

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 CVES LEARNING HUB CONFERENCE CENTER  
IN PLATTSBURGH, NY ON JULY 9, 2025, PROPOSED EXECUTIVE SESSION AT 6:00 PM – MEETING TO  
FOLLOW**

- |           |   |
|-----------|---|
| No Action | 1. CALL TO ORDER: DISTRICT SUPERINTENDENT                                   |
|           | a. The Pledge of Allegiance   |
|           | b. Roll Call of Board Members   |
| No Action | 2. OATH OF OFFICE (PLEASE SIGN AND HAVE NOTARIZED)                          |
| Action    | 3. ELECTION OF THE BOARD PRESIDENT/Oath of Office                           |
| Action    | 4. ELECTION OF THE BOARD VICE PRESIDENT/Oath of Office                      |
| Action    | 5. ELECTION OF THE BOARD DEPUTY VICE PRESIDENT/Oath of Office               |
| No Action | 6. EXECUTIVE SESSION  |
| No Action | 7. INTRODUCTION OF ALL PRESENT  |
|           | 8. CONSENT AGENDA RE-ORGANIZATIONAL   |
| Action    | a. Appointment of the Clerk of the Board/Oath of Office (Enc. 1)            |
| Action    | b. Appointment of the Deputy Clerk of the Board/Oath of Office (Enc. 2)     |
| Action    | c. Appointment of the Treasurer of the Board/Oath of Office (Enc. 3)        |
| Action    | d. Appointment of the Deputy Treasurer of the Board/Oath of Office (Enc. 4) |
| Action    | e. Appointment of Deputy Claims Auditor/Oath of Office (Enc. 5)             |
| Action    | f. Appointment of Payroll Auditor/Oath of Office (Enc. 6)                   |
| Action    | g. Appointment of Purchasing Agent (Enc. 7)                                 |
| Action    | h. Appointment of Alternative Purchasing Agent (Enc. 8)                     |
| Action    | i. Appointment of Central Treasurer-Extraclassroom (Enc. 9)                 |
| Action    | j. Appointment of Extraclassroom Faculty Auditor (Enc. 10)                  |
| Action    | k. Appointment of Records Access Officer (Enc. 11)                          |
| Action    | l. Appointment of Records Access Appeals Officer (Enc. 12)                  |
| Action    | m. Appointment of Records Management Officer (Enc. 13)                      |
| Action    | n. Appointment of Asbestos Designee (Enc. 14)                               |
| Action    | o. Appointment of Civil Rights Officers (Enc. 15)                           |
| Action    | p. Appointment of Title IX Coordinators & Decisionmaker (Enc. 16)           |
| Action    | q. Appointment of Section 504 Officer (Enc. 17)                             |
| Action    | r. Appointment of Medicaid Compliance Officer (Enc. 18)                     |
| Action    | s. Appointment of Data Protection Officer (Enc. 19)                         |
| Action    | t. Appointment of McKinney-Vento Liaison (Enc. 20)                          |

- Action u. Designating Official Bank Depositories (Enc. 21)
- Action v. Designating Official Insurance Providers for 2025 – 2026 (Enc. 22)
- Action w. Designating Official Law Firms for 2025 – 2026 (Enc. 23)
- Action x. Authorization of Signatures on Checks (Enc. 24)
- Action y. Authorization to Certify Payrolls (Enc. 25)
- Action z. Appointment of Officers for Free and Reduced Lunch Appeals (Enc. 26)
- Action aa. Authorization to Approve Attendance at Conferences, Conventions & Workshops (Enc. 27)
- Action bb. Authorization to Apply for Grants and Aid (Enc. 28)
- Action cc. Extraclassroom Activity Fund (Enc. 29)
- Action dd. Authorization of Individuals to Collect Money (Enc. 30)
- Action ee. Dignity Act Coordinators (Enc. 31)
- Action ff. Workplace Violence Coordinators (Enc. 32)

No Action 9. OPINIONS AND CONCERNS FROM THE AUDIENCE

No Action 10. CVES FACILITIES EXPANSION & CAPITAL PROJECT UPDATE – Dr. Davey & Dr. Bell

No Action 11. DISTRICT SUPERINTENDENT’S UPDATE – Dr. Davey

Action 12. MINUTES OF PREVIOUS MEETING  
a. June 11, 2025 (Enc. 33)

#### 13. CONSENT AGENDA FINANCIAL

- Action a. Certification of Warrant (Enc. 34)
- Action b. Treasurer’s Report (Enc. 35)
- Action c. Extraclassroom Treasurer's Report (Enc. 36)
- Action d. Donations (Enc. 37)
- Action e. Change Funds (Enc. 38)
- Action f. Petty Cash (Enc. 39)
- Action g. AS-7 Contracts (Enc. 40)
- Action h. RIC One Risk Operations Center (Enc. 41)
- Action i. ITCC Consortium (Enc. 42)
- Action j. Contractor/Consultant Agreement (Enc. 43)
- Action k. Educational Data Cooperative Purchasing Agreement (Enc. 44)
- Action l. Participation in Cooperative Purchasing Program (Enc. 45)
- Action m. Cooperative Purchasing Alliance Participation (Enc. 46)
- Action n. Lease Agreement (Enc. 47)

#### 14. OLD BUSINESS - Committees

- Action a. Budget Committee (Enc. 48)
- Action b. Audit Committee (Enc. 49)

#### 15. CONSENT AGENDA PERSONNEL

- Action a. Resignation(s) (Enc. 50)
- Action b. 52-Week Civil Service Probationary Appointment(s) (Enc. 51)

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|--------|----|---|
| Action | c. | Four-Year Probationary Appointment(s) (Enc. 52)                           |
| Action | d. | Temporary Appointment(s) 2025 – 2026 (Enc. 53)                            |
| Action | e. | Temporary Appointment Sep. 2025 – June 2026 (Enc. 54)                     |
| Action | f. | Position Increase (Enc. 55)   |
| Action | g. | Adult Education Course Instructors (Enc. 56)                              |
| Action | h. | Part-Time Allied Health Teacher 2025 – 2026 (Enc. 57)                     |
| Action | i. | Temporary Grant Appointment(s) July 1, 2025 – December 30, 2026 (Enc. 58) |
| Action | j. | Facilitator 2024 – 2025 (Enc. 59)   |
| Action | k. | Substitute and Temp-on-Call for 2025 – 2026 (Enc. 60)                     |
| Action | l. | Additional Work 2025 – 2026 (Enc. 61)                                     |
| Action | m. | 2025 – 2026 Special Education Summer School (ESY) Staffing (Enc. 62)      |

#### 16. BOARD OF COOPERATIVE EDUCATIONAL SERVICES

- |           |    |   |
|-----------|----|---|
| Action    | a. | Appoint Voting Delegate/Alternate for NYSSBA Convention (Enc. 63)         |
| Action    | b. | Appoint NYSSBA Legislative Liaison (Enc. 64)                              |
| Action    | c. | Resolution to Approve Staffing Updates/Changes for Safety Plans (Enc. 65) |
| Action    | d. | Independent External Auditors (Enc. 66)                                   |
| Action    | e. | Adopt Revised Policy (Enc. 67)  |
| No Action | f. | Policies to be Reviewed Annually (Enc. 68)                                |
| No Action | g. | Policy Requiring Board Members Signature (Enc. 69)                        |

#### 17. NEW BUSINESS

No Action 18. OTHER

No Action 19. NEXT BOARD MEETING  
Wednesday, August 20, 2025, at the Yandon-Dillon Educational Center in Mineville –  
Proposed Executive Session at 6:00 pm

No Action 20. REPORTS FROM DIRECTORS (Enc. 70)

Action 21. 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**

July 13-15, 2025	RSA Summer Conference – Lake Placid, NY
July 22, 2025	OneWorkSource GED Graduation Ceremony – CVES Conference Center – 6:00 pm
August 20, 2025	Board Meeting – Yandon-Dillon Educational Center, Mineville – 6:00 pm
September 10, 2025	Board Meeting – CVES Learning Hub Conference Center – Plattsburgh – 6:00 pm
September 27, 2026	CVES Board Retreat – Location TBD – 9:00 am
October 2, 2025	CV-TEC Family Night – Plattsburgh – 6:00 pm
October 7, 2025	CV-TEC Family Night – Mineville – 6:00 pm
October 8, 2025	Audit Committee Meeting – Learning Hub Conference Center, Plattsburgh – 5:00 pm
October 8, 2025	Board Meeting – Conference Center, Plattsburgh – 6:00 pm
October 16, 2025	Rise Center Family Night – Plattsburgh – 5:00 pm
October 17, 2025	Rise Center Family Night – Mineville – 5:00 pm
October 23-25, 2025	NYSSBA Annual Convention – NYC
November 4, 2025	Board Budget Committee Meeting – Discuss Budget Development & Review 2024 – 2025 Reconciliations – Conference Center, Plattsburgh – 6:00 pm
November 12, 2025	Board Meeting – Yandon-Dillon Center, Mineville – 6:00 pm
December 2, 2025	Board Budget Committee Meeting – Review 2024 – 2025 Reconciliations & Set Parameters for 2026 – 2027 Budgets – Conference Center, Plattsburgh – 6:00 pm
December 10, 2025	Audit Committee Meeting – CV-TEC, Plattsburgh – 5:00 pm
December 10, 2025	Board Meeting – CV-TEC, Plattsburgh – 7:30 pm
January 14, 2026	Board Meeting – Yandon-Dillon Center, Mineville – 6:00 pm
January 29, 2026	Board Budget Committee Meeting – Analyze/Discuss Preliminary 2026 – 2027 Budgets – Finalize Draft Budgets – CVES Conference Center, Plattsburgh - 6:00 pm
February 11, 2026	Audit Committee Meeting – CVES Conference Center, Plattsburgh – 5:00 pm
February 11, 2026	Board Meeting/Budget Presentations – CVES Conference Center, Plattsburgh – 6:00 pm
March 4, 2026	CVES Regional Spelling Bee
March 4, 2026	CV-TEC Open House – Mineville – 6:00 pm
March 5, 2026	CV-TEC Open House – Plattsburgh – 6:00 pm
March 11, 2026	Board Meeting – Yandon-Dillon Center, Mineville – 6:00 pm
March 19, 2026	NTHS Ceremony (Mineville Campus) Moriah CSD – 6:00 pm
March 26, 2026	NTHS Ceremony (Plattsburgh Campus) CVES Learning Hub Conference Center – 6:00 pm
April 1, 2026	Annual Meeting – CVES Learning Hub Conference Center, Plattsburgh – 6:00 pm
April 28, 2026	Election of CVES Board Members and Vote on Administrative Budget
May 13, 2026	Audit Committee Meeting – CVES Learning Hub Conference Center, Plattsburgh – 5:00 pm
May 13, 2026	Board Meeting – CVES Learning Hub Conference Center, Plattsburgh – 6:00 pm



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June 10, 2026	Board Meeting – CVES Learning Hub Conference Center, Plattsburgh – 6:00 pm
June 11, 2026	CTSO Awards Ceremony – CVES Learning Hub Conference Center, Plattsburgh – 6:00 pm
June 12, 2026	WAF Graduation Ceremony – SUNY Giltz Auditorium – 9:30 am
June 23, 2026	Plattsburgh Rise Center Kindergarten Graduation – 10:00 am
June 23, 2026	CV-TEC Plattsburgh Graduation Ceremony – SUNY Plattsburgh Field House – 7:00 pm
June 24, 2026	CV-TEC Mineville Graduation Ceremony – Moriah Central School – 7:00 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 offence 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 appoint Katelyn Smart to the position of Board Clerk, effective July 9, 2025 through the July 2026 Reorganization Meeting, per terms and conditions of Salary & Benefit Agreement.

### **ENC. 2**

Recommend that the Board appoint Julie Jolicoeur to the position of Deputy Board Clerk, as needed, effective July 9, 2025, through the July 2026 Reorganization Meeting, with an additional compensation of \$46.05/hr for hours worked beyond the contractual workday.

### **ENC. 3**

Recommend that the Board appoint Christine Myers to the position of Treasurer of the Board, effective July 9, 2025 through the July 2026 Reorganization Meeting, per terms and conditions of Employment Agreement.

### **ENC. 4**

Recommend that the Board appoint Derek Leavine to the position of Deputy Treasurer of the Board, as needed, effective July 9, 2025 through the July 2026 Reorganization Meeting, with no additional compensation.

### **ENC. 5**

Recommend that the Board appoint Deborah Sears to the position of Deputy Claims Auditor, effective July 9, 2025 through the July 2026 Reorganization Meeting, with an additional compensation of \$30.00/hour for hours worked beyond the contractual workday.

### **ENC. 6**

Recommend that the Board appoint Jessie Moulton to the position of Payroll Auditor, effective July 9, 2025, through the July 2026 Reorganization Meeting, with an additional compensation of \$50.00/hour for hours worked beyond the contractual workday.

### **ENC. 7**

Recommend that the Board appoint Stephanie Trombly to the position of Purchasing Agent, effective July 9, 2025 through the July 2026 Reorganization Meeting, with no additional compensation.

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### **ENC. 8**

Recommend that the Board appoint Karin Mulligan to the position of Alternate Purchasing Agent, as needed, effective July 9, 2025, to the July 2026 reorganization meeting, with no additional compensation. The Alternative Purchasing Agent shall have all powers and duties of the Purchasing Agent in event the Purchasing Agent is unavailable, as determined by the District Superintendent or his designee.

### **ENC. 9**

Recommend that the Board appoint Derek Leavine to the position of Central Treasurer-Extraclassroom Activity Fund, effective July 9, 2025, through the July 2026 Reorganization Meeting, with no additional compensation.

### **ENC. 10**

Recommend that the Board appoint Colby Siskavich as the Extraclassroom Faculty Auditor, effective July 10, 2025 through the July 2026 Reorganization Meeting, with no additional compensation.

### **ENC. 11**

Recommend that the Board appoint Katelyn Smart to the position of Records Access Officer, effective July 9, 2025 through the July 2026 Reorganization Meeting, with no additional compensation.

### **ENC. 12**

Recommend that the Board appoint Dr. Mark Davey to the position of Records Access Appeals Officer, effective July 9, 2025 through the July 2026 Reorganization Meeting, with no additional compensation.

### **ENC. 13**

Recommend that the Board appoint Christine Myers to the position of Records Management Officer, effective July 9, 2025 through the July 2026 Reorganization Meeting, with no additional compensation.

### **ENC. 14**

Recommend that the Board appoint Thomas Smith as the Asbestos Designee, effective July 9, 2025 through the July 2026 Reorganization Meeting, with no additional compensation.

### **ENC. 15**

Recommend that the Board appoint Matthew Walentuk and Susanne Ford-Croghan as CVES Civil Rights Compliance Officers, effective July 9, 2025 through the July 2026 Reorganization Meeting, with no additional compensation.

### **ENC. 16**

Recommend that the Board appoint Matthew Walentuk and Susanne Ford-Croghan as CVES Title IX Coordinators and appoint Amy Campbell as the CVES Decisionmaker under the Title IX Policy.

### **ENC. 17**

Recommend that the Board appoint Dr. Matthew Slattery as CVES Section 504 Compliance Officer effective July 9, 2025 through the July 2026 Reorganization Meeting, with no additional compensation.

### **ENC. 18**

Recommend that the Board appoint Dr. Matthew Slattery as Medicaid Compliance Officer effective July 9, 2025 through the July 2026 Reorganization Meeting, with no additional compensation.

### **ENC. 19**

Recommend that the Board appoint Matthew Palkovic as Data Protection Officer, effective July 9, 2025, through the July 2026 Reorganization meeting, with no additional compensation.

### **ENC. 20**

Recommend that the Board appoint Dr. Matthew Slattery as McKinney-Vento Liaison effective July 9, 2025 through the July 2026 Reorganization Meeting, with no additional compensation.

### **ENC. 21**

1. Recommend that the Board designate TD Bank, New York Cooperative Liquid Assets Security System (NYCLASS) and Glens Falls National as the official depositories for CVES operating accounts for the 2025 – 2026 school year.

2. Recommend that the Board designate the following banks as official depositories for temporary investments, as authorized by Board Policy, for the 2025 – 2026 school year: TD Bank, New York Cooperative Liquid Assets Security System (NYCLASS), Community Bank, Glens Falls National Bank & Trust Co., National Bank and Trust (NBT), KeyBank, Champlain National Bank and Adirondack Bank.

### **ENC. 22**

Recommend the Board designate the following as official insurance providers for the 2025 – 2026 school year:

1. New York Schools Insurance Reciprocal
2. Travelers Insurance Group
3. Philadelphia Insurance Companies

### **ENC. 23**

Recommend the Board designate the following as official law firms to provide legal services for the 2025 – 2026 school year:

1. Stafford, Owens, Murnane, Kelleher, Miller, Meyer & Zedick
2. Honeywell Law Firm, PLLC
3. Ferrara Fiorenza, PC
4. Bartlett, Pontiff, Stewart & Rhodes, PC

### **ENC. 24**

Recommend that the Board authorize the Deputy Superintendent, District Treasurer, and the Deputy Treasurer to sign checks.

### **ENC. 25**

Recommend that the Board authorize the Deputy Superintendent as Certifier of Payroll at no additional compensation and appoint the Assistant Superintendent for Educational Services as Certifier of Payroll, as needed, effective July 9, 2025 through the July 2026 Reorganization Meeting, with no additional compensation.

### **ENC. 26**

Recommend that the Board approve the following:

1. Appoint Julie Holbrook as the Reviewing and Verification Official for Free and Reduce Lunch Eligibility, effective July 9, 2025, through the July 2026 Reorganizational Meeting, with no additional compensation.
2. Appoint Dr. Eric Bell as the Hearing Official for Free and Reduced Lunch appeals, effective July 9, 2025, through the July 2026 Reorganizational Meeting, with no additional compensation.

### **ENC. 27**

Recommend that the Board authorize the District Superintendent to approve attendance at conferences, conventions, and workshops, including associated expenses based on CVES Policy #6830.

### **ENC. 28**

Recommend that the Board authorize the District Superintendent to apply for grants and aid.

## **ENC. 29**

### **Extraclassroom Activity Fund**

It is recommended that the following people be appointed to monitor the Extraclassroom Activity Fund, effective July 9, 2025 through July 2026 Reorganization Meeting, with no additional compensation:

Chief Faculty Advisors – Adam Facticeau for the Plattsburgh Campus, Mark Brown for the CVES Learning Hub, Kevin Shaw for the Mineville Campus, and Michele Friedman back up for all campuses.

(This is the fund which accounts for the monies raised by students through their projects. There is a need to have staff involved with the management of this fund.)

## **ENC. 30**

Recommend that the Board authorize the following individuals to collect money at all CVES locations for the 2025 – 2026 school year:

### **CV-TEC – All Campuses**

Kathy Mallette – Adult Education Tuitions and CV-TEC Programs – Learning Hub Campus  
Janet Miller - Adult Education Tuitions and CV-TEC Programs – Plattsburgh Campus  
Nicole Osika - Adult Education Tuitions and CV-TEC Programs – Plattsburgh Campus  
Chirag Patel - Adult Education Tuitions and CV-TEC Programs – Plattsburgh Campus  
Kristen Ryan - Adult Education Tuitions and CV-TEC Programs – Plattsburgh Campus  
Marcie Frasier – Adult Education Tuitions and CV-TEC Programs – Mineville Campus  
Erin Meyer – Animal Science/Veterinary Assistant Program Activities – Plattsburgh Campus  
Madison Peryea – Animal Science/Large Animal Production Program Activities – Plattsburgh Campus  
Kimberly Lincoln – Cosmetology Program Activities – Plattsburgh Campus  
Lisa Banker – Cosmetology Program Activities – Plattsburgh Campus  
Alma Medina – Cosmetology Program Activities – Plattsburgh/Mineville Campus  
Kylee Gonyea – Cosmetology Program Activities – Mineville Campus  
Tyler Puchrik – Culinary Arts Management Program Activities – Plattsburgh Campus  
Alaina Weare – Culinary Arts Management Program Activities – Plattsburgh Campus  
Kaden Douglas-LaDuke – PreCTE Food Service Program Activities – Plattsburgh Campus  
Nicole Gillespie – PreCTE Food Service Program Activities – Plattsburgh Campus  
Erik Jock – Environmental Conservation & Forestry Program – Plattsburgh Campus  
Wyatt Warren – Environmental Conservation & Forestry Program – Plattsburgh Campus

### **Rise Center for Success – Plattsburgh and Mineville Campus**

Angie Bone – Program activities – Plattsburgh Campus  
Evie Angle – Program Activities – Plattsburgh Campus  
Tonya Robinson – Work Experience Program Activities – Plattsburgh Campus  
Suzette Montville – Work Experience Program Activities – Plattsburgh Campus  
Marcie Frasier – Program Activities – Mineville Campus

## **ENC. 30 (Continued)**

### **School Support Services (S<sup>3</sup>)**

Angela Jennette – Participant fees and other S<sup>3</sup> services – CVES Learning Hub

Lynn Wang – Participant fees and other S<sup>3</sup> services – CVES Learning Hub

Tina Trombley – Participant fees and other S<sup>3</sup> services – CVES Learning Hub

### **Management Services**

Deanna Akin – Bank deposits and general collections – CVES Learning Hub

Vinny Bondinello-Reyes – Bank deposits and general collections – CVES Learning Hub

### **Cafeteria**

Meagan Whitman – Cafeteria Sales – Mineville Campus

Sadie Kaltenbach – Cafeteria Sales – Mineville Campus

Julie Holbrook – Cafeteria Sales – Mineville & Plattsburgh Campuses

Barrett Miller – Cafeteria Sales – Plattsburgh Campuses

Dale Bracy – Cafeteria Sales – Plattsburgh Campus

## **ENC. 31**

Recommend that the Board approve the following Dignity Act Coordinators for the 2025 – 2026 school year:

Adam Facteau – Plattsburgh Main Campus, John W. Harold Building

Mark Brown – CVES Learning Hub Campus

Tina Mitchell – Mineville Campus

Michelle Lawrence – Plattsburgh Campus, William A. Fritz Building

## **ENC. 32**

Recommend that the Board approve the following individual(s) as Workplace Violence Prevention Coordinators for 2025 – 2026 School Year:

1. Thomas Smith, Health Safety & Risk Management Specialist
2. Joseph Coakley, Director of Labor Relations

## **ENC. 33**

Recommend that the Board approve the Draft Minutes from the June 11, 2025 Regular Board meeting. (attached)

## **ENC. 34**

Recommend that the Board approve the Certification of Warrant for June 2, 2025 to June 30, 2025. (attached)



### **ENC. 35**

Recommend that the Board approve the Treasurer's Report for May 31, 2025. (attached)

### **ENC. 36**

Recommend that the Board approve the Extraclassroom Treasurer's Report for May 30, 2025. (attached)

### **ENC. 37**

Recommend that the Board approve the donation of a mobile paint booth and a tire balancer from Micro Bird. The items donated will be utilized in the Automotive Collision and Automotive Technology programs within the CV-TEC Plattsburgh division.

### **ENC. 38**

Recommend that the Board approve the following change funds and custodians of the funds for the 2025 – 2026 school year:

#### **CV-TEC**

Lisa Banker (Cosmetology -Plattsburgh Campus) – \$100  
Kim Lincoln (Cosmetology -Plattsburgh Campus) – \$100  
Kylee Gonyea (Cosmetology -Plattsburgh Campus) – \$200  
Alaina Weare (Culinary Arts Management -Mineville Campus) – \$200  
(\$100 per register)  
Eric Jock (Environmental Conservation & Forestry-Plattsburgh Campus) – \$50  
Chirag Patel (Student Tuitions and Fees-Plattsburgh Campus) – \$100

#### **Rise Center for Success**

Evie Angle (Classroom Program Activities-Plattsburgh Campus) – \$25  
Tonya Robinson (Work Experience-Plattsburgh Campus) – \$25

#### **Cafeteria**

Meagan Whitman (Mineville Campus) – \$50  
Dale Bracy (Plattsburgh Campus) – \$50

## **ENC. 39**

Recommend that the Board approve the following petty cash funds and bursars of the funds for the 2025 – 2026 school year (each fund will maintain an amount of \$100 each):

### **CV-TEC**

Marcie Frasier – Mineville Campus  
Kathy Mallette – CVES Learning Hub  
Janet Miller – Plattsburgh Campus

### **Rise Center for Success**

Evie Angle – Plattsburgh Campus

### **School Support Services**

Lynn Wang – Plattsburgh Campus

### **Management Services**

Derek Leavine – Plattsburgh Campus

## **ENC. 40**

Recommend the Board approve the following AS-7 Contract for Services (Cross Contracts):

1. 2025 – 2026 Initial – Washington-Saratoga-Warren-Hamilton-Essex BOCES, \$48,567
  - Shared Data Protection Officer (Beekmantown, Schroon Lake)
  - Model Schools (CVES)
  - Special Education-Vision Services (Schroon Lake)
2. 2025 – 2026 Initial – Franklin-Essex-Hamilton BOCES, \$171,524.96
  - Shared Business Office (Putnam)
  - Substitute Coordination (Beekmantown, Schroon Lake)
  - Transportation Planning (Northeastern Clinton, Northern Adirondack)
3. 2025 – 2026 Initial – St. Lawrence-Lewis BOCES, \$48,438.00
  - Section X Athletic Coordination (Peru, Plattsburgh)
  - Cooperative Purchasing (AuSable Valley, Beekmantown, Boquet Valley, Chazy, Crown Point, CVES, Keene, Moriah, Northeastern Clinton, Northern Adirondack, Peru, Plattsburgh City, Saranac, Schroon Lake, Ticonderoga, and Willsboro)

## **ENC. 41**

Recommend that the Board approve the following resolution:

1. 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 2025-2026 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.

## **ENC. 42**

Recommend that the Board approve the following contract to participate in the following:

WHEREAS, It is the plan of a number of BOCES districts in New York, to consent to jointly enter into an agreement for the 2025 – 2026 fiscal year, for 3DUX Design, 3P Learning, 7 Mindsets Academy, A+ Educators (dba Woz ED Education), Abre.io, Accelerate Learning, Age of Learning, Inc, Aha Moments, Inc., American Reading, Amplify Education, Inc., Apple (Opt-in), Aperture Education, B.E. Publishing, Beable Education, BenchmarkEducation, BlocksCAD, Blocksi, Boddle Learning Inc., Boom Learning, Brain Pop, Branching Minds, Breakout EDU, Brisk Labs Corp., Canva US, Inc., Carahsoft, Carnegie Learning, CEED, Inc., Cengage Learning, Inc., CentralReach, LLC, CharmTech Labs, LLC, Classwork.com dba Work on Learning, Inc. CMS Neptune, Code.org, CodeCombat, CodeHS, Code Monkey, Coder Kids, Inc. DBA Ellipsis Education, Committee for Children, Cordance Operations dba Hapara, Coughlan

## **ENC. 42 (Continued)**

Companies, dba Buncee, Curriculum Associates, Deeloh Technologies, Inc. (DBA Extempore), Defined Learning, Delta Math, Digital Respons-Ability, Discovery Education, Drone Sports Inc., DroneBlocks LLC, EBSCO, EdforTech Corp., EdforTech Alliance, EdTechLive dba LessonLoop, Edmentum, eDoctrina (Harris Solutions), EdPuzzle, Education Advanced, Educational Vistas, EduPlanet, eDynamic Holdings, LP, Electronic Gaming Federation, Elemetari LLC, EliteGamingLive, Encyclopedia Britannica, Inc., Ereflect Inc, eSpark Learning Inc., EverFi, ExploreLearning, Family Zone dba Linewize, Faria (Rubicon West, Inc.), Forward Education, Frontline Technologies Group, Genially, Grammar Flip, LLC, Great Minds PBC, Harris Computer Corp., HEC Software dba Reading Horizons, Hello World CS, High School Esports League Inc., Hiperware Labs, Hive Class, Inc., HMH Houghton Mifflin Harcourt Publishing Company, imagiLabs AB, Imagine Learning LLC, Immersed Games, Impero, Infobase Holdings, Instructional Empowerment Inc. dba Marzano Evaluation Center, Instructure, Intelitek Inc., iSafe, iStation (Imagination Station), IXL Learning, Just Right Reader, Kahoot! ASA, Khan Academy, Kialo GmbH, Kiddom, Kinems, Kira Learning, Koalluh, Inc. dba LitLab.ai, Kognity, US, Inc., Learn By Doing, Learnics, Learning A-Z, Learning Ally, Learning Explorer, Learning Innovation Catalyst Inc. (LINC), Learning Without Tears, Learning.com, Legends of Learning, LEGO Brand Retail, Inc. dba Lego Education, Lexia Learning Systems, Lightspeed Solutions LLC dba Lightspeed Systems, Liminex Inc. dba GoGuardian, Linkit, Local Impact, Logisoft, Mad-Learn, Maia Learning, Magic School, Inc., MakeMusic Inc., Makers Empire, Mango Languages, Mathspace Inc., McGraw Hill, Merlyn Mind Inc., Mind Education, MMI-CPR School Tech Repair, LLC dba K-12 Tech, Moby Max, MooZoom Education, Inc., Mosa Mack Science, Inc., Mr. Elmer, MusicFirst, Neuron Fuel dba Tynker, Newsela, NextWave Stem, No RedInk, Noiz Ivy, Inc. dba OYOclass.com, Notable dba Kami, NWEA, Passport for Good, Pearson, Performance Learning Systems dba PLS 3rd Learning, Platform Athletics, LLC, Play Vs Inc., PowerSchool Holdings, LLC dba PowerSchool Group LLC, ProSolve, LLC, Quaver, Quizizz Inc., Renaissance Learning, Rethink Autims dba Rethink ED, REX K-12, Right Reason Technologies, Ripple Effects, Robo Wunderkind, Rocket Drones, Inc., SchoolAI, SchoolBinder DBA TeachBoost, SchoolLinks, Scoir, Securly Inc., SeeSaw Learning, SkillStruck Inc., SkyOP, Small Factory Innovations, Smart Science Education, Springbay Studio Ltd., STEM SIMS, Suntex, Tech4Learning, TechRow, Tequipment, The Language Express, Thimble.io, Think Group Holdings, Inc. dba Frenalytics, Think Tech Solutions, TinkRworks, Inc., Tools For Schools, Unruly Studios Inc., UpSavvy, Vivi, LLC, Wakelet, Wallwisher, Inc. dba Padlet, Waterford, WeVideo, WhyMaker, William H. Sadlier, Inc., Work on Learning (dba TeacherMade), World Book, Inc., World Wide Scholastic eSports Foundation (NASEF), XAP Corporation, Xello, XSel Labs, YouScience, LLC, zSpace Inc. and,

WHEREAS, The CLINTON-ESSEX-WARREN-WASHINGTON BOCES is desirous of participating with other BOCES

Districts in New York State in joint agreements for the software/learning packages and licensing mentioned above as authorized by General Municipal Law, Section 119-0, and,

BE IT RESOLVED, That the CLINTON-ESSEX-WARREN-WASHINGTON BOCES authorizes Erie 1 BOCES to represent it in all matters leading up to and entering into a contract for the purchase of and licensing of the above-mentioned software/learning packages, and record training sessions in Zoom and post those recorded sessions to the consortium, and,

### **ENC. 42 (Continued)**

BE IT FURTHER RESOLVED, That the CLINTON-ESSEX-WARREN-WASHINGTON BOCES agrees to assume its equitable share of the costs associated with Erie 1 BOCES negotiating the Agreements, and,

BE IT FURTHER RESOLVED, That the CLINTON-ESSEX-WARREN-WASHINGTON BOCES agrees

- (1) to abide by majority decisions of the participating BOCES on quality standards;
- (2) Erie 1 BOCES will negotiate contracts according to the majority recommendations;
- (3) that after contract agreement, it will conduct all purchasing arrangements directly with the vendor.

### **ENC. 43**

Recommend that the Board approve the following Contractor/Consultant Agreement:

1. Agreement between CEWW BOCES and Essex County for the County to provide a School Resource Officer (SRO) on site for eight (8) hours each day that school is in session during the regular 2025 2026 school year to promote and provide an atmosphere of enhanced safety for faculty, staff, students and school visitors. The approximate amount of this contract is \$60,000. (Admin)
2. Professional Services Agreement between CEWW BOCES and Dr. David Hedden under which Dr. David Hedden will review all treatment plans, conduct evaluations, prescribe medications, and provide consultation for staff and family in a treatment team setting associated with the Day Treatment Program for the period of July 1, 2025 to June 30, 2026. The approximate cost of this contract is \$44,800. (Rise)
3. Professional Services Agreement between CEWW BOCES and Kelly McGinn in which Kelly McGinn will provide Medicaid Speech oversight, provide quarterly meetings, student observations, phone conferences and review of all Medicaid documents for CEWW BOCES for the period of July 1, 2025 through July 30, 2026. The approximate cost of this contract is \$34,800. (Rise)

### **ENC. 44**

Recommend that the Board approve the following resolution:

1. Be it resolved that the CEWW BOCES agrees to participate in cooperative bids for the purchase of various supplies, services, materials and equipment, as Advertised by and awarded by the Clarkstown Central School District acting as the Lead Agency, as provided by General Municipal Law Section 119-0 and,

WHEREAS, each BOARD retains the legal authority to contract with the successful Vendor(s) and shall not be bound by purchase contracts or other agreements made by the other BOARD(S), therefore

### **ENC. 44 (Continued)**

BE IT RESOLVED, that the CEWW BOCES aka Champlain Valley Educational Services (CVES) hereby agrees to participate with the attached named school districts in such cooperative bids for the 2025 – 2026 school year.

### **ENC. 45**

Recommend that the Board approve the following resolution:

1. Be it resolved that the CEWW BOCES agrees to participate in the St. Lawrence-Lewis BOCES Cooperative Purchasing Programs in accordance with the guidelines set forth in the “Cooperative Purchasing Agreement” for the 2025 – 2026 school year (see attached).

### **ENC. 46**

Recommend that the Board approve the following resolution:

1. Be it resolved that the C-E-W-W BOCES agrees to participate in the OMNIA Partners Public Sector, Keystone Purchasing Network (KPN), National Cooperative Purchasing Alliance (NCPA), Sourcewell, 1 Government Procurement Alliance (1GPA), TIPS Purchasing Cooperative, and PEPPM Technology Cooperative Purchasing Program for the 2025 – 2026 school year.

### **ENC. 47**

Recommend that the Board approve the following Lease Agreement:

1. Agreement between CEWW BOCES and the State University of New York (SUNY Plattsburgh) for the purpose of allowing BOCES to lease three rooms located at Sibley Hall, 113 Rugar Street, Plattsburgh, NY 12901. The agreement will commence August 22, 2025, and will continue for a period of 2 years through August 21, 2027. The annual rent paid to SUNY Plattsburgh by BOCES shall be \$11,782.00 annually. It has been determined that this lease agreement is in the best financial interests of the BOCES to provide space for programmatic needs. The rental payment does not exceed fair market value and the agreement is without conflict of interest.

Be it further recommended that the CVES District Superintendent be granted authority to enter into a lease agreement contingent upon CVES’ attorney approval. (Rise Center) (attached)

### **ENC. 48**

Recommend that the Board appoint Board Members to the CVES Budget Committee for the 2025 – 2026 school year for the development of the 2026 – 2027 CVES budget. (2024 – 2025 members were Leisa Boise, Patricia Gero, Lori Saunders, and Eddie Webbinaro)

### **ENC. 49**

Recommend that the Board appoint at least three Board Members to the CVES Audit Committee for the 2025 – 2026 school year for the 2025 – 2026 school year audit. (2024 – 2025 members were Richard Harriman, Sr., Donna LaRocque, Emily Phillips, and Donna Wotton)

### **ENC. 50**

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

1. Caitlin Yell, English Teacher, effective July 1, 2025
2. Jesse Ballard, Special Education Teacher, effective July 1, 2025
3. Julia Imler, Teacher Aide/ Student Aide, effective July 5, 2025
4. Kylyn Miller, Network and Systems Technician, effective August 5, 2025
5. Melissa Whitley, Special Education Teacher, effective August 15, 2025
6. Sadie Kaltenbach, School Lunch Manager, effective August 15, 2025
7. Andrew Tedford, Special Education Teacher, effective August 31, 2025
8. Casandra Kellaway, Registered Behavior Technician, effective September 2, 2025, for the purpose of accepting a Teaching Assistant position.

### **ENC. 51**

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

1. Name: Lauren Montalvo  
Position: Teacher Aide/ Student Aide  
Effective Date: September 2, 2025  
Tentative Permanent Date: September 2, 2026  
Annualized Salary: \$22,500

### **ENC. 52**

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

1. Name: Mikayla Defayette (was temporary)  
Tenure Area: Teaching Assistant  
Position: Teaching Assistant  
Effective Date: June 11, 2025  
Tentative Tenure Date: June 11, 2029

## **ENC. 52 (Continued)**

Certification Status: Teaching Assistant, Level I

2. Name: Casandra Kellaway  
Tenure Area: Teaching Assistant  
Position: Teaching Assistant  
Effective Date: September 2, 2025  
Tentative Tenure Date: September 2, 2029  
Certification Status: Teaching Assistant, Level I  
Annualized Salary: \$32,703

(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. 53**

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

1. Name: Hannah Rondeau  
Position: School Counselor  
Effective Dates: September 2, 2025 – June 30, 2026  
Certification Status: Uncertified  
Annualized Salary: \$59,500
2. Name: Chelsea Sheridan  
Position: Speech Language Pathologist  
Effective Dates: September 2, 2025 – June 30, 2026  
Certification Status: Uncertified  
Annualized Salary: \$59,500
3. Name: Andrea Paige  
Position: Welding Teacher  
Effective Dates: September 2, 2025 – June 30, 2026  
Certification Status: Uncertified  
Annualized Salary: \$52,000



## **ENC. 54**

Recommend that the Board renew the following Temporary appointments effective September 2, 2025, through June 30, 2026:

<u>Name</u>	<u>Position</u>
Madeline Kaplan	Adult Literacy Teacher
Rene Sprague	Adult Literacy Teacher
Penny Darrah	Adult Literacy Teacher
Bridget Snow	Adult Literacy Teacher
Alexis Dirolf	Adult Literacy Teacher
David Supernault	Automotive Technology Teacher
Nolan Costello	Construction Trades Teacher
Tyler Puchrik	Culinary Arts Teacher
Eric Jock	Environmental Conservation and Forestry Teacher
Leopoldo Carvajal	ESL Teacher
Charles Johnson	LPN Teacher
Maria Hurteau	LPN Teacher
Erin Spoor	LPN Teacher
Thomas Willette	Security and Law Enforcement Teacher
Frank Mercier	Security and Law Enforcement Teacher

## **ENC. 55**

Recommend that the Board increase the following position(s) to 1.0 FTE:

1. Name: Eileen Davis-Roesler (was 60%)  
Position: Teacher of the Deaf  
Tenure Area: Deaf & Hearing Impaired  
Effective Date: September 2, 2025  
Tentative Tenure Date: February 24, 2029
2. Name: Sara Sloan (was 40%)  
Position: Occupational Therapist  
Effective Date: September 2, 2025  
Tentative Permanent Date: March 3, 2026

### **ENC. 56**

Recommend that the Board approve the following Adult Education Course Instructors for the 2025 – 2026 school year:

Adult Education Health Careers, \$42/hr  
Krystal Frawley  
Lora Thornton

### **ENC. 57**

Recommend that the Board approve the following Part-Time Allied Health Teacher(s) for the 2025 – 2026 school year:

<u>Name</u>	<u>Position</u>	<u>Annualized Salary</u>
Krystal Frawley	Allied Health Teacher 20%	\$52,000
James Thomsen	Allied Health Teacher 20%	\$52,000
Lora Thornton	Allied Health Teacher 20%	\$52,000
Brenda Speshock	Allied Health Teacher 20%	\$52,000

### **ENC. 58**

Recommend that the Board approve the following Temporary Grant appointment from July 1, 2025 – December 30, 2026:

1. Chance Williams, Work Study Student, not-to -exceed 160 hours at \$15.50/hr
2. Jack Brown, Work Study Student, not-to-exceed 160 hours at \$15.50/hr

### **ENC. 59**

Recommend that the Board approve the following Facilitator for the 2024 – 2025 School Year:

Facilitator, \$30/hr  
Andrea Paige

### **ENC. 60**

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

<u>Name</u>	<u>Position</u>
Jordin Bosley	Laborer

## **ENC. 60 (Continued)**

David Rabideau  
Jamie LaBarge

Custodial Worker- Retiree  
Principal

## **ENC. 61**

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

Arianna Menard	Not-to-exceed 50 hours
Heidi Wells	Not-to-exceed 50 hours
Stephanie Sorgule	Not-to-exceed 80 hours
Christie Lee	Not-to-exceed 6 hours
Jessie Palian	Not-to-exceed 6 hours
Katelyn Atkinson	Not-to-exceed 6 hours
Krystal Jaquish	Not-to-exceed 6 hours
Lindsey Gilmore	Not-to-exceed 6 hours
Meghan Drollette	Not-to-exceed 6 hours
Melissa Litts	Not-to-exceed 6 hours
Nichole Strong	Not-to-exceed 6 hours
Shanni Hicks-Wilson	Not-to-exceed 6 hours
Tiffany Recor	Not-to-exceed 6 hours

### Continuation of normal work-year duties, \$42.50/hr

Chelsea Sheridan	Not-to-exceed 6 hours
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### Program Development, hourly rate of pay per contract

Arianna Menard	Not-to-exceed 6 hours
Heidi Wells	Not-to-exceed 6 hours
Arianna Hicks	Not-to-exceed 12 hours
Brooke Stevens	Not-to-exceed 12 hours
Mandi Spofford	Not-to-exceed 12 hours
Brianna Burnham	Not-to-exceed 12 hours
Audrey Crucetti	Not-to-exceed 12 hours
Heather VanAlphen	Not-to-exceed 20 hours
Karen Yeager	Not-to-exceed 20 hours
Markey LaPorte	Not-to-exceed 20 hours
Brittany Morse	Not-to-exceed 20 hours
Erin Garrison	Not-to-exceed 20 hours
Jerilynn Lamere	Not-to-exceed 20 hours

### Curriculum Development, hourly rate of pay per contract

Arianna Menard	Not-to-exceed 20 hours
Heidi Wells	Not-to-exceed 20 hours

## **ENC. 61 (Continued)**

Julie Filion	Not-to-exceed 20 hours
Payton Gough	Not-to-exceed 65 hours
Erin Spoor	Not-to-exceed 7 hours
Todd Menia	Not-to-exceed 7 hours
Kenny Allen	Not-to-exceed 105 hours
Richard Beaudry	Not-to-exceed 105 hours
Steve Bassett	Not-to-exceed 35 hours

### Stipend Positions, Compensation per collective bargaining agreement

Joanne Mazzotte NTHS Advisor, Mineville

### Curriculum Development, \$31/hr

Andrea Paige Not-to-exceed 140 hours

### Trainings, \$31/hr

Andrea Paige (New CTE Teacher Training) Not-to-exceed 14 hours

### Trainings, \$17.50/hr

Aubrey Dominy (ESY Training Day- Aide)	Not-to-exceed 6 hours
Jodi Brunner (ESY Training Day- Aide)	Not-to-exceed 6 hours
Ashley Dupra (ESY Training Day- Aide)	Not-to-exceed 6 hours
Vallerie White (ESY Training Day- Aide)	Not-to-exceed 6 hours
Haley Lozier (ESY Training Day- Aide)	Not-to-exceed 6 hours
Janice Dougherty (ESY Training Day- Aide)	Not-to-exceed 6 hours
Samantha Parker (ESY Training Day- Aide)	Not-to-exceed 6 hours
Angela Cook (ESY Training Day- Aide)	Not-to-exceed 6 hours
Connor Storms (ESY Training Day- Aide)	Not-to-exceed 6 hours

## **ENC. 62**

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

### Food Service Helper, \$17.50/hr

Gavin Hoover (*pending fingerprint clearance*)

### Teacher Aide/Student Aide, \$17.50/hr

Aubrey Dominy  
Jodi Brunner

## **ENC. 62 (Continued)**

Ashley Dupra  
Vallerie White  
Haley Lozier  
Janice Dougherty  
Samantha Parker  
Angela Cook  
Connor Storms

## **ENC. 63**

Appoint Voting Delegate and Alternate for New York State School Boards Convention.  
(2024 – 2025 Delegate was Ed Marin, Alternate was Richard Harriman, Sr.)

## **ENC. 64**

Appoint NYSSBA Legislative Liaison.  
(2024 – 2025 Delegate was Richard Harriman Sr.)

## **ENC. 65**

Recommend that the Board approve updates of any names, titles, and numbers throughout the District-Wide and all building level Safety Plans to reflect staffing changes / updates, as well as any technology instruction modifications as a result of equipment upgrades, from July 1, 2025 through June 30, 2026.

## **ENC. 66**

Recommend 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 2025 – 2026 audits to be conducted during the 2026 – 2027 school year,

## **ENC. 67**

Recommend the Board adopt the following revised policy:

### **Revised Policy**

1. #5300 Code of Conduct 2025 – 2026

## **ENC. 68**

### **Policies To Be Reviewed Annually**

1. #6240 Investment Policy
2. #6700 Policy and Procedures Governing Procurements of Goods and Service Enacted in Accordance with General Municipal Law § 104-b
3. #6700-E.1 Purchasing Exhibit

## **ENC. 69**

### **Policy Requiring Board Member's Signature**

1. #2160 BOCES Board Officer and Board Member Responsibilities

**Please sign last page and return to District Clerk**

## **ENC 70**

Board Reports (attached)

CHAMPLAIN VALLEY EDUCATIONAL SERVICES

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

DATE: June 11, 2025  
KIND OF MEETING: Regular Board Meeting  
PLACE: Yandon-Dillon Educational Center, Mineville, NY

Board Members Present:

Leisa Boise  
Dina Garvey  
Patricia Gero  
Richard Harriman, Sr.  
Ed Marin  
Bruce Murdock  
Emily Reynolds Bergh  
Emily Phillips  
Lori Saunders  
Michael St. Pierre  
Eddie Webbinaro  
Donna Wotton

Board Members Absent:

Bob Bourgeois  
Kathy Comins-Hunter  
Donna LaRocque

Executive Officer:

Dr. Mark Davey

Board Clerk:

Katelyn Smart

Others Present:

Nicole Santaniello  
Katie Gadway  
Donna Wyant  
Dr. Menia  
Audry Cook  
Zoe Corrigan  
Michelle Corrigan  
Michele Friedman  
Dr. Matthew Slattery  
Dr. Eric Bell  
Amy Campbell

MEETING  
TO ORDER

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

SKILLSUSA  
PRESENTATION

Dr. Davey opened the presentation portion of the Board meeting by congratulating the SkillsUSA student presenters and expressing his heartfelt thanks to the dedicated staff and students who attended. He then introduced Mrs. Michele Friedman, Executive Director of Career and Technical Education at CV-TEC, noting her leadership and deep pride in the program. Mrs. Friedman spoke passionately about the outstanding young professionals who participate in SkillsUSA, highlighting the dedication, professionalism, and growth exhibited by the students.

Mrs. Emily Reynolds Bergh entered the meeting at 6:23 pm.

Following her remarks, Mrs. Nicole Santaniello, CV-TEC School Counselor and SkillsUSA Advisor, shared an overview of the SkillsUSA initiatives for the 2024 – 2025 school year. She noted that students took part in numerous school-wide challenges and community service projects this year, demonstrating both skill and heart. In March, 53 CV-TEC students competed in regional competitions, earning 18 medals. Later, at the State competition in Syracuse, 58 students competed and earned 9 medals. In a historic achievement, CV-TEC celebrated the election of its first New York State Officer in over 20 years.

Mrs. Santaniello then introduced the evening's first student speaker, Miss Audrey Cook from Ticonderoga Central School District. Miss Cook, who earned 1st place in the SkillsUSA Medical Terminology competition, shared how her experience with CV-TEC

and SkillsUSA has been life-changing. She spoke of following in her sister's footsteps - also a first-place winner in the same category the previous year - and described the emotions she felt during the competition. She also expressed gratitude for the support she received from her advisors, peers, and teacher, Dr. Todd Menia. Through CV-TEC, Audrey was able to explore the medical field and discovered a passion for pediatrics. She concluded by sharing her excitement as she prepares to compete at Nationals.

Next, Ms. Santaniello introduced Miss Zoe Corrigan, a junior at Peru Central School District. Miss Corrigan offered a unique perspective, speaking as a State Officer candidate rather than a competition participant. She shared her personal journey of deciding to take on a leadership role within SkillsUSA and the steps she took to campaign and connect with delegates. Now, having completed her pre-leadership training, she is preparing to continue her training this summer in Washington, D.C., proudly representing CV-TEC and the region.

The presentation ended with thoughtful words of encouragement and pride from Mrs. Friedman and the CVES Board, who commended both students and their SkillsUSA peers for their exceptional accomplishments.

Dr. Davey concluded the update, sharing his sincere thanks and appreciation to all who helped run SkillsUSA throughout the year. He acknowledged that Mrs. Friedman, Assistant Superintendent for Educational Services Ms. Amy Campbell, and he attended the SkillsUSA competition in Syracuse to support our student competitors. Dr. Davey shared how inspiring it was to witness the enthusiasm and professionalism of CV-TEC's students and staff during the events, and the collective joy of seeing nine medal winners recognized at the Awards Ceremony. He closed by extending best wishes to Miss Cook and Miss Corrigan who will represent CVES/CV-TEC at the 2025 National SkillsUSA Championships in Atlanta, Georgia later this June.

PUBLIC HEARING  
ON CODE OF  
CONDUCT

Dr. Davey once again welcomed and introduced Mrs. Michele Friedman, who co-chaired the CVES Code of Conduct Committee alongside Dr. Matthew Slattery, Executive Director of the Rise Center for Success. Dr. Davey thanked Mrs. Friedman for leading the upcoming presentation and for her continued leadership in this vital work. Mrs. Friedman then provided an overview of the proposed updates to the Code of Conduct for the 2025 – 2026 school year. Each revision was thoroughly reviewed by CVES legal counsel, Mr. James Gregory, Esq.

Board members were informed that the second reading and vote to approve the updated 2025 – 2026 Code of Conduct will take place at the July Board meeting. Among the most significant updates is the expanded definition of electronic devices to specifically include internet-enabled devices. This was done in response to new statewide guidance issued by the Governor. Under the proposed policy, students will be prohibited from using such devices during instructional hours, from bell to bell. Another key addition is new language addressing the potential use of metal detectors to support school safety protocols.



Dr. Davey and Mrs. Friedman concluded the Public Hearing by responding to questions from Board members, thanking them for their thoughtful engagement in this process.

#### EXECUTIVE SESSION

Mr. Murdock moved, seconded by Mrs. Boise, that the Board go into Executive Session at 6:57 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 Executive Session commenced with Board members reviewing and discussing Dr. Davey's employment contract, alongside CVES legal counsel Ms. Jacqueline Kelleher, Esq., of Stafford and Owens. Upon completion of the contract review and related extension recommendations, Dr. Davey joined the Executive Session to discuss his 2024 - 2025 Annual District Superintendent's Evaluation and contract with the Board. Following this portion of the session, Dr. Davey invited Dr. Eric Bell and Ms. Amy Campbell to join the Executive Session.

Dr. Davey and Dr. Bell then updated the Board on the Essex County Expansion initiative, including a discussion of the proposed public vote concerning the sale of CVES-owned property at the CVES Learning Hub Campus to Clinton County.

Dr. Davey then proceeded to present updates and recommendations regarding the recently concluded negotiations and proposed contracts for both the CSEA and Administrative bargaining units for Board approval. In addition, the Board reviewed several individual employment contract recommendations, discussed confidential personnel matters, and considered a position proposal.

Mr. Murdock moved, seconded by Mrs. Boise, that the Board come out of Executive Session at 8:19 pm. All Board Members present voted yes, and the motion was carried.

#### 2024 – 2025 CVES STRATEGIC PLAN END-OF-YEAR UPDATE

Dr. Davey began the Strategic Plan Update presentation by expressing his deep appreciation to the CVES Board for their continued support of strategic planning and organizational growth. He acknowledged the collective efforts of the District Planning Team (DPT) and all divisional Strategic Planning Team members for their dedication throughout the year. Dr. Davey highlighted numerous priority initiatives that shaped the 2024 – 2025 school year, including CVES BOCES' milestone 75th Anniversary Celebration. He reflected on the year's many successes, such as the inspiring Conference Day, outstanding guest speakers, and commemorative events, which celebrated CVES's legacy of excellence and service. He also emphasized the region-wide efforts underway to support school district regionalization, the continued expansion of CVES services and programs across all divisions, as well as significant capital construction improvements, including progress on the new CTE Center. These efforts collectively reflect CVES'

mission to adapt, innovate, and lead in service to students, staff, and the broader North Country community.

Mrs. Michele Friedman, Executive Director of Career and Technical Education, highlighted the impactful overview of the CV-TEC division's goals and accomplishments during the 2024 – 2025 school year. She proudly noted the successful launch of the long-awaited SkillsUSA Signing Day, which is now expected to become an annual tradition. Mrs. Friedman concluded her remarks by highlighting the ongoing impact of OneWorkSource, which continues to support the community through targeted outreach and educational services.

Dr. Eric Bell, Deputy Superintendent, recognized the outstanding work of the Management Services Division. He commended the team for strengthening trust and transparency with CVES's component districts and emphasized how the Co-Ser model continues to be viewed as a reliable and valuable resource. Dr. Bell also noted that the planned expansion, anchored by the new CTE Center, is not only a CV-TEC project but one that will positively affect all CVES divisions, and the communities served across the region.

Next, Dr. Matthew Slattery, Executive Director of the Rise Center for Success, shared progress made through several Rise Center strategic planning subcommittees. These teams helped launch new recruitment and outreach strategies and developed initiatives that directly benefit students and staff. A key highlight was the successful integration of the Zones of Regulation framework, which is helping to streamline support services for staff and students alike.

Ms. Amy Campbell, Assistant Superintendent for Educational Services, then shared updates from the School Support Services (S<sup>3</sup>) Division. The most notable accomplishment this year was the hiring of Ms. Susan Wilson as the new Director of S<sup>3</sup>. This critical leadership addition positions the division for continued growth and will further strengthen its support of Co-Ser services moving forward.

Dr. Davey concluded the 2024 - 2025 Strategic Plan Update presentation by reviewing the proposed 2025 - 2026 Strategic Planning calendar and highlighting several minor schedule adjustments designed to strengthen the process moving forward. He expressed enthusiasm about partnering with Dr. Vicky Ramos for a second consecutive year as the Strategic Planning Facilitator and emphasized the importance of sustained momentum. Dr. Davey reaffirmed CVES's unwavering commitment to continuous improvement, innovation, and excellence in service to students, staff, and districts. He closed by noting that CVES' strategic planning work is central to fulfilling our BOCES' mission of empowering learners, supporting educators, and strengthening school communities across the North Country and into the future.

CVES FACILITIES  
EXPANSION  
UPDATE

Dr. Bell opened the Facilities presentation by sharing updated progress photos of the ongoing construction of the new CV-TEC Career and Technical Education Center in Plattsburgh. The CVES Board was thanked for their role in advancing the project and for their continued support. Dr. Bell reported that the project remains on schedule, with

the building slated for completion in July 2026 and set to welcome students for the start of the 2026 – 2027 school year in September.

Second, Dr. Bell focused on the future of the CVES Essex County Campus. He provided a recap of recent improvements made to the Yandon-Dillon building in Mineville and outlined a cost comparison between continuing renovations and constructing a new facility. Based on current estimates, further investment in the existing structure would exceed the projected cost of leasing a new, purpose-built facility. Dr. Bell noted that while CVES has identified at least one promising property option in Essex County, the team continues to explore over twenty other alternative locations, with a final site decision anticipated by September. He also shared that, with a new facility, CVES would have the opportunity to sell the current Mineville campus. The Board supported the continuing progress of the expansion initiative, exploring the potential marketing options of the current campus in the upcoming year, with the understanding that any proceeds from the sale would be returned to CVES's component districts.

Dr. Bell's third portion of the update focused on the CVES Mini-Capital Project to develop an Outdoor Educational Space at the Rise Center for Success in Plattsburgh. He reported that a purchase order has already been issued for the indoor portion of the project and that he is actively working with vendors to obtain cost-effective quotes for the outdoor components in alignment with the approved budget.

The final topic in Dr. Bell's presentation addressed the proposed sale of CVES-owned property. CVES is planning to sell 15 acres of a 20-acre parcel originally purchased in 2020. This transaction will require a public vote, and Dr. Bell outlined plans to ensure community access through paper ballots, absentee voting, and early voting options. He emphasized that, consistent with CVES policy, all proceeds from the sale will be returned to the component school districts.

Dr. Davey concluded the presentation by thanking Dr. Bell for his extensive work and leadership, and he reaffirmed CVES's ongoing commitment to providing optimal facilities and high-quality learning environments for all students. Dr. Davey and Dr. Bell then opened the floor for questions and feedback from Board members.

#### DS UPDATE

Dr. Davey began his update by highlighting the many celebrations taking place across CVES since the May Board meeting and previewing upcoming events. He shared highlights from the Career and Technical Student Organization (CTSO) Awards Night, which recognized student achievements in SkillsUSA, Future Farmers of America (FFA), and the North Country Loggers Awards. He also celebrated the success of the 2025 Rise Center for Success Special Education Prom, noting the joy and engagement of students and staff.

Dr. Davey then provided reminders to Board members regarding upcoming graduation ceremonies. These include the Special Education Graduation on Friday, June 13; the CV-TEC Plattsburgh Campus Graduation on Tuesday, June 24, 2025; and the CV-TEC Mineville Campus Graduation on Wednesday, June 25, 2025.

Third, Dr. Davey shared highlights from his May District Superintendent meeting, which centered on regionalization and collaborative planning across the state. He noted that the final Board visit of the 2024 – 2025 school year for both Dr. Slattery and him will take place at Putnam Central School on Tuesday, June 17, 2025. Looking ahead, Dr. Davey and Dr. Bell plan to visit component district Boards during the 2025 – 2026 school year to continue important conversations regarding CVES expansion efforts.

Dr. Davey concluded his update by reminding Board members that the next CVES Board meeting will be the 2025 – 2026 CVES Annual Reorganizational Meeting, scheduled for Wednesday, July 9, 2025, at the CVES Learning Hub Conference Center in Plattsburgh, NY.

PREVIOUS  
MINUTES

Mr. Murdock moved, seconded by Mrs. Garvey, to approve the Draft Minutes from the May 14, 2025, Regular Board meeting. All Board Members present voted yes—motion carried.

CONSENT AGENDA  
FINANCIAL

Mr. Murdock moved, seconded by Mrs. Saunders, 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 May 6, 2025, to June 2, 2025 (attached)

TREASURER'S  
REPORT

Approve the Treasurer's Reports from April 30, 2025. (attached)

EXTRA-  
CLASSROOM  
TREASURER'S  
REPORT

Approve the Extraclassroom Treasurer's Report from April 1, 2025, to April 30, 2025.

SPECIAL AID FUND  
PROJECT  
CONTINUATIONS

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)
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. (S<sup>3</sup>)
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. (S<sup>3</sup>)
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. (S<sup>3</sup>)

BUDGETS

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)\
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)

INDEPENDENT  
CONTRACTOR/  
CONSULTANT  
AGREEMENTS

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. (S<sup>3</sup>)
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. (S<sup>3</sup>)

CROSS-CONTRACT  
BUDGET INCREASE

Approve the following Cross-Contract budget increase:

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). (S<sup>3</sup>)

BUDGET  
INCREASES

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. (S<sup>3</sup>)
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)

SPECIAL  
EDUCATION  
SCHOOL – AGE  
SUMMER SCHOOL  
COMPONENT  
RESOLUTION 2025

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.

SPECIAL  
EDUCATION  
SCHOOL – AGE  
SUMMER SCHOOL  
COMPONENT  
RESOLUTION 2026

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

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.

SPECIAL  
EDUCATION  
SCHOOL – AGE  
SUMMER SCHOOL  
NON-COMPONENT  
RESOLUTION 2025

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.

SPECIAL  
EDUCATION  
SCHOOL – AGE  
SUMMER SCHOOL  
NON-COMPONENT  
RESOLUTION 2026

2. 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.

CHANGE ORDER

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.)

LEASE  
AGREEMENTS

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)

**ANCILLARY  
SERVICES  
AGREEMENTS**

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)

**PROPOSALS**

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.

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

**TIPS PURCHASING  
COOPERATIVE**

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.

AGREEMENTS

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)

CONSENT AGENDA  
PERSONNEL

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

AMENDMENT

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

RESIGNATION(S)  
ROULSTON,  
DAUPLAISE,  
MCCAFFREY,  
QUANTOCK, &  
PORTER

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

PERMANENT  
(CIVIL SERVICE)  
APPOINTMENTS  
SULLIVAN,  
COOLIDGE,  
BLAISE, &  
PALKOVIC

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

52-WEEK CIVIL  
SERVICE  
PROBATIONARY  
APPOINTMENT  
BUCKSON, ANGLE,  
PORTER, & LYNCH

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

1. Name: Samantha Buckson  
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

PROVISIONAL  
CIVIL SERVICE  
APPOINTMENT  
QUANTOCK

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)

FOUR-YEAR  
PROBATIONARY  
APPOINTMENT  
GARNEAU,  
DOUGLAS-  
LADUKE, PAISER,  
MANEELY, &  
JANISEWSKI

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

(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).

HOURLY CIVIL  
SERVICE  
APPOINTMENT  
2024 – 2025  
BORRIE

Appoint the following person(s) to an hourly Civil Service Appointment for the 2024-2025 school year:

Benefits Specialist, \$25/hr  
Jill Borrie

HOURLY CIVIL  
SERVICE  
APPOINTMENT  
2025 – 2026  
BORRIE, BASSETT,  
BURNHAM, &  
WILSON-STEVENSON

Appoint the following person(s) to an hourly Civil Service Appointment for the 2025-2026 school year:

Benefits Specialist, \$25/hr  
Jill Borrie

Auto Mechanic, \$50/hr  
Stephen Bassett

Education Grant Specialist, \$26/hr  
Brianna Burnham  
Kelly Wilson-Stevens

FACILITATOR  
2024 – 2025  
COLE

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

Facilitators, \$30/hr  
Nina Cole

FACILITATORS  
JUNE 14, 2025 –  
JUNE 21, 2025

Approve the following Facilitators for the period of June 14, 2025 – June 21, 2025:

Facilitators, \$30/hr  
Amber Wethington  
Ciarra Smith  
Cynthia Lindberg  
Dawn Perry  
Emily Duquette  
Emily LaPorte  
Hanna Duquette  
Hannah Root  
Heather Agoney  
Jacob Cummings  
Jillian Zeiger  
Madison Bokus

Not-to-exceed 48 hours  
Not-to-exceed 48 hours  
Not-to-exceed 25 hours  
Not-to-exceed 48 hours  
Not-to-exceed 48 hours  
Not-to-exceed 48 hours  
Not-to-exceed 48 hours  
Not-to-exceed 48 hours  
Not-to-exceed 48 hours  
Not-to-exceed 85 hours  
Not-to-exceed 48 hours  
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

FACILITATORS  
2025 – 2026  
SCHOOL YEAR

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  
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

TEMPORARY  
GRANT  
APPOINTMENT  
JUNE 2025

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

TEMPORARY  
GRANT  
APPOINTMENT  
JULY 1, 2025 –  
DECEMBER 2025

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

TEMPORARY  
APPOINTMENT  
JULY 2025

Renew the following Temporary Appointment, effective July 1, 2025 – July 31, 2025:

<u>Name:</u>	<u>Position</u>
Dana Poirier	Community Outreach Coordinator

TEMPORARY  
APPOINTMENT  
JULY 1, 2025 –  
JUNE 30, 2026

Renew the following Temporary Appointment, effective July 1, 2025 – June 30, 2026:

<u>Name:</u>	<u>Position</u>
Katie Labonte	Adult Literacy Coordinator

TEMPORARY  
APPOINTMENT  
2025 – 2026  
SCHOOL YEAR

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

SPECIAL PROJECTS ADMINISTRATOR 2025 – 2026  
SCHOOL YEAR

Approve the following Special Projects Administrator(s) for the 2025 – 2026 school year:

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

ADULT EDUCATION COURSE INSTRUCTORS 2025 – 2026  
SCHOOL YEAR

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  
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

TEMP-ON-CALL &  
SUBSTITUTE  
POSITIONS  
2025 – 2026

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
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  
Diane Leavine

Principal  
Senior Stenographer

ADDITIONAL  
WORK  
2024 – 2025

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
Kimberly 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

ADDITIONAL  
WORK  
2025 – 2026

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
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 Filion	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

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
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
<u>Trainings, \$31/hr</u>	
Joan McGowan (ESY Training Day)	Not-to-exceed 6 hours
Danielle Janisewski (Ignite Training)	Not-to-exceed 12 hours
<u>Trainings, \$17.50/hr</u>	
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

2025 – 2026 SPECIAL EDUCATION SUMMER SCHOOL (ESY) <u>STAFFING</u>	Approve the following 2025 – 2026 Special Education Summer School (ESY) Staffing:
	<u>Cook Manager, hourly rate of pay per contract</u>
	Dale Bracy
	Meagan Whitman
	<u>Teacher Aide/ Student Aide, hourly rate of pay per contract</u>
	Linda Brinson
	Samantha Buckson
	Randa Newell
	Katrina Brown
	Linda Brinson
	<u>Teaching Assistant, hourly rate of pay per contract</u>
	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  
Jaelynn Drinkwine  
Katherine Liberty  
Conner Delavergne  
Emma Rabideau  
Madison Converse  
Juliette Metcalf  
Elyse Hogan  
Marianne Supley  
Rachel Madore  
Bill Forkey

Teaching Assistant, \$30/hr

Jaiden Varmette  
Desiree Cassavaugh

Teacher, \$44 hourly

Joan McGowan

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

Stacey Smart

**BUILDING CHECKS** Approve the following person(s) to perform Building Checks for the 2025-2026 school year:  
2025 – 2026

<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)

**FINGERPRINT FEES** 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  
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)

**TEMP-ON-CALL  
SUBSTITUTE  
RATES 2025 – 2026** 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

CONFERENCE/  
WORKSHOP  
ATTENDANCE

Mr. Murdock moved, seconded by Mrs. Boise 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

All Board Members present voted yes—motion carried.

2024 – 2025  
RESERVE PLAN

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

CTE EQUIPMENT  
RESERVE

Mr. Murdock moved, seconded by Mrs. Saunders, to 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,  
  
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.

All Board Members present voted yes—motion carried.

TRS SUB-FUND  
RESERVE

Mr. Murdock moved, seconded by Mrs. Boise 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.

All Board Members present voted yes—motion carried.

EMPLOYMENT  
AGREEMENT  
QUANTOCK

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

1. Recommend that the Board ratify the employment agreement between the Clinton-Essex-Warren-Washington Board of Cooperative Educational Services and Emilee Quantock, Senior Benefits Specialist, effective July 1, 2025 – June 30, 2029.

All Board Members present voted yes—motion carried.

EMPLOYMENT  
AGREEMENT  
LAFRANCA

Mr. Murdock moved, seconded by Ms. Wotton, that the Board approve the following resolution:

1. Recommend that the Board ratify the employment agreement between the Clinton-Essex-Warren-Washington Board of Cooperative Educational Services and Joey LaFranca, Communications and Publications Manager, effective July 1, 2025 – June 30, 2030.

All Board Members present voted yes—motion carried.

COLLECTIVE  
BARGAINING  
AGREEMENT  
ADMIN

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

1. Recommend that the Board ratify the Collective Bargaining Agreement between the Clinton-Essex-Warren-Washington Board of Cooperative Educational Services

and the Clinton, Essex, Warren, Washington BOCES Administrative Unit, effective July 1, 2025 – June 30, 2030.

All Board Members present voted yes—motion carried.

COLLECTIVE  
BARGAINING  
AGREEMENT  
CSEA

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

1. Recommend that the Board ratify the Collective Bargaining Agreement between the Clinton-Essex-Warren-Washington Board of Cooperative Educational Services and the 10-month support Civil Service Employees Association, Inc. Local 1000 AFSCME, AFL-CIA Champlain Valley Educational Services (BOCES) Unit 64720 of the Clinton County effective July 1, 2025 – June 30, 2030.

All Board Members present voted yes—motion carried.

TRANSPORTATION  
AGREEMENT  
RENEWAL

Mr. Murdock moved, seconded by Mrs. Boise, that the Board approve the following Transportation Agreement Renewal:

1. Renewal Agreement between Clinton-Essex-Warren-Washington BOCES and Northeastern Clinton Central School District, to provide certain transportation services for students in CV-TEC programs for the period of September 1, 2024 through June 30, 2025 at a current estimated cost of \$26,000. (CV-TEC) (attached)

All Board Members present voted yes—motion carried.

SPECIAL BOCES  
MEETING – PUBLIC  
VOTE

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

BE IT RESOLVED, by the Board of Clinton-Essex-Warren-Washington Counties Board of Cooperative Educational Services, Clinton County, New York (hereinafter “BOCES”) as follows:

Section 1. The Board hereby approves the proposed sale of the real property consisting of 15 acres of vacant land located in the northwest portion of tax map parcel number 220.-1-3.2, at the appraised price of \$420,000 plus reasonable and customary closing costs and expenses, subject to the approval of the qualified voters of BOCES.

Section 2. A Special BOCES Meeting of the qualified voters of BOCES shall be held at 1443 Military Turnpike, Plattsburgh, New York, and 3092 Plank Road, Mineville, New York, in said BOCES, on the 26th day of August, 2025 at 10:00 o’clock a.m., Prevailing Time, for the purpose of voting by paper vote or

voting machine upon the proposition hereinafter set forth. Polls for the purpose of voting will be kept open between the hours of 10:00 o'clock a.m. and 7:00 o'clock p.m., Prevailing Time, or as long thereafter as necessary to enable voters present at 7:00 o'clock p.m., Prevailing Time, to cast their ballots.

Section 3. That the notice of said Special BOCES Meeting, including the proposition to be voted upon, shall be in substantially the following form, to wit:

#### NOTICE OF SPECIAL BOCES MEETING

Clinton-Essex-Warren-Washington Counties Board of Cooperative Educational Services Clinton County, New York

The Board of Clinton-Essex-Warren-Washington Counties Board of Cooperative Educational Services, Clinton County, New York, HEREBY GIVES NOTICE that a Special BOCES Meeting of the qualified voters of said BOCES will be held at 1443 Military Turnpike, Plattsburgh, New York, and 3092 Plank Road, Mineville, New York, on the 26th day of August, 2025 at 10:00 o'clock a.m., Prevailing Time, for the purpose of voting by paper ballot upon the propositions hereinafter set forth. Polls for the purpose of voting will be kept open between the hours of 10:00 o'clock a.m., and 7:00 o'clock p.m., Prevailing Time, or as long thereafter as necessary to enable voters at 7:00 o'clock p.m., Prevailing Time to cast their ballots:

#### PROPOSITION

Shall the following resolution be adopted, to wit:

RESOLVED, that the Board of Clinton-Essex-Warren-Washington Counties Board of Cooperative Educational Services is hereby authorized to sell 15 acres of vacant real property located in the northwest portion of tax map parcel number 220.-1-3.2 at the appraised price of \$420,000, plus reasonable and customary closing costs and expenses.

#### NOTICE OF ABSENTEE BALLOTS

Applications for absentee ballots will be obtainable during school business hours (8:30 a.m. – 3:00 p.m.) from the Board Clerk beginning Thursday, July 17, 2025 and ending Tuesday, August 19, 2025; completed applications must be received by the Board Clerk at least seven (7) days before the Special BOCES Meeting if the ballot is to be mailed to the voter, or the day before the Special BOCES Meeting, if the ballot is to be delivered personally to the voter. Absentee ballots must be received by the Board Clerk not later than 5:00 p.m., on Tuesday, August 26, 2025.

A list of persons to whom absentee ballots are issued will be available for inspection to qualified voters of BOCES in the Office of the Board Clerk on and after Tuesday, August 19, 2025, between the hours of 8:30 a.m. to 3 p.m. on weekdays prior to the day set for the Special BOCES Meeting and on Thursday, August 26, 2025, the day set for the Special BOCES Meeting, and said list will be posted at the polling places at the Special BOCES Meeting. Any qualified voter then present in the polling place may object to the voting of the ballot upon appropriate grounds by making his/her challenge and the reasons therefore known to the Election Inspector before the close of the polls.

NOTICE IS FURTHER GIVEN that in accordance with Section 2018-e of the N.Y. Education Law, applications for EARLY MAIL BALLOTS may be applied for at the Office of the Board Clerk. A list of all persons to whom Early Mail ballots shall have been issued will be available for inspection in the office of the Board Clerk on each of the five days prior to the day of the Special BOCES Meeting, between the hours of 8:30 a.m. and 3:00 p.m., prevailing time, (by appointment on Saturday), and will also be available at the polling place at the Special BOCES Meeting.

NOTICE IS FURTHER GIVEN that military voters who are qualified voters of BOCES may apply for a military ballot by requesting an application from the Board Clerk at (518) 561-0100 ext. 3129 or [smart\\_katelyn@cves.org](mailto:smart_katelyn@cves.org). For a military voter to be issued a military ballot, the Board Clerk must have received a valid ballot application no later than 5:00pm on August 15, 2025. Military voters may indicate a preference for receiving a military voter registration, military ballot application, or military ballot by mail, fax, or e-mail in their request for such registration, ballot application, or ballot. BOCES will transmit military ballots to military voters no later than August 19, 2025. Completed military ballots must be received by BOCES by 5:00pm on August 26, 2025 in order to be counted.

Dated: June 11, 2025

BY ORDER OF Clinton-Essex-  
Warren-Washington Counties  
Board of Cooperative Educational  
Services, Clinton County, New  
York

BY: \_\_\_\_\_  
Katelyn Smart, Board Clerk

Published: July 10, 2025

July 24, 2025  
August 7, 2025  
August 14, 2025

Section 4. The Board Clerk is hereby authorized and directed to cause notice to be given of said Special BOCES Meeting in substantially the form hereinbefore prescribed, by publishing the same four times within the seven weeks next preceding such Special BOCES Meeting, the first publication to be at least forty-five days before said meeting, in the Press Republican, the only newspaper having a general circulation in said BOCES, and by giving such other notice as in such Board Clerk's discretion may be deemed advisable.

Section 5. This resolution shall take effect immediately.

All Board Members present voted yes—motion carried.

RURAL SCHOOLS  
ASSOCIATION  
(RSA) BOARD OF  
DIRECTORS SEAT

Mrs. Phillips moved, seconded by Mr. Harriman Sr., that the Board approve the following resolution:

1. Recommend that the Board elect Leisa Boise to the Rural Schools Association (RSA) Board of Directors seat for Zone 2, for a three-year term (2025 – 2028).

All Board Members present voted yes—motion carried.

ADJOURNMENT

Mr. Murdock moved, seconded by Mrs. Boise, to adjourn the meeting at 9:21pm. All Board Members present voted yes—motion carried.

**DRAFT**

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Katelyn Smart, Board Clerk

## CVES CLAIMS AUDITOR - BOARD REPORT

FOR BOARD MEETING ON:

July 9, 2025

TO: KATELYN SMART, CVES DISTRICT CLERK  
 FROM: ANGELA JENNETTE, CLAIMS AUDITOR. DEBBIE SEARS, DEPUTY CLAIMS AUDITOR  
 CC: DR. ERIC BELL, DEPUTY SUPT. & CHRISTINE MYERS, TREASURER  
 DATE: June 26, 2025


The following claims were reviewed and approved for payment from: June 2, 2025 to June 30, 2025:

WARRANT PAYMENTS:				
Warrant Number	Warrant Date	PMT TYPE	Check#/ACH#/Wire Information*	Warrant Total
48	6/5/2025	CHECKS WEX CKS ACH WEX ACH E-PMTS	**250819-250897 6824-6890 19305-19526 5830-5887 ERS., Bancorp	\$ 218,233.89
49	6/12/2025	CHECKS WEX CKS ACH WEX ACH E-PMTS	**250941-251105 6891-6948 19527-19823 5888-5958 Health Insurance, NYS Prompt Tax, IRS, Bancorp	\$ 7,132,207.78
50	6/18/2025	CHECKS WEX CKS ACH WEX ACH E-PMTS	251106-251161** 6949-6988 19824-19896 5959-6006 NYS Quarterly Tax, Bancorp	\$ 299,755.91
51	6/26/2025	CHECKS WEX CKS ACH WEX ACH E-PMTS	251263-251339 6989-7056 19897-19963 6007-6071 IRS, Promptax, Bancorp	\$ 1,326,394.65

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

### NON-WARRANT PAYMENTS:

DATE	PMT TYPE	VENDOR	AMOUNT
<b>HEALTH INSURANCE CONSORTIUM PAYMENTS:</b>			
6/9/2025	ACH	ANTHEM	\$2,844,702.55
6/16/2025	ACH	ANTHEM	\$2,467,078.05
6/30/2025	ACH	ANTHEM	\$1,376,134.27
6/25/2025	CK# 1046	GUARDIAN NURSES	\$41,666.66
<b>WORKERS COMPENSATION PAYMENTS:</b>			
6/4/2025	WIRE	NCA COMP	\$108,851.74
<b>HEALTH SAVINGS ACCOUNT TRANSFERS:</b>			
6/5/2025	ACH	HCB	\$684.00
6/5/2025	ACH	HCB	\$3,360.02
6/12/2025	ACH	HCB	\$222.50
6/18/2025	ACH	HCB	\$214.00
6/26/2025	ACH	HCB	\$504.17
6/5/2025	ACH	BANCORP-H.S.A. (MAYMONTHLY SUMMARY)	\$4,199.80

  
 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>
06/04/25	Pending W#48	13793	Purchase Order was requested 4/14/25, issued 4/30/25, Event was 4/9/25.	Oversight by division to input Purchase Order. Individual was unaware of Purchase Order process for non-personal travel reimbursements, process has been explained and a Purchase Order was entered timely after return from travel.	Approved for final warrant.
06/04/25	Pending W#48	13460	Incorrect Purchase Order on schedule.	Assigned correct Purchase Order.	Approved for final warrant.
06/05/25	Final W#48				\$218,233.89
06/11/25	Pending W#49		No findings.		Approved for final warrant.
06/12/25	Final W#49				\$7,132,207.78
06/17/25	Pending W#50		No findings.		Approved for final warrant.
06/18/25	Final W#50				\$299,755.91
06/25/25	Pending W#51	15600	Invoice is 10 months old, why did it take so long?	Delay from Vendor to produce invoice, paid timely upon receipt.	Approved for final warrant.
06/26/25	Final W#51				\$1,326,394.65



**CLINTON-ESSEX-WARREN-WASHINGTON BOCES  
TREASURER'S REPORT - May 31, 2025**

I. SUMMARY OF ACCOUNT ACTIVITY CHECKING ACCOUNTS	Account Balances		Receipts		Disbursements		Account Balances		Receipts		Disbursements		Account Balances	
	April 30, 2025		May		May		May 31, 2025		Year To Date		Year To Date		May 31, 2025	
Depository General Fund	\$	6,266,328.62	\$	4,701,964.62	\$	7,806,903.22	\$	3,161,390.02	\$	62,950,067.08	\$	64,395,973.29	\$	3,161,397.75
Special Aid Fund	\$	447,361.97	\$	368,241.33	\$	262,655.24	\$	552,948.06	\$	6,583,759.22	\$	5,489,563.95	\$	552,948.06
School Lunch Fund	\$	160,921.21	\$	27,223.75	\$	29,150.85	\$	158,994.11	\$	323,988.38	\$	271,516.52	\$	158,994.11
Capital Fund	\$	1,365,869.60	\$	-	\$	89,170.44	\$	1,276,699.16	\$	4,146,041.46	\$	5,104,381.47	\$	1,276,699.16
Special Revenue Fund (Excluding ExtraClassroom)	\$	16,591.64	\$	83.33	\$	-	\$	16,674.97	\$	6,083.35	\$	1,456.70	\$	16,674.97
Custodial Fund	\$	274,894.96	\$	247,372.72	\$	159,351.49	\$	362,916.19	\$	1,627,250.40	\$	1,531,573.41	\$	362,908.46
Operating General Fund	\$	271,020.42	\$	3,842,038.85	\$	3,861,874.75	\$	251,184.52	\$	63,392,977.86	\$	63,514,867.88	\$	251,184.52
SAVINGS ACCOUNTS														
Capital Fund	\$	695,209.97	\$	2,451.93	\$	-	\$	697,661.90	\$	88,256.60	\$	4,180,779.56	\$	697,661.90
General Fund	\$	2,247,374.24	\$	4,019,749.20	\$	-	\$	6,267,123.44	\$	4,103,909.67	\$	-	\$	6,267,123.44
Special Revenue Fund	\$	22,534.10	\$	79.53	\$	-	\$	22,613.63	\$	901.70	\$	1,628.79	\$	22,613.63
<b>TOTAL FUNDS ON ACCOUNT</b>	<b>\$</b>	<b>11,768,106.73</b>					<b>\$</b>	<b>12,768,206.00</b>	<b>\$</b>	<b>143,223,235.72</b>	<b>\$</b>	<b>144,491,741.57</b>	<b>\$</b>	<b>12,768,206.00</b>

**II. RECONCILIATION TO BANK STATEMENTS**

	May 31, 2025	Bank Balance	Add: Deposits in Transit	Less: Outstanding Checks	May 31, 2025	Account Balances
TD BANK - MUNICIPAL CHECKING - OPERATING	\$	640,631.03	\$	709.45	\$	251,184.52
TD BANK - MUNICIPAL CHECKING - DEPOSITORY ACCOUNT	\$	5,031,157.12	\$	135,556.93	\$	5,166,714.05
TD BANK - MUNICIPAL CHECKING - CAPITAL PROJECT DEPOSITORY	\$	-	\$	-	\$	-
TD BANK - MUNICIPAL CHECKING - BENEFIT PLAN CLAIMS	\$	352,261.16	\$	31,013.70	\$	362,084.46
BELL BANK - CHECKING - HSA DISTRIBUTION ACCT	\$	824.00	\$	-	\$	824.00
BELL BANK - CHECKING - HSA CONTRIBUTION ACCT	\$	-	\$	-	\$	-
NYCLASS - SAVINGS, GENERAL FUND	\$	6,267,123.44	\$	-	\$	6,267,123.44
NYCLASS - SAVINGS, BOCES-WIDE CAPITAL PROJECT	\$	697,661.90	\$	-	\$	697,661.90
NYCLASS - SAVINGS, KEITH BROADWELL SCHOLARSHIP	\$	1,026.38	\$	-	\$	1,026.38
NYCLASS - SAVINGS, JONELLE MARIE BUCK SCHOLARSHIP	\$	799.20	\$	-	\$	799.20
NYCLASS - SAVINGS, JWH SCHOLARSHIP	\$	12,985.29	\$	-	\$	12,985.29
NYCLASS - SAVINGS, DONALD W. COGSWELL SCHOLARSHIP	\$	2,439.06	\$	-	\$	2,439.06
NYCLASS - SAVINGS, SPELLING BEE SCHOLARSHIP	\$	641.75	\$	-	\$	641.75
NYCLASS - SAVINGS, CV-TEC ALLIED HEALTH SCHOLARSHIP	\$	4,721.95	\$	-	\$	4,721.95
<b>TOTAL FUNDS ON ACCOUNT</b>	<b>\$</b>	<b>12,768,206.00</b>	<b>\$</b>	<b>144,491,741.57</b>	<b>\$</b>	<b>12,768,206.00</b>

GENERAL FUND INTEREST RECEIVED 7/01/24 - 5/31/25 \$ 286,729.53  
CAPITAL FUND INTEREST RECEIVED 7/01/24 - 5/31/25 \$ 91,111.62

PREPARED BY:

*Derek Leach*  
Derek Leach, Deputy District Treasurer

DATED:

7/3/25

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

FOR THE PERIOD 05/01/2025 TO 05/30/2025

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	2,079.51	1,459.90	3,539.41	1,815.82	1,723.59
SKILLS USA - MINEVILLE	1,720.93	3,256.28	0.00	3,256.28	972.03	2,284.25
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	3,900.69	425.10	4,325.79	2,250.00	2,075.79
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	63.27	86.57	149.84	52.55	97.29
TOTAL	9,344.16	24,744.79	1,971.57	26,716.36	5,090.40	21,625.96

5/30/2025 Bank Balance \$ 26,373.62  
Add: Deposits in Transit \$ 177.15  
Less: Outstanding Checks \$ (4,924.81)  
5/30/2025 Balance on Hand \$ 21,625.96

5/30/2025 Bank Balance  
Add: Deposits in Transit  
Less: Outstanding Checks  
5/30/2025 Balance on Hand

COMBY SISKAVICH, EXTRACLASROOM TREASURER

DATE



## **NY Cooperative Member List**

### **Albany County**

Albany City School District  
Bethlehem Central School District  
Green Island Union Free School District  
Ravena-Coeymans-Selkirk Central CSD

### **Allegany County**

Canaseraga Central School District  
Scio Central School District

### **Cattaraugus County**

Allegany-Limestone Central School District  
Hinsdale Central School District  
Olean City School District  
Pioneer Central School District  
Salamanca City Central School District

### **Cayuga County**

Auburn Enlarged City School District  
Cato-Meridian Central School District  
Port Byron Central School District  
Southern Cayuga Central School

### **Clinton County**

Chazy Central Rural School

### **Columbia County**

New Lebanon Central School District

### **Cortland County**

Cortland Enlarged City School District  
Homer Central School District

### **Dutchess County**

Arlington Central School District  
Dover Union Free School District  
Hyde Park Central School District  
Pawling Central School District  
Red Hook Central Schools  
Rhinebeck Central School District

### **Essex County**

Boquet Valley Central School District  
Ticonderoga Central School District

### **Franklin County**

Brushton-Moira Central School District  
Chateaugay Central School District  
Malone Central School District  
Salmon River Central School District  
Saranac Lake Central School  
St. Regis Falls Central School District

### **Fulton County**

Broadalbin-Perth Central School District  
Gloversville Enlarged School District  
Greater Johnstown School District

### **Jefferson County**

Alexandria Central School District  
Thousand Islands Central School District

### **Livingston County**

Dalton-Nunda CSD (Keshequa)

### **Madison County**

DeRuyter Central School

### **Nassau County**

Baldwin Union Free School District  
Bellmore Union Free School District  
Bellmore-Merrick Central High School District  
Bethpage Union Free School District  
Carle Place Schools  
East Meadow School  
East Rockaway School District  
East Williston School District  
Elmont Union Free School District  
Farmingdale School District  
Freeport Public Schools  
Garden City Public Schools  
Great Neck Public Schools  
Hempstead Union Free School District

**Nassau County(Cont.)**

Herricks Public School  
Hewlett-Woodmere Public Schools  
Hicksville Public Schools  
Island Park Public Schools  
Island Trees School District  
Jericho Union Free School District  
Lawrence Union Free School District  
Levittown Public Schools  
Locust Valley Central School District  
Long Beach City School District  
Lynbrook Public Schools  
Malverne Union Free School District  
Manhasset Public Schools  
Massapequa Public Schools  
Merrick Union Free School District  
Mineola Union Free School District  
New Hyde Park-Garden City Park Union Free School  
North Bellmore School District  
North Merrick Union Free School District  
North Shore Schools  
Oceanside School District  
Oyster Bay-East Norwich Public Schools  
Plainedge Public Schools  
Plainview-Old Bethpage Central School District  
Port Washington Union Free School District  
Rockville Centre Union Free School District  
Roslyn Public Schools  
Seaford Union Free School District  
Syosset Central School District  
Uniondale Union Free School District  
Valley Stream 13 School District  
Valley Stream Central High School District  
Valley Stream District 30  
Wantagh Union Free School District  
West Hempstead Union Free School District  
Westbury Union Free School District

**Niagara County**

North Tonawanda City Schools

**Oneida County**

Rome City School District

**Onondaga County**

Fabius-Pompey Central School District  
Marcellus Central School District  
Skaneateles Central School District

**Ontario County**

Bloomfield Central School District  
Canandaigua City School District  
Gorham-Middlesex CSD (Marcus Whitman)  
Honeoye Central School District  
Manchester-Shortsville Central School District  
Naples Central School District  
Phelps-Clifton Springs Central School District

**Orange County**

Greenwood Lake UFSD  
Middletown Enlarged City School District  
Minisink Valley Central School District  
Monroe-Woodbury Central School District  
Newburgh Enlarged City School District  
Pine Bush Central School District

**Putnam County**

Brewster Central School District  
Carmel Central School District  
Haldane Central School District  
Mahopac Central School District

**Rensselaer County**

Averill Park Central School District  
Brunswick-Brittonkill Central School District  
Hoosic Valley Central School District  
Hoosick Falls Central School District  
Lansingburgh Central School District

**Rockland County**

Clarkstown Central School District  
East Ramapo Central School District  
Nanuet Union Free School District  
North Rockland Central School District  
Nyack Public Schools  
Pearl River School District  
Rockland BOCES  
South Orangetown Central School District  
Suffern Central School District

**Saint Lawrence County**

Colton-Pierrepont Central School

**Saratoga County**

Burnt Hills-Ballston Lake Central School District

Corinth Central School District

Galway Central School District

Mechanicville City School District

Saratoga Springs City School District

Schuylerville Central School District

South Glens Falls Central School District

Stillwater Central School District

Waterford-Halfmoon Union Free School District

**Schenectady County**

Schenectady City School District

Scotia-Glenville Central School District

**Schoharie County**

Cobleskill-Richmondville CSD

Middleburgh Central School District

Schoharie Central School District

**Seneca County**

Seneca Falls Central School District

**Steuben County**

Addison Central School District

Arkport Central School District

Hammondsport Central School District

Hornell City School District

Jasper-Troupsburg Central School District

**Suffolk County**

Amityville Union Free School District

Babylon Union Free School District

Bay Shore Schools

Bayport-Blue Point School District

Brentwood Union Free School District

Center Moriches School District

Central Islip School District

Cold Spring Harbor Central School District

Comsewogue School District

East Hampton Union Free School District

East Islip Union Free School District

East Quogue Union Free School District

**Suffolk County (Cont.)**

Eastport-South Manor Central School District

Elwood Union Free School District

Half Hollow Hills Central School District

Hampton Bays Public Schools

Huntington Public Schools

Islip School District

Kings Park Central School District

Lindenhurst Union Free School District

Longwood Central School District

Mattituck-Cutchogue Union Free School District

Middle Country Central School District

Miller Place School District

Mount Sinai School District

North Babylon School District

Northport-East Northport Union Free School District

Patchogue-Medford School District

Port Jefferson School District

Remsenburg-Speonk Union Free School District

Riverhead Central School District

Rocky Point Union Free School District

Sag Harbor Union Free School District

Sayville Public Schools

Shoreham-Wading River Central School District

Smithtown Central School District

South Country Central School District

South Huntington UFSD

Southold Union Free School District

Three Village Central School District

West Babylon School District

Westhampton Beach School District

William Floyd School District

Wyandanch Union Free School District

**Tioga County**

Spencer-Van Etten Central School District

**Ulster County**

Kingston City School District

Marlboro Central School District

New Paltz Central School District

Saugerties Central School District

Wallkill Central School District

**Warren County**

Bolton Central School District

**Warren County (Cont.)**

Glens Falls City Scho+K134:K179ols  
Hadley-Luzerne Central School District  
Johnsburg Central School District  
Lake George Central School District  
Queensbury Union Free School District  
Warrensburg Central School

**Washington County**

Argyle Central School District  
Cambridge Central School District  
Fort Ann Central School District  
Fort Edward Union Free School District  
Granville Central School District  
Greenwich Central School District  
Hartford Central School District  
Hudson Falls Central School District  
Washington-Saratoga-Warren-Hamilton-Essex BOCES  
Whitehall Central School District

**Wayne County**

Gananda Central School District  
Marion Central School District  
North Rose-Wolcott CSD  
Wayne Central School District  
Williamson Central School

**Westchester County**

Ardsley Union Free School District  
Bedford Central School District  
Blind Brook-Rye Union Free School District  
Briarcliff Manor Union Free School District  
Bronxville Union Free School District  
Byram Hills Central School District  
Chappaqua Central School District  
Charter School of Educational Excellence  
Croton-Harmon Union Free School District  
Dobbs Ferry School District  
Eastchester Union Free School District  
Edgemont School District  
Greenburgh Central School District  
Harrison Central School District  
Hastings-on-Hudson Union Free School District  
Hawthorne Cedar Knolls Union Free School District  
Hendrick Hudson School District  
Irvington Union Free School District  
Katonah-Lewisboro School District

**Westchester County (Cont.)**

Lakeland Central School District  
Mamaroneck Union Free School District  
Mount Pleasant Central School District  
Mount Pleasant Cottage Union Free School District  
Mount Vernon City School District  
New Rochelle City School District  
North Salem Central School District  
Ossining Union Free School District  
Peekskill City School District  
Pelham Union Free School District  
Pleasantville Union Free School District  
Port Chester Rye Union Free School District  
Putnam-North Westchester BOCES  
Rye City School District  
Rye Neck Schools  
Scarsdale Public Schools  
Somers Central School District  
Tuckahoe Union Free School District  
White Plains Public Schools  
Yonkers Public School  
Yorktown Central School District

**NY/ISLAND COOPERATIVE BID PROGRAM  
AGREEMENT**

**WHEREAS, General Municipal Law Section 119-0 specifically authorizes municipal Corporations and school districts to enter into agreements for “purchasing and making of contracts;” and**

**WHEREAS, the attached school district listing has explored and supported the establishment of a municipal cooperative purchasing group; and**

**WHEREAS, the parties hereto desire a municipal cooperative purchasing group to effect economies in the purchasing and making contracts for materials, supplies and public works; and**

**WHEREAS, the governing bodies of the parties hereto have approved this cooperative purchasing arrangement by appropriate resolution.**

**NOW, THEREFORE, in consideration of the promises and covenants set forth herein, it is mutually agreed as follows:**

- 1. A municipal cooperative purchasing group to be known as the “NY/Island Cooperative Bid” (Purchasing Group) has been established.**
- 2. Membership in such Purchasing Group shall be available to any school district or municipal Corporation in New York State, which, by appropriate resolution, adopts the provisions of this agreement.**
- 3. The members of the Purchasing Group shall adopt such rules, regulations and procedures in the conformity with New York State bidding laws to effectuate the purposes of this Agreement.**
- 4. The Purchasing Group may enter into agreements with contractors to assist the Purchasing Group in carrying out the purposes of this Agreement.**
- 5. The Clarkstown Central School District shall serve as Lead Agency for the Purchasing Group.**
- 6. Educational Data Services will serve as the Administrative Agent for the Purchasing Group to perform those ministerial functions required as per the Lead Agency.**



Board of Cooperative Educational Services

**Thomas R. Burns**  
District Superintendent  
Executive Officer

## Cooperative Purchasing

ESC Building  
40 W Main Street, PO Box 231  
Canton, NY 13617  
(315) 386-4504 ext 10127  
Email: [dbessette@slloboces.org](mailto:dbessette@slloboces.org)

**Darlene Bessette**  
Supervisor of Purchasing Services

### St. Lawrence/Lewis BOCES Cooperative Purchasing Agreement

All school districts participating in the St. Lawrence/Lewis BOCES Cooperative Purchasing program through annual board resolution, agree to the following:

- 1.) To bid jointly any or all commodities on the attached list together with a number of public school districts comprising Clinton-Essex, Franklin-Essex, Jefferson-Lewis and St. Lawrence-Lewis BOCES in New York State.
- 2.) The school district will participate with other schools in the BOCES listed above in the joint bidding of any or all commodities on the attached list as authorized by General Municipal Law, Section 119-0.
- 3.) The school district agrees to appoint the St. Lawrence/Lewis BOCES Cooperative Purchasing Agent and related committees to assume the responsibility for drafting of specifications, advertising for bids, accepting and opening bids, tabulating bids, reporting results to the boards of education and making recommendations thereon.
- 4.) The Board of Education of the school district agrees to appoint the St. Lawrence/Lewis BOCES Cooperative Purchasing Agent and related committees to represent it in all matters related above.
- 5.) The Board of Education of the school district authorizes the above mentioned to represent it in all matters leading up to the entering into a contract for the purchase of any and /or all commodities on the attached list.
- 6.) The Board of Education agrees to assume its equitable share of the costs of cooperative bidding.
- 7.) The Board of Education agrees:
  - a.) To abide by majority decisions of the participating districts on quality standards;
  - b.) That unless all bids are rejected, it will award contracts according to the recommendations of the St. Lawrence/Lewis BOCES Cooperative Purchasing Agent and related committees.
  - c.) That after the award of contract(s) it will conduct all negotiations with the successful bidder(s).



**St. Lawrence/Lewis BOCES  
Bid List**

- |  |                                    |
|--|------------------------------------|
| ~ A.V. Equipment & Supplies                | ~ General School & Office Supplies |
| ~ Art Supplies                             | ~ Health Supplies                  |
| ~ Athletic Equipment & Supplies            | ~ Ice Cream                        |
| ~ Bread                                    | ~ Institutional Paper              |
| ~ Cafeteria Foods/Frozen Entrees-Meat/Fish | ~ Milk/Juice                       |
| ~ Computer Supplies                        | ~ Musical Instruments              |
| ~ Construction/Art Paper                   | ~ Natural Gas                      |
| ~ Copy Paper                               | ~ Printed Envelopes                |
| ~ Cosmetology Supplies                     | ~ Produce                          |
| ~ Custodial Supplies                       | ~ Propane                          |
| ~ ULS Diesel Fuel / ULS Kero               | ~ Science Classroom Supplies       |
| ~ ULS Fuel Oil                             | ~ Teaching Aids                    |
| ~ Furnishings                              | ~ Technology & Shop Supplies       |
| ~ Gasoline                                 | ~ Transportation Supplies          |

# ***Champlain Valley Educational Services***

## ***CODE OF CONDUCT***

***1<sup>st</sup> 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](mailto:walentuk_matt@cves.org)

Civil Rights Compliance Officer  
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## **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 firearm.

**Removal :**

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

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

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

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

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

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

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

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

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

**Student:** a person who participates in any CVES program 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.
<b><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></b>	

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

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

Adult students enrolled in CV-TEC's CTE daytime 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.

1<sup>st</sup> Read June 11, 2025

## **INVESTMENTS**

### **1. SCOPE**

This investment policy applies to all moneys and other financial resources available for investment on its own behalf or on behalf of any other entity or individual.

### **2. OBJECTIVES**

The primary objectives of the BOCES' investment activities are, in priority order,

- to conform with all applicable federal, state and other legal requirements (legal);
- to adequately safeguard principal (safety);
- to provide sufficient liquidity to meet all operating requirements (liquidity); and
- to obtain a reasonable rate of return (yield).

### **3. DELEGATION OF AUTHORITY**

The governing board's responsibility for administration of the investment program is delegated to the treasurer who shall establish written procedures for the operation of the investment program consistent with these investment guidelines. Such procedures shall include an adequate internal control structure to provide a satisfactory level of accountability based on a data base or records incorporating description and amounts of investments, transaction dates, and other relevant information and regulate the activities of subordinate employees.

### **4. PRUDENCE**

All participants in the investment process shall seek to act responsibly as custodians of the public trust and shall avoid any transaction that might impair public confidence in the BOCES to govern effectively.

Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the safety of the principal as well as the probable income to be derived.



All participants involved in the investment process shall refrain from personal business activity that could conflict with proper execution of the investment program, or which could impair their ability to make impartial investment decisions.

## **5. DIVERSIFICATION**

It is the policy of the BOCES to diversify its deposits and investments by financial institution, by investment instrument, and by maturity scheduling.

## **6. INTERNAL CONTROLS**

It is the policy of the BOCES for all monies collected by any officer or employee of the government to transfer those funds to the treasurer within three business days of receipt, or within the time period specified in law, whichever is shorter.

The treasurer is responsible for establishing and maintaining an internal control structure to provide reasonable, but not absolute, assurance that deposits and investments are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorization and recorded properly, and are managed in compliance with applicable laws and regulations.

## **7. DESIGNATION OF DEPOSITARIES**

The banks and trust companies authorized for the deposit of monies up to the maximum amounts will be designated annually by the Board.

## **8. COLLATERALIZING OF DEPOSITS**

In accordance with the provisions of General Municipal Law, § 10, all deposits of BOCES, including certificates of deposit and special time deposits, in excess of the amount insured under the provisions of the Federal Deposit Insurance Act shall be secured by those instruments authorized by Paragraph 3, Section 10 of Article Two of the GML, as said law now exists or as hereafter amended.

## **9. SAFEKEEPING AND COLLATERALIZATION**

Eligible securities used for collateralizing deposits shall be held by depositary or a third party bank or trust company subject to security and custodial agreements as determined by the treasurer.

The security agreement shall provide that eligible securities are being pledged to secure the BOCES deposits together with agreed upon interest, if any, and any costs or expenses arising out of the collection of such deposits upon default. It shall also provide the conditions under which the securities may be sold, presented for payment, substituted or released and the events which will enable the BOCES to exercise its rights against the pledged securities. In the event that the

securities are not registered or inscribed in the name of the BOCES, such securities shall be delivered in a form suitable for transfer or with an assignment in blank to the BOCES or its custodial bank.

The custodial agreement shall provide that securities held by the bank or, trust company, or agent of and custodian for, the BOCES, will be kept separate and apart from the general assets of the custodial bank or trust company and will not, in any circumstances, be commingled with or become part of the backing for any other deposit or other liabilities. The agreement should also describe that the custodian shall confirm the receipt, substitution or release of the securities. The agreement shall provide for the frequency of revaluation of eligible securities and for the substitution of securities when a change in the rating of a security may cause ineligibility. Such agreement shall include all provisions necessary to provide the BOCES a perfected interest in the securities.

## **10. PERMITTED INVESTMENTS**

As authorized by General Municipal Law § 11, the BOCES authorizes the treasurer to invest moneys not required for immediate expenditure for terms not to exceed its projected cash flow needs in the following types of investments:

- Special time deposit accounts;
- Certificates of deposit;
- Obligations of the United States of America;
- Obligations guaranteed by agencies of the United States of America where the payment of principal and interest are guaranteed by the United States of America;
- Obligations of the State of New York;
- Obligations issued pursuant to LFL § 24.00 or 25.00 (with approval of the State Comptroller) by any municipality, BOCES or district corporation other than the BOCES;
- Obligations of public authorities, public housing authorities, urban renewal agencies and industrial development agencies where the general State statutes governing such entities or whose specific enabling legislation authorizes such investments.
- Certificates of Participation (COPs) issued pursuant to GML § 109 b. Obligations of this BOCES, but only with any moneys in a reserve fund
- Obligations of this BOCES, but only with any moneys in a reserve fund established pursuant to GML §§ 6 c, 6 d, 6 e, 6 g, 6 h, 6 j, 6 k, 6 m, or 6 n.

All investment obligations shall be payable or redeemable at the option of the BOCES within such times as the proceeds will be needed to meet expenditures for purposes for which the

moneys were provided and, in the case of obligations purchased with the proceeds of bonds or notes, shall be payable or redeemable at the option of the BOCES within two years of the date of purchase.

## **11. AUTHORIZED FINANCIAL INSTITUTIONS AND DEALERS**

The BOCES shall maintain a list of financial institutions and dealers approved for investment purposes and establish appropriate limits to the amount of investments which can be made with each financial institution or dealer. All financial institutions with which the BOCES conducts business must be credit worthy. Banks shall provide their most recent

Consolidated Report of Condition (Call Report) at the request of the BOCES. Security dealers not affiliated with a bank shall be required to be classified as reporting dealers affiliated with the New York Federal Reserve Bank, as primary dealers. The treasurer is responsible for evaluating the financial position and maintaining a listing of proposed depositories, trading partners and custodians. Such listing shall be evaluated at least annually.

## **12. PURCHASE OF INVESTMENTS**

The treasurer is authorized to contract for the purchase of investments:

- a. Directly, including through a repurchase agreement, from an authorized trading partner.
- b. By participation in a cooperative investment program with another authorized governmental entity pursuant to Article 5G of the General Municipal Law where such program meets all the requirements set forth in the Office of the State Comptroller Opinion No. 88-46, and the specific program has been authorized by the governing board.
- c. By utilizing an ongoing investment program with an authorized trading partner pursuant to a contract authorized by the governing board.

All purchased obligations, unless registered or inscribed in the name of the BOCES, shall be purchased through, delivered to and held in the custody of a bank or trust company. Such obligations shall be purchased, sold or presented for redemption or payment by such bank or trust company only in accordance with prior written authorization from the officer authorized to make the investment. All such transactions shall be confirmed in writing to the BOCES by the bank or trust company. Any obligation held in the custody of a bank or trust company shall be held pursuant to a written custodial agreement as described in General Municipal Law, § 10.

The custodial agreement shall provide that securities held by the bank or trust company, as agent of and custodian for, the BOCES, will be kept separate and apart from the general assets of the custodial bank or trust company and will not, in any circumstances, be commingled with or become part of the backing for any other deposit or other liabilities. The agreement shall describe how the custodian shall confirm the receipt and release of the securities. Such agreement shall include all provisions necessary to provide the BOCES a perfected interest in the securities.

### **13. REPURCHASE AGREEMENTS**

Repurchase agreements are authorized subject to the following restrictions:

- All repurchase agreements must be entered into subject to a Master Repurchase Agreement.
- Trading partners are limited to banks or trust companies authorized to do business in New York State and primary reporting dealers.
- Obligations shall be limited to obligations of the United States of America and obligations guaranteed by agencies of the United States of America.
- No substitution of securities will be allowed.
- The custodian shall be a party other than the trading partner.

Adopted March 11, 2015

**POLICY AND PROCEDURES GOVERNING PROCUREMENTS  
OF GOODS AND SERVICES ENACTED IN ACCORDANCE WITH  
GENERAL MUNICIPAL LAW § 104-b**

The following procedures shall be followed regarding all procurements of goods and services including those which are not required to be made pursuant to the competitive bidding requirements of General Municipal Law § 103 (1).

**DETERMINATION OF WHETHER PUBLIC BIDDING IS REQUIRED**

The Assistant Superintendent of Management Services and/or the Purchasing Agent shall determine whether public bidding is required.

The determination of public bidding for a particular item shall be based on the total acquisition cost of the same or similar items during the entire school year or term of the contract.

See Chart 6700-E.1 incorporated as part of this policy.

**WHEN PARTICULAR ALTERNATE PROPOSALS SHALL BE USED**

All documentation shall be filed with the Purchasing Agent and the Board shall, in its resolution of award, make reference to the quotations received and the fact that the documents regarding the quotations are filed with the Purchasing Agent.

**PROCEDURE WHEN AWARD IS NOT MADE TO THE LOWEST SUPPLIER**

An award need not be awarded to the lowest supplier when:

- the award is based on best value.
- the bidder is not a responsible bidder.
- the language submitted by the bidder imposes conditions which, in the written opinion of the District Superintendent or attorney, are not in the best interests of BOCES.
- the bidder fails to demonstrate that the item or service can be delivered at the appropriate time.
- the proposed product, in the written opinion of the Purchasing Agent, is not compatible with the products which interact with the product desired to be acquired.
- in relation to personnel services, that there is an existing relationship and such continued relationship is in the best interests of BOCES.
- in relation to personnel services, that the experience or educational basis is not the same. It is the desire of the Board to acquire the best professional services available to meet the needs of BOCES. When proposals are received for personnel services, the Board shall

consider the professional experience of the applicants in rendering similar services to other school districts or to this school district. When personnel services are awarded on the basis of experience and background, the resolution of the Board shall identify the various elements considered in making the award.

### **WHEN NO BID IS RECEIVED**

When the procedures are followed and no bid is received, the Purchasing Agent, in consultation with the Assistant Superintendent of Management Services, shall make the determination whether it is in the best interest of the BOCES to re-bid the project or to negotiate the work through the receipt of a quote, or quotes, and enter into contract accordingly. All documentation shall be filed with the Purchasing Agent and the Board shall, in its resolution of award, make reference to the quotations received and the fact that the documents regarding the quotations are filed with the Purchasing Agent.

### **PROCEDURES OF § 103 (1)**

In all situations, the District Superintendent may elect to follow the procedures of General Municipal Law § 103 (1) even though bidding is not required by law or the anticipated cost is under the statutory limits.

### **ALTERNATE FORMAT**

BOCES shall give preference in purchasing instructional materials to any vendor able to provide those materials in alternative formats.

### **COOPERATIVE PURCHASING**

The Board of Cooperative Educational Services endorses the concept of cooperative purchasing when such method is in the best interest of BOCES. The Purchasing Agent is authorized to explore the possible participation by the Supervisory district in cooperative purchasing ventures with other district and municipalities. All proposals and contracts for cooperative purchasing ventures shall be submitted to the BOCES Board for consideration and approval.

All construction contracts must be advertised, bid on and awarded in accordance with the BOCES' policy and procedures for competitive bidding. No school building may be erected, purchased, repaired, enlarged or remodeled, nor will an advertisement for bids for the execution of the plans and specifications for a school building be placed in the supervisory district, at an expense that will exceed \$10,000 until the plans and specifications have been submitted to the Commissioner of Education and his/her approval received. Such plans and specifications will show in detail the ventilation, heating and lighting of such buildings.

### **ANNUAL REVIEW**

This policy shall be reviewed annually. The annual review shall take place during the first six weeks of the beginning of the school year. This policy shall be considered a continuing policy unless modified by resolution of the Board.

### **PRIOR CONSULTATION**

Before enacting this resolution, comments concerning the policies and procedures were solicited from the District Superintendent, Assistant Superintendent of Management Services, District Treasurer, and Purchasing Agent.

Adopted June 14, 2023

**PURCHASING EXHIBIT***Methods of Competition To Be Used For Non-Bid Procurement*

	Verbal Quotes		Written Quotes	Bid	RFP	Other
	1	2	3			
<b>Purchase Contracts up to \$19,999:</b>						
Under \$2,000	X					
\$2,000 - \$4,999		X				
\$5,000 \$ - \$19,999			X			
<b>\$20,000 total or more</b>				X		
<b>Public Work Contracts Up to \$34,999</b>						
Under \$5,000	X					
\$5,000 - \$14,999		X				
\$15,000 - 34,999			X			
<b>\$35,000 total or more</b>				X		
Emergencies						X
Professional Services					X	
Leases of Personal Property						X
Second-Hand Equip. from Other Governments						X
Certain Food & Milk Purchases						X
Certain Municipal Hospital Purchases						X
Sole Source ( <i>For example, a monopoly, a patented item, certain textbooks and educational publications.</i> )						X

\* An RFP may be required; however, contracts for professional services may be awarded without competitive bidding.

Cooperative bids, state contracts, county contracts or preferred vendors must be utilized prior to initiating a non-bid procurement. Obtain procedures from the Business Office.

The Purchasing Agent may require additional quotes when not mandated by policy if they deem that such competition is in the best interests of the BOCES.

General Municipal Law requires that similar procurements that exceed \$20,000 in a fiscal year must be grouped together for the purpose of determining whether a particular item or group of items must be bid. Such bids will be made at the discretion of the Purchasing Agent.

**DEFINITIONS:**

Purchase Contract: An order for supplies and/or equipment or other goods.

Public Works Contract: An order for the construction or repair of any building, structure, fixture or other improvement on real property including all materials used and all work, labor and other services rendered in connection with such construction or repair.

Professional Services: A service involving specialized skill, training and expertise, use of professional judgment or discretion, and/or a high degree of creativity.

RFP: Request For Proposal

Adopted June 14, 2023



**BOCES BOARD OFFICER AND BOARD MEMBER RESPONSIBILITIES**

Pursuant to the provisions of Section 806 of the General Municipal Law, the Board of Cooperative Educational Services (hereinafter "Board") promulgates these rules of ethical conduct for the Board members, officers and employees of the school district. These rules shall not conflict with, but shall be in addition to, any prohibition of Article 18 of the General Municipal Law or any other general or special law relating to ethical conduct and interest in contracts by municipal officers and employees.

*Definitions*

1. "Officer or Employee" means an officer or employee of the Clinton-Essex-Warren-Washington BOCES, whether paid or unpaid, including members of the Board of Education, and their professional or nonprofessional staff and appointees.
2. "Interest" means a direct or indirect financial or material benefit, but does not include any benefit arising from the provision or receipt of any services generally available to the residents or taxpayers of the school district, or a lawful class of such residents or taxpayers. An officer or employee is deemed to have an interest in any private organization when he or she, his or her spouse, or a member of his or her household, is an owner, partner, member, director, officer, employee, or directly or indirectly owns or controls more than 5% of the organization's outstanding stock.

*Standards of Conduct*

Every officer and employee of the Clinton-Essex-Warren-Washington BOCES shall be subject to and abide by the following standards of conduct:

1. *Gifts:* He/she shall not directly or indirectly solicit any gift or accept or receive any gift having a value of \$75 or more, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward to any official action on his or her part. However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members.  
Nothing herein should be construed as prohibiting the traditional exchange of holiday gifts between officers or employees, provided discretion is used to ensure that gifts having a value of \$75 or more are not accepted by any officer or employee. Gifts from children that are principally sentimental in nature and have a value of less than \$75 may be accepted in the spirit in which they are given.

2. *Confidential Information:* He/she shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board whether such information is deemed confidential or not.
3. *Disclosure of Interest:*
  - (a) Whenever a matter requiring the exercise of discretion comes before him or her, either individually or as a member of the Board, and disposition of the matter could result in a direct or indirect financial or material benefit to himself or herself, a relative, or any private organization in which he or she is deemed to have an interest, the officer or employee shall disclose in writing the nature of the interest.
  - (b) The disclosure shall be made when the matter requiring disclosure first comes before the officer or employee, or when the officer or employee first acquires knowledge of the interest requiring disclosure, whichever is earlier.
  - (c) The disclosure shall be filed with the person's supervisor or, if the person does not have a supervisor, the disclosure shall be filed with the Board. Any disclosure made to the Board shall be made publicly at a meeting of the Board and must be included in the minutes of the meeting.
4. *Investments in Conflict With Official Duties:* He/she shall not invest or hold an investment directly in any financial, business, commercial or other private transaction that creates a conflict or would otherwise impair the person's independence of judgment in the exercise or performance of his or her official duties.
5. *Private Employment:* He/she shall not engage in, solicit, negotiate for or promise to accept private interests when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
6. *Future Employment:* An officer or employee shall not, after the termination of service or employment with the school district or Board, appear before the school district or Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

#### *Distribution of Code of Ethics*

The District Superintendent shall cause a copy of the Board's Code of Ethics and this accompanying regulation to be distributed to every officer and employee of the school district.

Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment. In addition, the District Superintendent shall ensure that a copy of Article 18 of the General Municipal Law shall be kept posted in each public building under the district's jurisdiction in a place conspicuous to the district's officers and employees.

#### *Penalties*

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's Code of Ethics and its accompanying regulation may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

Adopted May 14, 2014

## **BOCES BOARD OFFICER AND BOARD MEMBER RESPONSIBILITIES EXHIBIT\***

*As a member of my Board of Cooperative Educational Services, I will strive to improve public education, and to that end I will:*

- attend all Board Meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
- recognize that I should endeavor to make policy decisions only after full discussion at publicly held Board Meetings;
- render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
- encourage the free expression of opinion by all Board Members, and seek systematic communications between the Board and students, staff, and all elements of the community;
- work with other Board Members to establish effective Board policies and to delegate authority for the administration of the schools to the District Superintendent;
- communicate to other Board Members and the District Superintendent expressions of public reaction to Board policies and school programs;
- maintain familiarity with educational issues through study and participation in programs providing needed information, such as those sponsored by state and national school boards associations;
- support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;
- avoid being placed in a position of conflict of interest, and refrain from using my Board position for personal or partisan gain;
- take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law; and
- remember always that my first and greatest concern must be the educational welfare of the students.

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Board Member Signature

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Date

\* These guidelines are designed to reinforce the understanding of each Board Member's responsibilities.

Adopted May 14, 2014

### 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 C. Davey  
**FROM:** Michele M. Friedman  
**DATE:** July 3, 2025  
**RE:** CV-TEC July 2025 Board Report

### CV-TEC STUDENT WINS GOLD AT SKILLSUSA NATIONAL CHAMPIONSHIPS

CV-TEC proudly congratulates Audrey Cook, a student from Ticonderoga Central School enrolled in the New Visions Medical Careers Program at the CV-TEC Mineville Campus, for earning GOLD in Medical Terminology at the 2025 SkillsUSA National Championships held in Atlanta, Georgia. This prestigious accomplishment places Audrey at the top of her field on the national stage and exemplifies the academic excellence, technical proficiency, and professionalism that define CV-TEC's programs and young professionals. We commend Audrey, her industry-expert teacher, Dr. Todd Menia, her SkillsUSA Lead Advisor, Mrs. Nicole Santaniello, and the entire CV-TEC team for this extraordinary achievement.





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### CV-TEC STUDENT ELECTED TO LEAD NYS SKILLSUSA IN 2025-2026

Congratulations to Zoe Corrigan, a student from Peru Central School enrolled in the Business Management & Entrepreneurship Program at the CV-TEC Plattsburgh Campus, for being elected the 2025-2026 New York State SkillsUSA Historian while attending the National Leadership and Skills Conference in Atlanta. Zoe will now represent students statewide, contributing to the mission and leadership of SkillsUSA NY. We celebrate her achievement and are proud of the representation CV-TEC provides at both the state and national levels.



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### CV-TEC HOSTS TWO GRADUATION CEREMONIES

This year marked a historic milestone for CV-TEC, with the largest graduating class in our history. The CV-TEC Class of 2025 is comprised of 426 graduates, including:

- 342 students from the CV-TEC Plattsburgh Campus & Learning Hub
- 84 students from the CV-TEC Mineville Campus
- 23 post-secondary graduates from across all campuses

These young professionals represent all 16 component school districts, Clinton and Essex Counties, and our post-secondary programming. This graduating class is the largest secondary graduation class in the entire region, a powerful testament to the strength and growth of our programs.





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### OWS GRADUATION SCHEDULED FOR JULY 22, 2025

CV-TEC will celebrate its OneWorkSource High School Equivalency graduates on Tuesday, July 22nd at 6:00 p.m. at the CVES Conference Center. This ceremony honors the perseverance, growth, and success of our adult learners who have earned their diplomas through CV-TEC's supportive and accessible programming. We welcome all board members and guests to join us in recognizing these students for their hard work and accomplishments.

### CV-TEC HOSTS INAUGURAL NATIONAL SIGNING DAY EVENT

In celebration of SkillsUSA National Signing Day, CV-TEC proudly honored students who have signed letters of intent with leading North Country business and industry partners. These signings formally recognized our students' commitment to begin skilled careers following graduation and highlighted their preparedness, technical excellence, and professionalism. National Signing Day reinforces the importance of workforce development and shines a spotlight on the vital role of Career and Technical Education. We thank our CV-TEC young professionals for their dedication and extend deep appreciation to our over 400 business & industry partners who are investing in the next generation of talent.





#### CVES MISSION

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To: Dr. Mark Davey, District Superintendent  
From: Dr. Matt Slattery, Executive Director of Special Education  
Date: July 2025  
Re: Board of Cooperative Educational Services Report

#### Mineville Campus Wraps Up the Year with Joy, Laughter, and a Splash!

Our Mineville Campus closed out the school year in the most memorable way possible, with an all-out Field Day celebration that brought smiles, laughter, and community spirit to every corner of campus!

Students were treated to the sweet aroma of fresh cotton candy and buttery popcorn as they explored a day packed with fun: balloon animals, colorful face-painting, bounce houses, and more. The energy was high and the excitement contagious, but the biggest hit of the day?

The dunk tank, where students gleefully dunked their teachers and even the principal!

It was a day full of joy, connection, and celebration, perfectly capping off a year of growth and success for

our students and staff. Thank you to everyone who helped make this day such a special one; we're already looking forward to next year!



### ITSP Students Bring Color to the Community

We're proud to share that our ITSP classes, under the direction of Ms. Palmer, partnered with the Town of Plattsburgh Recreation Department to create a vibrant mural as part of the Paint the Parks initiative!

As the first area school to participate in this exciting new program, our students took the lead—developing the concept, designing the artwork, and bringing their vision to life. The Town provided the materials and mural space, while our talented students turned creativity into community impact.

On Thursday, June 12th, we officially handed over the mural to the Town, and it will soon be installed at Treadwell Bay Recreation Center for everyone to enjoy.

We couldn't be more proud of our students and grateful for this meaningful collaboration!





### **Rooted in Growth: Students Transform Campus Through Gardening**

On a bright and purposeful day, students at the Rise Center for Success rolled up their sleeves and got their hands dirty in a hands-on gardening experience led by our partners at Cornell Cooperative Extension.

The highlight of the day was bucket planting, where each student prepared and planted their very own portable garden. With smiles and a sense of pride, students took their buckets home—ready to nurture their plants and share their learning with their families.

Beyond individual projects, students came together to enhance the school's outdoor spaces. They planted vibrant flowers and greenery in a raised garden bed just outside the classroom, and collaborated to beautify the flagpole area with new plantings, transforming it into a welcoming, nature-inspired spot on campus.

Adding a personal and artistic flair, students also painted decorative garden rocks, which were thoughtfully placed around the new garden areas—bringing color, character, and student pride to every corner.

The day was a beautiful blend of environmental education, creativity, and teamwork, leaving behind not only greener spaces but also lasting memories.



### **Landing Inspiration: A Helicopter Experience to Remember**

Our elementary students recently soared to new heights during an exciting visit to CV-TEC, where they witnessed a real helicopter landing up close! The thrill of the rotor blades whirring and the aircraft touching down made for an unforgettable experience.

Following the landing, students explored the interior of the helicopter and engaged in a hands-on tour led by professionals in the aviation field. They learned about the various careers connected to aviation—from pilots and mechanics to emergency responders—and got a behind-the-scenes look at the complexity of flight operations.

This immersive experience not only ignited curiosity and excitement but also helped spark interest in future career pathways, giving students a unique glimpse into the world of STEM and aviation.



### **Hats Off to Creativity: Students Design Adirondack-Inspired Wearable Art**

Our elementary students recently tapped into their creativity during a hat painting workshop led by local artisan Lauren Prue. With brushes in hand and smiles on their faces, students chose their favorite hat styles and brought them to life with custom Adirondack-inspired scenes and vibrant color palettes.

Under Lauren's expert guidance, students learned new artistic techniques and had the chance to express themselves through wearable art. The final results were as unique as each young artist, bold, imaginative, and full of personal flair.

This hands-on experience not only fostered creativity but also introduced students to local artistry and self-expression in a fun, meaningful way.





### **Magic with a Mission: Wyatt Inspires Young Heroes**

Our elementary students on our Plattsburgh Campus were recently treated to a powerful and playful presentation from Wyatt the Magician, who returned to our school as part of the Sweethearts & Heroes program. With a focus on the “Stop, Drop, and Roll” of bullying, Wyatt engaged students in meaningful, age-appropriate lessons through interactive “Bully Drills” and play-based activities.

Students in grades K–2 and 3–5 learned how to identify bullying behaviors, practice intervention strategies, and embrace empathy and inclusion in their daily lives. The engaging format allowed students to actively participate and connect with the content in a memorable way.

The experience concluded with a magic show that had students cheering and wide-eyed with wonder, making the message not just impactful—but unforgettable.

Even our K–3 Academic and Life Skills classes joined in, experiencing the same important lessons in a fun, inclusive environment. It was a day filled with learning, laughter, and the magic of kindness.



### Rise Center Educator Awarded Prestigious Grant for Therapeutic Outdoor Education Project

The Rise Center for Success is proud to announce that JoAnne Beaudry, a dedicated educator within our Intensive Therapeutic Support Program, has been selected as the recipient of the \$2,000 Hudson-Kramer Memorial Grant for the 2025–2026 school year.

The award, presented by the Northeastern Zone of the Retired Educators of New York (RENY), supports innovative projects that enhance student achievement and address specific student needs—social, academic, and physical. JoAnne’s project, titled “Intensive Therapeutic Support Program Snowshoe Teambuilding,” stood out among numerous high-quality applications submitted by educators across the region.

According to the RENY awards committee, key elements that contributed to the project’s selection included:

- A strong emphasis on life-long learning skills
- Plans to share snowshoes across classrooms to maximize student access
- A focus on outdoor education and real-world field experiences
- A well-developed and integrated curriculum that connects physical activity with therapeutic and academic goals

The grant will fund the use of snowshoeing as a means of building teamwork, self-regulation, resilience, and peer collaboration in a therapeutic learning setting.

“This recognition is a testament to JoAnne’s creativity, passion, and deep commitment to her students’ growth—both in and beyond the classroom,” said Matt Slattery, Executive Director of Special Education. “It also reflects the innovative, student-centered culture we strive for at the Rise Center for Success.”





Clinton - Essex - Warren - Washington BOCES  
P.O. Box 455, Plattsburgh, NY 12901 www.cves.org

## Director of School Support Services



**Sue Wilson**

wilson\_sue@cves.org  
518-561-0100  
ext. 3030

### **CVES MISSION**

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## **MEMORANDUM**

**TO:** Dr. Mark Davey

**FROM:** Sue Wilson

**DATE:** June 26, 2025

**RE:** July 2025 Board Report

In the final month of the school year, it is remarkable to observe that the divisions of School Support Services remain as active and dedicated as ever. Despite the impending conclusion of the academic year, each team continues to work diligently to ensure that all students and staff receive the necessary support and resources. This unwavering commitment highlights the resilience and dedication of our School Support Services in maintaining high standards of service and care throughout the entire school year.

### **WORKSHOPS FOR SCHOOL IMPROVEMENT:**

The month of June is a busy one for teachers, administrators and students with end-of-the-year field trips, celebrations and activities. Despite this, the School Improvement Office continued to support educators by offering workshops, providing essential strategies for teachers to address and support students' emotional need. Additionally, the School Support Services Division convened to outline priorities for the 2025-2026 school year and to share upcoming summer projects, ensuring a proactive and collaborative approach to continuous improvement.

### **SCHOOL LIBRARY SYSTEMS, MODEL SCHOOLS, AND ARTS IN EDUCATION:**

The School Library System held its final quarterly Council and Communication Coordinators meeting on June 6, 2025. The meeting included updates on library legislation, potential professional development opportunities for the coming year, and changes to OverDrive and TeachingBooks. Attendees of the SSL conference also shared highlights from their experience. Members celebrated successes from the past school year and discussed plans for 2025–2026. The afternoon featured a presentation from Follett Content Solutions.

Model Schools hosted its final quarterly meeting on June 4, 2025. Dr. Linda Robinson, a K–12 Technology Integration Specialist and adjunct professor at the University of Connecticut, spoke on selecting technology that has the greatest impact on learning. In the afternoon, Hackersjack presented its K–12 program, which helps districts meet NYS CSDF compliance and introduces students to advanced topics like Cyber Education, Artificial Intelligence, and Quantum Computing.





Arts in Education wrapped up the school year with a variety of engaging activities. Jared Campbell gave his sixth performance of the year and is already booked for next year. Two districts visited the Strand Theater—one to watch *Hidden Figures* and another for a half-day elementary art class, *Fun with Abstract*. Students also enjoyed a trip to the Wild Center, where they explored both local wildlife and the creative process behind the center's exhibits.

### **INSTRUCTIONAL SERVICES UPDATES:**

#### **Health Safety and Risk Management**

Tom Smith and Tom Houle from the Health, Safety, and Risk Management Team were actively engaged in several activities to ensure up-to-date communication and compliance with various health and safety initiatives.

In terms of safety and compliance, final fire drills and fire alarm testing were conducted at the Mineville Campus, the Learning HUB South Building and NAC. Final emergency drills were facilitated across all CVES buildings. The annual fire inspections commenced, with Fire Safety Inspections (FSIs) conducted at Old Cadyville Elementary School, Crown Point, Moriah, and Schroon Lake. Compliance and reporting activities included the submission of the 19A annual affidavit of compliance and participation in district NYSIR inspection walkthroughs for several districts.

Planning and coordination efforts from this division involved participation in the County TAM team meeting in Clinton County, conducting a CVES Building Level planning team meeting to update district and building level plans, and participation in the CV-TEC law enforcement meeting. In addition, work was finalized for the safety grant for CVES and partner districts, as well as conducting accident training at the Plattsburgh City Police Department.



### Grants Management

The grants office has been busy working closely with component districts to finalize and submit 2025-26 IDEA 611 & 619 Budgets and Applications prior the July 1<sup>st</sup> deadline. The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children. Additionally, Education Grant Specialist Amanda Buskey collaborated with Northern Adirondack CSD, completing a competitive grant through the COPS School Violence Prevention Program that aims to enhance school security through evidence-based safety programs and technology.

In the coming months, Ms. Buskey will continue meeting and work with districts, Non-Public/Private Schools, and CBO's to complete the 2025-26 ESSA Consolidated Applications and 2025-26 Universal Prekindergarten Applications, ensuring they are submitted by the August 31<sup>st</sup> deadline.

### Instructional Planning

During the month of June, Stephanie Sorgule continued to support local districts with assessment and planning, helping to conclude the 2024–25 school year smoothly and effectively.

Key activities included coordinating the return of state assessments, including Grades 3–8 ELA, Math, and Science exams, as well as the NYSESLAT. In addition, Mrs. Sorgule facilitated the vendor scoring process for the June administration of the NYS Regents examinations.

Coordination for the Regents exams began in early June with the administration of the new Earth and Space Science, Biology, and Geometry Regents. Communication was shared with districts outlining packing instructions and procedures for pick-up. Multiple exam pick-up dates were organized at both the Plattsburgh office and Mineville campus to ensure accessibility for Northern and Southern districts.

Checkpoint A and B World Language exams were distributed to participating districts during the first week of June.

The final MTSS Roundtable session, the fourth in a year-long series, was held in June with 16 participants from three districts. This culminating session focused on reviewing each district's Tiered Fidelity Inventory (TFI) Action Plan and supporting strategic planning for the upcoming school year.

### **INSTRUCTIONAL TECHNOLOGY**

The IT team has been diligently preparing for the end of the school year and the commencement of the next. Devices have been collected and are currently being sorted for repairs and upgrades. Each school has significant projects that require completion, and the team is actively scheduling these tasks.

New OM4 Fiber will be installed in Moriah, Chazy, and CVES. Additionally, every district is making concerted efforts to prepare for and implement the transition from Windows 10 to Windows 11. This transition presents an opportunity to move as many districts as possible to a cloud-only environment. The team has been rigorously creating and testing the necessary policies and settings to ensure a smooth transition for all involved.

### **INTERSCHOLASTIC SPORTS**

Spring Sectionals and regionals were jam-packed in the two weeks after Memorial Day. Despite several postponements due to weather, schools did a good job staffing games and all contests were completed. As the school year comes to a close, here is a breakdown of the end-of-season highlights by sport:

**Unified Basketball:** Unified Basketball held assembly games for their culminating events, playing in front of packed gymnasiums full of their fellow classmates.

**Flag Football:** Flag Football Championship and Regional Semifinals were hosted at AuSable Valley. Beekmantown became the first Section VII flag football team to advance to the NYSPHSAA State Tournament in Cortland.



**Golf:** Golf Sectionals were held at Craig Wood in Lake Placid.

**Softball:** The turf softball field at Plattsburgh High School was utilized several times due to weather conditions. Ticonderoga and Crown Point competed in the Softball Final Four at Grandslam Park in Binghamton, with both teams losing close games in the semifinals.

**Baseball:** Plattsburgh, Saranac, and NCCS were used to host sectional finals and regionals. The best of 3 series in Class A, B, & C were received well by players and coaches.



**Tennis:** The change in Tennis Sectionals to separate boys and girls went well, with both tournaments completed in two days. The events were held at SUNY Plattsburgh's MacDonough Courts and Plattsburgh High School.

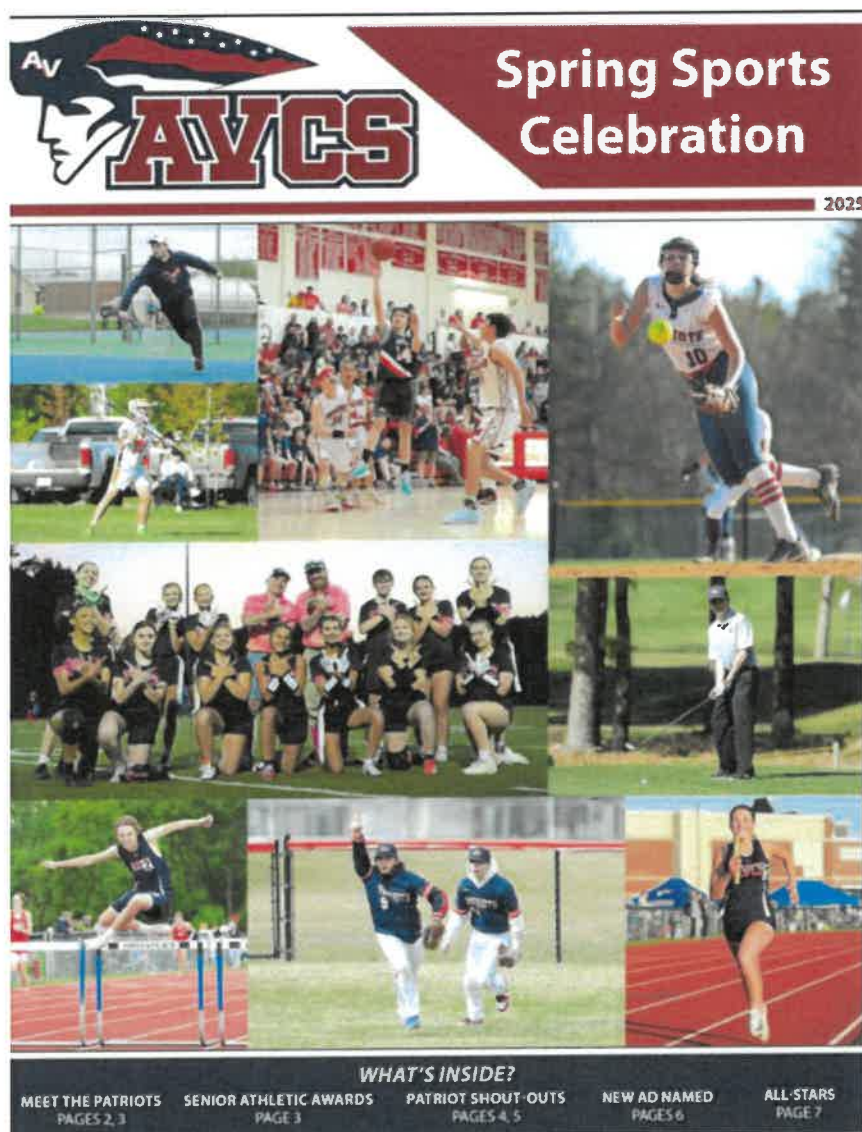
**Track and Field:** Peru hosted Track Sectionals, where Class B and Class C champions were crowned for the first time. Peru's Boys and Girls teams emerged as the track and field sectional champions in Class B, while Saranac's Boys and Girls teams claimed the titles in Class C.

Moriah hosted Track & Field State Qualifiers for the first time; Casey Nephew, Joe Kazlo, and the entire school demonstrated exceptional skill and dedication in hosting this event. Notably, Section VII records were set in Girls Track and Field by Desiree Jean-Pierre of Saranac in discus and Maggie Garrow of Peru in pentathlon.

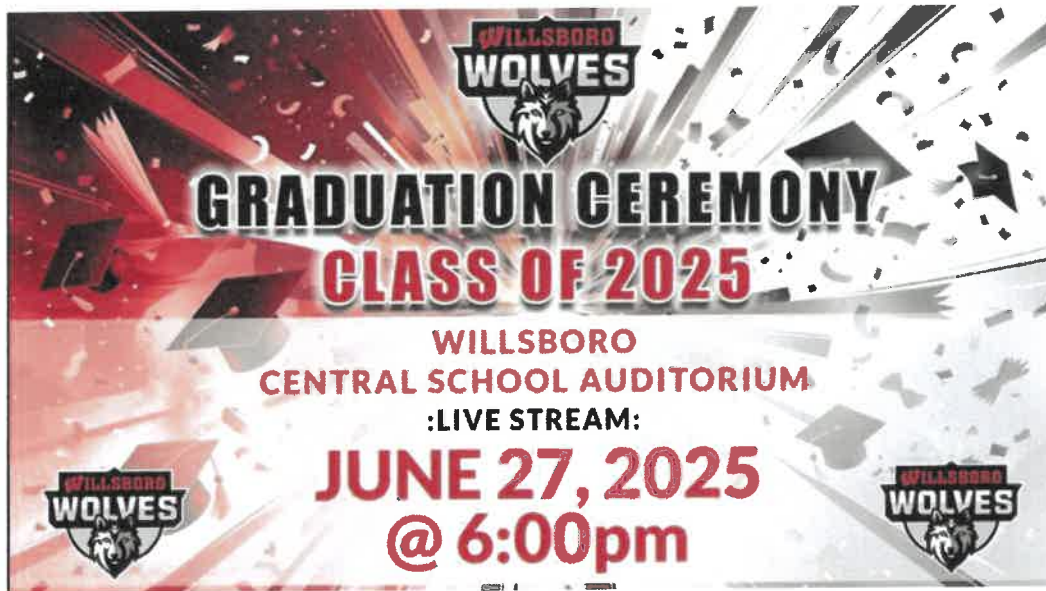
## **PUBLICATIONS AND COMMUNICATIONS UPDATE**

There's no June Swoon for the Communications or Print Shop teams. As school districts wind down for the end of the school year, both squads of this division ramped up their workloads.

The Print Shop completed yearbooks for the Rise Center and graduation programs for CV-TEC as well as 10 different Component Districts. AuSable Valley also completed their newsletter season with their spring sports celebration publication, which was printed and distributed throughout the community.



In Communications, the bulk of workload included livestreaming, graduation photography (Cap & Gown and Ceremonies) and special event coordination. In all, the Communications team livestreamed eight graduation ceremonies, including five on one night – a true testament to the team effort that is needed to ensure success!



In addition to graduation coverage, Communications continued to play its role as the unseen hand, writing speeches for graduation, developing PowerPoints for CVES Closing Day, and designing special materials, including stickers and certificates for retirees.

We are looking forward to a busy July where we will be able to catch up on the remaining work and begin preparing for the 2025-2026 school year.