

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

**AGENDA FOR BOARD MEETING TO BE HELD AT THE YANDON-DILLON EDUCATIONAL CENTER, I
MINEVILLE, NY ON JUNE 11, 2025, PROPOSED EXECUTIVE SESSION AT 6:00 PM –
MONTHLY MEETING TO FOLLOW**

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| No Action | 1. CALL TO ORDER: DISTRICT SUPERINTENDENT |
| | a. The Pledge of Allegiance |
| | b. Roll Call of Board Members |
| No Action | 2. INTRODUCTION OF ALL PRESENT |
| No Action | 3. SKILLSUSA PRESENTATION – Mrs. Friedman, Mrs. Santaniello & Students |
| No Action | 4. PUBLIC HEARING ON CODE OF CONDUCT- Mrs. Friedman |
| No Action | 5. EXECUTIVE SESSION |
| No Action | 6. OPINIONS AND CONCERNS FROM THE AUDIENCE |
| No Action | 7. 2024 – 2025 CVES STRATEGIC PLAN END-OF-YEAR UPDATE – Dr. Davey, Dr. Bell,
Ms. Campbell, Mrs. Friedman, & Dr. Slattery |
| No Action | 8. CVES FACILITIES EXPANSION UPDATE – Dr. Davey & Dr. Bell |
| No Action | 9. DISTRICT SUPERINTENDENT’S UPDATE |
| Action | 10. MINUTES OF PREVIOUS MEETING |
| | a. May 14, 2025 Meeting Minutes (Enc. 1) |
| | 11. CONSENT AGENDA FINANCIAL |
| Action | a. Certification of Warrant (Enc. 2) |
| Action | b. Treasurer’s Reports (Enc. 3) |
| Action | c. Extraclassroom Treasurer’s Reports (Enc. 4) |
| Action | d. Special Aid Fund Project(s) Continuation Requests (Enc. 5) |
| Action | e. Extended School Year (ESY) Budgets (Enc. 6) |
| Action | f. Independent Contractor/Consultant Agreements (Enc. 7) |
| Action | g. Cross-Contract Budget Increases (Enc. 8) |
| Action | h. Budget Increase (Enc. 9) |
| Action | i. Special Education School-Age Summer School Component 2025 (Enc. 10) |
| Action | j. Special Education School-Age Summer School Component 2026 (Enc. 11) |
| Action | k. Special Education School-Age Summer School Non-Component 2025 (Enc. 12) |
| Action | l. Special Education School-Age Summer School Non-Component 2026 (Enc. 13) |

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| Action | m. | Change Order (Enc. 14) |
| Action | n. | Lease Agreements (Enc. 15) |
| Action | o. | Ancillary Service Agreements (Enc. 16) |
| Action | p. | Proposals (Enc. 17) |
| Action | q. | TIPS Purchasing Cooperative (Enc. 18) |
| Action | r. | Legal Agreements (Enc. 19) |

12. OLD BUSINESS — Committees

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| No Action | a. | Audit Committee Meeting Minutes – February 12, 2025 (Enc. 20) (Info only) |
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13. CONSENT AGENDA PERSONNEL

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| Action | a. | Amend (Enc. 21) |
| Action | b. | Resignation(s) (Enc. 22) |
| Action | c. | Permanent Civil Service Appointment(s) (Enc. 23) |
| Action | d. | 52-Week Civil Service Probationary Appointment(s) (Enc. 24) |
| Action | e. | Provisional Civil Service Appointment (Enc. 25) |
| Action | f. | Four-Year Probationary Appointment (Enc. 26) |
| Action | g. | Hourly Civil Service Appointment 2024 – 2025 (Enc. 27) |
| Action | h. | Hourly Civil Service Appointment(s) 2025 – 2026 (Enc. 28) |
| Action | i. | Facilitator(s) 2024 – 2025 (Enc. 29) |
| Action | j. | Facilitator(s) June 14, 2025 – June 21, 2025 (Enc. 30) |
| Action | k. | Facilitator(s) 2025 – 2026 (Enc. 31) |
| Action | l. | Temporary Grant Appointment June 2025 (Enc. 32) |
| Action | m. | Temporary Grant Appointment July 2025 – December 2025 (Enc. 33) |
| Action | n. | Temporary Appointment July 2025 (Enc. 34) |
| Action | o. | Temporary Appointment July 2025 – June 2026 (Enc. 35) |
| Action | p. | Temporary Appointment 2025 – 2026 (Enc. 36) |
| Action | q. | Special Projects Administrator(s) 2025 – 2026 (Enc. 37) |
| Action | r. | Adult Education Course Instructor(s) 2025 – 2026 (Enc. 38) |
| Action | s. | Temp-On-Call and Substitute Positions 2025 – 2026 (Enc. 39) |
| Action | t. | Additional Work 2024 – 2025 (Enc. 40) |
| Action | u. | Additional Work 2025 – 2026 (Enc. 41) |
| Action | v. | 2025 – 2026 Special Education Summer School (ESY) Staffing (Enc. 42) |
| Action | w. | Building Checks 2025 – 2026 (Enc. 43) |
| Action | x. | Reimbursement of Fingerprint Fees (Enc. 44) |
| Action | y. | Temp-On-Call and Substitute Rates 2025 – 2026 (Enc. 45) |

14. BOARD OF COOPERATIVE EDUCATIONAL SERVICES

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| Action | a. | Request for Approval to Attend Conference/Workshop (Enc. 46) |
| No Action | c. | 2024 – 2025 Reserve Plan (Info only) (Enc. 47) |
| Action | d. | CTE Equipment Reserve (Enc. 48) |
| Action | e. | TRS Sub-Fund Reserve (Enc. 49) |

No Action 15. OTHER

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| No Action | 16. NEXT BOARD MEETING
Wednesday, July 9, 2025, at the CVES Learning Hub Conference Center in Plattsburgh, NY –
Proposed Executive Session at 6:00 pm. Monthly Meeting to follow. |
| No Action | 17. REPORTS FROM DIRECTORS (Enc. 50) |
| Action | 18. ADJOURNMENT |

CHAMPLAIN VALLEY EDUCATIONAL SERVICES

MISSION

Champlain Valley Educational Services is committed to being a valued and trusted partner by supporting students, schools, and communities to excel through high-quality education, training, and shared services.

VISION

We aspire to be the premier provider of dynamic and innovative educational programs and shared services, serving as a catalyst for personal and regional growth and development toward a brighter global future.

IMPORTANT DATES

June 11, 2025	Board Meeting – Yandon- Dillon Center, Mineville – 6:00 pm
June 13, 2025	Rise Center Graduation Ceremony – SUNY Giltz Auditorium – 9:30 am
June 24, 2025	Plattsburgh Rise Center Kindergarten Graduation – 10:00 am
June 24, 2025	CV-TEC Plattsburgh Graduation Ceremony – SUNY Plattsburgh Field House – 7:00 pm
June 25, 2025	CV-TEC Mineville Graduation Ceremony – Moriah Central School – 7:00 pm
July 22, 2025	OneWorkSource Graduation – CVES Conference Center, Plattsburgh – 6:00 pm

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 May 14, 2025 Regular Board meeting.

ENC. 2

Recommend that the Board approve the Certification of Warrant for May 6, 2025, to June 2, 2025. (attached)

ENC. 3

Recommend that the Board approve the Treasurer's Reports from April 30, 2025. (attached)

ENC. 4

Recommend that the Board approve the Extraclassroom Treasurer's Report from April 1, 2025, to April 30, 2025.

ENC. 5

Recommend the Board approve the following Special Aid Fund project continuations:

1. That the Employment Preparation Education Program (EPE) Special Aid Fund be allowed to continue providing services for the period July 1 – September 30, 2025. Expenditures are not allowed to exceed \$73,160. (CV-TEC)
2. That the Workforce Innovation and Opportunity Act Title II & Welfare Education Program Adult Basic Education & Literacy Services (ABE) Special Aid Fund be allowed to continue providing services for the period July 1 – September 30, 2025. Expenditures are not allowed to exceed \$18,202. (CV-TEC)
3. That the Workforce Innovation and Opportunity Act Title II & Welfare Education Program – Corrections (Essex) Special Aid Fund be allowed to continue providing services for the period July 1 – September 30, 2025. Expenditures are not to exceed \$51,309. (CV-TEC)
4. That the Workforce Innovation and Opportunity Act Title II & Welfare Education Program – Corrections (Clinton) Special Aid Fund be allowed to continue providing services for the period July 1 – September 30, 2025. Expenditures are not to exceed \$49,347. (CV-TEC)
5. That the Workforce Innovation and Opportunity Act Title II & Welfare Education Program – Literacy Zone (Elizabethtown) Special Aid Fund be allowed to continue providing services for the period July 1 – September 30, 2025. Expenditures are not to exceed \$34,196. (CV-TEC)

ENC. 5 (Continued)

6. That the Workforce Innovation and Opportunity Act Title II & Welfare Education Program – Literacy Zone (Plattsburgh) Special Aid Fund be allowed to continue providing services for the period July 1 – September 30, 2025. Expenditures are not to exceed \$36,587. (CV-TEC)
7. That the Workforce Innovation and Opportunity Act Title I Program, Special Aid Fund be allowed to continue providing services for the period July 1 – September 30, 2025. Expenditures are not to exceed \$163,563. (CV-TEC)
8. That the Strengthening Career and Technical Education for the 21st Century Act (PERKINS V) Special Aid Fund be allowed to continue providing services for the period July 1 – September 29, 2025. Expenditures are not allowed to exceed \$51,639 (CV-TEC)
9. That the School Library System Basic Operating Aid (F947) Special Aid Fund be allowed to continue providing services for the period July 1 – September 30, 2025. Expenditures are not allowed to exceed \$25,080. (S³)
10. That the School Library System Categorical Aid for Automation (F949) Special Aid Fund be allowed to continue providing services for the period July 1 – September 30, 2025. Expenditures are not allowed to exceed \$2,554. (S³)
11. That the School Library System Supplemental Operating Aid (F956) Special Aid Fund be allowed to continue providing services for the period July 1 – September 30, 2025. Expenditures are not allowed to exceed \$12,450. (S³)

ENC. 6

Recommend that the Board approve the following budgets:

1. Summer School Aged 8:1:2 Life Skills / Academic & Behavioral Programs Budget (Co-Ser F940) in the amount of \$554,263 for the 2025 – 2026 school year (Special Aid Fund – Rise)
2. Summer School Aged 6:1:3 Autism Budget (Co-Ser F941) in the amount of \$316,831 for the 2025 – 2026 school year (Special Aid Fund – Rise)
3. Summer School Aged 6:1:1 Intensive Therapeutic Support Program (ITSP) Budget (Co-Ser F943) in the amount of \$54,866 for the 2025 – 2026 school year (Special Aid Fund – Rise)

ENC. 6 (Continued)

4. Summer School Aged Related Service Only Budget (Co-Ser F962) in the amount of \$3,564 for the 2025 – 2026 school year (Special Aid Fund – Rise)
5. Summer School Aged 1:1 Teacher Assistant Budget (Co-Ser F964) in the amount of \$20,999 for the 2025 – 2026 school year (Special Aid Fund – Rise)
6. Summer School Aged 1:1 Nurse Budget (Co-Ser F965) in the amount of \$9,892 for the 2025 – 2026 school year (Special Aid Fund – Rise)
7. Summer School Aged 1:1 Aide Budget (Co-Ser F966) in the amount of \$209,589 for the 2025 – 2026 school year (Special Aid Fund – Rise)

ENC. 7

Recommend that the Board approve the following Independent Contractor/Consultant Agreements:

1. Agreement between CEWW BOCES and SCHMITT LEADERSHIP GROUP LLC to provide certain services and activities described as follows for Boquet Valley Central School District: Review of Special Education services and leadership coaching, appropriated to the instructional and program needs, and in accordance with the provisions relating to eligibility of school contained in the Regulations of the Commissioner, for a period beginning on or about June 1, 2025, and ending December 1, 2025. The total cost of this will be \$19,800. (S³)
2. Agreement between CEWW BOCES and SCHMITT LEADERSHIP GROUP LLC to provide certain services and activities described as follows for Parishville - Hopkinton Central School District, Optimization reviews, shared services study and leadership coaching for a period beginning on or about June 1, 2025, and ending April 1, 2026. The total cost of this will be \$38,600. (S³)

ENC. 8

Recommend that the Board approve the following Cross-Contract budget increases:

1. Increase the Distance Learning – Capital Region BOCES budget (Co-Ser 431) from \$250,000 to \$305,000 for the 2024 – 2025 school year, to accommodate for an additional Cross Contract with Capital Region BOCES (Chazy). (S³)

ENC. 9

Recommend that the Board approve the following budget increases:

1. Increase the Inter-Scholastic Sports Coordination budget (Co-Ser 554) from \$876,382 to \$930,000 for the 2024 – 2025 school year, to accommodate for additional expenses. (S³)
2. Increase the William A. Fritz Cafeteria Fund Regular School Year Budget (Co-Ser C791) from \$255,362 to \$268,362 for the 2024 – 2025 school year to accommodate the increase of food prices and meals being served. (School Lunch Fund)

ENC. 10

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

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

WHEREAS, the CEWW BOCES has received written notification from the following school districts indicating their commitment to participate in the 2025 Special Education School-Age Summer School and to pay the actual costs of operating the 2025 summer program, notwithstanding State Education Department tuition rates: AuSable Valley, Beekmantown, Boquet Valley, Chazy Central Rural School, Crown Point, Keene, Moriah, Northeastern Clinton, Northern Adirondack, Peru, Plattsburgh City, Saranac, Schroon Lake, Ticonderoga, Willsboro;

IT IS THEREFORE RESOLVED, that after diligently analyzing written notices provided by component Districts via Board Resolution, committing to pay the actual costs of operating the 2025 summer program, notwithstanding State Education Department tuition rates, the CEWW Board of Cooperative Educational Services authorizes the CEWW BOCES Special Education Director to provide 2025 Special Education School-Age Summer School.

ENC. 11

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

ENC. 11 (Continued)

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

IT IS THEREFORE RESOLVED, that if component Districts commit by Board Resolution to pay the actual costs of operating the 2026 summer program, notwithstanding State Education Department tuition rates, as indicated by written notice from those Districts, no later than August 1, 2025; CEWW BOCES will diligently analyze its ability to provide services in summer 2026, based in part, on the number of component participants and students; and

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

ENC. 12

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

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

WHEREAS, the CEWW BOCES has received written notification from the following school districts indicating their commitment to participate in the 2025 Special Education School-Age Summer School and to pay the actual costs of operating the 2025 Summer Program, notwithstanding State Education Department tuition rates: Saranac Lake, Malone, North Warren, Lake Placid, and Chateaugay

IT IS THEREFORE RESOLVED, that after diligently analyzing written notices provided by component Districts via Board Resolution, committing to pay the actual costs of operating the 2025 summer program, notwithstanding State Education Department tuition rates, the CEWW Board of Cooperative Educational Services authorizes the CEWW BOCES Special Education Director to provide 2025 Special Education School-Age Summer School.

ENC. 13

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

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

IT IS THEREFORE RESOLVED, that if component Districts commit by Board Resolution to pay the actual costs of operating the 2026 summer program, notwithstanding State Education Department tuition rates, as indicated by written notice from those Districts, no later than August 1, 2025; CEWW BOCES will diligently analyze its ability to provide services in summer 2026, based in part, on the number of component participants and students; and

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

ENC. 14

Recommend that the Board approve the following Change Order:

1. Recommend that the Board approve a Change Order from Day Automation of Victor, New York in the amount of \$56,166.50 for Phase 2 of the voter approved “Capital Improvement Project” to furnish and install lockdown control and additional security cameras at the CVES Plattsburgh Campus. (Admin.)

ENC. 15

Recommend that the Board approve the following Lease Agreements:

1. Agreement between Clinton-Essex-Warren-Washington BOCES and Plattsburgh City School District for the purpose of allowing BOCES to lease two classrooms at the Duken Building, 49 Broad Street, Plattsburgh, NY 12901. The agreement will commence September 1, 2025 and will continue through June 30, 2026. The annual rent paid to Plattsburgh City School District by BOCES for the contract term of September 1, 2025 to June 30, 2026 shall be \$10,500. (Mgmt. Services) (attached)

ENC. 15 (Continued)

2. Agreement between Clinton-Essex-Warren-Washington BOCES and Plattsburgh City School District for the purpose of allowing BOCES to lease two classrooms at the Plattsburgh High School, 1 Clifford Drive, Plattsburgh, NY 12901. The agreement will commence September 1, 2025 and will continue through June 30, 2026. The annual rent paid to Plattsburgh City School District by BOCES for the contract term of September 1, 2025 to June 30, 2026 shall be \$10,500. (Mgmt. Services) (attached)

ENC. 16

Recommend that the Board approve the following Ancillary Services Agreements:

1. Ancillary Services Agreement between Plattsburgh City School District and Clinton-Essex-Warren-Washington BOCES to coincide with the Duken Building Lease Agreement term of September 1, 2025 through June 30, 2026.

The amount of \$10,500 shall be paid by BOCES to the District for ancillary services for the term of the agreement. (Mgmt. Services) (attached)

2. Ancillary Services Agreement between Plattsburgh City School District and Clinton-Essex-Warren-Washington BOCES to coincide with the Plattsburgh High School Lease Agreement term of September 1, 2025 through June 30, 2026.

The amount of \$10,500 shall be paid by BOCES to the District for ancillary services for the term of the agreement. (Mgmt. Services) (attached)

ENC. 17

Recommend that the Board approve the following Proposals:

1. Recommend, based on Tetra Tech's analysis and recommendation that the Board accept a proposal submitted by Atlantic Testing Laboratories, Limited for Special Inspection and Construction Materials Engineering and Testing Services Inspection Services to take place at the Plattsburgh Campus.

Be it further recommended that the CVES District Superintendent be granted authority to enter into a service agreement contract.

2. Recommend, based on Tetra Tech's analysis and recommendation that the Board accept a proposal submitted by Atlantic Testing Laboratories, Limited for Stormwater Pollution Prevention Plan Monitoring Services to take place at the Plattsburgh Campus.

ENC. 17 (Continued)

Be it further recommended that the CVES District Superintendent be granted authority to enter into a service agreement contract.

ENC. 18

Recommend that the Board approve the following resolution:

1. Be it resolved that the Clinton-Essex-Warren-Washington BOCES Board agrees to participate in the TIPS purchasing cooperative during the 2024 – 2025 school year.

ENC. 19

Recommend that the Board approve the following Agreements:

1. Agreement between Clinton-Essex-Warren-Washington BOCES and Stafford, Owens, Murnane, Kelleher, Miller, Meyer & Zedick, PLLC for Legal Services as needed, at a rate of \$230 per hour for all attorney services; \$130 per hour for law clerk services; and \$100 per hour for paralegal services for the period July 1, 2025 through June 30, 2026. (Admin) (attached)
2. Agreement between Clinton-Essex-Warren-Washington BOCES and Honeywell Law Firm, PLLC for Legal Services as needed, at a rate of \$210 per hour for legal services for the period July 1, 2025 through June 30, 2026. (Admin) (attached)
3. Agreement between Clinton-Essex-Warren-Washington BOCES and Bartlett, Pontiff, Stewart & Rhodes, P.C. for Legal Services as needed, at a rate of \$280 per hour for attorney services and \$175 per hour for paralegal services for the period of July 1, 2025 through June 30, 2026. (Admin) (attached)

ENC. 20

Audit Committee Meeting Minutes – February 12, 2025 (Info Only)

ENC. 21

Recommend that the Board amend the following appointment(s) that were approved at the February 12, 2025 Board Meeting:

Recommend that the Board appoint the following person(s) to a Temporary Appointment as follows for the 2024 – 2025 school year:

1. Name: Dawn Bordeau
Position: Special Education Teacher
Effective Date: February 3, 2025 – ~~June 30, 2025~~ April 27, 2025
Certification Status: Teaching Assistant, Level 1
Annualized Salary: \$50,500

ENC. 22

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

1. Elizabeth Roulston, Teaching Assistant, effective May 13, 2025
2. Scarlett Dauplaise, Teacher Aide/ Student Aide, effective June 28, 2025
3. Patrick McCaffrey, Special Education Teacher, effective June 30, 2025
4. Emilee Quantock, Benefits Specialist, effective July 1, 2025 for the purpose of accepting a Senior Benefits Specialist position
5. Vivian Porter, Part-Time Communications and Publications Assistant, effective June 1, 2025 for the purpose of accepting a Publications Specialist position

ENC. 23

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

1. Taylor Sullivan, School District Treasurer (Shared), effective June 26, 2025
2. Kayla Coolidge, Teacher Aide/ Student Aide, effective July 3, 2025
3. Haley Blaise, Network & Systems Coordinator, effective July 7, 2025
4. Matthew Palkovic, Network Administrator, effective July 10, 2025

ENC. 24

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

1. Name: Samantha Buckson

ENC. 24 (Continued)

Position: Teacher Aide/ Student Aide
Effective Date: May 19, 2025
Tentative Permanent Date: May 19, 2026
Annualized Salary: \$21,686

2. Name: Evie Angle
Position: Account Clerk/ Typist
Effective Date: May 28, 2025
Tentative Permanent Date: May 28, 2026
Annualized Salary: \$31,775
3. Name: Vivian Porter
Position: Publications Specialist
Effective Date: June 2, 2025
Tentative Permanent Date: June 2, 2026
Annualized Salary: \$46,672
4. Name: Talia Lynch (was provisional)
Position: Employment and Training Counselor
Effective Date: June 5, 2025
Tentative Permanent Date: September 16, 2025

ENC. 25

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

1. Name: Emilee Quantock
Position: Senior Benefits Specialist
Effective Date: July 1, 2025
Annual Base Salary: \$58,000

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

ENC. 26

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

1. Name: Kiara Garneau (was temporary)
Tenure Area: Teaching Assistant
Position: Teaching Assistant
Effective Date: February 22, 2025
Tentative Tenure Date: February 22, 2029
Certification Status: Teaching Assistant, Level 1
2. Name: Kaden Douglas-LaDuke (was temporary)
Tenure Area: Culinary Careers 7-12
Position: Food Service Teacher
Effective Date: May 20, 2025
Tentative Tenure Date: May 20, 2029
Certification Status: Culinary Careers 7-12, Transitional A Certificate
3. Name: Victoria Paiser (was temporary)
Tenure Area: Teaching Assistant
Position: Teaching Assistant
Effective Date: May 29, 2025
Tentative Tenure Date: May 29, 2029
Certification Status: Teaching Assistant, Level 1
4. Name: Patrick Maneely (was temporary)
Tenure Area: Electrical 7-12
Position: Electrical Design, Installation and Alternative Energy Teacher
Effective Date: June 3, 2025
Tentative Tenure Date: June 3, 2029
Certification Status: Electrical 7-12, Transitional A Certificate
5. Name: Danielle Janisewski
Tenure Area: Instructional Support Services in Special Education
Position: Special Education Instructional Coach
Effective Date: September 2, 2025
Tentative Tenure Date: September 2, 2029
Certification Status: Students With Disabilities 7-12 Generalist, Professional Certificate, Students With Disabilities 1-6, Professional Certificate
Annualized Salary: \$69,000

ENC. 26 (Continued)

(The Expiration dates 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. 27

Recommend that the Board appoint the following person(s) to an hourly Civil Service Appointment for the 2024-2025 school year:

Benefits Specialist, \$25/hr

Jill Borrie (*Pending fingerprint clearance*)

ENC. 28

Recommend that the Board appoint the following person(s) to an hourly Civil Service Appointment for the 2025-2026 school year:

Benefits Specialist, \$25/hr

Jill Borrie (*Pending fingerprint clearance*)

Auto Mechanic, \$50/hr

Stephen Bassett

Education Grant Specialist, \$26/hr

Brianna Burnham

Kelly Wilson-Stevens

ENC. 29

Recommend that the Board approve the following Facilitators for the 2024 – 2025 school year:

Facilitators, \$30/hr

Nina Cole (*Pending fingerprint clearance*)

ENC. 30

Recommend that the Board approve the following Facilitators for the period of June 14, 2025 – June 21, 2025

Facilitators, \$30/hr

Amber Wethington	Not-to-exceed 48 hours
Ciarra Smith	Not-to-exceed 48 hours
Cynthia Lindberg	Not-to-exceed 25 hours
Dawn Perry	Not-to-exceed 48 hours
Emily Duquette	Not-to-exceed 48 hours
Emily LaPorte	Not-to-exceed 48 hours
Hanna Duquette	Not-to-exceed 48 hours
Hannah Root	Not-to-exceed 48 hours
Heather Agoney	Not-to-exceed 48 hours
Jacob Cummings	Not-to-exceed 85 hours
Jillian Zeiger	Not-to-exceed 48 hours
Madison Bokus	Not-to-exceed 48 hours
Marky LaPorte	Not-to-exceed 48 hours
Maxwell Neimeier	Not-to-exceed 85 hours
Mikayla Defayette	Not-to-exceed 85 hours
Morgan Koyste	Not-to-exceed 48 hours
Robert Holt	Not-to-exceed 48 hours
Sarah Ryan	Not-to-exceed 48 hours
Sean Conklin	Not-to-exceed 48 hours
Suezanne Chrisman	Not-to-exceed 48 hours
Tonya Robinson	Not-to-exceed 85 hours
Yazmine Lawrence	Not-to-exceed 48 hours

ENC. 31

Recommend that the Board approve the following facilitators for the 2025-2026 school year:

Facilitators, \$30/hr

Nina Cole (*Pending fingerprint clearance*)
Colleen LaFountain
Dena Tedford
Debra Geddes
Lori Ducharme
Lisa Tallman
Dawn Waters
Scott Fairchild
Dana Poirier
Kim Mayer
John Hetfield

ENC. 31 (Continued)

Rebecca Banker
Holley Christiansen
Sanford Coakley
Jennifer Daniels
Kim Denton
Cheryl Dodds
Brenda Drummond
Melissa Dudyak
Hilary Eilers
Penny Favreau
Kaitlin Fielder
Theresa Figoni
Jacquelyn Germain
James Grant
Bonnie Gregware
Kathleen Howard
Danielle Janisewski
Dean Lincoln
Carlos Madan
Laurie Martin
Ann Mazzella
Christopher Mazzella
Jeff Morelock
Donald Olcott
Sonal Patel-Dame
Rachel Ribis
A. Paul Scott
Melissa Seymour
Rebecca Shuman
Debra Spaulding
Susan Stafford-Gough
Angelina Waldron
Elaine Whitcomb
Michael Zent
Daniel Bower

ENC. 32

Recommend that the Board approve the following Temporary Grant appointment from June 1, 2025 – June 30, 2025:

1. Alexandra Woodward, Work Study Student, not-to exceed 60 hours at \$15.50/hr
(*pending fingerprint clearance*)

ENC. 33

Recommend that the Board approve the following Temporary Grant appointment from July 1, 2025 – December 30, 2025:

1. Alexandra Woodward, Work Study Student, not-to exceed 100 hours at \$15.50/hr
(*pending fingerprint clearance*)

ENC. 34

Recommend that the Board renew the following Temporary Appointment, effective July 1, 2025 – July 31, 2025:

Name:

Dana Poirier

Position

Community Outreach Coordinator

ENC. 35

Recommend that the Board renew the following Temporary Appointment, effective July 1, 2025 – June 30, 2026:

Name:

Katie Labonte

Position

Adult Literacy Coordinator

ENC. 36

Recommend that the Board approve the following person(s) to a Temporary Appointment as follows for the 2025 – 2026 school year:

1. Name: Kaela Deleon
Position: Special Education Teacher
Effective Date: September 2, 2025 – June 30, 2026
Certification Status: Uncertified
Annualized Salary: \$52,000

ENC. 37

Recommend that the Board approve the following Special Projects Administrator(s) for the 2025 – 2026 school year:

Special Projects Administrator, \$50/hr
Stephen Broadwell
Greg Myers

ENC. 38

Recommend that the Board approve the following Adult Education Course Instructors for the 2025 – 2026 School Year:

Adult Education, hourly rate of pay per contract

Kenny Allen
Lisa Banker
Stephen Bassett
Richard Beaudry
Chad Blair
Zachary Buzzell
Greg Cassavaugh
Shelley Charland
Nolan Costello
Stephen Couture
Anika Sewell
Kaden Douglas-LaDuke
Jennifer Gero
Christopher Huchro
Maria Hurteau
Charles Johnson
Todd Menia
Frank Mercier
Erin Meyer
Tyler Puchrik
Lance Sayward
Erin Spoor
David Supernault
Alaina Weare
Dana Poirier
Katie LaBonte

Adult Education, \$35/hr
Thomas Aubin

ENC. 38 (Continued)

Christina Beck
John Bradley
Thomas Church
Lori Ducharme
Scott Fairchild
Kieran Kivlehan
Danielle Jackson
Bradley Kiroy
Chris Latremore
Susan Levaque
Dylan Limlaw
Harold Mallette
Dena Tedford
Thomas Tedford
Dawn Waters

Adult Education Health Careers, hourly rate per contract

Jaimie Plumadore
Helen Jessey
Britany DuBrey
Maria Spadafora

Adult Education Health Careers, \$42/hr

Dena Tedford

ENC. 39

Recommend that the Board approve the following temp-on-call and substitute positions for the 2025 – 2026 school year:

<u>Name</u>	<u>Position</u>
Teri Calabrese-Gray	Administrator
Cynthia Ford-Johnston	Administrator
Grace Stay	Administrator
Donald Bush	Cleaner/Messenger
Michael Riley	Cleaner/Messenger
April Miner	Clerk
Deborah Sears	Clerk
Wyatt Premore	Computer Lab Assistant
Jane Bush	Digital Print Machine Operator
Kim Wimett	Digital Print Machine Operator
Donald Bush	Laborer
Molly Denis	Laborer

ENC. 39 (Continued)

Bryan Walton	Musical Instrument Repair Tech
Jennifer Christiansen	Principal
Sanford Coakley	Principal
Christopher Mazzella	Principal
James McCartney	Principal
Thomas Ryan	Principal
Grace Stay	Principal
Thomas Tregan	Principal
Diane Leavine	Senior Stenographer

ENC. 40

Recommend that the Board approve the following Additional Work for the 2024 – 2025 school year:

Trainings, hourly rate of pay per contract

Alyssa Morin (TCIS Training Prep)	Not-to-exceed 2 hours
Arianna Menard (TCIS Training Prep)	Not-to-exceed 2 hours
Christopher Falvey (TCIS Training Prep)	Not-to-exceed 6 hours
Heidi Wells (TCIS Training Prep)	Not-to-exceed 2 hours
JoAnne Beaudry (TCIS Training Prep)	Not-to-exceed 2 hours
Joelle Lucia (TCIS Training Prep)	Not-to-exceed 2 hours
Kimbery Denton (TCIS Training Prep)	Not-to-exceed 4 hours
Suezanne Chrisman (TCIS Training Prep)	Not-to-exceed 2 hours

Continuation of normal work-year duties, hourly rate of pay

Kaden Douglas-LaDuke	Not-to-exceed 10 hours
Jerilynn Lamere	Not-to-exceed 100 hours

ENC. 41

Recommend that the Board approve the following Additional Work for the 2025 – 2026 school year:

Continuation of normal work-year duties, hourly rate of pay

Tyler Puchrik	Not-to-exceed 35 hours
Alaina Weare	Not-to-exceed 35 hours
Kaden Douglas-Laduke	Not-to-exceed 35 hours
Amber Wethington	Not to Exceed 200 Hours
Ceila Bashaw	Not to Exceed 20 Hours
Ciarra Smith	Not to Exceed 200 Hours
Dawn Perry	Not to Exceed 200 Hours
Hanna Duquette	Not to Exceed 200 Hours
Jacob Cummings	Not to Exceed 250 Hours

ENC. 41 (Continued)

Jami Ganter	Not to Exceed 20 Hours
Julie Favro	Not to Exceed 10 Hours
Lauren LaValley	Not to Exceed 10 Hours
Maiya Giroux	Not to Exceed 200 Hours
Marky Desrocher	Not to Exceed 200 Hours
Nikki Catlin	Not to Exceed 200 Hours
Jerilynn Lamere	Not to Exceed 250 Hours

Stipend Positions, Compensation per collective bargaining agreement

Christopher Huchro	Maple Sugaring Co-Advisor, Mineville
Taylor Sprague	Maple Sugaring Co-Advisor, Mineville
Eric Jock	Maple Sugaring, Plattsburgh
Eric Jock	Greenhouse Work, Plattsburgh
Melanie Faville	Yearbook Co-Advisor, CV-TEC Plattsburgh
Lisa Tallman	Yearbook Co-Advisor, CV-TEC Plattsburgh

Program Development, hourly rate of pay per contract

Stephen Bassett (CTE Program Re-approvals)	Not-to-exceed 7 hours
Abram Benko (CTE Program Re-approvals)	Not-to-exceed 7 hours
Shelly Charland (CTE Program Re-approvals)	Not-to-exceed 7 hours
Melanie Faville (CTE Program Re-approvals)	Not-to-exceed 7 hours
Katie Gadway (CTE Program Re-approvals)	Not-to-exceed 7 hours
Christopher Huchro (CTE Program Re-approvals)	Not-to-exceed 7 hours
Erin Meyer (CTE Program Re-approvals)	Not-to-exceed 7 hours
Jacoby Richards (CTE Program Re-approvals)	Not-to-exceed 7 hours
Katherine Savard (CTE Program Re-approvals)	Not-to-exceed 7 hours
Lance Sayward (CTE Program Re-approvals)	Not-to-exceed 7 hours
Taylor Sprague (CTE Program Re-approvals)	Not-to-exceed 7 hours
David Supernault (CTE Program Re-approvals)	Not-to-exceed 7 hours
Lisa Tallman (CTE Program Re-approvals)	Not-to-exceed 7 hours
Brian Womer (CTE Program Re-approvals)	Not-to-exceed 7 hours
Caitlin Yell (CTE Program Re-approvals)	Not-to-exceed 7 hours
Alyssa Restrepo	Not to Exceed 4 Hours
Jesse Ballard	Not to Exceed 4 Hours
Julie Favro	Not to Exceed 6 Hours
Julie Fillion	Not to Exceed 6 Hours
Kaela Deleon	Not to Exceed 4 Hours
Krista Williams	Not to Exceed 4 Hours
Lauren LaValley	Not to Exceed 6 Hours
Laurie Dubay	Not to Exceed 4 Hours
Maxwell Neimeier	Not to Exceed 4 Hours
Patricia Sharlow	Not to Exceed 4 Hours

ENC. 41 (Continued)

Curriculum Development, hourly rate of pay per contract

Julie Favro	Not to Exceed 18 Hours
Lauren LaValley	Not to Exceed 18 Hours
Tera Filion-Potts	Not to Exceed 5 Hours
Danielle Janisewski	Not to Exceed 100 Hours
David Supernault (CV-TEC PD)	Not-to-exceed 25 hours
Nolan Costello (CV-TEC PD)	Not-to-exceed 25 hours
Kenny Allen (CV-TEC PD)	Not-to-exceed 35 hours
Richard Beaudry (CV-TEC PD)	Not-to-exceed 35 hours
Anika Sewell (CV-TEC PD)	Not-to-exceed 70 hours
Jennifer Gero (CV-TEC PD)	Not-to-exceed 14 hours
Lisa Tallman (CV-TEC PD)	Not-to-exceed 14 hours
Joanne Beaudry (CFL Elective)	Not-to-exceed 25 hours
Melissa Whitley (CFL Elective)	Not-to-exceed 25 hours

Committee Work, hourly rate of pay per contract

Kenny Allen (Shared Decision Making)	Not-to-exceed 7 hours
Richard Beaudry (Shared Decision Making)	Not-to-exceed 7 hours
Abram Benko (Shared Decision Making)	Not-to-exceed 7 hours
Shelly Charland (Shared Decision Making)	Not-to-exceed 7 hours
Penny Comes (Shared Decision Making)	Not-to-exceed 7 hours
Nolan Costello (Shared Decision Making)	Not-to-exceed 7 hours
Anika Sewell (Shared Decision Making)	Not-to-exceed 7 hours
Lisa Fisher (Shared Decision Making)	Not-to-exceed 7 hours
Kylee Gonyea (Shared Decision Making)	Not-to-exceed 7 hours
Helen Jessey (Shared Decision Making)	Not-to-exceed 7 hours
Elizabeth Otto (Shared Decision Making)	Not-to-exceed 7 hours
Jaimie Plumadore (Shared Decision Making)	Not-to-exceed 7 hours
Nicole Santaniello (Shared Decision Making)	Not-to-exceed 7 hours
Lance Sayward (Shared Decision Making)	Not-to-exceed 7 hours
David Supernault (Shared Decision Making)	Not-to-exceed 7 hours

Trainings, hourly rate of pay per contract

Nolan Costello (New CTE Teacher Training)	Not-to-exceed 14 hours
Kaden Douglas-LaDuke (New CTE Teacher Training)	Not-to-exceed 14 hours
Eric Jock (New CTE Teacher Training)	Not-to-exceed 14 hours
Patrick Maneely (New CTE Teacher Training)	Not-to-exceed 14 hours
Tyler Puchrik (New CTE Teacher Training)	Not-to-exceed 14 hours
David Supernault (New CTE Teacher Training)	Not-to-exceed 14 hours
Andrew Brousseau (ESY Training Day- Aide)	Not-to-exceed 6 hours
Charles Looby (ESY Training Day- Aide)	Not-to-exceed 6 hours
Chelsea Gemmel (ESY Training Day- Aide)	Not-to-exceed 6 hours
Cheyenne Goddeau (ESY Training Day- Aide)	Not-to-exceed 6 hours
Christina Goddeau (ESY Training Day- Aide)	Not-to-exceed 6 hours

ENC. 41 (Continued)

Debra Rogers (ESY Training Day- Aide)	Not-to-exceed 6 hours
Denise French (ESY Training Day- Aide)	Not-to-exceed 6 hours
Donna Caramia (ESY Training Day- Aide)	Not-to-exceed 6 hours
Donna Montroy (ESY Training Day- Aide)	Not-to-exceed 6 hours
Erin LaDeau (ESY Training Day- Aide)	Not-to-exceed 6 hours
Hannah Root (ESY Training Day- Aide)	Not-to-exceed 6 hours
Jackie Holmes (ESY Training Day- Aide)	Not-to-exceed 6 hours
Jade Drollette (ESY Training Day- Aide)	Not-to-exceed 6 hours
Janeen Defayette (ESY Training Day- Aide)	Not-to-exceed 6 hours
Julia Imler (ESY Training Day- Aide)	Not-to-exceed 6 hours
Karen Everleth (ESY Training Day- Aide)	Not-to-exceed 6 hours
Kayla Mills (ESY Training Day- Aide)	Not-to-exceed 6 hours
Lisa Desotell (ESY Training Day- Aide)	Not-to-exceed 6 hours
Michael Mills (ESY Training Day- Aide)	Not-to-exceed 6 hours
Patricia Edwards (ESY Training Day- Aide)	Not-to-exceed 6 hours
Renee Barber (ESY Training Day- Aide)	Not-to-exceed 6 hours
Samantha Buckson (ESY Training Day- Aide)	Not-to-exceed 6 hours
Stacey Yelle (ESY Training Day- Aide)	Not-to-exceed 6 hours
Stephanie Beery (ESY Training Day- Aide)	Not-to-exceed 6 hours
Venessa Couture (ESY Training Day- Aide)	Not-to-exceed 6 hours
Yazmine Lawrence (ESY Training Day- Aide)	Not-to-exceed 6 hours

Trainings, \$31/hr

Joan McGowan (ESY Training Day)	Not-to-exceed 6 hours
Danielle Janisewski (Ignite Training)	Not-to-exceed 12 hours

Trainings, \$17.50/hr

Amanda Dickinson (ESY Training Day- Aide)	Not-to-exceed 6 hours
Annette Miller (ESY Training Day- Aide)	Not-to-exceed 6 hours
Bill Forkey (ESY Training Day- Aide)	Not-to-exceed 6 hours
Brandee Nephew (ESY Training Day- Aide)	Not-to-exceed 6 hours
Conner Delavergne (ESY Training Day- Aide)	Not-to-exceed 6 hours
Elyse Hogan (ESY Training Day- Aide)	Not-to-exceed 6 hours
Hadley Lucas (ESY Training Day- Aide)	Not-to-exceed 6 hours
Hailee Liberty (ESY Training Day- Aide)	Not-to-exceed 6 hours
Jaelynn Drinkwine (ESY Training Day- Aide)	Not-to-exceed 6 hours
Juliette Metcalf (ESY Training Day- Aide)	Not-to-exceed 6 hours
Madison Converse (ESY Training Day- Aide)	Not-to-exceed 6 hours
Marianne Supley (ESY Training Day- Aide)	Not-to-exceed 6 hours
Rachel Madore (ESY Training Day- Aide)	Not-to-exceed 6 hours
Shelby Midgett (ESY Training Day- Aide)	Not-to-exceed 6 hours
Katherine Liberty (ESY Training Day- Aide)	Not-to-exceed 6 hours

ENC. 42

Recommend that the Board approve the following 2025 – 2026 Special Education Summer School (ESY) Staffing:

Cook Manager, hourly rate of pay per contract

Dale Bracy

Meagan Whitman

Teacher Aide/ Student Aide, hourly rate of pay per contract

Linda Brinson

Samantha Buckson

Randa Newell

Katrina Brown

Linda Brinson

Teaching Assistant, hourly rate of pay per contract

Sarah Agnew

Anne Taylor

Kathleen Callanan

Kent Olsen

Bethany Katzfey

Staci Norton

Tammy Cringle

Teacher, hourly rate of pay per contract

Cynthia Williams

Mariellen Boyd

Anika Sewell

Bethany Katzfey

Kyle Smith

Food Service Helper, \$17.50/hr

Lollita Pierce

Teacher Aide/Student Aide, \$17.50/hr

Annette Miller

Brandee Nephew

Michael Mitchell

Diane Katzfey

Hunter Boadway

Shelby Midgett

Hannah Sorel

Chelsea Sheriden

Allie Huchro

Hadley Lucas

ENC. 42 (Continued)

Jaelynn Drinkwine
Katherine Liberty
Conner Delavergne
Emma Rabideau (*pending fingerprint clearance*)
Madison Converse (*pending fingerprint clearance*)
Juliette Metcalf (*pending fingerprint clearance*)
Elyse Hogan (*pending fingerprint clearance*)
Marianne Supley (*pending fingerprint clearance*)
Rachel Madore (*pending fingerprint clearance*)
Bill Forkey (*pending fingerprint clearance*)

Teaching Assistant, \$30/hr

Jaiden Varmette
Desiree Cassavaugh

Teacher, \$44 hourly

Joan McGowan

Registered Nurse (Schools), hourly rate of pay per contract

Stacey Smart

ENC. 43

Recommend that the Board approve the following person(s) to perform Building Checks for the 2025-2026 school year:

<u>Name</u>	<u>Location</u>
Jeffrey Coon	Plattsburgh (\$100/day)
Michael Clarke	Plattsburgh (\$100/day)
Michael Fisher	Plattsburgh (\$100/day)
Devin Laporte	Plattsburgh (\$100/day)
Eric Rosselli	Mineville (\$65/day)
Adam Siano	Mineville (\$65/day)

ENC. 44

Recommend that the Board authorize reimbursement of fingerprinting fees up to \$105 for employees receiving fingerprint clearance for the purpose of working at CVES. Employees must submit application for reimbursement of costs on or before June 30, 2026. Employees hired in the following positions, and fingerprinted between June 1, 2025 and June 30, 2026, will be eligible for reimbursement of fingerprint fees after working 10 days at CVES:

Teacher aides/student aides
Temp on-call Teacher Aides/Student Aides

ENC. 44 (Continued)

Temp on-call Custodial Worker
Temp on-call Building Maintenance Worker
Temp on-call Cook
Temp on-call Food Service Helper
Temp on-call Cleaner Messenger
Temp on-call Computer Lab Assistant
Temp on-call Computer Specialist
Temp on-call Laborer
Temp on-call Clerical (all titles)
Temp on-call Nurse (Registered Nurses)

ENC. 45

Recommend that the Board establish the following Temporary-On-Call and Substitute rates for the 2025 – 2026 school year effective July 1, 2025:

Title (Temporary-On-Call)	2024-2025	Type	2025-2026	Type
Teacher	\$135	Daily	\$150	Daily
Teacher- Retiree	\$150	Daily	\$165	Daily
Counselor	\$135	Daily	\$150	Daily
Nurse (RN)	\$155	Daily	\$165	Daily
Teaching Assistant	\$120	Daily	\$130	Daily
Teacher Aide/ Job Placement Aide	\$110	Daily	\$115	Daily
Custodial Worker	\$18	Hourly	\$18.50	Hourly
Building Maintenance Mechanic	\$19	Hourly	\$19.50	Hourly
Custodial/ Building Maintenance Retiree	\$21	Hourly	\$21.50	Hourly
Bus Driver	\$23	Hourly	\$25	Hourly
Cook	\$18	Hourly	\$18.50	Hourly
Food Service Helper	\$17	Hourly	\$17.50	Hourly
Musical Instrument Repair Technician	\$21	Hourly	\$21.50	Hourly
Audio Visual Repair Technician	\$16	Hourly	\$16.50	Hourly
Cleaner- Messenger	\$18	Hourly	\$18.50	Hourly
Computer Specialist	\$18	Hourly	\$18.50	Hourly
Computer Lab Assistant	\$17	Hourly	\$17.50	Hourly
Laborer	\$17	Hourly	\$17.50	Hourly
Temp-on-Call Clerical (Clerk, Typist, Account Clerk/Typist)	\$18	Hourly	\$18.50	Hourly
Temp-On-Call CVES Retiree	\$21	Hourly	\$21.50	Hourly
Principal	\$375	Daily	\$400	Daily
Administrator	\$475	Daily	\$500	Daily

ENC. 46

Recommend that the Board approve the following request(s) for approval of attendance to conference/workshop for the following Board member(s):

1. Leisa Boise, Patricia Gero, Richard Harriman Sr., Donna LaRocque, Ed Marin, Emily Reynolds-Bergh, Michael St.Pierre, Donna Wotton
2025 NYSSBA Annual Convention and Education Expo
October 23-25, 2025
New York City, NY
2. Leisa Boise, Richard Harriman Sr., Donna LaRocque, Ed Marin, Emily Reynolds Bergh, Michael St. Pierre, Donna Wotton
2025 NYSSBA Law Convention
October 23, 2025
New York City, NY

ENC. 47

The 2024 – 2025 Reserve Plan Summary, updated May 9, 2025 (attached), was shared with the Board for informational purposes only.

ENC. 48

Recommend that the Board approve the following resolution:

1. WHEREAS, the BOCES has a Career and Technical Education Instructional Equipment Reserve (CTE Equipment Reserve) for the replacement and purchase of advanced technology equipment used in instructional CTE programs; and

WHEREAS, the BOCES has approved the establishment of the CTE Equipment Reserve in 2011 and updated the reserve authorization on May 11, 2025 as permitted by Law; and

WHEREAS, the BOCES wishes to fund the CTE Equipment Reserve,

ENC. 48 (Continued)

BE IT THEREFORE RESOLVED that the BOARD authorizes and directs the Treasurer to use surplus funds in an amount not to exceed \$750,000 to the CTE Equipment Reserve Fund contingent upon surplus fund availability.

ENC. 49

Recommend that the Board approve the following resolution:

1. WHEREAS, In accordance with GML Section 6-r, the BOCES maintains a TRS Sub-Fund Reserve on which interest is accrued annually and added to the existing reserve balance.

WHEREAS, the June 30, 2025 projections indicate that the TRS Sub-Fund reserve balance, with the addition of the 2024-2025 accrued interest, will exceed the maximum allowable amount to be maintained in the reserve.

WHEREAS, moneys in a Retirement Contribution Reserve fund may only be expended to finance retirement contributions.

BE IT THEREFORE RESOLVED the Board authorizes the BOCES treasurer to allocate the anticipated excess balance in the TRS Sub-Fund reserve, due to accrued interest, to fund a portion of the 2024-2025 annual TRS expenditures.

ENC. 50

Board Reports (attached)

Champlain Valley Educational Services

CODE OF CONDUCT

1st Read: June 11, 2025

CVES CODE OF CONDUCT

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CODE OF CONDUCT

CVES Mission Statement

"Champlain Valley Educational Services is committed to being a valued and trusted partner by supporting students, schools, and communities to excel through high-quality education, training, and shared services."

CVES Vision Statement

"We aspire to be the premier provider of dynamic and innovative education programs and shared services, serving as a catalyst for personal and regional growth and development towards a brighter global future."

Core Beliefs

- *Students are our first priority.*
- *Staff are essential to the health and well-being of our organization.*
- *We value open and honest communication.*
- *We embrace collaboration and shared decision-making.*
- *We promote creativity and innovation.*
- ***ALL** students can learn and be successful.*
- *We lead and act with integrity, fostering respect for all by ensuring the acceptance, inclusion, and celebration of our community members.*
- *Students, family, and community are valued partners for success.*
- *We ensure a safe, supportive learning and work environment.*
- *We all impact the educational process and are dedicated to perform at the highest possible levels.*

Public Non-Discrimination Notice:

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

Civil Rights Compliance Officer
Mr. Matthew Walentuk
1443 Military Turnpike
Plattsburgh, NY 12901

(518) 561-0100 Ext. 3117
walentuk_matt@cves.org

Civil Rights Compliance Officer
Ms. Sussane Ford-Croghan
1443 Military Turnpike
Plattsburgh, NY 12901

(518) 561-0100 Ext. 3101
ford-croghan_susanne@cves.org

504 Compliance Officer
Mr. Matthew Slattery
1585 Military Turnpike
Plattsburgh, NY 12901

(518) 561-0100 Ext. 1035
Slattery_matt@cves.org

I. INTRODUCTION

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

CVES has a long-standing set of expectations for conduct on CVES property and at CVES functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, acceptance, kindness, inclusion, tolerance, honesty, and integrity. CVES embraces research-based programs and strategies that prevent crisis from occurring, de-escalating potential crises, managing disruptive and acute physical behaviors, reducing potential and actual injury to personnel and students, teaching students adaptive coping skills and developing a positive learning environment. Such programs and strategies include but are not limited to: Therapeutic Crisis Intervention for Schools 2 (TCIS-2), CALM, restorative and trauma informed practices.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CTE: Career & Technical Education

<https://www.nysed.gov/career-technical-education>

CTE Programs: Career and technical education (CTE) programs are general education contiguous courses which provide academic and technical instruction in the content areas of agriculture, business and marketing, family and consumer sciences, health sciences, trade and technical education, and technology education.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Home school district: a secondary student's school district of residence.

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

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

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

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

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

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

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

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

Internet Enabled Devices: "Internet-enabled devices" shall mean and include any smartphone, tablet, smartwatch, or other device capable of connecting to the internet and enabling the user to access content on the internet, including social media applications" It excludes devices that are not capable of connecting to the internet, such as the old style "flip phones" as well as internet enabled devices provided by a school district or CVES.

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

Loitering: wandering or standing without purpose.

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

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

NYSED CTE Approved Program of Study: NYSED-approved programs are developed to deliver a related combination of courses and experiences in a career and technical area to confer academic and technical knowledge and skills in preparation for further education, training, and/or employment. The program is taught by appropriately certified and qualified teachers who supplement classroom instruction with work-based experiences for students. Student progress is recorded through a work-skills employability profile, performance on technical assessments, and other data on student performance in academic and technical areas. Successful completion of the 80-week program of study meets the criteria for the CTE 4+1 Graduation Pathway and may lead to a NYSED CTE Endorsement.

<https://www.nysed.gov/career-technical-education/cte-program-approval>

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

Parts 200 and 201 of the Regulations of the NYSED Commissioner of Education:

Part 200 of the Regulations of the Commissioner of Education relates to special education programs and services for students with disabilities. Part 201 relates to the procedural safeguards for students with disabilities subject to discipline

<https://www.nysed.gov/special-education/new-york-state-laws-and-regulations-related-special-education-and-students>

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

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

Removal :

- (1) a removal of a student with a disability for disciplinary reasons from that student's current educational placement, other than a suspension as defined in subdivision (r) of this section; and

- (2) the change in placement of a student with a disability to an IAES by an impartial hearing officer pursuant to section 201.8 of this Part. Such term shall also include the change of placement of a student with a disability to an IAES pursuant to section 201.7(e) of this Part made in conjunction with a suspension.

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

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

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

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

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

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

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

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

Special Education Program: As defined in the NYSED Commissioner's Regulations Part 200: Students with Disabilities. <https://www.nysed.gov/special-education/new-york-state-laws-and-regulations-related-special-education-and-students>

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

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

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

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

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

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

Therapeutic Crisis Intervention for Schools 2(TCIS-2): assists schools in preventing high-risk and disruptive crisis behaviors from occurring, de-escalating potential crises, managing acute physical behaviors, reducing potential and actual injury to students and staff, teaching students positive coping skills, and helping to create learning organizations. It provides schools with a model for eliminating the need for physical interventions by putting in place a system to promote learning and reflective practice. TCIS-2 may utilize interventions when a student is at imminent risk to themselves or to others.

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

Violent Student: an individual who:

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

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

III. INDIVIDUAL RIGHTS AND RESPONSIBILITIES

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

CVES STUDENT RIGHTS AND RESPONSIBILITIES

RIGHTS

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

RESPONSIBILITIES

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

IV. ESSENTIAL PARTNERS IN CREATING A POSITIVE SCHOOL CLIMATE

All parents and Persons in Parental Relation are expected to:

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

All teachers are expected to:

1. Establish and sustain a safe, orderly, and productive classroom environment by establishing and sustaining reasonable expectations for student conduct within their educational environment;
2. Enforce the Code of Conduct with their students and engage with appropriate others to ensure that student conduct matters are resolved promptly and fairly;
3. Maintain a climate of mutual respect and dignity;
4. Be prepared to teach;
5. Be knowledgeable of, and be able to, apply effective classroom/building behavior management techniques, Therapeutic Crisis Intervention for Schools 2(TCIS-2), CALM, restorative and trauma informed practices, as well as CALM philosophy and techniques for the ABA program;
6. Communicate regularly with students, parents, person(s) in parental relation and other professional staff and/or agencies regarding each student's emotional, social, behavioral, and academic progress through:
 - a. course objectives, lesson plans, draft IEPs, and other related documents
 - b. marking/grading procedures
 - c. assignment deadlines
 - d. expectations for students
 - e. classroom discipline plan
 - f. behavior management system
 - g. other documentation/communication tools
7. Adhere to the Code of Conduct for CVES or district-based school.
8. Maintain a professional atmosphere, appearance, and appropriate language for their professional position that does not detract from the educational environment.

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

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

All school administrators are expected to:

1. Promote a safe, orderly, and academically stimulating school environment that supports active teaching and learning;
2. Ensure that students and staff have the opportunity to communicate regularly with the building principals/supervisors and approach the building principals/supervisors for redress of grievances;
3. Evaluate all instructional programs for which they are responsible on a regular basis;

4. Support the development of and student participation in school functions;
5. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly;
6. Be knowledgeable of, and be able to apply, effective classroom/building behavior management techniques, and the Therapeutic Crisis Intervention for Schools 2(TCIS-2), CALM, restorative and trauma informed practices, as well as CALM philosophy and techniques for the ABA program; and assure their utilization in the educational environment;
7. Ensure that a behavior management system is created and supported to meet the needs of students enrolled in their building.
8. Maintain a professional atmosphere, appearance, and appropriate language for their professional position that does not detract from the educational environment.

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

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

All other CVES staff is expected to:

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

The DASA Coordinator is expected to:

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

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

1. Ensure the collaboration of student, teacher, administrator, and parent organizations, CVES safety personnel and other CVES personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, CVES personnel, volunteers, vendors, contractors, and visitors on CVES property and at CVES functions;
2. Review and approve at least annually the CVES Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation;

3. Lead by example by conducting Board meetings in a professional, respectful, and courteous manner.
4. Maintain a professional atmosphere, appearance, and appropriate language for their professional position that does not detract from the educational environment.

V. INDIVIDUAL CIVILITY

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

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

Individual behavior should not interfere with the rights of others. Individuals are expected to use language that is appropriate in demonstrating respect for self and others. Appropriate disciplinary action when violations occur will be taken.

ACCEPTABLE USE POLICY (AUP)

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

INTERNET ENABLED DEVICES (change the table of contents)

Students are prohibited from using any Internet-enabled devices shall mean and include any smartphone, tablet, smartwatch, or other device capable of connecting to the internet and enabling the user to access content on the internet, including social media applications” (excluding devices provided by a school district or CVES) during the school day as outlined in the CVES Policy. In addition, students are prohibited from using any device which electronically communicates, sends, receives, stores, reproduces, or displays voice or text communication or data (inclusive of media transmissions) during the school day, except as expressly permitted in connection with authorized use

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

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

STUDENT DRESS CODE

It is the responsibility for students to attend school in appropriate dress that meets health and safety standards and does not interfere with their education or the learning process.

The student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as science labs or physical education.
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories with offensive language or images, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar, or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

The administration is authorized to take action in instances where individual dress does not meet these stated requirements.

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

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

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

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

Student Dress Code Enforcement

Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. “Shaming” includes, but is not limited to:

- Kneeling or bending over to check attire fit.
- Measuring straps or skirt length.
- Asking students to account for their attire in the classroom or in hallways in front of others.
- Calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps or waistbands, etc. and;
- Accusing students of “distracting” other students with their clothing.

Students who violate the student dress code may be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with the acceptable item.

- Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day or,
- Student will be offered alternative clothing as provided by the main office or health office, to be dressed more to code for the remainder of the day or,
- If necessary, students’ parents/guardians may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.

Any student who repeatedly fails to comply with the dress code may be subject to further discipline, up to and including out of school suspension.

(Dress Code Expectations inspired in part by Oregon NOW Model Dress Code and ETHS Pilot: Student and Family Handbook.)

VI. PROHIBITED CONDUCT

The CVES Board expects all individuals to conduct themselves in an appropriate and civil manner in accordance with the CVES Code of Conduct, with proper regard for the rights and welfare of other students, personnel, and other members of the school community, and for the care of facilities and equipment. These expectations also apply to internships and student work experience. CVES strives to provide an environment in which individuals can achieve the knowledge and skills, in collaboration with faculty and staff, to develop social and emotional maturity. CVES personnel are expected to facilitate and model appropriate behavior and promote self-regulation.

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

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

A. Engaging in Disorderly Conduct

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

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

B. Engaging in Conduct that is Insubordinate or Disruptive

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

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

C. Engaging in Conduct that is Violent

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

1. Committing, threatening, or attempting any act of violence (such as hitting, kicking, punching, or scratching) upon a CVES employee;
2. Committing, threatening, or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon another student or any other person lawfully on school property;
3. Possessing or fabricating a weapon (see definition). Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on CVES property or at a CVES function;
4. Displaying what appears to be a weapon;
5. Threatening to use any weapon(s);
6. Using weapon(s);
7. Intentionally damaging or destroying CVES property, the personal property of a student, teacher, volunteer, contractor, vendor, administrator, other CVES employee or any person lawfully on CVES property, or at a CVES function including but not limited to graffiti or arson;
8. Communication by any means, including oral, written, or electronic (such as through the Internet or e-mail) off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or, (b) results in material or substantial disruption to the educational environment.

D. Engaging in Any Conduct That Endangers the Safety, Morals, Health, or Welfare of Others *Examples of such conduct include, but are not limited to:*

1. Lying, deceiving, or giving false information to school personnel;
2. Stealing CVES property or the property of other students, school personnel or any other individual lawfully on school property or while attending a school function;
3. Discrimination, which includes the use of race, gender (identity and expression), ethnicity, religion, age, political affiliation, sexual orientation, national origin, color, weight, religious practice, sex, appearance, socio-economic status, or disability as a basis for treating another in a negative manner;
4. Harassment or bullying, as defined in this code of conduct or violation of the Dignity for All Students Act (DASA).
5. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.;
6. "Cyberbullying, as defined by this code of conduct or the Dignity for All Students Act (DASA). Such acts include for example use of texts, emails, or social media to harass or bully students.
7. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending, or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature;
8. Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed;
9. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any CVES or school sponsored activity, organization, club, or team;
10. Possessing, using, viewing, selling, or distributing obscene material;
11. Possessing, consuming, selling, attempting to sell, purchasing, attempting to purchase, distributing, or exchanging alcoholic beverages, marijuana, marijuana products, THC/CBD products, tobacco, tobacco products, electronic cigarettes, vaping/dab devices, vaping/dab components, vaping/dab fluids, pouches (e.g., nicotine, caffeine, etc.), illegal substances, or

being under the influence of any of these. "Illegal substances" include, but are not limited to inhalants, cocaine, LSD, PCP, amphetamines, heroin, steroids, lookalike drugs, and any substances commonly referred to as "designer drugs;"

12. Possessing, selling, attempting to sell, purchasing, attempting to purchase, distributing, or exchanging drug paraphernalia;
13. Use of products in a manner other than intended by the manufacturer;
14. Inappropriately possessing, using, sharing, selling, attempting to sell, purchasing, attempting to purchase, distributing, or exchanging prescription and over-the-counter drugs;
15. Possessing, consuming, selling, attempting to sell, purchasing, attempting to purchase, distributing, or exchanging "look-alike drugs;" or, possessing or consuming (without medical authorization), selling, attempting to sell, distributing, or exchanging other substances such as dietary supplements, weight loss pills, etc.;
16. Gambling and gaming, including online activities;
17. Inappropriate touching and/or indecent exposure;
18. Initiating or reporting warning of fire or other catastrophe without valid cause, misusing 911, or tampering with emergency devices;
19. Violating privacy when using school restroom facilities.
20. Creating or enabling a hostile learning/work environment.
21. Violating the Student Driver or Passenger Procedures.
22. Throwing or causing to be airborne, any object, tool, or material that could distract or cause injury to others.

E. Engaging in Misconduct While Utilizing School-Provided Transportation

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

F. Engaging in any Form of Academic Misconduct

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

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

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

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

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

VII. STUDENT DISCIPLINE: CONSEQUENCES AND PROCEDURES

While CVES utilizes proactive and preventative strategies consistent with the established DASA Guiding Principles to address inappropriate behavior, disciplinary action may be necessary. Methods of student discipline vary in style and effectiveness. Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that is fair, consistent, and impartial.

While no single method of discipline is recommended or mandated, all discipline is to be appropriate to the situation and in accordance with law, regulations and CVES policies.

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

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

The CVES Rise Center for Success Special Education and CV-TEC CTE programs incorporate behavior management systems and classroom expectations as part of the overall instructional program that are designed to address a full range of student behaviors. Infractions by students with disabilities will be addressed in accordance with this Code of Conduct and the NYSED Commissioner's Regulations Part 201; Procedural Safeguards for Students with Disabilities subject to discipline. [New York State Laws and Regulations | New York State Education Department \(nysed.gov\)](#)

Disciplinary Consequences

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

Positive supports, strategies, and interventions to improve students' motivation, social skills, problem solving abilities, anger management, and conflict resolution abilities;
Environmental modifications to support students' abilities to maintain attention, stay on task, and control their behavior;

Division-wide behavior management systems and classroom expectations to improve students' abilities to understand the connections between their behavior and outcomes.

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

CONSEQUENCE	AUTHORIZED PERSONNEL
Verbal Warning	Any member of CVES staff
Written Warning/Referral	Educational program staff
Written notification to parent	Teachers, student support services personnel, Principal, supervisor, or designee
Suspension of other privileges	School Administrator, or designee
In-School Detention	School Administrator, or designee
Formal removal from classroom	Educational program staff, School Administrator, or designee
Short-term (five days or less) suspension*	CVES School Administrator, or designee after consultation with school administrators of home district
Long-term (more than five days) suspension from school *	CVES School Administrator, or designee after consultation with school administrators of home district
CVES Program exclusion *	CVES School Administrator, or designee after consultation with school administrators of home district
Permanent suspension from CVES program(s) *	CVES School Administrator, or designee after consultation with school administrators of home district.
<i>*CVES school administrators work in close collaboration with each student's home district for all suspensions. Section XI: Disciplining Students with Disabilities is to be referenced for all students who qualify under Part 200 of the Commissioners Regulations (Students With Disabilities).</i>	

Parents/person(s) in parental relation are powerful partners in a student's behavioral growth, and in their child's development of acceptable social skills. CVES realizes that good communication and informal relations between parents and educators are critical to resolving discipline issues. The use of sustained, multiple, coordinated interventions at home and in school provide students with the consistency they need to develop appropriate behaviors.

Parents/person(s) in parental relation are encouraged to help the school staff by reinforcing positive school behavior and disciplinary consequences. CVES recognizes that parental involvement in the behavioral process is required for the student to develop the behaviors that will ensure success in the school setting and life. Therefore, it is our philosophy to provide the parent/guardian with regular and early notification by phone or in writing when a student's behavior is problematic in addition to the required procedural notifications covered below.

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

VIII. STUDENTS' DUE PROCESS RIGHTS

Procedures

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

Suspension from Extracurricular Activities and/or Transportation Related Thereto

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

In-School Detention

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

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

Formal Removal of Disruptive Students by a Teacher

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

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

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

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

1. If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being formally removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher formally remove a student from class;
2. If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be formally removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours, provided that if such 24-hour period does not end on a school day, it shall be extended to the corresponding time on the next school day;
3. The teacher must complete a CVES-established form for a formal removal by a teacher and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the formal removal and to present the CVES form for a formal removal by a teacher. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day;
4. Within 24-hours after the student's formal removal by a teacher, the principal or another administrator designated by the principal, must notify the student's parents that the student has been formally removed from the class and why. The notification must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the formal removal. If such 24-hour period does not end on a school day, it shall be extended to the corresponding time on the next school day. The 24-hour notification, if by telephone or in person, will be immediately followed by a written notice;
5. The principal may require the teacher who ordered the formal removal to attend the informal conference;
6. If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was formally removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's formal removal by a teacher. If such 48-hour period does not end on a school day, it shall be extended to the corresponding time on the second school day next following the pupil's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal;
7. The principal or the principal's designee may overturn the formal removal of the student from class if any one of the following are found:
 - a. The charges against the student are not supported by substantial evidence;
 - b. The student's formal removal is otherwise in violation of law or the provisions of this Code of Conduct;
 - c. The conduct warrants suspension from school pursuant to Education Law Section 3214 and a suspension will be imposed.
8. The principal or his or her designee may overturn a formal removal by a teacher at any point between receiving the referral form issued by the teacher and the close of business on the school day next succeeding the end of the 48-hour period for the informal conference if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the

classroom until the principal makes a final determination, or the period of the formal removal expires, whichever is less;

9. Any disruptive student who is formally removed from the classroom by the classroom teacher shall be offered continued educational programming and activities by a certified teacher in an alternate setting until the student is permitted to return to the classroom;
10. Each teacher must keep a complete log (on a CVES-provided form) for all cases of formal removal of students from his or her class. The principal must keep a building log of all formal removals by the teachers of students from class;
11. Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. See Section II (Definitions) "Disciplinary Change of Placement" for details. For Rise Center for Success Special Education and CV-TEC CTE programs that regularly enroll one or more students with a disability, it is recommended that behavior management systems be implemented as a means of anticipating and preventing discipline problems.

Suspension from School

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

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

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

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

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

1. Suspension may be recommended by an administrator to the home school district for a period of time not to exceed five school days;
2. The student being suspended must be notified of the suspension and the reason for the proposed suspension;
3. The parents/person(s) in parental relation of the student are to be notified in writing by personal delivery, mail delivery or equivalent means within 24 hours with additional notification by telephone, where possible;
4. The student and parent(s) or person(s) in parental relation(s) shall, on request, be given an opportunity for an informal conference with the administrator. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable;
5. A copy of the suspension letter shall be placed in the student's file;

6. Upon return to school for reinstatement, the student should be accompanied, if possible, by either or both parents/person(s) in parental relation for a reinstatement interview. A phone conference may also be required. The administrator may recommend the suspension of a student with a disability for a period not to exceed five (5) consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior unless the particular suspension would result in a disciplinary change of placement. Any student with a disability who has been suspended for any 10 days within a school year must be referred to the Committee on Special Education of the home school district for a manifestation determination hearing. Students with disabilities and their parents should be aware that there are special protections surrounding disciplinary actions that may warrant a manifestation determination and should request specifics of these legal protections from the Committee on Special Education of their home school district.

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

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

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

IX. MINIMUM PERIODS OF SUSPENSION

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

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

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

B. *Committing violent acts*

Any student who is found to have committed a violent act, other than bringing a firearm onto CVES property as defined by the Gun Free Schools Act, shall be subject to suspension from school for at least five days. If a minimum five-day suspension is proposed, the student and the student's parents or person(s) in parental relation, or legal guardian will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed suspension exceeds the minimum five-day suspension, the student and the student's parents or person(s) in parental relation or legal guardian will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension as per the Code of Conduct of the student's home school district. The home school district has the authority to modify the minimum five-day suspension on a case-by-case basis at the recommendation

of CVES administration, using the same factors as were described above for modifying a one-year suspension for possessing a firearm. A student with a disability may be suspended only in accordance with the requirements of State and federal law.

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

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

- D. *Possessing, consuming, being under the influence, selling, attempting to sell, purchasing, attempting to purchase, distributing, or exchanging illegal drugs*

Any student who is found to have possessed, consumed, sold, attempted to sell, purchased, attempted to purchase, distributed, or exchanged illegal drugs shall be subject to suspension from school for at least five days. If a minimum five-day suspension is proposed, the student and the student's parents or person(s) in parental relation, will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed suspension exceeds the minimum five-day suspension, the student and the student's parents or person(s) in parental relation will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension as per the Code of Conduct of the student's home school district. The home school district has the authority to modify the minimum five-day suspension on a case-by-case basis at the recommendation of CVES administration, using the same factors as were described above for modifying a one-year suspension for possessing a firearm. A student with a disability may be suspended only in accordance with the requirements of State and federal law.

X. REFERRALS

- A. Supportive Services

CVES may make recommendations for supportive services.

- B. PINS Petitions

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

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

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

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

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

XI. DISCIPLINING STUDENTS WITH DISABILITIES

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities are afforded certain procedural protections whenever school authorities intend to impose discipline upon them.

The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

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

Authorized Suspensions or Removals of Students with Disabilities

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

- (a) *Behavioral intervention plan* means a plan that is based on the results of the functional behavioral assessment and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.
- (b) *Committee on special education or CSE* means a committee on special education, subcommittee on special education, or other multidisciplinary team established in accordance with Education Law section 4402 or, in the case of a preschool student with a disability, the committee on preschool special education.
- (c) *substance* means a drug or other substance identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. section 812) (United States Code, 2006 edition, volume 13; Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9328; 2008 - available at the Office of Counsel, New York State Education Department, State Education Building Room 148, 89 Washington Avenue, Albany, NY 12234).
- (d) *Day* shall mean a calendar day, except where a school day or business day is specified.
 - (1) *School day* means any day, including a partial day that students are in attendance at school for instructional purposes. The term *school day* has the same meaning for all students in school, including students with and without disabilities.
 - (2) *Business day* means Monday through Friday, except for Federal and State holidays (unless holidays are specifically included in the designation of business day).
- (e) *Disciplinary change in placement* means a suspension or removal from a student's current educational placement that is either:
 - (1) for more than 10 consecutive school days; or

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

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

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

201.7 General procedures for suspensions and removals of students with disabilities

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

- (i) has inflicted serious bodily injury, as defined in section 201.2(m) of this Part, upon another person while at school, on school premises or at a school function under the jurisdiction of the educational agency;
 - (ii) carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of the educational agency; or
 - (iii) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function under the jurisdiction of the educational agency.
- (2) The period of suspension or removal ordered by the superintendent may not exceed the amount of time that a nondisabled student would be suspended for the same behavior.
- (f) School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement consistent with the other requirements of this Part is appropriate for a student with a disability who violates a school district's code of conduct.

Referral to law enforcement and judicial authorities

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

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

XII. CORPORAL PUNISHMENT/EMERGENCY INTERVENTIONS

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

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

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

Emergency Interventions

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

Emergency interventions shall only be used in situations where alternative procedures and methods not involving the use of reasonable physical force cannot reasonably be employed. In keeping with the principles

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

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

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

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

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

XIII. STUDENT SEARCHES AND INTERROGATIONS

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

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

USE OF METAL DETECTORS

At the discretion of CVES, students may be scanned by a metal detector in accordance with applicable law.

The following procedures are for the use of metal detectors at CVES where a CVES' administrator has reasonable suspicion that a student is in possession of a metallic or similar item that violates the CVES' Code of Conduct. This procedure may also be used where a student or other person has consented to a metal detector-based search. The District Superintendent of Schools may modify or expand these procedures in any manner necessary and consistent with the law.

The metal detector procedures will be included in the District's Student Handbook, to the extent that CVES creates and provides such a handbook.

Metal Detector Random Checks.

1. The District Superintendent or the Principal of the building in question may decide to conduct or authorize another to have a metal detector to be used on a person and/or belongings of a person, such as a backpack, purse,

or handbag, where the administrator has reasonable suspicion that the person is in possession of items that are in violation of the Code of Conduct and reasonably likely to be detected by a metal detector.

2. An administrator or school resource officer will escort each person with his or her personal effects into a designated area to proceed with the metal detector check. An adult will closely observe students to make sure no objects are removed from pockets or personal effects.

3. The administrator or school resource officer will ask the student to remove all metal-containing objects from his or her clothing and personal effects. The administrator or school resource officer will also ask the student if he/she has any metal objects which cannot be removed from his/her person. In the presence of another administrator or the school resource officer, the student(s) will pass through the stationary metal detector for a scan if one exists, otherwise a metal detector wand may be used. If the student refuses to cooperate, the administrator or school resource officer may proceed with the check in the presence of another adult.

4. If the metal detector alerts during the scanning of the student's effects, the administrator or school resource officer will ask the student to open the bag, purse, etc. and the person conducting the search will proceed to look for weapons. If the metal detector alerts during the scanning of the student's person, the student will be given a second opportunity to remove any metal-containing object from his or her person. A second scan will be conducted and if the metal detector alerts again, the administrator or school resource officer, in the presence of another administrator, will conduct a pat-down search of the student's outer clothing in the area where the metal detector alerted. The pat-down search will be done in a private room or area and in the presence of another administrator or the school resource officer. If the administrator feels an object on the student's person, the student will be given an opportunity to remove the object. If the student refuses, an administrator or the school resource officer will continue to supervise the student, the student's parent(s) will be contacted, and the student may be suspended from school for insubordination.

Lockers

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

Questioning of Students by School Officials

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

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

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

not negate the right/responsibility of school officials to contact appropriate law enforcement agencies, as may be necessary, with regard to such statements given by students to school officials.

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

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

Law Enforcement Officials

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

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

Interrogation of Students by Law Enforcement Officials

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

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

Child Protective Services’ Investigations

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

XIV. VISITORS TO THE SCHOOLS

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

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

XV. PUBLIC CONDUCT ON CVES PROPERTY

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

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

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

Prohibited Conduct

No individual, either alone or with others, shall:

1. intentionally injure any person or threaten to do so;
2. intentionally damage, destroy or remove without authorization CVES property or the personal property of a student, teacher, administrator, other CVES employee or any person lawfully on CVES property;

3. disrupt the orderly conduct of classes, CVES programs, services, other CVES activities, or other CVES work sites/internships;
4. distribute or wear materials on CVES grounds or at CVES functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the CVES program or CVES workplace;
5. intimidate, harass or discriminate against any person on the basis of race, gender, ethnicity, religion, age, political affiliation, sexual orientation, national origin, or disability, or acts of harassment and bullying as defined by this code of conduct or the Dignity for All Students Act.
6. enter any portion of CVES property without authorization or remain in any building or facility after regular hours;
7. obstruct the free movement of any person in any place to which this Code applies;
8. violate the traffic laws, parking regulations or other restrictions on vehicles;
9. possess, consume, sell, attempt to sell, purchase, attempt to purchase, distribute or exchange alcoholic beverages, tobacco, tobacco products, electronic cigarettes, vaping devices, components, and/or liquids, illegal substances, prescription and over-the-counter drugs, "look-alike drugs," and other substances (e.g., dietary supplements, weight loss pills) or be under the influence on CVES property or at a CVES function;
10. possessing, selling, attempting to sell, purchasing, attempting to purchase, distributing or exchanging drug paraphernalia;
11. possess, use or produce weapons in or on CVES property or at a CVES function, except in the case of law enforcement officers or as specifically authorized by CVES;
12. loiter on CVES property;
13. refuse to comply with any reasonable order from identifiable CVES officials performing their duties;
14. willfully incite others to commit any of the acts prohibited by this Code;
15. violate any federal or State statute, local ordinance or Board policy while on CVES property or while at a CVES function.
16. Create or enable a hostile learning/work environment.

Penalties

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

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

Enforcement

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

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

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

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

XVI. DISSEMINATION AND REVIEW

Dissemination of Code of Conduct

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

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

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

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

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

The administration shall develop guidelines in regard to:

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

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

1st Read June 11, 2025

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

DATE: May 14, 2025
KIND OF MEETING: Regular Board Meeting
PLACE: CVES Learning Hub Conference Center, Plattsburgh, NY & 41 LakeFront Dr.
Geneva, NY 14456

Board Members Present:

Leisa Boise
Bob Bourgeois
Dina Garvey
Patricia Gero
Richard Harriman, Sr.
Donna LaRocque
Ed Marin (Virtually)
Bruce Murdock
Emily Phillips
Lori Saunders
Michael St. Pierre
Eddie Webbinaro
Donna Wotton

Board Members Absent:

Kathy Comins-Hunter
Dina Garvey
Emily Reynolds Bergh

Others Present:

Dr. Eric Bell
Amy Campbell
Michele Friedman

Executive Officer:

Dr. Mark Davey

Board Clerk:

Katelyn Smart

MEETING
TO ORDER

Board President Michael St. Pierre called the meeting to order at 6:03 pm.

BOARD MEMBER
APPOINTMENT

Mr. Webbinaro moved, seconded by Mrs. Boise, that the Board appoint Mr. Bob Bourgeois to the vacant Board seat associated with Chazy Rural Central School District through June 30, 2025 – a two-month term. Mr. Bourgeois took his Oath of Office, and it was given to the Board Clerk. Mr. Bourgeois has been elected to a new three-year term for the same Board seat for the period of July 1, 2025, through June 30, 2028, and he shall take a separate Oath of Office for the new term at our CVES Reorganization Meeting in July 2025. All Board Members present voted yes, and the motion was carried.

BOARD MEMBER
APPOINTMENT

Mr. Webbinaro moved, seconded by Mrs. Boise, that the Board appoint Mrs. Donna LaRocque to the “At-Large” vacant seat on the CVES Board through April 28, 2026, the 2026 – 2027 CVES BOCES Administrative Budget Vote and CVES BOCES Board Member Elections. Mrs. LaRocque took her Oath of Office and filed it with the Board Clerk. All Board Members present voted yes, and the motion was carried.

EXECUTIVE
SESSION

Mrs. Saunders moved, seconded by Mrs. Garvey, that the Board go into Executive Session at 6:09 pm for the following reasons: #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; and #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.

The second location entered the meeting virtually with Ed Marin at 6:32 pm.

The Executive Session began with Dr. Davey and the Board members reviewing and discussing his District Superintendent Evaluation materials for 2024 - 2025. Dr. Davey shared a comprehensive Annual Evaluation Summary booklet with the Board members and outlined the next steps for completing the District Superintendent's SuperEval rating instrument, including the associated timeline for submission. Second, Dr. Bell and Ms. Campbell were invited to join the Executive Session by Dr. Davey. A confidential update was provided regarding several CVES Capital Project items including contractual and lease items, potential facilities expansion, and the potential sale of property. The third item of discussion centered on Labor Relations. The Board received an update on the ongoing negotiations with both the CSEA and the Administrative Unit. In addition, an individual contract recommendation was shared regarding a proposed contract extension. Lastly Dr. Davey reviewed several position proposals including the creation of a Rise Center for Success Instructional Coach, a Rise Center for Success Account Clerk Typist, and a Labor Relations Specialist (Hourly) Position.

Mr. Murdock moved, seconded by Mrs. Boise, that the Board come out of Executive Session at 7:29 pm. All Board Members present voted yes, and the motion was carried.

2024 – 2025 CVES
ANNUAL STAFF
SURVEY
PRESENTATION

Dr. Davey opened the presentation by expressing his appreciation for the Board members' ongoing support of the CVES Strategic Plan. He then introduced Ms. Amy Campbell, Assistant Superintendent for Educational Services, who has served as the Facilitator for the Annual Staff Survey updates. Ms. Campbell has been instrumental in coordinating the transition to the new Panorama survey platform, helping work with our DPT ad hoc members who helped review this year's survey for updates, as well as in analyzing and presenting the resulting data.

Ms. Campbell began her portion of the presentation by noting that the 2025 survey results reflect an overall positive tone across the organization. This marked the twelfth year the staff survey has been administered, and with 266 participants, it represented the second-highest level of participation in the survey's history. She shared that the full survey results would be communicated to staff later this week in Dr. Davey's Weekly Staff Update.

During the presentation, Ms. Campbell reviewed the key survey categories, and the types of questions included. She also highlighted recent revisions made to the survey and shared insights from the April 30, 2025, meeting of the District Planning Team (DPT). At that time, the DPT team members reviewed the data from this year's administration. The DPT will continue to review the survey instrument each year. Additional refinements are planned for next year to enhance its effectiveness. The presentation concluded with discussion from Board members regarding the updated survey questions and next steps.

AUDIT
COMMITTEE
UPDATE

Dr. Bell was introduced by Dr. Davey to provide an overview of the CVES Audit Committee meeting which met prior to the May Board Meeting. Sincere thanks were extended to the Committee members for their continued oversight and support. Dr. Bell shared that External Auditors from West & Company recently completed their audit review and commended Treasurer Ms. Christine Myers for her exceptional audit preparation. One audit finding was identified and promptly addressed. The Internal Audit Report is expected to be presented in October.

West & Company also reviewed the CVES Reserve Plan, with particular focus on the CTE Equipment Reserve and the Teachers' Retirement System (TRS) Reserve. The CTE Reserve supports planning for the new Plattsburgh CTE Center (2026) and a potential South Campus (2028). Interest earnings are expected to push the TRS Reserve above its statutory cap, and related Board resolutions will be brought forward in June.

Dr. Davey closed the update by thanking the auditors and CVES' Management Services Team for their professionalism and hard work each year. A Board Audit Committee member also expressed appreciation to Dr. Bell, Ms. Myers and our Management Services team for their excellent preparation, and attention to detail helping ensure a successful audit.

CVES FACILITIES
EXPANSION
UPDATE

Dr. Bell began Capital Project presentation sharing photos of the ongoing construction on the CTE Center site and the runway in Plattsburgh. Clinton County has provided trucks to assist with removing the torn-up runway. They are repurposing the materials to support roadway clean up after the winter. Currently, we are avoiding wetlands, and we are planning on a spanning walkway and a pass over bridge. CDIC has submitted plans to the Army Corps of Engineers to help mitigate environmental concerns. We would add a drainage pipe and should hear back in the next month. Construction is ahead of schedule and has been a wonderful experience.

Second, Dr. Bell thanked the Board for their support last month for passing the resolution allowing CVES to continue to investigate building a new CTE and Special Education Center for the Essex County districts to potentially replace the Mineville Campus. CVES is again working with Columbia Development on this initiative. They are researching a variety of Essex County properties to build a new facility that also allows room for future growth. Dr. Davey and Dr. Bell have been in communication with Essex County, the North Country Chamber of Commerce and our area State Legislators.

Third, Dr. Bell then provided an update on the playground project at the Rise Center in Plattsburgh. Project designs were submitted to the NYS State Education Department (NYSED) at the end of February, with official approval granted on May 1, 2025. He reviewed the proposed architectural design and noted that CVES has received one vendor quote to date, which is currently over budget. The most significant cost drivers are sitework and installation. CVES is now exploring opportunities to reduce costs by utilizing support from its O&M Team and CV-TEC programs to supplement aspects of the project.

DS UPDATE

Dr. Davey began his District Superintendent's Update by providing an overview of several recent CVES and component district events, beginning with the Clinton County School Board Association's Top 10% Dinner. Dr. Davey and several Board members joined in celebrating the outstanding academic achievements of students recognized by their respective districts. The event was an outstanding opportunity to honor student excellence across the region.

Second, Dr Davey invited Board Member Ms. Leisa Boise to share her reflections on the CV-TEC Plant Sale, along with several photos she had taken during her visit. Ms. Boise commended the dedication of the teachers and expressed how impressed she was by the enthusiasm and knowledge of the students, who proudly offered guided tours and showcased their work.

Next, Dr. Davey extended his sincere congratulations to the re-elected CVES Board members and expressed his enthusiasm for continuing their important work together over the next three-year term. He emphasized the value of their leadership, dedication, and ongoing commitment to the mission and success of CVES. In addition, Dr. Davey offered his heartfelt thanks Ms. Donna LaRocque for her continued service as an "At-Large" Board member and her willingness to serve another year in this role. He recognized her active contributions and engagement during her terms and expressed appreciation on behalf of the CVES community for her support and advocacy.

Fourth, Dr. Davey shared that attending the recent 2025 SkillsUSA State Competition in Syracuse at the NYS Fairgrounds was an energizing and inspiring experience. He extended heartfelt congratulations to the entire CV-TEC team, celebrating the outstanding achievement of eleven medalists, including three New York State Champions. Dr. Davey also commended all sixty student participants for their hard work, dedication, and exemplary representation of CVES. Dr. Davey offered special thanks to Ms. Michele Friedman, Executive Director of Career and Technical Education, along with the CV-TEC administrators, staff chaperones, and Assistant Superintendent Ms. Campbell, all of whom provided strong support and guidance to our students throughout the event. Dr. Davey noted that the SkillsUSA medalists will be formally recognized and celebrated at the upcoming June 11th CVES Board Meeting.

Fifth, Dr. Davey provided an update from the April District Superintendents' meeting, highlighting key items from the recently approved 2025 – 2026 NYS Budget. He noted that the State budget includes a 2% increase in Foundation Aid to school districts and the continuation of Universal School Meals for another year. Additionally, the 211 Retiree Waiver has been extended for two additional years, allowing districts continued flexibility in hiring retired educators and staff. This waiver will be especially helpful to CVES. Additionally, an important emphasis was the approved increase in BOCES aidable salary caps, a long-sought improvement that will provide meaningful financial support to component districts. Beginning in the 2026 - 2027 school year, the aidable salary cap will increase from \$30,000 to \$40,000, then to \$50,000 in 2027 - 2028, and finally to \$60,000 in 2028 - 2029. This phased increase is expected to result in approximately \$1 million each year, totaling up to \$3 million in total in additional State

aid to our component districts, providing a significant boost in support for BOCES services.

Lastly, concluding his update, Dr. Davey reviewed several important upcoming dates with the Board and shared a draft timeline for the 2025 – 2026 Strategic Planning process and the Board confirmed their 2025 – 2026 Retreat date of Saturday, September 27th, 2025. He expressed enthusiasm for once again working with Dr. Vicky Ramos, who will return as the Strategic Planning Facilitator for CVES, bringing her experience and insight to the next phase of our Strategic Planning.

MINUTES OF
ANNUAL
MEETING

Mr. Murdock moved, seconded by Mrs. Boise, to approve the Draft Minutes from the April 9, 2025, Annual Board Meeting. All Board Members present voted yes—motion carried.

PREVIOUS
MINUTES

Mr. Murdock moved, seconded by Mrs. Boise, to approve the Draft Minutes from the April 9, 2025, Regular Board meeting, as amended. All Board Members present voted yes—motion carried.

CONSENT
AGENDA
FINANCIAL

Mrs. LaRocque moved, seconded by Mrs. Boise, 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 April 1, 2025, to May 5, 2025. (attached)

TREASURER'S
REPORT

Approve the Treasurer's Reports from March 31, 2025. (attached)

EXTRA-
CLASSROOM
TREASURER'S
REPORT

Approve the Extraclassroom Treasurer's Report from March 1, 2025, to March 31, 2025.

SPECIAL AID
FUND PROJECT

Approve the following Special Aid Fund project(s):

1. North Country Region Career Pathways III Program (NCRCP3P), in the amount of \$79,167 for the period of April 1, 2025, through March 31, 2026 (Pending a fully executed contract with North Country Workforce Partnership, Inc.) (CV-TEC)

BUDGETS

Approve the following budgets:

1. Yandon-Dillon Cafeteria Fund Regular School Year Budget in the amount of \$170,086 for the 2025 – 2026 school year. (Co-Ser C791 – School Lunch Fund)

2. William A Fritz Cafeteria Fund Regular School Year Budget in the amount of \$241,128 for the 2025 – 2026 school year. (Co-Ser C791 – School Lunch Fund)
3. William A Fritz Cafeteria Fund Extended School Year Budget in the amount of \$22,251 for the 2025 – 2026 school year. (Co-Ser C791 – School Lunch Fund)
4. Yandon-Dillon Cafeteria Fund Extended School Year Budget in the amount of \$11,875 for the 2025 – 2026 school year. (Co-Ser C791 – School Lunch Fund)

**BUDGET
INCREASES**

Approve the following budget increases:

1. Increase the Instructional Printing budget (Co-Ser 505) from \$612,490 to \$628,000 for the 2024 – 2025 school year, to accommodate for additional district requests (Northeastern Clinton). (S³)
2. Increase the Staff Development: Bus Drivers budget (Co-Ser 603) from \$45,039 to \$48,000 for the 2024 – 2025 school year, to accommodate for additional district requests (Northeastern Clinton). (S³)
3. Increase the GASB 75 – Post Retirement Benefits Service budget (Co-Ser 655) from \$301,460 to \$309,980 for the 2024 – 2025 school year to accommodate for a new service request by Vestal CSD. (Mgmt. Services)
4. Increase the Career and Technical Education Program budget from \$9,142,192 to \$9,342,192 due to increased revenue from additional aid in support of general expenses acquired from local legislation. (CV-TEC)

**CROSS-
CONTRACT
BUDGETS**

Approve the following Cross-Contract budgets:

1. Approve the Transportation Planning (Studies & Web) – FEH BOCES budget (Co-Ser 636) in the amount of \$15,400 for the 2024 – 2025 school year, to accommodate for a Cross-Contract with FEH BOCES (Northern Adirondack). (S³)
2. Approve the Staff Development – FEH BOCES budget (Co-Ser 668) in the amount of \$1,800 for the 2024 – 2025 school year, to accommodate for Cross Contracts with FEH BOCES (Ausable Valley, Beekmantown, Boquet Valley, Northeastern Clinton, Northern Adirondack, Peru, Willsboro). (S³)

**CROSS-
CONTRACT**

Approve the following Cross-Contract budget increase:

**BUDGET
INCREASES**

1. Increase the Arts in Education – WSWHE BOCES budget (Co-Ser 406) from \$404 to \$455 for the 2024 – 2025 school year, to accommodate for an additional Cross-Contract with WSWHE BOCES (Schroon Lake). (S³)
2. Increase the Workshops – FEH BOCES budget (Co-Ser 517) from \$50,000 to \$60,000 for the 2024 – 2025 school year, to accommodate for additional Cross-Contracts with FEH BOCES (Boquet Valley, Saranac). (S³)
3. Increase the Staff Development Workshop – WSWHE BOCES (Co-Ser 520) from \$2,650 to \$6,000 for the 2024 – 2025 school year, to accommodate for additional Cross-Contracts with WSWHE BOCES (Boquet Valley, Keene, Northern Adirondack, Schroon Lake, Ticonderoga). (S³)
4. Increase the School Improvement – SLL BOCES (Co-Ser 522) from \$470 to \$2,200 for the 2024 – 2025 school year, to accommodate for an additional Cross-Contract with SLL BOCES (AuSable Valley). (S³)
5. Increase the Transportation Planning (On the Bus) – FEH BOCES (Co-Ser 651) from \$5,900 to \$8,400 for the 2024 – 2025 school year, to accommodate for an additional Cross-Contract with FEH BOCES (Northern Adirondack). (S³)

BIDS

Award the following bid(s):

1. Award the “CVES Main Campus Rise Ceiling Replacement Project” bid for the replacement of specified ceilings at the Plattsburgh Campus, Rise Division, to Murnane Building Contractors, Inc. of Plattsburgh, NY in the amount of \$224,000.

Note: No additional companies submitted a bid.

2. Award the “Welding Equipment and Supplies” bid for the CV-TEC Welding Program in the amount of \$137,391.40 to Airgas USA LLC of Plattsburgh, NY. Bid pricing is as follows:

- Cutting, Positioning, and Welding Equipment Package: Quantity of 1 at \$32,499.00 each. (For use at the CV-TEC Learning Hub North Campus)
- Lincoln Electric Welder, Multi-Process Power Wave 300C: Quantity of 8 at \$13,111.55 each. (For use at the Mineville Campus)

CVES reserves the option to purchase (4) additional Lincoln Electric Welders at bid pricing, if department funding is approved.

Note: No additional vendors submitted a bid.

**FRESH FRUIT,
VEGETABLE &
MEAT BID**

Award the following bid:

Award the “Fresh Fruit, Vegetable and Meat” bid to the following vendors. Bid pricing shall remain valid for the dates of September 1, 2025, through June 30, 2026.

Award for Group 1: Saranac CSD, Peru CSD, Plattsburgh City CSD, and Champlain Valley Educational Services/Plattsburgh Campus (WAF)

1. Juniper Hill Farm of Westport, NY as follows:

Romaine Lettuce \$2.00/hd; Kale, Green or Red, Curly \$1.50/per bunch; Tomatoes Cherry \$32.00/cs of 12 pints; Cucumbers \$1.25/lb; Red Peppers \$3.50/lb; Onions (White or Yellow) \$25.00/per 25lb bag; Lettuce Salad Mix \$7.00/lb; Spinach \$7.00lb; Zucchini (Yellow or Green) \$1.00/lb; Red Cabbage \$1.00/lb; Green Cabbage \$1.00/lb; Garlic \$8.00/lb; Fresh Herbs – Rosemary, Thyme, Oregano, Basil, Dill \$8.00/lb; Peaches \$60.00/per 30-40lb cs; Organic Eggs \$50.00 per 15 dozen case.

2. Essex Food Hub Inc., dba The Hub on the Hill of Essex, NY as follows:

Tomatoes \$1.45/lb; Green Peppers \$1.10/lb; Carrots \$24.45 per 25lb bag; Beets (Red or Golden) \$22.00 per 25lb bag; Potatoes (White or Gold) \$16.25 per 25lb bag; Butternut Squash \$0.66/lb; Sweet Potatoes per \$27.50 per 25lb bag; Apples \$24.75 per 100-150ct case; Pears \$24.75 per 30-40lb case; Cornmeal \$27.50 per 25lb bag; Oats, Rolled \$95.48 per 40lb bag; Flour, Whole Wheat \$30.80 per 25lb bag; Wheatberries \$24.20 per 25lb bag; Lentils \$64.75 per 25lb bag; Black Beans \$42.75 per 25lb bag; Kidney Beans \$56.50 per 25lb bag; Pinto Beans \$42.75 per 25lb bag.

3. Donahue’s Livestock Farms of Malone, NY as follows:

Ground Beef Frozen, Grain Fed (80/20) \$26.25 per/5lb pkgs; Ground Beef Patties Frozen, Grass Fed, (80/20) 2.6 to 3oz Burgers \$27.50 per/5lb pkgs; Beef Patties Frozen, Grain Fed, 2.6 to 3oz Burgers \$5.70/lb.

Award for Group 2: Boquet Valley CSD, Willsboro CSD, Keene CSD, Lake Placid CSD

1. Juniper Hill Farm of Westport, NY as follows:

Romaine Lettuce \$2.00/hd; Kale, Green or Red \$1.50/per bunch; Tomatoes Cherry \$32.00 per cs of 12 pints; Cucumbers \$1.25/lb; Red Peppers \$3.50/lb; Onions (White or Yellow) \$25.00 per 25lb bag; Lettuce Salad Mix \$7.00/lb; Spinach \$7.00/lb; Zucchini (Green or Yellow) \$1.00/lb; Red Cabbage \$1.00/lb; Green Cabbage \$1.00/lb; Garlic \$8.00/lb; Fresh Herbs – Rosemary, Thyme, Oregano, Basil, Dill \$8.00/lb; Peaches \$60.00 per 30-40lb case; Organic Eggs \$50.00 per 15 dozen case.

2. Essex Food Hub Inc., dba The Hub on the Hill of Essex, NY as follows:

Tomatoes \$1.45/lb; Green Peppers \$1.10/lb; Carrots \$24.45 per 25lb bag; Beets (Red or Golden) \$22.00 per 25lb bag; Potatoes (White or Gold) \$16.25 per 25lb bag; Butternut Squash \$0.66/lb.; Sweet Potatoes \$27.50 per 25lb bag; Apples \$24.75 per 100-150ct case; Pears \$24.75 per 30-40lb case; Cornmeal \$27.50 per 25lb bag; Oats,

Rolled \$95.48 per 40lb bag; Flour, Whole Wheat \$30.80 per 25lb bag; Wheatberries \$24.20 per 25lb bag; Lentils \$64.75 per 25lb bag; Black Beans \$42.75 per 25lb bag; Kidney Beans \$56.50 per 25lb bag; Pinto Beans \$42.75 per 25lb bag.

3. Donahue's Livestock Farms of Malone, NY as follows:

Ground Beef Patties Frozen, Grass Fed (80/20) \$27.50 per/5lb pkgs; Beef Patties Frozen, Grain Fed, 2.6 to 3.2oz Burgers \$5.70/lb.

Award for Group 3: Crown Point CSD, Moriah CSD, Champlain Valley Educational Services/Mineville Campus, Schroon Lake CSD

1. Juniper Hill Farm of Westport, NY as follows:

Romaine Lettuce \$2.00/hd; Kale, Green or Red \$1.50/bunch; Tomatoes Cherry \$32.00 per cs. of 12 pints; Cucumbers \$1.25/lb; Red Peppers \$3.50/lb; Onions (White or Yellow) \$25.00 per 25lb bag; Lettuce Salad Mix \$7.00/lb; Spinach \$7.00/lb; Zucchini (Yellow or Green) \$1.00/lb; Red Cabbage \$1.00/lb; Green Cabbage \$1.00/lb; Garlic \$8.00/lb; Fresh Herbs – Rosemary, Thyme, Oregano, Basil, Dill \$8.00/lb; Peaches \$60.00 per 30-40lb case; Organic Eggs \$50.00 per 15 dozen case.

2. Essex Food Hub Inc., dba The Hub on the Hill of Essex, NY as follows:

Tomatoes \$1.45/lb; Green Peppers \$1.10/lb; Carrots \$24.45 per 25lb bag; Beets (Red or Golden) \$22.00 per 25lb bag; Potatoes (White or Gold) \$16.25 per 25lb bag; Butternut Squash \$0.66/lb; Sweet Potatoes \$27.50 per 25lb bag; Apples \$24.75 per 100-150ct case; Pears \$24.75 per 30-40lb case; Ground Beef, Frozen, Grass Fed (80/20) \$33.00 per 5lb package; Cornmeal \$27.50 per 25lb bag; Oats, Rolled \$95.48 per 40lb bag; Flour, Whole Wheat \$30.80 per 25lb bag; Wheatberries \$24.20 per 25lb bag; Lentils \$64.74 per 25lb bag; Black Beans \$42.75 per 25lb bag; Red Beans \$42.75 per 25lb bag; Kidney Beans \$56.50 per 25lb bag; Pinto Beans \$42.75 per 25lb bag.

3. Slate Foods, Inc. of NY, NY as follows:

Ground Beef Patties, Grain Fed, 2.6 or 3.2oz patties \$6.15/lb.

UNCOLLECTIBLE

Approve the write-off of the following list of uncollectible account receivables after efforts to collect have been unsuccessful on these accounts over a year old. Under audit, these accounts are no longer considered current and should be written off the financial records before year-end.

Invoice	Date(s) of Invoice(s)	Amount	Description
027-24A	9/6/2023	\$1,318.51	2022-2023 6 Days of Unpaid Leave
254-24A	5/21/2024	\$978.72	2023-2024 Salary Overpayment
067-24A	9/27/2023	\$883.07	2023-2024 Salary Overpayment
092-24A	10/13/2023	\$1,116.04	LPN
052-24A	9/15/2023	\$1,463.33	LPN
253-24A	4/30/2024	\$3,789.50	LPN
		Total:	\$9,549.17

EASEMENT

Approve the following easement:

1. An easement to be granted to the New York State Electric and Gas Corporation. The easement is 30 feet in width and enters at the southwesterly property corner at the properties of CIDC Plattsburgh LLC and Clinton County Airport and extends in an easterly direction along the southerly property line to a point located about 1,700 feet westerly of the centerline of Military Turnpike and being on or about CVES' southerly property line. (Administration)

RIC ONE
OPERATION
CENTER

Approve the following resolution:

WHEREAS, four (4) BOCES (Onondaga-Cortland-Madison BOCES, Albany-Schoharie-Schenectady-Saratoga BOCES, Madison-Oneida BOCES and Broome-Tioga BOCES) have collaborated and entered into an Article 5 General Municipal Law intermunicipal arrangement for the purpose of improving vendor management and data security and privacy practices for school districts and/or BOCES statewide known as the RIC ONE Risk Operations Center (the "ROC");

WHEREAS, the Clinton-Essex-Warren-Washington BOCES, through its affiliation with a locally based Regional Information Center, participates with the ROC and desires, for the 2024 – 2025 fiscal year, to authorize the ROC to enter into Data Privacy Agreements and related exhibits (DPAs) with vendors and third-party contractors that include the requirements of, and compliance with, New York State Education Law Section 2-d and Part 121 Regulations (collectively, "Ed Law 2d") related to student personally identifiable information (PII) and certain Teacher and Principal APPR data;"

WHEREAS, the ROC also partners with NYSED, the Access4Learning Student Data Privacy Consortium (SDPC) and The Education Cooperative (TEC), to negotiate and approve Ed Law 2-d compliant DPAs;

WHEREAS, the DPAs are presented to school districts and/or BOCES for final execution and do not require the expenditure of funds beyond those budgeted; and

BE IT RESOLVED, that the Clinton-Essex-Warren-Washington BOCES authorizes the attorneys designated by the ROC to negotiate and approve of DPAs for software and/or technology resources; and,

BE IT FURTHER RESOLVED, that the Clinton-Essex-Warren-Washington BOCES grants the ROC and its designated attorneys the authority to negotiate the terms and conditions of DPAs and take such actions so as to effectuate the purposes and intent of this resolution.

MEMORANDUM
OF AGREEMENT

Approve the following Memorandum of Agreement:

1. Agreement between Clinton-Essex-Warren-Washington BOCES and the North Country Workforce Partnership, Inc. (NCWP) under which NCWP will reimburse BOCES for professional services rendered in connection with the North Country Region Career Pathways IV Program (NCRCP4P) in an amount not anticipated to exceed \$ 79,166.66 per year for a period of five years. The agreement will commence April 1, 2025, and will terminate March 31, 2030, (CV-TEC) (attached)

CONSENT
AGENDA
PERSONNEL

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

AMENDMENTS

Recommend that the Board amend the following resignation(s) that were accepted at the March 12, 2025, Board meeting:

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

1. Stephanie Zehr, School Social Worker, effective ~~June 28, 2025~~ May 23, 2025

Recommend that the Board amend the following appointment(s) that were approved at the February 12, 2025, Board meeting:

Recommend that the Board appoint the following person(s) to a Temporary Appointment as follows for the 2024 – 2025 school year:

1. Name: Dawn Bordeau
Position: Special Education Teacher
Effective Date: February 3, 2025 – ~~June 30, 2025~~ April 28, 2025
Certification Status: Teaching Assistant, Level 1
Annualized Salary: \$50,500

Recommend that the Board amend the following appointment(s) that were approved at the April 15, 2025, Board meeting:

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

1. Name: Lynn Wang
Position: Account Clerk/ Typist
Effective Date: ~~May 5, 2025~~ May 12, 2025
Tentative Permanent Date: ~~May 5, 2026~~ May 12, 2026
Annualized Salary: \$40,000

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

1. Name: Julie Favro
Tenure Area: School Counseling & Guidance
Position: School Counselor
Effective Date: March 31, 2025
Tentative Tenure Date: ~~March 31, 2029~~ March 31, 2028
Certification Status: School Counselor, Permanent
Annualized Salary: \$71,000
2. Name: Claire Cantwell-Jones
Tenure Area: School Counseling & Guidance
Position: School Counselor
Effective Date: May 19, 2025
Tentative Tenure Date: ~~May 19, 2029~~ May 19, 2028
Certification Status: School Counselor, Permanent
Annualized Salary: \$73,500

(The Expiration dates 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).

**RESIGNATION
FOR THE
PURPOSES OF
RETIREMENT**

Accept the following letter(s) of resignation for the purposes of Retirement:

1. Celia Briggs, Teacher Aide/ Student Aide, effective June 28, 2025

Dr. Davey and the Board members congratulated Celia Briggs on her Retirement and thanked her for the 26 years of dedication to CVES.

**RESIGNATION(S)
BOUSQUET,
BASSETT,
STERLING,
BORDEAU,
PAISER, & BOKUS**

Accept the following letter(s) of resignation:

1. Olivia Bousquet, Publications Specialist, effective May 10, 2025
2. Tami Bassett, Personnel Specialist, effective May 19, 2025
3. Laura Sterling, Personnel Specialist, effective May 27, 2025
4. Dawn Bordeau, Special Education Teacher, effective April 28, 2025, for the purpose of accepting a Teaching Assistant position
5. Victoria Paiser, Teacher Aide/ Student Aide, effective April 29, 2025, for the purpose of accepting a Teaching Assistant position
6. Madison Bokus, Teacher Aide/ Student Aide, effective April 29, 2025, for the purpose of accepting a Teaching Assistant position

LEAVE OF
ABSENCE
GALARNEAU

Approve the following leave of absence:

1. Taylor Galarneau, unpaid leave of absence, effective May 10, 2025 – May 27, 2025

PERMANENT
(CIVIL SERVICE)
APPOINTMENT
MORIN-LAKE

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

1. Joanna Morin-Lake, Cook Manager, effective May 2, 2025

Dr. Davey and the Board members congratulated Joanna Morin-Lake on her permanent Appointment.

TENURE
KOTSOGIANNIS

Grant Tenure to the following person(s):

1. Kathleen Kotsogiannis, Teaching Assistant, effective October 6, 2025

Dr. Davey congratulated Kathleen on being granted Tenure.

52-WEEK CIVIL
SERVICE
PROBATIONARY
APPOINTMENT
BEERY, BAKER,
GODDEAU,
MILLS, & RASCOE

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

1. Name: Stephanie Beery
Position: Teacher Aide/ Student Aide
Effective Date: April 28, 2025
Tentative Permanent Date: April 28, 2025
Annualized Salary: \$21,686
2. Name: Jared Baker
Position: Computer Specialist
Effective Date: April 29, 2025
Tentative Permanent Date: April 29, 2026
Annualized Salary: \$41,814
3. Name: Cheyenne Goddeau
Position: Teacher Aide/ Student Aide
Effective Date: May 5, 2025
Tentative Permanent Date: May 5, 2026
Annualized Salary: \$21,686
4. Name: Kayla Mills
Position: Teacher Aide/ Student Aide
Effective Date: May 8, 2025
Tentative Permanent Date: May 8, 2026
Annualized Salary: \$21,686

5. Name: Emily Rascoe
Position: Behavior Analyst
Effective Date: September 2, 2025
Tentative Permanent Date: September 2, 2026
Annualized Salary: \$65,000

**FOUR-YEAR
PROBATIONARY
APPOINTMENT
PERYEA, RYAN,
& ROULSTON**

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

1. Name: Madison Peryea (was temporary)
Tenure Area: Animal Science (7-12)
Position: Animal Science, Large Animal Production Teacher
Effective Date: April 9, 2025
Tentative Tenure Date: April 9, 2029
Certification Status: Animal Science 7-12, Transitional A Certificate
2. Name: Sarah Ryan (was temporary)
Tenure Area: Teaching Assistant
Position: Teaching Assistant
Effective Date: April 15, 2025
Tentative Tenure Date: April 15, 2029
Certification Status: Teaching Assistant, Level 1
3. Name: Elizabeth Roulston
Tenure Area: Teaching Assistant
Position: Teaching Assistant
Effective Date: May 5, 2025
Tentative Tenure Date: May 5, 2029
Certification Status: Teaching Assistant, Level 1
Annualized Salary: \$29,750

(The Expiration dates 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).

**TEMPORARY
APPOINTMENTS
PAISER, BOKUS,
& PARKER**

Approve the following temporary appointment(s) for the 2024 – 2025 school year:

1. Name: Victoria Paiser
Position: Teaching Assistant
Effective Date: April 29, 2025 – June 30, 2025

Certification Status: Uncertified
Annualized Salary: \$29,750

- 2. Name: Madison Bokus
Position: Teaching Assistant
Effective Date: April 29, 2025 – June 30, 2025
Certification Status: Uncertified
Annualized Salary: \$29,750
- 3. Name: Rolla Parker
Position: Teaching Assistant
Effective Date: May 12, 2025 – June 30, 2025
Certification Status: Uncertified
Annualized Salary: \$29,750

TEMP-ON-CALL & SUBSTITUTE POSITIONS 2024 - 2025 Approve the following temp-on-call and substitute positions for the 2024 – 2025 school year:

<u>Name</u>	<u>Position</u>
Lollita Pierce	Food Service Helper
Miona Amoriell	Teaching Assistant
Bridget Riley	Teaching Assistant
Miona Amoriell	Teacher
Bridget Riley	Teacher

FACILITATOR 2024 – 2025 Approve the following facilitators for the 2024 – 2025 school year:

MULLIGAN, BOUAYADI, PIRON, & <u>STERLING</u>	<u>Facilitators, \$30/hr</u> Karin Mulligan Hannah Bouayadi Francoise Piron Laura Sterling
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FACILITATOR 2025 – 2026 Approve the following facilitators for the 2025 – 2026 school year:

MULLIGAN & <u>STERLING</u>	<u>Facilitators, \$30/hr</u> Karin Mulligan Laura Sterling
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ADDITIONAL WORK FOR 2024 – 2025 Approve the following Additional Work for the 2024 – 2025 school year:

<u>Trainings, hourly rate of pay per contract</u> Christopher Falvey (TCIS Training Prep)	Not-to-exceed 2 hours
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Robert Holt (TCIS Training Prep)	Not-to-exceed 2 hours
Suezanne Chrisman (TCIS Training Prep)	Not-to-exceed 2 hours
Arianna Menard (TCIS Training Prep)	Not-to-exceed 2 hours
Alyssa Morin (TCIS Training Prep)	Not-to-exceed 2 hours
Kimberly Denton (TCIS Training Prep)	Not-to-exceed 2 hours
Joanne Beaudry (TCIS Training Prep)	Not-to-exceed 2 hours
Audrey Crucetti (TCIS Training Prep)	Not-to-exceed 2 hours
Kayla Laughlin (TCIS Training Prep)	Not-to-exceed 2 hours
Heidi Wells (TCIS Training Prep)	Not-to-exceed 2 hours
Joelle Lucia (TCIS Training Prep)	Not-to-exceed 2 hours

Stipend Positions. Compensation per collective bargaining agreement

Allison Bola	New Employee Mentor
Alyssa Restrepo	New Employee Mentor
Angelina Waldron	New Employee Mentor x3
Christopher Falvey	New Employee Mentor x5
Heather Hambleton	New Employee Mentor
Jennifer Haley	New Employee Mentor
Kimberly Denton	New Employee Mentor x2
Lisa Briscoe	New Employee Mentor
Lisa Tallman	New Employee Mentor
Melissa Slagenweit	New Employee Mentor
Susan Tourville	New Employee Mentor x2
Tonya Robinson	New Employee Mentor x2

ADDITIONAL
WORK FOR
2025 – 2026

Approve the following Additional Work for the 2025 – 2026 school year:

Continuation of normal work-year duties. hourly rate of pay:

Joanne Mazzotte	Not-to-exceed 105 hours
Kevin Donoghue	Not-to-exceed 225 hours
Nicole Santaniello	Not-to-exceed 175 hours
Claire Cantwell-Jones	Not-to-exceed 175 hours
Donna Wyant	Not-to-exceed 21 hours
Tiffany Snow	Not-to-exceed 168 hours
Penny Darrah	Not-to-exceed 210 hours
Alexis Dirolf	Not-to-exceed 140 hours
Bridget Snow	Not-to-exceed 168 hours
Rene Sprague	Not-to-exceed 210 hours
Madeline Kaplan	Not-to-exceed 210 hours
Leopoldo Carvajal	Not-to-exceed 105 hours
Kim Denton	Not to exceed 180 Hours
Brigitte Phillips	Not to exceed 180 Hours
Casandra Kellaway	Not to exceed 165 Hours
Robert Holt	Not to exceed 165 Hours
Emily LaPorte	Not to exceed 165 Hours
Lauren Jaquish	Not to exceed 165 Hours

Audrey Crucetti	Not to exceed 160 Hours
Kayla Laughlin	Not to exceed 160 Hours
Hannah Booth	Not to exceed 160 Hours
Danielle Sherman	Not to exceed 10 Hours
Christpher Falvey	Not-to exceed 150 hours
Britany DuBrey (CNA Re-Testing)	Not-to-exceed 14 hours
Jamie Plumadore (CNA Re-Testing)	Not-to-exceed 14 hours
Helen Jessey (CNA Re-Testing)	Not-to-exceed 14 hours
Charles Johnson (Hospital Faculty Orientation)	Not-to-exceed 7 hours
Maira Hurteau (Hospital Faculty Orientation)	Not-to-exceed 7 hours
Erin Spoor (Hospital Faculty Orientation)	Not-to-exceed 7 hours

Continuation of normal work-year duties, \$46.43/hr:

Emily Rascoe	Not-to-exceed 120 hours
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Trainings, hourly rate of pay per contract

Alexis Beyer (ESY Training Day)	Not-to-exceed 6 hours
Amy Durham(ESY Training Day)	Not-to-exceed 6 hours
Andrea Trombley(ESY Training Day)	Not-to-exceed 6 hours
Arianna Hicks (ESY Training Day)	Not-to-exceed 6 hours
Alyssa Restrepo (ESY Training Day)	Not-to-exceed 6 hours
Brandy Rivers (ESY Training Day)	Not-to-exceed 6 hours
Brianna Burnham (ESY Training Day)	Not-to-exceed 6 hours
Brianna Hall (ESY Training Day)	Not-to-exceed 6 hours
Bridget Trombley (ESY Training Day)	Not-to-exceed 6 hours
Brittney Morse (ESY Training Day)	Not-to-exceed 6 hours
Brooke Stevens (ESY Training Day)	Not-to-exceed 6 hours
Casandra Kellaway (ESY Training Day)	Not-to-exceed 6 hours
Catherine Premore (ESY Training Day)	Not-to-exceed 6 hours
Chelsea Benway (ESY Training Day)	Not-to-exceed 6 hours
Christie Lee (ESY Training Day)	Not-to-exceed 6 hours
Dana Gilbo (ESY Training Day)	Not-to-exceed 6 hours
Danielle Sherman (ESY Training Day)	Not-to-exceed 6 hours
Emily Duquette (ESY Training Day)	Not-to-exceed 6 hours
Emily LaPorte (ESY Training Day)	Not-to-exceed 6 hours
Eric Cassavaugh (ESY Training Day)	Not-to-exceed 6 hours
Erin Garrison (ESY Training Day)	Not-to-exceed 6 hours
Erin Spoor (ESY Training Day)	Not-to-exceed 6 hours
Eryn Marshall (ESY Training Day)	Not-to-exceed 6 hours
Hailey Reynolds (ESY Training Day)	Not-to-exceed 6 hours
Hannah Booth (ESY Training Day)	Not-to-exceed 6 hours
Heather Stranahan (ESY Training Day)	Not-to-exceed 6 hours
Heather VanAlphen (ESY Training Day)	Not-to-exceed 6 hours
Heather Agoney (ESY Training Day)	Not-to-exceed 6 hours
James Lavoie (ESY Training Day)	Not-to-exceed 6 hours
Jami Ganter (ESY Training Day)	Not-to-exceed 6 hours

Jamie Plumadore (ESY Training Day)	Not-to-exceed 6 hours
Jeff Way (ESY Training Day)	Not-to-exceed 6 hours
Jennifer Haley (ESY Training Day)	Not-to-exceed 6 hours
Jerilynn Lamere (ESY Training Day)	Not-to-exceed 6 hours
Jesse Ballard (ESY Training Day)	Not-to-exceed 6 hours
Jessica Willette (ESY Training Day)	Not-to-exceed 6 hours
Jillian Zieger (ESY Training Day)	Not-to-exceed 6 hours
Joanne Beaudry (ESY Training Day)	Not-to-exceed 6 hours
Joelle Lucia (ESY Training Day)	Not-to-exceed 6 hours
John Law (ESY Training Day)	Not-to-exceed 6 hours
Joshua Prue (ESY Training Day)	Not-to-exceed 6 hours
Kaili Bourdeau (ESY Training Day)	Not-to-exceed 6 hours
Katelyn Christian (ESY Training Day)	Not-to-exceed 6 hours
Kathleen Callanan (ESY Training Day)	Not-to-exceed 6 hours
Kathleen Kotsogiannis (ESY Training Day)	Not-to-exceed 6 hours
Kyla Clark (ESY Training Day)	Not-to-exceed 6 hours
Kayla Laughlin (ESY Training Day)	Not-to-exceed 6 hours
Kayla Myers (ESY Training Day)	Not-to-exceed 6 hours
Kelly Tursky (ESY Training Day)	Not-to-exceed 6 hours
Kiara Garneau (ESY Training Day)	Not-to-exceed 6 hours
Kiera Simpson (ESY Training Day)	Not-to-exceed 6 hours
Krystal Jaquish (ESY Training Day)	Not-to-exceed 6 hours
Latalya Randall (ESY Training Day)	Not-to-exceed 6 hours
Lauren Jaquish (ESY Training Day)	Not-to-exceed 6 hours
Lia Hemingway (ESY Training Day)	Not-to-exceed 6 hours
Lindsey Gilmore (ESY Training Day)	Not-to-exceed 6 hours
Lisa Recore (ESY Training Day)	Not-to-exceed 6 hours
Lynasia Rabideau (ESY Training Day)	Not-to-exceed 6 hours
Madison Bokus (ESY Training Day)	Not-to-exceed 6 hours
Mandi Spofford (ESY Training Day)	Not-to-exceed 6 hours
Margaret DeMeulemeester (ESY Training Day)	Not-to-exceed 6 hours
Maria Hurteau (ESY Training Day)	Not-to-exceed 6 hours
Maria Spadafora (ESY Training Day)	Not-to-exceed 6 hours
Maryssa Romeo (ESY Training Day)	Not-to-exceed 6 hours
Matthew Taylor (ESY Training Day)	Not-to-exceed 6 hours
Maxwell Neimeier (ESY Training Day)	Not-to-exceed 6 hours
Meghan Drollette (ESY Training Day)	Not-to-exceed 6 hours
Melissa Slagenweit (ESY Training Day)	Not-to-exceed 6 hours
Michelle Mosher (ESY Training Day)	Not-to-exceed 6 hours
Morgan Koyste (ESY Training Day)	Not-to-exceed 6 hours
Pamela Carroll (ESY Training Day)	Not-to-exceed 6 hours
Patricia Fortin (ESY Training Day)	Not-to-exceed 6 hours
Patricia Sharlow (ESY Training Day)	Not-to-exceed 6 hours
Philip Bean (ESY Training Day)	Not-to-exceed 6 hours
Realelena Hurley (ESY Training Day)	Not-to-exceed 6 hours
Rebekah Riley (ESY Training Day)	Not-to-exceed 6 hours

Reed Hofmann (ESY Training Day)	Not-to-exceed 6 hours
Robert Holt (ESY Training Day)	Not-to-exceed 6 hours
Roxanna Palmer (ESY Training Day)	Not-to-exceed 6 hours
Sarah Ballard (ESY Training Day)	Not-to-exceed 6 hours
Sarah Ryan (ESY Training Day)	Not-to-exceed 6 hours
Sarah Sloan (ESY Training Day)	Not-to-exceed 6 hours
Shana Rivers (ESY Training Day)	Not-to-exceed 6 hours
Shay Maggy (ESY Training Day)	Not-to-exceed 6 hours
Suezanne Chrisman (ESY Training Day)	Not-to-exceed 6 hours
Tammy Ann Smith (ESY Training Day)	Not-to-exceed 6 hours
Tyler Langley (ESY Training Day)	Not-to-exceed 6 hours
Victoria Paiser (ESY Training Day)	Not-to-exceed 6 hours
Whitney Gagnier (ESY Training Day)	Not-to-exceed 6 hours
Alexis Beyer (Ignite Training)	Not-to-exceed 8 hours
Allison Bola (Ignite Training)	Not-to-exceed 8 hours
Alyssa Morin (Ignite Training)	Not-to-exceed 8 hours
Amy Keech (Ignite Training)	Not-to-exceed 8 hours
Andrea Trombley (Ignite Training)	Not-to-exceed 8 hours
Andrew Tedford (Ignite Training)	Not-to-exceed 8 hours
Angela Defelice (Ignite Training)	Not-to-exceed 8 hours
Anne Taylor (Ignite Training)	Not-to-exceed 8 hours
Arianna Menard (Ignite Training)	Not-to-exceed 8 hours
Ashley Brown (Ignite Training)	Not-to-exceed 8 hours
Brianna Hall (Ignite Training)	Not-to-exceed 8 hours
Carrie Stone (Ignite Training)	Not-to-exceed 8 hours
Chelsea Benway (Ignite Training)	Not-to-exceed 8 hours
Elizabeth Roulston (Ignite Training)	Not-to-exceed 8 hours
Emily Duquette (Ignite Training)	Not-to-exceed 8 hours
Hailey Reynolds (Ignite Training)	Not-to-exceed 8 hours
Heather Stranahan (Ignite Training)	Not-to-exceed 8 hours
Heather Agoney (Ignite Training)	Not-to-exceed 8 hours
Heather Way-Agoney (Ignite Training)	Not-to-exceed 8 hours
Janine Manley (Ignite Training)	Not-to-exceed 8 hours
Nicole Harran (Ignite Training)	Not-to-exceed 8 hours
Payton Gough (Ignite Training)	Not-to-exceed 8 hours
Jennifer Haley (Ignite Training)	Not-to-exceed 8 hours
Jessica Willette (Ignite Training)	Not-to-exceed 8 hours
Joanne Beaudry (Ignite Training)	Not-to-exceed 8 hours
Joelle Lucia (Ignite Training)	Not-to-exceed 8 hours
Johanna Pray (Ignite Training)	Not-to-exceed 8 hours
John Law (Ignite Training)	Not-to-exceed 8 hours
Joshua Prue (Ignite Training)	Not-to-exceed 8 hours
Julie Adams (Ignite Training)	Not-to-exceed 8 hours
Julie Fillion (Ignite Training)	Not-to-exceed 8 hours
Kaili Bourdeau (Ignite Training)	Not-to-exceed 8 hours
Kathleen Callanan (Ignite Training)	Not-to-exceed 8 hours

Kathleen Kotsogiannis (Ignite Training)	Not-to-exceed 8 hours
Kayla Myers (Ignite Training)	Not-to-exceed 8 hours
Kelsey Harland (Ignite Training)	Not-to-exceed 8 hours
Kiera Simpson (Ignite Training)	Not-to-exceed 8 hours
Kyla Clark (Ignite Training)	Not-to-exceed 8 hours
Kyle Smith (Ignite Training)	Not-to-exceed 8 hours
Latalya Randall (Ignite Training)	Not-to-exceed 8 hours
Madison Bokus (Ignite Training)	Not-to-exceed 8 hours
Melissa Gough (Ignite Training)	Not-to-exceed 8 hours
Melissa Slagenweit (Ignite Training)	Not-to-exceed 8 hours
Melissa Whitley (Ignite Training)	Not-to-exceed 8 hours
Michelle Mosher (Ignite Training)	Not-to-exceed 8 hours
Morgan Koyste (Ignite Training)	Not-to-exceed 8 hours
Nicole Haran (Ignite Training)	Not-to-exceed 8 hours
Pamela Carroll (Ignite Training)	Not-to-exceed 8 hours
Realelena Hurley (Ignite Training)	Not-to-exceed 8 hours
Rolla Parker (Ignite Training)	Not-to-exceed 8 hours
Sarah Agnew (Ignite Training)	Not-to-exceed 8 hours
Sarah Ballard (Ignite Training)	Not-to-exceed 8 hours
Savannah-Lin Frederick (Ignite Training)	Not-to-exceed 8 hours
Sean Conklin (Ignite Training)	Not-to-exceed 8 hours
Shanna Rivers (Ignite Training)	Not-to-exceed 8 hours
Shay Maggy (Ignite Training)	Not-to-exceed 8 hours
Staci Norton (Ignite Training)	Not-to-exceed 8 hours
Suezanne Chrisman (Ignite Training)	Not-to-exceed 8 hours
Susan Tourville (Ignite Training)	Not-to-exceed 8 hours
Taylor Galarneau (Ignite Training)	Not-to-exceed 8 hours
Victoria Paiser (Ignite Training)	Not-to-exceed 8 hours
William Badger (Ignite Training)	Not-to-exceed 8 hours
Sarah Ryan (Ignite Training)	Not-to-exceed 8 hours
Adele Huchro (Ignite Training)	Not-to-exceed 12 hours
Alyssa Restrepo (Ignite Training)	Not-to-exceed 12 hours
Bethany Katzfey (Ignite Training)	Not-to-exceed 12 hours
Brandy Rivers (Ignite Training)	Not-to-exceed 12 hours
Bridget Trombley (Ignite Training)	Not-to-exceed 12 hours
Brittany Morse (Ignite Training)	Not-to-exceed 12 hours
Eric Cassavaugh (Ignite Training)	Not-to-exceed 12 hours
Erin Garrison (Ignite Training)	Not-to-exceed 12 hours
Heather Hambleton (Ignite Training)	Not-to-exceed 12 hours
James Lavoie (Ignite Training)	Not-to-exceed 12 hours
Janet McCray (Ignite Training)	Not-to-exceed 12 hours
Jennifer Cowling (Ignite Training)	Not-to-exceed 12 hours
Jerilynn Lamere (Ignite Training)	Not-to-exceed 12 hours
Jesse Ballard (Ignite Training)	Not-to-exceed 12 hours
Jill Spring (Ignite Training)	Not-to-exceed 12 hours
Jillian Zieger (Ignite Training)	Not-to-exceed 12 hours

Joclyn Rock (Ignite Training)	Not-to-exceed 12 hours
Kathleen Mannix (Ignite Training)	Not-to-exceed 12 hours
Kent Olsen (Ignite Training)	Not-to-exceed 12 hours
Kiara Garneau (Ignite Training)	Not-to-exceed 12 hours
Krista Williams (Ignite Training)	Not-to-exceed 12 hours
Laurie Dubay (Ignite Training)	Not-to-exceed 12 hours
Lynasia Rabideau (Ignite Training)	Not-to-exceed 12 hours
Margaret DeMeulemeester (Ignite Training)	Not-to-exceed 12 hours
Maryssa Romeo (Ignite Training)	Not-to-exceed 12 hours
Matthew Taylor (Ignite Training)	Not-to-exceed 12 hours
Maxwell Neimeier (Ignite Training)	Not-to-exceed 12 hours
Nancy St. Marie (Ignite Training)	Not-to-exceed 12 hours
Jennifer Cowling (Ignite Training)	Not-to-exceed 12 hours
Jill Spring (Ignite Training)	Not-to-exceed 12 hours
Jocelyn Rock (Ignite Training)	Not-to-exceed 12 hours
Patricia Fortin (Ignite Training)	Not-to-exceed 12 hours
Patricia Sharlow (Ignite Training)	Not-to-exceed 12 hours
Suzette Montville (Ignite Training)	Not-to-exceed 12 hours
Tammy Ann Smith (Ignite Training)	Not-to-exceed 12 hours
Tammy Cringle (Ignite Training)	Not-to-exceed 12 hours
Whitney Gagnier (Ignite Training)	Not-to-exceed 12 hours

Trainings, \$31/hr

Caron Laundree (ESY Training Day)	Not-to-exceed 6 hours
Madeline Gillespie (ESY Training Day)	Not-to-exceed 6 hours
Nicholas Brindisi (ESY Training Day)	Not-to-exceed 6 hours
Grace Dileo (ESY Training Day)	Not-to-exceed 6 hours
Jenell Waldron (ESY Training Day)	Not-to-exceed 6 hours
Susan Richards (ESY Training Day)	Not-to-exceed 6 hours
Desiree Cassavaugh (Ignite Training)	Not-to-exceed 8 hours

Curriculum Development, hourly rate of pay per contract

Dalton Castine (Science Lab Curriculum Alignment)	Not-to-exceed 40 hours
Elizabeth Laundrie (Science Lab Curriculum Alignment)	Not-to-exceed 40 hours
Joanne Beaudry (Science Lab Curriculum Alignment)	Not-to-exceed 40 hours
Suzeanne Chrisman (Science Lab Curriculum Alignment)	Not-to-exceed 40 hours
Melissa Whitley (Science Lab Curriculum Alignment)	Not-to-exceed 40 hours
Arianna Menard (Science Lab Curriculum Alignment)	Not-to-exceed 40 hours
Jennifer Haley (Positivity Project)	Not-to-exceed 10 hours
Payton Gough (Positivity Project)	Not-to-exceed 10 hours
Arianna Menard (Microscope Mastery)	Not-to-exceed 5 hours

2025 – 2026
SPECIAL
EDUCATION
SUMMER
SCHOOL (ESY)

Approve the following 2025 – 2026 Special Education Summer School (ESY) Staffing:

Teacher Aide/ Student Aide, hourly rate of pay per contract

Stephanie Beery
Cheyenne Goddeau
Kayla Mills

Registered Nurse (Schools), hourly rate of pay per contract

Maria Hurteau

Teaching Assistant, hourly rate of pay per contract

Victoria Paiser
Madison Bokus
Elizabeth Roulston
Rolla Parker

Speech Language Pathologist, \$44/hr

Susan L. Richards

Teaching Assistant, \$30/hr

Grace DiLeo
Debra Bevins
Desiree Cassavaugh
Jordan Doherty

TOTAL 2025 –
2026 CVES
BUDGET

Mr. Murdock moved, seconded by Mrs. Boise, to approve the total CVES Budget for the 2025 – 2026 school year in the amount of \$58,567,040.

All Board Members present voted yes—motion carried.

INDEPENDENT
EXTERNAL
AUDITOR

Mrs. LaRocque moved, seconded by Mrs. Boise, that the Board approve the following appointment:

1. **Appoint West & Company, CPAs, PC, of Gloversville, NY, as the CEWW BOCES Independent External Auditor for the 2024 – 2025 audits (to be conducted during the 2025 – 2026 school year).**

All Board Members present voted yes—motion carried.

NEW POLICY –
SECOND READ &
ADOPT

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

New Policy – Second Read and Adopt

1. # Selection of Student Board Member for BOCES' Board

All Board Members present voted yes—motion carried.

ADJOURNMENT

Mr. Murdock moved, seconded by Mr. Bourgeois, to adjourn the meeting at 9:13 pm. All Board Members present voted yes—motion carried.

DRAFT

Katelyn Smart, Board Clerk

CVES CLAIMS AUDITOR - BOARD REPORT

FOR BOARD MEETING ON:

June 11, 2025

TO: KATELYN SMART, CVES DISTRICT CLERK
 FROM: ANGELA JENNETTE, CLAIMS AUDITOR
 CC: DR. ERIC BELL, DEPUTY SUPT. & CHRISTINE MYERS, TREASURER
 DATE: May 30, 2025

The following claims were reviewed and approved for payment from: May 6, 2025 to June 2, 2025:

WARRANT PAYMENTS:				
Warrant Number	Warrant Date	PMT TYPE	Check#/ACH#/Wire Information*	Warrant Total
44	5/8/2025	CHECKS WEX CKS ACH WEX ACH Health Ins. ACH E-PMTS	**250538-250617 6597-6615 18668-18887 5575-5637 0057-0063-Refunds Health Ins., IRS, NYS Prompt, Bancorp	\$ 1,430,552.05
45	5/15/2025	CHECKS WEX CKS ACH WEX ACH E-PMTS	250618-250676** 6646-6707 18888-19061 5638-5692 Bancorp	\$ 360,928.37
46	5/22/2025	CHECKS WEX CKS ACH WEX ACH Health Ins. ACH E-PMTS	250722-250806 6708-6749 19062-19303 5693-5750 0061-Refund Bancorp	\$ 777,268.38
47	5/29/2025	CHECKS WEX CKS ACH WEX ACH E-PMTS	250807-250817 6750-6823 19304 5751-5829 IRS, NYS Prompt, Bancorp	\$ 334,035.97

**A Sequence of all checks including payroll has been verified.

NON-WARRANT PAYMENTS:				
DATE	PMT TYPE	VENDOR	AMOUNT	
HEALTH INSURANCE CONSORTIUM PAYMENTS:				
5/12/2025	ACH	ANTHEM	\$2,083,530.67	
5/19/2025	ACH	ANTHEM	\$2,508,647.53	
5/27/2025	ACH	ANTHEM	\$1,877,891.15	
6/2/2025	ACH	ANTHEM	\$989,557.55	
5/22/2025	CHECK #1045	GUARDIAN NURSES	\$11,666.66	
WORKERS COMPENSATION PAYMENTS:				
HEALTH SAVINGS ACCOUNT TRANSFERS:				
5/8/2025	ACH	HCB	\$304.00	
5/22/2025	ACH	HCB	\$2,230.74	
5/8/2025	ACH	BANCORP-H.S.A. (APRIL MONTHLY SUMMARY)	\$6,446.93	


 CLAIMS AUDITOR SIGNATURE

<u>Date</u>	<u>Warrant</u>	<u>Vendor #</u>	<u>Claim Audit Finding:</u>	<u>Summary Business Office Response:</u>	<u>Resolution/Options:</u>
05/07/25	Pending W#44	18015	Amounts not explained, also date back to 9/2024	Amounts are for Official's organizations receiving direct payment for scrimmages from earlier in the year per Section VII Contract. Due to Divisional failure to follow up on issuance of Purchase Orders, payments were delayed.	Approved for final warrant.
05/08/25	Final W#44				\$1,430,552.05
05/14/25	Pending W#45	17989	Address incorrect, multiple findings on this vendor.	Address in WinCap agrees with W-9. Will request Division to have Official correct address in their system.	Approved for final warrant.
05/14/25	Pending W#45	13216	Purchase Order closed before end of year.	Previous Purchase Order was closed as all districts that had signed up were accounted for. New Purchase Order as an other district wanted service.	Approved for final warrant.
05/15/25	Final W#45				\$360,928.37
05/21/25	Pending W#46	16980	Missing Arts and Education paperwork.	Will obtain paperwork when Coordinator is back.	Removed from final warrant.
05/21/25	Pending W#46	17989	Address incorrect, multiple findings on this vendor.	Address in WinCap agrees to W-9. Will request division to have Official correct address in their system.	Approved for final warrant.
05/22/25	Final W#46				\$777,268.38
05/28/25	Pending W#47		No findings.		Approved for final warrant.
05/29/25	Final W#47				\$334,035.97

CLINTON-ESSEX-WARREN-WASHINGTON BOCES
TREASURER'S REPORT - April 30, 2025

I. SUMMARY OF ACCOUNT ACTIVITY		Account Balances		Receipts		Disbursements		Account Balances		Receipts		Disbursements		Account Balances	
		March 31, 2025		April		April		April 30, 2025		Year To Date		Year To Date		April 30, 2025	
CHECKING ACCOUNTS															
Depository General Fund	\$	4,904,768.43	\$	4,925,796.84	\$	3,564,236.65	\$	6,266,328.62	\$	58,248,102.46	\$	56,589,077.80	\$	6,266,328.62	\$
Special Aid Fund	\$	709,377.81	\$	128,615.21	\$	390,631.05	\$	447,361.97	\$	6,215,517.89	\$	5,226,908.71	\$	447,361.97	\$
School Lunch Fund	\$	142,684.70	\$	40,900.27	\$	22,663.76	\$	160,921.21	\$	296,764.63	\$	242,365.67	\$	160,921.21	\$
Capital Fund	\$	1,426,645.67	\$		\$	60,776.07	\$	1,365,869.60	\$	4,146,041.46	\$	5,015,211.03	\$	1,365,869.60	\$
Special Revenue Fund (Excluding ExtraClassroom)	\$	16,301.61	\$	290.03	\$		\$	16,591.64	\$	6,000.02	\$	1,456.70	\$	16,591.64	\$
Custodial Fund	\$	286,622.97	\$	120,463.15	\$	132,191.16	\$	274,894.96	\$	1,379,885.41	\$	1,372,221.92	\$	274,894.96	\$
Operating General Fund	\$	253,836.86	\$	3,597,395.30	\$	3,580,211.74	\$	271,020.42	\$	59,550,939.01	\$	59,652,993.13	\$	271,020.42	\$
SAVINGS ACCOUNTS															
Capital Fund	\$	692,833.81	\$	2,376.16	\$	-	\$	695,209.97	\$	85,804.67	\$	4,180,779.56	\$	695,209.97	\$
General Fund	\$	2,239,692.92	\$	7,681.32	\$	-	\$	2,247,374.24	\$	84,160.47	\$	-	\$	2,247,374.24	\$
Special Revenue Fund	\$	22,457.01	\$	77.09	\$	-	\$	22,534.10	\$	822.17	\$	1,628.79	\$	22,534.10	\$
TOTAL FUNDS ON ACCOUNT	\$	10,695,221.79					\$	11,768,106.73	\$	130,014,038.19	\$	132,282,643.31	\$	11,768,106.73	\$

II. RECONCILIATION TO BANK STATEMENTS

TD BANK - MUNICIPAL CHECKING - OPERATING
 TD BANK - MUNICIPAL CHECKING - DEPOSITORY ACCOUNT
 TD BANK - MUNICIPAL CHECKING - CAPITAL PROJECT DEPOSITORY
 TD BANK - MUNICIPAL CHECKING - BENEFIT PLAN CLAIMS
 BELL BANK - CHECKING - HSA DISTRIBUTION ACCT
 BELL BANK - CHECKING - HSA CONTRIBUTION ACCT
 NYCLASS - SAVINGS, GENERAL FUND
 NYCLASS - SAVINGS, BOCES-WIDE CAPITAL PROJECT
 NYCLASS - SAVINGS, KEITH BROADWELL SCHOLARSHIP
 NYCLASS - SAVINGS, JONELLE MARIE BUCK SCHOLARSHIP
 NYCLASS - SAVINGS, JWH SCHOLARSHIP
 NYCLASS - SAVINGS, DONALD W. COGSWELL SCHOLARSHIP
 NYCLASS - SAVINGS, SPELLING BEE SCHOLARSHIP
 NYCLASS - SAVINGS, CV-TEC ALLIED HEALTH SCHOLARSHIP

		April 30, 2025		Add: Deposits in Transit		Less: Outstanding Checks		April 30, 2025	
		Bank Balance						Account Balances	
	\$	661,021.00	\$	590.23	\$	(390,590.81)	\$	271,020.42	\$
	\$	8,256,958.48	\$		\$		\$	8,256,958.48	\$
	\$		\$		\$		\$		\$
	\$	295,193.67	\$		\$	(20,934.49)	\$	274,259.18	\$
	\$	750.34	\$		\$		\$	750.34	\$
	\$		\$		\$		\$		\$
	\$	2,247,374.24	\$		\$		\$	2,247,374.24	\$
	\$	695,209.97	\$		\$		\$	695,209.97	\$
	\$	1,022.72	\$		\$		\$	1,022.72	\$
	\$	796.41	\$		\$		\$	796.41	\$
	\$	12,939.66	\$		\$		\$	12,939.66	\$
	\$	2,430.44	\$		\$		\$	2,430.44	\$
	\$	639.53	\$		\$		\$	639.53	\$
	\$	4,705.34	\$		\$		\$	4,705.34	\$
		TOTAL FUNDS ON ACCOUNT						\$	11,768,106.73

GENERAL FUND INTEREST RECEIVED 7/01/24 - 4/30/25 \$ 252,548.31
 CAPITAL FUND INTEREST RECEIVED 7/01/24 - 4/30/25 \$ 88,659.69

PREPARED BY:

Derek Leavine
 Derek Leavine, Deputy District Treasurer

DATED:

5/21/2025

CLINTON-ESSEX-WARREN-WASHINGTON BOCES
EXTRAClassroom Activity Fund
TREASURER'S REPORT

FOR THE PERIOD 04/01/2025 TO 04/30/2025

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	1,533.58	2,588.40	0.00	2,588.40	508.89	2,079.51
SKILLS USA - MINEVILLE	1,720.93	3,790.23	0.00	3,790.23	533.95	3,256.28
NO. COUNTRY LOGGERS	381.40	381.40	0.00	381.40	0.00	381.40
REFLECTIONS	787.06	612.54	0.00	612.54	0.00	612.54
LPN CLASS	1,676.29	3,079.34	821.35	3,900.69	0.00	3,900.69
RAZOR'S EDGE	663.97	663.97	0.00	663.97	0.00	663.97
FUTURE FARMERS OF AMERICA	2,547.86	13,787.13	0.00	13,787.13	0.00	13,787.13
SALES TAX	33.07	249.39	63.27	312.66	249.39	63.27
TOTAL	9,344.16	25,152.40	884.62	26,037.02	1,292.23	24,744.79


COLBY SISKAVICH, EXTRAClassroom TREASURER
5/2/25
DATE

4/30/2025 Bank Balance \$ 25,908.24
Add: Deposits in Transit \$ (1,163.45)
Less: Outstanding Checks \$ 24,744.79
4/30/2025 Balance on Hand

**CHAMPLAIN VALLEY EDUCATIONAL SERVICES
INDEPENDENT CONTRACTOR/CONSULTANT AGREEMENT**

AGREEMENT made this day of 2025, by and between the Clinton-Essex-Warren-Washington Counties Board of Cooperative Educational Services, with its principal place of business at 1443 Military Turnpike, Plattsburgh, New York 12901 (hereinafter "BOCES") and Schmitt Leadership Group, LLC, with an office and place of business at 3763 Rush Mendon Road, Mendon, NY 14506, hereinafter be collectively referred to as "THE PARTIES."

BOCES desires to have certain services and activities described as follows for Boquet Valley Central School District: Review of Special Education services and leadership coaching, appropriated to the instructional and program needs, and in accordance with the provisions relating to eligibility of school contained in the Regulations of the Commissioner, for a period beginning on or about June 1, 2025, and ending December 1, 2025. The total cost of this will be \$19,800.00. Scope of review is detailed on Schedule A.

Schmitt Leadership Group LLC is qualified and if required, licensed and/or certified to provide or render the SERVICES described above.

In consideration of the promises set forth herein, and other good and valuable consideration, the receipt and adequacy of which are hereby acknowledged by both parties, the parties hereto agree, by and between themselves as follows:

1. **RETAINER:** Schmitt Leadership Group LLC is hereby retained by BOCES as an independent contractor. The term of this AGREEMENT shall begin on or about the above date and continue through and include the above listed date.
2. Schmitt Leadership Group LLC shall perform the SERVICES described above, all such SERVICES being the responsibility of Schmitt Leadership Group LLC and those in Schmitt Leadership Group LLC., employ.
3. Schmitt Leadership Group LLC is free to devote her attention to the SERVICES as they see fit and is not required to perform the SERVICES during particular hours, on particular days or at a particular location, unless otherwise noted.
4. Schmitt Leadership Group LLC represents and warrants that neither Schmitt Leadership Group LLC nor any of Schmitt Leadership Group LLC employees, agents, or assigns performing SERVICES for BOCES pursuant to this AGREEMENT has been convicted of a felony.
5. Schmitt Leadership Group LLC agrees to provide copies of all certifications and licenses required by law to undertake the SERVICES to be performed for BOCES pursuant to this AGREEMENT, and further agrees to provide BOCES with a minimum of two (2) business references.
6. Schmitt Leadership Group LLC shall provide the equipment, supplies, personnel, and other resources required to complete the SERVICES, and shall not be entitled to reimbursement for expenses, unless otherwise provided.
7. **INSURANCE:** Schmitt Leadership Group LLC agrees to provide BOCES with a Certificate of Insurance, which meets the requirements set forth in Attachment I, or a Hold Harmless Form, prior to commencement of SERVICES. Schmitt Leadership Group LLC acknowledges that failure to obtain such insurance on behalf of BOCES constitutes a material breach of contract and subjects it to

liability for damages, indemnification, and all other legal remedies available to BOCES.

8. **FEES AND CHARGES:** It is understood by and between THE PARTIES that the above-described SERVICES will be completed before payment is made. Schmitt Leadership Group LLC fee shall be all inclusive and shall be limited to \$19,800.00 and paid as follows: Schmitt Leadership Group, LLC, will present Invoices for services as rendered. BOCES will render payment within 20 days after receipt of Schmitt Leadership Group LLC invoice at the conclusion of services and in consideration of receipt of services and a final product which is satisfactory to BOCES. Such fee shall not be subject to modification based on the number of hours devoted by Schmitt Leadership Group LLC to the project.
9. **INDEPENDENT CONTRACTOR:** Schmitt Leadership Group LLC is an independent contractor, not an employee of BOCES and is not entitled to: participation in any benefit plan provided to the employees of BOCES; Worker's Compensation; unemployment insurance benefits; nor any other benefit, right, or privilege available to the employees of BOCES.
10. **PUBLIC RETIREES:** Schmitt Leadership Group LLC agrees to fully comply with employment, income limitations, and reporting requirements of public retirement systems and the New York State Retirement and Social Security Law.
11. **RESPONSIBILITY FOR TAXES:** BOCES will provide Schmitt Leadership Group LLC with Internal Revenue Service Form 1099. Schmitt Leadership Group LLC is responsible for the payment of taxes and all other sums required by law to be withheld from payments made under this AGREEMENT.
12. **PAYMENT:** Payment pursuant to this AGREEMENT is dependent upon the satisfactory completion of the SERVICES, faithful compliance with the AGREEMENT and acceptance of the work by BOCES. Submission of an invoice describing the SERVICES performed is a condition precedent to payment by BOCES.
13. **GOVERNING LAW:** This AGREEMENT shall be governed by the laws of the State of New York and any dispute arising hereunder shall be litigated in a Court of competent jurisdiction situate in Clinton County, New York; the parties agree they shall not bring an action in any other court for interpretation, enforcement, or monetary damages arising out of or under this agreement.
14. **EXECUTORY CLAUSE:** BOCES shall have no liability under this AGREEMENT to Schmitt Leadership Group LLC or to anyone else beyond funds appropriated and available for this AGREEMENT.
15. **TERMINATION:** This AGREEMENT will terminate upon submission by Schmitt Leadership Group LLC of a final product satisfactory to BOCES. BOCES reserves the right to terminate this AGREEMENT upon failure of Schmitt Leadership Group LLC to meet the terms and conditions set forth herein or upon a finding of violation of applicable laws, rules or regulations by Schmitt Leadership Group LLC.

IN WITNESS WHEREOF, the parties hereto have executed this AGREEMENT on this
_____ day of _____ 2025.

Date: _____

Date: 5/16/25

Clinton-Essex-Warren-Washington
Board of Cooperative Educational Services

Schmitt Leadership Group

By: _____

By: B. Schmitt

Dr. Mark C. Davey
Superintendent

Dr. Brian Schmitt

SCHEDULE A

Description of Services

In consideration for these services, BOCES agrees to pay SCHMITT LEADERSHIP GROUP, LLC. by way of fee for service as agreed to by the BOCES and as invoiced by the SCHMITT LEADERSHIP GROUP, LLC. SCHMITT LEADERSHIP GROUP, LLC. shall not collect any additional fees, payments or otherwise for supplies or materials in connection with the services performed in accordance with this agreement.

Services Provided

The special education review will focus on the following areas:

- 1) Evaluation and Identification: Boquet Valley CSD's process for identifying students with disabilities and conducting evaluations to determine eligibility for special education services.
 - a) **How well is the Boquet Valley CSD special education program meeting the needs of its students?**
- 2) Individualized Education Plans (IEPs): Boquet Valley CSD's process for developing, implementing, and reviewing IEPs for students with disabilities.
 - a) **Are identified students learning and making appropriate progress as measured by important NYS and local standards of student achievement?**
- 3) Provision of Services: Boquet Valley CSD's provision of special education services, including related services such as speech and language therapy, occupational therapy, and physical therapy.
 - a) **Do identified students have a good experience in the school and in special education programs?**
- 4) Data Collection and Reporting: Boquet Valley CSD's collection and reporting of data related to special education services, including the number of students served, types of disabilities, and academic outcomes.

The Special Education review will be conducted in the following manner:

- 1) Review of Documents: The audit team will review district policies, procedures, and documents related to special education, including IEPs, evaluations, and compliance reports.
- 2) On-Site Visits: The audit team will conduct on-site visits to district schools to observe special education classrooms, interview staff, and review student records.
- 3) Surveys: The audit team will distribute surveys to district staff, parents of students with disabilities, and community members to gather feedback on the special education program.
- 4) Data Analysis: The audit team will analyze data related to special education services, including student achievement data and data related to compliance with federal and state regulations

The Special Education Audit team will prepare a final written report that includes the following:

- 1) Executive Summary: A summary of the audit findings and recommendations.
- 2) Strengths and Areas to Improve: A detailed analysis of strengths and areas to improve related to special education services.
- 3) Recommendations: Specific recommendations for improving the special education program.

**CHAMPLAIN VALLEY EDUCATIONAL SERVICES
INDEPENDENT CONTRACTOR/CONSULTANT AGREEMENT**

AGREEMENT made this day of 2025, by and between the Clinton-Essex-Warren-Washington Counties Board of Cooperative Educational Services, with its principal place of business at 1443 Military Turnpike, Plattsburgh, New York 12901 (hereinafter "BOCES") and Schmitt Leadership Group, LLC, with an office and place of business at 3763 Rush Mendon Road, Mendon, NY 14506, hereinafter be collectively referred to as "THE PARTIES."

BOCES desires to have certain services and activities described as follows for Parishville-Hopkinton CSD, Optimization reviews, shared services study and leadership coaching for a period beginning on or about June 1, 2025 and ending April 1, 2026. The total cost of this will be \$38,600.00. Services are detailed Schedule A.

Schmitt Leadership Group LLC is qualified and if required, licensed and/or certified to provide or render the SERVICES described above.

In consideration of the promises set forth herein, and other good and valuable consideration, the receipt and adequacy of which are hereby acknowledged by both parties, the parties hereto agree, by and between themselves as follows:

1. **RETAINER:** Schmitt Leadership Group LLC is hereby retained by BOCES as an independent contractor. The term of this AGREEMENT shall begin on or about the above date and continue through and include the above listed date.
2. Schmitt Leadership Group LLC shall perform the SERVICES described above, all such SERVICES being the responsibility of Schmitt Leadership Group LLC and those in Schmitt Leadership Group LLC employ.
3. Schmitt Leadership Group LLC is free to devote her attention to the SERVICES as they see fit and is not required to perform the SERVICES during particular hours, on particular days or at a particular location, unless otherwise noted.
4. Schmitt Leadership Group LLC represents and warrants that neither Schmitt Leadership Group LLC nor any of Schmitt Leadership Group LLC employees, agents, or assigns performing SERVICES for BOCES pursuant to this AGREEMENT has been convicted of a felony.
5. Schmitt Leadership Group LLC agrees to provide copies of all certifications and licenses required by law to undertake the SERVICES to be performed for BOCES pursuant to this AGREEMENT, and further agrees to provide BOCES with a minimum of two (2) business references.
6. Schmitt Leadership Group LLC shall provide the equipment, supplies, personnel, and other resources required to complete the SERVICES, and shall not be entitled to reimbursement for expenses, unless otherwise provided.
7. **INSURANCE:** Schmitt Leadership Group LLC agrees to provide BOCES with a Certificate of Insurance, which meets the requirements set forth in Attachment I, or a Hold Harmless Form, prior to commencement of SERVICES. Schmitt Leadership Group LLC acknowledges that failure to obtain such insurance on behalf of BOCES constitutes a material breach of contract and subjects it to liability for damages, indemnification, and all other legal remedies available to BOCES.

8. **FEES AND CHARGES:** It is understood by and between THE PARTIES that the above-described SERVICES will be completed before payment is made. Schmitt Leadership Group LLC fee shall be all inclusive, and shall be limited to \$38,860.00 and paid as follows: Schmitt Leadership Group, LLC, will present Invoices for services as rendered. BOCES will render payment within 20 days after receipt of Schmitt Leadership Group LLC invoice at the conclusion of services and in consideration of receipt of services and a final product which is satisfactory to BOCES. Such fee shall not be subject to modification based on the number of hours devoted by Schmitt Leadership Group LLC to the project.
9. **INDEPENDENT CONTRACTOR:** Schmitt Leadership Group LLC is an independent contractor, not an employee of BOCES and is not entitled to: participation in any benefit plan provided to the employees of BOCES; Worker's Compensation; unemployment insurance benefits; nor any other benefit, right, or privilege available to the employees of BOCES.
10. **PUBLIC RETIREES:** Schmitt Leadership Group LLC agrees to fully comply with employment, income limitations, and reporting requirements of public retirement systems and the New York State Retirement and Social Security Law.
11. **RESPONSIBILITY FOR TAXES:** BOCES will provide Schmitt Leadership Group LLC with Internal Revenue Service Form 1099. Schmitt Leadership Group LLC is responsible for the payment of taxes and all other sums required by law to be withheld from payments made under this AGREEMENT.
12. **PAYMENT:** Payment pursuant to this AGREEMENT is dependent upon the satisfactory completion of the SERVICES, faithful compliance with the AGREEMENT and acceptance of the work by BOCES. Submission of an invoice describing the SERVICES performed is a condition precedent to payment by BOCES.
13. **GOVERNING LAW:** This AGREEMENT shall be governed by the laws of the State of New York and any dispute arising hereunder shall be litigated in a Court of competent jurisdiction situate in Clinton County, New York; the parties agree they shall not bring an action in any other court for interpretation, enforcement, or monetary damages arising out of or under this agreement.
14. **EXECUTORY CLAUSE:** BOCES shall have no liability under this AGREEMENT to Schmitt Leadership Group LLC or to anyone else beyond funds appropriated and available for this AGREEMENT.
15. **TERMINATION:** This AGREEMENT will terminate upon submission by Schmitt Leadership Group LLC of a final product satisfactory to BOCES. BOCES reserves the right to terminate this AGREEMENT upon failure of Schmitt Leadership Group LLC to meet the terms and conditions set forth herein or upon a finding of violation of applicable laws, rules or regulations by Schmitt Leadership Group LLC.

IN WITNESS WHEREOF, the parties hereto have executed this AGREEMENT on this _____ day of _____ 2025.

Date: _____

Date: 5/16/25

Clinton-Essex-Warren-Washington
Board of Cooperative Educational Services

Schmitt Leadership Group

By: _____

By: B. Schmitt

Dr. Mark C. Davey
Superintendent

Dr. Brian Schmitt

SCHEDULE A

Description of Services

In consideration for these services, BOCES agrees to pay SCHMITT LEADERSHIP GROUP, LLC. by way of fee for service as agreed to by the BOCES and as invoiced by the SCHMITT LEADERSHIP GROUP, LLC. SCHMITT LEADERSHIP GROUP, LLC. shall not collect any additional fees, payments or otherwise for supplies or materials in connection with the services performed in accordance with this agreement.

Services Provided

The Parishville-Hopkinton Optimization Review, Shared Services Study, and Leadership Coaching will focus on the following areas:

1. **Provision of Instruction:** The study will review the continuum of education services provided by the district, including enrollment and educational program alignment, human resource allocations, organizational efficiency, facility utilization, student experiences, community experiences, transportation logistics, operations management, resource deployment, fiscal stewardship, and long-term sustainability.
2. **Data Collection and Reporting:** The study will review the district's collection and reporting of data related to demographics, including the number of students served, current graduation pathways, and academic outcomes.

The review and study will be conducted in the following manner:

1. **Review of Services and Staffing:** The study team will review district data, practices, policies, procedures, and documents related to the instructional program, including trend analysis and projected program needs.
2. **On-Site Visitations:** The study team will conduct on-site interviews with district personnel, students, and community stakeholders.
3. **Data Analysis:** The study team will analyze data related to per pupil costs, organizational efficiency, and special education services, including student achievement data and data related to federal and state regulations compliance.

The Optimization Review and Shared Services Study team will prepare a final report that includes the following:

1. **Executive Summary:** A summary of the study findings and recommendations.
2. **Strengths and Areas for Growth:** A detailed analysis of the district's strengths and weaknesses related to instruction.
3. **Recommendations:** A five-year optimization plan that includes recommendations for the optimal configuration of the district to ensure the best possible educational experiences for all students.

LEASE AGREEMENT

LEASE AGREEMENT (hereinafter the "Lease") made this _____ day of _____, 2025 by and between PLATTSBURGH CITY SCHOOL DISTRICT, an organization existing under and by virtue of the Laws of the State of New York, with an office and place of business at 49 Broad Street, Plattsburgh, New York 12901 (hereinafter "District") and the BOARD OF COOPERATIVE EDUCATIONAL SERVICES, SOLE SUPERVISORY DISTRICT OF CLINTON, ESSEX, WARREN AND WASHINGTON COUNTIES, an organization existing under and by virtue of the Laws of the State of New York with an office and place of business at 1585 Military Turnpike, Plattsburgh, New York 12901 (hereinafter "BOCES") (the District and BOCES are collectively referred to herein as the "Parties").

RECITALS

1. BOCES is organized under the laws of the State of New York and is responsible for the operation of programs for students, including students of the District, as well as students of other school districts who will participate in the 8:1:2 Academic Program.
2. In order to achieve the above-described goals, it is necessary that classrooms and support space areas in the District be available for the needs of the 8:1:2 Academic Program.
3. It is the intent of the District to provide classroom space for the 8:1:2 Academic Program for the use by BOCES at the Plattsburgh High School in Plattsburgh, NY.
4. The District understands and appreciates the needs of BOCES in achieving the above-described goals and agrees to make available two classrooms for BOCES' use on a ten (10) month basis.

WHEREFORE, for mutual consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

ARTICLE I

LEASED PREMISES

- 1.1 The District hereby leases to BOCES two (2) classrooms for the 8:1:2 Academic Program.
- 1.2 It is understood and agreed that the District shall have the right not more than once annually to designate the classroom space to be leased under this Lease. The District shall notify BOCES by August 1st of the year which classroom is designated for BOCES' use. Such room shall, in any event, be appropriate to the reasonable needs of BOCES. There will be no midyear changes in room designation, except for necessary repair, emergencies, and similar circumstances.

ARTICLE II

TERM

- 2.1 The term of this Lease shall commence on September 1, 2025 and shall continue for ten (10) months (June 30, 2026), depending on adequate enrollment. In the event that BOCES needs to amend or cancel the lease due to enrollment, BOCES will notify the district when enrollments are finalized.
- 2.2 The lease may be renewed at the expiration of the lease term subject to the consent of the Commissioner of Education as required by Section 403-a of the Education Law of the State of New York.
- 2.3 In the event that the District needs to amend or cancel the lease due to District enrollment growth or should the District encounter other circumstances requiring part or all of the leased space for its own students, the District will notify BOCES by December 1st.

ARTICLE III

RENTAL

- 3.1 The rent paid by BOCES to the District for the initial contract term September 1, 2025 to June 30, 2026 shall be \$10,500.
- 3.2 The rent due during each school year under this Lease shall be paid annually on January 15.
- 3.3 Should the Parties agree to renew the lease for an additional term, the annual classroom rent amount will be mutually agreed to by the Parties, which amount shall comply with the requirements set forth in Section 403-a of the Education Law.

ARTICLE IV

SIZE AND USE OF LEASED PREMISES

- 4.1 The classroom space leased to BOCES under this lease shall comply with any applicable regulations of the Commissioner of Education. The classroom space will be used for instructional and other educational purposes.

ARTICLE V

NUMBER OF CLASSROOMS

- 5.1 The number of classrooms reserved for BOCES shall not be less than two (2). However, BOCES reserves the right to negotiate for more rooms if needed and available, and to pay additional rent to be mutually agreed to by the parties.

ARTICLE VI

IMPROVEMENTS

- 6.1 The District will be solely responsible for undertaking any improvement in the room(s) subject to this Lease and the cost thereof; such responsibilities to include, but not be limited to, the obtaining of all building permits, the providing of all labor and materials for the performance of the work, and the supervision of all activities attendant thereto.

ARTICLE VII

DEFAULT

- 7.1 In the event that either of the parties hereto shall fail to perform any duty required to be performed or breach any warranty or representation, including BOCES' covenant to pay rent, made herein, and such failure to perform or breach shall continue substantially unremedied and substantially uncorrected for a period of thirty (30) days after the service or written notice upon such party by the other party hereto specifying such failure or breach, this Lease may be terminated on grounds of default at the option of the party serving such notice at the expiration of such thirty (30) day period; provided, however, that such termination shall not relieve the party so failing or breaching from liability to the other party for such damages as may be suffered by reason of such failure.
- 7.2 Any other provision of this Lease to the contrary notwithstanding, in the event that there occurs a default by the District, BOCES at its option may elect to cure the default and deduct the cost thereof from its subsequent rental payments.

ARTICLE VIII

DESTRUCTION OF DISTRICT BUILDINGS

- 8.1 The District shall maintain, at its cost, fire insurance upon the building(s) containing the room(s) subject to this Lease. In the event of a fire, the District will rebuild the damaged portions of the building(s) within a reasonable period of time.

ARTICLE IX

BOCES EMPLOYEES AND AGENTS/INDEMNIFICATIONS

- 9.1 The employees and agents of BOCES who use and occupy the rooms and other District property under this Lease shall not be considered employees of the District. BOCES shall indemnify and hold the District harmless from and against all claims, suits, actions, damages, costs, and expenses, including reasonable attorneys' fees, and from and against all liability, losses, and damages of any nature whatsoever that the District has or may sustain by reason of the negligent action or inaction of BOCES, its agents and employees.
- 9.2 The District shall indemnify BOCES and hold BOCES harmless from and against all claims, suits, actions, damages, costs, and expenses, including reasonable attorneys' fees, and from and against all liability, losses, and damages of any nature whatsoever that BOCES has or may sustain by reason of the intentional or negligent action or inaction of the District, its agents and employees.

ARTICLE X

INSURANCE

- 10.1 BOCES shall extend its personal liability and personal property insurance coverage to the District property subject to this Lease and shall provide proof of such insurance to the District annually and any notice of cancellation of such insurance shall be provided to the District within seven (7) days of the date BOCES receives such notice. In the event that BOCES' personal liability and property insurance is canceled and insurance is not obtained within five (5) business days, this Lease shall automatically terminate.

ARTICLE XI

ANCILLARY SERVICES

- 11.1 Ancillary services may be provided by the District pursuant to a separate agreement between BOCES and the District for additional consideration.

ARTICLE XII

NOTICE

- 12.1 All notices required or permitted to be given hereunder shall be in writing and delivered personally to the addressee or, at the sender's election, sent by certified mail, postage prepaid, return receipt requested, addressed to the other party at such party's address shown at the beginning of this Lease or to such other address as the other party shall have designated in the manner herein provided for the giving of such notice. Such notice shall be deemed to have been given on the date personally delivered, or on the third business day after the same was deposited with the United States Postal Service.

ARTICLE XIII

APPROVAL BY COMMISSIONER

- 13.1 The parties acknowledge that BOCES is a Board of Cooperative Educational Services and, as such, is subject to the Laws of the State of New York including, but not limited to, the Education Law of the State of New York and Regulations of the Commissioner of Education.
- 13.2 The parties specifically acknowledge that this Lease shall not be effective unless and until the same has been approved in writing by the Commissioner of Education in accordance with Section 1950 (4) (p) (a) of the Education Law and Section 155.11 of the Regulations of the Commissioner.

ARTICLE XIV

ENTIRE AGREEMENT

- 14.1 This Lease constitutes the entire agreement of the parties and may not be changed or modified except by an agreement in writing signed by the parties hereto.

ARTICLE XV

CONSTRUCTION OF LEASE

- 15.1 This lease shall be governed by the laws of the State of New York and any dispute arising hereunder shall be litigated in the Supreme Court, Clinton County, New York; the parties agree that they shall not bring an action in any other court for interpretation, enforcement or monetary damages arising out of or under this lease.

ARTICLE XVI

MEMORANDUM OF LEASE

- 16.1 The District will, upon request of BOCES, cooperate in the filing of a Memorandum of Lease with respect to this lease in accordance with Section 291-c of the Real Property Law.

ARTICLE XVII

OBLIGATION OF BOCES

- 17.1 At the end of the Lease term, BOCES shall return the leased premises to the District in the same condition as existed at the commencement of the Lease, normal wear and tear excepted, and BOCES shall pay the District for any damage caused to the leased premises, or any other District property, by BOCES students, employees, and agents.

IN WITNESS WHEREOF, the parties have caused this Lease to be executed by their proper corporate officers in accordance with resolutions of their respective Boards as follows:

PLATTSBURGH CITY SCHOOL DISTRICT

By: _____

Name and Title: _____

**BOARD OF COOPERATIVE EDUCATIONAL SERVICES OF CLINTON,
ESSEX, WARREN AND WASHINGTON COUNTIES**

By: _____

Dr. Mark C. Davey, District Superintendent

State of New York)
SS:
County of Clinton)

On this _____ day of _____ 20__, before me, the undersigned, a Notary Public in and for said state, personally appeared _____, personally known to me or proved to me on the basis of satisfactory evidence to be the individual(s) whose name(s) is (are) subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their capacity(ies), and that by his/her/their signatures(s) on the instrument, the individuals(s), or the person upon behalf of which the individual(s) acted, executed the instrument.

Notary Public

State of New York)
SS:
County of Clinton)

On this _____ day of _____ 20__, before me, the undersigned, a Notary Public in and for said state, personally appeared Mark C. Davey, personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he executed the same in his capacity, and that by his signature on the instrument, the individual, or the person upon behalf of which the individual acted, executed the instrument.

Notary Public

ANCILLARY SERVICES AGREEMENT

ANCILLARY SERVICES AGREEMENT (hereinafter the "Agreement") made this ____ day of _____, 2025, by and between the **PLATTSBURGH CITY SCHOOL DISTRICT**, an organization existing under and by virtue of the Laws of the State of New York, with an office and place of business at 49 Broad Street, Plattsburgh, New York 12901 (hereinafter ("the District") and the **BOARD OF COOPERATIVE EDUCATIONAL SERVICES, SOLE SUPERVISORY DISTRICT OF CLINTON, ESSEX, WARREN AND WASHINGTON COUNTIES**, an organization existing under and by virtue of the Laws of the State of New York with an office and place of business at 1585 Military Turnpike, Plattsburgh, New York 12901 (hereinafter "BOCES") BOCES and the District are collectively referred to herein as the "Parties".

RECITALS

- A. BOCES is duly organized and existing under the laws of the State of New York, and is responsible for the operation of programs for students, including students of the District, as well as other school district students who will participate in the 8:1:2 Academic Program.
- B. In order to achieve the above-described goals, it is necessary that BOCES lease two classrooms in the District for the needs of students. The parties entered into a separate Lease Agreement with respect to classrooms and support space areas.
- C. Inherent in this agreement is the expectation that students will:
 - Be able to benefit from this program due to the availability of two classrooms suitable to the 8:1:2 Academic Program located at the Plattsburgh High School, Plattsburgh, New York.
 - Have availability of support services as needed from Plattsburgh City School District including personal counseling as needed, health services and daily supervision from the administration.
- D. This agreement shall communicate BOCES' expectations in committing to the location of classrooms within the District and outlines the goals for both the BOCES 8:1:2 Academic Program and the District's role in this cooperative venture. It is the intent of the District to provide quality educational space for the use by BOCES at no local cost to the residents of the District.

WHEREFORE, for mutual considerations, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

ARTICLE I: ANCILLARY SERVICES

- 1.1 In conjunction with the provision of leased classrooms by the District to BOCES, which is provided for in a separate Lease Agreement, the District shall provide BOCES with the following facilities and services (collectively referred to as "Ancillary Services"):

- A. Facilities: The District will make its libraries, bathrooms and any other common use areas available to BOCES' students at times that are mutually agreed to by the parties.
- B. Administrative Responsibilities and Decision-Making: BOCES staff shall consult with District administrative staff, as appropriate, regarding daily supervision with respect to BOCES' 8:1:2 Academic Program students at the District. However, BOCES shall have the primary responsibility for the overall administration of the educational program and decision-making with respect to BOCES' 8:1:2 Academic Program students at the District, consistent with District policies and procedures.
- C. Staff and Student Supervision: BOCES shall have the primary responsibility for supervising and evaluating its staff at the District. However, upon mutual agreement of the parties, the respective building principals of the District may make informal observations of BOCES' staff at the District and communicate those observations to a party designated by BOCES. BOCES and the District agree all program students and BOCES staff attending the program at the District shall be subject to and adhere to the District's Code of Conduct, DASA Policy and all such related policies.
- D. Intervention: BOCES shall have the primary responsibility for supervising BOCES' 8:1:2 Academic Program students at the District. However, the respective building principals may intervene in student activity when, in the opinion of the principals, immediate action is required to ensure the safety and well-being of students, faculty, and/or staff at the District. Such intervention shall be in accordance with the District's Code of Conduct.
- E. Health Services: BOCES shall be responsible for keeping health records and ensuring immunization compliance with respect to BOCES' 8:1:2 Academic Program students at the District. However, the District shall be responsible for providing routine nursing services including first aid and administering medication to BOCES' 8:1:2 Academic Program students at the District, as required.
- F. Overhead and Maintenance: The District shall provide all overhead and maintenance services necessary to operate the facilities described in the Lease Agreement, including lighting, heating, plumbing, maintenance, cleaning services and any other custodial or cleaning services that would normally be performed for the District's own areas.

ARTICLE II: TERM

- 2.1 The term of this Agreement shall commence on September 1, 2025 and shall continue until June 30, 2026. In the event that BOCES needs to amend or cancel the lease due to enrollment, BOCES will notify the district within sixty (60) days of intended amendment or cancellation. The term of this Agreement shall coincide with the term of the Lease Agreement.

ARTICLE III: CONSIDERATION

- 3.1 The consideration to be paid by BOCES to the District for the Ancillary Services shall be \$10,500 annually and paid in conjunction with the lease payment.

ARTICLE IV: NOTICE OF SERVICES

- 4.1 On or before September 15th, BOCES shall provide the District with a written statement of the specific Ancillary Services required by BOCES under this Agreement. The parties shall then meet and make a good faith effort to agree upon the specific Ancillary Services and the schedule therefore which the District will provide.

ARTICLE V: DEFAULT

- 5.1 In the event that either of the parties hereto shall fail to perform any duty required to be performed or breach any warranty or representation, including BOCES' covenant to pay consideration under this Agreement, made herein, and such failure to perform or breach shall continue substantially remedied and substantially uncorrected for a period of thirty (30) days after the service or written notice upon such party by the other party hereto specifying such failure or breach, this Agreement may be terminated on grounds of default at the option of the party serving such notice at the expiration of such thirty (30) day period; provided, however, that such termination shall not relieve the party so failing or breaching, from liability to the other party for such damages as may be suffered by reason of such failure.

ARTICLE VI: NOTICE

- 6.1 All notices required or permitted to be given hereunder shall be in writing and delivered personally to the addressee or, at the sender's election, sent by certified mail, postage prepaid, return receipt requested, addressed to the other party as such party's address shown at the beginning of the Agreement or to such other address as the other party shall have designated in the manner herein provided for the giving of such notice. Such notice shall be deemed to have been given on the date personally delivered or on the third business day after the same was deposited with the United States Postal Service.

ARTICLE VII: ENTIRE AGREEMENT

- 7.1 This Agreement constitutes the entire agreement of the parties and may not be changed or modified except by an agreement in writing signed by the parties hereto.

ARTICLE VIII: CONSTRUCTION OF AGREEMENT

- 8.1 This Agreement shall be governed by the laws of the State of New York and any dispute arising hereunder shall be litigated in any Court of competent jurisdiction in the County of Clinton, State of New York; the parties agree that they shall not bring an action in any other court situated outside Clinton County for interpretation, enforcement or money damages arising out of or under this Agreement.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their proper corporate officers in accordance with resolutions of their respective Boards as follows:

PLATTSBURGH CITY SCHOOL DISTRICT

By: _____

Name and Title: _____

BOARD OF COOPERATIVE EDUCATIONAL SERVICES OF CLINTON, ESSEX, WARREN AND WASHINGTON COUNTIES

By: _____

Dr. Mark C. Davey, District Superintendent

State of New York)

SS:

County of Clinton)

On this _____ day of _____ 20__, before me, the undersigned, a Notary Public in and for said state, personally appeared _____, personally known to me or proved to me on the basis of satisfactory evidence to be the individual(s) whose name(s) is (are) subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their capacity(ies), and that by his/her/their signatures(s) on the instrument, the individuals(s), or the person upon behalf of which the individual(s) acted, executed the instrument.

Notary Public

State of New York)

SS:

County of Clinton)

On this _____ day of _____ 20__, before me, the undersigned, a Notary Public in and for said state, personally appeared Mark C. Davey, personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he executed the same in his capacity, and that by his signature on the instrument, the individual, or the person upon behalf of which the individual acted, executed the instrument.

Notary Public

School District Legal Counsel Agreement

Made and entered into this ____ day of _____, 2025, by and between the **CHAMPLAIN VALLEY EDUCATIONAL SERVICES** with its offices located at 1585 Military Turnpike Plattsburgh New York 12901 hereinafter referred to as the “**DISTRICT**,” and **HONEYWELL LAW FIRM, PLLC**, with its offices located at 187 Wolf Road, Suite 202, Albany, New York 12205, hereinafter referred to as the “**FIRM**”.

The **DISTRICT** hereby retains and employs the **FIRM** as its general legal and labor counsel to provide the **DISTRICT** comprehensive legal advice and consultation regarding all legal matters which might arise in the course of the District’s operations and as requested by the District and as more specifically set forth below.

1. Scope of Services

The **FIRM** will provide the **DISTRICT** legal services on the following basis:

- a. A legal services including the following:
 - i. Routine legal advice and counsel by telephone, in writing, or in person as requested by the Board of Education or Superintendent of Schools (or designee) in relation to **DISTRICT** matters, including any supporting research.
 - ii. Attendance at occasional Board of Education meetings as requested to discuss specific topics.
 - iii. Legal advice and counsel including the drafting of charges and routine issues involved in the discipline of students, including Education Law §3214 hearings.
 - iv. Review, negotiation and drafting contract documents and other legal agreements between the **DISTRICT** and individuals, organizations, or agencies.
 - v. Routine review, draft and advise on existing, new, and amended policies.
 - vi. Drafting resolutions of the Board of Education as requested.
 - vii. Legal advice and counsel concerning employee disciplinary matters, including preparation of grievance responses, investigations, arbitrations, and proceedings pursuant to Civil Service Law § 75 and Education Law § 3020-a.
 - viii. Legal advice and review of agreements relating to capital projects, bid issues, and any other legal matters, other than municipal financing, concerning capital/construction projects.

- ix. Routine review, monitoring and representation in tax certiorari proceedings as directed by the DISTRICT.
- x. Preparation/review of legal notices, legal advice, and counsel in connection with DISTRICT elections, and annual and special meetings.
- xi. Cooperation with the DISTRICT Insurance Carrier and oversight of assigned outside counsel.
- xii. Advice, counsel and representation in regard to Special Education matters as such may from time to time arise.
- xiii. Any other legal matters which may be requested by the Superintendent of Schools or Board of Education.

2. Fees

In consideration of the foregoing, the DISTRICT hereby agrees to compensate the FIRM as follows:

- a. An hourly rate of \$210.00 per hour for legal services as outlined above and billed on a monthly basis over the course of the school year (e.g., July 1st to June 30th).
- b. Legal services for all work related to capital/construction projects, litigation and hearings will be billed separately at the FIRM's current hourly rate of \$210.00. "Litigation" refers to matters under the jurisdiction of the state and federal courts. "Hearings" are defined as any proceeding in which witnesses will be called, sworn, examined, and cross-examined before a finder of fact who will decide the outcome of the case (e.g., Education Law §3020-a hearings, Civil Service Law §75 hearings, and Superintendent's Hearings).
- c. Expenses - Only significant costs or expenses which are incurred by the FIRM on behalf of the DISTRICT will be billed to the DISTRICT. Such costs are large photocopying projects, large postage fees, stenographic reporters' fees, witness fees, court costs, travel related.

3. Attorneys

The DISTRICT will have access to all attorneys and professional staff employed by the FIRM. The attorneys assigned as the District's primary attorney contacts shall be Douglas E. Gerhardt though you are hiring the complete firm so others, including Jeffrey D. Honeywell, Esq., Paul M. Aloy, Esq., and/or Christopher J. Honeywell, Esq. may from time to time be called upon to assist with matters as they may arise.

4. Term of Agreement

The term of this Agreement shall commence July 1, 2025, through June 30, 2026. The DISTRICT may, in its sole discretion, for any reason, terminate this Agreement earlier than

June 30, 2026, upon thirty (30) days' written notice from the DISTRICT to the FIRM, subject only to payment of earned fees, including a pro rata determination of the paid retainer, and disbursements as of the date of termination. The FIRM shall also have the right to terminate this Agreement upon thirty (30) days written notice. In the absence of termination by the District, this Agreement will be deemed to continue beyond June 30, 2026.

5. Billing

The FIRM will send a monthly statement every thirty (30) days itemizing the legal services provided, the attorney performing such services, the hourly rate applied, the total attorney's fees incurred for that period, the amount of any costs and disbursements incurred for that period, and the total balance due. Payment is expected within thirty days of the date of the bill.

6. Fee Dispute

In the event of a dispute regarding fees, the DISTRICT may have the right to arbitrate the dispute pursuant to Part 137 of the Rules of the Chief Administrator. The FIRM would be happy to provide the DISTRICT with a copy of those rules at the DISTRICT's request.

7. Document Retention

Under the FIRM's document retention policy, we normally destroy files seven (7) years after a matter is closed, unless other arrangements are made with the client. Copies of all legal documents, correspondence, and most other documents will be provided to the DISTRICT throughout our representation of the DISTRICT. Copies of these documents should be retained for the DISTRICT'S records.

8. Preservation of Evidence

For litigated matters, the DISTRICT is required by law to preserve any evidence that may be relevant to the claim. This includes business records, correspondence, e-mail or other messages, photographs or video, or other physical evidence.

9. Client Confidentiality

The FIRM will protect the DISTRICT'S confidential information as required by law. Please use special care when communicating with the FIRM so as to preserve the confidentiality of attorney-client communications.

10. Entire Agreement

This Engagement Letter constitutes the entire agreement between the FIRM and the DISTRICT as to the Matter and may be changed only by a written document, signed by both parties.

11. Governing Law

Any dispute arising under this Engagement Letter shall be governed by the laws of the State of New York. The DISTRICT consents to the personal and subject matter jurisdiction of the Supreme Court of the State of New York to resolve any such disputes.

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year first written above.

CVES BOCES

By: _____

District Superintendent ¹

Dated: _____

HONEYWELL LAW FIRM, PLLC

By:  _____

Douglas E. Gerhardt, Esq.
Partner/Shareholder

Dated: 05/23/2025

**CHAMPLAIN VALLEY EDUCATIONAL SERVICES
INDEPENDENT CONTRACTOR/ CONSULTANT AGREEMENT**

AGREEMENT by and between the Clinton-Essex-Warren-Washington Counties Board of Cooperative Educational Services, with its principal place of business at 1443 Military Turnpike, Plattsburgh, New York 12901 (hereinafter "BOCES") and Bartlett, Pontiff, Stewart & Rhodes, P.C., Attorney at Law, with an office and place of business at 1 Washington Street, Glens Falls NY, hereinafter be collectively referred to as "THE PARTIES."

BOCES desires to have certain services and activities described as follows: Legal Services, hereinafter "SERVICES" at BOCES during the period of July 1, 2025 through June 30, 2026.

Bartlett, Pontiff, Stewart & Rhodes, P.C., Attorney at Law is qualified and if required, licensed and/or certified to provide or render the SERVICES described above.

In consideration of the promises set forth herein, and other good and valuable consideration, the receipt and adequacy of which are hereby acknowledged by both parties, the parties hereto agree, by and between themselves as follows:

1. **RETAINER:** Bartlett, Pontiff, Stewart & Rhodes, P.C. , Attorney at Law is hereby retained by BOCES as an independent contractor. The term of this AGREEMENT shall begin on or about the above date and continue through and include the above listed date.
2. Bartlett, Pontiff, Stewart & Rhodes, P.C. , Attorney at Law shall perform the SERVICES described above, all such SERVICES being the responsibility of Bartlett, Pontiff, Stewart & Rhodes, P.C., Attorney at Law and those in the Bartlett, Pontiff, Stewart & Rhodes, P.C., Attorney at Law's employ.
3. Bartlett, Pontiff, Stewart & Rhodes, P.C., Attorney at Law is free to devote their attention to the SERVICES as they see fit and is not required to perform the SERVICES during particular hours, on particular days or at a particular location, unless otherwise noted.
4. Bartlett, Pontiff, Stewart & Rhodes, P.C., Attorney at Law represents and warrants that neither Bartlett, Pontiff, Stewart & Rhodes, P.C. , Attorney at Law nor any of Bartlett, Pontiff, Stewart & Rhodes, P.C., Attorney at Law's employees, agents, or assigns performing SERVICES for BOCES pursuant to this AGREEMENT has been convicted of a felony.
5. Bartlett, Pontiff, Stewart & Rhodes, P.C., Attorney at Law agrees to provide copies of all certifications and licenses required by law to undertake the SERVICES to be performed for BOCES pursuant to this AGREEMENT, and further agrees to provide BOCES with a minimum of two (2) business references.
6. Bartlett, Pontiff, Stewart & Rhodes, P.C., Attorney at Law shall provide the equipment, supplies, personnel, and other resources required to complete the SERVICES, and shall not be entitled to reimbursement for expenses, unless otherwise provided.
7. **INSURANCE:** Bartlett, Pontiff, Stewart & Rhodes, P.C., Attorney at Law agrees to provide BOCES with a Certificate of Professional Liability Insurance prior to commencement of SERVICES.
8. **FEES AND CHARGES:** It is understood by and between THE PARTIES that the above-described SERVICES will be completed before payment is made.

Bartlett, Pontiff, Stewart & Rhodes, P.C., Attorney at Law's fee shall be all inclusive, and shall be limited to \$280.00 per hour for attorney services, \$175.00 per hour for paralegal services, as well as any costs or disbursements, including mileage and travel related expenses, postage, photocopying and filing fees. Bartlett, Pontiff, Stewart & Rhodes, P.C., Attorney at Law may incur on BOCES behalf in connection with their representation and paid as follows: BOCES will render payment within 30 days after receipt of Bartlett, Pontiff, Stewart & Rhodes, P.C., Attorney at Law's invoice at the conclusion of services and in consideration of receipt of services and a final product which is satisfactory to BOCES. Such fee shall not be subject to modification based on the number of hours devoted by Bartlett, Pontiff, Stewart & Rhodes, P.C., Attorney at Law to the project.

9. INDEPENDENT CONTRACTOR: Bartlett, Pontiff, Stewart & Rhodes, P.C., Attorney at Law is an independent contractor, not an employee of BOCES and is not entitled to: participation in any benefit plan provided to the employees of BOCES; Worker's Compensation; unemployment insurance benefits; nor any other benefit, right, or privilege available to the employees of BOCES.
10. PUBLIC RETIREES: Bartlett, Pontiff, Stewart & Rhodes, P.C., Attorney at Law agrees to fully comply with employment, income limitations, and reporting requirements of public retirement systems and the New York State Retirement and Social Security Law.
11. RESPONSIBILITY FOR TAXES: BOCES will provide Bartlett, Pontiff, Stewart & Rhodes, P.C., Attorney at Law with Internal Revenue Service Form 1099. Bartlett, Pontiff, Stewart & Rhodes, P.C., Attorney at Law is responsible for the payment of taxes and all other sums required by law to be withheld from payments made under this AGREEMENT.
12. PAYMENT: Payment pursuant to this AGREEMENT is dependent upon the satisfactory completion of the SERVICES, faithful compliance with the AGREEMENT and acceptance of the work by BOCES. Submission of an invoice describing the SERVICES performed is a condition precedent to payment by BOCES.
13. GOVERNING LAW: This AGREEMENT shall be governed by the laws of the State of New York and any dispute arising hereunder shall be litigated in a Court of competent jurisdiction situate in Clinton County, New York; the parties agree they shall not bring an action in any other court for interpretation, enforcement, or monetary damages arising out of or under this agreement.
14. EXECUTORY CLAUSE: BOCES shall have no liability under this AGREEMENT to Bartlett, Pontiff, Stewart & Rhodes, P.C., Attorney at Law or to anyone else beyond funds appropriated and available for this AGREEMENT.
15. TERMINATION: This AGREEMENT will terminate upon submission by Bartlett, Pontiff, Stewart & Rhodes, P.C., Attorney at Law of a final product satisfactory to BOCES. BOCES reserves the right to terminate this AGREEMENT upon failure of Bartlett, Pontiff, Stewart & Rhodes, P.C., Attorney at Law to meet the terms and conditions set forth herein or upon a finding of violation of applicable laws, rules or regulations by Bartlett, Pontiff, Stewart & Rhodes, P.C., Attorney at Law.

IN WITNESS WHEREOF, the parties hereto have executed this AGREEMENT on this _____ day of _____ 2025.

Date: _____

Clinton-Essex-Warren-Washington
Board of Cooperative Educational Services

Date: _____

Bartlett, Pontiff, Stewart & Rhodes, P.C.
Attorney at Law

By: _____

Dr. Mark C. Davey
District Superintendent

By: _____

(Consultant/ Independent Contractor)

Champlain Valley Educational Services
Audit Committee - Meeting Minutes
February 14, 2024 - 5:00 p.m., CVES Learning Hub

Present: Richard Harriman, Sr., Audit Committee Member
Donna LaRocque, Audit Committee Member
Emily Phillips, Audit Committee Member
Donna Wotton, Audit Committee Member
Aimee Skiff, Auditor, Management Advisory Group
Dr. Mark Davey, District Superintendent (5:15)
Eric Bell, Deputy Superintendent
Christine Myers, BOCES Treasurer
Angela Jennette, CVES Claims Auditor (out 5:20)
Jessie Moulton, Payroll Auditor (out 5:20)

The meeting began at approximately 5:00 p.m.

- 1. Approve the minutes from December 13, 2023, Audit Committee Meeting.**
A spelling correction of Donna Wotton's name was noted.

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

- 2. Claims Auditor and Payroll Auditor Annual Report**
Jessie Moulton provided an update on her Payroll Auditor duties and discussed procedures. Ms. Wotton thanked Ms. Moulton for her work and inquired about AI assistance. Dr. Bell reviewed Ms. Moulton's role and Amy Skiff noted no current AI solutions exist. Ms. Phillips mentioned the electronic timesheet process, which was discussed.

Angela Jennette outlined Claims Auditor procedures and her role. Ms. Wotton requested further details, which Ms. Jennette provided.

- 3. Internal Audit for 2024-2025 – Entrance Conference**
Aimee Skiff discussed the audit, sharing the plan for this year's focus is payroll and personnel. She outlined the process, noting key focus areas that should be reviewed every three to four years include cash collections, receipts, cash disbursements and payroll. She detailed the internal audit of payroll components. Dr. Davey discussed the exit conference.

4. 2023-2024 Reserve Summary and CTE Equipment Reserve Change

Dr. Bell reviewed the Report *on Reserve Fund Balances as of 6/30/2024* and the Board Policy, *Career and Technical Education (CTE) Instructional Equipment Reserve Fund*. The committee discussed the CTE reserve, current Board funding strategy and future goals including considerations for depreciations, updating aging equipment, expanding programs and revising Board policy.

5. Future Meeting Dates

The next meeting is May 14, 2025, at 5:00 p.m.

6. Motion to adjourn

(Donna LaRocque 1st, Emily Phillips 2nd). Motion carried.

The meeting adjourned at 5:42 p.m.

Approved May 14, 2025 (Emily Phillips 1st, Richard Harriman, Sr. 2nd)



Champlain Valley Educational Services
Clinton - Essex - Warren - Washington BOCES
P.O. Box 455, Plattsburgh, NY 12901

CENTRAL ADMINISTRATION

District Superintendent Dr. Mark C. Davey

www.cves.org

518-561-0100



CVES MISSION

Champlain Valley Educational Services is committed to being a valued and trusted partner by supporting students, schools, and communities to excel through high-quality education, training, and shared services.

2024-2025 RESERVE PLAN SUMMARY

Updated (May 9, 2025)

Reserve funds in a BOCES are mechanisms for accumulating cash for the specific purpose of offsetting unanticipated financial impacts and certain retirement costs that could have an adverse effect on BOCES budgets and the education of our component district students. The practice of planning and systematically saving for these unplanned or larger financial occurrences is considered prudent management.

Most reserve funds are established to provide resources for an intended future use. An important concept to remember is that a reserve fund should be established with clear intent or plan in mind regarding the future purpose, use, and when appropriate, replenishment of funds from the reserve. Reserve funds should not be merely a “parking lot” for excess cash or fund balance. Local governments and school districts should balance the desirability of accumulating reserves for future needs with the obligation to make sure taxpayers are not overburdened by these practices. A clear purpose or intent should exist for reserve funds that aligns with statutory authorizations.

A BOCES is limited in the types of reserves that can be maintained per General Municipal Law (GML). Each statute that authorizes a BOCES reserve fund sets forth a particular purpose for the fund. For example, provisions of the General Municipal Law (the GML) allow BOCES to establish a retirement contribution reserve for paying retirement contributions payable to NYS Employees’ Retirement System. The GML also authorizes the establishment of an employee benefit accrued liability reserve for the payment of the monetary value of accumulated, unused leave time to employees upon separation from service. Planning today and saving incrementally for expected future events can help mitigate the financial impact of major, nonrecurring or unforeseen expenditures on the annual operating budget. Establishing and funding allowable reserve funds for a clear purpose can help smooth out spokes in the annual budget.

Source: Office of the New York State Comptroller-Local Management Guide for Reserves

<http://www.osc.state.ny.us/localgov/pubs/lmgg/reservefunds.pdf>

UNEMPLOYMENT INSURANCE RESERVE

Creation: This long-standing reserve was established prior to 1997 with a formal reserve methodology adopted through board resolution on August 26, 2009, and subsequently modified in May 2012.

Purpose: To pay the cost of reimbursement to the State Unemployment Insurance Fund for payments made to claimants where the school district uses the benefit reimbursement method.
(General Municipal Law (GML), §6-m).

Funding Methodology & Levels: The reserve was funded from unexpended budget appropriations and will be maintained at an amount not to exceed \$295,000. Interest must be allocated to the reserve in accordance with GML and will be credited first to the reserve. If interest results in a balance above the maximum approved level, as approved by the Board, the interest will be used to offset current year unemployment claims. Should interest exceed the current year claims, the interest will default to increase the reserve balance and offset the next year claims prior to utilization of budget appropriations.

The maximum balance is representative of the amount paid in one year based on historical claims data during a time-period when unemployment claims exceeded budget appropriations. Future contributions to replenish the reserve will be made from current year unexpended unemployment budget appropriations. The reserve balance was established as the “safety net” for unanticipated recurrence of similar factors.

Use of Reserve: The reserve will only be utilized for the payment of current year unemployment claims in the event the claims exceed the current year budget appropriation for such costs.

Monitoring of the Reserve: The Deputy Superintendent and the BOCES Treasurer will monitor this reserve.

2024-2025 Recommended Utilization/Funding: Utilization of the reserve in 2024-2025 is not expected as there have been minimal claims paid-to-date. Annual interest accrued on the reserve will be used to offset current year unemployment claims. No additional contributions are anticipated to be made to the reserve.

Balances:

June 30, 2024 - \$295,000

Estimated balance June 30, 2025 - \$295,000

CAREER AND TECHNICAL EDUCATION INSTRUCTIONAL EQUIPMENT RESERVE (CTE RESERVE)

Creation: The reserve was established through approval of the majority of component districts on April 28, 2011, and CVES Board approval on May 11, 2011. The reserve was further amended on April 9, 2025 by the CVES Board.

Purpose: This reserve is only available to a BOCES for the replacement and purchase of advanced technology equipment used in instructional programs conducted by the BOCES. (Education Law, §1950(4)(ee); 8NYCRR §170.3(k)). A key component to the success of a Career and Technical Education (CTE) program is the purchase of industry standard technology and equipment for the instruction of students. As yearly budget appropriations for equipment are often affected by fluctuating enrollment, this reserve assists the CTE programs obtain more expensive equipment replacements when annual appropriations are not sufficient, or the cost of such equipment would cause an extraordinary spike in budget costs.

Funding Methodology & Levels: The CVES Board rescinded policy #6227, and amended Policy #6405, to set forth a revised funding methodology for this reserve as of April 9, 2025. The amended policy authorizes contributions in such form as allowable under the laws governing this reserve. The amount of funds that can be contributed each year and maintained in the reserve are subject to certain limitations set forth by the Commissioner of Education. (8 NYCRR § 170.3(k)(5)). Per Education Law, an amount not exceeding the greater of 20 percent of the BOCES current year career education services budget or \$500,000 may be retained in the reserve fund at the end of a school year for future expenditures, provided that the total amount retained shall not exceed \$2,000,000. Interest must be allocated to the reserve in accordance with GML.

Use of Reserve: Purchases from the reserve are subject to approval of the commissioner and will be identified annually by the Executive Director of CTE and submitted to the Deputy Superintendent and District Superintendent for consideration of Board approved utilization.

Monitoring of the Reserve: The Executive Director of CTE, Deputy Superintendent, and BOCES Treasurer will collaborate to monitor this reserve.

2024-2025 Recommended Utilization/Funding: Ongoing discussions are being had with CVES leadership and the CV-TEC divisional team to determine equipment needs in response to recent growth in CTE programs. There is no plan to utilize the reserve in 2024-2025, however, there will likely be utilization in the next year to support program improvements, the significant increase in enrollment, and the planned opening of a new CTE center in July 2026. Contributions to the reserve will be considered, with Board approval, up to an amount not to exceed \$750,000 for 2024-2025, once the final year-end surplus is determined.

Balances:

June 30, 2024 - \$852,293

Estimated balance June 30, 2025 – \$877,980 (\$1,627,980 if maximum contributions are allocated)

RETIREMENT CONTRIBUTION RESERVE (RCR) & TRS SUB-FUND

Creation: The reserve was established by board approval on January 14, 2009. The reserve had been active since 2004 but did not have official board approval until 2009. On June 10, 2019, the board approved the establishment of the Teachers' Retirement Sub-Fund Reserve within the RCR.

Purpose: Prior to April 1, 2019, the RCR could only be used for the sole purpose of financing retirement contributions made to the NY State and Local Employees' Retirement System (ERS). Effective April 1, 2019, the Teachers Retirement System (TRS) Sub-Fund reserve was authorized by NYS under the Retirement Contribution Reserve umbrella to finance contributions payable to TRS (General Municipal Law, §6-r). Expenditures from these reserves can only be made pursuant to a board resolution and must be used to finance retirement contributions (General Municipal Law, §6-1).

Funding Methodology & Levels: The current Board approved methodology allows the RCR to pay the costs of employer contributions to ERS and TRS and shall be maintained at an amount to be determined annually by the Board. For 2023-2024, ERS expenses equaled \$899,121, or 12.31% of applicable salaries; TRS expenses equaled \$1,059,452, or 9.76% of 2023-2024 salaries. Interest must be allocated to the reserve in accordance with GML and will be credited first to the reserve. If interest results in a balance above the maximum approved funding level, the interest will be used to offset current year retirement obligations.

Retirement Contribution Reserve – ERS

The amount maintained in this reserve is to be recommended and derived from current budget analyses and long-term forecasting. Currently, the level maintained in the reserve would cover approximately 6%-7% increases across multiple years without completely draining the reserve balance and allow for a moderate increase to budgets to reach the required level. This amount represents a historical representation of past occurrences for utilization of the reserve when rates fluctuated beyond current budget appropriations for multiple consecutive years.

Retirement Contribution Reserve – TRS Sub-Fund

The moneys contributed annually, and the balance maintained therein for the reserve sub-fund shall not exceed 2% in annual contributions and 10% in total, respectively, of the total compensation or salaries of all teachers (as defined in Education Law §501[4]) employed by the BOCES who are members of TRS paid during the immediately preceding fiscal year. The current reserve balance would only cover a one-time 10% unanticipated increase, however, future anticipated contributions to the new reserve could extend the beneficial impact for multiple years.

Use of Reserve: Use of the reserve for authorized purposes will be established in the annual report on reserves to the board and all uses of the reserve must be board approved.

Monitoring of the Reserve: The Deputy Superintendent and the BOCES Treasurer will monitor this reserve.

RETIREMENT CONTRIBUTION RESERVE (RCR) & TRS SUB-FUND, CONT'D

2024-2025 Recommended Utilization/Funding:

RCR for ERS: No utilization or contributions to the RCR for ERS obligations are necessary for 2024-2025, except annual interest to be credited.

RCR for TRS: The TRS Sub-fund reserve will be fully funded with the 2024-2025 annual interest allocation. Any excess balance above the allowed 10% due to interest on the reserve will need to be offset against current year TRS contributions and such use approved by the CVES Board in June. No additional contributions are anticipated to be made to the reserve.

Balances:

June 30, 2024:

RCR for ERS - \$1,374,792

RCR for TRS - \$1,076,020

Estimated balances, June 30, 2025:

RCR for ERS - \$1,416,227

RCR for TRS - \$1,085,504 (Maximum 10%)

EMPLOYEE BENEFIT ACCRUED LIABILITY RESERVE (EBALR)

Creation: The reserve was established by board approval June 21, 2001, for the purpose noted below. On August 26, 2009, the board terminated the reserve based on the determination the fund was overfunded and efforts were in progress to reduce the obligation for which the reserve could be utilized. Therefore, excess funds were transferred to other reserve funds by board action and no further contributions could be made to the reserve fund. On June 10, 2019, the board approved the re-activation of this reserve for purposes of allowing contributions to fund future liabilities.

Purpose: This reserve may be established and utilized for the purpose of funding the monetary value of accrued but unused sick leave, personal leave, vacation time, and any other forms of payment of accrued but unliquidated time earned by employees payable upon an employee's termination of employment, i.e., retirement. Establishing or expending the reserve does not require voter approval.
(General Municipal Law, §6-p).

Funding Methodology & Levels: The reserve is anticipated to be close to fully funded in comparison to the calculated liability as of June 30, 2025. The board may authorize annual contributions to the reserve. The balance maintained in the reserve may not exceed the estimated current liability as determined at the end of each fiscal year. Interest must be allocated to the reserve in accordance with GML and will be credited first to the reserve. If interest results in a balance above the maximum approved level or estimated EBALR liability, whichever is less, the interest will be used to offset current year payment of EBALR expenses. Should interest exceed the current year expenses, the interest will default to increase the reserve balance and offset the next year EBALR costs prior to utilization of budget appropriations. If the balance in this reserve is deemed to be in excess of the liability the board may authorize a transfer to other reserve funds or may use such amount to offset the administrative and capital expenses of the current school year.

Use of Reserve: Use of the reserve for authorized purposes is only anticipated at such time the reserve level meets the estimated liability or in such event that the actual cost exceeds current available budget appropriations.

Monitoring of the Reserve: The Deputy Superintendent and the BOCES Treasurer will monitor this reserve.

2024-2025 Recommended Utilization/Funding: No contributions to this reserve are anticipated for 2024-2025. With the required implementation of *GASB 101 – Compensated Absences*, the valuation of the year-end estimated liability may change significantly. Depending on the re-calculated liability as of June 30, 2025, the reserve may be utilized for payment of EBALR expenses in 2024-2025 in order to avoid potential overfunding. The reserve plan will be updated once the final 2024-2025 EBALR expenses and liability are determined.

Balances:

June 30, 2024 - \$1,306,435

Estimated balance June 30, 2025: \$1,345,810 (Subject to Change)

Reserve Fund Strategy

2024-2025 Reserve Fund Use Priorities

- The EBALR reserve will most likely be utilized to cover retirement payouts for unused sick-leave days in 2024-2025 school year. Actual amount for use of reserve will be determined in June 2025.
- The TRS Sub-Fund reserve will likely utilize accrued interest, with Board approval, to offset current year TRS expenses in order to maintain the 10% maximum balance.

2024-2025 Reserve Fund Funding Priorities

- The methodology governing the Career and Technical Education (CTE) Equipment Reserve was amended during the 2024-2025 school year to allow additional sources of contributions to this reserve. With greater flexibility in fund allocation, prioritizing contributions to this reserve will become a key objective for this fiscal year. The strategic accumulation of these resources can ensure adequate funds to support the acquisition of equipment for the new CTE center, which is planned to open in July 2026. An amount not to exceed \$750,000, with Board approval, is targeted as the contribution to the reserve for 2024-2025.

TO: Dr. Mark C Davey
FROM: Michele M. Friedman
DATE: May 30, 2025
RE: June 2025 Board Report

CV-TEC TO HOST SEVERAL GRADUATION CEREMONIES FOR 2025 GRADUATES

CV-TEC is proud to announce the hosting of our graduation ceremonies to honor the graduating class of 2025. The CV-TEC Plattsburgh Campus and Learning Hub graduates will be celebrated on Tuesday, June 24th at 7 p.m. SUNY Plattsburgh Field House. The CV-TEC Mineville Campus graduates will be celebrated on Wednesday, June 25th at 7 p.m. at the Moriah Central School Auditorium. The CV-TEC OWS High School Equivalency graduates will be celebrated on Tuesday, July 22nd at 6 p.m. at the CVES Conference Center. All events will be live-streamed and available on our YouTube channel for viewing.

CV-TEC EXCELS AT 2025 NYS CONSERVATION COMPETITIONS:

Our amazing and talented CV-TEC Mineville Campus Natural Resources Management and CV-TEC Plattsburgh Campus Environmental Conservation & Forestry students excelled at the recent NYS Conservation Competitions! Congratulations to all of our students, faculty and staff members on an outstanding job!



2025 New York State Conservation Competitions				
CV-TEC Competitor	Contest	Result	Home District	CV-TEC Campus
Isaac Couture	Fire Building	3 rd	Saranac	Plattsburgh
Gavin Yestrzemski	Fire Building	3 rd	Beekmantown	Plattsburgh
Jarod DeBerardinis	Tree Climbing	5 th	NCCS	Plattsburgh
Keegan J Hilliker	Maple ID	5 th	Peru	Plattsburgh
Keegan J Hilliker	Skidder Operation	3 rd	Peru	Plattsburgh
Matt Day	Bulldozer trenching	5 th	Peru	Plattsburgh
Trent Taylor	Tree Climbing	3 rd	Peru	Plattsburgh
Brock K Boissey	Tree Climbing	2 nd	Saranac	Plattsburgh
Emily Pinherio & Jeremy Riemersma	Jack and Jill Peavy Log Roll	1 st	Moriah & Moriah	Mineville
Emily Pinherio & Jeremy Riemersma	Differential Leveling	3 rd	Moriah & Moriah	Mineville
Emily Pinherio & Lance Snyder	Jack and Jill Crosscut	3 rd	Moriah & Moriah	Mineville
Emily Pinherio	Female Bow Saw	5 th	Moriah	Mineville
Emily Pinherio	Land Judging	3 rd	Moriah	Mineville
Ryan Drake	Compass and Pace	2 nd	Moriah	Mineville
Matthew Tierney	Dozer Log Roll	5 th	Schroon Lake	Mineville
Sawyer VanBuren	Dozer Backfill	5 th	Moriah	Mineville
Gavin Granger	Mini Excavator	5 th	Ticonderoga	Mineville
Brody Supernault	Skidder	4 th	Moriah	Mineville
Jeremy Riemersma & Phoenix Sanders	Fire Build	4 th	Moriah & Moriah	Mineville



National Technical Honor Society (NTHS) Inducts Sixty-Eight New Members



Congratulations to the newly inducted members of the National Technical Honor Society (NTHS)! CV-TEC is proud to share that sixty-eight (68) students have been inducted into the NTHS Class of 2025. The Mineville Chapter of the National Technical Honor Society held its annual induction ceremony on May 14, 2025, at Moriah Central School. The Plattsburgh Campus & Learning Hub Chapter of the National Technical Honor Society held its annual induction ceremony on May 22, 2025, at the CVES Conference Center.

Our 68 newest members of NTHS were held to stringent standards to become a member of this prestigious society. We are very proud of the significant effort they put in to be eligible for membership. NTHS celebrates the accomplishments of today's career and technical education students, empowering them to know the value and impact of their career paths and trades. NTHS requires students to maintain an exemplary grade point average and to have excellent attendance and engagement. In addition, nominees must embody the attributes and character of an NTHS member. Our Career and Technical Education Teachers may nominate only 10% of their students who meet the criteria. It is a challenging process and one that students strive for from their first day at CV-TEC.

Our Induction Ceremonies were truly a celebration of our newest members with more than 250 guests in attendance to honor their achievements. Congratulations to our National Technical Honor Society Class of 2024.



CV-TEC Plattsburgh Campus	Name	School District
Allied Health	Rihanna Besaw	Beekmantown
	Marlie Douglas	Plattsburgh
Animal Science: Large Animal Production	Hailey Yelle	NCCS
	Olivia LaRocque	Plattsburgh
Animal Science: Vet Assistant	Juliana Riemersma	Moriah
	Emma Pelkey	AuSable Valley
	Brittany Geppner	Beekmantown
	Julia Beshaw	Beekmantown
Automotive Collision Repair	Nicholas Duval	Saranac
	Talan Reeves	Saranac
	Logan Young	AuSable Valley
Automotive Technology	Connor Duda	Plattsburgh
	Christopher Pilon	Chazy Rural
	Jesse Smith	Peru
	Connor Cross	Chazy
Business Management and Entrepreneurship	Gia Cappola	NCCS
	Lauren Lincourt	NCCS
Construction Trades	Ryan Wilkins	Saranac
	Caleb Damour	NAC
	Calvin Magoon	NAC
	Andrew Nephew	Beekmantown



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 Director of Career & Technical Education

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CV-TEC Plattsburgh Campus	Name	School District
Cosmetology	Jaylynn Bell (Lincoln)	AuSable Valley
	Zanna Bartlett	Peru
Culinary Arts Management	Chloe Lawliss	Peru
	Lucas Drinkwine	Willsboro
Digital Production and Multimedia Communications	Luke Buskey-Bouchard	Saranac
	Isaac Hernandez	Keene
	Emily Poupore	NCCS
Education and Human Services	Kloiee Frenyea	Peru
	Juliana Thompson	NAC
Electrical Design, Installation and Alternative Energy	Jack Larche	Saranac
	Jason Garrand	NAC
Environmental Conservation and Forestry	Nathan Zielinski	Peru
	Brock Boisse	Saranac
Security and Law Enforcement	Scotlyn McCormick	Plattsburgh
	Rosario Nera	Peru
Practical Nursing (LPN)	Angelea Hughes	Adult Student
	Andrea Ward	Adult Student



Board of Cooperative Educational Services for Clinton - Essex - Warren - Washington (CEWW) Counties
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CV-TEC Learning Hub	Name	School District
Heavy Equipment/Diesel Mechanics Technology	Carter Ethier	NCCS
	Christopher Trombley	NAC
New Visions: Applied Engineering	Katelynn Johnston	NCCS
	Shelby Baker	Beekmantown
New Visions: Medical Careers	Abigail Eagan	Beekmantown
	Paige Ebere	Beekmantown
Welding	Cecilia Didyoung	Moriah
CV-TEC Mineville Campus	Name	School District
Allied Health	Jazlyn Disbrow	Ticonderoga
Automotive Technology	Michael Botterbusch	Schroon Lake
	Logan Carr	Moriah
	Mariana Cutting	Crown Point
	Briana Duprey	Crown Point
	Caden Garrison	Moriah
Construction Trades	Aidan Lacey	AuSable Valley
	Gavin Theriault	Peru
Cosmetology	Phoebe Holman	Moriah
Natural Resources Management	Emily Pinheiro	Moriah
	Jeremy Riemersma	Moriah
	Matthew Tierney	Schroon Lake
New Visions Applied Engineering	Makenna Munson	Crown Point

CV-TEC Mineville Campus	Name	School District
New Visions Medical Careers	Allison Benway	Boquet Valley
	Amelia Kazlo	Moriah
	Maddison Miller	Boquet Valley
	Raegan Thomas	Crown Point
Security & Law Enforcement	Kadence McDonald	Ticonderoga
	Riley Rollins	Moriah



CV-TEC DIVISION HIGHLIGHTS 2024-2025:

2024-2025 CV-TEC DIVISIONAL GOALS

- 1. Prioritize Students in Decision-Making:**
 - Strengthen Team CV-TEC by focusing our decision-making on our established Core Beliefs, particularly, "Students are our first priority."
- 2. Enhance Instructional Leadership and Professional Development:**
 - Strengthen Team CV-TEC by providing quality and effective instructional leadership, with a particular focus on explicit teaching and learning methodologies, and consistent professional development.
- 3. Promote Social-Emotional Well-being:**
 - Enhance the well-being of our students and staff by fostering a personal and authentic culture centered around "YOU MATTER."
- 4. Implement and Monitor Strategic Plans:**
 - Strengthen Team CV-TEC by implementing, monitoring, and updating the CVES Strategic Plan and the CV-TEC Division Action Plan, ensuring alignment with NYS Blueprints, industry standards, and federal and state grant outcomes.
- 5. Ensure Divisional Continuity and Consistency:**
 - Emphasize continuity across all buildings, sites, departments, programs, and team members by developing and applying consistent procedures and protocols, supported by ongoing professional development and collaboration.
- 6. Support the Transition of the Institute of Advanced Manufacturing:**
 - Lead the transition of the Institute of Advanced Manufacturing to the CV-TEC Division, ensuring a seamless integration by Fall 2025.
- 7. Drive the Development of the New CTE Center:**
 - Continue to spearhead the planning and development of the New CTE Center, aiming for a successful opening in the Fall of 2026.

2024-2025 CV-TEC Priority Areas of Focus

BUILDING STRONG FOUNDATIONS: From Foundation to Framework

Effective & Explicit Teaching & Learning: Instructional Coaching & Leadership

- **Employability Skills Profile:** Utilize the profile for instruction, assessment, and industry alignment.
- **Reintegration of Technology:** Establish expectations and protocols for effective technology use in instruction.
- **Curriculum Alignment:** Align all curricula with NYS Standards and Blueprints.
- **Exit Portfolio Standards:** Train team members and implement the required standards.

Professional Behavioral Expectations: Building & Classroom Explicit Expectations

- **Operationalize Behavioral Expectations:** Implement and maintain CV-TEC Professional Behavior Expectations across all campuses, departments, and classrooms.
- **Improve Student Attendance:** Continue to provide and refine recommendations for enhancing student attendance.



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Culture Setting: Personal & Authentic: YOU MATTER

- **Embrace Inclusivity:** Foster a culture of inclusivity, collaboration, and support across all CV-TEC campuses.
- **Social Emotional Learning:** Provide meaningful SEL opportunities for students and staff, reinforcing the "YOU MATTER" principle.
- **Revitalize Spring Open House Events:** Reformat events to enhance community engagement, career awareness, and student recruitment.
- **Increase Professional Collaboration:** Facilitate collaboration opportunities among team members, educational professionals, and industry partners.
- **Recognize and Acknowledge Excellence:** Offer authentic recognition of the efforts, successes, and highly effective work of CV-TEC team members and students.

ONGOING AREAS OF FOCUS

- **Improve GED Test Pass Rate.**
- **Support Incarcerated Individuals:** Increase the number of adults transitioning from incarceration into education or training programs.
- **Expand Adult Education in Essex County.**
- **Reinvigorate Continuing Education:** Enhance continuing education and job skills training opportunities.
- **Evaluate and Update Program Equipment/Technology Needs.**
- **Update Media Resources:** Refresh print and electronic media, including the CV-TEC section of the CVES website.
- **Strengthen Divisional Continuity:** Continue efforts to ensure consistency and alignment across all CV-TEC operations



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A	B	C	D	E	F	G	H	I	J	K	L
CV-TEC Strategic Action Plan SY 24-26											
CV-TEC Division Performance Targets	Performance Measures	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25 Target	24-25 Actual	25-26 Target
	Total CTE program high school daytime enrollment (Co-Ser 101, 115)	588	600	619	633	714	778	820	835		870
	Total CTE program post-secondary daytime enrollment (Co-Ser 103)	70	80	59	44	43	38	40	42		60
	Total high school equivalency (HSE-GED) enrollment	-	-	281	246	203	225	243	229		255
	Total post-secondary enrollment in job skills training or continuing education courses	61	63	67	27	60	99	135	125		145
	% CTE high school (HS) daytime completion rate	95	98	98	98	98	99	89	89		89
	% Employed				59	55	53		X		
	% Continuing Education				37	37	40		X		
	% Military				1	5	3		X		
	- # earning dual enrollment credit (CCCR 2.0 weight)	-	-	45	57	31	53	58	120		70
	- % eligible earning NYSED CTE Technical Endorsement (Advanced Regents Designation) (CCCR 2.0 weight)	51	63	68	67	50	61	70	70		75
	- % earning National Work Readiness Credential (CCCR 1.5 weight)	87	83	73	79	77	82	74	88		80
	% CTE program post-secondary completion rate:	88	94	90	94	88	97	67	97		95
	- % successfully earning a technical endorsement equivalent	77	93	n/a ³	DNT	100	100	100	100		100
	% CV-TEC @ OneWorkSource obtaining employment or enrolling in post-secondary										
	- % employed 6 months after exit from the program	-	-	32	31	33	21	33	35.5		
	- % employed 12 months after exit from the program	-	-	37	30	34	28	31	31		
	- % showing Measurable Skill Gain (MSG)	-	-	-	-	-	53		53		
	- % Post-Test Rate	-	-	-	-	-	72		73		
	- % earning their HSED	-	-	-	-	-	75		76		
	# ESL Participants	-	-	-	-	-	-				
	# Corrections Program	-	-	-	-	-	-		X		
	# Community Based Programs	-	-	-	-	-	-		X		



Mark Brown (Co-Chairperson) Jennifer Parker (Co-Chairperson)	Adam Fecteau (Co-Chairperson) Kevin Shaw (Co-Chairperson) Dana Poirier (Co-Chairperson)	Sherry Snow (Co-Chairperson) Nicole Santaniello (Co-Chairperson) Kelly Gowett (Co-Chairperson)	Maria Huntington (Co-Chairperson) Katie LaBonte (Co-Chairperson)
STANDARDS & CONDITIONS Provide the framework for alignment to & documentation of CTE Programs & Courses with NYS Blueprints & National/State Industry Standards and Affiliations Charge for 24-25: <ul style="list-style-type: none"> Continue alignment of CTE Approved Program curriculum to NYS Next Gen Standards through Atlas Grading System audit & recommendations for changes Creating a standard process for an annual review of approved programs in preparation for the five-year re-approval. Ensure use of advisory group template and protocols, inclusive of proper recording of minutes to support industry discussion and recommendations. Previous Committee Charges: <ul style="list-style-type: none"> Alignment of CTE Approved Program curriculum to NYS Next Gen Standards through Atlas Oversee the LPN Program NYS Re-Accreditation. Create pilot for alignment of CTE Approved Programs to NYS Next Gen Standards through Atlas Develop timeline for alignment of all NYSED Approved Programs to the Next Gen Standards through Atlas Implementation of CTE Approved Programs' interim and EOY performance assessments. Establish a Permanent LPN Accreditation Oversight Committee Oversee the LPN Program NYS Re-Accreditation Digital Literacy Training Implementation Plan Alignment to Blueprints Performance Assessment implementation plan 	ONBOARDING, MENTORING & COACHING To provide a framework for onboarding, mentoring and coaching our CV-TEC Team Members. Charge for 24-25: <ul style="list-style-type: none"> Create an Onboarding framework for all new Team CV-TEC Members. Instructional Coaching & Mentoring for all CV-TEC Team Members. (Utilization of the Employability Skills Profile for instruction, assessment, and industry alignment.) Implement and review the 3-year mentor and coaching plan Previous Committee Charges: <ul style="list-style-type: none"> Create an Onboarding Document for all new Team CV-TEC Members with multiple chapters for all areas. Instructional Coaching & Mentoring for all CV-TEC Team Members. Revise 3-year mentor/coaching plan Provide meaningful opportunities for Social Emotional Learning for students and Team CV-TEC Members. Provide authentic recognition and acknowledgment of CV-TEC Team Members' and CV-TEC students' efforts, successes, and highly effective work. Operationalizing the CV-TEC Professional Behavior Expectations: Divisional, All Campuses, All Classrooms. Student Activity Opportunities Cultivating the whole person 	MULTIPLE PATHWAYS To provide our students with multiple pathways to success that allow seamless, efficient transitions to further education or to the workplace. Charge for 24-25: <ul style="list-style-type: none"> Explore, identify and maintain pathways through the Career & Leadership Center. Educate and provide teachers, students and families on dual credit and articulation agreements and how to obtain and benefit from them. Create a system to provide information for changes to publications/Communications Dept. Previous Committee Charges: <ul style="list-style-type: none"> Providing pathways through the new Career & Leadership Center, certifications/licenses, exit portfolios. Utilization of the Employability Skills Profile for instruction, assessment, and industry alignment. Educate stakeholders on articulation credits and dual enrollment. Partnership day Signing day Train Team Members & Implement Required Exit Portfolio Standards Utilization of the Employability Skills Profile for instruction, assessment, and industry alignment. Articulation awareness and accessibility Re-align TRW Curriculum with Employability Skills Training Components & establish exit criteria Oversee needs assessment for Perkins V 	ADULT SERVICES Meet Federal and State grant outcomes to lead adult students on a pathway out of poverty toward success in education, training, post-secondary and/or employment. Charge for 24-25: <ul style="list-style-type: none"> Expand English-as-a-Second Language (ESL) program Continue to develop the plan for WIOA Title 1 Grant. Audit current Adult/Continuing Ed. Offerings in alignment with OWS funding sources & recommendations for future programming. Continue educating OWS, Adult Education Services, CV-TEC Staff and participants about CV-TEC & OWS programs and services Previous Committee Charges: <ul style="list-style-type: none"> Implementation plan for WIOA Title 1 Grant. Continue educating OWS participants about CV-TEC. Continue educating CV-TEC Staff of OWS programs and services. Create English-as-a-Second Language (ESL) programs in county jails. Expand Adult Ed support & programming in Essex County Ensure that Adult Ed staff are aware of grants, benchmarks, State and Federal benchmarks Implement high school and community transition program for incarcerated youth in Clinton and Essex County jails

Standards & Conditions Committee

- Curriculum Alignment & Program Reapproval:** Education & Human Services, Marine Technology, and Welding are up for reapproval for the 2024-2025 school year. Education & Human Services and Welding have nearly completed their units in Atlas, allowing academic teachers to align content with the Next Generation Learning Standards.
- Business Advisory Integration:** Business Advisory Documents were provided to all CTE teachers well in advance of their first meeting to enhance industry collaboration.
- Grading System Review:** Ongoing discussions are being held regarding potential refinements to ensure consistency, fairness, and alignment with best practices.

Onboarding, Mentoring & Coaching Committee

- **Instructional Coaching & Mentoring:** A **three-year instructional coaching plan** has been developed and fully implemented for all CV-TEC team members. This includes the **use of the Employability Skills Profile** to enhance instruction, assessment, and industry alignment.
- **Onboarding Framework:** A **new onboarding document** is in development for all new Team CV-TEC members, structured into multiple chapters covering all key areas to support smooth transitions.

Multiple Pathways Committee

- **Expanding Pathways:** Efforts continue to **explore, identify, and maintain** pathways through the Career & Leadership Center to provide students with multiple opportunities for success.
- **Dual Credit & Articulation Agreements:** Increased focus on **educating teachers, students, and families** about available dual credit and articulation agreements, ensuring they understand how to obtain and benefit from them.
- **Improved Communication Systems:** A **system is being developed** to streamline updates for publications and the Communications Department.
- **Notable Completed and Ongoing Tasks:**
 - **Entrepreneurship Networking and SkillsUSA Signing Day** events planned.
 - **Credit opportunity analysis** planning in progress.
 - **Timeline established** for publication distribution to staff.

OneWorkSource (OWS) Adult Services Committee

- **ESL Program Expansion:** Efforts are underway to **expand English-as-a-Second Language (ESL) offerings** to better serve the community.
- **WIOA Title I Grant Planning:** Continued development of a **strategic plan** to optimize Workforce Innovation and Opportunity Act (WIOA) funding and program offerings.
- **Adult & Continuing Education Audit:** Conducting a **review of current adult education programs** in alignment with OWS funding sources to make recommendations for future programming.
- **Cross-Agency Education:** Ongoing efforts to ensure **OWS, Adult Education Services, CV-TEC Staff, and program participants** are well-informed about available programs and services.
- **Notable Completed and Ongoing Tasks:**
 - **New Employee Hires:** A **Youth-Out-of-School Program Coordinator** and a **Jr. Accountant** (shared between WIOA Title I and II) have joined the team.
 - **ESL Classes:** Courses have been successfully launched at **St. Joseph's Community Outreach and OneWorkSource** locations.
 - **Work Experience Partnership:** Collaboration with **Coryer Staffing** is set to begin, enhancing work-based learning opportunities.

Moving Forward

Our collective efforts remain focused on **program quality, industry alignment, educator support, and expanded student opportunities** to ensure we continue delivering excellence in our programs.

CV-TEC Enrollment for the 2024-2025 School Year:

Enrollment numbers from all component districts exceeded our projections for this school year and are looking to be the highest enrollment participation in our CV-TEC Division's history. As of our December 1st lock-in date for billing, there were **823 high school students** and **31 post-secondary students** enrolled across all three campuses, for a total of **854 students**.

CVES Facilities Expansion: New CTE Center

Our new CTE Center construction is currently underway and on schedule. Several CTE teams have been convened to finalize equipment cut sheets, specifications, and other specialized components. We expect to have ongoing discussions and meetings with our CV-TEC Team Members as the process continues. In

addition, we will be scheduling several of our CTE programs related to the project to be onsite with the construction team after the break to serve as work-based learning opportunities as the project moves forward.



- Building permits received from the Town of Plattsburgh
- NYS Education Department project approval received
- Project financing secured
- Construction on the new 155,000 square foot building and 12,000 square foot accessory building began in March 2025.
- Footers have started to be poured on the new building.
- We are on schedule for construction completion by July 2026.

\$25,000 Donation from the Moore Foundation

At a press conference held at the CV-TEC Plattsburgh Campus on Monday, Monday, March 24, 2025, members of The Moore family presented a \$25,000 check to the Adirondack Foundation to support the CV-TEC Career and Technical Education Pathways Fund. The purpose of this fund is to create meaningful educational and sustainable employment pathways by eliminating economic and social barriers for the talented CV-TEC Career and Technical Education (CTE) young professionals of the North Country. Specifically, \$10,000 of the donation will be designated to support the new CV-TEC FFA Chapter and its mission to promote and support agricultural education in the North Country. The remaining \$15,000 will be designated to support CV-TEC young professionals participating in CTE programs. The annual grants can be used for: student tools and uniforms, work-based learning stipends, scholarships for additional training or to attend degree programs, etc. CV-TEC is truly grateful to the Moore Family and the Adirondack Foundation for their generosity and support of Career & Technical Education.

CV-TEC Recognized as Economic Partner of the Year by the North Country Chamber of Commerce

CV-TEC is proud to announce that the CVES CV-TEC Division has been named the 2025 North Country Chamber of Commerce Economic Development Partner of the Year. This prestigious recognition celebrates CV-TEC's exceptional leadership in workforce development and its vital role in driving regional economic growth.

Through innovative educational programs, strong industry partnerships, and a commitment to aligning training with workforce needs, CV-TEC continues to empower young professionals with the skills and knowledge essential for career success. This award underscores CV-TEC's dedication to fostering a highly skilled workforce that meets the evolving demands of local businesses and industries.

We extend our gratitude to the North Country Chamber of Commerce for this recognition and to our industry expert teaching faculty & educational professionals, our CV-TEC young professionals, and our over four-hundred business & industry partners for their unwavering commitment to excellence. This honor reaffirms our mission to be a trusted partner in education, workforce training, and economic development, helping to shape a stronger, more vibrant North Country. **Congratulations to the entire CV-TEC team on this well-deserved achievement.**

CV-TEC Hosts Fall Business & Industry Advisory Committee Meetings

CV-TEC welcomed over 100 local business & industry professionals this Fall to our bi-annual Career & Technical Education (CTE) Program Advisory Committee meetings, reaffirming our commitment to delivering high-quality, industry-relevant education. These advisory committees, comprised of professionals from diverse fields, are instrumental in shaping the future of CTE programs.

The role of these committees extends beyond guidance—they actively advise, assist, and support our CV-TEC CTE initiatives by:

- Serving as critical links between CTE programs, businesses, postsecondary institutions, and the community.
- Offering expert insights into labor market trends and workforce needs.
- Sharing perspectives on technical skills and competency requirements for emerging and evolving occupations.



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By volunteering their time and expertise, committee members ensure that CV-TEC programs are relevant, rigorous, and responsive to industry demands. This collaboration directly contributes to improved student outcomes, equipping learners with the skills and knowledge they need for success in the workforce and beyond.

Carl D. Perkins V Grant & Academic Services

Perkins:

The Perkins Grant initiative funds Career and Technical Education (CTE) initiatives at CV-TEC. The amount for the 2024-2025 school year is **\$119,636** and the allocation for the 2025-2026 school year has not been released yet. Perkins Plan Update- The Revised NYS Perkins V State was approved by the Board of Regents in March 2025. This revised plan will be submitted to USDOE in early May. Allocations normally are available mid-April. NYSED is waiting to see and hear if state allocations will be released to them in early April so that they can then run the allocation formulas. There is a recommendation to use the 2024-25 allocations for planning purposes and then adjust if needed when 2025-26 allocations are released.

Based on the information gathered from the Comprehensive Local Needs Assessment (CLNA) conducted during the 2023-2024 school year, we have continued to partner with the Southern Regional Education Board (SREB) to provide Teach to Lead (T2L) training and personalized instructional coaching into the 2024-2025 school year. All CV-TEC CTE Team Members / Mentors benefit from SREB's Instructional Coaching which includes Teach2Lead, Personalized Instructional Coaching, Leadership Coaching, and Powerful Instructional Practices (PIP). The next CLNA will be conducted in the late fall / early spring of the 2025-2026 school year which will drive use of Perkins Funding for the 2025-2026 and 2026-2027 school years.

In addition to the SREB services, CV-TEC has continued to support Work Based Learning (WBL) facilitators to assist the WBL Coordinator and WBL Specialist with the numerous activities that are offered throughout the school year such as: internships, employability seminars, micro credentialing opportunities, career fairs, etc.

NYSED CTE Program Re-Approval Process:

During the 2024-2025 school year, the following CTE programs are scheduled for the NYSED Re-Approval process: Education & Human Services, Marine Technology, and Welding.

Components of this approval process include: self-study, curriculum review, post-secondary partnerships (articulation agreements), work-based learning opportunities, national technical assessments, and an external review. CTE programs completing this rigorous approval process provide high school students with integrated academic credit meeting graduation requirements, work-based learning opportunities, post-secondary articulated and/or dual-enrollment credit, and the opportunity to earn the CTE



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Endorsement Seal on their diploma. CV-TEC partners with business, industry, post-secondary and secondary school districts for continuous improvement for the CTE programs.

During the 2025-2026 school year, the following CTE programs are scheduled for the NYSED Re-Approval process: Natural Resource Management.

National Work Readiness Credential (NWRC):

During the Spring 2025 semester, the NWRC administration was conducted with all CV-TEC juniors and those seniors that had been unsuccessful last year. The results of this administration include: Of the 749 students that completed the NWRC, 560 were successful in earning their credential, which is a **75%** success rate. Of those: 1 of 1 Freshman, 0 of 1 Sophomore, 257 of 375 Juniors (69%), 295 of 364 Seniors (81%), 7 of 8 post-secondary (88%). In addition to earning the nationally recognized employment credential, high school students earning the NWRC credential qualify for the NYSED CDOS Pathway approved 4+1 assessment option.

OneWorkSource Campus

Funding Status:

- **WIOA Title II: Adult Basic Education & English as a Second Language**

Clinton & Essex Counties	\$ 79,565.00
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Total over 5 years:	\$397,825.00
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- **WIOA Title II: Corrections:**

Clinton County Jail	\$203,000.00
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Essex County Jail	\$203,000.00
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Total over 5 years:	\$2,030,000.00
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- **WIOA Title II: Literacy Zones:**

Plattsburgh OWS-	\$150,000.00
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Elizabethtown OWS-	\$150,000.00
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Total over 5 years:	\$1,500,000
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- **WIOA Title 1: Adult/Dislocated Worker/Youth**

Adult	\$173,232.00
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Dislocated Workers	\$231,585.00
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Youth-out-of-school	\$130,059.00
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Total:	\$534,876.00
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Total over 4 years:	\$2,139,504.00
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- **EPE (Employment Preparation Education):**

Adults (21+)	\$261,000.00 (annually)
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- **Supplemental Nutrition Assistance Program (SNAP)**

Adults (18+)	\$400,000.00
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Total over 5 years:	\$2,000,000.00
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- **Career Pathways:**

Adults (18-24)	\$125,000.00 (annually)
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GED Testing:	\$ 7,397.00
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- **Incarcerated Youth COSER*** **\$13,000.00+**
Boquet Valley- \$6500 plus daily rate when students are attending.
Beekmantown- \$6500 plus daily rate when students are attending.

Corrections Education Program (CEP) at Clinton County Jail and Essex County Jail:

- 250 students enrolled so far this FY (248 adults, 2 incarcerated youth)
- 7 students earned their GED (6 adults + 1 youth).
- 519 credentials earned. These are a combination of education, work readiness, and pre-release preparation credentials.
- 24 students transitioned to the community. Of these students, 60% are employed and/or continuing their education).
- 12 ESL students have been served at CCJ.

Adult Literacy Program updates at OneWorkSource:

Essex County continues to grow! Classes continue to run at NCCC in Ticonderoga twice a week, as well as once a week at the Elizabethtown OneWorkSource. We have pushed into Mineville campus to teach classes on Tuesday and Thursday afternoons. This spring, we started a class at the Keeseville Free Library, serving Northern Essex County residents on Thursdays. We have continued outreach in Essex County, and we have been marketing our programs at job fairs and open houses. Our Essex County case manager now sits on the Mental Health and Drug Treatment Teams, as well as the SPOA committee. Partner agencies have continued to host workshops in class at NCCC.

We have continued to foster relationships with partner agencies. We host quarterly Literacy Zone partner meetings at each Literacy Zone location, informing our partners of our progress towards grant outcomes and services we offer. These meetings have been effective in finetuning our case management referral process. We have recently begun working more directly with referrals from the Clinton County Probation Department.

Our Career Pathways III grant ended on 3/31/25. We applied for and were one of five programs selected across New York State to receive Career Pathways IV funding, representing the entire North Country by partnering with FEH BOCES and St. Lawrence-Lewis BOCES.

- Essex County Literacy Zone Job Fair (ADK Career Connect) is scheduled for 5/8.
- Clinton County Literacy Zone Job Fair is scheduled for 5/28.
- We are continuing to work towards meeting the NYSED benchmarks for FY 24/25.
- **55** participants were supported through SNAP and 25 participants for Career Pathways.



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GED Program updates:

Computer Based Testing is being offered quarterly, and we continue to private test students who receive testing accommodations through Pearson/VUE and GED Testing Services. We have streamlined the GED Computer-Based Testing process, and it is now much smoother.

- We continue to administer Paper Based Tests (PBT) at both Clinton and Essex County jail facilities.
- **22 out of 39** students have taken and passed the GED test so far this FY, giving us a test pass rate of 56%, which increased from 50% last year.

Youth-out-of-school updates:

Currently, there are 27 active participants in the program, including 13 carry-ins from the previous period and 14 new enrollees. In addition, 15 individuals are being tracked as part of the follow-up caseload.

Adult/Dislocated Worker updates:

As of the current reporting period, there are a total of 56 active participants in the program. Of these, 15 are classified as Dislocated Workers and 41 as adults. This year, 44 new participants have enrolled, while 12 have carried over from the previous fiscal year. Additionally, 35 individuals are currently in the follow-up phase of the program.

Standards & Conditions**Curriculum Mapping**

CTE teachers continue to map their curriculum in Atlas. Academic teachers are reviewing the curricula and determining which Math, Science, and ELA standards each unit aligns with. All programs up for reapproval this year have had their curricula mapped and aligned with state standards. All programs up for reapproval during the 25-26 school year have already started the process. Moving forward, the plan is to continue to give each program two years to complete their curriculum mapping.

Grading System Audit

With the help of the CV-TEC Shared Decision-Making committee, teachers have been polled on how they are assessing engagement and other technical assignments. Other BOCES have also been polled to determine the best practices. This information will be used to determine how grading procedures need to be altered in the coming years.

Creation of Annual Review Process for CTE Re-approvals

All NYS-approved CTE programs undergo a re-approval process every five years. We currently wait until the fourth year to start the process. The committee will design and implement procedures that span this over the five years so there isn't too much work that needs to be done in one year.

Ensure Use of Advisory Group Templates and Protocols

For NYS CTE approval, all programs must have advisory committees and meet with them twice per year. These meetings must have agendas and minutes. Although we have templates to use, our teaching staff is so new that they need more guidance on what is expected of them when it comes to documenting these meetings. During this school year, the teachers have received training on how to best complete the required documentation. The committee will continue to work on updating the templates and protocols that teachers are expected to use as needed.



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End-of-Year Assessments

Every year, students who are completing a two-year NYS approved CTE program must be evaluated in three parts in order to earn the NYS CTE Endorsement on their high school diploma. The three parts consist of successful completion of a portfolio, passing a national technical written assessment, and passing a national technical performance assessment.

It is preferred and recommended that the performance tests are assessed by someone in that program's business/industry. However, it has been difficult to find evaluators who can take time away from their roles to assist with assessing. These assessments typically take place in April. Any assistance from the advisory council in getting evaluators from business/industry is greatly appreciated.

Work-Based Learning

2023-2024 Graduate Follow-up Data

- Secondary Approved Programs: 325 Total Graduates in Approved CTE. Programs; 97% Placement Rate

Employed: 57% Military: 4% Post-Secondary: 36% Unemployed Seeking: 2% Unavailable for Employment 1%

- Post-secondary Approved Programs: 24 Post-secondary Graduates; 100% Placement Rate

Employed: 79% Military: 0% Post-Secondary: 21% Unemployed Seeking: 0% Unavailable for Employment: 0%

CV-TEC Career and Leadership Center

Our mission is to provide our students with a wide array of services and resources designed to explore interests, enhance networking connections, and provide personalized professional growth, that will empower them to pursue their goals and build a rewarding career.

2024-2025 Trainings and Events

NETWORKING EVENTS

Coryer Staffing-RAMP Presentation-Plattsburgh and Hub Campus

Our seniors received an overview of the program and application process. Interested students are completing the RAMP application and will have the opportunity to earn a paycheck while exploring different industries and positions throughout Clinton County.

Human Development & Family Relations (HDFR) Pathways Event-March 2025

The SUNY Plattsburgh admissions and HDFR faculty provided an overview of the mission and vision of the program, the course work, including General vs. Early Childhood Education Administration concentrations. Students met former HDFR student alumni, and learned about



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their experience in the program, including the internships, and the transitions to the human services workforce.

Michelin Technical Scholars Program-April 2025

- Michelin Technical Scholars Program Presentation-Jacob Bouchillon, Maintenance Early Scholar Program Manager provided an overview of the program and administered the required assessment to interested students in the Automotive Tech., Auto. Collision Repair, Electrical, Heavy Equip./Diesel Mechanics, and Welding programs.
- 5 seniors passed the assessment and completed the interview. We are awaiting acceptance letters.

ADK Career Connect Events-May 2025

- May 8, 2025 9AM-4PM Essex County Fairgrounds
- May 9, 2025 9AM-3PM SUNY Plattsburgh Field House

Sponsors:

- TDC (Platinum Sponsor), Della Auto Group, Sunmount DDSO, Adirondack Foundation, Brennan Buick GMC, AES Northeast, Clinton Community College, Fuller Excavating, WDI, Essex County, CFES Brilliant Pathways
- 1300 student participants registered
- 120 businesses will provide interactive career exploration experiences, in addition to recruiting for current employment opportunities.

CV-TEC SkillsUSA Signing Events

This event is part of a nationwide celebration showcasing our next generation of skilled professionals. During our CV-TEC SkillsUSA Signing Day event, our graduating students will sign letters of intent with employers, committing to pursue a career in the skilled trades.

- May 28 (12:30-2:30) Plattsburgh and Hub Campus Signing Event-Culinary Arts
- June 5-Photo opportunity and social media post for all graduating students who have received post-secondary acceptance letters and will be attending in the fall.
- June 6-Photo opportunity and social media post for all graduating students who upon graduation will be enlisted into the armed services

Employability Seminar Series

Mastering Workplace Communication Micro credential-November 2024 All Campuses

This interactive workshop focused on four key areas:

- Verbal Communication: Practice clear, concise, and impactful messaging.
- Nonverbal Communication: Recognize and use body language, gestures, and tone to enhance understanding.
- Active Listening: Develop techniques to listen attentively and respond thoughtfully.
- Overcoming Barriers: Identify and address common obstacles to effective communication.

Sexual Harassment Prevention Seminar-January 2025 All Campuses

This 1-hour, interactive Sexual Harassment Prevention Seminar was provided for all CTE seniors.

The objectives of the training included:

- Define sexual harassment and identify its various forms
- Examine the impact of sexual harassment on individuals and the broader community
- Develop effective prevention strategies to foster a respectful and safe environment
- Understand reporting procedures and learn appropriate ways to respond to incidents

375 students earned their certificate

Financial Literacy Seminar-March 2025 All Campuses and Essex County Districts

400 seniors from CV-TEC, Boquet Valley, Keene, Moriah, and Crown Point, and Ticonderoga participated in the Mad City Money Financial Literacy simulation. We partnered once again with UFirst and TrailNorth Federal Credit Unions. This experience allowed our students to gain budgeting experience, while also learning about the importance of savings and checking accounts, and credit scores.



Job Seeking Seminar-April 2025 All CV-TEC Campuses

This seminar focused on networking skills and how to ace the job interview. Juniors learned about the importance of first impressions, networking tips, and perfected their resumes and elevator pitches; Seniors participated in mock interviews.

Work Based Learning Opportunities

Our students gain 54+ WBL hours for participating in the following activities: career fairs, guest speakers, industry tours, career fairs, and earning industry-related credentials. Additional WBL opportunities: job shadowing, community service/volunteering, school-based enterprise, industry-based project, clinical experience (Cosmetology and Health Careers only), paid/unpaid CO-OP, and apprenticeship.

- A new contract with Mountain Lake Services was signed allowing teachers/students from our Mineville campus the opportunity to utilize their land for educational purposes.

Create Symposium

The CV-TEC Mineville New Visions Applied Engineering program collaborated with Mountain Lake Services for the Cultivating Resources for Employment with Assistive Technology (CREATE) Competition. After learning about the needs facing employees with disabilities at Mountain Lake Services, students were then able to identify the area they would focus on. Over two semesters, Mr. Stickle and students spent time researching, designing, fabricating and coding a Cork Installation Station. This product would improve efficiency and increase more job opportunities for individuals with disabilities. The students presented their prototype at the CREATE Symposium in April and placed 9th out of 13. CV-TEC was the only high school team represented.

Applied STEM Solutions

CV-TEC New Visions Applied Engineering program is working with the engineers from Casella Waste Management Systems to solve an authentic problem in their recycling division. Two areas were presented and discussed and our NVAE solver teams are identifying sources and creating their prototypes that will be presented in May 2025.

- Book Recycling: developing a technology that can separate pages from book bindings and/or grind books whole for processing into paper fiber
- Glass Recycling: developing a technology to remove labels from bottles
 - Grind bottles into a fine powder/course grit for reuse as construction materials
 - Grind bottle fragments into glass pebbles for reuse as a landscaping item

ACAS Certification

Six seniors in the Automotive Collision Repair program were selected for the accelerated ACAS pathway program. They will be visiting the Beta paint booth to see the various processes utilized in the finishing of the electric aircraft Alia. Students will take the final assessment for certification at the end of May.

CV-TEC Career and Technical Education Pathways Fund

The Moore Foundation Awarded another \$25,000 to the CV-TEC Career and Technical Education Pathways Fund. This fund is dedicated to addressing the diverse needs of our students, ensuring they have access to the resources and training necessary to excel in their chosen career paths. This year's scholarships will be dedicated to students pursuing careers in the Human and Health Services fields.





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Health Careers

LPN

Testing period of Jan. 1st thru December 30th 2024

- CV-TEC: 94.12% first time pass rate for the class that graduated in June 2024.
 - National Pass Rate: 88.38%
 - NYS Pass Rate: 75.86%
 - CV-TEC Pass Rate: 94.12%
- 20 Students currently seated (22 accepted, 21 enrolled) *Trends show a lower number of nursing applicants with less qualified candidates.
- Nursing enrollments down state-wide (quantity and quality of applicants). However, there has been slight improvement so far with applicant numbers and successful TEAS takers for the 2025-2026 school year.
- Currently accepting applications for the 25-26 school year with rolling admissions.
- Ongoing recruitment for qualified per diem clinical faculty continues. Hired 2 new this school year and have 2 in the queue for potential hire.
- Clinical sites are stable. COVID vaccination no longer mandated at this time. PPE adjusted based on facility protocol. Always open to new sites and opportunities to collaborate for clinical experience.
- Site visit for re-accreditation by the NYS Board of Regents was October 18-20, 2023 with good success. LPN program re-approved for 5-year term at June 2024 review meeting.

Adult C.N.A.

- Have experienced a decrease in enrollment (funding, trends).
- There is a great need in the community.

Adult Phlebotomy

- 4 Successful candidates in the Spring 2024 class, 5 in the Fall of 2024, and currently 4 in the Spring of 2025 class. This will conclude in mid-May.

Allied Health

- Total Enrollment: Approx 65 students on 2 campuses. Enrollment is very healthy.
- Live clinical are completed and testing begins May 21st, 2025
- Vaccination no longer mandated
- Fit testing for N-95 masks required at CVPH for all students/faculty
- Still have a decrease in faculty to student ratios required by sites
- All sites back to being open to students as there is such a need to recruit employees



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New Visions Medical Careers

- 40 total students enrolled on 2 campuses
- Full return to clinical sites with ongoing recruitment for new exploration opportunities
- 39 students (24 North, 15 South) have been accepted into the 25-26 Cohort.
- 63 students applied to the program.

CPR/First Aid

- Training per industry need continues

Student Services

Recruitment

- The 10th Grade Visits were a success. We had approximately 130 10th grade students visit the CV-TEC Mineville Campus and approximately 340 10th grade students visit the Plattsburgh Campuses.
- 8th Grade Tours are scheduled to take place on all CV-TEC Campuses this Spring. All School Districts expect one have registered for 8th grade tours.
 - Plattsburgh Campuses will host 8th Grade Tours on 4 days:
 - May 29th
 - May 30th
 - June 5th
 - June 6th
 - Mineville Campus will host 8th Grade Tours on 2 days:
 - May 19th
 - May 20th
- We have hosted Pre-CTE program visits for several prospective students.



Start Here...Go ANYWHERE!



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CVES MISSION

Champlain Valley Educational Services is committed to being a valued and trusted partner by supporting students, schools, and communities to excel through high-quality education, training, and shared services.

To: Dr. Mark Davey, District Superintendent
From: Dr. Matt Slattery, Executive Director of Special Education
Date: June 2025
Re: Board of Cooperative Educational Services Report

Real-World Learning in Action: Middle School Students Explore Media, Science, and Teamwork

Middle school students in Ms. Arianna Menard's and Ms. Julie Adams' classes recently visited our local PBS station, Mountain Lake PBS. During the visit, students learned about the mission of public broadcasting and explored careers in media and journalism. They toured the studio, explored control rooms, and received a hands-on introduction to broadcasting equipment like professional cameras, microphones, and teleprompters. The highlight for many was getting behind the camera and seeing themselves on screen—an experience that sparked curiosity and excitement about media production.



Meanwhile, Mrs. Beaudry's class took a field trip to the Miner Institute in Chazy, where students engaged in lessons focused on agricultural science and environmental sustainability. They interacted with staff, observed research demonstrations, and saw firsthand how science is applied in farming and land management. The trip reinforced classroom learning and helped students connect academic content to real-world applications.

In addition, students from both ITSP classrooms participated in Adventure Based Counseling with BHSN. Through problem-solving games, trust-building exercises, and team challenges, students strengthened essential social-emotional skills such as collaboration, communication, and empathy. These experiences helped build confidence and foster a supportive classroom community.

We're proud of our students for embracing these opportunities with enthusiasm and grateful to our teachers and community partners for bringing learning to life beyond the classroom walls.





Pizza Party Fun in Ms. Zieger's Room!

Students in Ms. Zieger's class had a *deliciously delightful* time during their latest hands-on activity! They took turns role-playing as customers and pizza shop employees, calling in pretend orders, writing down toppings, and then working together to create their own pizza masterpieces.

But the fun didn't stop there! Students also flexed their math muscles by adding up bills and making change, turning pizza time into learning time!

Way to go, future chefs and cashiers!



Nature's Troll Village: A Collaborative Classroom Adventure

One of the elementary academic classes embarked on a collaborative project to create a village troll, using items collected from nature. The only non-natural elements were the lights designed to resemble small fires around the village and those strung along the rope. Teamwork and idea-sharing were emphasized, with students encouraged to present their ideas to their peers rather than the staff. Some students contributed materials from outside their homes, demonstrating excellent sharing skills. As a reward for their hard work, the class was allowed to play with their creation during choice time, motivating them to have a great day.



Therapeutic Crisis Intervention for Schools Continues to Expand

The Rise Center is excited to welcome five new trainers to the TCIS team, enhancing their capacity to deliver high-quality training. This past month, two full initial training sessions were successfully executed, resulting in approximately 40 newly trained individuals who are now equipped to handle crisis situations effectively. The overarching goal is to create a Trauma-Sensitive Classroom where all students feel safe, welcomed, and supported. Staff are trained to be responsive to the impact of trauma on learning, ensuring that every student has the opportunity to thrive in a nurturing environment.

Before the start of the new school year, all staff will receive a full-day refresher training with a heavy emphasis on prevention and de-escalation of student behavior. This training aims to continue strengthening their skills to manage the most challenging students, ensuring a safe and supportive environment for everyone. Additionally, the refresher training will include updated strategies and techniques to address emerging behavioral trends, fostering a proactive approach to crisis management. The Rise Center remains committed to maintaining high standards and providing ongoing support to its staff.

Building Independence: Autism Program Students Practice Life Skills at Walmart

Students in Ms. Brown's classroom, part of the Autism program, recently participated in a community-based field trip to Walmart—an experience designed to strengthen real-world, functional life skills. With guidance and encouragement from staff, students practiced navigating the store independently, exploring different departments, locating items on a shopping list, and making choices based on interest and need.

This hands-on learning opportunity provided a supportive environment for students to build confidence, practice social interactions, and develop essential life skills that promote greater independence in everyday settings. Field trips like these are vital in helping students connect classroom learning to meaningful, real-world experiences.



Growing Together: Students Dig into Gardening and Nutrition Education

Students in Mrs. Williams' class, with support from Mrs. Beaudry's class, recently launched a hands-on gardening project designed to teach lessons in nutrition, science, and teamwork. Together, the classes filled a raised garden bed with sand and soil, then planted a variety of vegetables that they will continue to care for in the weeks ahead.

The vegetables grown will later be used in classroom cooking sessions, helping students connect what they grow to healthy eating habits. This project gives students practical experience in gardening while reinforcing important concepts like responsibility, collaboration, and wellness.

As the garden grows, so does student engagement. We're proud to see our students learning, working together, and developing life skills that will stick with them well beyond the classroom.



A Night to Remember: Glow-in-the-Dark Spring Fling Lights Up Mineville Rise

The gym was glowing and so were the smiles at the Mineville Rise Campus during our unforgettable glow-in-the-dark Spring Fling! Thanks to the creativity and dedication of our PBIS Coordinator, Ms. Alyssa, students enjoyed an evening filled with music, dancing, and style.

Every student had the chance to dress up—many in shirts and ties or elegant gowns—and the celebration was made even more special with the help of CV-TEC Cosmetology students, who provided hair and makeup styling for our young ladies.

Thank you, Ms. Alyssa, for going above and beyond to create a magical event that our students will remember for years to come!



Keeping Our Students Safe: NYSSA SAFE Child ID Day at Mineville Rise

We're excited to share that students at the Mineville Rise Campus recently participated in a special safety initiative, thanks to the coordination of our dedicated School Resource Officer, Officer Adam. With the support of the Essex County Sheriff's Department, students had the opportunity to receive NYSSA SAFE Child ID cards, a valuable resource for families and an important step in promoting child safety.

We are sincerely grateful to Officer Adam and the Sheriff's Department for providing this service and for their ongoing commitment to the well-being of our students and community. Your partnership makes a meaningful difference!



THE MINEVILLE MINUTE

CYES

The Hidden Gem

Rise Center for Success

VOL. 2024/25, ISSUE 28 6/1/25

EDITOR'S NOTE

Principal Tina Mitchell

Mineville has one amazing graduate this year! Ethan B.!

There will be a very small ceremony for him in the conference room at 10AM for his class and family. If you have a memory you would like to share about this amazing young man, during the ceremony, please let me know!!



We're excited for this year's Field Day and would love your support in making it a fantastic experience for all! Alyssa has put in so much work to make this day fun for both students and staff, and we'd love to see it come together with the help of volunteers. If you're interested in lending a hand, please reach out to Alyssa for more details. Thank you for helping make this event a success!



As we enter the final month of this school year, I want to ensure that we provide our students with an exceptional and memorable conclusion to their academic journey.

Please do not hesitate to reach out to me with any questions or concerns. I am here to support you and address any needs you may have as we wrap up this phenomenal school year.

IMPORTANT DATES

6/3/25-PM day for teachers, TAs, RSPs, nurse.

6/4/25-Ethan B.'s Graduation!

6/6/25-Mineville Field Day

6/16/25-Last Day for Students in HS

Academics, HS Life Skills, and CV-TEC (please note that 8th grade students will still be in attendance.







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MEMORANDUM

TO: Dr. Mark Davey

FROM: Sue Wilson

DATE: May 29, 2025

RE: June 2025 Board Report

Despite the rapidly approaching end of the academic year, the School Support Services division remains actively engaged in assisting component school districts and the CVES organization. The concluding months of the school year are particularly busy, filled with activities and events that celebrate the remarkable achievements of our area students. All the while, our commitment to providing essential support and resources remains unwavering, highlighting our dedication to fostering academic success and operational excellence across the entire educational community.

WORKSHOPS FOR SCHOOL IMPROVEMENT:

In our ongoing efforts to ensure that schools in our region remain at the forefront of educational innovation and excellence, we were pleased to continue the Regional Academic Programming Initiative welcoming Dr. Linda Jordan. Dr. Jordan provided inspiring and informative brain-based research, emphasizing successful instructional strategies paired with practical guidance for area educators.

May also featured the roll-out of NYSED's Numeracy Briefs, highlighting evidence-based features and best practices of effective mathematics instruction.

The Math Learning Community continued its work, fostering collaboration among educators to share best practices and develop effective teaching methods. These workshops and collaborative efforts are crucial in our mission to support continuous improvement and academic success across our schools.

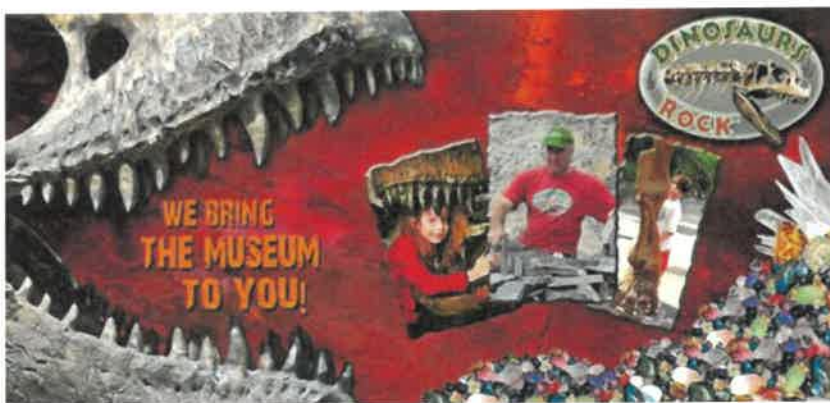
SCHOOL LIBRARY SYSTEMS, MODEL SCHOOLS, AND ARTS IN EDUCATION:

The School Library System sponsored five area librarians to attend the annual New York Library Association's Section of School Librarians Conference, held in Fairport, NY. The conference featured a wide range of workshops on topics such as advocacy, using artificial intelligence in schools, notable book selections, and other best practices. Attendees also enjoyed keynote presentations by acclaimed authors Jason Reynolds,

Brendan Kiely, Pablo Cartaya, and by Mychal Threets—PBS’s Resident Librarian and recipient of the American Library Association’s I Love My Librarian Award for Outstanding Public Service. Attendees will share highlights and insights from the conference at the June SLS Council and Communication Coordinators meeting.



The Arts in Education program supported school districts by coordinating performances from a variety of visiting artists. Musician Mark Rust engaged students by bringing stories and characters to life through music, using songs and instruments to promote a love of reading. In addition to aligning with arts standards, programs also supported STEM and science standards through educational visits by Repco Wildlife and Fossil Connoisseur.



The Model Schools lending library saw significant use this month. ClassVR kits were borrowed by three districts, while Okobo’s, Squishy Circuits, Strawbees, and Dash Robots were also in circulation, enriching classroom instruction with firsthand learning experiences.

INSTRUCTIONAL SERVICES UPDATES:

Health, Safety, Risk Management

The Health Safety and Risk Management team has been actively engaged in a variety of initiatives.



As a part of successful workshops and training sessions, they conducted a spring refresher session for bus drivers, a health educators' workshop and held quarterly meetings for facilities, transportation, and safety members.

Environmental and workplace safety work continued during a pre-inspection of the old Cadyville Elementary building, FIT Testing in several districts, and an indoor air survey at NAC M/HS.

In partnership with the community, they facilitated equipment donations for medical programs, organized a paint recycling event and an NLR lamp recycling event.



Educational contributions were also noted through assistance with fire and lockdown drills, and exterior door numbering projects. In addition, they facilitated multiple threat assessments, including forwarding one to the county TAM Team, participating in county meetings. In partnership with the community, skid mark analysis and accident training were provided to local and future law enforcement members.

This work reflects the team's dedication to enhancing safety, health, and environmental standards across various districts.

Instructional Planning

In May, the primary focus was on supporting districts with assessment-related inquiries and coordinating the vendor scoring process for the paper-based NYSED Grades 3–8 assessments and NYSESLAT assessments. Following technical issues at the start of the testing window, NYSED extended the computer-based testing window by one week, moving the end date to May 23rd. Mrs. Sorgule maintained consistent communication with districts to provide timely updates and guidance, including information about changes to the use of testing materials for instructional and professional purposes.

Grants Management

The Grants Management Services Co-Ser had a productive month of May while preparing for another exciting and busy summer grant season. After attending the Small, Rural School Achievement (SRSA) webinar hosted by the U.S. Department of Education our grants office completed FY 2025 SRSA applications, securing valuable funding for eligible component districts. The purpose of the SRSA program is to provide rural LEAs with financial assistance to fund initiatives aimed at improving student academic achievement, identified districts often utilize funding to provide equitable access to expanded academic intervention and counseling services.

The grants office continued to work closely with Boquet Valley CSD's OASIS Program Coordinator and Business Manager to finalize the districts Year 5 Extended School Day budget. The district's successful OASIS program provides engaging academic enrichment and youth development opportunities to students beyond the typical school day. The Extended School Day Year 5 Composite Budget, Program Narrative, FS-10, and M/WBE Utilization packet were successfully completed and submitted to NYSED for approval on May 15th.

Education Grant Specialist, Amanda Buskey, recently began collaborating with Northern Adirondack CSD to prepare and apply for a competitive grant opportunity through the COPS School Violence Prevention Program. The grant application is due June 26th and is intended to improve security at schools and on school grounds through the implementation of evidence-based school safety programs and technology.

INSTRUCTIONAL TECHNOLOGY

As the current school year draws to a close and preparations for the upcoming year commence, the instructional technology department has been diligently collaborating with CVES and various districts to finalize last-minute purchases and plan for IT-related expenditures over the summer. Additionally, we have been making concerted efforts to allocate extra time in some of our component districts to complete ongoing projects and resolve persistent issues. Our summer schedule is rapidly filling with new projects and challenges that we are eager to address.

INTERSCHOLASTIC SPORTS

A huge highlight this month was Wednesday, May 21st, we held the 2nd annual Section VII Student Leadership Conference. This was held at the High Peaks Resort in Lake Placid and had over 100 students in attendance. The keynote speaker was current VP of Operations of ORDA and former professional hockey coach Chadd Cassidy. We had breakout sessions run by our own Student Athlete Advisory Committee members, Callie Racine and Oliver Hughes, Dino Angelopoulos head Athletic Trainer at Adirondack Health and Lexie Rostak and Taya Wood current SUNY Plattsburgh student-athletes. This year's theme was leadership through adversity.



With the warm weather means the anticipation is building as sectional playoffs are in full swing with state regional games drawing near, promising thrilling matchups and unforgettable moments for fans and athletes alike!


PUBLICATIONS AND COMMUNICATIONS UPDATE



May is consistently a demanding month for the Communications and Print Shop teams, as we finalize, print, and distribute budget newsletters. This year has proven to be equally busy, with the successful completion of budget newsletters for all component districts.

Additionally, we have entered our special event season, commencing work on end-of-year ceremonies, including the prestigious National Technical Honor Society at CVES. As May draws to a close, we will continue to diligently prepare for upcoming graduation coverage, eagerly anticipating the opportunity to capture and celebrate the many joyous moments that lie ahead.

AuSable Valley Central School 2025-2026 Budget Newsletter - May 2025



Budget Newsletter


2025-2026

NEWSLETTER CONTENT

2. PATRIOT PROFILES
4. MENTORING PROGRAM
5. ELEMENTARY STUDENTS ENJOY SKI PROGRAM
6. SWEETHEARTS & HEROES AT AVCS
8. INTERNATIONAL POLITICS CLASS TRENDING
9. AVCS BUDGET QUICK FACT SHEET
10. CSEA HIGHLIGHT AND PROPOSED BUDGET

Budget Hearing
 Monday, May 12, 2025
 6 p.m.

Budget Vote & School Board Election
 Tuesday, May 20, 2025
 12 p.m. to 9 p.m.



DEAR COMMUNITY MEMBERS,

On April 16th, 2025, the AuSable Valley Central School District Board of Education adopted a proposed spending plan of \$39,185,850 for the 2025-2026 school year. This budget reflects our unwavering commitment to maintaining high-quality educational programming for our students, while also being mindful of our responsibility to the taxpayers of this community.

We are entering a period of fiscal challenge due to several key factors. One major change is the expiration of American Rescue Plan (ARP) federal funding. These federal relief dollars, which were provided during the pandemic, offered temporary support for school districts to maintain staffing, programs, and address learning loss. With those funds no longer available, districts across the region, including AVCS, are working to adapt.

In addition to the end of ARP funding, the district is facing only a projected 2% increase in Foundation Aid, while also adhering to the 2% tax cap on the property tax levy. These limitations have required thoughtful reallocations to ensure we can preserve essential student programs without placing an undue burden on our taxpayers.

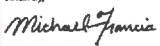
Despite these challenges, our proposed budget represents a responsible balance. It will result in a 3.36% increase in spending over last year and includes a 3.57% increase to the tax levy, which remains under the maximum allowable limit of 3.58%. Throughout this process, our priority has remained clear: minimize the impact on student programming and services, while upholding our duty to be fiscally responsible stewards of public resources.

This budget is not just about numbers, it's about sustaining the values that define the AVCS experience. We are committed to providing opportunities that empower students, build character, and promote lifelong learning. It is our mission to continue offering an educational experience that promotes Patriot Pride and prepares students for the future.

We are grateful for your continued trust, support, and involvement. We invite all community members to attend our Annual Budget Hearing on Monday, May 12th, 2025 at 6:00 p.m. in the Middle School-High School auditorium in Clintonville, where the budget will be presented and reviewed.

Finally, please remember to vote on the 2025-2026 school budget and Board Member elections on Tuesday, May 20th, 2025, from 12:00 noon until 9:00 p.m. in the Middle School-High School cafeteria in Clintonville.

Thank you for being partners in the education of our children and for helping us continue to make AuSable Valley a place where students and families can thrive.

Sincerely,

 Michael Francia
 Superintendent of Schools

Key Facts & Figures

Tax Levy Increase	3.57%
Estimated Tax Rate	\$12.98
Budget Increase	3.36%

For more information on the 2025-26 Budget, visit our district website: <https://www.avcs.org>