Dear Colleagues:

I am delighted to share the Putnam | Northern Westchester Board of Cooperative Educational Services Services Guide for 2017–2018. Our BOCES is a collaborative of 18 school districts that provides high quality, cost-effective programs and services to our component districts and beyond. We pride ourselves in being highly innovative and customer responsive, with services that are recognized repeatedly for excellence at the regional, state and national levels. We look forward to continuing to provide quality services and innovation through our partnerships with you.

A review of our new services guide shows a wide range of offerings. In Special Education, we are proud to be able to feature new possibilities in self-sufficiency and educational success for severely challenged students, as well as provide unique educational experiences for those students who are disengaged. Our Career and Technical Education Center offers a variety of training opportunities to middle and high school students, including Career Academies, which integrate academics with technical training. We also teach thousands of adults who are changing careers, learning English or pursuing a delayed high school education.

Our Curriculum Center expands educators’ horizons through its highly regarded professional development programs in instruction, assessment, crisis management, data analysis and locally developed state-of-the-art curriculum. Our Center for Educational Leadership provides professional development and degree programs for current and aspiring public school leaders in partnership with several prestigious institutions of higher learning. Our Regional HR Services program provides, among other resources, an online application service to more than 350 districts, assisting them in recruiting exceptional candidates for district vacancies.

Putnam | Northern Westchester BOCES works closely in partnership with all of our school districts to develop the best possible responses to their service needs. We are proud of the appreciative feedback we have received from the students, parents, teachers, administrators and school districts we serve, and we look forward to continuing our partnership with you to ensure the success of all students and educators in our region.

Sincerely,

James M. Ryan, Ed.D.
DISTRICT SUPERINTENDENT/CHIEF EXECUTIVE OFFICER
Our BOCES story began on September 9, 1948, when this, the second BOCES in the state, became a reality. Five board members joined District Superintendent Robert E. Bell in the venture.

Initially, 13 itinerant teachers were hired to teach art, dental hygiene, remedial reading, psychology, guidance and physical education. Additional personnel were soon added, including a nurse, librarian, and teachers of the handicapped, as well as programs for driver education, speech correction and vision. In 1952, the guidance center became a separate service category and opened a facility in Katonah, offering testing and counseling to 10 schools.

By 1956 our BOCES had 44 shared professional staff members, and records show that in 1958, what was called the upper Westchester BOCES offered the following services: itinerant teacher program, 10 special education classes for 115 students, a guidance center servicing 975 youngsters, a college conference and a psychiatric consultant service.

Putnam County BOCES Established
Meanwhile in 1957 another BOCES began operations in Putnam County. By 1964, it employed 35 full- and part-time staff members, offering services in data processing, speech correction, psychology and pupil personnel, as well as vocational courses in auto mechanics, beauty culture and building trades. Some 220 vocational students were learning their trades in four different locations in Mahopac and Carmel; in 1967 the Putnam BOCES Tech Center opened in Carmel to consolidate programming on one campus.

In Northern Westchester, BOCES continued to grow. The vocational program began in Valhalla in 1958, moving to Yorktown in 1962. The Center for Educational Services and Research and the data processing center were then also located in Yorktown. Special education had become a big part of BOCES programming, serving 790 youngsters by 1968 including a day camp in Yorktown for 200 special education students.

Putnam and Northern Westchester BOCES Merge
It became clear that some consolidation was called for as programs were spread out all over the area. (Special education classes were held in 20 different buildings in upper Westchester, and Tech Center programs were held in three different locations: the Fox Meadow campus in Yorktown, Putnam Center in Carmel, and the Triangle Shopping Center in Yorktown Heights.) In 1969, Putnam and Northern Westchester BOCES merged and plans were developed to build on the 240-acre campus in Yorktown Heights.

Welcoming its first students in 1971, Putnam | Northern Westchester BOCES quickly developed into the caring, committed, and collaborative educational enterprise it is today. The 1970s witnessed the creation of many new programs to serve local school districts in the two counties. In 1970, vocational programs were offered in eight occupational areas: secretarial, data processing, auto technology, electricity, graphic arts, heating/air conditioning, construction technology and machine industries. An adult education program began in that year and a partnership formed with Westchester Community College.

In 1971, the 120-acre Madden Outdoor Education Center in Kent Cliffs was donated to BOCES to provide a natural setting for outdoor and environmental activities. The early 1970s also saw the addition of the cosmetology and culinary arts programs on the Yorktown campus.

In the mid and late 70s, more districts asked for additional programs to be offered on a shared basis. BOCES responded by starting a preschool program for handicapped youngsters, the French Hill Learning Center for students with emotional problems, and a New Options program for those wanting to obtain a high school equivalency diploma. Programs for the gifted, such as the Studio Arts Company and Performing Arts Group, were added, along with the gifted mentor program, elementary science, an alternative high school, communication disorder/hearing impaired programs and The Bridge program for older special needs students.

PNW BOCES Today
Today, PNW BOCES offers cost-effective programs to thousands of students and adults through a central agency.

Approximately 500 employees and another 200 hourly and per diem staff serve more than 1,000 Career and Tech students and approximately 400 children with special needs each year. In addition, 5,100 participants take advantage of curriculum and instruction and guidance programming, 3,000 adults attend continuing education programs and some 425 school districts take advantage of PNW BOCES’ management services programs.

Through the Center for Environmental Education, some 4,700 students each year participate in various outdoor and environmental education programs at Madden and an additional 27,000 students receive environmental education through in-school and other special programs.
MISSION
Service and Innovation Through Partnership

VISION
To become a BOCES of the highest quality with cutting edge programs and services designed and provided by dedicated, innovative teams who continually seek to serve the needs of the region and beyond.

CORE VALUES
Pathways to success for every student
“We can do that” attitude
Culture of excellence

PRIORITIES
Innovation
Supervision / Evaluation
Accountability
Budget / Finance

We Can Do That!
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BUSINESS CAREER ACADEMY
CO-SER 107

MICROCOMPUTER TECHNOLOGY
A two-year program, Microcomputer Technology prepares students for college and/or a career in the field of Computer Science, Networking, Programming, and Cybersecurity. The program includes hands-on experiences with power supplies, system boards, cables, and other computer system components. Students will also be creating their own computer games and learning how to prevent cyberattack. The first year involves A+ certification preparation for the first test (hardware); the second year focuses on second test (software) for A+ certification preparation.

RETAIL SERVICES
This program prepares students who would like to work in a retail business. Students participate in work-based learning experiences in the community at CVS, TJ Maxx, and ACME. Students learn hands-on skills in-house through weekly sales at TechSnax, and the on-campus store. Using Microsoft Office, including Word, Excel, Outlook and PowerPoint, students complete a portfolio.

COMMUNICATIONS CAREER ACADEMY
CO-SER 107

ANIMATION AND MOTION GRAPHICS
Students will be exposed to the professional world of 3-D animation and 2-D motion graphics. Industry software, such as Autodesk Maya, 3ds Max, Mudbox, Adobe AfterEffects and Flash Professional, will be used throughout the curriculum. All students will develop a digital portfolio to showcase their talent and imagination. Upon completion of the course, students will have a strong base for further education and career opportunities.

AUDIO AND SOUND ENGINEERING
This program will introduce students to all phases of music production, including composition, pre-production, multi-track recording, mixing, and mastering. Topics include music arranging, musicianship for the producer, voice-over techniques, sound for TV and video production, studio performance technique, signal flow, sound processing, digital music technology and MIDI, working with loops and samples, microphone technique and placement, acoustic fundamentals, mixing and mastering, and music business basics. Students will also visit local sound recording sites.

COMPUTER GRAPHICS
Students will learn design skills necessary to use the computer as an artist's tool. They will build a strong foundation in the graphic programs Adobe Illustrator and Adobe Photoshop and the page layout program Adobe InDesign. They will also be introduced to 3-D graphics and webpage design techniques. All students develop portfolios and most pursue a post-secondary degree.

FASHION DESIGN AND MERCHANDISING
Students will be introduced to both the design and merchandising aspects of the fashion industry. In a fully equipped classroom, the students will learn the tools and acquire the skills to create a garment from beginning to end. They will study fashion history, merchandising, design theory, fashion illustration, visual merchandising and textiles. The fast-paced, hands-on classroom becomes a true design studio when students prepare for the annual fashion show. All students develop a portfolio and most pursue a post-secondary degree.

FASHION MERCHANDISING
For students interested in the business side of the fashion world, the Fashion Merchandising and Marketing course will focus on behind the scenes activities of fashion. Students will learn about planning, developing, selecting, marketing and presenting cohesive consumer-targeted goods. The course will cover buying and selling techniques, visual merchandising, advertising and promotion in addition to marketing, product development, field trips and internships in the industry. Fashion Merchandising will offer students the opportunity to create a mock department store and track daily, weekly and monthly sales. Upon completion of this one-year course students are eligible to receive college credits and become certified by the National Retail Federation in Retail Management.

NEW VISIONS SOCIAL MEDIA MARKETING
This program focuses on the marketing and advertising aspect of the evolving social media industry. Students will learn how to create dynamic social media outlets for individuals, organizations, and local businesses. Using market research and marketing strategies students will create and present a comprehensive marketing and media campaign that will define a brand. On completion of the course, students will be able to both apply and utilize current professional software and digital marketing tools.
TELEVISION PRODUCTION AND DIGITAL FILM
Students will learn to operate state-of-the-art field and studio equipment. Through guided projects, students produce, direct and edit professional programs and short films. Students will be involved in activities such as audio and video editing, stage setup, storyboarding and lighting. They will explore concepts and practices in film and television production.

COSMETOLOGY CAREER ACADEMY
CO-SER 107

COSMETOLOGY
Students learn the fundamentals of cosmetology and acquire the techniques and skills necessary to be a successful cosmetologist. The course includes hair styling, hair coloring, hair cutting, cosmetics and nail and skin care. Upon completing 1,000 hours of instruction, students of the Cosmetology program are eligible to sit for the State Board Licensing Examination for Cosmetologists. This course is also delivered in Spanish for English language learners.

CONSTRUCTION CAREER ACADEMY
CO-SER 107

CONSTRUCTION ELECTRICITY
In this program, students will learn, through hands-on training, the fundamentals of electrical theory and acquire the techniques and skills necessary to wire and install electrical service in residential and commercial buildings. They will also learn to read and interpret blueprints and electrical plans; plan and install wiring, including, but not limited to, armored cable, metal clad cable, Romex and electrical conduits. Students will become familiar with the requirements of The National Electrical Code.

BARBERING
This program will prepare students for a career in barbering, with training in the skills necessary to pursue state licensing and take the barbering practical exam. The barbering program also includes hands-on experience in hair styling, cutting, clipping, and shaving. Upon completion of the program, students will be eligible to sit for the New York State Barbering Practical Exam.

THE ARCHITECTURAL DESIGN AND MODELING
The Architecture and Design Lab is for student innovators who learn by doing. Students are challenged to take on the world’s messy problems. Together, students develop a way to produce creative solutions. This process requires collaboration from Engineering and Design disciplines. Sophisticated computer technologies are employed in creating accurately scaled 3D models.

Preservation/Restoration/Commercial Masonry
Students learn Construction and Masonry Art skills through the NCCER Curriculum and can gain National Credit. Training is mostly hands-on, using different types of tools, equipment, and materials used in the construction field to build individual and group projects. With safety training through OSHA, students will get scaffold awareness and be able to receive their 10-hour card. They will interpret building plans, estimate jobs, and discuss managing construction sites.

NEW VISIONS ENGINEERING
This program will introduce students to engineering principles and concepts in a variety of engineering, technology and related scientific fields. The course is open to high school freshmen and sophomores and will have a strong hands-on component. Through project-based learning students will be exposed to micro-computer control technology, computer coding, electronics, mechanical, civil, and electrical engineering.

INTRODUCTION TO ENGINEERING
This program will introduce students to engineering principles and concepts in a variety of engineering, technology and related scientific fields. The course is open to high school freshmen and sophomores and will have a strong hands-on component. Through project-based learning students will be exposed to micro-computer control technology, computer coding, electronics, mechanical, civil, and electrical engineering.

HEATING, VENTILATION AND AIR-CONDITIONING
Students will develop skills such as pipe fitting, soldering and brazing. Basic electrical wiring, controls and system installations are taught as well. Heating systems, from heat-pumps and oil and gas-fired boilers to geothermal, are examined in depth. Students receive training on everything from basic ice makers to more advanced commercial refrigeration equipment. Modern tools of the HVAC business are used in training activities. Student training is centered on using real field equipment, while performing actual repairs and adjustments.

ILAB
The innovation lab (iLab) will allow students from any CTE program to enhance their experience at the Tech Center in a space for innovation and collaboration with their peers. A physics teacher with a strong engineering background supervises the lab and works directly with students to develop their ideas and innovations that have evolved through their Tech program. The students working in the iLab will have the time, freedom, technology, and resources to carry out far-reaching, creative, and innovative work throughout their time at the Tech Center.

WELDING
Students entering the program will learn all the fundamentals of welding and welding safety, practice a variety of welding methods, and make projects within their abilities. We follow the NCCER Curriculum, which encompasses general construction knowledge such as job site safety, applied math, blueprint reading, communications skills, materials handling, and much more. This course covers joining metal and alloys using oxyacetylene (gas welding), shielded metal-arc (stick welding), gas metal-arc (MIG welding) and gas tungsten-arc (TIG or Heliarc welding).
**ENVIRONMENTAL CAREER ACADEMY**

**CO-SER 107**

**URBAN FORESTRY/ARBORICULTURE**

Students will study tree biology, anatomy and physiology; soil and water management; and insect and disease diagnosis. Tree care will emphasize climbing (optional), pruning, moving/installation and felling. The urban forestry component will teach design and construction, plant installation and care, heavy equipment operation and surveying. Activities include chainsaw use and maintenance and computer-assisted landscape design. Students will also learn how to start and maintain their own business.

**HEALTH CAREER ACADEMY**

**CO-SER 107**

**CERTIFIED NURSE’S AIDE/HOME HEALTH AIDE**

This course emphasizes necessary foundation skills including legal and ethical responsibilities, health-related terminology, leadership development, safe handling of clients, first aid and preventing spread of infection. A supervised clinical experience is included. Students completing this one-year program are eligible to take the Certified Nurse Assistant exam.

**EMERGENCY MEDICAL TECHNICIAN**

This course is for people who intend to provide emergency medical care on the basic life support level in an ambulance, either as a volunteer or as a career. Topics include preparatory, airway management, cardiac arrest and CPR, defibrillation, patient assessment, medical emergencies, trauma, infants and children, and ambulance operations. Upon completion, students must pass a state practical and written exam to achieve New York State EMT-Basic certification.

**INTRODUCTION TO HEALTH OCCUPATIONS**

Students explore different health care professions to find a future career in the medical field. In this course, students will be given an opportunity to explore through hands-on activities, field trips, and job shadowing.

**LAW ENFORCEMENT/911 CERTIFICATION/SECURITY GUARD**

Students will be preparing for careers in law enforcement, security, legal systems and emergency medical services (EMS). Topics of study include NYS penal and traffic laws, finger printing, vehicle searching, recording and photographing crime scenes, CPR, emergency first aid and courtroom procedures. Students will visit venues within the criminal justice system. Upon successful completion, students may acquire an “unarmed security license.”

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**PROFILE IN SUCCESS**

Shannon Garvey got hooked on robotics while in middle school, so she knew early on that she was interested in engineering. The New Visions Engineering program at The Tech Center at PNW BOCES was the perfect fit.

“It seemed like a really good idea to take some college courses and get ahead,” Shannon says. And that’s what she did. Entering the program in 2010 while a Peekskill High School senior, she accumulated some 16 college credits.

With New Visions Engineering Shannon appreciated the small class size, and the exposure to different engineering disciplines opened her eyes to her future; but what she particularly valued was the program’s hands-on experiences. “BOCES classes had so much emphasis on the practical aspect of things, relating our study to real-life situations,” she says. “Classes were more like discussions than lectures, especially in English and economics, and the English books were very geared toward science, which was great for me.”

An added bonus for her was experience gained in her involvement in The Tech Center’s FTC Robotics Challenge team and competing at Pace University.

Shannon’s year at The Tech Center prepared her well for classes at Clarkson University, where she obtained a degree in industrial engineering. “I was ahead of the game, so I found most of the classes easier than other students,” she says.

After graduating in May 2015 she went straight to work in her field with Quest Global, in East Hartford, CT. There she works directly with aerospace manufacturer Pratt and Whitney as a quality engineer. “I work with the engineers to make sure their engines get out on time. I track parts defects and try to find out why they are happening. It’s definitely interesting,” she says.

Shannon is currently doing an online master’s degree in engineering management, which she hopes to finish in May 2018, and has her sights set on working in the aerospace industry.

“I would absolutely recommend BOCES to high school kids. It got me on the right path for college and gave me a step up when applying to colleges. They could see that I already had this education under my belt, that I was putting myself out there and going after what I really wanted.”
MEDICAL ASSISTANT
This one-year program prepares students for careers working with doctors or other healthcare professionals in a variety of clinical settings. Students will learn and practice front- and back office skills: billing, scheduling, communications and other related skills. Upon successful completion of this program, students will qualify as Medical Assistants, eligible to obtain a job in a physician’s office, group practice office or medical clinic.

NEW VISIONS HEALTH
Highly motivated, successful high school seniors who are interested in a career in the health field can work side-by-side with doctors, nurses, pharmacists and other healthcare professionals while rotating through all departments of a hospital. Honors-level English, social studies, health and health occupations credit is gained through projects completed during clinical assignments and internships. College credit may also be obtained.

PHARMACY TECHNICIAN
This program will prepare students for a career as a Pharmacy Technician. Coursework includes medical and pharmaceutical terminology, drug identification, principles of pharmacology and pharmaceutics, pharmacy procedures, prescription interpretation, patient communication and education, safety procedures, business management, preparation, logistics and dispensing operations, and applicable standards and regulations.

SPORTS MEDICINE/CERTIFIED PERSONAL TRAINER
Sports medicine is a two-year course offering that is designed to prepare students to learn about safety and injury prevention in sports, injury recognition and rehabilitation as well as fitness and athletic performance. The curriculum will encompass clinical anatomy, exercise physiology and nutritional science. Upon successful completion of the program students may attain a certificate as a Certified Personal Trainer.

VETERINARY SCIENCE
Do you love animals? Are you thinking of becoming a Veterinary Assistant, Veterinary Technician, or Veterinarian? This is your program! Veterinarian Science will provide students with the knowledge and skills needed to pursue their post-high school goals in the Veterinary Science/Animal Science field. The two-year program starts in 11th grade and continues into 12th grade. Students will gain this knowledge through reading, writing, research, teacher lectures, lab activities, guest speakers, and internships.

HOSPITALITY CAREER ACADEMY
CO-SER 107
BAKERY AND PASTRY ARTS
In this intensive hands-on course, students will learn the art and science of baking and the methods for preparing a wide variety of products. Students will learn how to prepare chocolates and candies, decorate cakes and pies, and make cookies and breads. They will follow the ProStart curriculum and gain proper work skills for employment. They will prepare a wedding cake for their final practical exam.

CULINARY ARTS
Students prepare for careers in the culinary arts/hospitality field by learning fundamental cooking and bakery/pastry arts skills. Training in safety, sanitation and basic nutrition is provided. Students use applied academic and technical skills to prepare portfolios for college admissions and employment. Front-of-the house and culinary business concepts are included in the instruction. Students plan and operate a restaurant, cater functions, participate in an in-house live work rotation and intern in the School-to-Work program following the National Restaurant Association ProStart curriculum.

TEACHING CAREER ACADEMY
CO-SER 107
CHILD DEVELOPMENT AND EDUCATION I
This program will feature integrated academic and professional instruction, competency-based field experience in established early childhood programs and preparation for post-secondary study in early childhood education. Course content will include child development, teaching techniques, observation and record-keeping skills, behavior management, social skills, child psychology and children with special needs. Students will be expected to work effectively as team members in both the classroom and the workplace. They will explore different career options, evaluate personal strengths and develop short- and long-term goals.

CHILD DEVELOPMENT AND EDUCATION II
This program is designed for students who are considering a career in teaching or child care in the early-childhood field. The course focuses specifically on working with children from birth through eight years. The program features integrated academic and professional instruction, competency-based field experience and preparation for post-secondary study. Course content includes program management, child development, creative arts, literacy and language development, working with special needs children and working with families. Students are expected to work effectively as team members in both the classroom and workplace.

Students in this program pursue a post-secondary degree at two- or four-year colleges. Students participate in a year-long internship working with district students in an area of their choice.
LAURA SPALLINA

PROFILE IN SUCCESS

Laura Spallina’s decision to go along with her Carmel High School friends to check out the BOCES New Visions Health program turned out to be a life changer.

“I knew I wanted to do something with science in college but had no idea what,” she says. “The BOCES New Visions Health program opened my eyes to the wide range of career options in the health field. It was great. The fact that it was an honors program and offered classes with college credit was another bonus.”

Laura was one of about 12 students in the New Visions Health program in 2006, doing classroom work at Northern Westchester Hospital two days a week, and shadowing and working with health professionals the other three days.

“We saw so much and got a broad view of everything: physicians, ultrasound tech, radiology, physical therapy, anesthesiology, administrative work.” But it was nursing that captured Laura’s attention. “I liked the idea of nursing because it gave me options. If I got tired of one specialty, I could move to another.”

Laura graduated from Carmel High School in 2006 and attended Hunter College, graduating from Hunter’s School of Nursing in 2010. The summer before her senior year she secured an internship at Northern Westchester Hospital and was immediately hired there after graduation, working as a labor and delivery nurse. At the same time she enrolled in Pace University’s Family Nurse Practitioner Program, which she attended part time, and was soon promoted to Labor and Delivery Patient Care Manager. She graduated from Pace with her master’s three years later.

Still at NWH, Laura is now a family nurse practitioner, specializing in post-surgical care, and holds the position of Clinical Coordinator of the Institute of Robotics and Minimally Invasive Surgery.

Laura reflects fondly on her year at BOCES. “I felt it was a really good transition between high school and college. Meeting new people and working with professionals was a great learning experience as well as an opportunity for personal growth and development.”

TRANSPORTATION CAREER ACADEMY

CO-SER 107

AUTO BODY
Students learn the latest techniques of auto-collision repair, computerized estimating, body and frame technology, MIG welding and metal work. Use of metal and plastic fillers, final preparation, masking, spray painting and detailing are taught as well. Proper use of hand tools and safety are fully integrated throughout the program.

AUTO MECHANICS I AND II
This program provides students with hands-on experiences in the field of automotive technology. Students explore the major components from steering, suspension and brake systems to onboard computer-controlled systems and diagnostics. The program prepares students for post-secondary education or employment.

SMALL ENGINE/MOTORCYCLE TECHNOLOGY
This course of study includes the repair of recreational vehicles and small engines including snowmobiles, quads, lawn mowers, garden tractors, saws and leaf blowers. It also covers the principles of engine maintenance, repair and rebuilding for both two- and four-cycle engines; and repair of traction devices and other mechanical and electrical parts using hand tools, power tools and electronic test equipment. This course prepares students for entrance into the following fields: outdoor power equipment repair, motorcycle technology, turf equipment repair, marine technology and heavy-duty equipment repair.

ACADEMICS

CO-SER 107
Students meeting eligibility requirements may enroll for academic credit in the following subject areas: economics, English, government, health, math, physical education and science.

Interested students should contact their school counselors for further information.

WORK-BASED LEARNING
Students work with Tech Center staff in designing a personalized work experience course of study. They research and identify a potential career choice and have the opportunity to participate in a credit-bearing internship. Students in this program will be required to attend job-readiness seminars, maintain work experience logs and complete written assignments.

CORE PROGRAMS
Teachers use student interest in a particular career area to motivate change in behavior that interferes with the learning process and potential employment opportunities. These programs offer the small group instruction, supervision, structure and support that students need to be successful. Classes include: Auto Mechanics, Carpentry, Culinary Arts, Digital Media, Small Engine Technology and Urban Forestry.
**LIFE PROGRAMS**
**CO-SER 107**
Life programs are full one-year programs designed to prepare special needs students for the world of work. Students participate in a variety of vocational experiences in preparation for independent or supported employment. The primary focus of this life program is the development of appropriate work behaviors, attitudes and skills to facilitate successful transition to adult employment.

Students receive intensive skill development in one career and technical education program. Programs include: Animal Care, Carpenter’s Assistant Trainee, Child Care Aide, Construction Technology, Food Service Preparation Assistant, Food Service Transition to Work, Retail Services, Small Engine Repair, and the Culinary Program at Tilly Foster Farm.

**ENGLISH AS A NEW LANGUAGE LEARNER (ENL) CAREER ACADEMY**
**CO-SER 107**
**ENL IMMERSION**
TASC= Test Assessing Secondary Completion
The English as a New Language Learner Program is designed for students who have recently arrived from other countries. Students participate in a variety of cultural and academic endeavors that are designed to teach basic communication skills. More advanced students are prepared for the high school equivalency exam (TASC or Pre-TASC.)

**SPANISH TASC**
Designed for 16- to 20-year-old students, this option provides alternatives to the regular high school program by offering studies to a TASC diploma.

**SPANISH PRE-TASC**
Spanish Pre-TASC is a new course offering for high school students to work on their academics to improve their test scores for entrance to the TASC program.

**BILINGUAL TRADES**
Spanish translation for key terminology is provided within each of these ENL Career and Technical Education programs.

**TASC (ALTERNATIVE OPTIONS)**
**CO-SER 107**
This program provides high school equivalency education for 16- to 20-year-old students who are having difficulty making satisfactory progress toward high school graduation in their local high schools. Instruction includes examination preparation classes two hours a day, five days a week, during the academic school year. Students are also required to participate in a Tech Center vocational program. Written approval from the home school and parents as well as an entrance examination are required. Alternative Options is also available to students with limited English proficiency.

**ADULT AND CONTINUING EDUCATION SPECIAL FUNDING PROGRAM**
This program serves the workforce preparation needs of more than 3,500 adults each year through continuing education, technical and career education, literacy training and training for business and industry. The Tech Center Adult Ed program participates in a partnership with the New York State Department of Education and Department of Labor by providing programs in which adults receive education, training and support services enabling them to enter or advance in the workplace. The continuing education program provides short-term career-related courses in many areas such as construction, health, culinary arts and computer technology.

• The computer department offers more than 50 courses, taught by professionals in state-of-the-art networked computer laboratories.
• In the technical and career education program, classes lead to entry-level employment in fields such as health care; computer applications for business; computer technology; food service; cosmetology; and heating, ventilation and air conditioning.
• Students receive support services including career counseling, job development and job placement. These programs also serve unemployed, underemployed and dislocated workers. In the literacy program, students receive training in essential skills in workplace competencies such as communication, problem solving and team building.
• Free instruction is available in Adult Basic Education, TASC (Test Assessing Secondary Completion) and English for Speakers of Other Languages at 13 locations in Putnam and Northern Westchester.
• The business and industry program provides customized training at the request of a business or corporation. Some recent training programs include computer applications, accounting and health services.

**ADULT EDUCATION COORDINATOR**
**CO-SER 104**
Component districts may contract for services for a part-time coordinator for district-based adult education classes.

**COLLEGE AND CAREER FAIR**
**CO-SER 523**
High school juniors and their families meet with college representatives from across the nation to explore postsecondary options. High school 10th and 11th graders also attend the fair to meet with college, business and industry representatives to learn about a wide variety of careers.
THE WALDEN SCHOOL
Located on the PNW BOCES main campus in Yorktown, Walden students attend one of four programs.

COLLABORATIVE LANGUAGE ACADEMIC AND SOCIAL SKILLS (CLASS)
CO-SER 204
MICHAEL SOWUL
MSOWUL@PNWBOCES.ORG (914) 248-2272
CLASS is a program for students with autism and other pervasive developmental disorders. CLASS (Collaborative Language Academic and Social Skills) offers intensive and individualized instruction and related services to students ages five through 21. Each class has a certified special education teacher and a teaching assistant or teacher’s aide with a speech language therapist providing services in the classroom for half of each school day. Where appropriate, students follow the same Common Core aligned curriculum as students in local school districts and, in some instances, return to their home district.

INTENSIVE THERAPEUTIC SUPPORT PROGRAM (ITSP)
CO-SER 402
ELEMENTARY
MICHAEL SOWUL
MSOWUL@PNWBOCES.ORG (914) 248-2272
ITSP - Elementary provides temporary, intensive therapeutic support for students in grades K-6 who are not able to attend their own school or who are transitioning in or out of a psychiatric setting. Elementary grade students attend school at Walden.

THE LEARNING CENTER AT WALDEN
CO-SER 212
MICHAEL SOWUL
MSOWUL@PNWBOCES.ORG (914) 248-2272
The Learning Center offers instruction in academics and positive behaviors as well as related services for students with social, emotional and behavioral difficulties. This program is available to elementary students in an 8:1:1 (student: teacher: teaching assistant or aide) educational model with clinical support provided for all students.

Social skills development, including skills specific to emotional and behavioral regulation, are integral and woven into the daily program. Individual and group counseling are included as part of the program. Where appropriate, Learning Center students follow the same Common Core-aligned curriculum as students in local school districts and, in some instances, return to their home district.

TRANSITIONS AT WALDEN
CO-SER 215/204
CSILLA MATE
CMATE@PNWBOCES.ORG (914) 248-2252
Transitions is designed for secondary students ages 16 to 21 with multiple disabilities and/or developmental delays to provide experiences that will best prepare them for the transition from school into the adult world. The program emphasizes skills in the following strands: community, job training/volunteer work, life skills and activities of daily living, incorporating the Apartment for Life Skills.

THE PINES BRIDGE SCHOOL
Located on the PNW BOCES main campus in Yorktown, the Pines Bridge School provides a variety of learning environments for students ages 5 to 21 with multiple disabilities.

THE PINES BRIDGE PROGRAM
CO-SER 215
CSILLA MATE
CMATE@PNWBOCES.ORG (914) 248-2252
The Pines Bridge Program has an intensive staff to student ratio (12:1:4 – student: teacher: teaching assistant or aide) that allows for a wide variety of learning environments including specialized programs emphasizing communications and mobility. Pines Bridge is the only public school in New York State to offer many of its students aquatic therapy in two state-of-the-art HydroWorx therapy pools.

PINES BRIDGE SCHOOL AT SUNSHINE
CO-SER 216
CSILLA MATE
CMATE@PNWBOCES.ORG (914) 248-2252
Pines Bridge at Sunshine is a satellite school for students ages 5 to 21 with multiple disabilities who are too medically fragile to travel to the Pines Bridge School on the PNW BOCES campus. Sunshine students are provided with a specialized program in a nursing home setting at the Sunshine Children’s Home and Rehab Center in Ossining.

TRANSITIONS AT PINES BRIDGE
CO-SER 215/204
CSILLA MATE
CMATE@PNWBOCES.ORG (914) 248-2252
Transitions is designed for secondary students ages 16 to 21 with multiple disabilities and/or developmental delays to provide experiences that will best prepare them for the transition from school into the adult world. The program emphasizes skills in the following strands: community, job training/volunteer work, life skills and activities of daily living, incorporating the Apartment for Life Skills.
THE FOX MEADOW MIDDLE SCHOOL AND HIGH SCHOOL
Located on BOCES’ Fox Meadow campus off Route 132 in Yorktown Heights.

BACK ON TRACK
CO-SER 402
NICOLE MURPHY
NMURPHY@PNWBOCES.ORG (914) 248-2357
Back on Track is for students in grades 7-12 who have been suspended from school, either long term, or short term. Students receive instruction from certified teachers and attend one of two daily sessions on the Fox Meadow Campus. A student assistance counselor is on staff to provide students with counseling, behavioral support and goal setting.

FOX MEADOW LEARNING CENTER PROGRAM
CO-SER 212
NICOLE MURPHY
NMURPHY@PNWBOCES.ORG (914) 248-2357
This program offers instruction in academics and positive behaviors as well as related services for students with social, emotional and behavioral disabilities. This Learning Center Program is available to middle school and high school students in an 8:1:1 (student: teacher: teaching assistant or aide) educational model with clinical support provided for all students. Social skills development, including skills specific to emotional and behavioral regulation, are integral and woven into the daily program. Individual and group counseling are included as part of the program. Students in this program also have the opportunity to participate in our Tech Center vocational programs.

INTENSIVE THERAPEUTIC SUPPORT PROGRAM (ITSP)
CO-SER 402
SECONDARY
LISA HAMMEL
LHAMMEL@PNWBOCES.ORG (914) 248-3680
ITSP - Secondary provides temporary, intensive therapeutic support for students in grades 7-12 who are not able to attend their home school or who are transitioning in or out of a psychiatric setting. The focus of the program is to assist students in developing a plan to successfully transition to their next educational setting. Secondary students attend the ITSP program on the Fox Meadow campus.

THE REGIONAL ALTERNATIVE HIGH SCHOOL (RAHS)
CO-SER 430
NICOLE MURPHY
NMURPHY@PNWBOCES.ORG (914) 248-2357
RAHS is an alternative education program for general education students who need the support of an alternate high school setting and have been recommended by a high school counselor. It provides a structured, supportive environment and individualized instruction to help students fulfill the academic requirements for graduation. Students may also earn college credits. Students in this program also have the opportunity to participate in our Tech Center vocational programs.

PROFILE IN SUCCESS
Nine-year-old Brian Belliveau has been a student at The Learning Center at Walden for two years, where he has mastered reading, is relishing tackling multiplication in math class and loves to spend time on the computer. The Wappingers Central School District student says he has made good friends at Walden, where he is accompanied through the day by an aide, loves to play outside with his friends and looks forward to his weekly sessions in the school’s pool. “He’s a really good swimmer,” says his teacher Michelle Gonzalez. He’s also a big fan of the school’s positive behavior program, earning points for good behavior, which enable him to take extra books from the library.

Yorktown’s Anthony Reda attends the Pines Bridge School Transitions program where he joins his class in daily work experience outings to such local venues as ACME, the Dollar Store, Modell’s Sporting Goods, Turcos and Maryknoll, where he works in food prep for the residents, “chopping vegetables and peeling potatoes.” Anthony clearly relishes his work outings, where he and his classmates spend between one and a half to three hours a day. He particularly likes to be given some independent responsibility, enjoying his time at Modell’s the best he says, because, “They treat me like I work there.” At Modell’s Anthony tags shoes, (“They have to go on the right side of the left shoe,” he explains), keeps aisles straightened up and places returns back on the shelves. His teacher, Connie Liotta, who accompanies Anthony to all his work experiences, says some of the work is very precise and can be challenging, but “Anthony handles that very well.” Anthony is one of two BOCES Transitions students who will soon be part of the New York State Employment Training Program (ETP) for individuals with developmental disabilities working in their communities and will receive payment for his work through the state.
LOCAL SCHOOL BUILDING PROGRAMS ——
Several BOCES programs are housed in school districts throughout the region.

COLLABORATIVE LANGUAGE ACADEMIC AND SOCIAL SKILLS (CLASS) AND THE LEARNING CENTER (LC)
CO-SER 211
LISA HAMMEL
LHAMMEL@PNWBOCES.ORG (914) 248-3680
Local School Building programs are designed for students who require a small structured setting, but are able to participate in a general education environment with support for selected activities and/or academic classes. The student: teacher: teaching assistant ratio is 12:1:1. These classes are located in local school buildings throughout our region. During the 2017-18 school year classes will be located in the Somers, Lakeland, Hendrick Hudson and Mahopac school districts.

FALLS ACADEMY AT MAHOPAC FALLS
Falls Academy is a collaboration with the Mahopac Central School District. This is a unique academy-based program for both general and special education students in grades 6 through 8 who are academically proficient but have social and/or emotional challenges, including anxiety, school avoidance, depression and/or social isolation, which impact their ability to fully access the curriculum and/or attend school. The program combines a predictable, skills-focused therapeutic learning environment with an academically rigorous curriculum, so that students are able to acquire the skills necessary for both academic and social/emotional success.

OASIS AT WALTER PANAS HIGH SCHOOL
OASIS is a collaborative program with the Lakeland Central School District. It supports both general education and special education students who are academically proficient but struggle to be successful due to delays in acquiring the social, emotional and coping skills necessary to fully participate in a mainstream high school program. This program offers a supported Regents curriculum in conjunction with therapeutic social and emotional support. In addition, a skills curriculum is provided to develop organizational and study skills. All students in the program receive weekly counseling services, both individually and in a group setting, and social skills instruction is infused into the curriculum. Students in this program also have the opportunity to participate in our Tech Center vocational programs.

RELATED AND SHARED SUPPORT SERVICES
LISA HAMMEL
LHAMMEL@PNWBOCES.ORG (914) 248-3680

HEARING IMPAIRED
CO-SER 302
The Teacher of the Hearing Impaired provides special teaching, consultation, and/or support for students with a hearing impairment who are enrolled in a regular school program or a BOCES program. The teacher also assists the classroom teacher to support and work appropriately with the student.

INDIVIDUAL OR GROUP COUNSELING
CO-SER 314
Individual or group counseling services are provided by school psychologists and social workers to help students to more fully benefit from their educational program.

OCCUPATIONAL THERAPY
CO-SER 313
Occupational therapy services are provided to ensure that special education students can benefit from their educational program by enhancing their visual perception, sensory processing, fine motor skills, and/or activities of daily living. These services are provided by a licensed occupational therapist.

PHYSICAL THERAPY
CO-SER 312
Physical therapy services are provided to ensure that special education students can safely participate in, and benefit from, the appropriate educational program by enhancing their gross motor strength, coordination and/or balance. These services are provided by a licensed physical therapist.

REMEDIAL READING
CO-SER 315
Reading specialists work intensively with identified students to provide specific strategies to identify their individual needs and enhance their reading/language arts skills.

SPEECH AND LANGUAGE THERAPY
CO-SER 307
Speech and Language Therapy is designed to assist students in special education programs who require speech and language intervention in order to benefit from their educational program. These services are provided by a certified speech and language therapist.

VISUALLY IMPAIRED
CO-SER 301
The Teacher of the Visually Impaired provides special teaching, consultation, and/or support for students with a visual impairment who are enrolled in a regular school program or a BOCES program. The teacher also assists the classroom teacher to support and work appropriately with the student.
ASSISTIVE TECHNOLOGY EVALUATIONS
CO-SER 333
An assistive technology evaluation conducted by a specialist through a collaborative process to determine what technologies would improve a student’s performance, participation and independence.

AUDIOLOGICAL CONSULTATION
CO-SER 333
An audiological assessment is conducted by a licensed and certified audiologist.

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC) EVALUATIONS
CO-SER 333
A comprehensive evaluation to assist in determining what communication strategies, language systems or devices will assist a student’s learning and communication.

BEHAVIORAL CONSULTATION
CO-SER 333
Consultation with school personnel is provided to develop strategies to address a range of behavioral concerns including those for students exhibiting challenging behaviors in a classroom environment. In addition, behavioral consultants who have credentials as Board Certified Behavior Analysts (BCBA) are available.

EDUCATIONAL EVALUATION
CO-SER 333
A comprehensive evaluation of educational skills is provided for students in K-12.

FEEDING EVALUATIONS
CO-SER 333
A comprehensive evaluation to identify structural, physiological, sensory or behavioral-based oral/pharyngeal/esophageal deficits that may contribute to the student’s inability to take adequate nutrition orally.

MULTICULTURAL (BILINGUAL) EVALUATIONS
CO-SER 333
Multicultural evaluations include educational, psychological, speech and/or language and/or sociocultural developmental histories, as well as school-based consultations.

NEUROLOGICAL CONSULTATION
CO-SER 333
A neurological evaluation and/or consultation is provided to diagnose and/or assist in appropriate placement of students.

NEUROPSYCHOLOGICAL CONSULTATION
CO-SER 333
Comprehensive evaluations and/or consultations are available for preschool children, school-age children and adolescents with school-related difficulties.

PSYCHIATRIC CONSULTATION
CO-SER 333
An array of psychiatric evaluation and/or consultation services around a variety of student and classroom needs are available.

PSYCHOLOGICAL EVALUATION
CO-SER 333
A complete range of diagnostic tools will be used to trace a developmental history, identify areas of primary and secondary learning difficulty, assess cognitive and social/emotional/behavioral status and specify the impact on student functioning.

SOCIAL HISTORY
CO-SER 333
Social histories for initial referrals or re-evaluation purposes are prepared individually or as part of a more comprehensive assessment. Bilingual social histories can also be arranged as requested.

SPEECH AND/OR LANGUAGE EVALUATION
CO-SER 333
An evaluation of speech and/or language skills is provided for students in K-12.
SHARED SERVICES
PUPIL SERVICES COORDINATION
CO-SER 333
Coordination/supervision supports district activity by providing professional assistance, advice, supervision, or leadership.

SHARED ENGLISH AS A NEW LANGUAGE TEACHER
CO-SER 333
A certified ENL teacher will provide testing (Home-Based Questionnaire, NYSITEL and NYSESLAT) and ENL services.

SHARED SCHOOL PSYCHOLOGIST
CO-SER 333
A certified school psychologist will provide testing, diagnostic and/or counseling services.

SHARED SCHOOL SOCIAL WORKER
CO-SER 333
A school social worker will provide counseling and/or consulting services to students, parents and staff as well as other services as requested.

TRANSITION COORDINATION SERVICES
CO-SER 333
Our guidance department will work with district teams to provide support in developing plans for post-secondary education, vocational training, competitive employment, the college planning process, career planning process, ACCES-VR application process, as well as guardianship and the Medicaid waiver process.

PROFESSIONAL DEVELOPMENT AND STUDENT CONFERENCE SERVICES ASSESSMENT INSTRUMENT TRAINING
CO-SER 333
Training for educators, school psychologists and other helping professionals is provided in administration, scoring and interpretation of a variety of assessment tools.

GREG STOWELL
PROFILE IN SUCCESS
One of the many things that Mahopac’s Assistant Superintendent Greg Stowell says he really appreciates about PNW BOCES is its ability to be responsive to component districts.

“PNW BOCES has a mantra, ‘We can do that!’” he explains, “and the PNW BOCES Guidance and Child Study Center really epitomizes that.”

Dr. Stowell says that he has worked on multiple projects with BOCES that are unique to Mahopac Central School District and “they’ve always delivered the highest quality.”

An example of this is the development of a program to help middle and high school students manage stress and anxiety. In the spring of 2015, Mahopac and PNW BOCES collaborated to equip teachers with Dialectical Behavior Therapy (DBT) techniques as therapeutic support in the classroom. BOCES arranged for DBT experts Dr. Jim Mazza and Dr. Liz Dexter-Mazza to conduct the social emotional learning STEPS-A curriculum trainings in Mahopac so that teachers could infuse these techniques into the everyday classroom. Other school districts joined the initiative, and the second year that Mahopac and BOCES ran the training, 70 staff members from throughout the region attended. Eight school districts are now involved, and the program has also attracted interest from a school district in Barcelona, Spain. The third training will be held in March 2017.

Dr. Stowell is justifiably proud of this development. “This collaboration on a program that was designed for Mahopac has grown into something that’s good for the whole region,” he says.

In a similar example, the Guidance and Child Study Center helped Mahopac find a nursing agency to customize an emergency medical training for teachers that became part of Mahopac’s Superintendent’s Conference Day. “That was very useful and valuable,” says Dr. Stowell.

Beyond the tailor-made programming, Mahopac routinely makes use of the wide range of services offered by the Guidance and Child Study Center. In the past year these have included using Response to Intervention (RTI) consultants for early identification and support of students with learning and behavior needs; bilingual evaluations; psychological evaluations and other testing. Through a BOCES grant, a Mahopac school social worker was certified as a Youth Mental Health First-Aid Trainer, and a board-certified behavior analyst was secured to work with teachers both in school and after school.

DIALECTICAL BEHAVIOR THERAPY IN SCHOOLS
DIVERSITY AND CULTURAL PROFICIENCY
CO-SER 333
Through interactive exercises and group discussions, diversity awareness and conflict resolution workshops, students learn positive and productive ways of interacting with others and resolving issues that accommodate the diverse nature of a multicultural environment.

READING ASSESSMENT, INSTRUCTION, AND INTERVENTION
CO-SER 333
A variety of professional development opportunities for teachers, administrators, literacy coaches and psychologists provide up-to-date strategies for improving literacy intervention.

REGIONAL FORUMS

ACTION COLLABORATIVE NETWORK (ACTING CONSCIENTIOUSLY TO IGNITE OPPORTUNITY NOW)
CO-SER 333
ACTION is a collaborative network of regional school districts committed to learning and working together to accelerate their adoption of gap-closing policies and practices and support the extraordinary performance of all students. ACTION seeks to develop collaborative relationships with regional, state and national partners and provides a forum for inter-district collaborations and shared learning.

REGIONAL DIRECTORS OF GUIDANCE FORUM
CO-SER 333
Directors and leaders in school counseling meet regularly throughout the year to network and address professional needs and interests.

REGIONAL ENGLISH AS A SECOND LANGUAGE PROFESSIONALS FORUM
CO-SER 333
ESL professionals meet regularly throughout the year to network and address professional needs and interests.

ADDITIONAL SERVICES

DOCUMENT TRANSLATION
CO-SER 333
PNW BOCES translates general, educational, legal, medical, financial and literary documents in the following languages: Albanian, Arabic, French, Malay, Polish, Russian and Spanish. Translations into additional languages are available upon request.

INTERPRETER SERVICES
CO-SER 333
PNW BOCES offers a range of interpreting services to meet the needs of our school districts. Currently we have the capacity to provide interpretation services for most World Languages.
Exceptional staff development, innovative curriculum services and exemplary student programs provide outstanding educational resources for students and staff.

ONLINE COURSES FOR THE 21ST CENTURY (OC21)

ON-SITE STAFF DEVELOPMENT
CO-SER 504
FRED ENDE
FENDE@PNWBOCES.ORG (914) 248-2333
Curriculum Center consultants work with individual schools and districts to provide on-site staff development support for standards implementation in all academic areas. Other consultation areas include curriculum development, Common Core standards alignment, APPR implementation, school-based inquiry, leadership support, Response to Intervention, counseling service development, and literacy. The service includes keynote addresses for conferences and workshops with teachers and administrators in quarter-day, half day, full-day, after-school, and multi-day formats.

INTEGRATED SOCIAL STUDIES/ENGLISH LANGUAGE ARTS CURRICULUM
CO-SER 504
GREG BROWN
GBROWN@PNWBOCES.ORG (914) 248-2382
This is an innovative, web-based, integrated elementary social studies and English Language Arts curriculum development project. The content of the grades K-8 curriculum is based on the New Framework for Social Studies and Common Core ELA standards and uses an Understanding by Design (UbD) template that includes targeted understandings, essential questions, evidence, knowledge and skills needed, as well as teaching and learning experiences. The curriculum supports a balanced literacy classroom and includes technology, literature, writing, student assessments for fifth and sixth grade and video streaming. Staff development workshops and online training support are also provided.

SCIENCE 21 CURRICULUM AND TRAINING
CO-SER 542
DAVID JACOB
DJACOB@PNWBOCES.ORG (914) 248-2336
SCIENCE 21 is an inquiry-based K-6 elementary science service that provides curriculum and assessment development along with relevant and diversified training in national and state science standards, concepts and skills. SCIENCE 21 aligns standards and integrates curriculum with other subjects including technology. In addition to regional SCIENCE 21 workshops, on-site consultation can be provided to assist districts with local implementation and related instructional strategies in science.

SCIENCE 21 INSTRUCTIONAL MATERIALS
CO-SER 522
DAVID JACOB
DJACOB@PNWBOCES.ORG (914) 248-2336
Hands-on kits that support the SCIENCE 21 curriculum, assessment and training program.
PROFILE IN SUCCESS

Despite the large scale of operations at Putnam | Northern Westchester BOCES, Croton-Harmon’s Assistant Superintendent Dr. Deborah O’Connell says it actually feels very small.

“It’s a big BOCES, but I feel that I get individual attention from a staff that truly gets to know each district,” she says. “I always feel that they are just serving mine.”

A member of the PNW BOCES Curriculum Council, which comprises school district administrators in decision-making positions on curricula issues, Dr. O’Connell feels that BOCES is very much in touch with district needs and goals, working adeptly with the swings and roundabouts inherent in developing curriculum offerings in an ever-changing environment.

“When I reach out to BOCES, I always feel that no question is too big, or too small,” she says. Inquiries are either placed on the Curriculum Council’s agenda for discussion or responded to with resources that help O’Connell do her job better. It’s this responsiveness that makes the BOCES’ professional development workshops so relevant. “With the help of Dr. Marla Gardner, director of Curriculum and Instructional Services and Fred Ende, assistant director of CIS, BOCES’ professional development workshops are relevant and responsive to regional needs.”

With the aid of BOCES’ Assistant Superintendent Dr. Lynn Allen, the Croton-Harmon School District has embarked on a journey of strategic coherence planning to develop a five-year educational plan. BOCES helped Croton-Harmon find a consultant to work with through this process. Looking ahead, the assistant superintendent sees her district in a hand-in-glove partnership with PNW BOCES, engineering a plan of professional development to meet Croton’s identified goals and further define the district’s vision.

On a broader scale, Dr. O’Connell values The Curriculum Center’s work in connecting with multiple school districts on hot topics, as it did when designing and hosting the Coding and Learning Conference in December 2015, which drew 130 educators from throughout the region. She anticipates that a similarly wide-reaching conference on Student Engagement this year will have just as big an impact.

Reflecting on all the work the Croton-Harmon School District has conducted with PNW BOCES, Dr. O’Connell concludes: “The level of support from PNW BOCES is pretty powerful.”
STUDENT PROGRAMS AND SERVICES

ARTS IN EDUCATION
CO-SER 477
STACY CHRYSSIKOS
SCHRYSSIKOS@PNWBOCES.ORG (914) 248-2349
This is a comprehensive support service to assist in the planning, scheduling, booking and evaluating of a full range of arts-related consultant services, including performances, artists-in-the-schools and arts-related field trips. Staff development in the arts is also part of the service.

AUGUST REGENTS ADMINISTRATION
CO-SER 504
ROSEMARIE MIRAGLIA
RMIRAGLIA@PNWBOCES.ORG (914) 248-2340
This service provides regional coordination for August Regents administration.

ONLINE COURSES FOR THE 21ST CENTURY (OC 21)
CO-SER 504
GREG BROWN
GBROWN@PNWBOCES.ORG (914) 248-2382
This cutting-edge project provides blended online elective high school courses aligned to the NYS and Common Core standards, International Society for Technology in Education (ISTE) standards and 21st century skills. Participating students engage with peers across the region in a dynamic learning experience taught by the outstanding teachers from the consortium.

THE CENTER FOR ENVIRONMENTAL EDUCATION (CEE)
CO-SER 406
DORNA SCHROETER
DSCHROETER@PNWBOCES.ORG (914) 248-2335
The Center for Environmental Education 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 integrate sustainability concepts and are correlated to the Common Core Learning Standards, SCIENCE 21, and STEM.

CEE offers more than 65 hands-on, inquiry-based K-12 programs designed for classrooms or outdoors, either at schools, a local park or at 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 on the challenge courses at Madden OEC or on the PNW BOCES Yorktown campus. Programs in sustainability education include summer professional development courses for teachers and 18 student programs available throughout the school year.

In addition, CEE offers multiple 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 include Monster Storms and Climate Change; Fearsome Predators; Talons: A Bird of Prey Experience; Earth Portable Classroom and after-school programs. Over the summer CEE offers roughly 25 unique summer camps to enable young people to develop a connection to the natural world when school is not in session.

YOUNG AUTHORS CONFERENCE
CO-SER 506
FRED ENDE
FENDE@PNWBOCES.ORG (914) 248-2333
A full-day conference for high school students who demonstrate interest and achievement in writing, the Young Authors Conference features a number of speakers and a series of workshops led by authors, journalists, poets, playwrights, publishers, and editors. A special Young Authors Master Class is also available for select participants, where students are given the opportunity to share, and receive feedback on, writing with professional editors.

THE CENTER FOR ENVIRONMENTAL EDUCATION (CEE)

YOUNG AUTHORS CONFERENCE
Computerized library management systems are available, allowing students and faculty to effectively use the resources of the school library media center. Library automation includes data conversion of shelf list cards into electronic bibliographic records and the development of an online catalog and circulation system, which are available to patrons both on-site and remotely 24/7/365. On-site training provides improved technical services and maintenance of the library collections. This purchase is approved to receive state aid for base service participants only.

Workshops and conferences on technology, research and resources are available for administrators, teachers, library media specialists and other staff members at a reduced rate. School library program advisory training and technical assistance is available for special projects, improvement of collections, and technology integration. A Regional Grades 3-8 Nonfiction eBook Collection, which is accessible 24/7/365 by multiple simultaneous users, is included with base participation. A unique proxy database portal page for each component school is also included with base participation.

Consortium purchasing of online and library resources such as subscription databases, video streaming, and e-books is coordinated through the Professional Library CO-SER. On-site professional development for faculty is available.

A variety of resources are available for all grade levels and curriculum areas. Consortia discounts save districts an average of 10 percent on these products. Purchases are approved to receive state aid for base service participants only.

Workshops and conferences on technology, research and resources are available for administrators, teachers, library media specialists and other staff members at a reduced rate. On-site professional development and training is also available. These services are approved to receive state aid for base service participants only.

Teachers can download or stream more than 170,000 content-specific segments from full-length videos that support classroom content. Class management and assignment features allow teachers to select content for students to view and monitor their progress. This purchase is approved to receive state aid for base service participants only.
On request, the District Superintendent and/or his designee will consult with local boards and CSAs on such issues as planning, board-administrator relationships, district mergers, adjustment of school boundaries and issues related to the establishment of programs for the handicapped.

COORDINATION/INTERCESSION WITH STATE EDUCATION DEPARTMENT (SED)

On request, the District Superintendent will assist local districts in clarifying matters of law and regulations and in facilitating better communication between SED and component districts.

MANAGEMENT COORDINATION

The Chief School Administrators Association meets monthly, with working committees meeting more frequently. BOCES provides support services such as coordinating, agenda building, researching, arranging management conferences and other tasks designed to assist superintendents in their regional leadership work.

RECRUITMENT SERVICE

The District Superintendent and key BOCES personnel may assist local school districts in recruitment and selection of chief school administrators.

BUSINESS ADMINISTRATION

Co-Ser: 696

Meilisa Arlt
Marlt@pnwboces.org (914) 248-2320

A cooperative bidding service will be offered to districts upon their request. Cooperative bids include bids for commodities as well as time and material bids. Bidding operations include commodity requests from districts, bid solicitation, bid analysis and final award. Districts submit a blanket resolution to participate in this CO-SER.

EDUCATIONAL PRINTING SERVICE

Co-Ser: 517

Lori Boffi
Lboffi@pnwboces.org (914) 248-2396

Joy Myke
Jmyke@pnwboces.org (914) 248-2325

With the Kodak EX125 system, hard copy originals, line art and photos can be digitized, sent electronically and emerge as finished offset-quality publications. Color copying and printing for special documents is also available. Educational Printing Service advantages: high quality laser printing; finishing options such as stitching, trimming, folding and thermal binding; automated electronic collating and tab insertion; variable paper size; transparencies; and carbonless paper forms. Services include sign making, wide format color copying and assistance in graphic design. Postal preparations are available to districts.

LAMINATING

Co-Ser: 515

Lori Boffi
Lboffi@pnwboces.org (914) 248-2396

Documents, posters, pictures and certificates can be laminated to any size, up to 36 inches, with a quick turnaround time.

LABOR NEGOTIATIONS

Co-Ser: 602

David Stern
Dstern@pnwboces.org (914) 248-2459

Collects, analyzes and publishes on CD 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. 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.

MANAGEMENT/INSURANCE COORDINATION

Co-Ser: 699

David Stern
Dstern@pnwboces.org (914) 248-2459

The Putnam | Northern Westchester Health Benefits Consortium provides coordination of a self-funded health insurance plan to participating districts. Representatives from participating districts meet regularly on a Governance Board and a Finance Committee to provide direction for the consortium.
PLANNING SERVICES, MANAGEMENT
CO-SER 603
MONA KELLY
MKELLY@PNWBOCES.ORG (914) 248-2315

Through this service, BOCES provides support to districts in planning, assessment of management functions, assessment of organizational structure, facilitation of goal-setting processes, human resources audits and other related functions.

REGIONAL SAFETY SERVICES
CO-SER 698
MICHAEL SELLET
MSELLET@PNWBOCES.ORG (914) 248-2457

Districts are provided with customized emergency response training and safety programs to enhance their prevention, preparedness, response and recovery capabilities. In addition, the department conducts environmental health and safety inspections/investigations and assists with regulatory compliances.

PRIVATE INVESTIGATION SERVICE
CO-SER 698
MIKE SELLET
MSELLET@PNWBOCES.ORG (914) 248-2457

This service provides districts with private investigation services. Illegal residency issues remain a problem for many school districts and are becoming increasingly costly and difficult to manage. In addition to providing strong evidence to remove ineligible students from the rolls, this service provides a broad range of investigative services to include employee misconduct (sexual, malingering, and theft of services and/or supplies) and surveillance of unlawful driving habits of school bus drivers.

SCHOOL BUSINESS ADMINISTRATORS ASSOCIATION

TODD CURRIE
TCURRIE@PNWBOCES.ORG (914) 248-2320

Monthly meetings are scheduled with an agenda of topics crucial to the application of school business management. BOCES staff provides the necessary coordination and communication to assist business officials in their roles. Regional meetings are also held during the year with districts in southern Westchester and Rockland counties.

CENTER FOR EDUCATIONAL LEADERSHIP AND HUMAN RESOURCES SERVICES

EDUCATION POLICY FELLOWSHIP PROGRAM
CO-SER 512
LYNN ALLEN
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The Education Policy Fellowship Program (EPFP) is sponsored by the Institute for Educational Leadership (IEL) in Washington, DC, in conjunction with Teachers College, Columbia University and Putnam | Northern Westchester BOCES. EPFP is a professional development experience designed to focus on leadership development and educational policy implementation. The group meets for eight sessions over a 10-month period with an opportunity for participation in national conferences. The national program has operated continuously since its inception in 1964 and currently has 14 sites across the country. The 5,000 EPFP alumni work in a variety of senior leadership positions in public education (including state commissioners of education and school superintendents), government (including U.S. congresspersons) and nonprofit and private-sector organizations, where they make important contributions to public policy.

FUTURE SCHOOL LEADERS ACADEMY
CO-SER 501
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The Future School Leaders Academy (FSLA) prepares and certifies candidates for service as school and district leaders through a collaborative and hands-on approach to leadership preparation. To receive the Advanced Master’s degree, participants must complete the equivalent of 30 units of academic credit and an approved internship. This is accomplished in five semesters with a July semester between the two school years. Upon completion, candidates receive New York State certificates as School District Leader and School Building Leader. Within the eight cohorts graduated between 1999 and 2015, more than 175 participants have been certified as administrators and approximately 80% are working in a variety of administrative roles. The Academy is sponsored jointly by Bank Street College of Education, the Putnam | Northern Westchester BOCES and participating school districts. Candidates are enrolled by superintendent’s recommendation only.

ONLINE SCHOOL DISTRICT BUSINESS LEADER CERTIFICATION PROGRAM
CO-SER 512
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Conducted in conjunction with Pace University, the School District Business Leader (SDBL) program prepares flexible, visionary and reflective school business leaders with the skills necessary to create and sustain financial and operational functions within a school district to help ensure the quality of learning for all students. Instruction is offered predominantly online and participants work with a cohort of peers within a professional network. Upon completion New York State certification as a School District Business Leader is received. Career possibilities include roles as assistant superintendent, business official, treasurer or other roles in public school districts. The program is a pathway to either a master’s in School District Business Leadership (36 credits) or a master’s in School District Business Leadership/Public Administration (60 Credits).
PROFESSIONAL DEVELOPMENT FOR ADMINISTRATORS
CO-SER 512
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The Center for Educational Leadership (CEL) provides school leaders at all levels with a comprehensive array of learning opportunities to give them the knowledge, perspective, skills and experiences needed to meet the challenges of public education today. The CEL provides training programs and services that are economical and flexible, utilizing national consultants as well as successful practitioners. All offerings are anchored in the current realities of school leadership. The CEL provides professional development, masters, doctoral and in-service programs for current and aspiring public school leaders. In order to provide the highest quality training opportunities, the CEL is continuing successful ventures and partnering to provide new programs with Bank Street College of Education (Future School Leaders Academy), Pace University (School District Business Leader), Teachers College-Columbia University (Education Policy Fellowship Program) Cornell University and Manhattanville College (Doctoral Program in Educational Leadership and Executive Ed.D. programs).

HUMAN RESOURCES (HR) SERVICES
Shared personnel-related services have been designed and expanded to meet the ever-changing needs of BOCES’ component districts and their employees. Sharing of resources allows districts to provide human resource support in a cost-effective manner.

EMPLOYEE ASSISTANCE PROGRAM (EAP)
CO-SER 616
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School districts today are dealing with many challenges, all of which can impact employees on a personal level. In this climate the Putnam/Rockland/Westchester Regional Consortium for Employee Assistance Program (EAP) can help school personnel, their family members, administrators and districts to:

• Cope with a wide range of problems that can have an impact on performance. Just a few examples of these include: Marriage and Family, Stress, Legal Problems, Debt, Financial Planning, Childcare, Elder Care, Grief, Pet Problems, Depression, Fitness, Wills, Substance Abuse, Mental Health, Divorce.
• Address employee problems through the management consultation and administrative referral process.
• Identify best practice approaches to employee behaviors and group dynamics with Senior HR Professionals (SPHRs).
• Train employees and supervisors on topics such as: Harassment Prevention, Drug-Free Workplace, Stress Management, etc. Go to www.educatorseap.com.
• Deal with crisis situations by providing onsite trauma interventions
• Reduce absenteeism and improve staff morale with EAP face-to-face counseling, telephone consultations, online resources, referrals and more.

The Putnam/Rockland/Westchester Regional Consortium for Employee Assistance offers a free, confidential, 24-hour-a-day counseling service to employees of participating school districts and their immediate families.

To access the program call 1-800-252-4555 or 1-800-225-2527 or visit the EAP online at www.EducatorsEAP.com

PROFILE IN SUCCESS

Describing PNW BOCES as “a constant go-to with a robust program,” Somers School District Superintendent Ray Blanch says that BOCES’ management services offer a behind-the-scenes, wide-ranging support for districts.

“"It’s not just the breadth of offerings but also the depth of the programming and opportunities that the teachers and leadership have access to,” he says. “It’s good to know that teachers are getting high quality professional learning opportunities with the most current resources.”

District-specific service is another PNW BOCES strength. When Somers renewed its commitment to staff learning two years ago, BOCES worked hand-in-hand with the district to help it place a professional learning coach in each of its four schools and continues to provide ongoing support.

Equally impressive is the fact that when Somers was looking for support in its use of Alpine technology, a digital student-learning software, a special users group was formed in the region connecting Alpine users for training and user assessment. In the area of technology leadership, Somers and BOCES also co-hosted a technology road trip last May.

Somers makes good use of other areas of PNW BOCES’ Management Services, such as Risk and Safety, to keep abreast of changes in state safety regulations. Annual table-top exercises fine-tune safety operations at the building level.

Somers recently brought PNW BOCES’ School Communications team on board to support its renewed commitment to marketing.

“Just two months into the school year, we have very positive feedback from parents and staff,” Dr. Blanch says. A constant stream of news, fed by staff to BOCES publicists, helps fill a news vacuum with “positive stories about some of the great things that our students are doing.”
IMPARTIAL HEARING OFFICER SERVICE FOR SUPERINTENDENTS’ HEARINGS
CO-SER 501
LYNN ALLEN
LALLEN@PNWBOCES.ORG (914) 248-2309
The Impartial Hearing Officer Service for Superintendents’ Hearings provides an experienced impartial hearing officer who will oversee, hear and adjudicate the Superintendents’ Hearing in accordance with Education Law Section 3214.

REGIONAL TEACHER RECRUITMENT/OLAS
CO-SER 608
LYNN ALLEN
LALLEN@PNWBOCES.ORG (914) 248-2358
The Online Application System for Educators (OLAS) uses the Internet to transmit employment applications. Candidates can apply to multiple districts with one application. Districts can search for, sort, and print using multiple search criteria. The online application is free to candidates. OLAS subscribers now have the ability to post positions such as School Nurse, Teacher Aide, Bus Driver, Clerical Staff and Non-Instructional Supervisor, etc., under the category of “Non-Instructional!” All interested non-instructional candidates will complete an application specific to a particular job category. Through the HR Advertising Service, participating districts save substantially on advertising costs in newspapers and journals.

SCHOOL METER
CO-SER 512
LYNN ALLEN
LALLEN@PNWBOCES.ORG (914) 248-2309
School Meter is a powerful web-based communication and analysis tool designed for district leaders. It helps superintendents and assistant superintendents make the most of state assessment data for the benefit of both students and district stakeholders. School Meter features comparative views of Regents and 3-8 performance, employing subgroup data to highlight how a district is meeting the needs of all of its students.

STAFF DEVELOPMENT PROGRAM FOR PROFESSIONAL SUPPORT STAFF
CO-SER 614
LYNN ALLEN
LALLEN@PNWBOCES.ORG (914) 248-2309
A series of staff development programs for professional support staff and non-instructional leaders is scheduled throughout the school year at Putnam | Northern Westchester BOCES. In addition, districts may schedule onsite programs of their choice.

SUBSTITUTE PLACEMENT AND ABSENCE MANAGEMENT
CO-SER 606
LYNN ALLEN
LALLEN@PNWBOCES.ORG (914) 248-2309
This service, provided by AESOP, is available for purchase through Putnam | Northern Westchester BOCES.

SCHOOL COMMUNICATIONS SERVICE DISTRICT COMMUNICATIONS
CO-SER 690
ELLEN LANE
ELANE@PNWBOCES.ORG (914) 248-2235
This award-winning service takes publicity, branding and community engagement to a whole new level, using a wide array of traditional and new media tools. Mobile apps, e-newsletters, and social media all play a role in today’s fast-paced, high stakes public arena. Services range from producing traditional newsletters, brochures, calendars, annual reports and press releases to creating and maintaining social media such as Facebook pages, Twitter feeds and YouTube channels. The staff of former magazine and newspaper journalists and professional public relations consultants has been consistently recognized for excellence by state and national school public relations associations.

Because every school district is different, BOCES creates custom-service packages to meet each district’s communications needs and budget. Two service models are offered.

In District Service: Districts may contract for a communications specialist to work a set number of days in district providing whatever communications services are needed. This allows the communications specialist to work closely with district leadership while having the support of BOCES’ creative and technical team of specialists in graphic design, videography, social media, web maintenance and print.

Retainer/A La carte: Alternatively, communications and design services may be purchased by retainer or a la carte on a per project/hourly basis. Districts may purchase a specific number of newsletters or videos or other services.

COLLATERAL SERVICES
CO-SER 690
ELLEN LANE
ELANE@PNWBOCES.ORG (914) 248-2235
Crisis Management: When districts face a crisis, it is important to contain the damage and control the message so that public confidence in the school system is not lost. BOCES School Communications professionals, many of whom worked in the news industry for years, have the expertise to help your district respond quickly and effectively. We’ll help you gather the facts, develop a plan of action, notify the key audiences, deal with the media, prepare written materials and put your best foot forward. quickly and effectively: gathering the facts, developing a plan of action, notifying key audiences, dealing with the media, and preparing written materials.

Mobile Apps: With a district mobile app, you can reach parents and community members where they want to be reached. The School Communications Service works with the industry leader in district apps to provide this service.

Market Research and Surveys: In partnership with K12 Insight of Herndon, Virginia, the School Communications Service offers sophisticated market research services, including surveys and analysis on important district issues such as bond referendums and long-range plans.

Web Management: Despite the growth and importance of social media, a school district’s website remains the district’s public face,
and should be the best source of comprehensive information about everything from school events to district policies. The School Communications Service maintains websites that are lively, user friendly and attractive at a price districts can afford.

Grant Writing: Seasoned grant writers seek out federal, state and local government grants as well as those from private foundations to help districts find potential funding sources for everything from small classroom initiatives by a single teacher to districtwide programs aimed at all learners. The service also helps districts partner with area businesses to fulfill specific needs.

VIDEO PRODUCTION SERVICE
CO-SER 690
ELLLEN@PNWBOCES.ORG (914) 248-2235
From short fly-on-the-wall glimpses into classroom activities to attention-grabbing, animated explainer videos to promotional videos to help brand your district, BOCES’ Video Production Service can do it all. In partnership with our Creative Services Department, our video production team can create videos for a variety of purposes including budget messages, bond referendums, program overviews, employee orientation, district tours, school board meetings and special events. This award-winning, cost-effective service covers video production from consultation to final product – including script writing, taping, voice-overs, graphics and animation. State-of-the-art equipment ensures a professional, finished product.

CREATIVE SERVICES DEPARTMENT
CO-SER 690
LYNN ALLEN
LALLEN@PNWBOCES.ORG (914) 248-2309
The service provides consultations and recommendations on a wide range of design options including the creation of a signature look for buildings, conference rooms and hallways that can be aligned with mission/vision or other key school and district initiatives. In partnership with our School Communications Services, our video production team can create videos for a variety of purposes including budget messages, bond referendums, program overviews, employee orientation, district tours, school board meetings and special events. Uniquely qualified professionals can deliver a strategically crafted, creatively considered multimedia and design plan to advance your district into the future.

In our region, the LHRIC provides a full range of educational technology services to more than 225,000 students, and nearly 12,000 teachers, located in approximately 300 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 its component school districts, using more than 45,000 devices.

The LHRIC provides a comprehensive menu of services, including technical services and support, managed IT, 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, state reporting and 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.
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