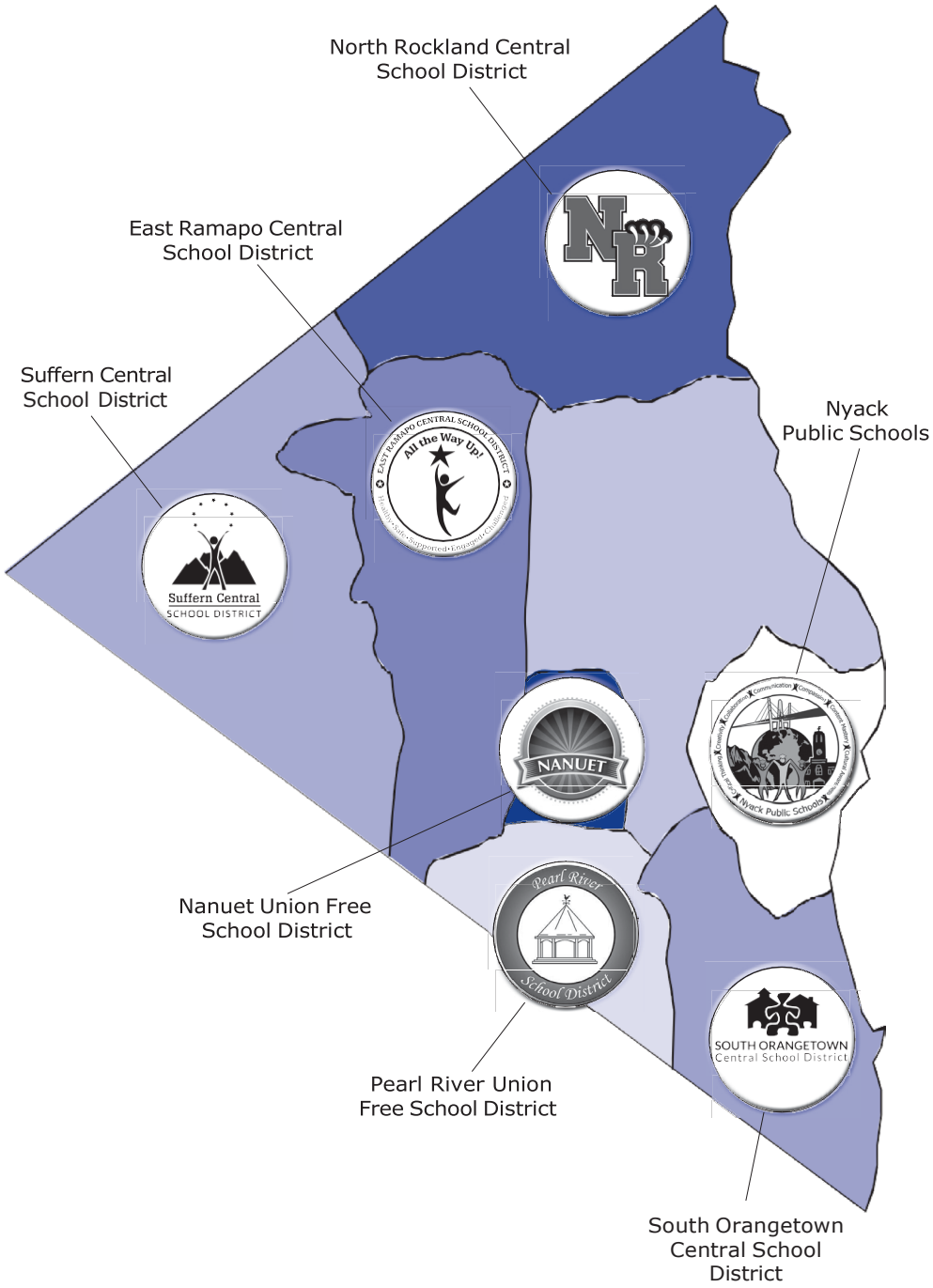
ROCKLAND BOCES
ROOTED IN THE COMMUNITY

ROCKLAND COUNTY REGIONALIZATION

Final Report
October 1, 2025

Rockland BOCES Supervisory District



East Ramapo Central School District

Haverstraw-Stony Point Central School District (North Rockland Central School District)

Nanuet Union Free School District

Nyack Public Schools

Pearl River Union Free School District

South Orangetown Central School District

Suffern Central School District





REGIONALIZATION PLAN AND RECOMMENDATIONS 2025-2026

Name of Sole Supervisory District: Rockland BOCES
District Superintendent: Christopher D'Ambrese

NARRATIVE

Rockland County has made significant progress in advancing its regionalization objectives through a series of targeted, collaborative discussions. These convenings have brought together district leaders and stakeholders to build a shared understanding of regional strengths and challenges, while identifying priority areas for collective action.

Through this process, several key insights have emerged. The county has highlighted both its regional strengths and the critical needs that must be addressed, while also developing early recommendations for the New York State Education Department (NYSED) to support these efforts.

Equally important, these convenings have fostered a strong foundation of trust and collaboration among Rockland's districts. By engaging in meaningful dialogue, districts are beginning to align their strategies, explore innovative solutions, and work collectively to address both common strengths and pressing challenges. Rockland remains deeply committed to expanding opportunities for all students and values its partnership with NYSED in shaping the policies, resources, and frameworks necessary to sustain and strengthen this important work.

REFLECTION

Reflecting on this process, it is clear that Rockland's regionalization work has been as much about building relationships as identifying strategies. The convenings created space for districts to step beyond individual concerns, surface shared priorities, and recognize that challenges such as staffing shortages, access to advanced coursework, and student well-being are best addressed collectively.

Most importantly, the process has fostered trust and transparency, laying a foundation for action and innovation. By engaging stakeholders regionalization is becoming a community-driven effort to expand opportunities for all students. The progress made thus far demonstrates that meaningful collaboration can turn shared challenges into shared solutions.



Part I
Regional Activity Plan

Activity 1.1

Create a regional intervention course for 10th to 11th Grade ENL students to help them gain the knowledge and skills to pass the NYS Regents Exam.

Rationale:

English as a New Language (ENL) students face unique challenges in meeting New York State's graduation requirements, particularly in passing the Regents Examinations. While many of these students demonstrate strong motivation and resilience, language acquisition barriers and limited academic vocabulary often hinder their ability to fully access grade-level content. These challenges can be especially pronounced in the transition from 10th to 11th grade, a critical juncture when students must demonstrate proficiency on Regents exams that are both content-heavy and language-intensive.

An intervention course tailored to ENL students would provide structured, targeted support to bridge this gap. By focusing on academic language development, test-taking strategies, and content-specific skills aligned to the Regents, the course would:

- Build Academic Vocabulary and Literacy Skills: Provide explicit instruction in the academic and disciplinary vocabulary necessary to understand Regents exam questions and texts.
- Reinforce Content Knowledge: Offer scaffolded opportunities to review and apply key concepts in ELA, mathematics, science, and social studies, ensuring students are not only learning English but also mastering all subject matter.
- Develop Test Readiness: Introduce students to the structure, expectations, and question formats of Regents exams, while building strategies for reading comprehension, writing, and problem-solving under timed conditions.
- Support Graduation Pathways: Increase the likelihood of students earning required Regents credits on time, thereby reducing dropout risks and ensuring equitable access to post-secondary opportunities.

This course would also serve as a systemic equity measure. Data across New York State consistently shows that ENL students underperform compared to their peers on Regents exams. Without targeted interventions, these gaps persist and limit opportunities for students to graduate with the same readiness for college, career, and civic life. By designing a dedicated intervention course, Rockland County schools would be proactively addressing these disparities, affirming the value of every student, and aligning with state and federal commitments to support multilingual learners.






***Activity* 1.2**

Establish a shared regional service (CoSer) that supports districts in strengthening coordination of Career and Technical Education (CTE) and workforce development collaboration through training, coaching, business partnerships, and expanded student opportunities—including in critical fields such as business, medical and financial services.

Rationale:

The creation of a Workforce Development CoSer will provide the infrastructure and expertise necessary to expand high-quality CTE opportunities across the county. By pooling resources and leveraging regional partnerships, districts can better prepare students for college, career, and life, while simultaneously addressing the critical needs of the local and state economy.

- Workforce Readiness Gaps: Local employers consistently report a need for graduates with practical skills, work-based learning experiences, and career awareness.
- Equity of Access: Not all districts have the capacity to develop and sustain strong CTE partnerships or internship collaborations on their own. A CoSer ensures equitable access for students across the region, regardless of district size or resources.
- Regional Alignment: By centralizing workforce development efforts, districts can share resources, avoid duplication, and create stronger pipelines from school to high-demand careers in medicine, finance, technology, and beyond.
- NYSED Priorities: Expanding work-based learning and strengthening connections with employers aligns directly with state and federal education goals.

Key Benefits of the CoSer

- Professional Training & Coaching: Equip educators and coordinators with the tools to design, implement, and monitor high-quality CTE and work-based learning coordination.
- Internship Facilitation: Provide structured support for placing students in meaningful internships that connect classroom learning to career pathways.
- Business Partner Database: Develop and maintain a regional database of employer partners across sectors (including medical, financial, technology, and trades), ensuring consistent access and sustainability for all districts.
- Regional Collaboration: Foster stronger partnerships between schools, employers, higher education institutions, and community organizations to ensure students have a broad spectrum of opportunities.



Activity 1.3

Support districts in advancing their Portrait of a Graduate initiatives by facilitating professional learning communities (PLCs), delivering targeted workshops, and hosting collaborative meetings. This work will guide educators in designing and implementing project-based learning (PBL) experiences, developing rubrics aligned to Portrait competencies, and embedding the Portrait framework into curriculum, instruction, and assessment practices.

Rationale:

The New York State Blue Ribbon Commission has identified the Portrait of a Graduate as a critical framework to ensure all students graduate ready for college, career, and civic life, with districts expected to translate these competencies into actionable classroom practices. To achieve this vision, consistency and alignment are essential; without shared tools and structures, implementation risks being uneven across schools. Professional learning communities (PLCs), targeted workshops, and common rubrics provide coherence and fidelity, while also supporting the instructional shifts necessary to embed Portrait skills into daily practice. These shifts include expanding project-based learning (PBL), adopting performance assessments, and designing authentic opportunities for students to demonstrate learning. Equally important is equity of access, as all students must have the opportunity to develop competencies such as communication, collaboration, critical thinking, and civic engagement through intentional planning and shared expectations. To support this work, districts will benefit from PLC facilitation, workshops, PBL training and coaching, rubric development, and implementation coaching for leaders, all designed to embed Portrait practices into curriculum, instruction, and assessment. Through these supports, districts can achieve greater coherence in teaching and assessing competencies, increase student engagement through real-world learning, establish clear rubrics that provide a common language of success for families and educators, and strengthen alignment between district visions, classroom practices, and NYSED's statewide priorities**.**

By investing in structured support for the Portrait of a Graduate, districts can move beyond vision statements to meaningful implementation. Through PLCs, workshops, PBL integration, and rubric development, this work ensures that every student graduates with the knowledge, skills, and dispositions needed to thrive in college, career, and civic life.

Part II
Regional Ideas and Activities

Idea 2.1 Increase funding for alternative education, work-based learning, and PTECH

Benefits

- Expanded Access & Equity: Additional funding ensures that all students—including ENL learners, students with disabilities, and those disengaged from traditional pathways—can access alternative education and career-connected opportunities.
- Stronger Workforce Readiness: Work-based learning and P-TECH programs provide students with practical skills, industry credentials, and real-world experiences that align with high-demand regional careers.
- Improved Graduation Rates: Alternative education pathways keep at-risk students engaged and increase the likelihood of earning a diploma and continuing into postsecondary education or training.
- Regional Economic Growth: Strengthening P-TECH and work-based programs supports the development of a skilled workforce that meets the needs of local employers, especially in fields such as healthcare, technology, and finance.
- Enhanced Partnerships: Sustained investment fosters long-term collaboration between schools, higher education institutions, and industry, creating durable pipelines for student success.

Barriers

- Funding Instability: Many programs rely on short-term grants, making it difficult to sustain long-term initiatives without consistent state-level investment.
- Staffing Shortages: Expanding alternative programs requires certified teachers, bilingual educators, and coordinators skilled in CTE and work-based learning, all of whom are in short supply.
- Equity Gaps Across Districts: Smaller or under-resourced districts may struggle to implement robust P-TECH or alternative programs without regional support.
- Business Partner Engagement Challenges: Building and maintaining partnerships with business and industry can be inconsistent, especially when programs lack dedicated staff to coordinate relationships.
- Awareness & Access: Students and families may not be fully informed about available alternative pathways, leading to under-enrollment or underutilization of programs.

Recommendations

- Stable, Increased Funding Streams: Establish dedicated state funding to sustain alternative education, work-based learning, and P-TECH beyond short-term grants, ensuring predictability for districts.
- Targeted Grants for Equity: Provide additional resources for smaller or high-need districts to ensure equitable access to robust career-connected learning opportunities.
- Incentives for Employer Partnerships: Offer tax credits, recognition, or state-level support to businesses that partner with schools for internships, apprenticeships, and mentorships.
- Invest in Staffing Pipelines: Expand certification pathways and professional development for CTE, bilingual, and work-based learning coordinators to address shortages.
- Increase Awareness: Fund outreach campaigns to inform students and families about alternative pathways, industry credentials, and financial aid opportunities tied to postsecondary success.

Idea 2.2 Provide flexible certification pathways for bilingual professionals and offer grant funding to offset tuition costs, making it more affordable for individuals to pursue certification.

Benefits

- Expanded Workforce Pipeline: More bilingual professionals can enter the education field, addressing shortages in ENL, bilingual, and dual language programs.
- Equity for Multilingual Learners: Students gain access to teachers who understand their linguistic and cultural backgrounds, improving academic outcomes and engagement.
- Reduced Barriers to Entry: Tuition support and flexible pathways make certification more accessible, especially for paraprofessionals or community members already working with students.
- Stronger Community Connections: Hiring bilingual professionals from within the community builds trust and strengthens school-family relationships.
- Alignment with NYSED Goals: Supports state priorities for increasing multilingual learner support and advancing equity across districts.

Barriers

- Certification Rigidity: Current requirements can be time-consuming, costly, and inflexible for working adults.
- Limited Awareness: Potential candidates may not know about certification opportunities or funding support.
- Funding Sustainability: Grant programs require consistent, long-term investment at the state or regional level to remain viable.
- Geographic Disparities: Rural or smaller districts may have fewer candidates and less infrastructure to support bilingual certification efforts.
- Retention Challenges: Even when certified, bilingual educators may leave the field due to workload, limited advancement opportunities, or better-paying alternatives.

Recommendations

- Expand Flexible Pathways: Develop alternative and accelerated certification options for bilingual professionals.
- State-Funded Grants & Scholarships: Provide financial assistance to cover tuition, exam fees, and coursework for candidates pursuing bilingual certification.
- Grow-Your-Own Programs: Provide funding to districts to identify and support paraprofessionals, teaching assistants, or community members who could transition into certified bilingual teaching roles.
- Awareness Campaigns: NYSED to partner with higher education institutions and community organizations to promote bilingual certification opportunities across the state.

Idea 2.3 Re-examine the ability for a BOCES to provide an SRO shared services

Benefits

- Cost Efficiency: Shared SRO contracts across districts lower costs and reduce duplication.
- Increased Coverage: Expands SRO presence to more schools, including smaller districts that may not afford a dedicated officer.
- Consistency of Training: Regional coordination ensures SROs meet standardized expectations and best practices.
- Stronger Collaboration: Builds partnerships between districts, law enforcement, and communities.

Barriers

- Jurisdictional Issues: SROs are typically managed by local police departments, complicating multi-district arrangements.
- Liability & Oversight: Questions arise about who is responsible for supervision, evaluation, and accountability.
- Funding Restrictions: Current state funding streams may not fully support regional or shared staffing models.
- Community Perspectives: Varied views on the role of SROs in schools may create resistance.

Recommendations

- Develop regional SRO agreements facilitated through BOCES or inter-district compacts.
- Provide state-level policy guidance on liability, oversight, and training requirements for shared SROs.
- Expand state reimbursement or grants to incentivize districts to use shared services.
- Create standardized SRO training modules to ensure consistency in school safety practices across districts.

2.4 Provide funding/grants for sustaining 1:1 technology.

Benefits

- Equitable Access: Ensures all students, regardless of district wealth or family income, have access to digital learning tools.
- Future-Ready Skills: Provides students with consistent opportunities to build digital literacy, collaboration, and problem-solving skills essential for college, career, and civic life.
- Continuity of Learning: Supports learning beyond the classroom (e.g., homework, remote learning, blended instruction).
- Instructional Innovation: Enables teachers to integrate technology-rich strategies, adaptive learning platforms, and real-time assessment tools.
- Resource Efficiency: Reduces reliance on textbooks and printed materials, allowing districts to redirect resources toward digital content and instructional support.

Barriers

- Sustainability of Funding: Initial grant programs covered device purchases (especially during CoVid) but did not consider the long-term replacement, upgrades, or repairs.
- Equity of Implementation: Wealthier districts may sustain 1:1 programs through local funds, while high-need districts struggle without state-level support.
- Funding for Professional Development Needs including substitute reimbursement: Without ongoing training, teachers may underutilize devices or rely on technology for substitution rather than transformative learning.
- Device Management: Districts face challenges with security, maintenance, and replacement cycles without dedicated funding.

Recommendations

- Dedicated State Funding Stream: Establish recurring state-level funding to sustain 1:1 technology, including device refresh cycles every 3–5 years.
- Grant Programs for High-Need Districts: Prioritize funding for districts with limited local resources to reduce inequities in access.
- Professional Development Investment: Pair funding with grants for teacher training on integrating technology into instruction, PBL, and assessment.

District Certification

By signing below, the superintendent or designee certifies that this regional plan accurately identifies and represents the extent of participation for their district to which they, in consultation with their board of education, have agreed. The district cannot be required to participate in any items except those to which they have agreed, as certified below.

Each district must provide certification consisting of their superintendent or designee's signature, the date, and a complete list of the item numbers to which their district has agreed.

Name of District: _____

List of Agreed Items: _____

I hereby certify that this district has agreed to participate in the items listed.

_____ _____

Signature Date
