

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 MARCH 10, 2021,
PROPOSED EXECUTIVE SESSION AT 6:30 P.M. – MEETING TO FOLLOW

Public participants may use the following WebEx Address: <https://bit.ly/3b3LFOI>

Or by calling 1-408-418-9388 Meeting number (access code): 129 899 5766

- | | |
|-----------|--|
| No Action | 1. CALL TO ORDER: BOARD PRESIDENT <ol style="list-style-type: none">a. The Pledge of Allegianceb. Roll Call of Board Membersc. Introduction of All Present |
| No Action | 2. EXECUTIVE SESSION |
| No Action | 3. INTRODUCTION OF ALL PRESENT |
| No Action | 4. OPINIONS AND CONCERNS FROM THE AUDIENCE |
| No Action | 5. CAPITAL PROJECT UPDATE
--Dr. Mark Davey, Mr. Eric Bell & SchoolHouse Construction Services, LLC |
| Action | 6. MINUTES OF PREVIOUS MEETING <ol style="list-style-type: none">a. February 10, 2021 Monthly Meeting Minutes (Enc. 1) |
| Action | 7. CONSENT AGENDA FINANCIAL <ol style="list-style-type: none">a. Certification of Warrant (Enc. 2)b. Treasurer's Report (Enc. 3)c. Donation (Enc. 4)d. Special Aid Fund Project (Enc. 5)e. Budget (Enc. 6)f. Budget Increases (Enc. 7)g. Cooperative Purchasing Alliance (Enc. 8)h. Network Equipment Bid (Enc. 9)i. Internal Audit Requirement Exemption (Enc. 10)j. Independent Auditor Appointment/Management Letter (Enc. 11) |
| No Action | 8. OLD BUSINESS <ol style="list-style-type: none">a. Committees
--Audit Committee Meeting Highlights – December 9, 2020 (Info. Only) (Enc. 12) |
| Action | 9. CONSENT AGENDA PERSONNEL <ol style="list-style-type: none">a. Resignation for the Purpose of Retirement (Enc. 13)b. Resignations (Enc. 14)c. Leave of Absence (Enc. 15)d. Tenure Appointments (Enc. 16)e. Four-Year Probationary Appointment (Enc. 17)f. Civil Service Probationary Appointment (Enc. 18)g. Permanent Appointments (Enc. 19) |

- Action h. Temporary Appointment (Enc. 20)
- Action i. Additional Work (Enc. 21)
- Action j. Substitutes (Enc. 22)

10. BOARD OF COOPERATIVE EDUCATIONAL SERVICES

- Action a. Memorandum of Agreement with CVES United Professionals Unit (Enc. 23)
- Action b. Memorandum of Agreement with CVES United Professionals Unit (Enc. 24)

11. NEW BUSINESS

- No Action a. None this month

No Action 12. STRATEGIC PLAN UPDATE -- Dr. Mark Davey

No Action 13. DISTRICT SUPERINTENDENT'S UPDATE

No Action 14. OTHER

No Action 15. NEXT BOARD MEETING

Wednesday, April 14, 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 16. REPORTS FROM DIRECTORS (Enc. 25)

Action 17. 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

March 10, 2021	Board Meeting – Remote via Webex – 6:30 p.m
March 25, 2021 TBD	CV-TEC Open House – Plattsburgh – 6:00 p.m.
March 30, 2021 TBD	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 – Instructional Services Center, Plattsburgh 5:00 p.m.
May 12, 2021	Board Meeting – Instructional Services Center, Plattsburgh – 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 approve the Draft Minutes from the February 10, 2021 Monthly Board Meeting. (attached)

ENC. 2

Recommend that the Board approve the Certification of Warrant for February 2, 2021 to March 1, 2021. (attached)

ENC. 3

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

ENC. 4

Recommend that the Board approve the following Donation:

1. For the Student Stipend Fund:

United Way (December 2020)	198.12
United Way (January 2020)	<u>198.12</u>
TOTAL	- \$ 396.24

ENC. 5

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

1. High School Equivalency Test Administration special aid fund project, in the amount of \$7,397, for the period of January 1, 2021 through December 31, 2021. (CV-TEC)
2. Pre-ETS (Employment Transition Services) for Students with Disabilities special aid fund project, in the amount of \$300,000, for the period of January 1, 2021 through December 31, 2021. (Special Education)
3. Core Rehabilitation Services (CRS) special aid fund project, in the amount of \$308,642, for the period of January 1, 2021 through December 31, 2021. (Special Education)

ENC. 6

Recommend that the Board approve the following Budget:

1. Itinerant (ITIN) Speech and Language budget in the amount of \$2,575 for the remainder of the 2020/2021 School Year to accommodate an increase in services from AuSable Valley School District. (Co-Ser 302 – Special Education)

ENC. 1

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

DATE: February 10, 2021
KIND OF MEETING: Regular Board Meeting
PLACE: Remote Via Webex Event (Video & Transcription will be available on CVES Website upon completion)

Board Members Present:

Larry Barcomb
Leisa Boise
Linda Gonyo-Horne
Richard Harriman, Sr.
Richard Malaney
Ed Marin
Thomas McCabe (*joined 6:40 pm*)
Bruce Murdock (*joined 6:40 pm*)
Lori Saunders
Doug Spilling
Michael St. Pierre

Board Members Absent:

Patricia Gero
Evan Glading
Donna LaRocque
Scott Thurber

Others Present:

Teri Calabrese-Gray
Michele Friedman
Matthew Slattery
Eric Bell
Alex St. Pierre

Executive Officer:

Dr. Mark C. Davey

Board Clerk:

Meaghan Rabideau

MEETING
TO ORDER

Board President St. Pierre called the meeting to order at 6:31 p.m.

EXECUTIVE
SESSION

Mr. Harriman, Sr. moved, seconded by Mrs. Boise, that the Board go into Executive Session at 6:33 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 began by discussing several confidential personnel matters, including a potential Title IX matter under investigation. Second, updates were provided on the search underway for the CVES' Assistant Superintendent vacancy. Third, updates were given involving the CVES' Capital Project and fourth, several labor relations topics were reviewed including the recommended hiring timeline for a new service director. Lastly, several CVES' Interscholastic Athletics Co-Ser topics were discussed.

Note: Bruce Murdock and Thomas McCabe, Board Members, joined the meeting at 6:40 p.m.

Mr. Murdock moved, seconded by Mr. Barcomb that the Board come out of Executive Session at 7:19 p.m. All Board Members present voted yes—motion carried.

OPINIONS AND CONCERNS

Mrs. Linda Gonyo-Horne, Board Member, thanked Dr. Davey for attending a recent Kiwanis Club meeting and providing an update on the CVES Capital Project. She also thanked those that helped with the PPT Presentation and with construction photos.

STRATEGIC PLAN MID-YEAR UPDATE

Dr. Davey first reviewed the progress made during CVES' seventh year of Strategic Planning improvement efforts, including throughout the Pandemic and the additional work required this year. He acknowledged that CVES' Mineville Yandon-Dillon campus has maintained in-person/hybrid instruction since the start of the school year and that the Plattsburgh Campuses have been mostly in-person/hybrid this year. He emphasized that CVES is working and teaching differently in new and innovative ways. He thanked and praised the entire staff, health professionals, O & M, support staff and administrators for their part with continued success this year. Next, each of the CVES Directors and Assistant Superintendents gave divisional updates of their numerous initiatives and continued progress for the current school year. All noted the shift in focus due to the Pandemic and how they have grown and learned exponentially from the challenges. Dr. Davey then thanked the entire team and the CVES Board for all their work and continued leadership to support the Strategic Plan initiatives moving forward. Mrs. Gonyo-Horne, Board member, inquired about the status of CVES' diversity initiative. Dr. Davey responded by noting initial conversations with SUNY Plattsburgh to support this initiative had occurred at the start of the year for planned trainings and workshops. Due to COVID-19, CVES' response has slowed with the emphasis on health and safety, maintaining our schools with in-person/hybrid instruction and supporting the emotional well-being and health of our staff and students. Continued implementation of this initiative and CVES' other priority areas will be the continued focus for the second half of the year.

AUDIT COMMITTEE UPDATE

Mr. Eric Bell provided an update from the Audit Committee meeting held earlier this evening. He shared that the Audit Committee recommends proceeding with the mandate relief measure and not conduct an internal audit for the 2020-21 school year. This action is recommended to be on the Board agenda for approval in March. An audit will be done in-house and will be provided to the Audit Committee once completed. Reserve balances were also reviewed by the Committee including the TRS reserve fund and the Employee Benefit Accrued Liability Reserve. Lastly, Mr. Bell shared that the Comptroller's Audit of CVES has been placed on pause but is expected to resume this Spring. The next Audit Committee meeting will be held on May 12, 2021 at 5:00 p.m. at the Instructional Services Center in Plattsburgh.

CAPITAL PROJECT UPDATE

Dr. Davey commended CVES' continued Capital Project work underway with our Construction Team and CVES working closely together. Mr. Eric Bell provided the Board with photos showing the ongoing progress of the Satellite Campus South Building renovations and addition. Mr. Bell indicated that both first and second shift contractors have been working which has enforced the timeliness of work being completed. Construction has had a focus on the structural integrity which

ensures that both the internal and external components of the building lasts for years to come.

BOARD BUDGET
PRESENTATION

Dr. Davey began the Budget presentation by thanking all Board members and the CVES team for their hard work in preparing the Draft CVES 2021-22 Proposed Budget. Next, Dr. Davey then reviewed the 2021-22 budget development factors that directly affect the proposed budget (School District Tax Cap; Health Insurance Premium Increases, Salary Increases and Negotiations; Fringe Benefit Rates for TRS & ERS; Overall Resident Weighted Average Daily Attendance (RWADA) Change; and lastly the Governor's Executive Budget for 2021-22). Mr. Bell then reviewed and explained "draft" proposed costs summaries for each division as well as highlighting areas for each division with significant impacts on the budget. Reimbursement of surplus and BOCES aid was emphasized by Dr. Davey as incentivized for shared services which is an important and critical part of providing equity for students across the state for programs and services. Finally, the budget next steps were reviewed including that the CVES Budget presentation will be given to our component districts on February 12th.

Mr. Harriman Sr. moved, seconded by Mrs. Gonyo-Horne that the Board grant approval to have the 2021-22 CVES Educational Program and Fiscal Plan printed to share with Component School Districts. All Board Members present voted yes – motion carried.

PREVIOUS
MINUTES

Mr. Murdock moved, seconded by Mrs. Saunders to approve the minutes of the January 13, 2021 monthly Board meeting as presented. All Board Members present voted yes—motion carried.

CONSENT
AGENDA
FINANCIAL

Mr. Harriman Sr. moved, seconded by Mr. Spilling 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 January 5, 2021 to February 1, 2021, as presented.

TREASURER'S
REPORT

Approve the Treasurer's Reports from December 31, 2020 as presented.

DONATION

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.

PROFESSIONAL
SERVICES
AGREEMENT

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)

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

**CONSENT
 AGENDA
 PERSONNEL**

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

**RESIGNATIONS
 PUMMEL,
 BEDARD, HEBERT**

Accept 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

**LEAVES OF
 ABSENCE
 STOFFEL,
 AGUILAR,
 GONYEA**

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

**TENURE
 APPOINTMENTS
 GAGNIER,
 SUPINSKI,
 SLAGENWEIT,
 CHRISTENSEN**

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

FOUR-YEAR
PROBATIONARY
APPOINTMENT
GEOFFROY

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

1. Paulina Geoffroy, Teaching Assistant, Effective January 25, 2021, Annual Base Salary of \$23,751, Prorated Salary of \$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).

CIVIL SERVICE
PROBATIONARY
APPOINTMENT
BAKER

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

1. Juliana Baker, Teacher Aide/Student Aide, Effective February 8, 2021, Annual Base Salary of \$17,844, Prorated Salary of \$8,339.16.

PERMANENT
APPOINTMENTS
FRASIER,
SANDERS,
WOODS, AGNEW,
BRANDON

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

TEMPORARY
APPOINTMENT
MAGEE, CHENEY

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

1. Michael Magee, Teaching Assistant (uncertified), Effective February 4, 2021 – June 30, 2021, Annual Base Salary of \$23,751, Prorated Salary of \$11,519.22.
2. Fay Cheney, Vehicle Mechanical Repair Teacher (uncertified), Effective March 8, 2021 – June 30, 2021, Annual Base Salary of \$43,468, Prorated Salary of \$16,300.50.

ADDITIONAL
WORK

Approve the following Additional Work for the 2020-21 school year:

Stipend Positions, compensation per collective bargaining agreement

Nicole Gillespie Employee Mentor

SUBSTITUTES

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

VOLUNTEERS

Approve the following Volunteer(s) for the 2020-21 school year:

ISC

Dana Sherwood Richards
Theodore Santaniello

RESIGNATION
FOR THE PURPOSE
OF RETIREMENT
MCCARTNEY

Mr. Marin moved, seconded by Mrs. Saunders, that the Board approve the following letter of resignation for the purpose of retirement:

1. James McCartney, Principal, effective August 16, 2021. All Board Members present voted yes—motion carried.

Dr. Davey and Mrs. Friedman acknowledged Mr. James McCartney, Principal of the Plattsburgh Satellite Campus on his upcoming retirement this summer. They thanked him for his nearly 20 years of excellent service and dedication to CVES, our students and community and that he will be incredibly missed by all. Mr. St. Pierre, Board President wished him well in retirement as did several other Board members.

LEAVE OF
ABSENCE
BENWAY

Mr. Murdock moved, seconded by Mr. Harriman Sr., that the Board approve the following leave(s) of absence:

1. Chelsea Benway, Teaching Assistant, September 2, 2020 through June 25, 2021, for the purpose of accepting a temporary teaching position. All Board Members present voted yes—motion carried.

TEMPORARY
APPOINTMENT
BENWAY

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

1. Chelsea Benway, Special Education Teacher (uncertified), Effective September 2, 2020 – June 25, 2021, Annual Base Salary of \$43,468. All Board Members present voted yes—motion carried.

FACILITATOR

Mr. Murdock moved, seconded by Mr. Marin, that the Board approve the following Facilitator(s) for the 2020-21 school year:

Facilitator, (\$30.00/hour)
Kristena Hebert

All Board Members present voted yes—motion carried.

DISTRICT SUPT.
UPDATE

Dr. Davey began the update by sharing the Instructional Status and COVID-19 Report Card Summary with the Board that provides information on each of the component school districts and CVES. Vaccinations remain a high priority and CVES continues to lead collaboration efforts with the County Health Departments to notify them of which school districts are still in need of vaccines. The Board

was then apprised of continued discussions on Interscholastic Sports proposed to begin mid-February and that the County DOHs, our component school districts and CVES' Matthew Walentuk are working together on plan proposals. Second, Dr. Davey and the Board discussed the option for a fully remote Board meeting in March and then will resume hybrid meetings in April in hopes that positive case numbers will continue to fall. Third, the Board was invited to attend the Legislative Breakfast via Webex on February 11th and to attend virtual Lobby Day meetings between CVES and Assemblyman Jones, Assemblyman Simpson and Senator Stec on February 26th. Lastly, Dr. Davey congratulated the new NYSED Commissioner of Education, Betty Rosa and wished her success in the newly appointed role and looks forward to continuing working with her.

EXECUTIVE
SESSION

Mr. Murdock moved, seconded by Mrs. Gonyo-Horne, that the Board go into Executive Session at 8:56 p.m., for the following reason: #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 the second Executive Session, the Board and District Superintendent discussed a letter of resignation related to a personnel matter.

Mr. Murdock moved, seconded by Mrs. Saunders that the Board come out of Executive Session at 9:00 p.m. All Board Members present voted yes—motion carried.

NEXT BOARD
MEETING

The next Board meeting will be held remotely via Webex on Wednesday, March 10, 2021. An anticipated Executive Session will begin at 6:30 p.m., with the monthly meeting to follow.

ADJOURNMENT

Mrs. Gonyo-Horne moved, seconded by Mr. Harriman, Sr. to adjourn the meeting at 9:01 p.m. All Board Members present voted yes—motion carried.

DRAFT

ENC. 2

MEMO

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

The following warrant claims were reviewed from February 2, 2021 to March 1, 2021:

<u>Warrant No. & Date</u>	<u>Check Information</u>	<u>Gross Total Amount</u>
W #32 - 02/05/2021	*Check Nos: 233883-233911** *ACH Payments: ACH000563-ACH000579	\$ 3,343,503.44
W #33 - 02/11/2021	*Check Nos: 233921-233978 *ACH Payments: ACH000580-ACH000600	\$ 956,789.92
W #34 - 02/18/2021	*Check Nos: 233979-234029** *ACH Payments: ACH000601-ACH000634	\$ 3,135,053.56
W #35 - 02/25/2021	*Check Nos: 234040-234089 *ACH Payments: ACH000635-ACH000639	\$ 219,619.92

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

IRS-EFTPS: PR #16- Wire #941-012921- Warrant #32;
PR #17- Wire #941-021221- Warrant #34;

Health Ins. Monthly: Wire #HINS-22021-Warrant #33;

Workers Comp Prem: Wire #WC-022031- Warrant #33;

NYS Promptax: PR #16- Wire #NYS-012921- Warrant #32;
PR #17- Wire #NYS-021221- Warrant #34;

Omni Financial Group: PR #17- Wire #OMN-021221- Warrant #33;
PR #18- Wire #OMN-022621- Warrant #35;

NYS Office of Comptroller ERS Retirement & Loans: PR#15&16-Wire #ERS-JAN21-Warrant #33;

Workers Comp. Admin. Fee : Ck # 1061

Health Insurance Consortium Payments:

2/8/21	\$ 1,211,527.50
2/16/21	\$ 531,961.63
2/22/21	\$ 1,375,411.38
3/1/21	\$ 1,939,678.10

PR #14- EOY-Recodes

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

Internal Claims Auditor
(Signature) _____



CC: Eric Bell
Christine Myers

Date	Warrant	Vendor #	Claim Audit Finding:	Summary Business Office Response:	Resolution/Options:
02/04/21	Pending W#32	9548	Missing Ok to Pay.	Will obtain Ok to Pay.	Removed from final warrant.
02/05/21	Final W#32				\$3,343,503.44
02/10/21	Pending W#33	14142	Purchase without Purchase Order issued.	Initial purchase requested was anticipated to be covered by an open Purchase Order for emergency PPE items. However, due to specialty of the items requested, cost was higher than expected and did not fit parameters of open Purchase Order. A separate Purchase Order had to be done after receipt of invoice and discussions with vendor to ensure they have Purchase Orders for all purchases. The Purchasing Agent will also re-review appropriate steps to take in emergency situations.	Approved for final warrant.
02/10/21	Pending W#33	137217895/ 14057	Invoices need to be listed separately on schedule along with credits.	Separated each invoice and credit.	Approved for final warrant.
02/11/21	Final W#33				\$956,789.92
02/17/21	Pending W#34	3996	Outdated travel form & incorrect address.	Will verify correct address and notify employee of updated travel form.	Removed from final warrant.
02/17/21	Pending W#34	14842	Outdated travel form.	Will inform employee of updated travel form.	Approved for final warrant.
02/17/21	Pending W#34	14270	Missing Accountants initials for coding.	Accountant stamp on back page because of working from home.	Approved for final warrant.
02/17/21	Pending W#34	14239	Invoice dated 9/3/2020, no monthly statement attached to claim.	Will have Accounts Payable request invoices for regular vendors to verify account balances.	Approved for final warrant.
02/18/21	Final W#34				\$3,135,053.56
02/24/21	Pending W#35	5420	Missing Ok to Pay.	Will obtain Ok to Pay.	Removed from final warrant.
02/24/21	Pending W#35	15230	Unit price is not the complete price.	Will verify correct pricing.	Removed from final warrant.
02/24/21	Pending W#35	15603	Address incorrect.	Will verify with vendor their correct address.	Removed from final warrant.
02/24/21	Pending W#35	3967	Invoice over 3 months old.	Receipts not sent to Accounts Payable. Identified as outstanding upon receipt of statement.	Approved for final warrant.
02/25/21	Final W#35				\$219,619.92

**CLINTON-ESSEX-WARREN-WASHINGTON BOCES
TREASURER'S REPORT - JANUARY 31, 2021**

I. CHECKING ACCOUNTS

	Cash Balance		Cash Receipts		Cash Disbursements		Cash Balance	
	December 31, 2020	January 31, 2021	January	Year To Date	January	Year To Date	January 31, 2021	Year To Date
<u>TD Bank - Depository</u>								
General Fund	\$ 5,042,478.71	\$ 4,458,241.44	\$ 2,547,024.83	\$ 31,569,597.40	\$ 3,131,263.10	\$ 30,613,914.23	\$ 4,458,241.44	\$ 30,613,914.23
Special Aid Fund	\$ (249,559.90)	\$ (224,112.12)	\$ 221,148.37	\$ 1,377,116.50	\$ 195,700.59	\$ 1,498,734.83	\$ (224,112.12)	\$ 1,498,734.83
Trust & Agency Fund	\$ 253,446.63	\$ 479,094.20	\$ 225,647.57	\$ 541,703.13	\$ 479,094.20	\$ 157,435.83	\$ 479,094.20	\$ 157,435.83
School Lunch Fund	\$ (119,593.23)	\$ 16,877.77	\$ 156,259.10	\$ 205,932.96	\$ 19,988.10	\$ 150,472.61	\$ 16,877.77	\$ 150,472.61
Capital Fund	\$ (314,142.91)	\$ (81,496.10)	\$ 232,646.81	\$ 268,160.65		\$ 797,574.15	\$ (81,496.10)	\$ 797,574.15
Private Purpose Trust Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<u>TD Bank - Operating</u>								
General	\$ 183,230.29	\$ 348,106.25	\$ 3,447,125.00	\$ 41,042,014.54	\$ 3,282,249.04	\$ 40,973,592.16	\$ 348,106.25	\$ 40,973,592.16
SAVINGS ACCOUNTS								
NYCLASS								
BOCES-Wide Capital Project	\$ 16,202,557.71	\$ 15,652,214.05	\$ 656.34	\$ 11,101.81	\$ 551,000.00	\$ 8,603,000.00	\$ 15,652,214.05	\$ 8,603,000.00
Trust Fund Non-Expendable	\$ 11,977.50	\$ 11,977.91	\$ 0.41	\$ 6.25		\$ -	\$ 11,977.91	\$ 6.25
Private Purpose Trust Fund	\$ 10,582.46	\$ 10,582.81	\$ 0.35	\$ 5.07		\$ -	\$ 10,582.81	\$ 5.07
TOTAL CASH ON HAND	\$ 21,020,978.26	\$ 20,671,286.21		\$ 75,015,638.31		\$ 82,794,723.81	\$ 20,671,286.21	\$ 82,794,723.81

II. RECONCILIATION TO BANK STATEMENTS

	January 31, 2021 Bank Balance	Add: Deposits in Transit	Less: Outstanding Checks	January 31, 2021 Cash Balance
TD BANK - MUNICIPAL CHECKING - OPERATING	\$ 797,887.81	\$ 190.00	\$ (449,971.56)	\$ 348,106.25
TD BANK - MUNICIPAL CHECKING - DEPOSITORY ACCOUNT	\$ 4,648,405.19	\$ -	\$ -	\$ 4,648,405.19
NYCLASS - SAVINGS, BOCES-WIDE CAPITAL PROJECT	\$ 15,652,214.05	\$ -	\$ -	\$ 15,652,214.05
NYCLASS - SAVINGS, KEITH BROADWELL SCHOLARSHIP	\$ 699.97	\$ -	\$ -	\$ 699.97
NYCLASS - SAVINGS, JONELLE MARIE BUCK SCHOLARSHIP	\$ 700.78	\$ -	\$ -	\$ 700.78
NYCLASS - SAVINGS, JWH SCHOLARSHIP	\$ 11,977.91	\$ -	\$ -	\$ 11,977.91
NYCLASS - SAVINGS, DONALD W. COGSWELL SCHOLARSHIP	\$ 1,169.67	\$ -	\$ -	\$ 1,169.67
NYCLASS - SAVINGS, SPELLING BEE SCHOLARSHIP	\$ 2.10	\$ -	\$ -	\$ 2.10
NYCLASS - SAVINGS, CV-TEC ALLIED HEALTH SCHOLARSHIP	\$ 8,010.29	\$ -	\$ -	\$ 8,010.29
TOTAL CASH ON HAND	\$ 20,671,286.21	\$ 75,015,638.31	\$ 82,794,723.81	\$ 20,671,286.21

GENERAL FUND INTEREST RECEIVED 7/01/20 - 1/31/2021 \$ 4,366.72
 CAPITAL FUND INTEREST RECEIVED 7/01/20 - 1/31/2021 \$ 11,101.81

Christine Myers
 Christine Myers, District Treasurer

3/3/21


DATED:

PREPARED BY:

CLINTON-ESSEX-WARREN-WASHINGTON BOCES
 EXTRACLASSROOM ACTIVITY FUND
 TREASURER'S REPORT

FOR THE PERIOD 01/01/2021 TO 01/31/2021

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
TOTAL	12,431.46	12,431.46	0.00	12,431.46	0.00	12,431.46


 COLBY SISKAVICH, EXTRACLASSROOM TREASURER
 3/3/21
 DATE

1/31/2021 Bank Balance \$ 12,431.46
 Add: Deposits in Transit \$ -
 Less: Outstanding Checks \$ 12,431.46

ENC. 7

Recommend that the Board approve the following Budget Increases:

1. William A. Fritz Cafeteria Fund Regular School Year budget from \$145,028 to \$291,517 for the 2020/2021 school year to accommodate the increase in meals being served. (Co-Ser C791 – School Lunch Fund)
2. Itinerant (ITIN) Guidance/Counseling budget from \$32,455 to \$35,570 for the 2020/2021 school year to accommodate increase in services from Northeastern Clinton School District. (Co-Ser 303 – Special Education)
3. Academic Programs Hospital Based budget from \$69,230 to \$71,484 for the 2020/2021 school year to accommodate the increase in services from various districts. (Co-Ser 441 – Special Education)

ENC. 8

Recommend that the Board approve the following resolution to participate in a Cooperative Purchasing Alliance:

Be it resolved that the Clinton-Essex-Warren-Washington Board of Cooperative Educational Services agrees to participate in the 1Government Procurement Alliance for the 2020/2021 school year.

ENC. 9

Recommend that the Board Award the bid for Network Equipment to the following vendor:

CDW Government LLC of Vernon Hills, IL for (1) Cisco Meraki MX450 Cloud Managed Security Appliance, (2) Cisco Meraki MX64 Cloud Managed Security Appliance, (19) Cisco Meraki Cloud Managed MS125-48LP Switch, (2) Cisco Meraki Cloud Managed MS125-24P-Switch, (5) Meraki MR76 WiFi 6 Ruggedized Outdoor AP, (3) Cisco Direct MR56-HW, (1) Cisco Meraki Advanced Security License LIC-MX450-SEC 5 Years, (2) Cisco Meraki Advanced Security License LIC-MX64-SEC 5 Years, (2) Cisco Meraki Enterprise Subscription Licenses LIC-MS125-24P 5 years, (93) Cisco Meraki Enterprise Cloud Controller Subscription License LIC-ENT 5 Years, (49) Cisco Meraki Enterprise Subscription License LIC-MS125-48LP 5 Years, (5) Cisco Direct MR36-HW Wireless Access Point, and (10) Cisco Direct MR46-HW Wireless Access Point for the total bid amount of \$100,875.

Notes:

- 1 additional vendor submitted a bid: FirstLight of Albany NY in the amount of \$142,811.26
- The total bid award of \$100,875 is 85% funded through the Schools and Libraries Universal Service Support Program (E-Rate).

ENC. 10

Recommend that the Board approve the following Internal Audit Requirement Exemption:

WHEREAS a mandate relief measure was enacted by New York State to exempt school districts from the requirement to maintain an internal audit function; and

WHEREAS Education Law Section 2116-B was amended to include language relative to this exemption; and

WHEREAS the New York State Education Department Office of Educational Management Services provided guidance indicating that BOCES can also partake in this exemption and created a Certification Form for BOCES to use in order to illustrate eligibility, and has indicated that this exemption applies to the 2021-22 school fiscal year; and

WHEREAS Clinton-Essex-Warren-Washington BOCES qualifies for this exemption for fiscal year 2021-22 based on completion of this form as prescribed by NYSED; and

WHEREAS the Audit Committee of the Clinton-Essex-Warren-Washington BOCES recommends the BOCES adopt this mandate relief measure and not conduct an internal audit for the 2021-22 school year; therefore

BE IT RESOLVED that the Clinton-Essex-Warren-Washington BOCES shall adopt the mandate relief measure and not conduct an internal audit for the 2021-22 school year.

ENC. 11

Recommend that the Board appoint West & Company, CPAs, PC, of Gloversville, NY, as the Clinton-Essex-Warren-Washington BOCES Independent Auditor for the 2020/2021 audits (to be conducted during the 2021/22 school year) and approve the engagement letter (attached). The fee for the 2020-2021 audit is \$16,500.

ENC. 12

Committees

December 9, 2020 Audit Committee Meeting highlights (informational) (attached)

ENC. 13

Recommend that the Board approve the following letter of resignation for the purpose of Retirement:

1. Jill Eklof, School Psychologist, effective December 18, 2021

ENC. 14

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

1. Shirley Lareau-Kemp, LPN Teacher, effective February 27, 2021
2. Shawna Deangelo, Allied Health Teacher, effective March 27, 2021



apedrick@westcpapc.com
(518) 587-5111 ext. 226

Elmer J. Washburn, CPA
Larry J. Sheeler, CPA
Trisha L. Rogers-Byrns, CPA
John P. Sawitzki, CPA
Michael W. Rossi, CPA
Amy M. Pedrick, CPA
Jill M. Thaisz, CPA

Robert F. Thaisz, CPA
1951-2014

February 2, 2021

**To the Audit Committee of the Board of Education
Clinton-Essex-Warren-Washington Counties
Board of Cooperative Educational Services
PO Box 455
518 Rugar Street
Plattsburgh, NY 12901**

We are pleased to confirm our understanding of the services we are to provide the Clinton-Essex-Warren-Washington Counties Board of Cooperative Educational Services for the year ended June 30, 2021. We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the related notes to the financial statements, which collectively comprise the basic financial statements, of the Clinton-Essex-Warren-Washington Counties Board of Cooperative Educational Services as of and for the year ended June 30, 2021. Accounting standards generally accepted in the United States of America provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the Clinton-Essex-Warren-Washington Counties Board of Cooperative Educational Services' basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the Clinton-Essex-Warren-Washington Counties Board of Cooperative Educational Services' RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by U.S. generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

- 1) Management's Discussion and Analysis.
- 2) Schedules of Revenues, Expenditures and Changes in Fund Balance - Budget (Non-GAAP Basis) and Actual-General Fund.
- 3) Schedule of Changes in Total Other Post-employment Benefits Liability and Related Ratios.
- 4) Schedule of the Local Government's Proportionate Share of the Net Pension Liability.
- 5) Schedule of Local Government Contributions.

**GLOVERSVILLE
OFFICE**

97 North Main St., PO Box 1219
Gloversville, NY 12078-0354

PHONE: 518.725.7127
FAX: 518.725.7835

**SARATOGA SPRINGS
OFFICE**

60 Railroad Place, Suite 302
Saratoga Springs, NY 12866

PHONE: 518.587.5111
FAX: 518.587.0029

www.westcpapc.com

We have also been engaged to report on supplementary information other than RSI that accompanies the Clinton-Essex-Warren-Washington Counties Board of Cooperative Educational Services' financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America, and we will provide an opinion on it in relation to the financial statements as a whole, in a report combined with our auditors' report on the financial statements:

- 1) Schedule of Expenditures of Federal Awards.
- 2) Analysis of Account A431 - School Districts.
- 3) Schedule of Revenues, Expenditures and Encumbrances - Compared to Budget - General Fund.
- 4) Schedule of Capital Projects Fund - Project Expenditures and Financing Resources.
- 5) Net Investment in Capital Assets.

Audit Objectives

The objective of our audit is the expression of opinions as to whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. The objective also includes reporting on—

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the President and the Other Members of the Board of Education of the Clinton-Essex-Warren-Washington Counties Board of Cooperative Educational Services. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

Audit Procedures—General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste and abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, an unavoidable risk exists that some material misstatements or noncompliance may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

Audit Procedures—Internal Control

Our audit will include obtaining an understanding of the government and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the Clinton-Essex-Warren-Washington Counties Board of Cooperative Educational Services' compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the Clinton-Essex-Warren-Washington Counties Board of Cooperative Educational Services' major programs. For federal programs that are included in the 2019 Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the 2019 Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on the Clinton-Essex-Warren-Washington Counties Board of Cooperative Educational Services' compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Other Services

We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of the Clinton-Essex-Warren-Washington Counties Board of Cooperative Educational Services in conformity with U.S. generally accepted accounting principles and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, schedule of expenditures of federal awards, and related notes services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

Management Responsibilities

Management is responsible for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

Management is also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including identification of all related parties and all related-party relationships and transactions, (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance, (3) additional information that we may request for the purpose of the audit, and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements, or abuse that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

With regard to the electronic dissemination of the audited financial statements, including financial statements published electronically on your website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

You agree to assume all management responsibilities relating to the financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We understand that your employees will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditors' reports or nine months after the end of the audit period.

We will provide copies of our reports to the BOCES; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of WEST & COMPANY CPAs PC and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to your regulator or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of WEST & COMPANY CPAs PC's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by your regulator. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

To the Audit Committee of the Board of Education
Clinton-Essex-Warren-Washington Counties Board of Cooperative Educational Services
Page Seven

We expect to begin our audit on approximately May 15, 2021 and to issue our reports no later than October 15, 2021. Amy M. Pedrick, CPA is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

Our fee for these services will not exceed \$16,500. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

You have requested that we provide you with a copy of our most recent external peer review report and any subsequent reports received during the contract period. Accordingly, our 2017 peer review report accompanies this letter.

We appreciate the opportunity to be of service to the Clinton-Essex-Warren-Washington Counties Board of Cooperative Educational Services and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,



Amy M. Pedrick

RESPONSE:

This letter correctly sets forth the understanding of Clinton-Essex-Warren-Washington Counties Board of Educational Services.

Signature: _____

Title: Board President / District Superintendent

Date: _____



Report on the Firm's System of Quality Control

December 29, 2017

To the Shareholders of WEST & Company CPAs PC and the Peer Review Committee of the New York State Society of Certified Public Accountants

We have reviewed the system of quality control for the accounting and auditing practice of WEST & Company CPAs PC (the firm) in effect for the year ended June 30, 2017. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under Government Auditing Standards, including a compliance audit under the Single Audit Act; and an audit of an employee benefit plan.

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of WEST & Company CPAs PC in effect for the year ended June 30, 2017, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. WEST & Company CPAs PC has received a peer review rating of *pass*.


Sciarabba Walker & Co., LLP
Ithaca, New York

ENC. 12

Champlain Valley Educational Services Audit Committee - Meeting Minutes December 9, 2020 - 5:00 p.m., Instructional Services Center

Present: Richard Harriman, Sr., Audit Committee Member
Donna LaRocque, Audit Committee Member
Thomas McCabe, Audit Committee Member (Remote)
Eric Bell, Assistant Superintendent for Management Services
Dr. Mark Davey, District Superintendent (Remote)
Christine Myers, BOCES Treasurer (Remote)

Meeting began at 5:07 p.m.

1. Approved the minutes from October 14, 2020 Audit Committee Meeting

Motion to approve (Richard Harriman, Sr., 1st, Donna LaRocque 2nd)

2. Corrective Action Plan

Eric Bell reviewed the findings in the June 30, 2020 Financial Audit – Management Letter. The process is to prepare a Corrective Action Plan to address the findings contained therein and submit to NYS Office of the State Comptroller once approved by the board.

The first finding relates to year-end surpluses/deficits in Co-Sers. As part of our budgeting process, every Co-Ser is reviewed regularly throughout the year, and depending on current variables, different Co-Sers may perform differently every year. We evaluate, monitor, and adjust Co-Sers accordingly with changing participation/enrollment levels. For example, in 2019-2020, our Health Insurance/Workers Compensation Coordination Co-Ser ended the year in an expected negative. This was anticipated due to additional mid-year costs that were necessary but not covered by the original budget. The situation was discussed with Chief School Officers and a plan was put in place to offset the deficit against projected surpluses in our administrative budget for that year, instead of increasing the charge to districts, while making the costs aidable for districts. However, inherent in BOCES budgeting process, unanticipated variables do not always make it possible to ensure every co-ser comes out in a surplus. We continuously monitor these situations throughout the year and make adjustments, when possible, in future budgets to manage the surpluses and deficits accordingly.

Mr. Bell clarified for Mrs. LaRocque that surpluses and deficits are not transferred to/from other Co-Sers. These are reviewed in whole to ensure that when a Co-Ser does experience a deficit that the surpluses in other Co-Sers will offset it at the end of the year, to maintain an overall surplus to each district.

The second finding discussed was new for this year's audit and related to maintenance of personnel files. The Employee Services team is currently working to improve the personnel files to ensure consistency is maintained throughout. They are also working with WinCap, our accounting and human resource software, and speaking with other BOCES to find ways to improve our personnel records and gain operational efficiencies.

Motion to approve the June 30, 2020 Corrective Action Plan for Board approval
(Richard Harriman, Sr. 1st, Donna LaRocque, 2nd)

3. NYS Office of the State Comptroller (OSC) Audit Update

The NYS OSC notified management Services on October 19, 2020 that CEWW BOCES had been selected for audit. At that time, NYS OSC noted that the audit would not likely begin until after the new year. However, on December 8th, we were notified that auditors had been assigned and they would begin audit fieldwork in the next week or two. The lead auditor is returning from previous audits of the BOCES, and the second auditor is new to the OSC. The collection of data has already begun, as the auditors will be working remotely, with additional requests to audit files off-site. There are no significant areas of concern at this time from Management Services, and, the Audit Committee will updated as the audit progresses.

4. Next meeting is February 10, 2021, 5:00 p.m., ISC, Plattsburgh

5. Meeting adjourned at 5:30 p.m.

ENC. 15

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

1. Jean Gonyo, Teaching Assistant, November 30, 2020 through March 8, 2021, for the purpose of accepting a temporary teaching position.

ENC. 16

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

1. Amanda Cole, Teaching Assistant, effective September 1, 2021
2. Allison Bola, Teaching Assistant, effective September 1, 2021
3. Nichole Strong, Speech & Hearing Teacher, effective September 1, 2021
4. Tanner Senecal, Culinary Arts Teacher, effective September 1, 2021

ENC. 17

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

1. Name: Lauren Heath
Tenure Area: Allied Health Instructor
Position: Allied Health Teacher
Effective Date: February 4, 2021
Tentative Tenure Date: February 4, 2025
Certification Status: Nurse's Assisting, 7-12 Trans A, certificate
Annual Base Salary: \$48,000
Prorated Salary: \$23,280

(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. 18

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

1. Name: Suezanne Chrisman
Position: Teacher Aide/Student Aide
Effective Date: March 11, 2021
Tentative Permanent Date: March 11, 2022
Annual Base Salary: \$17,844
Prorated Salary: \$6,545.79

ENC. 19

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

1. Stacey Smart, Registered Nurse, effective March 23, 2021

ENC. 20

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

1. Name: Jean Gonyo
Position: Special Education Teacher
Effective Date: November 30, 2020 through March 8, 2021
Certification Status: Uncertified
Annual Base Salary: \$43,468
Prorated Salary: \$14,561.78

ENC. 21

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

Stipend Position, compensation per collective bargaining agreement

Kevin Shaw Employee Mentor

ENC. 22

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>
Barbara Ero-O'Neil	Teacher Aide/Student Aide
Shannen Kelly	Teacher Aide/Student Aide (<i>pending fingerprint clearance</i>)
Adam Reda	Teacher (<i>pending fingerprint clearance</i>)
Gregory Demarse	Teacher
Denise Clothier	Teacher
Patricia McCartney	Principal

ENC. 23

Recommend that the Board approve the Memorandum of Agreement between Clinton-Essex-Warren-Washington Board of Cooperative Educational Services and Champlain Valley Educational Services United Professionals, Local 4807, NYSUT, AFT, AFL-CIO that acknowledges the reinstatement of accrued sick time.

ENC. 24

Recommend that the Board approve the Memorandum of Agreement between Clinton-Essex-Warren-Washington Board of Cooperative Educational Services and Champlain Valley Educational Services United Professionals, Local 4807, NYSUT, AFT, AFL-CIO that acknowledges the Statement of Continued Eligibility (SOCE) or subject area extension credential necessary to meet the BOCES' current placement needs (attached).

ENC. 24

**AGREEMENT BY AND BETWEEN
Champlain Valley Education Services
and the
Champlain Valley Educational Services United Professionals**

WHEREAS, the Champlain Valley Educational Services United Professionals (Association) and the Champlain Valley Educational Services (BOCES) are parties to a collective bargaining agreement that runs from July 1, 2019 through June 30, 2024, and

WHEREAS, the New York State Department of Education more clearly defined the appropriate credentials for special education teachers assigned to special classes, and

WHEREAS, current BOCES staff may lack the SOCE (statement of continued eligibility) or subject area extension credential necessary to meet the BOCES' current placement needs, and

WHEREAS, staff obtaining such credentials would improve the BOCES' ability to assign staff to various placements to best meet students' needs, and

WHEREAS, obtaining the credentials carries costs related to registration and coursework;

THEREFORE, THE PARTIES HEREBY AGREE TO THE FOLLOWING:

1. Affected staff who are interested in obtaining the additional credentials must signify in writing to the BOCES and be pre-approved by the administration to do so.
2. Those staff members who indicated their interest must apply for the appropriate credentials in their TEACH account and pay the \$100 application fee by the NYSED deadline of June 30, 2021. Staff must provide the BOCES proof of the application and its payment. The BOCES will reimburse staff the \$100 application fee.
3. Those staff who have completed #1 and #2, above, shall sign up for the workshops required to earn the credential. For those who did not require the workshop for their initial certificate, the BOCES will reimburse the full cost of any and all workshops needed to obtain the additional credential or provide the workshop at no charge to the employee. For reimbursement, a receipt of proof of completion and payment for the workshop is required to be provided to the BOCES. The workshops that may be needed for the credential include:
 - a) Child Abuse Identification and Reporting workshop
 - b) School Violence Intervention and Prevention workshop
 - c) 6-hour Dignity for All Students Act workshop
 - d) Autism workshop
4. For those staff members who did not require fingerprinting for their provisional teaching certificates, but who require it now under the changes noted above, the BOCES will reimburse the cost of fingerprinting. The receipt of proof of payment and fingerprinting is required for reimbursement.
5. This MOA only applies to pre-approved members applying by June 30, 2021 for additional credentials through NYSED due to lack of SOCE or subject area extension to meet the BOCES' current placement needs.

6. Members who leave employment with CVES within 3 years of receiving reimbursement as defined in this MOA, would be required to reimburse CVES 100% of reimbursements paid. This penalty would not apply to employees retiring from CVES with 10 or more years' experience in their position with CVES.
7. Reimbursements will be made to employees after all required receipts and proof of completion are received by CVES and the certification applied for is approved by NYSED.

DATED: February 10, 2021

FOR THE BOCES:

Dr. Mark C. Davey, District Superintendent

FOR THE ASSOCIATION:



Elizabeth Laudrie, President



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

NYSED SUBMITS FEDERAL WAIVERS FOR STATE ASSESSMENT AND ACCOUNTABILITY REQUIREMENTS TO U.S. DEPARTMENT OF EDUCATION

NYSED has submitted [two federal waiver requests](#) related to state assessment and accountability requirements. The waivers would allow the state to forego testing in 2020-21. These waiver requests address the unique circumstances caused by the ongoing pandemic that have resulted in many students receiving some or all of their instruction remotely. The full text of the submitted waiver requests is posted on [NYSED's ESSA webpage](#).

NYSED is requesting this waiver because we have determined the spring 2021 State assessments cannot be safely, equitably and fairly administered to all students across the State given how severely the pandemic has impacted the delivery of instruction to students and adversely affected their social and emotional well-being.

In view of what has transpired, we have determined that the Spring 2021 State assessments cannot be safely, equitably and fairly administered to students in schools across the State. Additionally, we believe that school instructional time would be best focused on supporting students in academics as well as social-emotional health rather than attempting to administer assessments to the limited population of students that are receiving in-person instruction.

As explained above, NYSED plans to make its spring 2021 ELP assessment available for administration to those ELLs who are able to attend school in person at least some days of the week so that they can demonstrate the progress they have made. NYSED has a robust data collection and reporting system that provides parents and the public with data on how students are achieving and progressing. This system is not limited to test result data and includes detailed information on student enrollment, attendance, course completion, and graduation as well as school climate. Additionally, the best source of information about student achievement

remains that which is provided by the LEA. NYSED will continue to require LEAs to report on student achievement as well as other important school-level variables.

Last month, [NYSED made the draft waiver requests available for public comment](#). The public was invited to share its opinion in two ways: either by submitting formal written comments to the Department via email or by completing a short, four question survey. Both the public comments and the survey results overwhelmingly support the Department's submission of both waiver requests.

SURVEY RESULTS: *Both the public comments and the survey results were overwhelmingly supportive of the Department submitting this waiver request. Among the public comments received, 84% supported not administering any State assessments this school year while only 16% supported administering all State assessments. Similarly, among survey respondents, 88.5% supported not administering any State assessments this school year while only 4.4% supported administering all State assessments.*

By law, the Secretary of Education has 120 days to act upon the requests, but the Department is hopeful for an expedited response as the USDE is aware of the time sensitive nature of these requests, which is similar to those being made by a number of other states. 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.

UPDATE FEBRUARY 22, 2021: EdWeek published an article stating the U.S. Department of Education informed states that it's not inviting them to seek "blanket waivers of assessments" for the 2020-21 school year, a message that essentially tells states that they should plan to give federally mandated exams in English/language arts, math, and science. States got such blanket waivers last spring. However, the department will consider requests to essentially put accountability systems on hold. That would mean not identifying certain schools for improvement or differentiating schools by ratings for the 2020-21 school year, for example. States could also get waivers from the requirement that at least 95 percent of eligible students take the tests. That decision reflects a broad consensus in the education community that for this school year, states and schools shouldn't face typical consequences from statewide exams and the accountability mechanisms linked to them.

As for the tests themselves, the Biden administration said states would have the option of giving shorter versions of the regular tests (a decision California reached last year), administering tests remotely, and expanding their testing windows so that students could take the exams this summer or even during the 2021-22 school year.

The New York state education department, which had previously pushed for a full waiver, said it would have continued discussions with the Biden administration "to find a path forward that is best for the health and safety of all New York's children." But it didn't definitively shut the door on seeking a blanket waiver. "While we are disappointed by this decision, we are examining all possible options," the state agency said in response to Monday's announcement. The agency also affirmed the Biden team's position that "no child should be made to come to school to take a state assessment."

The New York Education Department will ask the state's board of education to cancel the state Regents exams that aren't used to meet federal testing requirements and not require those exams for

high school graduation. (Some Regents exams are used to meet federal mandates.) It remains to be seen if many states and districts cast aside tests not required by federal law to make it easier to give mandated exams.

UPDATE FEBRUARY 23, 2021: NYSED Statement on USDE Assessment 7 Accountability Waiver Letter from NYSED Spokesperson, Emily DeSantis

“USDE informed states last night that it will not grant a blanket waiver for state assessments. While we are disappointed by this decision, we are examining all possible options. Further, USDE made the right call in affirming that no child should be made to come to school to take a state assessment. In addition, USDE agreed to uncouple state assessments from ESSA accountability requirements so that results solely will be used as a measure of student learning. Given these circumstances, the Department will propose a series of regulatory amendments at the March Board of Regents meeting so Regents Exams would not be required to meet graduation requirements and to cancel any Regents Exam that is not required by USDE to be held. We continue to have discussions with USDE regarding this matter to find a path forward that is best for the health and safety of all New York’s children.”

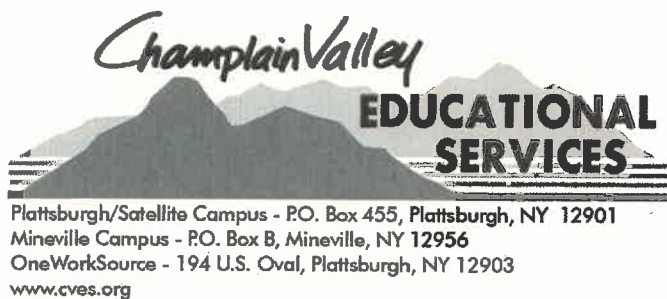
CVES will continue to monitor this and provides updates as they are made available.

TEACHING IN REMOTE/HYBRID LEARNING ENVIRONMENTS (TRLE) PROGRAM – FREE PROFESSIONAL LEARNING OPPORTUNITIES FOR EDUCATORS

This past July, the New York State Education Department (NYSED) was awarded funding through the United States Department of Education’s Rethink K-12 Education Models Grant to implement the Teaching in Remote/Hybrid Learning Environments (TRLE) program. The initial goal of this program is to rapidly infuse professional learning resources to the field. BOCES from across the region (SLL, FEH, CVES, WSWHE, CapRegion, Questar III, and HFM BOCES) are collaborating on these offerings. All professional learning opportunities (synchronous and asynchronous) will be centralized through CapRegion BOCES and tracking of all professional learning opportunities will be through MyLearningPlan because we are required to collect data for our project evaluators. Please click on the hyperlink below or visit <https://neric.org/trainings/> to follow all professional development being offered around the six areas outlined in the grant. Some are still under development and will be posted once they are finalized so please visit this site often. **All offerings are at no cost to districts!**

[Teaching in Remote Learning Environments \(TRLE\) Initiative](#)

- Culturally Responsive Education
- ELLS And/or MLS
- Families as Partners
- Social Emotional Learning (SEL)
- Students with Disabilities
- Shifting to Teaching Online



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: March 1, 2021
RE: March 2021 Board Report

CV-TEC Celebrates National CTE Month

CV-TEC celebrated 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. 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.

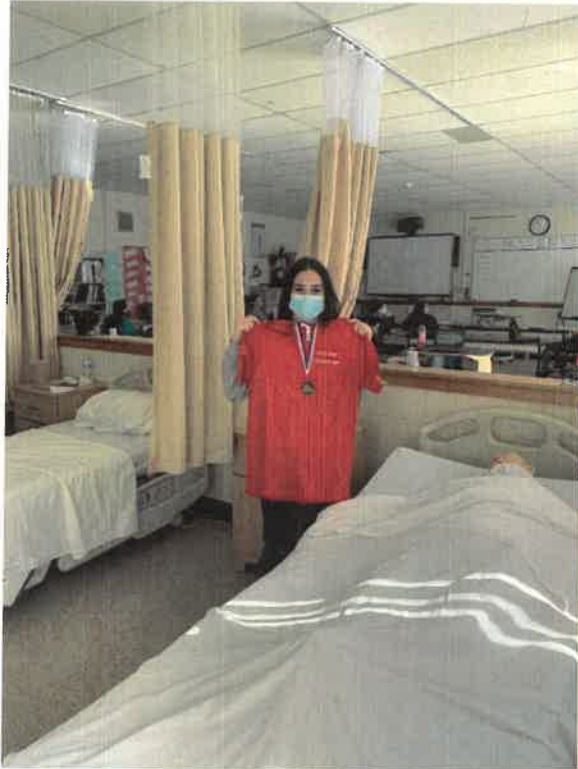
SkillsUSA Olympics

To celebrate CTE Month and SkillsUSA week, the Mineville Campuses hosted the SkillsUSA Olympics. Each CTE program developed a competition and students competed in their current CTE program of study! It was an amazing showcase of talent! Congratulations to this year's winners:

- Allied Health Year 2- Brianna C (BV)
- Auto Tech 2- Gavin B (BV)
- Construction Trades 2- Preston S (BV)
- Cosmetology 2- Lauren G (BV)
- Natural Resources Management 2-Tyler W (CP)
- NV Applied Engineering- 3 Person Team:
 - Harvey R (KCS), Brennon M (CP)& William T (KCS)
- Security & Law Enforcement 2- Stephen J (TCS)



**CELEBRATE TODAY,
OWN TOMORROW!**





SkillsUSA®



Secondary Career Technical Education and Economic Recovery

In a time of economic uncertainty, Career Technical Education (CTE) is an absolute must. CTE graduates are fueling our economy and keeping our citizens safe – they are health care workers and providers on the front-line; transportation, distribution and logistics professionals keeping our supply chain moving; and information technology (IT) specialists helping us connected by expanding broadband access and developing and improving virtual platforms.

Within the first three months of COVID-19 (coronavirus), over 40 million individuals filed for unemployment,¹ with job losses reported in all sectors.² Young adults are among the most impacted by the economic downturn. Consider:

- Nearly 7.7 million young workers under the age of 30 were unemployed³ and three million dropped out of the labor force as of May 2020.⁴
- The unemployment rate for teenagers aged 16-19 hit 31.9 percent in April 2020, the highest it has even been in over 70 years.⁵ The only other time the unemployment rate for this population reached over 25 percent was during the Great Recession.
- The unemployment rates are also much worse for non-White young adults – 35.5 percent and 31.1 percent for Black and Latino teenagers respectively, compared to 29 percent for White teenagers.⁶

For those individuals just at the beginning of their careers, losing opportunities to gain experience and a foothold in the labor market can have major, long-term impacts. For example, the millennial generation, who entered the workforce during the height of the Great Recession, is estimated to have relatively low levels of home ownership, net worth and real income compared to previous generations.⁷

While many early recovery efforts and investments are fairly focused on short-term workforce development and postsecondary CTE programs that can reskill adults to get them back into the workforce, less attention is being paid to the importance of continued investment in CTE at the secondary level. This approach is short-sited as secondary CTE is critical to preparing learners for an evolving workforce and ensuring they have the foundational and transferable skills that will benefit them throughout their lives. If we do not continue to provide quality CTE programs and experiences to learners starting in K-12, our next generation of workers will lose out on critical opportunities for lifelong success and security.

CTE Prepares Learners for College, Careers and Life

There are measurable, positive outcomes for secondary learners who participate in CTE programs, regardless of their post-high school plans. For example:

- Graduates from high school-level CTE programs are almost equally likely to go onto college as learners who did not complete a CTE pathway.⁸
- Among high school graduates who enter the workforce directly, CTE learners are more likely to be employed (and have benefits) than their peers who did not complete a CTE pathway.⁹

BROUGHT TO YOU BY:

ADVANCE CTE
State Leaders Connecting Learning to Work



Learning that works for America

CTE

- Students in CTE programs and their parents are three times as likely to report they are “very satisfied” with their and their children’s ability to learn real-world skills as part of their education compared to parents and students not involved in CTE.¹⁰
- High school CTE students are more likely to have a post-high school plan than their peers not involved in CTE.¹¹

Secondary CTE Provides Real-World Experiences

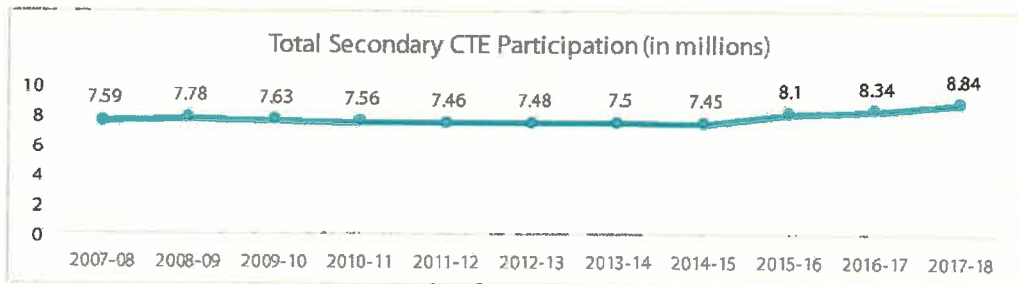
Part of what makes CTE so critical is that it provides learners with exposure to the world of work and real-world experiences early in their career development. Increasingly, high-quality CTE programs offer opportunities for work-based learning experiences, which not only reinforce classroom learning but can also provide youth employment opportunities.

- Participating in a CTE-related cooperative education, internship, apprenticeship or mentorship program in high school is associated with higher subsequent job quality, defined by wages, benefits, work hours and job satisfaction.¹²
- Such experiences are also critical to building social capital for young adults, which has lifelong benefits. Studies have found that young and older adults (ages 29-43) who obtained their job through their social network had higher wages relative to adults who used formal job searching techniques and that social networks can help young adults find their first jobs, even during times of unemployment. Unfortunately, youth and young adults of color are less likely to have strong social networks without some interventions or supports than their White peers.¹³

As the unemployment rate for youth and young adults remain incredibly high, CTE can ensure learners continue to gain key work experience, build out their networks and gain social capital, setting them up for greater success in the future.

There is Great Demand for Secondary CTE

As our country recovered from the last economic downturn, the interest in and demand for secondary CTE increased as families, learners and policymakers recognized the need to better prepare students – starting as early as the middle grades – for an evolving and more complex labor market. Over the last decade, enrollment in secondary CTE increased by 16 percent.



BROUGHT TO YOU BY:

ADVANCE CTE
State Leaders Connecting Learning to Work



Learning that works for America

CTE[®]

- Ninety-four percent of parents approve of expanding access to CTE and other vocational programs that prepare students for jobs, with 60 percent strongly approving.¹⁴
- Seventy-six percent of Americans say middle or high school is the right time to start exploring possible career options, compared to just 7 percent who say college is the right time.¹⁵
- Ninety percent of Americans agree that CTE should be offered in every high school, with nearly universal support (98 percent) among families with direct experience taking CTE courses.¹⁶

The Need for Ongoing Investment in CTE

Over the past decade, CTE became a priority for states, local communities, the federal government, philanthropy and the private sector as a strategy to build a talent pipeline to meaningful careers for learners and to close the disconnect between our education and workforce sectors. The field has made great strides to ensure each learner has access to and can successfully complete a high-quality CTE program that is aligned with high-skill, high-wage and in-demand careers.

As states and communities continue to grapple with the harsh realities of the coronavirus and its impact on their budgets, it is imperative that CTE programs be recognized as an essential investment so that both the current and future generation gain the critical skills necessary for success in the ever-changing economy. CTE is both a proactive and responsive strategy for attending to the economic downturn – CTE programs prepare learners for lifelong success while also offering targeted skilled training for others.

Now is not the time to back away from our commitment to advancing high-quality CTE, but rather the time to double down and ensure CTE programs are available for every learner who seeks to better their own lives and opportunities.

¹ <https://www.politico.com/news/2020/05/14/coronavirus-unemployment-claims-numbers-257875>

² <https://www.bls.gov/news.release/empsit.nr0.htm>

³ <https://int.nyt.com/data/documenthelper/6953-unemployment-under-30/8b646ef429ceb7d77a7/optimized/full.pdf#page=1>

⁴ <https://int.nyt.com/data/documenthelper/6954-3-million-left-workforce/8b646ef429ceb7d77a7/optimized/full.pdf#page=1>

⁵ <https://www.bls.gov/opub/ted/2020/unemployment-rate-rises-to-record-high-14-point-7-percent-in-april-2020.htm>

⁶ https://www.bls.gov/web/empsit/cpsee_e16.htm, based on quarterly averages

⁷ https://www.stlouisfed.org/~media/files/pdfs/hfs/essays/hfs_essay_2_2018.pdf?la=en

⁸ <https://nces.ed.gov/datapoints/2020019.asp>

⁹ <https://nces.ed.gov/pubs2020/2020060.pdf>

¹⁰ <https://careertech.org/resource/value-and-promise-of-cte-results-from-a-national-survey>

¹¹ *ibid*

¹² https://www.brookings.edu/wp-content/uploads/2018/10/Brookings_Child-Trends_Pathways-for-High-Quality-Jobs-FINAL.pdf

¹³ <https://www.search-institute.org/wp-content/uploads/2020/05/SOCAP-Lit-Review.pdf>

¹⁴ https://www.aft.org/sites/default/files/parentpoll2017_memo.pdf

¹⁵ <https://www.k12.com/career-technical-education.html>

¹⁶ <https://www.k12.com/career-technical-education.html>

BROUGHT TO YOU BY:

ADVANCE CTE
State Leaders Connecting Learning to Work



Career Technical Education: Myths and Facts

Career Technical Education (CTE) is an educational strategy that equips learners with the academic and technical skills they need to be prepared for future careers. Despite a body of research proving myriad benefits of high-quality CTE, the field continues to be dogged by outdated perceptions stemming from low-quality programs of years past and a legacy of “tracking” economically disadvantaged learners and learners of color into vocational trades and away from academic pathways. Today’s CTE serves learners from all backgrounds and delivers **real options** for college and rewarding careers, helps learners **build real-world skills** and **enhances the high school and college experience**.

Myth: CTE is jobs training



Fact: CTE empowers learners to explore multiple career options

- CTE programs of study start broad, cementing the core competencies and knowledge learners must know to be successful within a specific Career Cluster,[®] before providing career pathway and career-specific knowledge and skills.¹
- CTE allows learners to enhance their education **with hands-on training, mentoring and internships** that build employability skills and expand their professional networks. As a result, learners get a unique advantage and get a leg up on their future careers.
- Among public school districts that offer CTE programs, 77 percent offer work-based learning experiences and 73 percent offer opportunities for learners to earn dual college credit.²
- Learners understand the real-world value of CTE. In a national survey, **82 percent of CTE learners said they were satisfied with their opportunities to explore different careers of interest**, compared to only 51 percent of non-CTE learners.³

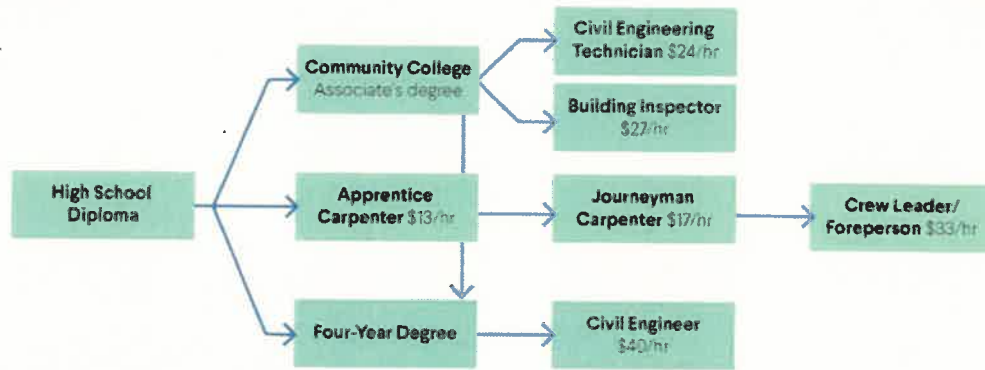
A Program of Study
is a sequence of courses that links secondary and postsecondary education, integrates challenging academic and technical instruction and leads to an industry-recognized credential of value.

Myth: CTE leads to 'dead end' jobs



Fact: CTE leads to well-paying careers with potential for career advancement

- A 2019 study of California Community College CTE participants found that learners reported positive employment outcomes and greater increases in wages after completing their program.⁴
- Workers with professional certifications and high school diplomas **earn more and report greater opportunity for job growth** than workers with only a high school diploma.⁵
- CTE concentrators have opportunities to earn living wages, even while in high school, and experience career advancement after graduation.⁶
- American adults were more likely to agree that two-year public colleges – where CTE is primarily taught at the postsecondary level – **are worth the cost and contribute to a strong American workforce** more than other types of institutions.⁷



Sample Career Pathway in Construction. Source: JFF⁸

Myth: Only non-college bound students take CTE classes

➔

Fact: CTE provides ALL learners a seamless pathway to postsecondary education

- CTE students exceed expectations. In fact, nearly every state reports higher graduation rates for CTE concentrators compared to all students.⁹
- The most recent data shows that **77 percent of high school learners earn at least one CTE course credit** including 80 percent White, 75 percent Black and 74 percent Latinx learners.¹⁰
- The majority of CTE students go to college. **Seventy-two percent of CTE concentrators enroll in postsecondary education full-time immediately after graduating.** Furthermore, 50 percent of CTE concentrators go on to earn a postsecondary credential or certificate.¹¹
- At the end of two years, **42 percent of learners in New York City P-TECH schools** – which provide industry-aligned CTE-focused pathways – **passed the New York State English Language Arts Regents exam with a score qualifying them for dual enrollment** in City University of New York (CUNY) courses, compared with 25 percent of comparison group students.¹²

¹ <https://careertech.org/programs-study>
² <https://www2.ed.gov/datastory/cte/index.html>
³ <https://careertech.org/resource/value-and-promise-of-cte-results-from-a-national-survey>
⁴ <https://www.tandfonline.com/doi/full/10.1080/10668926.2019.1650843>
⁵ <https://www.wbpo.org/post/lumina-and-gallup-jobs-study-emphasizes-need-certifications#stream/0>
⁶ https://harborfreighttoolsforschools.org/wp-content/uploads/20.05.07-Breaking-Ground_Final-report-by-JFF-revised.pdf
⁷ <https://www.newamerica.org/education-policy/reports/varying-degrees-2019/explore-the-data>
⁸ Ibid
⁹ Represents data from the 2017-18 school year. Retrieved from <https://perkins.ed.gov/pims/DataExplorer/Performance>
¹⁰ <https://www2.ed.gov/datastory/cte/index.html>
¹¹ Ibid
¹² https://www.mdrc.org/sites/default/files/P-TECH_Report_2020.pdf



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

SPECIAL EDUCATION DIVISION

Matthew J. Slattery
Director of Special Education

slattery_matt@cves.org
Plattsburgh Campus, 518-561-0100 FAX 518-561-5624
Mineville Campus, 518-942-6691 FAX 518-942-3368

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: March 2021
Re: Board of Cooperative Educational Services Report

Continued Partnership with New England Center for Children

This year the autism program has continued our partnership with the New England Center for Children (NECC). We have had 3 onsite visits from our NECC consultant (Bethany), who is fully vaccinated, with the latest visit taking place at the end of February. Through the pandemic we have been able to use the consultation and other resources provided by NECC to strengthen our autism program at CVES. Weekly meetings are being held with the onsite BCBA and NECC consultant to develop:

- strategies to help students be more successful in the event remote learning needs to take place again.
- Procedures to help students make gains in areas they are struggling.
- More efficient ways to run reports on ACE and analyze the data.

In addition, the NECC consultant has been meeting with classroom teachers to help them better understand what the ACE platform can do and how to more efficiently use the reports generated on ACE to guide their progress notes and future IEP goals. Pictured above is our NECC consultant, Bethany, working with one of our students during her onsite visit in February.



IEP Writing Season is in Full Swing in Preparation for Annual Reviews and the 2021-22 School Year

New processes, resources, and trainings have been implemented this year to support the development of high-quality Individualized Education Programs (IEPs) for all our professional staff.

- Each year staff complete preliminary recommendations. This process has moved to an electronic format in Microsoft Forms, as we continue to expand our use of available technological resources, allowing for quicker and more concise data tracking of over 150 students.
- SharePoint continues to be our central hub for all divisional information and resources. It has been revamped to include reference materials, due dates, checklists, requirements, and forms for one-on-one justifications and extended school year justifications.


- Trainings have been offered through the NYS Office of Special Education's partnership with Measurement Inc. These trainings are vetted by NYSED and delivered across the state. Recently, staff participated in Creating the IEP and Standards Based IEPs as well as facilitated training that is CVES specific provided by our Curriculum Coordinator. Staff were also offered the opportunity for peer review of draft plans as requested to ensure high quality individualized education plans.


The Partners in Transition Program is Excited to Welcome Mr. John Iorio

Since Mr. Iorio's arrival he has had the opportunity to tour both the OneWorkSource and SUNY Plattsburgh sites. He was able to spend time with the program coordinator not only learning about the intricacies of the program but discussing program philosophy, current processes and procedures, the growth of the program, and future vision. Mr. Iorio also had the opportunity to meet with staff and clients and was able to see the programs in action. Mr. Iorio then began to connect the Adult Education program and the Partners in Transition program, identifying both need areas and strategies for building collaboration especially as we look towards growing services in Essex County.

The PBIS Committee is in Full Swing Gearing up for Dr. Seuss week at the WAF Campus

The PBIS Committee and our Work Experience Program has done a great job preparing bulletin boards and a week full of fun events. Our director and principals will also be providing a recording of themselves reading their favorite Dr. Seuss book to share with classrooms for a fun virtual read aloud. We are looking forward to staff and students participating in the weekly themes and in celebrating Dr. Seuss.

Monday - March 1
Mustache day 

Tuesday - March 2
Crazy Sock Day 

Wednesday - March 3
Wacky Wednesday 
Wacky Warble

Thursday - March 4
Twin Day / Thing One and Thing Two 

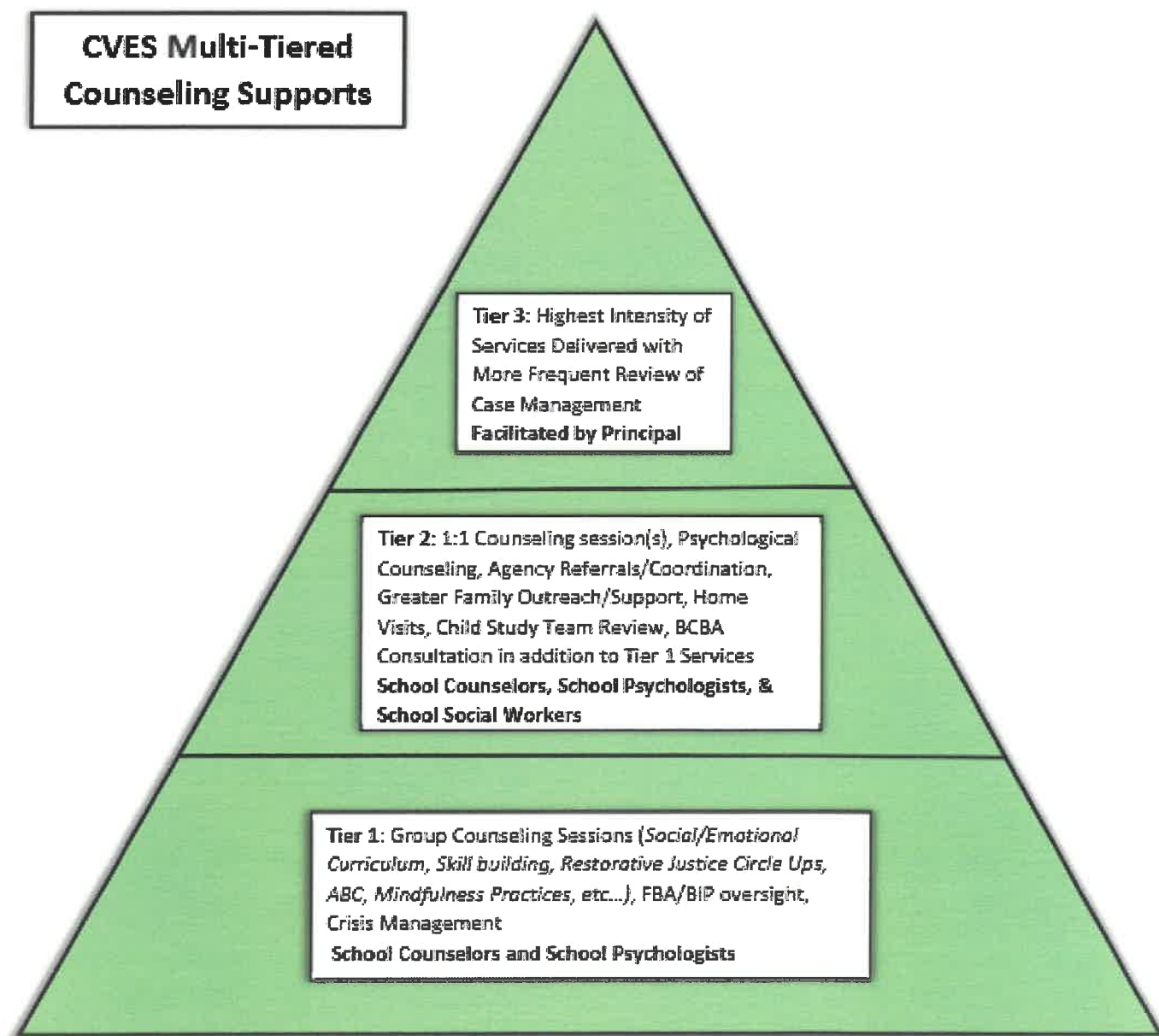
Friday - March 5
Crazy Hat Day 

PBIS



Multi-Tiered Counseling Supports Model Coming for 2021-22

Our counseling supports, and services are essential to our students' growth and success within each of our programs. Next school year, our model will shift to clinical based teams serving programs in a coordinated effort to offer services to students that need more. Clinical teams will be comprised of a school counselor, a school psychologist, and a social worker. These teams will meet regularly with their supervising principal to discuss student needs, current supports in place, and indicators whether a greater level of service is needed. The goal is to differentiate our counseling services so that we can provide more support to those students that need more. We will also include Psychological Counseling as the highest form of mental health support that we can provide in-house. This service can only be provided by our Licensed Clinical Social Workers and it qualifies for Medicaid reimbursement which will provide our component districts with another stream for revenue.



Check Out Our New “Speed Sheet” below, Created in Preparation for Lobby Day 2021



HOW WE SPECIALIZE

Therapeutic Crisis Intervention for Schools (TCIS)

We firmly believe in trauma informed best practices to support the social and emotional needs of our students. We are committed to training and maintaining certification in the *Therapeutic Crisis Intervention for Schools (TCIS)* model for all staff

that have direct contact with students. TCIS is a crisis prevention and intervention system created by Cornell University. Goals of TCIS include:

- Creating a safe, caring and supportive environment to proactively prevent crises from occurring.
- De-escalating potential crises to effectively and safely manage acute crises.
- Improving students coping strategies when faced with stressful situations.

Transition Services

All students ages 14+ receive transition services to ensure they are connected with resources both in school and in the community for their success:

- Needs assessment conducted to identify gaps in services.
- Referrals to outside agencies for long-term student supports such as ACCES-VR, OPWDD, and Commission for the Blind.
- On-going collaboration and communication with Circle of Support Team.

Partners in Transition

CVES offers the Partners in Transition program, an employment training program, which assists adults who receive ACCES-VR, OPWDD or Commission for the Blind services at a variety of readiness levels. Partners in Transition staff share their time between the school-age work experience program and the adult program to create a bridge between student life and adulthood. Established relationships allow students to make uninterrupted progress.

- Employment Supports located at OneWorkSource for individuals with differing abilities.
- Post-Secondary Supports offered at local Higher Education Institutions.
- Partnerships with local businesses to offer opportunities through job shadowing, internships, guest speakers, etc.

Educational Technology and Digital Equity

CVES Special Education approved as a Common Sense School, an honor that recognizes our efforts in teaching digital citizenship to young people and engaging the entire school community in this important discussion.

Improved access and digital equity for all students has resulted in the ability to use high quality web-based instructional materials.

PARTNERSHIPS THAT SUPPORT PROGRAMMING

BHSN - Behavioral Health Services North

- On site counseling
- Adventure based counseling
- Crisis Team

New England Center for Children (NECC)

NECC's Board Certified Behavior Analyst (BCBA) Consultants work collaboratively with CVES staff to build skills and expertise in our Autism program. Monthly on-site consultations include evaluation of clinical educational programming for individual students or programs as well as district-wide evaluation and systems consultation.

SUNY Plattsburgh

CVES works collaboratively with the education department at SUNY Plattsburgh to provide training and support for the teacher preparation program. Partners in Transition Community Pre-Vocational program is housed on the Plattsburgh State campus providing even more opportunities for our clients to interact with their peers. There continues to be an ongoing sharing of knowledge from our staff who have served as adjunct professors at the college.

Partnership Initiatives

United Way of the Adirondacks, Autism Alliance, Sheriff's Dept & Special Olympics - Annual torch run event.



REGIONAL SUPPORT

Special Education Directors and Chairpersons Think Tank

CVES Leadership collaborates regularly with component district administrators to plan, develop, evaluate and reevaluate current practices, communicate and implement state guidance. This group collaborates in the creation of student based-programming and problem-solves concerns affecting our region.

Brief Coalition in Essex County

CVES participates in the BRIEF coalition which promotes a proactive system of care that focuses on education, encourages empowerment, builds resilience, and reduces stigma for all students and families in Essex County.



8:1:1 LIFE SKILLS

For students that require a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across various settings. Moderate to intensive support is needed in the activities of daily living. Instruction in reading and math is individualized to enhance functional and independent living skills. Students in the Life Skills program may meet the requirements for NYS Alternate Assessments. Students work toward either a Skills Achievement Commencement Credential and/or Career Development and Occupational Studies Credential.

8:1:1 ACADEMICS

For students with mild to severe emotional disabilities that may have a mental health diagnosis or may display challenging behaviors that interfere with learning. Our small setting allows for a more specialized approach to support each student's individualized needs so that they can gain success in school. Trauma informed best practices is at the heart of our student support model and sets the stage for each interaction and student-based decision made. A strong counseling plan features a multi-tiered approach with embedded individual and group counseling sessions (1x30 each). All staff utilize Therapeutic Crisis Intervention for Schools (TCIS) with the primary focus on preventing and deescalating behavior through active listening and behavior support techniques. Academic instruction is provided at the individual level with the goal of receiving a Regents Diploma/ Local Diploma and Career Development and Occupational Studies Credential.

6:1:1 AUTISM

For students diagnosed with Autism Spectrum Disorder with significant deficits in communication skills and/or adaptive behavior. This program utilizes Applied Behavior Analysis (ABA); scientific research demonstrates that interventions based on ABA are the most effective treatment for autism. Our classrooms provide intensive individualized programs for students based on the principles and instructional methods of ABA by our highly trained staff in consultation with our partnership with the New England Center for Children. A Board Certified Behavior Analyst (BCBA), is embedded within this program providing training, oversight, data analysis, and evaluation to ensure the most effective instructional and behavioral treatment for each student. A Licensed Clinical Social Worker (LCSW) provides support to

families to help transfer mastered skills into the home, to identify needs and how they can be addressed at home, and to aid in accessing community services.

6:1:1 ITSP

For students who have been identified as needing special education instruction and mental health clinical services. This program provides a broad range of services designed for a more supportive academic and emotional environment for students to help them experience success in school. Students receive individual and group counseling sessions (2x30 each), one family therapy session per month, weekly Adventure Based Counseling through BHSN, and monthly Psychiatric Consultations which can include medication management. Services are designed to strengthen individual and family functioning and to prevent children and adolescents from requiring a more restrictive residential environment.

WORK EXPERIENCE

Students 14+ across all programs have the opportunity to be involved in the Work Experience Lab to ensure they are exiting school with skills to be successful employees and contributing members of our society. The program is designed to build student self-confidence and self-advocacy skills while providing an opportunity to explore job opportunities, as an extension of their classroom, in their community through a multi-step approach.

- In-House: simulated work experiences within the school setting.
- Community Enclaves: initial community exposure through tours, job shadowing and volunteering.
- Community Worksites: person centered planning to match students with employment settings for on-site training with a job coach.
- Independent Worksites: students matched with employers in the community.

Such experiences provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future careers while developing fundamental soft skills.

CEWW BOCES
SPECIAL AID FUND PROGRAMS REVIEW
STATUS EVALUATION
2020/2021

Cosser	922-2020	923-2021	927-2020	930-2020	944-2019	947-2021	949-2021	950-2021	951-2020	952-2021
Program Description	Adk Foundation - Sun Fund	Healthy Cafeteria Sustainability	Core Rehabilitation Services	Pre-ETS	Early College High School Program and Pathways	SLS Operating Aid	SLS Categorical Aid for Automation	EPE	HSE Test Administration	WIOA, Title II, Adult Basic Ed
Approved Budget	\$ 8,000	\$ 50,000	\$ 631,752	\$ 300,000	\$ 150,000	\$ 108,060	\$ 10,647	\$ 421,312	\$ 7,247	\$ 60,182
Revenue Available/Earned	\$ 8,000	\$ 50,000	\$ 662,109	\$ 18,000	\$ 150,000	\$ 75,631	\$ 7,563	\$ 202,997	\$ 2,800	\$ 60,182
Prior Year Rollover	\$ -	\$ -	\$ 208,820	\$ -	\$ -	\$ 13,521	\$ 1,193	\$ -	\$ 5,542	\$ -
Expenditures to-date	\$ (1,857)	\$ -	\$ (566,936)	\$ (53,909)	\$ (50,014)	\$ (51,365)	\$ (4,158)	\$ (316,107)	\$ (4,844)	\$ (31,480)
Est.Encumbrances to-date (including indirect cost)*	\$ (6,143)	\$ -	\$ (55,934)	\$ (11,093)	\$ (81,945)	\$ (35,633)	\$ (2,844)	\$ (182,415)	\$ (583)	\$ (25,476)
Unexpended Balance	\$ -	\$ 50,000	\$ 248,059	\$ (47,002)	\$ 18,041	\$ 2,254	\$ 1,754	\$ (295,525)	\$ 2,915	\$ 3,226
Percentage Utilized	100%	0%	99%	22%	88%	80%	66%	118%	75%	95%
Grant Program Ending:	5/31/2021	10/31/2021	12/31/2020	12/31/2020	6/30/2021	6/30/2021	6/30/2021	6/30/2021	12/31/2020	6/30/2021
Finance Approval Obtained:	5/12/2020	11/3/2020	2/7/2019	1/10/2020	2/22/2019	8/17/2020	10/21/2020	10/13/2020	6/4/2019	11/24/2020
Director:	Bell	Bell	Slattery	Slattery	Gray	Gray	Gray	Friedman	Friedman	Friedman

Cosser	954-2021	956-2021	959-2020	959-2021	963-2021	971-2020	987-2021	995-2020	996-2020	997-2020
Program Description	Perkins IV/CTE/A- Basic Grant	SLS Supplemental Operating Aid	SNAP Employment & Training Venture IV	SNAP Employment & Training Venture IV	North Country Region Career Pathways III	Harbor Freight	COVID 19 Response Learning	WIOA, Title II, Incarcerated	NYS Basic Literacy- JCEO	NYS Basic Literacy- One Work Source
Approved Budget	\$ 121,263	\$ 57,639	\$ 370,279	\$ 300,000	\$ 190,129	\$ 35,000	\$ 5,000	\$ 405,147	\$ 125,000	\$ 125,000
Revenue Available/Earned	\$ 121,263	\$ 36,932	\$ 141,125	\$ -	\$ 9,000	\$ 35,000	\$ 4,500	\$ 405,147	\$ 125,000	\$ 125,000
Prior Year Rollover	\$ -	\$ 11,473	\$ 70,279	\$ -	\$ 90,129	\$ -	\$ -	\$ -	\$ -	\$ -
Expenditures to-date	\$ (48,887)	\$ (27,824)	\$ (172,732)	\$ (37,864)	\$ (58,368)	\$ -	\$ -	\$ (154,012)	\$ (52,977)	\$ (51,534)
Est.Encumbrances to-date (including indirect cost)*	\$ (61,589)	\$ (18,190)	\$ (12,082)	\$ (92,562)	\$ (5,667)	\$ (18,605)	\$ -	\$ (149,498)	\$ (24,279)	\$ (24,246)
Unexpended Balance	\$ 10,787	\$ 2,391	\$ 26,590	\$ (130,426)	\$ 35,094	\$ 16,395	\$ 4,500	\$ 101,637	\$ 47,744	\$ 49,220
Percentage Utilized	91%	80%	50%	43%	34%	53%	0%	75%	62%	61%
Grant Program Ending:	6/30/2021	6/30/2021	9/30/2020	9/30/2021	3/31/2021	6/1/2021	10/16/2021	6/30/2021	6/30/2021	6/30/2021
Finance Approval Obtained:	1/21/2021	9/3/2020	1/13/2020	1/26/2021	10/14/2020	10/9/2020	10/9/2021	12/8/2020	1/7/2021	1/7/2021
Director:	Friedman	Gray	Friedman	Friedman	Friedman	Friedman	Gray	Friedman	Friedman	Friedman