the BOCES must be assigned the ultimate responsibility for control of the funds and must use appropriate accounting procedures for the safeguarding of the funds against loss, misuse or misapplication.

If an extracurricular activity is discontinued and has remaining funds, those funds shall be transferred to a student fund of general benefit to all students.

Activities of students carried on in part or in full as part of a course curriculum during regular classroom hours are considered a BOCES activity and do not constitute a student activity. Revenues generated as a result of these activities are to be BOCES property and are to be given promptly to the BOCES Treasurer for depositing to the General Fund.

8 New York Code of Rules and Regulations

(NYCRR) Part 172

Adopted: 7/13/1999
Reviewed: 2/18/2009
Revised: 9/21/2011
Reviewed: 8/20/2014
Revised: 8/16/2017
Reviewed: _____ 2020

Monroe 2-Orleans BOCES Policy

Series 4000 – Non-Instructional/Business Operations

**Policy #4444 – MONROE 2-ORLEANS BOCES CENTER FOR WORKFORCE
DEVELOPMENT TITLE IV FINANCIAL AID PROCESS AND COMPLIANCE**

Title IV of the Higher Education Act is the major source of federal student aid for those programs that are so authorized. The Center for Workforce Development's career education job training programs are authorized programs under Title IV thereby allowing the adult learner students access to certain federal funds to apply toward tuition and educationally related expenses.

In accordance with that law, a number of institutional procedures need to be in place in order for the Center for Workforce Development programs to be an approved program. These procedures need to address areas such as defining the roles and responsibilities of financial aid personnel, student eligibility for funds, the student application process, the expectations for students to continue to receive funds, and administrative oversight.

The District Superintendent charges the Director for the Center of Workforce Development with the responsibility to ensure a policy and procedure manual is enforced to address all those areas in compliance with the law.

Ref.: Title IV of the Higher Education Act of 1965 Section 472

34 CFR 660.16, 20, 21

34 CFR 668.8(k),(1)

34 CFR 668.16, 24, 34

Adopted: 10/18/2017

Reviewed: _____ 2020

Monroe 2-Orleans BOCES Policy

Series 4000 – Non-Instructional/Business Operations

Policy #4450 – CASH IN SCHOOL BUILDINGS AND PETTY CASH AND CHANGE FUNDS

Cash in School Buildings

Departmental Directors and Building Principals will establish procedures, in cooperation with the Business Office, to safeguard all cash received in their programs. Departmental Directors and Building Principals are to make arrangements which shall minimize the amount of cash retained in the buildings. It shall be his/her responsibility to make sure that any small sums of money retained in a building are securely locked.

Petty Cash Funds

The Board hereby authorizes the establishment of petty cash funds up to a maximum of \$100 per custodian.

Custodians of each petty cash fund shall be appointed on an annual basis by the Board.

Change Funds

The Board hereby authorizes the establishment of change funds up to a maximum of \$150 per custodian.

Custodians of each change fund shall be appointed on an annual basis by the Board.

Education Law Section 1709(29)

8 New York Code of Rules and Regulations

(NYCRR) Section 170.4

Adopted: 7/13/1999

Revised: 7/15/2008

Reviewed: 2/18/2009

Reviewed: 9/21/2011

Revised: 8/20/2014

Reviewed: 8/16/2017

Reviewed: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4451 – CREDIT CARDS

Credit Cards

The BOCES may issue a credit card(s) in its name for the use of its officers and designated employees for authorized school business related expenses. Credit cards will be issued to employees or departments as deemed appropriate by the District Superintendent or designee.

It may be appropriate to use a BOCES credit card for pre-approved travel related expenditures, tuition charges for conferences, gasoline for a BOCES-owned or rental vehicle, technology purchases, emergency related expenditures, or in instances when a vendor does not accept a BOCES purchase order. Except for emergencies, authorized personnel must submit purchase orders for credit cards to cover the above prior to the actual incurring of expenses.

Credit card expenditures will be charged to the appropriate budget code(s) and original itemized receipts must be forwarded promptly to Accounts Payable for all charges. Expenses on each card shall be paid in such a manner as to avoid interest charges.

Credit cards issued by the BOCES are the sole property of the BOCES. At no time is a cardholder permitted to use a BOCES-issued credit card for transactions of a personal nature.

Credit cards, when not in use, shall be safeguarded. Theft or loss of a BOCES credit card must immediately be reported to the Purchasing Agent.

Upon retirement, resignation, or termination the credit card must be immediately returned to the Purchasing Department.

Users of BOCES credit cards may be personally responsible for any charges in which there is no documentation or for charges that are inconsistent with BOCES' policies. In the event of excessive or improper use, the BOCES-owned credit card may be revoked and the user subject to disciplinary measures.

For purposes of this Policy, the term credit card shall refer to purchasing cards, corporate cards, and lines of credit. This Policy will be evaluated for effectiveness at least once per year by the Business Administrator.

Exceptions to this policy must be approved by the District Superintendent.

Adopted: 7/15/2008

Revised: 2/18/2009

Reviewed: 9/21/2011

Reviewed: 8/20/2014

Reviewed: 8/16/2017

Reviewed: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4452 – MEALS AND REFRESHMENTS

Meals and Refreshments

BOCES officials and employees are entitled to reimbursement for necessary expenses incurred in the performance of their official duties. In this regard, the Board recognizes that from time to time it may be appropriate to provide or reimburse for meals and/or refreshments at BOCES meetings or events which are being held for an educational purpose. Authorized personnel must submit purchase orders to appropriate vendors prior to the actual incurring of expenses. All expenditures must be properly documented to include who attended the meeting or event, the purpose of the meeting or event, and why meals and/or refreshments were required. This justification, along with an itemized receipt(s), shall be submitted to the Business Office for payment or reimbursement. Tax exemption certificates shall be issued and utilized as appropriate.

Under no circumstances may alcoholic beverages be charged to the BOCES, nor will they be reimbursed.

Examples of categories of expenditures that may be authorized include, but are not limited to, new employee orientation training, opening day, superintendent's conference days, student award ceremonies, open house events, strategic planning events, receptions for volunteers, community/component district meetings, Board meetings, Audit Committee meetings, professional development activities, Annual Meeting, retiree breakfast/luncheon, a meal provided to a group or committee working through the mealtime, or other specific circumstances where providing a meal and/or refreshment is advantageous to the BOCES.

The District Superintendent shall have the authority to administer this policy and promulgate any rules, regulations, procedures, or terms consistent with this policy.

Meals ~~covering travel~~ *covered while travelling* outside of the BOCES are addressed under Policy and Regulation 5210 (Professional Growth / Staff Development, Travel and Conferences).

Adopted: 7/15/2008

Revised: 2/18/2009

Reviewed: 9/21/2011

Reviewed: 8/20/2014

Reviewed: 8/16/2017

Revised: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4460 – SPECIAL PROJECTS CONTRACTS

Special Projects Contracts are agreements between the Monroe 2-Orleans BOCES and persons who can provide services of a specialized, unique or immediate nature which may not otherwise be provided by regular staff.

Special Projects Contracts shall be used to facilitate the delivery of services to divisions within BOCES and agencies served by BOCES in cases where temporary assistance is needed.

All Special Projects Contracts must receive approval by the District Superintendent or his/her designee before they are initiated. Expenses connected with the service must be included in the total sum to be specified in the contract.

Types of services must be classified in the following Temporary Support Service categories:

- a) Consulting - Provides advice, guidance, planning assistance, etc.;
- b) In-Service Workshop - Provides instructional services at workshops or courses provided by BOCES;
- c) Curriculum Development - Provides assistance in providing new curriculum programs and materials;
- d) Other - In the case of a need to obtain other temporary services which do not fall in the above categories, a rationale shall be presented along with the Special Projects Contract form indicating why it is appropriate to temporarily obtain the service.

BOCES shall enter into a contract with each component district for services rendered on their behalf and their share of the administrative and rental cost.

BOCES may contract with other BOCES to provide services for schools in such other BOCES.

BOCES may contract with other BOCES to provide services to schools in the Second Supervisory District of Monroe and Orleans Counties.

Adopted: 7/13/1999

Revised: 2/18/2009

Revised: 9/21/2011

Reviewed: 8/20/2014

Reviewed: 8/16/2017

Reviewed: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4470 – REVENUES—ESTABLISHMENT OF FEES

The District Superintendent shall recommend to the Board ~~the tuition~~ **tuitions**, service charges, and special fees to adequately provide for all approved programs and services. The Board shall approve fees prior to their collection. The fees shall be established on an equitable basis for all participating districts in accordance with the law and Commissioner's Regulations. The uniform methodology for determining the cost of BOCES shared services shall be approved annually by at least three-quarters of the participating component school districts after consultation by local school officials with their respective boards of education.

For students enrolled in Career and Technical Education courses beyond the normal length of time for such courses and for the purpose of completing licensing requirements, the charge to the component school district will be prorated based upon the amount of time spent in the course. (Refer also to Policy #4471 -- Tuition Rates: Career and Technical Education and Special Education.)

Billings For Services

The District Superintendent, as permitted by the Commissioner's Regulations, shall recommend to the ~~BOCES Board~~ **an acceptable plan** for billing services to the component districts. The plan shall determine the time, method of payment, and amount of charge for all services.

Education Law Section 1950(4)(d)

Adopted: 7/13/1999

Revised: 2/18/2009

Reviewed: 9/21/2011

Reviewed: 8/20/2014

Reviewed: 8/16/2017

Revised: _____ 2020

Monroe 2-Orleans BOCES Policy

Series 4000 – Non-Instructional/Business Operations

Policy #4471 – TUITION RATES: CAREER AND TECHNICAL EDUCATION AND SPECIAL EDUCATION

Tuition rates for Career and Technical Education and Special Education shall be recommended by the District Superintendent for approval by the Board. The basis of calculating Career and Technical and Special Education tuition payments to the BOCES by participating districts shall be as follows:

Career and Technical Education

- a) The total actual full-time equivalent student enrollment in the Career and Technical Education Program shall be based on student attendance of the previous school year beginning on the first attendance day in October through the first day of December.
- b) Each component district's individual proportionate percentage of this total actual enrollment for the period of the previous school year defined in (a) above shall be calculated; and
- c) The cost of the Career and Technical Education budget for the current school year shall be distributed on the basis of each component district's proportionate share of the total actual enrollment for this period of the previous school year; and the BOCES shall notify the superintendents of the component districts of their proportionate share as calculated in accordance with this method.
- d) The per student tuition charged to non-component districts shall be the same as component districts.

Special Education

The tuition rate for each special education program shall be recommended by the District Superintendent for approval by the Board ~~of Cooperative Educational Services~~ according to the following:

- a) For the first billing period, the rate shall be estimated based upon the previous April 1 enrollment request of each component district; and
- b) For subsequent billing periods, the rate shall be adjusted based upon actual Student FTE of each component district.

Policy References:

Refer also to Policy #4470 -- Revenues -- Establishment of Fees.

Adopted: 7/13/1999

Revised: 2/18/2009

Revised: 9/21/2011

Revised: 8/20/2014

Revised: 8/16/2017

Revised: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4472 – SALE OF SUPPLIES AND MATERIALS

Customers

School districts, government agencies, BOCES departments and the general public are encouraged to subscribe to the services provided through the Career and Technical Education Program and the Center for Workforce Development where it is to the benefit of the student to gain actual experiences. In these cases, supplies and materials may be purchased to complete the task. When such purchases occur, the cost of the purchase will be identified with the project or service performed and charged to individual customers. Individuals are prohibited from using BOCES credit or accounts to purchase supplies and materials other than for BOCES projects. No service will be performed by BOCES for personal gain, for the purpose of competing with private industry or for the purpose of making a profit. Selection of work will be based on congruency between the program curriculum sequence and the appropriateness of the requested service.

Tax will be added to invoices on all goods or services deemed taxable by the New York State Department of Taxation and Finance.

An accurate and timely method of collecting such revenues will be established by the Business Office by creating and implementing administrative regulations in accordance with accepted accounting practices and in accordance with statute and Commissioner's Regulations.

Students

The District Superintendent may permit the sale of supplies and materials to students at cost. Sale of supplies and materials shall be permitted only in cases where the supplies and materials are essential to the instructional program and/or unique to a specific student.

Purchasing—Restrictions For Individuals

Except as permitted by law or regulations, employees of BOCES and other individuals shall be prohibited from purchasing any equipment, materials, or supplies under the name of BOCES that are to be used for personal purposes.

Adopted: 7/13/1999

Revised: 2/18/2009

Reviewed: 9/21/2011

Reviewed: 8/20/2014

Reviewed: 8/16/2017

Reviewed: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4474 – ALLEGATIONS OF FRAUD

All **BOCES Board** members and officers, BOCES employees and third party consultants are required to abide by the BOCES policies, administrative regulations and procedures in the conduct of their duties. Further, all applicable federal and/or state laws and regulations must be adhered to in the course of BOCES operations and practices. Any individual who has reason to believe that financial improprieties or wrongful conduct is occurring within the BOCES is to disclose such information according to the reporting procedures established by the BOCES. The reporting procedures will follow the chain of command as established within the department or school building or as enumerated in the BOCES' Organizational Chart. In the event that the allegations of financial improprieties/fraud and/or wrongful conduct concern the investigating official the report shall be made to the next level of supervisory authority. If the chain of supervisory command is not sufficient to ensure impartial, independent, investigation, allegations of financial improprieties/fraud and/or wrongful conduct will be reported as applicable to the Internal Auditor (if available), or the Independent (External) Auditor, or the School Attorney, or the Board. The BOCES' prohibition of wrongful conduct, including fraud, will be publicized within the BOCES as deemed appropriate; and written notification will be provided to all employees with fiscal accounting/oversight and/or financial duties including the handling of money.

Upon receipt of an allegation of financial improprieties/fraud and/or wrongful conduct, the Board or designated employee(s) will conduct a thorough investigation of the charges. However, even in the absence of a report of suspected wrongful conduct, if the BOCES has knowledge of, or reason to know of, any occurrence of financial improprieties/fraud and/or wrongful conduct, the BOCES will investigate such conduct promptly and thoroughly. To the extent possible, within legal constraints, all reports will be treated as confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges and/or to notify law enforcement officials as warranted, and any disclosure will be provided on a "need to know" basis. Written records of the allegation, and resulting investigation and outcome will be maintained in accordance with law.

Based upon the results of this investigation, if the BOCES determines that a BOCES official has engaged in financial improprieties/fraudulent and/or wrongful actions, appropriate disciplinary measures will be applied, up to and including termination of employment, in accordance with legal guidelines, BOCES policy and regulation, and any applicable collective bargaining agreement. Third parties who are found to have engaged in financial improprieties/fraud and/or wrongful conduct will be subject to appropriate sanctions as warranted and in compliance with law. The application of such disciplinary **measured measures** by the BOCES does not preclude the filing of civil and/or criminal charges as may be warranted. When BOCES officials receive a complaint or report of alleged financial improprieties/fraud and/or wrongful conduct that may be criminal in nature, law authorities should be immediately notified.

A party dissatisfied with the investigating officer's determination or where a complaint remains unresolved, the complainant may appeal the determination to the District Superintendent or his/her

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4474 – ALLEGATIONS OF FRAUD

designee within ten calendar days of notification of the determination by filing a written appeal and stating the basis for the disagreement with the determination. The District Superintendent or his/her designee will hold a meeting within five business days and render a determination within ten business days. The District Superintendent or his/her designee's determination shall be final.

Prohibition of Retaliation

The Board prohibits any retaliatory behavior directed against those individuals who, in good faith, report allegations of suspected financial improprieties/fraud and/or wrongful conduct as well as witnesses and/or any other individuals who participate in the investigation of an allegation of financial impropriety/fraud and/or wrongful conduct. Follow-up inquiries shall be made to ensure that no reprisals or retaliatory behavior has occurred to those involved in the investigation. Any act of retaliation is prohibited and subject to appropriate disciplinary action by the BOCES.

Knowingly Makes False Accusations

Any individual who knowingly makes false accusations against another individual as to allegations of financial improprieties/fraud may also face appropriate disciplinary action and/or criminal sanctions if applicable.

Adopted: 7/13/1999

Revised: 2/18/2009

Reviewed: 9/21/2011

Reviewed: 8/20/2014

Revised: 8/16/2017

Revised: _____ 2020

Monroe 2-Orleans BOCES Policy

Series 4000 – Non-Instructional/Business Operations

Policy #4511 – FACILITIES: INSPECTION, OPERATION AND MAINTENANCE

Operation and Maintenance

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

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

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

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

Inspections

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

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

Fire Inspection: 8 New York Code of Rules and Regulations (NYCRR) Section 155.4

Health Inspection: Education Law Section 906

Asbestos Inspection: Education Law, Article 9-A

40 Code of Federal Register (CFR) Part 763, Subpart E

12 New York Code of Rules and Regulations

(NYCRR) 1220-1240

Adopted: 7/13/1999

Revised: 9/17/2008

Reviewed: 3/18/2009

Revised: 9/21/2011

Reviewed: 8/20/2014

Revised: 8/16/2017

Reviewed: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4520 – OWNED OR LEASED VEHICLE POLICY

BOCES owned or leased vehicles may be made available for official travel by BOCES personnel upon approval of the District Superintendent or designee.

Alternatively, the District Superintendent or designee may approve reimbursement for travel for professional purposes in a private vehicle at a rate approved by the BOCES or through negotiated contract.

In no case is a BOCES owned vehicle to be approved for personal use unless authorized by the Board.

The Board will be kept apprised yearly of the inventory and status of BOCES owned and/or leased vehicles.

Maintenance of a Vehicle Inventory

The Business Administrator, through the Purchasing Agent, will keep an inventory of all BOCES owned vehicles for the purpose of making recommendations regarding the maintenance of vehicles; and replacement by sale or disposal.

Adopted: 7/13/1999

Revised: 3/18/2009

Revised: 9/21/2011

Reviewed: 8/20/2014

Revised: 8/16/2017

Reviewed: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4530 – INSURANCE AND EMPLOYEE BONDS

Insurance

The Board shall secure adequate insurance coverage on all facilities, property and liability exposure. The District Superintendent or designee shall annually review and supervise this provision.

Public Officers Law Section 18

General Municipal Law Sections 6-n and 52

Education Law Sections 1709(8) and (26) and (34-b),

3023, 3028, and 3811

Bonding

In accordance with New York State Education Law and the Commissioner's Regulations, the Board directs that the Treasurer of the Board, the Assistant Treasurer and the internal auditor be bonded prior to assuming their duties. Such bonds shall be in the amounts as determined and approved by the Board.

Other school personnel and members of the Board authorized or required to handle BOCES revenues may be covered by a blanket undertaking provided by BOCES in such amounts as approved by the Board based upon the recommendations of the District Superintendent or his/her designee.

Education Law Section 1709(20-a)

Public Officers Law Section 11(2)

8 New York Code of Rules and Regulations

(NYCRR) Section 170.2(d)

Adopted: 7/13/1999

Revised: 3/18/2009

Reviewed: 9/21/2011

Reviewed: 8/20/2014

Revised: 8/16/2017

Reviewed: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4539 – PEST MANAGEMENT AND PESTICIDE USE

The Board is committed to maintaining the integrity of school buildings and grounds while protecting the health and safety of students and staff and maintaining a productive learning environment.

Structural and landscape pests can pose significant problems for people and property. Weeds and infestations can destroy playing fields and playgrounds and more importantly, cause severe allergic reactions. Pesticides can pose risks to people, property, and the environment. It is therefore the policy of the Board to direct the District Superintendent to create a regulation for an Integrated Pest Management (IPM) procedure for control of weeds, structural and landscape pests. The objective of this program is to provide necessary pest control while using the least toxic approach to all pests, weeds and infestations.

Pest/Pesticide Management Plan

The BOCES will manage weeds and pests to:

- a) Reduce any potential human health hazard or threat to public safety.
- b) Prevent loss or damage to school structures or property.
- c) Prevent pests from spreading into the community, or to plant and animal populations beyond the site.
- d) Enhance the quality of life for students, staff, and others.

Integrated Pest Management (IPM) Coordinator

An IPM coordinator will be appointed by the District Superintendent ~~of Schools~~ annually. The Coordinator will be responsible for implementing the IPM procedure.

Adopted: 5/9/2012
Reviewed: 8/20/2014
Reviewed: 8/16/2017
Revised: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4541 – HAZARD COMMUNICATION STANDARD

The Board recognizes the rights of all personnel to work in a healthy and safe environment which is as free as practicable from recognized hazards and risks to their safety. Therefore, all personnel shall be provided with applicable training to comply with the New York State "Right-to-Know" Law and the Hazard Communication Standard. The District Superintendent/designee shall maintain a current record of the social security numbers of every employee who handles toxic substances.

Rules and regulations will be developed to insure implementation of this policy which shall include awareness information, employee training and record keeping.

New York State Labor Law

12 New York Code of Rules and Regulations

(NYCRR) Part 820 Article 28

Occupational Safety and Health Administration (OSHA)

29 Code of Federal Regulations (CFR) 1910.1200

Adopted: 7/13/1999

Reviewed: 3/18/2009

Revised: 9/21/2011

Reviewed: 8/20/2014

Reviewed: 8/16/2017

Reviewed: _____ 2020

Monroe 2-Orleans BOCES Policy

Series 4000 – Non-Instructional/Business Operations

**Policy #4542 –SCHOOL SAFETY PLAN AND BUILDING LEVEL EMERGENCY
RESPONSE PLAN**

The Board directs the District Superintendent to develop and maintain a BOCES-wide safety plan and a building level emergency response plan in accordance with law and regulations. These plans create and sustain a plan in the face of an emergency.

Adopted: 7/13/1999

Reviewed: 3/18/2009

Reviewed: 9/21/2011

Reviewed: 8/20/2014

Revised: 9/21/2016

Reviewed: 8/16/2017

Reviewed: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4543 – COMMUNICABLE DISEASES

Regulations and procedures will be developed for dealing with communicable diseases in ways that protect the health of both students and staff while minimizing the disruption of the education process.

Adopted: 7/13/1999
Revised: 9/17/2008
Reviewed: 3/18/2009
Revised: 9/21/2011
Reviewed: 8/20/2014
Reviewed: 8/16/2017
Reviewed: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4550 – SMOKING/TOBACCO USE

School Grounds

Tobacco use shall not be permitted on BOCES leased or owned grounds at any time or within 100 feet of the entrances, exits, or outdoor areas. However, this shall not apply to a residence or within the real property boundary line of such residential property. For purposes of this policy, "school grounds" means any building, structure, and surrounding outdoor grounds including entrances and exits owned or leased by the BOCES; as well as any vehicles used to transport children or BOCES personnel.

Tobacco shall be defined as any lighted or unlighted cigarette, cigar, cigarillo, pipe, bidi, clove cigarette, and any other smoking product matter or substance that contains tobacco, and spit tobaccos, (smokeless, dip chew and/or snuff), in any form. The use of e-cigarettes and any other products containing nicotine, except for current FDA approved smoking cessation products, is also prohibited.

Posting/Notification of Policy

In compliance with the New York State Clean Indoor Air Act, the BOCES will prominently post its Smoking/Tobacco Use policy and signs prohibiting all forms of tobacco in all buildings and other locations, and supply a copy of the policy upon request to any current or prospective employee. The BOCES will designate a school official as the agent responsible to inform individuals who smoke that they are in violation of Article 13-E of the state Public Health Law and the federal Pro-Children Act of 1994, and BOCES Policy. Both BOCES and the individual can face a monetary penalty for an individual's failure to comply. The agent must inform the individual to stop smoking.

Visitors

Visitors to the BOCES facilities or BOCES sponsored events are governed by this smoke and tobacco-free policy. BOCES shall communicate this policy to students, staff, visitors and parents, as is deemed appropriate to orient them to the policy.

Prohibition of Tobacco Promotional Items and Advertising

Tobacco advertising shall be prohibited in all school-sponsored publications and at all school-sponsored events. Tobacco promoted items such as brand names, logos, identifiers, shall be prohibited, *in accordance with the student code of conduct:*

- a. On school grounds
- b. In school vehicles
- c. At school-sponsored events
- d. In school publications
- e. On clothing, shoes, accessories, gear and/or school supplies.

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4550 – SMOKING/TOBACCO USE

~~In accordance with the student code of conduct.~~

20 U.S.C. § 7181-7184

20 U.S.C. § 7101 et seq.

Public Health Law Article 13-E

Education Law Sections 409 and 3020-a

Adopted: 7/13/1999

Revised: 9/17/2008

Reviewed: 3/18/2009

Reviewed: 9/21/2011

Revised: 10/17/2012

Revised: 8/20/2014

Reviewed: 8/16/2017

Revised: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4560 – EXPOSURE CONTROL PROGRAM

The BOCES shall establish an exposure control program designed to prevent and control exposure to bloodborne pathogens. According to the New York State Department of Labor's Division of Safety and Health and OSHA standards, the program shall consist of:

- a) Guidelines for maintaining a safe, healthy school environment to be followed by staff and students alike.
- b) Written standard operating procedures for blood/body fluid clean-up.
- c) Appropriate staff education/training.
- d) Evaluation of training objectives.
- e) Documentation of training and any incident of exposure to blood/body fluids.
- f) A program of medical management to prevent or reduce the risk of pathogens, specifically hepatitis B and HIV.
- g) Written procedures for the disposal of medical waste.
- h) Provision of protective materials and equipment for all employees who perform job-related tasks involving exposure or potential exposure to blood, body fluids or tissues.

Occupational Safety and Health Administration (OSHA)
29 Code of Federal Regulations (CFR) 1910.1030

Adopted: 7/13/1999
Reviewed: 9/21/2011
Reviewed: 8/20/2014
Reviewed: 8/16/2017
Reviewed: _____ 2020

Monroe 2-Orleans BOCES Policy
Series 4000 – Non-Instructional/Business Operations
Policy #4570 – RECORDS MANAGEMENT

A records management officer shall be designated by the District Superintendent, subject to the approval of the ~~BOCES~~ Board. Such records management officer shall coordinate the development of and oversee a program for the orderly and efficient management of records, including the legal disposition or destruction of obsolete records, and be given the authority and responsibility to work with other local officials at all levels in the development and maintenance of the records management program.

In addition, a Records Advisory Board may be created to assist in establishing and supporting the records management program. BOCES' legal counsel, the fiscal officer, and the District Superintendent/designee may comprise the Advisory Board.

Records Retention and Disposition Schedule ED-1, issued pursuant to Article 57-A of the Arts and Cultural Affairs Law, and containing legal minimum retention periods for the records of elementary and secondary educational institutions, is hereby adopted for use by all officers in disposing of BOCES records listed therein.

- a) Only those records will be disposed of that are described in Records Retention and Disposition Schedule ED-1 after they have met the minimum retention period described therein;
- b) ~~Only those~~ Records will be disposed of that do not have sufficient administrative, fiscal, legal, or historical value to merit retention beyond established time periods.

~~Appropriate~~ Regulations and procedures shall be developed *for this policy*.

8 New York Code of Rules and Regulations (NYCRR) Section 185

Public Officers Law Section 65-b

Local Government Records Act of 1987

Policy References:

Refer also to Policy #1318 -- Records Officers.

Adopted: 7/13/1999

Reviewed: 3/18/2009

Reviewed: 9/21/2011

Reviewed: 8/20/2014

Reviewed: 8/16/2017

Revised: _____ 2020

10. New Business

3. Resolution to Approve CTE Equipment Reserve Fund Contribution of \$100,000.00



*Monroe 2–Orleans
Board of Cooperative Educational Services*

Jo Anne L. Antonacci, District Superintendent

**Finance
Office**

Steve Roland

Director of Finance

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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 \$100,000 from 2019/20 school year expenditures.

10. New Business

4. Resolution to Approve Expenditures from Retirement Contribution Reserve Fund of \$871,817.73



*Monroe 2–Orleans
Board of Cooperative Educational Services*

Jo Anne L. Antonacci, District Superintendent

**Finance
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Retirement Contribution Reserve Fund - Expenditures

It is hereby resolved that based upon the recommendation of the District Superintendent, the Monroe 2 - Orleans BOCES Board authorizes expenditures from the previously established Retirement Contribution Reserve Fund in the amount of \$871,817.73 from the 2019/20 school year.

10. New Business

5. Resolution to Approve Teachers' Retirement Contribution Reserve Sub-Fund Contribution of \$441,502.00



*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 \$441,502 from 2019/20 school year expenditures.

10. New Business

6. Resolution to Approve Retirement Contribution Reserve Fund Contribution of \$1,000,000.00



*Monroe 2–Orleans
Board of Cooperative Educational Services*

Jo Anne L. Antonacci, District Superintendent

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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 \$1,000,000 from 2019/20 school year expenditures.

10. New Business

7. Resolution to Approve CaTS Lease Amendment and Modification

LEASE AMENDMENT AND MODIFICATION

This Lease Amendment and Modification dated July 30, 2020 by and between 3625 Buffalo Road LLC., Lessor, with its principal office at 200 Buell Road, Rochester, New York 14624 and Monroe 2-Orleans BOCES, Lessee, with its principal office located at 3599 Big Ridge Road, Spencerport, New York 14559, is for the purpose of a 10 year lease extension and modification of the lease dated February 17, 2010, for approximately 23,000 square feet of space, premises located at 3625 Buffalo Road, Rochester, New York 14624.

The said lease hereinabove described is as follows:

- 1) The term of the lease is extended for 10-years with a 10-year renewal option beginning September 1, 2020.
- 2) Monthly rent shall be \$9.80 per square foot (\$18,783.33 per Month)
- 3) Annual Rent will increase 1% per year
- 4) If Monroe 2-Orleans BOCES and 3625 Buffalo Road LLC enter into a lease agreement for the entire building, the above proposal will apply to the additional space as well.
- 5) BOCES will continue to maintain any and all Energy Management Systems.

All other terms and conditions of the original lease dated February 17, 2010 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

By: _____
JoAnne Antonacci, District Superintendent

Date _____

3625 Buffalo Road LLC

By: 
Steven Santandrea, Manager

Date 8/3/2020

10. New Business

8. Resolution to Approve Rochester City School District Lease

**LEASE AGREEMENT
BETWEEN
ROCHESTER CITY SCHOOL DISTRICT
AND
MONROE 2-ORLEANS BOCES**

THIS AGREEMENT made effective on September 1, 2020, between **ROCHESTER CITY SCHOOL DISTRICT**, having its principal office at 131 West Broad Street, Rochester, New York 14614, hereinafter referred to as the "District" or "Lessor", and **MONROE 2-ORLEANS BOCES**, a New York shared educational programs and services provider having its principal office at 3599 Big Ridge Road, Spencerport, New York 14559 hereinafter referred to as "Lessee".

WHEREAS, The Lessor owns certain buildings and facilities the Lessee is desirous of leasing a portion of those facilities for use by the Lessee for the purpose of BOCES business and academic purposes;

WHEREAS, if authorization by resolution of the District Board of Education is required to enter into this agreement, the authorizing resolution will be attached hereto as **Attachment C**;

NOW, THEREFORE, in consideration for the fees, covenants herein, Lessor hereby grants a lease to Lessee as follows:

1. SPACE AND USE

The lease shall be for approximately 26,000 square foot of space at the former School #43, located at 1305 Lyell Avenue, Rochester, New York 14606. Except as otherwise provided herein, the space and use shall be limited to the 1st floor classrooms, offices, basement, gymnasium, cafeteria, and parking lot ("Premises"), for Lessee's business operations and academic purposes.

2. LEASE TERM

A. The date and time of use shall be September 1, 2020 through June 30, 2021.

3. RENT AND REQUIREMENTS

Lessee will pay the Lessor rent in the amount of \$21,000.00 per month. Rent shall be due on the first day of each month together with any additional rent or other charges which may be due Lessor. Rent shall be paid to Lessor upon receipt of invoices without abatement, deduction or setoff except as otherwise specifically provided in this Lease Agreement.

4. COMMON AREA MAINTENANCE AND REFUSE REMOVAL

Lessee agrees to pay as its Proportionate Share of costs of the operation repair and maintenance of the Common Areas. The Common Area Expenses shall include, but shall not be limited to, the costs incurred for cutting the grass, landscaping, repairs to parking area and parking lot, lighting, sanitary control, rodent control, extermination, snow plowing and snow and ice removal, fire and smoke detection systems maintenance, removal of rubbish, garbage and other refuse, heating, electricity, phone, wifi and cooling. This cost is incorporated into the rent total above.

5. UTILITY CHARGES

Lessee shall pay their proportionate share of all utility charges. This cost is incorporated into the rent total above.

6. TERMINATION

This Lease Agreement shall automatically terminate upon the end of the Lease Term referenced above in Section 2. Upon termination, Lessee will peaceably and quietly surrender and yield to Lessor the leased Premises in the same good repair and condition as at present, and shall, if required to do so by Lessor, restore the leased Premises to its original condition and repair any damage caused by installation or removal of any improvements or attachments to the Leased Premises made by Lessee.

7. QUIET ENJOYMENT

The Lessee's use of Premises shall be limited to those areas as specified above. The Lessor covenants that upon Lessee paying the rent required, and performing the covenants herein, Lessee shall and may peacefully and quietly have, hold, and enjoy the Premises for the term aforesaid, with all necessary access, including keys if applicable, for Lessee's intended use.

8. CONDITION OF PROPERTY

Lessee shall accept the Building, improvements, and any other equipment on or in the leased Premises, in its existing condition on the Commencement Date. No representations or warranties, express or implied, have been made by or on behalf of Lessor as to such condition, or as to the use that may be made of the Leased Premises.

9. RIGHT OF ENTRY

Lessor shall have the right to enter the leased Premises at all reasonable times and on reasonable notice in order to examine it, or to make such decorations, repairs, alterations, improvements or additions as Lessor may deem necessary or desirable.

10. MAINTENANCE

- A. The Lessee at its own cost and expense keep, maintain and take good care of the space, and make any and all repairs to the space resulting from its occupancy and/or use, and

negligence, normal wear and tear excepted. Lessee's responsibilities in this regard shall exclude structural portions of the premises, which shall be the responsibility of Lessor as describe in Section 10. B., except if caused by Lessee's negligence.

- B. The Lessor shall at its own cost and expense, keep, maintain and take good care of the structural portions of the premises, including foundation, exterior walls, ventilation, plumbing and the like.

11. ALTERATIONS and REPAIRS

- A. Lessee shall make no alterations or improvements of, or attachments of, any kind to Leased Premises without the prior approval of the Lessor.
- B. Lessor may at any time remodel, make alterations, additions, improvements, and repairs to the whole or any part of the Leased Premises, and for any such purpose the Lessor, its agents, and employees, shall at all times have access to, in and through the Leased Premises. The Lessor agrees to give ten (10) days' notice to Lessee with regard to any contemplated structural changes or modifications of the space.
- C. If the event repairs become necessary due to the actions or negligence of Lessee, and said repairs are not undertaken by Lessee within fifteen (15) days after Lessor's notice to Lessee of the need for said repair, Lessor may undertake said repairs and the cost of the repairs shall become immediately due from Lessee, and may be incorporated into the following months' rent. In the event the repairs are deemed an emergency by Lessor, Lessor may immediately undertake the repairs and the cost of the repairs shall become immediately due from Lessee, and may be incorporated into the following months' rent.

12. INDEMNIFICATION AND LIABILITY

- A. To the extent permitted by law, Lessee shall indemnify and hold the Lessor harmless, during the term of this Agreement, against any and all claims and lawsuits and any and all losses resulting from such claims or lawsuits, whether by judgment or settlement arising from the Lessee negligence. This indemnification clause shall not cover any claims or liability for any damage related directly or indirectly to the structure, operation, or design of the Leased Premises, or for any damage that may incur as a direct or indirect result of Lessor's employees, agents, or owners.
- B. Lessee shall not be liable for any injury or damage to any property or to any person happening on, in or about the Facility and its appurtenances, nor for any injury or damage to the property belonging to the Facility, or to any other person which does not arise out of the Lessee's agents, students, guests, and employees' use and occupancy of the Facility under this Agreement, including buildings, steps, railings, sidewalks, and approaches thereto.
- C. To the extent permitted by law, the Lessor shall indemnify and hold the Lessee harmless, during the term of this Agreement, against any and all claims and lawsuits and any and all losses resulting from such claims or lawsuits, whether by judgment or settlement arising from the Lessor's negligence. Lessor shall not be responsible or liable to Lessee for any injury or damage resulting from acts or omissions of persons occupying property

adjoining the Leased Premises or any part of the Building, parking area or playground or for any injury or damage resulting to Lessee or its property from bursting, stoppage, or leaking of water, gas, sewer or steam pipes, except where such injury or damage arises from the negligence or willful misconduct of Lessor, its agents, servants, or employees, or from Lessor's negligent failure to make the repairs which it is obliged to make. Any covenant on Lessor's part to perform any obligations for the benefit of Lessee shall not be deemed breached if Lessor is unable to perform by reason of any governmental regulation, or by reason of accident, strikes, labor difficulties or any other causes beyond Lessor's control.

13. INSURANCE

- A. The Lessee 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. They shall provide a copy of general liability insurance to Lessor, upon request; and all compensation and benefits to its employees engaged under this Lease.
- B. Lessor shall maintain during the term of this lease such insurance against physical damage, comprehensive liability insurance and other insurance as a reasonably prudent Lessor would maintain in similar circumstances. Lessor will determine the limits of coverage, deductibles and specific perils insured against. Lessor may, but shall not be obliged to, take out and carry any other form or forms of insurance as Lessor may reasonably determine advisable.
- C. The parties 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.

14. DEFAULT

- A. If prior to or at any time during the lease Term there shall be filed by or against Lessee, in any court pursuant to any statute either of the United States or any state, petitions in bankruptcy or insolvency or for a reorganization or arrangement or for the appointment of a receiver or trustee of all Lessee's property, or if Lessee shall make an assignment for the benefit of creditors, or if, during the term hereof, the Leased Premises become vacant, Lessor, at its option, may give Lessee or any such trustee or receiver or assignee a notice in writing stating that this Lease Agreement and the term hereby granted shall cease and expire on a date not less than 20 days after the date of the giving of such notice; and upon the expiration of the time fixed by such notice this Lease Agreement and the term hereby granted shall wholly cease and expire in the same manner and with the same effect as if the date fixed by such notice were the date herein originally fixed for the termination hereof, and Lessor shall thereupon be entitled to the immediate possession of the Leased Premises and may institute summary proceedings against Lessee or may take any other suitable proceeding or action to obtain possession thereof.
- B. This lease Agreement is granted on the condition that if, at any time, (i) Lessee shall be in default in the payment of Rent or Additional Rent (or cure any other default which is curable by the payment of money) within thirty (30) days after the date when the same

shall become due and payable or (ii) Lessee shall default in the performance of any other terms, covenants and conditions of this Lease Agreement on Lessee's part to be performed and if such default shall continue for a period of fifteen (15) days after Lessor has given written notice of such default to Lessee, then Lessor shall have the right to terminate this Lease Agreement and the term hereof, as well as all of the right, title and interest of Lessee hereunder, by giving Lessee not less than thirty (30) days' notice in writing of such intention and upon the expiration of such thirty (30) day period this Lease Agreement and the term hereof, as well as all the right, title and interest of Lessee hereunder shall wholly cease and expire in the same manner and with the same force and effect (except as to Lessee's liability) as if the date fixed by such latter notice were the expiration of the term herein originally granted and Lessor may enter into or repossess the Leased Premises, either by force or summary proceedings, or otherwise. In the event Lessee is unable to cure any non-monetary default which cannot reasonably be cured in the exercise of reasonable diligence within said period of thirty (30) days and if at the expiration of said period of thirty (30) days, Lessee shall have taken such steps as shall be reasonable for the curing of such default, and shall thereafter proceed with the curing of such default with reasonable diligence, but no later than forty-five (45) days, (iii) If the Leased Premises shall be vacated and abandoned.

- C. In the event of a cancellation or termination, either by the issuance of a dispossessory warrant or by the service of a notice of termination as above provided, or otherwise, Lessee shall, nevertheless, remain and continue to be liable to Lessor in a sum equal to all Rent and all Additional Rent and charges for the balance of the term or option term; and Lessor may re-enter the Leased Premises, using such force for that purpose as may be necessary without liability to any prosecution for the re-entry or the use of such force and Lessor may repair or alter the Leased Premises in such manner as Lessor may deem necessary or advisable, and/or let or re-let the Leased Premises or any or all parts thereof for the whole or any part of the remainder of the original term hereof or for a longer period, in Lessor's name, or as the agent of Lessee, and, out of any rent so collected or received, Lessor shall, first pay to itself the expense and cost of re-taking, repossessing, repairing and/or altering the Leased Premises, including Lessor's attorney's fees, and the expense of removing all persons and property therefrom, and pay to Lessor any cost or expense sustained in securing any new Lessee or Lessees, and pay to Lessor any balance remaining on account of the liability of Lessee to Lessor for the sum equal to the Rent and Additional Rent then unpaid by Lessee for the remainder of the term or option term. Any entry or re-entry by Lessor, whether by summary proceedings or otherwise, shall not absolve or discharge Lessee from liability hereunder.
- D. Should any Rent amounts so collected by Lessor after the payments aforesaid be insufficient fully to pay to Lessor a sum equal to all Rent and Additional Rent and other charges paid by Lessor, Lessee shall pay to Lessor on each rent day the amount of the deficiency then existing; and until so paid Lessee shall be and remain liable for any such deficiency, and the right of Lessor to recover from Lessee the amount thereof, or a sum equal to the amount of all Rent and Additional Rent and other charges herein reserved, shall survive the issuance of any dispossessory warrant or other termination of the Lease Agreement. Lessee hereby expressly waives any defense that might be predicated upon the issuance of such dispossessory warrant or other termination or cancellation of the term hereof.

- E. Suit or suits for the recovery of any such deficiency or damages, or for a sum equal to any installments or rent or additional rent payable hereunder, may be brought by Lessor, from time to time at Lessor's election and nothing herein contained shall be deemed to require Lessor to await the date whereon this Lease Agreement or the term hereof would have expired had there been no such default by Lessee or no such termination or cancellation.
- F. Lessee hereby waives any and all right to recover or regain possession of the Leased Premises or to reinstate or to redeem this Lease Agreement as permitted or provided for under any statute, law or decision now or hereafter in force and effect.
- G. All costs and expense which Lessee assumes or agrees to pay pursuant to this Lease Agreement shall at Lessor's election be treated as Additional Rent, and in the event of nonpayment, Lessor shall have all the rights and remedies herein provided for in the case of nonpayment of Rent or of a breach of condition.
- H. In the event of any action or proceeding brought by Lessor against Lessee under this Lease Agreement, Lessor shall be entitled to recover court costs and the reasonable fees and disbursements of its attorneys in such action or proceeding (whether at the administrative, trial or appellate levels) in such amount as the court or administrative body may judge reasonable provided Lessor is the prevailing party. Lessor shall also be entitled to recover reasonable attorneys' fees and disbursements incurred in connection with a Lessee default hereunder which does not result in the commencement of any action or proceeding.

15. STATUS OF PARTIES

The relation of the parties shall be that of Lessor and Lessee and nothing herein shall be construed to make Lessor and Lessee partners or joint ventures.

16. COMPLIANCE WITH LAWS AND REGULATIONS

The Lessee will comply with all the laws, ordinances and regulations of federal, state or local governmental agencies or bodies and with all Lessor rules and regulations. Lessor shall likewise comply with all local, state or federal laws, ordinances, rules or regulations controlling or limiting in any way its actions during such performance of the services required by this Agreement. Furthermore, each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein, and this Agreement shall be read and enforced as though it were included herein.

17. FORCE MAJEURE

In the event either party is unable to perform its obligations under the terms of this Agreement because of events beyond such Party's reasonable control such as Acts of God including fire, flood, explosion, earthquake, or other natural forces, war, civil unrest, accident, epidemic, pandemic, any strike or labor disturbance, or any other event similar to those enumerated above, such party shall not be liable for damages to the other for any damages resulting from such failure to perform or otherwise from such causes. Notice of a Party's failure or delay in performance due to force majeure must be given to the unaffected Party promptly but

no later than fourteen (14) days after its occurrence which notice shall describe the force majeure event and the actions taken to minimize the impact thereof. Notwithstanding the foregoing, the parties shall act in good faith to seek a resolution of the delay or failure to perform.

18. BINDING EFFECT

This Agreement shall bind and inure to the benefit of the parties hereto and their successors and assigns.

19. CONFLICT OF INTEREST

The parties acknowledge and agree that this Lease shall be void and unenforceable if the parties entered into this lease in violation of Section 801 of the General Municipal Law or Section 410 of the Education Law.

20. CONFIDENTIALITY

- A. The parties shall observe and apply the appropriate standard of confidentiality to 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 Lessor's employees and/or subcontractors in accordance with FERPA & HIPAA.
- B. The parties will instruct their staff as to the confidentiality of records and information and the penalties for breach thereof.

21. NON-WAIVER

In the event that the terms and conditions of this Agreement are not strictly enforced by the Lessor or Lessee, such non-enforcement shall not act as or be deemed to act as a waiver or modification of this Agreement, nor shall such non-enforcement prevent the District from enforcing each and every term of this Agreement thereafter.

22. SEVERABILITY

If any provision of this Agreement is held invalid by a court of law, the remainder of this Agreement shall not be affected thereby if such remainder would then continue to conform to the laws of the State of New York.

23. GOVERNING LAW

This Agreement will be governed by the laws of the State of New York without regard for conflict of law principles. The State and Federal Courts located in Monroe County, New York shall be the exclusive forums for resolving all disputes arising from or relating to this Agreement. Without limiting the foregoing, the Parties agree to attempt to resolve any disputes through discussion and negotiation prior to commencing any legal action, but no liability will attach or action dismissed for failure to comply with this subdivision.

24. NOTICES

All notices required or permitted to be provided herein shall be furnished by hand delivery, overnight mail or certified mail return receipt requested and shall be effective upon receipt.

Notices shall be provided to the Parties at the following addresses:

To: Rochester City School District
131 West Broad Street
Rochester, New York 14614
Attention: General Counsel

To: MONROE 2- ORLEANS BOCES
3599 Big Ridge Road
Spencerport NY 14559
Attention: Steve Roland

25. EXCLUSIVITY

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

26. 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.

27. INTEREST

The Lessor has no vested interest in the Lessee in that they do not have an investment in the facility nor do they realize any profit or loss from the operation of the Lessee's business. On site work by Lessor will not destroy the independent contractor relationship between Lessor and Lessee. Lessor's written status report or attendance at Lessee meetings will not destroy the independent contractor relationship between the Lessor and Lessee.

28. ENVIRONMENTAL LAWS

The parties will comply with all applicable current and future environmental laws and regulations and the terms of all environmental permits issued by any governmental agency. The parties will not dispose of any hazardous substances or waste material at the leased Premises or Premises Area other than in accordance with applicable environmental laws and regulations. The parties will promptly will furnish each other with copies of any notice from any governmental agency with respect to any environmental matter.

29. ASSIGNMENT and SUBLETTING

- A. The parties to this Agreement shall not transfer, assign, subcontract or otherwise dispose of this Agreement or the rights and responsibilities therein or any interest herein, without the prior written consent of the other party.
- B. The Lessee shall not sublet the premises without the Lessor's express written consent.

30. TAXES

If any taxes are required, or become required, Lessor shall pay its obligation directly to the taxing authority all taxes which have been levied against the Premises for the calendar year, and Lessee shall pay as additional rent its proportional share of all said taxes levied.

[Remainder of page intentionally left blank. Signature page follows]

WITNESS the due execution hereof on the day and year first above written.

Lessor: ROCHESTER CITY SCHOOL DISTRICT

BY: _____
Lesli Myers-Small, E.d. D., Superintendent Date

Lessee: MONROE 2-ORLEANS BOCES

BY: _____
Jo Anne Antonacci, District Superintendent Date

10. New Business

9. Resolution to Approve Professional Learning Plan for 2020-22 (Tim Dobbertin)



MONROE 2-ORLEANS

BOCES

PROFESSIONAL

DEVELOPMENT

LEARNING

PLAN

~~2018-2020~~

2020-2022

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 DEVELOPMENT **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

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

District Team

4 # administrators/staff
8 # teachers
5 # others (roles specified below)
1 parent representative
1 higher education representatives
1 data specialist
1 professional development assistant superintendent
1 instructional technology 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 DEVELOPMENT *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)	Rob Donohew Melissa Pound BOCES 2 Teacher Association Representative
Staff Representatives: (3-year rotation)	Tina Bonfiglio (2019-2022) Special Education Sharon Seman (2017-2020) (2020-2023) Special Education Cynthia Cuthbert (2019-2022) Special Education Ryan Maier (2017-2020) (2020-2023) MAARS Theresa Alampi-Cortez (2019-2022) Career & Technical Education Kyle Canfield (2019-2022) Career & Technical Education Traci Lynn Farley (2017-2020) Leigh Nenni (2020-2023) Related Services Elizabeth Ramzy (2019-2022) Related Services
Higher Education Representative:	Dr. Katie Heath (2017-2020) (2020-2023) Roberts Wesleyan College
Parent Representative:	TBD (2020-2021)

ANNUAL PROFESSIONAL DEVELOPMENT ~~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 ~~Development~~ **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 ~~Development~~ **Learning** Program consisting of:

- Ten (10) hours of professional growth activities per year on topics determined by the Professional ~~Development~~ **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 ~~Development~~ **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 ~~Development~~ **Learning** Plan reflects a multi-year approach to improve student performance through ~~2021~~ **2022**. The Professional ~~Development~~ **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 Development ***Learning*** Plan (annual review)

~~Other (specify):~~

Discipline/referral data - Positive Behavioral Intervention Supports (PBIS)

Violent and Disruptive Incident Reports (VADIR)

Dignity for All Students (DASA) Data

BOCES 2 staff and component district service requests

BOCES 2 Strategic Plan

Post High School Placement Data

Attachment II: Professional Development *Learning* Plan Summary Chart

Goal	Goal Statement	Department/Objectives	NYS Professional Development Standard
1	Educators will demonstrate knowledge of content, pedagogy, students and resources to plan effective instruction.	<p>BOCES 2 Instructional Staff</p> <p>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</p> <p>1.2 All teachers (CTE and academic) will use online CTE <i>Atlas</i> curriculum maps to guide instruction.</p> <p>1.3 All <i>CTE</i> teachers (CTE and academic) will use student data to guide instruction.</p> <p>Department for Exceptional Children</p> <p>1.4 Exceptional Children Department and Westside Academy will complete <i>continue</i> curriculum <i>mapping</i> for all K-12 <i>special education classes</i> courses.</p> <p>1.5 Exceptional Children will be in compliance and improve quality of student's special education documents.</p> <p>Westside Academy</p> <p>1.6 All Westside Academy staff will increase knowledge of Trauma-Informed Schools <i>incorporate Cultural Responsiveness into planning instruction</i>.</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</p> <p>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><i>Career and Technical Education</i></p> <p><i>2.2 All CTE Staff (paraprofessionals, teachers, admin, etc.) will develop the personal and professional skills of students</i></p> <p>Department for Exceptional Children</p> <p>2.3 Exceptional Children staff will provide environmental supports that utilize multi-tiered systems of support to create a conducive culture for learning.</p> <p>Westside Academy</p> <p>2.4 Westside Academy staff through restorative practices will establish a culture of learning that is accessible to all. <i>will be trained in managing their teaching and social/emotional sessions, in a remote learning environment.</i></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.	<p>BOCES 2 Instructional Staff 3.1 Instructional staff will facilitate training or coaching focused on best practices in instruction and assessment.</p> <p>Career and Technical Education 3.2 <i>All CTE classroom staff (teachers and paraprofessionals) will use instructional technology to engage students during in-person or remote learning.</i> strategies to improve student performance on literacy tasks. 3.3 TE teachers will use instructional strategies to improve student performance on integrated math or science tasks.</p> <p>Department for Exceptional Children 3.3 Exceptional Children instructional staff will improve instructional outcomes by participating participate in training or coaching focused on a tiered level of specially designed instructional strategies. 3.4 Exceptional Children instructional staff will purposely select and embed technology in the delivery of instructional content. to support instruction.</p> <p>Westside Academy 3.5 Westside Academy teachers will use data to increase student outcomes. will utilize technology to provide seamless instruction across all learning environments.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
4	<i>Educators will demonstrate professional values and focus on student improvement through personal examination of their practices and collaboration with colleagues, districts, and families.</i>	<p>BOCES 2 Instructional Staff —4.1 Instructional Specialists will identify needs and create professional development opportunities accordingly. 4.1 - 4.4 All Administrators, Instructional Staff, Related Service Providers, and Paraprofessionals will commit to continuous improvement of their professional practice by reflecting on learning in their area of instructional/professional expertise.</p> <p>Career and Technical Education —4.2 Increase teacher participation in professional organizations such as SkillsUSA and Association of Career and Technical Education (ACTE).</p>	1, 2, 3, 4, 5, 8, 10

Professional Development Plan Summary Chart – cont’d

Goal	Goal Statement	Department/Objectives	NYS Professional Development Standard
4		Department for Exceptional Children — 4.3 Exceptional Children Department will increase participation in professional development <i>learning</i>.	1, 2, 3, 4, 5, 8, 10
		Westside Academy — 4.4 All Westside Academy teachers will participate in professional learning communities.	

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
- ⇒ ~~Component Districts' Professional Development~~
- ⇒ 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 Career and Technical Education Resource~~ *CTE Technical Assistance* Center
- ⇒ Regional Early Childhood Direction Center
- ⇒ Regional PBIS Center
- ⇒ SCDN, ~~SEIS~~
- ⇒ *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 DEVELOPMENT **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. **47**

MONROE 2-ORLEANS PROFESSIONAL DEVELOPMENT **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, Elementary Science Program 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 development 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 DEVELOPMENT **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 online CTE <i>Atlas</i> curriculum maps to guide instruction.	<ul style="list-style-type: none"> • CTE program Advisory committee meetings • Internal team meetings • Curriculum days • Superintendent's Conference Day (SCD) • APPR observation process • NYSED CTE Re-approval process • Industry visits • <i>Local and regional CTE collaboration</i> 	<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 <i>Atlas</i> online curriculum program • <i>Minimum Atlas expectations</i> • 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 	<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 <i>Atlas</i> curriculum map completion as outlined in the CTE <i>Atlas</i> curriculum requirements. http://www.p12.nysed.gov/cte/ctepolicy/applications.html • 90% of lessons observed during the APPR process will align to scheduled unit curriculum maps. • <i>90% of teachers who have met minimum expectations, will meet quality indicators at a level 3 on SREB Quality of Career Tech Program Rubric.</i>

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Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
			--Southern Regional Education Board (SREB) teaching to Lead PD Curriculum --SREB Quality of Career Tech Program Rubric		
1.3 All CTE teachers (CTE and academic) will use student data to guide instruction.	<ul style="list-style-type: none"> School Tool grades Coaching cycles CTE State Assessment Project assessment analysis of pre and post test data Analysis of Technical assessment data 	<ul style="list-style-type: none"> Ongoing throughout the year As per stated in coaching plan schedule Every fall and spring 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 AIIST 	<ul style="list-style-type: none"> Number of programs with 100% of completers passing the technical assessment will increase by 10% each year. Number of students within the CTE department who pass the course specific CTE State Assessment will increase by 5% each year. Number of students within the CTE department who pass all three parts of their course specific technical assessment will increase by 5% each year.

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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 and Westside Academy will complete continue mapping for all K-12 special education classes courses.	<ul style="list-style-type: none"> Training for curriculum chairs All new instructional staff will participate in training for NYS Learning Standards and/or Essential Elements Professional staff will 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"> 4x/year 1 1x per year or as needed As scheduled As outlined in curriculum plan 	<ul style="list-style-type: none"> Curriculum chairs will use online platform for curriculum development 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 Chairs Leaders Program Administrators 	<ul style="list-style-type: none"> 100% of instructional staff will attend training on NYS Learning Standards. By July 201921, 100% of curriculum maps will be established for grades K-2 8 English Language Arts and Mathematics, middle school Science and grades K-2 Science; in addition to select transition classrooms, science grade 7, Global History and Geography I and II and U.S. History; Hospitality and Applied Skills and Activities for Daily Living Center Health grade 7. By July 202022, 100% of curriculum maps will be established for grades 3 9-12 English Language Arts and Mathematics; additional transition age classrooms, and continue high school level grades for social studies and science. Grades 3-5 Science and Living Environment; Economics and Participation in Government: 12:1:1 Transition.

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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, may include such as: <ul style="list-style-type: none"> --Quality of PLPs --Annual goals --Testing --Progress monitoring --FBAs/BIPs --Level 1 transition assessments 	<ul style="list-style-type: none"> Assistant Director Supervisors Department Chairs 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. 90% of a random sampling of student IEP's that overlap from previous year will show improvement in the identified area of noncompliance and/or quality to meet NYSED-OSE compliance criteria. 90% of BIPs will show improvement based on identified areas of need identified by Behavior Strategies Committee. During the first year of this plan, transition documents will be updated to ensure compliance with NYSED-OSE compliance expectations and meet qualitative expectations that meet all student needs. During the second year of this plan, a sustainable action plan will be developed and implemented to ensure staff working with students 14 years and older, are supporting students in preparing for post-secondary options that meets NYSED-OSE compliance expectations. 100% of staff will participate in training based on identified areas in need of improvement.

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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 increase knowledge of Trauma-Informed Schools <i>incorporate Cultural Responsiveness into planning instruction.</i>	<ul style="list-style-type: none"> • Book Study • Review and discuss trauma-informed interventions and strategies • Creating a checklist of strategies used in the classroom that were effective with reflective questions • <i>Embedded ideas for Cultural Responsiveness during Faculty Meetings.</i> 	<ul style="list-style-type: none"> • 1x monthly • Ongoing • <i>Teachers will participate throughout the year with offerings that occur throughout BOCES.</i> 	<ul style="list-style-type: none"> • Book study on Fostering Resilient Learning Strategies for Creating a Trauma-Sensitive Classroom • Trauma-informed care topics to include: <ul style="list-style-type: none"> —Adverse Childhood Experiences (ACES) —Social/Emotional Learning —Resiliency • <i>Participate in Superintendent's Conference Day</i> 	<ul style="list-style-type: none"> • Program Administrator • <i>BOCES Instructional Leaders</i> • <i>Guest Presenters</i> 	<ul style="list-style-type: none"> • 100% of teachers will participate in the book study Fostering Resilient Learning Strategies for Creating a Trauma-Sensitive Classroom. • 100% of teachers will complete the checklist and implement strategies of document effectiveness through the use of a checklist and reflective questions. • <i>100% of Westside staff will participate in content specific professional development.</i> • <i>100% of staff will share a successful strategy that they learned and used, at a monthly Faculty meeting.</i> • <i>100% of staff will complete a survey in September and May regarding Cultural Responsiveness in Schools.</i> • <i>100% of staff should have evidence of Cultural Responsiveness in their work space.</i>

			<ul style="list-style-type: none">• <i>Culturally Responsive Classroom and Instruction</i>• <i>Whole school Social Justice training</i>		
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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. **47**

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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, Elementary Science Program 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.

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

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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 all programs. • Revitalization 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 	<ul style="list-style-type: none"> • Assistant Director • Supervisors • Department Chairs Leaders • TCIS Trainers • PBIS Instructional Specialist 	<ul style="list-style-type: none"> • Unexcused school absences will decrease by 20% each year. • Disciplinary referrals will decrease by 10% each year. • 100% of staff will attend training on trauma-informed care. • 100% of classroom teachers will develop a Classroom Behavior Support Plan at the beginning of each school year. • 100% of professional staff will attend training on tiered systems of Classroom Behavioral Support Plans. • 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.

	<ul style="list-style-type: none"> • Monitoring of student attendance to school and class • Implementation of trauma-informed practices such as restorative practices, predictable routines, class objectives • Training for all building level staff 				
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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 through restorative practices will establish a culture of learning that is accessible to all. <i>will be trained in managing their teaching and social/emotional sessions, in a remote learning environment.</i>	<ul style="list-style-type: none"> • Participate in restorative circles • <i>Provide professional development for all staff to enable successful remote learning environment.</i> • <i>Staff will use Schoology as daily practice, in-person and remote.</i> 	<ul style="list-style-type: none"> • Monthly • <i>Throughout the school year</i> • <i>Protocols will be established with instructional staff for consistency when students are not engaged.</i> 	<ul style="list-style-type: none"> • Restorative trainings to include: <ul style="list-style-type: none"> –Community –Healing –Academic –Celebratory –Conflict Resolution • <i>Remote learning professional development</i> • <i>Professional development on synchronous and asynchronous learning</i> 	<ul style="list-style-type: none"> • Program Administrator • Social Worker • Partners in Restorative Initiatives (PIRI) • <i>Technology Department</i> • <i>Instructional Leaders</i> • <i>Westside Academy Team</i> 	<ul style="list-style-type: none"> • 100% of teachers will facilitate academic circles by the end of year 2. • 10% decrease in suspensions each year • <i>Less than 30 incident reports involving inappropriate behavior on-line activity.</i> during remote activity • <i>100% of staff will create the “norms” of online expectations that will be shared with students.</i> • <i>100% of Westside staff will follow protocols when a student is not engaged</i>

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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. **47**

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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, Elementary Science Program 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 be <i>utilize</i> research-based best practices and student achievement data.

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Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
Career and Technical Education					
3.2 <i>All CTE classroom staff</i> (teachers and <i>paraprofessionals</i>) will use instructional <i>technology to engage students during in-person or remote learning.</i> strategies to improve student performance on literacy tasks.	<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 per <i>stated in</i> coaching plan schedule • Ongoing throughout the year 	<ul style="list-style-type: none"> • NYS Learning Standards for ELA • Instructional Strategies Playbook • Selecting quality complex text • SREB Teaching to Lead PD or PL? Curriculum • <i>Using technology as a learning management system:</i> --<i>Schoology</i> • <i>Using technology as a content/file management system:</i> --<i>Office 365</i> • <i>Using technology as an instructional platform/resource, such as:</i> --<i>Kahoot</i> --<i>Edge Factor</i> 	<ul style="list-style-type: none"> • Admin • AIIST • CaTS 	<ul style="list-style-type: none"> • Number of students in the CTE department that score an average of 75% or higher on course specific integrated literacy tasks throughout the year will increase by 3% each year. • <i>100% of classroom staff will meet minimum expectations for instructional technology use as outlined by the CTE instructional Technology Expectations.</i> • <i>Student engagement through online learning management systems will be 75% or higher per CTE program.</i>

			<p><i>--Industry specific sites like ToolingU</i></p> <ul style="list-style-type: none"> • <i>Using technology to communicate with students and families:</i> <i>--Zoom</i> <i>--Remind</i> <i>--School Tool Parent Portal</i> • <i>Quality online instruction</i> • <i>Instructional strategies specific to online instruction</i> • <i>Webb's Depths of Knowledge</i> • <i>Bloom's taxonomy</i> • <i>Giving quality feedback</i> 		
3.3 CTE teachers will use instructional strategies to improve student performance on integrated math or science tasks.	<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 per coaching plan schedule • Ongoing throughout the year 	<ul style="list-style-type: none"> • NYS Learning Standards for Math • NYS Learning Standards for Science • Instructional strategies playbook • SREB Teaching to Lead PD or PL? Curriculum 	<ul style="list-style-type: none"> • Administration • AHST 	<ul style="list-style-type: none"> • Number of students in the CTE department that score an average of 75% or higher on course specific integrated math or science tasks throughout the year will increase by 3% each year.

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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 improve instructional outcomes by participating participate in training or coaching focused on a tiered level of specially designed instructional strategies.	<ul style="list-style-type: none"> All staff will receive opportunities to learn about Universal Designs for Learning, Tier 1 instructional strategies Staff will have opportunities for training on using online platforms for teaching remotely. All Staff Staff will have opportunities to work towards differentiating and scaffolding instruction within multi-grade level, multi-instructional classes (Tier 2) Instructional staff will better understand how to document and implement 	<ul style="list-style-type: none"> Most trainings offered 2x per year, fall and spring 	<ul style="list-style-type: none"> Universal Design for Learning, 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 	<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% each over two years based on the previous year passing rate. All teachers will have at least two points of contact from an instructional specialist with and opportunities for embedded instructional support throughout each school year.

	<p>Specially Designed Instruction (Tier 3)</p> <ul style="list-style-type: none"> • Instructional staff teaching high school Regents classes will have the opportunity to review item analysis of SED testing to inform their instruction. • <i>Instructional Specialists will track coaching sessions focused on embedding instructional strategies</i> 	<ul style="list-style-type: none"> • <i>Ongoing throughout the school year</i> 	<p><i>remote environment</i></p>		
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Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
3.4 Exceptional Children instructional staff will purposely select and embed technology in the delivery of instructional content to support instruction.	<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"> • Training on the BOCES-adapted Technological Pedagogical Content Knowledge (TPACK) rubric and expectations for participating in the informal observation process • Using technology as an instructional platform: --Schoolology --SeeSaw • Using technology as instructional strategies such as: --Schoolology --Nearpod --Typing Club --iReady --Dropbox --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 that voluntarily participate in informal observations of instructional technology integration, will show growth over the course of one year based on a BOCES 2-adapted TPACK rubric. • Pre and post survey results on instructional technology use • 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).

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Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
	<ul style="list-style-type: none"> • Formation of EC Department Technology Steering Committee to drive the decision-making process. Committee will consist of members from various backgrounds: <ul style="list-style-type: none"> — purchasing — tech support — teachers — specialists • Scheduling adjustments to focus on time allotted for keyboarding and writing • Specialists will track informal observations, training, and coaching sessions focused on embedding instructional strategies 	<ul style="list-style-type: none"> • Meet 3x/year • Discussed and scheduled each fall • Rubric assessment 2x/year, pre and post 	<ul style="list-style-type: none"> • <i>Using technology to communicate with all providers, students and families, such as:</i> <ul style="list-style-type: none"> --Zoom --Schoolology --SeeSaw --Remind --Student emails --Class Dojo --Microsoft Teams --Parent Portal • How to teach reading online vs hard copy text • How to teach writing online vs on paper • How to teach math computation online vs on paper 		

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Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
	<ul style="list-style-type: none"> • Collaboration across Exceptional Children Departments to support instruction, <i>for example, the Instructional Specialist team and Assistive Technology Department.</i> 	<ul style="list-style-type: none"> • 5x/year, formally 			

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Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
Westside Academy					
3.5 Westside Academy teachers will use data to increase student outcomes <i>will utilize technology to provide seamless instruction across all learning environments.</i>	<ul style="list-style-type: none"> Review and analyze 7-12 assessment data and student work Identify gaps and trends in item analysis Creation of pre and post assessments Data Team meetings <i>Training in Schoology, Zoom Pro, Office 365, and Remind</i> 	<ul style="list-style-type: none"> Monthly <i>Training provided throughout the school year</i> 	<ul style="list-style-type: none"> Using item analysis to improve instruction Student work protocols Collaborative data inquiry Assessment development <i>Training with Zoom Pro, Office 365, and Remind</i> <i>Training and expectations to use both synchronous and asynchronous learning.</i> 	<ul style="list-style-type: none"> Program Administrator BOCES 2 Instructional Specialists <i>Technology staff</i> 	<ul style="list-style-type: none"> 100% of teachers will show growth in student outcomes using comparative data from the formative pre and post assessment. Increase proficiency rates on NYS Assessments <i>Through the observation process, 100% of teachers will utilize technology across all learning environments.</i>

This section, Attachment IV Goal 4, pages 34 -39, is new and completely replaces Attachment IV Goal 4 in the old plan.

MONROE 2-ORLEANS PROFESSIONAL DEVELOPMENT ~~DEVELOPMENT~~ **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. **47**

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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, Elementary Science Program BOCES 4 Science, RBERN, MAARS					
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. Instructional Specialists will identify needs and create professional development learning opportunities accordingly.	<ul style="list-style-type: none"> Conduct professional development learning needs assessments across each department Develop and implement professional development learning offerings and PD?? Guide PD session evaluations Reflective conversations with supervisors and colleagues. 	<ul style="list-style-type: none"> 1x/year Ongoing throughout school year 	<ul style="list-style-type: none"> PD as determined by needs assessments 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 Instructional Support Departments will complete a staff needs assessment at the end of year 1 to drive professional development learning offerings for year 2. 100% of PD sessions will show alignment to needs identified. 100% of Instructional Specialists will reflect on PD offered and collect data to analyze student achievement outcomes. 100% of staff will engage in professional reflection and collegial conversations leading to continuous improvement.

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Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
Career & Technical Education					
<p>4.2</p> <p>Increase teacher participation in professional organizations such as SkillsUSA and Association of Career and Technical Education (ACTE).</p>	<ul style="list-style-type: none"> • Faculty meetings • SCD • SkillsUSA fundraisers and member events • SkillsUSA competition prep and competitions 	<ul style="list-style-type: none"> • Monthly • 2x per year • Ongoing throughout the year • Ongoing throughout the year 	<ul style="list-style-type: none"> • Overview of SkillsUSA • Understanding SkillsUSA classroom competitions • Creating quality competitions • SkillsUSA Career Essentials curriculum • Overview of ACTE 	<ul style="list-style-type: none"> • Administration • Zone 1 SkillsUSA Administrative Representative • Skills USA Advisor 	<ul style="list-style-type: none"> • Number of CTE courses participating in content specific SkillsUSA classroom competitions will increase by 5 each year. • Number of CTE staff participating in the SkillsUSA Classroom Awards Night will increase by 5 each year. • 90% of CTE teachers will be trained on the SkillsUSA Career Essentials curriculum. • Increase number of staff belonging to ACTE

MONROE 2-ORLEANS PROFESSIONAL DEVELOPMENT 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					
<p>4.3</p> <p>Exceptional Children Department will increase participation in professional development learning.</p>	<ul style="list-style-type: none"> Conduct a needs assessment across and departments and programs to identify gaps in professional development learning Tracking time allocated to professional development learning during program and department meetings 	<ul style="list-style-type: none"> 1x/year Ongoing throughout school year 	<ul style="list-style-type: none"> Instructional leader specific training on topics such as: <ul style="list-style-type: none"> Differentiating between meeting topics and professional development learning Utilizing alternative platforms for communication to increase engagement in professional learning time Staff will participate in relevant training topics 	<ul style="list-style-type: none"> Supervisors Department Chairs Instructional Specialists 	<ul style="list-style-type: none"> All program supervisors and department chairs will create a professional development learning plan for their individual departments and track participation in My Learning Plan (MLP). The Assistant Director for Exceptional Children will track staff participation and trainings offered throughout the school year. 100% of staff will complete a staff needs assessment at the end of year 1 to drive professional development learning offerings for year 2. 100% of staff will complete a "satisfaction" survey at the end of year 2 in addition to a needs assessment.

MONROE 2-ORLEANS PROFESSIONAL DEVELOPMENT PLAN

Attachment IV: Implementation Plan

Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
	<ul style="list-style-type: none">• Offer various training opportunities to increase staff awareness of professional responsibilities and purpose/rationale for the slew of documentation required	<ul style="list-style-type: none">• Topics offered 1x/year for new staff and anyone who needs a refresher	<ul style="list-style-type: none">• Staff will participate in mandated training topics• Staff will have an opportunity to participate in a refresher training(s) on professional responsibilities, communicating with families, and BOCES 2 policies and procedures		

MONROE 2-ORLEANS PROFESSIONAL DEVELOPMENT PLAN

Attachment IV: Implementation Plan

Department Objectives	Activity	Frequency of Activity	PL Training Topics	Person Responsible for Training	Success Criteria/ Indicators
Westside Academy					
4.4 All Westside Academy teachers will participate in professional learning communities.	<ul style="list-style-type: none"> • Book Study • Data driven meetings • Restorative circles • Student study teams 	<ul style="list-style-type: none"> • 1x monthly • 1x monthly • Ongoing 	<ul style="list-style-type: none"> • Student data protocols • Collaborative inquiry 	<ul style="list-style-type: none"> • Program Administrator • MAARS 	<ul style="list-style-type: none"> • 100% teachers will participate in professional learning communities.

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)
<i>Data To Inform Instruction Trainings</i> <ul style="list-style-type: none"> NYS Assessment Item Analysis – Group/Individual Progress Monitoring <i>Data Driven Instruction</i> <i>Formative and Summative</i> 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"> <i>Project Based Learning</i> <i>Inquiry Trainings</i> <i>Student Engagement</i> 	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.

Revised August 2020

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.

Revised August 2020

Attachment VIII: Professional ~~Development~~ *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 ~~Development~~ *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.

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.

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

Industry-Based *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 August 2020



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10. New Business

10. Review of 2019-20 Student Attendance

10. New Business
11. Review Enrollment for Extended School Year Program (ESYP) and Regional Summer School (RSS)

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

11. Personnel and Staffing
 2. Resolution to Approve Substitute, Hourly and Per Diem Pay Rates for 2020-2021

Resolution to Approve Substitute , Per Diem and Hourly Pay Rates for 2020-21

That the Board approve the following substitute/per diem/hourly pay rates effective July 1, 2020:

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	\$11.80/hour
Teacher substitute per diem	
Uncertified teacher	\$90/day
Certified teacher	\$110/day
Teacher Aide substitute	\$13.00/hour
Teacher Aide substitute who is a BOCES 2 retiree	\$15.00/hour
Tutor	\$18.20/hour

12. Bids/Lease Purchases

1. Resolution to Accept Monroe 2-Orleans BOCES lease purchase of copier equipment.
2. Resolution to Accept Erie 1 Instructional Technology State Wide Licensing Agreements – Add on #1
3. Resolution to Accept Monroe 2-Orleans BOCES participation in Cooperative bid with Wayne Finger Lakes BOCES for Bid #2021-21 Master Lease Purchase Agreement for the Acquisition or Refinance of Equipment

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

14. Committee Reports

- Labor Relations Committee (J. Abbott/J. Heise)
- Legislation Committee (K. Dillon/D. Laba)
- Information Exchange Committee (R. Charles Phillips/L. VenVertloh)

15. Upcoming Meetings/Calendar Events

August 19	6:30pm Board Meeting
September 3	Superintendent's Conference Day
September 7	BOCES 2 closed
September 8	Superintendent's Conference Day
September 9	Faculty Orientation
September 9	Time TBD Board Officer Agenda Review
September 9	Noon MCSBA Legislative Committee (Double Tree)
September 9	5:45pm MCSBA Board Presidents Meeting (Double Tree)
September 16	6:30pm Board Meeting

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