

# **HERKIMER BOCES BOARD OF EDUCATION REGULAR MEETING**

**October 10, 2019**

**Leatherstocking Conference Room**

5:30 p.m. – Call to Order/Pledge of Allegiance

## **AGENDA**

### **I. BOARD OF EDUCATION**

- A. Approval of Agenda
- B. Privilege of the Floor

### **II. PUBLIC HEARING ON THE CODE OF CONDUCT REVISIONS**

### **III. REPORTS/UPDATES**

- A. Independent Audit Report, Mike Rossi, West & Co.
  - i. Approval of 2018-2019 Audit and Correction Action Plan [CAP]

### **IV. ROUTINE BUSINESS**

- A. Approval of Minutes, September 5, regular meeting
- B. Contract & Budget Adjustment, Billing No. 10C & Billing No. 2
- C. Treasurer's Reports – July 2019 & August 2019
- D. Extracurricular Treasurer's Report – August 2019
- E. Bid Awards
- F. Personnel Report

### **V. BOARD FORUM**

- A. Board President's Report
- B. Board member sharing: NYSSBA and SBI
- C. School Board Recognition, S. Sherwood

### **VI. NEW BUSINESS**

- A. Professional Development Plan, 2019-2020
- B. Approval of 2019-2020 Revised WEB Complex and Remington Educational Complex Building Level Emergency Response Plans
- C. Board Meeting Schedule – proposed June meeting date change to June 4, 2020
- D. Policy Review
  - i. General Commitments – 2<sup>nd</sup> Reading and Recommended Adoption
    - 0011 – Equal Opportunity and Prohibition of Discrimination and Harassment (Including Sexual Harassment)
    - 0020 – Tobacco, Nicotine and E-Cigarette Use Prohibited
  - ii. Personnel
    - 6201 – Drug-Free Workplace Policy

- 6203 – Alcohol, Drugs, and Other Substances (Personnel)
- iii. Students
  - 7203 – Student Alcohol and Drug Abuse
- iv. Regulations [No Action Required]
  - General Commitments, Regulation 0011.2 – DASA Incident Reporting Form
- v. Policy – Deletion – General Commitments
  - 0021 – Drug and Alcohol Abuse Prevention

E. Positive Thoughts

**VII. ADMINISTRATIVE REPORTS & RECOMMENDATIONS**

- A. Director of Special and Alternative Education
- B. Director of Technical Education, Instructional Support Services and STC
- C. Director of Adult, Early Childhood and Outreach Education
- D. Assistant Superintendent for Business Services
  - i. Audit Committee Update
  - ii. 2020-21 Budget Calendar Review
- E. Assistant Superintendent for Administrative Services
- F. District Superintendent

**VIII. FUTURE BUSINESS AND MEETINGS**

- NYSSBA Convention, October 24 – 26, 2019, Rochester
- Superintendent’s Conference Day, October 25
- New Staff Reception, **Wednesday**, November 13 @ 5pm, Lobby
- Board of Education Meeting, **Wednesday**, November 13 @ 5:30pm, LSA
- SBI General Membership Meeting, “Regent Elizabeth S. Hakanson – 5<sup>th</sup> Judicial District, Thursday, November 14 @ 6pm [Registration & Light Dinner], Program begins @ 6:30pm, Oneida BOCES
- Genesis “Honor Education Celebration”, November 21 @ 6pm, Harts Hill Inn
- Board of Education Meeting, December 12 @ 5:30pm, LSA
- SBI Board Development, “Fiscal Planning for 2020-2021 & Advocacy Initiatives” presented by NYSSBA Governmental Relations Staff, Monday, December 16 @ 6pm [Registration & Light Dinner], Program begins @ 6:30pm, Oneida BOCES

**IX. ADJOURNMENT**

***Board Photograph, 6:30pm***

***Board Work Session, 6:40pm***

CODE OF CONDUCT

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## POLICY

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#### CODE OF CONDUCT

#### IV.I. INTRODUCTION

The Board of Education is committed to providing a safe and orderly school environment where students may receive and ~~district~~BOCES personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other ~~district~~BOCES personnel, parents and other visitors is essential to achieving this goal. This Code of Conduct has been developed consistent with Article 2-A of the Education Law, the Safe Schools Against Violence in Education Act (Chapter 181 of the Laws of 2000) and Section 100.2 of the implementing Commissioners Regulations, in collaboration with students, teachers, administrators, parent organizations, school safety personnel and other school personnel.

The ~~district~~BOCES has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this code of conduct ("Code").

Unless otherwise indicated, this Code applies to all students, school personnel, parents and other visitors on school property or attending a school function.

#### V.II. DEFINITIONS

For purposes of this code, the following definitions apply.

“Cyberbullying” means harassment or bullying that occurs through any form of electronic communication.

“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)).

“Discrimination” means discrimination against any student by a student or students and/or employee or employees on school property, at a school function, or on social media including, but not limited to, discrimination based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

"Disruptive student" means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

“Emotional Harm” that takes place in the context of “harassment or bullying” means harm to a student’s emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education.

“Employee” means any person: (i) who is receiving compensation from a school or (ii) whose duties involve direct student contact and (a) who is receiving compensation from any person or entity that contracts with a school to provide transportation services to children, or (b) who is an employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine-B of article five of the social services law, and consistent with the provisions of such title for the provision of services to such school, its students or employees, directly or through contract.

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“Gender” means a person’s actual or perceived sex and includes a person’s gender identity or expression.

“Harassment and bullying” means the creation of a hostile 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 a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; 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. 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 or sex. For the purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.

~~“Harassment or bullying” means the creation of a hostile environment by conduct or by threats, intimidation, or abuse, including cyberbullying as defined in Education Law section 11(8), that either:~~

- ~~1. has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or with the student’s mental, emotional and/or physical well being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or~~
- ~~2. reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety.~~

This Code applies to all acts of harassment or bullying that occur on school property or at a school function, as well as to acts occurring off school property when (i) those acts create or would foreseeably create a risk of substantial disruption within the school environment, and (ii) it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property.

“Material incident of harassment, bullying and/or discrimination” means a single verified incident or a series of verified incidents where a student is subjected to harassment, bullying

and/or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property, meets the definition “harassment and bullying” as defined above and is the subject of a written or oral complaint to the District Superintendent, principal, director or their designee, or other school employee. Such conduct shall include, but is not limited to threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex; provided that nothing in this definition shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person’s gender that would be permissible under Education Law sec. 3201-a or 2854(2)(a) and Title IX of the Education Amendments of 1972 (20 U.S.C. section 1681, et seq.), or to prohibit, as discrimination based on disability, actions that would be permissible under Section 504 of the Rehabilitation Act of 1973.

“National Origin” means a person’s country of birth or ancestor’s country of birth.

"Parent" means parent, guardian or person in parental relation to a student.

“Protective hairstyles” include but are not limited to, hairstyles such as braids, locks, and twists (Education Law Section 11[10]).

“Race” means any traits which are historically associated with race, including but not limited to hair texture and protective hairstyles (Education Law Section 11[9]).

“School 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 on a school bus, as defined in Vehicle and Traffic Law §142.

“School function” means any school-sponsored extra-curricular event or activity. For the purposes of this policy, a “school function” is defined as any event, occurring on or off school property, sanctioned or approved by the school, including but not limited to offsite athletic events, school dances, plays, musical productions, field trips or other school-sponsored trips.

“Sexual Orientation” means a person’s actual or perceived heterosexuality, homosexuality, or bisexuality.

“Violent student” means a student under the age of 21 who:

~~3.1.~~ Commits an act of violence upon a school employee, or attempts to do so.

~~4.~~ Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.

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- ~~7.~~ Possesses, while on school property or at a school function, a weapon.
- ~~3.~~
- ~~1.~~ Displays, while on school property or at a school function, what appears to be a weapon.
- ~~4.~~
- ~~2.~~ Threatens, while on school property or at a school function, to use a weapon, even if they are not currently in possession of a weapon.
- ~~5.~~
- ~~3.~~ 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.
- ~~6.~~
- ~~4.7.~~ Knowingly and intentionally damages or destroys ~~school~~ district BOCES property.

"Weapon" means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

For purposes of this policy, "hazing" is defined to mean committing an act against a student, or coercing a student into committing an act, that creates a risk of emotional, physical or psychological harm to the student, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term "hazing" includes, but is not limited to: humiliating, degrading or dangerous activities; substance abuse of alcohol, tobacco or illegal drugs; any activity that intimidates or threatens the student with ostracism, or adversely affects the health or safety of the student; or any activity that causes or requires the student to perform a task or act that is a violation of state or federal law or district BOCES policies/regulations.

### III. STUDENT RIGHTS AND RESPONSIBILITIES

#### A. Student Rights

The district BOCES is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment, all district BOCES students have the right to:

1. Expect that school will be a safe, orderly and purposeful place for all students to learn and be treated fairly.
2. Be respected as an individual.
- 5.3. Take part in all ~~district~~BOCES activities on an equal basis regardless of race, color, creed, national origin, religion, gender or sexual orientation or disability.
- 6.4. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
7. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
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- ~~8.~~ Learn in an environment free of discrimination and harassment based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex;
- ~~6.~~
- ~~5.~~ Participate equally in all school activities regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices,
- ~~6.~~ disability, sexual orientation, gender or sex;
- ~~7.~~
- ~~7.8.~~ Have complaints about school-related incidents investigated and responded to.

**B. Student Search and Seizure:**

- a. In order to provide and maintain a safe and appropriate environment for students to learn the following guidelines pertaining to student search and seizure are established.

- ~~b.~~ The Board of Education hereby authorizes administrators to undertake searches of students and their possessions (e.g. pocket contents, ~~bookbags~~backpacks, handbags, etc.) should the circumstances arise, based upon reasonable

individualized suspicion. \_\_\_\_\_ In the event of search and seizure, administrators must at all times take great care in searching the person and personal effects of student. The following rules will be observed:

- ~~8.~~ 1. The search may be undertaken if ~~Distriet~~BOCES employees have prior reasonable individualized suspicion that a student has violated or is violating the law, ~~Distriet~~BOCES policiesy or regulations or school rules.

- ~~9.~~ 2. “Reasonable individualized suspicion” is a flexible concept requiring the application of experience and common sense. Determinations should be made on a case-by-case basis, with due consideration of all circumstances. Factors which must be considered in determining whether a school official has sufficient cause to search a student include but are not limited to:

- a) The prevalence and seriousness of the problem for which the search is directed.
- b) The urgency to make the search without delay.
- c) The reliability of the facts upon which to base a reasonable suspicion that the particular student has possession of evidence leading to a violation of school regulations.
- d) The probability that evidence will be \_discovered.



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- e) Students will be asked to empty their pockets and otherwise comply with reasonable search requests. If a student refuses, the parents will be contacted. The police will be contacted in the event that a law enforcement search is required. The student will remain under direct supervision until the search.
- 3. Strip searches are generally not authorized, except in extreme circumstances that involves life safety issues and law enforcement is not available. In the event of circumstances that present unusual questions, the ~~Superintendent~~District Superintendent or his/her designee must authorize such search.
- 4. Students have no reasonable expectation of privacy rights in school lockers, desks or other school storage places, and the ~~District~~BOCES exercises overriding control over such school property. Lockers, desks and other school storage places may be subject to inspection at any time by school officials.
  - ~~e.~~ a. Student lockers, desks or other school storage places are the property of the ~~District~~BOCES and remain at all times under the control of the ~~District~~BOCES. Students have no expectations of privacy therein. Students are expected, however, to assume full responsibility for the security of their lockers, and the ~~District~~BOCES is not responsible for stolen items. A list of the locker or lock combinations to all student lockers shall be kept in the office of the building principal.
  - ~~d.~~ b. The ~~District~~BOCES retains the right to inspect student lockers, desks or other storage spaces at any time without a search warrant, without notice, and without student consent. Inspections may be conducted by authorized school personnel and/or law enforcement officials, and may be conducted with the assistance of drug-detecting dogs.
- 5. Trained canines or related technologies may be utilized by the ~~District~~BOCES in searches of students' possessions, school lockers, cars, desks or other school storage with prior approval of the plan by the

Building Principal or Program Supervisor, and  
~~Superintendent~~ District Superintendent.

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#### c. Police in the School

The police may search a student, or his/her locker in the presence of the principal or his/her designee, if they have a valid warrant to do so or if they have "probable cause" to believe that the student is in possession of contraband. When police are permitted to interview students in school, the students have the same Constitutional rights they have outside the school. Parents will be notified as soon as possible. If police wish to speak to a student concerning an out-of-school matter (in the absence of a warrant or probable cause for suspicion), they will be directed by school authorities to take the matter up directly with the student's parents.

#### C. Student Responsibilities

All ~~district~~BOCES students have the responsibility to:

- ~~8.1.~~ 8.1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
- ~~9.2.~~ 9.2. Be familiar with and abide by all ~~district~~BOCES policies, rules and regulations dealing with student conduct.
- ~~10.3.~~ 10.3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
- ~~11.4.~~ 11.4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
- ~~12.5.~~ 12.5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
- ~~13.6.~~ 13.6. Control their anger.
- ~~14.7.~~ 14.7. Ask questions when they do not understand.
- ~~15.8.~~ 15.8. Seek help in solving problems that might lead to discipline.
- ~~16.9.~~ 16.9. Dress appropriately for school and school functions.
- ~~17.10.~~ 17.10. Accept responsibility for their actions.
- ~~18.11.~~ 18.11. Conduct themselves as representatives of the ~~district~~BOCES when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
- ~~19.12.~~ 19.12. Act and speak respectfully about issues/concerns.
- ~~20.13.~~ 20.13. Use non-sexist, non-racist and other non-biased language.

~~21.~~—Respect and treat others with tolerance and dignity regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

~~14.~~

~~15.~~ Use communication that is non-confrontational and is not obscene or defamatory.

~~16.~~ Report acts of bullying, discrimination, harassment and other inappropriate actions that hurt others.

~~22.~~—

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~~16. Report acts of bullying, discrimination, harassment and other inappropriate actions that hurt others.~~

#### IV. ESSENTIAL PARTNERS

##### A. Parents

All parents are expected to:

- ~~23.1.~~ Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
- ~~24.2.~~ Send their child(ren) to school ready to participate and learn.
- ~~25.3.~~ Ensure their child(ren) attend school regularly and on time.
- ~~26.4.~~ Ensure absences are excused.
- ~~27.5.~~ Insist their child(ren) be dressed and groomed in a manner consistent with the student dress code.
- ~~28.6.~~ Help their child(ren) understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- ~~29.7.~~ Know school rules and help their child(ren) understand the consequences of their actions.
- ~~30.8.~~ Convey to their child(ren) a supportive attitude toward education and the ~~district~~BOCES.
- ~~31.9.~~ Build good relationships with teachers, other parents and their child(ren)'s friends.
- ~~32.10.~~ Help their children deal effectively with peer pressure.
- ~~33.11.~~ Inform school officials of changes in the home situation that may affect student conduct or performance.
- ~~34.12.~~ Provide a place for study and ensure homework assignments are completed.
- ~~13.~~ Maintain a climate of mutual respect when dealing with school personnel.
- ~~35.14.~~ Teach your children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

##### B. Teachers

All ~~district~~BOCES teachers are expected to:

- ~~36.1.~~ Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, with the intent of strengthening students' self- concept and promote confidence to learn.
- ~~37.2.~~ Be prepared to teach.
- ~~38.3.~~ Demonstrate interest in teaching and concern for student achievement.
- ~~39.4.~~ Know ~~school~~ BOCES policies and rules, and enforce them in a fair and consistent manner.~~nt~~

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manner.

5. Communicate to students and parents:
  - ~~e.a.~~ Course objectives and requirements
  - ~~f.b.~~ Marking/grading procedures
  - ~~g.c.~~ Assignment deadlines
  - ~~h.d.~~ Expectations for students
  - ~~i.e.~~ Classroom discipline plan
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.
7. Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
- ~~8~~7. Report orally to their principal or supervisor, the ~~Superintendent~~District Superintendent, or designee any incident of harassment, bullying and/or discrimination that they witness or that is reported to them, not more than one day later; and file a written report not later than two (2) school days after the initial oral report.
9. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

#### C. Guidance Counselors

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- ~~40~~2. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance language, and behavior in a school setting, which will strengthen student's self-image and promote confidence to learn.

- ~~41.3.~~ Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function
- ~~42.4.~~ Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- ~~43.5.~~ Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's or staff member's attention in a timely manner.
- ~~44.6.~~ Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
- ~~45.7.~~ Regularly review with students their educational progress and career plans (Secondary only).
- ~~46.8.~~ Provide information to assist students with career planning (Secondary Only).
- ~~47.9.~~ Encourage students to access and benefit from the curriculum and extracurricular programs.
- ~~48.10.~~ Communicate with home schools regarding students.
- ~~49.11.~~ Report orally to their principal or supervisor, the ~~Superintendent~~District Superintendent, or designee any incident of harassment, bullying and/or discrimination that they witness or that is reported to them, not more than one day later; and file a written report not later than (2) school days after the initial oral report.



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#### **D. Principals/Supervising Administrators**

- ~~50.1.~~ Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- ~~51.2.~~ Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, with the intent of strengthening students' confidence and promote learning.
- ~~3.~~ Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal for redress of grievances.
- ~~4.~~ Follow up on any incidents of discrimination and harassment in a timely manner that are witnessed or otherwise brought to the principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).
- ~~5.~~ Address and/or mitigate personal biases that may prevent equal treatment of all students in the school or classroom setting.
- ~~6.~~ The principal or supervisor, District Superintendent or their designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports. When an investigation verifies a material incident of harassment, bullying and/or discrimination, the District Superintendent, principal or designee shall take prompt action, reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent the recurrence of the behavior and ensure the safety of the student or students against whom such behavior was directed.
- ~~52.7.~~ The principal or supervisor, District Superintendent, or their designee shall notify promptly the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct.
- ~~53.8.~~ Evaluate on a regular basis all instructional programs.
- ~~54.9.~~ Support the development of and student participation in appropriate extracurricular activities.
- ~~55.10.~~ Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

~~56.11.~~ Report to the ~~Superintendent~~District Superintendent or designee any incident of harassment, bullying and/or discrimination that they witness or that is reported to them, not more than one day later.

~~57.12.~~ Communicate with teachers, parents and home schools.

**E. ~~Superintendent~~District Superintendent**

~~58.1.~~ Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.

~~2.~~ Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national ethnic group, religion, religious practice disability sexual orientation, gender or sex, with the intent of strengthening students' confidence and promote learning.

~~3.~~ Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

~~4.~~ The principal or supervisor, District Superintendent or their designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports. When an investigation verifies a material incident of harassment, bullying and/or discrimination, the District Superintendent, principal, supervisor or designee shall take prompt action, reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent the recurrence of the behavior and ensure the safety of the student or students against whom such behavior was directed.

~~5.~~ The principal or supervisor, District Superintendent, or their designee shall notify promptly the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct.

~~6.~~ Evaluate on a regular basis all instructional programs.

~~59.7.~~ Report, respond to and document violations as per policy and procedures.

~~60.8.~~ Review with ~~district~~BOCES administrators the policies of the Board of Education and state and federal laws relating to school operations and management.

~~61.9.~~ Inform the Board about educational trends relating to student discipline.

~~10.~~ Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.

~~62.11.~~ Conduct Superintendent Hearings as required within the scope of disciplinary consequences.

~~63.12.~~ Work with ~~district~~BOCES administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

13. Process in a timely manner all reports of harassment, bullying and/or discrimination, including insuring that an appropriate investigation is conducted and appropriate reports are made to law enforcement.

~~64.~~

**F. Board of Education**

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~~69.~~ Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, ~~district~~BOCES personnel and visitors on school property and at school functions.

~~70.~~ 2. Adopt and review at least annually the ~~district~~BOCES's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.

~~71.~~ 3. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.

**V. STUDENT DRESS CODE**

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other ~~district~~BOCES personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

The responsibility for student dress and general appearance shall rest with individual students and parents. However, the Board of Education requires students to attend school in appropriate dress that meets health and safety standards and does not interfere with the learning process. The Board also requires students to wear appropriate protective gear in certain classes (including, but not limited to: home & careers, technology, physical education, science). In addition, the Board prohibits attire bearing an expression or insignia which is obscene or libelous, or which advocates racial, religious, or gender prejudice. The ~~Superintendent of Schools~~District Superintendent and other designated administrative personnel shall have the authority to require a student to change his/her attire should it, in their opinion, be deemed inappropriate according to the above guidelines. Administrators may discipline students if their dress or grooming endangers their own or others' physical health and safety, or if the dress or grooming is so distracting that it interferes with the learning process. Clothing which is or which bears messages which are lewd, vulgar, obscene, or sexually provocative, as well as clothing bearing messages advocating illegal activities, including drug or alcohol use, is likely to distract students from learning and is therefore forbidden.

Each Building Principal, Program Supervisor, or his/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.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline,

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

**VI. PROHIBITED STUDENT CONDUCT**

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, ~~district~~**BOCES** personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. ~~District~~**BOCES** personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

The items listed below are examples of conduct which is prohibited, but should not be considered an exhaustive list.

**A. Engage in conduct that is disorderly. Examples of disorderly conduct include:**

~~72.1.~~ Running in hallways

~~73.2.~~ Making unreasonable noise

~~74.3.~~ Using language or gestures that are profane, lewd, vulgar or abusive

~~75.4.~~ Obstructing vehicular or pedestrian traffic

~~76.5.~~ Engaging in any willful act which disrupts the normal operation of the school community

— Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.

6.

78. — Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing

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- ~~7.~~ inappropriate web sites; or any other violation of the ~~district~~BOCES's acceptable use policy.
- ~~8.~~ Use of cell phones or other electronic devices, ~~paggers, beepers, personal musical players (iPod, MP3, etelaptops, iPods, tablets, MP3 players,)~~ or other similar devices during scheduled class hours except for educational purposes under the direction of a staff member.
- ~~8.~~
- ~~9.~~ Possession of laser pointers or other similar items.
- ~~79.~~

**B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include:**

- ~~80.1.~~ Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect
- ~~81.2.~~ Lateness for, missing or leaving school without permission, failing to follow sign-in/sign-out procedures
- ~~82.3.~~ Skipping detention

**C. Engage in conduct that is disruptive. Examples of disruptive conduct include:**

Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.

**D. Engage in conduct that is violent. Examples of violent conduct include:**

- ~~83.1.~~ Committing an act of violence (such as, but not limited to, throwing, hitting, kicking, punching, or scratching) upon a teacher, administrator or other school employee or attempting to do so.
- ~~84.2.~~ Committing an act of violence (such as, but not limited to, throwing, hitting, kicking, punching, or scratching) upon another student or any other person lawfully on school property or attempting to do so.
- ~~85.3.~~ Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
- ~~86.4.~~ Displaying what appears to be a weapon.
- ~~87.5.~~ Threatening to use any weapon, even if the weapon is not currently in the possession of the student.



- ~~88.6.~~ Intentionally damaging or destroying the personal property of a student, teacher, administrator, other ~~district~~BOCES employee or any person lawfully on school property, including graffiti or arson.
- ~~89.7.~~ Intentionally damaging or destroying school ~~district~~BOCES property.
- ~~8.~~ Intentionally using any object in any manner other than its original intent to harm another student or any other person lawfully on school property or attempting to do so.

~~90.~~ —

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**E. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include:**

- ~~91.1.~~ Lying to school personnel.
- ~~92.2.~~ Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
- ~~93.3.~~ Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
- ~~94.4.~~ Discrimination, which includes the use of a person's actual or perceived race, color, creed, national origin, weight, ethnic group, religion, religious practice, gender, sexual orientation or disability as a basis for treating another in a negative manner.
- ~~95.5.~~ Harassment or bullying, as defined in Section II of the Code of Conduct, labeled "Definitions."
- ~~96.6.~~ Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
- ~~97.7.~~ Selling, using or possessing obscene material.
- ~~98.8.~~ Using vulgar or abusive language, cursing or swearing.
- ~~99.9.~~ Using, possessing or distributing tobacco products including [but not limited to](#) cigarettes, [e-cigarettes](#), cigars, pipes, [juuls](#), [vapes](#) or chewing or smokeless tobacco.
- ~~100.10.~~ Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic marijuana or cannabinoids, including but not limited to items labeled as incense, herbal mixtures or potpourri, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
- ~~101.11.~~ Inappropriately using or sharing prescription and over-the-counter drugs
- ~~102.12.~~ Gambling
- ~~103.13.~~ Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner
- ~~104.14.~~ Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher

~~105.15.~~ \_\_\_\_\_ Unwanted or inappropriate touching or overt public displays of affection.

~~106.16.~~ \_\_\_\_\_ Driving/riding to/from BOCES without authorized permission by home school, parent/guardian and BOCES. Students from one home school cannot ride on the bus of another home school without permission from parents, each home school principal, and BOCES.

~~107.~~ \_\_\_\_\_ In accordance with Herkimer BOCES health and wellness practice, students should not bring beverages to school including coffee, energy drinks (such as Red Bull or Monster), or soda. Students are allowed to

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—bring one single serving size water, milk or juice that may be consumed in the cafeteria before and/or after class. School sponsored vending machines

17. and food carts are available at the teacher's discretion.

**F. Engage in misconduct while on a school bus.**

It is crucial for students to behave appropriately while riding on ~~district~~BOCES buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.

**G. Engage in any form of academic misconduct. Examples of academic misconduct include:**

~~108.1.~~ Plagiarism.

~~109.2.~~ Cheating.

~~110.3.~~ Copying.

~~111.4.~~ Altering records.

~~112.5.~~ Assisting another student in any of the above actions.

**H. In addition to the preceding standards of conduct, the ~~District~~BOCES prohibits discrimination and harassment against any student by employees or students that creates a hostile environment by conduct (with or without physical conduct) or verbal statements, intimidation, or abuse. We consider a hostile environment to be created when actions or statements directed at a student either (1) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities, or benefits, or with the student's mental, emotional, or physical well-being including conduct that reasonably causes or would reasonably be expected to cause emotional harm, or (2) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for their physical safety.**

This prohibition applies to all acts of harassment or bullying that occur on school property or at a school function, as well as to acts occurring off school property when (i) those acts create or would foreseeably create a risk of substantial disruption within the school environment, and (ii) it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property.

The prohibition of discrimination includes, but is not limited to, threats, intimidation, or abuse based on the student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex.

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- I. The Complaint and fact-finding procedure is described in the ~~district~~BOCES's Equal Opportunity and Non-discrimination policy. See ~~Superintendent~~Superintendent's Regulation - 1005.1 – “Incident Reporting Form”

## VII. AGE APPROPRIATE RESTATEMENT OF POLICY

You should never feel that it is not safe for you to come to school and participate in all school activities. You should never be prevented from concentrating on your schoolwork because another student or a school staff member is teasing you, making fun of you, pushing you around, or threatening you in some way, because of your race, color, weight, national origin (where your family comes from), ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex, or any other reason.

You may not act toward another student in a way that reasonably might make them feel threatened or unsafe, or that might reasonably make them unable to concentrate on their school work, because of what you think about their race, color, weight, national origin (where their family comes from), ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex, or any other reason. It is against school rules for you to do this by your physical actions or by your verbal statements, including electronic messages.

## ~~VI.~~VIII. REPORTING AND RESPONDING TO VIOLATIONS

### A. Reporting Possible Violations

All students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, the Building Principal or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the Principal or Supervisor, the Principal's/Supervisor's designee or the ~~Superintendent of Schools~~District Superintendent.

All ~~district~~BOCES staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. ~~District~~BOCES staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction, which may include permanent suspension and referral for prosecution.:-

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The Principal/[Supervisor](#) or his/her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the Principal or his/her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

**B. Responding to Reports of Possible Harassment or Discrimination**

~~10.1.~~ In addition to the procedures described below for removal of disruptive students and possible suspension from attendance, the ~~District~~**BOCES** provides a procedure for responding to reports of possible discrimination or harassment against students by another student, an employee, or any other person on school property or at a school function. The process is described in the ~~District~~**BOCES**'s Equal Opportunity and Nondiscrimination Policy.

~~11.2.~~ The ~~District~~**BOCES** has also designated a Dignity Act Coordinator for each school. Those coordinators are [posted in the buildings and available on the website.](#)

~~The District~~**BOCES** ~~has also designated a Dignity Act Coordinator for each school. Those coordinators are:~~

**BOCES**

W.E.B. Complex	Kathy Fox	315-867-2093
W.E.B. Complex	Brittany DerCola	315-867-2216
W.E.B. Complex	Sally McCann-Kramas	315-867-2093
W.E.B. Complex	Suzanne O'Brien	315-867-2092
Remington Educational Complex	Heather Paul	315-867-2094
Remington Educational Complex	Jonathan Bryant	315-867-2200
Remington Educational Complex	Kim Conley	315-867-2058

**Central Valley Central School**

Barringer Road Elementary	Jeremy Rich/Barbara Lennox	315-894-8420
Fisher Elementary	Frances LaPaglia/Lorna Zelman	315-866-4851
Jarvis Middle School	Shannon Buttacaroli/Leon Frost	315-866-2620
Central Valley Academy	Michele DelConte	315-895-7471



**Dolgeville Central School**

~~Pre-K-4 Alexis Palumbo 315-429-3155 ext.~~  
1246

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Grades 5-8 2801	Mirella Pazzaglia	315-429-3155 ext.
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Grades 9-12 2702	Laura Eysaman	315-429-3155 ext.
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**Frankfort-Schuyler Central School**

Elementary School	Melanie Welch	315-895-7491
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Middle School	Molly LiBritz	315-895-7719
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High School	Andrea Cordero	315-895-7461
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High School	Michael Stalteri	315-895-7461
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**Herkimer Central School**

Elementary 1011	Renee Vogt	315-866-8562 ext.
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High School 1309	Mary Tomaso	315-866-2230 ext.
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**Little Falls Central School**

Benton Hall Academy 1109	Joe Long	315-823-1400 ext.
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Middle School 2133	Brian Coleman	315-823-4300 ext.
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High School 3140	Bart Tooley	315-823-1167 ext.
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District <u>BOCES</u> Coordinator	Leanne Dooley	
	315-823-1167 ext. 3141	

**Mount Markham Central School**

District <u>BOCES</u> wide	Laura Nelson	315-822-2827
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Elementary	Jennifer McDonald	315-822-2840
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Elementary	Heather Lewis-Hoover	315-822-2840
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Middle School	Dawn Yerkie	315-822-2870
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Middle School	Jessica Cooper	315-822-2875
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High School	Russ Kissinger	315-822-2900
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High School	Jeff Parow	315-822-2900
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**Owen D. Young Central School**

All Students	Jeff Busch	315-858-0729
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**Poland Central School**

Middle/High School — Gregory Cuthbertson — 315-826-7900 ext. 3  
Elementary School — Shari Winslow — 315-826-7900 ext. 2

**Richfield Springs Central School**

PK-6 — TheriJo Climenhaga — 315-858-0610 ext.  
5030  
Secondary — Joseph D'Apice — 315-858-0610 ext.  
5041

**West Canada Valley Central School**

All Students — Rita Marie Juteau — 315-845-6800 ext.  
200

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The Dignity Act Coordinators are trained in methods to respond to human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, and sex. They are available to speak with any person who has witnessed possible discrimination or harassment, or if that person has experienced treatment that may be prohibited discrimination or harassment.

#### **C. No Retaliation for Reporting**

No act of retaliation may be directed at any person who makes a good faith report of conduct by another person that may reasonably be a violation of this Code, or who assists in, or is part of, the investigation of such a report. To engage in such retaliation is considered a violation of this Code.

### **IX. DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS**

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

- ~~113.1.~~ The student's age
- ~~114.2.~~ The nature of the offense and the circumstances which led to the offense
- ~~115.3.~~ The student's prior disciplinary record
- ~~116.4.~~ The effectiveness of other forms of discipline
- ~~117.5.~~ Information from parents, teachers and/or others, as appropriate
- ~~118.6.~~ Other extenuating circumstances

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

Responses to acts of harassment, bullying and/or discrimination against students by students shall use measured, balanced, and age-appropriate remedies and procedures, with

the goals of prevention and education, as well as intervention and discipline. We will consider the nature and severity of the conduct, the developmental age of the student engaging in the conduct, the actor's prior disciplinary record, and the impact of the conduct on the student at whom it was directed.

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If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

**A. Penalties**

Students who are found to have violated the ~~district~~BOCES's code of conduct may be subject to the following penalties, either alone or in combination. The ~~school~~ BOCES personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

~~119.1.~~ Oral warning – any member of the ~~district~~BOCES staff

~~120.2.~~ Written warning – ~~bus drivers~~, hall and lunch monitors, ~~coaches~~, guidance counselors, teachers, Principal/~~Supervisor~~, ~~Superintendent~~~~District~~ Superintendent

~~121.3.~~ Written notification to parent – ~~bus driver~~, hall and lunch monitors, ~~coaches~~, guidance counselors, teachers, Principal/~~Supervisor~~, ~~Superintendent~~~~District~~ Superintendent

~~122.4.~~ Detention – teachers, ~~Principal~~Administrators, ~~Superintendent~~~~District~~ Superintendent

~~123.5.~~ Restitution for damage to property – Principal/~~Supervisor~~, ~~Superintendent~~~~District~~ Superintendent

~~124.6.~~ Work detail – ~~Principal~~Administrators, ~~Superintendent~~~~District~~ Superintendent

~~125.7.~~ Suspension from transportation – ~~Director of Transportation~~, Principal/~~Supervisor~~, ~~Superintendent~~~~District~~ Superintendent of component district

~~126.~~ Suspension from athletic participation – ~~coaches~~, Athletic Director, ~~Principal~~, ~~Superintendent~~~~District~~ Superintendent

~~127.8.~~ Suspension from social or extracurricular activities – activity director, Principal/~~Supervisor~~, ~~Superintendent~~~~District~~ Superintendent

~~128.9.~~ Suspension of other privileges – Principal/~~Supervisor~~, ~~Superintendent~~~~District~~ Superintendent

~~129.10.~~ In-school suspension – Principal/~~Supervisor~~, ~~Superintendent~~~~District~~ Superintendent

~~130.11.~~ Removal from classroom by teacher – teachers, Principal/~~Supervisor~~

~~131.12.~~ Short-term (five days or less) suspension from school – Principal/~~Supervisor~~, ~~Superintendent~~~~District~~ Superintendent, Board

~~132.13.~~ Long-term (more than five days) suspension from school – ~~Principal~~, ~~Superintendent~~ ~~District~~ component School Superintendent, Board

14. Permanent suspension from school – ~~Superintendent~~ District component School Superintendent, Board.

133.

## B. Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.†

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~~inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.~~

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

#### **134.1. Detention**

Teachers, Principals/[Supervisors](#) and the ~~Superintendent~~[District component School Superintendent](#) may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Parents will receive notification of detentions assigned. Students will be provided appropriate transportation home following detention.

#### **135.2. Suspension from Transportation**

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring, in writing, such misconduct to the Principal's/[Supervisor's](#) attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the Principa/[Supervisor](#) l or the ~~Superintendent~~[District component School Superintendent](#) or their designees.

In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the ~~district~~[BOCES component school](#) will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the Principal/[Supervisor](#) or the ~~Principal's~~ designee to discuss the conduct and the penalty involved.

#### **136.3. Suspension from athletic participation, extra-curricular activities and other privileges**



A student subjected to a suspension from ~~athletic participation~~, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the BOCES official imposing the suspension to discuss the conduct and the penalty involved.~~at~~

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~~conference with the district official imposing the suspension to discuss the conduct and the penalty involved.~~

**14.4. In-School Suspension**

The Board recognizes the school 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 Principals/[Supervisors](#) and the ~~Superintendent~~[District Superintendent](#) to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension."

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the ~~district~~[BOCES](#) official imposing the in-school suspension to discuss the conduct and the penalty involved.

~~12.~~**5. Teacher Disciplinary Removal of Disruptive Students**

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 good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) sending a student to a guidance counselor or other ~~district~~[BOCES](#) staff member for counseling; (2) short-term "time out" in an elementary classroom or in an administrator's office; or (3) sending a student to the Principal's/[Supervisor's](#) office for the remainder of the class time only. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. 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.



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A classroom teacher may remove a disruptive student from an academic class for up to ~~three~~one (1) days. The removal from class applies to the class of the removing teacher only. For elementary classroom it applies to the specific academic class.

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being 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 remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be 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.

The teacher must complete a ~~district~~BOCES-established disciplinary removal form 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 removal and to present the removal form. If the Principal/Supervisor 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/Supervisor or designee prior to the beginning of classes on the next school day.

Within 24 hours after the student's removal, the Principal/Supervisor or another ~~district~~BOCES administrator designated by the Principal/Supervisor must notify the student's parent, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the Principal/Supervisor or the ~~Principal's~~ designee to discuss the reasons for the removal.

Formal written notice will be provided in a timely fashion. The teacher who ordered the removal will be required to attend the informal conference.

If at the informal meeting the student denies the charges, the Principal/Supervisor, the Principal's/Supervisor's designee, or the teacher who orders the removal, must explain why the student was 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 removal. The timing of the informal meeting may be extended by mutual



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agreement of the parent and Principal/[Supervisor](#).

The Principal/[Supervisor](#) or the ~~Principal's~~ designee may overturn the removal of the student from class if the Principal/[Supervisor](#) finds any one of the following:

- ~~13.1.~~ The charges against the student are not supported by substantial evidence.
- ~~14.2.~~ The student's removal is otherwise in violation of law, including the ~~district~~[BOCES](#)'s code of conduct.
- ~~15.3.~~ The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The Principal/[Supervisor](#) or his/her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following 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/[Supervisor](#) makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

Each teacher must keep a complete log (on a ~~district~~[BOCES](#) provided form) for all cases of removal of students from his/her class. The Principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the Principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

In light of this information, it appears that a teacher may remove a disruptive student with a disability from the classroom under the following scenarios, so long as the removal would not constitute a change in placement.

- A student with a disability does not have a behavior intervention plan or IEP that includes specific strategies to address a student's behavior precipitating the removal.

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- Where a student has a behavior intervention plan or IEP that addresses specific behaviors, the plan has been implemented consistently and in good faith, but the plan is not working (that is, the student engages in disruptive behavior even though prescribed behavior or management strategies are being implemented.)
- Where the student has an IEP or behavior intervention plan (BIP), but the disruptive behavior precipitating the removal is “new” and of a different character than the behavior addressed in the IEP.
- The student is afforded the opportunity to continue to appropriately progress in the general curriculum;
- The student continues to receive the services specified in his or her IEP and;
- The student continues to participate with nondisabled students to the extent they would have in their current placement.

#### 6. **Suspension from School**

Suspension from school is a severe penalty, 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 others.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the ~~Superintendent~~District Superintendent and the Principals.

Any staff member may recommend to the Principal/Supervisor that a student be suspended. All staff members must immediately report and refer a violent student to the Principal/Supervisor for a 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 Principal/Supervisor, 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 (five days or less) Suspension from School**



When the Principal/[Supervisor](#) (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express or overnight, mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

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~~notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express or overnight, mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.~~

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the Principal/[Supervisor](#). Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the Principal/[Supervisor](#) may establish.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the Principal/[Supervisor](#) shall promptly advise the parents in writing of his or her decision. The Principal/[Supervisor](#) shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the ~~Superintendent~~[District Superintendent](#) within five business days, unless they can show extraordinary circumstances precluding them from doing so. The ~~Superintendent~~[District Superintendent](#) shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the ~~Superintendent~~[District Superintendent](#)'s decision, they must file a written appeal to the Board of Education with the ~~District~~[BOCES Board](#) Clerk within 10 business days of the date of the ~~Superintendent~~[District Superintendent](#)'s decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

**b. Long term (more than five days) Suspension from School**

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When the ~~Superintendent~~~~District~~ component School Superintendent or Principal/Supervisor determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The ~~Superintendent~~~~District~~component School Superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the ~~Superintendent~~~~District~~ component School Superintendent. The report of the hearing officer shall be advisory only, and the ~~Superintendent~~~~District~~component School Superintendent may accept all or any part thereof.

An appeal of the decision of the ~~Superintendent~~~~District~~component School Superintendent may be made to the component School Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the Districtcomponent School's Board Clerk within 10 business days of the date of the ~~Superintendent~~~~District~~component School Superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The component School Board may adopt in whole or in part the decision of the ~~Superintendent~~~~District~~component School Superintendent. Final decisions of the component School Board may be appealed to the Commissioner of Education within 30 days of the decision.

#### **c. Permanent suspension**

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well-being of other students, school personnel or any other person lawfully on school property or attending a school function.

### **C. Minimum Periods of Suspension**

**1. Students who bring a weapon to school**

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214.

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The ~~Superintendent~~~~District~~~~component~~ School ~~Superintendent~~ has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the ~~Superintendent~~~~District~~~~component~~ School ~~Superintendent~~ may consider the following:

- ~~16.1.~~ The student's age
- ~~17.2.~~ The student's grade in school
- ~~18.3.~~ The student's prior disciplinary record
- ~~19.4.~~ The ~~Superintendent~~~~District~~~~component~~ School ~~Superintendent~~'s belief that other forms of discipline may be more effective
- ~~20.5.~~ Input from parents, teachers and/or others
- ~~21.6.~~ Other extenuating circumstances

A student with a disability may be suspended only in accordance with the requirements of state and federal law.

### 2. **Students who commit violent acts other than bringing a weapon to school**

~~22.~~—Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parent 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 penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a ~~long-term~~~~long-term~~ suspension. The ~~Superintendent~~~~District~~ component School ~~Superintendent~~ has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the ~~Superintendent~~~~District~~ component School ~~Superintendent~~ may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

### 3. Students who are repeatedly substantially disruptive of the educational process or who repeatedly substantially interfere with the teacher's authority over the classroom.

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law § 3214 (3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent 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 penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The District Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Districtcomponent School –Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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~~four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent 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 penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.~~

#### **D. Referrals**

##### **1. Counseling**

The Guidance Office shall handle all referrals of students to counseling.

##### **2. PINS Petitions**

The ~~district~~BOCES may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- a. ~~Being habitually truant and~~Not attending school as required by part one of Article 65 of the Education Law.
- b. 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.
- c. Knowingly and unlawfully possesses marijuana or other illegal substance in violation of Penal Law § 221.05. A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.

##### **3. Juvenile Delinquents and Juvenile Offenders**

The ~~Superintendent~~District Superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- ~~d.a.~~ Any student under the age of 16 who is found to have brought a weapon to school, or
- ~~e.b.~~ Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law § 1.20 (42).





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

**E. Prohibition of Corporal Punishment**

1. The ~~District~~BOCES recognizes the responsibility of all school personnel, including administrators, faculty and other employees, to see that proper standards of school behavior are maintained. All school personnel are expected to help in maintaining proper levels of supervision.
2. No teacher, administrator, officer, employee or agent of the ~~District~~BOCES shall use corporal punishment against a pupil.
3. As used in this section, corporal punishment means any act of physical force upon a pupil for the purpose of punishing that pupil, except as otherwise provided in subdivision 4 of this section.
4. In situations in which alternative procedures and methods not involving the use of physical force cannot reasonably be employed, nothing contained in this section shall be construed to prohibit the use of reasonable physical force for the following purposes:
  - ~~j.~~a. To protect oneself from physical injury;
  - ~~k.~~b. To protect another pupil or teacher or any other person from physical injury;
  - ~~l.~~c. To protect the property of the school or others; or
  - ~~m.~~d. To restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of School ~~District~~BOCES functions, powers and duties, if that pupil has refused to comply with a request to refrain from further disruptive acts.
5. The ~~Superintendent of Schools~~District Superintendent is ~~hereby directed to develop and implement a reporting procedure which will enable the District BOCES to summarize complaints required to report relative to the~~ alleged administration of corporal punishment. Such summaries will include references to the substance of each/all complaints, the result(s) of the investigation of each/all complaints, and whatever action(s), if any, was/were taken by the administration of the ~~District~~BOCES. The summary of each/all complaints shall be available for submission to the Commissioner of Education in accordance with Commissioner's Regulations (semi-annually, by January 15<sup>th</sup> and July 15<sup>th</sup> of each year.



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**X. ALTERNATIVE INSTRUCTION**

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the ~~district~~BOCES component school will take immediate steps to provide alternative means of instruction for the student.

**XI. DISCIPLINE OF 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 enjoy 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.

**A. Authorized Suspensions or Removals of Students with Disabilities**

1. For purposes of this section of the code of conduct, the following definitions apply.

A "suspension" means a suspension pursuant to Education Law § 3214.

A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself/herself or others.

An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting,

to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

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2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
  - ~~n.a.~~ The Board, the ~~Superintendent~~~~District~~~~component~~ School ~~Superintendent~~ or a Principal/~~Supervisor~~ may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
  - ~~o.b.~~ The ~~Superintendent~~~~District~~ ~~component~~ School ~~Superintendent~~ may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the ~~Superintendent~~~~District~~ ~~component~~ School ~~Superintendent~~ determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
  - ~~p.c.~~ The ~~Superintendent~~~~District~~ ~~component~~ School ~~Superintendent~~ may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
  - ~~q.d.~~ The ~~Superintendent~~~~District~~~~component~~ School ~~Superintendent~~ may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function or the student causes bodily injury to another person at school, on school premises or at a school function.
    - (1) "Weapon" means the same as "dangerous weapon" under 18 U.S.C. §930(g)(w) which includes "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...[for] a pocket knife with a blade of less than 2 1/2 inches in length."
    - (2) "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled

Substances Act specified in both federal and state law and regulations applicable to this policy.

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(3)

\_\_\_\_\_ "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

3. \_\_\_\_\_—Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

**B. Change of Placement Rule**

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
  - ~~r.a.~~ \_\_\_\_\_ for more than 10 consecutive school days; or
  - ~~s.b.~~ \_\_\_\_\_ for a period of 10 consecutive school 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 and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
2. \_\_\_\_\_—School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the ~~district~~BOCES may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances, or infliction of bodily injury.

**C. Special Rules Regarding the Suspension or Removal of Students with Disabilities**





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1. The component District's Committee on Special Education shall:

~~t.a.~~ Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the ~~district~~BOCES component district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its

implementation, to the extent the committee determines necessary.

~~u.b.~~ Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA (Individuals with Disabilities Education Act) and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state

statutory and regulatory criteria, the ~~school district~~ BOCES is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the BOCES is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

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~~had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.~~

aa. The ~~Superintendent~~District ~~component~~ School Superintendent, Principal/Supervisor or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.

~~bb.~~ b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the ~~district~~BOCES had knowledge the student was a student with a disability, the ~~district~~BOCES either:

~~(3)~~(1) conducted an individual evaluation and determined that the student is not a student with a disability, or

~~(4)~~(2) determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the ~~district~~BOCES, which can include suspension.

3. The ~~district~~BOCES ~~component~~ district shall provide parents with 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 for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses

a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement.

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~~student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement.~~

9. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.

4.

137. ~~Superintendent~~ Component School Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.

5.

138. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.

6.

- 139.7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

#### D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
  - a. The ~~district~~ BOCES component School District requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current

educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

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~~maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.~~

- b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
  - (1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the ~~district~~BOCES component School District agree otherwise.
  - (2) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the component school district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

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

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

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~~28.~~ The ~~district~~BOCES 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.

~~29.~~ 2. The ~~Superintendent~~District 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.

## XII. VISITORS TO THE SCHOOLS

The Board encourages parents and other ~~district~~BOCES citizens to visit the ~~district~~BOCES's schools and classrooms to observe the work of students, teachers and other staff. Since Schools are a place of work and learning, however, certain limits must be set for such visits so classroom visitors must be pre-arranged with the teacher and the principal/superivisor. The Principal/Supervisor or his or her 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:

~~140.1.~~ Anyone who is not a regular staff member or student of the school will be considered a visitor.

~~141.2.~~ All visitors to the school must report to the office of the Principal/Supervisor upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return to the office and sign out the identification badge to the ~~Principal's~~ main office before leaving the building.

~~142.3.~~ Visitors attending school functions that are open to the public during non-school hours, such as parent-teacher organization meetings or public gatherings, are not required to register.

~~143.4.~~ Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.

~~144.5.~~ Teachers are expected not to take class time to discuss individual matters with visitors.

~~145.6.~~ Any unauthorized person on school property will be reported to the Principal/Supervisor or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.

7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.



146.

### **XIII. IN-SERVICE EDUCATION PROGRAMS**

At the start of each school year, the ~~District~~BOCES shall provide all staff with in-service education regarding BOCES policy for conduct on school grounds and at school functions, methods for promoting a safe and supportive school climate, and ways of discouraging discrimination and/or harassment against students by other students or school employees.

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~~education regarding District policy for conduct on school grounds and at school functions, methods for promoting a safe and supportive school climate, and ways of discouraging discrimination and/or harassment against students by other students or school employees.~~

#### **XIV. PUBLIC CONDUCT ON SCHOOL PROPERTY**

The ~~district~~BOCES is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, “public” shall mean all persons when on school property or attending a school function including students, teachers and ~~district~~BOCES personnel.

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

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

##### **A. Prohibited Conduct**

No person, either alone or with others, shall:

~~147.1.~~ Intentionally injure any person or threaten to do so.

~~148.2.~~ Intentionally damage or destroy ~~school~~districtBOCES property or the personal property of a teacher, administrator, other ~~district~~BOCES employee or any person lawfully on school property, including graffiti or arson.

~~149.3.~~ Disrupt the orderly conduct of classes, school programs or other school activities.

- ~~150.4.~~ Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- ~~151.5.~~ Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.

## POLICY

### COMMUNITY RELATIONS

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#### CODE OF CONDUCT

~~color, creed, national origin, religion, age, gender, sexual orientation or disability.~~

~~11.~~ Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.

~~6.~~

~~152.~~ Obstruct the free movement of any person in any place to which this code applies.

~~7.~~

~~153.~~ Violate the traffic laws, parking regulations or other restrictions on vehicles.

~~8.~~

~~154.~~ Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.

~~9.~~

~~155.~~ Use tobacco products on school property or at a school function.

~~10.~~

~~156.~~ Possess or use weapons on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the ~~school district~~ BOCES.

~~11.~~

~~157.~~ Loiter on or about school property.

~~12.~~

~~158.~~ Gamble on school property or at school functions.

~~13.~~

~~159.~~ Refuse to comply with any reasonable order of identifiable ~~school district~~ BOCES officials performing their duties.

~~14.~~

~~160.~~ Willfully incite others to commit any of the acts prohibited by this code.

~~15.~~

~~161.~~ 16. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.

#### **B. Penalties**

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

~~162.~~ 1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.

- ~~163.2.~~ Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
- ~~164.3.~~ Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
- ~~4.~~ Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
- ~~165.5.~~ Staff members other than those described in subdivisions 4 and 5. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

## ~~POLICY~~

### ~~COMMUNITY RELATIONS~~ ~~1005~~

#### CODE OF CONDUCT

~~5. Staff members other than those described in subdivisions 4 and 5. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.~~

#### **C. Enforcement**

The Principal/Supervisor or his/her designee shall be responsible for enforcing the conduct required by this code.

When the Principal/Supervisor or his or her designee 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 Principal/Supervisor or designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Principal/Supervisor or designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the Principal/Supervisor or designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The ~~district~~BOCES shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the ~~district~~BOCES reserves its right to pursue a civil or criminal legal action against any person violating the code.

## **XV. DISSEMINATION AND REVIEW**

#### **A. Dissemination of Code of Conduct**

The Board of Education shall ensure community awareness of these provisions and of the Code of Conduct by:

- ~~30.1.~~ Posting the complete Code of Conduct, respectively, on the ~~District~~BOCES's ~~Internet~~ Web-site, including any annual updates or amendments thereto.
- ~~31.2.~~ Provide copies of a summary of the Code of Conduct to all students, in an age-appropriate version, written in plain language, ~~at a school assembly to be held~~ at the beginning of each school year.

~~32.~~ Provide ~~by mail~~ a plain language summary of the Code of Conduct to all persons in a parental relation to the students before the beginning of each school year and make ~~the~~ summary available thereafter upon request.

3.

## POLICY

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CODE OF CONDUCT

- 19.4. Provide each existing teacher with a copy of the complete Code of Conduct and a copy of any amendments to the Code as soon as practicable following initial adoption or amendment of the Code of Conduct, and providing new teachers with a complete copy of the current Code of Conduct upon their employment.
- 33.5. Make complete copies of the Code of Conduct available for review by students, parents or persons in parental relation to students, other school staff, and community members.
- 34.6. Provide training to teachers, administrators, and staff designed to address the concepts and issues incorporated in the Dignity Act, including, but not limited to, guidelines on promoting a safe and supportive school climate while discouraging, among other things, discrimination or harassment against students and/or school employees.
- 35.7. Provide “safe and supportive school climate concepts” in the ~~District~~BOCES curriculum.

The ~~District~~BOCES ~~shall develop and implement~~ provides a program of instruction in grades Pre-Kindergarten through Grade 12 that supports development of a school environment free of harassment, bullying and/or discrimination, that raises student and staff awareness and sensitivity to harassment, bullying and/or discrimination, that instructs in the safe and responsible use of the internet and electronic communications and that includes a component on civility, citizenship and character education in accordance with Education Law. Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community.

The Board ~~will~~ sponsors an in-service education program for all ~~district~~BOCES staff members to ensure the effective implementation of the code of conduct. The ~~Superintendent~~District Superintendent may solicit the recommendations of the ~~district~~BOCES staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

**B. Review of Code of Conduct**

The Board may appoint an advisory committee to assist in reviewing the code and the ~~district~~BOCES's response to code of conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.





POLICY

COMMUNITY RELATIONS 1005

CODE OF CONDUCT

Before adopting any revisions to the code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

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

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~~H~~Herkimer-Fulton-Hamilton-Otsego Board of Cooperative Educational Services

Adopted: 06/19/02

Revised: 07/12/12, 08/22/13, 7/10/14, 07/09/15

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**AUDITED FINANCIAL STATEMENTS  
AND  
SUPPLEMENTAL SCHEDULES**

**JUNE 30, 2019**

**10/01/2019**

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## **INDEPENDENT AUDITORS' REPORT**

To the President and the Other Members  
of the Board of Education of the  
Herkimer-Fulton-Hamilton-Otsego Counties  
Board of Cooperative Educational Services  
Herkimer, New York

### **Report on the Financial Statements**

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of the Board of Cooperative Educational Services Sole Supervisory District of Herkimer-Fulton-Hamilton-Otsego Counties ("BOCES"), as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the BOCES' basic financial statements as listed in the table of contents.

### **Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### **Auditors' Responsibility**

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### **Opinions**

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information of the Board of Cooperative Educational Services Sole Supervisory District of Herkimer-Fulton-Hamilton-Otsego Counties, as of June 30, 2019, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

## **Other Matters**

### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, schedule of changes in total other post-employment benefits liability and related ratios and schedules of local government's proportionate share of the net pension liability and contributions on pages 3 through 11 and pages 47 through 50 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

### *Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise BOCES' basic financial statements. The introductory section, combining and individual nonmajor fund financial statements, and statistical section, are presented for purposes of additional analysis and are not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements.

The supplementary information on pages 51 through 54, as described in the table of contents and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information and the schedule of expenditures of federal awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The introductory section has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on them.

### **Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 4, 2019, on our consideration of the BOCES' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of this report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the BOCES' internal control over financial reporting and compliance.

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**MANAGEMENT'S DISCUSSION AND ANALYSIS**

**FOR THE FISCAL YEAR ENDED JUNE 30, 2019**

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*The following is a discussion and analysis of the Herkimer-Fulton-Hamilton-Otsego Counties BOCES' financial performance for the fiscal year ended June 30, 2019. This section is a summary of the BOCES' financial activities based on currently known facts, decisions, or conditions. It is also based on both the government-wide and fund-based financial statements. This section is only an introduction and should be read in conjunction with the BOCES' basic financial statements, which immediately follow this section.*

**FINANCIAL HIGHLIGHTS**

- Net position decreased 3.1% to a deficit of \$80,496,959.
- Revenues increased by \$1,943,284 over the previous year.
- The BOCES continued to offer all programs, without reducing services, while maintaining restricted reserves allowed by law.

**OVERVIEW OF THE FINANCIAL STATEMENTS**

This annual report consists of three parts: MD&A (this section), the basic financial statements, required supplementary information and supplementary information. The basic financial statements include two kinds of statements that present different views of the BOCES:

- The first two statements are *BOCES-wide* financial statements that provide both *short-term* and *long-term* information about the BOCES' *overall* financial status.
- The remaining statements are *fund financial statements* that focus on *individual parts* of the BOCES, reporting the BOCES' operations in *more detail* than the BOCES-wide statements.
- The *governmental funds statements* tell how basic services such as career and technical education, general instruction, educational support services and special education were financed in the *short-term* as well as what remains for future spending.
- The *fiduciary funds statements* provide information about the financial relationships in which the BOCES acts solely as a *trustee* or *agent* for the benefit of others, including component school districts.

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The statements are followed by a section of required supplementary information that further explains and supports the financial statements with a comparison of the BOCES' budget for the year.

**BOCES-Wide Statements**

The BOCES-wide statements report information about the BOCES as a whole using accounting methods similar to those used by private-sector companies. The Statement of Net Position includes all of the BOCES' assets, deferred outflows of resources, liabilities and deferred inflows of resources. All of the current year's revenues and expenses are accounted for in the Statement of Activities and Changes in Net Position regardless of when cash is received or paid.

The two BOCES-wide statements report the BOCES' *net position* and how it has changed. Net position – the difference between the BOCES' assets, deferred outflows of resources and liabilities and deferred inflows of resources – is one way to measure the BOCES' financial health or *position*.

- Over time, increases or decreases in the BOCES' net position are an indicator of whether its financial position is improving or deteriorating, respectively.
- To assess the BOCES' overall health, you need to consider additional nonfinancial factors such as changes in enrollment and population shifts in component school districts, the economic climate of businesses within the BOCES' geographic location, changes in services requested by component districts and the condition of BOCES' buildings and other facilities.

In the BOCES-wide financial statements, the BOCES' activities are shown as *governmental activities*. Most of the BOCES' basic services are included here, such as career and technical education, special education, instructional support services and administration. Revenues from component school districts fund these services.

### **Fund Financial Statements**

The fund financial statements provide more detailed information about the BOCES' funds, focusing on its most significant or "major" funds – not the BOCES as a whole. Funds are accounting devices the BOCES uses to keep track of specific sources of funding and spending on particular programs:

- Some funds are required by state law and by bond covenants.
- The BOCES establishes other funds to control and to manage money for particular purposes (such as repaying its long-term debts) or to show that it is properly using certain revenues (such as federal grants).

The BOCES has two kinds of funds:

- **Governmental Funds:** Most of the BOCES' basic services are included in governmental funds, which generally focus on (1) how cash and other financial assets that can readily be converted to cash flow in and out and (2) the balances left at year end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the BOCES' programs. Because this information does not encompass the additional long-term focus of the BOCES-wide statements, additional information at the bottom of the governmental funds' balance sheets explains the relationship (or differences) between them.
- **Fiduciary Funds:** The BOCES is the trustee, or fiduciary, for assets that belong to others, such as scholarship funds and the student activities funds. The BOCES is responsible for ensuring that the assets reported in these funds are used only for their intended purposes. The BOCES excludes these activities from the BOCES-wide financial statements because it cannot use these assets to finance its operations.



### Figure A-1: Major Features of the BOCES-Wide and Fund Financial Statements

Figure A-1 summarizes the major features of the BOCES' financial statements including the portion of the BOCES' activities they cover and the types of information they contain.

		<b>Fund Financial Statements</b>	
	<b>BOCES-Wide</b>	<b>Governmental Funds</b>	<b>Fiduciary Funds</b>
Scope	Entire BOCES (except fiduciary funds)	The activities of the BOCES that are not proprietary or fiduciary, such as instruction and special education	Instances in which the BOCES administers resources on behalf of someone else, such as scholarship programs and student activities monies
Required financial statements	<ul style="list-style-type: none"><li>• Statement of net position</li><li>• Statement of activities</li></ul>	<ul style="list-style-type: none"><li>• Balance sheet</li><li>• Statement of revenues, expenditures, and changes in fund balances</li></ul>	<ul style="list-style-type: none"><li>• Statement of fiduciary net position</li><li>• Statement of changes in fiduciary net position</li></ul>
Accounting basis and measurement focus	Accrual accounting and economic resources focus	Modified accrual accounting and current financial focus	Accrual accounting and economic resources focus
Type of asset/deferred outflows of resources/liability/deferred inflows of resources information	All assets, deferred outflows of resources, liabilities and deferred inflows of resources, both financial and capital, short-term and long-term	Generally, assets and deferred outflows of resources expected to be used up and liabilities and deferred inflows of resources that come due or available during the year or soon thereafter; no capital assets or long-term liabilities included	All assets, deferred outflows of resources (if any), liabilities and deferred inflows of resources (if any), both short-term and long-term; funds do not currently contain capital assets, although they can
Type of inflow/outflow information	All revenues and expenses during the year, regardless of when cash is received or paid	Revenues for which cash is received during or soon after the end of the year; expenditures when goods or services have been received and the related liability is due and payable	All additions and deductions during the year, regardless of when cash is received or paid

### FINANCIAL ANALYSIS OF THE BOCES AS A WHOLE

Figures A-2 and A-3 highlight the BOCES' Net Position and the Changes in Net Position during the fiscal years ended June 30, 2019 and 2018.

Net Position increased by \$358,336 prior to a transfer of surplus to school districts in the amount of \$2,524,365.

**Table A-2: Condensed Statement of Net Position**

	<b>Fiscal Year 2019</b>	<b>Fiscal Year 2018</b>	<b>Dollar Change</b>	<b>Percentage Change (Incr.;-Decr.)</b>
<b>ASSETS</b>				
Current and other assets	\$ 11,759,730	\$ 13,688,201	\$ (1,928,471)	-14.1%
Noncurrent assets	13,973,910	14,925,531	(951,621)	-6.4%
<b>Total Assets</b>	<b>25,733,640</b>	<b>28,613,732</b>	<b>(2,880,092)</b>	<b>-10.1%</b>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>				
Other post-employment benefits	6,771,651	2,641,109	4,130,542	156.4%
Pensions	5,879,242	6,822,271	(943,029)	-13.8%
<b>Total Deferred Outflows of Resources</b>	<b>12,650,893</b>	<b>9,463,380</b>	<b>3,187,513</b>	<b>33.7%</b>
<b>LIABILITIES</b>				
Current liabilities	8,559,332	10,680,978	(2,121,646)	-19.9%
Long-term liabilities	98,972,220	93,989,979	4,982,241	5.3%
<b>Total Liabilities</b>	<b>107,531,552</b>	<b>104,670,957</b>	<b>2,860,595</b>	<b>2.7%</b>
<b>DEFERRED INFLOWS OF RESOURCES</b>				
Other post-employment benefits	9,654,021	9,126,288	527,733	5.8%
Pensions	1,695,919	2,393,976	(698,057)	-29.2%
<b>Total Deferred Inflows of Resources</b>	<b>11,349,940</b>	<b>11,520,264</b>	<b>(170,324)</b>	<b>-1.5%</b>
<b>NET POSITION</b>				
Net investment in capital assets	6,117,120	6,731,567	(614,447)	-9.1%
Restricted	3,001,060	2,684,594	316,466	11.8%
Unrestricted	(89,615,139)	(87,530,270)	(2,084,869)	-2.4%
<b>TOTAL NET POSITION (DEFICIT)</b>	<b>\$ (80,496,959)</b>	<b>\$ (78,114,109)</b>	<b>\$ (2,382,850)</b>	<b>-3.1%</b>

**FINANCIAL HIGHLIGHTS**

The BOCES' fiscal year 2019 revenues totaled \$43,282,802 (see Table A-3). Billings/charges to components accounted for most of the BOCES' revenue. The remainder came from fees, interest and earnings, operating grants and other miscellaneous sources.

The total cost of all programs and services totaled \$42,924,466 for fiscal year 2019. These expenses (approximately 82%) are predominately support instruction. The BOCES' administrative and business activities accounted for the remainder of the total costs. This calculation includes an allocation of the building lease from administration to instruction.

Net position increased by \$358,336 prior to a transfer of surplus to school districts in the amount of \$2,524,365.

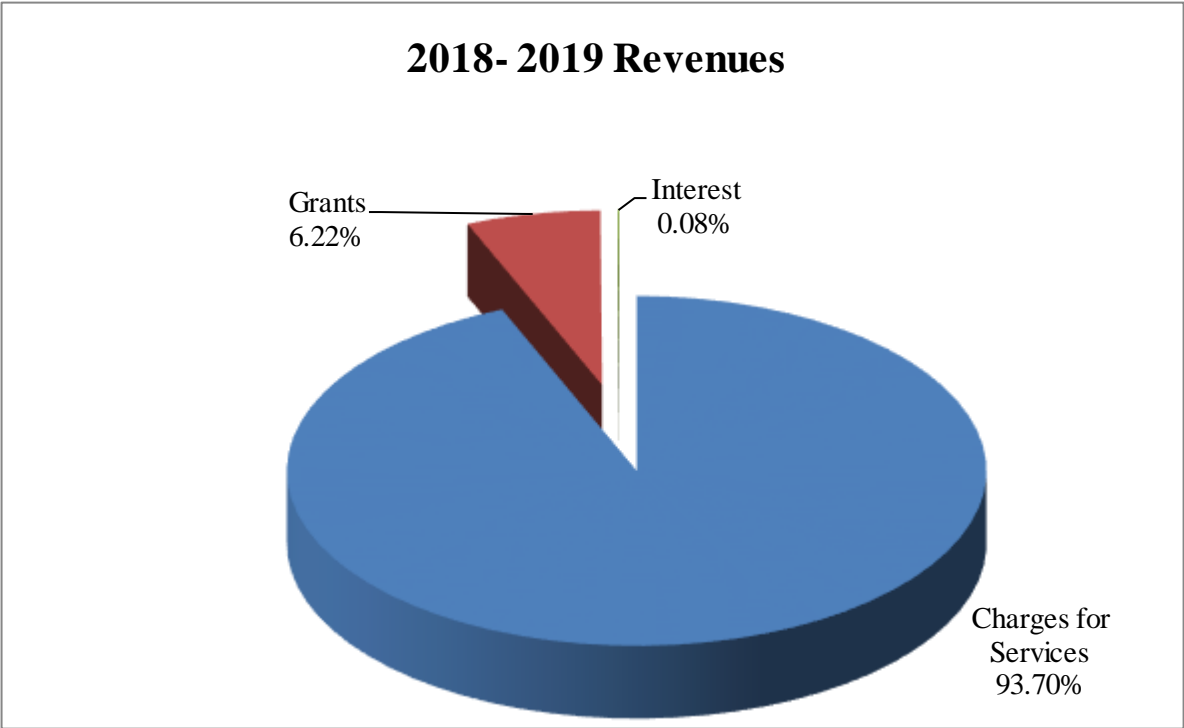
**Table A-3: Changes in Net Position from Operating Results**

	<b>Fiscal Year 2019</b>	<b>Fiscal Year 2018</b>	<b>Percentage Change (Incr.;-Decr.)</b>
<b><u>REVENUES</u></b>			
Program revenues			
Charges for services to component schools, other BOCES and miscellaneous local sources	\$ 40,556,840	\$ 38,423,347	5.6%
Grants	2,692,449	2,903,137	-7.3%
Other revenues	33,513	13,034	157.1%
<b>Total Revenues</b>	<b>43,282,802</b>	<b>41,339,518</b>	<b>4.7%</b>
<b><u>EXPENSES</u></b>			
Administration	5,070,261	4,714,802	7.5%
Occupational instruction	6,034,152	5,731,589	5.3%
Instruction for special education	9,940,322	8,222,387	20.9%
Itinerant services	4,004,290	4,079,947	-1.9%
General instruction	5,311,314	4,817,834	10.2%
Instructional support	6,076,216	4,643,472	30.9%
Other services	5,987,351	5,899,288	1.5%
Expenditures - School Lunch	247,066	197,121	25.3%
Debt Service - Unallocated Interest	253,494	288,976	-12.3%
<b>Total Expenses</b>	<b>42,924,466</b>	<b>38,595,416</b>	<b>11.2%</b>
<b>CHANGE IN NET POSITION</b>	<b>\$ 358,336</b>	<b>\$ 2,744,102</b>	<b>-86.9%</b>

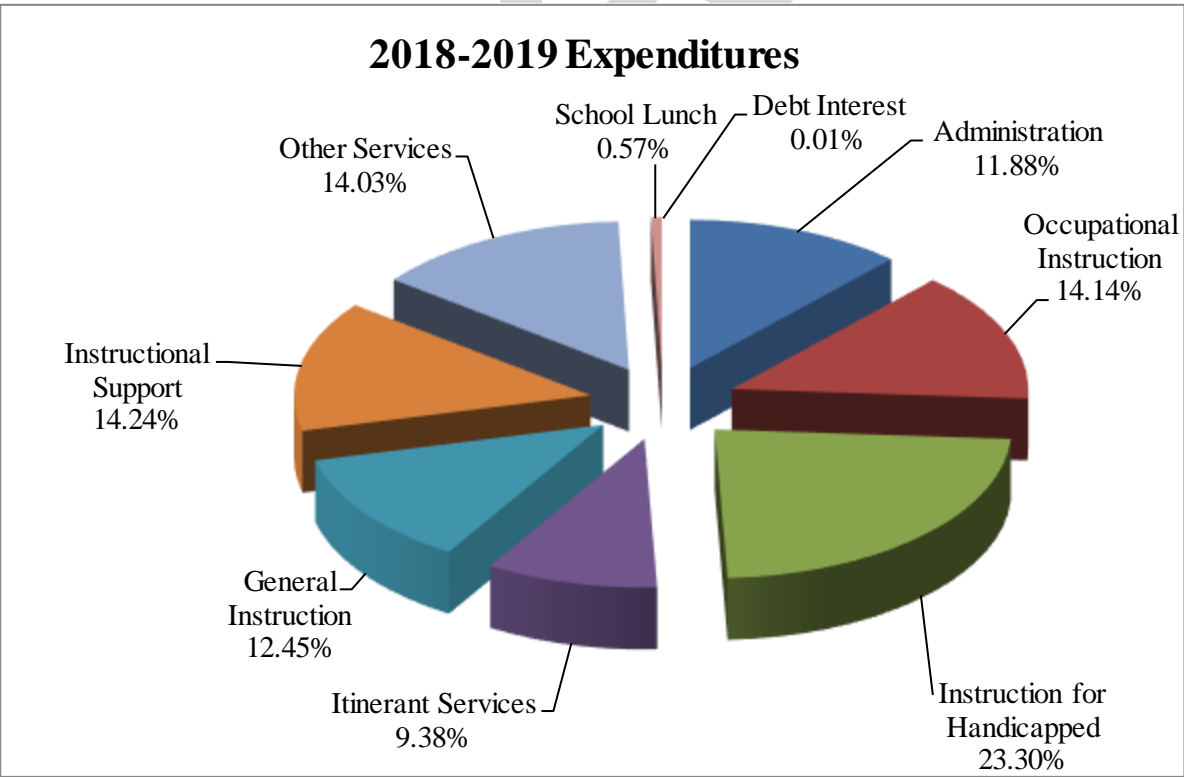
**FINANCIAL HIGHLIGHTS**

Revenues for the BOCES' governmental activities totaled \$43,282,802 while total expenses equaled \$42,924,466. Before the refund of surplus to School Districts of \$2,524,365, the increase in net position for governmental activities was \$358,336 in 2019.

**Figure A-4: Sources of Revenues for Fiscal Year 2019**



**Figure A-5: Expenses for Fiscal Year 2019**



## **GENERAL FUND BUDGETARY HIGHLIGHTS**

During the course of the fiscal year, the original budget was amended several times. These budget amendments fell into two categories:

- Amendments and supplemental appropriations to reflect encumbrances carried over from the previous fiscal year.
- Changes made to original program budgets to accommodate increased or decreased levels of services requested by component districts, non-component districts and other BOCES.

## **CAPITAL ASSET AND DEBT ADMINISTRATION**

### **Capital Assets**

The BOCES underwent a complete asset inventory in order to comply with Governmental Accounting Standards Board (GASB) Statement No. 34 reporting requirements. Table A-6 indicates the 2019 and 2018 categories of Capital Assets.

**Table A-6: Capital Assets (net of depreciation)**

<b><u>Category</u></b>	<b><u>Fiscal Year 2019</u></b>	<b><u>Fiscal Year 2018</u></b>	<b><u>Percentage Change (Incr.;-Decr.)</u></b>
Land	\$ 176,400	\$ 176,400	0.0%
Buildings and improvements	10,949,529	13,285,583	-17.6%
Furniture and equipment	1,841,191	1,044,584	76.3%
<b>TOTAL FIXED ASSETS</b>	<b>\$ 12,967,120</b>	<b>\$ 14,506,567</b>	<b>-10.6%</b>

### **LONG-TERM DEBT**

As of June 30, 2019, the BOCES had \$99,390,565 in bonds and other long-term debt outstanding. More detailed information about the BOCES' long-term debt is included in the notes to the basic financial statements.

**Table A-7: Long-Term Debt**

<b><u>Category</u></b>	<b><u>Fiscal Year 2019</u></b>	<b><u>Fiscal Year 2018</u></b>	<b><u>Percentage Change (Incr.;-Decr.)</u></b>
Bonds	\$ 6,850,000	\$ 7,775,000	-11.9%
Compensated absences	955,092	792,323	20.5%
Energy performance contract	231,217	407,206	-43.2%
Other post-employment retirement benefits	91,354,256	85,789,436	6.5%
<b>TOTAL LONG-TERM DEBT</b>	<b>\$ 99,390,565</b>	<b>\$ 94,763,965</b>	<b>4.9%</b>

## **FACTORS BEARING ON THE FUTURE OF BOCES**

### **Career and Technical Education**

The demand for Career and Technical Education (CTE) services continue to make this a strong program for the Herkimer BOCES. The CTE program is currently limited only by space.

The total student population in the Herkimer BOCES Supervisory District is declining. The beginning enrollment in the CTE Program for 2019 is showing a slight decrease in the number of students enrolled from the previous year.

The tuition charged to each school district is based upon the average of the school district's attendance over the five previous years. This tuition methodology serves to smooth tuition costs due to year to year fluctuation of the number of students enrolled in the Program. The methodology also serves to stabilize and smooth tuition costs over a period of years.

An industry analysis and a discussion with the component school districts has led to necessary changes in programs to meet the needs and demands of students. We have discontinued Auto Body due to lack of interest. Automotive technology continues to thrive with enrollment.

The Health Science program leads in enrollment providing a good base for a career in the medical field. Also, a more rigorous chemistry block in the Health Science program assists students in achieving academic standards.

The Program continues to re-evaluate the makeup of its services to students and to component school districts in order to provide students with a foundation for them to either go on in school or to enter the workforce.

### **Special Education Services**

The Herkimer BOCES special education programs continue to be strong programs. The addition of the ARCHES (Academics Re-imagined Connecting Healing Education and Supports) 6:1:1 program addresses additional needs of the students. The number of enrolled students has increased over the past years and classrooms have been added. BOCES is continuing to experience a lack of program space in which to operate its programs. The BOCES continues to utilize the component district school buildings wherever possible in order to provide an integrated and normal education for the students.

### **Itinerant Services**

The component districts are maintaining their usage of Itinerant staff with Herkimer BOCES staff due to staff reductions in the home schools. Use of Itinerants are determined by the needs of the students at each district. Use of the Itinerant Services Program allows districts to share teachers rather than over-staffing their own district or eliminating a wider range of course selections for their students. The BOCES continues to sustain the level of Itinerant Services.

### **Management Services**

In its fourth year of operation, the Safety Service has not only fulfilled the needs of its component districts, but it continues to increase the scope of services to meet new requests from the Component Districts and requirements from NYSED. These current requests and requirements include playground inspection, inventorying and purchasing Carbon Monoxide alarms, and coordinating the testing of districts drinking water for lead. All Herkimer BOCES component districts are participating in the new CoSer.

## **New Factors**

This past year the Herkimer BOCES has continued to address the emerging needs of its component districts by increasing the offerings in its new services.

The new VP-Tech program created in conjunction with the Herkimer Central School District will allow incoming ninth graders to obtain an Associate's Degree from Herkimer College in Advanced Manufacturing-Quality Assurance at the same time they receive their high school diploma. The inaugural year of the program went well and the fourth cohort of students started in September, 2018.

The Remington Educational Complex continues to grow with changes in its Pathways Academy, Special Education and Adult Education programs. The special education program continues its offerings while it collaborates with Integrated Community Alternatives Network (ICAN) formerly known as Kids Oneida in creating its ARCHES program which focuses on meeting the educational needs of students with Intense Management needs.

The Herkimer BOCES program, School to Work, continues to be positive. The program is establishing many options for the component school districts which will enable those students who wish to enter the job market directly from high school graduation to do so with the skills that are needed for the industry that they have chosen.

The BOCES is also continuously reviewing program participation by its component districts, in all of its programs, to determine if they are cost-effective to run for the districts.

## **CONTACTING THE BOCES' FINANCIAL MANAGEMENT**

This report is designed to provide citizens, taxpayers, customers and investors and creditors with a general overview of the finances of the BOCES and to demonstrate their accountability with the money they receive. If you have any questions about this report or need additional information, please contact:

Herkimer-Fulton-Hamilton-Otsego Counties BOCES  
Attention: Jodie Rodriguez – Assistant Superintendent for Business  
352 Gros Boulevard  
Herkimer, NY 13350  
(315) 867-2052

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**STATEMENT OF NET POSITION**

**JUNE 30, 2019**

**CURRENT ASSETS**

Cash and cash equivalents	\$ 1,192,596
Restricted cash	1,081,831
Investments	1,103,526
State and federal aid receivable	7,243,150
Due from other governments	698,900
Other receivables	423,796
Other assets	5,350
Food inventory	10,581

<b>Total Current Assets</b>	<u>11,759,730</u>
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**NONCURRENT ASSETS**

Capital assets	26,211,791
Less: accumulated depreciation	13,244,671
Net pension asset - proportionate share	1,006,790

<b>Total Noncurrent Assets</b>	<u>13,973,910</u>
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<b>TOTAL ASSETS</b>	<u>25,733,640</u>
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**DEFERRED OUTFLOWS OF RESOURCES**

Other post-employment benefits	6,771,651
Pensions	5,879,242

<b>Total Deferred Outflows of Resources</b>	<u>12,650,893</u>
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**CURRENT LIABILITIES**

Accounts payable/accrued liabilities	52,828
Due to other funds	737
Due to school districts	4,362,886
Due to other governments	471,025
Collections in advance	289,789
Unearned grant revenues	560,163
Due to retirement systems	1,586,194
Energy performance contract	183,946
Accrued interest	101,764
Bonds and notes payable	950,000

<b>Total Current Liabilities</b>	<u>8,559,332</u>
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**LONG-TERM LIABILITIES**

Bonds and notes payable	5,900,000
Other post-employment benefits	91,354,256
Energy performance contract	47,271
Net pension liability - proportionate share	715,601
Compensated absences	955,092

<b>Total Long-Term Liabilities</b>	<u>98,972,220</u>
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<b>TOTAL LIABILITIES</b>	<u>107,531,552</u>
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**DEFERRED INFLOWS OF RESOURCES**

Other post-employment benefits	9,654,021
Pensions	1,695,919

<b>Total Deferred Inflows of Resources</b>	<u>11,349,940</u>
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**NET POSITION**

Net investment in capital assets	6,117,120
Restricted	
Workers' compensation reserve	285,559
Unemployment insurance reserve	205,655
Retirement contribution reserve - ERS	303,462
Retirement contribution reserve - TRS	192,400
Reserve for debt service	1,058,893
Employee benefit accrued liability reserve	955,091
Unrestricted	(89,615,139)

<b>TOTAL NET POSITION</b>	<u>\$ (80,496,959)</u>
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See notes to basic financial statements.



**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**STATEMENT OF ACTIVITIES AND CHANGE IN NET POSITION**

**FOR THE YEAR ENDED JUNE 30, 2019**

		<b>Program Revenue</b>		<b>Net (Expenses)</b>
	<b>Expenses</b>	<b>Charges for Services</b>	<b>Operating Grants</b>	<b>Revenues and Changes in Net Position</b>
<b>FUNCTIONS AND PROGRAMS:</b>				
Administration	\$ 5,070,261	\$ 5,538,520	\$ 0	\$ 468,259
Occupational instruction	6,034,152	4,622,808	844,015	(567,329)
Instruction for special education	9,940,322	8,976,163	806,958	(157,201)
Itinerant services	4,004,290	4,374,104	0	369,814
General instruction	5,311,314	3,867,062	829,502	(614,750)
Instructional support	6,076,216	6,559,921	33,209	516,914
Other services	5,987,351	6,539,980	0	552,629
Expenditures - school lunch	247,066	78,282	178,765	9,981
Debt service - interest	253,494	0	0	(253,494)
<b>Total Functions and Programs</b>	<b>\$ 42,924,466</b>	<b>\$ 40,556,840</b>	<b>\$ 2,692,449</b>	<b>324,823</b>
<b>GENERAL REVENUES:</b>				
Use of money and property				33,513
<b>CHANGE IN NET POSITION</b>				<b>358,336</b>
<b>TRANSFER OF JUNE 30, 2019 SURPLUS TO SCHOOL DISTRICTS - PAYABLE</b>				<b>(2,524,365)</b>
<b>TOTAL NET POSITION (DEFICIT) – BEGINNING OF YEAR</b>				<b>(78,114,109)</b>
<b>OTHER CHANGES IN NET POSITION</b>				<b>(216,821)</b>
<b>TOTAL NET POSITION (DEFICIT) – END OF YEAR</b>				<b>\$ (80,496,959)</b>

See notes to basic financial statements.

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**BALANCE SHEET – GOVERNMENTAL FUNDS**

**JUNE 30, 2019**

	Governmental Fund Types					Total Governmental Funds
	General	Special Aid	School Lunch	Capital Projects	Debt Service	
<b>ASSETS</b>						
Cash and cash equivalents	\$ 290,381	\$ 846,416	\$ 55,799	\$ 0	\$ 0	\$ 1,192,596
Restricted - cash and cash equivalents	0	0	0	1,081,831	0	1,081,831
Investments	0	0	0	44,633	1,058,893	1,103,526
Other receivables	99,580	324,209	7	0	0	423,796
State and federal aid receivable	5,959,557	1,270,153	13,440	0	0	7,243,150
Due from other funds	1,816,261	1,903	23,589	0	0	1,841,753
Due from other governments	0	698,900	0	0	0	698,900
Other assets	0	0	0	5,350	0	5,350
Food inventory	0	0	10,581	0	0	10,581
<b>TOTAL ASSETS</b>	<b>\$ 8,165,779</b>	<b>\$ 3,141,581</b>	<b>\$ 103,416</b>	<b>\$ 1,131,814</b>	<b>\$ 1,058,893</b>	<b>\$ 13,601,483</b>
<b>LIABILITIES</b>						
Accounts payable	\$ 19,825	\$ 4,720	\$ 0	\$ 0	\$ 0	\$ 24,545
Accrued liabilities	0	28,283	0	0	0	28,283
State aid and refunds due school districts	4,362,886	0	0	0	0	4,362,886
Due to other funds	25,493	1,756,211	60,049	0	0	1,841,753
Due to fiduciary funds	612	125	0	0	0	737
Due to other governments	0	470,979	46	0	0	471,025
Collections in advance	289,789	0	0	0	0	289,789
Unearned grant revenues	0	560,163	0	0	0	560,163
Due to Teachers' Retirement System	1,296,333	54,490	0	0	0	1,350,823
Due to Employees' Retirement System	228,674	5,835	862	0	0	235,371
<b>Total liabilities</b>	<b>6,223,612</b>	<b>2,880,806</b>	<b>60,957</b>	<b>0</b>	<b>0</b>	<b>9,165,375</b>
<b>FUND BALANCE</b>						
Nonspendable						
Reserve for inventory	0	0	10,581	0	0	10,581
Restricted						
Workers' compensation reserve	285,559	0	0	0	0	285,559
Unemployment insurance reserve	205,655	0	0	0	0	205,655
Retirement contribution reserve - ERS	303,462	0	0	0	0	303,462
Retirement contribution reserve - TRS	192,400	0	0	0	0	192,400
Reserve for debt service	0	0	0	0	1,058,893	1,058,893
Employee benefit accrued liability reserve	955,091	0	0	0	0	955,091
Assigned	0	260,775	31,878	1,131,814	0	1,424,467
<b>Total fund balance</b>	<b>1,942,167</b>	<b>260,775</b>	<b>42,459</b>	<b>1,131,814</b>	<b>1,058,893</b>	<b>4,436,108</b>
<b>TOTAL LIABILITIES AND FUND BALANCE</b>	<b>\$ 8,165,779</b>	<b>\$ 3,141,581</b>	<b>\$ 103,416</b>	<b>\$ 1,131,814</b>	<b>\$ 1,058,893</b>	<b>\$ 13,601,483</b>
<b>RECONCILIATION OF FUND BALANCE TO NET POSITION:</b>						
Amounts reported for activities in the statement of net position are different because:						
Total fund balance at June 30, 2019 (as reported above)						\$ 4,436,108
Amounts reported for governmental activities in the statement of net position are different because:						
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in funds						12,967,120
Accrued interest on long-term debt						(101,764)
Proportionate share of long-term asset and liability associated with participation in state retirement system are not current financial resources or obligations and are not reported in the funds						4,474,512
Long-term liabilities, including capitalized lease payables, other post-employment benefits and compensated absences, are not due and payable in the current period and, therefore, are not reported in the funds						(102,272,935)
<b>TOTAL NET POSITION – STATEMENT OF ACTIVITIES</b>						<b>\$ (80,496,959)</b>

See notes to basic financial statements.

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**STATEMENT OF REVENUES, EXPENDITURES  
AND CHANGES IN FUND BALANCES**

**FOR THE YEAR ENDED JUNE 30, 2019**

	Governmental Fund Types					Totals
	General	Special Aid	School Lunch	Capital Projects	Debt Service	
<b>REVENUES</b>						
Charges for services	\$ 14,672	\$ 2,444,007	\$ 78,282	\$ 0	\$ 0	\$ 2,536,961
Charges to components	34,749,687	0	0	0	0	34,749,687
Charges to other BOCES	765,381	0	0	0	0	765,381
Interest and earnings	8,067	0	0	0	25,446	33,513
Sale of property and compensation for loss	95,772	0	0	0	0	95,772
Miscellaneous	883,682	0	0	0	0	883,682
Interfund revenues	233,106	0	0	102,500	1,189,750	1,525,356
State sources	0	762,726	5,184	0	0	767,910
Federal sources	0	1,750,959	173,581	0	0	1,924,540
<b>Total revenues</b>	<b>36,750,367</b>	<b>4,957,692</b>	<b>257,047</b>	<b>102,500</b>	<b>1,215,196</b>	<b>43,282,802</b>
<b>EXPENDITURES</b>						
Administration	4,683,008	0	0	0	0	4,683,008
Occupational instruction	3,908,742	1,664,540	0	0	0	5,573,282
Instruction for special education	7,589,652	1,591,458	0	0	0	9,181,110
Itinerant services	3,698,454	0	0	0	0	3,698,454
General instruction	3,269,733	1,635,919	0	0	0	4,905,652
Instructional support	5,546,637	65,496	0	0	0	5,612,133
Other services	5,529,776	279	0	0	0	5,530,055
Debt service - principal	0	0	0	0	925,000	925,000
Debt service - interest	0	0	0	0	267,500	267,500
Cost of sales	0	0	247,066	0	0	247,066
<b>Total expenditures</b>	<b>34,226,002</b>	<b>4,957,692</b>	<b>247,066</b>	<b>0</b>	<b>1,192,500</b>	<b>40,623,260</b>
<b>EXCESS (DEFICIT) OF REVENUES OVER EXPENDITURES</b>	<b>2,524,365</b>	<b>0</b>	<b>9,981</b>	<b>102,500</b>	<b>22,696</b>	<b>2,659,542</b>
<b>OTHER FINANCING SOURCES (USES)</b>						
Workers' compensation reserve	20,493	0	0	0	0	20,493
Unemployment insurance reserve	(17,723)	0	0	0	0	(17,723)
Retirement contribution reserve	192,400	0	0	0	0	192,400
Employee accrued liability reserve	98,600	0	0	0	0	98,600
Refund of surplus	(2,524,365)	0	0	0	0	(2,524,365)
<b>Total other financing sources (uses)</b>	<b>(2,230,595)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(2,230,595)</b>
<b>EXCESS (DEFICIT) OF REVENUES AND OTHER SOURCES OVER EXPENDITURES AND USES</b>	<b>293,770</b>	<b>0</b>	<b>9,981</b>	<b>102,500</b>	<b>22,696</b>	<b>428,947</b>
<b>FUND BALANCE – BEGINNING OF YEAR</b>	<b>1,648,397</b>	<b>477,596</b>	<b>32,478</b>	<b>1,029,314</b>	<b>1,036,197</b>	<b>4,223,982</b>
<b>OTHER CHANGE IN FUND BALANCE</b>	<b>0</b>	<b>(216,821)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(216,821)</b>
<b>FUND BALANCE – END OF YEAR</b>	<b>\$ 1,942,167</b>	<b>\$ 260,775</b>	<b>\$ 42,459</b>	<b>\$ 1,131,814</b>	<b>\$ 1,058,893</b>	<b>\$ 4,436,108</b>

See notes to basic financial statements.

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**RECONCILIATION OF GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES  
AND CHANGES IN FUND BALANCES TO STATEMENT OF ACTIVITIES**

**FOR THE YEAR ENDED JUNE 30, 2019**

<b>REVENUES - GOVERNMENTAL FUNDS</b>		<b>\$ 43,282,802</b>
<b>EXPENDITURES - GOVERNMENTAL FUNDS</b>	<b>40,623,260</b>	
Add:		
Depreciation	2,630,789	
Current year accrued interest	101,764	
Pensions	45,744	
Increase in other post-employment benefits liability	1,962,011	
Increase in compensated absences liability	162,769	
	<u>4,903,077</u>	
Deduct:		
Decrease in bonds and notes payable	925,000	
Decrease in energy performance contract	175,989	
Increase in reserves	293,770	
Increase in capital assets	1,091,342	
Prior year accrued interest	115,770	
	<u>2,601,871</u>	
<b>EXPENDITURES - STATEMENT OF ACTIVITIES</b>		<b><u>42,924,466</u></b>
<b>CHANGE IN NET POSITION</b>		<b><u>\$ 358,336</u></b>

See notes to basic financial statements.

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**STATEMENT OF FIDUCIARY NET POSITION**

**JUNE 30, 2019**

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	<u>Agency Funds</u>
<b>ASSETS</b>	
Restricted cash	\$ 170,094
Due from other funds	<u>737</u>
<b>Total assets</b>	<u><u>\$ 170,831</u></u>
<b>LIABILITIES</b>	
Extraclassroom activity funds	\$ 23,719
Other liabilities	<u>147,112</u>
<b>Total liabilities</b>	<u><u>\$ 170,831</u></u>

See notes to basic financial statements.

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**NOTES TO BASIC FINANCIAL STATEMENTS**

**JUNE 30, 2019**

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**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

The financial statements of the Herkimer-Fulton-Hamilton-Otsego Counties Board of Cooperative Educational Services (BOCES) have been prepared in conformity with generally accepted accounting principles (GAAP) as applied to government units. Those principles are prescribed by the Governmental Accounting Standards Board (GASB), which is the accepted standard-setting body for establishing governmental accounting and financial reporting principles.

Significant accounting principles and policies utilized by the BOCES are described below:

**A) Reporting Entity**

The BOCES is governed by the laws of New York State. The BOCES is an independent entity and the governing body is the Board of Cooperative Educational Services. The President of the Board serves as the chief fiscal officer and the District Superintendent is the chief executive officer. The Board is responsible for, and controls, all activities related to education within the BOCES District. Board members have authority to make decisions, power to appoint management and primary accountability for all fiscal matters.

The reporting entity of the BOCES is based upon criteria set forth by GASB Statement 14, *The Financial Reporting Entity*, as amended by GASB Statement 39, *Component Units*. The financial reporting entity consists of the primary government, organizations for which the primary government is financially accountable and other organizations for which the nature and significance of their relationship with the primary government are such that exclusion would cause the reporting entity's financial statements to be misleading or incomplete.

Boards of Cooperative Educational Services (BOCES) were established by New York State legislation in 1948 to enable smaller school districts to offer more breadth in their educational programs by sharing teachers. In 1955, legislation was passed allowing BOCES to provide districts in a geographic area that share planning, services and programs which provide educational and support activities more economically, efficiently and equitably than could be provided locally. BOCES provides instructional and support programs and services to the following 10 school districts in New York's Herkimer-Fulton-Hamilton-Otsego Counties:

Central Valley Central School District  
Dolgeville Central School District  
Frankfort-Schuyler Central School District  
Herkimer Central School District  
Little Falls City School District  
Mount Markham Central School District  
Owen D. Young Central School District  
Poland Central School District  
Richfield Springs Central School District  
West Canada Valley Central School District

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**NOTES TO BASIC FINANCIAL STATEMENTS**

**JUNE 30, 2019**

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**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – (CONTINUED)**

**A) Reporting Entity – (Continued)**

BOCES' programs and services include special education, vocational education, academic and alternative programs, summer school, staff development, computer services (management and instructional), educational communication and cooperative purchasing.

The accompanying financial statements present the activities of the BOCES. The BOCES is not a component unit of another reporting entity. The decision to include a potential component unit in the BOCES' reporting entity is based on several criteria including legal standing, fiscal dependency and financial accountability. Based on the application of these criteria, the following is a brief description of an entity included in the BOCES' reporting entity.

**i) Extraclassroom Activity Funds**

The Extraclassroom Activity Funds of the BOCES represent funds of the students of the BOCES District. The Board of Cooperative Educational Services exercises general oversight of these funds. The Extraclassroom Activity Funds are independent of the BOCES District with respect to financial transactions and designation of student management. Audited financial statements (cash basis) of the Extraclassroom Activity Funds can be found bound with these basic financial statements. The BOCES accounts for assets held as an agent for various student organizations in an agency fund.

**B) Joint Venture**

There are 10 participating school districts in the BOCES. The BOCES is a joint venture in which the participating districts have an ongoing financial responsibility, no equity interest and no single participant controls the financial or operating policies of the BOCES. The BOCES was formed under state law for the purpose of providing shared educational programs and instruction in subjects approved by the State Education Commissioner. The BOCES' governing board is elected based on the vote of members of the participating districts' governing boards. The BOCES charges districts for program costs based on participation and for administrative costs. During the year ended June 30, 2019, the BOCES billed its component districts and other BOCES \$35,515,068 for administrative and program costs.

**C) Basis of Presentation**

**1. BOCES-Wide Statements**

The Statement of Net Position and the Statement of Activities present financial information about the BOCES' governmental activities. These statements include the financial activities of the overall government in its entirety, except those that are fiduciary.

Eliminations have been made to minimize the double counting of internal transactions. Governmental activities generally are financed through charges to components and other BOCES, intergovernmental revenues and other exchange and nonexchange transactions. Operating grants include operating-specific and discretionary (either operating or capital) grants.

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**NOTES TO BASIC FINANCIAL STATEMENTS**

**JUNE 30, 2019**

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**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – (CONTINUED)**

**C) Basis of Presentation – (Continued)**

**1. BOCES-Wide Statements – (Continued)**

The Statement of Net Position presents the financial position of the BOCES at fiscal year-end. The Statement of Activities presents a comparison between program expenses and revenues for each function of the BOCES' governmental activities. Direct expenses are those that are specifically associated with and are clearly identifiable to a particular function. Indirect expenses, principally employee benefits, are allocated to functional areas in proportion to the payroll expended for those areas. Program revenues include charges paid by the recipients of goods and services offered by the programs, and grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all taxes, are presented as general revenues.

**2. Fund Financial Statements**

The fund statements provide information about the BOCES' funds, including fiduciary funds. Separate statements for each fund category (governmental and fiduciary) are presented. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column.

The BOCES reports the following major governmental funds:

**General Fund** – This is the BOCES' primary operating fund. It accounts for all financial transactions that are not required to be accounted for in another fund.

**Special Revenue Funds** – These funds account for the proceeds of specific revenue sources, such as federal and state grants, that are legally restricted to expenditures for specified purposes, child nutrition or other activities whose funds are restricted as to use. These legal restrictions may be imposed either by governments that provide the funds or by outside parties.

**Capital Projects Fund** – These funds are used to account for the financial resources used for acquisition, construction or major repair of capital facilities. For these funds, each capital project is assessed to determine whether it is a major or nonmajor fund. Those capital projects that are determined to be major are reported in separate columns in the financial statements. Those that are determined to be nonmajor are reported in the supplemental schedules either separately or in the aggregate.

**Debt Service Fund** – These funds are used to account for and report the financial resources that are restricted to pay debt services. The funds include unused debt proceeds and interest and earnings on the temporary investment debt proceeds.

The BOCES reports on the following fiduciary funds:

**Fiduciary Funds**

Fiduciary activities are those in which the BOCES acts as trustee or agent for resources that belong to others. These activities are not included in the BOCES funds financial statements, because their resources do not belong to the BOCES and are not available to be used. There is one class of fiduciary funds:



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**NOTES TO BASIC FINANCIAL STATEMENTS**

**JUNE 30, 2019**

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**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – (CONTINUED)**

**C) Basis of Presentation – (Continued)**

**2. Fund Financial Statements – (Continued)**

**Agency Funds** – These funds are strictly custodial in nature and do not involve the measurement of results of operations. Assets are held by the BOCES as agent for various student groups or extraclassroom activity funds and for payroll or employee withholding.

**D) Measurement Focus and Basis of Accounting**

Accounting and financial reporting treatment is determined by the applicable measurement focus and basis of accounting. Measurement focus indicates the type of resources being measured such as current financial resources or economic resources. The basis of accounting indicates the timing of transactions or events for recognition in the financial statements.

The BOCES-wide and fiduciary fund financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash transaction takes place. Nonexchange transactions, in which the BOCES gives or receives value without directly receiving or giving equal value in exchange, include state aid, grants and donations. Revenue from state aid is recognized in the fiscal year it is appropriated by the state. On an accrual basis, revenues from grants and donations are recognized in the fiscal year in which all eligibility requirements have been satisfied.

The fund statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The BOCES considers all revenues reported in the governmental funds to be available if the revenues are collected within one year after the end of the fiscal year.

Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financial sources.

**E) Inventories**

Inventories of food in the School Lunch Fund are recorded at cost on a first-in, first-out basis or in the case of surplus food, at stated value which approximates market. Purchases of inventoriable items in other funds are recorded as expenditures at the time of purchase, and are considered immaterial in amount.

A reserve for these non-liquid assets (inventories) has been recognized to signify that a portion of fund balance is not available for other subsequent expenditures.

**F) Due To/From Other Funds**

The amounts reported on the Statement of Net Position for due to and due from other funds represent amounts due between different fund types (governmental activities and fiduciary funds). Eliminations have been made for amounts due to and due from within the same fund type. A detailed description of the individual fund balances at year end is provided subsequently in these Notes.

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**NOTES TO BASIC FINANCIAL STATEMENTS**

**JUNE 30, 2019**

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**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – (CONTINUED)**

**G) Capital Assets**

Capital assets are reported at actual cost when such data was available. For assets in which there was no data available, estimated historical costs, based on direct costing, standard costing or normal costing methods, were used. Donated assets are reported at estimated fair market value at the time received.

Land and construction in process are not depreciated. Capitalization thresholds (the dollar value above which asset acquisitions are added to the capital asset accounts), depreciation methods and estimated useful lives of capital assets reported in the BOCES-wide statements are as follows:

	<b><u>Capitalization Threshold</u></b>	<b><u>Depreciation Method</u></b>	<b><u>Estimated Useful Life</u></b>
Buildings and improvements	\$ 5,000	Straight-line	15 – 40
Vehicles	5,000	Straight-line	5 – 10
Furniture	5,000	Straight-line	5 – 10
Equipment	5,000	Straight-line	5 – 10

**H) Vested Employee Benefits**

**Compensated Absences**

The BOCES' employees are granted vacation in varying amounts, based primarily on length of service and service position. Some earned benefits may be forfeited if not taken within varying time periods. Sick leave eligibility and accumulation is specified in negotiated labor contracts and in individual employment contracts. Upon retirement, resignation, or death, employees may receive a payment based on unused accumulated sick leave, based on contractual provisions.

Consistent with GASB, an accrual for accumulated sick leave is included in the compensated absences liability at year end. The compensated absences liability is calculated based on the pay rates in effect at year end.

In the fund statements, only the amount of matured liabilities is accrued within the General Fund based upon expendable and available financial resources. These amounts are expensed on a pay-as-you-go basis.

**I) Deferred Outflows and Inflows of Resources**

In addition to assets, the Statement of Net Position will sometimes report a separate section for deferred outflows of resources. The separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The BOCES has three items that qualify for reporting in this category. The first item is related to pensions reported in the BOCES-wide Statement of Net Position. This represents the effect of the net change in the BOCES' proportion of the collective net pension asset or liability and difference during the measurement period between the BOCES' contributions and its proportion share of total contributions to the pension systems not included in pension expense. The second is the BOCES contributions to the pension systems (TRS and ERS Systems) and OPEB subsequent to the measurement date. The third item relates to OPEB reporting in the BOCES-wide Statement of Net Position. This represents the effect of the net change in the actual and expected experience.

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**NOTES TO BASIC FINANCIAL STATEMENTS**

**JUNE 30, 2019**

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**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – (CONTINUED)**

**I) Deferred Outflows and Inflows of Resources – (Continued)**

In addition to liabilities, the Statement of Net Position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. The BOCES has three items that qualify for reporting in this category. The first item is related to pensions reported in the BOCES' proportion of the collective net pension liability (ERS System) and net pension asset (TRS System) and difference during the measurement periods between the BOCES' contributions and its proportion share of total contributions to the pension systems not included in pension expense. The second item is revenues from grants received that have met all other eligibility requirements except those related to time restrictions. The third item is related to OPEB reporting in the BOCES-wide Statement of Net Position. This represents the effect of the net changes of assumptions or other inputs.

**Pension Assets, Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions**

At June 30, 2019, the BOCES reported the following asset (liability) for its proportionate share of the net pension asset (liability) for each of the Systems. The net pension asset (liability) was measured as of March 31, 2019 for ERS and June 30, 2018 for TRS. The total pension asset (liability) used to calculate the net pension asset (liability) was determined by an actuarial valuation. The BOCES' proportion of the net pension asset (liability) was based on a projection of the BOCES' long-term share of contributions to the Systems relative to the projected contributions of all participating members, actuarially determined. This information was provided by the ERS and TRS Systems in reports provided to the BOCES.

	<b><u>ERS</u></b>	<b><u>TRS</u></b>
Measurement date	March 31, 2019	June 30, 2018
BOCES' proportionate share of the net pension asset (liability)	\$ (715,601)	\$1,006,790
BOCES' portion of the Plan's total net pension asset (liability)	0.0100998%	0.055677%
Change in proportion since the prior measurement date	(0.0000321)%	0.000557%

For the year ended June 30, 2019, the BOCES recognized pension expense of \$426,744 for ERS and \$1,015,651 for TRS. At June 30, 2019, the BOCES' reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources were:

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**NOTES TO BASIC FINANCIAL STATEMENTS**

**JUNE 30, 2019**

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – (CONTINUED)**

**I) Deferred Outflows and Inflows of Resources – (Continued)**

**Pension Assets, Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions – (Continued)**

	<b>Deferred Outflows of Resources</b>		<b>Deferred Inflows of Resources</b>	
	<b>ERS</b>	<b>TRS</b>	<b>ERS</b>	<b>TRS</b>
Differences between expected and actual experience	\$ 140,917	\$ 752,366	\$ 48,037	\$ 136,283
Changes of assumptions	179,873	3,519,393	0	0
Net difference between projected and actual earnings on pension plan investments	0	0	183,663	1,117,614
Changes in proportion and differences between the BOCES' contributions and proportionate share of contributions	27,953	14,415	8,316	202,006
BOCES' contributions subsequent to the measurement date	228,674	1,015,651	0	0
<b>Total</b>	<b>\$ 577,417</b>	<b>\$ 5,301,825</b>	<b>\$ 240,016</b>	<b>\$ 1,455,903</b>

BOCES contributions subsequent to the measurement date which will be recognized as a reduction of the net pension liability in the year ended June 30, 2020. Other amounts reported as deferred outflows of resources and deferred (inflows) of resources related to pensions will be recognized in pension expense as follows:

	<b>ERS</b>	<b>TRS</b>
Year ended:		
2020	\$ 160,947	\$ 650,076
2021	(138,206)	37,184
2022	(10,038)	647,704
2023	96,024	426,797
2024	0	94,443
Thereafter	0	0

**Actuarial Assumptions**

The total pension liability as of the measurement date was determined by using an actuarial valuation as noted in the table below, with update procedures used to roll forward the total pension liability to the measurement date. The actuarial valuations used the following actuarial assumptions:

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**NOTES TO BASIC FINANCIAL STATEMENTS**

**JUNE 30, 2019**

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**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – (CONTINUED)**

**I) Deferred Outflows and Inflows of Resources – (Continued)**

**Actuarial Assumptions – (Continued)**

Significant actuarial assumptions used in the valuations were as follows:

	<b><u>ERS</u></b>	<b><u>TRS</u></b>
Measurement date	March 31, 2019	June 30, 2018
Actuarial valuation date	April 1, 2018	June 30, 2017
Interest rate	7.0%	7.25%
Salary scale	4.2%	1.90% - 4.72%
Decrement tables	April 1, 2010 - March 31, 2015	July 1, 2009 - June 30, 2014
	Systems experience	Systems experience
Inflation rate	2.5%	2.25%
Cost of living adjustments	1.3%	1.5%

For ERS, annuitant mortality rates are based on April 1, 2010 through March 31, 2015 System's experience with adjustments for mortality improvements based on MP-2014. For TRS, annuitant mortality rates are based on July 1, 2009 through June 30, 2014 System's experience with adjustments for mortality improvements based on Society of Actuaries Scale AA.

For ERS, the actuarial assumptions used in the April 1, 2018 valuation are based on the results of an actuarial experience study for the period April 1, 2010 through March 31, 2015. For TRS, the actuarial assumptions used in the June 30, 2017 valuation are based on the results of an actuarial experience study for the period July 1, 2009 through June 30, 2014.

The long-term rate of return on pension plan investments was determined using a building block method in which best estimate ranges of expected future real rates of return (expected returns net of investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighing the expected future real rates of return by each target asset allocation percentage and by adding expected inflation. Best estimates of the arithmetic real rates of return for each major asset class included in the target asset allocation are summarized below:

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**NOTES TO BASIC FINANCIAL STATEMENTS**

**JUNE 30, 2019**

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – (CONTINUED)**

**I) Deferred Outflows and Inflows of Resources – (Continued)**

**Actuarial Assumptions – (Continued)**

	<b><u>ERS</u></b>	<b><u>TRS</u></b>
Measurement date	March 31, 2019	June 30, 2018
<b><u>Asset type</u></b>		
Domestic equity	4.55%	5.8%
International equity	6.35	7.3
Global equities	0	6.7
Real estate	5.55	4.9
Domestic fixed income securities	0	1.3
Global fixed income securities	0	0.9
High-yield fixed income securities	0	3.5
Mortgages	0	2.8
Private debt	0	6.8
Short-term	0	0.3
Private equity/alternative investments	7.50	8.9
Absolute return strategies	3.75	0
Opportunistic portfolio	5.68	0
Bonds and mortgages	1.31	0
Cash	(0.25)	0
Inflation index bonds	1.25	0
Real assets	5.29	0

**Discount Rate**

The discount rate used to calculate the total pension liability was 7.0% for ERS and 7.25% for TRS. The projection of cash flows used to determine the discount rate assumes that contributions from plan members will be made at the current contribution rates and that contributions from employers will be made at statutorily required rates, actuarially. Based upon the assumptions, the Systems' fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

**Sensitivity of the Proportionate Share of the Net Pension Liability to the Discount Rate Assumption**

The following presents the BOCES' proportionate share of the net pension asset (liability) calculated using the discount rate of 7.0% for ERS and 7.25% for TRS, as well as what the BOCES' proportionate share of the net pension asset (liability) would be if it were calculated using a discount rate that is 1 percentage point lower (6.0% for ERS and 6.25% for TRS) or 1 percentage point higher (8.0% for ERS and 8.25% for TRS) than the current rate:

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**NOTES TO BASIC FINANCIAL STATEMENTS**

**JUNE 30, 2019**

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – (CONTINUED)**

**I) Deferred Outflows and Inflows of Resources – (Continued)**

**Sensitivity of the Proportionate Share of the Net Pension Liability to the Discount Rate Assumption – (Continued)**

	<b><u>1% Decrease (6.0%)</u></b>	<b><u>Current Assumption (7.0%)</u></b>	<b><u>1% Increase (8.0%)</u></b>
<b><u>ERS</u></b> BOCES' proportionate share of the net pension asset (liability)	\$(3,128,723)	\$ (715,601)	\$ 1,311,592
	<b><u>1% Decrease (6.25%)</u></b>	<b><u>Current Assumption (7.25%)</u></b>	<b><u>1% Increase (8.25%)</u></b>
<b><u>TRS</u></b> BOCES' proportionate share of the net pension asset (liability)	\$(6,916,814)	\$ 1,006,790	\$ 7,644,569

**Pension Plan Fiduciary Net Position**

The components of the current-year net pension asset (liability) of the employers as of the respective valuation dates were as follows:

	<b>(Dollars in thousands)</b>		
	<b><u>ERS</u></b>	<b><u>TRS</u></b>	<b><u>Total</u></b>
Measurement date	March 31, 2019	June 30, 2018	
Employers' total pension asset (liability)	\$(189,803,429)	\$(118,107,253)	\$(307,910,682)
Plan fiduciary net position asset (liability)	182,718,124	119,915,518	302,633,642
Employers' net pension asset (liability)	(7,085,305)	1,808,265	(5,277,040)
Ratio of plan fiduciary net position to the employers' total pension asset (liability)	96.27%	101.53%	98.29%

**Payables to the Pension Plan**

For ERS, employer contributions are paid annually based on the System's fiscal year which ends on March 31. Accrued retirement contributions as of June 30, 2019, represent the projected employer contribution for the period of April 1, 2019 through June 30, 2019 based on paid ERS wages multiplied by the employer's contribution rate, by tier. Accrued retirement contributions as of June 30, 2019, amounted to \$235,371.

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**NOTES TO BASIC FINANCIAL STATEMENTS**

**JUNE 30, 2019**

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**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – (CONTINUED)**

**I) Deferred Outflows and Inflows of Resources – (Continued)**

**Payables to the Pension Plan – (Continued)**

For TRS, employer and employee contributions for the fiscal year ended June 30, 2019, are paid to the System in September, October and November, 2019, through a state aid intercept. Accrued retirement contributions as of June 30, 2019, represent employee and employer contributions for the fiscal year ended June 30, 2019, based on paid TRS wages multiplied by the employer's contribution rate, by tier and employee contributions for the fiscal year as reported to the TRS System. Accrued retirement contributions as of June 30, 2019, amount to \$1,350,823.

Additional pension information can be found in Note 8.

**J) Unearned Revenue**

Unearned revenues are reported when potential revenues do not meet both the measureable and available criteria for recognition in the current period. Unearned revenues recorded in the governmental fund and government-wide financial statements arise when revenues are received prior to the BOCES having legal claim to them. For example, when grant monies are received prior to incurring qualified expenditures, then those monies are considered to be unearned revenue. In subsequent periods, when both recognition criteria are met, or when the BOCES has legal claim to the resources, the liability for deferred revenues is removed and revenues are recorded.

**K) Receivables**

Receivables are shown gross, with uncollectible amounts recognized under the direct write-off method. No allowance for uncollectible accounts has been provided since it is believed that such allowance would not be material.

**L) Other Benefits**

BOCES employees participate in the New York State Employees' Retirement System and the New York State Teachers' Retirement System.

In addition to providing pension benefits, the BOCES provides health insurance coverage and survivor benefits for retired employees and their dependents.

Substantially all of the BOCES' employees may become eligible for these benefits if they reach normal retirement age while working for the BOCES. Healthcare benefits are provided through plans whose premiums are based on the benefits paid during the year, the cost of which is shared between the BOCES and the retired employee. The BOCES recognizes the cost of providing health insurance by recording its share of insurance premiums as an expenditure in the General Fund in the year paid, and is reimbursed by transfer from the Reserve for Retiree Health Insurance maintained in the Trust and Agency Fund.



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**NOTES TO BASIC FINANCIAL STATEMENTS**

**JUNE 30, 2019**

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**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – (CONTINUED)**

**M) Equity Classifications**

**BOCES-Wide Statements**

In the BOCES-wide statements, there are three classes of net position:

**i) Net Investment in Capital Assets**

Consists of net capital assets (cost less accumulated depreciation) reduced by outstanding balances of related debt obligations from the acquisition, construction or improvements of those assets.

**ii) Restricted Net Position**

Reports net position when constraints placed on the assets or deferred outflows of resources are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments, or imposed by law through constitutional provisions or enabling legislation.

**iii) Unrestricted Net Position**

Reports the balance of net position that does not meet the definition of the above two classifications and is deemed to be available for general use by the BOCES.

**Funds Statements**

In the fund basis statements there are five classifications of fund balance:

**1. Nonspendable**

Includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Nonspendable fund balance includes the inventory recorded in the School Lunch Fund of \$10,581.

**2. Restricted**

Includes amounts with constraints placed on the use of resources either externally imposed by creditors, grantors, contributors, or laws or regulations of other governments; or imposed by law through constitutional provisions or enabling legislation. All encumbrances of funds other than the General Fund are classified as restricted fund balance. The BOCES has established the following restricted fund balances:

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**NOTES TO BASIC FINANCIAL STATEMENTS**

**JUNE 30, 2019**

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**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – (CONTINUED)**

**M) Equity Classifications – (Continued)**

**Funds Statements – (Continued)**

**2. Restricted – (Continued)**

**Currently Utilized by the BOCES:**

**Unemployment Insurance Reserve**

According to General Municipal Law §6-m, must be used to pay the cost of reimbursement to the State Unemployment Insurance Fund for payments made to claimants where the employer has elected to use the benefit reimbursement method. The reserve may be established by Board action and is funded by budgetary appropriations and such other funds as may be legally appropriated. Within 60 days after the end of any fiscal year, excess amounts may either be transferred to another reserve or the excess applied to the appropriations of the next succeeding fiscal year's budget. If the BOCES elects to convert to tax (contribution) basis, excess resources in the fund over the sum sufficient to pay pending claims may be transferred to any other reserve fund. This reserve is accounted for in the General Fund under Restricted Fund Balance.

**Workers' Compensation**

According to General Municipal Law §6-j, must be used to pay for compensation benefits and other expenses authorized by Article 2 of the Workers' Compensation Law, and for payment of expenses of administering this self-insurance program. The reserve may be established by Board action and is funded by budgetary appropriations and such other funds as may be legally appropriated. Within sixty days after the end of any fiscal year, excess amounts may either be transferred to another reserve or the excess applied to the appropriations of the next succeeding fiscal year's budget. This reserve is accounted for in the General Fund under Restricted Fund Balance.

**Retirement Contributions**

According to General Municipal Law §6-r, must be used for financing retirement contributions. The reserve must be accounted for separate and apart from all other funds and a detailed report of the operation and condition of the fund must be provided to the Board. Under the new amendments to General Municipal Law §6-r, the Board of Education, by resolution, can establish a sub-fund within its retirement contribution reserve fund to finance retirement contributions to the New York State Teacher Retirement System. In addition, the amount of monies contributed annually to the sub-fund cannot exceed 2%, nor can the balance of the sub-fund exceed 10% of the compensation or salaries of the TRS members during the immediate preceding fiscal year. This reserve is accounted for in the General Fund under Restricted Fund Balance.

**Employee Benefit Accrued Liability**

According to General Municipal Law §6-p, must be used for the payment of accrued employee benefit due an employee upon termination of the employee's service. This reserve may be established by a majority vote of the Board, and is funded by budgetary appropriations and such other reserves and funds that may be legally appropriated. This reserve is accounted for in the General Fund under Restricted Fund Balance.

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**NOTES TO BASIC FINANCIAL STATEMENTS**

**JUNE 30, 2019**

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**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – (CONTINUED)**

**M) Equity Classifications – (Continued)**

**Funds Statements – (Continued)**

**2. Restricted – (Continued)**

**Currently Utilized by the BOCES: – (Continued)**

**Debt Service**

According to General Municipal Law §6-1, the Mandatory Reserve for Debt Service, must be established for the purpose of retiring the outstanding obligations upon the sale of BOCES property or capital improvement that was financed by obligations that remain outstanding at the time of sale. The funding of the reserve is from the proceeds of the sale of BOCES property or capital improvement. This reserve is accounted for in the Debt Service Fund under Restricted Fund Balance.

**Encumbrances**

Encumbrance accounting, under which purchase orders, contracts and other commitments of expenditures are recorded for budgetary control purposes in order to reserve applicable appropriations, is employed as a control in preventing over-expenditure of established appropriations. Open encumbrances are reported as restricted fund balance in all funds other than the General Fund, since they do not constitute expenditures or liabilities and will be honored through budget appropriations in the subsequent year.

**3. Committed**

Includes amounts that can only be used for the specific purposes pursuant to constraints imposed by formal action of the BOCES highest level of decision making authority, i.e., the Board of Education. The BOCES has no committed fund balances as of June 30, 2019.

**4. Assigned**

Includes amounts that are constrained by the BOCES' intent to be used for specific purposes, but are neither restricted nor committed. The purpose of the constraint must be narrower than the purpose of the General Fund, and in funds other than the General Fund, assigned fund balance represents the residual amount of fund balance. Assigned fund balance also includes an amount appropriated to partially fund the subsequent year's budget, as well as encumbrances not classified as restricted at the end of the fiscal year.

**5. Unassigned**

Includes all other General Fund amounts that do not meet the definition of the above four classifications and are deemed to be available for use by the BOCES and could report a surplus or deficit. In funds other than the General Fund, the unassigned classification is used to report a deficit fund balance resulting from overspending for specific purposes for which amounts had been restricted or assigned.

**Order of Use of Fund Balance**

The BOCES' policy is to annually determine the appropriate use of fund balance upon recommendation of the Superintendent and Board of Cooperative Educational Services.

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**NOTES TO BASIC FINANCIAL STATEMENTS**

**JUNE 30, 2019**

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**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – (CONTINUED)**

**N) New Accounting Standards**

The BOCES has adopted all current Statements of the Governmental Accounting Standards Board (GASB) that are applicable. At June 30, 2019, the BOCES implemented the following new standards issued by GASB:

GASB has issued Statement No. 83, *Certain Asset Retirement Obligations*, effective for the year ending June 30, 2019. This statement establishes criteria for determining the timing and pattern of recognition of liability and corresponding deferred outflow of resources for asset retirement obligations.

GASB has issued Statement No. 88, *Certain Disclosures Related to Debt, including Direct Borrowings and Direct Placements*, effective for the year ending June 30, 2019. This statement establishes new disclosure requirements related to debt.

**O) Future Changes in Accounting Standards**

GASB has issued Statement No. 84, *Fiduciary Activities*, effective for the year ending June 30, 2020. This statement establishes criteria for identifying fiduciary activities.

GASB has issued Statement No. 87, *Leases*, effective for the year ending June 30, 2021. This statement requires the recognition of certain lease assets and liabilities for leases previously classified as operating leases along with recognition of inflows and outflows of resources, as appropriate.

GASB has issued Statement No. 89, *Accounting Interest Cost Incurred before the End of a Construction Period*, effective for the year ending June 30, 2021. This statement requires that interest cost incurred during construction be expensed in that period rather than being included in the cost of the capital asset.

GASB has issued Statement No. 90, *Majority Equity Interests – an amendment of GASB Statements No. 14 and No. 61*, effective for the year ending June 30, 2020. This statement requires the reporting of majority equity interests which meet the definition of an investment at fair value and requires the reporting of majority equity interests which do not meet the definition of an investment as a component unit.

GASB has issued Statement No. 91, *Conduit Debt Obligations*, effective for the year ending June 30, 2022. This statement provides a single method of reporting conduit debt obligations by issuers.

The BOCES will evaluate the impact each of these pronouncements may have on its financial statements and will implement them as applicable and when material.

**P) Budgetary Procedures and Budgetary Accounting**

**Budget Policies**

The budget policies are as follows:

- a. Section 1950 of the Education Law requires adoption of a final budget by no later than May 15 of the ensuing year.
- b. BOCES' administration prepares a proposed administrative, capital and program budget, as applicable, for approval by members of the BOCES' Board for the General Fund.

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**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – (CONTINUED)**

**P) Budgetary Procedures and Budgetary Accounting – (Continued)**

**Budget Policies – (Continued)**

- c. Appropriations for educational services are adopted at the program level.
- d. A tentative administrative budget is provided to the component districts for adoption by resolution. Approval of the tentative administrative budget requires the approval of a majority of the component school boards actually voting. During the current year, the administrative budget was approved by a majority of its voting component school boards.
- e. Appropriations lapse at the end of the fiscal year unless expended or encumbered. Encumbrances will lapse if not expended in the subsequent year. The BOCES' Board can approve supplemental appropriations based upon requests for additional services and surplus revenues.

The following is a summary of General Fund budget revisions for the year ended June 30, 2019:

<u>Program</u>	<u>Original</u>	<u>Budget Revisions</u>		<u>Revised</u>
	<u>Budget</u>	<u>Purpose</u>	<u>Amount</u>	
Administration	\$ 4,681,911	All revisions	\$ (10)	\$ 4,681,901
Occupational Instruction	4,357,294	were made to	8,682	4,365,976
Instruction for Special Education	7,878,562	meet the program	602,459	8,481,021
Itinerant Services	4,210,585	service needs to	151,631	4,362,216
General Instruction	3,012,833	the component	300,643	3,313,476
Instructional Support	3,571,124	school districts.	1,978,811	5,549,935
Other Services	5,168,584		484,979	5,653,563
<b>TOTALS</b>	<b>\$ 32,880,893</b>		<b>\$ 3,527,195</b>	<b>\$ 36,408,088</b>

**Budget Basis of Accounting**

Budgets are adopted annually on a basis consistent with generally accepted accounting principles. Appropriations authorized for the current year are increased by the amount of encumbrances carried forward from the prior year.

The budget and actual comparison for Special Revenue Funds has not been presented because the funds are not required to establish a legally authorized budget.

**Q) Interfund Transactions**

The operations of the BOCES include transactions between funds. These transactions may be temporary in nature, such as with interfund borrowings. The BOCES typically loans resources between funds for the purpose of providing cash flow. These interfund receivables and payables are expected to be repaid within one year. Permanent transfers of funds include the transfer of expenditures and revenues to provide financing or other services.

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**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – (CONTINUED)**

**Q) Interfund Transactions – (Continued)**

In the BOCES-wide statements, the amounts reported on the Statement of Net Position for interfund receivables and payables represent amounts due between different fund types (governmental activities and fiduciary funds). Eliminations have been made for all interfund receivables and payables between the funds, with the exception of those due from or to the fiduciary funds.

The governmental funds report all interfund transactions as originally recorded. Interfund receivables and payables may be netted on the accompanying governmental funds balance sheet when it is the BOCES' practice to settle these amounts at a net balance based upon the right of legal offset.

Refer to Note 4 for a detailed disclosure by individual fund for interfund receivables, payables, expenditures and revenues activity.

**R) Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported revenues and expenses during the reporting period. Actual results could differ from those estimates. Estimates and assumptions are made in a variety of areas, including computation of encumbrances, compensated absences, potential contingent liabilities and useful lives of long-lived assets.

**S) Cash (and Cash Equivalents)/Investments**

The BOCES' cash and cash equivalents consist of cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition.

New York State law governs the BOCES' investment policies. Resources must be deposited in FDIC-insured commercial banks or trust companies located within the State. Permissible investments include obligations of the United State Treasury, United States Agencies, repurchase agreements and obligations of New York State or its localities.

Collateral is required for demand and time deposits and certificates of deposits not covered by FIDC insurance. Obligations that may be pledged as collateral are obligations of the United States and its agencies and obligations of the State and its municipalities and Districts.

**Investments**

Investments are stated at fair value. The investments represent unspent revenue bond proceeds and funds intercepted by the state for the component school districts debt service payments. The investments consist of only short-term United States Treasury Bills. The investments are held in the BOCES' name but are not insured or collateralized.

	<u>Cost</u>	<u>Fair Value</u>	<u>Unrealized Gain</u>
U.S. Treasury Bills	\$ 1,095,890	\$ 1,103,526	\$ 7,636

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**NOTE 2 – EXPLANATION OF CERTAIN DIFFERENCES BETWEEN FUND STATEMENTS AND  
BOCES-WIDE STATEMENTS**

Due to the differences in the measurement focus and basis of accounting used in the funds statements and the BOCES-wide statements, certain financial transactions are treated differently. The basic financial statements contain a full reconciliation of these items. The differences result primarily from the economic focus of the BOCES-wide statements, compared with the current financial resources focus of the governmental funds.

**A) Total Fund Balances of Governmental Funds vs. Net Position of Governmental Activities**

Total fund balances of the BOCES' governmental funds differs from "net position" of governmental activities reported in the Statement of Net Position. This difference primarily results from the long-term economic focus of the Statement of Net Position versus the solely current financial resources focus of the governmental fund balance sheets, as applied to the reporting of capital assets and long-term liabilities, including pensions.

**B) Statement of Revenues, Expenditures and Changes in Fund Balances vs. Statement of Activities**

Differences between the funds Statement of Revenues, Expenditures and Changes in Fund Balance and the Statement of Activities fall into one of five broad categories, described as follows:

**i) Long-Term Revenue Differences**

Long-term revenue differences arise because governmental funds report revenues only when they are considered "available," whereas the Statement of Activities reports revenues when earned. Differences in long-term expenses arise because governmental funds report on a modified accrual basis, whereas the accrual basis of accounting is used on the Statement of Activities.

**ii) Capital Related Differences**

Capital related differences include the difference between proceeds for the sale of capital assets reported on fund statements and the gain or loss on the sale of assets as reported on the Statements of Activities, and the difference between recording an expenditure for the purchase of capital items in the fund statements and depreciation expense on those items as recorded in the Statement of Activities.

**iii) Long-Term Debt Transaction Differences**

Long-term debt transaction differences occur because both interest and principal payments are recorded as expenditures in the fund statements, whereas interest payments are recorded in the Statement of Activities as incurred and principal payments are recorded as a reduction of liabilities in the Statement of Net Position.

**iv) Pension Differences**

Pension differences occur as a result of changes in the BOCES' proportion of the collective net pension asset (liability) and differences between the BOCES' contributions and its proportionate share of the total contributions to the pension systems.

**v) OPEB Differences**

OPEB differences occur as a result of changes in the BOCES' total OPEB liability and differences between the BOCES' contributions and OPEB expense.

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**NOTE 3 – CASH (AND CASH EQUIVALENTS) – CUSTODIAL CREDIT, CONCENTRATION OF CREDIT, INTEREST RATE AND FOREIGN CURRENCY RISKS**

Custodial credit risk is the risk that in the event of a bank failure, the BOCES' deposits may not be returned to it. While the BOCES does not have a specific policy for custodial credit risk, New York State statutes govern the BOCES' investment policies, as discussed previously in these Notes.

The BOCES' aggregate bank balances (disclosed in the financial statements), included balances not covered by depository insurance at year-end, collateralized as follows:

Uncollateralized	\$ 0
Collateralized with securities held by the pledging financial institution, or its trust department or agent, but not in the BOCES' name	7,918,996

Restricted cash represents cash and cash equivalents where use is limited by legal requirements. These assets represent amounts required by statute to be reserved for various purposes. Restricted cash as of year-end includes \$1,081,831 within the governmental funds and \$170,094 in fiduciary funds.

**NOTE 4 – INTERFUND TRANSACTIONS**

Interfund balances at June 30, 2019, are as follows:

	<b>Interfund Receivables</b>	<b>Interfund Payables</b>	<b>Interfund Revenues</b>	<b>Interfund Expenditures</b>
General Fund	\$ 1,816,261	\$ 26,105	\$ 0	\$ 0
School Lunch Fund	23,589	60,049	0	0
Capital Fund	0	0	0	0
Debt Service Fund	0	0	0	0
Special Aid Fund	1,903	1,756,336	0	0
Total governmental activities	1,841,753	1,842,490	0	0
Fiduciary Agency Fund	737	0	0	0
<b>TOTALS</b>	<b>\$ 1,842,490</b>	<b>\$ 1,842,490</b>	<b>\$ 0</b>	<b>\$ 0</b>

Interfund receivables and payables, other than between governmental activities and fiduciary funds, are eliminated on the Statement of Net Position.

The BOCES typically loans resources between funds for the purpose of mitigating the effects of transient cash flow issues.

All interfund payables are expected to be repaid within one year.



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**NOTE 5 – FAIR VALUE OF ASSETS**

As required by GASB 72, the BOCES is required to value investment and debt securities based on the valuation measurement techniques and hierarchy established by the pronouncement.

There are three general valuation techniques that may be used to measure fair value, as described below:

- A) Market approach – Uses prices and other relevant information generated by market transactions involving identical or comparable assets or liabilities. Prices may be indicated by pricing guides, sale transactions, market trades or other sources;
- B) Cost approach – Based on the amount that currently would be required to replace the service capacity of an asset (replacement cost); and
- C) Income approach – Uses valuation techniques to convert future amounts to a single present amount based on current market expectation about the future amounts (includes present value techniques and option-pricing models). Net present value is an income approach where a stream of expected cash flows is discounted at an appropriate market interest rate.

Assets and liabilities itemized below were measured at fair value during the year ended using the market and income approaches. The market approach was used for Level 1 and Level 2.

**Fair Value Measurements Using**

	<b><u>Fair Value</u></b>	<b>Quoted Prices in Active Markets for Identical Assets/Liabilities (Level 1)</b>	<b>Significant Other Observable Inputs (Level 2)</b>	<b>Significant Unobservable Inputs (Level 3)</b>
U.S. Treasury Bills	\$ 1,103,526	\$ 1,103,526	\$ 0	\$ 0

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**NOTES TO BASIC FINANCIAL STATEMENTS**

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**NOTE 6 – CAPITAL ASSETS**

Capital asset balances and activity for the year ended June 30, 2019, were as follows:

	Beginning Balance	Additions	Retirement/ Reclassifications	Ending Balance
Governmental activities:				
Capital assets that are not depreciated:				
Land	\$ 176,400	\$ 0	\$ 0	\$ 176,400
<b>Total nondepreciable historical cost</b>	<b>176,400</b>	<b>0</b>	<b>0</b>	<b>176,400</b>
Capital assets that are depreciated:				
Buildings and improvements	21,197,010	6,984	128,457	21,075,537
Furniture and equipment	5,333,655	268,249	642,050	4,959,854
<b>Total depreciable historical cost</b>	<b>26,530,665</b>	<b>275,233</b>	<b>770,507</b>	<b>26,035,391</b>
Less accumulated depreciation:				
Buildings and improvements	7,911,427	2,214,581	0	10,126,008
Furniture and equipment	4,289,071	416,208	1,586,616	3,118,663
<b>Total accumulated depreciation</b>	<b>12,200,498</b>	<b>2,630,789</b>	<b>1,586,616</b>	<b>13,244,671</b>
<b>Total depreciable historical cost - net</b>	<b>14,330,167</b>	<b>(2,355,556)</b>	<b>(816,109)</b>	<b>12,790,720</b>
<b>GRAND TOTALS</b>	<b>\$ 14,506,567</b>	<b>\$ (2,355,556)</b>	<b>\$ (816,109)</b>	<b>\$ 12,967,120</b>
Depreciation was allocated to programs as follows:				
Administration		\$ 314,417		
Occupational instruction		374,190		
Instruction for the handicapped		616,418		
Itinerant services		248,314		
General instruction		329,365		
Instructional support		376,798		
Other services		371,287		
		<u>\$ 2,630,789</u>		

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**NOTE 7 – LONG-TERM DEBT**

Long-term liability balances and activity for the year are summarized below:

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Reductions</u>	<u>Ending Balance</u>	<u>Amounts Due Within One Year</u>
Government activities:					
General obligation debt:					
Bonds and notes payable	\$ 7,775,000	\$ 0	\$ 925,000	\$ 6,850,000	\$ 950,000
Total general obligation debt	7,775,000	0	925,000	6,850,000	950,000
Other liabilities:					
Compensated absences	792,323	162,769	0	955,092	0
Energy performance contract	407,206	0	175,989	231,217	183,946
Other post-employment benefits	85,789,436	5,564,820	0	91,354,256	0
Total other liabilities	86,988,965	5,727,589	175,989	92,540,565	183,946
<b>TOTAL LONG-TERM LIABILITIES</b>	<b>\$94,763,965</b>	<b>\$ 5,727,589</b>	<b>\$ 1,100,989</b>	<b>\$99,390,565</b>	<b>\$ 1,133,946</b>

**Revenue Bonds**

The BOCES entered into a financing agreement with the Dormitory Authority of the State of New York (DASNY) consisting of program lease revenue bonds in which the BOCES guarantees the payment of principal and interest on bonds issued by the DASNY. The revenue bonds will be paid by the component districts of the BOCES through rental charges which are part of the BOCES administrative budget. The financing agreement is part of a building expansion and alteration project approved by a majority vote of the residents of the component districts. The terms of the revenue bonds are as follows:

<u>Description of issue</u>	<u>Date</u>	<u>Maturity</u>	<u>Rate</u>	<u>Balance</u>
DASNY Bonds	August, 2010	June, 2026	2.0 - 4.25%	\$ 6,850,000

The following is a summary of maturing debt service requirements on the bonds payable:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
Fiscal year ending June 30,			
2020	\$ 950,000	\$ 231,688	\$ 1,181,688
2021	950,000	193,438	1,143,438
2022	975,000	156,188	1,131,188
2023	975,000	122,063	1,097,063
2024	1,000,000	87,500	1,087,500
Thereafter	2,000,000	70,000	2,070,000
<b>Totals</b>	<b>\$ 6,850,000</b>	<b>\$ 860,877</b>	<b>\$ 7,710,877</b>

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**NOTE 7 – LONG-TERM DEBT – (CONTINUED)**

**Energy Performance Contract**

The BOCES finalized an energy performance contract during the year ended June 30, 2006. The contract is defined in Section 9-102(4) of the New York State Energy Law as "an agreement for the provision of energy services, including but not limited to electricity, heating, ventilation, cooling, steam, or hot water, in which a person agrees to install, maintain, or manage energy systems or equipment to improve the energy efficiency of or produce energy in connection with a building or facility in exchange for a portion of the energy savings or revenues." The contract is accounted for as a capital lease. The lease payments are recorded as a component of the BOCES Administrative Budget function. The total net present value of the lease at June 30, 2019, is \$231,217.

Principal and interest payments due on the energy performance contract are as follows:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
Fiscal year ending June 30,			
2020	\$ 183,946	\$ 7,241	\$ 191,187
2021	47,271	525	47,796
<b>Totals</b>	<u>\$ 231,217</u>	<u>\$ 7,766</u>	<u>\$ 238,983</u>

Interest paid on long-term debt was comprised of:

Interest expense	\$ 267,500
Less: Prior year accrued interest	(115,770)
Plus: Current year accrued interest	101,764
<b>Totals</b>	<u>\$ 253,494</u>

The General Fund has typically been used to liquidate long-term liabilities such as compensated absences.

**NOTE 8 – PENSION PLANS**

**General Information**

The BOCES participates in the New York State Employees' Retirement System (NYSERS) and the New York State Teachers' Retirement System (NYSTRS). These are cost-sharing multiple-employer public employee retirement systems. The Systems offer a wide range of plans and benefits, which are related to years of service and final average salary, vesting of retirement benefits, death and disability.

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**NOTE 8 – PENSION PLANS – (CONTINUED)**

**Plan Descriptions and Benefits Provided:**

**Teachers' Retirement System (TRS)**

The BOCES participates in the New York State Teachers' Retirement System (TRS). This is a cost-sharing multiple-employer retirement system. The System provides retirement benefits as well as, death and disability benefits to plan members and beneficiaries as authorized by the Education Law and the Retirement and Social Security Law of the State of New York. The System is governed by a 10 member Board of Trustees. System benefits are established under New York State Law. Membership is mandatory and automatic for all full-time teachers, teaching assistants, guidance counselors and administrators employed in New York Public Schools and BOCES who elected to participate in TRS. Once a public employer elects to participate in the System, the election is irrevocable. The New York State Constitution provides that pension membership is a contractual relationship and plan benefits cannot be diminished or impaired. Benefits can be changed for future members only by enactment of a State statute. The System issues a publicly available financial report that contains financial statements and required supplementary information. The report may be obtained by writing to the New York State Teachers' Retirement System, 10 Corporate Woods Drive, Albany, NY 12211-2395 or by referring to the TRS Comprehensive Annual Financial report, which can be found on the System's website at [www.nystrs.org](http://www.nystrs.org).

**Employees' Retirement System (ERS)**

The BOCES participates in the New York State and Local Employees' Retirement System (ERS). This is a cost-sharing multiple-employer retirement system. The System provides retirement benefits as well as death and disability benefits. The net position of the System is held in the New York State Common Retirement Fund (the Fund), which was established to hold all net assets and record changes in plan net position allocated to the System. The Comptroller of the State of New York serves as the trustee of the Fund and is the administrative head of the System. The New York State Retirement and Social Security Law (NYSRSSL) govern obligations of employers and employees to contribute, and benefits to employees. Once a public employer elects to participate in the System, the election is irrevocable. The New York State Constitution provides that pension membership is a contractual relationship and plan benefits cannot be diminished or impaired. Benefits can be changed for future members only by enactment of a State statute. The BOCES also participates in the Public Employees' Group Life Insurance Plan (GLIP), which provides death benefits in the form of life insurance. The System is included in the State's financial report as a pension trust fund. The System issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained by writing to the New York State and Local Employees' Retirement System, Office of the State Comptroller, 110 State Street, Albany, NY 12244 or by referring to the ERS Comprehensive Annual Report, which can be found at [www.osc.state.ny.us/retire/publications/index.php](http://www.osc.state.ny.us/retire/publications/index.php).

The Systems are noncontributory except for employees who joined after July 27, 1976, who contribute 3% of their salary for the first ten years of membership, and employees who joined on or after January 1, 2010, who generally contribute 3.0% to 3.5% of their salary for their entire length of service. In addition, employee contribution rates under ERS tier VI vary based on a sliding salary scale. For ERS, the Comptroller annually certifies the actuarially determined rates expressly used in computing the employers' contributions based on salaries paid during the Systems' fiscal year ending March 31. For TRS, contribution rates are established annually by the New York State Teachers' Retirement Board pursuant to Article 11 of the Education Law.

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**NOTE 8 – PENSION PLANS – (CONTINUED)**

The BOCES is required to contribute at a rate determined actuarially by the Systems. The BOCES contributions made to the Systems were equal to 100% of the contributions required for each year. Required contributions for the current and two preceding years were:

	<b><u>NYSTRS</u></b>	<b><u>NYSERS</u></b>
2019	\$ 1,015,651	\$ 426,744
2018	1,138,287	393,112
2017	1,194,794	375,449

Since 1989, the NYSERS billings have been based on Chapter 62 of the Laws of 1989 of the State of New York. This legislation requires participating employers to make payments on a current basis, while amortizing existing unpaid amounts relating to the System's fiscal years ending March 31, 1988 and 1989 over a 17 year period, with an 8.75% interest factor added. Local governments were given the option to prepay this liability, which the BOCES did not exercise.

ERS has provided additional disclosures through entities that elected to participate in Chapter 260, 57 and 105.

Additional pension information can be found in Note 1 I.

**NOTE 9 – POST-EMPLOYMENT (HEALTH INSURANCE) BENEFITS**

**General Information About the OPEB Plan:**

**Plan Description**

The BOCES' defined benefit OPEB plan, provides OPEB for all permanent full-time general and public safety employees of the BOCES. The plan is a single-employer defined benefit OPEB plan administered by the BOCES. Article 11 of the State Compiled Statutes grants the authority to establish and amend the benefit terms and financing requirements to the BOCES Board. No assets are accumulated in a trust that meets the criteria in paragraph 4 of Statement 75.

**Benefits Provided**

The BOCES provides healthcare and life insurance benefits for retirees and their dependents. The benefit terms are dependent on which contract each employee falls under. The specifics of each contract are on file at the BOCES offices and are available upon request.

**Employees Covered by Benefit Terms**

At June 30, 2019, the following employees were covered by the benefit terms:

Inactive employees or beneficiaries currently receiving benefit payments	216
Inactive employees entitled to but not yet receiving benefit payments	0
Active employees	<u>308</u>
Total	<u><u>524</u></u>

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**NOTE 9 – POST-EMPLOYMENT (HEALTH INSURANCE) BENEFITS – (CONTINUED)**

**Total OPEB Liability:**

The BOCES' total OPEB liability of \$91,354,256 was measured as of July 1, 2018, and was determined by an actuarial valuation as of that date.

**Actuarial Assumptions and Other Inputs**

The total OPEB liability in the July 1, 2018 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified:

Inflation	2.4%
Salary Increases	3%
Discount Rate	3.87%
Healthcare Cost Trend Rates	7.00% for 2019, decreasing to an ultimate rate of 3.94% for 2079 and later years.

The discount rate was based on a yield or index rate for 20-year, tax exempt general obligation municipal bond rated AA/Aa (or equivalent) or higher.

Mortality rates were based on the RPH-2014 SOA Mortality Table, with generational mortality adjusted to 2006 using scale MP-2014, and projected forward with scale MP-2018.

**Changes in the Total OPEB Liability:**

Balance at June 30, 2018	\$ 85,789,436
Changes for the year:	
Service cost	3,591,589
Interest	3,170,177
Changes in benefit terms	0
Differences between expected and actual experience	4,256,557
Changes in assumptions or other inputs	(2,812,394)
Benefit payments	<u>(2,641,109)</u>
Net changes	<u>5,564,820</u>
Balance at June 30, 2019	<u>\$ 91,354,256</u>

Assumption changes for this fiscal year were as follows:

- Changed the discount rate from 3.60% to 3.87%.
- Updated the mortality tables to the RPH-2014 SOA Mortality Tables adjusted back to 2006 using scale MP-2014 and projected forward using scale MPH-2018.
- Updated the New York State Retirement System rates for withdrawals and retirements.
- The Getzen trend table was updated for 2019 using model v2019\_b.

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**NOTE 9 – POST-EMPLOYMENT (HEALTH INSURANCE) BENEFITS – (CONTINUED)**

**Sensitivity of the Total OPEB Liability to Changes in the Discount Rate**

The following presents the total OPEB liability of the BOCES, as well as what the BOCES' total OPEB liability would be if it were calculated using a discount rate that is 1 percentage point lower (2.87%) or 1 percentage point higher (4.87%) than the current discount rate:

	<b><u>1% Decrease</u></b>	<b><u>Discount Rate</u></b>	<b><u>1% Increase</u></b>
Total OPEB Liability	\$ 106,101,893	\$ 91,354,256	\$ 79,525,912

**Sensitivity of the Total OPEB Liability to Changes in the Healthcare Cost Trend Rates**

The following presents the total OPEB liability of the BOCES as well as what the BOCES' total OPEB liability would be if it were calculated using healthcare cost trend rates that are 1 percentage point lower (6.00% to 2.94%) or 1 percentage point higher (8.00% decreasing to 4.94%) than the current healthcare cost trend rate:

	<b><u>1% Decrease (6% Decreasing to 2.94%)</u></b>	<b><u>Healthcare Cost Trend Rates (7% Decreasing to 3.94%)</u></b>	<b><u>1% Increase (8% Decreasing to 4.94%)</u></b>
Total OPEB Liability	\$ 78,438,460	\$ 91,354,256	\$ 107,864,818

**OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB**

For the year ended June 30, 2019, the BOCES recognized OPEB expense of \$1,962,011. At June 30, 2019, the BOCES reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	<b><u>Deferred Outflows of Resources</u></b>	<b><u>Deferred Inflows of Resources</u></b>
Differences between expected and actual experience	\$ 3,512,404	\$ 0
Changes of assumptions or other inputs	0	9,654,021
Employer contributions subsequent to the measurement date	<u>3,259,247</u>	<u>0</u>
Total	<u>\$ 6,771,651</u>	<u>\$ 9,654,021</u>



**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**NOTES TO BASIC FINANCIAL STATEMENTS**

**JUNE 30, 2019**

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**NOTE 9 – POST-EMPLOYMENT (HEALTH INSURANCE) BENEFITS – (CONTINUED)**

**OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB – (Continued)**

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in the OPEB expense as follows:

**Fiscal Year Ending June 30:**

2020	\$ 1,718,739
2021	(1,540,508)
2022	(1,540,508)
2023	(1,540,508)
2024 and thereafter	<u>20,415</u>
Total	<u>\$ (2,882,370)</u>

**NOTE 10 – COMMITMENTS AND CONTINGENCIES**

**Potential Grantor Liability**

Amounts received or receivable from grantor agencies are subject to audit and adjustment by grantor agencies, principally the federal and state governments. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures which may be disallowed by the grantor cannot be determined at this time although the government expects such amounts, if any, to be immaterial.

**NOTE 11 – RISK MANAGEMENT**

The BOCES is exposed to various risks of loss related to torts, theft, damage, injuries, errors and omissions, natural disasters, and other risks. These risks are covered by commercial insurance purchased from independent third parties. Settled claims from these risks have not exceeded commercial insurance coverage for the past two years.

**Consortiums and Self Insured Plans**

The BOCES participates with 9 other governmental entities in the Herkimer County BOCES Health Insurance Consortium for its health insurance coverage, as well as with 31 other school districts in the Madison, Oneida, and Herkimer Workers' Compensation Consortium for its workers' compensation insurance coverage. Premiums paid to the Health and Workers' Compensation Consortium totaled \$6,328,182 and \$104,871, respectively, for the year ended June 30, 2019. Entities joining the plan must remain members for a minimum of one year; a member may withdraw from the plan after that time by submitting a notice of withdrawal, 120 days for workers' compensation or 30 days for health insurance, prior to the plan's year end. Plan members are subject to a supplemental assessment in the event of deficiencies. If the plan's assets were to be exhausted, members would be responsible for the plan's liabilities. The plan uses a reinsurance agreement to reduce its exposure to large losses on insured events. Reinsurance permits recovery of a portion of losses from the reinsurer, although it does not discharge the liability of the plan as direct insurer of the risks insured.

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**NOTES TO BASIC FINANCIAL STATEMENTS**

**JUNE 30, 2019**

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**NOTE 11 – RISK MANAGEMENT – (CONTINUED)**

**Consortiums and Self Insured Plans – (Continued)**

The plan establishes a liability for both reported and unreported insured events, which includes estimates of both future payments of losses and related claim adjustment expenses. However, because actual claim costs depend on complex factors, the process used in computing claims liabilities does not necessarily result in an exact amount. Such claims are based on the ultimate cost of claims (including future claim adjustment expenses) that have been reported but not settled and claims that have been incurred but not reported. Adjustments to claims liabilities are charged or credited to expense in the periods in which they are made. The Consortium is an intermunicipal agreement pursuant to Article 5-G of the General Municipal Law whereby each entity pays annual premiums based on the expected claims for the enrollees. Due to this arrangement, a possible contingent liability exists for the BOCES as a result of the possibility that any participating entity may have actual claims less than its annual premiums and try to recover its portion due to it through the Consortium participants.

The BOCES continues to carry commercial insurance for all other risks of loss such as general liability.

**NOTE 12 – OPERATING LEASES**

The BOCES also has various short-term leases for classroom and administration space, predominantly of a one-year duration. All lease payments are expensed when paid. Lease expense total \$462,134 for the year ended June 30, 2019.

**NOTE 13 – BUDGET REVISIONS**

The budget was increased by \$3,527,195 to provide for changes in program services by the component districts. The increases were approved by the Board during the year.

**NOTE 14 – DEFICIT NET POSITION**

The BOCES-wide net position had a deficit at June 30, 2019 of \$80,496,959. The deficit is the result of the implementation of GASB Statement 45, *Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions*, which required the recognition of an unfunded liability of \$91,354,256 at June 30, 2019. Since New York State Laws provide no mechanism for funding the liability, the subsequent accruals are expected to increase the deficit.

**NOTE 15 – SUBSEQUENT EVENTS**

The BOCES has evaluated subsequent events through the issuance date of the report. None were considered material to the issued financial statements.

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**REQUIRED SUPPLEMENTARY INFORMATION**

**SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN  
FUND BALANCE – BUDGET AND ACTUAL – GENERAL FUND**

**FOR THE YEAR ENDED JUNE 30, 2019**

	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual</u>	<u>Variance Fav; (Unfav)</u>
<b>REVENUES</b>				
Local Sources:				
Charges for services	\$ 0	\$ 0	\$ 14,672	\$ 14,672
Charges to components	31,356,584	34,751,204	34,749,687	(1,517)
Charges to other BOCES	632,805	765,381	765,381	0
Interest and earnings	1,000	1,000	8,067	7,067
Sale of property and compensation for loss	85,000	85,000	95,772	10,772
Miscellaneous	805,504	805,503	883,682	78,179
Interfund revenues	0	0	233,106	233,106
<b>Total revenues</b>	<u>32,880,893</u>	<u>36,408,088</u>	<u>36,750,367</u>	<u>342,279</u>
<b>EXPENDITURES</b>				
Current:				
Administration	4,681,911	4,681,901	4,683,008	(1,107)
Occupational instruction	4,357,294	4,365,976	3,908,742	457,234
Instruction for special education	7,878,562	8,481,021	7,589,652	891,369
Itinerant services	4,210,585	4,362,216	3,698,454	663,762
General instruction	3,012,833	3,313,476	3,269,733	43,743
Instructional support	3,571,124	5,549,935	5,546,637	3,298
Other services	5,168,584	5,653,563	5,529,776	123,787
<b>Total expenditures</b>	<u>32,880,893</u>	<u>36,408,088</u>	<u>34,226,002</u>	<u>2,182,086</u>
<b>EXCESS OF REVENUES OVER EXPENDITURES</b>	<u>\$ 0</u>	<u>\$ 0</u>	<u>2,524,365</u>	<u>\$ 2,524,365</u>
<b>OTHER FINANCING SOURCES (USES)</b>				
Workers' compensation reserve			20,493	
Unemployment reserve			(17,723)	
Retirement reserve			192,400	
Employee accrued liability reserve			98,600	
Refund of surplus			(2,524,365)	
<b>Total other financing sources (uses)</b>			<u>(2,230,595)</u>	
<b>EXCESS (DEFICIENCY) OF REVENUES AND OTHER SOURCES OVER EXPENDITURES AND OTHER USES</b>			293,770	
<b>FUND BALANCE – BEGINNING OF YEAR</b>			<u>1,648,397</u>	
<b>FUND BALANCE – END OF YEAR</b>			<u>\$ 1,942,167</u>	

See paragraph on supplemental schedules included in independent auditors' report.

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**REQUIRED SUPPLEMENTARY INFORMATION**

**SCHEDULE OF CHANGES IN TOTAL OTHER POST-EMPLOYMENT BENEFITS  
LIABILITY AND RELATED RATIOS**

**FOR THE YEARS ENDED JUNE 30, 2019 AND 2018**

<b>Measurement Date</b>	<b>July 1, 2018</b>	<b>July 1, 2017</b>
<b>Total OPEB Liability</b>		
Service cost	\$ 3,591,589	\$ 4,770,530
Interest	3,170,177	2,715,437
Change of benefit terms	0	0
Differences between expected and actual experience	4,256,557	0
Change of assumptions or other inputs	(2,812,394)	(10,919,272)
Benefit payments	(2,641,109)	(2,570,407)
<b>Net change in total OPEB liability</b>	<b>5,564,820</b>	<b>(6,003,712)</b>
<b>Total OPEB Liability - beginning</b>	<b>85,789,436</b>	<b>91,793,148</b>
<b>Total OPEB Liability - ending</b>	<b>\$ 91,354,256</b>	<b>\$ 85,789,436</b>
<b>Covered-employee payroll</b>	<b>\$ 11,651,379</b>	<b>\$ 12,650,884</b>
<b>Total OPEB liability as a percentage of covered-employee payroll</b>	<b>784%</b>	<b>678%</b>
<b>Plan's fiduciary net position</b>	<b>\$ 0</b>	<b>\$ 0</b>
<b>Net OPEB Liability</b>	<b>\$ 91,354,256</b>	<b>\$ 85,789,436</b>

See paragraph on supplemental schedules included in independent auditors' report.

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**REQUIRED SUPPLEMENTARY INFORMATION**

**SCHEDULE OF THE LOCAL GOVERNMENT'S PROPORTIONATE SHARE  
OF THE NET PENSION LIABILITY**

**FOR THE YEARS ENDED JUNE 30, 2019, 2018, 2017, 2016 AND 2015**

<b><u>NYS Employees' Retirement System</u></b>	<b><u>2019</u></b>	<b><u>2018</u></b>	<b><u>2017</u></b>	<b><u>2016</u></b>	<b><u>2015</u></b>
BOCES' proportion of the net pension liability (asset)	0.0100998%	0.0101319%	0.0096742%	0.0096023%	0.0085810%
BOCES' proportionate share of the net pension liability (asset)	\$ 715,601	\$ 327,003	\$ 909,006	\$ 1,541,200	\$ 289,887
BOCES' covered-employee payroll	3,139,036	2,941,859	2,853,579	2,462,818	2,462,818
BOCES' proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	22.8%	11.1%	31.9%	62.6%	11.8%
Plan fiduciary net position as a percentage of the total pension liability	96.3%	98.2%	94.7%	90.7%	97.9%
 <b><u>NYS Teachers' Retirement System</u></b>	 <b><u>2019</u></b>	 <b><u>2018</u></b>	 <b><u>2017</u></b>	 <b><u>2016</u></b>	 <b><u>2015</u></b>
BOCES' proportion of the net pension liability (asset)	0.055677%	0.055120%	0.053693%	0.054055%	0.049341%
BOCES' proportionate share of the net pension liability (asset)	\$ (1,006,790)	\$ (418,964)	\$ 575,073	\$ (5,614,638)	\$ (5,496,252)
BOCES' covered-employee payroll	10,024,698	9,619,979	9,453,273	10,080,392	8,119,863
BOCES' proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	10.0%	4.4%	6.1%	55.7%	67.7%
Plan fiduciary net position as a percentage of the total pension liability (asset)	101.53%	100.70%	99.00%	110.50%	111.48%

See paragraph on supplemental schedules included in independent auditors' report.

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**REQUIRED SUPPLEMENTARY INFORMATION**

**SCHEDULE OF LOCAL GOVERNMENT CONTRIBUTIONS**

**FOR THE YEARS ENDED JUNE 30, 2019, 2018, 2017, 2016 AND 2015**

<b><u>NYS Employees' Retirement System</u></b>	<b><u>2019</u></b>	<b><u>2018</u></b>	<b><u>2017</u></b>	<b><u>2016</u></b>	<b><u>2015</u></b>
Contractually required contribution	\$ 426,744	\$ 393,112	\$ 396,286	\$ 510,459	\$ 440,625
Contributions in relation to the contractually required contribution	<u>426,744</u>	<u>393,112</u>	<u>396,286</u>	<u>510,459</u>	<u>440,625</u>
Contribution deficiency (excess)	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>
BOCES' covered-employee payroll	\$ 3,139,036	\$ 2,941,859	\$ 2,853,579	\$ 2,462,818	\$ 2,462,818
Contribution as a percentage of covered-employee payroll	13.59%	13.36%	13.89%	20.73%	17.89%
 <b><u>NYS Teachers' Retirement System</u></b>	 <b><u>2019</u></b>	 <b><u>2018</u></b>	 <b><u>2017</u></b>	 <b><u>2016</u></b>	 <b><u>2015</u></b>
Contractually required contribution	\$ 1,064,623	\$ 942,758	\$ 1,107,924	\$ 1,336,660	\$ 1,423,412
Contributions in relation to the contractually required contribution	<u>1,064,623</u>	<u>942,758</u>	<u>1,107,924</u>	<u>1,336,660</u>	<u>1,423,412</u>
Contribution deficiency (excess)	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>
BOCES' covered-employee payroll	\$ 10,024,698	\$ 9,619,979	\$ 9,453,273	\$ 10,080,392	\$ 8,119,863
Contribution as a percentage of covered-employee payroll	10.62%	9.80%	11.72%	13.26%	17.53%

See paragraph on supplemental schedules included in independent auditors' report.

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**SUPPLEMENTARY INFORMATION**

**ANALYSIS OF ACCOUNT A431 – SCHOOL DISTRICTS**

**FOR THE YEARS ENDED JUNE 30, 2019 AND 2018**

	<b><u>2019</u></b>	<b><u>2018</u></b>
<b>DEBIT (CREDIT) BALANCE - BEGINNING OF YEAR</b>	\$ 278,039	\$ (1,544,894)
<b>DEBITS</b>		
Encumbrances - end of year	0	0
Billings to school districts and other BOCES	35,515,067	33,079,381
Refund of balances due school districts	<u>278,039</u>	<u>2,661,559</u>
<b>Total Debits</b>	<u>35,793,106</u>	<u>35,740,940</u>
<b>CREDITS</b>		
Excess revenues over expenditures	2,524,365	3,079,380
Collections from school districts	35,143,493	30,838,627
Encumbrances - beginning of year	<u>0</u>	<u>0</u>
<b>Total Credits</b>	<u>37,667,858</u>	<u>33,918,007</u>
<b>DEBIT (CREDIT) BALANCE - END OF YEAR</b>	<u><u>\$ (1,596,713)</u></u>	<u><u>\$ 278,039</u></u>

See paragraph on supplemental schedules included in independent auditors' report.

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**SUPPLEMENTARY INFORMATION**

**SCHEDULE OF GENERAL FUND REVENUES AND EXPENDITURES  
COMPARED TO BUDGET**

**FOR THE YEAR ENDED JUNE 30, 2019**

	Revenues				Expenditures				
	Original Budget	Revised Budget	Current Years Revenues	Over (Under) Revised Budget	Original Budget	Revised Budget	Current Years Expenditures	Encumbrances	Unencumbered (Overexpended) Balances
Administration 001-002	\$ 4,681,911	\$ 4,681,901	\$ 4,910,587	\$ 228,686	\$ 4,681,911	\$ 4,681,901	\$ 4,683,008	\$ 0	\$ (1,107)
Occupational Instruction 100-199	4,357,294	4,365,976	4,359,914	(6,062)	4,357,294	4,365,976	3,908,742	0	457,234
Instruction for Special Education 200-299	7,878,562	8,481,021	8,538,953	57,932	7,878,562	8,481,021	7,589,652	0	891,369
Itinerant 300-399	4,210,585	4,362,216	4,081,033	(281,183)	4,210,585	4,362,216	3,698,454	0	663,762
General Instruction 400-499	3,012,833	3,313,476	3,363,618	50,142	3,012,833	3,313,476	3,269,733	0	43,743
Instructional Support 500-599	3,571,124	5,549,935	5,671,742	121,807	3,571,124	5,549,935	5,546,637	0	3,298
Other Services 600-699	5,168,584	5,653,563	5,824,520	170,957	5,168,584	5,653,563	5,529,776	0	123,787
<b>TOTALS</b>	<u>\$ 32,880,893</u>	<u>\$ 36,408,088</u>	<u>\$ 36,750,367</u>	<u>\$ 342,279</u>	<u>\$ 32,880,893</u>	<u>\$ 36,408,088</u>	<u>\$ 34,226,002</u>	<u>\$ 0</u>	<u>\$ 2,182,086</u>
<b>EXCESS REVENUES</b>					<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 2,524,365</u>		

See paragraph on supplemental schedules included in independent auditors' report.



**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**SUPPLEMENTARY INFORMATION**

**SCHEDULE OF PROJECT EXPENDITURES – CAPITAL PROJECT FUND**

**FOR THE YEAR ENDED JUNE 30, 2019**

<u>Project Title</u>	<u>Original Appropriation</u>	<u>Revised Appropriation</u>	<u>Expenditures</u>			<u>Unexpended Balance</u>	<u>Methods of Financing</u>			<u>Total</u>	<u>Fund Balances</u>
			<u>Prior Year</u>	<u>Current Year</u>	<u>Total</u>		<u>State Aid</u>	<u>Local Sources</u>	<u>Proceeds of Obligations</u>		
WEB Capital Project	\$ 17,025,000	\$ 17,025,000	\$ 14,620,036	\$ 0	\$ 14,620,036	\$ 2,404,964	\$ 0	\$ 1,551,850	\$ 14,200,000	\$ 15,751,850	\$ 1,131,814
<b>TOTALS</b>	<u>\$ 17,025,000</u>	<u>\$ 17,025,000</u>	<u>\$ 14,620,036</u>	<u>\$ 0</u>	<u>\$ 14,620,036</u>	<u>\$ 2,404,964</u>	<u>\$ 0</u>	<u>\$ 1,551,850</u>	<u>\$ 14,200,000</u>	<u>\$ 15,751,850</u>	<u>\$ 1,131,814</u>

See paragraph on supplemental schedules included in independent auditors' report.

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**SUPPLEMENTARY INFORMATION**

**NET INVESTMENT IN CAPITAL ASSETS**

**JUNE 30, 2019**

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<b>CAPITAL ASSETS, NET</b>			\$ 12,967,120
<b>DEDUCT:</b>			
Short-term portion of debt	950,000		
Long-term portion of debt	<u>5,900,000</u>		
			<u>6,850,000</u>
<b>NET INVESTMENT IN CAPITAL ASSETS</b>			<u><u>\$ 6,117,120</u></u>

See paragraph on supplemental schedules included in independent auditors' report.

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**FEDERAL AWARD PROGRAM INFORMATION  
(SINGLE AUDIT)**

**(UNIFORM GUIDANCE)**

**JUNE 30, 2019**

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL  
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON  
AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE  
WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Education of the  
Herkimer-Fulton-Hamilton-Otsego Counties  
Board of Cooperative Educational Services  
Herkimer, New York

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Herkimer-Fulton-Hamilton-Otsego Counties Board of Cooperative Educational Services (BOCES) as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the BOCES' basic financial statements, and have issued our report thereon dated October 4, 2019.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered BOCES' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of BOCES' internal control. Accordingly, we do not express an opinion on the effectiveness of BOCES' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

## **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether BOCES' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Gloversville, New York  
October 4, 2019

**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR  
PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE  
AS REQUIRED BY THE UNIFORM GUIDANCE**

To the Board of Education of the  
Herkimer-Fulton-Hamilton-Otsego Counties  
Board of Cooperative Educational Services  
Herkimer, New York

**Report on Compliance for Each Major Federal Program**

We have audited the Herkimer-Fulton-Hamilton-Otsego Counties Board of Cooperative Educational Services' (BOCES) compliance with the types of compliance requirements described in the *OMB Compliance Supplement*, that could have a direct and material effect on each of the BOCES' major federal programs for the year ended June 30, 2019. The BOCES' major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

**Management's Responsibility**

Management is responsible for compliance with the requirements of laws, regulations, contracts and grants applicable to its federal programs.

**Auditors' Responsibility**

Our responsibility is to express an opinion on compliance for each of BOCES' major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulation* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about BOCES' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of BOCES' compliance.

**Opinion on Each Major Federal Program**

In our opinion, Herkimer-Fulton-Hamilton-Otsego Counties Board of Cooperative Educational Services (BOCES) complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019.

## Report on Internal Control Over Compliance

Management of the BOCES is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered BOCES' internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of BOCES' internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Gloversville, New York  
October 4, 2019

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**

**FOR THE YEAR ENDED JUNE 30, 2019**

<b><u>Federal Grantor/Pass-Through Grantor/Program Title</u></b>	<b><u>Federal CFDA Number</u></b>	<b><u>Pass-Through Grantor's Number</u></b>	<b><u>Current Year Federal Expenditures</u></b>
<b><u>U.S. Department of Education</u></b>			
Direct Award:			
Student Financial Aid Cluster:			
Federal Direct Student Loans	84.268	Not Applicable	\$ 316,352
Federal Pell Grant Program	84.063	Not Applicable	217,655
Total Student Financial Aid Cluster			534,007
<b>(Passed through the State Education Department of the State of New York - Pass-through Grantor's No. 14-6013200-C6)</b>			
Migrant Education - State Grant Program	84.011	0035180008	194,835
Migrant Education - State Grant Program	84.011	0035190008	640,979
Total Migrant Education - State Grant Program			835,814
Special Education - Grants to States	84.027	Not Applicable	161,092
Adult Education - Basic Grants to States	84.002	2338193099	45,787
Adult Education - Basic Grants to States	84.002	2338182070	457
Adult Education - Basic Grants to States	84.002	2338193242	114,498
Total Adult Education - Basic Grants to States			160,742
Career and Technical Education - Basic Grants to States	84.048	8000190057	59,304
<b>Total U.S. Department of Education</b>			<b>1,750,959</b>
<b><u>U.S. Department of Agriculture</u></b>			
Passed Through NYS Education Department:			
Child Nutrition Cluster:			
Non-Cash Assistance (Food Distribution)			
National School Lunch Program	10.555	Not Applicable	4,487
Cash Assistance			
School Breakfast Program	10.553	Not Applicable	52,636
National School Lunch Program	10.555	Not Applicable	100,178
Summer Food Service Program for Children	10.559	Not Applicable	16,280
Total Child Nutrition Cluster			173,581
<b>Total U.S. Department of Agriculture</b>			<b>173,581</b>
<b>TOTAL FEDERAL AWARDS EXPENDED</b>			<b>\$ 1,924,540</b>

See notes to schedule of expenditures of federal awards.



**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**

**FOR THE YEAR ENDED JUNE 30, 2019**

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**NOTE A – SIGNIFICANT ACCOUNTING POLICIES**

The accompanying schedule of expenditures of federal awards presents the activity of federal award programs administered by the BOCES, which is described in Note 1 to the BOCES' accompanying financial statements, using the modified accrual basis of accounting. Federal awards that are included in the schedule may be received directly from federal agencies, as well as federal awards that are passed through from other government agencies. The information is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

Indirect costs may be included in the reported expenditures, to the extent that they are included in the federal financial reports used as the source for the data presented. Certain of the BOCES' federal award programs have been charged with indirect costs, based upon an established rate applied to overall expenditures. There is no other indirect cost allocation plan in effect.

Matching costs (the BOCES' share of certain program costs) are not included in the reported expenditures.

The basis of accounting varies by federal program consistent with the underlying regulations pertaining to each program.

The amounts reported as federal expenditures were obtained from the federal financial reports for the applicable program and periods. The amounts reported in these reports are prepared from records maintained for each program, which are reconciled with the BOCES' financial reporting system.

**NOTE B – FOOD DISTRIBUTION**

Nonmonetary assistance is reported in the schedule at the fair market value of the commodities received and disbursed. At June 30, 2019, the BOCES had food commodities totaling \$-0- in inventory.

**NOTE C – CLUSTER PROGRAMS**

The following programs are identified by the Uniform Guidance to be a part of a cluster of programs:

**Child Nutrition Cluster**

CFDA #10.553

CFDA #10.555

CFDA #10.559

School Breakfast Program

National School Lunch Program

Summer Food Service Program for Children

**Student Financial Assistance Cluster**

CFDA #84.268

CFDA #84.063

Federal Direct Student Loans

Federal Pell Grant Program

**NOTE D – INDIRECT COST RATE**

The BOCES has elected to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**

**FOR THE YEAR ENDED JUNE 30, 2019**

**A. SUMMARY OF AUDITORS' RESULTS**

**FINANCIAL STATEMENTS**

Type of auditors' opinion issued:

Unmodified

Internal control over financial reporting:

Material weaknesses identified?

\_\_\_\_\_ yes X no

Significant deficiencies identified that are not  
considered to be material weaknesses?

\_\_\_\_\_ yes X none reported

Noncompliance material to financial statements noted?

\_\_\_\_\_ yes X no

**FEDERAL AWARDS**

Internal control over major programs:

Material weaknesses identified?

\_\_\_\_\_ yes X no

Significant deficiencies identified that are not  
considered to be material weaknesses?

\_\_\_\_\_ yes X none reported

Type of auditors' opinion(s) issued on compliance for  
major programs:

Unmodified

Any audit findings disclosed that are required to be reported  
in accordance with 2 CFR 200.516?

\_\_\_\_\_ yes X no

Identification of major programs:

**Name of Federal Program**

**CFDA Number**

Federal Pell Grant Program

84.063

Federal Direct Student Loans

84.268

Dollar threshold used to distinguish between Type A and Type B  
Programs

\$750,000

Auditee qualified as low risk?

X yes \_\_\_\_\_ no

**B. FINDINGS – BASIC FINANCIAL STATEMENT AUDIT**

None.

**C. FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAMS AUDIT**

None.

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**AUDITED FINANCIAL STATEMENTS**

**EXTRACLASSROOM ACTIVITY FUNDS**

**JUNE 30, 2019**

## **INDEPENDENT AUDITORS' REPORT**

To the Board of Education of the  
Herkimer-Fulton-Hamilton-Otsego Counties  
Board of Cooperative Educational Services  
Herkimer, New York

We have audited the accompanying statement of assets and liabilities arising from cash transactions of the Extraclassroom Activity Funds of Herkimer-Fulton-Hamilton-Otsego Counties Board of Cooperative Educational Services as of June 30, 2019, and the related statement of revenues collected and expenses paid for the year then ended, and the related notes to the financial statements.

### **Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the cash basis of accounting as described in Note 1; this includes determining that the cash basis of accounting is an acceptable basis for the preparation of the financial statements in the circumstances. Management is also responsible for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### **Auditors' Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified audit opinion.

### **Basis for Qualified Opinion**

Insufficient accounting controls are exercised over cash receipts at the point of collections to the time of submission to the Central Treasurer. Accordingly, it was impracticable to extend our audit of such receipts beyond the amounts recorded.

### **Qualified Opinion**

In our opinion, except for the possible effects of the matter described in the Basis for Qualified Opinion paragraph, the financial statements referred to above present fairly, in all material respects, the assets, liabilities and fund balances of the Extraclassroom Activity Funds of the Herkimer-Fulton-Hamilton-Otsego Counties Board of Cooperative Educational Services as of June 30, 2019, and the revenues collected and expenses paid for the year then ended, on the basis of accounting described in Note 1.

### **Basis of Accounting**

We draw attention to Note 1 of the financial statements, which describes the basis of accounting. The financial statements are prepared on the cash basis of accounting, which is a basis of accounting other than accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Gloversville, New York  
October 4, 2019

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**EXTRACLASSROOM ACTIVITY FUNDS**

**STATEMENT OF ASSETS AND LIABILITIES ARISING FROM CASH TRANSACTIONS**

**JUNE 30, 2019**

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**ASSETS**

Cash

\$ 23,719

**TOTAL ASSETS**

\$ 23,719

**LIABILITIES AND CLUB BALANCES**

Club balances

\$ 23,719

**TOTAL LIABILITIES AND CLUB BALANCES**

\$ 23,719

See notes to financial statements.

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**EXTRACLASSROOM ACTIVITY FUNDS**

**STATEMENT OF REVENUES COLLECTED AND EXPENSES PAID**

**FOR THE YEAR ENDED JUNE 30, 2019**

	<b>Balances July 1, 2018</b>	<b>Total Receipts</b>	<b>Total Disbursements</b>	<b>Balances June 30, 2019</b>
<b><u>ACTIVITIES</u></b>				
Career Prep	\$ 732	\$ 471	\$ 370	\$ 833
Child and Family Services Program	2,224	7,368	7,850	1,742
Conservation	61	530	70	521
Cosmetology - AM	1,110	173	213	1,070
Cosmetology - PM	705	2	200	507
Cosmetology Retail	1,510	0	0	1,510
Culinary/Hospitality	539	2,020	1,981	578
HOSA - AM	(82)	7,057	6,539	436
HOSA - PM	(311)	5,036	4,211	514
PBIS	606	377	472	511
Skills USA	7,764	45,039	43,857	8,946
Visual Communications	5,115	3,556	2,963	5,708
VP-Tech	937	803	1,007	733
Yearbook - Pathways	0	1,818	1,790	28
Interest Accrued	75	7	0	82
	<hr/>	<hr/>	<hr/>	<hr/>
<b>TOTAL ALL FUNDS</b>	<b>\$ 20,985</b>	<b>\$ 74,257</b>	<b>\$ 71,523</b>	<b>\$ 23,719</b>
	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>

See notes to financial statements.

**HERKIMER-FULTON-HAMILTON-OTSEGO COUNTIES  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**EXTRAClassroom Activity Funds**

**NOTES TO FINANCIAL STATEMENTS**

**JUNE 30, 2019**

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**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

The Extraclassroom Activity Funds of the Herkimer-Fulton-Hamilton-Otsego Counties BOCES represent funds of the students of the BOCES. The BOCES' Board exercises general oversight on these funds. The Extraclassroom Activity Funds are independent of the BOCES with respect to its financial transactions and the designation of student management. However, since the BOCES' Board does exercise general oversight, these funds and their corresponding cash accounts are reflected in the Trust and Agency Fund of the financial statements of the BOCES.

The books and records of the Herkimer-Fulton-Hamilton-Otsego Counties BOCES' Extraclassroom Activity Funds are maintained on the cash basis of accounting. Under this basis of accounting, revenues are recognized when cash is received and expenditures are recognized when cash is disbursed.

Interest earned on savings is credited to each permanent activity equally, as authorized by the BOCES' Board.

**NOTE 2 – MANAGEMENT LETTER**

Management letter items associated with the Extraclassroom Activity Funds are included in the management letter accompanying the BOCES' financial statements.



October 4, 2019

To the Board of Education of the  
Herkimer-Fulton-Hamilton-Otsego Counties  
Board of Cooperative Educational Services  
Herkimer, New York

Dear Board Members:

In planning and performing our audit of the financial statements of the Herkimer-Fulton-Hamilton-Otsego Counties Board of Cooperative Educational Services (BOCES) for the year ended June 30, 2019, in accordance with auditing standards generally accepted in the United States of America, we considered the BOCES' internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the BOCES' internal control. Accordingly, we do not express an opinion on the effectiveness of the BOCES' internal control.

However, during our audit we became aware of several matters that are opportunities for strengthening internal controls and improving operating efficiency. We previously reported on the BOCES' internal control in our report dated October 4, 2019. A separate report dated October 4, 2019, contains our report on significant deficiencies in the BOCES' internal control. This letter does not affect our report dated October 4, 2019 on the financial statements of Herkimer-Fulton-Hamilton-Otsego Counties Board of Cooperative Educational Services.

#### **Prior-Year Comments and Recommendations**

##### **1) Old Outstanding Checks**

**Prior Condition:** We have noted that in bank reconciliations of several funds, there are outstanding checks that are over one year old.

**Status:** This condition is greatly improved as of June 30, 2019, only a few checks remain.

**Recommendation:** We recommend that the BOCES attempt to void and re-issue the old checks or submit to New York State in compliance with the Escheat Laws.

##### **2) Accounts Receivable**

**Prior Condition:** During review of accounts receivable balances, we noted several that are over one year past due.

**Status:** This condition is greatly improved as of June 30, 2019, only a few accounts receivable remain.

**Recommendation:** The Business Office should review collectability of receivables regularly to ensure receipt.

3) **Extraclassroom Activity Funds**

**Prior Condition:** Our audit testing noted the following:

- (a) We noted one receipt which lacked the student treasurer sign off.
- (b) Two disbursements failed to pay sales tax.

**Status:** These conditions were corrected as of June 30, 2019.

4) **Extraclassroom Activity Funds**

**Prior Condition:** While reviewing the year end extraclassroom statement we noted that two clubs had deficit balances.

**Status:** This condition was corrected as of June 30, 2019.

5) **Interfund Reconciliation**

**Prior Condition:** We noted that the interfund balances were out of balance by approximately \$5,000 at year end.

**Status:** This condition was corrected as of June 30, 2019.

6) **Fixed Assets**

**Prior Condition:** BOCES relies on a third-party to produce its fixed asset reporting and did not submit to the third-party timely to obtain valid information to record activity at June 30, 2018.

**Status:** This condition was corrected as of June 30, 2019.

\* \* \* \* \*

We appreciate the courtesies, assistance and cooperation given us during our audit by all staff in the Business Office.

Please feel free to contact us regarding our comments and recommendations, or any other matters that may come to your attention at your convenience.

Very truly yours,

WEST & COMPANY CPAs PC

Herkimer-Fulton-Hamilton-Otsego BOCES  
FYE 2019 Financial Statement Corrective Action Plan

**PRIOR YEAR**

1. Old Outstanding Checks –
  - a. Finding – There are 11 remaining outstanding payroll checks that are over one year old.
  - b. Correction – By December 31, 2019, the BOCES will remove these checks and transfer to our Trust and Agency fund to be held until a claim is presented for payment, as per NYGML 21.
2. Accounts Receivable –
  - a. Finding – There are about 25 remaining accounts receivable balances that are over one year past due.
  - b. Correction – By December 31, 2019, the Business Office will review the collectability of receivables over a year old on at least a semi-annual basis to ensure receipt of the funds or declare them as bad debt.

Respectfully Submitted  
Jodie Rodriquez  
Assistant Superintendent for Business Services

# Herkimer BOCES Board of Education

## Regular Meeting

Thursday, September 5, 2019

### Members Present

Thomas Shypski, President  
Michael Clements  
Ronald Loiacono  
Janine Lynch  
William Miller  
Jane North  
Michele Szarek  
Linda Tharp

### Absent

Daniel Voce  
James Schmid

### Others Present

Sandra R. Sherwood, District Superintendent  
Jim Picolla  
Jodie Rodriquez  
Kathy Fox  
Mary Kline  
Roberta Matthews  
  
Pat Corrigan  
Patty Frank  
Jon Griffith  
Adam Hutchinson  
Dave Itzo  
Tim Johnston  
  
Phil Keida  
Zane Mahar  
Sheri Perry  
Kelly Rowland  
Sarah Trunfio  
  
Dominic Frank  
Jessie Heidelberger

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President Shypski called the meeting to order at 5:37pm and requested everyone rise to recite the Pledge of Allegiance.

### **APPROVAL OF AGENDA**

Mr. Miller moved and Mrs. Szarek seconded a motion to accept the agenda as presented. All voted in favor; motion carried 8:0.

### **PRIVILEGE OF THE FLOOR**

The administrative team was introduced to the Board of Education.

### **TENURE APPOINTMENT**

#### **Heidelberger, Jessie**

As recommended by District Superintendent, Sandra R. Sherwood, Mrs. Szarek moved and Mrs. Lynch seconded a motion to grant tenure to Jessie Heidelberger, in compliance with Education Law, in the area of Teaching Assistant, effective 11/6/19. **Certification:** Teaching Assistant. All voted in favor; motion carried 8:0.

### **GUEST REPORT**

Mr. Dominic Frank, Town Supervisor of the Town of Herkimer, presented the most up-to-date information on the proposed East Herkimer Sewer Project. He stated that since one property will not be a participant the project will be more expensive than previously mentioned. He provided an updated map of the project, projected expenses, debt service information, and funding source information. It was noted that no residential properties are included in this project. [Material filed in the supplemental file dated 9/5/19.]

Mr. Frank stated that a Public Hearing will be held on October 7 at 6:10pm at the Herkimer Town Hall and encouraged people to attend. He noted that the map, plan, and a full report will be reviewed at this meeting.

### **ROUTINE BUSINESS**

#### **Approval of Minutes**

Mr. Loiacono moved and Mrs. Tharp seconded a motion to approve the August 8, 2019, regular meeting minutes as presented. All voted in favor; motion carried 8:0.

**Contract & Budget Adjustment Billing No. 10B and Billing No. 1**

Mr. Loiacono moved and Mrs. Tharp seconded a motion to approve the Contract and Budget Adjustment: Billing No. 10B - \$1,199,751, and Billing No. 1 - \$707,337.84, as presented. All voted in favor; motion carried 8:0.

**Treasurer's Reports**

Mr. Loiacono moved and Mrs. Tharp seconded a motion to approve the Treasurer's Reports for May and June 2019, as presented. All voted in favor; motion carried 8:0.

**Extracurricular Treasurer's Reports**

Mr. Loiacono moved and Mrs. Tharp seconded a motion to approve the Extracurricular Treasurer's Report for July 2019, as presented. All voted in favor; motion carried 8:0.

**3012d Ed. Law Lead Evaluator Certification [2019-2020]*****For the Certification of Qualified Lead Evaluators – Teachers***

Whereas, Section 30-2.9 of the Rules of the N.Y.S. Board of Regents requires certification of Lead Evaluators for the purpose of conducting **evaluation of teachers** in accordance with the requirements of Section 3012d of the N.Y.S. Education Law, which governs annual professional performance reviews; and Whereas, the individuals identified below have successfully completed the training requirements prescribed under Section 30-2.9(b) of the Rules of the N.Y.S. Board of Regents; now therefore;

Mr. Loiacono moved and Mrs. Tharp seconded a motion that the Board of Education does hereby certify that the following individuals have successfully met the requirements prescribed by the N.Y.S. Board of Regents as qualified lead evaluators:

1. Sarah Trunfio
2. James Picolla
3. Mary Kline
4. Joyce Langdon
5. Roberta Matthews

Be it further resolved, this certification has been issued in accordance with the process for certifying lead evaluators described in the Herkimer BOCES annual professional performance review plan. All voted in favor; motion carried 8:0.

***For the Certification of Qualified Lead Evaluators – Administrators***

Whereas, Section 30-2.9 of the Rules of the N.Y.S. Board of Regents requires certification of Lead Evaluators for the purpose of conducting **evaluation of administrators** in accordance with the requirements of Section 3012d of the N.Y.S. Education Law, which governs annual professional performance reviews; and Whereas, the individuals identified below have successfully completed the training requirements prescribed under Section 30-2.9(b) of the Rules of the N.Y.S. Board of Regents; now therefore;

Mr. Loiacono moved and Mrs. Tharp seconded a motion that the Board of Education does hereby certify that the following individuals have successfully met the requirements prescribed by the N.Y.S. Board of Regents as qualified lead evaluators:

1. James Picolla
2. Mary Kline
3. Joyce Langdon
4. Roberta Matthews

Be it further resolved, this certification has been issued in accordance with the process for certifying lead evaluators described in the Herkimer BOCES annual professional performance review plan. All voted in favor; motion carried 8:0.

**PERSONNEL REPORT**

As recommended by District Superintendent, Sandra R. Sherwood, Mr. Loiacono moved and Mrs. Tharp seconded a motion to accept the resignations, approve the paid and unpaid leaves of absence, appointments and amendments, as listed in the Personnel Report, noting the salary, certification, and tenure status of all appointees, as appropriate. **Salaries are as per the relevant collective bargaining agreement unless otherwise noted.**

The expiration dates of the 3-year and 4-year probationary 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/principal must receive composite or overall annual professional performance review ratings pursuant to Section 3012-c and/or 3012-d of the Education Law of either effective or highly effective in three (3) of the probationary years, and if the teacher/principal receives an ineffective composite or overall rating in the final year of the probationary period the teacher/principal shall not be eligible for tenure at that time.

**Separations**

**Abigail Anglin** - Resignation, (Being promoted to a TA position with BOCES.), Teacher Aide, Adult, Early Childhood and Outreach Education, 6/30/2019 [COB]

**Carrie Gokey** - Resignation, (Being promoted to a teaching assistant with BOCES), Teacher Aide, Special Education, 8/31/2019 [COB]

**Courtney Crozier** - Resignation, Special Education Teacher, Special Education, 9/19/2019 [COB]

**Jeana Giacobbe** - Resignation, (Being promoted to a teaching position with BOCES), Teaching Assistant, Pathways, 8/31/2019 [COB]

**Jose Maldonado** - Resignation, Teacher Aide, Adult, Early Childhood and Outreach Education, 6/26/2019 [COB]

**Kerwin Hughes** - Resignation, Special Education Teacher, Special Education, 9/19/2019 [COB]

**Megan Foley** - Resignation, Special Education Teacher, Special Education, 9/13/2019 [COB]

**Phillip Keida** - Resignation, (Being promoted to Assistant Principal with the BOCES), Physical Education Teacher, Special Education, 8/20/2019 [COB]

**Shannon Gayhart** - Resignation, (Being promoted to a teaching position with BOCES), Teaching Assistant, Pathways, 8/31/2019 [COB]

**Thomas Andrews** - Resignation, Teaching Assistant, Technical Education, 8/31/2019 [COB]

**Tonya King** - Resignation, Teaching Assistant, Adult, Early Childhood and Outreach Education, 8/19/2019 [COB]

**Leave of Absence**

**Alexander Phillips** – English as a Second Language Teacher, 9/1/2019-6/30/2020 (unpaid) for the purpose of accepting a Long Term Substitute position with the BOCES.

**Charley Priola** – Office Assistant I, 9/6/2019 – 9/13/2019 (unpaid) for the purpose of medical treatment.

**Jessica Nicklaw** – Special Education Teacher, 9/5/2019 -10/18/2019 for the purpose of FMLA leave.

**Leanne Alberts** – Licensed practical Nurse, 9/3/2019 – 03/31/2020 (intermittent) for the purpose of FMLA leave.

**Amend Date**

**Kathy Schultz** – Food Service Worker, amend starting date from 9/1/2019 to 8/20/2019. [BOE 6/2019].

**Zane Mahar** – Principal, amend effective dates from 9/7/2019 - 9/6/2023 to 9/1/2019 – 8/31/2023. [BOE 8/1/2019].

**Dominick Stewart** – Assistant Principal, amend resignation date from 9/7/2019 to 8/31/2019 [BOE 8/8/2019].

**Rescind Authorization to Collect Money**

**Kellie Maxwell** – Effective 8/26/2019

**Rescind Authorization for Substitute**

**Bethany Kleist** – Effective 9/1/2019

**Diana Kryshchuk** – Effective 9/1/2019

**Approve Substitutes**

**Susan Archer**

**Approve Student Teacher**

**Cesar Figueroa** – Technical Education Welding Class, 9/3/2019 – 11/8/2019 [SUNY Oswego].

**Certified Appointments – New Employees**

**\*\*Amber Van Scooter** - School Counselor, Special Education Programs, Replacement, Probationary - 4 Year, 9/4/2019 to 9/3/2023, Tenure Area: School Counseling & Guidance, School Counselor (Two-Year Extension), Per CBA (Pro-Rated)

**\*\*Angie Carnright** - Teaching Assistant, Alternative Education (Pathways), New, Probationary - 4 Year, 9/19/2019 to 9/18/2023, Tenure Area: Teaching Assistant, (Uncertified), Per CBA (Pro-Rated)

**\*\*David Itzo** - Assistant Building Principal, Administration, Replacement, Probationary - 4 Year, 9/26/2019 to 9/25/2023, Tenure Area: Assistant Principal, School Building Leader (Initial), Per CBA (Pro-Rated)

**\*\*Emilee Jones** - Teaching Assistant, Adult Early Childhood and Outreach Education, Replacement, Probationary - 4 Year, 9/1/2019 to 8/31/2023, Tenure Area: Teaching Assistant, (Uncertified), Per CBA

**\*\*Jessica Davis** - Special Education Teacher, Special Education Programs, Replacement, Long-Term Substitute, 9/1/2019 to 6/30/2020, (Uncertified), \$39,000.00 per year(Pro-Rated)

**\*\*Maimun Khan** - School Counselor, Related Service Providers, Replacement, Probationary - 4 Year, 9/1/2019 to 8/31/2023, Tenure Area: School Counseling & Guidance, School Counselor (Provisional), Per CBA

**\*\*Megan VanEvera** - Science Teacher, Technical Education, Replacement, Long-Term Substitute, 9/1/2019 to 6/30/2020, (Uncertified), \$39,000.00 per year

**\*\*Steven Sestir** - Physical Education, Special Education Programs, Replacement, Probationary - 4 Year, 9/1/2019 to 8/31/2023, Tenure Area: Physical Education & Recreation, Physical Education (Professional), Per CBA

**\*\*Tanya Scribner** - School Counselor, Special Education Programs, Replacement, Probationary - 4 Year, 9/9/2019 to 9/8/2023, Tenure Area: School Counseling & Guidance, School Counselor (Two-Year Extension), Per CBA (Pro-Rated)

**\*\*William Day** - English Teacher, Alternative Education (Pathways), Replacement, Long-Term Substitute, 9/1/2019 to 6/30/2020, (Uncertified), \$37,000.00 per year

**Certified Appointments – Current Employees**

**\*\*Abigail Anglin** - Teaching Assistant, Special Education Programs, Replacement, Probationary - 4 Year, 9/1/2019 to 8/31/2023, Tenure Area: Teaching Assistant, Teaching Assistant (Pending), Per CBA

**Alana Connolly** - Mentor, Instructional Support Services, Re-Appointment, Term, 9/1/2019 to 6/30/2020, Special Education (Permanent), \$800.00 Stipend

**\*\*Alexander Phillips** - Special Education Teacher, Special Education Programs, Long-Term Substitute, 9/1/2019 to 6/30/2020, (Uncertified), Per CBA

**Amy Tamburro** - Migrant Tutor, Adult Early Childhood and Outreach Education, Re-Appointment, Term, 9/1/2019 to 6/30/2020, Teaching Assistant (TA Level 3), Per CBA

**Amy Tamburro** - Migrant Tutor, Adult Early Childhood and Outreach Education, Amendment, Term, 7/1/2019 to 8/31/2019, Teaching Assistant (TA Level 3), Per CBA

**Andrew Carpenter** - Curriculum Writer, Technical Education, New, Term, 7/1/2019 to 8/31/2019, Business & Marketing (Initial), Per CBA

**Ann Margaret Bouska** - Mentor, Instructional Support Services, Re-Appointment, Term, 9/1/2019 to 6/30/2020, Speech & Hearing Handicapped (Permanent), \$800.00 Stipend

**\*\*Barbara VanWormer** - Special Education Teacher, Special Education Programs, Long-Term Substitute, 9/1/2019 to 6/30/2020, (Uncertified), \$37,000.00 per year

**\*\*Carrie Gokey** - Teaching Assistant, Special Education Programs, Replacement, Probationary - 4 Year, 9/1/2019 to 8/31/2023, Tenure Area: Teaching Assistant, (Uncertified), Per CBA

**Charles Silberman** - Migrant Tutor, Adult Early Childhood and Outreach Education, Re-Appointment, Term, 9/1/2019 to 6/30/2020, Spanish 7-12 (Professional), Per CBA

**Christe Zambri** - HOSA Advisor, Extra Curricular Activity, New, Term, 9/1/2019 to 6/30/2020, Practical Nurse (Transitional A), Per CBA

**Dana Cole** - Migrant Tutor, Adult Early Childhood and Outreach Education, Re-Appointment, Term, 9/1/2019 to 6/30/2020, Spanish 7-12 (Initial), Per CBA

**\*\*Darlene Brewer** - Teaching Assistant, Special Education Programs, Replacement, Probationary - 4 Year, 9/1/2019 to 8/31/2023, Tenure Area: Teaching Assistant, (Uncertified), Per CBA

**Dominick Mauro** - Culinary Arts Teacher, Technical Education, Re-Appointment, Term, 8/1/2019 to 6/30/2020, Culinary Careers 7-12 (Transitional A), Per CBA

**Dorothy Griffin** - Migrant Tutor, Adult Early Childhood and Outreach Education, Amendment, Term, 7/1/2019 to 8/31/2019, N-6 (Permanent), Per CBA

**Dorothy Griffin** - Migrant Tutor, Adult Early Childhood and Outreach Education, Re-Appointment, Term, 9/1/2019 to 6/30/2020, N-6 (Permanent), Per CBA

**Ellen Gigliotti** - Migrant Tutor, Adult Early Childhood and Outreach Education, Amendment, Term, 7/1/2019 to 8/31/2019, Childhood Education (Gr. 1-6) (Two-Year Extension), Per CBA

**Ellen Gigliotti** - Migrant Tutor, Adult Early Childhood and Outreach Education, Re-Appointment, Term, 9/1/2019 to 6/30/2020, Childhood Education (Gr. 1-6) (Two-Year Extension), Per CBA

**Erica Haver** - PBIS Advisor, Extra Curricular Activity, New, Term, 9/1/2019 to 6/30/2020, Family & Consumer Sciences (Professional), Per CBA

**Erica Haver** - Mentor, Instructional Support Services, Re-Appointment, Term, 9/1/2019 to 6/30/2020, Family & Consumer Sciences (Professional), \$800.00 Stipend

**Fran Wurster** - Migrant Tutor, Adult Early Childhood and Outreach Education, Re-Appointment, Term, 9/1/2019 to 6/30/2020, Teaching Assistant (TA Continuing Certification), Per CBA



**Gloriann Steciak** - Special Education Events Advisor, Extra Curricular Activity, New, Term, 9/1/2019 to 6/30/2020, Teaching Assistant (TA Level 1), Per CBA

**Holly Fischer** - SkillsUSA Advisor, Extra Curricular Activity, Re-Appointment, Term, 9/1/2019 to 6/30/2020, Cosmetology (Permanent), Per CBA

**Jasmin Mortka** - Special Education Events Assistant Advisor, Extra Curricular Activity, New, Term, 9/1/2019 to 6/30/2020, Teaching Assistant (TA Level 3), Per CBA

**\*\*Jeana Giacobbe** - Special Education Teacher, Alternative Education (Pathways), Replacement, Long-Term Substitute, 9/1/2019 to 6/30/2020, (Uncertified), Per CBA

**Jeffrey Adasek** - Exam Proctor, Regional Summer School, New, Term, 7/1/2019 to 8/31/2019, Social Studies 7-12 (Permanent), \$20.00 per hour

**\*\*Jeffrey Crim** - Criminal Justice Teacher, Technical Education, Amendment, Probationary - 4 Year, 9/1/2019 to 8/31/2023, Tenure Area: Trade Subjects, Law Enforcement Services 7-12 (Transitional A), \$29,999.00 per year

**John Martin** - Modular Home Selection/Design, Extra Curricular Activity, New, Term, 9/1/2019 to 6/30/2020, Carpentry (Professional), Per CBA

**Jose Lopez** - Music Teacher, Alternative Education (Pathways), Re-Appointment, Term, 9/1/2019 to 6/30/2020, (Uncertified), Per CBA (Pro-Rated)

**Kathleen Mohan** - Migrant Tutor, Adult Early Childhood and Outreach Education, Amendment, Term, 7/1/2019 to 8/31/2019, Childhood Education (Gr. 1-6) (Professional), Per CBA

**Kathleen Mohan** - Migrant Tutor, Adult Early Childhood and Outreach Education, Re-Appointment, Term, 9/1/2019 to 6/30/2020, Childhood Education (Gr. 1-6) (Professional), Per CBA

**Kathleen Smith** - Migrant Tutor, Adult Early Childhood and Outreach Education, Re-Appointment, Term, 9/1/2019 to 6/30/2020, English 7-12 (Permanent), Per CBA

**Kimberly Christiano** - Migrant Tutor, Adult Early Childhood and Outreach Education, Amendment, Term, 7/1/2019 to 8/31/2019, Pre K-6 (Permanent), Per CBA

**Lynne Sweet** - Migrant Tutor, Adult Early Childhood and Outreach Education, Re-Appointment, Term, 9/1/2019 to 6/30/2020, Teaching Assistant (TA Level 3), Per CBA

**Lynne Sweet** - Migrant Tutor, Adult Early Childhood and Outreach Education, Amendment, Term, 7/1/2019 to 8/31/2019, Teaching Assistant (TA Level 3), Per CBA

**Mary Beth Napolitano** - Mentor, Instructional Support Services, Re-Appointment, Term, 9/1/2019 to 6/30/2020, Coordinator of Work-Based Learning (Professional), \$800.00 Stipend

**Mary Watkins** - Migrant Tutor, Adult Early Childhood and Outreach Education, Re-Appointment, Term, 9/1/2019 to 6/30/2020, Pre K-6 (Permanent), Per CBA

**Michelle Pinedo** - Migrant Tutor, Adult Early Childhood and Outreach Education, Re-Appointment, Term, 9/1/2019 to 6/30/2020, Teaching Assistant (TA Continuing Certification), Per CBA

**\*\*Phillip Keida** - Assistant Building Principal, Administration, Replacement, Probationary - 4 Year, 8/22/2019 to 8/21/2023, Tenure Area: Assistant Principal, School Building Leader (Initial), Per CBA (Pro-Rated)

**Rachel Bedore** - Migrant Tutor, Adult Early Childhood and Outreach Education, Amendment, Term, 7/1/2019 to 8/31/2019, Teaching Assistant (TA Level 3), Per CBA

**Rachel Bedore** - Migrant Tutor, Adult Early Childhood and Outreach Education, Re-Appointment, Term, 9/1/2019 to 6/30/2020, Teaching Assistant (TA Level 3), Per CBA

**Robert Elinson** - Migrant Tutor, Adult Early Childhood and Outreach Education, Re-Appointment, Term, 9/1/2019 to 6/30/2020, Vehicle Mechanical Rep (Permanent), Per CBA

**Ruth Hedeem** - Migrant Tutor, Adult Early Childhood and Outreach Education, Re-Appointment, Term, 9/1/2019 to 6/30/2020, English 7-12 (Permanent), Per CBA (Pro-Rated)

**Sarah Jacquays-Alberts** - SkillsUSA Advisor, Extra Curricular Activity, Re-Appointment, Term, 9/1/2019 to 6/30/2020, Teaching Assistant (TA Level 3), Per CBA

**\*\*Shannon Gayhart** - Special Education Teacher, Alternative Education (Pathways), New, Long-Term Substitute, 9/1/2019 to 6/30/2020, (Uncertified), Per CBA

**Sherry Stone** - Migrant Tutor, Adult Early Childhood and Outreach Education, Amendment, Term, 7/1/2019 to 8/31/2019, Teaching Assistant (TA Continuing Certification), Per CBA

**Sherry Stone** - Migrant Tutor, Adult Early Childhood and Outreach Education, Re-Appointment, Term, 9/1/2019 to 6/30/2020, Teaching Assistant (TA Continuing Certification), Per CBA

**Victoria Hauser** - HOSA Assistant Advisor, Extra Curricular Activity, New, Term, 9/1/2019 to 6/30/2020, Teaching Assistant (TA Level 3), Per CBA

**Wayne Weber** - Migrant Tutor, Adult Early Childhood and Outreach Education, Re-Appointment, Term, 9/1/2019 to 6/30/2020, N-6 (Permanent), Per CBA

#### **Classified Appointments – New Employees**

**\*\*Megan Rimbey** - Teacher Aide, Special Education Programs, Replacement, Probationary - 6 Month, 9/1/2019 to 2/29/2020, Non-Competitive Class, Per CBA

**\*\*Richelle Miller** - Account Clerk, Instructional Support Services, New, Provisional Pending Exam, 10/7/2019 to Competitive Class, Per CBA (Pro-Rated), *pending finger print clearance*

**\*\*Sarah McMahon** - Teacher Aide, Special Education Programs, Replacement, Probationary - 6 Month, 9/1/2019 to 2/29/2020, Non-Competitive Class, Per CBA

#### **Approve New Employees for Summer Professional Development (7/1/2019-8/31/2019)**

Amber Van Scooter	Jeffrey Crim	Shawn Fuess
Craig Farley	Maimon Khan	William Day
David Itzo	Makayla Miller	
Isaac Hatelin	Sara Greene	

All voted in favor; motion carried 8:0.

#### **BOARD FORUM**

During Board Forum, Mr. Loiacono reported that Mount Markham is gearing up to celebrate the 50<sup>th</sup> anniversary of the merger and will be opening its greenhouse in November. Mr. Clements wished all a successful school year. Mrs. Tharp shared that the Owen D. Young Board of Education will be holding its retreat in September. Mrs. Szarek reported that the Poland capital project is going well. The auditorium will be complete in December. She noted that the contract with the district's Special Patrol Officer has been finalized. Mrs. Szarek expressed her frustration with the staggered start dates for the PreK program. Mr. Miller shared the positive feedback he heard from Dr. Levatino regarding the Superintendents' Retreat. Mrs. North provided updates on the Central Valley construction project. She noted that the vote to sell the Remington property to BOCES is set for November 12.

President Shypski reported that the building project at Richfield Springs is going well and that they have a brand new cafeteria that features a larger space, better acoustics and has a small café.

NYSSBA Update

Mr. Miller reported that he delivered three banners that were awarded to schools for the “Champion for Change” initiative. President Shypski is the Area 5 Representative on this selection committee. According to Mr. Miller, NYSSBA will be appointing its new Executive Director in the near future. Updates on the NYSSBA Convention were provided.

**NEW BUSINESS****Recognition of Interim District Superintendent of Madison-Oneida BOCES**

Mrs. Sherwood noted the letter from Commissioner MaryEllen Elia appointing her to serve as the Interim District Superintendent of the Madison-Oneida BOCES, effective December 1, 2019. The Board acknowledged this correspondence.

**Policy Review – 1st Reading**

Mrs. Sherwood explained that the following list of policies have no substantive changes and she recommends the policies be adopted after first reading:

**General Commitments**

- 0010 – Philosophy Statement
- 0011 – Equal Opportunity and Prohibition of Discrimination and Harassment (Including Sexual Harassment)
- 0012 – Instruction and Employment of HIV-Infected Individuals
- 0013 – Defense and Indemnification of Board Members and Employees
- 0030 – Code of Ethics for All BOCES Personnel
- 0040 – Nepotism

**General Commitments, 0000**

Mr. Clements moved and Mrs. Tharp seconded a motion to waive the first reading and adopt the following policies as recommended:

- 0010 – Philosophy Statement
- 0011 – Equal Opportunity and Prohibition of Discrimination and Harassment (Including Sexual Harassment)
- 0012 – Instruction and Employment of HIV-Infected Individuals
- 0013 – Defense and Indemnification of Board Members and Employees
- 0030 – Code of Ethics for All BOCES Personnel
- 0040 – Nepotism Policies 0010 y 4506 – Procurement: Uniform Grant Guidance for Federal Awards

All voted in favor; motion carried 8:0.

Mrs. Sherwood noted the changes to policies **0020** – Tobacco, Nicotine and E-Cigarette Use Prohibited Personnel; **6201** - Drug-Free Workplace Policy; and provided an explanation on new policies **6203** - Alcohol, Drugs, and Other Substances; and **7203** - Student Alcohol and Drug Abuse. Following the adoption of all of these policies, policy **0021**, Drug and Alcohol Abuse Prevention, can be deleted as all of its contents will be covered in the other four policies.

The following regulations were noted as being approved by District Superintendent Sherwood.

- General Commitments, Regulation 0011.1 – Report of Possible Discrimination or Harassment
- General Commitments, Regulation 0011.2 – DASA Incident Reporting Form

**Positive Thoughts**

- Newspaper article: VP-TECH students build bonds through bridge program – flying drones and going zip lining are two ways the VP-TECH students were able to bond with each other this summer.

William Miller, New York State School Boards Association President and Herkimer BOCES Board Member, spoke at the National Leadership Conference to state-level school board officers in Chicago on ways the National School Board Association could better serve their members.

The Staff Recognition program outlining the 2019-2020 service awards was shared with the Board of Education.

**ADMINISTRATIVE REPORTS & RECOMMENDATIONS*****Director of Special and Alternative Education, Roberta Matthews*****Special Programs**

This year the program for students with autism as well as the program for students with intense management needs, formerly known as “AIM” have been expanded. We have been working with ICAN (formerly Kids Oneida), to create a new name for the program. It will now be referred to as “ARCHES.” ARCHES is an acronym for *Academics Re-imagined, Connecting Healing, Education and Supports*. The collaboration between our two agencies allows service to the entire family, which in turn benefits the individual student greatly.

**Pathways**

The Pathways Orientation Committee met during August to finalize the plans for Pathway’s student orientation. The committee is refocusing the orientation to help support students in their assigned groups and programs.

***Director of Technical Programs & Instructional Support Services, Kathy Fox*****Technical Programs**

The Technical Programs division welcomes Zane Mahar, Principal; Phil Keida, Assistant Principal; and Jeffrey Crim, Criminal Justice teacher.

The Perkins Grant has been submitted. As part of the new Perkins V requirements, a comprehensive local needs assessment will be conducted.

A VP-TECH senior parents’ night workshop is scheduled for September 24. Topics will include college admissions, Common App, SAT/ACT testing, financial aid, etc.

**Instructional Support Services****Mentoring**

This school year is the smallest class of year-one mentees since the mentoring program began. This success is due in part by the amazing Program Mentors that are supporting the new teachers. Mentors Ann Margaret Bouska, Alana Connolly, Erica Haver, Mary Beth Napolitano, and Meaghan Sears were recognized.

Curriculum Work

Instructional Support Services, along with Mrs. Matthews are working on a curriculum project for the special education teachers for this school year. The ISS team will also be supporting the curriculum work they did last year with Pathways Academy. Most recently, counselors and social workers attended summer training opportunity based on the multidimensional wellness needs of themselves in order to better understand the needs of their students.

Professional Development

The month of August brought about a series of new opportunities for professional growth for regional teachers and administrators:

- Workshops centered around standards work and building capacity in their region
- Purposeful Play for the PK - 3 classrooms
- Math, science, and social studies work primarily at the elementary grade levels
- Co-Teaching, Assessment Writing, Inquiry, and New Teacher Orientation
- Lead evaluators who attended the Administrative Retreat were recertified to evaluate teachers and administrators and components of ESSA were reviewed. Each district reviewed their data and planned for the upcoming school year.

Virtual On-Line Learning Services

- Pathways Academy will be utilizing Courseware by Edmentum
- VP-TECH will be utilizing Ed Options Academy for students that need to take an online course
- Districts have the option of using Ed Options Academy (Teacher provided via Company), Courseware (In District Teacher) or Accelerate U (Teacher provided by EDUTECH)

One district will be utilizing iTutor this school year. iTutor provides online tutoring services to students who will be out of school (home-bound medical or out-of-school suspensions).

School to Careers (STC)

Advanced Career Immersion Experience (ACIE) student interviews were conducted throughout the summer. Currently, there are 30 senior interns from CVA, Frankfort-Schuyler, Herkimer, and Mount Markham.

STC & ISS Team hosted a CDOS Online Summer Camp. BOCES was one of three locations that this training was held. Another training is planned in the future to ensure all our component districts have the knowledge and support needed with the changes in this system.

Home Instruction

Welcome to West Canada Valley and Owen D. Young who joined the Home Instruction service this year, bringing the total number of students from eight districts served to 173.

School Boards Institute

SBI will hold its first General Membership meeting in September on the topic of "Strategies and Partnerships to Address Mental Health Programs in our Schools and Communities."

***Director of Adult, Early Childhood and Outreach Education, Mary Kline*****Early Childhood Education**

PreK classes have begun in all our centers. The UPK locations in Frankfort and West Canada Valley can only accept four year old students and the classrooms at Herkimer, Central Valley and Dolgeville have openings for three and four year olds.

An update on the Preschool Special Education was provided. Poland CSD was thanked for hosting an integrated class, which will run half-day morning classes and half-day afternoon classes.

### **Adult Education**

#### **Adult Literacy**

Sixteen students took the TASC exam in June and ten passed the exam and received a High School Equivalency Diploma.

#### **LPN**

The LPN program began its full-time class in July with 16 students. The enrollment for part-time day and evening classes has increased over last year.

A C.N.A. class was provided over the summer with 16 students. Another class will begin in September and 20 students are enrolled. These classes are funded through the 1199 Training and Employment grant. At least two more C.N.A. classes will be offered during the school year.

### **Outreach Education**

The Migrant Education Tutorial and Support Services Program operated summer programs for the families. The staff made weekly visits with the families and visits at their homes. Each family received individualized instruction. All the families were given an opportunity to participate in regional family events.

The staff helped students get organized to return to school with all the required paperwork and the needed supplies.

### **Community Outreach**

The Hunger Coalition sponsored twenty students with back to school clothes and backpacks. A donation of backpacks and school supplies was received from a local family to help with needed school supplies.

### ***Assistant Superintendent for Business Services, Jodie Rodriguez***

Mrs. Rodriguez provided the following updates:

- Jim Garcia will be serving as the new safety advisor
- The installation of the cameras at the Remington building will be completed by the end of September
- Access to a grant newsletter, grant database and a grant writer

### ***Assistant Superintendent for Administrative Services, Jim Picolla***

Mr. Picolla provided a status report on the staff vacancies for opening of school. He was pleased to report that due to the diligent work of the administrative team, union cooperation, and the mentoring program the recruiting and retention efforts are beginning to pay off.

### **FUTURE BUSINESS AND MEETINGS**

- SBI General Membership Meeting, Strategies and Partnerships to Address Mental Health Programs in our Schools and Communities, September 19 – Registration & Light Dinner @ 6pm; program begins @ 6:30pm, Oneida BOCES
- Board of Education Meeting, October 10 @ 5:30pm

**EXECUTIVE SESSION**

Mr. Clements moved and Mrs. Tharp seconded a motion to enter into executive session for the purpose of discussing the lease of real property. All voted in favor; motion carried 8:0. The Board went into executive session at 6:55pm. President Shypski declared the meeting reconvened at 7:20pm.

**Lease Agreements**

Having determined that the leases are in the best financial interest of the BOCES, by the Assistant Superintendent for Business Services, the Board was asked to consider approving the following lease agreements for the 2019-2020 school year.

Mr. Loiacono moved and Mrs. Szarek seconded a motion to approve the following lease agreements:

**Frankfort Schuyler CSD**, effective September 1, 2019 through June 30, 2020, at an annual rental of \$7,500.

**Herkimer CSD**, effective September 1, 2019 through June 30, 2020, at an annual rental of \$26,500 and office space at the Herkimer Bus Garage, at an annual rental of \$2,000.

**Richfield Springs CSD**, effective September 1, 2019 through June 30, 2020, at an annual rental of \$27,000.


All voted in favor; motion carried 8:0.

**ADJOURNMENT**

Mrs. Tharp moved and Mrs. Szarek seconded a motion to adjourn the meeting at 7:23pm. All voted in favor; motion carried 8:0.

Shawn Maxson  
Clerk

TO: Sandra Sherwood  
District Superintendent

FROM: Jodie Rodriquez  
Assistant Superintendent for Business Services 

DATE: September 17, 2019

RE: 2018-2019 SCHOOL YEAR  
CONTRACT AND BUDGET ADJUSTMENT - BILLING NO.10C

I. Service Adjustment  
CENTRAL VALLEY

A435	Hospital Based Instr - OCM	<u>\$742.00</u>	
	Subtotal		\$742.00
Total of Contract Adjustment		\$742.00	\$742.00

II. Budget Adjustment: GENERAL FUND

A. Appropriations

435-5874-491-220	Hospital Based Instr - OCM	\$742.00	
	Total Appropriations:		\$742.00
	A2252 Components	\$742.00	
	Current Appropriation	<u>\$36,194,292.63</u>	
	Adjustment	<u>\$742.00</u>	
	<u>NEW APPROPRIATION:</u>		<u>\$36,195,034.63</u>



TO: Sandra Sherwood  
District Superintendent

FROM: Jodie Rodriguez  
Assistant Superintendent for Business Services

DATE: October 1, 2019

RE: 2019-2020 SCHOOL YEAR  
CONTRACT AND BUDGET ADJUSTMENT - BILLING NO. 2



**I. Service Adjustment**

**CENTRAL VALLEY**

A002	Dormitory Authority - Capital Project	(\$273,296.00)	
A328	Chinese - ONEIDA	(\$10,824.32)	
A346	Itinerant Audiologist-Oswego	\$4,499.63	
A423	Distance Learning - ONEIDA	\$10,846.40	
A503	Library Automation	\$127.00	
A506	Ed Comm,Music,Courier - ONEIDA	\$37.53	
A514	Regional Catalog - Online - ONEIDA	\$26,891.76	
A591	Instructional Computer Svcs-MAD	\$15.24	
A607	School Boards Institute	\$125.00	
A620	Alcohol & Drug Testing	\$621.00	
A624	Commucation Svc - ALBANY	\$149.60	
A633	Computer Svc Mgmt - MAD	\$530.00	
	Subtotal		(\$240,277.16)

**DOLGEVILLE**

A002	Dormitory Authority - Capital Project	(\$93,316.00)	
A511	Model Schools - MAD	\$4,595.00	
A591	Instructional Computer Svcs-MAD	\$43,584.00	
A627	Operations-OCM	(\$1,380.00)	
A633	Computer Svc Mgmt - MAD	\$50.00	
	Subtotal		(\$46,467.00)

**FRANKFORT-SCHUYLER**

A002	Dormitory Authority - Capital Project	(\$126,974.00)	
A504	AV & Micro Computer Svc - ONEIDA	\$1,591.29	
A506	Ed Comm,Music,Courier - ONEIDA	(\$0.58)	
A514	Regional Catalog - Online - ONEIDA	\$534.56	
A591	Instructional Computer Svcs-MAD	(\$3.00)	
A627	Operations-OCM	(\$2,663.00)	
A633	Computer Svc Mgmt - MAD	\$477.00	
	Subtotal		(\$127,037.73)

**HERKIMER**

A002	Dormitory Authority - Capital Project	(\$131,206.00)
A506	Ed Comm,Music,Courier - ONEIDA	(\$0.58)
A514	Regional Catalog - Online - ONEIDA	\$25,498.54
A601	Workers' Comp - MADISON	\$8,177.00
A611	Labor Relations - MAD	\$29,795.00

2019-2020 SCHOOL YEAR  
CONTRACT AND BUDGET ADJUSTMENT - BILLING NO. 2

## HERKIMER CONT.

A613	Safety Service HERK	\$2,949.92	
A627	Operations-OCM	(\$1,380.00)	
	Subtotal		(\$66,166.12)

## LITTLE FALLS

A002	Dormitory Authority - Capital Project	(\$123,447.00)	
A516	Curriculum Improvement - Lvl 2 - LFCS	\$1,380.16	
A538	Staff Dev - Programs - ALBANY	\$520.00	
A591	Instructional Computer Svcs-MAD	\$2,040.11	
A627	Operations-OCM	(\$1,380.00)	
A633	Computer Svc Mgmt - MAD	\$29.82	
	Subtotal		(\$120,856.91)

## MOUNT MARKHAM

A002	Dormitory Authority - Capital Project	(\$146,725.00)	
A334	Nurse Practitioner - ONEIDA	\$179.91	
A418	Exploratory Enrichment Jeff-Lewis	(\$190.00)	
A506	Ed Comm,Music,Courier - ONEIDA	(\$0.90)	
A511	Model Schools - MAD	\$11,241.46	
A514	Regional Catalog - Online - ONEIDA	\$1,454.22	
A591	Instructional Computer Svcs-MAD	\$1,670.00	
A607	School Boards Institute	\$1,000.00	
A620	Alcohol & Drug Testing	\$735.00	
A627	Operations-OCM	(\$1,380.00)	
A633	Computer Svc Mgmt - MAD	\$34,382.68	
A643	Safety Svc - ONEIDA	\$400.00	
	Subtotal		(\$97,232.63)

## OWEN D. YOUNG

A002	Dormitory Authority - Capital Project	(\$28,519.00)	
A506	Ed Comm,Music,Courier - ONEIDA	(\$0.26)	
A514	Regional Catalog - Online - ONEIDA	\$3,058.32	
A591	Instructional Computer Svcs-MAD	\$676.90	
A620	Alcohol & Drug Testing	(\$150.00)	
A627	Operations-OCM	(\$1,380.00)	
A633	Computer Svc Mgmt - MAD	\$20.00	
			(\$26,294.04)

## POLAND

A002	Dormitory Authority - Capital Project	(\$77,797.00)	
A423	Distance Learning - ONEIDA	\$12,447.97	
A506	Ed Comm,Music,Courier - ONEIDA	(\$0.26)	
A514	Regional Catalog - Online - ONEIDA	\$10,520.42	
A515	Printing - MADISON	\$1,297.53	
A516	Curriculum Improvement - Lvl 2 - PCS	\$1,688.16	
A591	Instructional Computer Svcs-MAD	\$36,737.06	
A624	Commucation Svc - ALBANY	(\$60.00)	
A627	Operations-OCM	(\$1,380.00)	
A633	Computer Svc Mgmt - MAD	\$1,280.23	
	Subtotal		(\$15,265.89)

## I. Service Adjustment Cont.

## RICHFIELD SPRINGS

A002	Dormitory Authority - Capital Project	(\$68,526.00)	
A506	Ed Comm,Music,Courier - ONEIDA	(\$0.26)	
A514	Regional Catalog - Online - ONEIDA	\$25,639.35	
A516	Curriculum Improvement - Lvl 2 - RSCS	\$1,120.53	
A524	Sports Coordination - DCMO	\$3,152.00	
A535	School Improvement - Oswego	(\$1,250.00)	
A541	Curriculum Improvement - ONEIDA	\$632.48	
A591	Instructional Computer Svcs-MAD	(\$121,387.50)	
A627	Operations-OCM	(\$1,380.00)	
A633	Computer Svc Mgmt - MAD	\$105.20	
	Subtotal		(\$161,894.20)

## WEST CANADA VALLEY

A002	Dormitory Authority - Capital Project	(\$93,820.00)	
A503	Library Automation	\$127.00	
A506	Ed Comm,Music,Courier - ONEIDA	\$23.49	
A514	Regional Catalog - Online - ONEIDA	\$9,393.74	
A515	Printing - MADISON	\$302.27	
A523	Inst Svcs Workshop-Jeff Lewis	\$60.00	
A591	Instructional Computer Svcs-MAD	\$614.12	
A620	Alcohol & Drug Testing	\$621.00	
A627	Operations-OCM	(\$1,380.00)	
A633	Computer Svc Mgmt - MAD	\$30.00	
			(\$84,028.38)

## JEFFERSON-LEWIS BOCES

A516	Curriculum Improvement - LVL I	\$330.63	
	Subtotal		\$330.63

## ONEIDA-MADISON-HERKIMER BOCES

A607	School Boards Institute	\$11,216.00	
A612	Cooperative Purchasing	\$750.00	
	Subtotal		\$11,966.00

Total of Contract Adjustment	(\$973,223.43)	(\$973,223.43)
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## II. Budget Adjustments GENERAL FUND

## A. Appropriations

002-1900-481-000	Dormitory Authority - Capital Project	(\$1,163,626.00)
328-5220-491-180	Chinese - ONEIDA	(\$10,824.32)
334-6714-491-180	Nurse Practitioner - ONEIDA	\$179.91
346-4640-491-026	Itinerant Audiologist-Oswego	\$4,499.63
418-5840-491-170	Exploratory Enrichment Jeff-Lewis	(\$190.00)
423-5877-491-180	Distance Learning - ONEIDA	\$23,294.37
503-6320-491-190	Library Automation	\$254.00
504-6312-491-180	AV & Micro Computer Svc - ONEIDA	\$1,591.29

2019-2020 SCHOOL YEAR  
CONTRACT AND BUDGET ADJUSTMENT - BILLING NO. 2

## A. Appropriations Cont

506-6310-491-180	Ed Comm,Music,Courier - ONEIDA	\$58.18
511-6368-491-190	Model Schools - MAD	\$15,836.46
514-6316-491-180	Regional Catalog - Online - ONEIDA	\$102,990.91
515-6313-491-190	Printing - MADISON	\$1,599.80
516-6211-400-000	Curriculum Improvement - LVL I	\$330.63
516-6211-300-050	Curriculum Improvement - Lvl 2 - LFCS	\$1,380.16
516-6211-300-100	Curriculum Improvement - Lvl 2 - PCS	\$1,688.16
516-6211-300-110	Curriculum Improvement - Lvl 2 - RSCS	\$1,120.53
523-6211-491-170	Inst SVCS Workshop Jeff Lewis	\$60.00
524-6114-491-024	Sports Coordination - DCMO	\$3,152.00
535-6211-491-029	School Improvement - Oswego	(\$1,250.00)
538-6211-491-320	Staff Dev - Programs - ALBANY	\$520.00
541-6211-491-180	Curriculum Improvement - ONEIDA	\$632.48
591-6360-491-190	Instructional Computer Svcs-MAD	(\$36,053.07)
601-7480-491-190	Workers' Comp - MADISON	\$8,177.00
607-7134-150-000	School Boards Institute	\$12,341.00
611-7111-491-190	Labor Relations - MAD	\$29,795.00
612-7011-150-000	Cooperative Purchasing	\$750.00
613-7470-150-030	Safety Service HERK	\$2,949.92
620-7334-491-170	Alcohol & Drug Testing	\$1,827.00
624-7511-491-320	Commuication Svc - ALBANY	\$89.60
627-7710-491-220	Operations-OCM	(\$13,703.00)
633-7710-491-190	Computer Svc Mgmt - MAD	\$36,904.93
643-7470-491-180	Safety Svc - ONEIDA	\$400.00

(\$973,223.43)

## B. Revenues

A2252 Components	(\$985,520.06)
A2254 Other BOCES	\$12,296.63
Current Appropriation	\$36,197,781.84
Adjustment	<u>(\$973,223.43)</u>

NEW APPROPRIATION:

\$35,224,558.41

HERKIMER COUNTY BOARD OF COOPERATIVE EDUCATIONAL SERVICES  
TREASURER'S REPORT  
JULY 2019

CHECKING ACCOUNTS

HCT	General Fund	Special Aid Fund	School Lunch Fund	Trust and Agency	Capital Fund
beginning of month	-178,677.98	846,416.14	55,798.80	146,374.70	1,081,831.86
+ receipts	3,893,245.43	362,381.11	1,415.00	970,739.21	0.00
Beginning balance + receipts	3,714,567.45	1,208,797.25	57,213.80	1,117,113.91	1,081,831.86
- disbursements	1,735,837.65	507,757.70	6,288.84	1,566,138.29	0.00
Cash balance end of month	1,978,729.80	701,039.55	50,924.96	-449,024.38	1,081,831.86

BANK RECONCILIATIONS

Bank balance	5,025,537.41	767,337.61	51,050.53	122,951.14	1,081,831.86
- outstanding checks	3,046,807.67	66,298.06	124.57	572,099.03	0.00
bank error	0.06	0.00	1.00	416.81	0.00
outstanding dep	0.00	0.00		293.30	0.00
Cash balance end of month	1,978,729.80	701,039.55	50,924.96	-449,024.38	1,081,831.86
	0.00	0.00	0.00	0.00	

BALANCE OF FUNDS COLLATERALIZED

214.28%

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TREASURER

HERKIMER COUNTY BOARD OF COOPERATIVE EDUCATIONAL SERVICES  
TREASURER'S REPORT  
JULY 2019

HCT	WORKER'S COMP	UNEMPLOYMENT INSURANCE
Cash balance beginning of month	263,401.77	205,632.80
+receipts	223.80	172.90
Total beginning balance + receipts	263,625.57	205,805.70
- disbursements for the month	0.00	4,737.72
Outstanding deposit	0.00	0.00
Cash balance end of the month	263,625.57	201,067.98

PAYROLL ACCOUNT

BANK BALANCE PER STATEMENT	31,965.89
-OUTSTANDING CHECKS	31,965.55
	0.34
OUTSTANDING DEP	
CASH BALANCE END OF THE MONTH	0.00

AUGUST 2019

HERKIMER COUNTY BOCES  
EXTRA-CURRICULAR ACCOUNTS

M &amp; T BANK

Account Name	Beg. Balance	Receipts	Sub-total	Disbursements	Ending Balance
Career Prep	832.57		832.57		832.57
Child & Family Services	1,879.61		1,879.61		1,879.61
Conservation	70.95		70.95		70.95
Cosmetology AM	1,070.40		1,070.40		1,070.40
Cosmetology PM	506.71		506.71		506.71
Cosmetology Retail	1,509.74		1,509.74		1,509.74
Culinary and Hospitality	665.41		665.41		665.41
HOSA AM	436.56		436.56		436.56
HOSA PM	513.68		513.68		513.68
Pathways Student Council	0.00		0.00		0.00
Pathways Yearbook	28.00		0.00		28.00
PBIS (Pathways)	511.25		511.25		511.25
Skills USA	10,290.90		10,290.90		10,290.90
Visual Communications	5,707.92		5,707.92		5,707.92
VP-Tech	733.28		733.28		733.28
Interest Accrued	82.76	✓ 0.57	83.33		83.33
<b>TOTAL</b>	<b>\$24,839.74</b>	<b>\$0.57</b>	<b>\$24,812.31</b>	<b>\$0.00</b>	<b>\$24,840.31</b>

<b>\$24,840.31</b>
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Approved by Extra-Curr Treasurer

Approved by CTC Principal

*Brenda Taylor*  
*James W. Maher*

Date

*10/3/19*

Date

*10/3/19*

HERKIMER COUNTY BOARD OF COOPERATIVE EDUCATIONAL SERVICES  
EXTRA CURRICULAR TREASURER'S REPORT  
August 2019

CHECKING ACCOUNTS

HCT	EXTRA CURRICULAR	OUTSTANDING
beginning of month	24,839.74	
+ receipts	0.57	0.00
Beginning balance		
+ receipts	24,840.31	0.00
- disbursements	0.00	
Cash balance end of month	24,840.31	

BANK RECONCILIATIONS		
Bank balance	24,840.31	
- outstanding checks	0.00	
bank error	0.00	0.00
outstanding dep	0.00	0.00
Cash balance end of month	24,840.31	
	OUTSTANDING	0.00



# Interoffice Memorandum

TO: Jodie Rodriquez, Assistant Superintendent for Business Services/Purchasing Agent

C: Shawn Maxson, Board Clerk

FROM: Tricia Schumacher

RE: Bid Awards

- FOOD – November 1, 2019 – April 30, 2020
- MEAT – November 1, 2019 – January 31, 2020

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The bid committee recommends the following bids be awarded by the BOCES Board of Education:

## FOOD

November – April 2020

Ginsberg

TOTAL \$186,393.26

TOTAL \$186,393.26

## MEAT

November – January 2020

Ginsberg

TOTAL \$11,946.73

TOTAL \$11,946.73

***Herkimer - Fulton – Hamilton – Otsego BOCES  
Professional Development Plan  
2019-20***



## **INTRODUCTION**

The Herkimer BOCES' Mission Statement is the impetus to the Herkimer BOCES long-range Professional Development Plan 2019-2020.

“The Herkimer Board of Cooperative Educational Services will provide quality innovative services for students, schools and community through the achievement of shared goals in a focused, cooperative manner to meet the challenges of the future.”

The broad strategic goals of the organization will support that Mission.

- ☐ To provide comprehensive life long educational services for the students, schools and community.
- ☐ To initiate, facilitate and implement cooperation among and between agencies in the private and public section.
- ☐ To insure that upon completion of Herkimer BOCES programs, students will possess the competencies for success.

The Professional Development Plan focuses in on the skills, attitudes, and growth of the professional staff necessary to make the mission of Herkimer BOCES a reality.

## Professional Development Plan Regulations

### Professional Development Plan

<b>Where are the requirements defined?</b>	Subdivision (dd) of Section 100.2
<b>When must the plan be adopted?</b>	By September 1, 2000
<b>Who is responsible for adopting the plan?</b>	Board of Education
<b>Who develops the plan?</b>	A professional development team, a majority of which shall be teachers, appointed by the Board of Education including the Superintendent or designee, school administrators, teachers designated by the teachers' collective bargaining organization, at least one parent, one or more curriculum specialists, at least one representative of higher ed., and others as determined
<b>When does the plan have to be reviewed?</b>	Annually
<b>What are the requirements for comment?</b>	None
<b>Purpose</b>	To improve the quality of teaching and learning by ensuring that teachers participate insubstantial professional development in order that they remain current with their profession and meet the learning needs of their students

# **New York State Professional Development Standards**

Professional development offerings will be designed in alignment with the following:

- Professional development design is based on data, is derived from the experience, expertise and needs of the recipients, reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn.
- Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
- Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
- Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.
- Professional development ensures that educators have the knowledge and skills to meet the diverse needs of all students.
- Professional development ensures that educators have the knowledge and skill to create a safe, secure, supportive, and equitable learning environments for all students
- Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
- Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
- Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
- Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

# **New York State Teaching Standards**

Professional development offerings for teachers will be designed with the New York State Teaching Standards in mind.

## **New York State Teaching Standards And Elements**

### **Standard 1: Knowledge of Students & Student Learning**

- 1.1 Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels
- 1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes
- 1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students
- 1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning
- 1.5 Knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning
- 1.6 Knowledge and understanding of technological and information literacy and how they affect student learning

### **Standard 2: Knowledge of Content and Instructional Planning**

- 2.1 Knowledge of the content they teach, including relationships among central concepts, tools of inquiry, and structures and current developments within their discipline[s]
- 2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts
- 2.3 Uses a broad range of instructional strategies to make subject matter accessible
- 2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement
- 2.5 Designs relevant instruction that connects students' prior understanding and experiences to new knowledge
- 2.6 Evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals

### **Standard 3: Instructional Practice**

- 3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning
- 3.2 Communicate clearly and accurately with students to maximize their understanding and learning
- 3.3 Set high expectations and create challenging learning experiences for students
- 3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement
- 3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology
- 3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs

**Standard 4: Learning Environment**

- 4.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student
- 4.2 Creates an intellectually challenging and stimulating learning environment
- 4.3 Manages the learning environment for the effective operation of the classroom
- 4.4 Organize and utilize available resources [e.g. physical space, time, people, technology to create a safe and productive learning environment

**Standard 5: Assessment for Student Learning**

- 5.1 Design, select, and use a range of assessment tools and processes to measure and document student learning and growth
- 5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction
- 5.3 Communicate information about various components of the assessment system
- 5.4 Reflect upon and evaluate the effectiveness of their comprehensive assessment system, make adjustments to it and plan instruction accordingly
- 5.5 Prepare students to understand the format and directions of assessment used and the criteria by which the students will be evaluated.

**Standard 6: Professional Responsibilities and Collaboration**

- 6.1 Uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities
- 6.2 Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning
- 6.3 Communicate and collaborate with families, guardians, and caregivers to enhance student development and success
- 6.4 Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations
- 6.5 Understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities

**Standard 7: Professional Growth**

- 7.1 Reflect on their practice to improve instructional effectiveness and guide professional growth
- 7.2 Set goals for and engage in ongoing professional development needed to continuously improve teaching competencies
- 7.3 Communicate and collaborate with students, colleagues, other professionals, and the community to improve practice
- 7.4 Remain current in their knowledge of content and pedagogy by utilizing professional resources

## **ISLLC Standards**

Professional development offerings for administrators will be designed with the ISLLC Standards in mind.

**Facilitating the development, articulation, implementation, and stewardship of learning that is shared and supported by all stakeholders**

- A. Collaboratively develop and implement a shared vision and vision
- B. Collect and use data to identify goals assess organizational effectiveness and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

**Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth**

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

**Ensuring management of the organization, operation, and resources for a safe, efficient and effective learning environment**

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

**Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources**

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationship with community partners

**Acting with integrity, fairness, and in an ethical manner**

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practices, transparency and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling



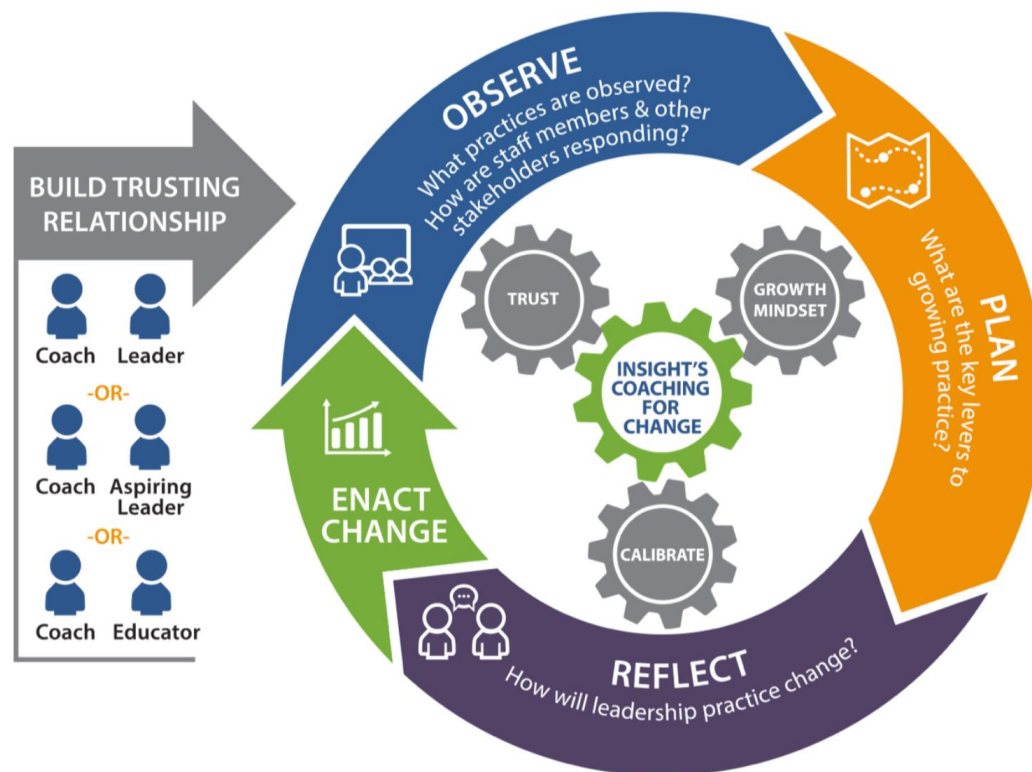
## Understanding, responding to, and influencing the political social, economic, legal, and cultural context

- A. Advocate for children, families and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

**Another resource is the work by Insight Educational Group on Coaching for Change. It is a model reinforcing three principles: Building Teacher Trust, Using a Growth Mindset, Calibrating Coaches in order to ensure that knowledge and skills are translated for effective practices.**

### Coaching for Change

Our results-oriented, job-embedded coaching model called *Coaching for Change*, ensures that new knowledge and skills translate directly into effective practices for teachers.



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## OVERVIEW OF PLANNING PROCESS

In developing our plan, a number of key factors were discussed. The BOCES serves not only internal staff but also the external staff of our component districts. This plan will reflect the process to be used within our internal decision making. However, whenever there are common areas for both BOCES and the component districts, collaboration will be advantageous.

Internally, the BOCES staff presents a multi-faceted organization. We serve Pre-K children through adults. Our curriculum is directly aligned with the New York State Standards but also extends into Technical Education areas. Our process must be one that allows for all departments to customize their needs while working within a common framework.

## Continuous Teacher and Leader Education (CTLE)

Each professional certificate holder is required to complete 100 hours of CTLE every five years. Each person is required to keep track of their own hours and should be completing a minimum of 20 CTLE hours each year. Teachers and educational leaders will have opportunities to complete 100 hours of continuing teacher and leader education through Herkimer BOCES. The BOCES will offer professional development hours through the many venues as developed in collaboration with the professional development committee. Professional development through Instructional Support Services meets NYSED requirements as an approved sight to provide professional development hours. These hours will be documented and available through [mylearningplan.com](http://mylearningplan.com).

English speakers of other languages or bilingual extension will be provided a minimum of 50% of professional learning clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrated language and content instruction for English language learners.

A minimum of 15 professional learning clock hours for all other professional certificates including Level III teacher assistants will be in language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Representatives from Instructional Support Services and/or regional designees will participate in State Curriculum Development Network (SCDN) trainings and turnkey this information through professional learning hours offered. Professional learning offerings are scheduled beginning with pre-school learners through adult learners. District differentiation for professional learning is considered based on need. Data reports gathered and submitted are reviewed annually. The Herkimer BOCES works collaboratively with the Mohawk Regional Information Center. Data analysis drives decision making for professional learning opportunities with the impact on student learning and achievement always at the forefront.

## **Professional Development Committee Membership**

Each department of Herkimer BOCES will be represented:

- ☐ Adult, Continuing Education, and Community Outreach
- ☐ Technical Education (CTE - VP-TECH)
- ☐ Alternative Education
- ☐ Special Programs
- ☐ Early Childhood
- ☐ Instructional Support Services

Superintendent/Designee	Sandra Sherwood/Kathleen Fox
Curriculum Specialist	Sarah Trunfio
Parent	Keara Battisti
Administrator	Zane Mahar
Teacher (Special Education)	Alana Connolly
Teacher (Adult Education)	Sara Nicolette
Teacher (Alternative Education)	Erica Haver
Teacher (Technical Education)	John Martin
Teacher (Pre-K)	Meghan Sears
Teacher Assistant	Shelly Smith
Related Services	Ann Margaret Bouska
Mentor	MaryBeth Napolitano

The overall Professional Development Team will be facilitated by the Director of Instructional Support Services or designee. The group will decide as to the need for frequency once the process and model is well established.

## **HERKIMER BOCES** **MENTORING MODEL, 2019-2020**

The Herkimer BOCES Mentoring Model was created in 2016 and offers support and guidance to all new instructional staff in the BOCES in order to retain quality staff, to improve their ability to meet the needs of all our students, and to assist them in achieving the high standards set by our New York State Board of Regents and State Education Department.

### **MENTORING COMMITTEE:**

The Assistant Superintendent for Instruction and the Herkimer BOCES Teachers Association president collaborated on the creation of a Mentoring Committee, which is comprised of at least one administrator from each division and one teacher from each division. The mentors will be annually appointed based on need.

### **Role of the Mentoring Committee:**

The primary role of the Mentoring Committee is to monitor and evaluate the Herkimer BOCES Mentoring Model on an ongoing basis, including such activities as

- Updating and maintaining the Mentoring Plan annually.
- Ensuring training opportunities for both Mentors and Mentees.
- Reporting on the status of the Mentoring Model to both the HBTA and the Herkimer BOCES Board of Education.
- Monitoring financial implications that impact the Mentoring Model.

The Mentoring Committee will give any recommendations for change connected to finances by December 1st of each year to the Director of Instructional Support Services or designee; recommendations for modifying non-financial elements of the Mentoring Model will be given by May 1 each year to the Director of Instructional Support Services or designee. The Director of Instructional Support Services will then share these recommendations with the District Superintendent and the Board of Education.

### **PROCEDURE FOR SELECTING MENTORS:**

- The **Mentor Application** closely resembles a resume with relevant data on the teacher's professional experience, education and credentials. The **Recommendation Form** asks the reference to rate the teacher on organizational ability, leadership, commitment, communication and interpersonal skills, attitude towards professional growth and teaching skills in area of specialization. Prospective mentors submit **three** recommendations, one of which is by the individual's immediate BOCES supervisor.
- References made by the BOCES supervisor will reflect the teacher's **Annual Professional Performance Review**. The **APPR** addresses skills in the following areas: content knowledge, instructional preparation and delivery, student assessment, knowledge of student development, classroom management, collaboration and reflective practices.
- Completed **Mentor Applications** and **Recommendation Forms** will be forwarded to the Director of Instructional Support Services or Designee, who will coordinate the assignment of Mentors to new teachers.

- The Director of Instructional Support Services or Designee will forward the names of the Mentors to the District Superintendent, who makes a recommendation to the Board of Education for approval. Upon approval by the Board of Education, the Personnel Department notifies the mentors of their acceptance. Every effort will be made to assign mentors as soon as possible.

#### **CRITERIA FOR MENTOR SELECTION:**

- Permanent or Professional Certification
- Tenured
- Mastery of Subject Matter
- Excellent Teaching Abilities
- Excellent Communication Skills
- Pedagogical Skills
- Enthusiasm for teaching
- Available for all required training
- Willingness to attend Mentor Training/Mentor Meetings
- Willingness to make a one-year commitment to the program

#### **Role of the mentors:**

The primary role of the mentor is to provide support and guidance to the new instructional staff member. Confidentiality is of the utmost importance, and mentors are not to provide information which will be used for evaluating or disciplining the mentee, unless there is a danger to students or staff. Mentors are required to observe and conference with their mentees regularly and to keep a log noting meeting times and dates.

#### **Proposed activities of mentors:**

- At the onset of the program, assist the mentee in completing a needs assessment and identifying goals and training activities.
- Model teaching techniques and coach the mentee's application of strategies.
- Visit the mentee's classroom to observe teaching, classroom management skills, and to become familiar with students. Reciprocate by opening the mentor's classroom to the mentee.
- Co-teach, collaborate on lesson plans and assessment strategies.
- Provide guidance in identifying professional growth activities.
- Facilitate positive networking opportunities by linking mentees with other successful teachers.
- Attend professional development activities specific to specialty area with the mentee.
- Help the mentee become familiar with school and BOCES procedures, policies and programs.
- Assist in the evaluation of the Mentor Teaching Internship Program.

#### **Confidentiality:**

Adherence to confidentiality is essential to the integrity of each mentor–mentee relationship and to the success of Mentor Teacher Internship Program as a whole. To ensure that confidentiality is respected, the following actions are proposed:

- Confidentiality will be emphasized throughout the program beginning with initial training and reiterated at subsequent program meetings.
- Mentor initiated discussions with the Coordinator concerning a mentee should be conducted with the prior knowledge of the mentee.
- Supervisors will be advised that activities and materials relating to the mentor-mentee program may not be used for evaluative purposes.

#### **Preparation of the mentors:**

First-year mentors are required to attend professional development specific to mentoring, such as Observation Techniques, Coaching, Feedback, Active Listening, Goal Setting, Reflective Questioning Techniques, the eight criteria of the APPR, and BOCES district policies. Annually the mentors will attend the Mentor training.

#### **Release time:**

Any release time needed for meeting, training, observing, conferencing, planning, etc. will be arranged through the cooperative efforts of the appropriate BOCES supervisor/administrator, the mentor, the new teacher and the replacement teacher. If more time is required due to any identified needs, the mentor will discuss the need with the appropriate supervisor/administrator.

#### **Procedures for Team Assignment adjustments:**

Any adjustments to a mentor-mentee pairing will be addressed as soon as any concerns arise. The Assistant Superintendent for Instruction, as coordinator of the Mentoring initiative, will work with pairings to facilitate any concerns that may lead to a new assignment. Issues related to the need for reassignment will be kept confidential.

#### **Mentor Compensation**

Mentors will be compensated on a sliding scale based on number of mentees.

*/VJD/BOCES/Herkimer BOCES Mentoring Model revised 2019*

*School District Professional Development Plan*  
**Attachment 1: Needs Assessment Sources Used**

Indicate the sources you used and include any additional details needed to identify the basis of your needs analysis.

- \_\_\_\_\_ School Report Card
- \_\_\_\_\_ New York: The State of Learning (Chapter 655 Report)
- \_\_\_\_\_ BEDS data
- \_\_\_\_\_ The CAR Report
- \_\_\_\_\_ Special designation schools, SURR, Title I
- \_\_\_\_\_ Student attendance rates
- \_\_\_\_\_ Graduation and drop-out rates
- \_\_\_\_\_ Student performance results disaggregated by ethnicity, gender, SES, and other special needs
- \_\_\_\_\_ State benchmarks for student performance
- \_\_\_\_\_ TIMSS report
- \_\_\_\_\_ Student aspirations
- \_\_\_\_\_ Other student surveys
- \_\_\_\_\_ Longitudinal data
- \_\_\_\_\_ Student teacher ratios
- \_\_\_\_\_ Teacher turnover rate
- \_\_\_\_\_ Number of uncertified teachers
- \_\_\_\_\_ Number of teachers teaching out-of-field
- \_\_\_\_\_ Teacher proficiency data
- \_\_\_\_\_ Teacher surveys
- \_\_\_\_\_ Teacher self-assessment
- \_\_\_\_\_ Curriculum surveys
- \_\_\_\_\_ Community employment opportunities
- \_\_\_\_\_ NSDC Planning Tool Survey Every Student Succeeds Act (ESSA)
- \_\_\_\_\_ Other (Specify)



# Models for Professional Development Delivery

***Professional development is more than conference days and workshops.....***

Conference Days  
Faculty Meetings  
Workshops  
Study Groups  
Action Research  
Collaborative Problem Solving Cadres  
Case Studies  
Distance Learning/Webinars  
Coaching  
Curriculum Review and Development  
Examining Student Work  
Mentoring  
Online Courses  
Conferences  
Training of Trainers  
Professional Learning Communities



## Board of Education 2019-2020 Meeting Schedule

### Board of Education

2<sup>nd</sup> Thursday @ 5:30 p.m. (Unless otherwise noted)

*BOE approved 7/11/19*

August 8

September 5 (1<sup>st</sup> Thursday)

October 10

November 13 (2<sup>nd</sup> Wednesday)

December 12

January 9

February 13

March 12

April 16 (3<sup>rd</sup> Thursday) (enter budget results into the minutes before May 15<sup>th</sup>)

May 21 (3<sup>rd</sup> Thursday)

June 4 (1<sup>st</sup> Thursday)

July 2 – Reorganization & Regular Meeting

CTE Open House – March 2020

Annual Meeting: Thursday, April 2, 2020

Special Meeting of Component Districts to vote on BOCES Administrative Budget and Board Election:

Wednesday, April 15, 2020

## GENERAL COMMITMENTS

### EQUAL OPPORTUNITY AND PROHIBITION OF DISCRIMINATION AND HARASSMENT (INCLUDING SEXUAL HARASSMENT)

#### I. Statement of Policy

- A. The Herkimer-Fulton-Hamilton-Otsego Board of Cooperative Educational Services provides education programs and services, does business with vendors and the public, provides equal access to the Boy Scouts and other designated groups, and makes decisions regarding employment without consideration of an individual's race (including but not limited to hair texture and protective hair styles), color, creed, religion, national origin (regardless of English language skills), age, sex, sexual orientation, marital status, military or veteran status, disability, predisposing genetic characteristics, arrest record, or prior criminal convictions, except when sex or age are a bona fide occupational qualification, when a criminal conviction is related to job duties, and when an individual's religion or disability warrants reasonable accommodation.
- B. Our commitment to provide education programs and services without discrimination applies to all programs and services provided by the Herkimer-Fulton-Hamilton-Otsego Board of Cooperative Educational Services.
- C. Our commitment to provide employment without harassment, including sexual harassment, or discrimination includes recruiting, employment decisions, promotion opportunities, compensation, fringe benefits, workplace conditions, workplace discipline, and termination decisions.
- D. No student shall be subjected to harassment or bullying (as defined below) by employees or students on BOCES property or at a BOCES function. No student shall be subjected to discrimination based on a person's actual or perceived race (including but not limited to hair texture and protective hair styles), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), or sex, by another student or a BOCES employee on BOCES property or at a school function. This Policy does not prohibit a denial of admission into, or an exclusion from, a course of instruction that is permissible under the New York State Education law and Federal Title IX of the Education Amendments of 1972; nor does it prohibit actions that are permissible under Section 504 of the Rehabilitation Act of 1973.
- E. The goal of this Policy is to create a school environment that is free from discrimination, bullying, and harassment. This Policy shall be interpreted and implemented so that the BOCES complies with its obligations under Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1975, the Americans with Disabilities Act, the Age Discrimination in

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Employment Act, Section 201-g of the New York Labor Law, Section 504 of the Rehabilitation Act of 1973, the New York State Human Rights Law, and the New York State Education Law, as interpreted and enforced by applicable regulations.

## II. Opportunities for Individuals with Disabilities

- A. Education Programs, Services, and Activities: BOCES provides all services and accommodations described in a student's Individual Education Plan or 504 Plan prepared by the student's school district of registration. With respect to adult education programs, BOCES provides access to individuals in accordance with Section 504 of the Rehabilitation Act of 1973.
- B. Employment: An employee with a condition that is defined as a disability, or with a history of such a condition, and who is otherwise qualified to perform the essential functions of the position, shall not be denied any employment opportunity or benefit. When a reasonable accommodation will permit an applicant or employee to perform the essential functions of the position, the BOCES will provide a reasonable accommodation that does not impose an undue burden upon the BOCES.
- C. Public Accommodation: BOCES facilities shall be designed, constructed, and maintained so that, when each part of the BOCES' program is viewed in its entirety, that part of the program is readily accessible to handicapped persons.

## III. Harassment Bullying, and Discrimination Prohibited

A. General Standard of Conduct

No one who is receiving an education from the BOCES, or who is employed by the BOCES, or who is present on BOCES property or at a BOCES event, should experience harassment, bullying, or discrimination. The BOCES' Code of Conduct (Policy 1005) prohibits harassment, bullying, and discrimination and it applies to conduct by BOCES employees, students, and anyone else on BOCES property or at a BOCES event.

When determining whether particular conduct or statements are to be classified as prohibited harassment, the BOCES will consider the intent of the person engaging in the conduct or making the statement; however, the determining factor will be whether the person at whom the conduct or statement was directed reasonably experienced the conduct or statement as unwelcome harassment.

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HARASSMENT (INCLUDING SEXUAL HARASSMENT)B. Conduct Directed at a Student

Conduct (including verbal conduct) directed at a student will be classified as harassment or bullying if it either:

1. Creates a hostile environment that has or would have the effect of substantially and unreasonably interfering with
  - a. the student's educational performance, opportunities, or benefits; or
  - b. the student's physical, emotional, or mental well-being; or
  - c. causes, or would reasonably be expected to cause, harm to the student's emotional well-being through the creation of a hostile school environment that is so severe, or so pervasive, that it substantially and unreasonably interferes with the student's education.
2. Conduct that occurs off BOCES property will be classified as a violation of this Policy if it creates, or foreseeably would create, a risk of substantial disruption within the school environment.
3. Conduct that occurs through electronic communication will be classified as a violation of this Policy if it otherwise fits the definition set forth in this section.

C. Conduct Directed at Someone Other than a Student

Conduct (including verbal conduct) directed at someone other than a student who is present on BOCES property or at a BOCES event will be classified as discrimination or harassment if it is motivated by that person's race (including but not limited to hair texture and protective hair styles), color, creed, religion, national origin, age, sex, sexual orientation, marital status, veteran status, disability, or predisposing genetic characteristics, and

1. it has the purpose or the effect of substantially interfering with the person's work performance; or
2. the person is explicitly or implicitly told that they must submit to that treatment in order to receive or continue to receive employment opportunities; or

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3. a decision by the BOCES about that person's employment is influenced by whether that person has submitted to the treatment or objected to it.
- D. Also prohibited, as sexual harassment, is the making of unwanted sexual advances, the making of any requests for sexual favors, and subjecting another person to any touching, teasing or other verbal communication of a sexual nature. The following describes some of the types of acts that may be unlawful sexual harassment:
1. Physical assaults of a sexual nature, such as:
    - a. Rape, sexual battery, molestation, or attempts to commit these assaults; or
    - b. Intentional or unintentional physical conduct which is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another person's body, or poking another person's body.
  2. Unwanted sexual advances, propositions or other sexual comments, such as:
    - a. Requests for sexual favors accompanied by implied or overt threats concerning the victim's job performance evaluation, a promotion, or other job benefits or detriments;
    - b. Subtle or obvious pressure for unwelcome sexual activities; or
    - c. Sexually oriented gestures, noises, remarks, jokes, or comments about a person's sexuality or sexual experience which are sufficiently severe or pervasive to create a hostile work environment.
  3. Sexual or discriminatory displays or publications anywhere in the workplace, such as displaying pictures, posters, calendars, graffiti, objects, promotional material, reading materials, or other materials that are sexually demeaning or pornographic.
- E. Anyone who feels that they have experienced prohibited harassment should bring this to the BOCES' attention by using the Complaint Procedure described below. Administrators and other supervisors who observe conduct that might constitute harassment, including sexual harassment, are required to report that conduct to the Compliance Coordinator.

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- F. An employee, including supervisors and managers, who subjects another employee to harassment, including sexual harassment, will be subject to disciplinary consequences, consistent with applicable laws and collective bargaining agreements.
- G. Conduct that occurs away from BOCES property, such as on social media or at after-hours events, may violate this policy if it has a prohibited workplace impact.

#### IV. Strategy to Prevent Harassment, Bullying, and Discrimination

With the objective of preventing acts of harassment, bullying, or discrimination from interfering with any student's educational opportunities or sense of safety in BOCES, the BOCES will implement the procedures described in this Policy to:

- A. Expand student and employee awareness of the problem;
- B. Train staff and instruct students about appropriate, non-discriminatory behavior;
- C. Respond to reports of conduct that may violate this Policy; and
- D. Implement corrective and restorative measures as appropriate, when unacceptable conduct occurs.

#### V. Compliance Coordinator

- A. The Compliance Coordinator for purposes of implementing this Policy shall be:

James Picolla  
Herkimer-Fulton-Hamilton-Otsego BOCES  
352 Gros Boulevard  
Herkimer, NY 13350  
(315) 867-2000

The Compliance Coordinator is responsible for receiving complaints of conduct that may violate this Policy and Title IX (sex discrimination), Title VI (race and national origin discrimination), or Section 504 or the Americans with Disabilities Act (disability discrimination); directing a thorough fact finding regarding those complaints; making a determination whether a violation of the Policy and federal law has occurred; overseeing the implementation of corrective action when necessary, including the making of reasonable accommodations for student or employee disabilities; making sure that this Policy has been publicized as required by law; keeping records of all reports of possible discrimination based on sex, race (including but not limited to hair texture and protective hair styles), national

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origin, or disability; and making recommendations for the updating of this Policy as necessary.

The Compliance Coordinator is responsible for fulfilling these responsibilities in the event of incidents involving adult conduct directed at other adults, adult conduct directed at students, and student conduct directed at other students.

- B. The counselors and/or mental health staff members are designated as the BOCES' DASA Coordinator for each school building, and their names and contact information shall be included in the Code of Conduct and prominently displayed in each building. The DASA Coordinators are responsible for receiving complaints of conduct directed at students by adults or other students that may be harassment, bullying, or discrimination as described in Part I-D and Part III of this Policy; conducting a thorough fact-finding regarding those complaints; determining whether a violation of this Policy has occurred; overseeing the implementation of corrective action when required; and keeping accurate records of complaints received and action taken, as required by the State Education Department. The DASA Coordinators serve as the District Superintendent's designee for purposes of Article 2-A of the Education Law (DASA).
- C. The Compliance Coordinator shall inform the DASA Coordinators of matters that involve conduct directed at students, and the DASA Coordinators shall evaluate those incidents for possible violations of DASA. The DASA Coordinators shall inform the Compliance Coordinator of matters that involve complaints of possible discrimination on the basis of sex, race (including but not limited to hair texture and protective hair styles), national origin, or disability and the Compliance Coordinator shall evaluate those incidents for possible violations of Title IX, Title VI, Section 504, and the Americans with Disabilities Act.
- D. When a report complains of possible discrimination by the Compliance Coordinator, or a DASA Coordinator, the District Superintendent shall designate another school official to conduct the necessary fact-finding and make recommendations.

### VI. Complaint and Fact-finding Procedure

- A. Report of Possible Harassment, Bullying, or Discrimination: Attached to this Policy are Report of Possible Discrimination or Harassment and DASA Incident Reporting Form. The Compliance Coordinator and DASA Coordinators shall make sure that forms are available in each school building, on the BOCES website, and its availability is known to those who may need to use it. The use of these forms is encouraged, but not required; the Compliance Coordinator or



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DASA Coordinator shall conduct a fact-finding inquiry anytime a written or oral report is received that contains enough information to reasonably investigate.

1. An employee may report possible discrimination or harassment directed at them or another employee to the employee's supervisor or directly to the Compliance Coordinator. If the report is about conduct by the Compliance Coordinator, the report may be made to the District Superintendent. If an employee makes a verbal report, they shall be asked to make a written report and told of the availability of the Report forms.
  2. A student may report possible harassment, bullying or discrimination directed at them or another student to any teacher, counselor, or school administrator. If a student makes a verbal report, they shall be asked to make a written report and told of the availability of the Report forms. The person to whom the report is made is also responsible for reporting in writing their conversation and other available information to the DASA Coordinator or Compliance Coordinator. BOCES staff shall be trained on how to receive and refer student complaints.
  3. A parent, school volunteer, or other member of the public who wishes to report possible harassment, bullying, or discrimination against a student shall make the report to the District Superintendent, the Compliance Coordinator, a DASA Coordinator or any building principal or teacher. If a verbal report is made, a written report shall be requested.
  4. BOCES employees who either witness conduct directed at a student that may be harassment, bullying, or discrimination, or receive an oral or written report of such conduct, must report that to a DASA Coordinator. The employee must make an oral report to the DASA Coordinator within one school day, followed by a written report to the DASA Coordinator no more than two school days after their oral report.
- B. Fact-finding Inquiry: Upon receiving a written report of possible harassment, bullying, or discrimination, the Compliance Coordinator or DASA Coordinator shall log the report, acknowledge in writing its receipt, and conduct a fact-finding inquiry designed to determine with a reasonable degree of probability what actually transpired.
1. The fact-finding inquiry should begin promptly after receiving the complaint, and be pursued with sufficient diligence to reach a conclusion within thirty (30) days, after receipt of a written report.

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2. The inquiry should determine with as much detail as possible the sequence in which events occurred, the identity of each person involved and their respective roles, and the exact words spoken by each participant. To the extent practicable, all interviews should be conducted by one person.
  3. The inquiry shall include an opportunity for any person who has been identified as possibly violating this Policy to respond to each assertion made against them.
  4. Interviews shall be scheduled and conducted in compliance with applicable provisions of New York law and collective bargaining agreements.
  5. Each person interviewed shall be reminded that they are protected by the non-retaliation provision of this Policy, and that they are bound by that provision.
- C. Resolution: The Compliance Coordinator or DASA Coordinator shall prepare a written fact-finding report describing the investigation, conclusions, a conclusion as to whether the conduct violated the BOCES Policy, and, if it did, the proposed corrective action should be taken. This report shall be submitted to the District Superintendent for further action.
1. If the determination is that this Policy has not been violated, the person who made the report, and each person whose conduct was challenged, shall be told of that determination verbally and in writing. The person who made the report shall be told of the option to have the determination reviewed.
  2. If the determination is that this Policy has been violated, the person who made the report of possible discrimination shall be told of that determination verbally and in writing and, consistent with the confidentiality accorded to student and personnel records, told that appropriate corrective action has been taken to deter any repetition of the offending conduct. The person whose conduct violated the Policy shall have that explained to them, shall be told of the corrective action being taken by the BOCES, and shall be told of the option to have the determination reviewed.
  3. When the Compliance Coordinator or DASA Coordinator verifies the occurrence of harassment, bullying, or discrimination directed at a student, the BOCES shall take prompt action that are consistent with the BOCES' Code of Conduct and are reasonably calculated to end the harassment,

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bullying, or discrimination to eliminate any hostile environment; to create a more positive school culture and climate; to prevent a recurrence of the behavior; and to ensure the safety of the student(s) at whom the conduct was directed.

- a. Responsive actions shall be measured, balanced, and age-appropriate.
  - b. Responsive actions shall follow a progressive model and make appropriate use of intervention, education, and discipline.
  - c. Responsive actions shall vary according to the nature of the offending behavior, the developmental age of the person engaging in the behavior, and the prior history of problem behaviors by the person engaging in the conduct.
- D. Report to Law Enforcement Agency: When the Compliance Coordinator believes that conduct has occurred that constitutes criminal conduct, the Coordinator shall promptly notify the District Superintendent, and the District Superintendent shall promptly notify the appropriate law enforcement agency.
- E. Confidentiality: It shall be explained to anyone making a report or providing information about a report that the BOCES does not reveal information about reports or the fact-finding process except to the extent necessary to fulfill its legal obligations to make as complete an inquiry as possible and to take appropriate corrective action when discrimination has occurred. Every witness interviewed during the fact-finding inquiry shall be instructed not to discuss the complaint or the investigation with anyone else, except as may be privileged by law.
- F. Special Fact-finder: The District Superintendent is authorized to appoint a special fact-finder to carry out the responsibilities of the Compliance Coordinator or DASA Coordinator when the District Superintendent concludes that the circumstances of a particular report warrant that action and the special fact-finder shall fulfill the responsibilities of the Compliance Coordinator or DASA Coordinator described in this policy.
- G. Immediate Corrective Action: The District Superintendent has discretion to implement immediate corrective action, pending the completion of a fact-finding inquiry, to protect an individual when the District Superintendent concludes that the circumstances of a particular report warrant that action.
- H. Review of Coordinator's Determination: If a person who initiated a report of possible discrimination, or a person whose conduct was challenged by a report of

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possible discrimination, is not satisfied with the determination of the Compliance Coordinator (or other designated investigator), they may request that the determination be reviewed by the Board of Education.

1. A request for Board review must be made in writing, filed with the Board Clerk within ten (10) business days of receiving the written notice of the determination.
  2. The person requesting review shall provide a written explanation of their objection(s) to the determination, including the corrective action taken, if any. That statement shall be filed with the Board Clerk at least five (5) business days before the Board meeting at which the review will be conducted. The Board shall also be provided with a copy of the Compliance Coordinator(s) report and recommendation, and documentation of the District Superintendent's subsequent action(s).
  3. Board discussion of the determination and the objection(s) made shall take place in executive session. Board action to adopt or change the determination shall be take place in public session.
- I. No Retaliation: No employee or student shall take a retaliatory action, or request or cause anyone else to take a retaliatory action, against any person who, in good faith, reports information about a possible violation of this Policy to a BOCES employee or to the Commissioner of Education or to a law enforcement agency, or who initiates a report or testifies or assists or participates in the investigation of a report.

VII. Remedial Measures When This Policy is Violated

- A. An employee found to have engaged in prohibited discrimination against another person (whether an employee, student, or member of the public) in the course of their employment will be subject to discipline, up to and including termination. Such decisions will be made and implemented in accordance with other BOCES policies (e.g. the Code of Conduct) and applicable statutes and collective bargaining agreements.
- B. A student found to have engaged in prohibited discrimination, harassment, or bullying against another person (whether an employee, student, or member of the public) while participating in a BOCES activity or on BOCES property will be subject to discipline. Such decisions will be made and implemented in accordance with other BOCES policies (e.g. the Code of Conduct), the New York State Education Law, and any other applicable statutes.

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- C. Any other person found to have engaged in prohibited discrimination against another person (whether a employee, student, or member of the public) while participating in a school activity or on school property may have their future access to BOCES activities limited, as deemed appropriate under the circumstances.

## VIII. Dignity Act Coordinator

- A. The Board appoints at least one staff member at each school to serve as the Dignity Act Coordinator for that school, upon the recommendation of the District Superintendent. Each person designated for this role shall be instructed in the provisions of Article 2-A of the Education Law and thoroughly trained in methods to respond to human relations in the areas of race (including but not limited to hair texture and protective hair styles), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex.
- B. The name and contact information for each Dignity Act Coordinator shall be publicized as follows:
- Listing such information in the Code of Conduct posted on the BOCES website;
  - Including such information in the plain language summary of the Code of Conduct provided to all persons in parental relation to students before the beginning of each school year;
  - Including such information in at least one mailing per school year to parents and persons in parental relation, and in additional mailings if the information changes;
  - Posting such information on the website;
  - Posting such information in a highly visible locations in each BOCES building; and
  - Making such information available at the BOCES office and in each school building office.

The publication of this information shall also inform students and persons in parental relation to students that the Dignity Act Coordinator is available to speak with them if they have witnessed possible discrimination, harassment, or bullying or if they have experienced treatment that may be prohibited discrimination, harassment, or bullying.

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- C. In the event a designated Dignity Act Coordinator vacates that position, the District Superintendent shall immediately designate an interim Coordinator pending appointment by the Board. In the event that a Coordinator is unable to perform the duties of the position for an extended period of time, another staff member shall be immediately designated by the District Superintendent as an interim Coordinator pending return of the previous Coordinator to the position. Contact information for the new Coordinator shall be distributed as provided above.

## IX. Training and Publication of Policy

- A. All BOCES employees will be provided with a copy of this policy. Online access to a printable copy of this Policy will satisfy this requirement.
- B. All students and their families will be notified at the beginning of the school year, or at the time of enrollment, of this Policy, the conduct expectations established by it, and how they may request accommodation of a disability or initiate a complaint, or report possible discrimination, harassment or bullying.
- C. A summary of this Policy shall be posted as part of the BOCES website, and shall be distributed periodically with BOCES publications.
- D. The District Superintendent shall insure that all BOCES employees receive training designed to meet the following objectives each year in an interactive format:
1. discourage the development of harassment, bullying, and discrimination;
  2. make employees aware of the effects on students of harassment, bullying, cyberbullying, and discrimination;
  3. raise the awareness and sensitivity of employees to potential harassment, bullying, and discrimination;
  4. enable employees to prevent harassment, bullying, and discrimination;
  5. enable employees to respond to harassment, bullying, and discrimination;
  6. inform employees about social patterns of harassment, bullying, and discrimination, including that based on a person's actual or perceived race (including but not limited to hair texture and protective hair styles), color,

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weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex; and

7. strategies for effectively addressing the problems of exclusion, bias, and aggression in an educational setting.

E. The District Superintendent shall develop and implement guidelines:

1. For the development of nondiscriminatory instructional and counseling methods to be used by BOCES staff;
2. For the development of measured, balanced and age-appropriate responses to instances of harassment, bullying and discrimination by students, with remedies and procedures following a progressive mode that make appropriate use of intervention, discipline and education, vary in method according to the nature of the behavior, the developmental age of the student and the student's history or problem behaviors, and are consistent with the Code of Conduct; and
3. Include safe and supportive school climate concepts in curriculum and classroom management.

F. BOCES shall develop and implement a program of instruction in grades Kindergarten through Grade 12 to include a component on civility, citizenship and character education in accordance with Education Law.

1. Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community.
2. Instruction on the principle of respect for others shall discourage acts of harassment, bullying, and discrimination.
3. Instruction on the principle of tolerance, respect for others, and dignity shall seek to instill an awareness and sensitivity to harassment, bullying, discrimination, and civility in the relations of people of different races (including but not limited to hair texture and protective hair styles), weights, national origins, ethnic groups, religious, religious practices, mental or physical disabilities, sexual orientation, genders (including gender identity or expression), and sexes.

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4. This shall include instruction about safe and responsible use of the internet and electronic communications.
- X. Other Available Remedies for Unlawful Discrimination and Harassment, including Sexual Harassment
- A. In addition to this Policy, BOCES employees and other persons visiting or doing business with the BOCES are protected from discrimination and harassment, including sexual harassment, by New York State and federal law. There also may be applicable local laws.
  - B. The New York State Human Rights Law prohibits discrimination in employment and public accommodations, including sexual harassment. Your rights can be enforced by a complaint filed with the New York State Division of Human Rights or by filing a complaint in New York State Supreme Court.
    1. You may learn more about your rights under the Human Rights Law by calling the Division's toll-free telephone number (888-392-3644) or visiting the Division's website ([www.dhr.ny.gov](http://www.dhr.ny.gov)).
    2. You may file a complaint with the Division within one year of the event you feel was harassment. You do not need a lawyer to file a complaint with the Division. The Division will investigate your complaint and make a determination whether unlawful harassment occurred. If a public hearing is required, the Division will provide an attorney. The Division may seek monetary damages on your behalf.
    3. You may start a lawsuit in Supreme Court within three years of the event you feel was harassment. You can start a lawsuit yourself (pro se), but you should retain a lawyer who is familiar with court procedures.
  - C. Federal laws, including Title VII of the Civil Rights Act of 1964, also prohibit discrimination in employment and public accommodation, including sexual harassment. Your rights can be enforced by filing a charge of discrimination with the United State Equal Employment Opportunity Commission (EEOC).
    1. You may learn more about your rights under federal law by calling the EEOC's toll-free number (800-669-4000) or visiting the EEOC's website ([www.eeoc.gov](http://www.eeoc.gov)).
    2. You may file a charge with the EEOC within three-hundred (300) days of the event you feel was harassment. You do not need a lawyer to file a charge with the EEOC.



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3. The EEOC will investigate your charge. If it determines that unlawful discrimination occurred, the EEOC will attempt to obtain a remedy on your behalf through a conciliation process. If that is not successful, you will be given a right to sue in court.
- D. If you are subjected to unwanted physical touching, coerced physical confinement, or unwanted sex acts, the conduct may constitute a crime and you should consider contacting the local police department.

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Herkimer-Fulton-Hamilton-Otsego Board of Cooperative Educational Services

Legal Ref: Title IX, Education Amendments of 1972 (20 U.S.C. Section 1681, 45 C.F.R. Part 86); Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794, 45 C.F.R. Part 84); NYS Human Rights Law, (Article 15, NYS Executive Law); 8 N.Y.C.R.R. 100.4, 135.4, 141.1 and 200; Civil Rights Act of 1964, Title VI and VII (42 U.S.C. Sections 2000d and 2000e); New York State Education Law, Article 2-A and Sections 3201 and 3201-a; Americans with Disabilities Act of 1990 (42 U.S.C. Sections 12101-12213, 29 C.F.R. Part 1630); Age Discrimination in Employment Act (29 U.S.C. Sections 621-634); EEOC guidelines (29 CFR Part 1609.1 and 1609.2); and NYS Labor Law §201-g.

Adopted: 06/19/02

Revised: 05/08/03, 06/21/12, 08/22/13, 01/17/19, 09/05/19, \_\_\_\_\_

# Policy

Draft 08/23/2019  
0020

## GENERAL COMMITMENTS

### TOBACCO, NICOTINE AND E-CIGARETTE USE PROHIBITED

#### I. Statement of Policy

##### A. Purposes

The purposes of this Policy are to avoid the use on BOCES school property and at BOCES school events of tobacco, nicotine, and e-cigarettes, which the Herkimer-Fulton-Hamilton-Otsego Board of Cooperative Educational Services Board deems unhealthy; encourage students and staff to avoid the consumption or use of tobacco products, nicotine, and e-cigarettes; and to prevent persons present on BOCES school property or at BOCES school events from being exposed to second-hand tobacco smoke, nicotine, or electronically-ignited vapors. This Policy is one component of the BOCES' wellness program, drug prevention program, and commitment to provide a healthy learning and working environment.

##### B. Prohibited Conduct

1. The possession, use, sale, or consumption of any form of tobacco, any substance containing nicotine (except prescribed medications), any e-cigarette or oil or vaping product intended for use in an e-cigarette, and any associated paraphernalia is prohibited.
2. This prohibition applies to everybody – students, staff, parents, vendors and contractors, and all visitors to our BOCES.
3. This prohibition applies to anyone who is on BOCES school property, including school buses and other vehicles being used to transport students for BOCES school purposes and to anyone attending a BOCES school sponsored event, including events located off BOCES property.
4. Public Health Law Section 1399-o prohibits all smoking within 100 feet of the entrances, exits or outdoor areas of the BOCES buildings, except in a residence or within the real property boundary line of a residence.
5. This prohibition applies at all times, whether BOCES school is in session or not.

##### C. Proactive BOCES Practices

## POLICY

Draft 08/23/2019

0020

### GENERAL COMMITMENTS

#### TOBACCO, NICOTINE AND E-CIGARETTE USE PROHIBITED

1. Smoking, tobacco and nicotine use prevention will be appropriately integrated into curriculum, and appropriate instructional staff will receive training in smoking, tobacco and nicotine use prevention education.
2. Smoking, tobacco and nicotine cessation information will be available to staff, students, parents and visitors.
3. There shall be no advertising of tobacco on BOCES property or at BOCES functions. The BOCES will request tobacco-free versions of all publications in school libraries.
4. The BOCES will not accept gifts or funds from the tobacco, nicotine, or e-cigarette industries.

#### II. Public Notice of Policy

- A. “No Smoking/Tobacco Use” signs shall be prominently and conspicuously posted in strategic locations on BOCES Property and in BOCES vehicles in accordance with NYS Law.
- B. Notices shall be posted at building entrances or driveways leading to BOCES school property notifying the public that BOCES school grounds are “tobacco free.”
- C. Staff, students and visitors will be notified of this policy through presentations, student handbooks, newsletters, Code of Conduct summaries, and announcements at meetings, events and functions.
- D. Outside groups who use BOCES facilities will be notified of this Policy on the Building Use Request Policy and Form.

#### III. Definitions for Purposes of this Policy and the Code of Conduct

- A. “Tobacco” means any lit or unlit cigarette, cigar, cigarillo, pipe, bidi, clove, cigarette, and/or any other smoking product, including tobacco in any form (loose, smokeless, dip, chew or snuff).
- B. “BOCES property” and “school property” means any building, vehicle, or structure owned or leased by the BOCES, and the surrounding outdoor grounds contained within the legally defined property boundaries of the BOCES’ properties as registered in the county clerk’s office. This includes the entrances and exits of BOCES buildings and structures.

## POLICY

Draft 08/23/2019  
0020

### GENERAL COMMITMENTS

#### TOBACCO, NICOTINE AND E-CIGARETTE USE PROHIBITED

- C. “Advertising” means brand names or logos and publications on any clothing, shoes, accessories, gear, supplies or publications provided by tobacco or e-cigarette companies (including prevention/educational materials).
- D. “Associated paraphernalia” is defined as lighters, matches, rolling papers, vaporizers, oils and other solutions intended for vaporizing, etc.
- E. “Smoking” is defined as the burning or vaporizing of tobacco or compounds or solutions containing nicotine.
- F. “Electronic cigarette” or “e-cigarette” means an electronic device that delivers vapor which is inhaled by an individual user, and shall include any refill, cartridge and any other component of such a device.

#### V. Consequences for Violation of Policy

##### A. Violations by Students

Students who engage in conduct prohibited by this Policy will be referred for disciplinary consequences in accordance with the BOCES’ Code of Conduct.

##### B. Violations by Employees

Employees who engage in conduct prohibited by this Policy will be considered for corrective or disciplinary action in accordance with the Code of Conduct, applicable collective bargaining agreements, and BOCES policy and practice.

##### C. Violations by Other Persons

Members of the public, including parents, employees of vendors and contractors, and other visitors, who engage in conduct that violates this Policy will first be asked to discontinue the offending conduct and advised of this Policy. Continued or repeat violation of the Policy may result in an individual being prohibited from further entry onto BOCES school property, at the discretion of the District Superintendent.

##### D. Notification of Public Health Authorities

~~The Superintendent shall designate one or more BOCES staff members to report to the county’s enforcement officer observed or reported violations of Public Health Law Section 1399-o, i.e. smoking occurring within 100 feet of the entrances, exits, or outdoor areas of any school building (other than within a residence or within the property boundary of a residence).~~

See  
I.B.4.

POLICY

GENERAL COMMITMENTS

**Draft 08/23/2019**  
0020

TOBACCO, NICOTINE AND E-CIGARETTE USE PROHIBITED

Herkimer-Fulton-Hamilton-Otsego Board of Cooperative Educational Services

Cross Ref: Community Use of School Facilities and Code of Conduct

Legal Ref: NYS Education Law §409; NYS Public Health Law Article 13-E and Article 13-F;  
20 USC §§7181-7184 and 7971-7974

Adopted: 06/19/02

Revised: 05/8/03, 06/21/12, 06/19/14, 11/08/17, \_\_\_\_\_



# Policy

PERSONNEL

Draft 08/23/2019  
6201

## DRUG-FREE WORKPLACE POLICY

### I. Statement of Policy

- A. The Herkimer -Fulton-Hamilton-Otsego Board of Cooperative Educational Services BOCES is committed to maintaining a drug free work environment and adopts this policy to ensure compliance with the *Drug Free Workplace Act of 1988*.
- B. Penalties for violations of this Policy shall be administered in a manner consistent with applicable statutes, collective bargaining agreements that relate to employee discipline and the BOCES Code of Conduct. Moved from III. B.
- C. The unlawful manufacture, distribution, dispensation, possession, or use of a "controlled substance" (any substance listed in any schedule of 21 U.S.C. Section 812) is prohibited on BOCES property and at BOCES-sponsored events. The use or possession of a prescribed medication in any manner other than as prescribed is also prohibited on BOCES property and at BOCES-sponsored events.

### II. Drug-Free Awareness Program

- A. Each new employee shall be given a copy of this Policy.
- B. The District Superintendent shall adopt a procedure that will ensure that each employee is informed about:
  - 1. This Policy,
  - 2. The dangers of drug abuse in the workplace,
  - 3. Available drug counseling and rehabilitation services and the BOCES employee assistance program, and
  - 4. The penalties that may be imposed upon employees for violations of this Policy.

### III. Consequences for Violation of Policy

- ~~A. Penalties for violations of this Policy shall be determined by the District Superintendent based on all of the facts of a particular case, including the nature of the substance involved. The Board considers any violation of this Policy by an employee to be detrimental to the BOCES pedagogical mission to educate students not to use or abuse illegal substances, and any penalty assessed should reflect this.~~

## POLICY

PERSONNEL

6201

### DRUG-FREE WORKPLACE POLICY

- ~~1. The penalty for a violation of this Policy typically will be a reprimand, an unpaid suspension, a fine, a demotion, or dismissal from employment.~~
- ~~2. Where the District Superintendent deems appropriate, a disciplinary consequence may be held in abeyance pending the employee's satisfactory completion of medical treatment, counseling, community service, or other appropriate rehabilitative activity.~~

III B.

#### Special Rules Relating to Employees Working under a Federal Grant

- A. The BOCES will notify each employee working under a federal grant that as a condition of working under the grant, the employee will abide by the terms of this policy.
- B. When a BOCES employee working under a federal grant is convicted of a violation of a criminal drug statute:
  1. The Employee must notify the BOCES of the conviction no later than five days after the conviction; and
  2. The District Superintendent (or designee) will notify the federal agency providing the grant of the employee's conviction no later than ten days after it learns of the conviction; and
  3. The BOCES will initiate appropriate disciplinary action and/or will require the employee to participate in an appropriate rehabilitation program no later than 30 days after it learns of the conviction.

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Herkimer-Fulton-Hamilton-Otsego Board of Cooperative Educational Services

Legal Ref: 41 USCA 8103; 20 USC 7104; 21 CFR 1308.11; 35 CFR 8541 USCA 702, et. seq; 21 USCA 812; 21 CFR 1308, et. seq.

Adopted: 06/19/02

Revised: 01/13/05, 08/09/12, \_\_\_\_\_

NEW

# Policy

PERSONNEL

Draft 08/23/2019  
6203 Replaces Policy 0021

## ALCOHOL, DRUGS, AND OTHER SUBSTANCES (PERSONNEL)

### I. Statement of Policy

The Herkimer-Fulton-Hamilton-Otsego Board of Cooperative Educational Services prohibits the manufacture, distribution, consumption, sharing and/or selling, use and/or possession of illegal drugs, counterfeit and designer drugs, or drug paraphernalia or alcoholic beverages in the workplace, or when the effects of such drugs and/or alcohol may impair an employee's job performance. The inappropriate use of prescription and over-the-counter drugs shall also be prohibited.

### II. Substance Abuse Related Services

- A. The District Superintendent designates: ~~(employees of the BOCES, BOCES social worker, BOCES counselor, or any other health practitioner, etc.)~~

Name: Adam Hutchinson

Bldg/Location: Central Administration, 420 E German St, Herkimer

Phone/Email: (315) 867-2028 ahutchinson@herkimer-boces.org

to provide materials/and or resources upon request to any student, parent, or staff regarding where and how to find available substance use related services.  
Confidentiality shall be ensured as required by state and federal law.

### III. Consequences of Violation of Policy

Penalties for violations of this Policy shall be administered in a manner consistent with applicable statutes, collective bargaining agreements that relate to employee discipline and the Code of Conduct.

- IV. The District Superintendent or his/her designee shall biennially review the drug and alcohol abuse prevention program to determine its effectiveness and support appropriate modifications, as needed.

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Herkimer-Fulton-Hamilton-Otsego Board of Cooperative Educational Services

Legal Ref: NYS Education Law §3038; NYS Civil Practice Law §458; NYS Mental Hygiene Law §19.07

Cross Ref: Drug-Free Workplace  
Code of Conduct

Adopted: 06/19/02

Revised: 05/12/05, 06/21/12, \_\_\_\_\_



# Policy

STUDENTS

NEW

Draft 08/23/2019  
7203 Replaces Policy 0021

## STUDENT ALCOHOL AND DRUG ABUSE

### I. Policy

The Herkimer-Fulton-Hamilton-Otsego Board of Cooperative Educational Services recognizes that the misuse of alcohol, drugs, tobacco and other illegal substances is a serious problem with legal, physical, emotional and social implications for students as well as the entire community. Therefore, the consumption, sharing and/or selling, use and/or possession of alcoholic beverages, tobacco products, e-cigarettes, inhalants, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of such drugs is prohibited at any BOCES-sponsored event or on BOCES property at all times. The inappropriate use of prescription and over-the-counter drugs shall also be disallowed. Persons shall be banned from entering BOCES grounds or BOCES-sponsored events when exhibiting behavioral, personal or physical characteristics indicative of having used or consumed alcohol or other substances.

### II. Primary Prevention

A certifiable comprehensive program preventing or delaying alcohol, inhalants, tobacco, drugs, and other substance use/abuse by students shall be the major focus of a comprehensive K-12 program in which proactive measures of prevention and early intervention are emphasized. This program shall include:

- A. A sequential K-12 curriculum that will be developed and incorporated into the total educational process. This curriculum shall be concerned with education and prevention in all areas of alcohol, tobacco, prescription medication, drugs, and other substances uses/abuse;
- B. Training BOCES personnel and parents/guardians to reinforce the components of the policy through in-service and community education programs with up-to-date factual information and materials.
- C. An effort to provide positive alternatives to alcohol and other substances use/abuse through the promotion of drug/tobacco/alcohol/inhalant-free special events, service projects and extracurricular activities that will develop a positive peer influence.
- D. Providing materials that are age appropriate and include information or resources for parents/guardians to identify the warning signs and address the risks of substance abuse to include misuse and abuse of alcohol, tobacco, inhalants, prescription medication, drugs and other substances uses/abuse.

### III. Intervention

## POLICY

### STUDENTS

Draft 08/23/2019  
7203 Replaces Policy 0021

#### STUDENT ALCOHOL AND DRUG ABUSE

BOCES-based intervention services shall be made available to all students, grades K-12, and provided by prevention professionals who are appropriately trained in this area. The purpose of intervention is to eliminate any existing use/abuse of alcohol, tobacco, drugs, and other substances and to identify students considered to be at risk for use/abuse. Intervention programming shall include:

- A. The District Superintendent designates: ~~(employees of the BOCES or BOCES, BOCES social worker, BOCES counselor, or any other health practitioner, etc...)~~

Name: Adam Hutchinson

Bldg/Location: Central Administration, 420 E. German St, Herkimer

Phone/Email: (315) 867-2028 ahutchinson@herkimer-boces.org

to provide materials/and or resources upon request to any student, parent, or staff regarding where and how to find available substance use related services.

- B. Counseling of students in groups and as individuals on alcohol, tobacco, drugs, inhalants, and other substance use/abuse. Counselors shall be appropriately trained and skilled BOCES staff assigned for this purpose.
- C. Referring students to community or other outside agencies when their use/abuse of alcohol, tobacco, drugs, inhalants and other substances requires additional counseling or treatment. Referral is a key link in BOCES and community efforts and the process is basic to the dissemination of information regarding available counseling and health services.
- D. Providing a supportive BOCES environment designed to continue the recovery process for students returning from treatment. A re-entry program may include continuing student and/or family counseling and emphasizing positive alternatives to alcohol, tobacco, drugs, inhalants and other substance use/abuse.
- E. Developing a parent/guardian network to serve as a support group and provide a vehicle of communication for parent/guardian education.
- F. Ensuring confidentiality and may not be used in a BOCES disciplinary procedure as required by state and federal law

#### IV. Disciplinary Measures

Disciplinary measures for students consuming, sharing and/or selling, using and/or possessing alcoholic beverages, tobacco products, illegal drugs, counterfeit and designer

## POLICY

STUDENTS

**Draft 08/23/2019**  
7203 Replaces Policy 0021

### STUDENT ALCOHOL AND DRUG ABUSE

drugs, or paraphernalia for the use of such drugs shall be outlined in the BOCES's Code of Conduct.

#### V. Staff Development

There shall be ongoing training of BOCES staff about the components of an effective alcohol, tobacco, inhalants, drug, and other substances program. Training shall include, but not be limited to, BOCES policies and regulations and the staff's role in implementing such policies, and regulations. Teachers shall be trained to implement the BOCES's K-12 alcohol, tobacco, drugs, inhalants, and other substance prevention curricula; intervention staff shall be suitably trained to carry out appropriate services.

#### VI. Implementation, Dissemination and Monitoring

- A. It shall be the responsibility of the District Superintendent to implement the alcohol, tobacco, drugs, inhalants, and other substances Board policy by collaboration with BOCES personnel, students, parents/guardians and the community at large.
- B. Additionally, copies of Board policy shall be disseminated to BOCES students, staff, parents/guardians and community members. The District Superintendent shall periodically review the drug and alcohol abuse prevention program to determine its effectiveness and support appropriate modifications, as needed.

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Herkimer-Fulton-Hamilton-Otsego Board of Cooperative Educational Services

Legal Ref: NYS Education Law §§804, 2801, 3028-a, 3038; 8 NYCRR 100.2, 135.3; NYS Civil Practice Law and Rules §458; NYS Mental health Hygiene Law §19.07

Cross Ref: Code of Conduct, Tobacco, Nicotine and E-Cigarette Use Prohibited

Adopted: 06/19/02

Revised; 05/12/05, 06/21/12, \_\_\_\_\_



Delete after  
6201, 6203 and 7203  
adopted

# Policy

## GENERAL COMMITMENTS

Delete 08/23/2019 – Replaced by Policies ~~6201, 6203~~ 7203 (Students)  
0021

### DRUG AND ALCOHOL ABUSE PREVENTION

I. The Herkimer-Fulton-Hamilton-Otsego Board of Cooperative Educational Services is committed to the prevention of alcohol, tobacco and other substance use and abuse and can serve as a catalyst for the prevention of drug and alcohol abuse by students and employees. In accordance with Public Law 101-226, Section 5145, Federal Drug-Free Schools and Communities Act Amendments of 1989, a written policy on drug and alcohol abuse is established. This policy pertains to students, employees and visitors.

#### II. Board of Education Policy Statement

A. The Herkimer-Fulton-Hamilton-Otsego Board of Cooperative Educational Services Board of Education recognizes drug abuse as a serious community, national and worldwide problem. The Board recognizes that substance abuse is preventable and treatable. The Board recognizes that the use/abuse of alcohol and drugs inhibits the District from carrying out its central mission of educating students. Students, educators, parents, and citizens of the community must share the responsibility for solving the problem of widespread drug abuse. To that end, the highest priority will be given to the establishment of collaborative efforts by groups comprised of students, parents, educators and interested citizens to plan and implement educational, recreational, vocational and remedial programs.

B. No person may use, possess, sell or distribute alcohol or other substances, nor may use or possess drug paraphernalia, on the Board of Cooperative Educational Services grounds or other facilities, or at BOCES-sponsored events. The terms "alcohol and other substances" shall be construed throughout this policy and related policies to refer to the use of all substances including, but not limited to alcohol, tobacco, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alikes, and any of those substances commonly referred to as "designer drugs". Drugs prescribed by a physician shall be exempted from this prohibition, but the inappropriate use of prescription and over-the-counter drugs shall also be prohibited.

Additionally, any person exhibiting behavior, conduct or personal or physical characteristics indicative of having used or consumed alcohol or other substances shall be prohibited from entering school grounds or school-sponsored events.

C. The BOCES will use the following principles as guides for the development of its substance use and abuse prevention efforts and for any disciplinary measures related to alcohol and other substances:

1. Alcohol, tobacco and other substance use and abuse is preventable and treatable.

POLICY

Delete 08/23/2019 – Replaced by Policies 6201, 6203

GENERAL COMMITMENTS

0021

DRUG AND ALCOHOL ABUSE PREVENTION

2. Alcohol and other substance use and abuse inhibit the Board from carrying out its mission of educating students.
  3. The behavior of the Board, the administration and all BOCES staff should model the behavior asked of students.
  4. While the BOCES can and must assume a leadership role in alcohol, tobacco and other substance use and abuse prevention, this goal will be accomplished only through coordinated, collaborative efforts with parents, students, staff and the community as a whole.
- II. The drug and alcohol abuse prevention program shall include the following components:
- A. The provision of age appropriate, developmentally based drug and alcohol education and prevention programs to all primary and secondary level students. Such programs shall convey that the use and/or unlawful possession of alcohol and other substances is wrong and harmful. In support of the Board's interest in the health and well-being of BOCES' students and employees, and its commitment to a drug and alcohol-free learning and work environment, provision shall be made for a "Drug and Alcohol-Free Education and Prevention Program" for students and employees. (Prevention Instruction policy.)
    1. A sequential curriculum that will be developed and incorporated into the total educational process. This curriculum shall be concerned with education and prevention in all areas of alcohol, tobacco, drugs, and other substances uses/abuse;
    2. Training school personnel and parents/guardians to reinforce the components of the policy through in-service and community education programs with up-to-date factual information and materials.
    3. An effort to provide positive alternatives to alcohol, tobacco, drugs, and other substances use/abuse through the promotion of drug/tobacco/alcohol-free special events, service projects and extracurricular activities that will develop a positive peer influence.
  - B. School-based intervention services shall be made available to all students and provided by prevention professionals who are appropriately trained in this area. The purpose of intervention is to eliminate any existing use/abuse of alcohol, tobacco, drugs, and other substances and to identify students considered to be at risk for use/abuse. Intervention programming shall include:

POLICY

Delete 08/23/2019 – Replaced by Policies 6201, 6203

GENERAL COMMITMENTS

0021

DRUG AND ALCOHOL ABUSE PREVENTION

1. Counseling of students in groups and as individuals on alcohol, tobacco, drugs, and other substance use/abuse. Counselors shall be appropriately trained and skilled school staff assigned for this purpose.
2. Referring student to community or other outside agencies when their use/abuse of alcohol, tobacco, drugs, and other substances requires additional counseling or treatment. Referral is a key link in school and community efforts and the process is basic to the dissemination of information regarding available counseling and health services.
3. Providing a supportive school environment designed to continue the recovery process for students returning from treatment. A re-entry program may include continuing student and/or family counseling and emphasizing positive alternatives to alcohol, tobacco, drugs, and other substance use/abuse.
4. Developing a parent network to serve as a support group and provide a vehicle of communication for parent education;
5. Ensuring confidentiality as required by state and federal law.

C. Training Parents and Community Members;

Presenting education to parents, guardians, and members of the community about the issues of alcohol and other substance abuse/use in order to provide a consistent message to young people.

D. Alternatives to Substance Abuse

The BOCES will encourage such activities as peer leadership programs, service projects, and recreational activities. Such activities will be planned collaboratively by students, school staff, parents, community members and agencies.

E. Staff Development

The Board recognizes that if the administrative, instructional, and non-instructional staff are to be responsible for understanding, implementing and modeling the District's policy on Drug and Alcohol Abuse, they must be trained about the components of an effective alcohol and other substance use/abuse prevention program. Staff training will be an ongoing process including the following:

1. For all staff:

POLICY

Delete 08/23/2019 – Replaced by Policies 6201, 6203

GENERAL COMMITMENTS

0021

DRUG AND ALCOHOL ABUSE PREVENTION

- (a) an understanding of why individuals use and abuse alcohol and other substances,
  - (b) their role in implementing this policy, including how to identify students who exhibit high risk behaviors or who are using/abusing alcohol and other substances, and how to refer these students to the appropriate services established by this policy,
  - (c) awareness of personal risk factors for alcohol and other substance use/abuse so that they may identify personal use/abuse problems and seek assistance, and
  - (d) awareness of the special needs of students returning from treatment.
- 2. Additionally for teachers: the knowledge and skills necessary to implement the BOCES curriculum for substance use/abuse prevention.
  - 3. For intervention staff: appropriate staff training for those identified to carry out the intervention function to assure appropriate assessment of individual, group, and family counseling and referral skills support the needs of high risk, using and abusing youth.

F. Standards of Conduct

The standards of conduct applicable to students shall be outlined in the Conduct of Conduct Policy. The standards of conduct applicable to employees shall be outlined in the District as a Drug-Free Workplace Policy. These policies clearly prohibit the unlawful possession, use or distribution of alcohol and other substances on the District campus or other facility, or as part of any of its activities. A clear description of the sanctions which will be imposed on students and employees who violate these standards of conduct will be incorporated in the policies governing employee conduct and student conduct.

G. A procedure shall be established to provide students, parents and employees with copies of this statement, as well as applicable policies.

H. The BOCES reaffirms its commitment to provide information concerning drug and alcohol counseling and rehabilitation programs available to students and employees. The BOCES Employee Assistance Program shall continue to be utilized for the purpose of providing employees with confidential assessment and referral services for the treatment of substance abuse problems.

POLICY

Delete 08/23/2019 – Replaced by Policies 6201, 6203

GENERAL COMMITMENTS

0021

DRUG AND ALCOHOL ABUSE PREVENTION

I. Cooperation with Other Agencies

The BOCES will work with rehabilitation, treatment, judicial, law enforcement and legislative agencies to help assure that the resources of the entire community are brought to bear on elimination of the drug abuse problem.

III. Guidelines for Confidentiality and Enforcement of the Law

- A. The law regarding drug abuse is clear, and penalties are provided for conviction of violators.
- B. State law provides protection for information received or observations made by educators only during a drug counseling/student information session.
- C. Whenever a student seeks information for the purpose of overcoming drug abuse from any staff member, no statement, oral or written, made by the student and no observation or conclusion derived from that statement, shall be admissible against the student in any proceeding. The disclosure of any reports, statements, observations, conclusions or other information which has been acquired by the educator shall not be required by any rule, regulation or order of any kind.
- E. All incidents concerning possession, use or distribution of illegal drugs on school grounds will be reported to the Director. If the Director finds violations of the law, he/she will report this to the parents or guardian of the student and to appropriate law enforcement authorities.
- F. Any staff member who has reasonable cause to suspect that an elementary or secondary student under twenty-one (21) years of age is addicted to narcotic drug or under the influence of a dangerous drug, and who reports such information to the appropriate official, shall have immunity from any civil liability that might otherwise be incurred or imposed as a result of making of such a report.
- G. Students, who distribute, possess, or use illegal drugs on school property will be suspended or expelled, subject to the same procedures as those used in any other disciplinary action, and appropriate authorities notified.
- H. Teachers and all other employees of the Board of Cooperative Educational Services are expected to convey that they do not in any way encourage or condone drug abuse by students. Any proven illegal action relating to drugs by any school system employee shall be grounds for immediate dismissal. Publications and other printed matter which advocate the illegal use of drugs are prohibited on school property.



GENERAL COMMITMENTS

DRUG AND ALCOHOL ABUSE PREVENTION

- I. The Board of Education charges the District Superintendent to collaborate with BOCES staff members, parents, students, community members and agencies including alcohol and other substance abuse providers, in developing the specific programs and strategies necessary to implement this policy.

IV. Review and Dissemination

- A. This policy and the programs for its implementation will be reviewed biennially by the District Superintendent and the Board to determine its effectiveness, implement changes if necessary, and to ensure that sanctions are consistently enforced. A copy of the full report of the biennial review should be kept on file in the District Superintendent's Office.
- B. Upon adoption, copies of this policy and applicable standards of conduct will be distributed to parents and students at the time of registration. Employees will maintain a copy of the policy and regulations in their staff handbooks.
- C. The District Superintendent shall be responsible for filing the necessary certification with the State Education Department to qualify for the receipt of applicable federal funds and shall promulgate regulations for the implementation and execution of this policy.

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Herkimer-Fulton-Hamilton-Otsego Board of Cooperative Educational Services  
Legal Ref: Section 5145, Federal Drug-Free Schools and Communities Act Amendments of 1989  
(P. L. 101-226)  
Adopted: 06/19/02  
Revised: 05/12/05, 06/21/12

# Regulation

Draft 09/12/2019  
0011.2

## GENERAL COMMITMENTS

### DASA INCIDENT REPORTING FORM

#### **I. To be completed by person reporting the incident (or the person receiving the complaint and/or investigating the incident)**

School: \_\_\_\_\_ Dignity Act Coordinator: \_\_\_\_\_ Position: \_\_\_\_\_  
Today's date: \_\_\_\_\_

Name of person reporting incident: \_\_\_\_\_

#### **Role of person reporting incident (Check one)**

☐ Student Target ☐ Student (witness) ☐ Parent/Guardian ☐ Staff Member ☐ Other \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Name of target: (student being bullied, harassed, or discriminated against)

\_\_\_\_\_

Name(s) of alleged offender(s):

\_\_\_\_\_

Date(s) and time(s) of incident(s):

\_\_\_\_\_

#### **What was your involvement in the incident?**

☐ I was directly involved in the incident ☐ I observed the incident ☐ I heard about the incident

#### **Where did the incident happen? (Check all that apply)**

☐ On BOCES property ☐ Classroom ☐ Hallway ☐ Bathroom ☐ Cafeteria ☐ Gym ☐ Locker Room ☐ At a BOCES function ☐ On a school bus ☐ Off BOCES property ☐ Electronic Communication ☐ Other (describe): \_\_\_\_\_

#### **Type of incident (Check all that apply)**

☐ Physical contact (kicking, punching, spitting, tripping, pushing, taking belongings)  
☐ Verbal threats (gossip, name-calling, put-downs, teasing, being mean, taunting, making threats)  
☐ Psychological (non-verbal actions, spreading rumors, social exclusion, intimidation)  
☐ Abuse (actions or statements that put an individual in fear of bodily harm)  
☐ Cyberbullying (misusing technology/social media to harass, tease, threaten, post pictures (sexting))  
☐ Other (describe): \_\_\_\_\_

#### **Who was involved in the incident?**

☐ Student ☐ Employee ☐ Both student and employee

REGULATION

Draft 09/12/2019  
0011.2

GENERAL COMMITMENTS

DASA INCIDENT REPORTING FORM

**Describe the specific nature of the incident. What happened? (Be as specific as possible). What did the alleged offender say or do? Include any copies of text messages, emails, etc. if possible.**

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(Add extra pages if needed)

**If there were any adults in the area when this happened, what did they do?**

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**Types of bias involved (if known): (Check all that apply)**

- |   |                                       |   |
|---|---------------------------------------|---|
| <input type="checkbox"/> Race                   | <input type="checkbox"/> Color        | <input type="checkbox"/> Weight/size                                    |
| <input type="checkbox"/> National origin        | <input type="checkbox"/> Ethnic group | <input type="checkbox"/> Religion                                       |
| <input type="checkbox"/> Religious practice     | <input type="checkbox"/> Disability   | <input type="checkbox"/> Sexual orientation                             |
| <input type="checkbox"/> Gender                 | <input type="checkbox"/> Sex          | <input type="checkbox"/> <u>hair texture and protective hair styles</u> |
| <input type="checkbox"/> Other (describe) _____ |                                       |   |

**Names of others who may have witnessed the incident:**

---

Was the student absent from school as a result of the incident?

- ☐ No      ☐ Yes      Number of days student was absent: \_\_\_\_\_

**Does the situation continue to occur?**

- ☐ Yes      ☐ No

**What do you think should be done about the situation?**

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**You can contact the school administrator, Dignity Act Coordinator, counselor, or other staff member (whoever you are most comfortable with) for information or assistance at any time.**

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Herkimer-Fulton-Hamilton-Otsego Board of Cooperative Educational Services

Approved by the District Superintendent: 9/05/19, \_\_\_\_\_

## **Board of Education Report**

**Roberta A. Matthews- Director of Special Education & Alternative Education**  
**October 10, 2019**

### **Special Programs:**

Our Special Programs teachers are working with our Instructional Support Specialists one day per month this year. The focus of our work is supporting instruction with strategies, tools, and materials. New curricula resources will be taught and modeled for teachers. In ELA, teachers will expand their knowledge of Guided Reading and learn to incorporate The Daily Five into their lessons.

The Daily Five is a system of five tasks that teaches students independence in literacy. The five tasks of the Daily Five are: read to self, read to someone, work on writing, listen to reading, and word work. The Daily Five can be used in every content area. One of the unique features of The Daily Five is that it promotes student independence which is always a goal in education.

In addition to ELA resources, our SPED teachers are using resources that are new to them this year including: Envisions Math and the Oneida BOCES Science kits. We are very appreciative to our Instructional Support Specialists for all of their work with our teachers.

### **Pathways:**

Pathways has begun a new delivery model for counseling. Each of our counselors at Pathways is assigned to a grade level team. That means that the counselors push into the content area classes and support students in their authentic environment. We are working monthly with a trainer named Diane McDonald. Counselors are pushing into the classrooms and teaching students how to breathe, how to do yoga-like stretches, and how to recognize the signs within their own bodies that signal when a fight, flight, or freeze response is imminent. We are specifically targeting our 7<sup>th</sup> and 8<sup>th</sup> grade population of students. What this means is in our 7<sup>th</sup> and 8<sup>th</sup> grade classes *every day and every period* students will be practicing either a breathing technique or a yoga-like stretching sequence. This is typically a two-minute exercise at the beginning of a class. The goal is to make this a regular part of the student day. We want students to find the breath and or the yoga-like sequence that makes them feel better when they are upset. If we are able to do this for our students, I believe that there is no better gift that they will ever receive!

**Other:**

The Herkimer BOCES is partnering with Arc Herkimer to present “Life Skills for Transitioning Adults” with Patricia Weaver, author and autism activist. This training will take place on Saturday morning October 26<sup>th</sup> from 9:00 until 12:00. This is a FREE Workshop designed for people age 14 and older with autism and their parents or caregivers. We are very happy to collaborate with Arc Herkimer to bring this resource to families in our region.

# Life Skills for Transitioning Adults

FREE Workshop designed for people age 14+ who are on the Autism Spectrum & their Caregivers.



Saturday, October 26<sup>th</sup>  
9am-Noon



Herkimer BOCES – 352 Gros Blvd. Herkimer, NY 13350

Featuring...

**Patricia M. Weaver**

Author & Autism Advocate



Recognizing that there is not a direct correlation between cognitive ability and the ability to *troubleshoot life's challenges*, parents and educators are challenged with *teaching these skills* in an adult appropriate manner with very few tools available. Patricia Weaver will use peer stories/discussion, activities/worksheets, lecture, and a question & answer session to go over:

- Hygiene
- Healthy Living
- Time & Money Management
- Personal Awareness and More!



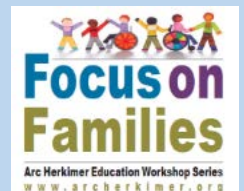
Bring \$15 if you wish  
to purchase her book!



For more information or to Register:

315-574-7000

[www.archerkimer.org](http://www.archerkimer.org)



This training is made possible by the Family Support Services of the CNY DDRO Consumer Council and Herkimer BOCES

TO: Board of Education

FROM: Kathy Fox, Director of Technical Education and Instructional Support Services

DATE: September 30, 2019

Thank you for all of your time, support, and efforts as members of our School Board. We really appreciate your dedication to our students, staff, and school! The year is off to a very good start. We have been busy settling into the new school year and have been enjoying the beautiful fall weather.

### **TECHNICAL EDUCATION**

Our Building Construction program has begun building its 35th modular home. This year's home will eventually make its way to Griffin Road in Mohawk. The Automotive Technology program has begun servicing customer vehicles. General repairs, maintenance, and New York State inspections are available as appropriate to the educational environment. Visual Communications seniors now have the opportunity to become credentialed in Adobe. Below is a Q&A about the Adobe Certified Association (ACA) credential:

#### **Q: What is an Adobe Certified Associate?**

A: An **Adobe Certified** Associate (ACA) credential certifies that individuals have the entry-level skills to plan, design, build and maintain effective communications using different forms of digital media. The digital media software.

#### **Q: What are the benefits of becoming certified?**

A: By certifying one's skills, individuals can validate their technical abilities and demonstrate proficiency to employers.

#### **Q: How is an Adobe certification earned?**

A: Each new Adobe certification exam will correspond to a particular Adobe application used for digital communication, and will represent a single certification. A person who passes a certification exam will receive an official certificate representing entry-level skills.

**Q: Can I earn college credit through ACA?**

A: The American Council on Education's College Credit Recommendation Service, connects workplace learning with colleges and universities by helping individuals gain access to academic credit for formal courses and examinations taken outside traditional degree programs.

All Adobe Certified Associate certifications for Adobe Creative Suite have been reviewed and approved by ACE for college credit recommendation by the American Council on Education.

VP-TECH has begun the school year implementing 21st-century skills by preparing speeches and running for student council offices. A student council has been established and will be planning activities for students.

**INSTRUCTIONAL SUPPORT SERVICES**

**Mentoring**

A special welcome to all of our new mentees! Welcome to the Herkimer BOCES family! Many of them participated in a two-day orientation for new teachers at the end of Summer. What a fantastic group of teachers! We're beyond thrilled to work with them in our mentoring program. Please welcome Jennifer Davis, Tanya Scribner, Maimun Khan, Amber Van Scooter, William Day, Megan VanEvera, Steven Sestir, Shawn Fuess, Craig Farley, Isaac Hafelin, Makayla Miller, Cassandra White, Erin Brien, Sara Greene, Shannon Gayhart, and Jeana Giacobbe. Also, a special thank you to my returning mentors: Alana Connolly, Erica Haver, Ann Margaret Bouska, Mary Beth Napolitano, and Meaghan Sears.

**Curriculum Work**

This summer we brought in our counselors and social workers along with the administration to do a two-day training in Social Emotional Learning best practices with Diane MacDonald. Diane has a program called EdAlive. This program is a multidimensional resource to attend to the mental health and wellness of not only students but staff as well. At the end of September, Diane returned to facilitate her first school session of this Pilot program. This is a full year-long pilot that is specifically honing in on the 7th and 8th grade students but will be a whole school effort to implement the practices.

Instructional Support Services is also beginning a curriculum project with Special Programs. Our focus this year will be ELA, next year will be Math, and the following year will be Science and Social Studies. We are excited to begin this work in October.



### Professional Development

Our professional development team spent time in September collaborating with other curriculum and instruction leaders throughout the state. Each member of the team spent time in Albany with content specific statewide groups, in turn, bringing back information from the Office of State Assessment on Science and Social Studies Exams, initiatives in Social Emotional Learning, and new instructional practices designed to align with Next Generation Standards. Along with statewide turnkeys, the office team increased its capacity for professional development opportunities. Traditional workshops were replaced by in-district support for staff utilizing instructional coaching strategies to support teachers at Pathways, Special Programs, and in component districts.

### School To Careers

School to Careers team began the school year by welcoming the Advanced Career Immersion Experience student interns and their families at the ACIE Orientation, held Monday evening September 16th. ACIE is an internship program designed to offer motivated and committed high school seniors within our component districts the opportunity to experience career options outside and beyond the traditional classroom.

The School to Careers team hosted the first-ever Barringer Road Elementary School Career Day on Friday, September 13, 2019. Students in grades 3rd, 4th, 5th, and 6th had the opportunity to hear from an inspirational duo that included MaryBeth Napolitano and Mr. Skip Gehring. Mr. Gehring, CEO of Gehring-Tricot Corporation; spoke about his years of service to our great country as a Navy Seal. The next big event that the team is preparing for now is the Farming Your Future event which will be on October 4th at the Herkimer County Fairgrounds.

### Home Instruction

Individual Home Instruction Plans are being viewed for approval by the two coordinators. We are currently tracking 179 students from eight of our component schools.

### SBI

OMH-SBI held the first of five General Membership meetings. It was held on Thursday, September 19 at Oneida BOCES. The topic was focused on "Strategies and Partnerships to Address Mental Health Programs in our Schools and communities". It was well attended.

**Adult, Early Childhood and Outreach Education**  
**Board of Education Report**  
**October 10, 2019**

**Early Childhood Education**

**Pre K** classes have begun in all our centers. We still have openings for typical students in Herkimer and Frankfort. Hopefully, now that classes have begun we will identify a few more students. Our UPK locations in Frankfort and West Canada Valley can only accept four year old students. Our classrooms at Herkimer, Central Valley and Dolgeville have openings for three and four year olds.

The four full day **Preschool Special Education** classes are full. The Poland classes have room for 5 additional students. We will be running a half day morning class and a half day afternoon class with six special education students and six typical students in each session. Poland is recruiting typical students for the classes. We have more special needs students than ever requiring programs.

Some of the topics that will be covered this month include making new friends, Halloween/imagination and All About Me. One center has each child bring in a picture and their favorite book which is read to the class during rest time. Some centers held open houses and Parent Advisory council meetings. It has been a busy September for the Pre K classes.

**Adult Education**

**The Adult Literacy Program** is using a new test to screen and prepare students. Staff all received training on the assessment last spring and a refresher this fall. We will be using a scanner to score tests which will yield faster results and an item analysis of the responses. This will help target individualized instruction.

The **LPN** program began the year with more students than we have had in the past few years. This is a result of the shortage of health care staff and on line recruitment.

A new C.N.A. class started on September 18. We have 20 students enrolled. The funding for these classes is coming from the 1199 Training and Employment grant. Additional support for the students for eligible students is provided through the Working Solutions Career Pathways Program. We will offer at least 2 more classes during the school year.

## ***Outreach Education***

The **Migrant Education Tutorial and Support Services Program** started the school year with staff meetings in the east at Quester BOCES and for the west at our office at Remington. Staff are completing initial assessments with the Easy CBM test, gathering data from schools such as the NYS tests results, transcripts and report cards. We are trying to locate students who have moved and determine if additional students may have moved in. They are establishing their schedules as well.

## **Community Outreach and Trainings/Meetings**

Community meetings attended Mohawk Valley Community Action Program/Fiscal meeting, and a Working Solutions Career Center Staff Meeting. In addition, there was Adult Education training for providers of TASC preparation in Syracuse and an Adult Education Program Manager's Meeting in Syracuse. The New York State Migrant Education Program held their monthly Director's call, a conference call to review the grant submittal and work plan and the bi annual New York State Migrant Consortium in person meeting for 3 days in Saratoga. It has been a busy first month of the school year.

# Herkimer BOCES

## Audit Committee Meeting

October 4, 2019

**Present:**

Steve Coupe  
Ronald Loiacono  
Michele Szarek  
Jodie Rodriguez  
Sandra Sherwood  
Thomas Shypski  
Bob Schmid

**Others Present:**

Michael Rossi  
Amy Pedrick

The meeting was called to order at 8:11 a.m. by Ron Loiacono

**I. Audit Results** - Mike Rossi from West and Company presented the audit results in detail.

MD&A (Management Discussion and Analysis) part of the financial statement has been shown and complies with GASB 34. On pages 12 and 13 you get the full accrual statements that are compliant with GASB 34. Shows we have a net position of -80 million dollars.

GASB 75 was brought up along with legacy cost. There is a legacy cost of 91 million dollars that we do not have to pay. NYS doesn't allow funding. Page 48 is the 10 year schedule of GASB 75.

GASB 68 was discussed.

GASB 54 was discussed. Page 14 shows a picture of where we were at the end of the year. New to BOCES and school districts is the TRS reserves. Right now there is \$ 192,400 in that reserve as only a set percentage can be put in yearly.

Special Aid fund was brought up, there is a \$260,000 fund balance right now. Brought up in last year's audit committee meeting, changed by prior auditor; it was decided to put part of that money into the general fund for the new TRS reserve.

Capital fund has 1.1 million dollars in it and it has not been touched. The money will be available when a new capital project is decided or if the sewer/septic system needs repair.

It was noted that “debt service fund” was created to pay back our DASNY bonds from the last capital projects.

After funding our reserves and paying off surplus, income statement for the year shows \$293,000 added back into our reserves.

Extracurricular accounts were discussed. If a club has no activity throughout the year (no receipts and no disbursements) it is considered fiscally inactive. It is the Board’s right to give that money to another club if they are going to remain fiscally active. Extracurricular accounts cannot have a negative balance.

Management letter stated a lot has been cleaned up with BOCES. Most issues have been corrected for this audit.

Steve Coupe made a motion and Michele Szarek seconded the motion to accept the 2018-2019 audit report as presented and to recommend it to the Board of Education. All voted in favor; motion carried.

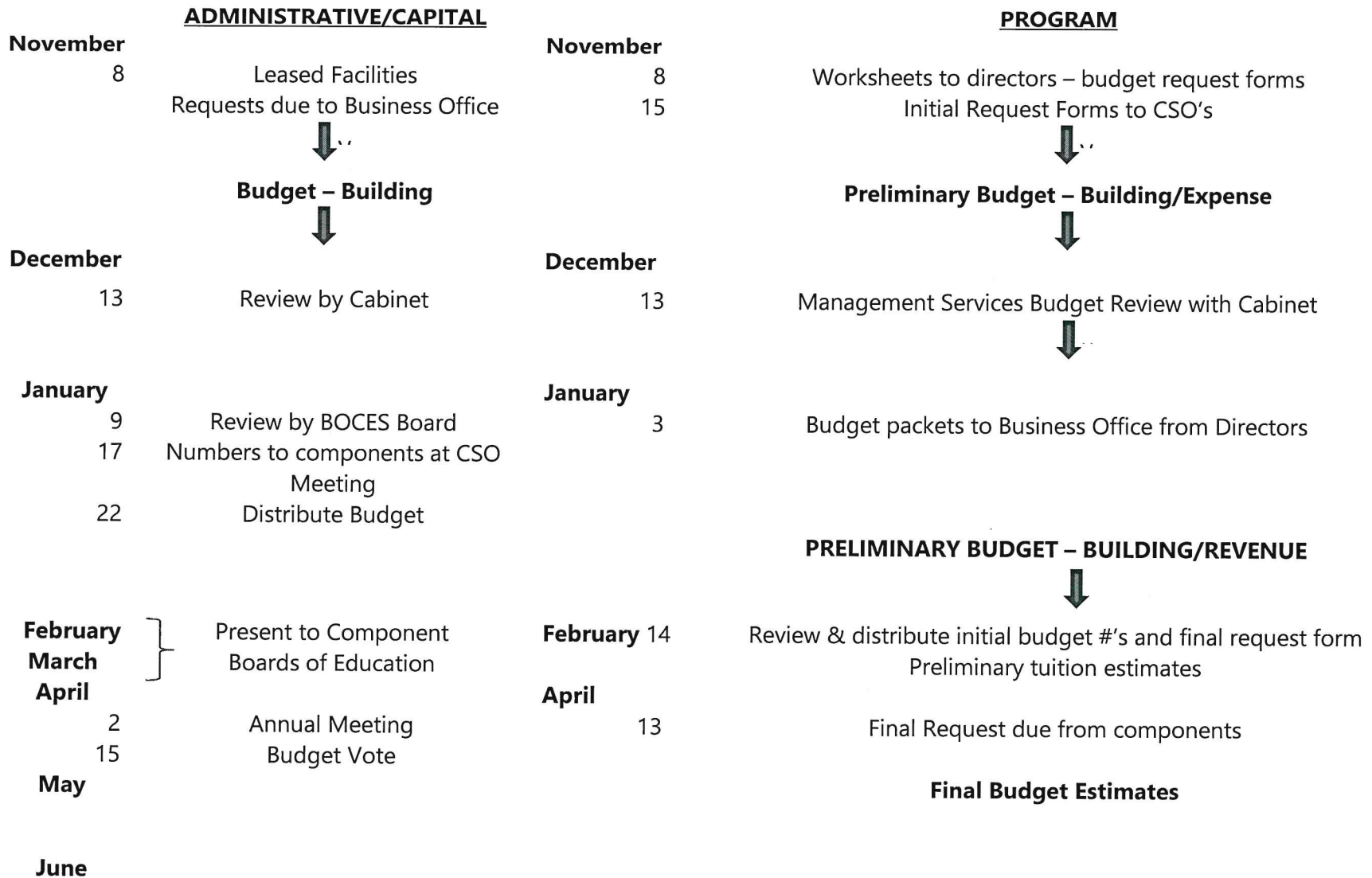
Tom Shypski moved and Steve Coupe seconded a motion to adjourn the meeting at 9:32 a.m. All voted in favor; motion carried.

# HERKIMER-FULTON-HAMILTON-OTSEGO BOCES

## Budget Calendar

### 2020-2021

Revised



# Recruitment and Retention Report

## FY 2020

### By Position Title

First Day of:	Administrative Positions			
	Filled	Unfilled	New	Annual
September	3	0	3	3
October	0	0	0	3
November	0	0	0	0
December	0	0	0	0
January	0	0	0	0
February	0	0	0	0
March	0	0	0	0
April	0	0	0	0
May	0	0	0	0
June	0	0	0	0

First Day of:	Teacher Positions				Related Service Positions				Teaching Assistant Positions			
	Filled	Unfilled	New	Annual	Filled	Unfilled	New	Annual	Filled	Unfilled	New	Annual
September	19	2	21	21	3	2	5	5	6	2	8	8
October	0	3	1	22	1	1	0	5	3	1	2	10
November	0	0	0	0	0	0	0	0	0	0	0	0
December	0	0	0	0	0	0	0	0	0	0	0	0
January	0	0	0	0	0	0	0	0	0	0	0	0
February	0	0	0	0	0	0	0	0	0	0	0	0
March	0	0	0	0	0	0	0	0	0	0	0	0
April	0	0	0	0	0	0	0	0	0	0	0	0
May	0	0	0	0	0	0	0	0	0	0	0	0
June	0	0	0	0	0	0	0	0	0	0	0	0

First Day of:	Teacher Aide Positions				Non-Instructional Positions			
	Filled	Unfilled	New	Annual	Filled	Unfilled	New	Annual
September	2	4	6	6	4	1	5	5
October	0	8	4	10	0	2	1	6
November	0	0	0	0	0	0	0	0
December	0	0	0	0	0	0	0	0
January	0	0	0	0	0	0	0	0
February	0	0	0	0	0	0	0	0
March	0	0	0	0	0	0	0	0
April	0	0	0	0	0	0	0	0
May	0	0	0	0	0	0	0	0
June	0	0	0	0	0	0	0	0

10/2/2019 12:23

# Recruitment and Retention Report

FY 2020

## By Program

First Day of:	Administrative Positions				Adult & Early Childhood				Adult LPN			
	Filled	Unfilled	New	Annual	Filled	Unfilled	New	Annual	Filled	Unfilled	New	Annual
September	3	0	3	3	1	0	1	1	0	0	0	0
October	0	0	0	3	0	0	0	1	0	0	0	0
November	0	0	0	0	0	0	0	0	0	0	0	0
December	0	0	0	0	0	0	0	0	0	0	0	0
January	0	0	0	0	0	0	0	0	0	0	0	0
February	0	0	0	0	0	0	0	0	0	0	0	0
March	0	0	0	0	0	0	0	0	0	0	0	0
April	0	0	0	0	0	0	0	0	0	0	0	0
May	0	0	0	0	0	0	0	0	0	0	0	0
June	0	0	0	0	0	0	0	0	0	0	0	0

First Day of:	Pathways				Business Office				Cafeteria Services			
	Filled	Unfilled	New	Annual	Filled	Unfilled	New	Annual	Filled	Unfilled	New	Annual
September	8	0	8	8	0	1	1	1	2	0	2	2
October	2	0	2	10	0	1	1	1	0	0	0	2
November	0	0	0	0	0	0	0	0	0	0	0	0
December	0	0	0	0	0	0	0	0	0	0	0	0
January	0	0	0	0	0	0	0	0	0	0	0	0
February	0	0	0	0	0	0	0	0	0	0	0	0
March	0	0	0	0	0	0	0	0	0	0	0	0
April	0	0	0	0	0	0	0	0	0	0	0	0
May	0	0	0	0	0	0	0	0	0	0	0	0
June	0	0	0	0	0	0	0	0	0	0	0	0

First Day of:	Information Technology				Instructional Support Services				Itinerant Services			
	Filled	Unfilled	New	Annual	Filled	Unfilled	New	Annual	Filled	Unfilled	New	Annual
September	0	0	0	0	2	0	2	2	0	0	0	0
October	0	0	0	0	0	0	0	2	0	1	1	1
November	0	0	0	0	0	0	0	0	0	0	0	0
December	0	0	0	0	0	0	0	0	0	0	0	0
January	0	0	0	0	0	0	0	0	0	0	0	0
February	0	0	0	0	0	0	0	0	0	0	0	0
March	0	0	0	0	0	0	0	0	0	0	0	0
April	0	0	0	0	0	0	0	0	0	0	0	0
May	0	0	0	0	0	0	0	0	0	0	0	0
June	0	0	0	0	0	0	0	0	0	0	0	0

10/2/2019 12:23



# Recruitment and Retention Report

## FY 2020

### By Program

First Day of:	Maintenance				Related Services				Safety Office			
	Filled	Unfilled	New	Annual	Filled	Unfilled	New	Annual	Filled	Unfilled	New	Annual
September	0	0	0	0	1	2	3	3	1	1	2	2
October	0	0	0	0	1	1	0	3	0	1	0	2
November	0	0	0	0	0	0	0	0	0	0	0	0
December	0	0	0	0	0	0	0	0	0	0	0	0
January	0	0	0	0	0	0	0	0	0	0	0	0
February	0	0	0	0	0	0	0	0	0	0	0	0
March	0	0	0	0	0	0	0	0	0	0	0	0
April	0	0	0	0	0	0	0	0	0	0	0	0
May	0	0	0	0	0	0	0	0	0	0	0	0
June	0	0	0	0	0	0	0	0	0	0	0	0

First Day of:	Special Programs				Technology Education			
	Filled	Unfilled	New	Annual	Filled	Unfilled	New	Annual
September	17	6	23	23	2	1	3	3
October	0	10	4	27	1	1	1	4
November	0	0	0	0	0	0	0	0
December	0	0	0	0	0	0	0	0
January	0	0	0	0	0	0	0	0
February	0	0	0	0	0	0	0	0
March	0	0	0	0	0	0	0	0
April	0	0	0	0	0	0	0	0
May	0	0	0	0	0	0	0	0
June	0	0	0	0	0	0	0	0

### BOCES-wide Statistics

First Day of:	All Jobs			
	Filled	Unfilled	New	Annual
September	37	11	48	48
October	4	15	8	56
November	0	0	0	0
December	0	0	0	0
January	0	0	0	0
February	0	0	0	0
March	0	0	0	0
April	0	0	0	0
May	0	0	0	0
June	0	0	0	0

Data excludes hourly/daily & summer appointments

10/2/2019 12:23



## **REGIONAL SUMMER SCHOOL**

**FINAL REPORT  
SUMMER 2019**

# **BACKGROUND INFORMATION**

September 2018 – December 2018

Initial Meeting; Date Setting/Proposal; Board approval of dates and location; Communication to returning staff.

January 2019 - June 2019

Commitments from returning staff; Interview Summer School Staff; Assign Tentative Class Subjects; Prepare Summer School Forms; Board Appoint Summer School Staff; Held Orientation for all Summer School Staff; Visit Frankfort-Schuyler High School for Procedures and Classroom Locations; Purchase Supplies for Instructors; AV Equipment Requests

June 26 – July 2 - On Line Registration at local high school guidance office

July 11 – Registration deadline for Regents review classes and Regents examinations

Ten school districts participated in Regional Summer School 2019:

Central Valley, Dolgeville, Frankfort-Schuyler, Herkimer, Little Falls, Mount Markham, Owen D Young, Poland, Richfield Springs, West Canada Valley

Course Offerings:

Middle Level Academy 7 & 8

English 9, 10, 11, & 12

Algebra 1, Geometry

Earth Science, Living Environment,

Global Studies I & II, US History & Government, Economics, Government

Health & PE

Spanish A

July 1 - July 8, 2019

- Move in to Frankfort High School
- Enroll Students
- Create Class lists, Student lists, District etc.
- Assign Classrooms
- Create Student Files
- Copy Support Services Information
- Copy Medical Information for Nurse
- Mail Opening Day Information to Parents
- Assign Evacuation/Emergency Zone Coordinators
- Create Orientation Presentation
- Place Signage to classes/office/nurse/support services

July 9, 2019 – Opening Day  
Distributed Individual Student Schedules  
Student Orientation  
Period 1 – 7:30 – 9:27  
Period 2 – 9:33 – 11:30

Emergency Day Friday, July 12 made up on Monday August 12.

Daily Summer School Activities  
Daily Attendance  
Attendance Letters  
Drop Letters  
Review Book Purchases/Daily Deposit  
Continuation of Enrollment for Regents  
Retrieval of missing information (performance scores, photos, etc.)  
Regents Setup/Special Accommodations  
AIS enrollment  
Progress Report

# REGIONAL SUMMER SCHOOL 2019

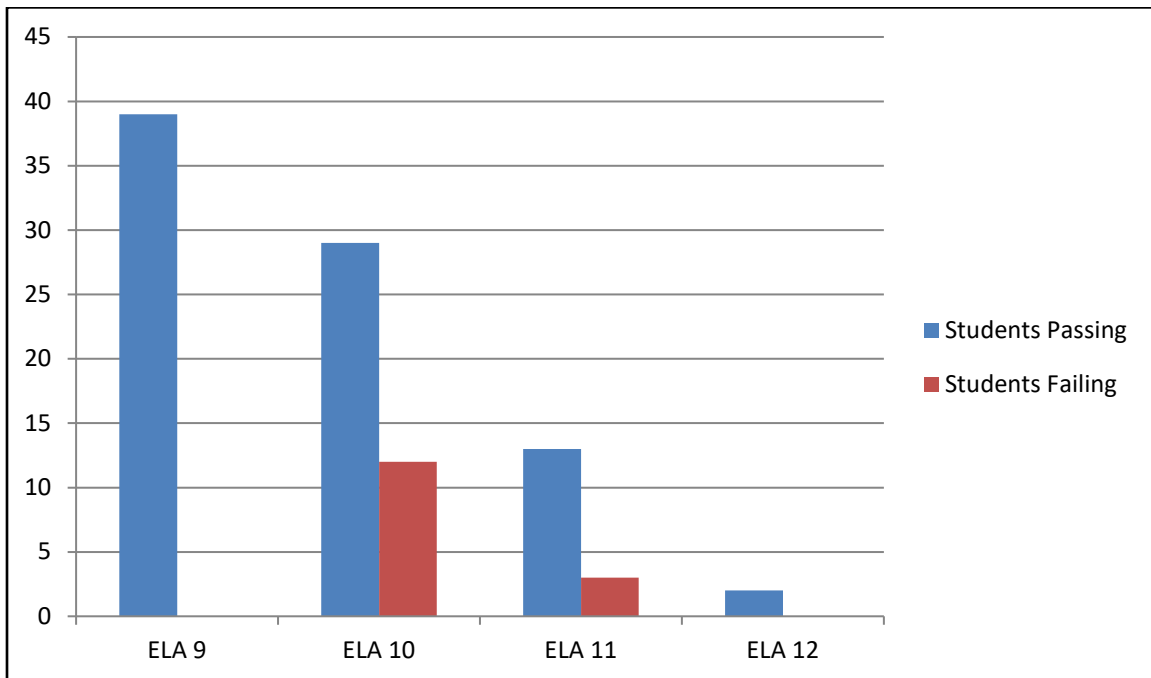
## STUDENT INFORMATION

- Opening Day – July 9
  - 483 students registered in **533 classes**
- 483 Students enrolled in Regional Summer School Classes on Opening Day
  - 37 Students dropped for attendance
- Middle Level Academy
  - MLA 7-35 Students
  - MLA 8-39 Students
- 446 Students completed Summer School
  
- Students with IEP/504 received Support Service
  - 91 Students with IEP
  - 22 Students (Grades 7-8)
  - 69 Students (Grades 9-12)
  - 4 students received Academic Support Services (not classified with IEP/504)
  
- Regents Review Classes – July 22nd – August 6th
  - Earth Science (1 class)
  - Living Environment (1 class)
  - Chemistry (1 Class)
  - Global (2 classes – Transition Exam & New Framework)
  - CC Algebra (1 class)
  - Integrated Geometry (1 class)
  - U.S. History (1 class)
  - ELA (1 class)
  - **182 Requested Review Classes – 100 No Shows – 82 Total**  
Students in Review Classes
  
- Regents Exams
  - 390 Students were enrolled in **583 Exams**
  - **513 Total Exams** were administered (excluding No Shows)

## CLASS AVERAGES (65+)

### ENGLISH

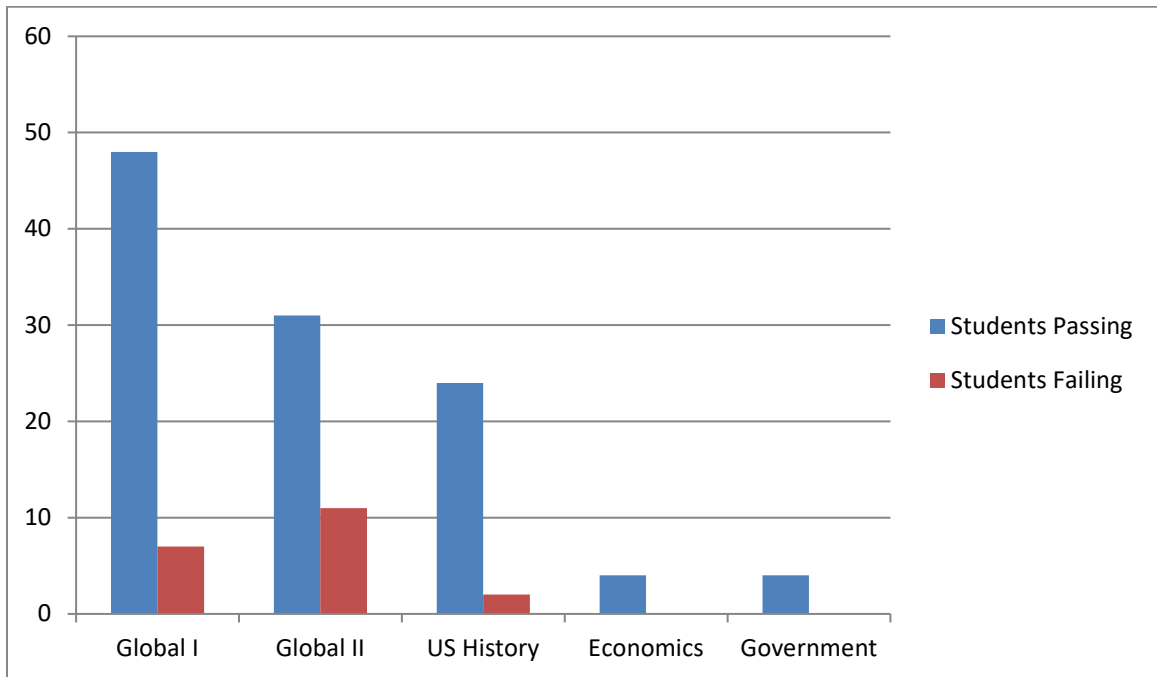
Subject	Beginning Enrollment	Dropped	Ending Enrollment	Number of Students Passing	Number of Students Failing	Percent of Students Passing	Percent of Students Failing
English 9	43	4	39	39	0	100%	0%
English 10	47	6	41	29	12	70%	30%
English 11	18	2	16	13	3	81%	19%
English 12	4	2	2	2	0	100%	0%



## CLASS AVERAGES (65+)

### SOCIAL STUDIES

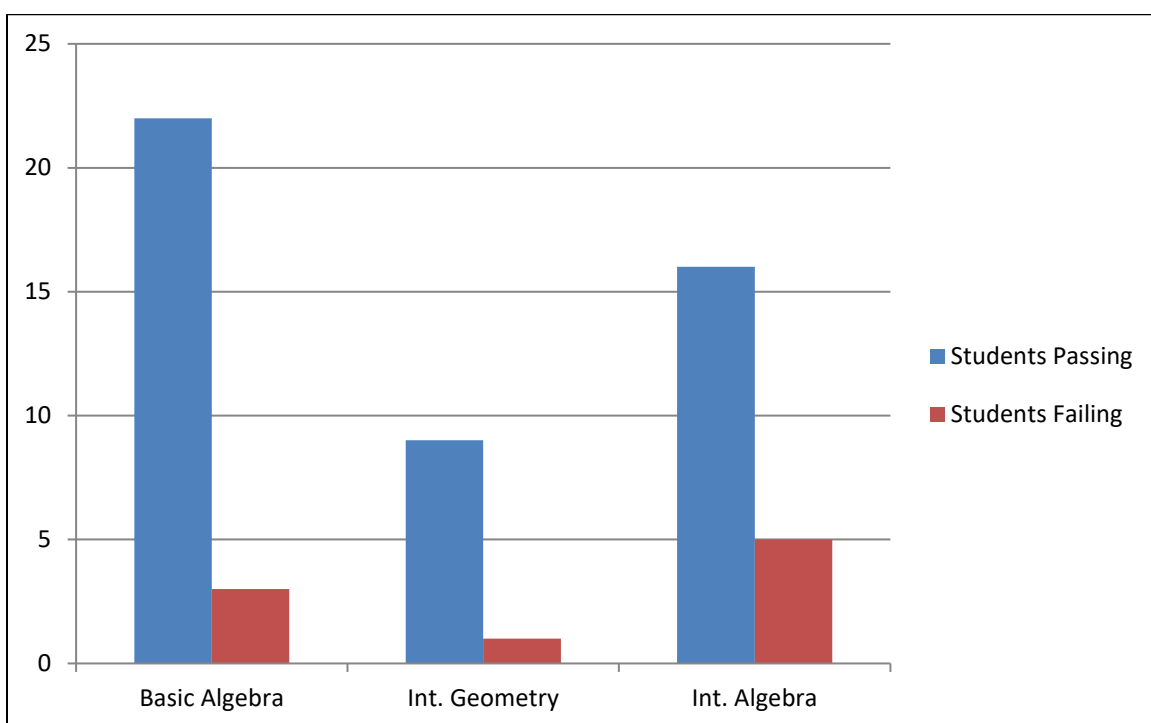
Subject	Beginning Enrollment	Dropped	Ending Enrollment	Number of Students Passing	Number of Students Failing	Percent of Students Passing	Percent of Students Failing
Global I	58	3	55	48	7	87%	13%
Global II	49	7	42	31	11	74%	26%
US History	33	7	26	24	2	92%	8%
Economics	5	1	4	4	0	100%	0%
Government	4	0	4	4	0	100%	0%



## CLASS AVERAGES (65+)

### MATH

Subject	Beginning Enrollment	Dropped	Ending Enrollment	Number of Students Passing	Number of Students Failing	Percent of Students Passing	Percent of Students Failing
CC Algebra	29	4	25	22	3	88%	12%
Basic Algebra	12	2	10	9	1	90%	10%
Geometry	22	1	21	16	5	76%	24%

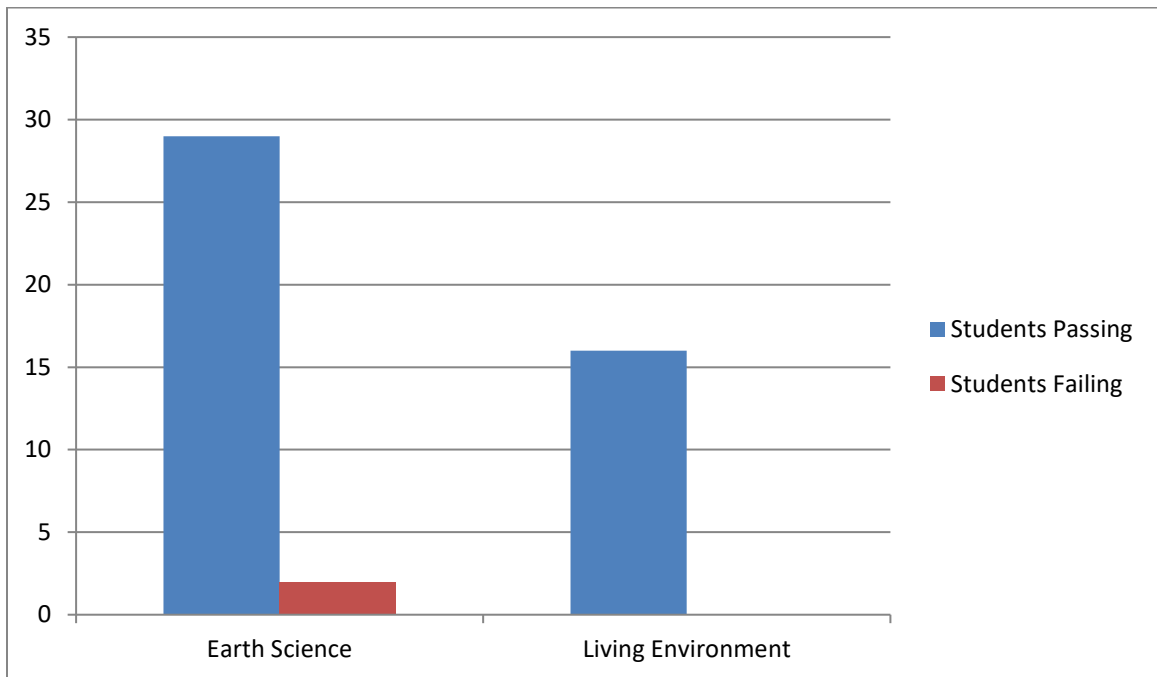




## CLASS AVERAGES (65+)

### SCIENCE

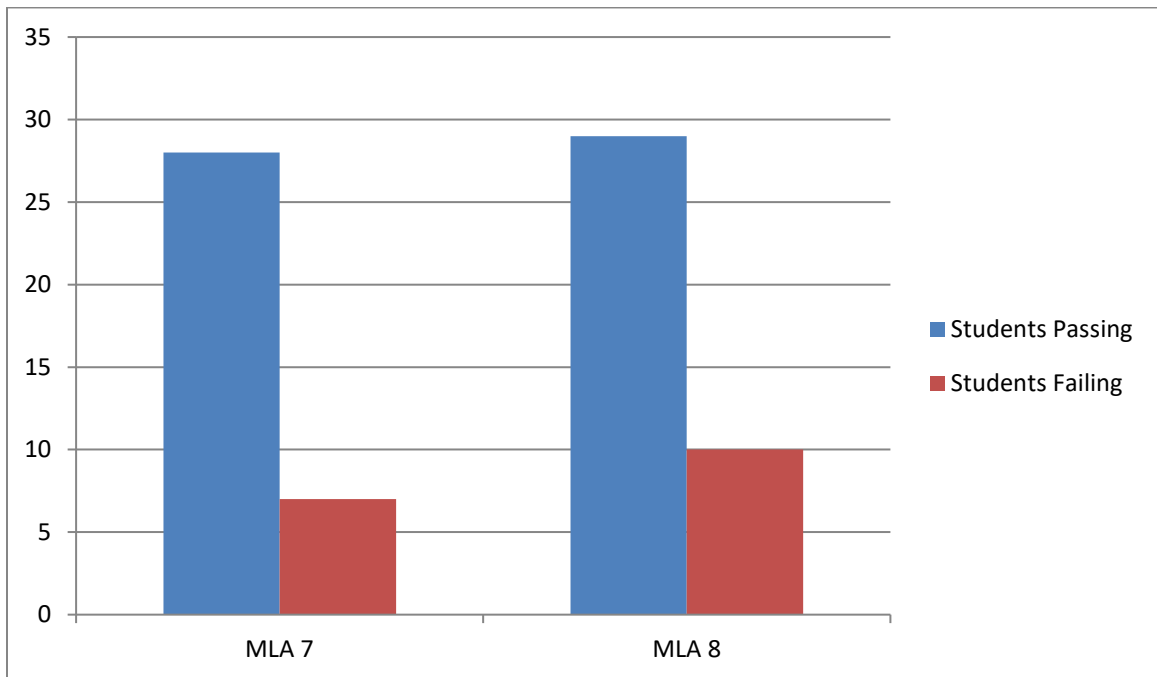
Subject	Beginning Enrollment	Dropped	Ending Enrollment	Number of Students Passing	Number of Students Failing	Percent of Students Passing	Percent of Students Failing
Earth Science	37	6	31	29	2	94%	6%
Living Environment	17	1	16	16	0	100%	0%



## CLASS AVERAGES (65+)

### MIDDLE LEVEL ACADEMIES

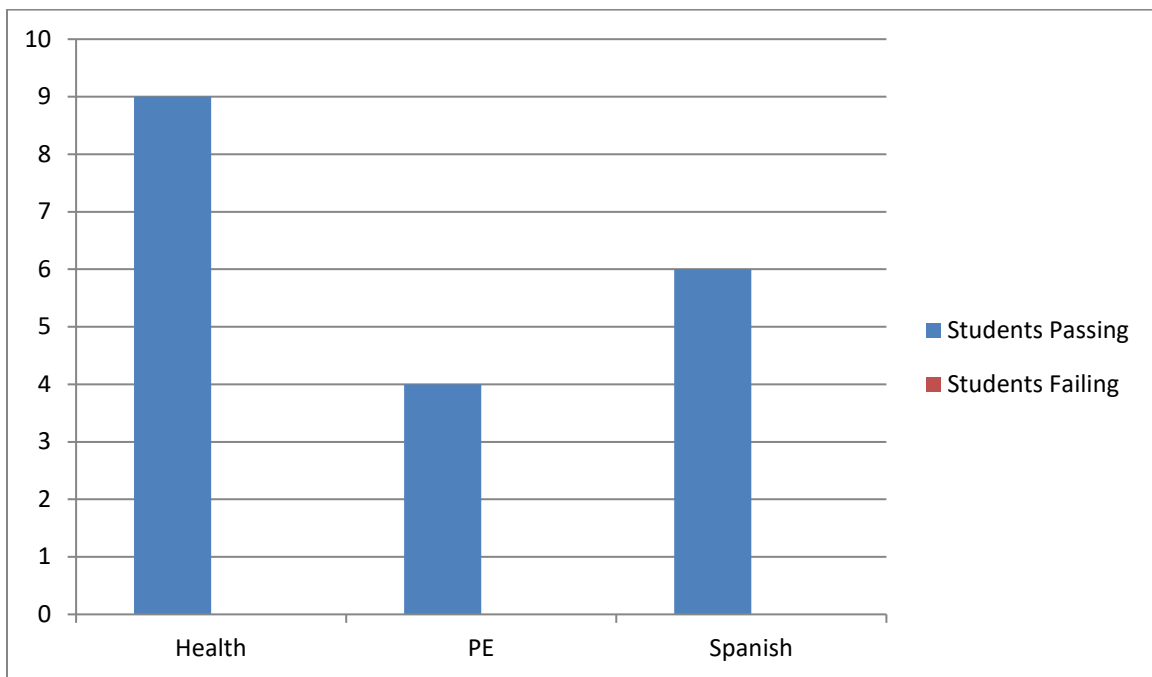
Subject	Beginning Enrollment	Dropped	Ending Enrollment	Number of Students Passing	Number of Students Failing	Percent of Students Passing	Percent of Students Failing
MLA 7	39	4	35	28	7	80%	20%
MLA 8	43	4	39	29	10	74%	26%



## CLASS AVERAGES (65+)

### REQUIRED COURSEWORK

Subject	Beginning Enrollment	Dropped	Ending Enrollment	Number of Students Passing	Number of Students Failing	Percent of Students Passing	Percent of Students Failing
Health	12	3	9	9	0	100%	0%
PE	4	0	4	4	0	100%	0%
Spanish	6	0	6	6	0	100%	0%



## TOTAL NUMBER OF CLASSES BY DISTRICT

	MLA 7	MLA 8	CC Algebra	Basic Algebra	Geometry	English 9	English 10	English 11	English 12	Global I	Global II	US History	Government	Economics	Earth Science	Living Environment	Spanish	Health	PE	Study Hall	Grand Total of Classes
Central Valley	7	8	4	4	3	8	10	2	1	17	24	6	1	2	7	4	-	6	-	14	128
Dolgeville	2	5	5	1	4	5	4	-	-	-	2	2	-	-	-	3	-	2	-	2	37
Frankfort-Schuyler	4	8	2	1	-	16	8	2	-	16	1	4	2	2	9	2	3	-	1	7	88
Herkimer	10	12	1	-	10	4	11	4	-	1	6	-	-	-	4	4	-	-	2	15	84
Little Falls	1	1	1	-	1	14	3	2	-	8	4	1	-	-	2	-	-	-	-	16	54
Mt. Markham	-	-	1	-	2	4	3	2	1	3	2	10	1	1	5	1	2	-	-	7	45
Owen D. Young	-	-	4	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	3	8
Poland	3	4	3	-	-	1	2	1	-	-	1	2	-	-	-	-	1	-	-	4	22
Richfield Springs	1	-	-	3	-	-	1	1	-	4	2	1	-	-	-	2	-	-	1	1	17
West Canada Valley	7	2	2	1	3	10	1	2	-	8	2	3	-	-	5	-	-	1	-	2	51

## Regents Review Classes - 2019

	ELA	Living Environment	Earth Science	Chemistry	CC Algebra	Geometry	US History	Global II	Total Review Classes
Central Valley	2	13	2	1	3	3	1	6	32
Dolgeville	-	-	-	-	1	-	-	2	3
Frankfort-Schuyler	1	1	3	-	2	-	-	-	7
Herkimer	2	1	1	-	-	3	-	4	11
Little Falls	1	-	1	-	7	3	-	-	12
Mt. Markham	-	2	-	2	2	4	-	1	10
Owen D. Young	-	-	-	-	-	-	-	1	1
Poland	-	-	-	-	-	-	-	-	0
Richfield Springs	-	-	1	-	1	-	-	1	3
West Canada	-	-	-	-	2	-	-	1	3

## REGENTS REVIEW CLASS REQUEST VS. TAKEN BY DISTRICT

	Review Classes Requested	Review Classes Taken	No Shows	Review Classes Ending #
Central Valley	58	32	26	<b>32</b>
Dolgeville	5	3	2	<b>3</b>
Frankfort	14	7	7	<b>7</b>
Herkimer	26	11	15	<b>11</b>
Little Falls	28	12	16	<b>12</b>
Mount Markham	25	10	15	<b>10</b>
Owen D. Young	6	1	5	<b>1</b>
Poland	1	0	1	<b>0</b>
Richfield Springs	10	3	7	<b>3</b>
West Canada Valley	9	3	6	<b>3</b>
<b>Total</b>	182	82	100	<b>82</b>

## TOTAL NUMBER OF REGENTS BY DISTRICT

	CC Algebra 1	CC Algebra 2	Geometry	ELA	Transition Global	US History & Govt.	Framework Global	Earth Science	Living Environment	Chemistry	Total Number of Regents
Central Valley	27	3	11	7	75	17	2	28	30	4	<b>204</b>
Dolgeville	4	-	8	3	5	4	4	2	2	1	<b>33</b>
Frankfort-Schuyler	8	2	-	7	6	5	10	11	3	3	<b>53</b>
Herkimer	8	4	13	9	10	6	19	8	8	10	<b>95</b>
Little Falls	14	1	5	4	4	3	6	11	-	6	<b>54</b>
Mt. Markham	6	-	10	4	12	4	-	4	6	3	<b>49</b>
Owen D. Young	4	-	4	-	-	2	1	1	2	1	<b>15</b>
Poland	5	2	2	1	3	1	1	-	4	3	<b>22</b>
Richfield Springs	1	-	1	-	2	2	2	-	5	-	<b>13</b>
West Canada Valley	10	3	1	3	9	3	5	6	4	3	<b>47</b>

**\*390 Total Students Enrolled In Regents Exams**

## 2019 Regents Statistics

<b>REGENTS</b>	<b>ENROLLED</b>	<b>NO SHOWS</b>	<b>TESTS ADMINISTERED</b>
CC ALGEBRA 1	87	9	78
CC ALGEBRA 2	15	-	15
GEOMETRY	55	14	41
ELA	38	5	33
TRANSITION GLOBAL	126	7	119
US HISTORY AND GOV'T	43	9	34
FRAMEWORK GLOBAL	50	9	41
EARTH SCIENCE	71	6	65
LIVING ENVIRONMENT	64	5	59
CHEMISTRY	34	6	28
<b>TOTAL</b>	<b>583</b>	<b>70</b>	<b>513</b>



# District Totals Summer 2019

	Total Classes	Students in Review Classes after no show	Regents Exams Enrolled	Total # of Class Drops
Central Valley	128	32	204	11
Dolgeville	37	3	33	6
Frankfort-Schuyler	88	7	53	6
Herkimer	84	11	95	9
Little Falls	54	12	54	10
Mt. Markham	45	10	49	15
Owen D. Young	8	1	15	-
Poland	22	0	22	5
Richfield Springs	17	3	13	4
West Canada	51	3	47	2

## Member Boards

### Oneida-Herkimer-Madison BOCES

Brookfield Central  
Clinton Central  
Holland Patent Central  
New Hartford Central  
New York Mills Union Free  
Oriskany Central  
Remsen Central  
Sauquoit Valley Central  
Utica City Schools  
Waterville Central  
Westmoreland Central  
Whitesboro Central

### Madison-Oneida BOCES

Camden Central  
Canastota Central  
Hamilton Central  
Madison Central  
Morrisville-Eaton Central  
New York State School for the Deaf  
Oneida City Schools  
Rome City Schools  
Stockbridge Valley Central  
Vernon-Verona-Sherrill Central

### Herkimer-Fulton-Hamilton- Otsego BOCES

Central Valley Central  
Dolgeville Central  
Frankfort-Schuyler Central  
Herkimer Central  
Little Falls City Schools  
Mount Markham Central  
Owen D. Young Central  
Poland Central  
Richfield Springs Central  
West Canada Valley

## Officers

Michael Head - Whitesboro  
*President*

Robert Batson - Poland  
*1st Vice President*

Steven Broedel – Morrisville-Eaton  
*2nd Vice President*

James Van Wormer  
*Coordinator for Board Training*  
[jvwormer@gmail.com](mailto:jvwormer@gmail.com)

Vicki Devereese  
*Secretary for Board Training*  
[omhsbi@herkimer-boces.org](mailto:omhsbi@herkimer-boces.org)

352 Gros Blvd. • Herkimer, NY 13350

Phone: 315-867-2007

Fax: 315-867-2002

Website: [www.omhsbi.org](http://www.omhsbi.org)

## OMH-SBI Information and 2019-20 Calendar of Major Events

(Other workshops and training activities are scheduled on our calendar which is on our website, [www.omhsbi.org](http://www.omhsbi.org) and available from your local BOE Clerk)

Date	Function	Location
August 21, 2019	Superintendent Evaluation Process	Oneida BOCES
September 19, 2019	Strategies & Partnerships to Address Mental Health Programs in our Schools and Communities	Oneida BOCES
October 24-26, 2019	NYSBBA Convention in Rochester	Rochester
November 14, 2019	Regent report – Regent Elizabeth S. Hakanson – 5 <sup>th</sup> Judicial District	Oneida BOCES
December 16, 2019	Fiscal Planning for 2020-21 budget & Advocacy Initiatives	Oneida BOCES
January 16, 2020	Timely Curriculum Topic	Oneida BOCES
January 30, 2020 February 6, 2020 (snow date)	NYS Assembly & Senate Legislative Forum	Oneida BOCES
February 26, 2020	BOE Clerk Round Table & Legal Update Workshop	Oneida BOCES
March 26, 2020	School & Community Program Showcase of Component Districts from the Herkimer BOCES Region	Herkimer BOCES
March 28, 2020	How to Become a School BOE Candidate & What You Need to Know	Oneida BOCES
May 14, 2020	Student Achievement Award & Distinguished Award Celebration	Twin Ponds

Sept. 12, Dec. 2, Mar. 9 & June 1

Executive Committee

Oneida

Detailed program descriptions and registration forms are sent to all District Clerks 4-6 weeks prior to all of the above programs and are available at [www.omhsbi.org](http://www.omhsbi.org).



Serving the counties of:

ONEIDA  
MADISON  
HERKIMER

2019-20

Oneida, Madison & Herkimer Counties  
School Boards Institute

**Children First**

## General Membership, Board Development & Training Workshops

# Oneida • Madison & Herkimer Counties School Boards Institute

## ***Oneida-Madison-Herkimer Counties School Boards Institute History***

- The OMH – SBI is an outgrowth of the Tri-County School Board Association. The Tri-County was formed in 1960 to promote interaction and cooperation among member school boards on matters involving public education. The aim of this association is to support and service the 35 school districts within the Association's geographical area. Over the years this aim has expanded in response to the changing needs of Board members. In 2005 in an effort to move forward in a cost efficient manner a BOCES Co-Ser was established with the Herkimer BOCES. This Co-Ser allows a variety of programs that are educational and informational in nature to receive BOCES aid at each member schools respective aid ratio.
- While the governing structure has changed, the mission of both the Tri-County School Board Association and the Oneida-Madison-Herkimer Counties School Boards Institute remains the same. The OMH-SBI continues to look to the future and to promote its concern for putting "Children First" and to serve and support the membership by providing informative opportunities to learn, network and share success.

## ***Oneida-Madison-Herkimer Counties School Board Institute Mission and Goals***

### **Mission Statement:**

*To promote interaction and cooperation among member boards in the pursuit of excellence in the education of all children.*

### **Goals - The primary goals of the OMH-SBI are:**

- Advocacy
- Communication among our members and member schools
- Education for School Board members

The OMH-SBI achieves its mission and goals by the active participation of member schools in the various programs and committees offered by the OMH-SBI.

### ***OMH – SBI Organization***

The General membership consists of the 32 individual school districts and 3 BOCES.

### **Committee:**

*The legislative, membership, and program committees are made up of volunteer board members from member schools. All board members need to do is contact any OMH-SBI officer, executive member, coordinator for board training or OMH-SBI secretary and let them know they are interested in serving on one or more committees.*

### ***Executive Committee - The OMH-SBI***

Executive Committee is a critical piece of the governing structure. The Executive Committee is comprised of 36 members, one representative from each member board. Districts are asked to name their SBI Executive Committee member and an alternate at their July reorganization meeting. The Executive Committee is active in a variety of roles and is pivotal in achieving the goals of Advocacy, Communication and Education. This group meets in September, December (via Distance Learning), March and June. Occasionally there are program presentations featuring students and staff from member schools.

***Legislative Committee*** - This committee is active in keeping member schools abreast of the ever changing dynamics in Albany and Washington D.C. They work closely with other groups to advocate for our school communities with state and federal legislators.

***Membership Committee*** - This committee reaches out and connects with members through a variety of activities and initiatives.

***Program Committee*** - This committee works with the Executive Committee to develop programs to educate and communicate with Board members.

### ***OMH- SBI Officers and governing body***

Officers are nominated by the nominating committee and elected by the Executive Committee on an annual basis. Current offices are:

**President,  
First Vice President,  
Second Vice President**

***Coordinator for Board Training*** - Upon the recommendation of the officers and committee chairs, this position is an annual appointment by the Herkimer BOCES. The Coordinator for Board Training works with the Officers and Executive Committee in the coordination and delivery of all OMH-SBI programs.

***Committee Chairs*** – Meet monthly with the Officers and Coordinator for Board Training, and quarterly with the Executive Committee. They implement committee programs, activities and strategies as developed.

**General Membership/Board Development programs are open to all school board members and school administrators.**

### ***OMH- SBI Services***

In addition to the above programs the OMH-SBI can also provide customized services to member districts as requested. Customized programs can be arranged by contacting any officer or the Coordinator for Board Training. Contact information is located on the front of this brochure.