

**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 REMOTELY VIA WEBEX ON FEBRUARY 10, 2021,  
PROPOSED EXECUTIVE SESSION AT 6:30 P.M. – MEETING TO FOLLOW**

Public participants may use the following WebEx Address: <https://bit.ly/3rfWAdk>  
Or by calling 1-408-418-9388 Meeting number (access code): 179 844 5650

- |           |   |
|-----------|---|
| No Action | 1. CALL TO ORDER: BOARD PRESIDENT <ol style="list-style-type: none"><li>a. The Pledge of Allegiance</li><li>b. Roll Call of Board Members</li><li>c. Introduction of All Present</li></ol>  |
| No Action | 2. EXECUTIVE SESSION  |
| No Action | 3. INTRODUCTION OF ALL PRESENT  |
| No Action | 4. OPINIONS AND CONCERNS FROM THE AUDIENCE  |
| No Action | 5. STRATEGIC PLAN MID-YEAR UPDATE -- Dr. Davey  |
| No Action | 6. AUDIT COMMITTEE HIGHLIGHTS/UPDATE -- Mr. Eric Bell   |
| No Action | 7. CAPITAL PROJECT UPDATE --Dr. Mark Davey & Mr. Eric Bell  |
| Action    | 8. BOARD OF COOPERATIVE EDUCATIONAL SERVICES BUDGET PRESENTATION –<br>Dr. Davey & Mr. Eric Bell<br>--Review Highlights from 1/26/2021 Budget Committee Meeting & 2021-22 Draft Rates<br>--Board Approval to Print 2021-22 Educational Program & Fiscal Plan (Enc. 1)  |
| Action    | 9. MINUTES OF PREVIOUS MEETING <ol style="list-style-type: none"><li>a. January 13, 2021 Monthly Meeting Minutes (Enc. 2)</li></ol>   |
| Action    | 10. CONSENT AGENDA FINANCIAL <ol style="list-style-type: none"><li>a. Certification of Warrant (Enc. 3)</li><li>b. Treasurer’s Report (Enc. 4)</li><li>c. Donation (Enc. 5)</li><li>d. Professional Services Agreement (Enc. 6)</li></ol>   |
| No Action | 11. OLD BUSINESS <ol style="list-style-type: none"><li>a. None this month</li></ol>   |
| Action    | 12. CONSENT AGENDA PERSONNEL <ol style="list-style-type: none"><li>a. Resignations (Enc. 7)</li><li>b. Leaves of Absence (Enc. 8)</li><li>c. Tenure Appointments (Enc. 9)</li><li>d. Four-Year Probationary Appointment (Enc. 10)</li><li>e. Civil Service Probationary Appointment (Enc. 11)</li><li>f. Permanent Appointments (Enc. 12)</li></ol> |

- Action g. Temporary Appointments (Enc. 13)
- Action h. Additional Work (Enc. 14)
- Action i. Substitutes (Enc. 15)
- Action j. Volunteers (Enc. 16)

13. BOARD OF COOPERATIVE EDUCATIONAL SERVICES

- No Action a. None this month

14. NEW BUSINESS

- No Action a. None this month

15. DISTRICT SUPERINTENDENT'S UPDATE

- No Action 16. OTHER

17. NEXT BOARD MEETING

Wednesday, March 10, 2021, 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 18. REPORTS FROM DIRECTORS (Enc. 17)

- Action 19. 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

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.
March 1, 2021	Spelling Bee – Postponed; more information to follow
March 10, 2021	Board Meeting – Instructional Services Center, Plattsburgh – 6:30 p.m.
<del>March 11, 2021</del>	<del>ISAB Awards – Canceled</del>
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 14, 2021	Annual Meeting – Instructional Services Center, Plattsburgh – 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 24, 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 grant approval to have the 2021-22 CVES Educational Program and Fiscal Plan printed to share with Component School Districts.

## ENC. 2

Recommend that the Board approve the Draft Minutes from the January 13, 2021 Monthly Board meeting. (attached)

## ENC. 3

Recommend that the Board approve the Certification of Warrant for January 5, 2021 to February 1, 2021. (attached)

## ENC. 4

Recommend that the Board approve the Treasurer's Report from December 31, 2020. (attached)

## ENC. 5

Recommend that the Board approve the following Donation:

1. Donation of \$200 from Lake Champlain Pools. This donation will benefit the students of Special Education to obtain additional laptops.

## ENC. 6

Recommend that the Board approve the following Professional Services Agreement:

1. Agreement between Clinton-Essex-Warren-Washington BOCES and Armory Associates, LLC for the purpose of providing Annual Valuation Services of Other Post-Employment Benefits (GASB 75 Actuarial Services) to BOCES and participating districts commencing July 1, 2021 and ending June 30, 2024, with the option to renew on an annual basis for two additional twelve-month terms. The fee to BOCES for each term of the agreement shall be based on the type of valuation required by the district during a specific calendar year and the district's minimum/maximum employee member count. Specific agreement fees are as follows. (Management Services) (attached)

Employee Member Count		Pricing						Two Year Renewal Option			
		2021/2022 (Year 1)		2022-2023 (Year 2)		2023-2024 (Year 3)		2024/2025		2025/2026	
Min	Max	Full	Interim	Full	Interim	Full	Interim	Full	Interim	Full	Interim
1000	3000	\$7,520	\$1,000	\$7,520	\$1,000	\$7,670	\$1,020	\$7,820	\$1,040	\$7,820	\$1,040
500	999	\$7,200	\$1,000	\$7,200	\$1,000	\$7,340	\$1,020	\$7,490	\$1,040	\$7,490	\$1,040
100	499	\$6,580	\$1,000	\$6,580	\$1,000	\$6,710	\$1,020	\$6,840	\$1,040	\$6,840	\$1,040
0	99	\$5,500	\$1,000	\$5,500	\$1,000	\$5,610	\$1,020	\$5,720	\$1,040	\$5,720	\$1,040

## ENC. 2

CHAMPLAIN VALLEY EDUCATIONAL SERVICES  
Board of Cooperative Educational Services  
Sole Supervisory District of Clinton, Essex,  
Warren and Washington Counties

DATE: January 13, 2021  
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  
Patricia Gero (*left 7:45pm*)  
Linda Gonyo-Horne  
Richard Harriman, Sr.  
Richard Malaney (*joined 7:00pm*)  
Ed Marin  
Thomas McCabe  
Bruce Murdock  
Lori Saunders  
Michael St. Pierre  
Scott Thurber

Board Members Absent:

Evan Glading  
Donna LaRocque  
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  
Julie Jolicoeur

MEETING  
TO ORDER

Board President St. Pierre called the meeting to order at 6:41 p.m.

EXECUTIVE  
SESSION

Mr. Harriman, Sr. moved, seconded by Mr. Barcomb, that the Board go into Executive Session at 6:43 p.m., for the following reasons: #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); and #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. All Board Members present voted yes—motion carried.

In Executive Session, the Board met with the District Superintendent and discussed the recommended hiring process, timeline and contractual terms for CVES' upcoming Assistant Superintendent vacancy. Several other upcoming retirements on the evening's agenda were also reviewed. Next, several COVID-related leaves were discussed. Third, an update was provided on a Title IX matter which is under investigation. Fourth, several updates were given involving CVES' Capital Project. Fifth, a labor relations update was given on several topics including a potential grievance and a recommended Memorandum of Agreement for approval. Sixth, an update was provided on a sophisticated ACH phishing attempt that CVES prevented and the NYS Cyber-Command and FBI was involved. Lastly, several confidential personnel matters and recommendations were reviewed related to the Board meeting's planned action.

Note: Richard Malaney, Board Member, joined the meeting at 7:00 p.m. Patricia Gero signed off meeting at about 7:45p.m.

Mr. Harriman Sr., moved, seconded by Mr. Barcomb that the Board come out of Executive Session at 7:51 p.m. All Board Members present voted yes—motion carried.

OPINIONS AND CONCERNS

Dr. Davey introduced Mrs. Julie Jolicoeur, the newly hired Confidential Secretary to the District Superintendent, to the Board and congratulated her on the position. Mrs. Jolicoeur thanked Dr. Davey and the Board and indicated that she looks forward to serving the organization.

CAPITAL PROJECT UPDATE

Dr. Davey began the update by highlighting the weekly OACM (Owner, Architect, Construction Management) meetings that have been ongoing throughout the project and how successful they have been. He went on to thank Mr. Eric Bell, our CVES and construction team members for their ongoing, dedicated work and collaboration that takes place daily to ensure successful Capital Project construction. The presentation was then turned over to Mr. Bell, who shared with the Board several current construction photos. Progress at the South Hanger Building on the Satellite Campus has been the focus during the early winter months. Mr. Bell explained that finishing this building within the scheduled timeframe is critical to moving ISC staff and functions to the renovated area to avoid additional lease expenses to the BOCES. Mock-ups of the exterior were highlighted for the main entrance of the building and progress photos of the new addition and interior construction were also viewed. Construction has progressed with the HVAC system, framing, plumbing and in the mezzanine area. In the main hanger space, the pouring of the concrete flooring was completed, known as the “big pour” by our construction team. This completion was an important step in our site progress and has now allowed for the start of interior construction in that area. Lastly, Dr. Davey shared with the Board several considerations made for power, speakers, audio, video conferencing, etc. to provide a high-quality conference center.

PREVIOUS MINUTES

Mr. Harriman Sr. moved, seconded by Mr. Barcomb to approve the minutes of the December 9, 2020 monthly Board meeting as presented. All Board Members present voted yes—motion carried.

CONSENT AGENDA FINANCIAL

Mr. Harriman Sr. moved, seconded by Mrs. Gonyo-Horne to approve the following Consent Agenda Financial items as presented. All Board Members present voted yes—motion carried.

CERTIFICATION OF WARRANT

Approve the Certification of Warrant for November 24, 2020 to January 4, 2021, as presented.

TREASURER’S REPORT

Approve the Treasurer’s Reports from November 30, 2020 as presented.

DONATIONS

Approve the following Donations:

1. For the Student Stipend Fund:

United Way (November 2020)	198.14
United Way (December 2020)	198.14
Pepsi-Cola Bottling Co. (December 2020)	<u>58.84</u>
TOTAL	- \$ 455.12

2. Donation of tool batteries, chargers, bits, gear bags and blades from Lowe's Home Improvement, with an estimated value of \$2,000.00. This donation will benefit the Construction Trades programs at CV-TEC.

3. Donation of empty medication bottles from Maggy Pharmacy. This donation will benefit the LPN program at CV-TEC.

SPECIAL AID  
FUND PROJECT

Approve the following Special Aid Fund Project:

1. Harbor Freight Tools for Schools Grant, special aid fund project, in the amount of \$35,000, for the period of October 14, 2020 through June 1, 2021. This program is funded through Harbor Freight Tools for Schools, LLC. (CV-TEC)

CROSS-  
CONTRACT  
BUDGETS

Approve the following Cross-Contract Budgets:

1. Special Education – 12:1 3:1 Program – Franklin-Essex-Hamilton (FEH) BOCES budget in the amount of \$64,800 for the 2020-2021 school year to accommodate for a cross contract with FEH BOCES and Northern Adirondack (Co-Ser 204 – Special Ed)

2. Model Schools – Oneida-Herkimer-Madison (OHM) BOCES budget in the amount of \$1,730 for the 2020-2021 school year to accommodate for a cross contract with OHM BOCES and Boquet Valley. (Co-Ser 548 – ISC)

3. Smart Schools – Capital Region BOCES budget in the amount of \$480 for the 2020-2021 school year to accommodate for a cross contract with Capital Region BOCES and Northern Adirondack. (Co-Ser 567 – ISC)

BUDGET  
INCREASES

Approve the following Budget Increases:

1. Special Education, Related Services – Washington-Saratoga-Warren-Hamilton-Essex (WSWHE) BOCES budget from \$7,000 to \$7,728, for the 2020-2021 school year, to accommodate for an additional service request with WSWHE BOCES and Schroon Lake (Co-Ser 202 – Special Ed)

2. Model Schools – Capital Region BOCES budget from \$100,000 to \$110,900, for the 2020-2021 school year, to accommodate for a new service request with Capital Region BOCES and Plattsburgh. (Co-Ser 544 – ISC)



3. Superintendent Eval. – ERIE II BOCES budget from \$2,000 to \$2,130, for the 2020-2021 school year, to accommodate for an increased cost to the service with ERIE II BOCES and Beekmantown. (Co-Ser 545 – ISC)
4. Substitute Coordination – Franklin-Essex-Hamilton (FEH) BOCES budget from \$32,285 to \$33,000 for the 2020-2021 school year to accommodate for an additional service request with FEH BOCES and Willsboro. (Co-Ser 618 – ISC)
5. Teacher Certification – Capital Region BOCES budget from \$34,599 to \$35,142 for the 2020-2021 school year to accommodate for an increase in base cost fees for these services with Capital Region BOCES and all participating districts. (Co-Ser 667 – Mgmt. Services)
6. ITIN (Itinerant) Guidance/Counseling budget from \$31,502 to \$32,455 for the 2020-2021 School Year to accommodate an increase in services from Northeastern Clinton School District. (Co-Ser 303 – Special Education)

**RESCIND &  
APPROVE  
AGREEMENT**

Rescind the following resolution and approve a replacement resolution as follows:

Rescind the following resolution that was approved at the October 14, 2020 Board of Education Meeting:

Agreement between Clinton-Essex-Warren-Washington BOCES (BOCES) and Clinton Community College (CCC) for the purpose of obtaining remote and in-person instruction and associated support from CCC for CV-TEC's New Visions Applied Engineering Program, for MAT 204 Pre-Calculus and MAT 224 Calculus courses. Educational services will take place during the September 1, 2020 through June 30, 2021 school year at the rate of \$1,000 per instructional credit hour. The total amount payable to CCC for all services is \$8,000. (CV-TEC)

Approve the following resolution for (2) Agreements with Margaret Courson: Agreements between Clinton-Essex-Warren-Washington BOCES (BOCES) and Margaret Courson for the purpose of obtaining remote and in-person instruction and associated support from Ms. Courson for CV-TEC's New Visions Applied Engineering Program, for MAT 204 Pre-Calculus and MAT 224 Calculus courses. Educational services will take place during the September 1, 2020 through June 30, 2021 school year at the rate of \$1,000 per instructional credit hour. The total amount payable to Margaret Courson for all services is \$8,000. (CV-TEC)

**MEMORANDUMS  
OF AGREEMENT**

Approve the following Memorandums of Agreement:

1. Agreement between Clinton-Essex-Warren-Washington BOCES and Franklin-Essex-Hamilton BOCES (FEH BOCES) under which C-E-W-W BOCES will reimburse FEH BOCES for professional services rendered in connection with the Supplemental Nutrition Assistance Program Employment & Training Venture IV (SNAP ET) in an amount not to exceed \$60,000. The period of the agreement is October 1, 2020 through September 30, 2021. (CV-TEC)

2. Agreement between Clinton-Essex-Warren-Washington BOCES and The Clinton County Employment and Training Agency (CCETA) under which C-E-W-W BOCES will reimburse CCETA for professional services rendered in connection with the Supplemental Nutrition Assistance Program Employment & Training Venture IV (SNAP ET) in an amount not to exceed \$7,250. The period of the agreement is October 1, 2020 through September 30, 2021. (CV-TEC)

AGREEMENTS

Approve the following Agreements:

1. Agreement between Clinton-Essex-Warren-Washington BOCES and Cornell University for the purpose of obtaining the following virtual half-day training sessions: “Therapeutic Crisis Intervention for Schools Update: Relevant Refreshers” for the dates of February 1 and February 2, 2021. The total amount for all services is \$6,500. (ISC)

2. Agreement between Clinton-Essex-Warren-Washington BOCES and Stern Center for Language and Learning, Inc. for the purpose of obtaining the following virtual courses and workshops: “Wilson Reading System Introductory Course,” “Foundations Level K/1 Workshop,” and “Foundations Level 2 Workshop.” The course and workshop dates are February 23, 2021 through February 25, 2021, March 11, 2021 and March 18, 2021. The total amount for all services is \$11,850. (ISC)

3. Software License Agreement between Clinton-Essex-Warren-Washington BOCES and eFile Cabinet, Inc. for a license to utilize eFile’s document management software tools for the period of January 14, 2021 through January 13, 2022. The software license will renew annually unless a 30-day written notice of cancellation is provided prior to the end of the then-current subscription term. The current annual expenditure for the product is \$6,311.20 with renewal costs estimated at approximately \$5,711.20 per year. (Management Services)

TRANSPORTATION  
AGREEMENT  
RENEWAL

Approve the following Transportation Agreement Renewal:

1. Renewal Agreement between Clinton-Essex-Warren-Washington BOCES and AuSable Valley Central School District, to provide certain transportation services for students in CV-TEC programs for the period of September 1, 2020 through June 30, 2021 at a current estimated cost of \$15,000. (CV-TEC)

OLD BUSINESS

Audit Committee Meeting Minutes from the October 14, 2020 meeting were shared with the Board.

CONSENT  
AGENDA  
PERSONNEL

Mr. Boise moved, seconded by Mr. Harriman, Sr., to approve the following Consent Agenda Personnel items as presented. All Board Members present voted yes—motion carried.

RESIGNATION  
FOR THE PURPOSE  
OF RETIREMENT  
CALABRESE-  
GRAY, BIASINI,  
GUILLETTE

Approve the following letter(s) of resignation for the Purpose of Retirement:

1. Teresa Calabrese-Gray, Assistant Superintendent of Instruction and 21st Century Learning, Effective July 1, 2021
2. Anthony Biasini, Special Education Teacher, Effective July 1, 2021
3. Michael Guillette, Graphic Arts Teacher, Effective July 1, 2021

RESIGNATION  
MAYHEW,  
CUMMINGS

Accept the following letter(s) of Resignation:

1. Grace Mayhew, Teaching Assistant, Effective December 19, 2020
2. Jacob Cummings, Teacher Aide/Student Aide, Effective December 28, 2020

LEAVE OF  
ABSENCE  
SPRING

Approve the following leave(s) of absence:

1. Sara Spring, Teaching Assistant, January 4, 2021 through June 25, 2021, for the purpose of accepting a temporary teaching position.

CIVIL SERVICE  
PROBATIONARY  
APPOINTMENTS  
LAGREE,  
MARTINO

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

1. Jessica Lagree, Account Clerk/Typist, Effective January 19, 2021, Annual Base Salary of \$26,712, Prorated Salary of \$12,020.40.

Appoint the following person(s) to a 26-week Civil Service Probationary Appointment as follows:

1. Andrea Martino, Behavior Analyst, Effective December 14, 2020, Annual Base Salary of \$59,414.

PROVISIONAL  
CIVIL SERVICE  
APPOINTMENT  
WILKINS

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

1. Victoria Wilkins (pending fingerprint clearance), Accountant (Schools), Effective January 20, 2021, Annualized Salary \$42,000, Prorated Salary of \$18,738.46. (EFFECTIVE PERMANENT DATE TO BE DETERMINED UPON SUCCESSFUL COMPLETION OF CIVIL SERVICE EXAM)

PERMANENT  
APPOINTMENT  
HAMBLETON

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

1. Heather Hambleton, Teacher Aide/Student Aide, Effective February 10, 2021.

TEMPORARY  
APPOINTMENT  
SPRING

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

1. Sara Spring, Special Education Teacher, Effective January 4, 2021 – June 25, 2021, Annual Base Salary of \$43,468, Prorated Salary of \$26,080.80.

ADULT  
EDUCATION  
INSTRUCTOR

Approve the following Adult Education Course Instructors for the 2020-21 school year:

Adult Education non-contract. (\$28.00/hour)  
Dylan Limlaw

ADDITIONAL  
WORK

Approve the following Additional Work for the 2020-21 School Year:

School Bus Driver Recertification, per diem rate of pay  
Kim Mayer Not-To-Exceed 4 hours

SUBSTITUTES

Approve the following list of Substitute and Temporary-On-Call appointments for the 2020-21 school year:

<u>Name</u>	<u>Position</u>
Michael Magee	Teacher
Lydia Ducharme	Teacher
Michael Magee	Teaching Assistant
Donald Barber Jr.	Teacher Aide/Student Aide
Ryan Hanley	Permanent Building Sub, \$130/day

AUTHORIZATION  
OF INDIVIDUALS  
TO COLLECT  
MONEY

Authorize the following individual(s) to collect money at all CVES locations for the 2020-21 school year:

CV-TEC Satellite Campus

Kathy Mallette – Adult Education Tuitions and Fees & other CV-TEC program income (Replacement for Diana Handly)

Management Services

Deanna Akin – Bank Deposits and General Collections – Business office (Replacement for Gabrielle Dion)

PETTY CASH  
FUNDS

Approve the following change funds and custodians of the funds for the 2020-21 school year:

CV-TEC Satellite Campus Petty Cash Fund – Kathy Mallette - \$100 (Replacement for Diana Handly)

APPOINTMENT OF  
DEPUTY BOARD  
CLERK

Appoint Julie Jolicoeur to the position of Deputy Board Clerk, as needed, effective January 4, 2021 through the July 2021 Reorganization Meeting, with an additional compensation of \$39.15/hour for hours worked beyond the contractual workday. The Deputy Board Clerk will sign the Oath of Office and file with the Board Clerk.

Dr. Davey acknowledged the retirees on this evening's agenda and thanked them for their years of service and dedication to CVES and our students. He gave special recognition to Mrs. Teresa Calabrese-Grey, Assistant Superintendent for Instruction and 21<sup>st</sup> Century Learning, for her 16 years of service at CVES. Mrs. Calabrese-Grey has been an esteemed colleague of many statewide and a distinguished leader throughout her career.

CERTIFICATION  
OF LEAD  
EVALUATOR  
RESOLUTION

Mr. Murdock moved, seconded by Harriman Sr. that the Board approve the following Lead Teacher Evaluator Certification resolution:

Be it resolved that Ms. Nicole O'Connell is hereby certified as a Qualified Lead Evaluator of classroom teachers having successfully completed the following training requirements prescribed in 8 NYCCR §30-2.9(b):

- (1) The New York State Teaching Standards, and their related elements and performance indicators/the Leadership Standards and their related functions;
- (2) Evidence-based observation techniques that are grounded in research;
- (3) Application and use of the student growth percentile model and the value-added growth model as defined in 8 NYCCR §30-2.2;
- (4) Application and use of the State-approved rubrics selected by the BOCES for use in the evaluation of classroom teachers, including training on the effective application of such rubric to observe a classroom teacher's practice;
- (5) Application and use of the assessment tools that the BOCES utilizes to evaluate its classroom teachers, including, but not limited to, structured portfolio reviews, professional growth goals\*, school improvement goals, etc.;
- (6) Application and use of the State-approved locally selected measures of student achievement used by the BOCES to evaluate its classroom teachers;
- (7) The scoring methodology utilized by the Department and the BOCES to evaluate a classroom teacher under 8 NYCCR §30-2, including (a) how scores are generated for each subcomponent and the composite effectiveness score of classroom teachers, and (b) application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the overall rating of classroom teachers and their subcomponent ratings; and
- (8) Specific considerations in evaluating classroom teachers of English language learners and students with disabilities. All Board Members present voted yes—motion carried.

RE-CERTIFICATION  
OF LEAD  
EVALUATORS  
AND LEAD  
PRINCIPAL  
EVALUATORS

Mr. Harriman Sr. moved, seconded by Mrs. Boise, that the Board approve the following Lead Evaluator Certification resolutions:

1. The re-certification of the following Lead Teacher Evaluators for the 2020-2021 school year, who have attended various CVES in-house meetings and state, regional and/or local professional development offerings: Bonnie Berry, Teri Calabrese-Gray, Adam Facticeau, Michele Friedman, Jim McCartney, Matthew Slattery, Grace Stay, Matthew Walentuk, and Daniel Valenzuela.

2. The re-certification of the following Lead Principal Evaluators for the 2020-2021 school year, who have attended various CVES in-house meetings and state, regional and/or local professional development offerings: Bonnie Berry, Teri Calabrese-Gray, Michele Friedman and Matthew Slattery. All Board Members present voted yes—motion carried.

MEMORANDUM  
OF AGREEMENT  
CEWW BOCES  
AND CVES  
ADMINISTRATIVE  
UNIT

Mr. Harriman Sr. moved, seconded by Mrs. Gonyo-Horne, that the Board approve the Memorandum of Agreement between Clinton-Essex-Warren-Washington Board of Cooperative Educational Services and the C-E-W-W BOCES Administrative Unit that acknowledges the addition of the Adult Services Administrator. All Board Members present voted yes—motion carried.

ADOPT SCHOOL  
CALENDAR

Mr. Harriman Sr. moved, seconded by Mrs. Boise, that the Board adopt the school calendar for the following year as recommended by the component school district calendar committee: 2021-22. All Board Members present voted yes—motion carried.

JUUL  
AGREEMENT

Mr. Harriman Sr. moved, seconded by Mr. Thurber, that the Board extend the probationary appointment period through January 27, 2022, Shawna Deangelo, to allow for additional time for tenure recommendation per agreement between Clinton-Essex-Warren-Washington Board of Cooperative Educational Services, CVES United Professionals, and Shawna Deangelo. All Board Members present voted yes—motion carried.

AUTHORIZE  
MEDICAL  
EXAMINATION  
RESOLUTION

Mr. Murdock moved, seconded by Mr. Harriman Sr., that the Board, upon the recommendation of the District Superintendent and advice of counsel, approve the following resolution authorizing medical examination:

WHEREAS, Section 913 of the Education Law empowers the Board of Cooperative Educational Services (BOCES) to require employees to submit to a medical examination to safeguard the health of children attending public schools; and

WHEREAS, during the COVID-19 pandemic, school employees may be required to be tested for the Coronavirus in order to control the spread of Coronavirus; and

WHEREAS, medical examinations under Law 913 may need to be conducted on an expedited basis if the BOCES is required to test employees for Coronavirus and employees will not provide consent.

BE IT THEREFORE RESOLVED, that the BOCES hereby requires that employees who are to be tested for Coronavirus and do not provide written consent to the BOCES shall be required to submit to a medical examination under Education Law 913, which examination shall include a Coronavirus test; and

RESOLVED, that during the Covid-19 pandemic, the District Superintendent or his designee is authorized on behalf of the BOCES to direct such medical examinations which include Coronavirus testing of employees, in accordance with this Resolution. All Board Members present voted yes—motion carried.

LETTERS OF  
RESIGNATION  
RYAN

Mr. Barcomb moved, seconded by Mr. Harriman, Sr., that the Board approve the following letter(s) of Resignation:

1. Gillian Ryan, Teacher Aide/Student Aide, Effective January 1, 2021. All Board Members present voted yes—motion carried.

TEMPORARY  
APPOINTMENT  
MISIK

Mr. Harriman Sr. moved, seconded by Mrs. Boise., that the Board approve the following person(s) to a Temporary Appointment for the 2020-21 school year:

1. Deborah Misik, Food Service Teacher, Effective January 14, 2021– June 30, 2021, Annual Base Salary of \$43,468, Prorated Salary of \$24,342.08. All Board Members present voted yes—motion carried.

ADDITIONAL  
WORK

Mr. Murdock moved, seconded by Mr. Harriman Sr., that the Board approve the following Additional Work for the 2020-21 School Year:

School Bus Driver Recertification, per diem rate of pay  
Thomas Rodriguez                      Not-To-Exceed 4 hours  
All Board Members present voted yes—motion carried.

AGREEMENT

Mr. Harriman Sr. moved, seconded by Mrs. Boise, that the Board approve the following Agreement:

1. Second Amendment to the Revocable Permit between Clinton-Essex-Warren-Washington BOCES and SUNY Plattsburgh to amend an agreement that was Board approved August 21, 2019 for the rental of classroom space at SUNY's Sibley Hall during the dates of August 22, 2019 through August 21, 2021 at a rate of \$6,070 per year. A First Amendment to the rental agreement was approved October 14, 2020 and provided for additional classroom space at SUNY's Redcay Hall for the dates of September 14, 2020 through December 31, 2020 at no additional cost to BOCES. The proposed Second Amendment to the rental agreement allows for the additional use of room 106 at Sibley Hall, to accommodate COVID-19 social distancing necessities, for the dates of January 1, 2021 through June 30, 2021. The additional space will be provided by SUNY in the amount of \$5,040 and will bring the total annual rent payable to \$11,110 for the current period ending August 21, 2021 (Special Education) All Board Members present voted yes—motion carried.

STRATEGIC PLAN  
UPDATE

Dr. Davey reviewed the planning efforts underway for the mid-year DPT meeting scheduled for January 27<sup>th</sup>. The focus will be on improving remote instruction, action steps for promoting Equity, Inclusion & Acceptance initiatives to implement across the BOCES and rebranding the CVES website & logo, in terms of refreshing the BOCES image to help promote our programs and services. Mrs. Michele Friedman briefly stated that promoting the depth of CVES's services, provides a direct link to the workforce and our community.

DISTRICT SUPT.  
UPDATE

Dr. Davey referenced several updates that were communicated to the Board this week, including the CVES and component districts instructional status update listing that is shared twice a week to confirm the in-person/remote instruction that each district is utilizing in the region. The Superintendents continue to meet weekly with the County Health Departments to receive the latest updates, ask questions and discuss concerns. Next, Dr. Davey indicated that with the recent increase in COVID cases, the divisions have been assisting in contact tracing efforts and informing parents, staff and our component districts of positive results. CVES recently received our LSL (Limited Service License) that would allow for COVID testing by CVES if the county is deemed a Yellow Zone by NYS. CVES continues to work closely with the county DOHs and CSOs to provide information and support regarding “POD” or “Point of Dispensing” locations to administer vaccines if necessary. Fourth, the Board discussed a fully remote vs. hybrid model meeting for the February 10<sup>th</sup> Board meeting and President St. Pierre recommended waiting two-weeks to make decision. Dr. Davey will work with the Board’s Officers on confirming that recommendation. Dr. Davey then shared that the Executive Budget is forthcoming and references during the Governor’s State of the State Address indicate that the deficit may not be as bad as first anticipated. However, federal stimulus monies will be critically important to NYS and our district’s education budgets in 2021-22. This information will be taken into consideration when formulating the budget for next year and continuing financial outlook. Lastly, the Board was notified of the “virtual” BOCES Lobby Day that will take place during the last week of February 2021. The Board was asked to please notify the District Office if they wish to participate.

OTHER

Board Member Ed Marin briefly inquired about the 2021-22 school calendar and the school break surrounding the December holiday season. Discussion ensued on the 180-day state requirement and Mrs. Calabrese-Gray indicated that the calendar is based on the recommendation of the Calendar Committee made up of representatives from the component districts and the Superintendents. She also noted that the districts have the ability to determine individual component calendars. Dr. Davey also noted that the administrative team will make necessary adjustments to this calendar per NYS requirements or guidance.

NEXT BOARD  
MEETING

The next Board meeting will be held on Wednesday, February 10, 2021, 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 Mrs. Gonyo-Horne to adjourn the meeting at 8:55 p.m. All Board Members present voted yes—motion carried.

**DRAFT**



# ENC. 3

## MEMO

To: Meaghan Rabideau, BOCES Board Clerk  
Clinton-Essex-Warren-Washington BOCES  
From: Angela Jennette, Claims Auditor  
Date: February 1, 2021  
Re: Report for Board Agenda for February 10, 2021 Meeting

The following warrant claims were reviewed from January 5, 2021 to, February 1, 2021:

<u>Warrant No. &amp; Date</u>	<u>Check Information</u>	<u>Gross Total Amount</u>
W #29 - 01/07/2021	*Check Nos: 233639-233675** *ACH Payments: ACH000482-ACH000484	\$ 99,723.18
W #30 - 01/14/2021	*Check Nos: 233687-233741** *ACH Payments: ACH000485-ACH000515	\$ 1,134,832.26
W #31 - 01/28/2021	*Check Nos: 233752-233882 *ACH Payments: ACH000516-ACH000562	\$ 1,110,151.21

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

IRS-EFTPS: PR #15- Wire #941-011521- Warrant #30;  
Health Ins. Monthly: Wire #HINS-1-2021- Warrant #30;

NYS Promptax: PR #13- Wire #NYS-123020- Warrant #29;  
PR #15- Wire #NYS-011521- Warrant #30;

Omni Financial Group: PR #15- Wire #OMN-011521- Warrant #30;  
PR #16- Wire #OMN-012921- Warrant #31;

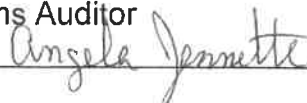
NYS Office of Comptroller ERS Retirement & Loans: PR #12&13-Wire #ERS-DEC20-Warrant #29;  
Health Insurance Consortium Payments:

1/19/21	\$ 2,428,071.38
1/25/21	\$ 1,955,954.10
2/1/21	\$ 1,431,076.04

Transfer NYCLASS to Gen. Depository: Capital Project \$551,000.00

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

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



CC: Eric Bell  
Christine Myers

<u>Date</u>	<u>Warrant</u>	<u>Vendor #</u>	<u>Claim Audit Finding:</u>	<u>Summary Business Office Response:</u>	<u>Resolution/Options:</u>
01/06/21	Pending W#29	14759	No notes attached for Purchase Order untimeliness.	Attached missing notes.	Approved for final warrant.
01/06/21	Pending W#29	15652	Missing financial print-out for backup.	Exam fees are not put to the student's financial account, therefore there is no statement to print for these payments.	Approved for final warrant.
01/07/21	Final W#29				\$99,723.18
01/13/21	Pending W#30	15333	Invoice dated 9/2/2020; Purchase Order requested 9/15/2020; Issued 12/21/2020; Services started 10/2/2020	Will obtain more information on when services actually were rendered.	Removed from final warrant.
01/13/21	Pending W#30	15379	Installment payment due without Purchase Order requested by division.	Overlooked in renewal, as Grants are not automatically renewed. Implementing new accounting over Grants to ensure annual renewals are entered timely.	Approved for final warrant.
01/13/21	Pending W#30	347	Invoice over 60 days.	Accounts Payable never received invoice. Requested and paid one once received.	Approved for final warrant.
01/14/21	Final W#30				\$1,134,832.26
01/27/21	Pending W#31	14229	Service without Purchase Order requested.	Oversight in rollover of Purchase Orders by division. Noted by employee to catch on next year.	Approved for final warrant.
01/27/21	Pending W#31	169	Dates on claim don't support Purchase Order.	Purchase Order updated to reflect job retention milestones till 12/31/2020.	Approved for final warrant.
01/27/21	Pending W#31	9548	Missing Accounts initials.	Obtained initials.	Approved for final warrant.
01/28/21	Final W#31				\$1,110,151.21

CLINTON-ESSEX-WARREN-WASHINGTON BOCES  
TREASURER'S REPORT - DECEMBER 31, 2020

	Cash Balance		Cash Receipts		Cash Disbursements		Cash Balance	
	November 30, 2020	December	December	Year To Date	December	Year To Date	December 31, 2020	December 31, 2020
<b>I. CHECKING ACCOUNTS</b>								
<u>TD Bank - Depository</u>								
General Fund	\$ 5,728,986.55	\$ 2,863,439.34	\$ 3,549,956.16	\$ 29,022,572.57	\$ 3,549,956.16	\$ 27,482,651.13	\$ 5,042,479.71	\$ 5,042,479.71
Special Aid Fund	\$ (476,610.74)	\$ 389,473.25	\$ 172,422.41	\$ 1,155,968.13	\$ (249,559.90)	\$ 1,303,034.24	\$ (249,559.90)	\$ (249,559.90)
Trust & Agency Fund	\$ 166,071.62	\$ 87,375.01	\$ 253,446.63	\$ 316,055.56	\$ 253,446.63	\$ 157,435.83	\$ 253,446.63	\$ 253,446.63
School Lunch Fund	\$ (99,196.95)	\$ 6,074.41	\$ 26,470.69	\$ 49,673.86	\$ (119,593.23)	\$ 130,484.51	\$ (119,593.23)	\$ (119,593.23)
Capital Fund	\$ 370,959.50	\$ -	\$ 685,102.41	\$ 35,513.84	\$ (314,142.91)	\$ 797,574.15	\$ (314,142.91)	\$ (314,142.91)
Private Purpose Trust Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<u>TD Bank - Operating</u>								
General	\$ 164,315.74	\$ 4,356,456.22	\$ 4,337,541.67	\$ 37,594,889.54	\$ 183,230.29	\$ 37,691,343.12	\$ 183,230.29	\$ 183,230.29
<b>SAVINGS ACCOUNTS</b>								
<u>NYCLASS</u>								
BOCES-Wide Capital Project	\$ 16,201,805.93	\$ 751.78	\$ -	\$ 10,445.47	\$ 16,202,557.71	\$ 8,052,000.00	\$ 16,202,557.71	\$ 16,202,557.71
Trust Fund Non-Expendable	\$ 11,977.01	\$ 0.49	\$ -	\$ 5.84	\$ 11,977.50	\$ -	\$ 11,977.50	\$ 11,977.50
Private Purpose Trust Fund	\$ 10,582.06	\$ 0.40	\$ -	\$ 4.72	\$ 10,582.46	\$ -	\$ 10,582.46	\$ 10,582.46
<b>TOTAL CASH ON HAND</b>	<b>\$ 22,078,900.72</b>			<b>\$ 68,185,129.53</b>	<b>\$ 21,020,976.26</b>	<b>\$ 75,614,522.98</b>	<b>\$ 21,020,976.26</b>	<b>\$ 21,020,976.26</b>

II. RECONCILIATION TO BANK STATEMENTS

	December 31, 2020	Add: Deposits In Transit	Less: Outstanding Checks	December 31, 2020
	Bank Balance			Cash Balance
TD BANK - MUNICIPAL CHECKING - OPERATING	\$ 287,643.89	\$ -	\$ (114,413.60)	\$ 183,230.29
TD BANK - MUNICIPAL CHECKING - DEPOSITORY ACCOUNT	\$ 4,612,630.30	\$ -	\$ -	\$ 4,612,630.30
NYCLASS - SAVINGS, BOCES-WIDE CAPITAL PROJECT	\$ 16,202,557.71	\$ -	\$ -	\$ 16,202,557.71
NYCLASS - SAVINGS, KEITH BROADWELL SCHOLARSHIP	\$ 699.97	\$ -	\$ -	\$ 699.97
NYCLASS - SAVINGS, JONELLE MARIE BUCK SCHOLARSHIP	\$ 700.78	\$ -	\$ -	\$ 700.78
NYCLASS - SAVINGS, JWH SCHOLARSHIP	\$ 11,977.50	\$ -	\$ -	\$ 11,977.50
NYCLASS - SAVINGS, DONALD W. COGSWELL SCHOLARSHIP	\$ 1,169.65	\$ -	\$ -	\$ 1,169.65
NYCLASS - SAVINGS, SPELLING BEE SCHOLARSHIP	\$ 2.10	\$ -	\$ -	\$ 2.10
NYCLASS - SAVINGS, CV-TEC ALLIED HEALTH SCHOLARSHIP	\$ 8,009.96	\$ -	\$ -	\$ 8,009.96
<b>TOTAL CASH ON HAND</b>	<b>\$ 21,020,976.26</b>	<b>\$ 68,185,129.53</b>	<b>\$ 75,614,522.98</b>	<b>\$ 21,020,976.26</b>

GENERAL FUND INTEREST RECEIVED 7/01/20 - 12/31/2020 \$ 3,709.46  
CAPITAL FUND INTEREST RECEIVED 7/01/20 - 12/31/2020 \$ 10,445.47

PREPARED BY:

  
Christine Myers, District Treasurer

DATED:

2/1/21

TREASURER'S REPORT

FOR THE PERIOD 12/01/2020 TO 12/31/2020

TITLE OF ACCOUNT	BAL. ON HAND BEG. OF YEAR	BAL. ON HAND BEG. OF MONTH	RECEIPTS FOR MONTH	TOTAL FOR MONTH	TOTAL EXPEND. FOR MONTH	BALANCE ON HAND
SKILLS USA - PLATTSBURGH	7,572.14	7,572.14	0.00	7,572.14	0.00	7,572.14
SKILLS USA - MINEVILLE	1,870.43	1,870.43	0.00	1,870.43	0.00	1,870.43
NO. COUNTRY LOGGERS	616.98	616.98	0.00	616.98	0.00	616.98
REFLECTIONS	503.14	503.14	0.00	503.14	0.00	503.14
LPN CLASS	688.80	688.80	0.00	688.80	0.00	688.80
RAZOR'S EDGE	1,179.97	1,179.97	0.00	1,179.97	0.00	1,179.97
SALES TAX	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL</b>	<b>12,431.46</b>	<b>12,431.46</b>	<b>0.00</b>	<b>12,431.46</b>	<b>0.00</b>	<b>12,431.46</b>

12/31/2020 Bank Balance \$ 12,431.46  
 Add: Deposits in Transit \$ -  
 Less: Outstanding Checks \$ 12,431.46

12/31/2020 Bank Balance  
 Add: Deposits in Transit  
 Less: Outstanding Checks  
 12/31/2020 Balance on Hand

COLBY SISKAVICH, EXTRACLASSROOM TREASURER



2/1/21  
 DATE

## *Professional Services Agreement*

---

This agreement, made this \_\_\_\_\_ day of \_\_\_\_\_, 2021, between:

**Armory Associates, LLC**, a New York Limited Liability Company with an office located at 250 South Clinton Street, Suite 502, Syracuse, New York, 13202, hereinafter referred to as "Armory Associates, LLC,"

and

**Champlain Valley Educational Services (CEWW BOCES)**, with an office and place of business located at 518 Rugar Street, Plattsburgh, NY 12901 hereinafter referred to as the "Client."

### WITNESSETH:

**WHEREAS**, Armory Associates, LLC is in the business of providing professional consulting services in accordance with applicable laws and maintains the facilities, experience, and personnel to perform the services as outlined in the "Services Offered" Section, which is hereby, made a part of this Agreement.

**WHEREAS**, the parties have entered into this Services Agreement for the purpose of Armory Associates, LLC providing technical/professional advice and guidance necessary for the Client to determine its future liabilities associated with post-retirement benefits, other than pensions.

**NOW, THEREFORE**, in consideration of the mutual covenants of the parties set forth herein, the parties hereto do agree as follows:

#### **Article I. Services Offered by Armory Associates, LLC**

Armory Associates, LLC hereby agrees to perform for the Client certain services in connection with the postretirement health care benefit plans for the purpose of determining its obligation and cost in accordance with the Governmental Accounting Standard No. 75, Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions. The services to be performed by Armory Associates, LLC with respect to this analysis are those classes of services specifically identified for said analysis as outlined in the "Services Offered" Section, which is hereby, made a part of this agreement. The services as outlined in the "Services Offered" Section will be completed within six to eight weeks from receiving complete and accurate information/documentation from the Client of each year.

#### **Article II. Duties of the Client**

The Client hereby agrees to release all information/documentation necessary for Armory Associates, LLC to properly provide services as outlined in the "Services Offered" Section of this agreement. Said information/documentation will be provided directly by the Client. In those situations where Client does not possess said information/documentation, Client will assist Armory Associates, LLC in the retrieval of said information/documentation from other third party sources, such as insurance companies, administrators, etc.

**Article III. Indemnification**

Armory Associates, LLC agrees to indemnify and hold Client harmless from and against any and all liabilities, obligations, damages, claims, costs, charges and expenses, including reasonable attorney's fees, which may be incurred by Client by reason of any negligent act or omission by Armory Associates, LLC.

**Article IV. Insurance**

Armory Associates, LLC agrees to maintain in full force and effect throughout the terms of this agreement blanket fidelity insurance, errors and omissions insurance and any other insurance necessary and appropriate in order for Armory Associates, LLC to indemnify and hold Client harmless from any and all losses, costs, claims, demands, and damages arising out of or caused by:

- a. negligent or non-negligent action, failure to act, malpractice or other misconduct by Armory Associates, LLC in the performance of its functions; and,
- b. fraudulent misconduct or embezzlement or any other actual or alleged defalcation by Armory Associates, LLC

The amount of said insurance shall be not less than one million dollars (\$1,000,000). A certificate of insurance will be sent to Client upon the execution of this agreement.

**Article V. Access to Books**

Client and its duly authorized agents or representatives shall have access to review, during Armory Associates, LLC's regular business hours and upon reasonable notice, those books, records, invoices, and files of Armory Associates, LLC which relate to Client's operation. It is understood that such audits may be made at any time during the term of this agreement and within one (1) year after the date of its termination. Notwithstanding the foregoing, Armory Associates, LLC shall maintain its records relating to the Client for a period of six (6) years from the inception of the records.

**Article VI. Relationship Between Parties**

Armory Associates, LLC shall exercise its sole discretion concerning all questions of professional practice arising in connection with its performance under this Agreement. It is understood and agreed by the parties that the services contemplated by this Agreement constitute the provision of service of Armory Associates, LLC, which shall at all times act only as an independent contractor to Client. Neither party hereto shall be deemed, expressly or by implication, to be the agent or employee of the other party for any purpose whatsoever, and neither party hereto shall have the right to represent the other party in any manner whatsoever, nor to bind the other party to any obligation, contract, document, performance or course of dealing.

**Article VII. Fee for Services Performed by Armory Associates, LLC**

We are proposing a three-year agreement to provide GASB 75 Actuarial Services beginning with the 2021/2022 Fiscal Year, with the Client option to extend the agreement for two additional years. The quoted fees below will be billed upon conclusion of each participating employer’s project.

Employer Member Count		Pricing						Client Two Year Renewal Option			
		2021/2022 (Year 1)		2022/2023 (Year 2)		2023/2024 (Year 3)		2024/2025		2025/2026	
Min	Max	Full	Interim	Full	Interim	Full	Interim	Full	Interim	Full	Interim
1000	3000	\$7,520	\$1,000	\$7,520	\$1,000	\$7,670	\$1,020	\$7,820	\$1,040	\$7,820	\$1,040
500	999	\$7,200	\$1,000	\$7,200	\$1,000	\$7,340	\$1,020	\$7,490	\$1,040	\$7,490	\$1,040
100	499	\$6,580	\$1,000	\$6,580	\$1,000	\$6,710	\$1,020	\$6,840	\$1,040	\$6,840	\$1,040
0	99	\$5,500	\$1,000	\$5,500	\$1,000	\$5,610	\$1,020	\$5,720	\$1,040	\$5,720	\$1,040

**Article VIII. Term of the Agreement**

This Agreement shall be effective upon the signing of the Agreement by both parties. This Agreement shall continue until the completion of the actuarial valuations for the 2023/2024 Fiscal Year with the Client option to extend the agreement through the 2025/2026 Fiscal Year.

## **Article IX. Termination**

This Agreement may be terminated:

- A. Upon thirty (30) days' prior written notice upon the occurrence of any event of default or failure to perform a material obligation under this Agreement, including, but not limited to, the payment of any money due hereunder; and,
- B. Upon the filing of a voluntary petition in bankruptcy, or a petition for reorganization under any bankruptcy law by either party hereto; the consent to any involuntary petition in bankruptcy by either party hereto; or the entering of any judgment or decree by any court of competent jurisdiction, on the application of a creditor, adjudicating either party hereto as bankrupt or insolvent or approving a petition seeking reorganization or appointing a receiver, trustee or liquidator of all or a substantial part of such party's assets.
- C. Without cause upon 6 months prior written notice by either party.

## **Article X. Confidentiality of Information**

Armory Associates, LLC and Client each agree to take all actions reasonably necessary to ensure that all confidential or proprietary information relating to the business of the parties which may be acquired by the parties by virtue of this Agreement, not be disclosed to any person or entity, or used for any purpose other than as provided in this Agreement without the prior written consent of the other party of this Agreement. The foregoing, however, shall not apply to:

- A. Information which such party can show was lawfully obtained prior to the disclosure by the other party,
- B. Information which is or becomes public knowledge through no fault of such party; or,
- C. Information, which is lawfully disclosed to such party by a third party.

## **Article XI. Notices**

All notices which may be required pursuant to this Agreement shall be in writing addressed as set forth at the end of this Agreement, or to such other address as either party may so designate in writing from time to time, and shall be mailed by first class, registered or certified mail, return receipt requested, postage prepaid, or transmitted by hand delivery, telecopy or telegram.



**Article XII. Inability to Perform**

Except as to Client's obligation to pay Armory Associates, LLC, the obligations of either party to perform under this Agreement shall be excused during any period of delay of performance of such obligation caused by matters such as strikes, acts of God, shortages of raw materials or power, government action or compliance with government requirements, whether voluntary or pursuant to order, or any other matter which is beyond the reasonable efforts of the party to control.

**Article XIII. Waiver**

Neither the waiver by either party hereto of any breach of or default under any of the provisions of this Agreement, nor the failure of any of the parties to enforce any of the provisions of this Agreement or to exercise any right hereunder shall hereafter be construed as a waiver of any subsequent breach or default, or as a waiver of any such rights or privileges hereunder.

**Article XIV. Severability**

If any provision of this Agreement shall be found invalid by a court of competent jurisdiction, such findings shall not affect the validity of the other provisions of this Agreement and the invalid provisions shall be deemed to have been severed here from.

**Article XV. Engaging in Other Services**

During the term of this Agreement, Armory Associates, LLC may operate as a consultant/advisor and provide services for other persons, trusts, associations, insurance companies, health plans or organizations and may engage in any other business or professional activity. If Armory Associates, LLC endeavors to provide services to another trust, association, or similar group whose members are likely members of the Client's employee benefits plan, Armory Associates, LLC agrees to give notice in advance to the Client. In furtherance, Armory Associates, LLC agrees not to act as an agent, broker, or administrator related to any activities associated with the Client. Armory Associates, LLC will act solely as an independent entity.

**Article XVI. Governing Law**

This Agreement shall be governed by and construed in accordance with the laws of the State of New York without reference to conflict of laws principles. No provision of this Agreement shall be applied or construed in any manner inconsistent with applicable federal or state laws and regulations. Notwithstanding the provisions of this section, the parties hereby agree that all standards with respect to the licensee and conduct of Armory Associates, LLC will be strictly governed by the laws of the State of New York.

**Article XVII. Entire Agreement**

This Agreement including the services offered and the attached rider set forth all promises, covenants, Agreements, conditions and understandings between the parties hereto supersedes all prior to contemporaneous Agreements, oral or written, except as herein contained. This Agreement may not be modified other than by an Agreement in writing signed by each of the parties hereto.

**Article XVIII. Titles Not to Affect Interpretation**

Titles of paragraphs contained in this Agreement are inserted for the convenience of reference only. They neither form a part of this Agreement, nor are they used in construction or interpretation thereof.

**IN WITNESS WHEREOF**, the parties hereto have caused this Agreement to be executed by the undersigned officers' thereunto duly authorized as of the day and year first above written.

**Dated:** The \_\_\_\_\_ day of \_\_\_\_\_ 2021

By:.....

**Damon R. Hacker, ASA, MAAA  
Vice President, Chief Actuary  
Armory Associates, LLC  
120 Walton Street, Suite 601  
Syracuse, NY 13202-1138**

Accepted: CEWW BOCES

By:.....

Title:.....

Dated.....2021

## SERVICES OFFERED

The services to be provided as part of this agreement include a complete OPEB Liability Study compliant with Statement No. 75 of the Governmental Accounting Standards Board (GASB) for the CEWW BOCES and Participating Employers, hereinafter referred to as the "Client". The services include:

### GASB 75 Actuarial Services

#### **Full GASB 75 Actuarial Valuation Services:**

1. A complete demographic analysis of the Client's current covered employees, retirees, and their dependents.
2. Analysis of Plan Provisions.
3. Development of per capita claims costs.
4. Calculation of the Total OPEB Liability and Net OPEB Liability as of the Measurement date utilizing the discount rate as of the Measurement Date.
5. Determination of the Changes in the Total OPEB Liability.
6. Determination of the OPEB Expense.
7. Calculation of the Deferred Inflows and Outflows of Resources.
8. Calculation of (+/-)1% for the Discount Rate and Health Care Trend Rate.
9. Provide a Schedule of Changes in the Employer's Total OPEB Liability and Related Ratios.
10. A compilation of a comprehensive report including the following:
  - a. Results of the Study.
  - b. A description of the plan provisions, including groups covered and benefits valued.
  - c. A description of the Actuarial methods, including the actuarial funding method.
  - d. A description of the Actuarial Assumptions.
  - e. A description of the data used in the valuation, including age/service distribution table(s).
11. Actuarial certification, including indication of compliance with Actuarial Standards of Practice No. 41 "Actuarial Communications" and American Academy of Actuaries "Prescribed Proposal of Actuarial Opinion"

## **GASB 75 Interim Year Update Actuarial Valuation Services:**

1. Calculation of the Total OPEB Liability and Net OPEB Liability as of the Measurement date utilizing the discount rate as of the Measurement Date.
2. Determination of the Changes in the Total OPEB Liability.
3. Determination of the OPEB Expense.
4. Calculation of the Deferred Inflows and Outflows of Resources.
5. Calculation of (+/-)1% for the Discount Rate and Health Care Trend Rate.
6. Provide a Schedule of Changes in the Employer's Total OPEB Liability and Related Ratios.
7. A compilation of a comprehensive report including the following:
  - a. Results of the Study.
  - b. A description of the plan provisions, including groups covered and benefits valued.
  - c. A description of the Actuarial methods, including the actuarial funding method.
  - d. A description of the Actuarial Assumptions.
  - e. A description of the data used in the valuation, including age/service distribution table(s).
8. Actuarial certification, including indication of compliance with Actuarial Standards of Practice No. 41 "Actuarial Communications" and American Academy of Actuaries "Prescribed Proposal of Actuarial Opinion"

## **ENC. 7**

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

1. Jennifer Pummell, Teacher Aide/Student Aide, Effective January 19, 2021
2. Madison Bedard, Teacher Aide/Student Aide, Effective January 23, 2021
3. Kristena Hebert, Employment & Training Counselor, effective February 23, 2021

## **ENC. 8**

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

1. Rhona Stoffel, Special Education Teacher, unpaid leave of absence, effective February 12, 2021 through June 25, 2021
2. Henry Aguilar, Lifeguard, unpaid leave of absence, effective February 12, 2021 through April 16, 2021
3. Tara Gonyea, Teacher Aide/Student Aide, unpaid medical leave of absence, effective March 11, 2021 through March 31, 2021

## **ENC. 9**

Recommend that the Board grant Tenure to the following person(s):

1. Whitney Gagnier, Teaching Assistant, Effective January 12, 2021
2. Ellen Supinski, Special Education Teacher, Effective January 22, 2021
3. Melissa Slagenweit, Teaching Assistant, Effective June 15, 2021
4. Andrea Christensen, Teaching Assistant, Effective June 15, 2021

## **ENC. 10**

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

1. Name: Paulina Geoffroy  
Tenure Area: Teaching Assistant  
Position: Teaching Assistant  
Effective Date: January 25, 2021  
Tentative Tenure Date: January 25, 2025  
Certification Status: Teaching Assistant Level 1  
Annual Base Salary: \$ 23,751  
Prorated Salary: \$12,469.30

(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. 11**

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

1. Name: Juliana Baker  
Position: Teacher Aide/Student Aide  
Effective Date: February 8, 2021  
Tentative Permanent Date: February 8, 2022  
Annual Base Salary: \$17,844  
Prorated Salary: \$8,339.16

## **ENC. 12**

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

1. Marcie Frasier, Typist, effective April 14, 2016
2. Samuel Sanders, Employment & Training Assistant, effective December 17, 2019
3. Chester Woods, Custodial Worker, February 18, 2020
4. Sarah Agnew, Teacher Aide/Student Aide, effective September 1, 2020
5. Kristin Brandon, Teacher Aide/Student Aide, effective December 9, 2020

## **ENC. 13**

Recommend that the Board approve the following person(s) to a Temporary Appointment for the 2020-21 school year:

1. Name: Michael Magee  
Position: Teaching Assistant  
Effective Date: February 4, 2021 – June 30, 2021  
Certification Status: Uncertified  
Annual Base Salary: \$23,751  
Prorated Salary: \$11,519.22
2. Name: Fay Cheney  
Position: Vehicle Mechanical Repair Teacher  
Effective Date: March 8, 2021 – June 30, 2021  
Certification Status: Uncertified  
Annual Base Salary: \$43,468  
Prorated Salary: \$16,300.50  
Prorated Salary: \$26,080.80

## **ENC. 14**

Recommend that the Board approve the following Additional Work for the 2020-21 School Year:

Stipend Positions, compensation per collective bargaining agreement  
Nicole Gillespie Employee Mentor

## **ENC. 15**

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>
Jacob Cummings	Teacher Aide/Student Aide
Madison Bedard	Teacher Aide/Student Aide

## **ENC. 16**

Recommend that the Board approve the following Volunteer(s) for the 2020-21 school year:

ISC  
Dana Sherwood Richards  
Theodore Santaniello

**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:** February 1, 2021  
**RE:** February 2021 Board Report

**NYSED ANNOUNCES DIGITAL EQUITY SUMMITS**

The Board of Regents and NYSED will convene a series of [Digital Equity Summits](#) to establish a shared understanding of digital inequity in the state and create a joint vision for achieving digital equity. The summits will bring together education, government, community, and business partners from across the state to develop recommended next steps in the short-term and long-term involving business, industry, community organizations, and all levels of government to benefit students and their families.



The Digital Equity Summits will take place **February 5 and March 8** from 10:00 AM to 1:00 PM and will include presentations by national speakers and breakout discussions. Participants will take part in facilitated small group discussions, sharing their ideas, expertise and experiences. A third summit will be held in June. From these discussions, the Department will:

- Compile data and use an equity lens for analysis.
- Identify existing and developing solutions that can serve as exemplars for digital equity work.
- Identify opportunities for systems and policy change.

The Board and Department will share the results of this work in a report, which will be made available to stakeholders and can be used as a blueprint for continued change. The final report will identify barriers to achieving digital equity and contain recommendations for action at federal, state, regional, local and organizational levels.



Each summit will have multiple discussion sessions and facilitated breakout groups. The Department is reaching out to leaders in education, government, community, and business with expertise in digital equity to participate in the summit. The summit's opening and closing sessions will be streamed live on the [Department's website](#).

The first Digital Equity Summit will feature national keynote speaker Rebecca F. Kauma, the Economic and Digital Inclusion Program Manager for The City of Long Beach, CA. Ms. Kauma is a passionate diversity, racial equity and inclusion (DEI) professional with extensive program and project management, community engagement and strategic planning expertise. Some of Rebecca's digital inclusion efforts include launching a multilingual Digital Inclusion Resources Hotline to help connect Long Beach residents with a variety of resources and services, including computers, low-cost Internet services and computer literacy training. Rebecca is the recipient of the 2020 Digital Equity Champion Award by the National Digital Inclusion Alliance (NDIA), a national award that recognizes outstanding leadership and dedication in advancing digital equity and inclusion and addressing the digital divide. Rebecca has a Master's Degree in Public Administration (MPA) with an emphasis on Healthcare Policy from American University School of Public Affairs. She received her Bachelor of Science Degree in Health Administration (BSHA) from California State University, Northridge.

The Digital Equity Summits are supported in part with federal Coronavirus Aid, Relief, and Economic Security (CARES) Act funds allocated to the New York State Library by the Institute of Museum and Library Services (IMLS).

For more information on the summits, please visit our [Digital Equity Summit website](#).

## **PROPOSED FEDERAL WAIVERS FOR STATE ASSESSMENTS AND ACCOUNTABILITY REQUIREMENTS NOW AVAILABLE FOR PUBLIC COMMENT**

Two draft federal waiver requests related to state assessment and accountability requirements are now available for public comment. The Department is accepting comments through February 5 and stakeholders are encouraged to fill out a brief companion survey. The full text of each proposed waiver is posted on [NYSED's ESSA webpage](#).

The first waiver request seeks to waive state testing requirements at the elementary, middle, and high school levels. This waiver would also allow the Department to administer the New York State English as a Second Language Achievement Test (NYSELSAT) only to those English Language Learners who are able to attend school in person at least some days of the week.

The Department's second waiver request seeks to eliminate the requirement to assign a Level 1 to 4 to each accountability subgroup for each indicator for which a school or district is accountable or identify schools for improvement in fall 2021 based on 2020-21 school year results. Separate from the waiver, NYSED will seek an amendment to New York's approved ESSA plan that would allow certain schools that are currently identified for improvement but made progress based on 2018-19 school year results to petition for removal from improvement status based on modified 2020-21 school year exit criteria.

Upon approval of these waivers by USDE, NYSED will seek an additional waiver from certain ESSA reporting requirements pertaining to assessments and accountability.

Comments on the draft waivers may be emailed to [ESSAComments@nysed.gov](mailto:ESSAComments@nysed.gov) with “ESSA Comments from (sender/organization name)” in the subject line. Comments will be accepted through February 5, 2021. In addition, stakeholders are encouraged to fill out a brief survey regarding the 2020-21 school year student assessment and school accountability processes.

In February, NYSED will present a summary of the public comments received on the two draft waiver requests to the Board of Regents. If the waivers are approved by the USDE, the Department will propose to the Board of Regents that it adopt such amendments to Commissioner’s Regulations to implement the waivers.

### **GOVERNOR CUOMO ALLOWS FOR HIGH RISK SPORTS OR BE PLAYED, IF APPROVED LOCALLY**

On January 22, 2021, Governor Cuomo announced that effective February 1, 2021, participants in higher-risk sports and recreation activities may partake in individual or distanced group training and organized no/low-contact group training and may partake in other types of play, including competitions and tournaments, only as permitted by their local health authority.

New York State’s [Interim Guidance For Sports And Recreation During The Covid-19 Public Health Emergency](#) categorizes sports and recreation activities as lower risk, moderate risk, and higher-risk. Wrestling, football, ice hockey, basketball, contact lacrosse, competitive cheer/dance and volleyball are among the sports categorized as higher-risk. The information contained in this document is specific to these higher-risk sports sponsored by K-12 schools.

In developing a plan, local county health officials considered several factors, including but not limited to:

- Local rates of SARS-CoV-2 transmission or rate of positivity. LHDs are not able to estimate the effective reproduction number (Rt), which characterizes the COVID-19 transmission rate. While NYSDOH no longer publishes Rt estimates, the Department of Biostatistics at the [Harvard Chan School of Public Health publishes county-level Rt estimates](#) based on publicly available NYSDOH data.
- Percent Positivity can also be used as an indicator of transmission in a community. The percent positive will be high if the number of positive tests is too high, or if the number of total tests is too low. NYSDOH publishes [county level percent positivity data](#) daily.
- The identification of COVID-19 variants in the area. NYSDOH’s Wadsworth Center performs specialized testing (sequencing) of the COVID-19 virus. In general, this specialized testing is not performed by hospital or commercial laboratories. If a more transmissible variant is predominating in a community, the Rt and percent positivity can be expected to increase.

The counties are working together to advocate to NYSDOH to establish an enhanced surveillance system to identify variants that, while not having increased transmissibility, feature other concerning

mutations (e.g., increased severity of disease, decreased vaccine efficacy). Each county will conduct unannounced audits regarding adherence to the minimum requirements. Failure to comply will result in approval for the given district's/school's team being rescinded.

Data serve an important role in informing efforts to prevent and reduce public health risks. Every day, studies are released to help answer critical questions about COVID-19. But given the large number and different types of studies being released, it can be difficult to stay on top of the latest research. The subject matter experts from the LHDs will work together and with the healthcare providers in our communities to evaluate the latest information in COVID-19 epidemiology, clinical treatment and management, and laboratory science. If this information or factors identified by CDC or NYSDOH threaten COVID-19 control and mitigation efforts, we will rapidly act in unison to ensure the health and safety of student-athletes, coaches, teachers, parents and our communities.

**The State's decision to permit higher-risk sports and recreation activities does not mean that their risk has changed.** Any time people are gathered, there is a risk of exposure to COVID-19, which can lead to serious medical conditions. Symptomatic and asymptomatic individuals can spread the virus. Masking, distancing, and other mitigation measures reduce, but do not eliminate risk. Further, there is a risk of transmission to those in the home of an infected student-athlete.

At present, it cannot be predicted who will become severely ill, although older people and those with underlying health conditions are at higher-risk. The long-term effects of COVID-19 are not known; even people with mild cases may experience long-term complications.

Schools, players, parents, and coaches should understand that social interactions outside of an actual practice or competition (e.g., not wearing cloth face coverings in locker rooms or during transportation) are also potential pathways of transmission among student-athletes. Regarding clusters of COVID-19 cases among athletes, at this time, there is insufficient data to determine whether transmission is more likely to have occurred because of the nature of a given sport or because of the social factors and environment surrounding the athletes and teams.

One recent study summarized COVID-19 transmission associated with a [high school wrestling tournament](#), in which masks were not worn (consistent with AAP guidance since a mask may become a choking hazard). While another recent study summarized the experience of the [National Football League](#) and found that indoor unmasked activities, ridesharing in personal vehicles, and eating and drinking in close proximity were of particular risk.

Ultimately, the decision falls on parents/guardians to decide whether they will allow their children to participate.

Champlain Valley

EDUCATIONAL SERVICES

Plattsburgh/Satellite Campus - P.O. Box 455, Plattsburgh, NY 12901
Mineville Campus - P.O. Box B, Mineville, NY 12956
OneWorkSource - 194 U.S. Oval, Plattsburgh, NY 12903
www.cves.org

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

friedman\_michele@cves.org
Plattsburgh Main Campus, 518-561-0100 FAX 518-561-0494
Mineville Branch Campus, 518-942-6691 FAX 518-942-3368
Satellite Branch Campus, 518-561-0100 FAX 518-324-6620
OneWorkSource, 518-561-0430 FAX 518-324-3379

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: February 1, 2021
RE: February 2021 Board Report

February is National CTE Month!

CV-TEC's Career & Technical Education (CTE) Programs provide rigorous and relevant career pathways that engage students; develop their academic, technical and employability skills; and include opportunities for work-based learning and mentorship. By delivering skills for further education and the workplace through flexible and creative models, CTE holds the key to ensuring students can achieve their full potential and develops a prepared workforce that can respond to local and regional economic needs. CV-TEC will be celebrating National CTE Month with multiple events and celebrations of exemplary student work and outstanding instruction. Virtual 3-D tours of our campuses as well as virtual meetings have been prepared and scheduled for prospective students and families in the community.



CELEBRATE TODAY, OWN TOMORROW!

Vocational Education vs. Career and Technical Education
'THEN' vs 'NOW' comparison table
CAREER AND TECHNICAL EDUCATION



**CV-TEC Plattsburgh Campuses Seamlessly Shifts to Level 4 Remote Learning**

The CV-TEC Plattsburgh Campuses shifted to a Level 4 Remote Learning model from Monday, January 11, 2021 through Friday, January 29, 2021. CV-TEC Faculty, staff, and students were prepared for the shift and exceptional instruction continued without interruption. Student attendance continued to be strong despite the shift to remote learning.

**Level 4 Attendance Rates:**


CV-TEC (Main) daily attendance % rate (AAs) = 89%

CV-TEC (Main) daily attendance % rate (BBs)= 91%

CV-TEC (Sat) daily attendance % rate (AAs) = 91%

CV-TEC (Sat) daily attendance % rate (BBs) = 95%

CV-TEC Plattsburgh Campuses will resume Level 3 In-Person (Hybrid) instruction on Monday, February 1, 2021.



## Level 4

**REMOTE MODEL 1**

- **ALL** students learning remotely from home.
- Staff instructing remotely **from school**

### LEVEL 4 & 5 STUDENT EXPECTATIONS

- Students are required to be in remote class from 9AM -2:30 PM on days the cohort is in session
- Live sign-in for students is expected at 9:00 a.m. into M.S. Teams platform
- Daily master schedule will be followed
- Student and CTE teacher will have the same 30-minute lunch period

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>LEVEL 4 &amp; 5</b>  <b>AA/BB</b>	<b>Cohort A Remote All Day</b>  <i>(Cohort B Scheduled at Home school)</i>	<b>Cohort A Remote All Day</b>  <i>(Cohort B Scheduled at Home school)</i>	<b>No Students On-Site</b>  <b>Staff 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 Remote All Day</b>  <i>(Cohort A Scheduled at Home school)</i>	<b>Cohort B Remote All Day</b>  <i>(Cohort A Scheduled at Home school)</i>
<b>Students 9:00-2:30</b>  <b>Teachers 8:30 -3:00</b>	<b>Remote Instruction as per Master Schedule and CTE Schedule</b>  <ul style="list-style-type: none"> <li>• CTE</li> <li>• Integrated Academics</li> <li>• Specialized Academics</li> <li>• WBL</li> <li>• Clinicals</li> </ul> Lunch Student/Faculty	<b>Remote Instruction as per Master Schedule and CTE Schedule</b>  <ul style="list-style-type: none"> <li>• CTE</li> <li>• Integrated Academics</li> <li>• Specialized Academics</li> <li>• WBL</li> <li>• Clinicals</li> </ul> Lunch Student/Faculty	<b>Students Work Virtually / Not Onsite</b>  MANDATORY CTE PROGRAM OFFICE HOURS 9-10:30 AM  <ul style="list-style-type: none"> <li>• Make-up Sessions</li> <li>• Parent Contact</li> <li>• Absentee Follow-up</li> <li>• Supplemental Support</li> <li>• Teacher Collaboration</li> <li>• Microsoft Teams Uploads</li> <li>• Teacher Mtgs</li> </ul> Lunch Office Hours <small>*Documentation to Building Principal/Supervisor</small>	<b>Remote Instruction as per Master Schedule and CTE Schedule</b>  <ul style="list-style-type: none"> <li>• CTE</li> <li>• Integrated Academics</li> <li>• Specialized Academics</li> <li>• WBL</li> <li>• Clinicals</li> </ul> Lunch Student/Faculty	<b>Remote Instruction as per Master Schedule and CTE Schedule</b>  <ul style="list-style-type: none"> <li>• CTE</li> <li>• Integrated Academics</li> <li>• Specialized Academics</li> <li>• WBL</li> <li>• Clinicals</li> </ul> Lunch Student/Faculty

Updated January 7, 2021



## Career Technical Education & Learner Achievement

Learners enrolled in Career Technical Education (CTE) are increasingly high performers, with higher than average graduation rates and impressive postsecondary enrollment rates. Yet the greatest value comes when learners are engaged in both high-quality CTE programs of study and a rigorous academic course load.

### CTE & High School Graduation

- The graduation rate for CTE concentrators is about 95 percent, approximately 10 percentage points higher than the national average.<sup>1</sup> Forty-seven states and Washington, D.C. report higher graduation rates for secondary CTE learners than for all learners.<sup>2</sup>
- A 2016 study in Arkansas found that learners who concentrated in a CTE program of study were 21 percentage points more likely to graduate from high school than their non-CTE peers.<sup>3</sup> Further, learners in Arkansas who took just one more CTE course than their peers had a seven percentage point higher likelihood to graduate high school within four years.<sup>4</sup>
- Additionally, 88 percent of CTE completers in Washington graduated high school compared to 79 percent of all students.<sup>5</sup>
- In Massachusetts, learners who were admitted to a vocational/ technical high school had a nearly 100 percent probability of graduating on time compared to a rate of about 60 percent for learners who just missed the admission cutoff and attended traditional high schools.<sup>6</sup>

### CTE & Academic Achievement

- Forty-five percent of learners say CTE courses provide them with real-world examples that help them better understand academic classes.<sup>7</sup>

### Local Snapshot: Advanced Technologies Academy -- Las Vegas, Nevada

CTE programs hold learners to high standards, enabling them to be successful in college and careers. In the Architectural Design program at Advanced Technologies Academy (A-TECH) in Las Vegas, Nevada, learners get rigorous coursework in mechanical and architectural drafting, pursue work-based learning experiences and earn free college credits for CTE classes. Originally developed to prepare learners to meet the growing demand for skilled workers in Las Vegas's architecture, engineering and construction industries, the program has since been streamlined to align with the advanced curriculum offered through the University of Las Vegas. Learners in the program get exposure to hands-on learning experiences that prepare them for postsecondary education, training and careers.



As a result of A-TECH's rigorous curriculum and high standards, 100 percent of learners graduated from the program in 2015. All of them either enrolled in postsecondary education or entered the workforce after graduating. Additionally, 92 percent of learners graduated with college credit.



92%

Enrolled in Postsecondary Education



100%

Entered Industry-Recognized Employment



100%

Attended a Postsecondary Institution



100%

Enrolled in Postsecondary Education or Entered the Workforce

[https://cte.careertech.org/sites/default/files/ATECH\\_Final-2.pdf](https://cte.careertech.org/sites/default/files/ATECH_Final-2.pdf)



Learning that works for America

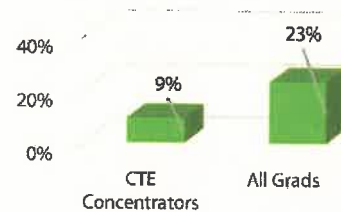
## CTE<sup>®</sup>

- Early evidence shows that learners engaged in high-quality CTE, like *programs of study*, do have higher achievement in academic subjects, such as English.<sup>8</sup>
- In Indiana, about 85 percent of CTE concentrators pass the state Algebra exam, compared to about 68 percent of all learners.<sup>9</sup>

### CTE & College Preparation

- Between 1990 and 2009, the percent of CTE learners completing a “college-prep” curriculum increased significantly. In fact, 60 percent of graduates who took between two and four CTE courses completed a college-prep course load compared to 56 percent of all high school graduates.<sup>10</sup>
- CTE completers have a significantly higher ACT composite score than their general academic counterparts, scoring four percentage points (or 1.45 test points) higher.<sup>11</sup>
- Eighty-six percent of high school graduates nationwide who concentrated in CTE programs in 2004 went on to enroll in postsecondary education;<sup>12</sup> more than half earned a degree.<sup>13</sup>
- Among learners who do enroll in college, each additional course credit from an advanced vocational class increases their chances of graduating by nearly 2 percentage points.<sup>14</sup>
- Learners in California who completed coursework in conjunction with career concentration work had test scores that equaled or exceeded their “college prep” peers, had higher GPAs in college, and were less likely to drop out of their first year of college<sup>15</sup>
- In Indiana, CTE concentrators were less than half as likely to need remedial education in college as their peers.<sup>16</sup>

First Year College Learners Needing Remedial Education in Indiana



<sup>1</sup> <https://perkins.ed.gov/pims/DataExplorer/Performance> and <https://www.edweek.org/ew/section/multimedia/data-us-graduation-rates-by-state-and.html>

<sup>2</sup> [https://s3.amazonaws.com/PCRN/uploads/Perkins\\_RTC\\_2014-15.pdf](https://s3.amazonaws.com/PCRN/uploads/Perkins_RTC_2014-15.pdf)

<sup>3</sup> <https://edexcellence.net/publications/career-and-technical-education-in-high-school-does-it-improve-student-outcomes>

<sup>4</sup> <https://muse.jhu.edu/article/738163/pdf>

<sup>5</sup> <http://reportcard.ospi.k12.wa.us/CTEPerkins.aspx?domain=CTE&groupLevel=District&schoolId+=1&reportLevel=State&yrs=2016-17&year=2016-17> and <http://www.k12.wa.us/DataAdmin/PerformanceIndicators/GraduationRates.aspx>

<sup>6</sup> [https://www.mitpressjournals.org/doi/full/10.1162/EDFP\\_a\\_00224](https://www.mitpressjournals.org/doi/full/10.1162/EDFP_a_00224)

<sup>7</sup> <https://www.schools.utah.gov/file/90b29938-2f20-4a47-a2e9-de818ebfd9c9>

<sup>8</sup> [http://www.nrccte.org/sites/default/files/publication-files/nrccte\\_mature\\_pos\\_final.pdf](http://www.nrccte.org/sites/default/files/publication-files/nrccte_mature_pos_final.pdf)

<sup>9</sup> <http://www.doe.in.gov/sites/default/files/cte/17-state-cte-career-readiness-report-final-3-3-17.pdf>

<sup>10</sup> [http://s3.amazonaws.com/PCRN/docs/NACTE\\_FinalReport2014.pdf](http://s3.amazonaws.com/PCRN/docs/NACTE_FinalReport2014.pdf)

<sup>11</sup> [https://scholarworks.unr.edu/bitstream/handle/11714/5705/Michaels\\_unr\\_0139D\\_12813.pdf](https://scholarworks.unr.edu/bitstream/handle/11714/5705/Michaels_unr_0139D_12813.pdf)

<sup>12</sup> <https://nces.ed.gov/pubs2018/2018043.pdf>

<sup>13</sup> <https://nces.ed.gov/surveys/ctes/tables/h131.asp>

<sup>14</sup> <https://www.educationnext.org/depth-over-breadth-value-vocational-education-u-s-high-schools/>

<sup>15</sup> <https://www.cde.ca.gov/ci/ct/gi/cteschoolleaderfacts.asp>

<sup>16</sup> <https://www.in.gov/gwc/files/2014-indiana-cte-achievements-report-fall-2014.pdf>

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**ADVANCE** CTE  
State Leaders Connecting Learning to Work





## CTE Prepares Learners for the Future of Work

### What is the Future of Work?

The world is at the start of the Fourth Industrial Revolution, which is characterized by merging of new technologies in the physical, digital and biological worlds and the infusion of these technologies into nearly every facet of work and life.<sup>1</sup> New technologies are rapidly emerging and evolving, including artificial intelligence, robotics, big data analytics and the Internet of Things. The speed of change in the Fourth Industrial Revolution is taking place at an exponential pace, and the changes will have a significant impact on nearly every industry.<sup>2</sup>

In many ways, the future of work is already here. The COVID-19 (coronavirus) pandemic has accelerated the pace of technological change, as many industries have quickly adopted remote work technology at scale and some companies are considering automation to protect workers' health and increase efficiencies.<sup>10</sup> Today and into the future, Career Technical Education (CTE) plays a strong role in equipping learners with the foundational, transferrable skills they will need for future jobs and the shifting work opportunities ahead.

### How Will the Future of Work Change Employment?

As these new technologies become more extensively used in the workplace, one common concern is how these technologies will impact jobs and workers. The increased adoption of new technologies is likely to have mixed effects: some jobs will be lost because of automation, but the greater shift is likely the ways in which tasks within jobs will change as humans increasingly work alongside and in collaboration with new technologies.

- Routine and predictable tasks or work activities are most susceptible to automation, as machines and artificial intelligence typically are able to complete these tasks more efficiently than humans.<sup>11</sup>
- Up to 50 percent of work activities could be automated in the near future, and 25 percent of jobs face a high level of disruption from automation.<sup>12,13</sup>
- Occupations that may face the greatest levels of disruption from automation include office support, food service, production work, and customer service and retail sales.<sup>14</sup>

### Selected Fourth Industrial Revolution Technologies:

- **Artificial Intelligence:** The simulation of human intelligence in machines that are programmed to think like humans and mimic their actions.<sup>3</sup>
- **Automation:** The use of technology to reduce the level of human activity needed to complete a particular task by replacing or augmenting labor.<sup>4</sup>
- **Big Data Analytics:** The process of examining big data (large and varied data sets) to uncover information that organizations can use to make informed business decisions.<sup>5</sup>
- **Internet of Things:** Electronic devices that are not traditional computing devices, but are connected to the internet to send data, receive instructions or both.<sup>6</sup>
- **Machine Learning:** A subset of artificial intelligence in which a computer program is "trained" to respond to a particular input in a certain way, with a focus on recognizing patterns in data.<sup>7,8</sup>
- **Robotics:** A branch of technology that deals with physical robots, which are programmable machines that are usually able to carry out a series of actions autonomously or semi-autonomously.<sup>9</sup>





Learning that works for America

**CTE**

- Jobs with tasks that are highly susceptible to automation are disproportionately held by people of color and people with disabilities.<sup>15</sup>
- Many workers will likely need to shift to performing different tasks, particularly tasks machines are less capable of doing, rather than losing their jobs altogether.<sup>16</sup>
- New jobs will be created: by one estimate, 8 to 9 percent of labor demand in 2030 will be in new occupations that do not yet exist; another estimate suggests that 27 percent of all jobs globally in 2022 will be entirely new.<sup>17,18</sup>

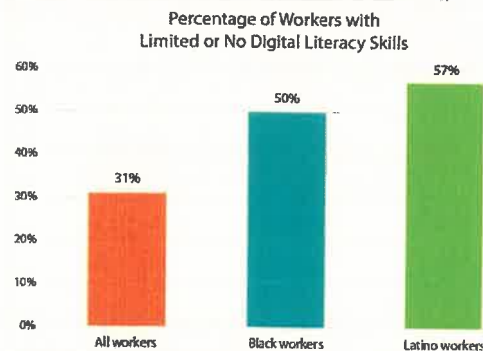
### Skills Needed for the Future of Work

While there is not consensus on the magnitude of the impact from new technologies being infused into the workplace, it is clear that workers will require a different set of skills to be successful in the future of work. Recent research by Burning Glass and the Business-Higher Education Forum identified a set of foundational skills that will be critical to workers' success in the Fourth Industrial Revolution and the new digital economy:

- **Human skills:** Critical thinking, creativity, communication, analytical skills, collaboration and relationship building;
- **Digital building block skills:** Analyzing and managing data, software development, computer programming, and digital security and privacy; and
- **Business enabler skills:** Project management, business process, communicating data and digital design.<sup>19</sup>

These new foundational skills will be required across a wide swath of occupations. Demand for these skills increased by an average of 32 percent from 2013 to 2018. Further, the number of jobs that will require "hybrid" skills, or a combination of skills that have not previously been found in the same job, is also increasing. More than 12 percent of jobs in 2018 were highly hybridized, and through 2030 these jobs are projected to grow twice as fast as other jobs.<sup>20</sup> Jobs that require a high level of hybridized skills are typically highly resistant to automation.

However, there are inherent equity challenges in preparing individuals for the future of work, as not all population groups possess the same foundational set of skills. Recent research shows that 31 percent of American workers today have limited or no digital literacy skills, and workers of color are disproportionately affected by digital literacy skill gaps.<sup>21</sup> Among Black workers, 50 percent have limited or no digital literacy skills, and 57 percent of Latino workers have limited or no digital literacy skills.



Source: National Skills Coalition, 2020.

<https://n.nationalskillscoalition.org/resources/publications/file/Digital-Skills-Racial-Equity-Final.pdf>

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State Leaders Connecting Learning to Work



## CTE and the Future of Work

CTE provides a strong pathway for learners to prepare for the future of work by:

- Equipping learners with real-world skills, such as entrepreneurial and employability skills, that are foundational and transferrable across rapidly shifting sectors and work activities;
- Placing learners on a path to postsecondary credential attainment that translates into high-skill, high-wage and in-demand occupations;
- Bringing business and industry to the table to ensure that CTE programs are relevant and future-focused;
- Closing achievement and opportunity gaps by placing an intentional focus on equity and providing each learner with an opportunity for career success;
- Supporting learners' efforts to upskill through programs of study that support stackable and short-term credentials of value; and
- Encouraging partnerships between K-12, postsecondary and industry through program of study frameworks.

## Leveraging State Policy to Prepare for the Future of Work

In recent years a handful of states, including California, Indiana, New Jersey and Washington, launched task forces and commissions to prepare their residents for the future of work. Many of these bodies have identified policy recommendations to help current and future workers develop skills they will need in the future.<sup>22,23,24,25</sup> While these states' task forces and commissions identified and recommended policy responses that are related to skill development, none of the recommendations explicitly mentioned the role of CTE in preparing learners for the future of work. State CTE leaders can engage with state workforce and economic development leaders who are leading future of work efforts and highlight the valuable role of CTE in preparing learners and future workers with the skills they will need to be successful in a rapidly evolving future workplace.

<sup>1</sup> <https://www.weforum.org/focus/fourth-industrial-revolution>

<sup>2</sup> <https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/>

<sup>3</sup> <https://www.investopedia.com/terms/a/artificial-intelligence-ai.asp>

<sup>4</sup> <https://www.aspeninstitute.org/publications/automation-and-a-changing-economy-the-case-for-action/>

<sup>5</sup> <https://searchbusinessanalytics.techtarget.com/definition/big-data-analytics>

<sup>6</sup> <https://www.networkworld.com/article/3207535/what-is-iiot-the-internet-of-things-explained.html>

<sup>7</sup> <https://blog.robotiq.com/whats-the-difference-between-robotics-and-artificial-intelligence>

<sup>8</sup> <https://blog.robotiq.com/robot-vision-vs-computer-vision-whats-the-difference>

<sup>9</sup> <https://blog.robotiq.com/whats-the-difference-between-robotics-and-artificial-intelligence>

<sup>10</sup> <https://www.weforum.org/agenda/2020/05/the-future-of-work-is-here-5-ways-to-reset-labour-markets-after-coronavirus-recovery/>

<sup>11</sup> <https://www.brookings.edu/research/automation-and-artificial-intelligence-how-machines-affect-people-and-places/>

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- <sup>12</sup> <https://www.mckinsey.com/featured-insights/future-of-work/jobs-lost-jobs-gained-what-the-future-of-work-will-mean-for-jobs-skills-and-wages>
- <sup>13</sup> <https://www.brookings.edu/research/automation-and-artificial-intelligence-how-machines-affect-people-and-places/>
- <sup>14</sup> <https://www.mckinsey.com/featured-insights/future-of-work/the-future-of-work-in-america-people-and-places-today-and-tomorrow>
- <sup>15</sup> <https://www.aspeninstitute.org/publications/automation-and-a-changing-economy-the-case-for-action/>
- <sup>16</sup> <https://www.mckinsey.com/featured-insights/future-of-work/jobs-lost-jobs-gained-what-the-future-of-work-will-mean-for-jobs-skills-and-wages>
- <sup>17</sup> <https://www.mckinsey.com/featured-insights/future-of-work/jobs-lost-jobs-gained-what-the-future-of-work-will-mean-for-jobs-skills-and-wages>
- <sup>18</sup> [http://www3.weforum.org/docs/WEF\\_Future\\_of\\_Jobs\\_2018.pdf](http://www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf)
- <sup>19</sup> <https://www.burning-glass.com/research-project/new-foundational-skills/>
- <sup>20</sup> <https://www.burning-glass.com/research-project/hybrid-jobs/>
- <sup>21</sup> <https://m.nationalskillscoalition.org/resources/publications/file/Digital-Skills-Racial-Equity-Final.pdf>
- <sup>22</sup> <https://www.labor.ca.gov/wp-content/uploads/2020/04/CA-Future-of-Work-Update-on-Progress-April-2020.pdf>
- <sup>23</sup> <https://www.aspeninstitute.org/blog-posts/creating-a-future-of-work-commission/>
- <sup>24</sup> <https://fowtf.innovation.nj.gov/index.html#about>
- <sup>25</sup> <https://www.wtb.wa.gov/wp-content/uploads/2019/12/Future-of-Work-2019-Final-Report.pdf>



**CVES MISSION**

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

To: Dr. Mark Davey, District Superintendent  
From: Matt Slattery, Director of Special Education  
Date: February 2021  
Re: Board of Cooperative Educational Services Report

**Successful Pivot to Remote Instruction, Jan. 11-29**

Remote instruction is not ideal for our students, staff, or our families. Since July, we have laid the groundwork to be better prepared for this instructional model, compared to the sudden urgency that Spring of 2020 delivered. As a result, **we could not be prouder of our faculty and staff.** They were able to easily shift to remote learning with increased expectations, participation, and rigor across all programs. Instruction and support have been provided via whole group, small group as well as individualized instruction, making for very busy days for all staff. One-to-one para-professionals have played an essential role and have actively been working with their students and the class as a whole. Student improved connectivity and accessibility, through secured grants with our partnership with the United Way, as well as staff training, and experience has resulted in uninterrupted educational programming.

**Level 4**  
**REMOTE MODEL 1**  
• ALL students learning remotely from home.  
• Staff instructing remotely from school

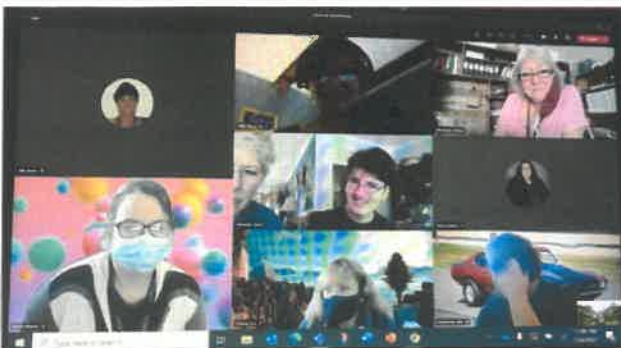
**STUDENT PARTICIPATION EXPECTATIONS**

- Participation in live instruction via Teams, online forum, chat log, or discussion thread
- Completion and submission of assignments
- Participation in a related service teletherapy
- Participation in progress monitoring activities

**SAMPLE REMOTE INDIVIDUALIZED STUDENT SCHEDULE**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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 Video (1:1)	10 a.m. Math Activity via TEAMS Video (1:1)	10 a.m. ELA Activity via TEAMS Video (1:1)	10 a.m. Math Activity via TEAMS Video (1:1)	10 a.m. Group Activity via TEAMS Video (1:1)
9 AM Classroom TEAMS/Peer Movement Break	9 AM Classroom TEAMS/Peer Movement Break	9 AM Classroom TEAMS/Peer Movement Break	9 AM Classroom TEAMS/Peer Movement Break	9 AM Classroom TEAMS/Peer Movement Break
11:30PT Session via TEAMS Video	11:30 AM Individual Work, TEAMS Video (1:1)	11:30PT Session via TEAMS Video	11:30PT Session via TEAMS Video	11:30PT Session via TEAMS Video
9 AM Classroom TEAMS/Peer Independent Activity	1 pm. ELA Activity via TEAMS video (small groups)	1 pm. PE Instruction TEAMS Video (class)	1 pm. ELA Activity via TEAMS Video (small groups)	9 AM Classroom TEAMS/Peer Independent Activity
1:30 pm. Speech via TEAMS Video (1:1)	2 pm. SEL Activity via TEAMS Video (class)	1:30pm. Speech via TEAMS Video (1:1)	2 pm. SEL Activity via TEAMS Video (class)	1 pm. - Standing Parent Phone Call
2 pm. Office Hours to Support Student Learning/ Communication via TEAMS	2:30 p.m. Office Hours to Support Student Learning/ Communication via TEAMS	2 pm. Office Hours to Support Student Learning/ Communication via TEAMS	2:30 p.m. Office Hours to Support Student Learning/ Communication via TEAMS	2 pm. Office Hours to Support Student Learning/ Communication via TEAMS

The below pictures and narratives support this excellent work and speaks to the professionalism of our #CVESSTRONG group.

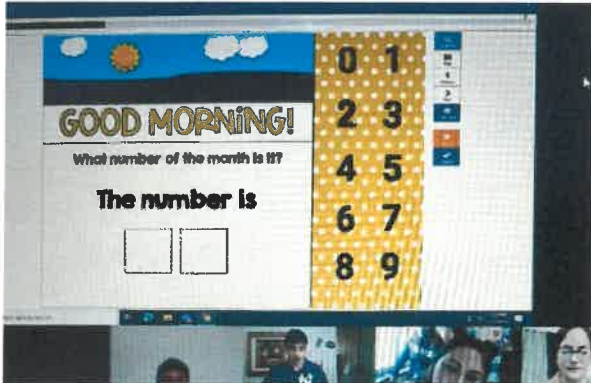


***Life Skills Program:** Students in Ms. Ellen Supinski's class enjoy daily "remote social hour." Students and staff spent time catching up, sharing laughs, and engaging in social conversation. Many classes in the Academic/Behavior and Life Skills programs have integrated a socialization time into their remote schedules to help students stay connected with their peers while they are home.*

**Academic Program:** staff members from Mrs. Haley's class are utilizing the new breakout room feature from Microsoft Teams to connect with students in small groups. Students attend a whole group lesson together, then can connect either 1:1 or in a small group for differentiated instruction. Students and staff are enjoying this new feature and say it encourages more participation and individualized instruction while students are learning remotely.



**Autism Program:** students in our Autism Program have had a smooth transition to remote learning. They have participated more and have been far more successful with remote learning than in the spring. Parents have been receptive to



helping students participate in related services and multiple academic sessions daily, including both individual and group lessons. The staff have come together to support students – teachers, TAs and paraprofessionals have been running lessons and going above and beyond the tasks that they are asked to do (i.e. participating in various training opportunities, assisting with tasks within the building, supporting related service providers, cleaning the classrooms and preparing materials/programs for when the students

return.

**Related Service Providers:** Many of our related service providers have shared an overwhelming consensus of improvement with remote learning this time around. Although challenges still exist with managing individual student and family needs on a case-by-case basis, RSPs are delighted that the rate of engagement has significantly increased. Many of our providers were able to be proactive and practice remote learning while students were still in-person, to prepare for a successful shift to learning from home. That opportunity to practice, in advance of the shift, was of extreme benefit in increasing the success rate of engaging our students remotely.

### **TCI Refresher Training Goes Remote**

The additional challenges of the pandemic have impacted how we plan and provide PD. As a division that provides specialized instruction for students with moderate to intense disabilities, it is important that our faculty and staff receive ongoing professional development to hone skills and practices that are essential and specific to our highly specialized programming. Trainings like Therapeutic Crisis Interventions Systems (TCIS) – how do we provide this essential training to maintain staff certification and for new employees during this remote era? Currently, our on-staff trainers have done an excellent job of collaborating with Cornell University, which allowed them to get creative to provide this training. To the right, is a picture from a TCIS 2-Hour Refresher training on January 27, 2021.



## Partners in Transition Ready for Additional Space in Sibley Hall

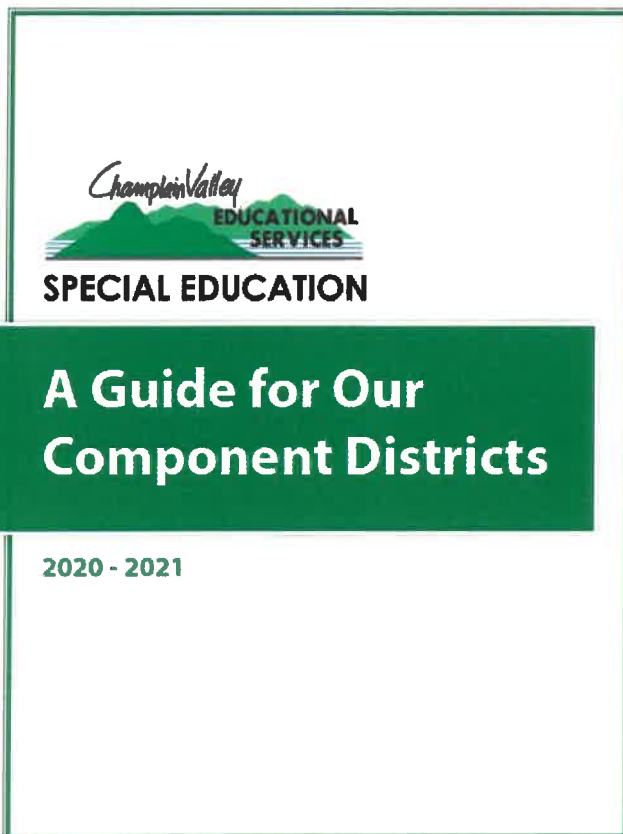
The Partners in Transition Community Pre-Vocational program located on the SUNY Plattsburgh campus is excited to return to Sibley Hall in 2021. Thanks to our partnership with the college, our adult services program was able to deliver in-person services through the fall, in a temporary space located in Redcay Hall. This was important, because it allowed us to deliver continued in-person services in adherence with all COVID safety protocols. Now, thanks to the college, we were able to secure an additional classroom space in Sibley Hall for this Spring semester. This allows us to return to our home base, Sibley, utilizing the additional resources within the building that makes this program so special.



## NEW PUBLICATION: A Guide for Our Component Districts

Recently, we completed a professional guide for our component districts. This guide is a direct result of conversations had with each component district when I came onboard last February. As a customer service-oriented organization and based on our component district's feedback, our goal was to put consistent expectations and procedures into place, and to then better communicate these to the school communities we serve. Inside you will find:

- Our philosophy and commitment to specializing in Trauma Transformed practices to better serve our students.
- Consistent processes with communication, IEP development, CSE meetings, etc... across both campuses.
- Descriptions of programs offered.
- And active links for enrollment forms.



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