

**CHAMPLAIN VALLEY EDUCATIONAL SERVICES**  
**BOARD OF COOPERATIVE EDUCATIONAL SERVICES**  
Sole Supervisory District of Clinton, Essex, Warren and Washington Counties

**AGENDA FOR BOARD MEETING TO BE HELD AT THE INSTRUCTIONAL SERVICES CENTER,**  
**PLATTSBURGH, NY FOR BOARD MEMBERS ONLY ON SEPTEMBER 9, 2020,**  
**PROPOSED EXECUTIVE SESSION AT 6:30P.M. – MEETING TO FOLLOW**

Public participants may use the following WebEx Address: <https://bit.ly/2EHCsOS>

Or by calling 1-408-418-9388 Meeting number (access code): 173 952 1467

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|-----------|--|
| No Action | 1. CALL TO ORDER: BOARD PRESIDENT                              |
|           | a. The Pledge of Allegiance                                    |
|           | b. Roll Call of Board Members                                  |
|           | c. Introduction of All Present                                 |
| No Action | 2. EXECUTIVE SESSION   |
| No Action | 3. INTRODUCTION OF ALL PRESENT                                 |
| No Action | 4. OPINIONS AND CONCERNS FROM THE AUDIENCE                     |
| No Action | 5. OPENING UPDATE -- Dr. Mark C. Davey                         |
| No Action | 6. CAPITAL PROJECT UPDATE -- Dr. Mark C. Davey & Mr. Eric Bell |
| Action    | 7. MINUTES OF PREVIOUS MEETING                                 |
|           | a. August 19, 2020 Monthly Meeting Minutes (Enc. 1)            |
|           | 8. CONSENT AGENDA FINANCIAL                                    |
| Action    | a. Certification of Warrant (Enc. 2)                           |
| Action    | b. Donations (Enc. 3)  |
| Action    | c. Special Aid Fund Continuations (Enc. 4)                     |
| Action    | d. Special Aid Fund Projects (Enc. 5)                          |
| Action    | e. Cross Contracts (Enc. 6)                                    |
| Action    | f. School Breakfast/Lunch Rate Increases (Enc. 7)              |
|           | 9. OLD BUSINESS  |
| No Action | a. None this month   |
|           | 10. CONSENT AGENDA PERSONNEL                                   |
| Action    | a. Resignations (Enc. 8)                                       |
| Action    | b. Leaves of Absences (Enc. 9)                                 |
| Action    | c. Amendment (Enc. 10)   |
| Action    | d. Rescind (Enc. 11)   |
| Action    | e. Four-Year Probationary Appointments (Enc. 12)               |
| Action    | f. Civil Service Probationary Appointment (Enc. 13)            |
| Action    | g. Civil Service Provisional Appointments (Enc. 14)            |
| Action    | h. Permanent Appointment (Enc. 15)                             |
| Action    | i. Part-Time Appointment (Enc. 16)                             |

- Action j. Part-Time Hourly Appointment (Enc. 17)
- Action k. Temporary Grant Appointment (Enc. 18)
- Action l. 2020 Special Education Summer School Staffing Additions (Enc. 19)
- Action m. 2020 Summer Work (Enc. 20)
- Action n. Additional Work (Enc. 21)
- Action o. Adult Education Course Instructor (Enc. 22)
- Action p. Substitutes (Enc. 23)
- Action q. New Employee Orientation Compensation (Enc. 24)
- Action r. Appointment of Civil Rights Officer (Enc. 25)

11. BOARD OF COOPERATIVE EDUCATIONAL SERVICES

- Action a. Revised Policies – Waive First Reading & Adopt (Enc. 26)
- No Action b. 2019/20 DS Approved Cross Contract Budget Increases (Enc. 27)

12. NEW BUSINESS

- No Action a. none this month

No Action 13. STRATEGIC PLAN UPDATE -- Dr. Mark C. Davey

No Action 14. DISTRICT SUPERINTENDENT’S UPDATE

No Action 15. OTHER

No Action 16. NEXT BOARD MEETING

Wednesday, October 14, 2020, to be held at the Instructional Services Center in Plattsburgh, NY –  
Proposed Executive Session at 6:30 p.m. – Meeting at 7:30 p.m.

No Action 17. REPORTS FROM DIRECTORS (Enc. 28)

Action 18. ADJOURNMENT

# CHAMPLAIN VALLEY EDUCATIONAL SERVICES

## VISION

*TO MEET THE NEEDS AND EXPECTATIONS OF COMPONENT SCHOOLS, COMMUNITIES, AND ALL LEARNERS WHO ARE EFFECTED BY OUR SERVICES.*

## MISSION

*CVES, IN PARTNERSHIP WITH LOCAL SCHOOL DISTRICTS AND THEIR COMMUNITIES, THE BOARD OF REGENTS AND THE COMMISSIONER OF EDUCATION, WILL BE A LEADER IN PROVIDING QUALITY, COST-EFFECTIVE PROGRAMS AND SERVICES THAT SUPPORT SCHOOL DISTRICTS AND THEIR COMMUNITIES TO ACHIEVE HIGHER STANDARDS THROUGH ENHANCED EDUCATIONAL OPPORTUNITIES.*

## IMPORTANT DATES

September 9, 2020	Board Meeting – Instructional Services Center, Plattsburgh – 6:30 p.m.
October 9, 2020	Special Education Open House/Community Resources Fair – 4:00 p.m. (Tentative)
October 14, 2020	Audit Committee Meeting – Instructional Services Center, Plattsburgh – 5:00 p.m.
October 14, 2020	Board Meeting – Instructional Services Center, Plattsburgh – 6:30 p.m.
October 14, 2020	CV-TEC Family Night – Mineville – 6:00 p.m.
October 22, 2020	CV-TEC Family Night – Plattsburgh – 6:00 p.m.
October 20-29, 2020	NYSSBA Convention – Virtual
October 29, 2020	Board Budget Committee Meeting – Discuss Budget Development & Review 2019-20 Reconciliations – Instructional Services Center, Plattsburgh 7:00 p.m.
November 11, 2020	Board Meeting – Yandon-Dillon Center, Mineville – 6:30 p.m.
December 2, 2020	Board Budget Committee Meeting – Review Reconciliations & Set Parameters for 2021-22 Budgets – Instructional Services Center, Plattsburgh 7:00 p.m.
December 9, 2020	Audit Committee Meeting – John Harold Center, Plattsburgh 5:00 p.m.
December 9, 2020	Board Meeting – John Harrold Center, Plattsburgh – 7:30 p.m.
January 13, 2021	Board Meeting – Yandon-Dillon Center, Mineville – 6:30 p.m.
January 26, 2021	Board Budget Committee Meeting – Analyze/Discuss Preliminary 2021-21 Budgets – Finalize Draft Budgets – ISC, Plattsburgh - 7:00 p.m.
February 10, 2021	Audit Committee Meeting – Instructional Services Center, Plattsburgh 5:00 p.m.
February 10, 2021	Board Meeting/Budget Presentations – ISC, Plattsburgh – 6:30 p.m.
February 18-20, 2021	AASA Convention – New Orleans, LA
March 1, 2021	Spelling Bee – Plattsburgh City School High School Auditorium 5:00 p.m. (Snow date: March 2, 2021)
March 10, 2021	Board Meeting – Yandon-Dillon Center, Mineville – 6:30 p.m.
March 11, 2021	ISAB Awards – Giltz Auditorium SUNY Plattsburgh – 6:00 p.m. (Tentative)
March 25, 2021	CV-TEC Open House – Plattsburgh – 6:00 p.m.
March 30, 2021	CV-TEC Open House – Mineville – 6:00 p.m. →
April 10-12, 2021	NSBA Convention – New Orleans, LA
April 14, 2021	Annual Meeting – Yandon-Dillon Center, Mineville – 6:30 p.m.
April 22, 2021	Election of CVES Board Members and Vote on Administrative Budget
May 11, 2021	NTHS Ceremony – Rainbow Banquet Hall, Altona – 7:00 p.m.
May 12, 2021	Audit Committee Meeting – Yandon-Dillon Center, Mineville 5:00 p.m.
May 12, 2021	Board Meeting – Yandon-Dillon Center, Mineville – 6:30 p.m.
May 19, 2020	Career Connect – Location/Time TBD
May 20, 2021	NTHS Ceremony – Moriah High School Auditorium – 7:00 p.m.
May 26, 2021	SkillsUSA Awards Banquet – Butcher Block – 6:00 p.m.
June 9, 2021	Board Meeting – Instructional Services Center, Plattsburgh – 6:30 p.m.
June 10, 2021	No. Country Loggers Awards Banquet – 6:00 p.m.
June 11, 2021	WAF Graduation Ceremony – SUNY Giltz Auditorium – 9:30 a.m.
June 12, 2021	HSED Graduation – Westside Ballroom – 1:00 p.m.
June 22, 2021	CV-TEC Plattsburgh Graduation Ceremony – SUNY Field House – 7:00 p.m.
June 23, 2021	CV-TEC Mineville Graduation Ceremony – Moriah Central School – 7:00 p.m.

## **MOTIONS TO ENTER INTO EXECUTIVE SESSION**

1. A MATTER WHICH WILL IMPERIL THE PUBLIC SAFETY IF DISCLOSED
2. A MATTER WHICH MAY DISCLOSE THE IDENTITY OF A LAW ENFORCEMENT AGENT OR INFORMER
3. A MATTER OF INFORMATION RELATING TO A CURRENT OR FUTURE INVESTIGATION OR PROSECUTION OF A CRIMINAL OFFENSE WHICH WOULD IMPERIL EFFECTIVE LAW ENFORCEMENT IF DISCLOSED
4. A MATTER OF DISCUSSION REGARDING PROPOSED, PENDING OR CURRENT LITIGATION
5. A MATTER OF COLLECTIVE NEGOTIATIONS PURSUANT TO ARTICLE 14 OF CIVIL SERVICE LAW (THE TAYLOR LAW)
6. A MATTER OF THE MEDICAL, FINANCIAL, CREDIT OR EMPLOYMENT HISTORY OF A PARTICULAR PERSON OR CORPORATION, OR MATTERS LEADING TO THE APPOINTMENT, EMPLOYMENT, PROMOTION, DEMOTION, DISCIPLINE, SUSPENSION, DISMISSAL OR REMOVAL OF A PARTICULAR PERSON OR CORPORATION
7. A MATTER OF THE PREPARATION, GRADING OR ADMINISTRATION OF EXAMINATIONS
8. A MATTER OF THE PROPOSED ACQUISITION, SALE OR LEASE OF REAL PROPERTY OR THE PROPOSED ACQUISITION OF SECURITIES, OR SALE OR EXCHANGE OF SECURITIES HELD BY THE SCHOOL DISTRICT IF SUCH DISCUSSION PUBLICITY WOULD SUBSTANTIALLY AFFECT THE VALUE THEREOF
9. A MATTER RELATED TO A SPECIFIC STUDENT OF THE DISTRICT

## **ENC. 1**

Recommend that the Board approve the Draft Minutes from the August 19, 2020 Monthly Board meeting. (attached)

## **ENC. 2**

Recommend that the Board approve the Certification of Warrant for August 11, 2020 to August 31, 2020. (attached)

## **ENC. 3**

Recommend that the Board approve the following Donations:

1. For the Student Stipend Fund:

United Way (June 2020)	198.14
Pepsi-Cola Bottling Co. (June 2020)	<u>55.16</u>
TOTAL	- \$ 253.30

2. Donation of \$10,000 from The United Way. This donation will be used to fund the purchase of technology for students.

3. Donation of \$1,000 from Jean Drown. This donation will be used to fund the JCEO Backpack Program.

## **ENC. 4**

Recommend that the Board accept the following Special Aid Fund Continuations:

1. School Library System Categorical Aid for Automation special aid fund be allowed to continue providing services for the period October 1 – December 31, 2020. Expenditures are not allowed to exceed \$2,580. (ISC)

2. School Library System Supplemental Operating Aid special aid fund be allowed to continue providing services for the period October 1 – December 31, 2020. Expenditures are not allowed to exceed \$7,433. (ISC)

3. Employment Preparation Education (EPE) special aid fund project be allowed to continue providing services for the period October 1- December 31, 2020. Expenditures are not to exceed \$166,225. (CV-TEC)

4. WIOA, Title II, Adult Basic Education and Literacy Services special aid fund project be allowed to continue providing services for the period October 1- December 31, 2020. Expenditures are not to exceed \$15,720. (CV-TEC)

5. WIOA, Title II, Incarcerated and Institutionalized Education special aid fund project be allowed to continue providing services for the period October 1- December 31, 2020. Expenditures are not to exceed \$109,525. (CV-TEC)

6. NYS Basic Literacy- JCEO special aid fund project be allowed to continue providing services for the period October 1- December 31, 2020. Expenditures are not to exceed \$34,342. (CV-TEC)

## **ENC. 4 CONTINUED**

7. NYS Basic Literacy- One Work Source special aid fund project be allowed to continue providing services for the period October 1- December 31, 2020. Expenditures are not to exceed \$33,318. (CV-TEC)

8. Perkins V/CTEIA- Basic special aid fund project be allowed to continue providing services for the period July 1- September 30, 2020. Expenditures are not to exceed \$44,400. (CV-TEC)

## **ENC. 5**

Recommend that the Board approve the following Special Aid Fund Projects:

1. School Library System Basic Operating Aid in the amount of \$94,539, for the period of July 1, 2020 through June 30, 2021 (pending State Education Department Approval). (ISC)

2. School Library System Supplemental Operating Aid in the amount of \$46,166, for the period of July 1, 2020 through June 30, 2021 (pending State Education Department Approval). (ISC)

3. School Library System Categorical Aid for Automation) in the amount of \$9,454, for the period of July 1, 2020 through June 30, 2021 (pending State Education Department Approval). (ISC)

4. Supplemental Nutrition Assistance Program (SNAP) Employment & Training Venture IV special aid fund project in the amount of \$300,000 for the period of October 1, 2020 through September 30, 2021 (pending a fully executed contract with NYS). (CV-TEC)

## **ENC. 6**

Recommend that the Board approved the following Cross-Contracts:

1. 2019-20 FINAL- Oswego BOCES, \$2,355  
-NYS CDOS-SACC Credit Management (CVES)

2. 2019-20 FINAL - Erie 1 BOCES, \$5,750  
-Policy Services (Boquet Valley CSD and CVES)

3. 2019-20 FINAL - Erie 2 BOCES, \$3,959.49  
-Video Conferencing (Boquet Valley, Moriah, Saranac)  
-Superintendent Evaluation (Beekmantown)

4. 2019-20 FINAL- Capital Region BOCES, \$5,768,335.40  
-Arts in Education (CVES)  
-BOCES of NY Consortium (CVES)  
-Distance Learning (AuSable Valley, Beekmantown, CVES, Moriah, Northern Adirondack, Plattsburgh)  
-Virtual Summer School (Moriah)  
-School Curriculum Improvement (Boquet Valley, CVES, Peru)  
-Internet Services (AuSable Valley, Beekmantown, Boquet Valley, CVES, Chazy, Crown Point, Keene, Moriah, Northeastern-Clinton, Northern Adirondack, Peru, Plattsburgh, Putnam, Schroon Lake, Ticonderoga, Willsboro)

## ENC. 6 CONTINUED

- Model Schools (AuSable Valley, Boquet Valley, Chazy, Crown Point, Keene, Moriah, Northern Adirondack, Peru, Saranac, Willsboro)
  - Smart Schools (Northern Adirondack)
  - Computer Services (AuSable Valley, Beekmantown, Boquet Valley, CVES, Chazy, Crown Point, Keene, Moriah, Northeastern-Clinton, Northern Adirondack, Peru, Plattsburgh, Putnam, Saranac, Schroon Lake, Ticonderoga, Willsboro)
  - Non-Public Textbook (Schroon Lake)
  - VOIP Telephone Services (Boquet Valley, Chazy, Northeastern-Clinton, Northern Adirondack, Peru)
  - Asbestos Training (Ticonderoga)
  - Labor Relations (Beekmantown, Boquet Valley, CVES, Chazy, Keene, Moriah, Northeastern-Clinton, Northern Adirondack, Saranac, Schroon Lake, Ticonderoga, Willsboro)
  - Laser Fiche (Peru)
  - Teacher Certification (AuSable Valley, Beekmantown, Boquet Valley, CVES, Chazy, Crown Point, Keene, Moriah, Northeastern-Clinton, Northern Adirondack, Peru, Plattsburgh, Putnam, Saranac, Schroon Lake, Ticonderoga, Willsboro)
5. 2019-20 FINAL - Washington-Saratoga-Warren-Hamilton-Essex BOCES, \$228,848.37
- Arts in Education (AuSable Valley, Crown Point, Northern Adirondack, Schroon Lake, Ticonderoga)
  - Special Education-Visually Impaired Related Services (Schroon Lake)
  - Exploratory Arts (Keene)
  - Odyssey of the Mind (Schroon Lake)
  - Learning Technology (Beekmantown, Northeastern-Clinton)
  - Instructional Planning (Beekmantown)
  - School Improvement (Beekmantown, Schroon Lake, Ticonderoga)
  - Data Analyst (CVES)
  - Transportation CTE Shuttles (Schroon Lake)
  - Career and Technical Education (Schroon Lake)
6. 2019-20 FINAL- Monroe 2-Orleans BOCES, \$4,805.48
- Elementary Science Program (Keene)
7. 2019-20 FINAL- St. Lawrence-Lewis BOCES, \$68,996
- Web Page Software-Edlio/Blackboard (Beekmantown)
  - Section X Athletic Coordination (Peru, Plattsburgh)
  - Cooperative Purchasing (AuSable Valley, Beekmantown, Boquet Valley, CVES, Chazy, Crown Point, Moriah, Northeastern Clinton, Northern Adirondack, Peru, Plattsburgh, Saranac, Schroon Lake, Ticonderoga, Willsboro)
8. 2019-20 FINAL- Madison-Oneida BOCES, \$699.59
- School Improvement (Crown Point)
9. 2019-20 FINAL- Putnam/Northern Westchester BOCES, \$30,344
- Planning Services (Beekmantown, Peru, Willsboro)
  - Recruiting (CVES, Moriah, Peru, Plattsburgh, Putnam, Schroon Lake, Ticonderoga)

## **ENC. 6 CONTINUED**

10. 2019-20 FINAL- Jefferson-Lewis BOCES, \$25,500.75
  - Drug & Alcohol Testing Services (AuSable Valley, Beekmantown, Boquet Valley, Chazy, CVES, Crown Point, CVES, Keene, Moriah, Northeastern Clinton, Northern Adirondack, Peru, Plattsburgh, Saranac, Schroon Lake, Willsboro)
11. 2019-20 FINAL- Franklin-Essex-Hamilton BOCES, \$582,313.01
  - Regional Summer School - Regents (Northeastern-Clinton)
  - School Improvement (AuSable Valley, Beekmantown, Boquet Valley, Chazy, CVES, Keene, Moriah, Northeastern-Clinton, Northern Adirondack, Peru, Plattsburgh, Saranac, Schroon Lake, Willsboro)
  - SSFC (Boquet Valley)
  - Shared Business Office (Boquet Valley and Putnam)
  - Substitute Coordination (Beekmantown, Boquet Valley, Schroon Lake, Willsboro)
  - ACA Insurance Consulting (AuSable Valley, Beekmantown, Boquet Valley, Moriah, Northeastern-Clinton, Northern Adirondack, Peru, Plattsburgh, Schroon Lake)

## **ENC. 7**

1. Recommend that the Board adopt the Adult Breakfast cost of \$2.75 (includes sales tax) and Adult Lunch cost of \$4.50 (includes sales tax) for the 2020-2021 school year in our cafeterias. These prices are in compliance with the New York State Education Department. (Mineville and Plattsburgh Campuses) Cafeteria Services
2. Recommend that the Board adopt the following costs for second meals for students in our cafeterias. A cost of \$2.37 for a Second Breakfast and \$3.66 for a Second Lunch. First meals are free for students under the Community Eligibility Provision (CEP). (Mineville and Plattsburgh Campuses)

## **ENC. 8**

Recommend that the Board approve the following letter(s) of resignation:

1. Tina Larrabee, Teacher Aide/Student Aide, Effective August 17, 2020
2. Ashley Wales, Teacher Aide/Student Aide, Effective August 20, 2020
3. Nicole Tedford, Teacher Aide/Student Aide, Effective August 21, 2020
4. Rachel Desotell, Teacher Aide/Student Aide, Effective September 1, 2020
5. Emily Tolosky, Teacher Aide/Student Aide, Effective September 2, 2020
6. Nicole Kritziotis, Account Clerk/Typist, Effective September 7, 2020

## **ENC. 9**

Recommend that the Board approve the following leave(s) of absence:

1. Surinderpal Gill, Teacher Aide/Student Aide, unpaid leave of absence, effective September 2, 2020 through October 31, 2020.



# ENC. 1

## CHAMPLAIN VALLEY EDUCATIONAL SERVICES

Board of Cooperative Educational Services  
Sole Supervisory District of Clinton, Essex,  
Warren and Washington Counties

DATE: August 19, 2020  
KIND OF MEETING: Regular Board Meeting  
PLACE: Instructional Services Center, Plattsburgh, NY (Board Members Only)  
Remote Via Webex Event (Video & Transcription will be available on CVES Website upon completion)

### Board Members Present:

Larry Barcomb  
Leisa Boise (*left the meeting at 8:45 p.m.*)  
Patricia Gero  
Linda Gonyo-Horne  
Richard Harriman, Sr.  
Donna LaRocque  
Richard Malaney  
Ed Marin  
Thomas McCabe  
Bruce Murdock  
Lori Saunders  
Michael St. Pierre  
Scott Thurber

### Board Members Absent:

Evan Glading  
Doug Spilling

### Executive Officer:

Dr. Mark C. Davey

### Board Clerk:

Meaghan Rabideau

### Others Present:

Teri Calabrese-Gray  
Michele Friedman  
Matthew Slattery  
Eric Bell  
Alex St. Pierre  
Meghan Zedick  
Nicole O'Connell  
James McCartney  
Garrett Hamlin  
James Bouffard  
Paul Lamoy  
Eric Robert

### MEETING TO ORDER

Board President St. Pierre called the meeting to order at 6:36 p.m.

### EXECUTIVE SESSION

Mrs. LaRocque moved, seconded by Mr. Murdock, that the Board go into Executive Session at 6:37 p.m., for the following reasons: #4 - A matter of discussion regarding proposed, pending or current litigation; #6 - A matter of the medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation; #8 - A matter of the proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by the school district if such discussion publicity would substantially affect the value thereof; #9 - A matter related to a specific student of the district. All Board Members present voted yes—motion carried.

In Executive Session, the Board met with the District Superintendent and several CVES senior administrative team members at Dr. Davey's invitation. Additionally, Ms. Meghan Zedick, Esq. a partner of the law firm Stafford, Owens, Piller, Murnane, Kelleher & Trombley, PLLC attended the Executive Session meeting as well. Ms. Zedick provided legal advice on a potential contractual matter involving the sale of aeronautical equipment. Next, Dr. Davey provided the Board a labor relations update on COVID-19 related staff leaves or reductions which potentially could occur. Third, the Board was provided a confidential update

on several capital project related items. Fourth, Dr. Davey reviewed several confidential staff matters and provided hiring recommendations for action on the evening's Board agenda. Lastly, a brief update was then provided on a litigation related matter.

Mr. Murdock moved, seconded by Mrs. Saunders, that the Board come out of Executive Session at 8:15 p.m. All Board Members present voted yes—motion carried.

#### CAPITAL PROJECT UPDATE

Dr. Davey began the update by welcoming and thanking the Capital Project representatives in attendance. He acknowledged the strong partnership and collaboration between CVES, SchoolHouse and Tetra Tech during this very busy summer. Dr. Davey asked Mr. Bell to provide an update on the Capital Project and to introduce the presenters. Mr. Bell reminded the Board of the weekly updates that have been shared electronically that include ongoing important project information. Next, Mr. Bell briefly discussed CVES' three mini-capital projects including the Fire Alarm Project, the Waterline and the Door Projects currently underway at the CV-TEC main campus. Mr. Paul Lamoy, Project Manager, and Mr. Eric Robert, President and Project Executive, from SchoolHouse Construction and Mr. Garrett Hamlin and Mr. James Bouffard both CVES architects from Tetra Tech Architects & Engineers were introduced. They provided the Board with a Capital Project status update. Overall, the project has been proceeding positively without incident and has accomplished a large amount of work. Information packets were provided to the Board including an agenda of the presentation and a monthly progress report with a collection of photos. Mr. Robert reported that the project is 40% complete at this time and is in fiscally strong condition. Topics that were addressed included Project Safety and COVID-19 protocol, July monthly status report and recent highlights for the JW Harold Center (main campus) including the roofing project, Satellite Campus (north and south buildings) and the Yandon-Dillon Center in Mineville. Next, they discussed the project schedule and long-term schedule outlook including consideration of the start of school. Fourth, SchoolHouse discussed project field conditions with regard to existing structural concerns at the satellite south building and electrical wiring at main campus. They concluded with a project outlook and provided an opportunity for the Board to ask questions.

#### REOPENING OVERVIEW

Dr. Davey began the overview by sharing that CVES has held three public forums to inform parents and community members of reopening plans and provided an opportunity for questions to be answered. Next, the Assistant Superintendents and Divisional Directors provided for the Board specific reopening planning items that have collaboratively been developed with our component districts. Ms. Teri Calabrese-Gray provided health and safety protocols/procedures as well as communication efforts to reinforce with the community, staff and students of where information can be found and all the platforms being used. Ms. Calabrese-Gray indicated that Mr. Alex St. Pierre discussed during the forums the topic of students with technology barriers and that he will work with districts to help

provide additional support once a survey has been conducted. Jeff Sisson has also been working closely with districts to provide health and safety information to their Boards of Education for the safe return of students and staff. Mrs. Michele Friedman and Mr. Slattery both provided CV-TEC and Special Education reopening items respectively. Both divisions plan to offer in-person instruction and discussed their efforts for continuity of learning plans for each model of learning. Special Education will start with a staggered approach for instruction for the first week bringing back students at different times, with all students returning to campus by September 14<sup>th</sup>. Both divisions have had several meetings to work with staff to ensure a safe environment for teaching and learning, engaging with parents that wish to receive full remote instruction and also developing plans for technology equity. Mr. Slattery also provided the Board a brief update on the success of the extended school year Special Education Summer School Program that included 36 remote participants. He reported that faculty and staff did an excellent job and learned a lot from the Spring remote learning initiatives. Lastly, Mr. Bell gave an overview of the facilities, O&M and transportation pieces of the reopening plan. Mr. Jerry Brooks has worked with O&M on building-related cleaning and safety protocols and discussions on ventilation have been had with all of the districts. For the CVES campus, additional filtration filters have been ordered, and signage has been put up everywhere to remind students and staff of social distancing, the wearing of masks and proper hygiene. Mr. Bell also reported that meals service options are being currently reviewed/developed with the appropriate staff team and that CVES does not provide transportation, however, is working with the districts on sanitizing protocols for bussing.

Dr. Davey thanked CVES' Cabinet team for taking the lead to develop these plans and transition staff to come back to campus. He also acknowledged 12-month support staff that have on boarded during the Summer successfully. Both Mr. Murdock, Board member, and President St. Pierre acknowledged the hard work of our administrative and teaching staff to make reopening possible and for keeping students at the forefront during planning.

PREVIOUS  
MINUTES

Mr. Murdock moved, seconded by Mrs. LaRocque, to approve the minutes of the July 8, 2020 reorganizational meeting as presented. All Board Members present voted yes—motion carried.

CONSENT  
AGENDA  
FINANCIAL

Mrs. LaRocque moved, seconded by Mr. Murdock, to approve the following Consent Agenda Financial items 8a–8m as presented. All Board Members present voted yes—motion carried.

CERTIFICATION  
OF WARRANT

(8a) Approve the Certification of Warrant for June 26, 2020 – August 10, 2020, as presented.

SPECIAL AID  
FUND PROJECTS

(8b) Accept the following Special Aid Fund Projects:

1. Employment Preparation Education (EPE) special aid fund project in the

amount of \$512,673 for the period of July 1, 2020 through June 30, 2021 (pending State Education Department approval). (CV-TEC)

2. WIOA, Title II, Adult Basic Education & Literacy Services special aid fund project in the amount of \$60,182, for the period of July 1, 2020 through June 30, 2021 (pending State Education Department approval). (CV-TEC)

3. Perkins V special aid fund project in the amount of \$121,263 for the period of July 1, 2020 through June 30, 2021 (pending State Education Department approval). (CV-TEC)

4. WIOA, Title II, Incarcerated and Institutionalized Education special aid fund project in the amount of \$405,147, for the period of July 1, 2020 through June 30, 2021 (pending State Education Department approval). (CV-TEC)

5. NYS Basic Literacy- JCEO special aid fund project in the amount of \$125,000, for the period of July 1, 2020 through June 30, 2021 (pending State Education Department approval). (CV-TEC)

6. NYS Basic Literacy- One Work Source special aid fund project in the amount of \$125,000, for the period of July 1, 2020 through June 30, 2021 (pending State Education Department approval). (CV-TEC)

BUDGET  
INCREASES

(8c) Approve the following Budget Increases:

1. The Instructional Technology Service budget from \$129,400 to \$329,400 for the 2020-2021 school year due to potential requests for additional services. (Co-Ser 564 ISC)

2. The Health, Safety, Risk Management budget from \$141,410 to \$176,410 for the 2020-2021 school year due to purchasing of masks for CVES and component school districts. (Co-Ser 603 ISC)

CROSS  
CONTRACTS

(8d) Approve the following Cross Contracts:

1. 2019-20 FINAL - Delaware-Chenango-Madison-Otsego BOCES, \$10,000  
-Staff Development Workshops (Peru CSD)

2. 2019-20 FINAL- Tompkins-Seneca-Tioga BOCES, \$6,502.94  
-School Improvement Services (Peru)

3. 2020-21- Capital Region BOCES, \$4,421,480.24  
-BOCES of NY Consortium (CVES)  
-Distance Learning (AuSable Valley, Beekmantown, CVES, Moriah, Plattsburgh)  
-Internet Services (AuSable Valley, Beekmantown, Boquet Valley, Chazy, Crown Point, Moriah, Northeastern-Clinton, Northern Adirondack, Peru, Plattsburgh,

Putnam, Schroon Lake, Ticonderoga)

-Model Schools (Boquet Valley, Crown Point, Keene, Moriah, Northern Adirondack, Peru, Saranac, Willsboro)

-Computer Services (AuSable Valley, Beekmantown, Boquet Valley, CVES, Chazy, Crown Point, Keene, Moriah, Northeastern-Clinton, Northern Adirondack, Peru, Plattsburgh, Putnam, Saranac, Schroon Lake, Ticonderoga, Willsboro)

-VOIP Telephone Services (Boquet Valley, Chazy, Northeastern-Clinton, Northern Adirondack)

-Laser Fiche (Peru)

-Teacher Certification (AuSable Valley, Boquet Valley, CVES, Chazy, Crown Point, Keene, Moriah, Northeastern-Clinton, Northern Adirondack, Peru, Plattsburgh, Putnam, Saranac, Schroon Lake, Ticonderoga, Willsboro)

4. 2020-21 - Franklin-Essex-Hamilton BOCES, \$439,753

-SSFC Participation (Boquet Valley)

-Shared Business Office (Boquet Valley and Putnam)

-Substitute Coordination (Beekmantown, Boquet Valley, and Schroon Lake)

-Insurance ACA Consulting (AuSable Valley, Beekmantown, Boquet Valley, Moriah, Northeastern-Clinton, Northern Adirondack, Peru, Plattsburgh, Schroon Lake)

5. 2020-21- Questar III BOCES, \$56,526:

-State Aid Planning (AuSable Valley, Beekmantown, Boquet Valley, Chazy, Crown Point, Keene, Moriah, Northeastern Clinton, Peru, Plattsburgh City, Saranac, Schroon Lake, Ticonderoga, and Willsboro)

-Asset Management and Planning (Peru).

6. 2020-21- Oswego (CiTi) BOCES, \$2,450

-NYS CDOS or SACC Credential Management System (CVES)

7. 2020-21- Onondaga-Cortland-Madison BOCES, \$610

-Energy Coordination Services (Keene CSD)

8. 2020-21 - Erie 1 BOCES, \$5,750

-Policy Services (Boquet Valley CSD and CVES)

9. 2020-21- Jefferson-Lewis BOCES, \$5,250

-Drug & Alcohol Testing Services (AuSable Valley, Beekmantown, Boquet Valley, Chazy, Crown Point, CVES, Keene, Moriah, Northeastern Clinton, Northern Adirondack, Peru, Plattsburgh, Saranac, Schroon Lake, and Willsboro).

10. 2020-21- St. Lawrence-Lewis BOCES, \$57,225

-Section X Athletic Coordination (Peru, Plattsburgh)

-Cooperative Purchasing (AuSable Valley, Beekmantown, Boquet Valley, Chazy, Crown Point, CVES, Moriah, Northeastern Clinton, Northern Adirondack, Peru, Plattsburgh City, Saranac, Schroon Lake, Ticonderoga, and Willsboro)

11. 2020-21 - Washington-Saratoga-Warren-Hamilton-Essex BOCES, \$117,341.85
- Special Education-Visually Impaired Related Services (Schroon Lake)
  - Exploratory Arts (Keene)
  - Odyssey of the Mind (Schroon Lake)
  - Learning Technology (Beekmantown)
  - Instructional Planning (Beekmantown)
  - Workshops (Schroon Lake)
  - Transportation CTE Shuttles (Schroon Lake)

CONTRACTOR/  
CONSULTANT  
AGREEMENTS

(8e) Approve the following Contractor/Consultant Agreements:

1. Agreement between Clinton-Essex-Warren-Washington BOCES and The New England Center for Children for the purpose of obtaining clinical and educational consultation services for the 2020-2021 school year. The current estimated annual expenditure for the agreement is \$75,000. (Special Education)
2. Agreement between Clinton-Essex-Warren-Washington BOCES and NFI Vermont for the purpose of obtaining Trauma-Transformed Schools Workshops and Cohorts at the WAF Campus in Plattsburgh NY during the 2020-21 school year. Full day workshops will bill at a rate of \$4,500 each, Leadership Cohorts will bill at a rate of \$1,000 each, and Catalyst Cohorts will bill at a rate of \$1,200 each. Workshop and cohort dates will be scheduled as needed upon the mutual agreement of the parties with the total annual expenditure under the contract not to exceed \$14,500. (Special Education)
3. Agreement between Clinton-Essex-Warren-Washington BOCES and Prism Decision Systems, LLC under which Prism Decision Systems will provide planning and facilitation support to assist BOCES in accelerating and improving the BOCES-wide strategic plan for continuous academic improvement. Agreement services will take place during the 2020-2021 school year for an amount not anticipated to exceed \$15,219. (Administration)

ADULT  
EDUCATION  
SPONSORSHIP  
AGREEMENTS

(8f) Approve the following Adult Education Sponsorship Agreements:

1. Agreement between Clinton-Essex-Warren-Washington BOCES and AuSable Valley, Beekmantown, Boquet Valley, Chazy Union Free, Crown Point, Keene, Moriah, Northeastern Clinton, Northern Adirondack, Peru, Plattsburgh City, Saranac, Schroon Lake, Ticonderoga, and Willsboro Central School Districts for the purpose of providing Adult Education Instructional Activities for the 2020-2021 school year. (CV-TEC)

INSTALLMENT  
LEASE PURCHASE  
CONTRACTS  
RESOLUTION

(8g) Approve the following resolution to authorize Installment Lease Purchase Contracts:

WHEREAS, Clinton-Essex-Warren-Washington Board of Cooperative

Educational Services (the BOCES) renders services to its Component Districts which include the provision of certain data processing software, hardware, and other equipment under CoSer 564 Instructional Technology Services.

WHEREAS, the BOCES desires to undertake the Purchase of certain data processing software, hardware, and other equipment for BOCES Component Districts under CoSer 564 Instructional Technology Services during the course of the 2020-2021 school year.

WHEREAS, the BOCES may enter into agreements for the lease-purchase of instructional equipment in accordance with section 1725-a of the Education Law, with payments to be applied against the purchase price of the equipment.

WHEREAS, the BOCES desires to finance such Purchases for Component Districts by executing and delivering an installment purchase contract for said data processing software, hardware, and other equipment; and

WHEREAS, the cost of an installment purchase contract for a Purchase may not exceed the principal amount of the Purchase, all or a portion of which is to be financed at a competitively quoted interest rate for a period of no more than five years.

WHEREAS, the BOCES desires to take certain preliminary actions when lease-purchases are requested by Component Districts and further desires to delegate the authority to negotiate, approve, execute and deliver an installment purchase contract and to carry out all other necessary or appropriate actions in furtherance thereof and of the Purchase;

NOW THEREFORE, BE IT RESOLVED, as follows:

Section 1. The BOCES hereby approves such Purchases and authorizes that it be undertaken at a cost not to exceed the principal amount of the Purchase as set forth above.

Section 2. Pursuant to section 109-b of the General Municipal Law and part 39 of the regulations of New York State Department of Audit and Control, the BOCES hereby determines that it is in the best interests of the BOCES to procure the property involved in the Purchase from a vendor or vendors by selecting a bid, offer or proposal (as may be required by the general municipal and education laws and by the procurement policy) exclusive of the cost of financing. The BOCES directs that financing be obtained pursuant to section 39.8 of the aforesaid regulations, and further directs that certificates of participation shall not be issued in connection therewith except as a part of a pooled or aggregate program as defined in such regulations, or as may otherwise be permitted by applicable law.

Section 3. The BOCES will evaluate the financing alternatives available to it and will determine, upon certified board resolution approving the Lease-Purchase from the Component District, that it is in the best interest of the BOCES to finance the Purchase pursuant to an installment purchase contract for the following reasons: Financing the Purchase provides the advantages of improved cash flow and provides a closer matching of expenditures to the useful life of the Purchase, the BOCES may not finance the Purchase under the local finance law but may do so by an installment purchase contract. The use of an installment purchase contract provides the BOCES with a means to directly finance the Purchase. The use of an installment purchase contract provides the BOCES with flexibility in

structuring the payment for the Purchase, including, but not limited to, the timing of the closing of financing and the establishment of principal repayment schedules.

Section 4. The authority to solicit alternative quotations for financing from qualified interested parties and to select the quotation deemed to be in the best interest of the BOCES is hereby delegated to the President of BOCES, the chief fiscal officer, in accordance with section 39.8 of the regulations of the NY Department of Audit & Control, or his or her designee, including without limitation the authority to determine the principal amount thereof (not to exceed the maximum principal amount set forth above), the interest rate (at a rate to be obtained by competitive written, fax or telephone quotations from qualified parties), the amount, timing and frequency of the payments, and to choose the lessor, and to make all other determinations appropriate thereto. The President and the District Superintendent of the BOCES are hereby authorized to execute and deliver an installment purchase contract and related documents for the purchase on behalf of and in the name of the BOCES in accordance with such determinations by the President, and the Clerk is hereby authorized to affix the seal of the BOCES thereto and attest the same, with such changes, variations, omissions and insertions as the authorized persons executing such contract or document shall approve, the execution thereof by such persons to constitute conclusive evidence of such determinations and approval. The form and substance of the installment purchase contract to be entered into for the Purchase, as so approved and in the form approved by Counsel to the BOCES, is hereby approved.

Section 5. The officers, employees and agents of the BOCES are hereby authorized and directed for and in the name and on behalf of the BOCES to do all acts and things required or provided for by the provisions of such installment purchase contract, and to execute and deliver all such additional certificates, instruments and documents, to pay all such fees, charges and expenses and to do all such further acts and things as may be necessary or, in the opinion of the officer, employee or agent acting, desirable and proper to effect the purposes of this resolution and to cause compliance by the BOCES with all the terms, covenants and provisions of such installment purchase contract which are binding upon the BOCES.

Section 6. The installment contract shall be subject to annual cancellation by the Board of Cooperative Educational Services as a result of a lack of funding.

Section 7. This resolution shall constitute a declaration of official intent for purposes of Treasury Regulations Section 1.150-2. Other than as specified in this resolution, no monies are, or are reasonably expected to be, reserved, allocated on a long-term basis, or otherwise set aside with respect to the permanent funding of the Purchase.

Section 8. It is hereby determined that the period of probable usefulness of the equipment, machinery or apparatus referred to herein is five years, pursuant to subdivision 32 of paragraph a of Section 11.00 of the Local Finance Law.

Section 9. No payment under the installment purchase contract except payment for the total amount outstanding shall be financed from the proceeds of obligations issued pursuant to the local finance law other than the proceeds of revenue



anticipation notes, tax anticipation notes or budget notes.

Section 10. The execution of any installment purchase contract will not cause the BOCES to exceed the debt limits prescribed by paragraph c of subdivision 6 of section 109-b of the General Municipal Law.

Section 11. This resolution shall take effect immediately.

EQUIPMENT  
LEASE

(8h) Approve the following Equipment Lease:

1. An equipment lease (the "lease") with Municipal Leasing Consultants for Chazy Central Rural School for 3 years in a base amount not to exceed \$19,033.20 with three payments of \$6,667.98 each (Disposition is \$1 buyout). Items to lease: 40 HP ProDesk Computers. These payments are based on an interest rate of 5.19%. Be it further recommended that the CVES Board President be granted authority to enter into the "lease" contract contingent upon CVES's attorney approval.

MOTOROLA BID

(8i) Award the bid for F.M. Motorola Repeaters, Mobile, Portable Equipment, Related Software and Bus Mobile Video Systems to Wells Communications Services, Inc. of Plattsburgh, NY for the following amounts. Bid pricing shall remain valid for the dates of August 20, 2020 through June 30, 2021.

- 1.FM Repeater/Receiver (UHF), Model SLR 8000 - \$9,356
- 2.FM Repeater/Receiver(UHF), Model SLR 5700 - \$5,660
- 3.FM Mobile Radio(UHF), Model XPR5550e - \$1,321
- 4.FM Mobile Radio (For Removal of Old Equipment and Installation Mobile Only) - \$400
- 5.FM Control Station(UHF), Model XPR5550e - \$1,220
- 6.FM Portable Radio(UHF), Model XPR7550e - \$995
- 7.FM Portable Radio(UHF), Model BC300D - \$289
- 8.FM Portable Radio(UHF), Model XPR3500e - \$581
- 9.FM Portable Radio(UHF), Model SL 300 - \$349
- 10.FM Portable Radio(UHF), Model SL 3500e - \$605
- 11.FM Portable Radio(UHF), Model BRP 40/Analog (VHF) - \$195
- 12.FM Portable Radio(UHF), Model BPR 40 (UHF) - \$205
- 13.FM Restricted Access, Model HKVN4178 - \$210

Additional options available from the Manufacturers catalog are available at the listed price less the following discounts:

Motorola Equipment/Listed Price: 25%

Motorola Accessories/Listed Price: 10%

14. Bus Mobil Video Equipment & Accessories/Listed Price: 15%

Notes: Wells Communications Services, Inc. was the sole bidder. Bid pricing will be open for use by bid participants including Clinton-Essex-Warren-Washington BOCES, St. Lawrence-Lewis BOCES, Franklin-Essex-Hamilton BOCES, Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES, and their respective component districts.

CAFETERIA  
MEALS SERVICES

(8j) Approve the following Agreement for Cafeteria Meals Services:

1. Agreement between Clinton-Essex-Warren-Washington BOCES and Adirondack Community Action Programs, Inc. (ACAP) under which BOCES will provide breakfast and lunch meals to ACAP preschool students and staff at the Yandon-Dillon Center in Mineville during the 2020-21 school year. ACAP agrees to pay BOCES the following meal prices: \$2.36 for each student breakfast; \$3.75 for each student lunch; \$2.55 for each adult breakfast; \$4.38 for each adult lunch. ACAP will also pay BOCES \$30,000 as their share of the cost for a food service helper position at the Yandon-Dillon cafeteria for the 2020-21 service period. (Management Services)

NATIONAL  
SCHOOL LUNCH  
PROGRAM

(8k) Approve the Policy Statement for Free and Reduced Priced Meals or Free Milk in accordance with NYSED program requirements for the federally assisted National School Lunch Program, School Breakfast Program, or Special Milk Program, for the 2020-21 school year.

OFFICERS FOR  
FREE AND  
REDUCED LUNCH  
APPEALS

(8L) Appoint the following Officers for free and reduced lunch appeals:

1. Appoint Jessica LaClair, Accountant, as the Reviewing and Verification Official for Free and Reduce Lunch Eligibility, effective August 19, 2020, through the July 2021 Reorganizational Meeting, with no additional compensation.

2. Appoint Eric Bell, Assistant Superintendent of Management Services, as the Hearing Official for Free and Reduced Lunch appeals, effective August 19, 2020 through the July 2021 Reorganizational Meeting, with no additional compensation.

SPECIAL  
EDUCATION  
SCHOOL AGED  
SUMMER SCHOOL  
RESOLUTION

(8m) Approve the following Special Education School-Aged Summer School Resolution:

1. WHEREAS, the stated vision of CEWW BOCES is to “meet the needs and expectations of our component schools, the communities and all learners who are affected by our services,” and such vision is central to the desire of the Districts who wish to continue to have CEWW BOCES provide regional Special Education School- Aged Summer School; and

WHEREAS, CEWW BOCES provides Special Education School-Aged Summer School services in a cost-effective manner, due to the ability of CEWW BOCES to offer and provide services to multiple Districts which are able to share costs; and

WHEREAS, the CEWW BOCES has received written notification from the following school districts indicating their commitment to participate in the 2021 Special Education School-Aged Summer School and to pay the actual costs of operating the 2021 summer program, notwithstanding State Education Department tuition rates: AuSable Valley, Beekmantown, Boquet Valley, Chazy, Crown Point, Keene, Moriah, Northeastern Clinton, Northern Adirondack, Peru, Plattsburgh, Saranac, Schroon Lake, Ticonderoga, Willsboro;

IT IS THEREFORE RESOLVED, that after diligently analyzing written notices

provided by component Districts via Board Resolution, committing to pay the actual costs of operating the 2021 summer program, notwithstanding State Education Department tuition rates, the CEWW Board of Cooperative Educational Services authorizes the CEWW BOCES Special Education Director to provide 2021 Special Education School-Aged Summer School.

2. WHEREAS, the stated vision of CEWW BOCES is to “meet the needs and expectations of our component schools, the communities and all learners who are affected by our services,” and such vision is central to the desire of the Districts who wish to continue to have CEWW BOCES provide regional Special Education School- Aged Summer School; and

WHEREAS, CEWW BOCES provides Special Education School-Aged Summer School services in a cost-effective manner, due to the ability of CEWW BOCES to offer and provide services to multiple Districts which are able to share costs; and

IT IS THEREFORE RESOLVED, that if component Districts commit by Board Resolution to pay the actual costs of operating the 2022 summer program, notwithstanding State Education Department tuition rates, as indicated by written notice from those Districts, no later than August 2, 2021; CEWW BOCES will diligently analyze its ability to provide services in summer 2022, based in part, on the number of component participants and students; and

THEREFORE, BE IT FURTHER RESOLVED that if any provision of this RESOLUTION or any application of the RESOLUTION shall be found contrary to law, then such RESOLUTION or application shall not be deemed to be valid and subsisting, except to the extent permitted by law.

CONSENT  
AGENDA  
PERSONNEL

Mrs. LaRocque moved, seconded by Mr. Harriman, Sr., to approve the following Consent Agenda Personnel items 10a–10n as presented. All Board Members present voted yes—motion carried.

RESIGNATIONS  
FOR THE PURPOSE  
OF RETIREMENT  
SNOW,  
JACKSTADT

(10a) Accept the following letters of resignation for the purpose of retirement:

1. Catherine Snow, Adult Literacy Prep Supervisor, effective September 1, 2020
2. Louise Jackstadt, Confidential Secretary to Superintendent, effective December 31, 2020

RESIGNATIONS  
CALLEY, BARBER,  
DION, ZEILINSKY,  
GEOFFROY,  
WRIGHT,  
ROSSELLI,  
RESTREPO

(10b) Accept the following letters of Resignation:

1. Chelsea Calley, Teacher Aide/Student Aide, effective July 31, 2020
2. Donald Barber, Teacher Aide/Student Aide, effective August 4, 2020
3. Gabrielle Dion, Account Clerk/Typist, effective August 5, 2020
4. Sylvia Zelinsky, Food Service Helper, effective August 10, 2020
5. Paulina Geoffroy, Teaching Assistant, effective August 15, 2020
6. Kim Wright, Account Clerk/Typist, effective August 22, 2020
7. Brandy Rosselli, Teacher Aide/Student Aide, effective September 1, 2020 to accept a Teaching Assistant position
8. Alyssa Restrepo, Teacher Aide/Student Aide, effective September 2, 2020 to accept a Teaching Assistant position

AMENDMENTS

(10c)

1. Amend the following Summer Work rate that was approved at the May 13, 2020 Board meeting:

Transition Services - From July 1, 2020 to September 2, 2020, hourly rate per contract \$16.00/hour

Amanda Crafts not to exceed 250 hours

2. Amend the following Adult Education rates that were approved at the June 10, 2020 Board meeting:

Adult Education Health Careers, ~~\$38.00/hour~~ \$38.50/hour

Jaimie Beggs (Plumadore)

Catherine Chauvin

Linda Facteau

Mallory Mattison

Ann Schmitt

3. Amend the following Temporary Appointment that was approved at the July 08, 2020 Board meeting:

Name: Shawn Ryan

Position: Security and Law Enforcement Teacher

Effective Date: September 1, 2020 - June 30, 2021

Certification Status: Security Operations 7-12, Trans A certificate

Annual Base Salary: ~~\$48,313~~ \$48,197

FOUR-YEAR  
PROBATIONARY  
APPOINTMENTS

DAGUE,  
ROSSELLI,  
RESTREPO,  
TAYLOR,  
MAYHEW,  
COWLING,  
HEBERT,  
O'CONNELL

(10d) Appoint the following person(s) to a Four-Year Probationary Appointment as follows:

1. Karen Dague, School Social Worker (Pending Fingerprint Clearance), Effective September 2, 2020, Annual Base Salary of \$55,165.

2. Brandy Rosselli, Teaching Assistant, Effective September 1, 2020, Annual Base Salary of \$23,751.

3. Alyssa Restrepo, Teaching Assistant, Effective September 2, 2020, Annual Base Salary of \$23,751.

4. Anne Taylor, Teaching Assistant, Effective September 2, 2020, Annual Base Salary of \$23,751.

5. Grace Mayhew, Teaching Assistant, Effective September 2, 2020, Annual Base Salary of \$23,751.

6. Jennifer Cowling, Special Education Teacher, Effective September 2, 2020, Annual Base Salary of \$46,468.

7. Nicholas Hebert, Special Education Teacher, Effective September 2, 2020, Annual Base Salary of \$46,468.

8. Nicole O'Connell, Principal, Effective August 20, 2020, Annual Base Salary of \$83,500, Prorated Amount of 78,281.25.

(The Expiration date for the above appointments are tentative and conditional only. Except to the extent required by the applicable provisions of Section 3012 of the Education Law, in order to be granted tenure the teacher must receive composite or overall annual professional performance review ratings pursuant to Section 3012-c and/or 3012d of the Education Law of either effective or highly effective in at least three (3) of the four (4) preceding years, and if the teacher receives an ineffective composite or overall rating in the final year of the probationary period the teacher shall not be eligible for tenure at that time).

CIVIL SERVICE  
PROBATIONARY  
APPOINTMENT  
MITCHELL

(10e) Appoint the following person(s) to a 52-week Civil Service Probationary Appointment as follows:

1. Angel Mitchell, Teacher Aide/Student Aide, Effective September 2, 2020, Annual Base Salary of \$17,844.

CIVIL SERVICE  
PROVISIONAL  
APPOINTMENT  
PALKOVIC

(10f) Appoint the following person(s) to a Civil Service Provisional Appointment as follows:

1. Matthew Palkovic, Network and Systems Technician, Effective September 21, 2020, Annual Base Salary of \$59,049, Prorated Amount of \$46,103.64.  
(EFFECTIVE PERMANENT DATE TO BE DETERMINED UPON SUCCESSFUL COMPLETION OF CIVIL SERVICE EXAM)

PERMANENT  
APPOINTMENTS  
MOORE, PRAY,  
ROMEO,  
TOLOSKY,  
SAFFORD, ERO-  
O'NEIL

(10g) Grant a Permanent Appointment (Civil Service) to the following person(s):

1. Ashtyn Moore, Teacher Aide/Student Aide, effective September 1, 2020
2. Johanna Pray, Teacher Aide/Student Aide, effective September 3, 2020
3. Maryssa Romeo, Teacher Aide/Student Aide, effective September 3, 2020
4. Emily Tolosky, Teacher Aide/Student Aide, effective September 16, 2020
5. Vicki Lynn Safford, Teacher Aide/Student Aide, effective September 23, 2020
6. Barbara Ero-O'Neil, Teacher Aide/Student Aide, effective September 26, 2020

TEMPORARY  
APPOINTMENTS  
HEATH, FISH,  
VANALPHEN,  
PASSNO,  
MINCHOFF,  
TROMBLEY,

(10h) Approve the following person(s) to a Temporary Appointment for the 2020-21 school year:

1. Lauren Heath, Allied Health Teacher, Effective September 2, 2020 – June 30, 2021, Annual Base Salary of \$45,000.

LFEVRE,  
LAREAU-KEMP,  
SPOOR, DIROLF,  
BURDO, CASTINE,  
JOHNSON,  
LOBONTE,  
MANNING, SNOW,  
SNOW

2. William Fish, Special Education Teacher, Effective September 1, 2020 - June 30, 2021, Annual Base Salary of \$47,417.
3. Heather Vanalphen, Special Education Teacher, Effective September 1, 2020 - June 30, 2021, Annual Base Salary of \$47,091.
4. Cherie Passno, Special Education Teacher, Effective September 1, 2020 - June 30, 2021, Annualized Base Salary of \$44,357.
5. Stacie Minchoff, Special Education Teacher, Effective September 1, 2020 - June 30, 2021, Annualized Base Salary of \$44,031.
6. Maura Trombley, Special Education Teacher, Effective September 2, 2020 – June 30, 2021, Annual Base Salary of \$43,468.
7. Emily Lefevre, LPN Teacher, Effective September 1, 2020 – June 30, 2021 Annualized Salary of \$47,091.
8. Shirley LaReau-Kemp, LPN Teacher, Effective September 1, 2020 – June 30, 2021, Annualized Salary of \$45,451.
9. Erin Spoor, LPN Teacher .50 FTE, Effective September 1, 2020 – June 30, 2021, Annualized Salary of \$24,764.50.
10. Alexis Dirolf, Adult Literacy Teacher, Effective September 1, 2020 – June 30, 2021, Annualized Salary of \$48,199.
11. Amy Burdo, Adult Literacy Teacher, Effective September 1, 2020 – June 30, 2021, Annualized Salary of \$67,708.
12. Dalton Castine, Adult Literacy Teacher, Effective September 1, 2020 – June 30, 2021, Annualized Salary of \$47,091.
13. Laura Johnson, Adult Literacy Teacher, Effective September 1, 2020 – June 30, 2021, Annualized Salary of \$47,417.
14. Katie Labonte, Adult Literacy Teacher, Effective September 1, 2020 – June 30, 2021, Annualized Salary of \$48,198.
15. Karen Manning, Adult Literacy Teacher, Effective September 1, 2020 – June 30, 2021, Annualized Salary of \$49,825.
16. Bridget Snow, Adult Literacy Teacher, Effective September 1, 2020 – June 30, 2021, Annualized Salary of \$47,417.

17. Tiffany Snow, Adult Literacy Teacher, Effective September 1, 2020 – June 30, 2021, Annualized Salary of \$49,030.

PART-TIME APPOINTMENTS

(10i) Approve the following Part-Time appointment(s) for the 2020-21 School Year:

<u>Name</u>	<u>Position</u>	<u>Annualized Salary</u>	<u>Prorated Salary</u>
Kathy Billings	Allied Health Teacher 40%	\$46,468	\$18,587.20
Catherine Chauvin	Allied Health Teacher 20%	\$47,091	\$9,418.20
Linda Facteau	Allied Health Teacher 40%	\$45,349	\$18,139.60
Ellen Lamora	Allied Health Teacher 20%	\$47,091	\$9,418.20
Mallory Mattison	Allied Health Teacher 20%	\$44,031	\$8,806.20

PART-TIME HOURLY APPOINTMENT

(10j) Appoint the following person(s) to a Part-Time Hourly Appointment for the 2020-21 school year:

Teaching Assistant (\$16.00/hour)  
 Amanda Crafts

ADDITIONAL WORK

(10k) Approve the following Additional Work for the 2020-21 School Year:

Culinary Arts Management, hourly rate of pay

Tanner Senecal not to exceed 30 hours  
 Bevan Gertsch-Cochran not to exceed 30 hours

Stipend Positions, compensation per collective bargaining agreement

Thomas Rodriguez Maple Sugar Stipend – YD  
 Nicole Santaniello Skills USA Lead Advisor – YD  
 Lisa Fisher NTHS Advisor – Plattsburgh  
 Nicole Sanraniello NTHS Advisor – YD  
 Joshua Pierce Maple Sugar Stipend – Plattsburgh  
 Michael Guillette CV-TEC Yearbook Advisor- Plattsburgh  
 Jennifer Parker Greenhouse – Plattsburgh  
 Jennifer Parker Animal Science – Plattsburgh  
 Sheilah Boyea Yearbook Advisor – WAF

2020 SUMMER WORK

(10L) Approve the following 2020 Summer Work:

Summer Auto-Body Technician, (\$50.00/hour)

Thomas Tedford not to exceed 40 additional hours

Summer Electrician, (\$50.00/hour)

Fredric Johnson not to exceed 60 additional hours

Provide continued instruction for Adult Literacy, HSE, GRASP and Job Skills Training Program, (per diem rate of pay)

Amy Burdo not to exceed 10 additional days

Continuation of Normal Work Year Duties. (hourly rate of pay per contract)

Lucy Marbut	not to exceed 5 additional hours
Kevin Donoghue	not to exceed 25 additional hours
Nicole Santaniello	not to exceed 10 additional hours

Classroom Move/Setup. (hourly rate of pay)

Lauren Heath	not to exceed 12 hours
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Curriculum Development. (hourly rate per contract)

Stephen Couture	not to exceed 60 hours
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Professional Development. (hourly rate per contract)

Karen Dague	not to exceed 8 hours
James Anderson	not to exceed 8 hours
Brigitte Phillips	not to exceed 8 hours
Toni Perez	not to exceed 8 hours
Kim Denton	not to exceed 8 hours
Randy Ducatte	not to exceed 8 hours
Stephanie Sorgule	not to exceed 8 hours
Kristen Mitchell	not to exceed 8 hours
Heidi Wells	not to exceed 8 hours
Paula Cormier	not to exceed 8 hours

CURRICULUM WRITERS

(10m) Approve the following list of Curriculum Writers for the 2020-21 school year:

Curriculum Writer (\$25.00/hour)

Michael Bova  
Thomas Fisher  
Mel Howerton  
Scott Bedard  
Devin Drummond

SUBSTITUTES

(10n) Approve the following 2020-21 Substitute and Temporary-On-Call Annual Renewal List:

<u>Name</u>	<u>Position</u>
Donna Lavene	Account Clerk/Typist
Jerel Billings	Building Maintenance Mechanic
Thomas Fisher	Building Maintenance Mechanic
Donald Bush	Cleaner/Messenger
Leslie Plante	Clerk
Dylan Bedard	Custodial Worker
Janice Hart	Food Service Worker
Susan Mueller	Food Service Worker
Bryan Walton	Musical Instrument Repair Tech



Bonnie Berry	Principal
Sanford Coakley	Principal
Thomas Ryan	Principal
Peter Atchinson	Principal
Stephen Broadwell	Principal
Christopher Mazzella	Principal
Diane Leavine	Senior Stenographer
Colleen Gilligan	Teacher
Chad Davis	Teacher
Courtney Lapham	Teacher
Melodie St. Clair	Teacher
Susan Mueller	Teacher
Lisa Tallman	Teacher
Shaunessy Laclair	Teacher
Diane Leavine	Teacher
Thomas Fisher	Teacher
Peter McMillian	Teacher
Hannah Lafountain	Teacher
Elizabeth Parent	Teacher
Kara Bouyea	Teacher
Douglas Westover	Teacher
Kristy Brehm	Teacher
Cynthia Williams	Teacher
Tracey Luoma	Teacher
Elora Romano	Teacher
Richard Brogowski	Teacher
Cynthia Williams	Teacher Aide/Student Aide
Susan Mueller	Teacher Aide/Student Aide
Cynthia Warner	Teacher Aide/Student Aide
Ronnie Cunningham	Teacher Aide/Student Aide
Janice Hart	Teacher Aide/Student Aide
Kathy Nichols	Teacher Aide/Student Aide
Donna Caramia	Teacher Aide/Student Aide
Leeann Bishop	Teacher Aide/Student Aide
Lisa Dupell	Teacher Aide/Student Aide
Courtney Lapham	Teaching Assistant
Ronnie Cunningham	Teaching Assistant
Cynthia Williams	Teaching Assistant
Madison Bedard	Teaching Assistant
Cynthia Warner	Teaching Assistant
Susan Mueller	Teaching Assistant
Tracey Luoma	Teaching Assistant
Elora Romano	Teaching Assistant
Deborah Mascarenas	Typist

Dr. Davey and Mrs. LaRocque, Board member, congratulated Mrs. Nicole O'Connell, the new special education principal. Mrs. O'Connell thanked the Board and indicated that she is excited to get started.

MEMORANDUM  
OF AGREEMENT  
BETWEEN CEWW  
BOCES & UNITED  
PROFESSIONALS  
UNIT

Mr. Murdock moved, seconded by Mr. Harriman, Sr., that the Board approve the Memorandum of Agreement between the C-E-W-W Board of Cooperative Educational Services and the Champlain Valley Educational Services United Professionals, Local 4807, NYSUT, AFT, AFL-CIO that acknowledges outside use of services. All Board Members present voted yes—motion carried.

CIVIL SERVICE  
PROBATIONARY  
APPOINTMENT  
AKIN

Mr. Murdock moved, seconded by Mr. Harriman, Sr., that the Board appoint the following person(s) to a 52-week Civil Service Probationary Appointment as follows:

1. Deanna Akin, Account Clerk/Typist, (Pending Fingerprint Clearance), Effective September 8, 2020, Annual Base Salary of \$26,712, Prorated Salary of \$21,780.55. All Board Members present voted yes—motion carried.

PERMANENT  
APPOINTMENT  
HUCHRO

Mr. Murdock moved, seconded by Mrs. LaRocque, that the Board grant a Permanent Appointment (Civil Service) to the following person(s):

1. Adele Huchro, Cook, Effective September 1, 2020  
All Board Members present voted yes—motion carried.

2020 SUMMER  
WORK

Mrs. LaRocque moved, seconded by Mr. Harriman, Sr., that the Board approve the following 2020 Summer Work:

Cafeteria Prep/Setup, (hourly rate of pay)

Adele Huchro	not to exceed 24 hours
Gladys Daniels	not to exceed 24 hours
Angela Vanderbogart	not to exceed 24 hours

All Board Members present voted yes—motion carried.

CLIENT SERVICES  
AGREEMENT

Mr. Murdock moved, seconded by Mrs. Saunders, that the Board approve the following Client Services Agreement:

1. Agreement between Clinton-Essex-Warren-Washington BOCES and Sunbelt Staffing, LLC ("Sunbelt") for the purpose of obtaining temporary employee services from Sunbelt for a Telepathy Teacher of the Deaf and Hard of Hearing at Special Education Division. The agreement commences September 1, 2020 and ends June 25, 2021 unless terminated by BOCES with 60 days written notice. The rate of services is \$78 per hour, with the total payable amount for the term of the agreement not anticipated to exceed \$155,000. (Special Education) All Board Members present voted yes—motion carried.

CHANGE ORDER

Mrs. LaRocque moved, seconded by Mr. Murdock, that the Board approve the following Change Order:

1. Change Order from Weydman Electric Inc. of Tonawanda, New York in the amount of \$64,768.96 for the voter approved “2020 Capital Improvement Project” for additional electrical work at the J.W. Harrold Education Center. (Administration) All Board Members present voted yes—motion carried.

STRATEGIC PLAN  
UPDATE

Dr. Davey reviewed with the Board several important Strategic Plan updates for the 2020-21 upcoming year. New dates for the District Planning Team (DPT) and divisional teams’ meetings were developed with Sean Brady of Prism Decision Systems. It was suggested to postpone the group meetings until October to allow for teachers and students to begin the year and have time to adjust. All strategic planning meetings with the District Planning Team (DPT) and the divisional teams will be done remotely with Mr. Brady via Zoom. The proposed date for the Board Retreat is October 22, 2020 from 6:00p.m. - 7:30p.m., which will also be remote. Dr. Davey discussed with the Board initiatives for their 2020/21 participation in the Strategic Plan including Equity, Inclusion & Acceptance, a statement made in June by the Board, and goal(s) to further their technology effectiveness and utilization. Mr. Brady suggested that the Board and Dr. Davey develop updated goals for 2020-21 and consider how they help lead and guide the implementation steps to support success in the coming year.

DISTRICT SUPT.  
UPDATE

Dr. Davey began his update by thanking the Board for their support of CVES’ reopening plans and acknowledging the team efforts to bring back students safely to campus. Second, Ms. Calabrese-Gray gave a special thank you to the United Way of the Adirondack Region, Inc. for their recent donation of \$10,000 to CVES to help students without access to technology. They also will be making another \$10,000 donation to CVES for the same purpose this coming school year. Next, Dr. Davey discussed with the Board the upcoming two-week virtual NYSSBA Annual Convention. The same content and valuable information will be provided, however participants will join remotely from October 20-29, 2020. The Board was then reminded that the next Board meeting and those thereafter will be in Plattsburgh at the Instructional Services Center until further notice. Dr. Davey next shared a brief health insurance update and indicated that the new carrier has provided significant savings to the Consortium (\$18M) which was recently reported during a public meeting. Lastly, Dr. Davey shared with the Board that his DS Committee’s first Innovation showcase was held and that Mrs. Friedman and members of our CV-TEC administrative team attended. The “BOCES Innovation Sprint presentation” session focused on two BOCES’ - Cayuga-Onondaga BOCES and CiTi BOCES (Oswego BOCES) who presented on two fully virtual CTE high school programs with their local community college. Next week’s Innovation Spring will be an example of a timely innovation for using hybrid or remote instruction, and it also supports equity for all BOCES students. These BOCES “best practices” are occurring across the State and with our CVES Administrative team. Dr. Davey thanked Mrs. Friedman and our CV-TEC administrators for participating with their CTE statewide colleagues.

OTHER

Linda Gonyo-Horne thanked Dr. Davey for continuing the remote Board meetings and inquired about the Clinton-Essex County School Board Association meetings and if those will be remote also. Dr. Davey indicated that those meetings are still in the planning stages. There is currently only one Clinton-Essex County School Board Association meeting planned for 2020-21 in January 2021. More information will be provided in the near future.

Dr. Davey congratulated both Ms. Cathy Snow and Mrs. Louise Jackstadt on their upcoming retirements this school year. Both CVES staff members have been invaluable resources and dedicated employees to CVES for many years. Ms. Snow joined CVES in 1993 and Mrs. Jackstadt joined CVES in 1997. They will both be very missed. Mrs. Friedman acknowledged Mrs. Snow and remarked on the very successful work done for the Once Work Source division and for our community.

NEXT BOARD MEETING

The next Board meeting will be held on Wednesday, September 9, 2020, at the Instructional Services Center in Plattsburgh, NY. An anticipated Executive Session will begin at 6:30 p.m., with the monthly meeting to follow.

ADJOURNMENT

Mr. Murdock moved, seconded by Mr. Harriman Sr., to adjourn the meeting at 9:39 p.m. All Board Members present voted yes—motion carried.

Meaghan R. [unclear] Clerk

**DRAFT**

DRAFT

## ENC. 2

### MEMO

To: Meaghan Rabideau, BOCES Board Clerk  
Clinton-Essex-Warren-Washington BOCES  
From: Angela Jennette, Claims Auditor  
Date: August 31, 2020  
Re: Report for Board Agenda for September 9, 2020 Meeting

The following warrant claims were reviewed from August 11, 2020 to, August 31, 2020:

<u>Warrant No. &amp; Date</u>	<u>Check Information</u>	<u>Gross Total Amount</u>
	**	
W #6 - 08/13/2020	*Check Nos: 231996-230041	\$ 82,057.74
W #7 - 08/20/2020	*Check Nos: 232042-232126**	\$ 3,035,673.50
W #8 - 08/27/2020	*Check Nos: 232129-232157	\$ 1,327,616.25

\*Note Includes electronic wire transaction transfers for CVES Disbursements as listed below:

IRS-EFTPS: PR #4 -Wire #941-081420- Warrant #7;

Health Ins. Monthly: Wire #HINS-08202- Warrant #7;

NYS Promptax: PR #4- Wire #NYS-081420- Warrant #7;

Omni Financial Group: PR #4- Wire #OMN-081420- Warrant #6;  
PR #5- Wire #OMN-083120- Warrant #8;

Health Insurance Consortium Payments:

8/17/20	\$ 1,619,447.94
8/24/20	\$ 1,508,595.06
8/31/20	\$ 1,177,170.05

**\*\*A sequence of all checks including payroll has be verified.**

Internal Claims Auditor  
(Signature) \_\_\_\_\_



CC: Eric Bell  
Christine Myers



# ENC. 4



1585 Military Turnpike, PO Box 455 Plattsburgh, NY 12901

## Request for Special Aid Project Operation/Continuation Expenditure Report

This request must be submitted to the School Business Official at least 45 days prior to the effective date to ensure continuity of program services.

Date

Special Aid Project Name:

Special Aid Project Coser #:

Special Aid Project Term: From:  To:

Anticipated Award Amount:

Period Requesting Continuation (90 Days Max)

From:  To:

### Approvals Received:

- Award Notification
- Contract Signed by CVES Sent to Grantor
- Additional Correspondence on Approval Status

Board Approved On:

Budget Account	Anticipated Total Budget	Expenditures to Date	Anticipated Expenditures during the next 90 days **
15x (certified salaries)	\$5,372.00		\$1,682.00
16x (support salaries)			
200 (equipment)			
3xx (supplies)	\$878.00		
305 (supplies greater than \$500.00)			
4xx (contractual)			
46x (travel)			
490 (BOCES/School Districts)			
8xx (Fringe Benefits)	\$3,204.00	\$433.00	\$898.00
95x (O & M)			
9xx (Indirect Costs)			
Total	\$9,454.00	\$433.00	\$2,580.00

\*\* In the following section, please give a detailed description of the project's anticipated expenditures by budget code. Please ensure that requested expenditures are limited to those absolutely necessary to maintain project services until programmatic and fiscal approvals are received.

## Description of Anticipated Expenses


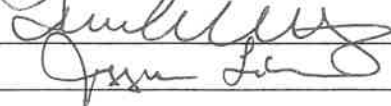
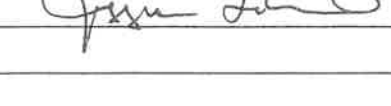
15X (Certified Salaries)	Salary for 90 days to continue project
16X (Support Salaries)	
200 (Equipment)	
3XX (Supplies)	
305 (Supplies greater than \$500)	
4XX (Contractual)	
46X (travel)	
490 (BOCES/ School Districts)	
8XX (Fringe Benefits)	Fringe rates for 90 days to continue project. TRS 17.2, FICA 17.9, Comp 17.3, health 58.3

*I hereby acknowledge this request is limited to expenditures absolutely necessary to maintain project services until all required approvals are obtained from the funding agency.*

Project Coordinator Signature: Susanne Ford-Croghan Date \_\_\_\_\_

Print Form

### Approval Signatures:

Division Supervisor:		Date: _____
Division Director:		Date: <u>8/26/2020</u>
Project Accountant:		Date: <u>8/31/20</u>
School Business Official:	_____	Date: _____
District Superintendent:	_____	Date: _____



## Request for Special Aid Project Operation/Continuation Expenditure Report

This request must be submitted to the School Business Official at least 45 days prior to the effective date to ensure continuity of program services.

Date 8/26/20

Special Aid Project Name: School Library System Supplemental Operating Aid

Special Aid Project Coser #: 956

Special Aid Project Term: From: 07/01/2020 To: June 30, 2021

Anticipated Award Amount: \$46,166.00

Period Requesting Continuation (90 Days Max)

From: 10/01/20 To: 12/31/20

**Approvals Received:**

- Award Notification
- Contract Signed by CVES Sent to Grantor
- Additional Correspondence on Approval Status

Board Approved On:

Budget Account	Anticipated Total Budget	Expenditures to Date	Anticipated Expenditures during the next 90 days **
15x (certified salaries)	\$13,152.00	\$2,603.25	\$2,243.00
16x (support salaries)	\$8,582.00	\$1,126.59	\$2,254.00
200 (equipment)			
3xx (supplies)	\$7,902.00		
305 (supplies greater than \$500.00)			
4xx (contractual)	\$3,000.00		
46x (travel)	\$1,981.00		100.00
490 (BOCES/School Districts)			
8xx (Fringe Benefits)	\$11,549.00	\$1,679.18	\$2,835.00
95x (O & M)			
9xx (Indirect Costs)			
<b>Total</b>	<b>\$46,166.00</b>	<b>\$5,409.02</b>	<b>\$7,433.00</b>

\*\* In the following section, please give a detailed description of the project's anticipated expenditures by budget code. Please ensure that requested expenditures are limited to those absolutely necessary to maintain project services until programmatic and fiscal approvals are received.

## Description of Anticipated Expenses

15X (Certified Salaries)

Salary for 90 days to continue project

16X (Support Salaries)

Salary for 90 days to continue project

200 (Equipment)

3XX (Supplies)

305 (Supplies greater than \$500)

4XX (Contractual)

46X (travel)

490 (BOCES/ School Districts)

8XX (Fringe Benefits)

Fringe rates for 90 days to continue projects, TRS 230 ERS 309, FICA 344, Comp 34, health 1918

*I hereby acknowledge this request is limited to expenditures absolutely necessary to maintain project services until all required approvals are obtained from the funding agency.*

Project Coordinator Signature: Susanne Ford-Croghan Date \_\_\_\_\_

Print Form

### Approval Signatures:

Division Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Division Director: [Signature] Date: 8/20/2020

Project Accountant: [Signature] Date: 8/31/20

School Business Official: \_\_\_\_\_ Date: \_\_\_\_\_

District Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

## Request for Special Aid Project Operation/Continuation Expenditure Report

This request must be submitted to the School Business Official at least 45 days prior to the effective date to ensure continuity of program services.

Date 8/31/20

Special Aid Project Name: Employment Preparation Education (EPE)

Special Aid Project Coser #: 950

Special Aid Project Term: From: 7/1/2020 To: 6/30/2021

Anticipated Award Amount: \$512,673.00

Period Requesting Continuation (90 Days Max)

From: 10/01/2020 To: 12/31/2020

**Approvals Received:**

Award Notification

Contract Signed by CVES Sent to Grantor

Additional Correspondence on Approval Status

Board Approved On:

Budget Account	Anticipated Total Budget	Expenditures to Date	Anticipated Expenditures during the next 90 days **
15x (certified salaries)	\$249,286.00	\$19,493.61	\$78,118.00
16x (support salaries)	\$33,890.00	\$2,871.60	\$8,473.00
200 (equipment)			
3xx (supplies)	\$8,668.00		\$5,000.00
305 (supplies greater than \$500.00)			
4xx (contractual)	\$72,512.00	\$5,289.12	\$30,000.00
46x (travel)	\$5,000.00	\$325.34	\$3,000.00
490 (BOCES/School Districts)			
8xx (Fringe Benefits)	\$135,814.00	\$12,586.75	\$41,634.00
95x (O & M)			
9xx (Indirect Costs)	\$7,503.00		
<b>Total</b>	<b>\$512,673.00</b>	<b>\$40,566.42</b>	<b>\$166,225.00</b>

\*\* In the following section, please give a detailed description of the project's anticipated expenditures by budget code. Please ensure that requested expenditures are limited to those absolutely necessary to maintain project services until programmatic and fiscal approvals are received.

## Description of Anticipated Expenses

15X (Certified Salaries)	Salaries and summer daily for 90 days to continue project
16X (Support Salaries)	Salaries for 90 days to continue project plus one month time sheet for Dana Green.
200 (Equipment)	
3XX (Supplies)	Supplies necessary to continue EPE program
305 (Supplies greater than \$500)	
4XX (Contractual)	Rent, DSL, phone, copier and other contractual expenses
46X (travel)	Travel to attend EPE related meetings, trainings, and satellite sites
490 (BOCES/ School Districts)	Printing of FT Math Packets and mailings
8XX (Fringe Benefits)	Fringe Benefits for 90 days to continue project. TRS 8,012; ERS 1,162; FICA 6,630; Health 24,997; Comp 655; Unemp 178

*I hereby acknowledge this request is limited to expenditures absolutely necessary to maintain project services until all required approvals are obtained from the funding agency.*

Project Coordinator Signature: \_\_\_\_\_ Date \_\_\_\_\_

Print Form

### Approval Signatures:

Division Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Division Director: \_\_\_\_\_ Date: \_\_\_\_\_

Project Accountant: \_\_\_\_\_ Date: \_\_\_\_\_

Asst. Supt. of Mgmt Services: \_\_\_\_\_ Date: \_\_\_\_\_

District Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

## Request for Special Aid Project Operation/Continuation Expenditure Report

This request must be submitted to the School Business Official at least 45 days prior to the effective date to ensure continuity of program services.

Date 8/31/20

Special Aid Project Name: WIOA Adult Basic Education and Literacy Services

Special Aid Project Coser #: 952

Special Aid Project Term: From: 7/1/2020 To: 6/30/2021

Anticipated Award Amount: \$60,182.00

Period Requesting Continuation (90 Days Max)

From: 10/01/2020 To: 12/31/2020

**Approvals Received:**

Award Notification

Contract Signed by CVES Sent to Grantor

Additional Correspondence on Approval Status

Board Approved On:

Budget Account	Anticipated Total Budget	Expenditures to Date	Anticipated Expenditures during the next 90 days **
15x (certified salaries)	\$39,414.00	\$636.72	\$10,126.00
16x (support salaries)	\$1,375.00	\$171.84	\$344.00
200 (equipment)			
3xx (supplies)			
305 (supplies greater than \$500.00)			
4xx (contractual)			
46x (travel)	\$56.00		
490 (BOCES/School Districts)			
8xx (Fringe Benefits)	\$18,448.00	\$2,083.36	\$5,250.00
95x (O & M)			
9xx (Indirect Costs)	\$889.00		
<b>Total</b>	<b>\$60,182.00</b>	<b>\$2,891.92</b>	<b>\$15,720.00</b>

\*\* In the following section, please give a detailed description of the project's anticipated expenditures by budget code. Please ensure that requested expenditures are limited to those absolutely necessary to maintain project services until programmatic and fiscal approvals are received.

## Description of Anticipated Expenses

15X (Certified Salaries)	Salaries for 90 days to continue project
16X (Support Salaries)	Salaries for 90 days to continue project.
200 (Equipment)	
3XX (Supplies)	
305 (Supplies greater than \$500)	
4XX (Contractual)	
46X (travel)	
490 (BOCES/ School Districts)	
8XX (Fringe Benefits)	Fringe Benefits for 90 days to continue project. TRS 1,041; ERS 48; FICA 803; Health 3,254; Comp 81; Unemp 23

*I hereby acknowledge this request is limited to expenditures absolutely necessary to maintain project services until all required approvals are obtained from the funding agency.*

Project Coordinator Signature: \_\_\_\_\_ Date \_\_\_\_\_



**Approval Signatures:**

Division Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_  
 Division Director: \_\_\_\_\_ Date: \_\_\_\_\_  
 Project Accountant: \_\_\_\_\_ Date: \_\_\_\_\_  
 Asst. Supt. of Mgmt Services: \_\_\_\_\_ Date: \_\_\_\_\_  
 District Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_



1585 Military Turnpike, PO Box 455 Plattsburgh, NY 12901

## Request for Special Aid Project Operation/Continuation Expenditure Report

This request must be submitted to the School Business Official at least 45 days prior to the effective date to ensure continuity of program services.

Date 8/31/20

Special Aid Project Name: WIOA Title II & WEP Funding, Corrections Education and Other Institutionalized Education

Special Aid Project Coser #: 995

Special Aid Project Term: From: 07/01/2020 To: 6/30/2021

Anticipated Award Amount: \$405,147.00

Period Requesting Continuation (90 Days Max)

From: 10/1/2020 To: 12/31/2020

**Approvals Received:**

Award Notification

Contract Signed by CVES Sent to Grantor

Additional Correspondence on Approval Status

Board Approved On:

Budget Account	Anticipated Total Budget	Expenditures to Date	Anticipated Expenditures during the next 90 days **
15x (certified salaries)	\$200,328.00	\$14,992.88	\$53,422.00
16x (support salaries)	\$47,950.00	\$6,222.87	\$11,988.00
200 (equipment)			
3xx (supplies)	\$30,839.00		\$10,000.00
305 (supplies greater than \$500.00)			
4xx (contractual)			
46x (travel)	\$18,911.00		\$6,000.00
490 (BOCES/School Districts)	\$4,000.00	\$5,909.65	\$1,000.00
8xx (Fringe Benefits)	\$97,191.00		\$27,115.00
95x (O & M)			
9xx (Indirect Costs)	\$5,928.00		
<b>Total</b>	<b>\$405,147.00</b>	<b>\$27,125.00</b>	<b>\$109,525.00</b>

\*\* In the following section, please give a detailed description of the project's anticipated expenditures by budget code. Please ensure that requested expenditures are limited to those absolutely necessary to maintain project services until programmatic and fiscal approvals are received.

## Description of Anticipated Expenses

15X (Certified Salaries)	Salaries for 90 days to continue project
16X (Support Salaries)	Salaries for 90 days to continue project
200 (Equipment)	
3XX (Supplies)	Supplies necessary to continue project
305 (Supplies greater than \$500)	
4XX (Contractual)	
46X (travel)	Travel to attend project related meetings, trainings, and satellite sites
490 (BOCES/ School Districts)	Contractual services for computer support.
8XX (Fringe Benefits)	Fringe Rates for 90 days to continue project. TRS 5,478; ERS 1,644; FICA 5,005; Health 14,361; Comp 494; Unemp 133

*I hereby acknowledge this request is limited to expenditures absolutely necessary to maintain project services until all required approvals are obtained from the funding agency.*

Project Coordinator Signature: \_\_\_\_\_ Date \_\_\_\_\_

Print Form

### Approval Signatures:

Division Supervisor: _____	Date: _____
Division Director: _____	Date: _____
Project Accountant: _____	Date: _____
Asst. Supt. of Mgmt Services: _____	Date: _____
District Superintendent: _____	Date: _____



## Request for Special Aid Project Operation/Continuation Expenditure Report

This request must be submitted to the School Business Official at least 45 days prior to the effective date to ensure continuity of program services.

Date 8/31/20

Special Aid Project Name: Basic Literacy - JCEO

Special Aid Project Coser #: 996

Special Aid Project Term: From: 07/01/2020 To: 6/30/2021

Anticipated Award Amount: \$125,000.00

Period Requesting Continuation (90 Days Max)

From: 10/01/2020 To: 12/31/2020

**Approvals Received:**

- Award Notification
- Contract Signed by CVES Sent to Grantor
- Additional Correspondence on Approval Status

Board Approved On:

Budget Account	Anticipated Total Budget	Expenditures to Date	Anticipated Expenditures during the next 90 days **
15x (certified salaries)	\$70,249.00	\$6,432.12	\$18,660.00
16x (support salaries)	\$2,750.00	\$286.42	\$687.00
200 (equipment)			
3xx (supplies)	\$5,417.00		\$2,000.00
305 (supplies greater than \$500.00)			
4xx (contractual)	\$96.00		\$24.00
46x (travel)	\$2,000.00		\$1,000.00
490 (BOCES/School Districts)			
8xx (Fringe Benefits)	\$42,641.00	\$5,893.30	\$11,971.00
95x (O & M)			
9xx (Indirect Costs)	\$1,847.00		
<b>Total</b>	<b>\$125,000.00</b>	<b>\$12,611.84</b>	<b>\$34,342.00</b>

\*\* In the following section, please give a detailed description of the project's anticipated expenditures by budget code. Please ensure that requested expenditures are limited to those absolutely necessary to maintain project services until programmatic and fiscal approvals are received.

## Description of Anticipated Expenses

15X (Certified Salaries)	Salaries for 90 days to continue project
16X (Support Salaries)	Salaries for 90 days to continue project
200 (Equipment)	
3XX (Supplies)	Supplies necessary to continue project.
305 (Supplies greater than \$500)	
4XX (Contractual)	HRA Fees
46X (travel)	Travel to attend project related meetings, trainings, conferences and satellite sites
490 (BOCES/ School Districts)	
8XX (Fringe Benefits)	Fringe Benefits for 90 days to continue project. TRS 1,914; ERS 95; FICA 1,482; Health 8,291; Comp 148; Unemp 41

*I hereby acknowledge this request is limited to expenditures absolutely necessary to maintain project services until all required approvals are obtained from the funding agency.*

Project Coordinator Signature: \_\_\_\_\_ Date \_\_\_\_\_



**Approval Signatures:**

Division Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Division Director: \_\_\_\_\_ Date: \_\_\_\_\_

Project Accountant: \_\_\_\_\_ Date: \_\_\_\_\_

Asst. Supt. of Mgmt Services: \_\_\_\_\_ Date: \_\_\_\_\_

District Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_



1585 Military Turnpike, PO Box 455 Plattsburgh, NY 12901

## Request for Special Aid Project Operation/Continuation Expenditure Report

This request must be submitted to the School Business Official at least 45 days prior to the effective date to ensure continuity of program services.

Date 8/31/20

Special Aid Project Name: Basic Literacy - OneWorkSource

Special Aid Project Coser #: 997

Special Aid Project Term: From: 7/01/2020 To: 6/30/2021

Anticipated Award Amount: \$125,000.00

Period Requesting Continuation (90 Days Max)

From: 10/01/2020 To: 12/31/2020

**Approvals Received:**

Award Notification

Contract Signed by CVES Sent to Grantor

Additional Correspondence on Approval Status

Board Approved On:

Budget Account	Anticipated Total Budget	Expenditures to Date	Anticipated Expenditures during the next 90 days **
15x (certified salaries)	\$70,347.00	\$6,386.14	\$18,660.00
16x (support salaries)	\$2,750.00	\$286.43	\$687.00
200 (equipment)			
3xx (supplies)	\$6,398.00		\$1,000.00
305 (supplies greater than \$500.00)			
4xx (contractual)			
46x (travel)	\$1,000.00		\$1,000.00
490 (BOCES/School Districts)			
8xx (Fringe Benefits)	\$42,658.00	\$5,889.79	\$11,971.00
95x (O & M)			
9xx (Indirect Costs)	\$1,847.00		
<b>Total</b>	<b>\$125,000.00</b>	<b>\$12,562.00</b>	<b>\$33,318.00</b>

\*\* In the following section, please give a detailed description of the project's anticipated expenditures by budget code. Please ensure that requested expenditures are limited to those absolutely necessary to maintain project services until programmatic and fiscal approvals are received.

## Description of Anticipated Expenses

15X (Certified Salaries)	Salaries for 90 days to continue project
16X (Support Salaries)	Salary for 90 days to continue project
200 (Equipment)	
3XX (Supplies)	Supplies necessary to continue project
305 (Supplies greater than \$500)	
4XX (Contractual)	
46X (travel)	Travel to attend project related meetings, trainings, conferences and satellite sites
490 (BOCES/ School Districts)	
8XX (Fringe Benefits)	Fringe Benefits for 90 days to continue project. TRS 1,914; ERS 95; FICA 1,482; Health 8,291; Comp 148; Unemp 41

*I hereby acknowledge this request is limited to expenditures absolutely necessary to maintain project services until all required approvals are obtained from the funding agency.*

Project Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Approval Signatures:**

Division Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_  
 Division Director: \_\_\_\_\_ Date: \_\_\_\_\_  
 Project Accountant: \_\_\_\_\_ Date: \_\_\_\_\_  
 Asst. Supt. of Mgmt Services: \_\_\_\_\_ Date: \_\_\_\_\_  
 District Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

## Request for Special Aid Project Operation/Continuation Expenditure Report

This request must be submitted to the School Business Official at least 45 days prior to the effective date to ensure continuity of program services.

Date 8/24/20

Special Aid Project Name: Perkins V

Special Aid Project Coser #: 954

Special Aid Project Term: From: July 1, 2020 To: June 30, 2021

Anticipated Award Amount: \$121,263.00

Period Requesting Continuation (90 Days Max)

From: 10/1/20 To: 12/31/20

**Approvals Received:**

Award Notification

Contract Signed by CVES Sent to Grantor

Additional Correspondence on Approval Status

Board Approved On:

Budget Account	Anticipated Total Budget	Expenditures to Date	Anticipated Expenditures during the next 90 days **
15x (certified salaries)	\$65,940.00	\$1,295.36	\$18,228.00
16x (support salaries)	\$0.00		\$0.00
200 (equipment)	\$0.00		\$0.00
3xx (supplies)	\$651.00		\$400.00
305 (supplies greater than \$500.00)	\$0.00		\$0.00
4xx (contractual)	\$21,340.00		\$18,530.00
46x (travel)	\$5,900.00		\$500.00
490 (BOCES/School Districts)	\$0.00		0
8xx (Fringe Benefits)	\$25,640.00	\$2,575.69	\$6,742.00
95x (O & M)	\$0.00		\$0.00
9xx (Indirect Costs)	\$1,792.00		\$0.00
<b>Total</b>	<b>\$121,263.00</b>	<b>\$3,871.05</b>	<b>\$44,400.00</b>

\*\* In the following section, please give a detailed description of the project's anticipated expenditures by budget code. Please ensure that requested expenditures are limited to those absolutely necessary to maintain project services until programmatic and fiscal approvals are received.

### Description of Anticipated Expenses

15X (Contracted Salaries)	This grant includes three (3) months of salaries for 0.10 FTE Academic Coordinator, and 0.25 WFLD Learning Coordinator, 0.10 FTE each for a Math teacher, a second Math teacher, a Special Education teacher, a second Special Ed teacher, and a 0.10 FTE teaching assistant.
30X (Support Salaries)	
200 (Equipment)	
30X (Supplies)	This grant includes funds for supplies so a minimal amount (\$400) has been requested to cover the cost of any necessary items at the beginning of the school year.
305 (Supplies greater than \$500)	
40X (Contractual)	This grant includes funds necessary to meet the requirement of the grant in regards to the findings of the Comprehensive Local Needs Assessment (CLNA) that was completed during the 2019-2020 school year. The amount requested is to cover the cost of the SREB contracts to meet the CLNA requirements.
46X (Travel)	This grant includes funds for travel so a minimal amount (\$300) has been requested to cover the cost of any necessary travel for the two (2) Coordinators over the three (3) months indicated.
490 (BOCA School Officers)	
80X ( fringe Benefits)	Three (3) months of benefits are being requested for all salaries: Health \$3300, Three (3) months of fringe benefits for the two (2) Coordinators: FICA= \$525, HRS= \$707, ACA=\$19, 401K=\$16, and three (3) months of fringe benefits for the three (3) employees: FICA=\$360, TRS=\$1072, WC= \$79, 401K=\$21

*I hereby acknowledge this request is limited to expenditures absolutely necessary to maintain project activities until all required approvals are obtained from the funding agency.*

Project Coordinator Signature: *C. G. Fountain* Date: 08/24/2020 Print Form

**Approval Signatures:**

Division Supervisor:	<u><i>John Smith</i></u>	Date: <u>8/24/2020</u>
Division Director:	<u><i>M. J. Smith</i></u>	Date: <u>8-24-2020</u>
Project Accountant:	<u><i>Jessie Lee</i></u>	Date: <u>8/31/20</u>
School Business Official:	_____	Date: _____
District Superintendent:	_____	Date: _____

## Description of Anticipated Expenses

15X (Certified Salaries)	The grant includes three (3) months of salaries for: 0.10 FTE Academic Coordinator, and 0.25 Work-Based Learning Coordinator; 0.10 FTE each for: a Math teacher, a second Math teacher, a Special Education teacher, a second Special Ed. teacher; and a 0.20 FTE teaching assistant.
16X (Support Salaries)	
200 (Equipment)	
3XX (Supplies)	This grant includes funds for supplies so a minimal amount (\$400) has been requested to cover the cost of any necessary items at the beginning of the school year.
305 (Supplies greater than \$500)	
4XX (Contractual)	This grant includes funds necessary to meet the requirement of the grant in regards to the findings of the Comprehensive Local Needs Assessment (CLNA) that was completed during the 2019-2020 school year. The amount requested is to cover the cost of the SREB contract to meet the CLNA requirements.
46X (travel)	This grant includes funds for travel so a minimal amount (\$500) has been requested to cover the cost of any necessary travel for the two (2) Coordinators over the three (3) months indicated.
490 (BOCES/ School Districts)	
8XX (Fringe Benefits)	Three (3) months of benefits are being requested for all salaries: Health=\$3303. Three (3) months of fringe benefits for the two (2) Coordinators: FICA= \$595; TRS=\$797; WC=\$59; UI=\$16. And three (3) months of fringe benefits for the 10-month employees: FICA=\$800; TRS=\$1072; WC=\$79; UI=\$21

*I hereby acknowledge this request is limited to expenditures absolutely necessary to maintain project services until all required approvals are obtained from the funding agency.*

Project Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_



### Approval Signatures:

Division Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Division Director: \_\_\_\_\_ Date: \_\_\_\_\_

Project Accountant: \_\_\_\_\_ Date: \_\_\_\_\_

School Business Official: \_\_\_\_\_ Date: \_\_\_\_\_

District Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

## ENC. 10

1. Recommend that the Board amend the following Temporary Appointment that was approved at the July 8, 2020 Board meeting to reflect the following change:

Name: Dana Poirier

Position: Community Outreach Coordinator

Effective Date: July 1, 2020 - June 30, 2021

Certification Status: Security Operations 7-12, professional certificate

Annual Base Salary: ~~\$85,204~~ **\$85,205**

## ENC. 11

1. Recommend that the Board rescind the following four-year probationary appointment that was approved at the August 19, 2020 Board meeting:

Name: Anne Taylor

Tenure Area: Teaching Assistant

Position: Teaching Assistant

Effective Date: September 2, 2020

Tentative Tenure Date: September 2, 2024

Certification Status: Teaching Assistant Level 1

Annual Base Salary: \$ 23,751

2. Recommend the Board rescind the following additional work that was approved at the August 19, 2020 Board meeting:

Stipend Positions, Compensation per collective bargaining agreement

Jennifer Parker      Animal Science – Plattsburgh

## ENC. 12

Recommend that the Board appoint the following person(s) to a Four-Year Probationary Appointment as follows:

1.      Name: Maura Trombley  
          Tenure Area: Special Education Teacher  
          Position: Special Education Teacher  
          Effective Date: September 2, 2020  
          Tentative Tenure Date: September 2, 2024  
          Certification Status: Early Childhood Education (birth – grade 6), Emergency COVID-19, Students With Disabilities, (birth – grade 6), Emergency COVID-19  
          Annual Base Salary: \$46,468

(The Expiration date for the above appointments are tentative and conditional only. Except to the extent required by the applicable provisions of Section 3012 of the Education Law, in order to be granted tenure the teacher must receive composite or overall annual professional performance review ratings pursuant to Section 3012-c and/or 3012d of the Education Law of either effective or highly effective in at least three (3) of the four (4) preceding years, and if the teacher receives an ineffective composite or overall rating in the final year of the probationary period the teacher shall not be eligible for tenure at that time).



## **ENC. 13**

Recommend that the Board appoint the following person(s) to a 52-week Civil Service Probationary Appointment as follows:

1. Name: Madison Bedard  
Position: Teacher Aide/Student Aide  
Effective Date: September 8, 2020  
Tentative Permanent Date: September 8, 2021  
Annual Base Salary: \$17,844  
Prorated Amount: \$17,574.99

## **ENC. 14**

Recommend that the Board appoint the following person(s) to a Civil Service Provisional Appointment as follows:

1. Name: Kaitlyn Goodenough  
Position: Account Clerk/Typist  
Effective Date: September 8, 2020  
Annual Base Salary: \$26,712  
Prorated Amount: \$21,780.55
2. Name: Tori Knutson  
Position: Account Clerk/Typist  
Effective Date: September 23, 2020  
Annual Base Salary: \$26,712  
Prorated Amount: \$20,650.43

(EFFECTIVE PERMANENT DATE TO BE DETERMINED UPON SUCCESSFUL COMPLETION OF CIVIL SERVICE EXAM)

## **ENC. 15**

Recommend that the Board grant a Permanent Appointment (Civil Service) to the following person(s):

1. Angela Provost, Cook Manager, effective October 1, 2020

## **ENC. 16**

Recommend that the Board appoint the following person(s) to a Part-Time Appointment for the 2020-21 school year:

1. Name: Nicole Pierce  
Position: Registered Nurse - 40%  
Effective Date: September 2, 2020  
Annual Base Salary: \$39,996  
Prorated Salary: \$15,986.40

## ENC. 17

Recommend that the Board appoint the following person(s) to a Part-Time Hourly Appointment for the 2020-21 school year:

Interscholastic Athletics Coordinator (Assignor) (\$27.22/hour)

Randy Lozier

## ENC. 18

Recommend that the Board approve the following temporary grant appointment(s) from September 2, 2020 - December 30, 2020:

1. Katelynn Belair, Work Study Student, not to exceed 160 hours, at \$11.80/hour

## ENC. 19

Recommend that the Board approve the following 2020-2021 Special Education Summer School Staffing Additions:

Teaching Assistant (\$26.00/hour)

Aimee Lobdell

## ENC. 20

Recommend that the Board approve the following 2020 Summer Work:

Classroom Move/Setup (hourly rate of pay)

Shelley Bouyea	not to exceed 6 hours
Greg Cassavaugh	not to exceed 12 hours
Stephen Couture	not to exceed 12 hours
Kelly Lareau	not to exceed 6 hours
Susan J. Richards	not to exceed 6 hours
Sharon Squire	not to exceed 6 hours
Faye Dayton	not to exceed 12 hours
Ellen Supinski	not to exceed 12 hours
Laura Denton-Lawrence	not to exceed 12 hours
Cherie Passno	not to exceed 12 hours
Robin Douglass	not to exceed 12 hours
Stacie Minchoff	not to exceed 12 hours
Madeline Seller	not to exceed 12 hours
Amanda Gebhart	not to exceed 12 hours
Jennifer Haley	not to exceed 12 hours
Heather Vanalphen	not to exceed 12 hours
Ashley Pray	not to exceed 6 hours
Andrea Christiansen	not to exceed 6 hours
Todd Everleth	not to exceed 6 hours
Cheryl Spoor	not to exceed 6 hours

## **ENC. 20 CONTINUED**

Rebecca Garrow	not to exceed 6 hours
Caitlyn Worley	not to exceed 6 hours
Joanne Beaudry	not to exceed 6 hours
Aimee Lobdell	not to exceed 6 hours
Allison Bola	not to exceed 6 hours
Melissa Smith	not to exceed 6 hours
Whitney Gagnier	not to exceed 6 hours
Tammy A. Smith	not to exceed 6 hours
Kim Denton	not to exceed 6 hours
Randy Ducatte	not to exceed 6 hours
Stephanie Sorgule	not to exceed 6 hours
Kristen Mitchell	not to exceed 6 hours
Paula Cormier	not to exceed 6 hours
Laura Birtz-Sisson	not to exceed 6 hours
Shanni Hicks-Wilson	not to exceed 6 hours
Lori Ducharme	not to exceed 6 hours

## **ENC. 21**

Recommend that the Board approve the following Additional Work for the 2020-21 school year:

### Stipend Positions (compensation per collective bargaining agreement)

Jennifer Parker	Maple Sugar Stipend – Plattsburgh
Sheilah Boyea	PBIS Coordinator – Plattsburgh
Dena Tedford	Employee Mentor
Tom Tedford	Employee Mentor
Susan L. Richards	Employee Mentor
Joan McGowen	Employee Mentor
Faye Dayton	Employee Mentor
Laura Denton-Lawrence	Employee Mentor
Brigitte Phillips	Employee Mentor
Sheila Boyea	Employee Mentor
Ashley Brown	Employee Mentor
Elizabeth Laundrie	Employee Mentor x2

## **ENC. 22**

Recommend that the Board approve the following Adult Education Course Instructor(s) for the 2020-21 school year:

### Adult Education Health Careers (\$38.00/hour)

Kathy Billings

## ENC. 23

Recommend that the Board approve the following list of Substitute and Temporary-On-Call appointments for the 2020-21 school year:

<u>Name</u>	<u>Position</u>
Dennis Bola	Food Service Worker
John Shepard	Cleaner/Messenger
Kelly Lynn Watson	Bus Driver
David Gardiner	Teacher
Marissa Tahboub	Teacher
Ashley Wales	Teacher Aide/Student Aide
Kathy Nichols	Teacher Aide/Student Aide
Catherine Snow	Administrator at a rate of \$60/hour

## ENC. 24

Recommend that the Board approve the following list of employees to receive compensation for attending the CVES New Employee Orientation on August 24, 2020:

### Hourly rate per contract

Kaitlin Diskin, Speech & Hearing Teacher  
Frank Mercier, Security & Law Enforcement Teacher  
Jennifer Cowling, Special Education Teacher  
Nicholas Hebert, Special Education Teacher  
Maura Trombley, Special Education Teacher  
Karen Dague, School Social Worker

### Hourly rate of pay

Kristin Brandon, Teacher Aide/Student Aide  
Deanna Akin, Account Clerk/Typist  
Matthew Palkovic, Network & Systems Technician  
Jason Moore, Teacher Aide/Student Aide  
Angel Mitchell, Teacher Aide/Student Aide

## ENC. 25

Recommend that the Board appoint Dr. Grace Stay (to replace Cathy Snow) as a CVES Civil Rights Compliance Officer, effective September 10, 2020 through the July 2021 Reorganization Meeting, with no additional compensation.

## **ENC. 26**

Recommend that the Board waive the first reading and adopt the following Revised Policies:

- #5010 Anti-discrimination Policy (attached)
- #5300 Code of Conduct (attached)
- #8160 District-Wide School Safety Plan
- #8160.1 Building Level Emergency Response Plan for Special Ed and CV-TEC
- #8160.3 Building Level Emergency Response Plan for Yandon-Dillon
- #8160.4 Building Level Emergency Response Plan for Plattsburgh Satellite Campus

## **ENC. 27**

Per the resolution adopted by the CVES Board the “District Superintendent is authorized to approve budget increases related to cross contracted service budgets”. This option is utilized when Board approval to increase a cross-contracted service budget could not be obtained before the end of the fiscal year due to unanticipated year-end purchases by our component districts from other BOCES. When the District Superintendent acts in this capacity, the authorization must be reported to the Board within 90 days.

1. Virtual Summer School – Albany BOCES budget in the amount of \$943, for the 2019-2020 school year, to accommodate a cross contract with Albany BOCES and Moriah CSD. (Co-Ser 459) ISC
2. Model Schools – Albany BOCES budget was increased from \$127,400 to \$216,873, for the 2019-2020 school year, to accommodate for additional service requests. (AuSable Valley, Boquet Valley, Chazy, Crown Point, Keene, Moriah, Northern Adirondack, Peru, Saranac, and Willsboro). (Co-Ser 544) ISC
3. Insurance ACA Reporting – FEH BOCES budget was increased from \$49,351 to \$57,252, for the 2019-2020 school year, to accommodate for additional service requests. (AuSable Valley, Beekmantown, Boquet Valley, Moriah, Northeastern Clinton, Northern Adirondack, Peru, Plattsburgh City, and Schroon Lake). (Co-Ser 634) Mgmt. Services

*Recommend Waive  
1<sup>st</sup> Reading and Adopt*

**ANTI-DISCRIMINATION POLICY**

BOCES does not discriminate in employment or in the education programs and activities or in access of students to vocational instruction opportunities which it operates on the basis of race, color, national origin, religion, marital status, military status, sex, age, weight, sexual orientation, gender identity, ethnic group, religious practice, disability, predisposing genetic characteristic, or domestic violence victim status in violation of Title VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Title IV; 504 of the Rehabilitation Act of 1973; Age Discrimination Act of 1975; Title II of the ADA [known as the Americans with Disabilities Act] 1990; New York State Human Rights Law; The Boy Scouts of America Equal Access Act of 2001; The Genetic Information Non-Discrimination Act of 2008 (GINA).

**Grievance Procedure**

**Section 1**

If any person believes that BOCES or any of BOCES' staff has failed to apply or has inadequately applied the principles or regulations of any of the aforementioned Civil Rights laws that person may bring forward a complaint, which shall be referred to as a grievance, to BOCES' Civil Rights compliance officers.

**Section 2**

**Step (a):**

The complainant may discuss the grievance informally with the compliance officer, or may file a written complaint with the compliance officer. The compliance officer or designee will then investigate the substance of the complaint in a prompt and equitable, thorough and impartial manner. The compliance officer will reply to each complainant in writing within seven days of the initiation of the complaint, though the full investigation may take longer. Each complainant and respondent will be provided with a written copy of the findings within 60 days of the filing of the complaint, unless exceptional circumstances require additional time.

**Step (b):**

If any complainant or respondent (party) wishes to appeal the decision of the compliance officer, the party may submit a signed statement of appeal to the District Superintendent within seven days after receipt of the compliance officer's findings. The District

Superintendent shall meet with the party and any representative and make such other inquiries which the District Superintendent deems appropriate. Thereafter, the District Superintendent shall set forth a conclusion and respond in writing to all parties within 14 days, unless exceptional circumstances require additional time.

**Step (c):**

If a party is not satisfied with the conclusion of the District Superintendent, the party may appeal through a signed, written statement to the BOCES' Board within seven days of receipt of the District Superintendent's response in Step (b). In an attempt to resolve the grievance, the BOCES' Board shall meet with the party and any representative within 30 days of receipt of such an appeal. The BOCES' Board's written disposition of the appeal shall be sent to all parties within ten days of this decision, unless exceptional circumstances require additional time.

**Step (d):**

If the grievance has not been satisfactorily settled at Step (c), further appeal may be made to:  
Office for Civil Rights,  
U. S. Department of Education  
32 Old Slip, 26th Floor  
New York, NY 10005-2500  
Telephone: (646) 428-3800  
Facsimile: (646) 428-3843  
Email: OCR.NewYork@ed.gov

**Section 3**

The compliance officer, on request, will provide a copy of the BOCES' grievance procedure to any employee or student of BOCES. It is also on the BOCES website.

A copy of each of the acts and regulations upon which this notice is based will be made available upon written request directed to the BOCES' compliance officer.

When used in this policy *days* shall mean BOCES business days. The words *person* and *complainant* shall include an employee as well as a student of BOCES.

Inquiries concerning the anti-discriminatory policy may be made to:  
Director, Office for Civil Rights,  
U. S. Department of Education  
32 Old Slip, 26th Floor  
New York, NY 10005-2500

## **Publication**

BOCES shall promulgate this policy, which includes sexual harassment, as follows:

- A copy of this policy and the sexual harassment policy shall be provided at the beginning of employment to each employee in their employment packet, and provided annually to each employee.
- These policies shall be published as part of the BOCES' student handbook.
- Any changes to the policies shall be published in the official newspaper of BOCES.
- These policies shall be provided annually to the president of each bargaining unit.
- These policies shall be posted prominently and easily found on the BOCES' website.

Annual publications shall contain the name, business address and telephone number of the BOCES' compliance officer.

## **Employment Application**

Each employment application of BOCES shall contain the following language:

BOCES does not discriminate in employment or in the education programs and activities which it operates on the basis of race, color, national origin, religion, marital status, military status, sex, age, weight, sexual orientation, gender identity, ethnic group, religious practice, disability, predisposing genetic characteristic, or domestic violence victim status in violation of Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, 42 U.S.C. 12111 etseq., known as the Americans With Disabilities Act, § 504 of the Rehabilitation Act of 1973, Age Discrimination Act of 1975, Title II of the ADA 1990, New York State Human Rights Law, The Boy Scouts of America Equal Access Act of 2001, The Genetic Information Non-Discrimination Act of 2008 (GINA), or in access of students to vocational instruction opportunities.

The following person(s) have been designated to handle inquiries regarding non-discrimination inquiries:

James McCartney – Civil Rights Compliance Officer – [mccartney\\_james@cves.org](mailto:mccartney_james@cves.org)  
~~Cathy Snow~~ **Dr. Grace Stay** – Civil Rights Compliance Officer – [snow\\_cathy@cves.org](mailto:snow_cathy@cves.org)  
**stay\_grace@cves.org**  
1585 Military Turnpike  
P.O. Box 455, Plattsburgh, NY 12901  
Phone: 518-536-7340

Matthew Slattery  
Section 504 Compliance Officer – [slattery\\_matt@cves.org](mailto:slattery_matt@cves.org)  
1585 Military Turnpike  
P.O. Box 455, Plattsburgh, NY 12901  
Phone: 518-561-0100 Ext. 291



*Recommend Waive  
1<sup>st</sup> Reading and Adopt*

*Champlain Valley Educational Services*

***CODE OF CONDUCT***

*Adopted July 8, 2020*

# CVES CODE OF CONDUCT

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# CODE OF CONDUCT

## CVES Mission Statement

*“Champlain Valley Educational Services empowers students, schools and communities by providing exemplary education, training, support and shared services.”*

## CVES Vision Statement

*“We aspire to be a nationally recognized, premier provider of dynamic and innovative programs and services, serving as a catalyst for personal and regional economic growth.”*

## Core Beliefs

- *Students are our first priority.*
  - *We value open and honest communication.*
  - *We embrace collaboration and shared decision-making.*
  - *We promote creativity and innovation.*
  - *All students can learn and be successful.*
  - *We all lead by example.*
  - *We act with integrity, fostering respect for all.*
  - *Students, family and community are valued partners for success.*
  - *We ensure a safe, supportive learning and work environment.*
  - *We all impact the educational process and are dedicated to perform at the highest possible levels.*
- Teachers, administrators, parents, employers and our community share the responsibility for helping students learn.*

## Public Non-Discrimination Notice:

Champlain Valley Educational Services does not discriminate on the basis of race, color, national origin, sex, disability, age or any other legally protected status in its programs, activities, employment and admissions; and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding this nondiscrimination policy may be directed to one of the following Civil Rights Compliance Officers:

**Civil Rights Compliance Officer**  
**Mr. James McCartney III**  
518 Rugar Street  
Plattsburgh, NY 12901  
(518) 561-0100 Ext. 243  
[McCartney\\_James@cves.org](mailto:McCartney_James@cves.org)

**Civil Rights Compliance Officer**  
~~Ms. Cathy Snow~~ **Dr. Grace Stay**  
OneWorkSource  
Plattsburgh, NY 12903  
(518) 561-0430 x 3079  
~~Snow\_Cathy@cves.org~~  
[Stay\\_grace@cves.org](mailto:Stay_grace@cves.org)

**504 Compliance Officer**  
**Mr. Matthew Slattery**  
CVES– William A. Fritz  
1585 Military Turnpike  
Plattsburgh, NY 12901  
[Berry\\_Bonnie@cves.org](mailto:Berry_Bonnie@cves.org)

## I. INTRODUCTION

CVES is committed to providing a safe and orderly educational environment where students receive, and CVES personnel deliver, quality educational services without disruption or interference. Responsible behavior by all individuals, including students, teachers, parents, volunteers, vendors, contractors, CVES personnel, component district personnel, and other visitors is essential to achieving this goal.

CVES has a long-standing set of expectations for conduct on CVES property and at CVES functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, acceptance, kindness, inclusion, tolerance, honesty and integrity. CVES embraces research-based programs and strategies that prevent crisis from occurring, de-escalating potential crises, managing disruptive and acute physical behaviors, reducing potential and actual injury to personnel and students, teaching students adaptive coping skills and developing a positive learning environment. Such programs and strategies include but are not limited to: Therapeutic Crisis Intervention for Schools (TCIS), CALM, restorative and trauma informed practices.

Unless otherwise indicated, this Code of Conduct applies to all individuals, including students, CVES personnel, parents, persons in parental relation, volunteers, vendors, contractors and other visitors when on CVES property or attending a CVES function. Adult students enrolled in adult education programs should consult their individual program handbook and student handbook for specific disciplinary procedures. CVES programs or services provided in component district/"host building" locations, unless otherwise authorized, shall comply with the Code of Conduct prescribed by that building/district. Students who attend any CVES program, regardless of that program's location, should be aware that their conduct will be subject not only to CVES' Code of Conduct and the applicable component district's/"host building's" Code of Conduct, but may also be governed by additional provisions of the Code of Conduct in place in the student's home district of residence.

The Board recognizes the need to define clearly these expectations for acceptable conduct on CVES property and while attending CVES functions, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the CVES Board adopts this code of conduct. This Code of Conduct has been drafted in collaboration with all stakeholders to meet the requirements of the Project SAVE legislation (Education Law §2801), section 100.2(1) of the Education Commissioner's regulations, and the Dignity for All Students Act (DASA). The law seeks to improve school safety and ensure a safe and effective learning environment.

**II. DEFINITIONS** For purposes of this code, the following definitions apply: *(Some of the following definitions are defined by law and regulation and included in the Code of Conduct for simplicity. To the extent any definitions here differ from legally required definitions, such legal definitions are controlling.)*

**Behavioral Intervention Plan:** a plan that is based on the results of the functional behavioral assessment and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.

**Behavior Management System:** a process or system of consequences for behavior that is developed and monitored by staff in a particular building or program which is used by staff and students in order to monitor and improve student behaviors.

**Bullying:** is unwanted, aggressive behavior among that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can be verbal (e.g., teasing, name-calling), social (e.g., exclusion, public embarrassment), or physical (e.g., hitting, damaging personal belongings).

**Business Day:** Monday through Friday, except for federal or State holidays.

**CALM:** A medically-evaluated physical intervention program developed by the New England Center for Children focusing on de-escalation and the safety of students and staff. CALM procedures are not intended to be used as a behavior intervention or to reduce challenging behaviors. CALM was developed specifically for professionals working with students over the age of 5 and diagnosed with autism or related disorders. CALM will be used in the Autism classrooms at CVES.

**CVES Function:** a CVES sponsored curricular, co-curricular and/or extracurricular event or activity, or a CVES sponsored work site/internship.

**CVES Property:** Means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus or any CVES owned or leased equipment, building, structure, playground, parking lot or land wherever situated. (Education Law §11[1]).

**Cheating:** the use of fraudulent means to complete an academic assignment or test.

**Co-Regulation:** non-verbal and verbal strategies that staff use to provide support in a way that helps reduce stress and risk during a crisis.

**Committee on Special Education or CSE:** a committee on special education, subcommittee on special education, or other multidisciplinary team established in accordance with Education Law section 4402 or, in the case of a preschool student with a disability, the committee on preschool special education.

**Compulsory School Age:** a minor who becomes six years of age on or before the first of December in any school year shall be required to attend upon full-time instruction from the first day that the appropriate public school is in session in September of such school year, and a minor who becomes six years of age after the first of December in any school year shall be required to attend upon full-time instruction from the first day of session in the following September; and, shall be required to remain in attendance until the last day of session in the school year in which the minor becomes 16 years of age.

**Controlled Substance:** drugs that have a legitimate medical purpose, coupled with a potential for abuse and psychological and physical dependence.

**Cyber bullying:** " shall mean harassment or bullying as defined in subdivision seven of this section, including paragraphs (a), (b), (c) and (d) of such subdivision, where such harassment or bullying occurs through any form of electronic communication."

**Day:** a calendar day, except where a school day or business day is specified.

- *School day* means any day, including a partial day that students are in attendance at school for instructional purposes. The term *school day* has the same meaning for all students in school, including students with and without disabilities.
- *Business day* means Monday through Friday, except for Federal and State holidays (unless holidays are specifically included in the designation of business day).

**Dignity for All Students (DASA) Complaint Officer.** The staff member who is responsible for receiving reports or complaints of bullying and harassment and cyberbullying, as defined by DASA. CVES has appointed the Administrator of the Building, or their designee.

**Dignity for All Students (DASA) Coordinator:** A staff member in each school who is trained in human relations in the area of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.

**Disability:** means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law § 11[4] and Executive Law § 292[21]).

**Disciplinary Change in Placement:** a suspension or removal from a student's current educational placement that is either: 1. more than 10 consecutive school days or 2. for a period of 10 consecutive days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year; because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another. The school district determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

**Disruptive Student:** a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

**District Superintendent:** Chief School Officer for a Board of Cooperative Educational Services (BOCES) pursuant to Education Law.

**Emotional Harm** that takes place in the context of harassment or bullying shall be defined as harm to an individual's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with an individual's education or work environment. Such conduct shall include, but is not limited to, acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes a person's actual or perceived sex, as well as gender identity and expression), or sex. (Education Law § 11[7])

**Expedited Due Process Hearing:** an impartial hearing conducted in an expedited manner under the circumstances and in accordance with the procedures specified in the Commissioner's Regulations.

**Expedited Evaluation:** an individual evaluation conducted in an expedited manner under the circumstances and in accordance with the procedures specified in section 201.6 of this Part.

**Fabrication:** falsifying or inventing any information, citation, or data.

**Firearm:** as defined by Gun-Free Schools Act (18 USC Section 921) means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of such weapon, any firearm muffler or silencer, or any "destructive device" (i.e., any explosive, incendiary, or poison gas, including bombs, grenades, rockets or other similar devices).

**Functional Behavioral Assessment (FBA):** the process of determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment.

**Harassment:** may be verbal, written, or other conduct that is threatening or harmful. It does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment is only a small part of the larger universe of bullying or cyberbullying activity.

**“Harassment” and “bullying”** shall mean the creation of a hostile learning or work environment by conduct or by threats, intimidation or abuse, including cyberbullying, that:

- (a) has or would have the effect of unreasonably and substantially interfering with an individual’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or
- (b) reasonably causes or would reasonably be expected to cause an individual to fear for his or her physical safety; or
- (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to an individual; or
- (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

For purposes of this definition, the term “threats, intimidation or abuse” shall include verbal and non-verbal actions. (Education Law §11[7])

Acts of harassment and bullying shall include, but not be limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes a person’s actual or perceived sex, as well as gender identity and expression), or sex. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions. (Education Law §11[7])

**Hazing:** an abusive and often humiliating form of initiation into or affiliation with a group including any willful action taken or situation created which recklessly or intentionally endangers the mental, emotional or physical health of another.

**Hearing Officer:** an individual assigned by a Board of Education (pursuant to Education Law Section 4404(1), or by the Commissioner in accordance with section 200.7(d)(1)(i) of this Part), to conduct a hearing and render a decision.

**Home school district:** a secondary student’s school district of residence.

**Illegal Drug:** a controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health-care professional or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of Federal law.

**Impartial Hearing Officer:** one who is appointed to conduct an impartial hearing or expedited due process hearing pursuant to Education Law section 4404(1). Such term shall not include a hearing officer designated by a superintendent of schools to conduct a superintendent's hearing pursuant to Education Law section 3214(3)(c).

**Individualized Educational Program (IEP):** a written statement developed, reviewed and revised in accordance with the Regulations of the Commissioner that includes the components specified in the Regulations to be provided to meet the unique educational needs of a student with a disability.

**Individuals:** As used in the CVES Code of Conduct, refers to all students, CVES personnel, parents, persons in parental relation, volunteers, vendors, contractors and other visitors when on CVES property or attending a CVES function.

**Individuals with Disabilities Education Act (IDEA):** the federal law related to the education of students with disabilities.

**In-School Detention:** an intermediate step between minor behavior problems and out of school suspension for serious or continuous discipline problems. The student may be separated from the classroom.

**Interim Alternative Educational Setting or IAES:** a temporary educational placement, other than the student's current placement at the time the behavior precipitating the IAES placement occurred. A student who is placed in an IAES shall:

- (1) continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and
- (2) receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

**Itinerant Teacher:** a certified staff member who provides specialized services, such as hearing, vision, or other educationally related services to students and is not assigned to one program or building. These teachers usually travel to various sites in order to deliver specialized services. Itinerant teachers are expected to adhere to the building and program parameters for discipline of each location in working with students attending that school unless otherwise authorized.

**Loitering:** wandering or standing without purpose.

**Long Term Suspension:** a suspension of more than five consecutive school days.

**Manifestation Determination:** a review of the relationship between the student's disability and the behavior subject to disciplinary action that is conducted by the Committee on Special Education (CSE) or 504 Committee of the student's home school district.

**Other Administrative, Managerial, and Technical Staff:** individuals who are responsible for central office operations or specialized instructional or administrative management services who provide support or oversight to various CVES programs or to component districts.

**Plagiarism:** the use or close imitation of the language and ideas of another author and representation of them as one's own original work. This includes copying from electronic sources.

**Red Flag Law:** also known as the extreme risk protection order law, is effective in New York State as of August 24, 2019. The law prevents individuals who show signs of being a threat to themselves or others from purchasing or possessing any kind of firearm.

**Removal :**

- (1) a removal of a student with a disability for disciplinary reasons from that student's current educational placement, other than a suspension as defined in subdivision (r) of this section; and
- (2) the change in placement of a student with a disability to an IAES by an impartial hearing officer pursuant to section 201.8 of this Part. Such term shall also include the change of placement of a student with a disability to an IAES pursuant to section 201.7(e) of this Part made in conjunction with a suspension.

**Restorative Practice** is a social science that studies how to improve and repair relationships between people and communities. The purpose is to build healthy communities, decrease crime and anti-social behavior, repair harm and restore relationships.

**School:** unless otherwise designated, the location of a CVES program or service.



**School Administrator:** a certified administrator who is responsible for the supervision and management of a CVES site.

**School Day:** any day, including a partial day, students are in attendance at school for instructional purposes.

**School function:** a school-sponsored or school-authorized curricular, co-curricular and/or extra-curricular event or activity regardless of where such event or activity takes place or a CVES sponsored work site/internship.

**Serious Bodily Injury:** bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

**Short Term Suspension:** a suspension of five or less consecutive school days.

**Student:** a person who participates in any CVES program and who is either sponsored by a school district or attends as an adult.

**Student with a Disability:** a student with a disability as defined in section 200.1(zz) of this Part or a preschool student with a disability as defined in section 200.1(mm) of this Part.

**Student presumed to have a disability for discipline purposes:** a student who the school district is deemed to have knowledge was a student with a disability before the behavior that precipitated disciplinary action under the criteria in section 201.5(b) of this Part.

**Student Support Service Personnel:** means any staff member who provides direct educationally related services or assists students in coping with peer pressure and emerging personal, social, emotional and physical problems. These services are provided by psychologists, social workers, counselors, school counselors, behavior specialists, ESL teachers, hearing teachers, vision teachers, mobility teachers, speech teachers, occupational or physical therapists.

**Substance:** a drug or other substance identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. section 812) (United States Code, 2006 edition, volume 13; Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9328; 2008 - available at the Office of Counsel, New York State Education Department, State Education Building Room 148, 89 Washington Avenue, Albany, NY 12234).

**Superintendent's Hearing:** A disciplinary hearing conducted pursuant to Education Law by a District Superintendent, Superintendent of schools, or a hearing officer designated by a Superintendent of schools, to determine whether a student should be suspended from instruction for more than five consecutive school days.

**Teacher Removal:** any classroom teacher has the power and authority to remove a disruptive student in accordance to Education Law.

**Therapeutic Crisis Intervention for Schools (TCIS):** assists schools in preventing high-risk and disruptive crisis behaviors from occurring, de-escalating potential crises, managing acute physical behaviors, reducing potential and actual injury to students and staff, teaching students positive coping skills, and helping to create learning organizations. It provides schools with a model for eliminating the need for physical interventions by putting in place a system to promote learning and reflective practice. TCIS may utilize interventions when a student is at imminent risk to themselves or to others.

**Title IV: [Applies to CV-TEC Division Adult Students]** The programs authorized under Title IV of the Higher Education Act are the major source of federal student aid. Title IV programs include: Loans; Federal Family Education Loan (FFEL); Direct Loan; Federal Perkins Loan Grants; Federal Pell Grant; Academic Competitiveness Grant (ACG); National SMART Grant; Federal Supplemental; Educational Opportunity Grant (FSEOG); Federal Work-Study (FWS). Title IV also requires participating institutions to ensure student safety and appropriate interventions for inappropriate student behavior.

**Violent Student:** an individual who:

- commits an act of violence upon a school employee, or attempts to do so;
- commits, while on school property or at a school function, an act of violence upon another individual or any other person lawfully on school property or at the school function, or attempts to do so;
- possesses, while on school property or at a school function, what appears to be a weapon;
- displays, while on school property or at a school function, what appears to be a weapon;
- threatens, while on school property or at a school function, to use a weapon;
- knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function;
- knowingly and intentionally damages or destroys school district property.

**Weapon:** any device, instrument, material or substance (animate or inanimate) that is used for or readily capable of causing physical injury or death (e.g., dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb).

### III. INDIVIDUAL RIGHTS AND RESPONSIBILITIES

CVES is committed to safeguarding the rights given to all individuals under State and federal law and to promote a safe, healthy, orderly and civil school environment.

#### CVES STUDENT RIGHTS AND RESPONSIBILITIES

##### RIGHTS

1. To attend CVES and be granted the opportunity to receive a quality education.
2. To be made aware of the CVES rules and policies, and to be treated in a manner consistent with these policies when resolving disciplinary matters.
3. To have the opportunity to present your version of the facts and circumstances in all disciplinary matters.
4. To take part in all CVES activities on an equal basis regardless of race, gender, ethnicity, religion, age, political affiliation, sexual orientation, national origin, color, weight, religious practice, sex, or disability.
5. To feel safe in the school environment and not be intimidated or harassed by others.
6. To express your style and dress in a manner that is appropriate for a school setting.
7. To Due Process

##### RESPONSIBILITIES

- To attend school, internships and jobsites regularly and on time, perform assignments, and strive to do your highest quality work.
- To understand CVES Code of Conduct, obey the rules it contains and to be accountable for your actions.
- To be truthful and respectful in the resolution of conflicts with all parties involved.
- To be respectful and supportive to all who are participating in CVES academic and extracurricular activities.
- To behave in a manner that will not jeopardize the safety and well-being of yourself or others, and respect and treat others in a fair and equitable manner.

- To dress in a safe manner that is not educationally distracting to others, is appropriate for the program, and is in accordance with the CVES dress code policy.

#### IV. ESSENTIAL PARTNERS IN CREATING A POSITIVE SCHOOL CLIMATE

##### **All parents and Persons in Parental Relation are expected to:**

1. Recognize that the education of their children is a joint responsibility of the parents/person(s) in parental relation and the school community;
2. Send their children to school ready to participate and learn;
3. Ensure their children attend school regularly and on time;
4. Ensure absences are excused pursuant to CVES Attendance Policy;
5. Ensure their children be dressed and groomed in a manner consistent with the student dress code, uniform requirements and/or safety requirements for specific programs;
6. Know school rules and help their children understand them;
7. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment;
8. Promote positive behavior in their children by helping them to accept the consequences of their actions and by becoming involved in the behavior management/disciplinary process;
9. Convey to their children a supportive attitude toward education and CVES;
10. Build positive relationships with teachers, other parents and their children's friends;
11. Help their children deal effectively with peer pressure;
12. Inform school officials of changes in the home situation that may affect student conduct or performance.

##### **All teachers are expected to:**

1. Establish and sustain a safe, orderly, and productive classroom environment by establishing and sustaining reasonable expectations for student conduct within their classroom and program;
2. Enforce the Code of Conduct with their students and engage with appropriate others to ensure that student conduct matters are resolved promptly and fairly;
3. Refrain from creating or enabling a hostile learning/work environment;
4. Maintain a climate of mutual respect and dignity, which will strengthen student's self-concept and promote confidence to learn;
5. Be prepared to teach;
6. Demonstrate interest in teaching, concern for student well-being, achievement and educational progress, and respond appropriately to the individual needs of each student;
7. Be knowledgeable of, and be able to, apply effective classroom/building behavior management techniques, Therapeutic Crisis Intervention for Schools (TCIS) philosophy and techniques, as well as CALM philosophy and techniques for the ABA program;
8. Fulfill those duties which are important to each student's emotional, social, behavioral and academic progress, including but not limited to:
  - a. course objectives, lesson plans, draft IEPs, and other related documents
  - b. marking/grading procedures
  - c. assignment deadlines
  - d. expectations for students
  - e. classroom discipline plan
  - f. behavior management system.
9. Communicate regularly with students, parents, person(s) in parental relation and other teachers concerning growth and achievement.
10. Adhere to and enforce the Code of Conduct for CVES or district-based school.

11. Maintain a professional atmosphere and appearance and use language appropriate for their professional position that does not detract from the educational environment.

**All student support service personnel and teacher aides are expected to:**

1. Provide educationally related service(s), as appropriate, to support students in their educational program;
2. Support educational and academic goals;
3. Assist students in coping with peer pressure and emerging personal, social, emotional, and physical problems;
4. Know CVES policies and rules and enforce them in a fair and consistent manner in accordance with the Code of Conduct;
5. Be knowledgeable of, and be able to apply, effective classroom behavior/building management techniques and the Therapeutic Crisis Intervention for Schools (TCIS) philosophy and techniques;
6. Communicate regularly, as appropriate, with students, parents and other staff;
7. Adhere to the Code of Conduct for CVES or district-based school.
8. Maintain a professional atmosphere and appearance and use language appropriate for their professional position that does not detract from the educational environment.

**All school administrators are expected to:**

1. Promote a safe, orderly and academically stimulating school environment that supports active teaching and learning;
2. Ensure that students and staff have the opportunity to communicate regularly with the building principals/supervisors and approach the building principals/supervisors for redress of grievances;
3. Evaluate all instructional programs for which they are responsible on a regular basis;
4. Support the development of and student participation in school functions;
5. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly;
6. Be knowledgeable of, and be able to apply, effective classroom/building behavior management techniques, and the Therapeutic Crisis Intervention for Schools (TCIS) philosophy and techniques and assure their utilization in the building/program;
7. Ensure that a behavior management system is created and supported to meet the needs of students enrolled in their building.
8. Maintain a professional atmosphere and appearance and use language appropriate for their professional position that does not detract from the educational environment.

**All administrative, managerial, and technical staff is expected to:**

1. Provide specialized instructional and administrative services to CVES and component districts;
2. Support the implementation of the Code of Conduct;
3. Assure that the staff under their supervision conforms to the Code of Conduct.
4. Maintain a professional atmosphere and appearance and use language appropriate for their professional position that does not detract from the educational environment.

**All other CVES staff is expected to:**

1. Perform specialized non-instructional duties that support the operational functioning of the school/CVES;
2. Know school/CVES policies and rules and support the implementation of the Code of Conduct.
3. Maintain a professional atmosphere and appearance and use language appropriate for their professional position that does not detract from the educational environment.

**The DASA Coordinator is expected to:**

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Oversee and coordinate the work of the building-level bullying prevention committees.
3. Identify curricular resources that support infusing civility in classroom instruction and provide guidance to staff as to how to access and implement those resources.
4. Coordinate, with the Professional Development Committee, training in support of the bullying prevention committee.
5. Be responsible for monitoring and reporting on the effectiveness of CVES' bullying prevention policy.
6. Address personal biases that may prevent equal treatment of all students and staff.

**The District Superintendent (or his/her designee) and the Board are expected to:**

1. Ensure the collaboration of student, teacher, administrator, and parent organizations, CVES safety personnel and other CVES personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, CVES personnel, volunteers, vendors, contractors and visitors on CVES property and at CVES functions;
2. Review and approve at least annually the CVES Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation;
3. Lead by example by conducting Board meetings in a professional, respectful and courteous manner.
4. Maintain a professional atmosphere and appearance and use language appropriate for their professional position that does not detract from the educational environment.

## **V. INDIVIDUAL CIVILITY**

All students and adults have the right to learn and work in an environment that is free from discrimination, bullying and harassment (see CVES Board Policy 5010).

All interactions and communications (including the use of electronic devices) among students, teachers, CVES administrators, other CVES personnel, volunteers, vendors, contractors and visitors on CVES property and at CVES functions will be appropriate, civil and respectful. Individuals are expected to behave with dignity and treat others with respect and courtesy. Individuals should respect their peers, teachers, and school staff.

Individual behavior should not interfere with the rights of others. Individuals are expected to use language that is appropriate in demonstrating respect for self and others. Profanity, vulgar language including, but not limited to, negative comments based on a person's actual or perceived race, gender (including identity and expression), ethnicity, religion, age, political affiliation, sexual orientation, national origin, color, weight, religious practice, sex, appearance, socio-economic status or disability and obscene comments or gestures toward others will not be tolerated. Appropriate disciplinary action when violations occur will be taken.

### **ACCEPTABLE USE POLICY (AUP)**

All individuals are expected to abide by the CVES Acceptable Use Policy (AUP). Any violation to the AUP are subject to disciplinary consequences as outlined in Section VII of the Code of Conduct.

### **ELECTRONIC DEVICES**

Students are prohibited from using any device which electronically communicates, sends, receives, stores, reproduces or displays voice or text communication or data (inclusive of media transmissions) during the school

day, except as expressly permitted in connection with authorized use. While students are permitted to possess such devices during the school day, they are prohibited from using them in any manner which disrupts the educational environment/process. If a student violates this policy, then he/she is subject to discipline under this provision or any other provision in the CVES Code of Conduct that may be applicable to the circumstances involved. Any electronic device that is permitted on school property is encouraged to be kept on the person and used in a responsible, non-disruptive manner.

CVES is not responsible for any devices being lost, stolen or damaged while at school or at a school function. Personal electronic devices are the sole responsibility of the individual.

## **STUDENT DRESS CODE**

The responsibility for the dress and appearance of students shall rest with individual students and parents. They have the right to determine how the students shall dress, provided that such attire is not destructive to CVES property, complies with requirements for health and safety, does not interfere with or distract from the educational process, or infringe upon the rights of others. The administration is authorized to take action in instances where individual dress does not meet these stated requirements.

A student's dress, grooming and appearance, including but not limited to hair style/color, jewelry, make-up and nails, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational program;
2. Refrain from wearing brief and/or see-through garments;
3. Ensure that undergarments are not exposed and are completely covered with outer clothing;
4. Include footwear at all times; footwear that is a safety hazard will not be allowed;
5. Not include items that are vulgar, obscene, libelous or denigrate others on account of a person's race, gender (including identity and expression), ethnicity, religion, age, political affiliation, sexual orientation, national origin, color, weight, religious practice, sex, or disability;
6. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities;
7. Not display or wear anything signifying gang affiliation.
8. Wear uniforms or other safety equipment/attire required for specific programs.

While the CVES administration may require students participating in physical education classes to wear certain types of clothing such as sneakers, socks, shorts and tee shirts, they may not prescribe a specific brand which students must buy.

Each school administrator or his or her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Additional details about dress code may be addressed in building student handbooks.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with the acceptable item. Any student who repeatedly fails to comply with the dress code may be subject to further discipline, up to and including out of school suspension.

## **VI. PROHIBITED CONDUCT**

The CVES Board expects all individuals to conduct themselves in an appropriate and civil manner in accordance with the CVES Code of Conduct, with proper regard for the rights and welfare of other students, personnel and other members of the school community, and for the care of facilities and equipment. These expectations also apply to internships and student work experience.

CVES strives to provide an environment in which individuals can achieve the knowledge and skills, in collaboration with faculty and staff, to develop social and emotional maturity. CVES personnel are expected to facilitate and model appropriate behavior and promote self-regulation.

The Board recognizes the need to be clear and specific in expressing its expectations for student conduct while on CVES property or while engaged in a CVES function. The rules of conduct listed below are intended to do that and to focus on safety and respect for the rights and property of others.

Individuals are expected to accept responsibility for their own behavior. Individuals may be subject to disciplinary action, up to and including suspension from school or removal from a program, when they engage in conduct that is disorderly, insubordinate, disruptive, violent, endangers the safety, morals, health or welfare of others, engage in misconduct on school-provided transportation, or engages in academic misconduct including work/internship sites. The CVES Board expects all individuals on CVES campuses and CVES activities to avoid:

#### **A. Engaging in Disorderly Conduct**

*Examples of disorderly conduct include, but are not limited to:*

1. Engaging in any act which disrupts the operation of the school community, running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that offends or incites others;
2. Obstructing vehicular or pedestrian traffic;
3. Trespassing. Students and unauthorized personnel are not permitted in any area of the school building, other than the one they regularly attend, without permission from CVES personnel;
4. Loitering. Students and unauthorized personnel are not permitted to loiter on school property;
5. Misusing computer/electronic communication devices, including any unauthorized or inappropriate use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the CVES Acceptable Use Policy for Technology Resources;
6. Unauthorized use of personal electronic devices/equipment (e.g., cell phones, personal music and gaming devices, and other personal electronic devices);
7. Unauthorized use of personal computer, laptop and/or other computerized information resources through CVES computer system is prohibited.

#### **B. Engaging in Conduct that is Insubordinate or Disruptive**

*Examples of insubordinate or disruptive conduct include, but are not limited to:*

1. Failing to comply with the reasonable directions of teachers, school administrators or other CVES employees or otherwise demonstrating disrespect;
2. Missing or leaving school or class without permission;
3. Endangering the health and safety of other individuals or interfering with the educational process or CVES activities by means of inappropriate appearance or behavior as per CVES Code of Conduct;
4. Interfering with the authority of the teacher or other CVES personnel;
5. Participating in public displays of affection on school property, including school sponsored events.

#### **C. Engaging in Conduct that is Violent**

*Examples of violent conduct include, but are not limited to:*

1. Committing, threatening or attempting any act of violence (such as hitting, kicking, punching, or scratching) upon a CVES employee;
2. Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon another student or any other person lawfully on school property;
3. Possessing or fabricating a weapon (see definition). Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on CVES property or at a CVES function;

4. Displaying what appears to be a weapon;
5. Threatening to use any weapon(s);
6. Using weapon(s);
7. Intentionally damaging or destroying CVES property, the personal property of a student, teacher, volunteer, contractor, vendor, administrator, other CVES employee or any person lawfully on CVES property, or at a CVES function including but not limited to graffiti or arson;
8. Communication by any means, including oral, written or electronic (such as through the Internet or e-mail) off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or, (b) results in material or substantial disruption to the educational environment.

**D. Engaging in Any Conduct That Endangers the Safety, Morals, Health or Welfare of Others**

*Examples of such conduct include, but are not limited to:*

1. Lying, deceiving or giving false information to school personnel;
2. Stealing CVES property or the property of other students, school personnel or any other individual lawfully on school property or while attending a school function;
3. Discrimination, which includes the use of race, gender (identity and expression), ethnicity, religion, age, political affiliation, sexual orientation, national origin, color, weight, religious practice, sex, appearance, socio-economic status or disability as a basis for treating another in a negative manner;
4. Harassment or bullying, as defined in this code of conduct or violation of the Dignity for All Students Act (DASA).
5. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.;
6. "Cyberbullying, as defined by this code of conduct or the Dignity for All Students Act (DASA). Such acts include for example use of texts, emails, or social media to harass or bully students.
7. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature;
8. Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed;
9. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any CVES or school sponsored activity, organization, club or team;
10. Possessing, using, viewing, selling or distributing obscene material;
11. Possessing, consuming, selling, attempting to sell, purchasing, attempting to purchase, distributing or exchanging alcoholic beverages, tobacco, tobacco products, electronic cigarettes, vaping devices, vaping components, vaping fluids, illegal substances, or being under the influence of any of these. "Illegal substances" include, but are not limited to: inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, lookalike drugs, and any substances commonly referred to as "designer drugs";
12. Possessing, selling, attempting to sell, purchasing, attempting to purchase, distributing or exchanging drug paraphernalia;
13. Use of products in a manner other than intended by the manufacturer;
14. Inappropriately possessing, using, sharing, selling, attempting to sell, purchasing, attempting to purchase, distributing or exchanging prescription and over-the-counter drugs;
15. Possessing, consuming, selling, attempting to sell, purchasing, attempting to purchase, distributing, or exchanging "look-alike drugs"; or, possessing or consuming (without medical authorization), selling, attempting to sell, distributing or exchanging other substances such as dietary supplements, weight loss pills, etc.;
16. Gambling and gaming, including online activities;
17. Inappropriate touching and/or indecent exposure;



18. Initiating or reporting warning of fire or other catastrophe without valid cause, misusing 911, or tampering with emergency devices;
19. Violating privacy when using school restroom facilities.
20. Creating or enabling a hostile learning/work environment.
21. Violating the Student Driver or Passenger Procedures.
22. Throwing or causing to be airborne, any object, tool, or material that could distract or cause injury to others.

**E. Engaging in Misconduct While Utilizing School-Provided Transportation**

It is crucial for students to behave appropriately while riding on school-provided transportation to ensure their safety and that of other passengers and to avoid distracting the driver. Students are required to conduct themselves on school-provided transportation in a manner consistent with the CVES and district Code of Conduct and established standards for classroom behavior. Behaviors such as excessive noise, pushing, shoving and fighting will not be tolerated. Students misbehaving on school-provided transportation under the authority or supervision of CVES will be in violation of CVES Code of Conduct. Students who misbehave on school-provided transportation under the authority or supervision of the home district going to or from a CVES program will be referred to their home district for discipline.

**F. Engaging in any Form of Academic Misconduct**

*Examples of academic misconduct include, but are not limited to:*

1. Plagiarism;
2. Cheating;
3. Copying;
4. Altering records;
5. Forgery;
6. Violation of the Acceptable Use Policy;
7. Fabrication;
8. Assisting another student in any of the above actions.

**G. Legal Sanctions and Risks Regarding Unlawful Possession, Use or Distribution of Illicit Drugs and Alcohol**

In addition to the above, Title IV CV-TEC Adult Students must comply with Legal Sanctions and Risks Regarding Unlawful Possession, Use or Distribution of Illicit Drugs and Alcohol which can be found in it's entirety in the Adult Education Handbook

Adult students enrolled in CV-TEC's CTE daytime and continuing education programs must abide by all CVES Code of Conduct standards and procedures as outlined herein. Institutional disciplinary actions consistent with this Code, with DASA, and with adherence to Title IV adult regulations will apply. More detailed information regarding Title IV-related consequences for non-compliance can be found in the CV-TEC Adult Education Handbook and online on CV-TEC's Financial Aid web page.

**VII. STUDENT DISCIPLINE: CONSEQUENCES AND PROCEDURES**

While CVES utilizes proactive and preventative strategies consistent with the established DASA Guiding Principles to address inappropriate behavior, disciplinary action may be necessary. Methods of student discipline vary in style and effectiveness. Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that is fair, consistent and impartial. While no single method of discipline is recommended or mandated, all discipline is to be appropriate to the situation and in accordance with law, regulations and CVES policies.

As a general rule, discipline will be progressive. This means that a student's first violation will usually result in a less serious consequence than subsequent violations. Each student will be disciplined individually by authorized school personnel taking into account the following factors:

1. The student's age;
2. The nature of the offense and the circumstances which led to the offense;
3. The student's prior disciplinary record;
4. The effectiveness of other forms of discipline;
5. Information from parents, teachers and others, as appropriate;
6. Other extenuating circumstances;
7. If the conduct of a student is related to a disability or suspected disability, specific procedures outlined (**See Section X**) within this Code must be followed.

For special education students in a CVES program, the Board accepts that students with disabilities often display a range of behaviors that would be deemed disruptive within a regular education setting. These behaviors may include conduct that is disorderly, insubordinate, disruptive, or violent as defined in Section II. The CVES programs incorporate behavior management systems and classroom expectations as part of the overall instructional program that are designed to address this range of student behaviors. Infractions by students with disabilities will be addressed in accordance with this Code of Conduct and the law.

### Disciplinary Consequences

In addressing student behaviors that may impede learning, CVES uses a variety of appropriate educational management techniques including, but not limited to:

1. Positive supports, strategies and interventions to improve students' motivation, social skills, problem solving abilities, anger management, and conflict resolution abilities;
2. Environmental modifications to support students' abilities to maintain attention, stay on task, and control their behavior;
3. Division-wide behavior management systems and classroom expectations to improve students' abilities to understand the connections between their behavior and outcomes.

Students who are found to have violated the CVES Code of Conduct may be subject to the following disciplinary actions whether alone or in combination. The school personnel identified after each consequence listed in the table below are authorized to impose that consequence subject to the student's right to due process.

CONSEQUENCE	AUTHORIZED PERSONNEL
1. Verbal Warning	Any member of CVES staff
2. Written Warning/Referral	Educational program staff
3. Written notification to parent	Teachers, student support services personnel, Principal, supervisor or designee
4. Suspension of other privileges	School Administrator, or designee
5. In-School Detention	School Administrator, or designee
6. Formal removal from classroom	Educational program staff, School Administrator, or designee
7. Short-term (five days or less) suspension*	Official of the student's home district upon recommendation of CVES School Administrator, or designee

8. Long-term (more than five days) suspension from school *	Official of the student's home district upon recommendation of CVES School Administrator, or designee
9. CVES Program exclusion *	Officials of CVES and the student's home district
10. Permanent suspension from CVES program(s) *	Official of the student's home district upon recommendation of CVES School Administrator, or designee
<b>*CVES school administrators work in close collaboration with each student's home district for all suspensions.</b>	

Parents/person(s) in parental relation are powerful partners in a student's behavioral growth, and in their child's development of acceptable social skills. CVES realizes that good communication and informal relations between parents and educators are critical to resolving discipline issues. The use of sustained, multiple, coordinated interventions at home and in school provide students with the consistency they need to develop appropriate behaviors. Parents/person(s) in parental relation are encouraged to help the school staff by reinforcing positive school behavior and disciplinary consequences. CVES recognizes that parental involvement in the behavioral process is required for the student to develop the behaviors that will ensure success in the school setting and life. Therefore, it is our philosophy to provide the parent/guardian with regular and early notification by phone or in writing when a student's behavior is problematic in addition to the required procedural notifications covered below.

Adult students enrolled in CV-TEC's CTE daytime and continuing education programs must abide by all CVES Code of Conduct standards and procedures as outlined herein. Institutional disciplinary actions consistent with this Code, with DASA, and with adherence to Title IV adult regulations will apply. More detailed information regarding Title IV-related consequences for non-compliance can be found in the CV-TEC Adult Education Handbook and online on CV-TEC's Financial Aid web page.

## VIII. STUDENTS' DUE PROCESS RIGHTS

### Procedures

All students are entitled to due process. In all cases, authorized school personnel must inform the student of the alleged misconduct and must investigate. Authorized school personnel shall provide the student an opportunity to present his/her version of the facts.

#### Suspension from Extracurricular Activities and/or Transportation Related Thereto

A student subjected to a suspension from such privileges is not entitled to a full hearing pursuant to Education Law Sections 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the CVES official imposing the suspension to discuss the conduct and the consequence arising from that conduct.

#### In-School Detention

The Board recognizes that CVES must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes administrators or designees to place students in "in-school detention."

A student subject to an in-school detention is not entitled to a full hearing pursuant to Education Law Section 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the CVES official imposing the in-school detention to discuss the conduct and the consequence involved.

### Formal Removal of Disruptive Students by a Teacher

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using appropriate classroom management techniques as listed under the Disciplinary Consequences section.

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

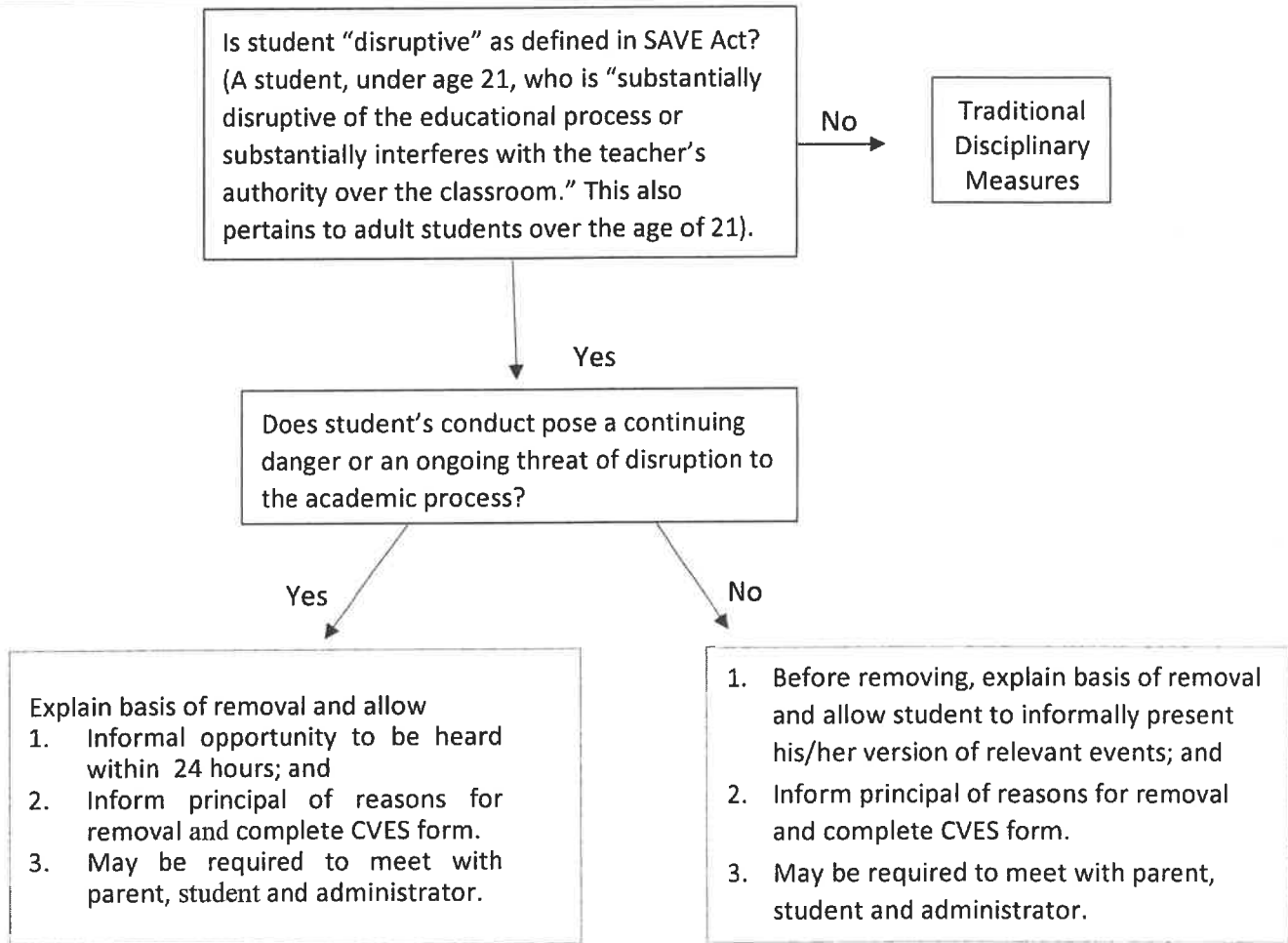
A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.

#### **The procedural requirements for a formal removal by a teacher of a student are:**

1. If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being formally removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher formally remove a student from class;
2. If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be formally removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours, provided that if such 24-hour period does not end on a school day, it shall be extended to the corresponding time on the next school day;
3. The teacher must complete a CVES-established form for a formal removal by a teacher and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the formal removal and to present the CVES form for a formal removal by a teacher. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day;
4. Within 24-hours after the student's formal removal by a teacher, the principal or another administrator designated by the principal, must notify the student's parents that the student has been formally removed from the class and why. The notification must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the formal removal. If such 24-hour period does not end on a school day, it shall be extended to the corresponding time on the next school day. The 24-hour notification, if by telephone or in person, will be immediately followed by a written notice;
5. The principal may require the teacher who ordered the formal removal to attend the informal conference;
6. If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was formally removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's formal removal by a teacher. If such 48-hour period does not end on a school day, it shall be extended to the corresponding time on the second school day next following the pupil's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal;
7. The principal or the principal's designee may overturn the formal removal of the student from class if any one of the following are found:
  - a. The charges against the student are not supported by substantial evidence;
  - b. The student's formal removal is otherwise in violation of law or the provisions of this Code of Conduct;

- c. The conduct warrants suspension from school pursuant to Education Law Section 3214 and a suspension will be imposed.
8. The principal or his or her designee may overturn a formal removal by a teacher at any point between receiving the referral form issued by the teacher and the close of business on the school day next succeeding the end of the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of the formal removal expires, whichever is less;
9. Any disruptive student who is formally removed from the classroom by the classroom teacher shall be offered continued educational programming and activities by a certified teacher in an alternate setting until the student is permitted to return to the classroom;
10. Each teacher must keep a complete log (on a CVES-provided form) for all cases of formal removal of students from his or her class. The principal must keep a building log of all formal removals by the teachers of students from class;
11. Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. See Section II (Definitions) "Disciplinary Change of Placement" for details. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under State or federal law or regulation. For programs that regularly enroll one or more students with a disability, it is recommended that behavior management systems be implemented as a means of anticipating and preventing discipline problems.

# FORMAL REMOVAL OF DISRUPTIVE STUDENT BY TEACHER



## PRINCIPAL/SUPERVISOR RESPONSIBILITIES

### TRIGGERED BY TEACHER REMOVAL

Within 24 hours of removal, principal, and/or designee must inform parent/guardian of reasons for removal (exception students not school sponsored).

On request, student/parent must be given an opportunity to discuss reasons with principal, supervisor, and/or designee. If student denies the charges, student/parent must be given explanation of basis for removal and an opportunity to present his/her version. This must take place within 48 hours of removal.

Principal, supervisor, and/or designee must decide, by the close of business on the day following the opportunity for an informal hearing, whether the discipline will be overturned. Principal, supervisor, and/or designee may only set aside discipline if:

- a. The charges against the student are not supported by substantial evidence.
- b. The student's formal removal is otherwise in violation of law or the provisions of this Code of Conduct.
- c. The conduct warrants suspension and a suspension will be imposed.

### Suspension from School

CVES and the home school district have the authority to suspend students from CVES programs. Suspensions typically occur in collaboration with the home school district. Suspension from school is a severe consequence, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of self or others.

Any staff member may recommend to the administrator that a student be suspended. All staff members must immediately report and refer a violent student to the administrator for violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

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

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

CVES shall initiate the suspension of a disruptive student from one of its programs when other forms of behavior intervention and disciplinary action have failed unless circumstances otherwise warrant.

1. Suspension may be recommended by an administrator to the home school district for a period of time not to exceed five school days;
2. The student being suspended must be notified of the suspension and the reason for the proposed suspension;
3. The parents/person(s) in parental relation of the student are to be notified in writing by personal delivery, express mail delivery or equivalent means within 24 hours with additional notification by telephone, where possible;
4. The student and parent(s) or person(s) in parental relation(s) shall, on request, be given an opportunity for an informal conference with the administrator. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable;
5. A copy of the suspension letter shall be placed in the student's file;
6. Upon return to school for reinstatement, the student should be accompanied, if possible, by either or both parents/person(s) in parental relation for a reinstatement interview. A phone conference may also be required. The administrator may recommend the suspension of a student with a disability for a period not to exceed five (5) consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior unless the particular suspension would result in a disciplinary change of placement. Any student with a disability who has been suspended for any 10 days within a school year must be referred to the Committee on Special Education of the home school district for a manifestation determination hearing. Students with disabilities and their parents should be aware that there are special protections surrounding disciplinary actions that may warrant a manifestation determination and should request specifics of these legal protections from the Committee on Special Education of their home school district.

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

Long-term suspension from school, permanent suspension, and removals or suspensions that constitute a disciplinary change of placement for students with disabilities (which could include an interim alternative educational setting) are required to be addressed by the home school district.

In order to facilitate review and action according to the disciplinary procedures established within the home district's Code of Conduct or, in the case of a student with disabilities, by a manifestation determination as required by State and federal law, the CVES administrator shall provide appropriate documentation to the appropriate school official of the student's home school district.

## IX. MINIMUM PERIODS OF SUSPENSION

As prescribed by law, the following behaviors are serious enough to justify referral of students to the home school district for long-term (more than 5 days) suspension from school, permanent suspension, or a manifestation determination:

A. *Bringing or possessing a firearm as defined by the Gun Free Schools Act to CVES*

Any student found guilty of bringing or possessing a firearm, as defined by 18 USC Section 921 for purposes of the Gun-Free Schools Act, onto CVES property will be subject to suspension from CVES for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law Section 3214. The Superintendent of the home school district has the authority to modify the one-year suspension on a case-by-case basis at the recommendation of CVES administration. In deciding whether to modify the suspension period, the Superintendent of the home school district may consider the student's age, grade in school, prior disciplinary record, potential effectiveness of other forms of discipline, input from parents, teachers and/or others, other extenuating circumstances. A student with a disability may be suspended only in accordance with the requirements of State and federal law.

B. *Committing violent acts*

Any student who is found to have committed a violent act, other than bringing a firearm onto CVES property as defined by the Gun Free Schools Act, shall be subject to suspension from school for at least five days. If a minimum five-day suspension is proposed, the student and the student's parents or person(s) in parental relation, will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed suspension exceeds the minimum five-day suspension, the student and the student's parents or person(s) in parental relation will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension as per the Code of Conduct of the student's home school district. The home school district has the authority to modify the minimum five-day suspension on a case-by-case basis at the recommendation of CVES administration, using the same factors as were described above for modifying a one-year suspension for possessing a firearm. A student with a disability may be suspended only in accordance with the requirements of State and federal law.

C. *Repeatedly and substantially disrupting the educational process or repeatedly and substantially interfering with the teacher's authority over the classroom.*

Any student who repeatedly is substantially disruptive of the educational process or substantially interferes with the teachers' authority over the classroom shall be subjected to a suspension from school for at least five days. If a minimum five-day suspension is proposed, the student and the student's parents or person(s) in parental relation, will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed suspension exceeds the minimum five-day suspension, the student and the student's parents or person(s) in parental relation, will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension as per the Code of Conduct of the student's home school district. CVES has the authority to recommend a modification of the minimum five-day suspension on a case-by-case basis using the same factors as were described above for modifying a one-year suspension for possessing a firearm.

## X. REFERRALS

A. Supportive Services

CVES may make recommendations for supportive services.

B. PINS Petitions



A PINS (person in need of supervision) petition may be filed in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

1. Being habitually truant and not attending school as required by Article 65 of the Education Law;
2. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school;
3. Knowingly and unlawfully possessing marijuana in violation of the Penal Law. A single violation will be a sufficient basis for filing a PINS petition.

C. Juvenile Delinquents and Juvenile Offenders – The Superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

1. Any student under the age of 16 who is found to have brought a weapon to school; or 2. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law.

The Superintendent is required to refer student's age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

## **XI. DISCIPLINING STUDENTS WITH DISABILITIES**

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities are afforded certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

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

### **Authorized Suspensions or Removals of Students with Disabilities**

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

- (a) *Behavioral intervention plan* means a plan that is based on the results of the functional behavioral assessment and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.
- (b) *Committee on special education or CSE* means a committee on special education, subcommittee on special education, or other multidisciplinary team established in accordance with Education Law section 4402 or, in the case of a preschool student with a disability, the committee on preschool special education.
- (c) *substance* means a drug or other substance identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. section 812) (United States Code, 2006 edition, volume 13; Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9328; 2008 - available at the Office of Counsel, New York State Education Department, State Education Building Room 148, 89 Washington Avenue, Albany, NY 12234).
- (d) *Day* shall mean a calendar day, except where a school day or business day is specified.
  - (1) *School day* means any day, including a partial day that students are in attendance at school for instructional purposes. The term *school day* has the same meaning for all students in school, including students with and without disabilities.
  - (2) *Business day* means Monday through Friday, except for Federal and State holidays (unless holidays are specifically included in the designation of business day).

- (e) *Disciplinary change in placement* means a suspension or removal from a student's current educational placement that is either:
  - (1) for more than 10 consecutive school days; or
  - (2) for a period of 10 consecutive days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year; because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another. The school district determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.
- (f) *Expedited due process hearing* means an impartial hearing conducted in an expedited manner under the circumstances and in accordance with the procedures specified in section 201.11 of this Part.
- (g) *Expedited evaluation* means an individual evaluation conducted in an expedited manner under the circumstances and in accordance with the procedures specified in section 201.6 of this Part.
- (h) *Functional behavioral assessment* means a functional behavioral assessment as defined in section 200.1(r) of this Title.
- (i) *Illegal drug* means a controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health-care professional or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of Federal law.
- (j) *Impartial hearing officer* means an impartial hearing officer as defined in section 200.1(x) of this Title who is appointed to conduct an impartial hearing or expedited due process hearing pursuant to Education Law section 4404(1). Such term shall not include a hearing officer designated by a superintendent of schools to conduct a superintendent's hearing pursuant to Education Law section 3214(3)(c).
- (k) *Interim alternative educational setting or IAES* a temporary educational placement, other than the student's current placement at the time the behavior precipitating the IAES placement occurred. A student who is placed in an IAES shall:
  - (3) continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and
  - (4) receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.
- (l) *Removal means:*
  - (3) a removal of a student with a disability for disciplinary reasons from that student's current educational placement, other than a suspension as defined in subdivision (r) of this section; and
  - (4) the change in placement of a student with a disability to an IAES by an impartial hearing officer pursuant to section 201.8 of this Part. Such term shall also include the change of placement of a student with a disability to an IAES pursuant to section 201.7(e) of this Part made in conjunction with a suspension.
- (m) *Serious bodily injury* means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
- (n) *Student presumed to have a disability for discipline purposes* means a student who the school district is deemed to have knowledge was a student with a disability before the behavior that precipitated disciplinary action under the criteria in section 201.5(b) of this Part.
- (o) *Student with a disability* means a student with a disability as defined in section 200.1(zz) of this Part or a preschool student with a disability as defined in section 200.1(mm) of this Part.
- (p) *Superintendent or superintendent of schools* means a superintendent of schools of a school district, including a community superintendent, or the chief school officer of an approved private school. Such term does not include a district superintendent of schools.
- (q) *Superintendent's hearing* means a disciplinary hearing conducted pursuant to Education Law section

3214(3)(c) and (g) by a superintendent of schools, or a hearing officer designated by a superintendent of schools, to determine whether a student should be suspended from instruction for more than five consecutive school days.

- (r) *Suspension* means suspension pursuant to Education Law section 3214(3)(a) through (d).
- (s) *Weapon* means a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half inches in length.

### **201.7 General procedures for suspensions and removals of students with disabilities**

- (a) *Parental notice of disciplinary removal*. No later than the date on which a decision is made to change the placement of a student with a disability to an IAES pursuant to subdivision (e) of this section or pursuant to section 201.8 of this Part, or a decision is to impose a suspension or removal pursuant to this Subpart that constitutes a disciplinary change in placement, the parent shall be notified of such decision and shall be provided the procedural safeguards notice in accordance with section 200.5(f) of this Title.
- (b) *Five school day suspension or removal*. Except as otherwise provided in subdivision (d) of this section, the trustees or board of education of any school district, a district superintendent of schools or a building principal with authority to suspend students pursuant to Education Law section 3214(3)(b) and (g), shall have authority to order the placement of a student with a disability into an appropriate interim alternative educational setting, another setting or suspension for a period not to exceed five consecutive school days, and not to exceed the amount of time that a nondisabled student would be subject to suspension for the same behavior.
- (c) *Ten school day suspension or removal*. Except as otherwise provided in subdivision (d) of this section, a superintendent of schools, either directly or upon recommendation of a hearing officer designated to conduct a superintendent's hearing pursuant to Education Law, section 3214(3)(c) and (g), may order the placement of a student with a disability into an interim alternative educational setting, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed pursuant to subdivision (b) of this section for the same behavior, where the superintendent determines in accordance with the procedures set forth in Education Law section 3214(3)(c) that the student has engaged in behavior that warrants a suspension, provided that the duration of any such suspension or removal shall not exceed the amount of time that a nondisabled student would be subject to suspension for the same behavior. Except as otherwise provided in subdivision (d) of this section, a superintendent of schools may order additional suspensions of not more than 10 consecutive school days in the same school consecutive school days in the same school year for separate incidents of misconduct.
- (d) *Exception for pattern of suspensions or removals*. A student with a disability may not be removed pursuant to subdivision (b) or (c) of this section if imposition of the 5 school day or 10 school day suspension or removal would result in a disciplinary change in placement based on a pattern of suspensions or removals as determined by school personnel in accordance with the criteria set forth in section 201.2(e)(2) of this Part, except where the manifestation team pursuant to section 201.4 of this Part has determined that the behavior was not a manifestation of such student's disability, or the student is placed in an IAES as authorized under subdivision (e) of this section.
- (e) *Change in placement to an IAES for behavior involving serious bodily injury, weapons, illegal drugs or controlled substances*.
  - (1) A superintendent of schools, either directly or upon recommendation of a hearing officer designated to conduct a superintendent's hearing pursuant to Education Law, section 3214(3)(c), may order the change in placement of a student with a disability to an appropriate IAES, to be determined by the CSE, for up to 45 school days, but not to exceed the period of suspension ordered by the superintendent in accordance with Education Law, section 3214(3), where the student:
    - (i) has inflicted serious bodily injury, as defined in section 201.2(m) of this Part, upon another person while at school, on school premises or at a school function under the jurisdiction of the educational agency;

- (ii) carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of the educational agency; or
  - (iii) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function under the jurisdiction of the educational agency.
- (2) The period of suspension or removal ordered by the superintendent may not exceed the amount of time that a nondisabled student would be suspended for the same behavior.
- (f) School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement consistent with the other requirements of this Part is appropriate for a student with a disability who violates a school district's code of conduct.

### **Referral to law enforcement and judicial authorities**

In accordance with the provisions of IDEA and its implementing regulations:

1. the District may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement;
2. the Superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported, to the extent permitted by the Family Educational Rights and Privacy Act.

## **XII. CORPORAL PUNISHMENT/EMERGENCY INTERVENTIONS**

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

The District Superintendent shall submit a written semi-annual report to the Commissioner of Education, by January 15 and July 15 of each year, setting forth the substance of each written complaint about the use of corporal punishment received by school authorities during the reporting period, the results of each investigation, and the action, if any, taken by the school authorities in each case.

Whenever a school employee utilizes a physical intervention when dealing with a student, the school employee shall make an immediate verbal report of the situation to the School Administrator/designee with the written report to follow within 24 hours. The School Administrator/designee shall, within the same school day, report to the Division Director/designee describing in detail the circumstances and the nature of the action taken.

### **Emergency Interventions**

CVES holds the belief that the classroom teacher is the key person responsible for the maintenance of acceptable discipline among students. A well-planned program that keeps students occupied with work that is meaningful, interesting and challenging is the best means of preventing disruptive behavior by students. The Board recognizes, however, that under certain circumstances, a classroom teacher, teacher aide, student support service personnel, supervisor or administrator may find it necessary to resort to reasonable and prudent physical restraint in maintaining order in or on school premises.

Emergency interventions shall only be used in situations where alternative procedures and methods not involving the use of reasonable physical force cannot reasonably be employed. In keeping with the principles established by TCI, emergency interventions shall not be used as a punishment or as a substitute for systematic behavioral interventions that are designed to change, replace, modify or eliminate a targeted behavior. However, if alternative procedures and methods which would not involve physical force do not work, then the use of reasonable physical force is not prohibited for the following reasons:

1. to protect oneself from physical injury;
2. to protect another student or teacher or any other person from physical injury; or
3. to restrain or remove a student whose behavior is interfering with the orderly exercise and performance of school district functions, powers or duties, if that student has refused to comply with a request to refrain from further disruptive acts; provided that alternative procedures and methods not involving the use of physical force cannot reasonably be employed to achieve the purposes set forth above.

The district will maintain documentation on the use of emergency interventions for each student including:

1. name and date of birth of student;
2. setting, location, date and time of the incident;
3. name of staff or other persons involved;
4. description of the incident and emergency intervention used, including duration;
5. a statement as to whether the student has a current behavioral intervention plan; and
6. details of any injuries sustained by the student or others, including staff, as a result of the incident.

The parent/person in parental relation of the student shall be notified on the day of the incident and documentation of emergency interventions shall be reviewed by CVES supervisory personnel and, as necessary, by the school nurse or other medical personnel.

### **XIII. STUDENT SEARCHES AND INTERROGATIONS**

CVES is committed to providing an atmosphere for a positive, safe and orderly school environment.

Students are protected from unreasonable searches and seizures. A student may be searched and contraband seized on school grounds or in a school building by a school employee only when the employee has reasonable suspicion to believe the student is engaging in proscribed activity that is in violation of CVES rules.

#### **Lockers**

Lockers are provided for student use and the administration has the right to search lockers. A student may have exclusive use of a locker as far as other students are concerned but he/she does not have such exclusivity over the locker as against CVES authorities. Students do not have any reasonable expectation of privacy preventing school officials from opening the locker. Officials who wish to search a closed item (e.g. backpack, purse, etc.) within the locker must have reasonable suspicion to search that item.

#### **Questioning of Students by School Officials**

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

Should the questioning of students by school officials focus on the actions of one particular student, the student will be questioned, if possible, in private by the appropriate school administrator. The student's parent/guardian may be contacted.

The questioning of students by school officials does not preclude subsequent questioning/interrogations by police authorities as otherwise permitted by law. Similarly, the questioning of students by school officials does not

negate the right/responsibility of school officials to contact appropriate law enforcement agencies, as may be necessary, with regard to such statements given by students to school officials.

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

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

### **Law Enforcement Officials**

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

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

### **Interrogation of Students by Law Enforcement Officials**

If police are involved in the questioning of students on school premises, whether or not at the request of school authorities, it will be in accordance with applicable law and due process rights afforded students. Generally, police authorities may only interview students on school premises without the permission of the parent/guardian in situations where a warrant has been issued for the student's arrest (or removal) or the questioning of students concerns a crime committed on school property. In all other situations, unless an immediate health or safety risk exists, if the police wish to speak to a student without a warrant, they should directly contact the student's parent/person(s) in parental relation.

If possible, questioning of a student by police should take place in private and in the presence of the School Administrator/designee.

### **Child Protective Services' Investigations**

From time to time, Child Protective Services (CPS) may desire to conduct interviews with students on school property. Such interviews generally pertain to allegations of suspected child abuse and/or neglect. CPS will have access to students at school only when there is a court order, parental consent has been obtained or where there is a documented reasonable basis to show that abuse and imminent danger exist.

## **XIV. VISITORS TO THE SCHOOLS**

The Board recognizes the rights of parents or person(s) in parental relation to visit CVES schools and classrooms to observe the work of students, teachers and other staff. Since schools are places of work and learning, however, certain limits must be set for such visits. The School Administrator or designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. anyone who is not a regular staff member or student of the school will be considered a visitor;

2. all visitors to the school must report to the security desk or main office upon arrival at the school; visitors will be required to sign the visitor's register and will follow the prescribed building procedures;
3. visitors attending CVES functions that are open to the public after school hours are not required to register;
4. parents or persons in parental relation who wish to observe a classroom while school is in session are required to arrange such visits in advance and with permission of the building administrator in collaboration with the classroom teacher(s);
5. visitors are encouraged to make appointments with teachers or student support personnel to discuss individual matters rather than taking class or related service time;
6. any unauthorized person on CVES property will be reported to the School Administrator or designee. Unauthorized persons will be asked to leave. The police may be called if the unauthorized person does not respond to requests or directions from school personnel;
7. all visitors are required to abide by the CVES Code of Conduct.

## **XV. PUBLIC CONDUCT ON CVES PROPERTY**

To create and maintain a safe, orderly and respectful climate, it is necessary to regulate public conduct on CVES property and at CVES functions. For purposes of this section of the Code, "public" shall mean all individuals when on CVES property or attending a CVES function including students, teachers, parents, volunteers, vendors, contractors, CVES staff, component district personnel, and other visitors.

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

All individuals on CVES property or attending a CVES function shall conduct themselves in a safe, orderly, and respectful manner. In addition, all persons on CVES property or attending a CVES function are expected to be dressed in accordance with this Code.

### **Prohibited Conduct**

No individual, either alone or with others, shall:

1. intentionally injure any person or threaten to do so;
2. intentionally damage, destroy or remove without authorization CVES property or the personal property of a student, teacher, administrator, other CVES employee or any person lawfully on CVES property;
3. disrupt the orderly conduct of classes, CVES programs, other CVES activities, or other CVES work sites/internships;
4. distribute or wear materials on CVES grounds or at CVES functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program or CVES workplace;
5. intimidate, harass or discriminate against any person on the basis of race, gender, ethnicity, religion, age, political affiliation, sexual orientation, national origin, or disability, or acts of harassment and bullying as defined by this code of conduct or the Dignity for All Students Act.
6. enter any portion of CVES property without authorization or remain in any building or facility after regular hours;
7. obstruct the free movement of any person in any place to which this Code applies;
8. violate the traffic laws, parking regulations or other restrictions on vehicles;

9. possess, consume, sell, attempt to sell, purchase, attempt to purchase, distribute or exchange alcoholic beverages, tobacco, tobacco products, electronic cigarettes, vaping devices, components, and/or liquids, illegal substances, prescription and over-the-counter drugs, "look-alike drugs," and other substances (e.g., dietary supplements, weight loss pills) or be under the influence on CVES property or at a CVES function;
10. possessing, selling, attempting to sell, purchasing, attempting to purchase, distributing or exchanging drug paraphernalia;
11. possess, use or produce weapons in or on CVES property or at a CVES function, except in the case of law enforcement officers or as specifically authorized by CVES;
12. loiter on CVES property;
13. refuse to comply with any reasonable order from identifiable CVES officials performing their duties;
14. willfully incite others to commit any of the acts prohibited by this Code;
15. violate any federal or State statute, local ordinance or Board policy while on CVES property or while at a CVES function.
16. Create or enable a hostile learning/work environment.

### **Penalties**

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

1. Visitors: Authorization, if any, to remain on school/CVES grounds or at the school/CVES function may be withdrawn and be directed to leave the premises. If they refuse to leave, they are subject to removal. They shall be subject to disciplinary action as the facts may warrant, in accordance with this Code of Conduct, applicable law and due process requirements;
2. Students: Shall be subject to disciplinary action as the facts may warrant, in accordance with this Code of Conduct, applicable law and due process requirements;
3. Teachers and other CVES staff: Shall be subject to disciplinary action as the facts may warrant, in accordance with this Code of Conduct, applicable law and collective bargaining units and due process requirements.

### **Enforcement**

The School Administrator/designee of an instructional site in any CVES facility shall be responsible for enforcing the conduct required by this Code.

When a CVES employee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the CVES employee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The CVES employee shall also warn the individual of the consequences for failing to stop. If the person still refuses to stop engaging in the prohibited conduct, the School Administrator/designee may have the individual removed immediately from CVES property or the CVES function. If necessary, local law enforcement authorities may be contacted to assist in removing the person.

If the person's conduct poses an immediate threat of injury to persons or property, the School Administrator/designee may have the individual removed immediately from CVES property or the CVES function. If necessary, local law enforcement authorities may be contacted to assist in removing the person.

CVES may initiate disciplinary action against any student or staff member, as appropriate. In addition, CVES reserves its right to pursue civil or criminal legal action, if applicable, against any person violating the CVES Code of Conduct.



## **XVI. DISSEMINATION AND REVIEW**

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

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

1. providing a public hearing prior to the Board approval of the Code of Conduct;
2. providing copies of the Code of Conduct to all students at the beginning of each school year;
3. providing the Code of Conduct to all parents of CVES students at the beginning of the school year and making it available upon request;
4. providing all CVES employees with a copy of the Code of Conduct and a copy of any amendments to the Code of Conduct as soon as practicable after adoption;
5. providing all new employees with a copy of the Code of Conduct when they are hired;
6. making the Code of Conduct available for review on the CVES website and by other means to students, parents and other community members;
7. providing the Code of Conduct to all component school districts.

The Board will sponsor an in-service education program for all CVES employees to ensure the effective implementation of the Code of Conduct. The District Superintendent may solicit the recommendation of CVES employees, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

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

Before approving any revisions to the Code of Conduct, the Board will hold at least one public hearing at which CVES employees, parents, students and any other interested party may participate.

The administration shall develop guidelines in regard to:

- school training programs to discourage discrimination and harassment and that are designed to raise the awareness of sensitivity of school employees to potential discrimination and harassment in order to prevent and respond to discrimination and harassment;
- nondiscriminatory instructional and counseling methods; and
- requiring at least one staff member at every school to be thoroughly trained to handle human relations in the areas covered by DASA.

The Code of Conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.

Adopted July 8, 2020



**CVES MISSION**

*Champlain Valley Educational Services empowers students, schools and communities by providing exemplary education, training, support and shared services.*

**MEMORANDUM**

**TO:** Dr. Mark Davey  
**FR:** Teri Calabrese-Gray TCG  
**DA:** August 30, 2020  
**RE:** **September 2020 Board Report**

**NEW YORK AWARDED NEARLY \$20M FOR THE K-12 RETHINK GRANT**

The U.S. Department of Education recently awarded [New York nearly \\$20 million for the K-12 Rethink Grant](#) to assist and support New York's schools. NYS was one of thirteen states to receive the grant. This funding will help our schools as they continue to deliver the education our students need and deserve while also making safety a top priority this fall. BOCES Staff and Curriculum Network (SCDN) wrote a letter of support for the state grant application submission and will be part of phase 2 of 3 phases providing professional development across the state.

The NYS K-12 Rethink Grant will provide more than 190,000 teachers and educational leaders across New York State with a combined 450,000 hours of professional support to implement effective practices in remote/hybrid teaching and learning which, in turn, will reach an estimated two million students. Thirty-nine states applied for this funding and New York was one of eleven states to be awarded funds under this grant competition.

Consistent with the grant deliverables, the Department's Teaching in Blended/Remote Learning Environments (TRLE) program consists of the following eight components to be implemented in three phases:

- Rapid Early-Phase Implementation;
- Field-Based Action Research;
- Statewide Framework for Quality Blended/Remote Teaching and Student Engagement;
- Competency-Based Professional Learning Experience Units Aligned with the Framework;

- Preparing Continuing Teacher and Leader Education Providers to Deliver Professional Learning Experience Unit-Based Trainings;
- Deploying Approved Quality Blended/Remote Teaching Trainers to the Highest Need Communities;
- Examining Ways to Continue the Work Past the Grant Period; and
- Addressing Systemic Policies and Issues that Impact Long-Term Transformations of Educator Training and Professional Learning, with a Focus on Vulnerable Communities.

The grant will allow SED to support blended and remote learning. Their approach to continuity of learning is founded on two major pillars: a partnership with communities, schools, and educational leaders to close the digital divide, and steadfast support for New York's educators.

## Updated Guidance on Drive and Traffic Safety Education in Response to COVID-19

The [guidance](#) updates a prior April 20,2020 memo regarding driver and traffic safety education (DTSE) programs. **The new guidance allows; the 24 hours of DTSE instruction to be completely remote by an appropriately credentialed teacher and allows students to complete the 24 hours of in-vehicle instruction under the supervision of a parent/guardian.** Instruction by a parent/guardian is permissible if COVID-19 related situations do not allow students to enter a vehicle with a professional driving instructor. The school must provide the parent/guardian with information regarding the instruction that must be provided and the parent/guardian must document and attest that the student has completed the instruction. This guidance pertains to all Spring 2020 programs unable to complete instruction and all other approved programs until in-person instruction may be conducted safely.

## STATE MUSEUM LAUNCHES PORTAL TO ONLINE EDUCATIONAL RESOURCES AND ACTIVITIES

The New York State Museum launched the [Portal to Online Educational Resources & Activities](#) that brings together many of the State Museum's resources, including links to the popular virtual "field trips," digital collections, online resources, and many fun activities for kids derived from the Museum's research and collections.

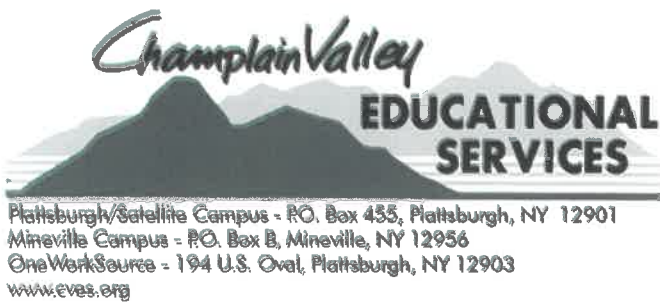
The Portal provides opportunities for educators, caregivers, and students looking for engaging and educational activities that can be done from home. The Portal resources and activities are updated often to provide new resources and direct access to online content. Throughout the school year, educational resources will be added, including online lessons, content-created publications, and virtual activities. These resources will support the work of educators, engage students in the research and collections of the Museum, and connect the real-world work of scientists and historians with the NYS Learning Standards.



**NYSM Portal to Online Educational Resources & Activities**

For all of the educators, caregivers and students looking for engaging and educational activities to do right from home, visit our Portal! This online brings together many of the museum's resources, including links to our virtual "field trips," digital collections, online resources, and fun activities for kids based on the museum's research and collections. Content on this page will be updated often, so be sure to check back for new information on new activities!

<p><b>AROUND THE NYSM</b></p>   <p>Virtual Summer Programs at the NYSM</p> <p>Visit the NYSM Facebook events page for information about our upcoming Live Virtual Programs.</p> <p>© 2020 Division of Science, Planning &amp; Accountability Services   10 Down State   17th</p>	<p><b>NYSM VIDEOS</b></p> <p>Explore the State Education Building in 360 Degrees!</p> <p>Take your phone around to explore and stream in on each of the spaces on our 17-18th degrees with our 360-degree camera. Their first-person view is a perspective.</p>  <p>The Research at the NYSM Building</p>	<p><b>Women's Suffrage Month Resources</b></p> <p>Women's Suffrage Resources (PDF)</p> <p>Dr. Mary Walker A Civilian Hero (PDF)</p> <p>Bibliography of Children's Books on Women's Rights (PDF)</p> <p>Video for Women's Education (PDF)</p>
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Mineville Campus - P.O. Box B, Mineville, NY 12956  
OneWorkSource - 194 U.S. Oval, Plattsburgh, NY 12903  
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**CV-TEC DIVISION**  
**Michele M. Friedman**  
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#### CVES MISSION

*Champlain Valley Educational Services empowers students, schools and communities by providing exemplary education, training, support and shared services.*

**TO:** Dr. Mark C. Davey  
**FROM:** Michele M. Friedman  
**DATE:** August 31, 2020  
**RE:** September 2020 Board Report

*As the Director of Career & Technical Education, I am proud to welcome you to the 2020-2021 school year at CV-TEC. This past year has been quite a challenge for all as we continue to navigate uncharted waters in the midst of this global pandemic. We will do our very best to provide continuity of our programming and to keep you informed and updated. We have worked diligently over the past month, in partnership with our component districts, community agencies, and business and industry partners to put together a comprehensive reopening plan; with "Students are our First Priority" at the core of our efforts.*

*The CV-TEC Division of Champlain Valley Educational Services offers a wide range of Career & Technical Education (CTE) Programming, Adult Literacy Programming, and Continuing Education Programming for our school districts and community members of Clinton and Essex Counties. CV-TEC has a rich history in the North Country and we are proud and committed to continuing the tradition of excellence on all of our CV-TEC campuses and locations.*

*Team CV-TEC is dedicated to a collaborative approach for excellence in Career & Technical Education. It is the CVES mission that "CVES empowers students, schools and communities by providing exemplary education, training, support and shared services; and it is the mission of the CV-TEC Division "to prepare students for success in careers and life-long learning including post-secondary education." Team CV-TEC is dedicated to our mission and committed to continuing and intensifying the long standing tradition of excellence at CV-TEC. With our mission in mind, each student's individual needs is what will drive and direct our educational programming and fuel our desire to continually improve our efforts to serve our students, component districts, business & industry partners and our surrounding community.*

*I would like to personally extend an invitation to tour our facilities, meet with our exceptional education professionals, and to discuss the opportunities available to our community here at CV-TEC.*

*Happy New Year! It's going to be an AMAZING year!*

#### CV-TEC PROUDLY WELCOMES NEW TEAM MEMBERS

The CV-TEC Division is pleased to welcome our newest Team CV-TEC Members:

- Lauren Heath will be based at our Plattsburgh Main Campus as new our Allied Health Teacher;
- Frank Mercier will be based at our Plattsburgh Main Campus as our new Security & Law Enforcement Teacher.
- Congratulations to our CV-TEC Team Member, Steve Couture, on his new position as the New Visions Applied Engineering Teacher.

We are all looking forward to working with each of our newest members which will make us even stronger as a team! Welcome to CV-TEC!

## **CV-TEC PREPARES FOR LEVEL 3 REOPENING:**

We will currently be starting our school year on a Level 3 according to our CVES Reopening Plan:  
<https://www.cves.org/2020-21-school-re-opening-plans/> (Link to Complete CVES Reopening Plan)

All CV-TEC Students were mailed their Welcome Packets in anticipation of our Reopening in September. In addition, all information and forms included in the student welcome packets are available on our website or by clicking this link: <https://www.cves.org/cv-tec/cv-tec-forms/> . Forms can be completed online and emailed or mailed to our CV-TEC main office.

All contact information can be found in our office directory:<https://www.cves.org/.../08/cv-tec-office-directory-Aug-2020...>

Our schedule will look differently than years' past. Each student will be assigned to one of two cohorts and will attend CV-TEC for two full days. Generally, the cohorts will be assigned using these criteria:

- Cohort A: First Year CTE ("new" to CV-TEC)
- Cohort B: Second Year (returning to CV-TEC)
- Separate Cohort Groupings will be made for New Visions Medical Careers & New Visions Applied Engineering

### **♣ Face Covering (masks) Required by Students and Staff**

Except for meals, and short breaks with appropriate social distancing, Industry Standards for PPE & social distancing will also be incorporated into the CTE Programs of Study.

### **♣ Attendance Expectations**

Attendance of all school-age students of compulsory age and who attend a CVES program will have their attendance taken daily in accordance with established NYSED guidelines and CVES reporting procedures.

### **♣ Microsoft Teams**

To prepare for multiple modes of learning, Microsoft Teams will be used in all CV-TEC Programs and classes as part of the instructional process for the 2020-2021 school year. This instructional tool will go into effect at the start of the school year to establish and to build student confidence and to ease transitions between levels of our school continuum model.

### **♣ Equity**

- Students without access to technology will be referred immediately to the building principal who will engage with the CVES Technology Department and the Home-school to assist with the issuing of a device. Recorded lessons will be posted in MS Teams for students to review if needed (missed the lesson or need further reinforcement).
- School Counselors will be available to meet with students in need of additional supports;
- Teachers will be available during scheduled office hours to work individually with students;
- Attendance will be regularly monitored. Students with extenuating circumstances will be reviewed on a case by case basis.
- Curriculum materials will be translated to different languages as needed including but not limited to ASL (American Sign Language).



**CV-TEC DIVISION**  
**Michele M. Friedman**  
 Director of Career and Technical Education

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**CVES MISSION**

*Champlain Valley Educational Services empowers students, schools and communities by providing exemplary education, training, support and shared services.*

# Welcome to CV-TEC 2020-2021

**CONGRATULATIONS ON YOUR ENROLLMENT AT CV-TEC!**  
 Team CV-TEC is excited to have you at CV-TEC for the upcoming school year!

We will currently be starting our school year on a **Level 3** according to our CVES Reopening Plan:  
<https://www.cves.org/2020-21-school-re-opening-plans/>

Level 1	Level 2	Level 3	Level 4	Level 5
<b>Traditional Model 1</b>  - Normal building use and operations	<b>Traditional Model 2</b>  - Staff & students in building - WITH mitigation in place (face masks, social distancing, etc.) - Restrictions in building use for public health safety	<b>Hybrid/Blended Model</b>  - CTE Students receive instruction in both live and remote settings via <u>Cohort Assignment</u> WITH mitigation in place (face masks, social distancing, etc.)	<b>Remote Model 1</b>  - ALL students learning remotely from home. - Staff instructing remotely from school	<b>Remote Model 2</b>  - ALL staff & students learning/teaching from home. - NO one on campus

Our schedule will look differently than years' past. Each student will be assigned to one of two cohorts and will attend CV-TEC for two full days. Please confirm with your homeschool the cohort that you have been assigned. Generally, the cohorts will be assigned using these criteria:

- ┆ Cohort A: First Year CTE ("new" to CV-TEC)
- ┆ Cohort B: Second Year (returning to CV-TEC)
- ┆ Separate Cohort Groupings will be made for New Visions Medical Careers & New Visions Applied Engineering.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>AA/BB</b>  Students: 9:00 am - 2:30 pm	<b>Cohort A</b> Live Onsite All Day at CV-TEC <i>(Cohort B Scheduled at Home school)</i>	<b>Cohort A</b> Live Onsite All Day at CV-TEC <i>(Cohort B Scheduled at Home school)</i>	<b>No Students On-Site</b> <i>(Cohorts A &amp; B to receive remote CTE assistance, additional support, reteaching and will be scheduled at Home school)</i>	<b>Cohort B</b> Live Onsite All Day at CV-TEC <i>(Cohort A Scheduled at Home school)</i>	<b>Cohort B</b> Live Onsite All Day at CV-TEC <i>Cohort A Scheduled at Home school)</i>



## SPECIAL EDUCATION DIVISION

Matthew Slattery, Director

Plattsburgh Campus, 518-561-0100 Fax 518-561-5624

Mineville Campus, 518-942-6691 Fax 518-942-3368

[www.cves.org/special-education](http://www.cves.org/special-education)

P. O. Box 455, Plattsburgh, NY 12901 P.O. Box B, Mineville, NY 12956

### CVES MISSION

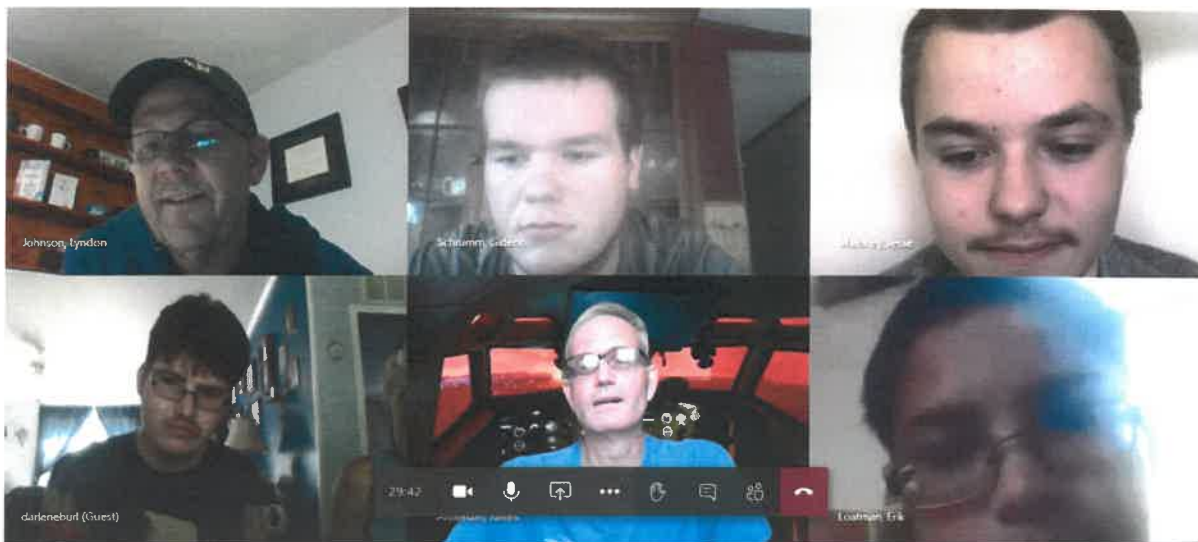
*CVES, in partnership with local school districts and their communities, the Board of Regents and the Commissioner of Education, will be a leader in providing quality, cost-effective programs and services that support school districts and their communities to achieve higher standards through enhanced educational opportunities.*

To: Dr. Mark Davey, District Superintendent  
From: Matt Slattery  
Date: September 2020  
Re: Board of Cooperative Educational Services Report

### Successful Extended School Year with Gratitude from Melissa Gough

I would like to thank all of you for giving me the position to work this summer. At first, I was kind of scared at the thought of having these new students that I have never met before and having to fulfill everything for them this summer using remote learning. In my 30 years I have worked with a lot of students and in a lot of different classroom settings and this was the first time that I felt like this. It is totally different to meet someone new in person than it is remotely. The technology wasn't the problem, it was will I be able to connect with them. Well I will tell you after the phone conversations with the students and the parents a few days before school started and the first 5 minutes into our first session I wasn't scared anymore. These boys and their parents are amazing. What a blessing it was to work with each and every one of them. Here is a photo of our last session today. I got permission from all the parents to take this and send out a copy to each of them.

Thank you again for all that you do for the staff and students at CVES.



From top to bottom: Mr. Johnson, Gideon, Jesse, Daniel, Ms. Melissa, Mr. Anderson, Erik

**SPECIAL EDUCATION DIVISION**  
**OPENING SCHOOL AGENDA**  
**SEPTEMBER 2-3, 2020**



**SEPTEMBER 2, 2020**

Time	Topic	Presenters	Required Audience	Link to Join
8:30 – 11:00	District Wide Opening	Mr. St. Pierre Dr. Davey Ms. M. Kennedy Mr. Jeff Sisson	All CVES Employees	
12:15 – 12:45	Prevention Strategies and Physical Interventions Overview	Mr. Valenzuela Mrs. Waldron	All Special Ed. Staff	<a href="#">Join</a>
12:45 – 2:15	CALM Refresher	Mr. Valenzuela Ms. Mott	All Autism Staff	<a href="#">Join</a>

*Times that you are not required to participate is your preparation time for reopening.*

**SEPTEMBER 3, 2020**

Time	Topic	Presenters	Required Audience	Link to Join
8:15 – 9:15	Divisional Kickoff	Mr. Slattery	All Special Ed. Staff	<a href="#">Join</a>
9:30 – 10:00	Program Meeting: Autism	Mr. Valenzuela	Autism Staff	<a href="#">Join</a>
9:30 – 10:00	Program Meeting: Life skills	Mrs. O’Connell	Life Skills Staff	<a href="#">Join</a>
9:30 – 10:30	Program Meeting: Mineville	Dr. Stay	All MV Staff	<a href="#">Join</a>
10 – 10:30	Program Meeting: Academic Elementary	Mrs. O’Connell	Academic E. Staff	<a href="#">Join</a>
10 – 10:30	Program Meeting: Academic MS/HS & ITSP	Mr. Valenzuela	Academic MS/HS & ITSP	<a href="#">Join</a>
10:45 – 11:15	Virtual Learning Option: Expectations and How to Manage	Mr. Slattery & Principals	Teachers with remote students on roster	<a href="#">Join</a>
11:30 - 12	Promethean Panel Primer	Mr. Fish	Only Teachers with Panels from Academics & ITSP	In Classroom
11:30 - 12	Promethean Panel Primer	Mrs. Haley	Only Teachers with Panels from Life Skills & Autism	In Classroom

*Times that you are not required to participate is your preparation time for reopening.*



## Virtual Learning (Remote Learning) Option Instructional Plan for Teachers

*The delivery of special education services to students who are participating in Completely Virtual Learning (Remote Learning Option) will ensure that students have access to a free and appropriate public education. Special Education services will include both synchronous (student remotes into a live classroom lesson) and asynchronous (student is provided instruction. Lessons, tasks and activities will focus on student's IEP goals and may include pre-recorded lessons, synchronous teaching and teacher-designed learning activities. Students will have access to daily contact with their Special Education team. Related services will be provided virtually as outlined on students' IEPs.*

**Please know that expectations for families that choose this option are different from when we are completely remote due to the complexities of managing both in-person and remote learning at the same time. The following is a framework for teachers to provide instruction for families who have opted for virtual learning in-place of our in-person or hybrid models.**

### STUDENT SCHEDULE

- A weekly schedule will be created for each student and shared with their family by the classroom teacher. The goal is to organize individualized instructional learning and related services, and to clearly communicate expected learning opportunities.

<b>Sample Remote Individualized Student Schedule</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
9 a.m. Morning Meeting via TEAMS Video (class)	9 a.m. Morning Meeting via TEAMS Video (class)	9 a.m. Morning Meeting via TEAMS Video (class)	9 a.m. Morning Meeting via TEAMS Video (class)	9 a.m. Morning Meeting via TEAMS Video (class)
10 a.m. ELA Activity via TEAMS Post	10 a.m. ELA Activity via TEAMS Post	10 a.m. ELA Activity via TEAMS Post	10 a.m. ELA Activity via TEAMS Post	10 a.m. ELA Activity via TEAMS Post
A.M. Classroom TEAMS Post - Movement Break	A.M. Classroom TEAMS Post - Movement Break	A.M. Classroom TEAMS Post - Movement Break	A.M. Classroom TEAMS Post - Movement Break	A.M. Classroom TEAMS Post - Movement Break
11:30 PT Session via TEAMS Video	11:30 Art Instruction, TEAMS Video (class)	11:30 OT Session via TEAMS Video	11:30 PT Session via TEAMS Video	11:30 OT Session via TEAMS Video
1 p.m. Math 1:1 TEAMS Video Instruction with TA (15 Minutes)	1 p.m. Math 1:1 TEAMS Video Instruction with TA (15 Minutes)	1 p.m. Math 1:1 TEAMS Video Instruction with TA (15 Minutes)	1 p.m. Math 1:1 TEAMS Video Instruction with TA (15 Minutes)	1 p.m. Math 1:1 TEAMS Video Instruction with TA (15 Minutes)
1:30 p.m. Speech via TEAMS Video (1:1)	2 p.m. SEL Activity via TEAMS Video (class)	1:30 p.m. Speech via TEAMS Video (1:1)	2 p.m. SEL Activity via TEAMS Video (class)	1 p.m. – Standing Parent Phone Call (T or TA)

## INSTRUCTIONAL EXPECTATIONS

- This will vary between family and individual student needs and should progress as the school year goes continues.
- Blend of live instruction and teacher designed learning activities each day.
  - This may include participation in daily practice to build or keep that student's connection with the classroom community (Morning meeting, circle up, etc...)
  - Small blocks of 1:1 video instruction (15-20 minutes) with focus on content. This can be delivered by the teacher, teaching assistant, or from Plattsburgh State's practicum or student teachers.
  - Created learning activities that student can complete independently or with support from parent/guardian.
- Weekly scheduled contact time with parents/guardians. This can be completed by anyone that is a part of the classroom team that is working with the student. The goal is to keep connected, provide guidance/consultation for working activities/goals, troubleshoot technology barriers, and to help transition back to in-person if the parent/guardian so desires.

## RELATED SERVICE PROVIDERS (RSPS)

- RSPs will provide appropriate teletherapy in line with each student's IEP.
- RSPs will continue to provide teletherapy through established emails within calendar on Teams.
- We will follow the same teletherapy procedures established and outlined in our [School Closure OT/PT Related Service Provider Continuity of Service Plan](#).
- RSPs will complete the [Student Plan for Delivery of Services-Remote](#) in partnership with parents and guardians for each student.

## DOCUMENTATION

- SchoolTool "Notes" will be used to document contacts with family during remote instructional setting.

## MODEL

- Students are assigned to classroom programs that are aligned to their IEPs.
- In keeping this classroom connection, families will have the option to transition into in-person instruction at any time with a week's worth of notice. Families interested in transition to in-person, must have a conversation with the program supervising principal so that a transition plan can be created.

# Reopening Plan Forum

Special Education Division  
 Champlain Valley Educational Services  
 August 17, 2020



## Opening School

- Staggered start for in-person instruction
- Better preparation for shift in routines
- Focus on social/emotional needs

	WAF Autism	WAF ITSP	WAF Life Skills	WAF Academics	YD Academics	YD Life Skills
Week of Sept. 2-3	Superintendent's Days - Staff only report to WAF or YD					
Week of Sept. 8	In-Person Instruction	In-Person Instruction	Remote Instruction	Remote Instruction	Remote Instruction	In-Person Instruction
Week of Sept. 14	In-Person Instruction	In-Person Instruction	In-Person Instruction	In-Person Instruction	In-Person Instruction	In-Person Instruction

## Models of School Continuum

- Adaptive design of our learning model
- To accommodate changing conditions
- Focus on in-person and remote learning

Level 1	Level 2	Level 3	Level 4	Level 5
<b>Traditional Model 1</b> - Normal building use	<b>Traditional Model 2</b> - Staff & students in building - WITH mitigation in place (face masks, social distancing) - Restrictions in building use for public health safety	<b>Hybrid Model</b> - Cohort Model - Blend of in-person and remote learning (i.e. AA, BB) - WITH mitigation in place (face masks, social distancing)	<b>Remote Model 1</b> - ALL students learning remotely from home. - Staff instructing remotely from school	<b>Remote Model 2</b> - ALL staff & students learning/ teaching from home. - NO one on campus

## In-Person Instruction

Built around single classroom pod to limit exposure to others.

- All students and staff are required to wear masks while in school.
- We have masks available for student use, or you may choose to wear your own.
- Staff will provide students with regular “masks breaks.”
- Instances where a child is unable to wear a mask due to medical reasons, receipt of appropriate medical documentation is needed for us to make a request for a change in condition if the student has an IEP or 504 Plan.

## Proactive Strategies

Students will receive direct instruction on all protocols and safety procedures in place for in-person instruction.

- Positive Behavioral Interventions and Supports (PBIS) multi-tiered structure has been enhanced to strengthen the validation of returning students.
- Minimal furniture and equipment to allow for optimal space for social distancing.
- Desks and surfaces will be cleared off at the end of the day to ensure proper cleaning
- Rooms will have limited capacity based on square footage requirements
- RED/GREEN system will be used to identify areas that are ready for student use
- Hand washing prior to and after activities



## Social Emotional Learning

The social emotional well-being of our students is vital for a successful transition back to school.

- Restorative Justice practices
- Positive Behavioral Interventions and Supports (PBIS)
- Therapeutic Crisis Intervention Strategies (TCIS)
- Extensive CVES counseling model
- Connecting families with community-based resources
- Onsite mental health counselor from Behavioral Health Services North (BHSN) on Plattsburgh campus



## Student Arrival and Departure

New procedures to limit exposure within school setting.

- Students will be screened upon bus arrival and parent drop-off.
- Dismissal procedure to reduce traffic in halls and at exits.
- Student Pick-up
  - Individuals picking student up will call in to the main office.
  - Student will wait in classroom.
  - Upon notification that student's ride has arrived, student will come to main office for sign out and pick-up.



## Food Services

Preparation is key for food services.

- Plattsburgh - staff will deliver meals to the classrooms where students will eat following social distancing.
- Mineville - students will eat in the cafeteria and the classroom following a schedule allowing for social distancing.
- Students will choose their meal options for the following day.
- Individually packaged snacks will be provided.



## Special Areas

Students will remain with their classroom peers to limit exposure to others.

- Physical education will be provided in multiple locations to ensure social distancing and will be held outside when possible.
- Pool - the pool will be closed for the start of the school year.
- Art - students will use their own art supplies stored in their homeroom, no sharing of materials.
- Work Experience - students will be working in half day increments within their classroom groups in our new Work Experience Lab.

# Microsoft Teams

Single unifying learning platform for all instructional models.

Microsoft Teams will be used in all classrooms as a part of the instructional design for the 2020-2021 school year. This instructional tool will go into effect at the start of the school year to establish/build student confidence and to ease transitions between levels of our school continuum model.



## Hybrid Model

Reduction of student population in building by 50%.

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Group A</b> In-Person <b>Group B</b> Remote Learning	<b>Group A</b> In-Person <b>Group B</b> Remote Learning	<b>Groups A &amp; B</b> Remote Learning	<b>Group B</b> In-Person <b>Group A</b> Remote Learning	<b>Group B</b> In-Person <b>Group A</b> Remote Learning

## Remote Models

Increased expectations for teaching and learning within Remote Model.

- Blend of live instruction and teacher designed learning activities.
- Dedicated 45-minute block of time for communication.
- Weekly schedule for each student. The goal is to organize instructional learning and related services, individualized for each student, and to clearly communicate expected learning opportunities to families.

Monday	Tuesday	Wednesday	Thursday	Friday
9 a.m. Morning Meeting via TEAMS Video (1:00)	9 a.m. Morning Meeting via TEAMS Video (1:00)	9 a.m. Morning Meeting via TEAMS Video (1:00)	9 a.m. Morning Meeting via TEAMS Video (1:00)	9 a.m. Morning Meeting via TEAMS Video (1:00)
10 a.m. ELA Activity via TEAMS Video (1:15)	10 a.m. Math Activity via TEAMS Video (1:15)	10 a.m. Math Activity via TEAMS Video (1:15)	10 a.m. ELA Activity via TEAMS Video (1:15)	10 a.m. Group Activity via TEAMS Video (1:15)
11:00 AM Classroom TEAMS Post-Movement Break	11:00 AM Classroom TEAMS Post-Movement Break	11:00 AM Classroom TEAMS Post-Movement Break	11:00 AM Classroom TEAMS Post-Movement Break	11:00 AM Classroom TEAMS Post-Movement Break
11:30 AM Support via TEAMS Video (1:15)	11:30 AM Instruction via TEAMS Video (1:15)	11:30 AM Support via TEAMS Video (1:15)	11:30 AM Support via TEAMS Video (1:15)	11:30 AM Support via TEAMS Video (1:15)
1:00 PM Classroom TEAMS Post-Independent Activity	1 p.m. ELA Activity via TEAMS Video (1:15)	1 p.m. Math Activity via TEAMS Video (1:15)	1 p.m. ELA Activity via TEAMS Video (1:15)	1 p.m. ELA Activity via TEAMS Post-Independent Activity
1:30 p.m. Speech via TEAMS Video (1:15)	2 p.m. SEL Activity via TEAMS Video (1:00)	1:30 p.m. Speech via TEAMS Video (1:15)	2 p.m. SEL Activity via TEAMS Video (1:00)	1 p.m. - Standing Permit Phone Call
2 p.m. 45-minutes to Support Student Learning/Communication via TEAMS	1:30 p.m. Office Hours to Support Student Learning/Communication via TEAMS	2 p.m. 45-minutes to Support Student Learning/Communication via TEAMS	2:30 p.m. Office Hours to Support Student Learning/Communication via TEAMS	2 p.m. 45-minutes to Support Student Learning/Communication via TEAMS



CEWW BOCES  
SPECIAL AID FUND PROGRAMS REVIEW  
STATUS EVALUATION  
2019/2020

Coser	FINAL		FINAL		FINAL		FINAL		FINAL	
	921-2020	927-2019	927-2020	930-2020	944-2019	947-2020	949-2020	950-2020	951-2019	951-2020
<b>Program Description</b>	NSLP Equipment Assistance (WAF)	Core Rehabilitation Services	Core Rehabilitation Services	Pre-ETS	Early College High School Program and Pathways	SLS Operating Aid	SLS Categorical Aid for Automation	EPE	HSE Test Administration	HSE Test Administration
Approved Budget	\$ 5,168	\$ 491,366	\$ 631,752	\$ 300,000	\$ 150,000	\$ 98,775	\$ 11,382	\$ 409,041	\$ 7,397	\$ 7,247
Revenue Available/Earned	\$ 5,117	\$ 295,374	\$ 351,591	\$ -	\$ 150,000	\$ 97,040	\$ 9,704	\$ 409,041	\$ (428)	\$ 1,925
Prior Year Rollover		191,714	208,820	-	-	1,735	1,878	-	2,978	7,975
Expenditures to-date	(5,117)	(487,088)	(927,518)	(35,158)	(39,069)	(83,994)	(10,189)	(409,041)	(2,550)	(3,311)
Est.Encumbrances to-date (including indirect cost)*			(294,248)	(49,690)		(1,260)				(3,566)
<b>Unexpended Balance</b>	\$ -	\$ 0	\$ (61,355)	\$ (84,848)	\$ 110,931	\$ 13,521	\$ 1,193	\$ (0)	\$ -	\$ 3,023
<b>Percentage Utilized</b>		99%	98%	28%	26%	86%	90%	100%	34%	95%
<b>Grant Program Ending:</b>		12/31/2019	12/31/2020	12/31/2020	6/30/2021	6/30/2020	6/30/2020	6/30/2020	12/31/2019	12/31/2020
<b>Finance Approval Obtained:</b>		2/7/2019	2/7/2019	1/10/2020	2/22/2019	6/26/2019	6/29/2019	8/30/2019	6/4/2019	6/4/2019
<b>Director:</b>		Slattery	Slattery	Slattery	Gray	Gray	Gray	Friedman	Friedman	Friedman

Coser	FINAL		FINAL		FINAL		FINAL		FINAL	
	952-2020	954-2020	956-2020	959-2019	959-2020	963-2020	965-2020	996-2020	997-2020	997-2020
<b>Program Description</b>	W/OA, Title II, Adult Basic Ed	Perkins IV/CTE/A-Basic Grant	SLS Supplemental Operating Aid	SNAP Employment & Training Venture IV	SNAP Employment & Training Venture IV	North Country Region Career Pathways III	W/OA, Title II, Incarcerated	NYS Basic Literacy- JCEO	NYS Basic Literacy- One Work Source	NYS Basic Literacy- One Work Source
Approved Budget	\$ 60,182	\$ 108,175	\$ 50,723	\$ 300,000	\$ 370,279	\$ 185,747	\$ 331,353	\$ 125,000	\$ 125,000	\$ 125,000
Revenue Available/Earned	\$ 60,182	\$ 108,175	\$ 47,385	\$ 37,721	\$ 118,625	\$ 133,500	\$ 331,353	\$ 125,000	\$ 125,000	\$ 125,000
Prior Year Rollover		-	3,338	76,257	70,279	14,997	-	-	-	-
Expenditures to-date	(59,196)	(106,459)	(39,250)	(113,978)	(144,095)	(58,368)	(326,316)	(123,041)	(123,008)	(123,008)
Est.Encumbrances to-date (including indirect cost)*	(888)	(1,597)		(12,869)	(12,869)		(4,895)	(1,846)	(1,845)	(1,845)
<b>Unexpended Balance</b>	\$ 98	\$ 119	\$ 11,474	\$ (0)	\$ 31,940	\$ 90,129	\$ 142	\$ 113	\$ 147	\$ 147
<b>Percentage Utilized</b>	100%	100%	77%	38%	42%	31%	100%	100%	100%	100%
<b>Grant Program Ending:</b>	6/30/2020	6/30/2020	6/30/2020	9/30/2019	9/30/2020	3/31/2020	6/30/2020	6/30/2020	6/30/2020	6/30/2020
<b>Finance Approval Obtained:</b>	8/12/2019	9/19/2019	6/27/2019	11/30/2018	1/13/2020	6/12/2019	8/14/2019	9/13/2019	9/13/2019	9/13/2019
<b>Director:</b>	Friedman	Friedman	Gray	Friedman	Friedman	Friedman	Friedman	Friedman	Friedman	Friedman

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\*\*Project Finance Approval Pending with Agency.

\*Includes total unpaid salary and related benefits allocated to the program through year-end.