

PROGRAM DEVELOPMENT GUIDELINES *for* INSTRUCTIONAL PROGRAMS



 SHARED VISION
SHARED COMMITMENT
SHARED SUCCESS

**ULSTER
BOCES**
BOARD OF COOPERATIVE EDUCATIONAL SERVICES

2019-2020



PROGRAM DEVELOPMENT GUIDELINES

for

INSTRUCTIONAL PROGRAMS

Center for Innovative Teaching & Learning at Port Ewen

“Whole Child Education”

Special Education

Ulster BOCES Pioneers at Ramapo

Career & Technical Center

Center for Innovative Teaching & Learning at Anna Devine

Hudson Valley Pathways Academy (PTECH)

Phoenix Academy

TTP (Therapeutic Transitional Program)

TASC (Test Assessing Secondary Completion)

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INTRODUCTION

Ulster County is located about 75 miles north of New York City and about 60 miles south of Albany. It is bordered on the east by the Hudson River and on the west by the Catskill Mountains.

The Ulster County Board of Cooperative Educational Services is an educational service agency serving eight component school districts with a countywide student population of approximately 20,000. In New York State, BOCES is the regional agency designed to assist districts in providing appropriate, high quality educational programs and services for a wide range of specialized instructional and programmatic needs. BOCES offers an extensive variety of direct instruction and support services through the Centers for Innovative Teaching & Learning at Port Ewen and Anna Devine, Ulster BOCES Pioneers at Ramapo, the Career and Technical Center, and Adult Education programs. In addition to these student-based services, Ulster BOCES hosts the Mid-Hudson Regional Information Center and the Instructional Services Division.

The Career and Technical Center located in Port Ewen provides students with the knowledge and skills needed to succeed in a competitive global economy. Emphasis is placed on technical skills, general employability skills, and applied academics. Graduates leave the program prepared to enter the workforce, post-secondary technical schools, and colleges.

Ulster BOCES provides programs for students who are identified as disabled (as defined by State Regulations) and who experience delays measured by appropriate diagnostic instruments and procedures. These areas include physical, cognitive, communicative, social, emotional, and adaptive development. Special Education programs are offered at the Ulster BOCES site in Port Ewen. Related services, as requested in Individualized Education Plans (IEPs), are provided to supplement individual student needs or deficit areas.

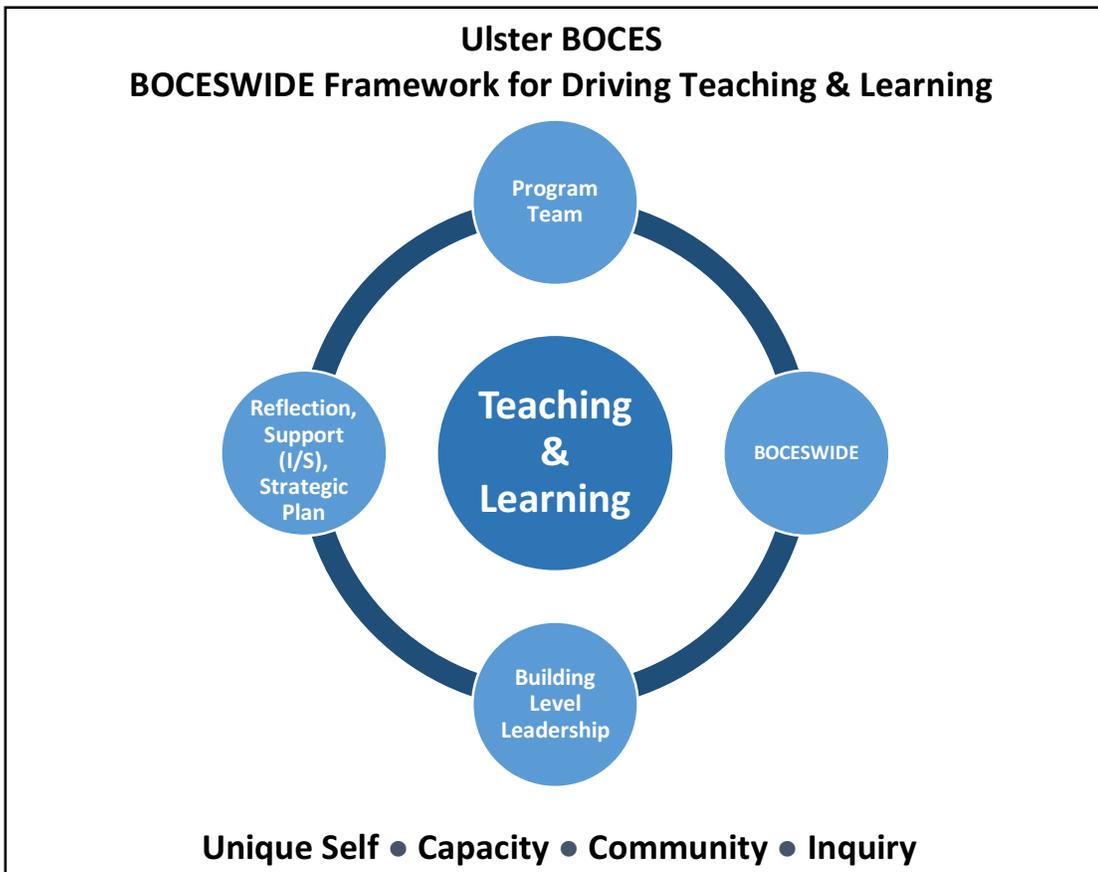
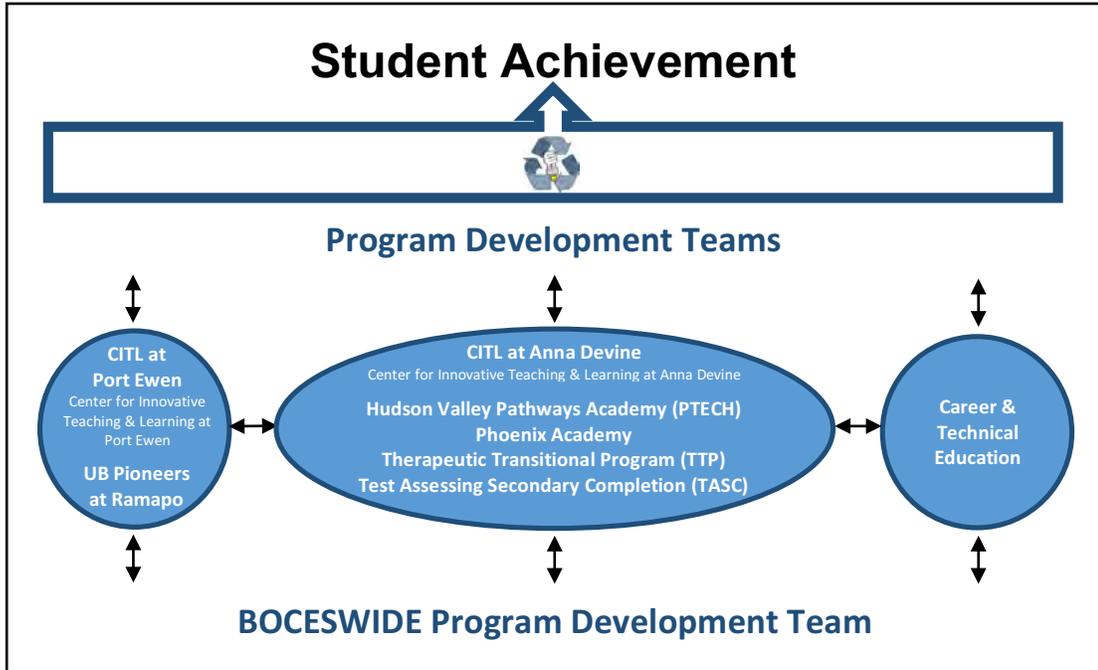
Commissioner's Regulation 100.11 was enacted as of February 1999, requiring a Shared Decision Making process for all school districts and BOCES. In 1999-2000 the process of Comprehensive Planning was implemented. The planning process focuses school district energy and resources on analyzing data to improve student achievement. This process wraps around and is inclusive of other educational initiatives. The comprehensive planning process is a continuous improvement process, not a one-time product.



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INTRODUCTION ...continued

In 2007-08 the BOCESwide Program Development Team (BWPDT) revised the action plan with greater emphasis and focus on data driven decision making and student achievement. The images below were developed by the team to represent the cyclical nature of the teaching/learning process and our belief that student achievement is at the center of what we do.



Our Guiding Vision

“North Star”

All learners will be able to develop their unique self and their capacity, and contribute to community through continuous cycles of inquiry.



STUDENT BASED PROGRAMS

Exit Standards

- 1 All students will meet applicable standards established by the State Education Department.
- 2 All students will apply problem-solving strategies in purposeful and measurable ways.
- 3 All students will be able to communicate and access information in measurable ways that are appropriate to their potential.
- 4 All students will be able to use information-gathering techniques to sustain life long learning.
- 5 All students will have the ability to manage the skills that are necessary to be productive and contributing members of society.
- 6 All students will have the capacity to appreciate and gain an awareness of the benefits of working with people from diverse backgrounds.



STUDENT BASED PROGRAMS

Correlates

Research has shown that effective schools consistently share some common characteristics. These characteristics are affirmed by the New York State Education Department and are subscribed to by the BOCESwide Program Development Team (BWPDT). These include, but are not limited to, the following:

Safe and Orderly Environment

There is a safe, orderly, and purposeful atmosphere which is conducive to teaching and learning.

Clear School Mission

There is a clearly articulated mission for the school through which the staff shares an understanding of and a commitment to instructional goals, priorities, assessment procedures, accountability, and professional development.

Instructional Leadership

The principal acts as the instructional leader who effectively communicates the mission of the school to the staff, parents, and students. The principal applies the characteristics of instructional effectiveness in the management of the instructional program of the school.

High Expectations for Success

The staff believes and demonstrates that students can achieve their greatest potential and will help the students attain such a goal.

Equal Opportunity to Learn (Equity)

All students are given maximum opportunity to learn. Time is used efficiently and effectively.

Frequent Monitoring of Student Progress

Data on student progress is frequently obtained using a variety of assessment procedures. The results are shared and used to improve individual student performance as well as instructional programs.

Positive School/Community/Component District Relations

Effective schools have a broad base of support. Parents, the communities, local industry and component districts understand and support our primary mission.

BWPDT OVERVIEW

“The purpose of school-based planning and shared decision making shall be to improve the educational performance of all students in the school, regardless of such factors as socio-economic status, race, sex, language background or disability.”

-Regulation of the Commissioner of Education
Section 100.11

The goal of this program development team process is that all instructional programs will be more effective. Effectiveness occurs when students successfully achieve their maximum potential regardless of socio-economic status, age, ethnicity, gender or disability. Each program will be designed to meet the needs of its respective students through appropriately determined learner outcomes, designated mastery levels, and established methods of student evaluation.

PARTICIPANTS IN THE PROCESS WILL INCLUDE TEACHERS, RELATED SUPPORT STAFF, TEACHING ASSISTANTS/AIDES, ADMINISTRATORS AND PARENTS

Recognizing that from time to time it might be helpful for the team to gain additional insights on specific issues by inviting people other than team members to present additional information, other stakeholders may be included in discussions, as appropriate. At the discretion of any team, representatives from the agency’s service personnel division may become full members of that team.

PARTICIPANTS:

- 1) Attend meetings.
- 2) Serve for a predetermined period.
- 3) Participate in training and other activities.
- 4) Are selected in accordance with the approved guidelines.
- 5) Are full participants in the decision making process.
- 6) Share in the accountability for decisions.
- 7) Function as responsible liaisons for their respective constituents.
- 8) Provide for the smooth transition of new team participants.
- 9) Place needs and interests of students foremost.



SELECTION PROCESS

The process for selecting participants for the various program teams must ensure that all individuals within each group are made aware of all vacancies, are given equal opportunity to express interest in these vacancies, and are given equal consideration in filling the vacancies in a non-discriminatory manner.

Each team will issue a written notice of vacancies and the selection process. Interested candidates will respond in writing to the appropriate team.

The names of those candidates covered by the Teachers' Organization (T.O.) bargaining agreement will be forwarded in writing to the T.O. Executive Committee prior to being considered for nomination or appointment. The Executive Committee will review those candidates and have the opportunity to discuss candidate eligibility with administration.

The final selection process of non-administrative and non-parent team participants will be made by popular general election of the constituents represented by that opening when multiple nominees exist. This election will be administered and tabulated by the team with the opening. The exact tally is not to be announced. An election is not held if there is only one volunteer/candidate for a position.

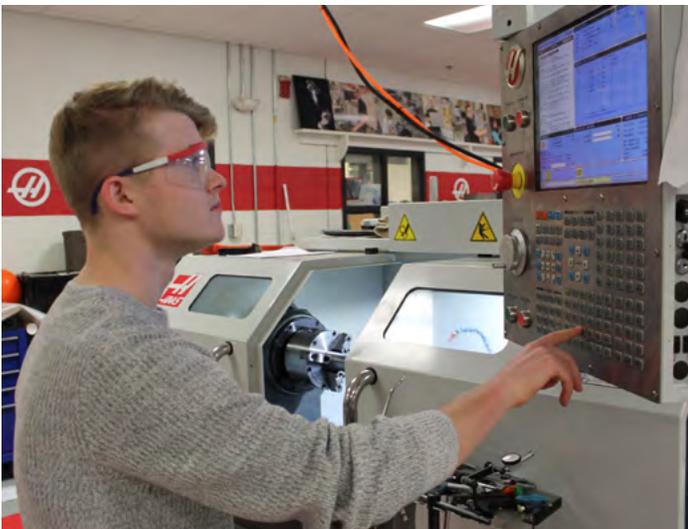
Under Commissioner's Regulation 100.11 in the instance where there is no formal parent organization, the Ulster BOCES Board of Education will appoint the appropriate number of parents selected from a pool of volunteers.

If a team wishes to use an alternative method of selection, the means and rationale should be submitted in writing to the BWPDT for review.

TERM OF OFFICE:

A two-year term of office is to be served by all non-administrative team members, on any team. There are no term limits. Rotation of participants is encouraged.

The term of office for administrators on any team will be determined by the administrative stakeholder group.



IMPLEMENTATION PROCESS

The following procedures will enable BOCES to analyze its instructional programs and outline strategies for improvement.

I. BOCESWIDE PROGRAM DEVELOPMENT TEAM (BWPDT)

A. The BOCESwide Program Development Team (BWPDT) may consist of members with the following distribution:

1. Deputy Superintendent
2. Director of Instructional Services
3. Building Leaders: Student-based Programs
4. Teachers/Related Staff/TA Representatives from Student-based Programs
5. Mentor Program Representative
6. Workplace Coordinator
7. School District Data Program Specialist
8. Parents
9. Student-based Programs: Student Representatives

B. Functions of the BOCESwide Program Development Team (BWPDT) shall include:

1. Develop, recommend and oversee implementation of the needs assessment.
2. Periodically review Our Guiding Vision.
3. Determine structure of membership on Program Development Teams (PDT) and/or Site Development Teams (SDT).
4. Establish and revise timelines for the School Improvement Process.
5. Draft a BOCESwide plan and submit to staff and District Superintendent for approval.
6. Oversee implementation and maintenance stages of the program review and development process.
7. Annually review and revise BOCES Program Development Guidelines.
8. Serve in an advisory capacity to Program Development and Site Teams when requested.
9. Facilitate communication among all instructional programs.



II. PROGRAM DEVELOPMENT TEAMS (PDT)

A. Program Development Teams (PDT) may consist of up to 8 members with the following distribution:

1. Administrative representatives (directors and site supervisors)
2. Teacher/related services representatives
3. TA-an instructional representative from this team will serve on the BWPDT
4. Parent
5. Mentor teacher coordinator (teacher)

B. Functions of the Program Development Teams (PDT) shall include:

1. Identify and prioritize program needs based on needs assessment and other data sources.
2. Select target areas for improvement annually.
3. Develop an appropriate written plan to address identified needs.
4. Facilitate formal and informal communication among staff.
5. Provide opportunities for ongoing discussion and review of the program development plan throughout the school year.
6. Organize meetings throughout the year to implement and monitor the plan.
7. Establish standards for monitoring.
8. Identify needs that are more appropriate for review by the BWPDT.

C. Program Development Plan:

1. Each program development team will meet to develop a draft plan to present to its staff.
2. The staff will review the draft plan, suggest changes, and reach consensus on the final draft.
3. The final draft must be submitted to the BWPDT for review and district superintendent for approval.
4. Any plan of action designed to facilitate program development shall seek to modify only those areas which directly impact the program.
5. Revision to program plans may be made during the year when conditions warrant. The same procedures for review and recommendations apply.

*Where appropriate other stakeholders may serve as resources to program teams as needed.

IMPLEMENTATION PROCESS ...continued

III. EDUCATIONAL ISSUES

A. Educational issues which shall not be subject to cooperative planning and shared decision-making are those which are governed by:

1. Civil Rights
2. State or Federal law
3. Commissioner's Regulations
4. Board of Education policy
5. Collective Bargaining agreements
6. Other existing regulations



B. Educational issues subject to cooperative planning and shared decision-making:

ISSUE	ACCOUNTABILITY
Budget Process	Administrators and teachers are accountable to our clients to provide cost-effective, economical, and efficient programs that are responsive to the needs of the student populations we serve. Accountability is measured by the cost of each program and cost increases will have a value added component related to improved student performance. The budget process begins with input from instructional staff regarding program needs via site/program teams. Each teacher provides his/her input through a classroom program budget. Middle management meets with site staff in preparation of the program budget. Directors present a proposed budget to central administration. The final budget is subject to approval by the Board of Education.
Curriculum Development	Teachers and administrators are responsible for curriculum development to maximize student educational performance. Outcomes will be documented in student evaluations.
Daily Schedule	Acknowledging the variables set by component district transportation schedules and the collective bargaining agreements, appropriate teams will generate information within their end-of-year reports that address daily schedules. Such information will include, but not be limited to, prior problems that occurred within the program. The report will also include recommendations for enhancing instructional programs and student outcomes by the daily schedule. Recommendations generated by the teams will be passed along to appropriate directors by the BWPDT. The directors will respond to appropriate teams.

ISSUE	ACCOUNTABILITY
Instructional Decisions	Teachers and administrators are responsible for implementing instructional methodology designed to maximize student educational performance. Models, outcomes strategies, etc. will be documented in professional evaluations.
Interview Process	<p>Teachers and non-instructional staff/administrators may be involved in the interview process for selecting administrators and teachers. Whenever staff are selected to be part of the process the following matrix should be considered:</p> <div data-bbox="521 730 1455 1665" data-label="Diagram"> <p>The diagram is a 2x2 matrix. The vertical axis is labeled 'Experience' with an upward-pointing arrow. The horizontal axis is labeled 'Stake in the Outcome' with a rightward-pointing arrow. The four quadrants are represented by rounded rectangles with the following text:</p> <ul style="list-style-type: none"> Top-Left (Dark Blue): Experience with <u>no</u> stake in the outcome Top-Right (Medium Blue): Experience with stake in the outcome Bottom-Left (Light Blue): <u>No</u> experience and <u>no</u> stake in the outcome Bottom-Right (Medium Blue): <u>No</u> experience with stake in the outcome </div> <p>Staff that are selected to participate in the process should have experience as well as a stake in the outcome.</p> <p>The interview and hiring process is driven by the process set forth by Human Resources and all final recommendations are approved by the district superintendent.</p>

IMPLEMENTATION PROCESS ...continued

ISSUE	ACCOUNTABILITY
Material Selection	Teachers and administrators are responsible for selection and monitoring of “materials” to maximize student educational performance within budgetary guidelines. Outcomes will be documented in professional evaluations.
Participation/ Staff Development	Information will be gathered from all teams on staff development needs and accountability measures. The BWPDT will review and consolidate team recommendations into an agencywide plan enabling each individual site/ program team to be responsible for the specific activities they chose and the assessment of their impact on student achievement.
Student Achievement	BOCES encompasses diverse educational programs and provides services to students such that each program will have specific criteria for measuring and evaluating student achievement. The evaluation of student success is multi-faceted and includes: assessment of instructional staff performance by administrators; coordinated efforts of services, program teams’ recommendations for standards of performance, program teams’ recommendations for assessment, program teams’ analysis of student performance. Teams will generate information within their end-of-year reports.
Student Placement	Program teams will review and revise appropriate program descriptions for inclusion into service description guide. The teams will review current practice and procedures for staff involvement in placement decisions and make recommendations to enhance the process for the benefit of students.



IV. DISPUTES/CONFLICTS

Unresolved disputes at the program team level will be addressed by the BWPDT. If a dispute occurs at the BWPDT (either their own issue or one brought by a program team), the BWPDT will convene an ad-hoc panel consisting of representatives from the stakeholders groups. Decisions reached by this committee must be consistent with Board policy. Unresolved disputes at this level will be forwarded to the district superintendent for final decision.

V. EACH YEAR

The program development teams shall revise their plans of action for the coming year. These plans shall in part be based on the teams' evaluation report and the review from the BWPDT. They should follow the same procedures and processes as outlined in this section. The BWPDT ensures that all state and federal requirements for the involvement of parents in planning and decision making are met.



DEFINITIONS

- 1 Consensus** - A systematic process used by a group to make decisions which everyone can support. A consensus decision has been reached when:
 - All group members agree to support the decision though it may not be everyone's first choice.
 - Everyone is committed to the decision as if it were the first choice of all group members.
 - Each participant agrees that he or she has had an equal opportunity to influence the decision.
- 2 Instructional Programs** - Center for Innovative Teaching & Learning at Port Ewen ("Whole Child Education" Special Education), Ulster BOCES Pioneers at Ramapo, Career & Technical Center, Center for Innovative Teaching & Learning at Anna Devine (Hudson Valley Pathways Academy (PTECH), Phoenix Academy, TTP (Therapeutic Transitional Program), TASC (Test Assessing Secondary Completion)
- 3 Related Service Personnel** - Social workers, guidance counselors, psychologists, nurses, occupational therapists, physical therapists, speech therapists, behavior specialists.
- 4 Satellite** - BOCES classes that are located in public school settings.
- 5 TA** - Teaching Assistant or Teacher Aide.



2019-2020 TIMELINE

August - September

- Establish team membership – BOCESwide and team plans finalized
- Review goals

September - June

- Plan implementation

November - April

- Focus on goals/feedback from program teams

May

- Review program team action plans
- Draft BOCESwide plan of action for the next school year and revise guidelines

June

- Present end-of-the-year team reports and revisions to guidelines and BOCESwide action plan to staff and superintendent



BOCESwide Team

Deputy Superintendent

Director of Instructional Services

Building Leaders: Student-based Programs

Teachers/Related Staff/TA Representatives from Student-based Programs

Mentor Program Representative

Workplace Coordinator

School District Data Program Specialist

Parents

Student-based Programs: Student Representatives

Program Teams

**CENTERS FOR INNOVATIVE TEACHING & LEARNING (CITL)
AT PORT EWEN & ANNA DEVINE**

**ULSTER BOCES PIONEERS AT RAMAPO
CAREER & TECHNICAL EDUCATION**

Each of the three teams may be comprised of the following stakeholders:

Administration

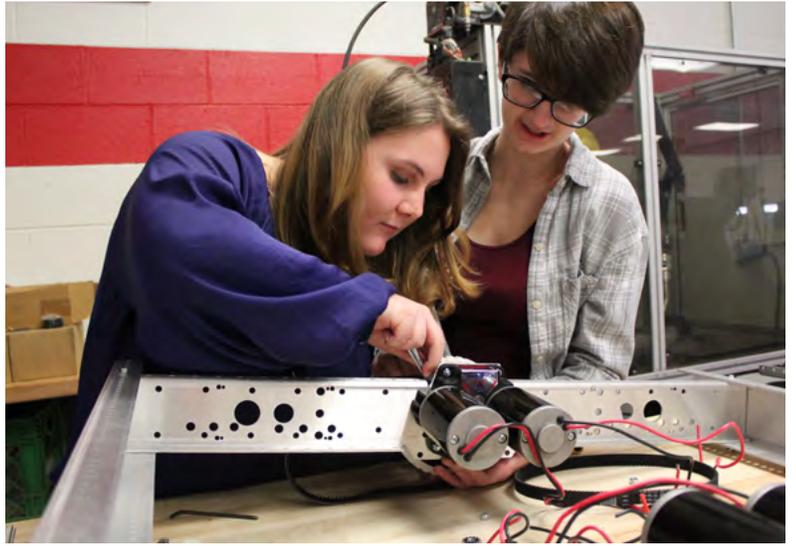
Teachers/Related Services Representatives

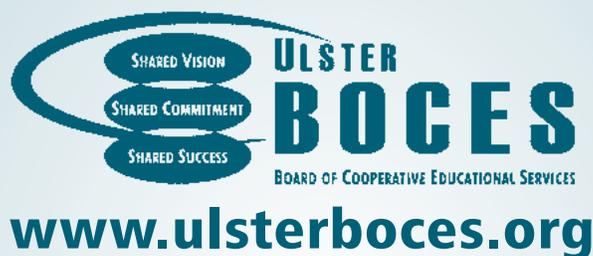
Teaching Assistants

Parent

Student Voice

Each program team will have five (5) school-based staff.
Two members from each of the above teams must serve on the BOCESwide Team.





Ulster BOCES Non-Discrimination Statement

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:

E-Mail: jschenke@ulsterboces.org

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

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

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