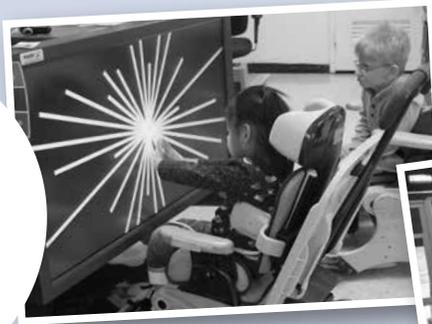




**ROCKLAND BOCES**  
ROOTED IN THE COMMUNITY

# Services Guide 2015-2016



## COMMUNITY COLLABORATION



55 YEARS COMMUNITY STRONG

BOCES  
COMMUNITY  
COLLABORATION  
SERVICES

# Central Administration

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**MARY JEAN MARSICO, Ed.D.**  
District Superintendent/CEO

**CATHERINE O'BRIEN**  
Assistant Superintendent of Career & Administrative Services

**CHARLENE JORDAN, Ed.D.**  
Assistant Superintendent for Instructional Services  
and Professional Development

**AMY ALBERS, Ed.D.**  
Assistant Superintendent for Student Services

**ANA RELUZCO**  
Executive Director of Human Resources

**DAVID GLEASON**  
Executive Director of Business and Operations

# Board of Education

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**SANDI JEANETTE**  
President, representing Ramapo Central School District

**PEGGY ZUGIBE**  
Vice President, representative-at-large

**ROBERT DAVIS**  
representing Pearl River Union Free School District

**DAVID GRAMMERSTORF**  
representing Haverstraw-Stony Point Central School District

**HARRY GROSSMAN**  
representing East Ramapo Central School District

**RONALD HANSEN**  
representing Nanuet Union Free School District

**JOE MALGIERI**  
representing Clarkstown Central School District

**MICHAEL MARK**  
representing Nyack Union Free School District

**ROSEMARY PITRUZZELLA**  
representing South Orangetown Central School District

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**ERIN SUSSMAN**  
Clerk to the Board

# Component School Districts

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**CLARKSTOWN CENTRAL SCHOOL DISTRICT**  
639-6300 | [www.ccsd.edu](http://www.ccsd.edu)

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**EAST RAMAPO CENTRAL SCHOOL DISTRICT**  
577-6000 | [www.eram.k12.ny.us](http://www.eram.k12.ny.us)

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**HAVERSTRAW-STONY POINT CENTRAL  
SCHOOL DISTRICT**  
942-3000 | [www.nrcsd.org](http://www.nrcsd.org)

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**NANUET UNION FREE SCHOOL DISTRICT**  
627-9880 | [www.nanuetd.org](http://www.nanuetd.org)

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**NYACK UNION FREE SCHOOL DISTRICT**  
353-7000 | [www.nyackschools.org](http://www.nyackschools.org)

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**PEARL RIVER UNION FREE SCHOOL DISTRICT**  
620-3900 | [www.pearlriver.org](http://www.pearlriver.org)

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**RAMAPO CENTRAL SCHOOL DISTRICT**  
357-7783 | [www.ramapocentral.org](http://www.ramapocentral.org)

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**SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT**  
680-1000 | [www.socsd.org](http://www.socsd.org)

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## Mission Statement

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

# Agency Philosophy

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

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

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

## Target Dates

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DECEMBER 10	Services Guide Dinner
JANUARY 9	Preliminary Requests for Services by component school districts to be submitted to BOCES
MARCH 23	Distribution of Budget Document
APRIL 8	Annual Meeting
APRIL 8	Final Request for Services by component school districts to be submitted to BOCES
APRIL 21	BOCES annual election and meeting of component district Boards of Education to be held at each local district
MAY 6	Board of Education of BOCES adopts its final administrative, capital and program budgets
JULY 8	Contracts returned to BOCES by component school districts

# A Message from the District Superintendent

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December 2014



Dear Colleagues,

I am proud to share the Rockland BOCES' 2015-2016 Services Guide with you.

Within these pages is a comprehensive listing of new and modified programs and services designed to meet the changing and emerging demands of our component school districts. Together, these offerings represent Rockland BOCES' commitment to responsive client service and extensive work in terms of identifying needs, gathering feedback and planning for the future.

What hasn't changed? Our continued focus on delivering high-quality, cost-efficient programs that enable students to achieve to their maximum potential and our "community strong" ethic. We continue believing in our learners and in the collective energy of the community at large.

At Rockland BOCES, collaboration is a core value. More than ever, the success of Rockland County students depends upon the collective strength of our educational community.

We are here to support you. Visit us, talk with our staff and see how Rockland BOCES is making a difference for students - through CTEC, P-TECH, Student Service programs, professional development, support services and more – every day, in more than 30 sites county-wide. Given our 55 years as an educational service agency in Rockland County we reaffirm our commitment to you, our community and to all learners.

Great opportunities lie ahead. I look forward to continuing our work together.

Sincerely,

Mary Jean Marsico, Ed.D.

Rockland BOCES District Superintendent/CEO

# District Superintendent Services

CONTACT: Mary Jean Marsico, Ed.D., District Superintendent / CEO • (845) 627-4701 • mmarsico@rboces.org

In addition to serving as the Chief Executive Officer of the Rockland Board of Cooperative Educational Services, the **District Superintendent** serves as the New York State Education Commissioner's representative to the local districts of the County.

As such, the BOCES Superintendent is the liaison between the local districts and the State Education Department. Responsibilities include facilitating communication between SED and the districts, and assisting in the implementation of New York State education law and the regulations of the Board of Regents and the Commissioner of Education, with a focus on helping districts comply with all aspects of Race to the Top initiatives.

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## The duties of the District Superintendent also include, but are not limited to, the following:

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

# Career and Technical Education

**CONTACT:** Catherine O'Brien, Assistant Superintendent of Career & Administrative Services  
(845) 627-4770 • [cobrien@rboces.org](mailto:cobrien@rboces.org)

At the **Rockland BOCES Career and Technical Education Center (CTEC)**, a variety of half-day programs are provided to high school students at varying academic levels.

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

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



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

COSER 109, the Career Services Program (CSP) courses have a 12:1:1 student/staff ratio, and are available to both classified and non-classified students. Curricula for the course offerings have evolved to reflect the changing needs of students, the component districts, and the local workforce. Students have the opportunity to participate in internships and earn industry certifications. Academic projects are incorporated into all programs.

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

## CTEC Programs

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- **COSER 404**

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- **COSER 401A**

Regional Summer High School, page 9

- **COSER 401B**

Regional Summer Middle School, page 9

# Initiatives

- Alignment of curriculum to meet the requirements of the 4+1 Multiple Pathways initiative.
- An increased number of college courses will be embedded into CTE programs. Students can graduate with up to 12 transcribed credits.
- Expand CTE curriculum to expose students to a wider range of skills within their career-related area:
  - HVAC component added to Plumbing
  - Welding component added to Auto Collision
  - Marketing and Social Media components added to Digital Design & Marketing (formerly Graphic Design)
  - Education component added to Direct Care
  - Integration of College Entrepreneurship course into Auto Tech, Cosmetology, Culinary, Digital Design & Marketing, and TV/ Video & Multimedia Production

- Launch of an enhanced academic model which emphasizes integrated, project-based instruction of math, science and English, aligned with the Common Core.
- Work-Based Learning Coordinator available to develop activities aligned to requirements of CDOS credential.
- **New program offerings to include:**
  - **CSP Business Services at Nanuet Outdoor Education Center**  
Students will learn a wide variety of skills related to business including entrepreneurship. The facility includes a full kitchen, garden, greenhouse (being built), and horse barn allowing for a variety of opportunities for hands-on, project-based learning.

### Pre-Engineering

Students will explore the different career options in the field of engineering. They will gain practical experience working in our state-of-the-art lab as well as through internships and job shadowing experiences. Students enrolled in

the two-year program can gain college credits for Introduction to Engineering, Introduction to Engineering Graphics, Pre-Calculus, and Calculus.

### Welding & Fabrication

Through hands-on, project-based instruction, students will learn the different methods of welding and cutting (MIG, TIG, stick, oxyacetylene, plasma arc) as they relate to manufacturing and fabricating. Blueprint reading will also be included.

### Career Exploration for CDOS

This two-credit, half-year course will allow students to meet the Work-Based Learning requirements for awarding of the CDOS Credential. Through field trips, guest speakers, service learning, and job shadowing, students will explore career opportunities available in the 16 career clusters identified by the National Association of State Directors for Career Technical Education Consortium.

# CTEC Highlights

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

- All students are provided the opportunity to participate in Work-Based Learning opportunities with local businesses. Hands-on, real-world work experience through internships, job shadowing, and community projects is a vital component of each program.
- Integrated academics, supported by content-area teachers, are literacy-based in all CTE courses enhancing a student's learning potential. Students are eligible to earn credits in Common Core English 12, Common Core Math, Technical Science, Health, Art and/or Participation in Government, in appropriate classes.
- Students can earn up to 16 articulated college credits for the work they complete in their CTE program. In

some courses, students can earn high school and college credit simultaneously.

- All CTE courses have increased focus on "green practices." Green technology laboratory sites include a 40 foot windmill, a green roof, and a student constructed Smart House that uses both geothermal and solar energy. Hands-on instruction in these emerging technologies, coupled with partnerships with local businesses, increase students' opportunities to obtain highly valued green collar employment.
- The innovative honors-level New Visions Health Program provides career exploration for students at the top of their scholarship. Students can earn up to four credits toward their

high school diploma while simultaneously earning college credits from Dominican College.

- CTE students received close to \$1.5 million in scholarships and industry awards for the 2013-2014 school year.
- 225 students completed a CTEC course with 96% placed in either college, technical school, and/or the workforce during the 2013-2014 school year.
- Four students earned medals in the 2014 New York State SkillsUSA competition. A total of 40 students competed in the three-day competition held in Syracuse.
- 45 CTEC students earned National Technical Honor Society status.

# Career & Technical Education Programs (CTE)

## COSER 101: Career and Technical Education Programs (CTE)

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

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

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

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

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

All career and technical education instructors have significant work experience in their respective fields and meet certification guidelines. In addition, CTEC instructors have been trained in the integration of the Common Core State Standards into their curricula. They continue to use literacy strategies when incorporating academics into the curriculum and are achieving successful outcomes. SmartBoard technology has also been installed into all CTEC classrooms and instructors have undergone extensive training in its use.

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

- Alignment with the New York State Common Core Standards in the academic areas
- Alignment with the Career Development and Occupational Studies (CDOS) Standards
- Alignment with Common Career Technical Core standards
- Post-secondary articulations
- Work-based learning experience options
- Technical assessments based on industry standards
- Work-skills employability profiles

## ACADEMIC CREDIT OPTIONS

### ● Integrated Academics

- Common Core Math
- Technical Science
- Art
- Career and Financial Management
- Common Core English 12
- Health
- Participation in Government

### ● Pull-out Academics

- Health
- Business Math I, II
- Occupational Science I, II
- Physical Education

## Secondary Program Academies with Articulation Agreements

### Automotive Technology Academy

- NATEF/ASE Certified Automotive Collision Technology I, II
- NATEF/ASE Certified Automotive Technology I, II
- General Automotive Technology

RCC\*, Delhi, Morrisville, Ohio Technical College, Univ. of NW Ohio, Alfred State, Lincoln Tech-Nashville, Lincoln Tech-Mahwah

### Communications Academy

- Digital Design and Marketing I, II (Adobe Certified Associate certification)
- TV/Video & Multimedia Production I, II

RCC\*, St. Thomas Aquinas College\*, College of Westchester, Mercy College, Art Institute of Philadelphia, SUNY Cobleskill, Sullivan Community College,

### Construction Trades Academy

(Home Builder's Institute and OSHA certifications)

- Carpentry I, II
- Electrical Trades I, II
- Plumbing I, II

Delhi, Sullivan Community College, Alfred State, Lincoln Tech-E. Windsor

### Cosmetology (Waxing certification)

- Cosmetology I, II

RCC\*, Capri Institute – hours based on test, College of Westchester

### Culinary Arts (ACF Certified and ProStart Certified)

- Culinary Arts I, II

RCC\*, Johnson & Wales, Paul Smith's College, Pennsylvania Culinary Inst., SUNY Cobleskill, Delhi, Sullivan Community College, Schenectady Community College

### Medical Careers Academy

- Medical and Nursing Fundamentals I, II (Patient Care Technician certification)
- Certified Nurse Assisting (NYS Nurse Assisting certification)
- Education & Direct Care

RCC\*, Sullivan Community College, College of Westchester

### New Visions

- Health Careers Exploration Program
- Dominican College\*

### Criminal Justice

- Criminal Justice I, II

RCC\*, Mercy College, Sullivan Community College

\*Dual credit option available

## Career Services Programs

### COSER 109: Career Services Programs (CSP)

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

The following programs will be offered:

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

● **Building & Landscaping Services:** Students learn the basics of building and ground maintenance, including carpentry, electricity, plumbing, and landscaping. Students also learn to safely use power and hand tools related to the field while working on real-life projects in our shops and on our campus.

● **Business Services:** The CSP Business Services program is being offered at the Nanuet Outdoor Education Center. Students will learn a wide variety of skills related to business including entrepreneurship. The facility includes a full kitchen, garden, greenhouse (being built), and horse barn allowing for a variety of opportunities for hands-on, project-based learning.

● **Career Awareness:** Students learn about the many career opportunities available to them through hands-on activities, group projects, guest speakers, and through job and internship placements. Students develop their understanding of careers, as classified by the 16 career clusters identified by the National Association of State Directors of Career and Technical Education, through their practical and hands-on work in the classroom as well as outside of the classroom with our community partners. The goals of this program are to assist students in making informed decisions about career and educational choices,

to help students develop a positive self-image as a worker, and to help students learn the intrinsic value of being successful on the job. Upon completion, successful students are transitioned into either another CSP program or a CTE program to gain more specific career training and experience.

● **Health and Human Services:** Students learn fundamental healthcare skills needed for employment in a variety of health-related occupations. Students will study anatomy and learn to understand and implement universal health precautions as well as sterilizing procedures, taking/recording pulse, dietary aid, first aid and patient transport.

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

## Alternative Education Programs

### COSER 404: Alternative Education Programs

● **Test Assessing Secondary Completion (TASC) and Academic Enrichment Program (AEP):** Both programs are designed for 16-20 year old high school students. Students in these programs should be registered in a Career and Technical Education course and can expect to gain skills for work and/or college. In both programs, instruction is individualized. The teacher assigns lessons based on students' prior knowledge.

● **TASC:** The TASC Program is appropriate for students who are not experiencing academic and/or social success in the traditional high school setting. Classes are small, the schedule is non-traditional, and students work at their own pace. This program meets the Part 100 Regulations (#100.7) concerning eligibility for an equivalency diploma (TASC).

**TASC Entrance Requirement:** Students must score above a 9th grade reading level on an entry level exam.

● **AEP:** Academic Enrichment is tailored to fit the needs of non-classified students whose reading levels do not meet the requirement for TASC. Instruction is individualized with frequent assessments to measure readiness for advancement into the TASC program.

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

● **Other Alternative Education Programs:** Other high school alternative education options are available through the Rockland BOCES Student Services Division. Students do not have to be classified to participate in these programs.

## Summer School Programs

### COSER 401A: Regional Summer High School

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

### COSER 401B: Regional Summer Middle School

The Regional Summer Middle School provides middle school students with instruction in foreign languages, art, social studies, ESL, health, and physical education.

# Hudson Valley P-TECH

CONTACT: Natasha Shea, Principal • (845) 680-1036 • nshea@rboces.org

**P-TECH** is a NYS tuition-based Initiative being offered through the cooperation of the Rockland, Southern Westchester, and Putnam-Northern Westchester BOCES, with students being referred and accepted from the entire Hudson Valley.

## COSER 421: Hudson Valley P-TECH

Hudson Valley P-TECH (HV P-TECH) is an integrated six-year program, combining high school, college and career training with individual pathways in STEM: *Computer Information Technology, Engineering, and Green Building Technology*. Each year, the school accepts a group of ninth graders who fit the following profile:

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

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



## Mission Statement

**The mission of Hudson Valley P-TECH** is to prepare students, through an interdisciplinary project-based approach, to be productive and successful citizens.

By providing a rigorous and technological school environment partnered with the college and business community, students will be well-equipped to solve real-world problems.

# Student Services

CONTACT: Amy Albers, Ed.D., Assistant Superintendent, Student Services • (845) 627-4790 • aalbers@rboces.org

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



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

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

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

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

Our partnerships with families, school districts, community-based organizations, major universities, and the county have supported outstanding educational outcomes for children in Rockland County. Teams of administrators work collaboratively across a continuum of options, from center-based, self-contained services to district-based programs in more than 30 different public school sites across the county. All teams also have access to wrap-around, psychiatric and other mental health supports, as well as services and linkages provided through the Family Resource Center (FRC).

## Vision Statement

**We, the Student Services Division of the Rockland BOCES,**

- Believe in and honor the intrinsic value of each child as reflected by a strength-based educational approach.
- Provide regional leadership through collaborative partnerships and educational program excellence designed to meet the needs of each child.
- Bring together the collective energy of the child, family, school and community to realize the full potential of each child becoming a productive and integral member of society.

## Student Services Programs

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# Programs for Students with Cognitive Disabilities

Our programs for students with cognitive disabilities offer a continuum of services to students ages 5-21. Students are provided with academic, vocational, and transitional supports. They are exposed to research based practices including Comprehensive Application of Behavior Analysis to Schooling (CABAS)<sup>®</sup>, Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH)<sup>®</sup>, Applied Behavior Analysis (ABA), developmental approach, multi-sensory approaches, and community-based vocational experiences.

Extensive therapeutic and augmentative state-of-the-art services are provided. All services are integrated in the classroom. Parent support groups are offered monthly to all families during school hours and in the evening.

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## **COSER 234:** Therapeutic Interdisciplinary Program (TIP) Student-Staff Ratio 12-1-4

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### ● **Jesse Kaplan School, West Nyack**

This program serves students with multiple disabilities who require intense education, communication, physical, medical and/or vocational support.

### **COSER 234:** Student-Staff Ratio 6-1-2

### **COSER 242:** Student-Staff Ratio 8-1-2

Visual Instruction and Structured Teaching for Students with Autism and Learning Challenges (VISTA)

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### ● **Jesse Kaplan School, West Nyack**

This program serves students with severe communicative, cognitive, and pervasive developmental disabilities (ie. autism, intellectual disability) in the Jesse Kaplan School. Project VISTA (Visual Instruction and Structured Teaching for students with Autism and learning challenges) is based upon ABA; TEACCH<sup>®</sup> (Treatment and Education of Autistic and Communication Related Handicapped Children) methodologies and uses sign language and PROMPT strategies, as well as, daily schedules (using objects, pictures or words); and individual work stations, with extensive data collected for each child. Students require high staff-to-student ratios, and multiple hours of individualized instruction in order to learn.

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## **COSER 242:** Social Communications Student-Staff Ratio 8-1-2

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### ● **Jesse Kaplan School, West Nyack**

This program focuses on communication, social behavior and academics. Small group instruction occurs daily and concentrates on increasing language skills. A rich visually supported environment ensures maximum independence for each student. Technology is designed for individual students, including alternative and augmentative communication devices. A specialized section within the social communications program provides expertise in sophisticated communication devices such as the TOBii or DynaVox systems.

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## **COSER 242:** Kaplan Career Development Center Student-Staff Ratio 8-1-2

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The staff in the community-based vocational program is committed to transitioning students with severe disabilities from school to adult life. The program goal is to have students master a variety of work, social and communication skills to allow them to function as responsible, contributing workers in the community. The program, located on our Career & Technical Education (CTE) campus, is part of the Jesse Kaplan School. An academic program is balanced with ADL (Activities of Daily Living), work and community skills. Assistance is provided to families for transition to adult services.

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## **COSER 234 DB:** District Based Vocational Education Student-Staff Ratio 12-1-4

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### ● **South Orangetown Middle School**

South Orangetown Central School District

### **COVE – Community Occupational Vocational Education**

This program, for students with developmental disabilities, grades 6-8, provides instruction in functional academics and career vocational development.

### ● **Tappan Zee High School (2 classes)**

South Orangetown Central School District

### **COVE – Community Occupational Vocational Education**

This program is a collaborative program shared with the South Orangetown Central School District and serves high school students with autism and developmental delays. This program offers practical academics, life skills and a community-based vocational curriculum with an emphasis on job skill development, adult services linkages and family support.

### ● **Pearl River High School**

Pearl River Union Free School District

This program serves students with autism and developmental delays, ages 16-21. A community-based vocational curriculum is used with job development, adult services linkages, and family services.

COSER 234 DB continued on page 14

● **North Rockland High School**

**North Rockland Central School District**

The program serves students with autism and multiple disabilities in grades 8-10. A combination of TEACCH® and ABA methodologies are used. Students also participate in a community-based vocational program. Technology supports and family services are provided.

**COSER 242 DB: District-Based Social Communication Development Program Student-Staff Ratio 8-1-2**

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● **Farley Elementary School (2 classes)**

**North Rockland Central School District**

These programs serve students with autism and multiple disabilities in grades 4-8. A combination of TEACCH® and ABA methodologies are used. Students also participate in community-based instruction. Technology supports and family services are provided.

● **Little Tor Elementary School (2 classes)**

**Clarkstown Central School District**

Two classes serve children with autism, multiple or severe disabilities, grades K-5, with integrative opportunities. Structured teaching, multi-sensory instruction with integrated therapies and family services are provided.

● **Cherry Lane Elementary School (2 classes)**

**Ramapo Central School District**

This program serves students grades K-5 with autism and developmental disabilities. A combination of TEACCH® and ABA methodologies with multi-sensory instruction for K-5 is provided.

● **Lincoln Avenue Elementary School (2 classes)**

**Pearl River Union Free School District**

This program serves students grades K-4 with a multi-sensory approach, social communication instruction and integrative opportunities.

● **Pearl River Middle School**

**Pearl River Union Free School District**

**PAVE – Practical Academics Vocational Education**

This program serves students with impaired cognitive ability, grades 5-7. Structured teaching, multi-sensory instruction, social communication instruction with integrated therapies, are provided.

**COSER 234 DB: Social Communications**

**Student-Staff Ratio 12-1-4**

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● **Pearl River High School**

**Pearl River Union Free School District**

**PAVE – Practical Academics Vocational Education**

This program serves students with cognitive impairments in grades 8-12. Students can access general education elective classes at the high school along with an opportunity to participate in the BOCES Career and Technical Education programs. A major emphasis of the program is the development of work related skills necessary for future employment. Students earn the Skills and Achievement Commencement Credential upon graduation.

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

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The Comprehensive Application of Behavior Analysis to Schooling (CABAS®) methodology focuses on verbal behavior development and academics. CABAS® programs are characterized by the following components of quality: individualized instruction, continuous measurement of teaching and student responses or curriculum based assessment, graphic display of student learning and achievement of educational standards, the use of scientifically-tested tactics for instructional decision making, logically and empirically tested curricula and curricular sequences, educationally and socially significant goals of instruction, positive teaching environments, and teachers who are strategic scientists of pedagogy. CABAS® applies the underlying principles of behavior analysis and advanced principles of teaching and verbal development to all components of education which include the role of the students, parents, teachers, school supervisors and administrators, and its board and university training program.

● **Link Elementary School (2 classes)**

**Clarkstown Central School District**

These classes are for students, grades K-5, with autism or pervasive developmental delays.

● **Lincoln Avenue Elementary School**

**Pearl River Union Free School District**

This class is for students, grades K-2, with autism and/or pervasive developmental delays.

● **Miller Elementary School**

**Nanuet Union Free School District**

This program serves students with autism and pervasive developmental delays, grades K-2.

● **TBD**

These classes serve students, grades 3-5, with autism or pervasive developmental delays.

All of the classroom teachers are current Ph.D. students in Teaching as Applied Behavior Analysis (TABA) program at

Columbia University Teachers College. All of the teachers have completed at least 2 CABAS® Board Certified Teacher ranks. Many of the teaching assistants in the CABAS® classes are Masters students in the TABA program. On-site mentoring and supervision are provided each week by CABAS® Board certified behavior analysts. The attainment of CABAS® accreditation provides that the classrooms be affiliated with a university program that has graduate programs that provide the relevant training in a science of differentiated instruction that is the hallmark of CABAS® classrooms.

- **Jesse Kaplan School**

- **Kaplan Career Development Center**  
BOCES Main Campus, West Nyack

- **District-Based Locations at BOCES Educational Resource Center (BERC)**

A six-week program is available for students who require an extended school year (12 months). This program continues with all academic, behavioral, developmental, and social needs requirements of student IEPs. Related services are provided as per program model integrated into this classroom structure.

## Elementary and Middle School Programs

These programs serve classified students, grades K-8, with significant social, emotional and/or learning challenges. Programs consist of intensive academic and therapeutic supports from district-based (least restrictive) to center-based programs (most restrictive). Programs provide a continuum of services in a flexible and strength-based school model. Parent support and wrap-around services are provided through the school and the Family Resource Center.

### COSER 236: District-Based Academic/Social Support Programs Student-Staff Ratio 12-1-2

- **Miller Elementary School**

Nanuet Union Free School District

This program serves students with developmental, behavioral, and language-based delays in grades K-2. A strong language-based integrated curriculum addresses language and literacy development.

- **Montebello Elementary School**

Ramapo Central School District

This program serves students in grades K-2 with behavioral and learning challenges. Students are well-integrated into the total school environment with mainstreaming opportunities. The class is highly structured with individualization of instruction and focused literacy instruction.

- **Sloatsburg Elementary School (2 classes)**

Ramapo Central School District

This program serves students grades K-5 with behavioral and learning challenges. There is extensive clinical support and mainstreaming opportunities. Classes are highly structured with a focus on the development of early literacy skills.

- **Link Elementary School**

Clarkstown Central School District

This program serves students, grades 3-5, with learning, and social-emotional challenges, including Asperger's Syndrome. This is a highly structured program, providing enriched grade level curriculum and extensive supportive mainstream opportunities.

- **A. MacArthur Barr Middle School**

Nanuet Union Free School District

This program provides classes for students in grades 6-8 with emotional, social, and learning challenges, including Asperger's Syndrome. Students are well-integrated into the building and have extensive opportunities for mainstreaming with support. Social skill development is an integral part of the program.

- **A. MacArthur Barr Middle School**

Nanuet Union Free School District

This program is a collaborative program shared with the Nanuet School District for students in grades 5-8 with social and academic delays. Emphasis is on functional academic and social skills development.

### COSER 242: District-Based Support Program Student-Staff Ratio 8-1-2

- **Suffern Middle School (2 classes)**

Ramapo Central School District

These classes are for students, grades 6-8, with emotional, behavioral and learning challenges. An opportunity for extensive mainstreaming is available. Curricula focus is on academic literacy, self-regulation and collaborative problem solving.

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

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### ● **Hilltop School**

#### **North Rockland Central School District**

The program serves students, grades K-8, with severe and intensive emotional and learning challenges. This is a flexible school model that utilizes a strength-based approach. The program focuses on academic literacy interventions, self-regulation repertoires, negotiation skills, and collaborative problem solving. This program model is also based on the most current brain-based and learning research. Intensive academic and clinical supports are provided. There is a high student-staff ratio; counseling is a component of the program model. An evidence based intervention, Dialectical Behavioral Therapy (DBT), develops and fosters mindfulness, emotional regulation, and coping skills for students.

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

## **COSER 411:** Elementary Intensive Day Treatment (IDT)

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### ● **IDT @ Hilltop School**

#### **North Rockland Central School District**

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

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

## **COSER 801:** Extended School Year (Summer School) Student-Staff Ratio 8-1-1

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### ● **Hilltop School**

#### **North Rockland Central School District**

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

## **Secondary Programs**

These programs serve students in grades 9-12 with significant emotional, social and/or learning disabilities who need intensive therapeutic and academic support. Students with histories of psychiatric issues are offered support through several mental health collaboratives.

BOCES secondary programs serve Regents, Advanced Regents, Local, and Skills and Achievement Commencement Credential-bound students and provide transitional supports and adult service linkages. Eligible students may receive the Career Development and Occupational Studies (CDOS) Credential as well.

Programs consist of district-based and alternative education models. Students are encouraged to participate in their home school athletic and extra-curricula activities. Parent support groups and community linkages are provided through our Family Resource Center (FRC). Mental health services are offered at all sites.

## **COSER 236:** District-Based Academic/Social Development Program Student-Staff Ratio 12-1-1

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### ● **Suffern High School**

#### **Ramapo Central School District**

The program serves students in grades 9-12 who are facing learning, social and/or emotional challenges and can benefit from a structured academic and behaviorally supportive environment. Students have the opportunity to be mainstreamed while support services and enriched curricula remain in place. There is a focus on social skills, academic literacy, and technology.

## **COSER 236:** Academic Intervention Services Student-Staff Ratio 12-1-1

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### ● **BOCES Main Campus, West Nyack**

This program serves special education students preparing for the Test Assessing Secondary Completion (TASC) exam. Academic intervention services for students in need of improved reading, writing, and math skills are also provided. Students may also participate in a diversified career development option. A job coach/mentor is available for students who participate in a diversified work experience.

● **TASC (formerly GED) Special Education Students**

This program is designed to meet the academic needs of students requiring remediation to successfully complete the TASC exam. Students will also participate in career and diversified work options.

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

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● **Project SEARCH**

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

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

**COSER 240: School-Based Alternative Education for Classified Students (Also operates as COSER 410 for non-classified students)**  
Student-Staff Ratio 8-1-1

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● **River View High School**

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

This program is a school-based mental health collaborative with the Rockland County Department of Mental Health and

the Mental Health Association of Rockland County. It offers therapeutic support within a small, typical high school setting. Social skill development, chemical and alcohol preventative education, vocational education opportunities and referral support to community resources for classified and non-classified students are integrated into the program model. An evidence based intervention, Dialectical Behavioral Therapy (DBT), develops and fosters mindfulness, emotional regulation, and coping skills for students. River View partners with home school districts, families and community resources to provide successful acquisition of high school diplomas, vocational certificates and post secondary transitions.

The program provides a team approach consisting of a teacher, teaching assistant, and clinician. The team provides intensive academic and therapeutic supports for students and their families geared towards developing strengths and skills necessary for successful transitioning upon graduation to higher education, employment, the military and independent living. This program is tailored to Regents, Advanced Regents, Local diploma-bound high school students. The Skills and Achievement Commencement Credential and Career Development and Occupational Studies Credential are also available. Career development is an integral component of this program model providing internships, career awareness and access to courses at BOCES Career and Technical Education Center (CTEC). Rockland BOCES partners with Rockland Community College to develop articulation agreements. Eleventh and twelfth graders in this program have the ability to obtain college credits through Rockland Community College.

● **Tappan Zee High School**

**South Orangetown Central School District**

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

**COSER 240: Community-Based Instruction with Tech Center (CBI-Tech) (Also operates as COSER 410 for non-classified students)**  
Student-Staff Ratio 8-1-1

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● **Career Education Center at Rockland BOCES**

**BOCES Main Campus, West Nyack**

This program serves students in grades 9-12 with emotional, behavioral and learning challenges within a flexible environment

COSER 240 continued on page 18

supported by brain-based research literature. The curriculum consists of Regents preparation and non-Regents courses.

Students may also participate in a half-day career education program. Alternatively students may enter a self-contained class focusing on career readiness or a Regents program inclusive of career exploration opportunities. Credit recovery is available through an on-line teacher interface for students who may require this option. Upon completion, students are transitioned to either job or post graduation opportunities. Counseling is provided as part of program model. Both programs provide a team approach consisting of a teacher, teaching assistant and clinician.

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## COSER 411C: Intensive Day Treatment

### ● Intensive Day Treatment (middle and secondary students) BOCES Main Campus, West Nyack

This program serves classified and non-classified students in grades 6-12, who are experiencing an acute crisis and are in need of short term mental health and educational support. After 30 days, students are transitioned back to their home schools. This program is a collaborative with Rockland Children's Psychiatric Center and the BOCES component school districts.

## COSER 401C: Intensive Day Treatment Summer Program

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### COSER 801: Extended School Year (Summer School)

#### ● BOCES Main Campus, West Nyack

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

## Itinerant and Related Services

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### COSER 301: Visually Impaired

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

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### COSER 301: Orientation and Mobility Training

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

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### COSER 305: Bilingual/ENL

English as a Second Language service to students attending BOCES programs.

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### COSER 306: Social Worker

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

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### COSER 308: School Psychologist

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

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### COSER 310: Hearing Impaired

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

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### COSER 311: Physical Therapy

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

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### COSER 312: Occupational Therapy

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

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### COSER 313: Speech/Language Therapy

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

### **COSER 320: Nursing Services**

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

### **COSER 335: Itinerant Teacher/Teaching Assistant Support**

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

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

### **COSER 710: Related Occupational Therapy**

### **COSER 711: Related Physical Therapy**

### **COSER 712: Related Speech Therapy**

### **COSER 713: Counseling Inclusive of Parent Training/Parent Education**

### **COSER 516: Support Services**

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

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

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

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

## **STUDENT SERVICES**

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# **Assessment Services**

### **COSER 333: Social History**

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

### **COSER 333: Psychological Evaluation**

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

### **COSER 333: Education Evaluation**

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

### **COSER 333: Speech and Language Evaluation**

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

### **COSER 333: Multicultural Evaluations**

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

### **COSER 333: Neuropsychological Consultation**

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

### **COSER 333: Neurological Consultation**

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

### **COSER 333: Behavioral Consultant**

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

### **COSER 333: Functional Behavior Assessment/ Positive Behavior Support Planning**

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

### **COSER 333: Assistive Technology Consultation**

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

### **COSER 531: Psychiatric Consultation**

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

### **COSER 591: Special Education Committee Support**

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

## **Specially Funded Programs**

### **COSER 505: Regional Special Education Technical Assistance Support Centers (RSE-TASC)**

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RSE-TASC is a NYSED grant funded program that works in partnership with ACCES-VR's Special Education Quality Assurance (SEQA) offices and other NYSED supported initiatives to provide directed technical assistance and professional development to improve instructional practices and outcomes for students with disabilities.

The Special Education School Improvement Specialist (SE-SIS) works with specific low performing schools and/or districts to improve instructional practices primarily in the areas of literacy, behavioral supports and special education for students with disabilities.

These specialists provide targeted technical assistance to school districts determined by ACCES-VR as at risk of or as needing assistance or intervention to meet the requirements of the Individuals with Disabilities Education Act (IDEA).

# Instructional Services and Professional Development

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The **Instructional Services & Professional Development Division** offers programs and services for local districts through:

## STAFF DEVELOPMENT

- Standards-based Curriculum & Professional Development programs
- Implementing standards based curriculum & instruction in Special Education & ELL/Bilingual classrooms
- Conferences, workshops, and resources designed to enhance student achievement with an emphasis on college & career readiness
- Workshops focused on the integration of 21st Century Skills in support of “highly effective” classrooms
- Leadership development and sustainability of effective teachers and principals, including on-site coaching
- Supporting districts with implementation of Annual Professional Performance Reviews (APPR), including Review Room submissions
- Expanded training for all aspects of DASA, including certification and DASA Coordinators.
- Enhanced resources & supports for Part 154 Implementation
- Supporting ALL learners through instructional practice aligned to Universal Design for Learning (UDL)



## DIRECT INSTRUCTIONAL SERVICES/SCHOOL LIBRARY COLLECTION

- Provides alternative programs and enrichment experiences for students on all grade levels
- Provides Cooperative Collection Development for libraries to facilitate resource sharing

## Staff Development

- **COSER 516**  
Professional Development Center (PDC), page 22
- **COSER 517**  
Targeted Staff Development, page 24
- **COSER 520A**  
Elementary and Middle School Science Kit Program, page 24

## Direct Instruction/Library Services

- **COSER 403**  
Exploratory Enrichment, page 25
  - Challenger Learning Center
  - Learning Standards Related Programs
  - Today’s Students, Tomorrow’s Teachers
- **COSER 408**  
Arts in Education, page 25
- **COSER 410**  
Regional Academic Night High School, page 25
- **COSER 502**  
School Library Common Collection, page 25

## New Services

We are pleased to offer the following services in addition to our current offerings:

- Support for Part 154 Implementation, including itinerant services
- Cohort collaboration with local colleges for TESOL and Advanced Certification in Bilingual Extension
- Support for Chief Information Officers (CIO) to align NYS reporting with instructional initiatives
- Instructional Planning with District Teams
- ELA & Math Intervention
- Program Evaluation Services/ Audits – Curriculum, Operations and Business, Technology, etc.
- On-site District support for development of quality assessments

The Professional Development Center (PDC) continues to provide training on NYS initiatives and research-based practices to improve student achievement. Our curriculum experts will facilitate the work of teachers and administrators by deepening their knowledge of standards based content and pedagogy. Workshops on APPR will continue the teacher/leader evaluation certification process. Professional development in developing quality assessments and data-driven instruction will guide districts in targeting their resources and expertise to best improve teaching, learning and student outcomes.

- Alignment of instruction in Regents' courses with Common Core, in preparation for new assessments
- Support for teachers with implementation of Next Generation Science Standards
- Multidimensional Principal Performance Review (MPPR) coaching (accredited through Learner-Centered Initiatives LCI)
- Alignment of social studies instruction with the NYS K-12 Social Studies Framework
- Ongoing implementation of K-12 standards-based Curriculum in ELA/Math
- Workshops/Certification programs for Instructional and Non-Instructional staff
- Professional development for college students and faculty in Teacher Preparation Programs
- Comprehensive continuum of professional development for teachers to address the particular learning needs of Students with Disabilities and English Language Learners
- PDC workshops followed by personalized school/district support – on-site and online

## Staff Development

### COSER 516: Professional Development Center (PDC)

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

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

The following is the program oriented fee structure, with options, for our Professional Development Center:

#### ● **Basic Multi-District Service**

- Liaison between districts and NYSED regarding Common Core State Standards, APPR, assessments, graduation requirements, district planning and accountability
- Reduced fees at all professional development activities
- Access to our web-based resources and Professional Development tools

## COSER 516 continued

- Coordination of on-site consultants and facilitators, including county-wide informational sessions
- Regular facilitation of meetings for groups, including Technology Coordinators, Assistant Superintendents, and various Advisory Councils
- Reduced rates for use of BOCES Conference Center facility and its technology
- Input into regional professional activities, services and scorer training
- Access to on-going local support for implementation of regional professional development initiatives
- Recalibration of Lead Evaluators
- Registration for workshops offered at PDC available through [mylearningplan.com](http://mylearningplan.com)

### ● Options Available for Additional Cost:

#### A. Professional Opportunities to support NYS Initiatives

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

These opportunities include:

- Development/alignment of curriculum maps
- Leadership support and professional growth (APPR, Common Core, Rubric Implementation)
- Differentiated Instruction - strategies to improve achievement for students with disabilities and English Language Learners
- Working with district Inquiry and school-based data teams to enhance student learning & achievement
- Distance learning and online professional development
- Alternative assessment strategies to complement state assessment in measuring student strengths, needs, progress, and level of mastery
- Summer workshops for teachers and administrators related to Data & Inquiry Teams, Standards-based curriculum and instruction and, APPR for Teachers and Principals
- Training related to the scoring of New York State assessments

#### B. Shared on-site Consultants or Facilitators

On-site facilitators are available to provide services which are specifically tailored to meet the needs of the districts. Expected roles are to coordinate and/or facilitate one or more of the following:

- Communication and team building focused on effective Inquiry Teams

- Support for Teacher & Principal APPR implementation and rubric training
- Implementation of regional professional development initiatives, such as Universal Design for Learning, differentiating instruction, and data analysis
- Others, as designed with partnering districts

#### C. Professional Development with an emphasis on Technology Integration

The Professional Development Center staff can provide staff development that supports educators' ability to utilize technology to enhance instruction and assessment in our state-of-the-art conference facilities, or through on-line services, based on the expressed needs of participating districts.

Offerings include, but are not limited to:

- 21st century skills with a focus on project-based, inquiry-based learning, and the highly effective classroom.
- Working with data teams to link data analysis to teaching, assessment, and student learning
- Integration of technology to support teaching and learning
- One-to-one and small group coaching and support for teachers and librarians with the integration of a blended learning environment (using Google apps, screen casting, blogging, wikis, etc.)
- Online certification courses - Child Abuse & Schools Against Violence in Education (S.A.V.E.)

#### ● Technology Planning and Implementation:

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

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

#### D. Online Courses to Support Classroom Instruction

Rockland BOCES provides end-to-end support for teachers who plan to incorporate blended online courses into their instruction.

- Learning Management System Hosting and Course Maintenance
- School Branding
- Professional Development (3 days)
  - Planning for e-Learning
  - Best Practice in Course Design
  - Course Evaluation - National Benchmarks and Rubrics
  - Use of Adobe Connect to support synchronous communication
  - Use of Ensemble Video Server to store teacher and student multimedia content
  - Summer professional development sessions available

COSER 516 continued on page 24

● **Safe School/Community Intervention:** Rockland BOCES helps promote school safety through supportive intervention programs for students at all levels. Peer mediation, conflict resolution, social skill building, character education, and media literacy are some of the programs available to encourage positive behaviors.

● **Rockland 21st Century Collaborative for Children and Youth (“21C”):** This county wide collaboration between the school districts of Rockland County and various county governmental agencies and child-and family-serving nonprofit organizations provides the opportunity to participate in a coalition that focuses on the optimal development of children and youth.

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

**Most professional development falls into the following categories:**

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

In addition, professional services are obtained to further the cross-boundary initiative, including design (for newsletters and outreach materials), and assistance from community school experts.

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### **COSER 517: Targeted Staff Development**

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

#### **Option I: Athletic Coach Training**

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

#### **Option II: Child Abuse Reporting**

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

#### **Option III: Schools Against Violence in Education (S.A.V.E.) Certification Training**

This is a mandated course for candidates applying for New York State teacher certification, and other student-centered positions in New York State. (In order to apply you must complete two hours of coursework in school violence prevention – Schools Against Violence in Education.)

#### **Option IV: Autism Certificate**

Rockland BOCES is a NYSED approved provider of coursework/training in the needs of students with autism. Topics covered include Definitions, Etiology and Prevalence, Characteristics, Evidence Based Instructional Methods/Interventions for Teaching Students with ASDs, Behavior Management and Positive Behavioral Supports, Effective Collaboration, Resources and Supports.

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### **COSER 520A: Elementary and Middle School Science Kit Program**

This COSER provides participating districts with science kits designed to promote the New York State Learning Standards through hands-on student exploratory and investigative activities. Instructional activities and assessments are aligned with New York State standards for science, mathematics and technology, and address appropriate performance criteria.

The Science Kit program emphasizes the development of process skills, integration of technology, use of real world applications, and provides realistic links to other disciplines. Teachers receive teacher manuals, student activity booklets, instructional supplies, and equipment for all the activities, technical support, and kit delivery, pickup, and storage.

Exciting Middle School Level science curriculum and instructional programs, based on national science standards and aligned with New York State Mathematics, Science, and Technology (MST) standards, are also available for grades 5 through 8. The service includes materials and customized teacher-designed tool kits.

# Direct Instruction

## COSER 403: Exploratory Enrichment

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● **Challenger Learning Center:** The Challenger Learning Center provides a unique, hands-on experience using flight simulation and technology to encourage student interest and learning growth in mathematics, science and technology. The Center now offers Challenger Missions for High School, in collaboration with NASA, and aligned to Common Core and Next Generation Science Standards. Teachers who participate in the Challenger Learning Center program are provided with professional development, curriculum kit materials and instructional support. Pre-and post-mission activities for the Moon, Comets and Mars missions, which expand learning potential for students, focus on teamwork, communication, problem solving and decision making. Activities and objectives correlate with New York State Common Core Learning Standards.

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

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

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

● **Today's Students, Tomorrow's Teachers:** The mission of "Today's Students, Tomorrow's Teachers" (TSTT) is to address the shortage of teachers, expand the pool of minority teachers, encourage students to enter the teaching profession, and provide academic enrichment. TSTT provides a long-term mentoring and career development program for minority and economically disadvantaged high school students to engage them in tutoring and internships and to support their graduation from high school, their acceptance into post-secondary education with scholarships, their graduation from college, and subsequently enable them to enter the workforce as certified teachers.

## COSER 408: Arts In Education

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

- 1) creating, performing and participating in the arts,
- 2) knowing and using art materials and resources,
- 3) responding to and analyzing works of art, and
- 4) understanding the cultural dimensions and contributions of the arts. Musical performances in school auditoriums, visiting artists in the classrooms, and attendance at theatrical performance or art exhibition are examples of activities schools may schedule.

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

## COSER 410: Rockland Regional Academic Night High School

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The primary goal of this program is to provide struggling students with an opportunity to earn a high school diploma from their home school who need a minimum of courses to graduate. Preparation for Regents examinations is provided as needed. Programs are customized to meet the individual course needs of the students. Continual communication is maintained with the home school. Classes are held on the campus of Rockland Community College.

## COSER 502: School Library Common Collection

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The Rockland BOCES School Library System (SLS) offers a cooperative collection development service that allows participating districts to purchase approved library materials for their library media centers. The BOCES School Library System and the SLS Council direct the process and coordinate the purchase of state-aid supported materials for the libraries, to the advantage of the district, administrators, teachers and students. This allows for expensive materials to be shared, rather than duplicated. This is consistent with the plans for Cooperative Collection Development of the Commissioner of Education.

To facilitate the sharing of materials, Rockland BOCES offers point-to-point courier service for the pick-up and delivery of inter-library loan material.

# Administrative Services

CONTACT: David Gleason, Executive Director of Business and Operations • (845) 627-4721 • dgleason@rboces.org

**Administrative Services** provided by Rockland BOCES include the Shared Services of Assistant Superintendent for Instructional Services /Curriculum & Instruction Coordination, Human Resources Director/Manager, Board Meeting Management Service, Director of Transportation and the Communication Service. School Support Services include Technical Services and Support, Transportation Services, Health, Safety and Security Service, School Registry Services and Cooperative Bidding. Districts contract with the BOCES to participate in specific services in these areas. Additional administrative services are available through cross contracts with other BOCES. The cost for cross contracts is determined by the BOCES that is delivering the services. Rockland BOCES charges no coordinating fee for these cross contracted services, many of which are described on pages 34-36 of this guide.



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## Shared Services

Charlene Jordan, Ed.D., Assistant Superintendent for Instructional Services & Professional Development  
(845) 627-4725 • [cjordan@rboces.org](mailto:cjordan@rboces.org)

### **COSER 375:** Assistant Superintendent for Instructional Services /Curriculum & Instruction Coordination

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The Assistant Superintendent for Instructional Services is available to fulfill specific responsibilities in supervision and delivery of curriculum and instructional services and professional development.

The Assistant Superintendent coordinates on-site and district-wide professional development opportunities for teachers and administrators in Common Core and Inquiry Teams. Mentoring and support through observation and evaluation is also provided to leaders in implementation of APPR process.

The Assistant Superintendent for Instructional Services meets regularly with Central Office staff to review the implementation of the professional development plan and to revise as necessary.

Ana Reluzco, Executive Director  
[areluzco@rboces.org](mailto:areluzco@rboces.org) • (845) 627-4712

### **COSER 376:** Human Resources Director/Manager

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A shared Human Resources Director/Manager is available to oversee the human resources function of participating districts and to supervise local support personnel in the operation of a human resources office. The human resources administrator can assist with recruiting, screening and hiring new staff; participate in collective bargaining negotiations with unions; administer collective bargaining agreements; monitor personnel policies; coordinate the district's evaluation process. The administrator can also serve as the district's Title IX officer; prepare the personnel portion of the Board of Education agenda; attend district board meetings; prepare job descriptions; prepare information for salary studies and statistical reports; coordinate activities with the local Civil Service Commission; organize employee training programs; and advise employees on benefits programs.

David Gleason, Executive Director of Business and Operations  
[dgleason@rboces.org](mailto:dgleason@rboces.org) • (845) 627-4721

### **COSER 660:** Board Meeting Management Service (Powered by Board Docs)

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BoardDocs is a cloud-based service that enables districts to upload, display, distribute and house board of education business documents. Meeting agendas, minutes, policies and any other supporting documents can be accessed and viewed online anytime, wherever there is a Internet connection. Districts are

able to hold virtually paperless meetings with preparation time and effort greatly reduced. Information can be made public or kept confidential, accessible only to users with sufficient privileges. The service allows for archiving items and metasearch capabilities for anything stored by BoardDocs' secure server. With BoardDocs Pro, board members can use an online voting feature, distribute confidential newsletters, and use other library features. BoardDocs LT is an economic solution for districts working to stay within a budget.

William Popkave, Supervisor • (845) 627-4756  
[bpopkave@rboces.org](mailto:bpopkave@rboces.org)

### **COSER 378:** Director of Transportation

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This COSER provides for the Director of Transportation to be responsible for the administration and planning of the bus transportation system for each participating school district. The Director can plan, assign and review the work of others and prepare required State and Board reports in order to efficiently and effectively oversee participating school districts' transportation departments.

Stephanie Gouss, Director • (845) 627-4705  
[sgouss@rboces.org](mailto:sgouss@rboces.org)

### **COSER 630:** Communication Service

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The award-winning School Communications team helps school districts communicate with their communities about student achievement, program news, budget development, legislative issues and more. Our staff works closely with school leaders to provide comprehensive, customized services that meet the individual needs of each school district.

#### **The School Communications Service can provide:**

- Strategic planning for special projects and for aligned, overall school district communications
- Public opinion research pertaining to budgets, bond referendums and other school district issues
- Content strategy, development and management for leveraging web and social media presence
- Production of communications tools, such as budget and bond referendum materials, electronic/print newsletters, presentations and school district calendars
- Creative services including branding, graphic design, photography and video production
- Crisis communications counsel and support

# Technical Services and Support

Kaushika Patel, Director • (845) 627-4735 • kpatel@rboces.org

## COSER 507: Print Centers

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Rockland BOCES Print Centers are equipped to meet the full spectrum of printing needs of participating districts. With new high speed black and white copiers, as well as a color copier, there are virtually no documents that cannot be copied. The centers stock a variety of paper colors and weights, and can print up to 11"x17" format. Laminating, padding, folding and binding services are also available. Jobs can be sent electronically or by submitting a paper master copy for duplication, which a courier will pick up and deliver to one of the print center locations listed below. A printed job is delivered via courier to any school district in Rockland County.

### Rockland BOCES Print Centers are located in:

- North Rockland Central School District
- East Ramapo Central School District
- Pearl River Union Free School District

A Print Center Information manual is available at [www.rocklandboces.org](http://www.rocklandboces.org) for all participating districts.

## COSER 616: Records Management

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School districts in New York State are required by law to identify and maintain records. Rockland BOCES Records Management Service provides the technical assistance necessary to establish and maintain a comprehensive plan that meets all NYS requirements.

These services include: an initial consultation and evaluation; microfilming, scanning and indexing; inventorying and systematic disposition of records; records retention research, restoration of archival records; quality control of microfilm produced by BOCES; and records disaster planning and prevention.

With our Records Management Service, districts have web access to their records using Laserfiche. This software allows the management, search and retrieval of permanent records.

# Transportation Services

William Popkave, Supervisor • (845) 627-4756 • bpopkave@rboces.org

## COSER 608: Field Trip Transportation

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

## COSER 609: Career Education Transportation

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

## COSER 610: Special Education Transportation

---

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

## COSER 611: Bus Driver Testing and Training

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

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

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

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

## COSER 845: Summer School Special Education Transportation

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

# Health, Safety and Security Services

John Gulino, Health, Safety & Security Coordinator • (845) 627-4762 • [jgulino@rboces.org](mailto:jgulino@rboces.org)

## COSER 621

### Level I Management Program

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This service provides a health, safety and security professional, and senior specialists, who serve as consultants to participating districts. The BOCES provides “train the trainer” services; health, safety, and security management services; policy and planning activities; and the development of facility inspection guidelines. Workshops are developed and provided to address the following issues:

- Asbestos Management
- Public Employees Safety & Health (PEOSH)
- Environmental Regulation Guidance
- Fire Safety Management

- School Security Consultation
- Lead Inspections
- Indoor Air Quality Issues
- Storage Tank Management
- Industrial Hygiene Management
- SAVE
- RESCUE
- Emergency Planning Management
- Hazardous Materials Management
- Ergonomics Management
- Radon Management

### Level II Management Program (In District)

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Health, safety and security professionals work with participating districts in evaluating existing health, safety, security, environmental and risk management programs, policies and procedures. In addition to Level I Services, BOCES specialists perform a wide range of services which are divided into three major areas.

● **Security:** The technical staff provides services in the three main areas: physical, employee, and information security. These services include:

- Investigation of safety issues and review of accidents
- Audits, plans and policies
- Technology recommendations
- Risk analysis
- Resource identification
- Threat assessment
- Document destruction and control
- Training and exercises
- Property protection
- Forensic investigation
- Gang awareness
- Weapons awareness
- Drug awareness
- Crisis response

- Staffing recommendations
  - Access control
  - School Violence Awareness
  - Crime control and communications
- Other services are developed and provided on an ongoing basis.

● **Safety:** The technical staff provides services which include, but are not limited to:

- Training in both mandated and non-mandated areas of safety
- Maintaining training records and providing periodic noncompliance reports to the districts
- Providing for periodic safety inspections and developing safety reports and recommendations
- Serving as an active participant on the district safety committees
- Chemical lab safety recommendations and guidance
- Providing customized testing and measurement services as per district request

COSER 621 continued on page 30

COSER 621 continued from page 29

- Providing updates and information to the district, staff and/or parents on current issues
- Updating required plans and policies per regulations
- Performing services as outlined in each district's service delivery plan

● **Environmental:** Staff provide services to maintain compliance with, and address issues such as asbestos, lead, radon, indoor air quality, hazardous waste, fuel tank management, medical waste, SARA, CERCLA, RCRA, drinking water and pesticides. These services include:

- Training, planning and program updating
- Incident investigation and report development
- Testing and monitoring
- Coordinating of waste disposals, notifications and documentation

● **Technical Resource and Support:** A comprehensive safety and environmental technical resource library supports the technicians and is available for use by the districts. Service is provided by field visits on both a scheduled and emergency basis. Training records are managed by the specialists and provided to the districts. Specialists serve as liaisons from the district to federal, state, and local agencies. A comprehensive collection of technical monitoring equipment is maintained to support the technicians in performing testing and monitoring in the district.

The Health, Safety and Security Coordinator also serves as a confidential consultant to the participating school district's superintendent in dealing with all of the aforementioned issues.

● **School Health Preparedness:** This service provides component districts with a comprehensive plan to promote school health preparedness in the form of policy and program development, facility audits, technology review, employee training, crisis response, and interagency liaison services. Through the School Health Preparedness portion of the Safety and Risk Management Coser, BOCES maintains certification records for participating districts and conducts certification training of appropriate school personnel on the use of Automated External Defibrillators and Cardio Pulmonary Resuscitation.

## School Registry

Sharlene Brown, Supervisor • (845) 627-4744 • shabrown@rboces.org

### COSER 615: School Registry Services

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

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

## Cooperative Bidding

David Gleason, Executive Director of Business • (845) 627-4721 • dgleason@rboces.org

### COSER 631: Cooperative Bidding

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

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

# Lower Hudson Regional Information Center Services

Joseph Cundari, Regional Coordinator • (914) 592-4203 / ext. 3251 • [jcundari@lhric.org](mailto:jcundari@lhric.org)

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

In our region, the LHRIC provides a full range of educational technology services to over 180,000 students, and nearly 12,000 teachers, located in approximately 240 school buildings connected to the Internet via our Wide Area Network. As one of our primary offerings, the LHRIC provides network support and technical services to nearly 40 school districts, using over 45,000 computers, which represent approximately two-thirds of all districts comprising our tri-county consortium.

The LHRIC provides a comprehensive menu of services, including technical services and support, remote monitoring and support, Internet access, regional Internet filtering, test scoring, data warehousing, financial and student information systems, staff development, technology planning, project management,

research and development, systems integration, distance education (video conferencing and online learning), video streaming, data report verification, unified communications via VoIP, digital signage, CIO mentorship, and emerging technologies, to name a few, while continuing to remain on the cutting edge of trends and mandates that impact the technology needs of our member districts.

The LHRIC is primarily focused on assisting districts in transforming teaching and learning through the use of technology. The LHRIC distinguishes itself from other service providers by its commitment to instructional services that are positioned to have regional impact for students and teachers. The LHRIC coordinates closely with districts to develop services that expand the boundaries of traditional classrooms and provide high quality, professional growth opportunities for all district personnel.

# Adult Education & Business Services

CONTACT: Albert V. Moschetti, Supervisor • (845) 348-3528 • amoschet@rboces.org

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

Programs are either free—supported through local, state or federal grant funds—or paid for by the participant. A convenient tuition payment plan is offered for select programs. Interested adults should contact an Adult Education counselor.

The programs listed below are available for all Rockland County residents. Program schedules vary from mornings, afternoons, evenings, and Saturdays, and from 3-hours, 6-hours, 12-hours, and 30-hours per week in length.



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## ADULT EDUCATION

Through Employment Preparation Education (EPE) funds, courses are offered for adults who are at least 21 years old and who do not have a United States high school diploma. In addition, a fee-based program is offered through a collaborative program with Rockland Community College for students 18 years old and older. Instruction is offered in: life management skills, family education, career planning, work experience, citizenship skills.

### Additional instruction offered in:

- Academic Basic Instruction to improve reading, writing and math skills
- Examination Preparation for NYS High School Equivalency Diploma
- English for Speakers of Other Languages (ESOL)

## Initiatives

- Rockland Community College at Rockland BOCES provides intermediate and advanced ESL classes as well as preparation for the New York State High School Equivalency test leading to an equivalency diploma. With the introduction of the Test Assessing Secondary Completion (TASC), students are being introduced to Common Core Standards as they relate to TASC test preparation.
- New York State Department of Health's Health Workforce Retraining Initiative is a cooperative effort with Rockland Community College and Home Aides of Rockland. This training program will focus on adult ELL students who wish to enter the nursing field by providing a comprehensive course of study involving English for Nursing, Certified Nurse Aide and Home Health Aide Training with an opportunity for employment at the conclusion. Students will also be introduced to BOCES LPN and RCC RN programs.

# Adult Education & Business Services

## ● **Adult Short-Term Job Training Programs:**

Exciting full-time training opportunities designed to meet the changing needs of today's job market.

### Programs include:

- Licensed Practical Nursing
- Automotive Technology
- Automotive Collision Technology
- Graphic Design/Digital Design and Marketing
- TV/Multimedia Production
- Carpentry
- Trade Electricity & Communication Wiring
- Cosmetology
- Culinary Arts
- Medical Assistant

Counseling and job placement assistance are included in all programs.

## ● **Work Readiness Assistance Program:**

This program is designed to assist students between the ages of 18 and 25 to further develop academic and work readiness skills, define their career plans and improve their job search skills.

## ● **Youth Connections**

Youth 19-21 years old who are interested in vocational training, earning their high school equivalency diploma and college/job placement assistance.

## ● **Business/Industry Employee Training:**

Customized programs for employers are available that include needs assessment, curriculum design, and workplace skills-building instruction (includes writing, reading, math, computer training, technical/industrial skills, etc.). Employers can benefit from these programs by upgrading the skills of their staff members in order to improve productivity, keep a competitive edge, respond to changing technologies, and plan for the future.

● **Continuing Education:** Continuing Education courses are offered to Rockland residents throughout the year. Available courses, ranging from one to sixty hours, include computer software skills, defensive driving, vocational and technical skills training, and personal enrichment. New courses are developed as interest and demand become evident.

## ● **Comprehensive Vocational Assessment Center:**

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

## Mission Statement

To assure that Rockland County adult learners acquire the skills, knowledge and abilities necessary to become productive workers, effective parents and contributing members of their communities through up-to-date education programs and relevant and effective post-secondary programs of occupational education.

# Cross Contracts with other BOCES

David Gleason, Executive Director of Business • (845) 627-4721 • dgleason@rboces.org

At times, component districts may benefit from the services provided by other BOCES throughout the state. These services can be made available, upon the approval of the local BOCES District Superintendent, through **“cross contracts”** with the other BOCES providing the service. Cross contracts must be completed whenever another BOCES is providing services or programs for a Rockland BOCES component school district.

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

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

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

## Cross Contracts

- **COSER 416**  
The Center for Environmental Education (CEE)  
page 35
- **COSER 525**  
Interscholastic Athletic Services, page 35
- **COSER 646**  
CEL and Human Resources Services/  
Regional Teacher Recruitment, page 36
- **COSER 604**  
Regional Certification, page 36
- **COSER 605**  
Negotiations Clearinghouse, page 36

# Cross Contracts

## COSER 416: The Center for Environmental Education (CEE)

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### For information, contact:

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### ● **The Center for Environmental Education (CEE):**

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

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

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

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

## COSER 525: Interscholastic Athletic Services

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### For information, contact:

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

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

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**For information, contact:**

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

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## **COSER 604:** Regional Certification

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**For information, contact:**

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

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

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## **COSER 605:** Negotiations Clearinghouse

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**For information, contact:**

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

# Contact Information

## ● Adult Education

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## ● Health, Safety & Security

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## ● Technology

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BOCES does not discriminate on the basis of race, color, national origin, disability, sex, or age, or under the Boy Scouts Act, in its programs and activities. This requirement not to discriminate extends to employment and admission as applicable. Inquiries concerning the application of regulations prohibiting discrimination may be referred to the person(s) designated to coordinate the BOCES's efforts to comply with all aspects of regulations prohibiting discrimination, or to OCR. Inquiries regarding this policy may be directed to:

Title IX Compliance Officer  
Section 504 Coordinator  
DASA Coordinator  
Rockland BOCES  
Ana Reluzco, Executive Director of Human Resources  
65 Parrott Road, West Nyack, NY 10994  
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