ULSTER
BOCES
Board of Cooperative Educational Services

SHARED VISION
SHARED COMMITMENT
SHARED SUCCESS

Services Guide

2024-2025

A Message from the District Superintendent

Dear Colleague:

This issue of the Services Guide and Directory of the Ulster County Board of Cooperative Educational Services (BOCES) describes programs and services available to assist our component school districts in meeting their increasingly varied needs. As schools continue to face economic challenges, as well as the shifts in our educational landscape, the need for our services and the efficiency that they provide is more evident than ever.

With an emphasis on effectiveness and efficiency, our services provide quality programs that aid component districts with the challenges of implementing Federal, State, and local initiatives, while meeting the more demanding graduation and school accountability requirements.

All of the programs and services offered in our Services Guide and Directory are developed cooperatively with school district personnel. Ulster BOCES continues our mission of being the agency of choice to build regional shared capacity for both present and anticipated needs. Upon request, the District Superintendent and Ulster BOCES staff members are available to provide more detailed information about any of our services, or to consult on potential new initiatives.

As in the past, this year's Services Guide and Directory is aligned with other agency publications and resources, including the Service Request Forms and Budget Guides. We hope this effort will continue to make the Ulster BOCES Services Guide and Directory a user-friendly and useful resource for the districts we serve. We welcome the opportunity to serve your district's staff and students and encourage your active involvement in the development of mutually beneficial cooperative services that are high quality and cost-effective.

Sincerely,

Jonah M. Schenker

Jonah M. Schenker, Ed.D.
District Superintendent

CENTRAL ADMINISTRATION

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MISSION STATEMENT

At Ulster BOCES, our mission is to provide high-quality shared educational, administrative, and technical services that enable component school districts to develop the capacity of their students and adults to achieve higher standards of performance. With an emphasis on economic efficiencies, Ulster BOCES is committed to offering educational programs that prepare all students for employment and/or post-secondary education.

DEFINITIONS

Services

A service is any activity or program provided as described in an approved application that is supported by funds in the service section of a BOCES budget. There may be a number of identifiable elective functions within any given service.

Co-Ser

Cooperative Service agreements for every BOCES service, whether aidable or not, must be filed and approved by the State Education Department before the shared service is provided.

Shared Service

A shared service is one in which two or more school districts participate. Sharing is a requirement in order for the cost of a service to be eligible for BOCES Aid. NOTE: Under certain conditions, aid may be generated for State Education Department-approved performance programs with artists and organizations when the program has been requested by a single school district.

Itinerant Service

BOCES staff members are shared between school districts. Certified, licensed, and specialty support personnel are available. This service can be received at the local school, a BOCES site, or a neutral location. It can be provided at certain hours each day, certain days each week, or certain periods during a school year. Services must not exceed 60% of a full-time service.

Related Service

Related Services are delivered to students in BOCES Special Education classes per their Individual Education Plan (IEP). These services are provided within classes to supplement the classroom program. Examples of programs that are provided as Related Services include Occupational Therapy, Physical Therapy, and Speech Therapy. Please note that there is a separate charge for each Related Service. These services were previously included in the Special Education tuition. However, effective July 1, 1998, State Regulation requires BOCES to charge a separate fee. A complete list of Related Services is located in the Special Education section of this guide.

OFFICE OF THE DISTRICT SUPERINTENDENT

Dr. Jonah M. Schenker, District Superintendent & Chief Executive Officer
Phone: (845) 255-3040

In addition to serving as the Chief Executive Officer of Ulster BOCES, the District Superintendent serves as the Commissioner's representative in the field, the major liaison between local districts and the State Education Department, as well as the spokesperson for regional education issues.

Following are some of the responsibilities of all 37 District Superintendents in the State of New York as established by the Legislature and the Commissioner of Education:

- Provide effective leadership and efficiency for participating districts and serve as local contacts for the State Education Department.

- Facilitate communication and cooperation between districts, the State Education Department, and other public and private agencies.

- Interpret and clarify Education Law, Commissioner's Regulations, and other policies affecting education in this region.

- Serve as the regional contact point for State initiatives, such as the New York State Learning Standards, Building Capacity, and New York State and Federal Assessment initiatives.

- Assist in developing educational policy while working closely with area legislators on behalf of public education.

- Report to the Commissioner and work closely with the Senior Deputy Commissioner for P-20, as well as Vocational and Educational Services for Individuals with Disabilities (VESID).

- Assist districts with Registration Reviews and Focus School/District Reviews for districts needing improvement throughout New York State, as well as for those schools identified as requiring improvement within the BOCES sole supervisory area.

- Assist with reorganization studies in participating districts and support-related efficiency grants.

- Conduct searches to fill vacant superintendencies in local districts, or District Superintendent vacancies in other BOCES.

- Investigate, hear, and decide upon boundary line disputes between districts.

- Provide advice and counsel to local Boards of Education and in-service education for local superintendents and their Boards.

- Take cases on appeal and report testimony to the Commissioner, as directed.

- Hold teacher conferences and counsel teachers in matters such as discipline and school management.

- Act on behalf of other District Superintendents.

- Approve BOCES service contracts and cross contracts.

- Investigate testing irregularities, as assigned by the Commissioner.

- Assume the duties as an Interim District Superintendent of another BOCES when assigned by the Commissioner of Education.

If your district wishes to avail itself of any of these services, please contact the District Superintendent's office at (845) 255-3040.

Career Pathways
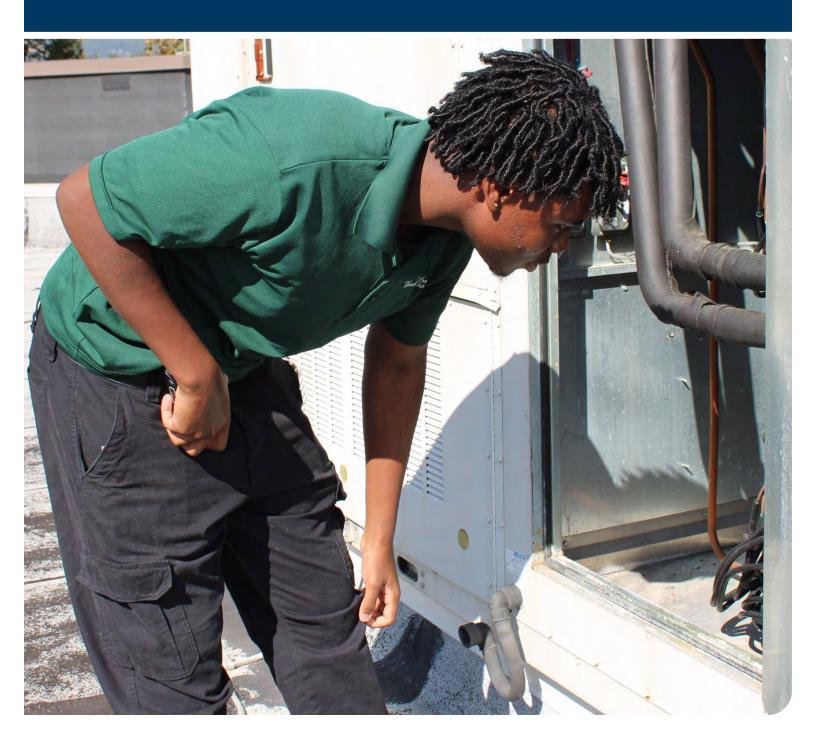
Career & Technical Education Pathway

Pre-University/New Visions Pathway

Hudson Valley Pathways Academy:
A P-TECH High School

Alternative Education/
Phoenix Academy Pathway

High School Equivalency Pathway

CAREER PATHWAYS

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Co-Ser	Program

Career & Technical Education Pathway

101.........................Career & Technical Education Pathway (One- and Two-Year Programs)

Architecture & Construction

Carpentry

Electrical Construction & Maintenance

Heating, Ventilation & Air Conditioning (HVAC)

Arts, Audio/Video Technology & Communications

Graphic Visual Arts (GVA)

Fashion Design & Merchandising

Music Production

Business Management & Administration

Business & Entrepreneurship

Education & Training

Early Childhood/Educational Studies

Health Science

Animal Science

Nurse Assistant (NA)

Health Occupations Exploration Program (HOEP)

Hospitality & Tourism

Culinary Arts

Human Services

Cosmetology

Information Technology

Computer Technology & Cybersecurity

Digital Design & Programming

Law, Public Safety, Corrections & Security

Criminal Justice

Manufacturing

Robotics & Advanced Manufacturing

Welding & Metal Fabrication

Pre-University/New Visions Pathway

Hudson Valley Pathways Academy

Alternative Education Pathway

High School Equivalency Pathway

Overview

Career Pathways programs create a roadmap to choice, access, and success. Learners cultivate and demonstrate their potential through meaningful opportunities and supportive experiences that inspire, challenge, and empower them to make choices that will have a positive impact on their own lives, the lives they touch, and the world they live in. These programs expose students to technical knowledge and skills and related occupational information. Students develop employability skills, work ethics, and leadership abilities. Students are prepared for employment in a variety of semi-professional or technical occupations and for post-secondary education.

Work-Based Learning is integral. Schools and employers collaborate to provide structured learning experiences that focus on assisting students to develop broad, transferable skills for postsecondary education and the workplace.

Various Career Pathways programs are available, including:
- Career & Technical Education Pathway
- Pre-University/New Visions Pathway
- Hudson Valley Pathways Academy: A P-TECH High School
- Alternative Education Pathway: Phoenix Academy
- High School Equivalency Pathway

Career & Technical Education Pathway

CO-SER 101

The Career & Technical Center provides students with the knowledge and skills needed to succeed in the 21st century. Throughout our one- and two-year career education programs, emphasis is placed on technical skills, general employability skills, applied academics, and design thinking. Graduates leave the program prepared to enter the workforce, postsecondary technical schools, and colleges. Courses are redesigned annually, based upon employment potential, student interest, and feedback obtained from industry-specific advisory committees. Courses vary in length and are taught by experienced instructors with extensive job experience in their respective fields. Courses emphasize a hands-on approach. Each teacher maintains close ties with business and industry to keep current with employer needs. The following programs are available:

HIGH SCHOOL PROGRAMS

Architecture & Construction

Carpentry

This two-year course, designed for individuals interested in the construction trades, emphasizes residential construction theory. Among the topics covered in the program are blueprint reading, construction math, framing, and rafter layout. Students have the opportunity to learn and provide assistance with site layout, framing, exterior and interior finishing, and stair building. Students gain experience working on construction sites with professional building contractors. Academic instruction in NYS Learning Standards in English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, and science.

Electrical Construction & Maintenance

Get charged up working under the supervision of a Licensed Master Electrician while preparing to enter the electrical field as an apprentice. Students enrolled in the Electrical Construction & Maintenance program gain the knowledge and skills to prepare them for a wide variety of career paths, mainly in the residential, industrial, and commercial trade areas. Some of the many topics touched upon in this extensive program's curriculum include industrial safety, electrical theory, the National Electrical Code, and blueprint reading, as well as motor controls. Students will also learn the theory and practice of photovoltaic installation. In addition to classroom learning, a large percentage of students' time is spent on hands-on projects in the shop area at the Career & Technical Center and at off-campus work sites for nonprofit groups, such as local fire departments and Habitat for Humanity. Academic instruction in NYS Learning Standards in English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, and science. Students also have the opportunity to earn an Occupational Safety and Health Administration (OSHA) Construction Certificate.

Heating, Ventilation & Air Conditioning (HVAC)

Students in this program will gain the necessary technical and management skills to enter the field of Heating, Ventilation, and Air Conditioning (HVAC). Coursework includes science principles; electrical concepts; manifold gauge reading and interpretation; electrical troubleshooting; performance evaluation of refrigeration cycle; AC cycle and heat pump; heating systems, oil, and gas; soldering/brazing procedures; environment refrigerant handling; human and customer relations; paperwork proficiency; charting pressure/temperature, psychometrics, and enthalpy; sheet metal work; and ductular and HVAC servicing. Alternative energy, including geo-thermal and photovoltaic, is also explored. Academic instruction in NYS Learning Standards in English

language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, and science. Through the HVAC program, students also have the potential to receive certificates from the Federal Environmental Protection Agency (EPA) 608, 609, and 410A.

Arts, Audio/Video Technology & Communications

Graphic Visual Arts (GVA)

Using industry standard software and equipment, students learn both the theory and practice of graphic design. Drawing and other traditional art practices are encouraged, with a focus on understanding the elements and principles of design. Students learn awareness of the media, the ways it is used to promote ideas and products, and how it can be used to influence an audience. Students acquire basic and technological skills for careers in this growing industry. Industry-standard software, such as Adobe Photoshop, Illustrator, InDesign, and Flash/Animate, as well as video editing using iMovie, is taught. Students work on class assignments and projects that simulate real-world work situations. Academic instruction in NYS Learning Standards in English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, and science. Students may choose to gain professional certification by taking the Adobe Certified Associate Exam.

Fashion Design & Merchandising

Students in the Fashion Design & Merchandising program gain insight into the fashion and merchandising fields through work in an authentic fashion design setting at the Career & Technical Center. Supported by state-of-the-art equipment, the curriculum covers such topics as the design and construction of apparel, the study of fabric and color, fashion history, and fashion illustration, as well as jewelry and accessory design. Academic instruction in NYS Learning Standards in English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, and science.

Music Production

The Music Production program is for students who are passionate about music. In this course, students compose, notate, and produce music and sound for various media in a hands-on studio environment. They acquire the necessary knowledge and skills for industry-standard software and hardware that are used to create, notate, produce, and master audio recordings. Each student is a "producer," and through a variety of project-based learning experiences, is exposed to all phases of music production. During the course, each producer explores music industry trends and careers, and maps out a plan to further his or her college and career goals in music production. Academic instruction in NYS Learning Standards in English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, and science.

Business Management & Administration

Business & Entrepreneurship

This entrepreneurship program will introduce students to the mindset and practices of an entrepreneur. Students will learn about business infrastructure, marketing, finance, product development, and current-day business practices used to plan and launch a company. Computer applications introduced are the industry-standard versions of Microsoft Word, Excel, PowerPoint, as well as web-based applications. Students will apply business practices and skills to conceive, plan, and create a business plan. They will partner with industry leaders and apply their learning to real-world experiences in entrepreneurialism. Academic instruction in NYS Learning Standards in English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, and science.

Education & Training

Early Childhood/Educational Studies

This two-year program is specifically designed for individuals interested in working with infants through elementary school-age children. Students observe, participate in, and develop a variety of activities with infants, toddlers, and preschoolers while learning about child development. Students learn about the physical, intellectual, emotional, and social needs of infants, toddlers, preschoolers, and school-age children and model developmentally appropriate practices that enhance the development of children in an early childhood education setting. Academic instruction in NYS Learning Standards in English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, and science. Upon successful completion of the program, students also have the opportunity to earn the Child Development Associate (CDA) Credential.

Health Science

Animal Science

Animal Science is a rigorous two-year Career & Technical Education program designed to explore the diverse field of animal science. This technical course teaches specialized and advanced skills in areas such as veterinary assisting, care and handling of animals in a laboratory or veterinary setting, dog grooming, and kennel/pet shop management. Students will learn the important roles animals play in society, from individual ownership to scientific research, with far reaching implications. Animal Science students will acquire basic knowledge and skills necessary for further study or entry-level positions in animal science and related fields.

Nurse Assistant (NA)

The Nurse Assistant curriculum provides students with the opportunity to learn the basic care skills necessary to become part of a multi-skilled healthcare delivery system. During this program, students engage in clinical experiences at an extended care facility. Academic instruction in NYS Learning Standards in English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, science, and health. Upon successful completion of this program, students will also have the opportunity to sit for the New York State Certified Nursing Assistant exam.

Health Occupations Exploration Program (HOEP)

The goal of the Health Occupations Exploration Program (HOEP)/First Responder is to prepare students for a career in healthcare by giving them the opportunity to explore various healthcare careers through engaging project development, hands-on activities, observation, and shadowing of professionals in all allied health, medical, and nursing fields. Students receive healthcare instruction in a variety of areas, including medical terminology, legal responsibilities, communications, safety practices, anatomy and physiology, nutrition, and emergency skills. Students prepare for the level of responsibility required to participate in the clinical aspect of the program and internship experiences. Academic instruction in NYS Learning Standards in English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, science, and health. This course will prepare students to move onto other health programs.

Hospitality & Tourism

Culinary Arts

The Ulster BOCES Hospitality, Culinary Arts, and Pastry Arts program is highly respected across New York State. Students learn the fundamentals of safety and sanitation through the operation of an on-campus restaurant. Rotations through hot and cold food preparation, customer service, dining room operations, sanitation, baking, and short-order cooking are scheduled. Based on the National Restaurant Association's

Educational Foundation and Hospitality Business Alliance ProStart curriculum, the program teaches students the management and practical skills required in the restaurant and food service industry. Students gain experience cooking gourmet soups, sauces, salads, meat, poultry, seafood, meatless entrees, and desserts. The art of buffet preparation, garnishing, and plate composition is also an important aspect of the program. Students can participate in paid internships and are mentored by industry professionals. Academic instruction in NYS Learning Standards in English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, and science. When students meet academic standards and complete a checklist of competencies, they are awarded the ProStart National Certificate of Achievement, as well as ServSafe certification.

Human Services

Cosmetology

This is the 1,000-hour course required by New York State for eligibility to take the examination to work as a licensed cosmetologist. This program offers instructional and practical experience in both the skills and theories necessary to gain employment in this growing field. The two-year course includes instruction in hair, skin, and nail care, as well as all related services offered in beauty salons. Practical experience is gained by working in a lab setting similar to that of today's modern salons. Academic instruction in NYS Learning Standards in English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, and science.

Information Technology

Computer Technology & Cybersecurity

This course has several interconnected areas of study. Topics are offered on a rotating basis every other year. Course materials build upon one another to develop a comprehensive set of information technology (IT) skills. Academic instruction in NYS Learning Standards in English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, and science.

Year A: Computer Repair IT Essentials (CompTIA A+) and NDG Linux Essentials covers fundamental computer and career skills for entry-level IT jobs. The IT Essentials course includes hands-on labs that provide practical experience to prepare students for enterprise networking. Simulation tools help them hone their troubleshooting skills and practice what they learn.

Year B: Networking CCNA Routing and Switching (CCENT & CompTIA Network+) curriculum is a gateway to entry-level networking jobs and IT careers. The CCNA curriculum consists of four courses. This CCENT track will cover the first two courses: Introduction to Networks and Routing and Switching Essentials, in addition to the CompTIA Network+ coursework. Students will have the ability to develop a working knowledge of routing, switching, network applications, protocols, and services; practice what they learn on both real equipment and Cisco Packet Tracer, a network configuration simulation tool; earn Cisco Networking Academy Introduction to Networks Certificate; earn a Cisco Networking Academy Routing and Switching Essentials Certificate; earn a TestOut Network Pro Certification; and prepare to test for CompTIA Network+ Exam.

Digital Design & Programming

Digital Design and Programming is a course that teaches skills for in-demand tech industry jobs. The course focuses on creativity in design, computational thinking concepts and problem solving through a project driven curriculum that gives students advanced digital design experience. Over a two-year period, the students will explore units of study that include Game Design, 3D Modeling, and Computer Science and Programming. Students will work with pseudo-code in Clickteam Fusion and AppInventor, Mechatronics with Arduino and Raspberry Pi, as well as fully programmable game development applications. The skills they learn will allow them to construct creative and innovative games, as well as advance their programming skills in JavaScript,

Computational Media with p5.js, and mobile application development. Ethical and social issues in computing, and careers in computing, are interwoven throughout the course. Academic instruction in NYS Learning Standards in English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, and science.

Law, Public Safety, Corrections & Security

Criminal Justice

Explore the history, structures, and processes of the criminal justice system. Investigate the fields of private security and fire safety. Students learn law enforcement concepts and techniques, as well as court and corrections procedures. This program places emphasis on the study of New York State Penal Law, law enforcement today, the individual citizen and the law, and criminal justice career exploration. Students participate in hands-on, practical skill instruction, including handcuffing, radio usage, fingerprinting, crime scene investigation, crime scene sketching, vehicle stops and searches, patrol, and forensics. In addition, students have the opportunity to participate in field trips, school-to-work internships, and industry-related work details.

Students are required to maintain a written criminal justice portfolio and wear a prescribed uniform. The program features guest speakers, related crime videos, and career orientation. Academic instruction in NYS Learning Standards in English language arts, mathematics, and science is integrated into the curriculum. Students can earn credit in English, government, math, and science. Upon successful completion of all course requirements, students have the opportunity to take the State Security Guard License exam.

Manufacturing

Robotics & Advanced Manufacturing

Developed and continually reviewed by an advisory group of manufacturers from across the Hudson Valley, this program is designed to help new employees enter the workforce with current skills and training needed to work with the machines, tools, methods, and materials used for shaping and assembling products. Skills are developed in the use of hand and precision tools such as lathes, mill machines, and grinders, as well as bench work, heat treating, computerized numerical control (CNC), and computer-aided drafting (CAD). Students will also learn welding. Additionally, they will each create a design and blueprint for their own house.

The Robotics & Advanced Manufacturing program is recognized by the National Institute for Metalworking Skills (NIMS) certification program, allowing graduates to enter the workforce with a nationally recognized NIMS certification in metalworking. Students have the potential to receive certifications from Mastercam and Solidworks. Academic instruction in NYS Learning Standards in English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, and science.

Welding & Metal Fabrication

Shape your future by enrolling in the Welding and Metal Fabrication program. Students learn to weld metal parts according to work orders, layouts, or blueprints, using braze welding, oxyacetylene welding, gas metal arc welding, shielded metal arc welding, or gas tungsten techniques. Combination welders also perform related tasks such as grinding, drilling, and oxyacetylene flame cutting. Students are trained to plan, layout, and assemble welding projects. Academic instruction in NYS Learning Standards in English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, and science. Upon successful completion of all requirements, students will also have the opportunity to receive certification from the American Welding Society.

Transportation, Distribution & Logistics

Aviation/Drone

Let your career take off! This program provides students with basic knowledge of aviation. Successful completion of this two-year program enables students to be eligible for an FAA approved pilot's certificate as either a private pilot or remote pilot. Students will be exposed to the operation of single engine airplanes and drones and will learn about aviation history, airplanes, drones, engines, aircraft systems, instruments, meteorology, flight environment, communications, aircraft performance, human factors, and the principles of flight. Navigation and cross-country flying, along with flight planning will prepare students for logging of actual flight time in single engine aircraft at a local airport. There are opportunities to log flight time in quadcopter drones to capture photos and videos for editing into projects. Students will be prepared for the FAA private pilot knowledge exam or remote pilot exam. Academic instruction in NYS Learning Standards in English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math and science. A career plan will be created to plan a path to an aviation career. To be accepted into this program, students will have to meet FAA medical standards, be vetted by the TSA, and be proficient in the English language. Students will be subject to drug testing.

Auto Collision Technology

Students in this program become immersed in the full spectrum of repairing, restoring, and rebuilding damaged auto bodies. Through their hands-on work, they learn the techniques of complete auto collision repair, including sheet metal work and frame repair; painting and refinishing; exterior and interior trim and glass; and mechanical and electrical adjustments and repairs. Students also practice the art of customizing, an increasingly popular aspect of the trade, as well as learn how to estimate repair costs and manage their own repair shop. Entry-level jobs are available for an auto body technician who works at improving skills and developing such specialties as auto body detailing, insurance adjusting, antique car restoration, and business management. Academic instruction in NYS Learning Standards in English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, and science. Students also have the potential to take the I-Car Platinum Certification Program.

Automotive Technology

Certified by the National Automotive Technicians Education Foundation, Inc. (NATEF), this program provides an excellent foundation for students to either attend automotive college or directly enter the automotive industry. The program is designed for students who have little or no knowledge/experience in the automotive field, but who are eager to learn. The course covers safety; automotive tools and fasteners; seals and bearings; and basic engine design, construction, and principles. Instruction is concentrated in the four major NATEF areas: Steering and Suspension, Brakes, Electrical and Electronic, and Engine Performance. The Automotive Technology program also participates in the Automotive Youth Educational System (AYES) program, a dynamic partnership among participating automotive manufacturers, participating local dealers, and selected local high schools/ career and technical schools. Upon successful completion of all requirements, students also have the potential to receive certifications from the Automotive Service Excellence (ASE student certification) and the National Automotive Technicians Education Foundation (NATEF). Academic instruction in NYS Learning Standards in English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, and science.

Small Engine Mechanics and Repair

Students obtain basic knowledge and skills to enter the small engine repair field. Basic theory and hands-on training will provide the necessary background for students to become sought-after small engine technicians. Instruction includes the repair and service of motorcycles, mopeds, ATVs, scooters, marine engines, lawn mowers, chain saws, and snow blowers. Course content includes general service, theory, troubleshooting,

diagnosis, and repair of engines, transmissions, electrical, fuel, and suspension brake systems. In addition to the focus on power equipment, there is an introduction to the field of turf management. Upon successfully meeting course requirements, students have the potential to test for Equipment & Engine Training Council (EETC) Certification. Academic instruction in NYS Learning Standards in English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, and science.

Targeted Programs

Transitional Occupation Program (TOP)

A Program for Special Needs Students Offered Through the Career & Technical Center

This foundational career and technical transition program has been designed to maximize the time students spend performing actual hands-on work in jobs, trade areas, and field locations, leading to more advanced technical program participation or an effective transition from school to work. This program serves students in Grades 9-12 who struggle with academics and motivation but who can comply with directions effectively enough to build pro-technical and employability skills in order to enhance the transition to more advanced technical training or to successfully gain entry-level employment. Skills to be developed are based on the New York State Learning Standards for Career Development and Occupational Studies.

Career & Technical areas may include:

- Housekeeping
- Maintenance
- School-to-Work Transition Skills
- Community Transportation
- Access to Adult Services
- Landscaping
- Woodworking/Carpentry
- Retailing
- Office Skills
- Food Service

Academics & Work-Based Learning at the Career & Technical Center

Ulster BOCES programs include Integrated Academics. Throughout New York State, the demands for higher learning standards are resulting in changes to school curriculum. In order to meet the real-world expectations for employment, trade schools, and colleges, the Ulster BOCES Career & Technical Center, along with the local high schools, must reinforce higher reading and math levels. Ulster BOCES Career & Technical Center is dedicated to this commitment. All programs integrate language arts activities into the trade curriculum. Certified English, math, and science instructors work closely with career and technical instructors to create applied academic activities that increase students' reading, writing, math, and science abilities.

These courses assist students in meeting graduation requirements.
- English 11: 1 Credit
- Technical Mathematics: 1 Credit
- English 12: 1 Credit
- Technical Science: 1 Credit
- Technical Health: ½ Credit
- Government: ½ Credit

Work-Based Learning Opportunities are also available to all students enrolled at the Career & Technical Center. This component offers students varied experiences in jobs related to individual career goals. A continuum of employment preparation opportunities includes workplace investigation, shadowing, apprenticeships, internships, and diversified cooperative occupational and capstone placements. These options vary in expected prerequisite skills and length of duration, depending on the individual student's levels and needs.

Ulster County School-To-Work Partnership
CO-SER 509.019

The Ulster County School-to-Work Partnership is designed to coordinate partnership activities and function as a liaison between and among local school districts, businesses, and the public sector. Activities also include coordination of the annual countywide Career Conference for students and the youth job fair conducted in collaboration with the Ulster County Office of Employment and Training.

Pre-University/New Visions Pathway

Pre-University/New Visions Pathway
CO-SER 101

New Visions is a full-year program that provides seniors a non-traditional, academically challenging senior year. These programs are extremely rewarding for motivated, engaged, interested students. Students acquire knowledge through independent and cooperative learning, both in the classroom and in the professional work setting. The New Visions program is highly regarded as evidence of a student's motivation, intelligence, and desire for success. New Visions students will divide their week between classroom theory and instructional days in an integrated academic learning environment. Students who complete these programs are able to make informed choices about their futures in these professions.

New Visions: Advanced Robotics & Engineering

Seniors are introduced to various disciplines in robotics engineering, including computer science, mechanical, biological, healthcare, and electrical engineering. Students learn the fundamental concepts behind each of these fields in order to gain a strong understanding of robotics and robotic systems. Students spend half of their school day working and learning alongside engineering professionals in various industry settings. Site rotations include robotic, civil, architectural, mechanical, and manufacturing companies. English and social studies are taught through an interdisciplinary curriculum.

New Visions: Music & Audio Engineering

This program combines elements of music composition, digital music technology, and audio engineering in a hands-on studio environment. Project-based learning experiences introduce students to all phases of music production, including composition, pre-production, multi-track recording, mixing, and mastering. Topics include music arranging, musicianship for the producer, ear training and basic music theory, studio performance technique, signal flow, sound processing, digital music technology and MIDI, working with loops and samples, microphone technique and placement, acoustic fundamentals, mixing and mastering, and music business basics. Site rotations and visits include recording studios, radio stations, audio post-production facilities, live music venues, and theaters. English and social studies are taught through an interdisciplinary curriculum.

New Visions: Education

Students prepare, deliver, and evaluate instruction from kindergarten through high school. Students shadow school administrators, guidance counselors, literacy teachers, curriculum specialists, and other educators on a local and/or national level using available technology. Students may specialize in a field of interest after meeting general program requirements. Internships go beyond "student teaching" or shadowing experiences.

Projects, internships, and trips to local pre-kindergarten, elementary, middle, and high schools as well as public and private junior and senior colleges, career and technical schools, and model schools and programs offer immersion in hands-on learning. English and social studies are taught through an interdisciplinary curriculum.

New Visions: Health

This program introduces students to healthcare careers through intensive academic study and work experiences carried out in healthcare settings. Students spend half of their school day working and learning alongside healthcare professionals in a medical setting where they gain direct knowledge of a wide range of medical fields. Site rotations include both hospital (operating room, delivery room, pharmacy, physical therapy, health administration, engineering, radiology, emergency room, and dietary and pathology departments) and community locations (veterinary, orthodontic, acupuncture, and chiropractic offices). English, social studies, and health are taught through an interdisciplinary curriculum.

Hudson Valley Pathways Academy: A P-TECH High School

Hudson Valley Pathways Academy: A P-TECH High School

CO-SER 412

Hudson Valley Pathways Academy (HVPA) provides an innovative and new learning environment to engage students who struggle in the traditional learning environment. The six-year program begins in Grade 9 and helps students whose college aspirations are at risk gain the education and skills needed for succeeding in the workforce.

HVPA is an Early College High School program located at the SUNY Ulster campus located in Stone Ridge. The program is modeled as a college-prep program that focuses on Science, Technology, Engineering, and Math (STEM), combined with required credits in English Language Arts and Social Studies. Students graduate with both their high school diploma and an associate's degree.

Students choose a Network Administration/Computer Technology, Advanced Manufacturing, or Computer Science/Health Informatics program of study. Throughout the program, students work with industry partners to acquire the skills they need in the workplace. The Hudson Valley Pathways Academy program is designed to develop leadership, creativity, and self-direction. An intimate atmosphere supports every student. No one falls through the cracks.

Partnerships with industry provide many opportunities for internships, mentoring, and other real-world connections that enhance students' job prospects. Industry partners pledge to consider Hudson Valley Pathways graduates over other applicants for available positions.

Alternative Education Pathway

Alternative Pathways/Phoenix Academy

CO-SER 402

These program offerings are designed to offer specialized educational opportunities for students whose learning interests and unique learning styles differ from those typically found in a traditional school setting and who might also be at risk of not participating fully in their home schools. The program is located at the Ulster BOCES Center for Innovative Teaching and Learning at Port Ewen. Characteristics of these programs include a smaller group setting, individualized learning plans, and digital/virtual access to coursework through a blended delivery model. Instructional delivery will be rigorous, standards-based, and have the potential to be self-paced as well as affinity-based. Access to a professional school counseling program grounded in researched best practices will also be offered. The Phoenix Academy plans to provide transformative restorative justice conferencing, mentoring, and community-based mental health for program participants through the support of the County of Ulster.

High School Equivalency Pathway

HSE (HIGH SCHOOL EQUIVALENCY) & TAP (TRANSITIONAL ACADEMIC PROGRAM)

CO-SER 402.003

Students attend the Career & Technical Center for a full day, with a half-day in an academic prep or high school equivalency (HES) class and a half-day in one of the career and technical programs. Computer instruction is integrated into the highly individualized academic/HSE program. The HSE exam will be offered through the GED Testing Services as the primary pathway to gaining a NYS High School Equivalency Diploma. Requirements to participate in the HSE program include having at least an eighth grade reading and math level and maintaining at least an 80% attendance level in the Transitional Academic Program (TAP) program.

TAP is designed to improve academic achievement and attendance, and secure credits, as appropriate. A reading and math level of at least sixth grade is suggested for participation. After four weeks of attendance, a determination is made of the student's best next opportunity, such as returning to the home school, transferring to the Phoenix Academy, remaining in the TAP program, or transferring to a HSE program.

Special Education

SPECIAL EDUCATION

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Co-Ser	**Program**

Special Class 12:1:1

201.002 ....GED Academic Preparatory Program

K-12 Maple Academy

The K-12 Maple Academy (APIE) supports students with demonstrated characteristics of autism who need specific sensory and behavioral support and instructional differentiation.

203.003 ....Autism Program (APIE) Elementary Grades K-5 (6:1:2 Class Ratio)

208.003.001........Autism Program (APIE): Middle School Grades 6-8 (8:1:1 Class Ratio)

208.003.002 ....Autism Program (APIE): High School Grades 9-12 (8:1:1 Class Ratio)

203.003.003 ....Autism Program Alternatively Assessed Students (APIE/AA) (6:1:2 Class Ratio)

208.002 ....Life Skills Development Program (LSDP) Ages 15-21 (8:1:1 Class Ratio)

K-12 Oak Academy

The K-12 Oak Academy (MNP) is a service-intensive model for students with behavioral and/or social/emotional difficulties.

204.001................Management Needs Program (MNP) Elementary Grades K-5 (4:1:2 Class Ratio)

203.004 ....Management Needs Program (MNP) Grades 6-8 (6:1:2 Class Ratio)

208.005 ....Management Needs Program (MNP) Grades 9-10 (8:1:2 Class Ratio)

208.001 ....Management Needs Program (MNP) Grades 11-12 (8:1:1 Class Ratio)

K-12 Cedar Academy

The K-12 Cedar Academy (ALPHA) provides an emotionally supportive, therapeutic environment with embedded mental health services.

203.005 ....ALPHA Elementary Grades K-5 (6:1:2 Class Ratio)

208.004 .... ALPHA Middle School Grades 6-8 (8:1:1 Class Ratio)

208.004 .... ALPHA High School Grades 9-12 (8:1:1 Class Ratio)

Related (BOCES In-house Student) & Itinerant Services (District-based)

2xx.731 ....Related Psychological/Counseling Services

2xx.732 ....Related Speech Therapy Services

302 ....Itinerant Speech Therapy Services

2xx.734 ....Related Physical Therapy Services

304 ....Itinerant Physical Therapy Services

2xx.735 ....Related Services for the Visually Impaired

305 ....Itinerant Services for the Visually Impaired

2xx.736 ....Related Occupational Therapy Services

306 ....Itinerant Occupational Therapy Services

2xx.747................Related Services for the Deaf & Hard of Hearing

307..........................Itinerant Services for the Deaf & Hard of Hearing

2xx.737................Supplementary 1:1 Aides [Related Services]

329..........................Assistive Technology Services

435 ....Long-Term Therapeutic Programs (LTTP)

435.002 ....Therapeutic Transition Program (TTP)

540 ....Community School Resources

Summer School

F860...................... Extended School Year (ESY) Ages 5-21; Grades K-12

Overview

Whole Child Approach

Ulster BOCES Centers for Innovative Teaching and Learning provide services for students who are identified as needing specialized programs and/or supports according to their Individualized Education Plan (IEP). Special Education programs are offered at Ulster BOCES locations in Ulster Park, Port Ewen, and Saugerties, as well as partnering with Camp Ramapo in Rhinebeck. They have been developed to meet the specific needs of our students in order to assist them in realizing their potential to achieve both academically and socially.

The following programs are available in Special Class configurations of 12:1:1, 8:1:1, 8:1:2, 6:1:2, and 4:1:2 (unless otherwise noted) as indicated in the program descriptions for students who are ages 5 through 21. All classes are staffed by a full-time Special Education teacher and either one or two teaching assistants (additional supplementary 1:1 aides may be requested for individual students as per Committee on Special Education recommendations).

CORE VALUES

Whole Self/Whole Community

The CITL K-12 pathway is designed to understand and support our students' stories, dreams, and abilities, helping them maximize their infinite potential. Built upon a community of inclusivity, educational excellence, and clinical expertise, we provide groundbreaking, innovative academic and social-emotional learning opportunities that cultivate the best selves of all our community members.

- *Unique Self*—We strive to fully appreciate our learners and their stories. We aim to understand how our individuals learn best, to personalize their learning journey, and empower them; to know themselves, to find joy, and to maximize their infinite human potential. We promote a collaborative approach with students to develop problem-solving skills that invest in personal positive outcomes. We individualize instruction and support for students.

- *Capacity*—We are committed to investing in our staff to create highly trained learning specialists, to achieve instructional excellence, to support meaningful learning experiences, and to continue to explore and grow as we engage with our students and as their capacity grows.

- *Community*—We cultivate a nurturing, therapeutic, family environment that fosters a sense of belonging. We nourish community members by emphasizing wellness, safety, and empathy. We believe strong relationships support self-actualization. We believe in restorative approaches that strengthen the fabric of the community.

- *Cycles of Inquiry*—We believe all learning should be joyful, rigorous, and passion-based. We believe that inquiry encourages students to identify their dreams, advocate for their needs, and contribute to their communities. Through play and service-learning, we create experiential and therapeutic learning opportunities that encourage learners to know their own value and appreciate their potential to positively impact our world. We are literacy and numeracy centered. We cultivate in our staff a deep understanding of teaching and learning with the neurodiverse brain in mind.

CORE FOCUS

Our Passion, Our Why: Maximize Infinite Human Potential (Capacity)

We aim to develop citizens who can add kindness, skills, and talent to their communities.

We want to develop young people who can identify their dreams, advocate for their needs, and contribute to the betterment of our world. We aim to create experiential and therapeutic learning opportunities that encourage personal inquiry and allow students to develop their unique selves. Our goal is to provide excellent programs for exceptional learners. We are building an elite team of educators, related service providers, counselors, and positive intervention specialists who are the fabric of a whole-child, wrap-around approach. They are highly trained in teaching and learning with the neurodiverse brain in mind. With embedded use of technology and career training opportunities, we develop literacy, numeracy, and inquiry skills in authentic contexts that prepare our learners for lifelong success. We cultivate the child's spirit and celebrate the beginner's mind. We invest in developing communication, collaboration, and self-regulation skills.

Special Classes 12:1:1

GED Academic Preparatory Program: Ages 16 Years or Older
Available as CO-SER 201.002 (12:1:1 Classes)

The Academic Preparatory Program is designed for secondary students who have some management needs and lower previous academic success, as evidenced by few or no Carnegie Credits earned. In this program, students are prepared for a GED in preparation to earn a NYS High School Equivalency Diploma (HSE).

Students may attend academic prep for a half of the day and attend the Career & Technical Education Center for the remaining half. The program includes the instructional component only, although related services may be added based on the student's Individual Education Plan (IEP).

K-12 Maple Academy

Autism Program (APIE) Elementary
Grades K-5 Available as CO-SER 203.003 (6:1:2 Classes)

The Autism Program Independent Education (APIE) supports students with demonstrated characteristics of autism who need specific sensory and behavioral supports and instructional differentiation. The elementary school program classrooms are self-contained for Grades K-2/3-5, where students remain in one classroom for all core content area instruction with an emphasis on embedded communication skills development. Academics are delivered through a solid instructional and multidisciplinary framework and include prosocial skills development. Proactive and positive behavioral, communication, and sensory supports are provided through a whole-child approach with support from each student's team of related service providers, including Speech and Language Pathologist, Occupational Therapist, Physical Therapist, Counselor, and Positive Intervention Team (PIT Crew) trained in Therapeutic Crisis Intervention (TCI), as needed. Individualized support planning is a key component of this program and may include a Functional Behavioral Assessment (FBA) and a Behavioral Intervention/Support Plan.

Our elementary programs include a multidisciplinary team of providers who work in concert to implement our whole-child approach to learning. The program will include the following services in a whole-group setting:
- Speech language therapy with an emphasis on pragmatic communication skills.
- Counseling with an emphasis on social and communication skills.
- Occupational therapy with an emphasis on collaborative group work.

Additional case management and related services may be added based on the student's Individual Education Plan (IEP).

Autism Program (APIE) Middle and High School

Grades 6-8 Available as CO-SER 208.003.001 (8:1:1 Classes)

Grades 9-12 Available as CO-SER 208.003.002 (8:1:1 Classes)

The Autism Program Independent Education (APIE) was created to support students with demonstrated characteristics of autism.

1. The departmentalized high school program provides students with the opportunity to transition to different classrooms for their core content instruction, and their existing credential will be a NYS Regents diploma.
2. The self-contained high school setting emphasizes embedded communication skills development. The student's exiting credential may be a NYS Regents or local diploma.
3. The middle school program is a self-contained classroom for Grade 6-8 students who participate in the regular NYS assessments.

In both departmentalized and self-contained models, academics are delivered through a solid instructional and multidisciplinary framework and include prosocial skills development. Proactive and positive behavioral, communication, and sensory supports are provided through a whole-child approach with support from a team consisting of a Counselor, Occupational Therapist, Speech and Language Pathologist and Positive Intervention Team (PIT Crew) trained in Therapeutic Crisis Intervention (TCI).

The program will include the following services in a whole-group setting:

- Speech language therapy with an emphasis on pragmatic communication skills.
- Counseling with an emphasis on social and communication skills training.
- Occupational therapy with an emphasis on collaborative group work.

Additional case management, transition planning, and related services may be added based on the student's Individual Education Plan (IEP).

Autism Program Alternatively Assessed Students (APIE/AA)

Available as CO-SER 203.003.003 (6:1:2 Classes)

This program is designed for students who need highly specialized instructional support and who have multiple needs in addition to significant social and emotional concerns that impact learning. Instruction is delivered in a small group, self-contained setting with a high ratio of adult support. Both academics and prosocial skills development are delivered through a solid instructional and multidisciplinary framework, and proactive and positive behavioral, communication, and sensory supports are provided through an individualized whole-child approach, with supports from each student's team of related service providers, including Speech and Language Pathologist, Occupational Therapist, Physical Therapist, Counselor and Positive Intervention Team (PIT Crew) trained in Therapeutic Crisis Intervention (TCI), as needed. Individualized support planning is a key component of this program and may include a Functional Behavioral Assessment (FBA) and a Behavioral Intervention/ Support Plan. The student's expected exiting credential will be the Skills and Achievement Commencement Credential (SACC) for students with disabilities.

The program will include the following services in a whole-group setting:

- Speech language therapy with an emphasis on pragmatic communication skills.
- Counseling with an emphasis on social and communication skills training.
- Occupational therapy with an emphasis on collaborative group work.
- Life skills focus, both personal daily living skills and pre-vocational training.

Additional case management, transition planning, and related services may be added based on the student's Individual Education Plan (IEP).

Life Skills Development Program (LSDP)

For Ages 15-21 (Approx.) Available as CO-SER 208.002 (8:1:1 Classes)

The curricular emphasis of this program is on the development of language, prerequisite reading and math skills, self-care skills, pre-vocational skills, and social/emotional development through small group instruction. As students progress, they may transition to community connections (allowing them to explore careers through Transitional Occupation Program (TOP) at the Career & Technical Center) or to an occupational program through the ARC. The student's exiting credential will be the Skills and Achievement Commencement Credential (SACC) for students with disabilities. The program includes the instructional component only.

The program will include the following services in a whole-group setting:
- Speech language therapy with an emphasis on pragmatic communication skills.
- Counseling with an emphasis on social and communication skills training.
- Occupational therapy with an emphasis on collaborative group work.
- Life skills focus, both personal daily living skills and pre-vocational training.

Additional case management, transition planning, and related services may be added based on the student's Individual Education Plan (IEP).

K-12 Oak Academy

Management Needs Program (MNP) Elementary

Grades K-5 Available as CO-SER 204.001 (4:1:2 Classes)

This program is delivered in a small group, self-contained setting with a high ratio of adult support. It is a service-intensive model for students with behavioral and/or social/emotional difficulties. It is designed for students who take the regular NYS assessments and whose social and emotional needs are a targeted focus due to their impact on instruction. Both academics and prosocial skills development are delivered through a solid instructional framework. Proactive and positive behavioral supports are provided through an individualized, whole-child approach, with additional support from Counselors and Positive Intervention Team (PIT Crew) trained in Therapeutic Crisis Intervention (TCI), as needed. Individualized emotional, behavioral, and sensory support planning is a key component of this program and may include a Functional Behavioral Assessment (FBA) and a Behavioral Intervention/Support Plan. The program benefits from staff trained in trauma-informed care with restorative approaches that strengthen the fabric of the community.

Additional case management and related services may be added based on the student's Individual Education Plan (IEP). The elementary program includes a multidisciplinary team of providers who work in concert to implement our whole-child approach to learning.

Management Needs Program (MNP)

Grades K-5 Available as CO-SER 203.005 (6:1:2 Classes)

Grades 6-8 Available as CO-SER 203.004 (6:1:2 Classes)

Grades 9-10 Available as CO-SER 208.005 (8:1:2 Classes)

Ulster BOCES is collaborating with Camp Ramapo, located in Rhinebeck, to provide a unique and special opportunity for students to utilize the beautiful 250-acre campus. Students will focus on cultivating self-confidence and social and emotional development through immersion in a one day per week Social-Emotional Learning (SEL) outdoor experience. Academics are delivered through a solid instructional framework and include prosocial skills development. Embedded mental health services in both individual and group modalities are provided. The

students' expected exiting credential will be a NYS Regents diploma. Proactive and positive behavioral supports are provided through a targeted approach with support from a Crisis Intervention Specialist trained in Therapeutic Crisis Intervention (TCI), as needed. Individualized behavioral support is also available based on the needs of the student and may include a Functional Behavioral Assessment (FBA) and a Behavioral Intervention/Support Plan. Students in this program will participate in all NYS assessments and will meet annually with an on-site guidance counselor to review graduation requirements. This program includes the instructional component only. Related services may be added based on the student's Individual Education Plan (IEP).

Management Needs Program (MNP) High School

Grades 11-12 Available as CO-SER 208.001 (8:1:1 Classes)

This program is designed for students whose learning rate is within the average and above average range, and whose academic performance is impacted by social, emotional, and behavioral challenges. This program is self-contained, where students remain in one classroom for all core content areas. Mental health services are embedded in the program and include individual and group counseling. Academics are delivered through a solid instructional framework and include prosocial skills development. The student's expected exiting credential will be a NYS Regents diploma. Proactive and positive behavioral supports are provided through a targeted approach with support from a Positive Intervention Team (PIT Crew) trained in Therapeutic Crisis Intervention (TCI), as needed. Individualized behavioral support is also available based on the needs of the student and may include a Functional Behavioral Assessment (FBA) and a Behavioral Intervention/Support Plan. Restorative approaches are implemented that strengthen the fabric of the community. Students in this program will participate in all NYS assessments and will meet annually with an on-site guidance counselor to review graduation requirements. Career and technical education classes are available through a partnership with the Career & Technical Center. Related services may be added based on the student's Individual Education Plan (IEP).

K-12 Cedar Academy

ALPHA Elementary, Middle & High School Programs

Grades K-5 Available as CO-SER 203.005 (6:1:2 Classes)

Grades 6-8, 9-12 Available as CO-SER 208.004 (8:1:1 Classes)

This therapeutic program is designed for students whose learning rate is within the average and above average range, and whose academic performance is impacted by emotional and mental health challenges. These students are provided an emotionally supportive environment with embedded mental health services in both individual and group modalities that are offered at an intensive level for first-year students, gradually tapering down as students demonstrate greater mastery in self-regulation and increased academic success. The ALPHA team is trained in Trauma Informed Care and consists of both clinical staff as well as Positive Intervention Team (PIT Crew) trained in Therapeutic Crisis Intervention (TCI). ALPHA is a departmentalized program and students are given all of the coursework needed to fulfill the requirements of a NYS Regents diploma. Students will meet regularly with their guidance counselor to review graduation requirements. When in Grade 11, students may choose to enroll in a career or technical program at the Ulster BOCES Career & Technical Center.

Related & Itinerant Services

Related Services are available to students who attend Ulster BOCES as indicated on their Individualized Education Program (IEP). A variety of certified, licensed, and specialty support personnel are also available to provide services to districts. These itinerant services may be delivered at the home school, an Ulster BOCES site, or a neutral location.

Related Psychological/Counseling Services
EXTENSION 2XX.731

This service is delivered by a school social worker or school psychologist depending on the request and may include counseling sessions (individual and/or group), psychological evaluations, consultations, testing, and assessments.

Related & Itinerant Speech Therapy Services
EXTENSION 2XX.732   **CO-SER 302**

This service provides testing, consultation, and/or speech and language therapy by a certified speech therapist.

Related & Itinerant Physical Therapy Services
EXTENSION 2XX.734   **CO-SER 304**

This service provides consultation, evaluation, and/or therapy by a licensed physical therapist.

Related & Itinerant Services for the Visually Impaired
EXTENSION 2XX.735   **CO-SER 305**

This service is designed to assist students who are visually impaired through consultation, evaluation, and support. The teacher works directly with the student and/or cooperatively with the student's classroom teacher(s) in order to assist with curriculum materials and/or to provide support for academic performance.

Related & Itinerant Occupational Therapy Services
EXTENSION 2XX.736   **CO-SER 306**

This service provides consultation, evaluation, and/or therapy by a licensed occupational therapist.

Related & Itinerant Services for the Deaf & Hard-Of-Hearing
EXTENSION 2XX.747   **CO-SER 307**

This service is designed to assist students who are hearing impaired through consultation, evaluation, and support. The teacher works directly with the student and/or cooperatively with the student's classroom teacher(s) in order to assist with curriculum materials and/or to provide support for academic performance.

Supplementary 1:1 Aides [Related Services]
EXTENSION 2XX.737

This service provides non-instructional support to students on a 1:1 basis as per the student's Individualized Education Program (IEP) and according to a prescribed plan.

Assistive Technology Services [Special Education]

CO-SER 329

Assistive Technology (AT) devices and services were first defined in Federal law in the Individuals with Disabilities Education Act of 1990 (Public Law 101-476). The use of technology to enhance learning is an effective approach for many children. Students often experience greater success when they are allowed to use their abilities (strengths) to work around their disabilities (challenges). AT tools combine the best of both of these practices.

The aim of this Co-Ser is to ensure that districts have the capacity to work with all students who have unique needs assisted by technology. The Base Service of this Co-Ser includes half-day, in-district coordination. Referrals for students with disabilities are initiated through the Committee on Special Education (CSE) process. The students are assessed by a qualified Assistive Technology content area specialist. Confidential reports are submitted to the district CSE chair/director. Purchase of Professional Development in Assistive Technology for General Education (Co-Ser 555.001.004) is designed to support both special education/general education students/teachers and is eligible for aid. Certified personnel provide direct and indirect support service in the integration and use of assistive technology devices, materials, and strategies to students, educational teams, and families.

Additional services may be purchased. Level I extension provides the initial evaluation and Level II is the follow-up appraisal.

Long-Term Therapeutic Programs (LTTP)

CO-SER 435

Ulster BOCES LTTP is a long-term education and therapeutic program for students experiencing mental health trauma such as anxiety, impulsive behavior, and depression. This program is intended to support those in crisis or who are at risk of hospitalization.

The program consists of an academic program and includes academic staff. The therapeutic staff approach emotional and social issues in a manner that intends to promote the dignity of each learner. LTTP is provided in collaboration with local school districts. Ulster BOCES therapeutic and instructional staff will conduct screenings and assessments to determine the individual needs of each student, such as psychological, behavioral, social-emotional, academic, etc.

435.002 ~ Therapeutic Transition Program (TTP) Grades K-12

BOCES TTP is a short-term educational and therapeutic program for students experiencing mental health trauma or crisis requiring hospitalization or who are at risk of hospitalization. Located at the Ulster BOCES Center for Innovative Teaching and Learning at Mt. Marion in Saugerties, TTP is provided in collaboration with Astor Services for Children and Families, Ulster BOCES, and local school districts. Enrollment is four weeks with an extension available upon district and parental approval.

Astor therapeutic and BOCES instructional staff conduct screenings and assessments to determine the individual needs of each student, such as psychological, behavioral, social-emotional, academic, etc.

Community School Resources

CO-SER 540

Ulster BOCES will provide an organizational structure and process that coordinates a cooperative and proactive interagency service delivery system. Services to participating districts include:

- Ongoing district needs assessment related to student needs and organization systems.
- Service plan development based on identified and documented needs.
- Consultation and support (via email, phone, or face-to-face meetings) for district staff.
- Coordination of services, outreach and relationship building with providers.
- Universal student/family assessment tool to identify needed services and referral process.
- Regular meetings of a Partner Advisory Committee comprised of the program, district, and community agencies and other stakeholders.
- Customized professional development days.
- Ongoing progress monitoring, data collection, analysis, and reporting (formative and summative).
- Customized community school resources.

Summer School

Extended School Year (ESY): Ages 5-21; Grades K-12

Available as F860

A 30-day summer school program is available for school-aged students identified by Committees on Special Education as requiring a 12-month program. Placement is based on predicted regression in the absence of instruction over the summer months. Classroom programming and related services are provided based on the student's Individualized Education Plan (IEP).

Educator Edge

EDUCATOR EDGE

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Co-Ser	Program
329	Assistive Technology
403	Regional Academic Summer School
404	Arts in Education
408	English Language Learners (ELL)
409	Substantial Equivalence Review
410	Environmental Education
415	Virtual Learning
419	Global Competence Through Exploratory Experiences
501	Educational Media
503	Content Specialists
507	Homeschool Coordination
509	Staff Development
514	Library Automation
525	Educational Technology
530	Preventative Action Team (PAT) (Behavioral Support Services, BST)
535	Model Schools
550	Industry-Education Activities Coordination
555	School Improvement

State-Funded Programs: School Library System (SLS)

Grant-Funded Programs: Title III: Ulster BOCES Consortium

OVERVIEW

Learning is our passion. We develop and promote opportunities that create shared learning experiences. We are experts at identifying the needs of our community of learners and leaders; being flexible to what is being asked and focusing on results for all students.

Our goal is to support educators and school and district leaders as they focus on student learning. Instructional Services supports school improvement by providing professional learning opportunities, embedded coaching, and technology resources to support learning.

The Instructional Services division supports the needs of all educators and provides forward thinking direction through a broad spectrum of programs and services for the local, regional, and broader education community. We connect educators to the right resources, through our internal expertise as well as our relationships and partnerships with global thought leaders, that create valuable opportunities for all students.

School Improvement

School Improvement Services are based on New York State Education Department (NYSED) initiatives. These services are designed to assist and support school districts in planning for and implementing change by supporting instructional priorities, including inquiry team support, assessment literacy, data analysis, changes in the NYS testing system, curriculum development, and comprehensive district planning.

School Improvement Services include multi-district activities designed to improve achievement including:

- Shared outside consultants for staff development and follow-up coordinated through Ulster BOCES.
- Substitute reimbursement for shared activities coordinated through Ulster BOCES.

In this service, the ongoing process of school redesign and reform is supported through local and regional activities as well as material and technical assistance.

Staff Development: Program & Professional Development

Program and Professional Development services provide countywide and in-district professional learning and coaching in targeted areas. Trainings focus on all NYSED learning standards, literacy across the curriculum, professional learning communities, Social-Emotional Learning (SEL), and trauma-informed practices. Using research-based practices, professional learning programs are designed to improve classroom practices and student results. Coaching services provide ongoing job-embedded professional learning for educators. In-class coaching is available to support growth in instructional practice. Coaching services available:

- Literacy
- Math
- Science
- Instructional Technology
- Project-Based Learning
- Leadership
- Instructional
- Professional Learning Community
- Trauma-Informed Practices
- Social-Emotional Learning
- Equity and Culturally Relevant Pedagogy

Content Area Specialists

Content Area Specialists support district-identified areas for strategic training, curriculum development, program coordination, and direct student work. Selected areas have been math, literacy, science, technology integration, SEL, and collaborative planning.

Educational Technology/Model Schools & Virtual Learning

Educational Technology/Model Schools & Virtual Learning provide support for planning, purchasing, implementing, and maintaining technologies to enhance student learning. The Ulster County Schools Technology Infrastructure provides high-speed connectivity to and between all districts, supporting voice, video, and data services. The Model Schools program supports districts in the region by providing support for technology-enriched learning and through technology integration.

State-Funded & Grant-Funded Programs

Ulster BOCES is continually adding new collaborations with agencies offering grants. Educator Edge is currently the home of several grant-funded programs such as School Library System (SLS) and Title III. In addition, Educator Edge actively pursues and hosts competitive grants for a consortium of school districts such as Title III Consortium for English Language Learners (ELLs). Districts have the option of requesting extensions beyond these funded programs through cooperative services (Co-Sers).

Assistive Technology (AT)
CO-SER 329

The base of this Co-Ser includes:

- The logistical setup and arrangement (phone calls, emails, etc.,) for initial meetings. The aim is to ensure that districts have the capacity to use assistive technology in order to work with all students who have unique needs.
- One CSE meeting per student for up to an hour.
- Access to an AT lending library.

The students are assessed by a qualified Assistive Technology specialist who then:

- Submits the confidential report to the district CSE chair/director.
- Provides direct and indirect support services in the integration and use of assistive technology devices, materials, and strategies to students, educational teams, and families.

Additional services may be purchased. Level I extension provides the initial evaluation, Level II is the follow-up appraisal, and Level III is an hourly rate or an Assistive Technology specialist.

329.000.001 ~ Level I Assistive Technology Evaluation

- A multi-step process from the time a referral is made at the CSE level.
- Prior to conducting an evaluation, the Assistive Technology (AT) provider distributes questionnaire forms to the appropriate staff, related service providers, parents, and student(s), where appropriate.
- Once all the documents are collected, the AT provider contacts the IEP team members to collect additional background information and coordinates a classroom observation and AT assessment of the student.

During the Level I assessment:

- Various AT tools are trialed with the student.
- Once the assessment and observation are completed, a thorough report is written and submitted to the district with recommendations for tools and training.

329.000.002 ~ Level II Assistive Technology Assessment

(Level I Evaluation must have been completed within the past two [2] years). Level II is a follow-up appraisal of the tools recommended from Level I Evaluation.

- A qualified AT Specialist will communicate with district staff who work with the student, and a written assessment report will be submitted to the director/CSE chairperson.

329.000.003 ~ Level III Assistive Technology Specialist - Hourly

This service includes additional participation in CSE meetings and Assistive Technology coaching for student and/or teacher support.

- One-on-one student or staff instruction: This service provides students and/or staff with Assistive Technology support, coaching for classroom instruction, and use of tools for instructional purposes.
- Participation in CSE/504 meetings: This service provides the committee with Assistive Technology recommendations of tools and strategies to use within the academic environment.
- Measurable Goals and Objectives: This service provides assistance with writing measurable IEP goals and objectives that relate to the NYSED Standards (CCLS) to those listed on the IEP. These goals are aligned with guidelines for the use of Assistive Technology in educational settings.

Regional Academic Summer School
CO-SER 403

403.000 ~ Regional Academic Summer School—High School

Our high school program provides a countywide general education summer school for participating districts coordinated by Ulster BOCES. The Instructional Services Summer School Coordinator works with district administration to design the structure and assess program needs. Pre-program staff development ensures standards-based and differentiated instruction. Students are continually assessed, and instruction is differentiated based upon results. Research-based instructional strategies are utilized to prepare students for Regents exams and/or acquiring course credit. Feedback to students, parents, teachers, and districts is an essential component of this program and is embedded in participation reports, at-risk forms, and classroom observations. E-Learning options are available through the Virtual Learning Co-Ser 415.000.

403.000 ~ Regional Academic Summer School—Middle School

Our middle school program is designed with district collaboration. We offer an intensive standards-based academic program for students with academic achievement gaps or students who need to acquire course credit. Pre-program staff development ensures standards-based and differentiated instruction. Students are assessed during the program, and instruction is differentiated based upon results. All middle school students participate in a set schedule focusing on English Language Arts (ELA), Math, STEAM (science, technology, engineering, arts, and math), and Applied Humanities (Social Studies and ELA). Students have the opportunity to explore content through Project-Based Learning. Feedback to students, parents, teachers, and districts is an essential component of this program and is embedded in participation reports, at-risk forms, and classroom observations.

403.001 ~ Summer Elementary Boost Academy

Ulster BOCES provides summer programming for elementary students in their home district. The purpose of the program is to build mathematic and literacy competencies and avoid summer slide.

403.006 ~ Regents Testing [Extension]

August Regents testing is provided as a separate activity. Districts are billed for all students enrolled in summer school who take the Regents, as well as for exam-only students. Costs of additional staffing for proctoring and scoring is included. Districts are responsible for providing proctors for Individualized Education Plan (IEP) or English Language Learner (ELL) students to comply with their test modifications. District participation in the high school program is required if students are taking Regents in August through the Regional Academic Summer School. Additional fees may apply if fewer than 20 students attend Summer School.

Arts In Education
CO-SER 404

404.000 ~ Arts in Education [Base Service]

The purpose of this service is to support districts in providing students with opportunities to acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization. This service supports the arts and arts-integrated learning experiences for K-12 students and teachers. Arts activities include workshops, assembly programs, demonstrations, residencies, and field experiences in literary arts, visual arts, music, media arts, theatre, and dance. Contracts with artists-in-residence and arts organizations are signed by Ulster BOCES. Details of specific arrangement are made by the schools and coordinated by Ulster BOCES (districts designate and facilitate the administrative process). This resource supports the NYSED Standards and enables students, teachers, and the school community to participate in arts learning experiences, integrate the arts into other curricula, gain an understanding of the artistic process, and learn about the possibility of the arts as a career option. Additionally, professional development for arts-based teachers is provided.

Participation in this Base Service (Co-Ser 404.000) is required to purchase any of the following extensions.

404.001 ~ Artists in the Schools [Extension]

Funds to bring artists into their schools are allocated in district-specific accounts. This allocated revenue is then used throughout the year as programs are planned. The cost of participation includes artists' expenses, plus 5%, which is eligible for State Aid.

404.003 ~ Arts Specialist [Extension]

An Arts Specialist works to support and extend the district's arts program. This extension provides programs that are tailored to use creative thinking to support high potential students in their ongoing interest, drive, satisfaction, social-emotional development, and ultimate success in school. Current programs employ a project-based learning approach to deepen and broaden student engagement and learning while also addressing the NYSED Standards.

This extension may include a variety of activities, including conducting a survey of existing programs or curricula to determine gaps, integrating the arts with other NYSED Standards, recommending or locating teaching artists or arts organizations, and coordinating an Artists-in-the-Schools program. The Arts Specialist could also be requested as a Content Specialist through Co-Ser 503.

English Language Learners (ELL)
CO-SER 408

408.001 ~ ENL Instructional Specialist

The following English as a New Language (ENL) options are available:

- ENL Option I (K-12): An ENL Specialist is assigned to a district to provide English language instruction to students in class.
- ENL Option II (Middle and Secondary): ENL students are clustered at designated sites for services by an ENL teacher based upon English proficiency as determined by the New York State Identification Test for English Language Learners (NYSITELL). An ENL teacher provides instruction on English language acquisition. All instruction is designed to meet New York State Next Generation Learning Standards and the expectations of the New York State English as a Second Language Achievement Test (NYSESLAT). This resource provides instruction aligned to the Blueprint for English Language Learners (ELLs) Success and CR Part 154 revisions.

408.002 ~ Native Language Assessment (NLA)

This program assists districts in meeting CR Part 154 and 200 regarding English Language Learners (ELLs) who are being considered for Special Education classifications. Multidisciplinary evaluations, including psychological, academic, social histories, and speech/language testing, are administered in the child's native language and a written report, along with diagnostic information, is submitted to the district's contact. Districts are required to send student histories prior to evaluations and are responsible for "no show" fees. Tele-Assessment evaluations may occur as warranted.

408.003 ~ Translation Services: Document Translation

Through this service, professional translation of district documents is offered. Documents may include student reports, district policies, or building information. All services are completed through electronic communication. Specialization in country dialects is also available.

Substantial Equivalence Review
CO-SER 409

The Substantial Equivalence Review Co-Ser will provide qualified and culturally sensitive reviews of non-public school programs that will enable public school districts to fulfill their obligation in a manner that is objective, consistent, and productive. The expectation is that the substantial equivalence determinations will be conducted in a manner that promotes a collaborative working relationship between the public and non-public school communities. The BOCES will leverage its capacity to work with multiple school districts to provide substantial equivalence reviews more consistently across a region than can be accomplished by individual school districts.

Environmental Education

CO-SER 410

410.000 ~ Environmental Education Coordination [Base Service]

The Environmental Education Co-Ser supports schools and districts in providing students with an in-depth and widespread in-district and place-based education. Enrolled district schools can choose from the wide array of environmental institutions located in the Hudson Valley.

410.001 ~ District Activities [Extension]

Funds to bring Environmental Education programs into their schools are allocated in district-specific accounts. This allocated revenue is then used throughout the year as programs are planned. The cost of participation includes program expenses, plus 5%, which is eligible for State Aid.

Virtual Learning

CO-SER 415.000

This service provides access to and support of virtual and remote learning opportunities, including online and blended courses, distance learning classes, virtual field trips, and videoconferencing. Specialists work with your district to customize virtual opportunities to meet your instructional needs.

This service provides:

- Access to hundreds of web-based livestream field trips.
- Option to purchase Zoom licensing to support cloud-based video conferencing.
- Access to negotiated statewide Distance Learning contracts.
  - ➡ Learning Management Systems (LMS) such as Schoology and Canvas (additional per student cost).
  - ➡ Online course content from Edmentum or Imagine Learning (additional per student cost).
- Option to purchase fully online or blended courses facilitated by NYS certified teachers (Advanced Placement, Credit Recovery, Electives, Initial Credit) at an additional per-seat cost.

Requirements or Special Provisions: Districts must be part of the Educational Technology Virtual Learning Technical Support Extension (Co-Ser 525.015) to participate.

Global Competence through Exploratory Experiences

CO-SER 419

Global Competence through Exploratory Experiences provides opportunities beyond the traditional classroom to enhance the total learning experience for students in Grades K-12. Global competence requires students to understand and act upon issues of global significance. The program is highly flexible and responsive to the individual districts' requests for significant learning opportunities, both in the classroom and at BOCES, through exploration of global competencies and the United Nations Goals for Sustainable Development. For example, students may come together as a county to create teams and proposals for the SAGE entrepreneurship competition. Additionally, this program could support work with vendors such as Today's Students, Tomorrow's Teachers (TSTT) to foster the teaching profession within historically underrepresented teacher communities. Ulster BOCES staff will work with districts to tailor programs that meet their needs.

Educational Media
CO-SER 501

501.000 ~ Educational Media [Base Service]

This service provides districts with a cost-effective method of accessing a vetted, safe, and ad-free K-12 streaming multi-media resource. A base collection provides access to over 164,000 media resources including high-quality, full-length videos, video clips, images, audio files, articles, activities, science experiments, interactives, and more on any Internet-enabled device. The video collection contains materials that support K-12 learning. Training for accessing digital media is provided. Curriculum development support may be provided at an additional cost.

Requirements or Special Provisions: Districts must be part of Educational Technology Virtual Learning Technical Support Extension (Co-Ser 525.015) to participate.

501.001 ~ Other Collections [Extension]

Districts may choose to select other digital media collections at an additional cost (e.g., Discovery Education Streaming, etc.).

Content Specialists
CO-SER 503

503.000 ~ Content Specialists

The Ulster BOCES Content Specialist works with school district administrators, teachers, and building leaders to examine current curriculum and assessment practices. This FTE-based service offers in-district coaching to teachers throughout the school year on content specific needs. Implementing NYSED Standards, the Content Specialist assists in designing systems to improve the quality of educational programming in schools in order to provide exceptional learning opportunities for students. Possible options for Content Specialists/Coaches include, but are not limited to:

- Literacy K-12
- Mathematics K-12
- New York State Social Studies Framework
- Science/STEAM
- Data Driven Instruction
- Research-Based Instructional Strategies
- Content Area Applications to Next Generation ELA and Mathematics Standards
- Program Development
- Project Based Learning
- Equity

503.001 ~ Administrative Support/Coaching

In order to expand a district's capacity to improve student learning, this Co-Ser provides direct support to district administration in areas of practice that challenge a leader's time. Some of the areas of support that may be needed are: communication, data analysis, curriculum mapping, program coordination, professional development plans, and SLO/APPR development. This Co-Ser provides certified administrative support to extend the capacity of a district administrative role.

503.002 ~ Supervisor Support for Instruction

This service provides a district with a part-time superintendent, assistant superintendent, or director in order to extend instructional and curricular efficacy. This supervisory position can be assigned as a school-based or district-based administrator.

Homeschool Coordination
CO-SER 507

Employees of the BOCES will coordinate the process of confirming the competence and substantial equivalency of instruction being provided to homeschool students. BOCES employees will coordinate the process as described below, but it will remain the responsibility of the local school superintendent to determine competence and substantial equivalence of instruction to be provided to home schooled students residing in their district.

As part of this service, Ulster BOCES staff will:

- Review all IHIPS referred by a component school district for compliance with Commissioner's Regulation 100.10 and notify the superintendent of delinquent or unacceptable reports.
- Review quarterly reports referred by the school district for compliance with the Commissioner's Regulation 100.10 and notify the superintendent of delinquent or unacceptable reports.
- Review annual assessments referred by the school district for compliance with the Commissioner's Regulation 100.10 and notify the superintendent of delinquent or inappropriate assessments.
- Respond to requests from districts or parents for assistance or information they are unable to obtain elsewhere.

Staff Development
CO-SER 509

509.000 ~ Staff Development [Base Service]

Educator Edge offers a variety of professional development opportunities designed to meet the needs of teachers and administrators as described in the options below. Many of these activities provide in-depth training in curriculum, instruction, and assessment. All New York State instructional initiatives, the New York State Teaching Standards, Danielson Framework for Teaching, NYSED Standards, and the Professional Standards for Educational Leaders provide the foundation for this work. Programs are designed to support county, district, and school-wide efforts to improve learning opportunities for all students. In selected disciplines, a larger initiative may be developed through Co-Ser 555.012.

This service includes all content-based professional development planned and presented on a countywide basis, including training for the NYSED Standards and training for statewide Common Periodic Assessments and existing New York State assessments.

The base service provides:

- Access to staff development workshops, webinars, or online learning.
- Access to professional learning networks (PLNs).
- Support of elementary, middle, and high school principals' meetings.
- Facilitation of the Instructional Advisory Council.
- Access to targeted electronic distribution lists that facilitate information sharing.
- Dissemination of all NYSED updates, regulations, and educational law updates.
- Access to administrative and instructional staff for inquiries and research related to curriculum, assessment, instruction, and professional development topics.

Districts must belong to this service to have teachers and administrators participate in professional development activities as a "subscriber."

509.001 ~ Mid-Hudson Leadership Institute

The Mid-Hudson Leadership Institute (MHLI) supports the development of educational leadership. Service includes professional learning opportunities for administrative staff, with an emphasis on transitioning administrative theory into practice.

Subscribing member districts may send representatives to the Mid-Hudson Advisory Council (MHAC), which is a steering committee responsible for providing feedback and assessing the program. MHLI member districts have access to the New Administrators Program and the Marshall Memo.

The New Administrators Program is an extension and was developed as part of the NYSED Cohesive Leadership Development Initiative in collaboration with SUNY Education Administration, NYSCOSS, SAANYS, and NYSED.

509.004 ~ Professional Development Partnerships

A variety of professional learning partnerships will be offered throughout the year that give schools and educators the opportunity to engage in deep professional learning.

509.017.000 ~ Cooperative Conference Day [Extension]

A countywide or multi-district staff development day is facilitated as a cost-effective means of encouraging collaboration on topics related to educational trends, initiatives, and research-based instructional practices. Targeted focus (e.g., the arts, librarians, physical education, teaching assistants, etc.), or whole district programs can be provided to strengthen instructional programming. The program design is determined by the request of the participating districts.

509.017.001 ~ Regional & County-Wide Advanced Placement (AP) Support

This service includes workshops for AP teachers to analyze student work, share best practices, and discuss new curriculum changes and grading procedures.

509.020 ~ Mentor & New Teacher Training [Extension]

A. New Teacher Orientation & Training [Extension]

This resource begins in August and continues throughout the school year. It is designed to provide a foundation in NYSED Standards, current research-based instructional practices, classroom management, bullying prevention, technology integration for teachers entering the profession or changing a discipline, and supporting all learners (including ELLs and diverse learners).

B. Mentor Training & Support [Extension]

NYS mandates that all first-year teachers new to the profession receive mentoring. This resource is designed to assist school leaders with the critical task of supporting teacher growth and development. It offers strategies focused on teacher development and student achievement. Support and resources for accomplished educators who take on the role of mentoring is provided.

C. Teacher Assistant and Paraprofessional Orientation & Training [Extension]

This program provides support and resources for teaching assistants and paraprofessionals. This program begins with an orientation in August and continues with follow-up sessions throughout the school year. These sessions are designed to provide critical professional development, create learning environments that facilitate standards-based instruction, and enhance student achievement.

509.022 ~ In-District Professional Development [Extension]

Resources are provided for in-district professional development delivered by content specialists, coordinators, and consultants based on district need. Districts may request work in areas such as Cognitive Coaching, Explicit Instruction, Responsive Classroom, Understanding by Design, differentiation, Universal Design for Learning, Reading and/or Writing Workshop, trauma-informed practices, or social-emotional learning.

Districts may choose to use this Co-Ser to develop customized opportunities. Arrangements and charges will vary based on the nature and scope of requests either on a per diem or project basis.

509.026 ~ Customized Opportunities [Extension]

Each district may request customized professional development work to support district goals and initiatives. Customized requests may be a series of workshops, sustained work, or a special project. Arrangements and charges will vary based on the nature and scope of requests.

509.030 ~ The Dignity for All Students Act (DASA) [Extension]

The Dignity for All Students Act was established to ensure that schools are free from discrimination, harassment, and bullying. Per the Dignity Act, at least one employee in every school building shall be designated as a Dignity Act Coordinator (DAC), instructed in the provisions of the law, and thoroughly trained in methods to respond to human relations in the areas covered by the Dignity Act.

This service provides training and support to DACs and meets the requirement for having thoroughly trained DACs (as per the legislation).

Specialized training can be purchased beyond the base service including individualized behavioral coaching for staff to support an inclusive and safe environment, and dignity-related topics for staff or students. This may include training on Superintendent Conference Days or for student assemblies.

Library Automation
CO-SER 514

Ulster BOCES supports school libraries and staff by implementing and supporting integrated library management and resource sharing. The School Library System Coordinator is responsible for this service.

514.000 ~ Library Automation [Base Service]

The Ulster BOCES School Library System Coordinator facilitates regional and countywide planning for automation to ensure Ulster County schools remain on the cutting edge of technology. Districts that utilize Follett Destiny library automation systems are eligible for this service.

By belonging to this base service, districts and library staff are provided with:

- Library management software system upgrades
- Student uploads and updates
- Full support for all the modules (circulation, cataloging, reports, etc.).

Upgrades of existing library equipment can be purchased at an additional charge. User group sessions are held for library and technology staff.

514.001 ~ Records Conversion or Transition

The School Library System Coordinator works with a district's contact person, librarians, and technicians to plan for transition to another automation system. This may include the selection, configuration, installation, and support of infrastructure, equipment, and software. Library management software installation and related peripherals and staff training are included in the planning process. The School Library System Coordinator will work with the librarian to facilitate collection preparation.

A proposal for each new building or change from one system to another will be provided to the district outlining specific costs and the timeframes associated with the implementation of the process. Each school library that is brought into this service spends one budget year in this process.

Records from the automated districts are merged into the Ulster BOCES School Library System Union Catalog, which enables countywide inter-library loan. Follett Destiny is the library automation system that is supported by this Co-Ser.

514.003 ~ Library Automation Software

Follett Destiny is a state-of-the art integrated library automation system used to provide a union catalog of more than one million shared holdings for participating districts. This system has a dynamic K-12 educational platform that includes a federated search system to retrieve results from print resources, databases, and other digital content. Pricing is based on vendor costs.

514.004 ~ Electronic Database & eBooks [Extension]

The School Library System (SLS) will facilitate and track licensing arrangements with the vendors of various commercial databases (i.e., SIRS Researcher, Maps 101, Worldbook Online, etc.) and eBooks (including library and textbooks). A minimum of two districts must subscribe to each database. Vendor training for databases can be arranged, or BOCES training can be purchased at an additional charge.

Educational Technology
CO-SER 525

525.000 ~ Educational Technology [Base Service]

Ulster BOCES facilitates regional and countywide planning for the integration of technology and assists districts in making informed choices and decisions on how technology can best be utilized. Services provided include:

- Facilitation of technology plan development and alignment of curriculum, assessment, and instruction to technology.
- Provision of leadership to plan, implement, upgrade, and maintain technology.
- Assistance with budget planning, hardware and software procurement, and equipment lifecycle management for purchases made through Ulster BOCES.
- Support with E-Rate and SmartSchools Bond Act.
- Access to negotiated statewide instructional contracts and cooperative bids.
- Facilitation of NYSED initiatives.
- Facilitation of county-wide Educational Technology Workgroup.
- Access to the Ed Tech Service Desk, which facilitates technical assistance for infrastructure, district networks, library automation, and virtual learning services through this CoSer's extensions.

Requirements or Special Provisions: As required by the State Education Department, all districts participating in the Educational Technology Co-Ser 525 must also belong to the Model Schools Co-Ser 535.

525.003 ~ Shared On-Site Technical Support [Extension]

Ulster BOCES hires and assigns staff to provide continuous on-site technical support.

- Hiring and assigning staff members to work in-district to support district technology systems.
- Support levels provided: Technician, Specialist I, Specialist II, and Coordinator
- Up to a 0.6 FTE may be requested.

525.004 ~ Frontline PMLS/EEM (formerly MyLearningPlan/OASYS) [Extension]

This online registration and database program allows school districts to manage staff professional development and the APPR process.

- Access to the Frontline online registration and database program allows districts to manage staff involvement and track participation in professional growth activities.
- Access to Employee Evaluation Manager (EEM). This program provides the framework for APPR recordkeeping, including observation, evidence, scheduling, and reports.

525.005 ~ Internet Access [Extension]

This service provides Ulster County districts with high speed Internet across the Ulster County infrastructure.

- Provision of high speed Internet access over the Ulster County infrastructure. This Internet access was leveraged through a four-county consortium that achieves economies of scale for all participants.
- Includes DDoS, which provides mitigation and support to districts on the Ulster County infrastructure in the event of a DDoS attack
- Districts may increase their Internet bandwidth capacity at an additional cost.

525.006 ~ Ulster County Infrastructure - Connectivity Support [Extension]

This service ensures the functionality of the Ulster County Infrastructure Technology.

- Ulster BOCES Ed Tech provides maintenance and support for network infrastructure, including switches, firewalls, IPS, etc.
- Ulster BOCES Ed Tech liaisons with the Internet service provider and the Mid-Hudson Regional Information Center (MHRIC) to support Internet access.
- Access to network activity analysis report.
- Assistance with analysis of reports upon request.
- Design and issuance of customized reports.
- Base-level filtering is provided through the Ed Tech NOC.

Requirements or Special Provisions: Co-Ser 525.006 is a required companion service for MHRIC's Wide Area Network (WAN) service. The level of detail on reports is dependent upon firewall configurations.

525.007 ~ Maintenance [Extension]

This service covers the purchase and renewal of district-specific maintenance agreements on equipment and system software licensing

- Access to negotiated statewide instructional contracts and cooperative bids,
- The costs vary based on each district's maintenance agreements and licenses.

525.008 ~ Installment Purchasing Agreements (IPA) [Extension]

This service facilitates the purchase of equipment through financing agreements.

- Purchasing of equipment through Ed Tech in multi-year contracts.
- The cost is based on the terms of agreement.

525.009 ~ District Equipment Purchase [Extension]

This service facilitates the purchase of technological equipment and hardware through UB Ed Tech.

- Purchases of equipment and technological hardware leveraged through volume procurement, with access to negotiated statewide instructional contracts, and cooperative bids, and listservs.
- The district may allocate the funds for the purchases either by assigning them in the final service request (FSR) or through budget amendments.

525.012 ~ Customized Filtering [Extension]

This service provides and supports customized traffic filtering.

- Filtering of specific categories as determined by the district.
- Implementation and service desk support are included.
- The temporary or long-term decision to block or unblock a site is made by a designated administrator.

Requirements or Special Provisions: This service requires participation in Co-Sers 525.005 and 525.006.

525.014 ~ District Voice System [Extension]

This service provides consultation, design, project management, installation, and ongoing support of a Voice over Internet Protocol (VoIP) system

- Ongoing support for the VoIP system utilizing Ulster County Infrastructure and centralized data center that includes:
  - ➡ Voice system management tasks including additions, moves, and changes related to voicemail boxes and user phone extensions.
  - ➡ Monitoring
  - ➡ Reporting, maintaining automated system services, 911 emergency reporting, and remote monitoring for key devices in the VoIP system.
- Annual hardware and software maintenance is required.
- Option to implement Informacast (mass notification system for emergencies) at an additional cost.

525.014.002 ~ Shared SIP Trunking Service

This service is offered to provide a cost-effective alternative to PRI and POTS lines.

- Access to shared SIP trunks for inbound and outbound calls.
- Districts may purchase local circuits for redundancy

Requirements or Special Provisions: Participation in Co-Ser 525.014 District Voice System [Extension] is required.

525.015 ~ Virtual Learning Technical Support [Extension]

This service supports and maintains the technology that facilitates virtual learning and educational media.

- Maintenance of virtual learning and educational media tech
- Works with districts to ensure effective connectivity.

Requirements or Special Provisions: This is a required service for participation in Co-Ser 415 – Virtual Learning, and Co-Ser 501.000 – Educational Media.

525.018 ~ Printer/Copier Support [Extension]

This service supports districts with the planning, purchasing, installation, and maintenance of printer/copiers.

525.021 ~ Remote Network Monitoring [Extension]

This service provides remote monitoring for a district's managed networking equipment.

- 24/7 proactive remote monitoring with email notification system utilizing the Ulster County Infrastructure.
- The system covers the districts' managed networking equipment (routers and switches) and UPS (Uninterruptible Power Supplies).
- A detailed district technology support assessment is completed, and a Service Level Agreement is developed to meet the specific needs of the district.
- The district is responsible for identifying a district-based person who will be the contact to receive the monitoring notifications.

525.024 ~ Project-Based Services [Extension]

This service provides districts with planning, development, and implementation of special technological projects. Projects may include:

- Network Design
- Large Scale Device Deployment
- Server and Networking Installation
- Project Management
- Wireless Infrastructure Planning & Implementation
- Per Diem Technical Support

Preventative Action Team (PAT) (Behavioral Support Services, BST)
CO-SER 530

The goal of the Preventative Action Team at Ulster BOCES is to provide tiered interventions to meet the various needs of individual students to the entire school system. These supports are proactively crafted to offer short- and long-term solutions for different behavioral challenges. The services offered are provided by a Board Certified Analyst (BCBA) and licensed school social workers who can serve as liaisons, offering wrap-around services between the district, home, and community resources. The main components of these services include a review of records, behavioral observations, written intervention plans for both classrooms and students, implementation training, support, data collection, and analysis.

The base service includes two three-hour sessions of professional learning.

Possible professional learning conference options include topics such as:

- TA-specific training
- Parent engagement
- Community engagement
- Student anti-bullying workshops
- Culturally responsive practices
- Universal Design for Learning

Requirements or Special Provisions: Districts must participate in the base services Co-Ser 530 to access Tier 2 or 3 extensions.

530.000.001 ~ Tier 2: Behavioral Support Services Individual FTE [Extension]
Possible Tier 2 Options

- Affinity groups
- RtI support
- Classroom interventions
- Classroom community and management
- PBIS support
- MTSS support
- Restorative practices
- Mediation
- Wraparound services
- Professional learning for faculty/staff meetings

530.000.002 ~ Tier 3: Evaluations [Extension]

The BCBA conducts a comprehensive Behavior Intervention Plan, which includes observation, data collection, and recommendations as to whether a Functional Behavioral Assessment is needed. This evaluation is shared by the BCBA at the CSE meeting for up to an hour as needed.

Possible options for Tier 3 Evaluations or per-event services include:

- FBA/BIP
- Behavior Threat Assessment Training (CSTAG)
- Parent counseling and training
- Needs assessment

530.000.010 ~ Supportive Learning Environments/Positive Youth Development/School Safety [Extension]

In New York State, school districts are expected to provide equal opportunity and dignity for all students to learn and prosper. Consistent with that, our mission is to assist schools in creating environments that provide all students with the skills, attitudes, and dispositions essential to learning and success in a changing world.

The goal of this extension is to work with schools to develop and maintain predictable, safe, and supportive learning environments for students and staff by examining factors that interfere with student readiness to learn. The supports offered in this extension may include but are not limited to:

- Research-based strategies utilized to help staff and students manage behavior and support learning.
- Small group support
- Basic and customized services and assistance in topical areas such as crisis intervention, crisis emergency support, behavior management, bullying prevention, mediation, youth development, and data-based behavioral planning and interventions for students, which are available through our content experts.
- Staff development through workshops, facilitated networking sessions, on-site coaching and technical assistance, and crisis response.
- Diversity Equity and Inclusion (DEI) practices aligned to the NYSED Culturally Responsive Sustaining Educational Framework.

Model Schools
CO-SER 535

535.000 ~ Model Schools [Base Service]

Model Schools provides guidance and support to districts for the integration of technology to transform the learning environment and prepare students for the future. In addition, this service seeks funding for 21st Century Learning initiatives; provides updates, guidance, and training on SED's initiatives and innovations; and assists with implementation and evaluation of emerging technology and innovative practices. The following are included:

- Professional learning opportunities that support the effective integration of instructional technology in the classroom to benefit student learning.
- Professional learning opportunities thatare delivered in-person as well as via webinars and online courses.
- The expertise of both Model Schools and Educational Technology in technology planning.
- Technology Plan facilitation and development, as well as Technology Appraisals, which are available for an additional cost.
- Three (3) days of customized, in-district professional development (per district).
- Access to Technology-To-Go lending program.

Requirements or Special Provisions: Participation in the Model Schools Co-Ser 535 is required by SED to participate in the Educational Technology Base Service Co-Ser 525.

535.001 ~ Technology Integration [Extension]

Through this service, a Technology Integration Specialist provides support for in-district needs. Highlights include:

- Districts request the amount of time, level of support, and the desired targeted purposes.
- Content Specialists can provide coaching, small or large group professional learning, and co-teaching.
- Instructional Specialists can provide administrative-level support that may include district-level technology planning, needs assessment, coaching, small or large group professional learning, and co-teaching.

Requirements or Special Provisions: Participation in Model Schools Base Service Co-Ser 535 is required.

Industry-Education Activities Coordination
CO-SER 550

The Work-Based Learning cooperative service at Ulster BOCES will assist districts in participating with work experience identification, job shadowing, and internship outreach. Participants will benefit from Ulster BOCES collaborative engagement with local, regional, and international industries and employers who work together to provide structured learning experiences for students. These experiences focus on assisting student development of broad, transferable skills for employability, career longevity, and postsecondary education.

The partnerships with business, industry, community agencies, school districts, and higher education will provide opportunities for students to understand and access the skills required to be employable, productive citizens who are able to balance work, entrepreneurship, citizenship, community, and family.

Students will be directly connected with professionals. They will explore potential careers and manage successful transitions from learning spaces to the workforce and industry places.

Ulster BOCES employees will coordinate and manage all relationships, activities, and programs with local industries and businesses in order to enhance and to connect academic learning to employment and career opportunities for students.

School Improvement
CO-SER 555

555.001 ~ School Improvement [Base Service]

Through this service, the ongoing process of school redesign and reform is supported. Designed to assist and support school districts in strategic planning and implementing change, this service offers collaboration and support of district teams in the development of comprehensive and strategic district plans by providing supportive resources and/or team participation. District teams can include:

- Comprehensive District Education Plan
- Professional Development
- MTSS
- AIS
- Building-Level teams

Local and regional activities are provided, as well as access to materials and practical assistance. Research and development on all current Regents Reform Initiatives is supported through this service.

Ulster BOCES staff provides leadership and resources. In addition, this service helps build county capacity through participation in statewide networks that focus on systematic improvement, such as SCDN, DATAG, Assessment Liaisons, Middle-Level Liaison, and the Statewide ELA, Science, Social Studies, Mathematics, SEL and Early Learning professional workgroups.

Professional development in leadership, teaching and learning, curriculum and instruction, and data analysis is supported through this Co-Ser and its extensions.

Participation in the Base Service (Co-Ser 555.001) is required to be eligible to purchase any of the School Improvement Extensions listed below.

555.001.002 ~ School Improvement: Professional Development [Extension]

Districts may choose to use this Co-Ser to develop customized opportunities including in-district facilitation as well as planning and coordination. Arrangements and charges will vary based on the district needs and the nature/scope of requests, either on a per diem or project basis.

555.001.004 ~ Professional Development in Assistive Technology

This service provides professional development training to both general education and special education teachers promoting the integration of Assistive Technology (AT) within the academic environment. Teachers will be provided professional development and coaching on appropriate AT supports to help ensure that access is provided to all students who need differentiation of technology and UDL tools in the learning environment. This extension is eligible for NYS aid and may be utilized in concert with Co-Ser 329.

555.003.000 ~ Educational Data Analysis Support [Extension]

This service supports districts to deepen understanding of data-driven practices and data analysis. Through this service, support for existing and developing data teams is offered. In addition, this service offers two in-district professional development opportunities. These sessions are collaboratively designed with the district and customized to suit individual district's needs. Other items in this service include:

- Leadership support in data information sharing
- ESSA support
- Review and feedback on district presentations
- Support for NYSED initiatives
- Participation in Instructional Services Data Conference
- Customized district reports
- Development of data teams

555.003.001 ~ Instructional Specialist for Educational Data Analysis [Extension]

In-district instructional data support/coaching for administrators and professional development/coaching for teachers is available on a per diem basis. Also included is the leveraging of opportunities for access to data visualization software (purchase available through Co-Ser 525.007).

Examples of targeted work include:

- Data Team, CDEP, PDP, MTSS, AIS facilitation
- Software facilitation/coaching within data teams (NWEA/STAR/IXL, etc.)
- Data storytelling: communication with data
- Analyzing and review State assessment data
- Assessment review, design, and alignment
- Statewide Data System training, Level I and II
- Preparation of district presentations
- Utilization of various statistical techniques to project performance based on history
- Data analysis with data visualization software: training/coaching/project management

Requirements or Special Provisions: Participation in Co-Ser 555.003 Educational Data Analysis Support is required.

555.004 ~ Supporting Diverse Learners

This service focuses on supporting, sustaining, and implementing high-quality practices for all students, staff, and districts. Work is designed to build a continuum of services, develop a framework and practice for inclusive schools, implement and define success criteria for inclusive schools, and provide thoughtful placement through the planning of resources. A commitment to growth, rather than compliance, is a focus for this work.

Possible implementation practices are offered for teams in the following areas:

- MTSS (Rti, AIS, SIT) team practices
- Administrative team planning for district alignment of practices
- Development of manuals for practices, policies, and procedures that connect the systemic work of MTSS.

Specially designed instruction is an integral aspect of the service, including:

- IEP and lesson design alignment
- Connecting IEP goals to student needs,
- Unraveling the IEP to fit benchmark standards
- Defining the role of a general education teacher or assistant.

555.007 ~ NYS Grades 3-8 ELA & Math Scoring [Extension]

Ulster BOCES supports districts by facilitating the scoring process for NYS Grades 3-8 English Language Arts (ELA) and Math Assessments. This service ensures that the delivery method is in accordance with all NYSED regulations and district scoring practices. Ulster BOCES disseminates all NYSED scoring updates and other information that ensures quality processes to districts.

555.007.001 ~ Regional Scoring NYSESLAT/ALT Assessment Only

NYSESLAT and NYSAA scoring may be purchased separately.

555.007.002 ~ Regional Scoring New Scorer & New Rubric Training [Extension]

New scorer training for all teachers new to the profession or discipline is essential to consistent and accurate scoring. Participants will learn to distinguish the difference between grading and scoring, become familiar with the appropriate scoring rubric, and practice scoring with a trained scoring leader. New scorer training is available for applicable New York State exams, including Science 4 and 8 and all Regents exams. Information on all New York State testing requirements and expectations is included in this service.

555.007.003 ~ Regional Scoring Collaborative Alignment [Extension] Proficiency at Checkpoint A & The Comprehensive Examination at Checkpoint B

Districts will have access through Ulster BOCES for two World Language final exams: The Proficiency at Checkpoint A and The Comprehensive Examination at Checkpoint B. District leaders will work with BOCES staff to order an exam of choice. This service includes preparation and delivery of exam materials.

555.007.005 ~ College Board

Ulster BOCES supports districts by facilitating the purchase and administration of College Board digital PSAT and SAT exams. A Digital SAT Suite of Assessments overview and a Data awareness workshop post administration of the exams will be provided.

555.010 ~ Curriculum Mapping [Extension]

This service is designed to support districts in the development of curriculum mapping and related resources. This may include guided preparation of materials by a team of teachers to support NYSED Standards, new assessment practices, and technology applications. Product orientation sessions for each project are designed to support implementation at the local level. Continuous updating of instructional practices around standards is included. This targeted work can be delivered during the summer or school year.

555.012 ~ Major Initiatives [Extension]

Collaborative one- to three-year initiatives are recommended by the Instructional Advisory Council to facilitate data-driven instructional improvements to enhance student performance. Key district educators are tapped to receive extensive training, produce materials, and support improvement in the district. Focused countywide curriculum development projects centered on new standards can be developed through this extension. Accomplished educators provide in-class coaching to assist teachers with improving their content knowledge and instructional delivery.

State-Funded Programs

School Library System

In 1984, the State Legislature authorized the establishment of the School Library System (SLS). The SLS supports the students, faculty, and staff of all public and non-public school libraries in Ulster County through funding provided by the State of New York. The SLS director also provides support through other services, which are available through Co-Sers, such as Library Automation (Co-Ser 514), Electronic Database and eBooks (Co-Ser 514.004), and Educational Media (Co-Ser 501.000).

Services that are provided to the Ulster County school community through each school library include:

Information Service – School Library System (SLS)

Media specialists in the member schools are kept apprised of current trends and developments in the library profession, including Federal, State, and local endeavors such as free electronic database access, grant opportunities, and library advocacy initiatives through the SLS website and listserv.

Professional Development

The SLS provides workshops, webinars, online courses, and on-site consulting pertaining to the Empire State Information Fluency Continuum, AASL Standards, and other educational issues and trends that affect libraries, school staff, and students.

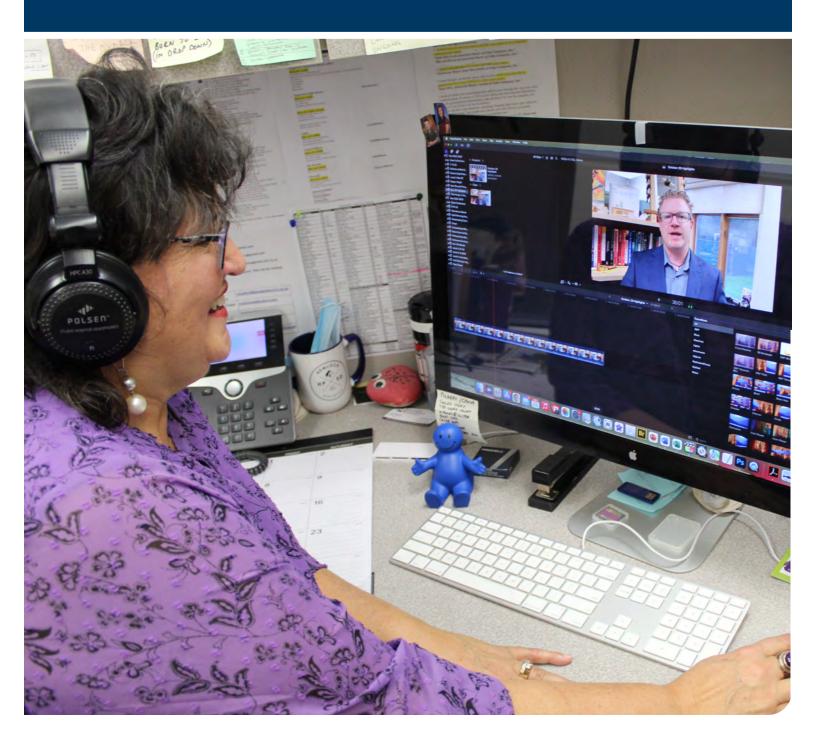### Resource Sharing (Inter-Library Loan/ILL)

Materials can be accessed through Inter-Library Loan from other school libraries, public and academic libraries, and special libraries either through the SLS Office, union catalog, and/or SEAL. Delivery is provided at no cost to the district. In addition, the SLS provides countywide databases, e-books, and audiobooks to support learning, which can be found at ulsterbocessls.libguides.com/ulster.

Grant-Funded Programs

Title III: Ulster BOCES Consortium

Participating districts receive professional development and support on data analysis, instructional practices, curricular equity and access, and technical assistance with New York State regulations to establish language-rich intensive student programs to support English Language Learners (ELLs) and multi-language learners (MLLs) in acquiring English language proficiency.

Management Services

MANAGEMENT SERVICES

Amanda Stokes, Assistant Superintendent for Administration
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Co-Ser	Program
512	Grant Coordination
602	Health, Safety & Risk Management
606	Transportation Safety, Certification & Training
607	Substitute Calling Service
608	Cooperative Purchasing
609	Public Information
610	Employee Assistance Program
616	Records Management
629	Contract & Personnel Data Analysis/Management Planning Service
632	Transportation: Other Programs
651	Recruiting Service

OVERVIEW

The Ulster BOCES Management Services division supports a number of shared services for component districts.

Direct Services
Ulster BOCES provides direct, on-site services to districts. Community Relations provides vital support to districts as they gather and develop information to be shared with their communities. Risk Management services implement a number of highly technical and specialized activities, including compliance with environmental health codes and safety regulations. Records Management provides technical reviews and solutions for record storage issues. The Recruitment & Retention Service provides a central website of available positions, videos that market our area to job candidates, marketing throught social media, and job fairs and outreach to candidates.

Indirect Services
Ulster County districts collectively bargain and negotiate with their respective labor organizations under the terms of New York's Taylor Law. Some have as many as six bargaining units, each with their own contract. In order to negotiate fairly and successfully, the availability of regional comprehensive information and comparative data is critical. The Contract and Personnel Data Analysis service continuously prepares and updates an analysis of area contracts to assist local districts as they prepare for negotiations.

Coordinated Activities
Ulster BOCES coordinates Cooperative Purchasing for many items, including paper, food, equipment, and contract services, passing on a huge cost savings to participants. The coordination of Federal and State Grant Writing is also available.

Staff Development & Training
Ulster BOCES conducts State-mandated School Bus Driver Training courses. A contract with Educators' Employee Assistance Program (EAP), a division of ESI, provides a comprehensive array of services and training programs for employees that include employee assistance and large group activities.

Grant Coordination
CO-SER 512

512.000.001 ~ Dissemination of Information Regarding Available Grant Opportunities [Base Service]

Through this Co-Ser, districts receive information regarding grant opportunities for which districts, schools, teachers, and students may wish to apply. The grant coordinator works with district staff to identify their needs and goals in order to research and customize notifications of corresponding funding opportunities on a year-round basis, giving the district more time to prepare for applications. The coordinator will also evaluate grants and the suitability of grant opportunities that districts may identify.

The fee for this service is on an annual basis.

512.000.003 ~ Writing & Submission of Grant Proposals [Extension]

The grant coordinator and staff will partner with participating school districts in the development and timely submission of well-prepared competitive or allocated grant proposals. Services may include any or all of the following components:

- Coordinate with district staff to identify and/or develop a program or project that meets the needs of the district and satisfies the elements set forth by the funding agency and the grant solicitation.
- Gather research and documentation to substantiate the need for the grant program or project.
- Collect research to validate the effectiveness of selected scientific or evidenced-based practices to be used in the grant program or project.
- Identify, draft, and solicit appropriate and often required letters of support.
- Facilitate meetings with potential collaborators (e.g., other educational agencies, community agencies, faith-based groups, businesses) to determine common goals and objectives and to identify partners' individual roles in grant program or project.
- Assist with Minority and Woman Owned Business Enterprise (MWBE) and similar purchasing requirements in grant applications.
- Prepare and assist with grant elements, as required, including but not limited to: narrative, timeline, budgets, bibliographies, and attachments such as tables and charts.
- Help with registration and submission of electronic proposals when required.
- Assist with budget amendments, as well as annual budgets for multi-year grants.
- Review and make revision recommendations on grant applications, both prior to submission and when funder requests and/or requires modifications after submission.
- Provide guidance, feedback, and assistance on reporting elements required for awarded grants.
- Review feedback provided on rejected grant proposals, if available, and identify ways for improving future grant submissions to increase likelihood of success.

Health, Safety & Risk Management
CO-SER 602

602.000.000 ~ Health, Safety & Risk Management [Base Service]

This service is available to assist component districts in the development of comprehensive environmental/occupational health and safety programs. The program's occupational health and safety professionals are available, upon request, to aid districts in addressing potential health hazards and act as liaison to regulatory agencies and environmental contractors.

Summary of Services
- Accessibility Compliance Surveys
- AED/CPR Compliance

- Annual Fire Safety Inspections (Including preliminary inspections of new construction)
- Asbestos Compliance
  - ➡ AHERA Triennial Inspections
  - ➡ Six-month Surveillances
  - ➡ Management Plan Updates
  - ➡ Abatement Project Guidance
  - ➡ Project Monitoring Clearance
  - ➡ Annual Maintenance and Custodial Staff Awareness Training
  - ➡ Asbestos Sampling
- Chemical Inventory & Identification
- Confined Space Identification & Evaluation
- Disaster & Emergency Planning
- Environmental Audits
- Hazardous Materials Management & Disposal
- Health & Safety Committee Guidance
- Industrial Hygiene Services
  - ➡ Air Monitoring
  - ➡ Indoor Air Quality Studies
  - ➡ Noise & Hearing Conservation Studies
  - ➡ Radon Surveys
  - ➡ Radon Assessment Program
  - ➡ Respirator Fit Testing
  - ➡ Ventilation Assessments
  - ➡ Door/Window Caulk Sampling for Asbestos, Lead and PCB's
  - ➡ Lead on Painted Surfaces Testing and Assessment
  - ➡ Mold Sampling
- Information & Technical Assistance
- Integrated Pest Management Guidance & Planning
- Laboratory Inspections
- Regulatory Compliance
  - ➡ Compliance Audits
  - ➡ Health & Safety Training
  - ➡ Right-to-Know/Hazard Communication
  - ➡ Program Development & Update
  - ➡ RESCUE & SAVE Compliance
  - ➡ Pesh Regulations
  - ➡ Petroleum Bulk Storage Compliance
- Water & Soil Quality Testing

602.000.001 ~ Risk Management Project Monitoring [Extension]

This service will provide project monitoring to include scheduling, managing, and evaluating work performed by consultants approved to provide supporting environmental health and safety services to component districts. Services include, but are not limited to, asbestos project and air monitoring and lead paint surveys.

602.002.002 ~ AED Supplies [Extension]

This service is available to assist component districts in ordering and maintaining up-to-date AED supplies.

Transportation Safety, Certification & Training
CO-SER 606

Ulster BOCES transportation safety specialists are available to assist districts in efforts to comply with transportation requirements of the NYS Department of Education, Department of Transportation, and Motor Vehicle Department. The basic service includes:

- State Education Department Mandated Basic Courses of Instruction for school bus drivers, monitors, and attendants.
- School Bus Safety Training for school bus monitors and attendants serving students with disabling conditions.

Additionally, there are other transportation services that support operations and training* such as:

- Pre-Service Courses
- Annual Driver Observations and Interviews
- Biennial Road and Written Tests
- Physical Performance Testing

Ulster BOCES also provides Professional Development Seminars* on topics for School Bus Driver/Monitor/Attendant, Head Bus Drivers, Transportation Supervisors/Administrators.

A rate per participant is charged for the services and the Professional Development Seminars.

Substitute Calling Service
CO-SER 607

Ulster BOCES provides for an automated substitute calling service that allows for school district staff to report absences by phone or online. The automated system places calls to substitutes, based upon request and availability. Ulster BOCES can provide for either the administrative set-up or full implementation of the service.

Cooperative Purchasing
CO-SER 608

Ulster BOCES provides leadership and coordination for its component districts through its competitive bidding service. This service allows component districts to bid cooperatively on items, thereby saving on legal advertisements, preparation of specifications, postage, clerical costs, and above all – cost of products and services. All component districts may participate in cooperative bids for items including but not limited to general supplies, art supplies, custodial supplies, cafeteria supplies, and food services items. Ulster BOCES coordinates cooperative bids by working with school district representatives to meet their purchasing needs and interfaces with vendors to ensure the highest standards of service delivery.

Public Information
CO-SER 609

609.000.000 ~ Tier I Public Information [Base Service]

The award-winning Ulster BOCES Community Relations team works collaboratively with a district's central administration to provide routine communication and public relationship support. By utilizing trained professionals in the public relations field, participants of this Co-Ser benefit from the efficiency and effectiveness of a planned communications service. Projects are created utilizing current industry-standard software and equipment, including InDesign, Photoshop, Illustrator, and Final Cut Pro. Each district is assigned a lead specialist who is supported by a team of experts with various skill sets in media relations, journalism/writing, graphic arts, photography, video, and digital communications. Service levels are customized to meet districts' specific needs. Project requests received without adequate notice will be assessed a surcharge. Your district's needs will be determined during a planning meeting. A dedicated on-site specialist may be available.

Examples of services provided in Tier I Public Information [Base Service] include:

- Event Coverage
- Press Releases/Feature Articles & Media Relations
- Photography
- School Newsletters
- School Calendars
- Publications such as Brochures, Fliers, Event Programs, etc.
- Social Media Management & Monitoring
- Basic Website Support (Updating Content, News, and Photos)
- Print & Bulk Mail Coordination
- Poster & Banner Design
- Business Card & Letterhead Design
- Basic Short Videos & Social Media Content created from Mobile Devices

609.000.001 ~ Tier II Public Information Specialty Projects [Extension]

Not all communication and public relations support can be planned. Tier II provides support to districts to respond to crisis situations (sometimes outside of the workday and often requiring action be taken on tight deadlines), as well as other intensive communication projects, such as capital project campaigns, major video production (scripted and narrated videos), or other complex topics. Tier II cost structure includes a participation fee and an hourly rate. Community Relations will assist districts with identifying their Tier II needs.

609.000.002 ~ Taking Your Website to a New Level: From Building a New Site to Ongoing Website Management

Does your website need a reboot? An Ulster BOCES website professional can help you build a new site from concept to launch. The service includes collecting stakeholder feedback, coordinating demonstrations from content management system vendors, and assistance in selecting a platform to best achieve your goals. Once a platform is selected, Ulster BOCES can help create a professional look for your site that supports your district's brand, populate content, determine navigation, and create graphics. After your new site is created, ongoing maintenance is available through 609.000.000. Please note, additional time for copywriting new content or editing outdated content is also available through 609.000.000. A custom proposal will be created based on the district's specific needs.

A powerful site monitoring tool that scans for accessibility issues, as well as provides quality assurance reporting of broken links, spelling errors, or Search Engine Optimization (SEO) issues, is available through Instructional Services Co-Ser 525. Your website professional can monitor this reporting and correct non-platform related issues.

609.002.000 ~ Digital Accessibility [Base Service]

The Americans with Disabilities Act (ADA) applies to the virtual world and calls for electronic content to be accessible to everyone. Ensuring content is accessible to all is part of creating an inclusive culture that values everyone. This base service provides districts with access to a training module on the standards required to maintain an ADA compliant website and also includes an annual ADA compliance presentation to staff who have website roles in the district. Co-Ser extensions are available for video captioning, PDF remediation, and special projects to assist districts with addressing their compliance needs. A powerful site monitoring tool that scans for accessibility issues, as well as provides quality assurance reporting of broken links, spelling errors, or Search Engine Optimization (SEO) issues, is available through Instructional Services Co-Ser 525. Districts can access a communication specialist to review the monitoring tool's weekly ADA/quality assurance report and correct non-platform related issues as an extension of the base service. A custom quote will be developed in consultation with the district.

609.002.001 [Extension] ~ Video Captioning

Statistics on videos leave no doubt as to their value. Experts predict that by 2022, online videos will make up more than 82% of all consumer internet traffic. Accessibility standards require video files to be captioned to allow individuals with hearing challenges to access information. Not only is captioning a requirement for accessibility, but it also enhances content for everyone by capturing an audience's attention and keeping them engaged longer. These longer viewing times yield better performance on search engines. Community Relations staff can generate necessary captioning files for your videos. Participation includes a base fee plus cost for captioning each video, depending on length and turnaround needed.

609.002.002 [Extension] ~ PDF Remediation for Digital Accessibility

Ensuring your on-line PDFs are accessible can be time consuming and complex. Our Digital Communications professionals can address common PDF elements needed for accessibility such as tagging images, headings, links, lists, tables, and reading order. Remediated PDFs have benefits beyond accessibility; they also improve search engine optimization (SEO) and make documents more usable for everyone reading them. Participation includes a base fee plus cost for remediating each PDF, depending on length and turnaround needed.

609.002.003 [Extension] ~ Accessibility Special Projects

This work is highly customizable, depending on the district's needs and in-house capacity. A web accessibility expert can work directly with districts to address accessibility needs and/or provide technical training on accessibility. There are two components of cost for this service: a coordination fee, along with a customized cost based on the specific service plan developed for the district (which may include expenses from third-party vendors). Contact Community Relations for your custom proposal.

Employee Assistance Program
CO-SER 610

An Employee Assistance Program (EAP) is an employee benefit program that provides free and confidential assistance to participating school district employees and their families. Educators' EAP helps employees and their families deal constructively with problems that may impact the quality of both their personal and work lives. Educators' EAP offers counseling on social, emotional, professional, and financial issues. Services include counseling, work/life balance assistance, personal development, lifestyle benefits and discounts, information resources, and wellness.

The Educators' EAP can also assist local school districts comply with regulations set forth by The Drug-Free Workplace Act of 1988.

The Employee Assistance Program is offered through Educators' EAP, a division of ESI Group.

Records Management
CO-SER 616

This service assists school districts with the management of their records, in accordance with New York State law and the Commissioner's Regulations. Depending on a district's specific needs, services may include the following:

- Off-site storage.
- Management controls, procedures, and workflows for traditional hard copy box storage.
- Inventory integrity issue resolution strategies.
- Information governance, retention, and compliance guidance.
- Cost reduction – economies of scale across districts, i.e. destruction vendor consolidation.
- Physical records storage area safety and security audits and recommendations.
- Overall process improvement and efficiency.
- Training of district staff.
- Digital scanning and storage of records as an alternative to traditional paper storage and retrieval.
- Periodic records inventory updates.
- Annual survey and preparation of "obsolete" records for disposal.

Contract & Personnel Data Analysis/Management Planning Service
CO-SER 629

629.000.000 ~ Contract & Personnel Analysis

This service is designed to collect, analyze, and report administrative, instructional, and support staff contract agreements for participating school districts and BOCES within Ulster County. Emphasis is placed on comparing employee salaries, fringe benefits, and terms and conditions of employment. The data produced through this Co-Ser has proven to be a valuable resource for those preparing for negotiations and contract renewals.

This service includes:

- A comparison of existing contract language.
- Research and surveys on specific contract issues requested by the participating districts.
- A continuous "work-in-progress" publication, entitled Contract Analysis, which contains contract comparisons, survey results, data summaries, charts, and graphs.
- A digital file of the final Contract Analysis document made available online.
- Continuous updating and distribution of newly settled agreements.
- Direct availability of Ulster BOCES staff members responsible for the management of this

Co-Ser via telephone, fax, or e-mail.

629.000.001 ~ Forecast5 and Enrollment Projection Services [BASE]

This base service enables participating school districts to have access to Forecast5 Products and services including 5Sight, 5Cast, and 5Cast Plus, as well as the Five-Year Student Enrollment Projection services.

629.000.002-005 ~ Forecast5 Service [Extension]

Ulster BOCES provides participating school districts with access to data analytical tools designed specifically for schools. This includes assistance in the development of planning processes, skills, and analysis to better affect long-range planning. In addition, the creation of budget projections and instant scenario comparisons to support data-informed decisions is available. The overall intent of the service is to focus and maximize financial and plant resources, which will result in better planning and outcomes for instructional programs.

629.000.006-009 ~ Five-Year Student Enrollment Projection Service [Extension]

This service is designed to collect, analyze, and report student enrollment. Historical district enrollments are used from the annual BEDS reports for participating school districts within Ulster County. The data produced through this Co-Ser has proven to be essential for effective staff, facilities, transportation, and educational program planning. It provides for effective grade/building configuration planning and addresses the requirement for State Education Department approval of capital projects for classroom additions. An initial fee is charged based on the number of students in the district. An annual update fee is charged for years two through five, based on the number of students in a district.

629.000.020 ~ SuperEval

SuperEval is an online evaluation system for school superintendents based on a rubric developed by the New York State Council of School Superintendents (NYSCOSS). The SuperEval platform subscription provides access to the SuperEval tool for the superintendent. Access to evaluation tools for the Board of Education, school principals, assistant principals, and central office administrators, as well as a variety of training topics is also available.

629.000.025 ~ ThoughtExchange

ThoughtExchange is a discussion tool used to quickly synthesize complex problems. Utilizing ThoughtExchange, you can connect with stakeholders and hear from your communities to get a holistic view of challenges and opportunities. Ask an open-ended question of any size group, and participants can share their answers and objectively rate each other's responses and ideas.

Transportation: Other Programs
CO-SER 632

The primary purpose of this shared transportation service is to support participating school districts' occasional need for supplemental field trips or shuttle services for programs. This service will be dependent upon the availability of vehicles owned and operated by Ulster BOCES and is intended to be a supplement to district transportation programs.

Recruiting Service
CO-SER 651

Ulster County Recruitment & Retention Service

Ulster County has become a destination for people to live, play, and work. Collectively the school districts can harness all that the Hudson Valley offers to help attract candidates to the educational workforce. Aside from a strong school system, the region offers diversity, captivating nature, and vibrant communities which, with marketing, can help recruit and retain the next generation of educators and school personnel.

Through this Co-Ser we can collectively market all that our eight districts and Ulster BOCES have to offer to reach a diverse pool of candidates, from jobs in our schools to showcasing the cultural and recreational opportunities of our region.

The Ulster County Recruitment & Retention Co-Ser will provide:

- A central website that highlights each district's profile and showcases what our region has to offer, as well as listings of available positions in each district with links to their application portals.
- Videos that market our area to job candidates
- Marketing through Social Media
- Job Fair/Outreach

Cross Contracts

CROSS CONTRACTS

Shaun Lemister, School Business Director
slemister@ulsterboces.org ● Phone: (845) 255-1400

Thirty-seven BOCES located around New York State offer a variety of programs. Some of these programs are not directly available through Ulster BOCES. However, with the District Superintendent's prior approval, a local school district may receive the services of another BOCES through a cross contract.

The following partial list includes some of the services that are currently available as cross contracts through Ulster BOCES. Other services may be provided upon district request.

Services Provided	Location of Provider
Administrative Update Service	Erie #1 BOCES
Annual Policy Maintenance Service	Erie #1 BOCES
Board Policy Handbook	Erie #1 BOCES
Policy Update Handbook	Erie #1 BOCES
E-Rate Consortium	Dutchess BOCES
Interscholastic Athletics	Orange-Ulster BOCES
Printing	WSWHE BOCES
Special Tuition for Non-Resident Disabled	Various BOCES
State Aid Planning	Questar III BOCES

Completion of the NYSED-mandated forms and District Superintendent approval are required prior to the initiation of any cross contract.

Districts interested in purchasing a cross contract should contact Shaun Lemister at (845) 255-1400 ext. 1222.