BOCES touches the lives of many... by providing cooperative educational services to individuals of all ages.

2009-10 Services

**Instructional Services**
- Adult Career Development Programs
- Adult Personal Development Programs
- Adult English as a Second Language (ESL)
- Adult General Education Diploma (GED)
- Adult Workforce - One-Stop Partnership
- Adult Life Skills Program
- Adult Literacy Zone Program
- Alternative Education - Middle School
- Alternative Education - High School
- Arts In Education
- Career & Technical Programs
- High School GED Program
- Distance Learning / e-Learning

**Educational Support Services**
- Academic Support for Homeless Kids
- Even Start
- Ready & Prepared Program
- Teen Parenting

**Incarcerated Youth Program**
- Itinerant ESOL Service
- Itinerant School Psychologist Service
- Itinerant Service for the Visually Impaired/Blind
- Itinerant Service for the Hearing Impaired/Deaf
- Special Education - 8:1:1, 12:1:1 & 12:1:3 Classes
- Related Services
- Intensive Therapeutic Academic Program
- Intensive Day Treatment
- Structured Teaching & Related Services
- Supplement Program for at Risk Children
- Summer School Program

**Regional Academic Summer School**
- Summer School Driver Education

**Instructional Support Services**
- Content Specialist
- Technology Integration Specialist
- Special Education Specialist
- County-wide Conference Day
- Educational Research & Data Analyst
- Elementary School Counseling Program
- Extra Curricular Activities
- Library School Support
- Library Automation
- Literacy Initiative
- Learning Technologies
- Math Initiative
- Model Schools
- Partnership of Professionals & Parents (POPP)
- Prevention Services
- Prevention Intervention Specialist
- Positive Behavioral Interventions & Supports (PBIS)
- Safe Schools
- School Improvement
- Special Education - Technical Assistance Support Center
- Regional Assessment Scoring
- Sullivan County Teacher Center
- Hudson Valley/Catskill Partnership (HV/CP) Program

**Management Services**
- Central Business Office Implementation
- Cooperative Bidding
- Health, Safety & Risk Management
- Staff Recruitment & Advertising
- Telecommunications
- Regional Certification Services

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**Health & Safety Services**

The goal of the Health and Safety / Risk Management CoSer is to provide the best possible service and assistance to component districts, and maintain the highest level of compliance and safety for their employees and students. BOCES Health and Safety CoSer has continued to expand over the last three years. Component districts rely on the expertise of the staff to provide a wide array of services that enable districts to enhance safety, security and wellness in their facilities. Among the new or enhanced services that component districts have benefited from over the last few years are...

- Electronic fingerprinting (new in 2008-2009, this investment provided the districts with expedited fingerprint clearance)
- AHERA Plan review and development (new in 2008-2009)
- District-wide Safety Plan Consultation along with review & analysis of fire drills, evacuation drills and table-top exercises.
- Annual visual inspections, consultation & assistance with PESH and OSHA inspections
- Expansion of on-going environmental testing and professional development and training programs for district staff

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**Central Business Office (CBO)**

After an extensive planning and development phase, the BOCES launched the implementation of its new CBO in 2009-2010 with an effective cutover on July 1, 2010. The BOCES created nine employment positions to support five participating districts. Collaboratively, one financial software system was chosen to support the CBO. The dedicated CBO staff spent countless hours working to ensure successful software and data conversion, guaranteeing the application will satisfy district specific policies and procedures. Change is not easy... but both the BOCES and the district staff involved with this new initiative handled the transition with style and grace. Their attention to detail and commitment to the success of this new service positions the BOCES for significant growth and expansion in this area.

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**Management Services**

The Central Business Office CoSer is anticipated to expand over the next year. The Health & Safety Service is looking to use Moodle to provide training/staff development offerings to districts in an effort to reduce travel costs and increase access to services.

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**Health & Safety**

Health & Safety is also working to develop a Lead Training and Consultation Program to meet the new EPA/OSHA standards and regulations.

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**On the Horizon**

- New Shared Food Service CoSer is currently in the development stage.
- The Central Business Office CoSer is anticipated to expand over the next year.
- The Health & Safety Service is looking to use Moodle to provide training/staff development offerings to districts in an effort to reduce travel costs and increase access to services.
**Mission Statement**

At the Sullivan County Board of Cooperative Educational Services our mission is to increase student performance in all of our component districts and communities.

Sullivan BOCES will accomplish this mission through leadership, cooperative services and collaborative efforts in an economic and efficient manner.

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**Inside BOCES**

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**On the Horizon**

SE-TASC is looking to work with district teams to conduct in-depth studies of their dropouts during the 10-11 school year and develop a strategy to help reduce the overall dropout rate.

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**Partnership of Professionals & Parents (POPP)**

The Partnership of Professionals & Parents is a value added program that utilizes both CoSer and grant funds to provide educator and parent support. POPP provides support to administrators, teachers, committees on special education members, committee on pre-school special education members, support personnel, boards of education and parents.

The Parents for Parents, Sibling Group & Child Activities are designed to serve the needs of the whole family of children with serious emotional or behavioral challenges. The staff supports, educates and empowers the families and children to advocate for themselves in a nurturing and supportive environment. Every session incorporates:

- Big Welcomes
- Support
- Lots of Interaction
- Building relationships
- Teamwork
- Modeling (social skills)

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**Board of Education**

- Herbert Bauernfeind - President
- Joyce Teed - Vice President
- Donna Bright - Clerk
- Linda Berkowicz
- Paul J. Burckard
- Gary Carlson
- Eugene Ganz
- Bernard Off
- Joseph Todora
- Vilma Wells
To the Citizens of Sullivan County:

In June of 2009, then Commissioner of Education Richard P. Mills made a determination that the Sullivan County BOCES should remain independent and not be merged with the contiguous Orange-Ulster BOCES. He also directed that the new District Superintendent report to the Commissioner and the public on an annual basis over four years. This is the second year of that report.

Much has transpired since the Commissioner’s decision. Of this past year, some highlights include:

- Although some programs reflect the decline of our component districts’ enrollment, our overall enrollment has remained stable.
- Student achievement has remained at levels that we can be proud of.
- Organizationally, we have realigned administrative functions for increased accountability.
- Component school participation in BOCES services has trended upward.
- BOCES administration personally visited every board of education, presenting program offerings, services, cost containment strategies, and student success statistics.
- Acknowledging the financial climate, we have worked to “right-size” the organization. As is the case with our surrounding schools, this has resulted in some staff layoffs as we strive to meet needs at a reasonable cost.
- The 2010-2011 administrative budget was unanimously approved by the component school boards of education.
- As part of our public relations goals, we administered a customer satisfaction survey. It revealed general satisfaction by our components. Yet, we also identified areas for improvement which will become part of our action plan for 2010-2011.

Innovation will continue to be key to our effectiveness and viability as an organization. To that end, we have collaborated with our component schools in a number of projects that will benefit our students and our taxpayers.

- Programmatically, we have embarked on a full curricular review. Our CTE courses continue to have numerous articulation agreements with institutions of higher learning. New course offerings are being planned that reflect our 21st century economy, especially in areas of green technology and health care.
- Special Education services are being refined to better meet the needs of our schools and their unique populations.
- Our Instructional Support unit now hosts a data center that assists our clients with timely presentation and analysis. Coordination of professional development, including instructional technology, is resulting in a more effective, responsive service. New CoSer approvals support our component schools’ desire to utilize shared specialists who will coordinate common core curricula across school boundaries. We see growth on the horizon.
- Management Services is receiving praise for its central business office model. Our component schools want more combined service offerings. In the coming year we are aggressively pursuing food service and facilities management options.
- In conjunction with the superintendents and boards in our service area, we are embarking on a full review of our facilities to ensure that our students have the resources to give them a competitive edge in a global economy.

The Sullivan BOCES is a success story in the making. Our independent status has allowed the area schools to have a meaningful voice in the creation of instructional and management programs. What’s more, as customers they have then received exceptional service. We are beginning to share our successes with our BOCES family across the state. As we look to 2010-2011 and beyond, we are excited about developments for reforming education in New York. Sullivan BOCES is well-positioned to address issues of career and college readiness.

We are the place where futures begin and dreams are achieved.

Sincerely,

Larry Thomas
District Superintendent
ISS - Model Schools & Distance Learning/e-Learning

The Model Schools Program assists districts in integrating technology into the curriculum as a tool for teaching and learning.

Our mission is to leverage technology to transform education to improve the learning and lives of students.

Model Schools assists school districts in setting their individual goals toward instructional technology integration by facilitating customized technology and curriculum planning for overall school improvement.

NEW Offerings:
- Adobe Connect
- Enhancing Your Online Community with Web2.0
- Flip Videos in the Classroom
- Gamas Training
- Integrating Web-based Multimedia Content
- Moodle
- Must Know Web2.0
- Novell GroupWise Calendar Training
- PD 360 Training
- Using WikiSpaces in the Classroom
- Web 2.0/Technology Training and Overview

NEW Webinars:
- Must Know Web2.0
- Enhancing Your Online Community with Web2.0
- Integrating Web-based Multimedia Content
- Moodle
- Gamas Training
- Distance Learning/e-Learning’s mission is to promote and facilitate teaching and learning using interactive audio and video technologies to provide instruction in real time, online or in a hybrid model.

Enhancing Education Through Technology Grant (e3 Learning)
We are pleased to announce that four of our Sullivan County districts are participating in the e3 Learning Grant in conjunction with the Mid-Hudson BOCES Consortium. The focus of this grant is Social Studies and Languages Other than English. The goal is to:
1. Develop hybrid or fully online classes
2. Develop supplemental class content to enhance current course offerings.
3. Develop the capacity of classroom teachers to create, modify, and teach using online course materials and resources.

Internet Safety Course
Sullivan BOCES in conjunction with the New York State Model Schools Consortium will be offering an online Internet Safety Course through Moodle in the fall. The course includes the four modules: The Social Web, Cyber Citizenship - Ethics and Cyber Safety, Copyright and Intellectual Property, and Strategies for Safe Schools.

New Distance Learning Classes:
Three component districts and our BOCES will participate in three new DL courses. Courses include one additional section of Regents Physics [as a hybrid- videoconference and Moodle], Health, and Spanish.

Distance Learning: Activeworlds
Activeworlds is a multi-user, virtual environment (MUVE) and offers a comprehensive platform for efficiently delivering real-time interactive 3D content over the web. Activeworlds’ 3D content is dynamic, visually compelling and most importantly provides users a richer, more exciting online experience.

O n t h e H o r i z o n

Distance Learning/e-Learning’s mission is to promote and facilitate teaching and learning using interactive audio and video technologies to provide instruction in real time, online or in a hybrid model.

BOCES at a Glance
K-12 Student Population:
- Career & Tech: 474
- Special Education: 280
- Alternative Education: 69

Sullivan County Student Population: 10,466

where futures begin & dreams are achieved
Sullivan BOCES Facilities Analysis:

The BOCES rental costs for currently occupied space will continue to increase at a moderate rate over the next five years. The need for additional program space is a serious concern as opportunities to enhance and expand services are limited due to the fact that all of the BOCES current facilities are at their saturation point. The BOCES academic programs have been working together to share resources and develop flexible classroom schedules in order to maximize every square foot of classroom and conference space available, but it is becoming increasingly difficult to accommodate all of the requests from component school districts, particularly in the areas of career and technical education and special education. The most popular CTE classes along with some special education classes have waiting lists due to space limitations. In addition, the BOCES is trying to create additional programs including but not limited to HVAC, High Tech Academy, Photovoltaic, GED and additional vocational classes. The BOCES has enlisted the services of its architectural firm to develop a master facilities plan that will include both short and long term recommendations to address the organization’s facilities issues.

Strengths

- The location is accessible to component districts
- Reasonably priced rental space for the next nine years
- Liberty Properties supports student initiatives on an annual basis with a student focused annual donation

Weaknesses

- This is a rented facility
- Not all office/conference space accommodates program needs
- Limited parking and handicap accessibility
- The building is at capacity
- Technology upgrades are needed within the building

Opportunities

- Technology improvements can be visualized/implemented
- Conference space can be "spruced up" to be more conducive to address a variety of program needs
- Windows and doors can be replaced on a rotating schedule

Threats

- In nine years, we will need to go through lease negotiations
- Public concern of vacant component school district buildings - although space is available, due to geographic and physical constraints, these spaces may not be appropriate for our needs

Projected Rental Expenses

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ISS - Prevention Services

All Sullivan County school districts benefit from Prevention Services in a variety of ways: CoSers, grants, and special activities.

Annual 6th Grade Conference

The goal of the conference is to focus on positive choices and to develop critical thinking

PBIS Accomplishments at White Sulphur Springs School 2009-2010

- A comprehensive data plan was developed to drive school-wide decisions. Increased use of school-wide data collection.
- A school-wide acknowledgment system was developed to promote positive behaviors.
- Consistency in promoting academic success through positive behavioral and instructional interventions.
- Reductions in referrals.
- Reductions in time-outs.
- Universal language established
  - The 3 Be’s and the School-Wide Top 5.
  - The Bully Prevention Program was implemented.
  - Student successes were consistently recognized.

6 of the 8 School Districts plus Sullivan BOCES participated in PBIS during 09-10
Initiated in January 2010, our Data Analysis Service delivered statistical interpretation of student achievement results to our eight school districts in Sullivan County.

The Data Analysis Service dynamically supported the school districts of Sullivan County in collecting and analyzing various types of data identifying strengths, weaknesses, trends, and barriers to improved student academic performances.

Our component districts were provided Trend Charts and Test Item Maps summarizing ELA & Math 3-8 student achievement data spanning the prior four years. Using Mid-Hudson Region schools’ performances as benchmarks, curricular “gaps” were clearly delineated and remedies designed.

All data-related inquiries from our customers received exclusive attention. From this collaboration, districts are in an improved position to identify systemic changes needed to enhance instructional practices.

A Data Analysis Service “Briefing” was e-mailed to over two-hundred constituents every Friday morning, informing our client districts on topical accountability issues and citing germane statistical research. The intent is to create a county-wide discussion of student performance data and foster a Sullivan County BOCES Forum for Data Analysis Technical Assistance.

A consortium of Data Specialists from each client school district will meet and confer monthly, under the direction of the Sullivan County BOCES Data Analysis Service. The agenda will be client-generated.

The service will utilize “Predictive Analytics” and “Modeling Software” to identify in early grades potential non-completers of high school.

The service will also provide: State Assessment Error Analysis, Survey Construction, Grading Practice Review, Long-Term Planning Support, Grant Evaluations and Grant Applications.
Sullivan BOCES Facilities

The St. John Street Education Center houses the Adult & Continuing Education Program, SPARC Program, the Special Education i-TAP Program, the Intensive Day Program, and Educational Support Services Program.

Strengths
- The location is accessible to component districts
- Location benefits the Adult Education Program
- Recent renovations to HVAC & fire alarm system
- Combined use creates natural and easy referral of services from one program to another (adult education, even start, family literacy, EPE, ABE/GED)
- Large gymnasium space

Weaknesses
- Rented facility
- The building is at capacity
- Parking is limited and arrival/departure times are congested
- Mixed use of building makes day-to-day operations difficult at times
- Security of the building is also a concern given its location, its mixed use and the multiple entrances/exits require additional monitoring
- Classroom space is not always appropriate for all program needs
- No cafeteria space - A satellite cafeteria operates in one half of the gymnasium
- Technology upgrades are needed in the building
- No space for student or staff lounge area
- Inadequate storage space

Opportunities
- Traditional classroom wings could be reassigned to another division of the BOCES
- The opportunity to negotiate additional space and expand programming (ex. High Tech Academy)
- The building could be used as the Special Education Center

Threats
- Lease negotiations are pending
- Public concern of vacant component school district buildings - although space is available, due to geographic and physical constraints, these spaces may not be appropriate for our needs

ISS - School Improvement

The School Improvement Service provides support to districts in the implementation of the New York State Learning Standards, the New York State Assessments, and RTTT Federal requirements.

New activities in 2009-10, included the expansion of regional scoring from four to seven districts. This was accomplished for all of the state assessments, grades 3-8 for ELA and Math, over multiple days at multiple sites.

Partnership with the Bard Institute to address professional development needs that support literacy initiatives was introduced at the County-wide Conference Day in the fall of 2009. Two on-going, job-embedded professional development programs were scheduled with a cohort developed that met throughout the school year.

Our staff of school improvement specialists are moving to provide more job embedded sessions through programs especially designed to meet the needs of the targeted group of teachers in a district or at the building level.

In addition, our staff is participating in the professional development planning meetings in most districts. This allows for the strategic approach in programs to meet the curriculum, instruction, technology and assessment needs in each district.

Math Leadership Initiative

For the past two years, staff provided support for Math teachers responsible for the new Regents curriculum, coursework, and exams. This initiative assisted middle school and secondary teachers to incorporate technology in math. In partnership with Texas Instruments, we offered a hands-on training for the TI-Nspire handheld and Teacher Edition Software. The technology was used to create ready-to-go lessons aligned to NYS standards and infuse technology into Math 7/8, Integrated Algebra, Geometry and Algebra II/Trigonometry.

In the spring of 2010, a new Math Leadership group was formed to strengthen the knowledge of Math in elementary educators and enhance the instructional delivery of secondary teachers. Forty-five teachers of mathematics participated in three intensive workshops. Next year, this will lead to continued work in the use of specific strategies that support mathematics including PRIME Leadership Framework and Web 2.0 tools.
**SWOT Analysis**

The White Sulphur Springs School is the home of the Elementary Special Education Program.

**Strengths**
- The separate elementary building has had a positive impact on student behavior.
- Large gym space and small cafeteria meet program needs, and students have benefited from the playground upgrade.
- Facility is only two miles from the RPEC campus. Sharing related services and staff between buildings is not ideal but the close proximity makes it manageable.
- Classrooms are equipped with SMART Board technology.

**Weaknesses**
- This is a rented facility.
- There is no room for expansion of programs as the building itself is at capacity.
- A separate administrator, support staff, nurse, cafeteria staff, etc. is needed, increasing program costs.
- The modular classrooms are in poor condition.
- Physical Therapy and Occupational Therapy do not have adequate space.
- There is no library space available.

**Opportunities**
- The building has additional property, allowing for expansion at the WSS site.

**Threats**
- The current economy may be an obstacle in gaining public support for a capital project.
- Public concern of vacant component school district buildings - although space is available, due to geographic and physical constraints, these spaces may not be appropriate for our needs.
- Fiscal restraints will limit the district's support to increase costs for facilities renovations.

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**Instructional Support Services**

The Instructional Support Services Division supports our component districts in the development and continuous improvement of curriculum, instruction, technology, assessments, and student outcomes. Key areas of focus include but are not limited to:

- Meeting needs of diverse learners
- Library, media, and technology in the classroom
- Prevention of substance abuse
- Positive Behavior Supports

**Areas Highlighted**

- School Improvement
- Data Analysis Services
- Prevention Services
- Model Schools & Distance Learning / e-Learning

**ISS Goals:**

- To provide effective professional development that fosters a culture of continuous improvement, and to utilize student data and other evidence to determine professional development needs and priorities.
- To monitor student growth, and to sustain continuous improvement to create education environments that are safe, equitable and supportive.

"I utilize many of the strategies that I have learned throughout the many differentiated instruction workshops I’ve taken part in. I have found that the children really do learn more when they are able to explore different avenues rather than take a worksheet or drill practice."

- Eldred Teacher

**Library Support / Automation**

- Special Education - Technical Assistance
- Support Center (SE-TASC)
- Partnership of Professionals & Parents (POPP)
Sullivan BOCES Facilities SWOT Analysis

The Youngsville School is the home of the Alternative Education Program.

Strengths
The off-site location and separation from RPEC campus benefits the program
Large gymnasium - adequate PE space and meeting space
Classrooms are equipped with SMART Board technology
Gymnasium roof project is scheduled to be complete by September 2010
New fire escape

Weaknesses
The facility has small classrooms
There is no room for expansion, enrollment is capped by the size of classroom space
No cafeteria - a satellite cafeteria is operated in the gym - this is costly and does not provide the students with an aesthetically pleasing location to eat breakfast and lunch
Counseling space is limited
Building is old and requires major renovations including but not limited to: roof replacement, boiler replacement, window/door replacement, upgraded electrical
The building is not handicap accessible
Alt. Ed. students who attend CTE Programs require transportation to the RPEC campus - this promotes behavioral issues on the bus and is an added cost to the program

Opportunities
The Youngsville space could be reassigned to another division of the BOCES: Central Business Office, Instructional Support Services, Grant Funded Programs, Other Management Services
Small renovation projects can be developed to address some of the building needs like new windows, doors, etc.

Threats
The current economy may be an obstacle in gaining public support for a capital project
Public concern of vacant component school district buildings - although space is available, due to geographic and physical constraints, these spaces may not be appropriate for our needs
Fiscal restraints will limit the districts’ support to increase costs for facilities renovations

WHERE FUTURES BEGAN & DREAMS ARE ACHIEVED

The Arts In Education CoSer is dedicated to raising the standards and levels of visual and aesthetic literacy within the participating districts of Sullivan and Orange Counties. An ongoing cooperation with the New York Philharmonic and Carnegie Hall, local arts agencies, and institutions of higher learning enhances this service. The Arts In Education Program closely aligns the four NYS Learning Standards in the Arts by providing workshops and seminars for teachers bringing them up to date with current trends and research.

Arts In Education services are designed to strengthen and support learning in all areas of the curriculum. Arts activities are used as tools by schools to meet a vast array of goals such as: delivering meaningful and memorable learning experiences, improving test scores and academic achievement, motivating students and teachers, and lending understanding and perspective on different cultures while increasing students’ critical and creative thinking skills.

Major events for the 2009-2010 school year.

Elementary (K-8) Art Show: All Sullivan County districts & BOCES participated
High School Art Show: All Sullivan County districts & BOCES participated
Fall Art Conference: Sullivan & Orange County Art Teachers
A result of the conference was the development of a curriculum support document created by the conference participants to share their best practices and lessons, that connected Art to the content area.
Scholastic Arts Awards (SAA): Sullivan County BOCES and a consortium of organizations, Dutchess BOCES, Ulster County BOCES, the Middletown School District, and the Orange County Arts Council, have come together to organize and present the Regional Scholastic Art Awards Program for Dutchess, Orange, Sullivan and Ulster Counties.

• In 2010, the number of art submissions was 1,106 pieces, up from 408 pieces in 2009.
Instructional Programs - Alternative Education

On-Campus Social Workers

The Youngsville School employs two full-time social workers in grades seven through twelve. Both work closely with an interdisciplinary team to provide individual and group counseling for school related issues. In addition, they provide academic support and testing modifications as needed. Constant contact with parents and/or guardians is a hallmark of the program.

Social workers serve an integral role as they act as a liaison for students who are hospitalized. All new students receive support upon entrance to the Alternative School.

BARD College Writing Project

The English teachers at the Youngsville School participated in a series of workshops sponsored by Bard College. The project focused on improving student reading and writing skills across the curriculum. As a result of this initiative our students are seeing an improvement in their writing skills.

Academic Awards

Academic awards ceremonies are a vital component of the alternative approach. Typically our students have not had the opportunity to experience academic success in the home school. This ceremony allows the students and their families to share in the success of students in this program.

The ceremony is held at the end of each quarterly grading period to recognize students’ curricular successes. Honors include:

- Highest grade point average
- Attendance
- Other individual goals

School Resource Officer & DARE Program

The School Resource Officer provides pro-active help and support to all students. The SRO participates in classroom and school-wide activities for grades seven through twelve.

Sullivan County Sheriff’s office provides the DARE curriculum to seventh grade students throughout BOCES.

Quality Instruction Leads to Exceptional Outcomes and Success!

Career & Tech Culinary Students Show Off Their Skills

Every once in awhile, you get the opportunity to participate in something so astronomically awesome that you think that you must have been invited by accident. This was the case for Dannielle Gray, Roscoe Central School; Zachary Cordero, Tri-Valley Central School; Stephen Rogers, and Sara Molusky, both from Livingston Manor School. All four of these culinary students were invited to participate in the renowned annual Citymeals-on-Wheels. The event took place on June 14, 2010 at Rockefeller Center in New York City. Not only were they selected to participate – they were selected to assist some of the star chefs preparing the food for the gala fundraiser.

This was a big honor for the students and BOCES. Only twelve culinary arts students from New York State were selected to participate in this once in a lifetime event. Of the twelve, four students were selected from the Career and Tech Program at Sullivan County BOCES. When called on, the students were prepared to jump in wherever needed to work hard. Under the direction of their culinary arts teacher, Kathleen Poppo, the students were up for the challenge.

Stephen Rogers had the opportunity of working with Daniel Boulud & Jean Francois Bruel, which will create great discussion when he goes to the Culinary Institute of America (CIA) this fall. Sara Molusky is also planning on attending CIA in the fall. Dannielle Gray has plans to continue her culinary education at Paul Smith’s College. Both Sara and Dannielle had the pleasure of working with Massimo Bottura of Modena, Italy. Zachary Cordero had the opportunity of working with Alfred Portale. He will be attending SUNY Sullivan.
Instructional Programs - Career & Tech

Career & Technical Education Center (CTE) at the Sullivan County BOCES offers high school students the opportunity to learn employment and vocational expertise through a hands-on approach and an atmosphere that promotes project-base learning. Across the board, our Career & Tech curriculum enables students to learn the essentials for a specific career or trade while meeting industry and learning standards.

Our CTE Programs are fully approved and accredited by the New York State Education Department. The curricula integrates academic, industrial, mechanical, procedural and technological skills in fields such as Agriculture, Culinary Arts, Nursing, Architecture & Construction, Information Technologies, Law Enforcement & Public Safety, Manufacturing and more.

Students are provided academics that are integrated into their specific CTE program and may earn 3.75 credits each year towards their high school diploma. Upon successful completion of an approved two-year CTE program, students may earn up to three cross-curricular credits towards graduation in English, Math or Science. All CTE programs provide Technical English / Language Arts which meets the requirements for English 12 with the potential for Technical Math and Technical Science as well. Career & Financial Management, a NY State graduation requirement, is included in all CTE programs.

Sullivan BOCES currently has over 65 different articulation agreements with colleges and/or technical schools across the state. This affords successful students the opportunity to earn credit toward an associates or bachelors degree while still in high school. This can be a significant financial savings for parents and/or students.

Instructional Programs - Alternative Education

Designed for students with exceptional learning styles, unique modalities and distinctive pace, the Alternative School at Youngsville provides an array of programs and services for students who require an unconventional approach to their academics.

The curriculum is fully accredited and endorsed by the New York State Department of Education. The principal charge of the Sullivan County BOCES Alternative School at Youngsville is to provide students with a welcoming environment that is conducive to learning and where individualized attention is paramount. The Alternative School at Youngsville offers a more flexible scope of study than schools of traditional structure, emphasizing life-long learning and humanistic values. This approach allows students the opportunity to receive academic credit towards earning a Regents diploma.

### Project Adventure

All students enrolled at the Youngsville School participate in Project Adventure activities. These cooperative, problem solving activities are designed for students to become collaborative contributors, working together to solve problems, and developing leadership skills.

The purpose of Project Adventure is to build a sense of community and trust, and enhance the problem solving skills of our students. Social workers and counselors at school attend training sessions and complete activities so they may utilize the Project Adventure skills throughout the academic year, particularly in weekly group sessions that reinforce Project Adventure skills.

### Technology

Each classroom at the Alternative School at Youngsville is equipped with interactive “SMART Board” components and state-of-the-art student computers. Teachers also utilize an on-line grading program which allows students and parents access to grades and assignments.

WHERE FUTURES BEGIN & DREAMS ARE ACHIEVED
Academic Year Enrollment Attrition and Maintenance

The number of students enrolled in the Sullivan BOCES CTE Program reflects the declining total enrollment trends in all of our Sullivan County School Districts.

Our rate of student enrollment attrition has significantly improved in 09–10 when compared with the previous academic year. In 08-09 [October to June], Sullivan BOCES Career & Technical Programs demonstrated an enrollment loss of 20%. In 09 - 10 [October to June], programs demonstrated an enrollment loss of 10%.

This significant improvement in student enrollment maintenance is attributed to improved record keeping, tracking by guidance, student satisfaction, better efforts by program teachers, and guidance in proper student placement into the various CTE Programs.

Post-Secondary Plans

The Career & Tech Program at Sullivan BOCES prides itself on preparing students for success in any post-secondary adventure they may embark upon. Upon completion of their program, students enter the workforce, participate in apprenticeships, continue in post-secondary programs and/or enter the military.

Of the 09-10 seniors surveyed:

- 146 students will be continuing their formal education in colleges or vocational schools
- 103 students plan on jumping directly into the workforce
- 15 students will join the military

6% of students have Post-secondary Education plans
39% of students plan on entering the Workforce
55% of students have Post-secondary Education plans
39% of students plan on entering the Workforce
6% of students plan on joining the Armed Forces

Animal Science New Vision Program

This program is an exploratory program which is offered to select seniors who wish to pursue post-secondary education in Agricultural Education. Exploratory experiences and instruction will concentrate on careers in Vet Tech and Veterinary Medicine.

Green Technology

The Green Tech Program is designed to incorporate various modules of photovoltaic (PV) technology and green building principles into our Construction Technology curriculum.

9th & 10th Grade: Pre-Tech Career Exploration Program

The Pre-Tech Career Exploration Program offers a project-based experience for students in the 9th and 10th grades. The Program will give students the opportunity to earn three credits each year towards a Regents Diploma. This half-day program emphasizes core character education, positive work habits, and life and communication skills while giving students a glimpse of the vocational possibilities they may have at the Career and Technical Education Center as juniors and/or seniors.
Sullivan BOCES offers an expanded range of high quality curricula that supports the educational needs of students with disabilities. All programs and courses are approved by the New York State Education Department. These district-requested services include, but are not limited to: day programming, PM program, diagnostic services and related services.

Powerful evidence-based educational practices are provided to our students with disabilities through on- and off-site employee professional development. Our highly qualified faculty utilizes state-of-the-art adaptive technologies to enhance teaching and learning. Classes are staffed by certified content special education teachers and licensed teacher assistants in addition to a full complement of related services professionals.

Special Education provided by the Sullivan BOCES addresses the social, emotional, cognitive, communicative, physical and “Life Skill” or adapted developmental needs of our students. All placements are guided by the principle of “Least Restrictive Environment.” Our focus is to maximize the benefit of education to allow the students to meet individual goals for career or college readiness.

### Program Highlights

#### Redefining the Service Delivery Model for Students with Autism

The 2009-2010 school year was considered a year of evolution for many of the classes within the Special Education Division.

For the members of the Autism classes, it was a year for internal focus. A group of teachers within the Autistic strand developed a way to redefine the program to enhance methods used to meet the needs of students and/or districts.

The outcome of the study was the development of a new 8:1:3 CoSer designed to meet language-based student needs, yet reduce the sporadic increased costs of adding a 1:1 aide. Our districts now have a stabilized salary cost to use in their budgeting process.

#### Intensive Therapeutic Academic Program: (iTAP)

The Intensive Therapeutic Academic Program (iTAP) is a new innovative program created to meet the needs of individuals with extenuating circumstances due to their emotional and/or behavioral issues. The exceptional needs of iTAP students, in general, interfere with their normal progress towards graduation. The program provides students in grades seven through twelve with direct weekly consultation and service from a child psychiatrist (M.D.), daily case management, family support, and counseling services from a clinical school psychologist. The instructional element of iTAP is a web-based curriculum designed around NYS standards. This approach not only promotes independence, it allows the student to learn at his or her own pace making it possible for the student to meet individualized academic goals while recovering lost academic credit.

#### K-5 Individual Reading/ELA Scores Improved

At White Sulphur Springs individual Reading/ELA test scores have improved in 2009-2010, as a result of Wilson Reading, Thinking Maps, and SMART Board technology.

#### Extended Year Program at White Sulphur Springs School Closes the Gap

A 30-day Summer Program is available for school-aged students identified by component district committees on special education as requiring a 12-month program. Placement is based on students demonstrating severe regression. Classroom programming and related services are provided based on the student’s IEP.

#### Improved Graduation Rates and Regents Performances

During the 09-10 school year, our students with disabilities, previously at risk of failure and not completing high school, demonstrated academic accomplishments by earning diplomas and graduating in a timely manner.

- Increased the # of students taking Regents & RCT Exams by 21 students
- Percentage of students passing Regents with a scale score of 65 or greater increased 40%
- Percentage of students demonstrating Regents Mastery increased by 12%
- The percentage of students receiving graduation credit increased by 22%
- The percentage of students failing Regents/RCT decreased by 23%