



ROCKLAND BOCES
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SERVICES GUIDE

**2025
2026**



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Scott Moffitt

Deputy Superintendent / Chief Operating Officer

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COMPONENT School Districts

Clarkstown Central School District

(845) 639-6300 | www.ccsd.edu

East Ramapo Central School District

(845) 577-6000 | www.ercsd.org

Nanuet Union Free School District

(845) 627-9880 | www.nanuetsd.org

North Rockland Central School District

(845) 942-3000 | www.northrockland.org

Nyack Public Schools

(845) 353-7000 | www.nyackschools.org

Pearl River School District

(845) 620-3900 | www.pearlriver.org

South Orangetown Central School District

(845) 680-1000 | www.socsd.org

Suffern Central School District

(845) 357-7783 | www.sufferncentral.org

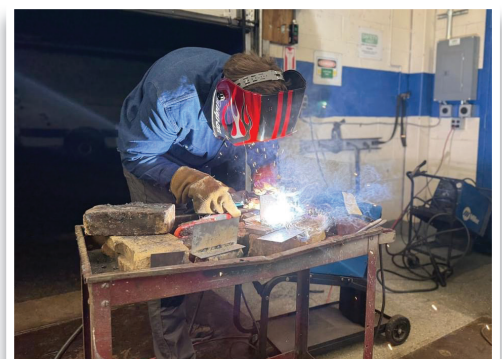


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MISSION Statement



The mission of Rockland BOCES, in partnership with local school districts and their communities, the Board of Regents and the Commissioner of Education, is to be a leader in providing quality, cost-effective, educationally-focused programs and services that support learners in achieving high standards.

AGENCY Philosophy

We at Rockland BOCES **BELIEVE** in the intrinsic value of every learner and in our responsibility to help them each realize their dreams.

To honor this, we **REAFFIRM** our commitment to provide quality leadership and instructional excellence.

Moreover, we **ACKNOWLEDGE** that we are part of a greater whole and that the collective energy of Rockland County is best reflected in the collaboratives which serve our learning community.

TARGET Dates

December 4, 2024	Services Guide Presentation
January 3, 2025	Preliminary Requests for Services by component school districts to be submitted to BOCES
April 9, 2025	Annual Meeting
April 10, 2025	Distribution of Budget Document
April 11, 2025	Final Request for Services by component school districts to be submitted to BOCES
April 22, 2025	BOCES annual election and meeting of component district Boards of Education to be held at each local district
May 14, 2025	Rockland BOCES Board of Education adopts final administrative, capital and program budgets
July 2, 2025	Contracts returned to BOCES by component school districts

A MESSAGE from Board President Rosemary Pitruzzella and District Superintendent Christopher D'Ambrese

December 2024

Dear Colleagues,

We are pleased to present the 2025-26 edition of the Rockland BOCES Services Guide. This publication details the Administrative, Instructional and School Support Services available to the eight component school districts in Rockland County, as well as services accessible through other BOCES.

Our work continues to focus on building capacity across our region to create optimal conditions for our students, families and school districts to thrive. As you will read, the innovative, research-based programming and specialized professional skills featured in this guide reflect our longstanding commitment to delivering high-quality, cost-effective shared services.

Rockland BOCES draws upon a broad and deep expertise. We know that our success is built on collaboration. By combining the skills, knowledge, curiosity and passion of many, we offer educational programs and services that create pathways to success for our learners, families, educators and staff throughout Rockland County.

On behalf of our Board of Education, we look forward to continuing our leadership role in providing essential programs and services to support a multifaceted student population with diverse educational needs.



Rosemary Pitruzzella
Board President



Christopher D'Ambrese
District Superintendent



DISTRICT SUPERINTENDENT Services

Christopher D'Ambrese, District Superintendent
(845) 627-4701 | cdambrese@rboces.org

The **Rockland BOCES District Superintendent** serves as the New York State Education Commissioner's representative to the local school districts of Rockland County. As such, the BOCES District Superintendent is the liaison between the component school districts and the New York State Education Department (NYSED). Responsibilities include facilitating communication between NYSED and the component districts and assisting in the implementation of New York State education law and the regulations of the Board of Regents and the Commissioner of Education.

Duties of the District Superintendent also include, but are not limited to, the following:

- Upon request of a local component district Board of Education, the District Superintendent may act as a consultant in the selection of a Superintendent of Schools, including the recruitment, screening and evaluation of candidates.
- In collaboration with NYSED, the BOCES District Superintendent is also available to consult with local school districts on a variety of education issues such as:
 - Facilitating communication between and among districts, local agencies and the State Education Department.
 - Providing leadership as a regional representative of the Commissioner.
 - Supporting the interpretation, clarification and implementation of new state regulations.
 - Assisting in understanding the requirements of management and planning of building projects.
 - Providing assistance to non-public schools.
 - Investigating boundary disputes between districts.
 - Approving BOCES service contracts and cross contracts.
 - Assisting in the development of education policy in collaboration with area legislators on behalf of public education.

COMMUNITY Schools

Christopher D'Ambrese, District Superintendent
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COSER 533: Community Schools

The Rockland BOCES Community Schools COSER 533 represents a strategy to organize resources so that academics, social and emotional needs and medical and dental services and supports are integrated into the fabric of schools. This strategy helps to remove obstacles to learning and serve the needs of the whole child, allowing teachers to *teach* and students to *learn*.

By aligning resources, the Community Schools COSER results in improved student learning, stronger families and healthier neighborhoods. Specifically, the COSER provides for students' social, emotional, physical and intellectual needs through the following menu of services:

- **Family Resource Center Services (Basic Service via Rockland 21C):** The Family Resource Center will provide coordination of information and referral services and programs to promote optimal growth and development of all students while strengthening family-school partnerships. Family Resource Centers connect students and families to the services they need. Rockland 21C will provide oversight of and coordinate services for the Family Resource centers.
- **Early Learning Opportunities/Parent-Child:** The services will provide high-quality and comprehensive early learning opportunities for children between the ages of two and nine and their parents that nurture development and learning so children are prepared to enter school. Specifically, staff will provide early literacy supports and services to at-risk families in their homes and/or in schools to better prepare parents and their children for school. These services offer a successful school readiness platform for students.
- **Medical Director:** The medical director will oversee, consult in and support the implementation of all aspects of school health services as required by New York State Education Law, Article 19.
- **Mental and Behavioral Health Services:** These services will provide for the social and emotional needs of students through comprehensive intervention and prevention services.
- **Dental Services:** Dental services will provide primary care such as plaque index score, oral health instructions, examinations, x-rays, restorative care (i.e. dental fillings), prophylaxis (dental cleaning), fluoride treatment, sealants and referrals, thus removing some of the physical obstacles to learning.

Family Resource Centers recognize that families play a critical role in children's development and school success, therefore strengthening family engagement in school. Research shows that family engagement is critical to successful learning and to closing the achievement gaps where they exist. When families are engaged in children's education, student test scores and grades are strong and attendance, attitudes and behavior are optimal. Successful students are more likely to take higher-level classes, graduate from high school and continue on to post-secondary education.

CAREER and TECHNICAL Education

Kim Bell, Assistant Superintendent for Career Services
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At the **Rockland BOCES Career and Technical Education Center (CTEC)**, a variety of half-day programs are offered to high school students at varying academic levels.

Successful completion of these programs may lead to both entry-level employment and post-secondary education. Career assessment, integrated academics, guidance, work-based learning and job placement opportunities are integral components of each program.

The Career and Technical Education Center at Rockland BOCES helps students learn skills for life by providing an education that keeps pace with the changing world of the 21st century. Students have the opportunity to graduate high school and be “career ready,” earning both college credits and industry certifications.

Every student who successfully completes one year of a CTEC program is eligible to use the 4+CDOS pathway as an option for graduation. In some programs, the technical assessment has been approved by SED to meet the requirements for the 4+1 graduation pathway.



COSER 101: Career and Technical Education (CTE) programs offer rigorous curricula for 11th and 12th grade students that prepare them for both the workforce and post-secondary education. Most career and technical education courses have been approved by the New York State Education Department, allowing qualified students to receive Career and Technical Endorsements on their high school diplomas as well as academic and college credits for work completed in their CTE programs. Classrooms are equipped with state-of-the-art, industry appropriate equipment. Curricula reflect current industry standards allowing students to earn industry certifications in a variety of areas.

COSER 109: The Career Services Program (CSP) courses have a 12:1:1 student/staff ratio, and are available to both classified and non-classified students. Curricula for the course offerings have evolved to reflect the changing needs of students,

the component districts and the local workforce. Students have the opportunity to participate in internships and earn industry certifications. Academic projects are incorporated into all programs.

In both COSERs 101 and 109, programs are designed to meet the learning needs of the growing county population of students who are English Language Learners (ELLs). Multilingual staff members are in place in identified programs to support the language needs of students in the context of their CTEC program.

At no extra charge to districts, students in COSER 101 are eligible to earn one or more industry credentials, college credits and academic credits. Successful completers can also use the 4+CDOS pathway as an option for graduation.

■ ABOVE & BEYOND

The success of students in the Rockland BOCES CTE program is supported by initiatives that go **ABOVE & BEYOND:**

- 13 programs were approved by NYSED to offer embedded academic credits and allow students to receive Career and Technical Endorsement on their diploma.
- Students received college credits during the year through partnerships with RCC and Dominican University.
- 95% of completers earned CDOS credential.
- SkillsUSA members earned 37 medals in regional and state competitions.
- An Early Childhood Education program has been added to both COSER 101 and 109 to support the learning needs of students of all abilities in this high demand field.
- Programs for English Language Learners are being expanded to accommodate both academic (GED) and career and technical education support.

INITIATIVES

Alignment of curricula to meet the requirements of the 4+CDOS Pathways to Graduation initiative.

An increased number of internship opportunities and college courses will be embedded into CTE programs. Students can graduate with up to 12 transcribed credits.

Expansion of Work-Based Learning activities to further align with requirements of CDOS credential and 4+CDOS graduation pathway.

Literacy supports for English Language Learners (ELL) in targeted CTE, CSP and GED programs. Offerings are being expanded to include Career Awareness.

Students in the Construction Trades Academy will reinforce skills learned in their shops by renovating and expanding the existing Student House Project.

New curriculum components that align with new industry standards will be embedded into Electrical Trades (EV charging station installation), Automotive Technology (ADAS - Advanced Driver-Assistance System), Plumbing (HVAC Components) and Health Science Academy (use of manikin simulation lab).

GED for English Language Learner (ELL) Students

GED curriculum will be delivered using supports for non- and limited-English speaking students. Bilingual staff and curriculum materials will be available to assist with instruction.

ENL Immersion Program

English Language Learners with interrupted formal education are eligible to enroll in the half-day ENL Immersion program regardless of their academic scores on the TABE test. Students will receive remedial coursework in reading and math in an effort to reach grade level and transition back to the home school OR continue into the GED program. Full day language-supported options are available.

CTEC Highlights

Career and technical education programs help students develop skills that lead to New York State licensing, state and national certifications, and college credits.

Work-Based Learning opportunities were expanded to include an increased number of guest speakers, field trips, and real-world work experiences. Internships, job shadowing and community projects are a vital component of each program. All completers who are eligible, meet the requirements for the CDOS Credential.

Integrated academics, supported by content-area teachers, are literacy based in all CTE courses enhancing a student's learning potential. Students are eligible to earn credits in English 12, Math, Science, Health and/or Participation in Government, in appropriate classes.

Students earned transcribed college credits through the SUNY Rockland Community College High School program and other courses offered through Dominican University.

The innovative honors-level **New Visions Health Program** provides career exploration for students at the top of their scholarship. Students can earn up to four credits toward their high school diploma while simultaneously earning college credits from Dominican University.

Early Childhood Education has been added to the CTEC course offerings. The program is designed to teach students how children ranging in age from infants to early elementary school develop and learn. Students will gain a solid foundation of classroom management, lesson planning, working with diverse learners, and multiculturalism. After completion of the program, students will be eligible for Child Development Associate (CDA) Credential and NY State Teaching Assistant Certification.

CTE students received over **\$1.2 million in scholarships.**

Students earned **transcribed college credits** through the SUNY Rockland Community College High School program and other courses offered through Dominican University.

CTEC Programs

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Career and Technical Education Programs (CTE), page 8
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CAREER AND TECHNICAL Education Programs

COSER 101: Career and Technical Education Programs (CTE)

The Career and Technical Education Center (CTEC) offers secondary students entry-level training and post-secondary preparation in a variety of career and technical education areas. Successful completion of a CTE program can lead to a state or national industry certification and/or college credits. Each CTE student spends approximately half the school day in the home school and half the day at CTEC. Each course consists of 500 hours of instruction per year.

A student may earn up to four credits each year including academic credit in English 12, Math, Science, Health, Art and/or Participation in Government, in classes where curricula is embedded into the course.

These CTE courses have been approved by the New York State Board of Regents under revised Part 100 Commissioner's Regulations. Students in approved courses are also eligible to receive a Career and Technical Endorsement on their diploma if they successfully pass an approved assessment test and final project. Other credits for pull-out courses are available in Physical Education and Health.

The programs and courses conducted at CTEC are all competency-based and modular, allowing for open enrollment.

Employability profiles are developed for each program and are consistent with the community's employment needs. Each program has a Business Advisory Committee comprised of community leaders, local business and post-secondary representatives. Committees meet with staff at least twice a year to provide information and guidance designed to keep each program current with industry standards. Each student is evaluated individually throughout the year on the skills identified in the employability profile.

All career and technical education teachers have significant work experience in their respective fields and meet certification guidelines. They continue to use literacy strategies when incorporating academics into the curriculum and are achieving successful outcomes. Bilingual teaching assistants and teachers have been added to targeted programs to support English Language Learners (ELLs). Curricula that translates to several languages have been purchased for these programs where available.

Curricula in all Career and Technical Education (CTE) programs are continually updated and reviewed with regard to:

- Alignment with the Career Development and Occupational Studies (CDOS) Standards
- Alignment with Common Career Technical Core standards
- Post-secondary articulations
- Work-based learning experience options
- Technical assessments based on industry standards
- Work skills employability profiles
- Availability in languages other than English

ACADEMIC Credit Options

Integrated Academics:

- Career and Financial Management
- English 12
- Math
- Health
- Participation in Government
- Science

Pull-out Academics:

- Health
- Physical Education

SECONDARY PROGRAM ACADEMIES with Articulation Agreements



ANIMAL SCIENCE ACADEMY

- Animal Science I, II
(Pet First Aid, CPR Certifications)
SUNY Cobleskill

This program provides students the opportunity to learn about, work with, and care for a variety of animals.

Topics covered include animal habitats, medical procedures, animal behavior, anatomy and physiology, and much more! The curriculum lays the foundation for post-secondary placement and/or careers in veterinary hospitals, animal training and grooming facilities, kennels, and a variety of local, state, and national agencies. Students care for animals housed in the classroom and also gain hands-on experience through internships at a variety of local businesses and agencies.

AUTOMOTIVE TECHNOLOGY ACADEMY

- Automotive Collision Technology I, II (ICAR)
Automotive Collision ICAR Welding: Rockland BOCES CTEC was the first secondary program in the nation to offer ICAR Welding training and certifications to high school students.
- NATEF/ASE Certified Automotive Technology I, II
- Certified Automotive Technology (ASE certifications can be earned in certified programs)
RCC, SUNY Delhi, Morrisville, Ohio Technical College, University of NW Ohio, Alfred State, Lincoln Tech

COMMUNICATIONS ACADEMY

- Digital Design and Marketing I, II
(Adobe Certified Associate certification, 3 college credits)
RCC*, St. Thomas Aquinas College, College of Westchester, Mercy College, Sullivan Community College

CONSTRUCTION TRADES ACADEMY

- Carpentry I, II
- Electrical Trades I, II
- Plumbing I, II
- Welding and Fabrication I, II
(Home Builder's Institute and OSHA certifications)
SUNY Delhi, Sullivan Community College, Alfred State, Lincoln Tech-E. Windsor

COSMETOLOGY

- Cosmetology I, II
(Waxing and Barbisol certification; Preparation for NYS Cosmetology License)

CRIMINAL JUSTICE AND FIRE SCIENCE

- Criminal Justice and Fire Science I, II
(Firefighter, NYS Security Guard, 911 Dispatcher Certifications, 9 college credits)
RCC*, Mercy College, Sullivan Community College

CULINARY ARTS

- Culinary Arts I, II (ProStart Certification, 9 college credits)
RCC*, Johnson and Wales, Paul Smith's College, SUNY Cobleskill, SUNY Delhi, Sullivan Community College, Schenectady Community College

EDUCATION ACADEMY

- Early Childhood Education I, II (NYS Teaching Assistant, First Aid, CPR, Child Development Associate - CDA)
College credit agreements are in development

HEALTH SCIENCE ACADEMY

- Health Science Fundamentals (HIPAA certification, 12 college credits) RCC*
- Nurse Assisting (NYS Nurse Assisting and HIPAA certifications, 9 college credits) RCC*
- Principles of Health Occupations (Patient Care Technician and HIPAA certifications, 3 college credits) RCC*

NEW VISIONS

- Health Careers Exploration Program (HIPAA, First Aid, CPR, 12 college credits)
RCC*, Dominican University*

STEM ACADEMY

- Cyber Technology I, II
(Test Out and Comptia Certifications, 8 college credits)
RCC*

*Dual credit option available

*Unless noted, college credits are offered through the RCC High School Program and are transferable upon high school graduation to other colleges and universities.

CAREER SERVICES Programs

COSER 109: Career Services Programs (CSP)

Career Services Programs are designed for students whose occupational needs require specialized support. Courses are available for students on a CDOS diploma track who would benefit from a smaller class size and extra support in the classroom. Students receive hands-on instruction, individualized attention and have the opportunity to participate in internships. Successful students can transition to a Career and Technical Education program to continue training at a higher level. Student-Staff ratio is 12:1:1.



Automotive Collision Services:

In our state-of-the-art shop, students learn the basics of Automotive Collision repair including compounding, polishing, painting, and detailing. Through classroom and project work, they also learn to properly and safely use hand and power tools preparing them for internships and jobs at local dealerships and collision repair facilities.



Automotive Services:

Students learn the basics of automotive maintenance and care including oil change, tire rotation and brake services. Students also learn to effectively use hand and power tools, as well as troubleshoot using diagnostic equipment. Internships at local automotive dealerships and repair facilities are available and can lead to paid employment. Students can earn ASE certificates.



Building and Landscaping Services:

Students learn the basics of building and ground maintenance, including carpentry, electricity, plumbing and landscaping. Students also learn to safely use power and hand tools related to the field while working on real-life projects in our shops and on our campus. Students earn 10 hour OSHA certification and card.



Hospitality Services:

First-year students learn the basics of food handling and cooking through the preparation of salads, soups, main courses and desserts. As a team, students operate a short order grill and prepare daily food items available to BOCES students and staff. Second-year students expand their skills into other areas of the hospitality industry including front desk, reservations, housekeeping and bell services and can earn industry certifications in these areas through the American Hotel and Lodging Institute. Students participate in internships at local restaurants, supermarkets and hotels which may lead to paid employment.



Business Services: Students learn basic business, retailing and customer service skills to prepare for entry-level employment in a business environment. Students participate in projects such as development and operation of the CTEC School Store, as well as internships to gain real world experience in the field.



Career Awareness for ELL: Driven by a career interest inventory, students who are English Language Learners research and learn about the different career opportunities available to them. Students will spend time shadowing in the CTEC programs.



NEW Early Childhood Education Services:

Students learn the skills they need to support young children in a school setting. Classroom management, working with diverse learners and multiculturalism are just a few of the topics covered. Students have the ability to earn CPR/AED, First Aid, SAVE, Child Abuse and DASA certifications. Shadowing opportunities at local schools and daycare centers are available.

ALTERNATIVE EDUCATION Programs

COSER 404: Alternative Education Programs

■ **GED (General Education Development)**

The GED high school equivalency program at CTEC offers a structured setting with a non-traditional schedule available to students who are not experiencing academic and/or social success in the traditional high school setting. Both non-classified students (referred by home high school counselor) and classified students (referred through our Student Services division) are eligible for enrollment. In this preparation course, students work at their own pace on lessons assigned on an individual basis.

Program guidelines

- Enrollment is open throughout the year.
- Students must be between the ages of 16 and 21.
- Students must test above a 9th-grade level (non-classified students) or 8th-grade-level (classified students) in reading using the Test of Adult Basic Education. Students who do not meet the reading requirement may be placed in an enrichment program.

At least 10 weeks of class participation with mastery-level achievement in all academic components are required before a student can be recommended for GED testing.

■ **GED for English Language Learners (ELL):**

GED curriculum will be delivered using supports for non- and limited-English speaking students. Bilingual staff and language appropriate curriculum materials (where available) will be accessible to assist with instruction.

■ **AEP and AEP for ELL Students:** Academic Enrichment is tailored to fit the needs of both non-classified and classifies students whose reading levels do not meet the requirement for GED. Instruction is individualized with frequent assessments to measure readiness for advancement into the GED program. Language supports are available.

AEP Requirement: Students must score between a 6th and 9th grade reading level on an entry exam.

■ **ENL Newcomer Program:** English Language Learners with interrupted formal education are eligible to enroll in the half-day ENL Immersion program regardless of their academic scores on the TABE test. Students will receive remedial coursework in reading and math in an effort to reach grade level and transition back to the home school OR continue into the GED program.

■ **Other Alternative Education Programs:**

Other high school alternative education options are available through the Rockland BOCES Student Services Division.

SUMMER SCHOOL Programs

COSER 401A: Regional Summer High School

The Regional Summer High School provides students with the opportunity to do remedial work based upon the needs expressed by the participating districts. Course offerings include English, social studies, math, science, health, foreign language and other areas of instruction that participating districts request. August Regents are offered to all districts, as per SED guidelines.

COSER 401B: Regional Summer Middle School

The Regional Summer Middle School provides middle school students with instruction in English, math, science, social studies and other areas of instruction that participating districts request.

Hudson Valley P-TECH

Kim Bell, Assistant Superintendent for Career Services
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Rockland BOCES Hudson Valley P-TECH is a New York State tuition-based initiative offered through Rockland BOCES, with students referred and accepted from the entire Hudson Valley region.

COSER 421: Rockland BOCES Hudson Valley P-TECH

Hudson Valley P-TECH is an integrated six-year program, combining high school, college and career training with individual pathways in STEM: **Computer Information Systems, Engineering Science, Cyber Security, Computer Support Specialist, Business Administration** and **Legal Studies through Technology**. Each year, the school accepts a group of ninth graders who fit the following profile:

- May be “at risk” – have academic ability but not meeting his/her/their potential
- Would benefit from a hands-on/student centered approach to learning
- Come from a low socioeconomic and/or a family with need of assistance to attend college
- May likely be the first generation in his/her/their family to attend college
- Have an interest in STEM

Hudson Valley P-TECH offers a rigorous academic curriculum, targeted technical training, comprehensive workplace learning, individualized support services and career pathways in Rockland County. Students have the opportunity to graduate with an Associate’s Degree (A.A.S. or A.S.) from Rockland Community College and will be first in line for jobs with participating businesses. Business partners specializing in green energy, technology and data systems and other STEM fields, provide mentors and internships for students.

SCHOOL ADMINISTRATORS TAKE NOTE:

- The component district receives all funding associated with students beyond tuition for an **additional two years** while students complete diploma/associate’s degree requirements
- Tuition paid by districts (including extended year and summer program) is **eligible for BOCES Aid**
- Districts benefit from the **two-point CCCR index** (ESSA) associated with students completing P-TECH
- College tuition is included

P-TECH Highlights

The **Business Partnership Program** connects students with professionals in their pathway. Monthly **Mentor Lounges** focus on topics to develop professional skills. Business partners also work collaboratively with teachers to design industry challenges where students work on solving real-world problems present in the industry partner’s workplace.

These relationships lead to job shadowing, internship opportunities, and employment as students move through the program. A partnership with the **Rockland Business**

Association allows students to attend professional council meetings. Student involvement increases opportunities for networking within the County’s professional community.

The partnership with **Rockland Community College** offers students college opportunities at **no cost**. Students are provided with wrap-around supports, including research and writing skills, counseling, and academic advisement, as they move through both the high school and college program.

The **Cyber Security** Pathway at Hudson Valley P-TECH provides students with the technical skills leading to a rewarding future in information technology. With the knowledge and skills in computer and network security, ethical hacking, computer forensics, data networking and computer hardware and support, graduates can expect to work as entry-level network security technicians and engineers or computer support technicians.

STEM learning never stops with summer courses available at RCC.

MISSION The mission of Hudson Valley P-TECH is to prepare students, through an interdisciplinary project-based approach, to be productive and successful citizens. By providing a rigorous and technological school environment partnered with the college and business community, students will be well-equipped to solve real-world problems.

STUDENT Services

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Focusing on children and young adults, the **Student Services Division** of Rockland BOCES has created and implemented instructional strategies designed to educate the whole child. Our expert staff, utilizing a team approach, educates students with physical, educational, emotional, social, learning and/or behavior challenges by providing a wide range of programs and services, including academic instruction, social and extensive community support.



Working in cooperation with schools, parents, involved professionals and support agencies, the Rockland BOCES Student Services Division offers assistance to classified students from surrounding school districts.

We are proud of the many successful, cooperative efforts with our component districts and community agencies that support the unique and special educational needs of our students and families.

As a vital educational entity in our community, we embrace the diverse needs of our children and their families, and provide them with a clear path to academic excellence. The education of the whole child is paramount to our full service school model.

A strength-based approach with research-based pedagogical practices connects our programs as we meet the multifaceted needs of our community.

Our partnerships with families, school districts, community-based organizations, major universities and Rockland County have supported outstanding educational outcomes for children. Teams of administrators work collaboratively across a continuum of options, from center-based, self-contained services to district-based programs in public school sites across the county. All teams also have access to wrap-around, psychiatric and other mental health supports, as well as services and linkages provided through the Family Resource Center (FRC).

ABOVE & BEYOND

The value-added components of Student Services are just another way that Rockland BOCES goes

ABOVE & BEYOND:

- Access to learning technologies
- Student employment training
- CSE meetings/annual reviews
- Community-based instruction
- Specialized furnishings/equipment
- Individual technology devices provided for home/school use
- Transition planning
- Evening parent transition workshops
- New York State Alternate Assessment
- Adaptive physical education
- Student House
- Safety City

VISION Statement

We, the Student Services Division of Rockland BOCES,

Believe in and honor the intrinsic value of each child as reflected by a strength-based educational approach. Provide regional leadership through collaborative partnerships and educational program excellence designed to meet the needs of each child.

Bring together the collective energy of the child, family, school and community to realize the full potential of each child becoming a productive and integral member of society.

STUDENT SERVICES Programs

Jesse J. Kaplan VISTA

■ COSER 242

Visual Instruction and Structured Teaching for Students with Autism and Learning Challenges (VISTA I and VISTA II), page 15

Jesse J. Kaplan Social Communications/TEAM

■ COSER 234

Technological Exploration of Augmentative Communication via Movement and Structure (TEAMS), page 16

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Elementary Intensive Day Treatment (IDT), page 17

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JESSE J. KAPLAN VISTA

The Jesse J. Kaplan School VISTA serves students with autism and cognitive challenges on the Rockland BOCES campus in West Nyack. In order to meet the unique needs of students, Kaplan VISTA offers students the ability to participate in a visually-supported, age-appropriate and functional curriculum.

Extensive therapeutic and augmentative state-of-the-art services are provided across all ability levels. Art, music, physical education and swimming are offered each week. Additionally, a state-of-the art Hydroworx pool can be accessed for therapeutic support. Each class also benefits from weekly speech and occupational therapy lessons which are part of the program model. Parent support and training groups are offered monthly to families, both during and after school hours. Jesse J. Kaplan School VISTA students reach their potential within nationally recognized programs that blend high educational standards, innovative curriculum and therapies in a safe, supportive and caring environment.

COSER 242: Student-Staff Ratio 8-1-2 (VISTA I, VISTA II) Visual Instruction and Structured Teaching for Students with Autism and Learning Challenges (VISTA)

This program serves students with severe communicative, cognitive and pervasive developmental disabilities (i.e. autism, intellectual disability). VISTA (Visual Instruction and Structured Teaching for students with Autism and Learning Challenges) is based upon Applied Behavior Analysis with a focus on Verbal Behavior. A focus on functional

communication (matching learners with an alternative method of speaking) is a priority. Daily schedules (using objects, pictures or words) and individual workstations are utilized with extensive data collected for each child. In VISTA I, students require high staff-to-student ratios and intensive individualized instruction. This can include teaching essential skills such as the ability to wait, tolerating situations and transitioning, all with an emphasis on independence. VISTA II introduces more work in dyads and small groups to improve social skills and generalization.

JESSE J. KAPLAN Social Communications/TEAMS

The Jesse J. Kaplan School – Social Communication/TEAMS serves students with medical fragility, cognitive and/or multiple disabilities in two locations on the Rockland BOCES campus in West Nyack.

Extensive therapeutic and augmentative state-of-the-art services are provided across all ability levels. Each class benefits from weekly speech and occupational therapy lessons which are part of the program model. Art, music, physical education and swimming are offered each week. Additionally, a state-of-the-art Hydroworx pool can be accessed for therapeutic support. Parent support, training groups and transition meetings are offered regularly to families, both during and after school hours. Teaching independence is a priority as students gain the skills necessary to actively participate in a variety of adult programs after age 21. At the Jesse J. Kaplan School – Social Communication/TEAMS, high school students reach their potential within nationally recognized programs that blend high educational standards, innovative curriculum and therapies in a safe, supportive and caring environment.

COSER 234: Technological Exploration of Augmentative Communication via Movement and Structure (TEAMS) Student-Staff Ratio 12-1-4

This program provides integrated therapies and education through an interdisciplinary approach for students with severe and multiple disabilities. The program focuses on developing communication skills and improving or maintaining physical status (MOVE®) through learning centers which include fine motor, sensory, literacy, vision and vocational as appropriate. A variety of classroom-wide and individual communication devices are included. This innovative approach ensures a comprehensive instructional plan for students with complex educational and medical needs.

COSER 242: Social Communications Student Staff Ratio 12-1-4 / Student-Staff Ratio 8-1-2

This program focuses on communication, social emotional learning and functional skills delivered in small and larger group settings. Literacy skills are addressed through direct instruction together with a multisensory approach. A rich, visually supported environment ensures maximum independence for each student. Technology is designed for individual students, including alternative and augmentative communication devices. Students acquire skills in identified priority areas that are directly related to student and parent/guardian plans for life after school. This program also includes a separate building on the West Nyack Campus where students are able to focus on activities of daily living in a simulated apartment environment, with volunteer experiences outside of the school and/or community based instruction. Teaching independence is a priority, utilizing visual supports and a step by step instructional sequence paired with graduated guidance.

THE LUMINA SCHOOL AT VIOLA

COSER 240: School-Based Mental Health Program Student-Staff Ratio 8-1-1

■ The Lumina School at Viola

The program serves students, grades K-8, with severe and intensive emotional and learning challenges, as well as high-functioning autism. This is a structured school model that utilizes a strength-based approach and incorporates positive behavioral interventions and supports.

The program focuses on academic interventions, self-regulation and collaborative problem solving. This program model is also based on the most current brain-based and learning research. Intensive academic and clinical supports are provided.

There is a high student-staff ratio; counseling is a component of the program model. An evidence-based intervention, Dialectical Behavioral Therapy (DBT), develops and fosters mindfulness, emotion regulation and coping skills for students.

There is a comprehensive approach to literacy in which students are assessed according to pre-intervention data. This allows the program to place students within the most appropriate curricula targeted for the five areas of literacy: phonemic awareness, phonics, fluency, vocabulary development and comprehension.

Additionally, technology is incorporated throughout the day to increase students' access to instruction.

COSER 242: Little Stars at Lumina

COSER 411: Elementary Intensive Day Treatment (IDT)

■ IDT at The Lumina School at Viola

This program is a collaborative with Rockland Children's Psychiatric Center. Positive behavioral interventions and support services are provided for classified and non-classified students, grades K-5, experiencing an acute crisis. School and mental health issues are focused on in an integrated 60-day diagnostic/intensive support setting. Program intent is to stabilize the student and allow him/her to successfully return to the home district. A team consisting of a teacher, teaching assistant, psychiatric social worker and psychiatrist, supports students and families.

COSER 401C: Summer Elementary Intensive Day Treatment (IDT)

COSER 801: Extended School Year (Summer School) Student-Staff Ratio 8-1-1/ Student-Staff Ratio 12-1-2

■ The Lumina School at Viola Suffern Central School District

A six-week summer program is available for students in need of an extended school year (12 months). This program continues with all academic, behavioral, developmental and social needs as specified in the students' IEPs.

COSER 801: Extended School Year (Summer School) Student-Staff Ratio 12-1-4/ Student-Staff Ratio 8-1-2

■ Jesse Kaplan VISTA

■ Jesse Kaplan Social Communications/TEAMS
BOCES Main Campus, West Nyack

■ District-Based Locations at Tappan Zee Education Center (South Orangetown) and BERC (Nyack)

A six-week program is available for students who require an extended school year (12 months). The program continues with all academic, behavioral, developmental, social and related service requirements of students' IEPs.

COSER 808: Rockland BOCES Preschool

■ The Lumina School at Viola Suffern Central School District

The Preschool program serves preschoolers with disabilities at the Lumina School at Viola campus in Suffern. In order to meet the unique needs of students, preschool offers students the ability to participate in a visually supported classroom with a focus on preschool life skills. Preschool student programs that blend high educational standards, innovative curriculum and therapies in a safe, supportive and caring environment. This program serves students with communicative, cognitive and pervasive developmental disabilities (i.e. autism, intellectual disability). Preschool curriculum, based on the principles of Applied Behavior Analysis, will focus on instruction following, tolerating situations, communication and friendship. Daily schedules are utilized with extensive data collected for each child.

DISTRICT-BASED ELEMENTARY Programs

COSER 242: Social Communication Student-Staff Ratio 8-1-2

These programs serve classified students with a variety of disabilities, including autism and intellectual disability. All classrooms are located in elementary schools with opportunities for integration and/or mainstreaming. Group speech and occupational therapy consultations are part of the program model.

Each class utilizes direct instruction to teach specific skills in the areas of communication, literacy, math, and self-care skills. Individual and small group instruction targets specific goals designed for each student. Data drives instruction and informs the specific curricula that is tailored to meet the needs of each student. Teacher collaboration with the speech and language therapist as well as the occupational therapist supports students with developing appropriate social language and self-regulation strategies to support peer relations.

Classroom and individual technology supports are integrated throughout the day. Family services are provided.

■ **Farley Elementary School**

North Rockland Central School District

This program serves students with autism and multiple disabilities. A combination of TEACCH® and ABA methodologies are used. Students also participate in community-based instruction.

■ **William O. Schaefer Elementary School (K-2)** **Cottage Lane Elementary School (3-5)**

South Orangetown Central School District

This program serves children with autism, multiple or intellectual disabilities. Multisensory instruction with integrated therapies are provided.

■ **R.P. Connor Elementary School (K-2)** **Cherry Lane Elementary School (3-5)**

Suffern Central School District

This program serves students with autism and developmental disabilities. A combination of TEACCH® and ABA methodologies with multi-sensory instruction is provided.

■ **Lincoln Avenue Elementary School** **Pearl River Union Free School District**

This program serves students with a variety of disabilities, with instruction in modified grade level curriculum.

■ **District Based at The Lumina School at Viola**

This program serves students with autism and developmental disabilities. A combination of TEACCH and ABA methodologies with multi-sensory instruction is provided.

COSER 236: District-Based Student-Staff Ratio 12-1-2

These programs serve classified students with a variety of disabilities, including autism and learning disabilities as well as students who present with social and emotional challenges. All classrooms are located in elementary schools with opportunities for integration and/or mainstreaming.

The core methodology of these programs is based on a direct, multisensory, structured teaching approach with instruction focused on the attainment of phonemic awareness, phonics, fluency, vocabulary development and comprehension. Listening, understanding, and remembering both oral and written language are key objectives of the program.

Instruction also focuses on the development of mindfulness, emotion regulation and coping skills. Parent support and wrap around services are provided through the school and the Family Resource Center.

■ **Miller Elementary School**

Nanuet Union Free School District

This program serves students with developmental, behavioral and language-based delays. Mainstreaming opportunities are available.

■ **Montebello Elementary School** **Suffern Central School District**

This program serves students with behavioral and learning challenges. There is extensive clinical support and mainstreaming opportunities.

■ **Highview Elementary School**

Nanuet Union Free Central School District

This program serves students with learning, and social emotional challenges. This program provides enriched grade level curriculum, supportive mainstream opportunities and clinical supports.

COSER 242: Comprehensive Application of Behavior Analysis to Schooling Programs (CABAS)[®] Student-Staff Ratio 8-1-2

The Comprehensive Application of Behavior Analysis to Schooling (CABAS[®]) methodology focuses on verbal behavior development and academics.

CABAS[®] programs are characterized by the following components of quality: individualized instruction, continuous measurement of teaching and student responses or curriculum based assessment, graphic display of student learning and achievement of educational standards, the use of scientifically-tested tactics for instructional decision making, logically and empirically tested curricula and curricular sequences, educationally and socially significant goals of instruction, positive teaching environments and teachers who are strategic scientists of pedagogy.

CABAS[®] applies the underlying principles of behavior analysis and advanced principles of teaching and verbal development to all components of education which include the role of the students, parents, teachers, school supervisors and administrators and its board and university training program. The program is specifically designed to instruct students with autism and pervasive developmental delays.

■ **Link Elementary School**

Clarkstown Central School District

■ **West Haverstraw Elementary School**

North Rockland Central School District

■ **Tappan Zee Education Center**

South Orangetown CSD

All teachers are highly trained in Applied Behavior Analysis. Many of the teaching assistants in the CABAS[®] classes are masters students in the Teaching as Applied Behavior Analysis program. On-site mentoring and supervision are provided each week by CABAS[®] Board certified behavior analysts.

The attainment of CABAS[®] accreditation provides that the classrooms be affiliated with a university program that has graduate programs that provide the relevant training in a science of differentiated instruction that is the hallmark of CABAS[®] classrooms.

SECONDARY Programs

COSER 240: School-Based Alternative Education for Classified Students
Student-Staff Ratio 8-1-1

■ **River View High School**

BOCES Educational Resource Center (BERC), Nyack

This program offers intensive therapeutic support in an educational setting. High academic standards coupled with flexibility, commitment and caring are hallmarks of the program. An evidence-based intervention, Dialectical Behavior Therapy (DBT) is used to empower students in the areas of self-esteem, emotional regulation and coping skills. Positive Behavior Intervention Support (PBIS) program helps students to self-regulate their emotions and behaviors.

The program provides a team approach consisting of a teacher, teaching assistant and a clinician. The team provides intensive academic and therapeutic supports for students and their families geared

towards developing strengths and skills necessary for successful transitioning upon graduation. River View is tailored for Regents, Advanced Regents and local diploma-bound students as well as students who participate in NYS Alternate Assessments. The Skills and Achievement Commencement Credential and Career Development and Occupational Studies Credential are also available. Career development is an integral component of this program model, providing internships, career awareness and access to courses at BOCES Career and Technical Education Center (CTEC). River View values its partnerships with school districts, Partnership for Safe Youth, the Family Resource Center and others.

River View partners with Rockland Community College to afford our 11th and 12th graders an opportunity to earn college credits. Families are integral partners in the River View program — a practice that is nurtured through collaboration and communication.

COSER 240: School-Based Alternative Education for Classified Students
Student-Staff Ratio 8-1-1

■ **Mountainside High School**
Nyack Public Schools

This program services students in grades 9-12 with emotional, behavioral and learning challenges. The curriculum consists of courses that meet the criteria for a Regents and Advanced Regents Diploma. A Career Development Occupational Studies Credential and Skills Achievement Commencement Credential are also available for specified students.

Students may participate in a half-day career education option located at the Career and Technical Education Center. Additionally, Mountainside is in the beginning phases of becoming a Big Picture Learning School, which emphasizes student driven real world learning - learning through interests, authentic assessments, and building relationships through an advisory structure. A main focus is also career readiness, internships and employment.

Counseling is provided as part of the program model and teaches skills for emotional regulation, distress tolerance and increasing access to instruction. Dialectical Behavioral Therapy (DBT) develops and fosters mindfulness and coping skills. Virtual learning opportunities are available for students requiring additional aid.

Building a positive school community is paramount. Our Positive Behavior Intervention and Support team provides assistance to students struggling academically, emotionally and behaviorally. Students are celebrated at the end of each week at a community assembly for meeting school expectations.

COSER 411C: Intensive Day Treatment

■ **Intensive Day Treatment (middle and secondary students)** BOCES Educational Resource Center (BERC), Nyack

This program serves classified and non-classified students, who are experiencing an acute crisis and are in need of short-term mental health and educational support. After 30 days, students are transitioned back to their home schools. This program is a collaborative with Rockland Children's Psychiatric Center and the BOCES component school districts.

COSER 401C: Intensive Day Treatment Summer Program

COSER 801: Extended School Year (Summer School)

■ **BOCES Educational Resource Center (BERC), Nyack**

A six-week summer program is available for students in grades 9-12, who need a twelve-month educational plan. This program continues with all academic, behavioral, developmental and social needs as specified in students' IEPs.

COSER 236: Transition Program for Students with Developmental Disabilities
Student-Staff Ratio 12-1-1

■ **Project SEARCH**

Project SEARCH is a unique, business-led transition program designed for students with developmental disabilities. It is targeted for students in their final year of school. Students should be at least 18 years of age, have completed any high school credits necessary for graduation, meet eligibility requirements for the Office for People With Developmental Disabilities (OPWDD) and/or Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR) and have employment as their main goal. Total immersion in the workplace facilitates the teaching and learning process, as well as the acquisition of employability and marketable work skills necessary for entry-level employment in various facilities. The cornerstone of the one school-year program is immersion into Good Samaritan Hospital where students will explore a variety of work sites. Individualized job development and placement occurs based on the student's experiences, strengths and skills. Students are given support with accommodations, adaptations and on-the-job coaching.

Travel training is an integral part of this program and as a secondary goal, students will be taught to navigate the various means of transportation in Rockland County, in order to get to and from work sites. The students work with a team that includes their family, a special education teacher and a teaching assistant from Rockland BOCES. In collaboration with ACCES-VR and Rockland County Association for People with Disabilities, job coaches will be assigned to work with the program to create an employment goal and support the student during this important transition from school to work. Students will receive functional academic instruction in math, reading, situational judgment, social skills and active listening as well as four (4) hours per day directly immersed in the work site. All academic programs as well as lunch are scheduled on-site. This program follows the academic calendar of Rockland BOCES.

DISTRICT-BASED SECONDARY Programs

These programs serve classified students with a variety of challenges ranging from intellectual disability to social and emotional challenges. BOCES secondary programs serve Regents, Advanced Regents, Local and Skills and Achievement Commencement Credential-bound students and provide transitional supports and adult services linkages. Eligible students may receive the Career Development and Occupational Studies (CDOS) Credential as well.

Students are encouraged to participate in their home school athletic and extracurricular activities. Parent support groups and community linkages are provided through our Family Resource Center (FRC). Mental health services and/or clinical support are offered at all sites.

MIDDLE SCHOOL PROGRAMS

COSER 234 DB: Student-Staff Ratio 12-1-4

■ South Orangetown Middle School

South Orangetown Central School District COVE – Community Occupational Vocational Education

This program, for students with developmental disabilities, provides instruction in functional academics, including a tiered literacy program. Integrative opportunities are offered. Group speech and occupational therapy consultations are part of this program model.

COSER 242 DB: Student-Staff Ratio 12-1-2

■ Pearl River Middle School

Pearl River School District

PAVE – Practical Academics Vocational Education

This program serves students with impaired cognitive ability. Structured teaching, multisensory instruction and social communication instruction with integrated therapies are provided. Students are integrated into the school community through a variety of social activities. Group speech and occupational therapy consultations are part of this program model.

■ Suffern Middle School

Suffern Central School District

Student-Staff Ratio 8-1-2

These classes are for students with emotional, behavioral and learning challenges. An opportunity for extensive mainstreaming is available. Curricula focus is on academic literacy, self-regulation and collaborative problem solving. Clinical support is integrated throughout the day and academics are aligned to New York State Standards in a small class setting.

COSER 236 DB: Student-Staff Ratio 12-1-2

■ A. MacArthur Barr Middle School

Nanuet Union Free School District

This program is for students with emotional, social and learning challenges, including high functioning autism. Students are well-integrated into the building and have extensive opportunities for mainstreaming with support. Social skill development is an integral part of the program.

HIGH SCHOOL PROGRAMS

COSER 234 DB: Social Communications
Student-Staff Ratio 12-1-2

■ Tappan Zee High School

South Orangetown Central School District COVE – Community Occupational Vocational Education

This program is a collaborative program shared with the South Orangetown Central School District and serves high school students with developmental disabilities. This program offers practical academics, life skills and a community-based curriculum with an emphasis on specific skill development in the areas of volunteerism, community behavior and vocational skills. Adult services linkages, transition services and family support are provided. An apartment set up affords the opportunity for the practice of critical self-care skills. Students are also afforded regular social skills programming by a trained clinician. Group speech and occupational therapy consultations are part of this program model.

■ North Rockland High School

North Rockland Central School District

Student-Staff Ratio 12-1-4

This program serves students with autism and multiple disabilities. Functional academics, social skills and communication are prioritized. Students participate in a community-based vocational program. Technology supports and family services are provided. Group speech and occupational therapy consultations are part of this program model.

■ Pearl River High School

Pearl River School District

Student-Staff Ratio 12-1-4

PAVE – Practical Academics Vocational Education

Through this program, students can access some selective courses for credit at the high school along with an opportunity to participate in the BOCES Career and Technical Education programs. A major emphasis of the program is the development of work-related skills necessary for future employment. Group speech and occupational therapy consultations are part of this program model.

COSER 236: District-Based Academic/Social Development Program Student-Staff Ratio 12-12

■ Suffern High School

Suffern Central School District

This program serves students who have learning, social and/or emotional challenges and benefit from a structured academic and behaviorally supportive environment. Students have the opportunity to take all core classes within a small class setting and be mainstreamed while support services and enriched

curricula remain in place. There is clinical support with the integration of Dialectical Behavioral Therapy (DBT) including mindfulness, distress tolerance, emotion regulation and interpersonal effectiveness skills groups.

COSER 240: Student-Staff Ratio 8-1-1

■ Tappan Zee High School

South Orangetown Central School District

This program provides academic and therapeutic supports through an integrated model. Students with emotional, social and learning challenges are supported by the educational team in many areas including academics, social skill development, emotional support and transition planning. Mainstream opportunities are available and supported by the BOCES program. Students take courses within a small class setting as well as in the mainstream setting. Students have access to courses at BOCES Career and Technical Education Center (CTEC). Clinical and academic resources are integrated into the student's schedule to support high school success and post high school transitions.

ITINERANT and RELATED Services

COSER 301: Visually Impaired

Services of the Teacher of the Visually Impaired are offered to students in local school districts who have visual impairments, including blindness and low vision, which impact their ability to access curriculum. Services include academic support utilizing assistive technology and adaptive visual equipment, staff consultation/training and instruction in compensatory skills.

COSER 301: Orientation and Mobility Training

Service provided to instruct students who are blind or visually impaired to safely and effectively travel within their environment. Students are taught using a variety of devices to enhance navigation, understand positional concepts and interpret sensory landmarks.

COSER 305: Bilingual/ENL

ENL service to students attending BOCES programs.

COSER 306: Social Worker

Services of a social worker are offered to students in local school districts to provide counseling and support.

COSER 308: School Psychologist

Services of a psychologist are offered to students in local school districts to provide counseling and support.

COSER 310: Hearing Impaired

Services of the Teacher of the Hearing Impaired are offered to students who have varying levels of hearing impairment or require basic sign language instruction. In addition to direct academic support and sign language training, technical services including the care and use of FM amplification and cochlear implant technology are provided to staff. Sign language is utilized as needed.

COSER 311: Physical Therapy

Services of a Physical Therapist are provided in the frequency, duration and mode requested. An evaluative diagnostic component is provided along with multimodal sensory stimulation and perceptual motor development. A physician's prescription is required for services.

COSER 312: Occupational Therapy

Services of an Occupational Therapist are provided in the frequency, duration and mode requested. An evaluative, diagnostic component is provided. Therapy includes fine and gross motor and other perceptual skills training. Adaptive Equipment is used and a physician's prescription is required.

COSER 313: Speech/Language Therapy

Services of a Speech/Language Therapist are provided in the frequency, duration and mode requested. An evaluative/diagnostic component is provided.

COSER 320: Nursing Services

Nursing services are provided to individual students based on IEP mandates.

COSER 335: Itinerant Teacher/Teaching Assistant Support

A certified teacher or teaching assistant may be provided for student academic support as a transition is made to a least restrictive environment or for ongoing academic intervention.

Applied Behavior Analysis, behavior management intervention and TEACCH® support are available to students. A teacher for reading and instructional support is also available to districts.

COSER 335: Educational Interpreter

Sign language support is provided to individual students based upon IEP mandates.

COSER 710: Related Occupational Therapy**COSER 711: Related Physical Therapy****COSER 712: Related Speech Therapy****COSER 713: Counseling Inclusive of Parent Training/Parent Education**

COSER 516: Support Services

■ **Inclusion Support:** This service is designed to provide students with disabilities all appropriate educational mandates and services within their home school with the supports necessary to be successful. The inclusion plan, as well as the intensive staff support required for this program, is determined in cooperation with the student's home district. This can include long-range district planning and staff development for school personnel on various related topics (i.e. school-based inclusion and team development, nature and needs of the student, strategies for inclusion, behavior interventions in applied settings, future/transition planning, curriculum adaptation/modification, assessment and IEP development).

A BOCES consultant coordinates a specific program for identified students. Programs include on-site visitations, providing training to the local district staff, providing transition services, establishing systematic building-wide action plans for children with disabilities and identifying and establishing criteria for long-range planning. Services are flexible and designed to meet individual district and student needs.

A BOCES special education staff member, on a partial or full-time basis, provides ongoing support to teachers with identified students in school and community settings.

Support services can also be developed to assist students who are not attending school.

■ **Transitional Services:** Students from component districts are provided transition support services to include: personal future planning and self advocacy; vocational assessment; vocational training; job development; job placement and post secondary planning; linkage with adult services; post high school planning, including assistance with application process for post-secondary education; and guidance planning. A job coach can be provided separately as an itinerant service.

ASSESSMENT Services

COSER 333: Social History

Initial or re-evaluation of social history utilizing district format or BOCES format can be prepared individually or as part of a more comprehensive assessment.

COSER 333: Psychological Evaluation

This evaluation can include cognitive, educational, personality, vocational interest and adaptive measures. It can be presented to district personnel or Committee on Special Education (CSE).

COSER 333: Education Evaluation

Evaluation of educational skill levels K-12. Reports can be presented to district personnel or CSE.

COSER 333: Speech and Language Evaluation

Evaluation of the strengths and weaknesses of a child according to his or her challenges in the speech and/or language area. Evaluations can be presented to district personnel or Committee on Special Education (CSE).

COSER 333: Multicultural Evaluations

Evaluations for students from other cultures, including psychological, speech/language, educational and sociocultural developmental histories. For students whose primary/dominant language is other than English.

COSER 333: Neuropsychological Consultation

Assessment regarding impairment in cognitive functioning that impacts learning and/or social/emotional development. A written report is provided at the conclusion of the assessment. This includes an interpretation of test results, educational implications related to classroom functioning and specific instructional strategies related to a student's unique pattern of cognitive strengths and weaknesses in a classroom environment.

COSER 333: Neurological Consultation

An evaluation is performed by a neurologist to diagnose and assist in appropriate placement of students.

COSER 333: Behavioral Consultant

Consultation with district personnel is provided to develop positive strategies of behavioral intervention for students exhibiting challenging behaviors in a classroom environment.

COSER 333: Functional Behavior Assessment/Positive Behavior Support Planning

This service involves multiple contacts with the teacher and school-based team to provide technical assistance in conducting a Functional Behavior Assessment (FBA) and recommendations for a Positive Behavior Support Plan.

COSER 333: Assistive Technology Consultation

This service is used to support and evaluate students in the component districts. An evaluator works with staff members to develop recommendations for technology needs.

COSER 531: Psychiatric Consultation

This service provides psychiatric evaluations and consultations and staff support to students experiencing an acute crisis.

COSER 591: Special Education Committee Support

This service provides districts with a certified staff member who has special education expertise in the development of programs for students with disabilities. Chairperson organizes and oversees the activities of the Committees on Preschool and Special Education. Assumes responsibility for student planning upon referral to the Committee on Preschool Special Education (CPSE) or the Committee on Special Education (CSE).

INSTRUCTIONAL Services and PROFESSIONAL Development

Lisa Collopy, Director of Instructional Services

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The **Instructional Services and Professional Development Division** keeps teachers and district leaders abreast of NYSED initiatives and the most current, research-based practices to meet the needs of an ever-changing society and student population. To support these efforts, we provide professional development opportunities as well as supplemental instructional services such as enrichment programs, library services, instructional technology, curriculum kits, distance learning and credit recovery programs.



ABOVE & BEYOND

The Instructional Services and Professional Development Division provides a variety of offerings that go **ABOVE & BEYOND**:

- Coordinating multi-district efforts towards implementing NYSED initiatives, through curriculum councils, task forces, or conferences
- Connecting districts with services and service providers that meet their unique needs
- Bringing national presenters and authors to Rockland to share their expertise in current, effective instructional methods and pedagogy with teachers and school leaders

PROFESSIONAL Development

Our curriculum and instruction experts facilitate the work of teachers and administration through expanding their knowledge of standards-based content and pedagogy. Professional development opportunities guide districts in a data- and evidence-based approach to targeting their resources and expertise to improve teaching, learning, and student outcomes. Professional development can be delivered through a variety of formats, including in-person, on-site, online, or virtually, to meet the needs of districts.

- Regional curriculum councils that foster inter-district collaboration, supporting cutting-edge, research-based practices in math, science, social studies, and ELA
- Workshops, conferences, and individual coaching in curriculum and instruction across all content areas: ELA, math, science, social studies, computer science, arts
- Training on instructional strategies for Students with Disabilities and English as a New Language Learners
- Leadership development and sustainability of effective leaders, including data-driven policy, with support in data analysis and facilitating data inquiry teams
- Certification provider for mandated courses in Dignity for All Students Act (DASA), SAVE, Child Abuse, as well as expanded training for all aspects of the DASA. NYS Certified Provider and Continuing Education Units (CEUs) for Social Workers

INSTRUCTIONAL Services

Our Instructional Services programs provide instructional resources to enhance student engagement and achievement.

- Supplemental services such as online tutoring and credit-bearing courses for credit recovery and advanced coursework
- Enrichment programs such as Arts in Education, NYS National History Day, and the Challenger Learning Center
- Digital resources such as instructional technology/software, library database applications, content through Cooperative Collection Development (CCD) and Interlibrary Loan (ILL)
- Qualified permanent substitutes provided through the Teacher Immersion Program (TIP)

SCHOOL LIBRARY System

The School Library System (SLS) provides a unique and crucial link to library services, promoting learning and information literacy for students, and serves as a resource for library media specialists. The SLS supports access to content through the Cooperative Collection Development (CCD) for libraries, Interlibrary Loan (ILL) to facilitate resource sharing, and access to educational technology. The SLS also provides training through professional development, both in-person and online, for school library media specialists and library staff.

PROFESSIONAL Development

■ COSER 516
Professional Development
Center (PDC), page 26

■ COSER 553
Model Schools, page 27

■ COSER 517
Targeted Staff
Development, page 27

PROFESSIONAL Development

COSER 516: Professional Development Center (PDC)

The Rockland BOCES Professional Development Center (PDC) offers a wide range of professional development services for teachers, support staff and administrators. Priorities for services include workshops, seminars, technical support and on-site consulting, designed to meet specific administrative and staff development needs.

Membership in the Rockland PDC Basic Service includes participation in addressing collaborative, regional initiatives that support student learning, are aligned with the New York State Teaching and Next Generation Learning Standards and are based on proven models for curriculum development, instructional strategies and systematic assessment.

■ Basic Multi-District Service

- Liaison between districts and NYSED regarding Next Generation Standards, APPR, assessments, graduation requirements, district planning and accountability
- Reduced fees for all professional development opportunities
- Access to our web-based resources and professional development tools
- Coordination of on-site consultants and facilitators, including county-wide informational sessions
- Regular facilitation of meetings for groups, including Technology Coordinators, Assistant Superintendents and various Advisory Councils
- Reduced rates for use of BOCES Conference Center facility and its technology
- Access to ongoing local support for implementation of regional professional development initiatives
- Registration for workshops offered at PDC available through mylearningplan.com

■ Options Available for Additional Cost:

A. Professional Opportunities to support NYS Initiatives

Districts may participate in additional professional development activities supporting shared district initiatives to assist students in meeting state standards. These programs are offered on-site, in the Conference Center, or online.

Curriculum and Instruction

- Support for districts and teachers with implementation of the Next Generation Standards in ELA, Math and Science, including alignment of instruction in Regents courses with the new NYS Next Generation Learning Standards
- Development/alignment of curriculum maps
- Differentiated Instruction - strategies to improve achievement for all students including students with disabilities and English Language Learners
- Increasing student engagement and achievement with NYSED's Culturally Responsive-Sustaining Education Framework

Workshops/Certification for Instructional and Non-Instructional Staff

- Lead Evaluator Training and support for new administrators
- Annual training in best practices and trends for Lead Evaluators
- Leadership support and professional growth (APPR, Next Generation Standards, Rubric Implementation)
- Summer workshops for teachers and administrators related to Data and Inquiry Teams, standards-based curriculum and instruction and APPR for Teachers and Principals

Data-Driven Instruction and Policy

- Working with district Inquiry and school-based data teams to enhance student learning and achievement
- Alternative assessment strategies to complement state assessment in measuring student strengths, needs, progress and level of mastery

Technology Integration

- Use of instructional technology and STEM technology to enhance student engagement across all content areas
- Leveraging technology for differentiation through Blended Learning
- Use of data from instructional technology for planning and progress monitoring
- Integrating NYSED Computer Science and Digital Fluency standards across the curriculum
- 21st century skills with a focus on project-based, inquiry-based learning and the highly effective classroom

B. Shared On-site Consultants or Facilitators

- On-site facilitators are available to provide services which are specifically tailored to meet the needs of the districts.
- Communication and team building focused on effective Inquiry Teams
- Support for Teacher and Principal APPR implementation and rubric training
- Implementation of regional professional development initiatives, such as cultural responsiveness, differentiating instruction and data analysis
- Others, as designed with partnering districts

COSER 553: Model Schools

A model schools program is designed to assist school districts in the effective integration of technology with instruction. This service, in combination with the Instructional Technology Service, will provide awareness, staff development, and planning support to our eight component districts to facilitate the effective use of instructional technology.

The instructional, professional developers/trainers, and consultants of Rockland BOCES will coordinate the collaborative activities of component school districts to define their path toward instructional technology integration. This will be done by facilitating planning and assessment and offering staff and curriculum development as it pertains to technology integration as ongoing components of systematic school reform to improve student achievement.

County-Wide Shared Professional Development

BOCES coordinates shared professional development programs and services for districts across Rockland County.

Safe School/Community Intervention

BOCES helps promote school safety by offering professional development around supportive

intervention programs for students at all levels and through facilitating the Pride Survey. Peer mediation, conflict resolution, and media literacy are some of the programs available to encourage positive behaviors.

Rockland 21st Century Collaborative for Children and Youth ("21C")

The 21C COSER allows cooperative services and state reimbursements to be tapped for professional development related to family and community partnerships that benefit schools and their communities.

This county-wide collaboration between the school districts of Rockland County and various county governmental agencies and child-and family-serving nonprofit organizations focuses on the optimal development of children and youth:

- Trainings for school Family Resource Center coordinators in subject areas such as parent engagement, literacy, early childhood development and outcome planning, etc. on practical skills such as flier design or crafting a speech.
- Provision of experts for occasional conferences designed for broader audiences, including school staff and the public. Recent topics have included school health, partnerships and learning in a stressful world. Experts come from within the county and beyond.
- Bringing experts on community schools and strategies employed in such schools to Rockland.

In addition, professional services are obtained to further the cross-boundary initiative, including design (*for newsletters and outreach materials*)

COSER 517: Targeted Staff Development

BOCES coordinates the identification and facilitation of workshops, as designated by individual districts, to upgrade staff technical skills in the following areas:

Option I: Athletic Coach Training

Training is provided in first aid, health, heat clinics and techniques as required annually for coach certification and certification updating.

Option II: Child Abuse Reporting (Online Asynchronous Course)

This is a mandated course for candidates for New York State teacher certification and other student-centered positions in New York State. (In order to apply you must complete two hours of coursework in Identification and Reporting of Child Abuse and Maltreatment.)

Option III: Schools Against Violence in Education (SAVE) Certification Training (Online Asynchronous Course): This is a mandated course for candidates applying for New York State teacher certification and other student-centered positions in New York State. *(In order to apply you must complete two hours of coursework in school violence prevention–Schools Against Violence in Education.)*

Option IV: DASA 6-Hour Certification Course (Online Asynchronous Course): This mandated coursework will address the social patterns of harassment, bullying and discrimination, marginalization and micro-aggressions, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

INSTRUCTIONAL Services

■ **COSER 403:** Exploratory Enrichment, page 28

■ **COSER 408:** Arts in Education, page 29

■ **COSER 434:** Distance Learning, page 29

■ **COSER 412:** Universal Prekindergarten Central Coordination Service, page 29

■ **COSER 575:** Diversity, Equity, and Inclusion and Culturally Responsive-Sustaining Education Resources, page 30

INSTRUCTIONAL Services

COSER 403: Exploratory Enrichment

Various activities, programs and projects are available that are designed to expand learning opportunities for students to develop and master process skills commensurate with state standards for mathematics, science, social studies and English language arts. All supported activities must address at least one of the following New York State Learning Standards for exploratory enrichment:

- Health, Physical Education and Family and Consumer Sciences
- Mathematics, Science and Technology (MST)
- English Language Arts (ELA)
- Career Development and Occupational Studies
- Social Studies

Activities must be shared. In other words, in-school activities must be held at another district during the same school year to be eligible for aid. Activities include virtual field trips to museums, zoos, planetariums, symphonic performances and exposure to other cultures, places and environments.

■ **Today's Students, Tomorrow's Teachers:**

The mission of "Today's Students, Tomorrow's Teachers" (TSTT) is to address the shortage of teachers, expand the pool of minority teachers, encourage students to enter the teaching profession, and provide academic enrichment. TSTT provides a long-term mentoring and career development program for minority and economically disadvantaged high school students to engage them in tutoring and internships and to

support their graduation from high school, their acceptance into post secondary education with scholarships, their graduation from college and subsequently enable them to enter the workforce as certified teachers.

■ **Holocaust Museum & Center for Tolerance and Education**

The Holocaust Museum's mission is to educate, through the lens of the Holocaust, about the dangers of intolerance, to invoke critical thinking, and to inspire moral courage in the face of injustice. In pursuit of our mission, the Holocaust Museum and Center for Tolerance and Education will:

- Educate all who wish to learn about the Holocaust, genocide, and grave human rights violations in order to promote understanding of causes and consequences thereby enabling foresight necessary to prevent similar recurrences.
- Facilitate an understanding of the universal nature of human dignity and of the critical importance to respect and defend it.
- Work collaboratively with individuals and organizations who share our commitment to justice for all people.
- Serve and build our community through quality educational programming and commemoration events.
- Confront acts of ignorance, hatred, and injustice by serving as a model of community engagement directed by informed, rational understanding.

■ **NYS National History Day:** In addition to supporting individual district initiatives in the arts, the Instructional Services Division will continue to coordinate New York State History Day for the Lower Hudson Valley Region. This annual event, which takes place in the spring, provides area middle and high school students the opportunity to present results of their individual and group research projects through such venues as historical papers, visual documentaries, exhibits, dramatic performance and web sites. Instructional guidelines and support are provided.

COSER 408: Arts In Education

The Arts in Education Program provides students in participating school districts with a variety of experiences in dance, music, drama, theater and the various visual and media arts. All supported activities address at least one of the New York State Learning Standards for the arts:

Artistic Processes Shared by all disciplines		Anchor Standards Shared by all disciplines
Cr	Creating	1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.
Pr	Performing (Dance, Music, Theater) Presenting (Visual Arts) Producing (Media Arts)	4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.
Re	Responding	7. Perceive and analyze artistic work. 8. Interpret meaning in artistic work. 9. Apply criteria to evaluate artistic work.
Cn	Connecting	10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. 11. Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present and future.

Musical performances in school auditoriums, visiting artists in the classrooms, and attendance at a theatrical performance or art exhibition are examples of activities schools may schedule.

COSER 434: Distance Learning

Distance Learning is a program of academic instruction and enrichment for those districts using web-based and/or video-based interactive technologies. Options include, but are not limited to, fully synchronous distance learning, blended or hybrid courses, fully online (web-based), videoconferencing, electronic field trips, project-based instructional collaboration among two or more districts, professional development for staff. The goal of this service is to provide learning opportunities and instruction for school-aged learners, adults, instructional planning, technology utilization and quality evaluation of web-based resources. The base service will include a portion of BOCES staff members to plan, coordinate, supervise, and provide technical support.

COSER 412: Universal Prekindergarten Central Coordination Service

The Universal Prekindergarten (UPK) Central Coordination Service provides oversight and coordination of Pre-K programs in two or more school districts.

Coordination supervision tasks include, but are not limited to, staff development, curriculum administration, parent communications, budgeting, student progress assessments, and health assessments. Charges for Central Coordination Service are based on number of Pre-K students placed within the UPK programs.

Within this service, we will provide central programming support and coordination of Prekindergarten programs housed in Community Based Organizations.

Coordination services include:

- Administration of the RFP Process
- UPK Lottery
- Placement of students in various programs throughout the county
- Professional Development around best practices for the early learning classroom and the NGSS
- Support and guidance in implementing the NYSED approved curriculum
- Support and guidance in administration of approved assessments
- Coordination of UPK services between the districts and the CBOs.
- Overall oversight of Prekindergarten

COSER 575: Diversity, Equity, and Inclusion and Culturally Responsive-Sustaining Education Resources

BOCES will provide Diversity, Equity, and Inclusion (DEI), and Culturally Responsive Sustaining Education (CRSE) resources to participating districts. The DEI/CRSE Resources service will provide guidance, best practices, and training on developing and implementing district policy and practices on Diversity, Equity, and Inclusion.

As part of the COSER, a variety of opportunities will exist such as:

- In-district planning to lead and assist district leadership team with any of the following:
 - Establishing a District/Regional DEI/CRSE Committee
 - Facilitating Regional PLC meetings

- Identifying, coordinating, and/or delivering professional development on DEI/CRSE strategies and implementation
- Providing school/grade assembly services or other educational opportunities for students (direct or via consultants)
- Working with district personnel to incorporate the NY State Board of Regents DEI/CRSE framework into curriculum and other classroom/virtual learning
- Developing metrics to measure and monitor progress in DEI/CRSE implementation and ensure continued adherence to local policies
- To the extent that school faculty is released for a DEI/CRSE program in-service training, substitutes costs can be aid eligible
- Develop DEI strategic plans
- Analyze various datasets to identify strengths and areas needed for improvement relative to equity

SCHOOL LIBRARY System

■ **COSER 502 A:** School Library Common Collection, page 30

■ **COSER 502 B:** School Library Online Information Resources, page 30

■ **COSER 505:** Library Automation

SCHOOL LIBRARY System

Kim Hooper, School Library System Coordinator, (845) 348-3500 ext. 3596 | khooper@rboces.org

COSER 502 A: School Library Common Collection

The Rockland BOCES School Library System (SLS) offers a cooperative collection development service encouraging participating districts to purchase library materials leveraging funding while broadening and supplementing resources for members. CCD library materials are housed in individual school libraries but are available for loan to other libraries.

The BOCES School Library System and the SLS Council direct the process and coordinate the purchase of materials for school libraries to the advantage of members' learning communities. To facilitate the sharing of materials, Rockland BOCES offers point-to-point courier service for the pickup and delivery of materials.

COSER 502 B: School Library Online Information Resources

The Rockland BOCES School Library System (SLS) offers districts the opportunity to purchase educational technology and subscription services expanding access to the best resources for information use and knowledge creation, including but not limited to, periodicals, newspapers, reference material,

e-books, audio books and visual images. Students will have access to databases, research tools, eBooks, and other media to use in the library, school, and home to support curricular needs and the region's instructional initiatives. The School Library System (SLS) will provide staff development, technical assistance, and facilitation with consortium pricing and training for this service.

COSER 505: Library Automation

The Library Automation Service supports members with library automation software allowing for easy access to quality resources within and beyond the library walls. The service provides complete library automation software contracts, competitive pricing, and data privacy and security compliance. Members will benefit from facilitation of vendor record loading, emergency services, contribution of district records to the regional catalog, as well as ongoing technical support, user group meetings, and professional learning. This service also offers purchase of additional library automation modules (ex. reading levels, asset management), equipment, materials, and supplies.

ADMINISTRATIVE Services

Tawnya Muhlrاد, Assistant Superintendent for Business and Operations
(845) 627-4721 | tmuhlrاد@rboces.org

Administrative Services provided by Rockland BOCES include the Shared Services of the Board Meeting Management Service, Director of Transportation and the Communication Service. School Support Services include Technical Services and Support, Transportation Services, Health, Safety and Security Services, School Registry Services and Cooperative Bidding.

SHARED Services

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- **COSER 618**
Board Meeting Management Service (Powered by Board Docs), page 32
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TECHNICAL Services and Support

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TRANSPORTATION Services

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Field Trip Transportation, page 33
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- **COSER 610**
Special Education Transportation, page 33
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Summer School Special Education Transportation, page 34

HEALTH, SAFETY and SECURITY Services

- **COSER 621** Level I Management Program and Level II Management Program (In District), page 34

SCHOOL Registry

- **COSER 615** School Registry Services, page 36

COOPERATIVE BIDDING

- **COSER 631** Cooperative Bidding, page 37

GRANTS AND DEVELOPMENT Service

- **COSER 574** Grants and Development Service, page 37

LOWER HUDSON Regional Information Center Services

- **LHRIC** Services, page 37

SHARED Services

Tawnya Muhlrاد, Assistant Superintendent for Business and Operations
(845) 627-4721 | tmuhlrاد@rboces.org

COSER 618: Board Meeting Management Service (Powered by BoardDocs)

BoardDocs is a cloud-based service that enables districts to upload, display, distribute and house board of education business documents. Meeting agendas, minutes, policies and any other supporting documents can be accessed and viewed online anytime, wherever there is a Internet connection. Districts are able to hold virtually paperless meetings with preparation time and effort greatly reduced. Information can be made public or kept confidential,

accessible only to users with sufficient privileges. The service allows for archiving items and metasearch capabilities for anything stored by BoardDocs' secure server. With BoardDocs Pro, board members can use an online voting feature, distribute confidential newsletters, and use other library features. BoardDocs LT is an economic solution for districts working to stay within a budget.

COSER 378: Director of Transportation

This COSER provides for the Director of Transportation to be responsible for the administration and planning of the bus transportation system for each participating school district. The Director can plan, assign and

review the work of others and prepare required State and Board reports in order to efficiently and effectively oversee participating school districts' transportation departments.

COMMUNICATIONS Service

Scott Salotto, Executive Director of Communications and Governmental Relations
(845) 627-4705 | ssalotto@rboces.org

COSER 630: Communications Service

The award-winning Rockland BOCES Communications Service assists school districts in building a strategic, planned process of communication between the district and its internal and external populations. Our highly-skilled team of expert communicators has an impressive background in public relations, journalism, photography, corporate communications, strategic planning, graphic design, crisis management and more. Potential types of projects may include:

- Social media storytelling
- Communications planning aligned with school district goals
- Crisis communications
- Budget and capital project communications
- Branding and graphic standards development
- e-Communications
- Publications
- Media relations
- Video production
- Website content design and management
- Promotional displays and campaigns



Unlike traditional public relations agencies, the Rockland BOCES Communications Service goes beyond just sending a press release or postcard. Our cost-effective services are designed to educate, inform and generate excitement through creative and strategic placements in targeted media, including digital, print and video. We strategize to help school districts break through the clutter and engage a target audience.

TECHNICAL Services and Support

Nicholas Rusiecki, Assistant Director of Technology | (845) 627-4735 | nrusiecki@rboces.org

COSER 507: Print Centers

Rockland BOCES Print Centers are equipped to meet the full spectrum of printing needs of participating districts. Our high speed color and black and white copiers produce professional quality print documents on varied paper types and sizes, up to 11" x 17" formats. The centers stock a variety of paper colors and weights. Laminating, padding, folding and binding services are also available. Jobs can be sent electronically or by submitting a paper master copy for duplication. Our couriers pick up and deliver to one of the print center locations listed below and deliver completed jobs to all school districts in Rockland County.

Rockland BOCES Print Centers are located in:

- North Rockland Central School District
- East Ramapo Central School District

A Print Center Information manual is available at www.rocklandboces.org for all participating districts.

COSER 551: Common Set of Learning Objectives

Technology has the potential to transform the classroom, redefining traditional modes of instruction and learning. Used effectively, technology offers

varied options for students to acquire and apply their knowledge. Assistive technologies help staff to make content accessible to diverse learners with varied challenges. Furthermore, technology can support the collection and analysis of assessment data to inform instructional decision making, including targeted, differentiated remediation and enrichment.

BOCES instructional and technical staff are available to support our districts. In addition to technical support, our services include: planning support to ensure seamless integration of technology into the curriculum; identification and purchasing of optimal technology to meet instructional and learning goals; coordination of regional curriculum and staff development; as well as custom professional development tailored to meet specific district objectives.

Technology Planning and Implementation:

Technology tools that assist our districts with professional development and curriculum resources

- My Learning Plan - Professional Goals
- Rubicon Atlas Curriculum Mapping

TRANSPORTATION Services

JoAnne Thompson, Director of Transportation | (845) 627-4756 | jthompson@rboces.org

COSER 608: Field Trip Transportation

Transportation for field trips, and to work/study sites, is provided for Career Education and Special Education students from participating districts. Where appropriate, transportation services are provided for extended school year (summer) programs.

COSER 609: Career Education Transportation

Career and Technical Education (CTE) students from participating districts are transported from their local high schools to the BOCES Career Education Center, and returned to their respective school at the end of the session. Transportation charges are based on either a per-student or per-bus basis, depending on cost effectiveness.

Bus monitors are available upon request as an additional service.

COSER 610: Special Education Transportation

Students with disabilities are provided transportation from home to school and from school to home. Vehicles used are equipped with hydraulic lifts, wheelchair accommodations and climate control apparatus. When required by an IEP, BOCES bus monitors are available as an additional service.

COSER 611: Bus Driver Testing and Training

Section 156.3 of the NYS Commissioner's Regulations provides that all school bus drivers pass a seven step physical performance test. All school bus drivers must take and pass this test, effective July 1, 2000.

This program offers training related to Article 19A, including bus driver certification requirements. BOCES will coordinate and provide all required testing, in addition to maintaining necessary records. School Bus Driver Instructor Services (SBDI) relating to SED required basic and refresher courses are also offered.

COSER 612: Vehicle Maintenance/ Department of Transportation (DOT)

The Rockland BOCES Transportation Department provides oversight in coordinating all DOT and non-DOT vehicle maintenance repairs, and NYS DOT inspection for all participating component school districts. This service also includes maintenance of all mandatory vehicle files to ensure compliance with the Department of Transportation, Department of Motor Vehicles and the State Education Department regulations.

COSER 613: Transportation Management

The Transportation Office of Rockland BOCES will provide transportation management services to districts that participate in this program. Services to be provided include:

- a. Student routing
- b. Driver records management

- c. Driver training
- d. Safety training

Student routing is managed via Transfinder Corporation. Founded in 1988 and headquartered in Schenectady, New York, Transfinder is a national leader in intelligent transportation systems, providing transportation management systems and services to municipalities and school districts. Transfinder was recently voted the Best Software and Best Hardware by industry leaders. Transfinder's award-winning technology routes about one in three students in North America.

Recognized as one of the easiest and most intuitive tools for transportation routing, scheduling, planning and communications, Transfinder's solutions enable school districts to provide:

- Safe, efficient, and cost-effective student transportation;
- Seamless GPS integration;
- School Bus Routing;
- Comprehensive field trip management;
- Districtwide communications;
- School Bus Camera integration; and
- Online outreach to parents and the community.

COSER 845: Summer School Special Education Transportation

For students whose IEP requires an extended year program, transportation from home to school and school to home is provided. Assigned vehicles are equipped with hydraulic lifts, wheelchair accommodations and climate control apparatus for those students with physical and/or multiple disabilities.

HEALTH, SAFETY and SECURITY Services

Michael Fennessey, Coordinator of Safety and Security
(845) 627-4766 | mfennessey@rboces.org

COSER 621: Level I Management Program

This service provides health, safety and security consulting and support to participating public school districts regarding Federal and State regulatory compliance. Some areas of consulting assistance include, but are not limited to, Asbestos, Fire Safety, Indoor Air Quality, Water Quality, Lead in Paint, PESH and EPA compliance, Emergency Planning and Response, School Security Issues and Hazardous Materials.

There are two levels of Health and Safety Services, Level 1 and Level 2. Level 2 Service includes all of Level 1 plus the additional listings below.

*Additional Service fees will apply

ASBESTOS

Level 1

- Compliance Consulting
- Management Plan Consulting

Level 2

- Awareness Training
- Inspections/Surveillances
- Management Plan Template
- Sampling*

CODES AND LIFE SAFETY

Level 1

- Code and Life Safety Updates

Level 2

- Compliance Site Visits
- Regulatory Reviews and Audits
- Regulatory Signage Review and

COUNTY EMERGENCY MANGEMENT ALERTS AND INFORMATION

Level 1

- Alerts and Information

CPR/AED/STOP THE BLEED

Level 1

- Compliance Consulting

Level 2

- AED Training*
- CPR Training*
- Stop the Bleed Training*

DEPARTMENT OF HEALTH UPDATES

Level 1

- Epidemic Guidance
- Infection Disease Information
- Pandemic Guidance and Protocols

Level 2

- Reporting Guidance and Assistance

DRILLS

Level 1

- Drill Feedback and After-Action Review Form
- Drill Recording Template
- Protocols and Recommendations

Level 2

- Drill Procedure Training
- Onsite Assistance and Feedback
- Tracking Guidance and Assistance

FIRE AND BUILDING SAFETY CONSULTING

Level 1

- Boilers
- Bulk Petroleum Storage
- Carbon Monoxide Detectors
- Electric Operated Partitions
- Elevator Inspections
- Emergency Lighting
- Exit Signs
- Fire Alarm Systems
- Fire Department Connections

- Fire Extinguishers
- Fire Hydrants
- Generators
- Kitchen Hoods Cleaning
- Kitchen Hood Extinguishing Systems
- Sprinkler Systems
- Stage Curtains
- Standpipes

Level 2

- Assistance with Arranging for 3rd Party Inspections

FIRE AND BUILDING SAFETY INSPECTIONS

Level 1

- 209u Chemical Inventory Forms
- Guidance Checklist
- Submission of 209u Chemical Forms to Fire Chiefs

Level 2

- Chemical Management Guidance
- Code Compliance
- Fire Inspections

INDOOR AIR QUALITY INVESTIGATIONS

Level 2

- Carbon Dioxide
- Carbon Monoxide
- Chlorine
- Gas Leaks
- Humidity
- Hydrogen Sulfide
- Mold Inspections
- Temperature
- TVOCs

OSHA COMPLIANCE TRAINING

Level 2

- Bloodborne Pathogens Training
- Confined Space Training
- Custom Training
- Fire Safety
- Hazard Communication/Right to Know
- Lockout Tagout Training

OSHA PLAN TEMPLATES

Level 1

- Bloodborne Pathogens/Exposure Control
- Chemical Hygiene Plan
- Confined Space Plan
- Hazard Assessment / Personal Protective Equipment Plan
- Hazard Communication/Right to Know Plan
- Lockout Tagout Plan

COSER 621: Level II Management Program (includes all services within Level I)

Level 2

- Template Guidance and Completion Assistance

PESH/OSHA COMPLIANCE CONSULTING

Level 2

- Customized Consulting

PEST MANAGEMENT CONSULTING & COMPLIANCE

Level 2

- Bedbugs
- Lice
- Pesticide Notification Form
- Rodents
- Wildlife

REUNIFICATION

Level 2

- First Aid Kits
- Go Bags
- NYSED Compliance Review
- Plan Review and Guidance
- Relocation and Reunification Protocols
- Site Preparations and Setup
- Site Review

SAFETY PLANS

Level 1

- Safety Plan Guidance
- Templates

Level 2

- Safety Plan Development Assistance

SCHOOL SAFETY, SECURITY, AND VIOLENCE PREVENTION

Level 2

- Active Shooter Training
- Camera Locations
- Cyber Safety Awareness Training
- Gangs in School Awareness Training
- Incident Command Training
- Narcan Training

- Security Walk Through and Enhancement Recommendations
- Social Media Safety Training
- Tabletop Exercises
- Threat Assessment Training
- Vaping Awareness Training
- Verbal De-escalation Training

SHARPS DISPOSAL

Level 1

- Consulting

Level 2

- Coordination with Vendor for Removal*

WATER SAMPLING

Level 2

- Lead in Water Sampling*
- Regulatory Guidance
- Reporting Compliance
- Water Sampling for Other than Lead*

■ Additional Fees:

- Ballistic Window Covering
- Chemical/Hazardous Materials Disposal
- Mapping and Floor Plans
- Laboratory Analysis
- Lead Paint Testing
- Sharps Pick Up
- Staff Compliance Tutorial Software
- Vape Detectors

SCHOOL Registry

Vincenza Fitzmaurice, School Registry Supervisor | (845) 627-4833 | vfitzmaurice@rboces.org

COSER 615: School Registry Services

The School Registry places qualified substitute personnel in both teaching and civil service positions using the web-based and automated call system, Absence Management (formerly AESOP).

The Registry provides early morning monitoring of Absence Management (formerly AESOP) for participating school districts and support of employees, substitutes and clerical staff.

COOPERATIVE Bidding

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(845) 627-4721 | tmuhlrاد@rboces.org

COSER 631: Cooperative Bidding

This service is designed to save districts money and time by developing cooperative bids for various goods and services based upon requests from participating districts. These requests are combined and presented to vendors for pricing. A steering committee comprised of district

representatives analyzes the bid results and prepares recommendations for awards. Experience has shown that accurate estimates of quantities to be purchased, along with the volume generated by requests from multiple entities, should result in competitive pricing.

GRANTS and DEVELOPMENT Service

Elizabeth Kendall, Grants Specialist | (845) 627-4766 | ekendall@rboces.org

COSER 574: Grants and Development Service

School districts are eager to pursue funding opportunities and resources that can support special initiatives and supplement school budgets. Rockland BOCES new Grants and Development Service provides the time, expertise and resources for school districts to pursue these funding opportunities.

■ The Grants and Development Service provides:

- A resource center for information regarding grants, foundation awards, and other source of funding and resources
 - Opportunities for district teams to participate annually in identifying district needs and prioritizing them and matching these needs with possible sources of funding and resources
 - Facilitation and support in writing and submission of grant applications as aligned with identified priorities

The Grants and Development Service ensures that school districts receive the necessary information and assistance in their effort to apply for various grants and other opportunities as an informed and expedient process with an experienced grant writer.

LOWER HUDSON Regional Information Center Services

Kathy Conley, Executive Director | kconley@lhric.org | (914) 922-3331

The Lower Hudson Regional Information Center (LHRIC) is a nonprofit consortium providing educational and administrative technology services to 62 school districts in Westchester, Putnam and Rockland counties. The LHRIC is one of 12 Regional Information Centers located throughout New York State. It operates with an annual budget of more than \$45 million and employs approximately 175 information technology professionals based in Harrison, NY.

In our region, the LHRIC provides a full range of educational technology services to over 180,000 students, and nearly 12,000 teachers, located in approximately 240 school buildings connected to the Internet via our Wide Area Network. As one of our primary offerings, the LHRIC provides network support and technical services to nearly 40 school

districts, using over 45,000 computers, which represent approximately two-thirds of all districts comprising our tri-county consortium.

The LHRIC provides a comprehensive menu of services, including technical services and support, remote monitoring and support, Internet access, regional Internet filtering, test scoring, data warehousing, financial and student information systems, staff development, technology planning, project management, research and development, systems integration, distance education (video conferencing and online learning), video streaming, data report verification, unified communications via VoIP, digital signage, CIO mentorship and emerging technologies, to name a few, while continuing to remain on the cutting edge of trends and mandates that impact the technology needs of our member districts.

ADULT Education and BUSINESS Services

Claudia Murphy, Director of Adult Education
(845) 348-3500 ext. 3528 | cmurphy2@rboces.org

Adult Education and Business Services are located at the BOCES Educational Resource Center (BERC) in Nyack, with additional programs in West Nyack, Spring Valley, Suffern and Haverstraw.

Literacy programs are free. These programs are funded through Employment Preparation Education (EPE) and Workforce Innovation Opportunity Act (WIOA Title 2) funding. A full continuum of services are offered including Beginner, Intermediate, Advanced ESOL, and GED®.

Career Training/Continuing Education programs are tuition based. Payment plans are offered. All programs are offered during the mornings and evenings in the various locations. Programs are certificated and aligned with Rockland County sector priority areas. These areas include IT, Biomedical, Advanced Manufacturing and Hospitality. All programs implement Employment Readiness Training into their curriculum.

Youth Connections (WIOA Youth) provides youth, between the ages of 14 – 24, with a career pathway. It is customized and designed to meet the needs of Rockland County's in and out of school youth. Students can register for a High School Equivalency (GED) program and/or career training. Workforce readiness and paid work experiences are embedded into the program.

The Test Assessing Secondary Completion (TASC) High School Equivalency exam was replaced by the GED® on January 1, 2022.



■ Literacy Zone (WIOA Title 2)

- Family Welcome Center located in Spring Valley
- Reform initiative to close the achievement gap in urban and rural communities of concentrated poverty and high concentrations of families and individuals with limited literacy or English language proficiency
- Connect adult learners and their families with educational opportunities, community agencies and services to assist with employment, housing, healthcare, nutrition, mental health, social services, substance abuse, transportation and personal finance

INITIATIVES

■ **RACE** (Rockland Adult and Community Education): Rockland BOCES prepares diverse learners with academic, vocational and technological competencies for the 21st century global workforce.

Recognizing that adult learning patterns and needs must be addressed in sensitive and responsible manners, RACE programs are designed to be comprehensive, supportive and flexible. RACE instructors and support staff are dedicated to meeting individual student academic and vocational needs and to the development of self-worth through continuing education.

RACE focuses on expanding adult career pathways providing students multiple opportunities, from entry-level, noncredit courses to mid-skill level certificate degree programs. Coursework is aligned with in-demand occupations in the Lower Hudson Valley Region in response to the needs of local business and industry.

Whether you seek career training, professional development, adult literacy classes, youth programs, leisure learning opportunities or personal growth courses, RACE makes it convenient and affordable for all students to reach their educational, training, career and personal goals.

Since 1960, Rockland BOCES has developed skilled workers, strong families and successful communities by offering opportunities to learn at every stage of life.



ADULT Education and BUSINESS Services

■ Rockland Works:

is Rockland County's one-stop employment and training resource, supporting both the employment and training needs of job seekers and the staffing needs of local employers. It is located at the BOCES Educational Resource Center (BERC) in Nyack. All services are provided free of charge.



■ National Dislocated Worker

Grant: Qualified unemployed and dislocated workers are also eligible for FREE job training and job placement assistance through the US Department of Labor CAREER (Comprehensive and Accessible Reemployment through Equitable Employment Recovery) grant. This grant is designed to enhance worker employability and earnings during and after the COVID-19 pandemic.

■ The Rockland BOCES Adult Career and Technical Education programs: Exciting full-time training opportunities designed to meet the changing needs of today's job market.

Programs include:

- Animal Science
- Automotive Technology/Collision
- Career Services Programs
- Carpentry
- Cosmetology
- Criminal Justice
- Culinary Arts
- Cyber Technology
- Electrical Trades
- Licensed Practical Nursing
- Medical Assistant

- Plumbing
 - Welding and Fabrication
- Counseling and job placement assistance are included in all programs.

■ Career Training Courses

- Administrative Medical Office Skills
- Animal Science
- Automotive Collision Repair
- Automotive Service Technician
- Automotive Technology
- Basic Electrical Construction
- Bookkeeping
- Building Trades
- Carpentry
- Commercial Driving
- Cosmetology
- Criminal Justice and Fire Science
- Culinary Arts
- Cyber Security
- Cyber Technology
- Dental Assistant
- Digital Design and Marketing
- Electrical Trades
- Food Service Certification Training
- General Welding
- Medical Assisting
- Medical Coding
- Nurse Assisting
- Pathways into Electrical Apprenticeship
- Patient Care Technician
- Pharmacy Technician
- Phlebotomy with EKG
- Plumbing
- Practical Nursing
- Teacher Assistant
- Veterinary Assistant

■ Continuing Education:

Offered year-round, Adult Continuing Education courses range from one to sixty hours, ranging from computer software skills and defensive driving to

vocational and technical skills training and personal enrichment. New courses are developed in response to community needs.

■ Comprehensive Vocational Assessment Center:

This program offers students comprehensive career planning, diagnostic vocational evaluations and screening. Career Assessment Services are available to any person interested in starting or changing careers, enrolling in an educational or job training program, or determining vocational aptitudes and interests.

■ Collaboratives: Rockland BOCES Adult Education collaborates with local nonprofit organizations and community/county agencies such as ACCES-VR, the Workforce Development Board of Rockland County, the Rockland County Department of Social Services, Literacy Solutions, Jawonio, Jewish Family Services, VISIONS Center on Blindness, the WDB of Rockland County, DSS, Bridges, Westcop, The Rockland County Workforce Development Board, Rockland County Social Services, Bridges, ACCES-VR, Jawonio, The Pride Center, Unlocking Futures and local trade unions to provide customized training and career/post-secondary pathways for adults of various abilities and needs.



COSER 410: Rockland Regional Academic Night High School

Evening Credit Recovery Program is designed for students who:

- are behind in credits
- need one or two more courses to graduate
- have unique learning styles

Rockland BOCES Regional Academic Night School includes the following program areas:

- Regents English 9-12
- Social Studies
- Mathematics
- Science

CROSS Contracts

Tawnya Muhlrاد, Assistant Superintendent for Business and Operations
(845) 627-4721 | tmuhlrاد@rboces.org

The 37 BOCES located across New York State offer a variety of programs and services, some of which are not directly available through Rockland BOCES. In the event that Rockland BOCES is unable to offer a specific program, a component school district or municipality may receive the services of another BOCES, upon the approval of the local District Superintendent, through a **“cross contract.”**

A cross contract ensures that a component school district receives the BOCES state aid that is available for that specific cooperative service. The cost for cross contracts is determined by the BOCES that is delivering the service(s). Rockland BOCES charges no coordinating fee for these cross contracted services.

The following is the procedure to establish a cross contract between a Rockland BOCES district and another BOCES:

- The Superintendent of the local district must send the Rockland BOCES Superintendent a written request to participate in a specific COSER of another BOCES.
- Rockland BOCES sends a letter to the local district acknowledging receipt of the request letter.
- Rockland BOCES sends a letter to inform the District Superintendent of the other BOCES that the request is approved.
- The cost of the program or service provided by the other BOCES will be included on the regular invoice sent by Rockland BOCES, and the district will pay this respective fee to Rockland BOCES as part of the monthly bill.
- The following are descriptions of some of the services available through cross contracts.

CROSS Contracts

- **COSER 416**
The Center for Environmental Education (CEE), page 41
- **COSER 525**
Interscholastic Athletic Services, page 41
- **COSER 646**
CEL and Human Resources Services/ Regional Teacher Recruitment, page 42
- **COSER 604**
Regional Certification, page 42
- **COSER 605**
Negotiations Clearinghouse, page 42

CROSS Contracts

COSER 416: The Center for Environmental Education (CEE)

For information, contact:

Dorna Schroeter
Putnam/Northern Westchester BOCES
(914) 248-2335
dschroeter@pnwboces.org

■ **The Center for Environmental Education (CEE):**

CEE has been a leader in providing high quality programs and curriculum support along with cutting edge resources and expertise to schools throughout the Hudson Valley for more than 40 years. CEE programs are correlated to the Common Core Standards (CCS), SCIENCE 21 (through SCIENCE 21 Alive), and Education for Sustainability.

CEE offers more than 65 hands-on, inquiry-based K-12 programs designed for classrooms or outside, either at schools, a local park or, Madden Outdoor Education Center (OEC). Special team building programs are available for individual classes, grade-level teams, sports teams and clubs to support the Dignity Act. Team building programs can take place at schools or either the challenge course at Madden OEC or the one on the P/NW BOCES Yorktown campus. Programs in sustainability education include summer professional development courses for teachers and 18 student programs available throughout the school year. They offer two marine ecology programs in Key Largo, Florida. The middle school trip takes place over Columbus Day weekend and the high school trip over spring break. There are six middle school environmental/social studies programs. Other special programs such as Monster Storms and Climate Change; Fearsome Predators; Talons: A Bird of Prey Experience; Earth Portable Classroom and after-school programs. Over the summer they offer 25 unique summer camps to enable young people to develop a connection to the natural world when school is not in session.

■ **Environmental Education:** This is a comprehensive support service to assist in the planning, scheduling, booking and evaluating of a full range of environmental education and sustainability education programs, including programs at residential sites, field trips, in-school programs, and staff development.

■ **Science 21 ALIVE:** Special programs offered at Madden OEC and local schools are available to support the Science 21 curriculum and scientific exploration of the natural environment.

COSER 525: Interscholastic Athletic Services

For information, contact:

Todd Santabarbara
Southern Westchester BOCES
(914) 592-2526
jsimmons@swboces.org

Southern Westchester BOCES (SW BOCES) manages more than 40,000 scheduled athletic contests and oversees the administration of more than 80,000 officiating assignments. SWBOCES also coordinates and rates 2,500+ sports officials and administers the nearly \$4 million payment plan for these officials. The Center for Interscholastic Athletics also maintains a website that can be accessed through www.swboces.org. The site is an invaluable source of information regarding the schedule of all games and tournaments in the Section 1 region as well as specific directions to the schools in which athletic events are held; nearly 100 schools are listed. Supplementary information on organizations such as the New York State Public High School Athletic Association, the New York State Athletic Administrators Association, the National Collegiate Athletic Association (NCAA) and links to other related sites are also available through this site. Athletic office support is based on a tiered formula reflecting each school's secondary enrollment, as classified by the New York State Public High School Athletic Association. The Officials' Payment Plan fees are not state-aidable, but are based on contracts with the organization associated with each sport. Rates are based on the home school's payment to officials in the prior year.

COSER 646: CEL and Human Resources Services/ Regional Teacher Recruitment

For information, contact:

Lynn Allen, Ed.D.
Putnam/Northern Westchester BOCES
(914) 248-3867
lallen@pnwboces.org

Applicants use the Online Application System for Educators (OLAS) to transmit employment applications. Candidates can apply to one or more of the participating districts in the Regional Teacher Recruitment service by filling out one application. Candidates target the districts they want to apply to and have the option of granting all districts access to their information. Districts can search for, sort and print applications, cover letters, resumes and other supporting documents using multiple search criteria. The online application is free to candidates. The site is a VeriSign Secure site, ensuring applicants the most sophisticated security available on the Internet.

COSER 604: Regional Certification

For information, contact:

Cynthia Bambace
Southern Westchester BOCES
cbambace@swwboces.org

This service functions as an extension of the New York State Education Department's (SED) Office of Teaching. The Regional Certification office provides advisement and counseling to subscribing school districts on matters of New York State Teacher Certification including:

- Collaboration with SED on behalf of subscribing school districts.
- Evaluation of transcripts for certification in most areas, including coaching.

COSER 605: Negotiations Clearinghouse

For information, contact:

Bharut Mistry
Putnam/Northern Westchester BOCES
(914) 248-2456
bmistry@pnwboces.org

Collects and analyzes a compilation of regional financial, salary and contract statistics for classified and certificated staff of more than 60 school districts in the lower Hudson region. Workshops are offered to participants and attorneys to discuss trends and concerns of recent negotiations and results of ratified contracts. Special surveys are also part of the service.

COMMUNITY AND BUSINESS Collaboratives

Rockland BOCES partners with school districts, community-based service organizations and government agencies on a number of collaborative programs supporting the development of an educated and healthy local public:

ROCKLAND COUNTY Partnership for Safe & Healthy Youth

BOCES Educational Resources Center (BERC)

131 N. Midland Ave., Nyack, NY 10960 | www.rocklandboces.org | (845) 405-4180

The Partnership for Safe & Healthy Youth is a fresh approach to providing a continuum of behavioral health, social services and educational support to Rockland County children and teenagers who are struggling academically, socially and emotionally. The Partnership focuses on healing children, adolescents and their families, with the goal of creating a stronger, stable support system at home.



**ROCKLAND COUNTY
PARTNERSHIP FOR
SAFE & HEALTHY YOUTH**

Highly-trained, multilingual experts from the Rockland County Department of Mental Health, the Rockland County Department of Social Services, the Rockland County Department of Probation, the Rockland County District Attorney's Office and Rockland BOCES identify needs and coordinate services.

Why We're Different:

The Partnership brings together a diversity of services within the youth's everyday environment. By providing coordination of care and the ability to address multiple issues at one location, the PSY team connects children, youth and their families with immediate resources and appropriate supports, leading to more productive and healthy lives.

Outcomes:

Participation of children, youth and families with the Partnership For Safe Youth often leads to higher academic achievement, improved school attendance, less involvement with substance abuse and crime, improved behaviors and a unified family.

Involvement with the Partnership may also increase a youths' social competence and motivation.

Where We Work:

The Partnership for Safe Youth is centrally located inside the BOCES Educational Resource Center (BERC) in Nyack. This "one-stop" setting allows streamlined access to all partners and related services. Referrals are immediate, paperwork is reduced, face time replaces phone calls.

CONTACT INFORMATION:

The Rockland County Partnership for Safe Youth
BOCES Educational Resource Center (BERC)
131 N. Midland Avenue, Nyack, New York
(845) 405-4180

■ **Family Resource Center**

The Family Resource Center provides a comfortable and welcoming place within the BOCES school community for families to come together for fellowship, support and fun. The FRC partners with parents/guardians to attend school-based meetings to help foster positive relationships between school and home.

The center and its programs are available to all families in any BOCES program. Programs and services include academic, social and enrichment activities; information and referrals to community agencies and supports and workshops on a variety of topics important to BOCES families. Community partners include the Mental Health Association of Westchester, the Mental Health Association of Rockland County and Rockland 21st Century Collaborative for Children and Youth.



ROCKLAND BOCES
Family Resource Center

FOR MORE INFORMATION CONTACT: Rebecca Christner
rchristner@rockland21C.org
(845) 627-5437

■ Rockland BOCES Family Resource Center (FRC) Foundation



The Family Resource Center Foundation, a 501c3, offers an array of programs, events and services for Rockland BOCES students and families.

CONTACT INFORMATION:

Elizabeth Kendall
(845) 627-4723

■ Rockland Transition Consortium



The Consortium consists of representatives from Rockland County School Districts, public agencies, non-profit organizations, and colleges which are committed to providing a smooth transition for individuals with disabilities from school to work and/or postsecondary programs, children's services to adult services and home to the community at large.

CONTACT INFORMATION:

Rockland BOCES
65 Parrott Road, West Nyack, NY 10960
(845) 627-4790 / www.rocklandboces.org
Mary Ellen Urinyi

■ Rockland Works



Rockland Works is Rockland County's one-stop employment and training resource, supporting both the employment and training needs of job seekers and the staffing needs of local employers. It is located at the BOCES Educational Resource Center (BERC) in Nyack. All services are provided free of charge.

CONTACT INFORMATION:

Rockland Works
BOCES Educational Resource Center (BERC)
131 N. Midland Avenue
Nyack, NY 10960
Claudia Murphy
Director of Adult Education
(845) 770-2900

■ Youth Connections



Youth and young adults (ages 14-24) who participate in the Youth Connections program are afforded the opportunity to learn the skills they need to achieve in their chosen career path. Enrollees can earn high school equivalency diplomas, enroll in a college program or get started on a career path. Services include paid work experiences, internships, guidance and counseling, vocational training, resume and interview workshops and tutoring services.

This program is offered in partnership with RCC and is funded through the Workforce Innovation Opportunity Act grant.

CONTACT INFORMATION:

Claudia Murphy
Director of Adult Education
(845) 348-3500 ext. 3528

■ Behavioral Health Response Team (BHRT)



A community-based mobile service that delivers integrated behavioral health and medical services to families in crisis. BHRT works with the emergency department and the Behavioral Health Center at Nyack Hospital, outpatient providers and local police and emergency services in Rockland County.

CONTACT INFORMATION:

BHRT Crisis phone: (845) 517-0400 or 911

■ Mental Health Association of Westchester



MHA is a community-based nonprofit offering recovery-focused mental health services at a licensed mental health clinic at BERC. A full range of clinical services is offered in a professional, confidential and comfortable setting including individual, family and group therapy.

CONTACT INFORMATION:

Rockland Clinics
Tanya Hammock, Program Director
(914) 345-5900 ext. 636

CONTACT Information

Adult Education

Claudia A. Murphy, M.B.A.
Director of Adult Education
cmurphy2@rboces.org@rboces.org | (845) 348-3500
(ext. 3528)

Business Office

Tawnya Muhlrاد, Assistant Superintendent for
Business and Operations
muhlrادt@pearlriver.org | (845) 627-4721

Career and Technical Education

Hudson Valley P-TECH

Kim Bell, Assistant Superintendent of Career Services
kbell@rboces.org | (845) 627-4772

Communications Service

Scott Salotto, Executive Director of Communications
and Governmental Relations
ssalotto@rboces.org | (845) 627-4705

Grants and Development Service

Elizabeth Kendall, Grants Specialist
ekendall@rboces.org | (845) 627-4766

Health, Safety and Security

Michael Fennessey, Coordinator of Safety and Security
mfennessey@rboces.org | (845) 627-4766

Human Resources

Yasmin Helou-Caré, Ph.D.
Assistant Superintendent for Human Resources
yhelou@rboces.org | (845) 627-4712

Instructional Services and Professional Development

Lisa Collopy, Director of Instructional Services
lcollopy@rboces.org | (845) 624-5871

Student Services

Christine Ditrano, Psy.D., Director of Student Services
cditrano@rboces.org | (845) 627-4790

Gianluca DiMuccio
Assistant Director of Student Services
gdimuccio@rboces.org

Elise Rosenberg
Assistant Director of Student Services
erosenberg@rboces.org

Technology

Nicholas Rusiecki, Assistant Director of Technology
nrusiecki@rboces.org | (845) 627-4735

Transportation

JoAnne Thompson, Director of Transportation
jthompson@rboces.org | (845) 627-4756

NOTICE OF NONDISCRIMINATION

Rockland BOCES does not discriminate on the basis of an individual's actual or perceived race, color, religion, creed, ethnicity, national origin, citizenship status, age, marital status, partnership status, disability, predisposing genetic characteristics, sexual orientation, gender (sex), gender identity, military status, veteran status, domestic violence victim status or political affiliation, and additionally does not discriminate against students on the basis of weight, gender identity, gender expression, and religious practices or any other basis prohibited by New York State and/or federal non-discrimination laws in employment or its programs and activities. Rockland BOCES provides equal access to the Boy Scouts and other designated youth organizations. Inquiries regarding Rockland BOCES non-discrimination policies or procedures should be directed to either:

- 1.) Yasmin Helou-Caré, Ph.D.
Assistant Superintendent for Human Resources
Civil Rights Compliance Officer
Rockland BOCES
65 Parrott Road, West Nyack, NY 10994
(845) 627-4712
rbcompliance@rboces.org
- 2.) United States Department of Education, Office of Civil Rights



rocklandboces.org

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