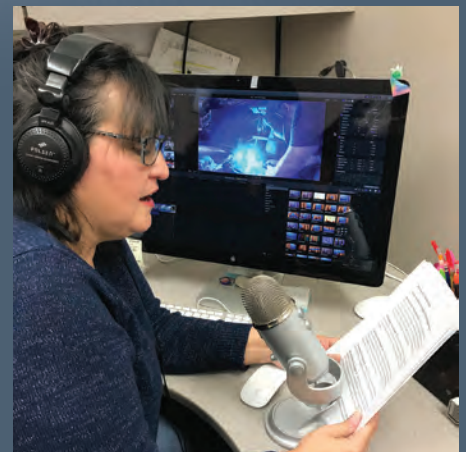
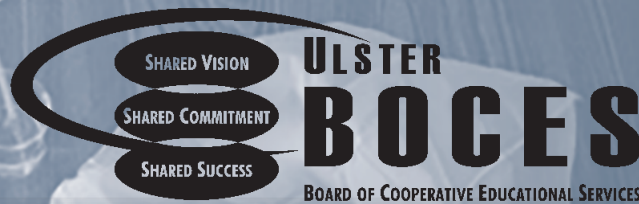
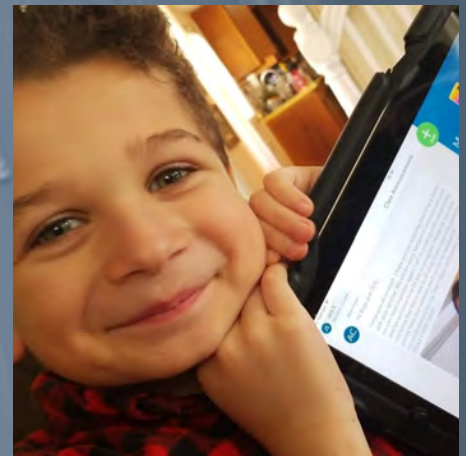


# ULSTER BOCES

## 2021/2022 SERVICES GUIDE





# A MESSAGE FROM THE DISTRICT SUPERINTENDENT

Dear Colleague:

This issue of the Services Guide and Directory of the Ulster County Board of Cooperative Educational Services (BOCES) details descriptions of programs and services available to assist our component school districts in meeting their increasingly varied needs. As schools continue to face economic challenges, the need for our services and the efficiency that they provide is more evident than ever. With an emphasis on effectiveness and efficiency, our services provide quality programs that aid component districts with the challenges of implementing Federal, State, and local initiatives, while meeting the more demanding graduation and school accountability requirements.

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

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

Sincerely,

**Charles Khoury**

Charles V. Khoury, Ed.D.  
District Superintendent

*The Board of Cooperative Educational Services, Sole Supervisory District of Ulster County ("BOCES"), does not discriminate on the basis of an individual's actual or perceived race, color, creed, religion, religious practice, national origin, ethnic group, sex (including sexual harassment and sexual violence), gender identity, sexual orientation ("sexual orientation" means heterosexuality, homosexuality, bisexuality, or asexuality), political affiliation, age, marital status, military status, veteran status, disability, weight, domestic violence victim status, arrest or conviction record, genetic predisposition or carrier status or any other legally protected status in regard to employment opportunities or educational/vocational programs or activities which it operates. All inquiries regarding BOCES Non-Discrimination policies and/or complaints regarding violation(s) of these policies should be directed to the BOCES Compliance Officer, Dr. Jonah Schenker, Deputy Superintendent in one of the following manners:*

*By Email to: [jschenke@ulsterboces.org](mailto:jschenke@ulsterboces.org)*

*By Mail: 175 Route 32 North, New Paltz, New York 12561*

*By Telephone: (845) 255-3020*

*Inquiries concerning the application of Title IX and its implementing regulation and/or complaints regarding violation(s) of these provisions can be referred to the Department of Education, Office of Civil Rights, 32 Old Slip, 26th Floor, New York, NY 10005-2500, Telephone: (646) 428-3900, FAX: (646) 428-3800; TDD: (800) 877-8339; E-Mail: [OCR.NewYork@ed.gov](mailto:OCR.NewYork@ed.gov).*

## CENTRAL ADMINISTRATION

Charles V. Khoury, Ed.D., District Superintendent & Chief Executive Officer  
845-255-3040 ■ ckhoury@ulsterboces.org

Jonah Schenker, Ed.D., Deputy Superintendent  
845-255-3020 ■ jschenke@ulsterboces.org

Allison W. Dodd, Assistant Superintendent for Administration  
845-255-3010 ■ adodd@ulsterboces.org

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Onteora Central School District

Highland Central School District

Wallkill Central School District

Rondout Valley Central School District

Ellenville Central School District

Wallkill Central School District

Kingston City School District

New Paltz Central School District

## COMPONENT SCHOOL DISTRICTS

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*Saugerties Central School District*

Robert Thomann, Board President ■ Kirk Reinhardt, Superintendent

*Wallkill Central School District*

Joseph LoCicero, Board President ■ Kevin Castle, Superintendent

## **MISSION STATEMENT**

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

## **DEFINITIONS**

### **Services**

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

### **Co-Ser**

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

### **Shared Service**

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

### **Itinerant Service**

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

### **Related Service**

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

# OFFICE OF THE DISTRICT SUPERINTENDENT

**CONTACT: Dr. Charles V. Khoury, District Superintendent & Chief Executive Officer**  
**Phone: (845) 255-3040 • Fax: (845) 255-7942**

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

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

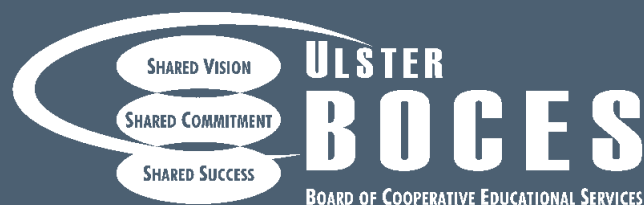
- Provide effective leadership and efficiency for participating districts and serve as local contacts for the State Education Department.
- Facilitate communication and cooperation between districts, the State Education Department, and other public and private agencies.
- Interpret and clarify Education Law, Commissioner's Regulations, and other policies affecting education in this region.
- Serve as the regional contact point for State initiatives, such as the Common Core Learning Standards (CCLS), Building Capacity, and New York State and Federal Assessment initiatives.
- Assist in developing educational policy while working closely with area legislators on behalf of public education.
- Report to the Commissioner and work closely with the Senior Deputy Commissioner for P-20, as well as Vocational and Educational Services for Individuals with Disabilities (VESID).
- Assist districts with Registration Reviews and Focus School/District Reviews for districts needing improvement throughout New York State, as well as for those schools identified as requiring improvement within the BOCES sole supervisory area.
- Assist with reorganization studies in participating districts and support-related efficiency grants.
- Conduct searches to fill vacant superintendencies in local districts, or District Superintendent vacancies in other BOCES.
- Investigate, hear, and decide upon boundary line disputes between districts.
- Provide advice and counsel to local Boards of Education and in-service education for local superintendents and their Boards.
- Take cases on appeal and report testimony to the Commissioner, as directed.
- Hold teacher conferences and counsel teachers in matters such as discipline and school management.
- Act on behalf of other District Superintendents.
- Approve BOCES service contracts and cross contracts.
- Investigate testing irregularities, as assigned by the Commissioner.
- Assume the duties as an Interim District Superintendent of another BOCES when assigned by the Commissioner of Education.

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



2021/2022

# CAREER & TECHNICAL EDUCATION PROGRAMS



# CAREER & TECHNICAL EDUCATION

CONTACT: Amy Storenski, Principal of Career & Technical Education  
[astorens@ulsterboces.org](mailto:astorens@ulsterboces.org) • Phone: (845) 331-6680 • Fax: (845) 331-4655

## Co-Ser Program

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

### **Architecture & Construction:**

Electrical Construction & Maintenance

Heating, Ventilation & Air Conditioning (HVAC)

### **Arts, Audio/Video Technology & Communications:**

Graphic Visual Arts (GVA)

Fashion Design & Merchandising

Music Production

New Visions: Music & Audio Engineering (see page 20)

### **Business Management & Administration:**

Business & Entrepreneurship

### **Education & Training:**

Early Childhood/Educational Studies

New Visions: Education (see page 20)

### **Health Science:**

Animal Science

Nurse Assistant (NA)

Health Occupations Exploration Program (HOEP)

New Visions: Health (see page 20)

### **Hospitality & Tourism:**

Culinary Arts

### **Human Services:**

Cosmetology



## **Co-Ser Program ... continued**

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

### **Information Technology:**

Cisco & Cybersecurity

Digital Design & Programming

### **Law, Public Safety, Corrections & Security:**

Criminal Justice

### **Manufacturing:**

Robotics & Advanced Manufacturing

Welding & Metal Fabrication

New Visions: Advanced Robotics & Engineering (see page 20)

### **Transportation, Distribution & Logistics:**

Aviation/Drone

Auto Collision Technology

Automotive Technology

Motorcycle/Outdoor Power/Turf Management

### **Targeted Programs:**

Transitional Occupation Program (TOP)

Academics & Work-Based Learning Opportunities

402.003 ... TASC (Test Assessing Secondary Completion)

TAP (Transitional Academic Program)

509.019 ... Ulster County School-to-Work Partnership

## OVERVIEW

The Career & Technical Center provides students with the knowledge and skills needed to succeed in the 21st century. Throughout our one- and two-year career education programs, emphasis is placed on technical skills, general employability skills, applied academics, and design thinking. Graduates leave the program prepared to enter the workforce, postsecondary technical schools, and colleges.

The Career & Technical Center's high school program is a member of the Technical Schools That Work (TSTW) consortium. TSTW is a national effort to engage State and local district school leaders and teachers in partnerships with students, parents, and the community to improve the way all technical education students are prepared for work and further education.

Courses are redesigned annually, based upon employment potential, student interest, and feedback obtained from industry-specific advisory committees. Courses vary in length and are taught by experienced instructors with extensive job experience in their respective fields. Each course is designed to provide individual instruction that allows a student to learn at his or her own pace. Courses emphasize a hands-on approach. Each teacher maintains close ties with business and industry to keep current with employer needs.

In addition to acquiring career-specific skills, the four primary goals of the Center are to raise academic levels, to help students successfully pass their Regents examinations, to develop insights from multiple perspectives, to solve real-world problems with critical thinking and analytical skills, and to help students graduate from high school. In order to attain these goals, Career & Technical Center instructors co-teach with certified academic instructors to ensure that technical reading, writing, math, science, and communication skills are integrated into each program.

Participation in the Innovations Lab introduces students to the design thinking process. This process draws on methods from engineering and design, and combines them with ideas from the arts, tools from social sciences, and insight from the business world.

### Program Approval

All of the high school Career & Technical Education programs are approved by the New York State Education Department. This approval benefits students in numerous ways:

- Approval allows students to earn English, math, and science credits for courses integrated into the trade curriculum.
- Graduates who pass a technical assessment that is based on industry standards earn the distinction of having a Technical Endorsement added to their Regents diplomas.
- Students gain increased technical and academic skills.

Contact the Ulster BOCES Career & Technical Center guidance department and/or administration for more details at (845) 331-6680.

# **CAREER & TECHNICAL PROGRAMS**

## **CO-SER 101**

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*The Career & Technical Center offers a wide array of programs for both juniors and seniors in high school to learn valuable skills. One- and two-year career training programs are available in the following areas:*

### **HIGH SCHOOL PROGRAMS**

#### **ARCHITECTURE & CONSTRUCTION**

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##### **Electrical Construction & Maintenance**

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

##### **Heating, Ventilation & Air Conditioning (HVAC)**

Students in this program will gain the necessary technical and management skills to enter the field of Heating, Ventilation, and Air Conditioning (HVAC). Coursework includes science principles; electrical concepts; manifold gauge reading and interpretation; electrical troubleshooting; performance evaluation of refrigeration cycle; AC cycle and heat pump; heating systems, oil, and gas; soldering/brazing procedures; environment refrigerant handling; human and customer relations; paperwork proficiency; charting pressure/temperature, psychometrics, and enthalpy; sheet metal work; and ductulator and HVAC servicing. Alternative energy, including geo-thermal and photovoltaic, is also explored. Academic instruction in NYS Common Core English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, and science. Through the HVAC program, students also have the potential to receive certificates from the Federal Environmental Protection Agency (EPA) 608, 609, and 410A.

#### **ARTS, AUDIO/VIDEO TECHNOLOGY & COMMUNICATIONS**

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##### **Graphic Visual Arts (GVA)**

Using industry standard software and equipment, students learn both the theory and practice of graphic design. Drawing and other traditional art practices are encouraged, with a focus on understanding the elements and principles of design. Students learn awareness of the media, the ways it is used to promote ideas and products, and how it can be used to influence an audience.

Students acquire basic and technological skills for careers in this growing industry. Industry-standard software, such as Adobe Photoshop, Illustrator, InDesign, and Flash/Animate, as well as video editing using iMovie, is taught. Students work on class assignments and projects that simulate real-world work situations.

Academic instruction in NYS Common Core English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, and science. Students may choose to gain professional certification by taking the Adobe Certified Associate Exam.

## **Fashion Design & Merchandising**

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

## **Music Production**

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

## **BUSINESS MANAGEMENT & ADMINISTRATION**

### **Business & Entrepreneurship**

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

## **EDUCATION & TRAINING**

### **Early Childhood/Educational Studies**

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

## HEALTH SCIENCE

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### Animal Science

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

### Nurse Assistant (NA)

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

### Health Occupations Exploration Program (HOEP)

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

## HOSPITALITY & TOURISM

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### Culinary Arts

The Ulster BOCES Hospitality, Culinary Arts, and Pastry Arts program is highly respected across New York State. Students learn the fundamentals of safety and sanitation through the operation of an on-campus restaurant. Rotations through hot and cold food preparation, customer service, dining room operations, sanitation, baking, and short-order cooking are scheduled. Based on the National Restaurant Association's Educational Foundation and Hospitality Business Alliance ProStart curriculum, the program teaches students the management and practical skills required in the restaurant and food service industry. Students gain experience cooking gourmet soups, sauces, salads, meat, poultry, seafood, meatless entrees, and desserts. The art of buffet preparation, garnishing, and plate composition is also an important aspect of the program. Students can participate in paid internships and are mentored by industry professionals. Academic instruction in NYS Common Core English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, and science. When students meet academic standards and complete a checklist of competencies, they are awarded the ProStart National Certificate of Achievement, as well as ServSafe certification.



## **HUMAN SERVICES**

### **Cosmetology**

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

## **INFORMATION TECHNOLOGY**

### **Cisco & Cybersecurity**

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

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

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

### **Digital Design & Programming**

Digital Design and Programming is a course that teaches skills for in-demand tech industry jobs. The course focuses on creativity in design, computational thinking concepts and problem solving through a project driven curriculum that gives students advanced digital design experience. Over a two-year period, the students will explore units of study that include Game Design, 3D Modeling, and Computer Science and Programming. Students will work with pseudo-code in Clickteam Fusion and AppInventor, Mechatronics with Arduino and Raspberry Pi, as well as fully programmable game development applications. The skills they learn will allow them to construct creative and innovative games, as well as advance their programming skills in JavaScript, Computational Media with P5.js, and mobile application development. Ethical and social issues in computing, and careers in computing, are interwoven throughout the course. Academic instruction in NYS English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, and science.

## **LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY**

### **Criminal Justice**

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

patrol, and forensics. In addition, students have the opportunity to participate in field trips, school-to-work internships, and industry-related work details.

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

## **MANUFACTURING**

### **Robotics & Advanced Manufacturing**

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

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

### **Welding & Metal Fabrication**

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

## **TRANSPORTATION, DISTRIBUTION & LOGISTICS**

### **Aviation/Drone**

Let your career take off! This program provides students with basic knowledge of aviation. Successful completion of this two-year program enables students to be eligible for an FAA approved pilot's certificate as either a private pilot or remote pilot. Students will be exposed to the operation of single engine airplanes and drones and will learn about aviation history, airplanes, drones, engines, aircraft systems, instruments, meteorology, flight environment, communications, aircraft performance, human factors, and the principles of flight.

Navigation and cross-country flying, along with flight planning will prepare students for logging of actual flight time in single engine aircraft at a local airport. There are opportunities to log flight time in quadcopter drones to capture photos and videos for editing into projects.

Students will be prepared for the FAA private pilot knowledge exam or remote pilot exam. Academic instruction in NYS Common Core English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math and science. A career plan will be created to plan a path to an aviation career. To be accepted into this program, students will have to meet FAA medical standards, be vetted by the TSA, and be proficient in English language. Students will be subject to drug testing.

### **Auto Collision Technology**

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

### **Automotive Technology**

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

## **Motorcycle/Outdoor Power/Turf Management**

Students obtain basic knowledge and skills to enter the small engine repair field. Basic theory and hands-on training will provide the necessary background for students to become sought-after small engine technicians. Instruction includes the repair and service of motorcycles, mopeds, ATVs, scooters, marine engines, lawn mowers, chain saws, and snow blowers. Course content includes general service, theory, troubleshooting, diagnosis, and repair of engines, transmissions, electrical, fuel, and suspension brake systems. In addition to the focus on power equipment, there is an introduction to the field of turf management. Upon successfully meeting course requirements, students have the potential to test for Equipment & Engine Training Council (EETC) Certification. Academic instruction in NYS Common Core English language arts, mathematics, and science is integrated into the curriculum. Students can earn credits for English, math, and science.

## **TARGETED PROGRAMS**

### **Transitional Occupation Program (TOP)**

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

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

Career & Technical areas may include:

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

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

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

These courses assist students in meeting graduation requirements.

English 11 1 Credit Technical Mathematics 1 Credit

English 12 1 Credit Technical Science 1 Credit

Technical Health ½ Credit Government ½ Credit

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

## **TASC (TEST ASSESSING SECONDARY COMPLETION) & TAP (TRANSITIONAL ACADEMIC PROGRAM)**

### **CO-SER 402.003**

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Students attend the Career & Technical Center for a full day, with a half-day in an academic prep or TASC (Test Assessing Secondary Completion) class and a half-day in one of the career and technical programs. Computer instruction is integrated into the highly individualized academic/TASC program. TASC replaced the General Education Development (GED) program as the primary pathway to gaining a NYS High School Equivalency Diploma. Requirements to participate in the TASC program include having at least an eighth grade reading and math level and maintaining at least an 80% attendance level in the Transitional Academic Program (TAP) program.

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

## **ULSTER COUNTY SCHOOL-TO-WORK PARTNERSHIP**

### **CO-SER 509.019**

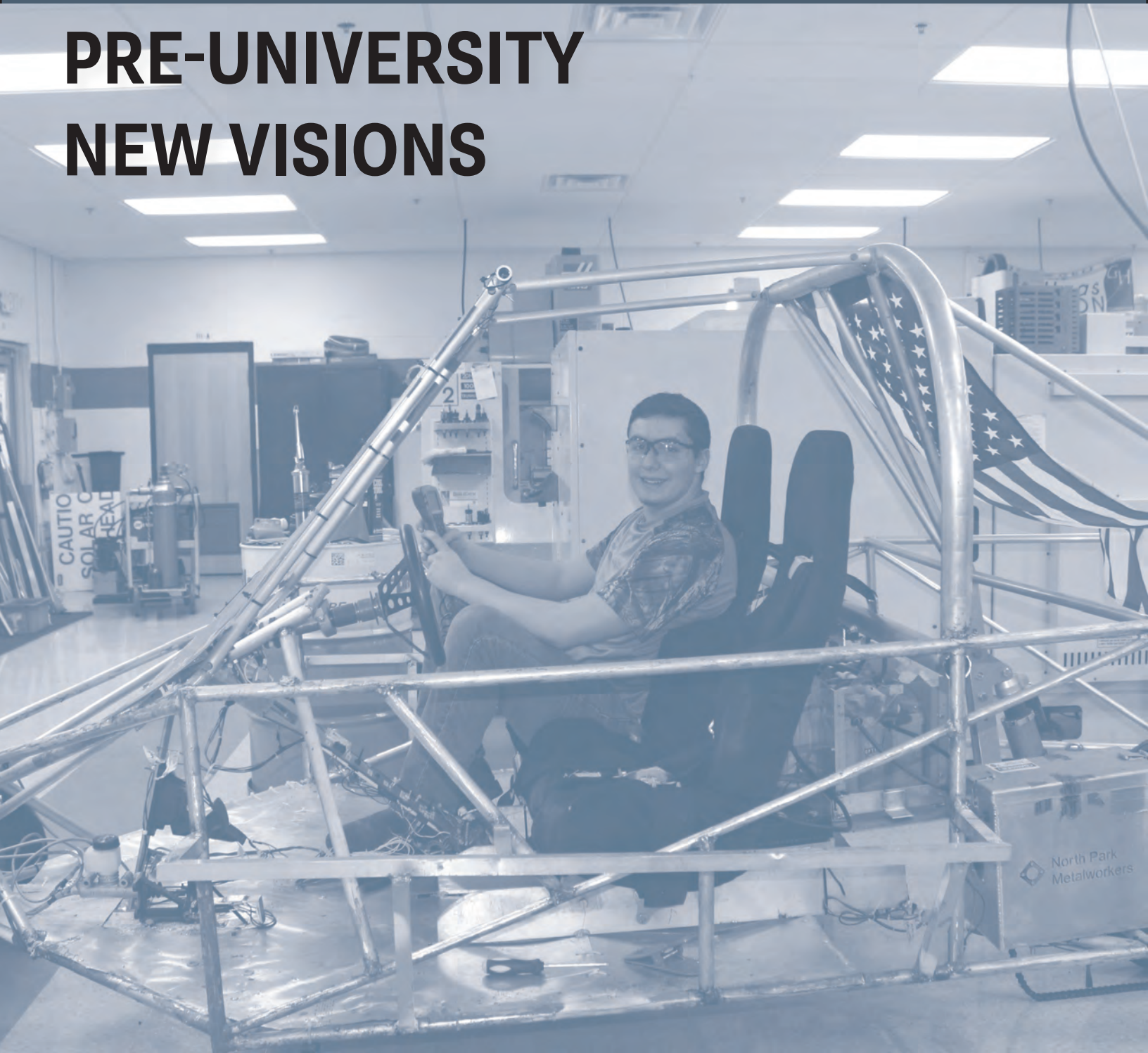
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The Ulster County School-to-Work Partnership is designed to coordinate partnership activities and function as a liaison between and among local school districts, businesses, and the public sector. Activities also include coordination of the annual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



2021/2022

# PRE-UNIVERSITY NEW VISIONS



# PRE-UNIVERSITY PROGRAMS AT ULSTER BOCES

CONTACT: Amy Storenski, Principal of Career & Technical Education  
[astorens@ulsterboces.org](mailto:astorens@ulsterboces.org) • Phone: (845) 331-6680 • Fax: (845) 331-4655

## Co-Ser Program

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### 101 ..... Pre-University Programs at Ulster BOCES

- New Visions: Advanced Robotics & Engineering
- New Visions: Music & Audio Engineering
- New Visions: Education
- New Visions: Health

Students who complete these programs are able to make informed choices about their futures in these professions.

### **New Visions: Advanced Robotics & Engineering**

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

### **New Visions: Music & Audio Engineering**

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

### **New Visions: Education**

Students prepare, deliver, and evaluate instruction from kindergarten through high school. Students shadow school administrators, guidance counselors, literacy teachers, curriculum specialists, and other educators on a local and/or national level using available technology. Students may specialize in a field of interest after meeting general program requirements. Internships go beyond “student teaching” or shadowing experiences. Projects, internships, and trips to local pre-kindergarten, elementary, middle, and high schools as well as public and private junior and senior colleges, career and technical schools, and model schools and programs offer immersion in hands-on learning. English and social studies are taught through an interdisciplinary curriculum.

### **New Visions: Health**

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

2021/2022

# ALTERNATIVE EDUCATION PROGRAMS



ALTERNATIVE EDUCATION PROGRAMS

CONTACT: Peter Harris, Director of Learning and Design for the Career Pathways Programs  
[pharris@ulsterboces.org](mailto:pharris@ulsterboces.org) • Phone: (845) 943-3202 • Fax: (845) 943-3205

Co-Ser	Program
402	Alternative Pathways/Phoenix Academy
407	Global Competence through Signature Experience

## **ALTERNATIVE PATHWAYS/PHOENIX ACADEMY**

### **CO-SER 402.000**

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

## **GLOBAL COMPETENCE THROUGH SIGNATURE EXPERIENCE**

### **CO-SER 407**

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Global Competence through Signature Experience provides opportunities beyond the traditional classroom to enhance the total learning experience for students in Grades K-12. The program is highly flexible and responsive to individual districts' requests for significant learning opportunities both in the classroom and through place-based signature travel experiences.

Options include:

- While a class is studying the goals of United Nations Sustainable Development, students may have the opportunity to participate in a summit in Berlin hosted by Education First entitled "Creating a Sustainable Future."
- To enhance learning in science and engineering, trips to the Smithsonian Institution Nation Air and Space Museum in Chantilly, Virginia are possible through the Girls Computing League to learn about the impacts of artificial intelligence.
- To support career and vocational experiences, a summit hosted by Boeing in Denver to experience the United Airlines AOPA High School STEM Symposium could be an option.
- To support students in Biology, participation in the Global Marine Science Summit at the University of North Carolina, Wilmington campus, is an option.
- Excursions may also include local and regional cultural events and areas of local interest where students are introduced to a variety of art forms, including theater and nationally renowned museums.
- To supplement classroom-based curricula, Ulster BOCES will arrange for various programs to visit classrooms to facilitate presentations on a wide variety of science topics.

District requests can include a specific field trip destination or in-class program. BOCES can also research and make recommendations for topic-related destinations and programs. Coordination of the enrichment experience from start to finish is included, including itinerary development, pre-travel planning, chaperone training, and planning experiences around the NYS Learning Standards.





2021/2022

# HUDSON VALLEY PATHWAYS ACADEMY



# **HUDSON VALLEY PATHWAYS ACADEMY AT ULSTER BOCES**

## **A PTECH HIGH SCHOOL**

**CONTACT: Peter Harris, Director of Learning and Design for the Career Pathways Programs**  
**[pharris@ulsterbores.org](mailto:pharris@ulsterbores.org) • Phone: (845) 334-5912**

### **Co-Ser Program**

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412 ..... Hudson Valley Pathways Academy at Ulster BOCES, a PTECH High School

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

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

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

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

2021/2022

# SPECIAL EDUCATION PROGRAMS

# SPECIAL EDUCATION

CONTACT: Jill Berardi, Director of Learning and Design for CITL Student Based Programs  
[jberardi2@ulsterboces.org](mailto:jberardi2@ulsterboces.org) • Phone: (845) 255-1400 x1360

## Co-Ser Program

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### Special Class 12:1:1

201.002 ..... TASC™ Academic Preparatory Program

### Special Class 6:1:2

203.003.001 ..... Autism Program (APIE) Elementary Grades K-5

203.003.003 ..... Autism Program Alternatively Assessed Students (APIE/AA)

203.004 ... ..... Management Needs Program Middle School Grades 6-8 (Ramapo)

### Special Class 4:1:2

204.001 ..... Management Needs Program Elementary Grades K-5

### Special Class 8:1:1

208.001 ..... Management Needs Program High School Grades 11-12

208.002 ..... Life Skills Development Program (LSDP)

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

208.003.002 ..... Autism Program (APIE): High School Grades 9-12

208.004 ..... ALPHA High School, Grades 9-12

### Special Class 8:1:2

208.005 ..... Management Needs Program High School Grades 9-10 (Ramapo)

### Summer School

F860 ..... Extended School Year (ESY)

*Continued...*

Co-Ser	Service
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**Related (BOCES In-house Student) & Itinerant Services (District-based)**

2xx.731	Related Psychological Services
301	Itinerant Psychological Services
2xx.732	Related Speech Therapy Services
302	Itinerant Speech Therapy Services
2xx.734	Related Physical Therapy Services
304	Itinerant Physical Therapy Services
2xx.735	Related Services for the Visually Impaired
305	Itinerant Services for the Visually Impaired
2xx.736	Related Occupational Therapy Services
306	Itinerant Occupational Therapy Services
2xx.747	Related Services for the Deaf & Hard of Hearing
307	Itinerant Services for the Deaf & Hard of Hearing
2xx.741	Related Adaptive Physical Education Services
313	Itinerant Adaptive Physical Education Services
2xx.737	Related One to One Supplementary Aide Services
303	Itinerant Resource/Consultant Teacher Services
329	Itinerant Assistive Technology Services
435	Long Term Therapeutic Programs
435.001	Alternative Education Setting (AES)
435.002	Therapeutic Transition Program (TTP)



## **SPECIAL EDUCATION PROGRAMS**

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

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

### **TASC™ ACADEMIC PREPARATORY PROGRAM**

#### **AGES 16 YEARS OR OLDER**

#### **AVAILABLE AS CO-SER 201.002 (12:1:1 CLASSES)**

The Academic Preparatory Program is designed for secondary students who have some management needs and lower academic success, as evidenced by few or no Carnegie Credits earned. In this program, students are prepared for a Test Assessing Secondary Completion (TASC) in preparation to earn a NYS High School Equivalency Diploma (HSE). Students may attend academic prep for a half of the day and attend the Career & Technical Education Center for the remaining half. The program includes the instructional component only, although related services may be added based on the student's Individual Education Plan (IEP).

### **AUTISM PROGRAM (APIE) ELEMENTARY**

#### **GRADES K-5 AVAILABLE AS CO-SER 203.003.001 (6:1:2 CLASSES)**

The Autism Program Independent Education (APIE) supports students with demonstrated characteristics of autism who need specific sensory and behavioral supports and instructional differentiation. The elementary school program classrooms are self-contained for Grades K-2/3-5, where students remain in one classroom for all core content area instruction with an emphasis on embedded communication skills development. Academics are delivered through a solid instructional and multidisciplinary framework and include prosocial skills development. Proactive and positive behavioral supports are provided through a targeted approach with support from a Support Specialist (CIS) trained in Therapeutic Crisis Intervention (TCI), as needed. Individualized behavioral support planning is a key component of this program and may include a Functional Behavioral Assessment (FBA) and a Behavioral Intervention/Support Plan.

Our elementary programs include a multidisciplinary team of providers who work in concert to implement our whole-child approach to learning.

### **MANAGEMENT NEEDS PROGRAM: LOCATED AT CAMP RAMAPO**

#### **GRADES 6-8 AVAILABLE AS CO-SER 203.004 (6:1:2 CLASSES)**

See description for Co-Ser 208.005 on page 27.



## **AUTISM PROGRAM ALTERNATIVELY ASSESSED STUDENTS (APIE/AA) AVAILABLE AS CO-SER 203.003.003 (6:1:2 CLASSES)**

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The Autism Program for Independent Education for Alternative Assessment students (APIE/AA) 6:1:2 is designed for students who need highly specialized instructional support, and who have multiple needs in addition to significant social and emotional concerns that impact instruction. It is delivered in a smaller group, self-contained setting with a higher ratio of adult support. Both academics and prosocial skills development are delivered through a solid instructional and multidisciplinary framework, and proactive and positive behavioral supports are provided through an individualized as well as a targeted approach, with additional supports from a Crisis Interventionist trained in Therapeutic Crisis Intervention (TCI), as needed. Individualized behavioral support planning is a key component of this program and may include a Functional Behavioral Assessment (FBA) and a Behavioral Intervention/Support Plan. The student's expected exiting credential will be the Skills and Achievement Commencement Credential (SACC) for students with disabilities.

The program will offer the following services in a group setting:

- Speech language therapy with an emphasis on pragmatic ability
- Counseling with an emphasis on social and communication skills training
- Occupational therapy
- Life skills training

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

## **MANAGEMENT NEEDS PROGRAM ELEMENTARY GRADES K-5 AVAILABLE AS CO-SER 204.001 (4:1:2 CLASSES)**

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This program is delivered in a small group, self-contained setting with a high ratio of adult support. It is a service-intensive model for students with behavioral and/or social/emotional difficulties. It is designed for students who take the regular NYS assessments and whose social and emotional needs are a targeted focus due to their impact on instruction. Both academics and prosocial skills development are delivered through a solid instructional framework. Proactive and positive behavioral supports are provided through an individualized, as well as a targeted approach, with additional supports from a Support Specialist (CIS) trained in Therapeutic Crisis Intervention (TCI), as needed. Individualized behavioral support planning is a key component of this program and may include a Functional Behavioral Assessment (FBA) and a Behavioral Intervention/Support Plan. The program benefits from staff trained in trauma-informed care with one mental health provider devoted to every two classes. Additional case management, transition planning, and related services may be added based on the student's Individual Education Plan (IEP). The elementary programs include a multidisciplinary team of providers who work in concert to implement our whole-child approach to learning.

## **MANAGEMENT NEEDS PROGRAM HIGH SCHOOL**

### **GRADES 11-12 AVAILABLE AS CO-SER 208.001 (8:1:1 CLASSES)**

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This program is designed for students whose learning rate is within the average and above average range, and whose academic performance is impacted by social, emotional, and behavioral needs. This program is self-contained, where students remain in one classroom for all core content areas. Mental health services are embedded in the program and include individual and group counseling.

Academics are delivered through a solid instructional framework and include prosocial skills development. The student's expected exiting credential will be a Regents Diploma. Proactive and positive behavioral supports are provided through a targeted approach with support from a Support Specialist trained in Therapeutic Crisis Intervention (TCI), as needed. Individualized behavioral support is also available based on the needs of the student and may include a Functional Behavioral Assessment (FBA) and a Behavioral Intervention/Support Plan. Students in this program will participate in all NYS assessments and will meet annually with an on-site guidance counselor to review graduation requirements. Career and technical education classes are available through a partnership with the Career & Technical Center. Related services may be added based on the student's Individual Education Plan (IEP).

## **LIFE SKILLS DEVELOPMENT PROGRAM (LSDP)**

### **FOR AGES 15-21 (APPROXIMATELY)**

### **AVAILABLE AS CO-SER 208.002 (8:1:1 CLASSES)**

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The curricular emphasis of this program is placed on the development of language, prerequisite reading and math skills, self-care skills, pre-vocational skills, and social/emotional development through small group instruction. As students progress, they may transition to LEAP (allowing them to explore careers through TOP) or to an occupational program through the ARC. The student's exiting credential will be the Skills and Achievement Commencement Credential (SACC) for students with disabilities. The program includes the instructional component only. Related services may be added based on the student's Individual Education Plan (IEP).

## **AUTISM PROGRAM (APIE) MIDDLE AND HIGH SCHOOL**

### **GRADES 6-8 AVAILABLE AS CO-SER 208.003.001 (8:1:1 CLASSES)**

### **GRADES 9-12 AVAILABLE AS CO-SER 208.003.002 (8:1:1 CLASSES)**

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

1. The high school program is departmentalized where students transition to different classrooms for their core content instruction and their exiting credential will be a Regents diploma (APIE).
2. The middle school program is a self-contained classroom for Grade 6-8 students who participate in the regular NY State assessments.
3. A high school self-contained setting with an emphasis on embedded communication skills development and where the student's exiting credential may be a Regents or local diploma.

In both models, academics are delivered through a solid instructional and multidisciplinary framework and include prosocial skills development. Proactive and positive behavioral supports are provided through a targeted approach with support from a Support Specialist (CIS) trained in Therapeutic Crisis Intervention (TCI).

- Speech language therapy with an emphasis on pragmatic ability
- Counseling with an emphasis on social and communication skills training
- Occupational therapy
- Life skills training

APIE programs include a multi-disciplinary team of providers who work in concert to implement our whole-child approach to learning. Individualized related services may be added based on the student's Individualized Education Plan (IEP).

## **ALPHA HIGH SCHOOL PROGRAM**

### **GRADES 9-12 AVAILABLE AS CO-SER 208.004 (8:1:1 CLASSES)**

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

## **MANAGEMENT NEEDS PROGRAM: LOCATED AT CAMP RAMAPO**

### **GRADES 9-10 AVAILABLE AS CO-SER 208.005 (8:1:2 CLASSES)**

### **GRADES 6-8 AVAILABLE AS CO-SER 203.004 (6:1:2 CLASSES)**

Ulster BOCES is collaborating with Camp Ramapo, located in Rhinebeck, to provide a unique and special opportunity for students to utilize the beautiful 250-acre campus. Students will receive all of their academics at the Ramapo campus and take part in an intensive outdoor program that focuses on cultivating self-confidence and social and emotional development. Academics are delivered through a solid instructional framework and include prosocial skills development. Embedded mental health services in both individual and group modalities are provided. The student's expected exiting credential will be a Regents Diploma. Proactive and positive behavioral supports are provided through a targeted approach with support from a Support Specialist (CIS) trained in Therapeutic Crisis Intervention (TCI), as needed. Individualized behavioral support is also available based on the needs of the student and may include a Functional Behavioral Assessment (FBA) and a Behavioral Intervention/Support Plan. Students in this program will participate in all NYS assessments and will meet annually with an on-site guidance counselor to review graduation requirements. This program includes the instructional component only. Related services may be added based on the student's Individual Education Plan (IEP).

## **EXTENDED SCHOOL YEAR (ESY): SUMMER SCHOOL**

### **(AGES 5-21; GRADE K-12)**

### **AVAILABLE AS F860**

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

## **RELATED & ITINERANT SERVICES**

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

### **RELATED & ITINERANT PSYCHOLOGICAL/COUNSELING SERVICE EXTENSION 2XX.731 CO-SER 301**

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

### **RELATED & ITINERANT SPEECH THERAPY SERVICE EXTENSION 2XX.732CO-SER 302**

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

### **RELATED & ITINERANT PHYSICAL THERAPY SERVICE EXTENSION 2XX.734CO-SER 304**

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

### **RELATED & ITINERANT SERVICE FOR THE VISUALLY IMPAIRED EXTENSION 2XX.735CO-SER 305**

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

### **RELATED & ITINERANT OCCUPATIONAL THERAPY SERVICE EXTENSION 2XX.736CO-SER 306**

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

### **RELATED & ITINERANT SERVICE FOR THE DEAF & HARD-OF-HEARING EXTENSION 2XX.747CO-SER 307**

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

## **ITINERANT ADAPTIVE PHYSICAL EDUCATION TEACHER EXTENSION 2XX.741CO-SER 313**

A teacher will specially design a differentiated program of activities, games, sports, and rhythms with consideration given to the interests and developmental level of students with disabilities who may struggle to safely or successfully engage in unrestricted participation in the regular physical education program.

## **SUPPLEMENTARY 1:1 AIDES [RELATED SERVICE] EXTENSION 2XX.737**

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

## **ITINERANT RESOURCE/CONSULTANT TEACHER SERVICE CO-SER 303**

Services of a Resource and/or Consultant teacher may be requested by districts that are providing programs for students with disabilities in a regular school setting, private day school, or at the Career & Technical Center. The Resource/Consultant teachers provide instructional services directly to individual students or to small groups of students (ratio 5:1) and provide support to the regular classroom teacher(s) or career and technical program instructors.

## **ASSISTIVE TECHNOLOGY [SPECIAL EDUCATION] CO-SER 329**

**CONTACT: Barbara Tischler Hastie, Coordinator of School Development**  
**[bhastie@ulsterboces.org](mailto:bhastie@ulsterboces.org) • Phone: 845-255-1402 x1374 • Fax: (845) 255-3836**

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

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

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

# **LONG-TERM THERAPEUTIC PROGRAMS**

## **CO-SER 435**

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

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

### **435.001**

#### **Alternative Educational Setting (AES)**

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Alternative Educational Setting (AES) provides services on three levels. The AES can be provided to serve students who have been suspended from the component district with home instruction.

The AES can also be used as a transitional arrangement for students pending permanent placement in an educational program in BOCES or in the district. With parent or guardian permission, the student can be placed in the AES temporarily (not more than 45 days) while on a waiting list for another program.

In addition, the AES can also be used for assessment (including academic, psychological, and behavior modification). Students who are difficult to assess in the educational environment due to associated stressors may be placed in the AES as an interim alternative placement (assessments are conducted by appropriately certified personnel). Districts may also use the AES as part of their discipline-level system. The target population is middle through high school-aged students, including special and general education students.

Student assignments are forwarded by the sending district's classroom teacher(s) prior to and throughout placement in AES. The AES program is located in Port Ewen.

### **435.002**

#### **Therapeutic Transition Program (TTP) Grades 7-12**

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

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



# 2021/2022

# INSTRUCTIONAL SERVICES



# INSTRUCTIONAL SERVICES

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## Co-Ser Program

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- 329 ..... Assistive Technology
- 453 ..... Virtual Academic Summer School
- 403 ..... Regional Academic Summer School
- 404 ..... Arts in Education
- 408 ..... English Language Learners (ELL)
- 409 ..... Substantial Equivalence Review
- 410 ..... Environmental Education
- 415 ..... Virtual Learning (Page 59)
- 501 ..... Educational Media
- 502 ..... Instructional Equipment Repair
- 503 ..... Content Specialists
- 506 ..... Science Inquiry Immersion
- 509 ..... Staff Development
- 514 ..... Library Automation
- 525 ..... Educational Technology
- 530 ..... Itinerant Behavioral Support Services
- 535 ..... Model Schools
- 550 ..... Industry-Education Activities Coordination
- 555 ..... School Improvement

### State-Funded Programs

- School Library System (SLS)

### Grant-Funded Programs

- Title III: Ulster BOCES Consortium



## OVERVIEW

The Instructional Services division offers a broad spectrum of programs and services for local districts. Our goal is to support component school districts as they focus on the art and science of teaching, learning, and leadership. Instructional Services delivers program support in a variety of ways:

- School Improvement
- Staff Development: Program and Professional Development
- Content Area Specialists
- Educational Technology/Model Schools & Distance Learning
- State-Funded Programs
- Grant-Funded Programs
- Regional Professional Development Opportunities

## School Improvement

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

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

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

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

- Data Literacy & Coaching

## Staff Development: Program & Professional Development

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

Coaching services available:

- Literacy
- Math
- Science
- Instructional Technology
- Project-based Learning
- Leadership
- Instructional
- Professional Learning Community
- Trauma-informed Practices
- Social-emotional Learning
- Equity and Culturally Relevant Pedagogy

## **Content Area Specialists**

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

## **Educational Technology/Model Schools & Distance Education**

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

## **State-Funded & Grant-Funded Programs**

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

## **ASSISTIVE TECHNOLOGY CO-SER 329**

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Assistive Technology (AT) devices and services were first defined in Federal law in the Individuals with Disabilities Education Act of 1990 (Public Law 101-476). The purpose of assistive technology is to provide access and promote independence for a student with a disability. Assistive technologies are not meant to replace instruction.

The aim of this Co-Ser is to ensure that districts have the capacity to work with all students who have unique needs assisted by technology. The base service of this Co-Ser includes half-day, in-district coordination. Referrals for students with disabilities are initiated through the Committee on Special Education (CSE) process. The students are assessed by a qualified Assistive Technology specialist. Confidential reports are submitted to the district CSE chair/director. Purchase of professional development in Assistive Technology for general education (Co-Ser 555.001.004) is designed to support both special education/general education students/teachers and is eligible for aid. Certified personnel provide direct and indirect support service in the integration and use of assistive technology devices, materials, and strategies to students, educational teams, and families. Additional services may be purchased. Level I extension provides the initial evaluation and Level II is the follow-up appraisal. This Co-Ser provides access to an AT lending library.

## **329.000.001**

### **Level I Assistive Technology Evaluation**

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This is a multi-step process from the time a referral is made at the CSE level. Prior to conducting an evaluation, the Assistive Technology (AT) provider distributes questionnaire forms to the appropriate staff, related service providers, parents, and student(s) where appropriate. Once all the documents are collected, the AT provider contacts the IEP team members to collect additional background information and coordinates a student classroom observation and AT assessment of the student. During the Level I assessment, various AT tools are trialed with the student. Once the assessment and observation are completed, a thorough report will be written and submitted to the district with recommendation for tools and training.

## **329.000.002**

### **Level II Assistive Technology Assessment**

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(Level I Evaluation must have been completed within the past two [2] years). Level II is a follow-up appraisal of the tools recommended from Level I evaluation. A qualified AT Specialist will communicate with district staff who work with the student, and a written assessment report is submitted to the director/CSE chairperson.

## **329.000.003**

### **Assistive Technology Specialist-Hourly**

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This service includes Assistive Technology coaching for student and/or teacher support.

- One-on-one student or staff instruction: This service provides students and/or staff with Assistive Technology supports, coaching for classroom instruction, and use of tools for instructional purposes.
- Participation in CSE/504 Meetings: This service provides the committee with Assistive Technology recommendations from the written assessment for the implementation and integration of the recommendation of tools and strategies within the academic environment.
- Measurable Goals and Objectives: This service provides assistance with writing measurable IEP goals and objectives that relate to the NYSED Standards (CCLS) to those listed on the IEP for instruction with Assistive Technology.

## **NEW VIRTUAL ACADEMIC SUMMER SCHOOL**

### **CO-SER 453.000**

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Ulster BOCES will offer Virtual Academic Summer School (VASS) via remote instruction. Remote instruction will allow us to provide more academic supports and create a bridge from this school year to the next. The program goals are intervention, remediation, and credit recovery for secondary students. Additionally, VASS offers an opportunity to frontload the next school year's learning to give at-risk students a jumpstart to SY 2021-2022 while maintaining social and emotional connections and academic opportunities.

Target students are those most at risk and the furthest behind and those who need promotion or graduation credit. Students who are at risk socially or emotionally and who need connections with peers and adults would benefit from the program as well due to the social-emotional components in the curriculum.

VASS delivers teaching and learning synchronously and asynchronously through Edgenuity and ZOOM. VASS teachers will receive professional training on using both platforms to engage students, communicate with families, and assess learning.

# **REGIONAL ACADEMIC SUMMER SCHOOL**

## **CO-SER 403**

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### **403.000**

#### **Regional Academic Summer School-High School**

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

### **403.000**

#### **Regional Academic Summer School-Middle School**

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

### **403.000**

#### **Summer Elementary Boost Academy**

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

### **403.006**

#### **Regents Testing [Extension]**

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

# **ARTS IN EDUCATION**

## **CO-SER 404**

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### **404.000**

#### **Arts in Education [Base Service]**

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

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

### **404.001**

#### **Artists in the Schools [Extension]**

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

### **404.003**

#### **Arts Specialist [Extension]**

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

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

## **ENGLISH LANGUAGE LEARNERS (ELL)**

### **CO-SER 408**

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**CONTACT: Stephanie Laffin, Senior Supervisor of School Development**  
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#### **408.001**

##### **ENL Instructional Specialist**

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

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

#### **408.002**

##### **Native Language Assessment (NLA)**

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

#### **408.003**

##### **Translation Services**

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###### **Document Translation**

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

## **SUBSTANTIAL EQUIVALENCE REVIEW**

### **CO-SER 409**

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

## **ENVIRONMENTAL EDUCATION**

### **CO-SER 410**

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#### **410.000**

#### **Environmental Education Coordination [Base Service]**

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

#### **410.001**

#### **District Activities [Extension]**

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

## **EDUCATIONAL MEDIA**

### **CO-SER 501**

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**CONTACT:** Maura Albertson, Coordinator of School Library Systems  
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#### **501.000**

#### **Educational Media [Base Service]**

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

Districts must be part of Educational Technology Virtual Learning Technical Support Extension (Co-Ser 525.015) to participate. Please note: Co-Ser 501 is a Base Service to Co-Ser 502.

#### **501.001**

#### **Other Collections [Extension]**

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

# **INSTRUCTIONAL EQUIPMENT REPAIR**

## **CO-SER 502**

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Please note: Districts must participate in the Base Service Co-Ser 501 in order to receive this service.

### **502.000**

#### **Instructional Equipment Repair [Extension of Co-Ser 501]**

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This service includes service desk assistance and the maintenance of audio-visual (AV) equipment, and public address (PA) systems, as well as in-depth consultation to evaluate district equipment and system needs. Courier service to each district's central site is provided to pick up and deliver equipment.

##### **Audio-Visual (AV) Equipment & Systems**

- In-shop repair of AV equipment.
- On-site repair of non-portable AV equipment within the building.
- Cooperative bidding on AV equipment.
- Evaluation of Audio Systems.
- On-site summer maintenance for AV equipment.

##### **Public Address Systems (PA)**

- On-site maintenance (troubleshooting and repair) for Ulster BOCES-supported public address systems (evaluations are required on other systems).

##### **Conferencing Equipment**

- Coordination of maintenance and repairs of video and audio conferencing equipment purchased through Ulster BOCES.
- Troubleshooting Integrated Service Digital Network (ISDN) and Internet Protocol (IP) problems.

The design, installation, and project management for upgrades or additions for any of the above can be provided at additional cost.



# **CONTENT SPECIALISTS**

## **CO-SER 503**

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### **503.000**

#### **Content Specialists**

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

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

### **503.001**

#### **Administrative Support/Coaching**

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

### **503.002**

#### **Supervisor Support for Instruction**

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This service provides a district with a part-time administrator in order to extend instructional and curricular efficacy. This Co-Ser supports a Superintendent, Assistant Superintendent, and/or Director in the district as a part-time leader. This supervisory position can be school-based or district-based.

# SCIENCE INQUIRY IMMERSION

## CO-SER 503

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**506.000**

### **Science Inquiry Immersion**

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The Science Inquiry Immersion Co-Ser brings the New York State Science Learning Standards (NYSSLS) to life as a science content specialist provides professional development, modeling, and instructional coaching in classrooms. Using an inquiry-based learning model through NYSSLS-aligned science kit curricula, teachers and students will experience the joy and curiosity of investigations, collecting data and research, engineering, and “hands-on, minds-on” learning. The purpose is to build science knowledge and confidence in elementary students and teachers through a unit of Science Inquiry Immersion kit study with sustained training and support.

Each Science Inquiry Immersion kit will include teacher resources and materials for approximately three classes. Each selected kit/unit is approximately eight weeks in duration.

This service includes:

- Professional development that is customized to your district curriculum and specific classroom needs.
- Access to high quality NYSSLS-aligned science kit materials.
- Robust and highly engaging curriculum that is anchored in inquiry-based learning.
- Embedded engineering.
- Work is interdisciplinary and literacy-focused.
- Three-Dimensional Learning aligned to the NYSSLS.
- Spanish resources.

Professional development and coaching are included in the cost and are a required component of the service. Science Inquiry Immersion kits are not available for individual purchase through this service. Ulster BOCES will maintain the vendor communication, replacement materials, cleaning, and storage of the kits to preserve low cost and decrease waste.

## **STAFF DEVELOPMENT**

### **CO-SER 509**

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#### **509.000**

#### **Staff Development [Base Service]**

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

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

Base service provides:

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

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

## **509.001**

### **Mid-Hudson Leadership Institute**

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The Mid-Hudson Leadership Institute supports the development of educational leadership. Service includes Professional Development opportunities appropriate for the needs of the target population, with an emphasis on transitioning administrative theory into practice. The Annual Summer Leadership Institute brings national presenters and regional experts together for a powerful, interactive learning experience for area school leaders. Subscribing member districts may send representatives to the Mid-Hudson Advisory Council (MHAC), which is a steering committee responsible for providing feedback and assessing the program. MHLI member districts will have access to the New Administrators Program and the Marshall Memo.

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

## **509.004**

### **Professional Development Partnerships**

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#### **High Tech High Project-based Learning - 509.004.001**

Each year thousands of educators from across the U.S. flock to San Diego to High Tech High's Leadership Academy to be trained in their innovative approach to project-based learning. Over a series of institutes, educators will be immersed in the HTH approach of Project-Based Learning and emerge with interdisciplinary units and assessment tools that will foster equity and push beyond the boundaries of the classroom experience for students.

#### **Columbia University Teachers College, School of Professional Studies - 509.004.002**

Ulster BOCES Instructional Services hosts a series of Columbia University Teachers College School of Professional Studies online learning courses. Participants receive CTLE credits and learn at their convenience from Teachers College's exceptional faculty. Register through Ulster BOCES and receive BOCES Aid.

#### **Asia Society & Global Competency Professional Development - 509.004.003**

Professional Development from the Asia Society's International Studies Schools Network (ISSN) provides professional development that builds educators' capacity for best practices in curriculum, assessment, and instruction, with the ultimate goal of developing global competency in students and develops the ability to investigate the world, recognize perspectives, communicate ideas, and take action.

#### **Stanford University's d.school - 509.004.004**

Instructional Services provides a Design Thinking professional development series that will cultivate this mindset and approach to learning, collaboration, and problem-solving. Educators will learn the design process, which is a structured framework for identifying challenges, gathering information, generating potential solutions, refining ideas, and testing solutions. Learn more: <https://dschool.stanford.edu/about/>

## **509.017**

### **Cooperative Conference Day [Extension]**

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

## **509.017.001**

### **Regional & County-Wide Advanced Placement (AP) Support**

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

## **509.020**

### **Mentor & New Teacher Training [Extension]**

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**CONTACT: Stephanie Laffin, Senior Supervisor of School Development**  
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#### **A. New Teacher Orientation & Training [Extension]**

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

#### **B. Mentor Training & Support [Extension]**

NYS mandates that all first-year teachers new to the teaching profession receive mentoring. Beyond the State mandate, however, there are compelling reasons for mentoring new teachers. Studies suggest that there is a correlation between mentoring and accelerating new teacher effectiveness. This resource is designed to assist school leaders with the critical task of supporting teacher growth and development. It offers strategies focused on teacher development and student achievement. Support and resources for accomplished educators who take on the role of mentoring is provided.

#### **C. Teacher Assistant & Paraprofessional Orientation & Training [Extension]**

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

## **509.022**

### **In-District Professional Development [Extension]**

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**CONTACT: Gwendolyn Roraback, Director of Instructional Services**  
**[grorabac@ulsterboces.org](mailto:grorabac@ulsterboces.org) • Phone: (845) 255-1402 x1280 • Fax: (845) 255-3836**

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

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

## **509.026**

### **Customized Opportunities [Extension]**

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**CONTACT: Gwendolyn Roraback, Director of Instructional Services**  
**[grorabac@ulsterboces.org](mailto:grorabac@ulsterboces.org) • Phone: (845) 255-1402 x1280 • Fax: (845) 255-3836**

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

## **509.029**

### **Supportive Learning Environments/Positive Youth Development [Extension]**

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

This service works with schools to develop and maintain predictable, safe, and supportive learning environments for students and staff by examining factors that interfere with student readiness to learn. Research-based strategies, including (Positive Behavior Interventions and Supports) PBIS, are utilized to help staff and students manage behavior and support learning.

Basic and customized services and assistance in topical areas such as crisis intervention, crisis emergency support, behavior management, bullying prevention, mediation, youth development, and data-based behavioral planning and interventions for students are available through our content experts.

Services include staff development through workshops, facilitated networking sessions, and on-site coaching and technical assistance.

This activity is provided on an FTE or per diem basis.

## **509.030**

### **The Dignity for All Students Act (DASA) [Extension]**

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The Dignity for All Students Act was established to ensure that schools are free from discrimination, harassment, and bullying. Per the Dignity Act, at least one employee in every school building shall be designated as a Dignity Act Coordinator (DAC), instructed in the provisions of the law and thoroughly trained in methods to respond to human relations in the areas covered by the Dignity Act. This service provides training and support to DACs, and as per the legislation, meets the requirement for having thoroughly-trained DACs. Specialized training can be purchased beyond the base service including individualized behavioral coaching for staff to support an inclusive and safe environment, and dignity-related topics for staff or students. This may include training on Superintendent Conference Days or for student assemblies.



# **LIBRARY AUTOMATION**

## **CO-SER 514**

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

### **514.003.000**

#### **Library Automation [Base Service]**

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The Ulster BOCES School Library System Coordinator facilitates regional and countywide planning for automation to ensure Ulster schools remain on the cutting edge of technology. Districts that utilize Mandarin or Destiny library automation systems are eligible for this service. By belonging to this base service, districts and library staff are provided with library management software system upgrades, student uploads and updates, and full support for all the modules (circulation, cataloging, reports, etc.). Upgrades of existing library equipment can be purchased at an additional charge. User group sessions are held for library and technology staff.

### **514.001**

#### **Records Conversion or Transition**

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The School Library System Coordinator works with a district's contact person, librarians, and technicians to plan for transition to another automation system. This may include the selection, configuration, installation, and support of infrastructure, equipment, and software. Library management software installation and related peripherals and staff training are included in the planning process. The School Library System Coordinator will work with the librarian to facilitate collection preparation. A proposal for each new building or change from one system to another will be provided to the district outlining specific costs and the timeframes associated with the implementation of the process. Each school library that is brought into this service spends one budget year in this process.

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

### **514.003**

#### **Library Automation Software**

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Software for Mandarin or Destiny base software and add-ons can be purchased. Pricing is based on vendor costs.

### **514.004**

#### **Electronic Database & eBooks [Extension]**

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

# **EDUCATIONAL TECHNOLOGY**

## **CO-SER 525**

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### **525.000**

#### **Educational Technology [Base Service]**

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Ulster BOCES facilitates regional and countywide planning for and the integration of technology that ensures Ulster County schools have the capacity to remain on the cutting edge.

The Ulster County Schools Technology Infrastructure was developed and is maintained through a partnership with all Ulster County school districts. This broadband capacity provides an economical and efficient method to access instructional and management resources to support learning and school systems.

This service provides school districts with assistance in making informed choices and decisions on how technology can best be utilized. Through this service, technology plan development and alignment of curriculum, assessment, and instruction to technology is facilitated. Planning, analysis, and recommended approval to SED are included. Leadership for school districts to plan, implement, upgrade, and maintain technology in the schools is provided. This includes assistance with budget planning, hardware and software procurement, equipment lifecycle management for purchases made through Ulster BOCES, as well as E-Rate and SmartSchools Bond Act support. Access to negotiated statewide instructional contracts, cooperative bids, and listservs is provided, as well as facilitation of SED initiatives.

The Base Service includes access to the Ed Tech Service Desk, which facilitates technical assistance, available through this Co-Ser's extensions, for infrastructure, district networks, library automation, and Virtual Learning services. The Service Desk maintains a centralized database and disseminates pertinent information for quick responses. Access to bridging technology brings multiple sites together for meetings and instruction.

The Ulster Countywide Educational Technology Work Group for district technology leaders provides a forum to share expertise and expand technology applications for the Ulster County districts. Districts must participate in the Base Service to have access to Educational Technology extensions.

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

### **525.001**

#### **Computer Repair & Maintenance [Extension]**

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Subscription to this Co-Ser provides in-shop repair of computers and peripherals, as well as an on-site summer maintenance program for instructional computers. Courier service to each building is included. Service includes district-owned and Ulster BOCES-owned equipment.

## **525.002**

### **Technical LAN Support [Extension]**

This extension provides technical support and maintenance for designated applications. For example, this service is required for Co-Ser 514 (if the district is not already receiving support through an On-Site Support Specialist II). Trained technicians provide subscribing districts with Service Desk support, on-site diagnosis, and problem resolution to ensure maximum productivity and minimum down-time of applications. District-owned networks must comply with Ulster BOCES requirements. This is a required service for Co-Ser 514 if On-Site Support Specialist Level II is not purchased.

## **525.003**

### **Shared On-Site Technical Support [Extension]**

Ulster BOCES hires and assigns staff members to work in-district to support district technology systems. The use of differentiated staffing is recommended. Districts need to specify requests for Technician, Specialist I, Specialist II, LAN/WAN Specialist, and Coordinator level of support. Up to a .6 FTE may be requested.

## **525.004**

### **Frontline PMLS/EEM (formerly MyLearningPlan/OASYS) [Extension]**

This online registration and database program allows districts to manage staff involvement in professional growth activities, including curriculum work, and to track participation. Districts can generate reports. Once the district has paid the configuration fee, an annual fee is charged. EEM (Employee Evaluation Manager) provides the framework for APPR recordkeeping, including observation, evidence, scheduling, and reports. An annual user group meeting is offered to districts.

## **525.005**

### **Internet Access [Extension]**

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

## **525.006**

### **Ulster County Infrastructure - Connectivity Support [Extension]**

This service ensures the functionality of the Ulster County Infrastructure Technology. Ulster BOCES Ed Tech provides maintenance and support for network infrastructure, including switches, firewalls, IPS, etc. To be in compliance with Federal and New York State regulations, districts are required to have an Internet content filtering system. Base-level filtering will be provided through the Ed Tech NOC. Additionally, Ulster BOCES Ed Tech liaisons with the Internet service provider and the Mid-Hudson Regional Information Center (MHRIC) to support Internet access. As part of this service, districts have access to network analysis reports. The level of detail on reports is dependent upon firewall configurations. Customized reports may be requested. Ulster BOCES Ed Tech will assist with analysis of reports upon request. This is a required companion service to the MHRIC's Wide Area Network (WAN) service.

## **525.007**

### **Maintenance [Extension]**

This service covers district-specific maintenance agreements on equipment and system software licensing purchased through Ed Tech. The cost varies based on each district's maintenance agreements.

## **525.008**

### **Installment Purchasing Agreements (IPA) [Extension]**

This service is for equipment agreements purchased through Ed Tech in multi-year contracts. The cost is based on the terms of agreements.

## **525.009**

### **District Equipment Purchase [Extension]**

A district may designate an amount for equipment purchases either by putting it in the final service request or through budget amendments. Purchases are leveraged through volume procurement. The amount is determined by each district's needs.

## **525.012**

### **Customized Filtering [Extension]**

Ulster BOCES Ed Tech will provide and support customized traffic filtering as requested by the district. The program filters specific categories that can be blocked and unblocked. Each district makes the final decisions on its filtering categories. The temporary or long-term decision to unblock a site is made by a designated administrator. Implementation and service desk support are included. This service requires participation in Co-Ser 525.005 and 525.006.

## **525.014**

### **District Voice System [Extension]**

This service provides districts with consultation, design, project management, and installation of a Voice Over Internet Protocol (VoIP) system. Customization of additional global features is available.

In addition, districts may purchase ongoing support for the VoIP system utilizing Ulster County Infrastructure and the centralized data center. This includes:

- Voice system management tasks including additions, moves, and changes related to voicemail boxes and user phone extensions.
- Monitoring.
- Reporting, maintaining automated system services, 911 emergency reporting, and remote monitoring for key devices in the VoIP system.

Cisco is the VoIP system supported by this Co-Ser. Annual hardware and software maintenance is required. Basic global features are included in the original installation. Districts that participate in this service have the ability to set up Informacast (mass notification system for emergencies). The cost for implementation of this service varies based on each district's needs.

## **525.015**

### **Virtual Learning Technical Support [Extension]**

Ulster BOCES Ed Tech provides and maintains the technology that facilitates and supports virtual learning opportunities as well as Educational Media. In addition, streaming or archiving IP videoconferencing, multi-site voice, and/or video interaction is included. This technology has become the foundation of the Educational Media Service Co-Ser 501 and Model Schools: Virtual Learning Co-Ser 415. Ed Tech works with districts to ensure effective connectivity. Professional development courses, virtual field trips, and other activities that utilize this technology are available through other Co-Sers. Access to troubleshooting on district-owned virtual learning is available. Participation in this service is required to be a part of the Model Schools: Virtual Learning Co-Ser 415 and Educational Media Co-Ser 501.000.

## **525.018**

### **Printer/Copier Support [Extension]**

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This service supports districts with network printer/copier planning, purchasing, installation, and maintenance.

## **525.020**

### **Call Center Service: Remote Call Center Support [Extension]**

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Ulster BOCES provides a central point of contact and access to a knowledge base through this service. District-identified personnel report district technical issues either by phone or through an on-line system. Ulster BOCES will collect information, document, and prioritize district issues. Provision of remote first-line troubleshooting via phone and remote software, remote diagnosis, and resolution will occur when possible. Otherwise, facilitation with district-based technical personnel will occur to address the issue. Ulster BOCES technical staff will not be dispatched under this service. Upon subscription, a detailed district technology support assessment will be completed and a Service Level Agreement will be developed to meet the specific needs of the district.

## **525.021**

### **Remote Network Monitoring [Extension]**

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Utilizing the Ulster County Infrastructure, a 24/7 proactive remote monitoring with a notification system for districts' managed networking equipment (routers and switches) and Uninterruptable Power Supplies is provided. Also included are network infrastructure system health monitoring and performance graphs. Ulster BOCES provides notifications via email and text messaging to district contacts. Districts will also have the option of viewing their network status through a user portal. The district is responsible for identifying a district-based person who will be the contact to receive monitoring notifications. Upon subscription, a detailed district technology support assessment will be completed and a Service Level Agreement will be developed to meet the specific needs of the district.

## **525.022**

### **Remote Server Monitoring [Extension]**

.....  
Utilizing the Ulster County infrastructure, a 24/7 proactive remote monitoring and a notification system for districts' physical and virtual server/environments is provided. Server monitoring includes online/offline status, system resources (CPU usage, memory consumption, and network bandwidth), hardware status (hard disk failures, power supplies), and mission-critical services such as DNS and DHCP. Ulster BOCES provides notifications via email and text messaging to district contacts. Districts will also have the option of viewing their network status through a user portal. The district is responsible for identifying a district-based person who will be the contact to receive monitoring notifications. Upon subscription, a detailed district technology support assessment will be completed and a Service Level Agreement will be developed to meet the specific needs of the district.

## **525.022.003**

### **Application Deployment & Patch Management [Extension]**

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Utilizing System Center Configuration Manager (SCCM), this service provides application deployment and management to Windows-based devices. Working with a district contact, Ulster BOCES will create software packages including critical and security-related patches, perform application testing, and create application catalogs to provide the district with application deployment. If SCCM is not installed, a one-time installation fee will apply. Upon subscription, a detailed district technology support assessment will be completed and a Service Level Agreement will be developed to meet the specific needs of the district.

## **525.023**

### **Off-Site Data Redundancy: Remote Backup [Extension]**

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This service provides districts with an off-site backup solution. By facilitating the purchase of a dedicated backup storage device (a one-time charge for equipment and installation may apply), Ulster BOCES will provide rack space in the Ed Tech NOC. Utilizing the Ulster County Infrastructure, districts will be able to back up critical data off-site during off hours and weekends. Each district will have direct access to its storage system and will maintain its own backup software and data retention policies. Upon subscription, a detailed district technology support assessment will be completed and a Service Level Agreement will be developed to meet the specific needs of the district.

## **525.024**

### **Project-Based Services [Extension]**

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Through this service, Ulster BOCES can provide project-based work for districts. Projects may include but are not limited to the following:

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

## **BEHAVIORAL SUPPORT SERVICES**

### **CO-SER 530**

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Our Behavior Support Team at Ulster BOCES is designed to provide proactive, short-term, individual and school-wide positive behavioral supports. The members on the team are Board Certified Behavior Analysts (BCBA) and can train your professional staff to support students who exhibit behaviors that impact their academic, social, or emotional performance, as identified by the school support team. We also offer the support of a licensed social worker, who serves as the liaison and facilitates wrap-around supports between district, home, and community resources. The main components of these services include record reviews, behavioral observations, written intervention plans, implementation training, support, data collection, and record review. Services offered include:

- Behavioral Consultation
- Functional Behavior Assessment/Behavior Intervention Plan
- Parent Counseling & Training
- Professional Development

# **MODEL SCHOOLS**

## **CO-SER 535**

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### **535.000**

#### **Model Schools [Base Service]**

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Model Schools provides guidance and support to districts for the integration of technology to transform the learning environment and prepare students for the future.

Model Schools develops and conducts professional development opportunities that support the effective integration of instructional technology in the classroom to benefit student learning. Through these opportunities, educators build on their knowledge and share best practices with others around the region. Professional development opportunities are delivered in-person as well as via webinars and online courses. In addition, this service seeks funding for 21st Century learning initiatives; provides updates, guidance, and training on SED's initiatives and innovations; and assists with implementation and evaluation of emerging technology. Model Schools and Educational Technology partner to provide expertise in technology planning. Technology Plan facilitation and development, as well as Technology Appraisals are available for an additional cost.

The Model Schools program enables school districts to define their paths toward instructional technology integration by providing:

- Three (3) days of customized, in-district professional development (per district)
- Access to Model Schools Professional Development offerings
- Access to Technology-To-Go lending program

Participation in the Model Schools Co-Ser is required by SED to participate in the Educational Technology Base Service Co-Ser 525. These two services work collaboratively to provide technology guidance and support for your district.

### **535.001**

#### **Technology Integration [Extension]**

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Through this service, a Technology Integration Specialist provides support for in-district needs. Districts request the amount of time, level of support, and the desired targeted purposes. Content Specialists can provide coaching, small or large group professional development, and co-teaching. Instructional Specialists can provide administrative-level support that may include district-level technology planning, needs assessment, coaching, small or large group professional development, and co-teaching. Participation in Model Schools Base Service is required.

**415.000**

## **Virtual Learning [Extension]**

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

This service provides:

- Access to a Learning Management System (Moodle), including a selection of fully developed online courses.
- Access to hundreds of web-based live stream field trips.
- Zoom licensing to support cloud-based video and web conference.
- Access to negotiated statewide Distance Learning contracts.
  - Learning Management System (LMS) offerings such as Schoology, It's Learning, and Canvas (additional per student cost).
  - Online course content from APEX or Edgenuity (additional per student cost).
  - One day of training to support purchases.
- Option to purchase distance-learning classes (related hardware may be purchased through Co-Ser 525).
- Fully online or blended courses facilitated by NYS certified teachers (Advanced Placement, Credit Recovery, Electives, Initial Credit) at an additional per-seat cost, which includes:
  - Frequent communication with guidance counselors and/or principals to monitor student progress.
  - NYS certified teacher of record.
  - Rolling admissions.
- New technologies and learning methodologies that are researched and evaluated.
- Access to statewide information provided through the New York State Distance Learning Consortium.
- Districts must be part of the Educational Technology Virtual Learning Technical Support Extension (Co-Ser 525.015) to participate.

## **INDUSTRY-EDUCATION ACTIVITIES COORDINATION CO-SER 550**

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

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

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

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



# **SCHOOL IMPROVEMENT**

## **CO-SER 555**

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### **555.001**

#### **School Improvement [Base Service]**

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Through this service, the ongoing process of school redesign and reform is supported. Designed to assist and support school districts in strategic planning and implementing change, this service offers collaboration and support of district teams in the development of comprehensive and strategic district plans by providing supportive resources and/or team participation. District teams include, but are not limited to, Comprehensive District Education Plan, Professional Development, MTSS, AIS, and Building-Level. Local and regional activities are provided, as well as access to materials and practical assistance. Research and development on all current Regents Reform Initiatives is supported through this service.

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

Professional development in leadership, teaching and learning, curriculum and instruction, and data analysis is supported through this Co-Ser and its extensions. Participation in the Base Service (Co-Ser 555.001) is required to be eligible to purchase any of the School Improvement Extensions listed below.

### **555.001.002**

#### **School Improvement: Professional Development [Extension]**

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

### **555.001.004**

#### **Professional Development in Assistive Technology**

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**CONTACT: Barbara Tischler Hastie, Coordinator of School Development**  
**[bhastie@ulsterboces.org](mailto:bhastie@ulsterboces.org) • Phone: 845-255-1402 x1374 • Fax: (845) 255-3836**

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

## **555.002**

### **Instructional Rounds, Lesson Study or Inquiry Cycles**

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**CONTACT: Gwendolyn Roraback, Director of Instructional Services**  
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Accomplished educators and those striving to improve their practices can gain insightful understanding of what high-quality instruction looks like and what schools and districts need to support it. This program structures visitations to schools or specific classrooms based on the desired outcomes of the observing team. If improving instruction is part of a building's/district's Comprehensive District Education Planning (CDEP), School Improvement, and Professional Development Plan (PDP), the related substitute costs are aidable.

## **555.003**

### **Educational Data Analysis Support [Extension]**

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This service supports districts to advance student achievement by deepening understanding of the data-driven classroom and district data analysis. Through this service, support for the work of existing and newly formed data teams is offered. In addition, this service offers two in-district professional development opportunities. These sessions are collaboratively designed with the district and customized to suit individual district's needs. Also included is the leveraging of opportunities for access to Graphical Interface Software (purchasing available through Co-Ser 525.007). Other items in this service include:

- Leadership support in data information sharing
- Access to comprehensive data resource
- 1 in-district workshop (no more than 3 hours)
- ESSA Support
- Review and provide feedback to district presentations
- NYSED initiatives
- Access to JMT Data Team sharing
- Participation in Instructional Services Data Conference
- Customized district reports

## **555.003.001**

### **Instructional Specialist for Educational Data Analysis [Extension]**

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In-district instructional data support/coaching for administrators and professional development/coaching for teachers is available on a per diem or project basis.

Examples of targeted work include:

- Data Team, CDEP, PDP, MTSS, AIS facilitation
- NWEA/STAR facilitation/coaching
- Data-driven dialogues
- Analyze and review State assessment data
- Facilitation and coaching on research-based vendor assessments (i.e., STAR and NWEA)
- Assessment review and design
- Statewide Data System training
- Prepare district presentations
- District report card predication
- Utilize various statistical techniques to project performance based on history
- Data analysis with graphical interface software:
  - Training/coaching/project management

Participation in Co-Ser 555.003 Educational Data Analysis Support is required.

## **555.004**

### **Supporting Diverse Learners**

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**[bhastie@ulsterboces.org](mailto:bhastie@ulsterboces.org) • Phone: 845-255-1402 x1374 • Fax: (845) 255-3836**

This service is focused on continuing to support, sustain, and implement high-quality practices for all students, staff, and districts in Ulster County. Work to build a continuum of services to support all learners includes developing a framework and practice for inclusive schools, implementing and defining success criteria for inclusive schools, and thoughtful placement through planning of resources. Implementation practices for RtI, AIS, SIT, or other district teams is also provided, including implementation stages, usable interventions, and implementation evaluation and planning tools. The Every Student Succeeds Act (ESSA) – from compliance to commitment to growth – is a focus. Administrative team planning for district alignment of practices is provided, including developing manuals of practice, policies, and procedures that connect special education, RtI, and AIS to NYSED standards. Specially designed instruction is an integral aspect of the service, including IEP and lesson design alignment, connecting IEP goals to student needs, and unraveling the IEP to fit benchmark standards and to fit the role of a general education teacher or assistant.

## **555.007**

### **NYS Grades 3-8 ELA & Math Scoring [Extension]**

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**CONTACT: Stephanie Laffin, Senior Supervisor of School Development**  
**[slaffin@ulsterboces.org](mailto:slaffin@ulsterboces.org) • Phone: (845) 255-1402 x1365 • Fax: (845) 255-3836**

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

## **555.007.002**

### **Regional Scoring New Scorer & New Rubric Training [Extension]**

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

## **555.007.003**

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

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

## **555.010**

### **Curriculum Mapping [Extension]**

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

## **555.012**

### **Major Initiatives [Extension]**

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

## **555.013**

### **School Safety/District Support & Assessment [Extension]**

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**CONTACT: Gwendolyn Roraback, Director of Instructional Services**  
**[grorabac@ulsterboces.org](mailto:grorabac@ulsterboces.org) • Phone: (845) 255-1402 x1280 • Fax: (845) 255-3836**

A district may request a safety specialist to provide half-day in-district support to assist in comprehensive school safety planning and implementation. The safety specialist works in collaboration with administration to customize services with staff and/or students. Services may include:

- District-wide School Safety Plan Reviews: This includes the assessment of district plans for alignment with legal requirements of the Safe Schools Against Violence in Education Act (SAVE).
- Building Level Emergency Response Plans: This includes assistance with reviewing and training to ensure alignment with state-mandated formats and requirements.
- Code of Conduct Reviews: This includes reviewing the Code of Conduct to determine conformity with the SAVE and Dignity for All Students Act requirements.
- Facility Assessment: A comprehensive review of physical plant and school environment by site walk-through and observation is conducted. A report with actionable recommendations based on the key findings will be provided for the building reviewed.
- School Climate Assessment: This is conducted with students, instructional and non-instructional staff, and parents. Buildings will be provided with summary reports to assist with implementation planning.
- Mandatory Office of Civil Rights Training on Title IX: This is available for administrators, including Title IX coordinators.
- Office of Civil Rights review of report to assist with response and implementation plans.
- Investigation by a Level I and Level II certified Civil Rights Investigator for any cases related to Title IX and the Dignity Act.
- The district is provided with a report with actionable recommendations, which summarize key findings from the assessment, to support district planning.

## STATE & FEDERAL FUNDED PROGRAMS

### School Library System

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**CONTACT: Maura Albertson, Coordinator**  
**malbertson@ulsterboces.org • Phone: (845) 255-1402 x1358 • Fax: (845) 255-3836**

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

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

#### **Information Service – School Library System (SLS)**

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

#### **Professional Development**

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

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

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

## GRANT-FUNDED PROGRAMS

### Title III: Ulster BOCES Consortium

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**CONTACT: Stephanie Laffin, Senior Supervisor of School Development**  
**slaffin@ulsterboces.org • Phone: (845) 255-1402 x1365 • Fax: (845) 255-3836**

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



2021/2022

# MANAGEMENT SERVICES





## MANAGEMENT SERVICES

CONTACT: Allison W. Dodd, Assistant Superintendent for Administration  
[adodd@ulsterboces.org](mailto:adodd@ulsterboces.org) • Phone: (845) 255-3010 • Fax: (845) 255-0729

### Co-Ser Program

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- 512 ..... Grant Coordination
- 602 ..... Health, Safety & Risk Management
- 606 ..... Transportation Safety, Certification & Training
- 607 ..... Substitute Calling Service
- 608 ..... Cooperative Purchasing
- 609 ..... Public Information
- 610 ..... Employee Assistance Program
- 616 ..... Records Management
- 629 ..... Contract & Personnel Data Analysis/Management Planning Service
- 651 ..... Recruiting Service

## OVERVIEW

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

### Direct Services

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Ulster BOCES provides direct, on-site services to districts. **Community Relations** programs provide vital support to districts as they gather and develop information to be shared with their communities. **Risk Management** services implement a number of highly technical and specialized activities, including compliance with environmental health codes and safety regulations. **Substitute Teacher Calling** provides day-to-day support to districts' educational programs by scheduling substitute teachers to provide instruction when teachers are absent. **Records Management** provides technical reviews and on-site solutions for record storage issues.

The **Human Resources Manager Service** offers assistance and support with Human Resources/Personnel Operations.

The **Recruiting Service** provides assistance and support with recruitment, including an applicant tracking system, advertising, and recruitment fairs.

### Indirect Services

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

### Coordinated Activities

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

### Staff Development & Training

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

# **GRANT COORDINATION**

## **CO-SER 512**

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**CONTACT: Janice Iannelli, Grants Coordinator**  
**[jiannelli@ulsterboces.org](mailto:jiannelli@ulsterboces.org) • Phone: (845) 255-1400 x1268 • Fax: (845) 255-1287**

### **512.000.001**

#### **Dissemination of Information Regarding Available Grant Opportunities [Base Service]**

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

The fee for this service is on an annual basis.

### **512.000.003**

#### **Writing & Submission of Grant Proposals [Extension]**

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

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

# HEALTH, SAFETY & RISK MANAGEMENT

## CO-SER 602

CONTACT: Allison W. Dodd, Assistant Superintendent for Administration  
[adodd@ulsterboces.org](mailto:adodd@ulsterboces.org) • Phone: (845) 255-3010 • Fax: (845) 255-0729

**602.000.000**

### Health, Safety & Risk Management [Base Service]

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

#### Summary of Services

- Accessibility Compliance Surveys
- AED/CPR Compliance & Training
- Annual Fire Safety Inspections
- Asbestos Compliance
  - AHERA Triennial Inspections
  - Six-month Surveillances
  - Management Plan Updates
  - Abatement Project Guidance
  - Project Monitoring Clearance
- Chemical Inventory & Identification
- Confined Space Identification & Evaluation
- Disaster & Emergency Planning
- Environmental Audits
- Hazardous Materials Management & Disposal
- Health & Safety Committee Guidance
- Industrial Hygiene Services
  - Air Monitoring
  - Indoor Air Quality Studies
  - Noise & Hearing Conservation Studies
  - Radiation Surveys
  - Respirator Fit Testing
  - Ventilation Assessments
- Information & Technical Assistance
- Integrated Pest Management Guidance & Planning
- Laboratory Inspections
- Regulatory Compliance
  - Compliance Audits
  - Health & Safety Training
  - Right-to-Know/Hazard Communication
  - Program Development & Update
  - RESCUE & SAVE Compliance
- Water & Soil Quality Testing

## **602.000.001**

### **Risk Management Project Monitoring [Extension]**

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**CONTACT: Allison W. Dodd, Assistant Superintendent for Administration**  
**[adodd@ulsterboces.org](mailto:adodd@ulsterboces.org) • Phone: (845) 255-3010 • Fax: (845) 255-0729**

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

## **TRANSPORTATION SAFETY, CERTIFICATION & TRAINING**

### **CO-SER 606**

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**CONTACT: Lawrence McCauley, Transportation Director**  
**[lmccaule@ulsterboces.org](mailto:lmccaule@ulsterboces.org) • Phone: (845) 331-5050 x1622 • Fax: (845) 331-4655**

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

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

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

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

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

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

## **COOPERATIVE PURCHASING**

### **CO-SER 608**

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**CONTACT: Erin Lynch, Purchasing Assistant**  
**[elynch@ulsterboces.org](mailto:elynch@ulsterboces.org) • Phone: (845) 255-1450 x1213 • Fax: (845) 255-1287**

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

## **PUBLIC INFORMATION**

### **CO-SER 609**

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**CONTACT: Holly Brooker, Community Relations Coordinator**  
**[hbrooker@ulsterboces.org](mailto:hbrooker@ulsterboces.org) • Phone: (845) 255-1450 x1301 • Fax: (845) 255-0898**

#### **609.000.000**

##### **Tier I Public Information [Base Service]**

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The award-winning Ulster BOCES Community Relations team works collaboratively with a district's central administration to enhance its communication and public relations efforts. By utilizing trained professionals in the public relations field, participants of this Co-Ser benefit from the efficiency and effectiveness of a planned communications service. Service levels are customized to meet districts' specific needs. On-site specialists are available to participants with a three or more day a week participation level.

The basic Public Information service (Tier I) provides districts with:

- A skilled team of public relations professionals with specialties in journalism/writing, graphic arts, photography, website content, and social media communications.
- Projects produced using industry-specific layout/design software and equipment, including InDesign, Photoshop, and Illustrator.
- Publications (ranging from calendars and newsletters to annual reports and graduation programs) produced by a staff that has been recognized by both the New York State and National School Public Relations Associations for outstanding quality and achievement in the production of school communications.
- Trusted relationships with many area print service providers that foster a smooth production schedule and generate economical printing bids/quotes.
- Valuable relationships with local media that have been built and nurtured on the basis of trust and respect.
- Skilled writers and photographers whose articles and photographs appear regularly in local newspapers.

#### **609.000.001**

##### **Tier II Public Information [Extension]**

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Tier II Public Information services are available for intensive communications issues, such as capital project support, video production, or complex crisis communication. Tier II services are billed at an additional hourly cost, as quoted.

#### **609.002**

##### **Website ADA Compliance Support**

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Most people are familiar with the physical accommodations of the Americans with Disabilities Act (also known as ADA), such as wheelchair ramps. However, many do not realize this legislation also applies to the virtual world and calls for electronic content to be accessible to all. Closed captioning, coding of images with alt tags, properly structured navigation, and HTML coding that allows assistive technologies to correctly interpret content are a few examples. Correctly formatted tables, forms, and PDFs are also necessary for compliance.

This service will assist districts with understanding and applying the standards needed to maintain an ADA compliant website. The work will be highly customizable, depending on the district's needs and in-house capacity. A web accessibility expert can work directly with districts to address accessibility needs and/or training on accessibility can be delivered. Closed captioning can be provided. An annual user-group meeting will be held to discuss accessibility issues and solutions.

There are two components of cost for this service: a base coordination fee, along with customized quotes based on specific service plans developed for the district. Contact Community Relations for your custom proposal.

Specific technologies are also available to assist in compliance and can be purchased through Instructional Services. Ongoing monitoring of ADA issues, as well as quality assurance reporting of broken links, spelling errors, or SEO issues, are also available.

## **EMPLOYEE ASSISTANCE PROGRAM**

### **CO-SER 610**

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**CONTACT: Evelyn Lafontaine, Personnel Supervisor**  
**[elafontaine@ulsterboces.org](mailto:elafontaine@ulsterboces.org) • Phone: (845) 255-1400 x1272 • Fax: (845) 255-3571**

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

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

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

## **RECORDS MANAGEMENT**

### **CO-SER 616**

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**CONTACT: Allison W. Dodd, Assistant Superintendent for Administration**  
**[adodd@ulsterboces.org](mailto:adodd@ulsterboces.org) • Phone: (845) 255-3010 • Fax: (845) 255-0729**

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

- Off-site storage.
- Management controls, procedures, and workflows for traditional hard copy box storage.
- Inventory integrity issue resolution strategies.
- Information governance, retention, and compliance guidance.
- Cost reduction – economies of scale across districts, i.e. destruction vendor consolidation.
- Physical records storage area safety and security audits and recommendations.
- Overall process improvement and efficiency.
- Training of district staff.
- Digital scanning and storage of records as an alternative to traditional paper storage and retrieval.
- Periodic records inventory updates.
- Annual survey and preparation of "obsolete" records for disposal.
- One day of a Records Management Technician site visit for evaluation/consultation purposes (pricing will vary depending on identified project).

# **CONTRACT & PERSONNEL DATA ANALYSIS/MANAGEMENT PLANNING SERVICE CO-SER 629**

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**629.000.000**

## **Contract & Personnel Analysis**

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**CONTACT: Roxanne Babcock, Executive Secretary**  
**[rbabcock@ulsterboces.org](mailto:rbabcock@ulsterboces.org) • Phone: (845) 255-1400 x1217 • Fax: (845) 255-7942**

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

This service includes:

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

**629.000.001**

## **Forecast5 and Enrollment Projection Services [BASE]**

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**CONTACT: Allison W. Dodd, Assistant Superintendent for Administration**  
**[adodd@ulsterboces.org](mailto:adodd@ulsterboces.org) • Phone: (845) 255-3010 • Fax: (845) 255-0729**

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

**629.000.002-005**

## **Forecast5 Service [Extension]**

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**CONTACT: Allison W. Dodd, Assistant Superintendent for Administration**  
**[adodd@ulsterboces.org](mailto:adodd@ulsterboces.org) • Phone: (845) 255-3010 • Fax: (845) 255-0729**

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



## **629.000.006-009**

### **Five-Year Student Enrollment Projection Service [Extension]**

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**CONTACT: Allison W. Dodd, Assistant Superintendent for Administration**  
**[adodd@ulsterboces.org](mailto:adodd@ulsterboces.org) • Phone: (845) 255-3010 • Fax: (845) 255-0729**

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

## **629.000.020**

### **SuperEval**

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**CONTACT: Allison W. Dodd, Assistant Superintendent for Administration**  
**[adodd@ulsterboces.org](mailto:adodd@ulsterboces.org) • Phone: (845) 255-3010 • Fax: (845) 255-0729**

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

## **RECRUITING SERVICE**

### **CO-SER 651**

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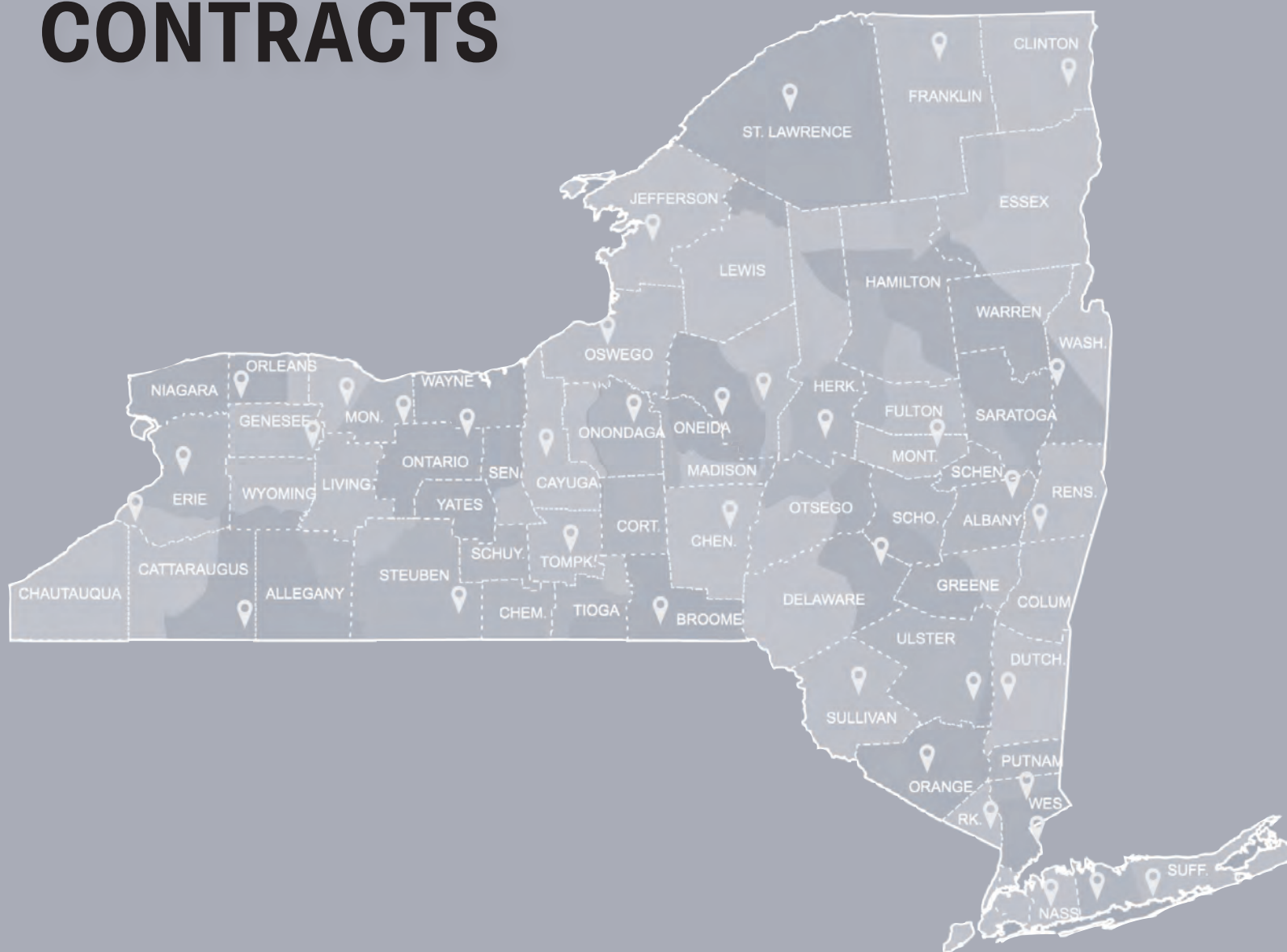
**CONTACT: Evelyn Lafontaine, Personnel Supervisor**  
**[elafontaine@ulsterboces.org](mailto:elafontaine@ulsterboces.org) • Phone: (845) 255-1400 x1272 • Fax: (845) 255-3571**

The Recruiting Co-Ser provides recruiting and staffing services to participating districts. The Ulster BOCES Office of Personnel will work closely with participating districts to develop custom solutions aimed at addressing specific needs. Services include access to acquisition of:

- Applicant Tracking System (ATS) Acquisition, Implementation and Support
- Full Cycle Recruiting Services
- Recruiting & Staffing Best Practices
- Recruitment Advertising
- Career Fairs

# 2021/2022

## CROSS CONTRACTS



CROSS CONTRACTS

CONTACT: Lori Wightman, Finance Supervisor/Treasurer  
lwightma@ulsterboces.org • Phone: (845) 255-1400 x1222 • Fax: (845) 255-1287

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

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

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

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

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

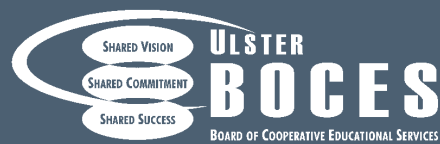
## NOTES

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## NOTES

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**ULSTER BOCES**

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NEW PALTZ, NY 12561

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