Directory

Office of the District Superintendent
17 Berkley Drive, Rye Brook, NY 10573
Dr. Harold Coles, District Superintendent
914-937-3820 • hcoles@swboces.org

Central Administration
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Jacqueline O’Donnell, Deputy District Superintendent/Chief Operating Officer
914-937-3820 • jodonnell@swboces.org
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914-948-7271 • jsimmons@swboces.org
Andrea Byrne, Assistant Director
914-948-7271 • abyrne@swboces.org

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Claudia Murphy, Senior Director,
65 Grasslands Road, Valhalla, NY 10595
914-347-2314 • cmurphy@swboces.org
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450 Mamaroneck Ave., Harrison, NY 10528
914-592-0849 • tracicot@swboces.org
Dahlia Jackson, Director of Career Services
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914-761-3400 • djackson@swboces.org

Interscholastic Athletics
450 Mamaroneck Ave., Harrison, NY 10528
Todd Santabarbara, Director of Interscholastic Athletics
914-592-2526 • tsantabarbara@swboces.org
Joseph Donaldson, Assistant Director of Interscholastic Athletics
914-592-2526 • jdonaldson@swboces.org

Professional Development & Curriculum Support
450 Mamaroneck Ave., Harrison, NY 10528
Dr. Mary Elizabeth Wilson, Senior Director
914-345-8500 • mwilson@swboces.org
David Luhman, Director of School Partnerships and Innovative Practices
914-345-8500 • dluhman@swboces.org

Lower Hudson Regional Information Center
450 Mamaroneck Ave., Harrison, NY 10528
Kathy Conley, Executive Director
914-592-4203 • kconley@lhric.org
Christina D’Aiello, Assistant Director, Administrative & Management Services
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Public Information
450 Mamaroneck Ave., Harrison, NY 10528
Brian Howard, Director of Communications
914-592-4203 • bhoward@swboces.org

Southern Westchester BOCES Nondiscrimination Statement

The Southern Westchester Board of Cooperative Educational Services, its officers and employees, does not discriminate against any individuals, including but not limited to students, employees or applicants on the basis of race, color, national origin, ethnicity, religion, creed, sex, gender (including gender identity and gender expression), sexual orientation, disability, age, citizenship status, marital status, partner status, genetic information, predisposing genetic characteristics, weight, military status or service, political affiliation, or domestic violence victim status.

This policy of nondiscrimination includes access by students to educational programs; counseling services for students; course offerings and student activities; recruitment, appointment and promotion of employees; and employment pay and benefits. This policy also provides equal access to the Boy Scouts and other designated youth groups.

Inquiries regarding this policy should be directed to the Compliance Officers at Southern Westchester BOCES, 17 Berkley Drive, Rye Brook, NY 10573. (914) 937-3820.

Civil Rights Compliance Officers
Suzanne Doherty
Director of Human Resources
17 Berkley Drive, Rye Brook, NY 10573
Ph: (914) 937-3820
complianceofficer@swboces.org

Stephen J. Tibbetts
Assistant Superintendent for Business & Administrative Services
17 Berkley Drive, Rye Brook, NY 10573
Ph: (914) 937-3820
complianceofficer@swboces.org

Complaints can also be filed directly with:
US Department of Education
Office of Civil Rights
New York Office
32 Old Slip, 26th Floor, New York, NY 10005-2500
(646) 428-3800 (tel)
(646) 428-3843 (fax)
Email: OCR.NewYork@ed.gov

swboces.org
# Component School Districts

<table>
<thead>
<tr>
<th>District</th>
<th>Superintendent</th>
<th>Phone</th>
<th>Board President</th>
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<tr>
<td>Ardsley</td>
<td>Ryan Schoenfeld</td>
<td>693-6300</td>
<td>Frank Hariton</td>
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<tr>
<td>Blind Brook</td>
<td>Colin Byrne, Interim</td>
<td>937-3600</td>
<td>Ryan Goldstein</td>
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<td>Bronxville</td>
<td>Roy R. Montesano</td>
<td>395-0500</td>
<td>Jonathan Atkeson</td>
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<tr>
<td>Byram Hills</td>
<td>Jen Lamia</td>
<td>273-4082</td>
<td>Scott Levy</td>
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<tr>
<td>Dobbs Ferry</td>
<td>Lisa Brady</td>
<td>693-1500</td>
<td>Shannon Johnson</td>
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<tr>
<td>Eastchester</td>
<td>Robert Glass</td>
<td>793-6130</td>
<td>Cheryl Smith</td>
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<tr>
<td>Edgemont</td>
<td>Victoria Kniewel</td>
<td>472-7768</td>
<td>Alec Clarke</td>
</tr>
<tr>
<td>Elmsford</td>
<td>Marc P. Baiocco</td>
<td>592-8440</td>
<td>James B. Henson</td>
</tr>
<tr>
<td>Greenburgh Central</td>
<td>Tahira DuPree Chase</td>
<td>761-6000</td>
<td>Antoinette Darden-Cintron</td>
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<tr>
<td>Greenburgh Eleven</td>
<td>Anthony Gyetua-Danquah</td>
<td>693-8500</td>
<td>Lisa Tane</td>
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<tr>
<td>Greenburgh Graham</td>
<td>Oliver B. Levy</td>
<td>478-1106</td>
<td>Jess Dannhauser</td>
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<tr>
<td>Greenburgh North Castle</td>
<td>Carolyn McGuffog</td>
<td>231-8620</td>
<td>Robert Hendrickson</td>
</tr>
<tr>
<td>Harrison</td>
<td>Louis Wool</td>
<td>835-3300</td>
<td>Kelly Mulvoy Mangan</td>
</tr>
<tr>
<td>Hastings-on-Hudson</td>
<td>Valerie Henning-Piedemonte</td>
<td>478-6200</td>
<td>Doug Sundheim</td>
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<tr>
<td>Hawthorne Cedar Knolls</td>
<td>Mark K. Silverstein</td>
<td>749-2900</td>
<td>Daniel Leffell</td>
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<tr>
<td>Irvington</td>
<td>Kristopher Harrison</td>
<td>591-8501</td>
<td>Brian Friedman</td>
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<tr>
<td>Mount Pleasant Blythedale</td>
<td>Emily Hersh</td>
<td>347-1800</td>
<td>Peter Rittmaster</td>
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<tr>
<td>Mount Pleasant Central</td>
<td>Kurtis M. Kotes</td>
<td>769-5500</td>
<td>Colleen Scaglione Neglia</td>
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<tr>
<td>Mount Pleasant Cottage</td>
<td>Stephen Beovich</td>
<td>769-0456</td>
<td>Rita Golden</td>
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<tr>
<td>Mount Vernon</td>
<td>Kenneth R. Hamilton</td>
<td>665-5000</td>
<td>Arlene Torres</td>
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<tr>
<td>New Rochelle</td>
<td>Laura Feijío</td>
<td>576-4300</td>
<td>Amy Moselhi</td>
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<tr>
<td>Pelham</td>
<td>Cheryl H. Champ</td>
<td>738-3434</td>
<td>Jessica DeDomenico</td>
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<tr>
<td>Pleasantville</td>
<td>Mary Fox-Alter</td>
<td>741-1400</td>
<td>Angela Vella</td>
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<tr>
<td>Pocantico Hills</td>
<td>Richard Calkins</td>
<td>631-2440</td>
<td>Alfred Pacile</td>
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<tr>
<td>Port Chester-Rye</td>
<td>Edward Kliszus</td>
<td>934-7900</td>
<td>Thomas Corbia</td>
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<tr>
<td>Rye</td>
<td>Eric Byrne</td>
<td>967-6108</td>
<td>Jennifer Boyle</td>
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<tr>
<td>Rye Neck</td>
<td>Barbara Ferraro</td>
<td>777-5200</td>
<td>Pietro Fasolino</td>
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<tr>
<td>Scarsdale</td>
<td>Thomas Hagerman</td>
<td>721-2410</td>
<td>Pamela Fuehrer</td>
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<tr>
<td>Tarrytowns</td>
<td>Christopher Borsari</td>
<td>631-9404</td>
<td>Mimi Godwin</td>
</tr>
<tr>
<td>Tuckahoe</td>
<td>Amy Goodman, Interim</td>
<td>337-6600</td>
<td>Michelle Liscio</td>
</tr>
<tr>
<td>Valhalla</td>
<td>Christina Howe, Interim</td>
<td>683-5040</td>
<td>LaVerne Clark</td>
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<tr>
<td>White Plains</td>
<td>Joseph Ricca</td>
<td>422-2019</td>
<td>Rosemarie Eller</td>
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## Non-Component School Districts

<table>
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<th>District</th>
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<tbody>
<tr>
<td>Mamaroneck</td>
<td>Robert I. Shaps</td>
<td>220-3000</td>
<td>Paul Bulova</td>
</tr>
<tr>
<td>Yonkers</td>
<td>Edwin M. Quezada</td>
<td>376-8100</td>
<td>Rev. Steve Lopez</td>
</tr>
</tbody>
</table>

### SWBOCES Component Districts

1. Ardsley
2. Blind Brook
3. Bronxville
4. Byram Hills
5. Dobbs Ferry
6. Eastchester
7. Edgemont
8. Elmsford
9. Greenburgh Central
10. Greenburgh 11
11. Greenburgh-Graham
12. Greenburgh-North Castle
13. Harrison
14. Hastings
15. Hawthorne Cedar Knolls
16. Irvington
17. Mount Pleasant Blythedale
18. Mount Pleasant Central
19. Mount Pleasant Cottage
20. Mount Vernon
21. New Rochelle
22. Pelham
23. Pleasantville
24. Pocantico Hills
25. Port Chester-Rye
26. Rye City
27. Rye Neck
28. Scarsdale
29. The Tarrytowns
30. Tuckahoe
31. Valhalla
32. White Plains
33. Mamaroneck
34. Yonkers

Southern Westchester BOCES operates special services programs on-site in these locations:

- Irvington
- Pocantico Hills
- Rye Lake
- Tarrytown
- White Plains
- Valhalla

Boxes in map denote Special Act school districts.

SWBOCES Services Guide
This Services Guide has been prepared to help our component districts plan for and select shared services they will need in the 2020-2021 school year. Upon a district’s request and state Education Department approval, the SWBOCES staff will develop other services related to the needs of two or more districts. Suggestions for new services may be made to the District Superintendent.

In January and February, districts should indicate which shared services they expect to request, so that the SWBOCES team can be prepared to offer them. A price guide can be found at the back of this guide for that purpose. Completing the form does not commit a district to participate in the services chosen, but is used only to help SWBOCES plan for future needs.

Final commitments and contracts are prepared and finalized in the late spring of each school year.

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### February-March 2020

Southern Westchester BOCES distributes its budget and price list for districts to use in contracting for 2020-2021 services.

### April 1, 2020

Southern Westchester BOCES Annual Meeting, where the budget is presented to component school board members and superintendents.

### April 21, 2020

Southern Westchester BOCES trustee elections and administrative budget vote by component districts.

### April 22, 2020

Southern Westchester BOCES adopts 2020-2021 budget.

### August 1, 2020

District Superintendent’s letter is submitted to Albany, confirming district service contracts.

### Mission

The job of BOCES is to support the work being done in schools by providing services and supports they are not able to provide for themselves.

### Goals

We commit to writing goals that support our work with Mission and Vision and incorporate our values. SMART goals will create shared references for our teams and provide clarity around our shared work.

### Vision

We want districts to view us as leaders in the field – competent, responsive, collaborative and helpful. We want the services and supports we provide to be of high quality and be valued both internally and externally.

### Values

We recognize that we need to focus on communication, establishing protocols and practices that are respectful and engage in behaviors that build trust.
Dear Friends and Colleagues:

I am proud to present you with the 2020-21 Southern Westchester BOCES Services Guide, which details the full range of cooperative services available to your district in the coming school year.

This broad range of services has been developed in collaboration with our district partners and designed with your specific needs in mind. It is our mission to support your student body, faculty, leadership, and community goals. BOCES is here to help ensure those goals are reached in a cost-effective manner.

The Interim Commissioner of Education as well as the Board of Regents have established priorities for the work currently being done in districts across the state. The focus this year is on the Next Generation Learning Standards Phase III Full implementation leading to new Grades 3-8 New York State tests measuring the NYSED Next Generation Learning Standards for Spring 2021, school safety, social/emotional learning, and on revisiting the Annual Professional Performance Review and State Assessments. Your BOCES is actively engaged in each of these initiatives, serving as a bridge between the work being done across the state and our Southern Westchester region. As your BOCES, we are poised to work closely with you to address the demands of these coming changes and support work with helping all students meet standards.

As New York State begins to implement their approved plan for the federal Every Student Succeeds Act, Southern Westchester BOCES will continue to provide leadership and be a close partner in navigating the rollout. These include addressing school climate, attendance, financial transparency, graduation rates, educational equity and access for all students, as well as the social-emotional development of students. Districts will be asked to engage in instructional practices that are research-based and have measurable outcomes. Southern Westchester BOCES will continue to be a close partner in understanding the changing data scene around ESSA, helping our districts navigate changes in learning standards, assessments, equity and access, and the social/emotional initiatives of New York State. Our mission is to support you in educating all students in your district.

Southern Westchester BOCES supports district leaders. Our Curriculum Council, area administrator meetings, professional development opportunities and partnerships with regional Universities and Colleges are part of our comprehensive approach to do just that. Please review this Services Guide to see the many opportunities for students who enroll in BOCES programs. New programs are continuously added to meet the students’ needs and prepare them for the job market.

We look forward to continued partnership with you and supporting your district’s unique needs, as you define them today and as they evolve in the future. We are committed to helping foster schools of excellence and achievement for all learners in all of our communities.

Sincerely yours,

Harold A. Coles, Psy.D., District Superintendent, Southern Westchester BOCES

Office of the District Superintendent

The District Superintendent is the Chief Executive Officer of Southern Westchester BOCES and serves as the Education Commissioner’s representative in the region. He is also a liaison between local districts and the state Education Department. Responsibilities of New York’s 37 District Superintendents are established by the legislature and the commissioner to provide cost efficiency for participating districts and decentralization for the Education Department.

Districts are not charged for the following services:

◊ Facilitating communications and cooperation among districts, the state Education Department, and other public and private agencies;
◊ Interpreting and clarifying Education Law, Commissioner’s regulations, and policies that affect education in the region;
◊ Serving as regional contact for state initiatives, such as the new state standards and assessments;
◊ Assisting in developing educational policy and working with legislators on behalf of public education;
◊ Reporting to the commissioner and working with state Education Department staff;
◊ Assisting with reorganization issues and studies in participating districts;
◊ Conducting superintendent searches for local districts;
◊ Investigating and ruling on boundary disputes between districts;
◊ Providing advice and counsel to local boards of education and in-service education for local superintendents; and
◊ Approving BOCES service contracts and cross contracts.

To participate in these services, call (914) 937-3820 or email hcoles@swboces.org.

The Office of the District Superintendent

The Official of the District Superintendent
A Letter from Jacqueline O’Donnell

Dear Colleagues:

On behalf of the Southern Westchester BOCES Board of Education, our administrative team, and our staff, I am pleased to present you with our 2020-2021 SWBOCES Services Guide.

The role of BOCES is to support the good work being done by our districts, providing cost-effective shared services, collaborative venues for shared thinking, cutting-edge technology leadership and high-quality student programs. Southern Westchester BOCES is committed to working closely with our districts to identify emerging needs and provide support as a valued partner.

While BOCES is known for excellent Career and Technical Education programs and Special Education services, people are often surprised by the many other services provided by the Southern Westchester team. These services are highlighted below.

◊ The Lower Hudson Regional Information Center supports districts in the Rockland, Putnam/Northern Westchester and Southern Westchester BOCES regions. Support includes technology infrastructure, professional development around technology integration and data management services.

◊ Adult education serves over 6,000 students. Programs include career/technical training, Practical Nursing studies and literacy programs offered throughout the county.

◊ Sprain Brook Academy and Adult Learning programs at the Westchester County jail provide educational programs to high school and adult students.

◊ BOCES supports school libraries through our library and media division. This division facilitates a library council and hosts communication coordinators meetings to create collaboration and shared learning opportunities throughout the region.

◊ The Center for Interscholastic Athletics coordinates Section One events and supports athletic programs serving 82 high schools.

◊ BOCES continues to support regional learning opportunities. We collaborate closely with our neighboring Teachers Centers, Colleges and Universities and other partners.

◊ The Professional Development Center leads shared learning throughout the region. The division serves as a bridge with the New York State Education Department, sharing updates and crafting learning opportunities that build on best practices and support component district initiatives.

Southern Westchester BOCES is always looking to the most innovative and research-informed practices. Committed to the values of trust, respect, collaboration and excellence, we continue to build services that support students and schools. Please visit our websites to see what is happening across our programs.

We look forward to collaborating with you in the coming school year.

Sincerely,

Jacqueline O’Donnell
Chief Operating Officer/Deputy District Superintendent
The Center offers a variety of Career and Technical Education (CTE) programs for both the general education and classified high school student with varying educational needs. Students enrolled in the CTE program learn a variety of disciplines that support the development of 21st century college and career readiness skills.

The Secondary Day two-year CTE program curricula are approved by the New York State Education Department to offer students the opportunity to earn academic and CTE credits concurrently. In addition, all NYSED-approved CTE programs offer advanced placement college credit, college articulation agreements and industry certifications.

The Center for Career Services also offers an alternative pathway to a high school diploma through our Test Assessing Secondary Completion (TASC) program. The TASC program (formerly GED) is a half-day program that operates under CoSer 101 and gives students an opportunity to strengthen core academic skills in a smaller instructional setting. The curricula are supported with workforce-ready study skills that benefit students preparing to enter a career. A half-day of instruction in a CTE program of the student’s choice is available for an additional cost to create a full-day program.

In addition to services designed for a general education population, the Center for Career Services offers programs with increased educational supports for students pursuing a CDOS Commencement Credential or a Skills and Achievement Commencement Credential.

The Introduction to Career and Technical Education (iCTE) program is aligned with the new NYSED Career Development & Occupational Studies (CDOS) Commencement Credential initiative. iCTE is a CTE program designed to address the needs of students who may require additional supports as they are instructed in entry level employment skills aligned with the NYSED CDOS standards. This is a general education program individualized and tailored to meet the needs of a diverse population. Therefore, it includes additional instructional supports such as a modified curriculum, teaching assistant support, consultant teachers, etc. In addition, students in the iCTE program are given the opportunity to rotate through courses under the advisement of a counselor.

Introduction to CTE may take place in a blended classroom environment, as would occur on a real job-site, where multiple levels of employees work together to accomplish a common goal. iCTE students will be trained to work in local businesses, and those who are successful in the program will be given the opportunity to enroll in one of the advanced CTE programs that provide a pathway to industry certification.

Other services and supports have been developed at the Center for Career Services in line with the new NYSED credential initiatives, such as vocational assessment, life skills training support, work-based learning coordination, and CDOS/SKILLS credential consultation, as we work to provide our component districts with regional leadership in Career and Technical Education.

Technical Education Programs

CoSer 101

The Secondary Career and Technical Education (CTE) Programs prepare students to become college and career ready. Our CTE programs offer students the opportunity to obtain 21st century college and career readiness skills while they learn specific skills in their area of industry training. Students enrolled will spend a half-day in their local high schools and the other half at the Center for Career Services Valhalla campus. Students will learn in technology-supported classrooms and all instruction is facilitated by NYSED certified CTE and academic teachers with extensive professional experience in their respective fields.

CTE students will master 21st century job skills in a career cluster area of their choice and earn related academic credit concurrently. All of our NYSED approved CTE programs offer the successful student the opportunity to earn related academic credit, for example; Cosmetology integrated Science and English, and Electrical Construction integrated English and Math. For a full listing of integrated academic credits, please contact the guidance department at 914-761-3400.

We also provide comprehensive pupil support services for students who attend our CTE programs, such as school counseling, college and career planning, transition and work-based learning coordinators, and the services of a full-time social worker. All programs carry up to four sequence credits per year toward graduation.

In addition, the Center for Career Services now offers a CTE Support Program, which is a general education add-on service designed specifically to support students in their Career & Technical Education (CTE)
The Center for Career Services

program of training. With the assistance of academic content area teachers and a certified special education teacher, students enrolled in the program may either be pulled out of the CTE classroom on a limited basis and/or the staff may push into the classroom to work on the following skills: academic support, industry-related vocabulary building, test-taking strategies, social skill development and work readiness skill development. The goal of the CTE Support Program is to ensure that students have access to the rigor of the Secondary Day curricula while being provided the required supports in order to succeed in the program.

All students who successfully complete a CTE program will have the opportunity to receive a diploma with Technical Endorsement, provided they pass a national or state certification examination in their trade/skill area. Articulation agreements are in place with post-secondary institutions and colleges throughout New York and other states, and some provide students the opportunity to gain up to 9 college credits while enrolled in CTE courses. Students enrolled in the following Secondary Day Career Clusters can obtain National and NYS industry certification and earn a diploma with CTE distinction. Our current program offerings include:

**Arts, Audio/Video Technology and Communication**

**Architecture and Interior Design/3D Art**
The Architecture and Interior Design/3D Art program is an introduction to many design fields. The program combines graphic design skills using Illustrator and Photoshop as well as CAD for interiors and architecture. The curriculum includes an overview of the history of architecture, furniture design, perspective drawing and rendering, drafting and Google Sketch-Up. A student completing the two-year program leaves with a comprehensive portfolio as well as internship opportunities.

**Commercial Art/Multimedia**
Students interested in pursuing art as a career should consider enrolling in the Commercial Art/Multimedia program. The Commercial Art/Multimedia curriculum offers instruction in figure drawing, illustration, animation, advertising, marketing, art history, and portfolio development. Computer software instruction in the latest version of Adobe Creative Suite, including Photoshop, Illustrator, InDesign, Dreamweaver and Animate. Graduates can find jobs as graphic or commercial designers, illustrators and animators. Many graduates choose to pursue a post-secondary degree in advertising, graphic arts and fine arts. The Commercial Art/Multimedia program is recognized by major art schools throughout the country and articulation with a number of local colleges and art institutions are in place.

**Fashion Design/Merchandising**
This program provides a supportive and rigorous training ground for a career in the fashion and retail merchandising field. Our goal is to introduce students to the world of fashion by giving them a complete overview of the skills necessary to pursue a career in the fashion industry. The curriculum mirrors the courses required by industry recognized fashion design colleges with units of study that include: Fashion Drawing, History of Fashion, Textile Studies, Computer Aided Designing, Patternmaking/Draping, Sewing Techniques, and Merchandising. Our comprehensive curriculum enables students to have a competitive advantage in the admissions process of post-secondary institutions.

**TV/Video Production**
Students will obtain TV/Video production skills through a variety of work-based projects. Students will learn how to operate professional state-of-the-art studio equipment, edit videos before and after video production, and operate cameras, sound and lighting equipment. Post-secondary education is recommended for students who are interested in a career in the TV/Video production field. Job opportunities for many of our graduates have included production assistant, lighting technician, camera operator, and video technician.

**Sound Production**
The Sound Production program is focused on the art, science and creative nature of sound recording. We touch upon all aspects of sound in the analog and digital realm but specializing in music, field and post production. With high-end equipment including a state of the art vocal booth, students have the opportunity to learn professional techniques as well as discover and express their own creativity. Students acquire the skills and knowledge required for using industry standard
software and hardware found in the field. Not to mention, the program is designed to mimic real world recording and broadcast studios, as the demand for sound technicians in our area increases.

**Business Management and Administration**

**Computer Information Systems and Medical Administrative Assistant**

This program offers students the opportunity to develop a deeper understanding of technology as it applies to Computer, Business and Medical careers. Working in a simulated business environment with live hands on projects students will use the most up to date technology to prepare for work or further study in technology, medical administration and business. Students will be prepared to obtain certifications as Medical Administrative Assistants and Microsoft Office Specialists.

**Health Science**

**Nursing Assistant**

In the Nursing Assistant program, students train to work directly in medical offices and elder care settings, and prepare for medical and nursing school. The two-year program provides students with instruction in human anatomy and physiology, as well as the soft skills needed in offices and the practical skills needed in nursing homes.

Nursing assistant is a combination of classroom instruction and lab activity, where the practical skill development is applied and practiced in a nursing lab on campus.

This program involves a ‘clinical’ rotation in a nursing care facility as a part of the 2-year experience. Successful students are encouraged to enroll in post-secondary studies to acquire additional certifications in the growing health field. All year 2 Nursing Assistant students attend in our AM session, while 1st year students attend in the PM session due to the clinical requirement.

**Emergency Medical Services**

This Emergency Medical Services course is designed for anyone interested in working in public safety, including fire, police and ambulance operations. Some graduates work in hospital emergency departments, pre-hospital emergency services, occupational medicine, etc.

The purpose of the program is to provide students with an academic and working knowledge to become state certified as a Certified First Responder (CFR) and Emergency Medical Technician (EMT-B), the prerequisite to becoming a paramedic (EMT-P). Through lectures, interactive presentations, skills labs, and simulations, students build the knowledge and skills to provide basic life support to critically ill and injured patients. Students learn to manage an airway using artificial devices, assess the severity of illness or injury, assist with the administration of some medications, manage wounds and bleeding, immobilize fractures, perform CPR, use an automated defibrillator, and a host of other procedures required in a pre-hospital emergency setting.

The EMS classroom is also equipped with an “Ambulance Simulator” where students can practice performing pre-hospital care. Students practice radio communication, loading and unloading of stretchers, and the use of other equipment frequently found in an ambulance.

Students must complete 10 hours of observation under the supervision of a preceptor at a designated ambulance company or hospital. Students who successfully complete this program are eligible to take the New York State Certified First Responder (CFR) and/or Emergency Medical Technician (EMT-B) Examination. Seniors are eligible to receive up to 8 college credits from Westchester Community College.

**Manufacturing Production**

**Pre-Engineering/CAD**

Pre-Engineering/CAD is a two-year course designed to introduce students to the world of technology and engineering. The course will provide opportunities to apply science, technology, mathematics and communication skills through project-based instruction that will promote real world applications. Many fields of engineering (mechanical, civil, and robotics) as well as engineering concepts and principles will be explored. With a team approach, students will learn and apply the design process, develop organizational, problem solving and creative and analytical-thinking skills. Instruction in Computer Aided Design (CAD) is integrated into the curriculum, offering students real-world experience in a skill applicable in many different industries. This is a great starting point for students interested in entering the field of engineering.
Information Technology

Cisco Academy

Are you an aspiring computer tech? The Cisco Academy curriculum is designed for students who are seeking entry-level information technology jobs or plan to pursue more specialized skills. This course provides comprehensive coverage of networking topics ranging from fundamentals to advanced applications and services.

Over the course of the two-year program, students are exposed to the following CISCO curricula: Information Technology Essentials, and Certified Cisco Certified Network Associate 1, all of which prepare students to sit for industry relevant exams.

Law and Public Safety

Security, Law & Policing

The Security, Law & Policing program is a two-year program that provides classroom and practical experience for students interested in becoming first responders, including police officers and firefighters. Students enrolled in this program are trained in policing techniques and HAZMAT controls and will have the opportunity for instruction and certification in the following: First Aid – CPR, Incident Response to Terrorist Bombings, Prevention and Response to Suicide Bombing Incidents, Weapons of Mass Destruction Awareness, Domestic Bio-Terrorism and The New York State Security Guard Certifications. This is a comprehensive program that will be a starting point for students interested in entering the field of law enforcement and/or the armed forces.

Agriculture, Food and Natural Resources

Animal Science

In the Animal Science program, students will have the opportunity to work with live animals as they learn their proper handling and care. Students will perform veterinary procedures including how to measure heart rate and temperature, how to collect and analyze samples, and using a microscope and other veterinary tools. Students will have the opportunity to learn about animal physiology and anatomy of animals through dissections, labs, and care of classroom animals. The course will cover topics ranging from anatomy and physiology to veterinary office management. This course will provide students with a foundation in veterinary terminology and procedures, which will help students succeed in their future careers in animal science as veterinarians, veterinary technicians, and veterinary assistants.

Transportation, Distribution and Logistics

Automotive Technician

Students receive work-based experience in our National Automotive Technician Education Foundation (NATEF) certified classrooms in engine repair, troubleshooting and diagnosis of foreign and domestic cars. In a technology-supported environment, students learn how to assess engine performance, electrical and brake systems, suspension and steering systems, heating and air conditioning, and other diagnostic techniques. After completing the two year program, students can work as certified service technicians, brake and alignment certified technicians, tune-up technicians, repair shop foremen, and auto parts specialists. Students also have the opportunity to receive college incentives and paid summer internships. All students are eligible to earn Automotive Service Excellence certification.

Collision Technician

Students learn complete Automotive Collision repair and gain valuable experience repairing accident-damaged vehicles. Students learn safe working habits, refinishing, and custom painting, including graphics and airbrushing. Students acquire skills in detailing and polishing, mechanical and electrical components, estimating costs, MIG TIG and resistance spot welding, rust repair, sheet-metal fabrication techniques, interior and glass service, and much more. Auto Collision career paths include apprentice, painter, custom painter, custom fabricator, sheet metal technician, welding technician, frame straightening technician, glass technician, shop or insurance company estimator, classic car restorer, supply sales representative, tool and equipment sales and service, and other related careers.

Architecture and Construction

Construction/Plumbing

This course follows the National Center for Construction Education and Research (NCCER) Core: Introductory to Craft Skills and the Plumbing, Level 1 Curricula. Students will acquire basic plumbing
and construction skills through authentic work based projects and activities. Students who successfully complete this program are eligible for pre-apprenticeship plumbing/construction opportunities.

**Residential Wiring – Electrical Construction**

Experienced electricians are in serious demand. The Center for Career Services Electrical program offers each student the opportunity to learn basic electrical skills and progress to the cutting edge of 21st century green technologies. In each theory class and lab, students construct the circuits discussed, gaining skills and experience as they move from residential into commercial and industrial wiring. The materials, meters and methods used in Electrical give students an in-depth understanding of their field and knowledge needed to work with the latest environmentally friendly or “green” technologies.

Electrical students are prepared to earn certification through the National Center for Construction Education and Research (NCCER) Core: Introductory to Craft Skills and Electrical, Level 1 Curricula. Post-secondary education in the electrical industry is available through one-two-and four-year college programs. Specialized training is also available at technical schools or through apprenticeships, and some employers pay for such education. Successful Electrical students are well prepared for entry into the work force or for advanced study in college, technical school or apprenticeship.

**Marketing Sales and Service**

**Cosmetology**

The Cosmetology program is a two-year course that provides the required 1,000 hours of NYS cosmetology-approved instruction that leads to the New York State Cosmetology Board examination. Topics of study include hair styling, coloring, natural hairstyling, cosmetics and aesthetics. Upon successful completion, students are granted a temporary NYS Cosmetology license that will facilitate employment in the cosmetology field until the successful completion of the permanent NYS cosmetology examination.

**Hospitality and Tourism**

**Culinary Arts**

Students acquire the needed entry-level culinary skills and learn the fundamental concepts and techniques of cooking in the Culinary Arts Program. Training in cooking methods such as; butchering, baking, nutrition, menu planning and catering is provided. Job opportunities include employment as a specialty cook / chef, caterer, food production, restaurant manager, and restaurateur. Internships and Capstone opportunities in local area culinary establishments are available for interested students. Advanced culinary students are prepared to earn ServSafe certification, through the National Restaurant Association, which certifies employees in basic food safety practices for preparing and serving food.

**Test Assessing Secondary Completion (TASC) / Pre-TASC CoSer 101**

The Test Assessing Secondary Completion program (formerly GED) provides half-day academic instruction for students at substantial risk of not meeting the requirements of a traditional high school diploma. Instruction is provided in a supportive environment as students build skills to pass the NYS High School Equivalency (HSE) exam. The TASC program includes a workforce component that supports student career exploration and job readiness skills.

Referrals to the TASC program will go through an intake process that involves a review of student records, an assessment of academic reading and mathematics level, and a required in-take interview by a committee to determine the appropriateness of the placement and/or eligibility for the program.

Eligible students for the TASC program must be between 16 and 19 years old, have a limited number of high school credits and have a minimum reading and math composite score of 8.0 G.E. as determined by a standardized test or Test of Adult Basic Education (TABE) exam. Students enrolled in the TASC program are eligible to also enroll in a half-day CTE program, at an additional cost to the district, creating a full-day option.

**Introduction to Career and Technical Education CoSer 102**

The iCTE program is a half-day career exploration and training program designed to meet the specific educational goals of students in need of a smaller
learning environment. iCTE programs offer practical, hands-on skill development in specific trade areas while students develop general career readiness skills such as the appropriate behavior, dress, language, time management and social skills required to secure and maintain employment.

The iCTE program is intended to be a 2-3 year experience where students are given the opportunity to explore career and technical course offerings and then choose an area of specialization. The goal of the iCTE program is to provide students with an authentic work-based learning experience that will build skills transferable into a future career.

The iCTE program mirrors the Secondary Day program, however provides students additional support as they learn and aligns with the Career Development and Occupational Studies (CDOS) standards.

Students enrolled in the program are more closely supported as they work toward the achievement of a New York State CDOS Commencement Credential and assisted in the development of a work-readiness portfolio that documents their successful completion of all the NYSED requirements to obtain a CDOS Commencement or Skills Credential.

This portfolio includes a Career Plan, Employability Profile, Resume, Cover Letter, Vocational Assessment report, and documentation of the mandated 216 hours of CTE instruction/56 hours of work-based learning required by NYSED and evidence that students have met commencement level of CDOS Standards 1, 2, and 3a.

A student entering the iCTE program must be at least 15 years old by Sept. 1, be pursuing a CDOS or Skills Commencement Credential, and have the goal of becoming competitively employed. This program is not intended for a student who would benefit from a Career and Technical Education (CTE) program that offers commencement level academic/CTE credit.

Highly successful students can also be recommended for a CTE program.

iCTE Offerings:

**Auto Body & Detailing**

In this program, students will learn proper shop safety, automotive detailing, polishing, dent repair, sheet metal fabrication, refinishing, custom painting, and other aspects of collision repair. In addition, students gain experience in problem solving, teamwork, decision-making, critical thinking, and professionalism while learning a marketable skill.

Potential career paths include auto detailer, auto body shop apprentice, stocking and inventory, or shop assistant in a related occupation.

**Automotive Trades & Maintenance**

Students learn entry-level automotive repair, maintenance and shop safety skills required to become employable in the automotive industry. Training areas include: Wheel and tire service, lubrication, preventative maintenance, brakes, steering and suspension, engine tune-ups, electrical systems, and small engine repair.

Potential areas of employment are automotive dealerships, service centers, small equipment dealers, tire shops, lubrication centers, or automotive parts stores.

**Office Skills, Retail & Related Occupations**

This program prepares students for entry-level office and/or retail positions. Coursework includes instruction in the Microsoft Office Suite, business simulations, filing, shredding, office machine operation, and Google Applications. This program also manages a ‘school store’ on the CCS campus, giving students real-world experience in packaging, pricing, customer service, budgeting and money management, inventory control, ordering, advertising, marketing and sales.

Using live work in an office setting, students are prepared for future employment as receptionists, copy clerks, general office clerks, file clerks, administrative assistants, cashiers, retail store clerk, and stockperson.

**Baking, Food, & Retail Service**

Students in the program learn to create and package baked goods for sale. Students are exposed to general food preparation techniques while working in a commercial kitchen/cafeteria setting. Skills include following proper health and sanitation procedures, general prep work, following recipes, cooking, measuring, mixing ingredients, baking, inventory, packaging, ordering, and customer service in culinary/food, money skills, cleaning, stocking and marketing products.
The Center for Career Services

Students are prepared for future employment in bakeries, commercial kitchens, delis, cafés, retail stores, supermarkets, and other related occupations.

General Maintenance Assistant

In this program, students are exposed to basic plumbing, electrical, carpentry, painting, sheetrocking, taping, tiling, cleaning, and maintenance. Students learn proper shop safety procedures, measuring, tool identification and usage while they gain the required social skills and collaboration to secure industry employment.

Employment opportunities include entry-level positions as a plumber, electrician, or carpenter’s assistant; custodian or maintenance worker; or at hardware stores, home improvement centers, warehouses, electrical and plumbing supply houses.

Introduction to Fashion and Retail

Students in this program learn entry level skills linked to the exciting world of Fashion and retail, a vibrant industry for New York State. Students will be exposed to retail math, sales, stock and inventory control, visual merchandising, color theory, customer service and elements of design.

Employment opportunities include entry-level positions as a sales clerk and cashier, in a retail environment with job ready skill set for both small and large business.

Career Development and Work-Based Learning

Vocational Assessment

CoSer 370

Districts requiring in-depth vocational assessments for students may obtain them through the Center for Career Services under CoSer 102. The vocational assessment includes a career-interest inventory, and work-readiness assessment, and measures vocational strengths and weaknesses in some of these areas: manual dexterity, finger dexterity, and color discrimination. This service includes a detailed post-assessment report that offers districts insight into potential career paths that best match their assessed students’ interests and abilities.

Work-Based Learning Coordination

CoSer 530

Work-Based Learning Coordination

A certified work-based learning coordinator is available to assist in our local districts’ implementation of programs related to the Career Development and Occupational Studies (CDOS) Commencement Credential or a Skills and Achievement Commencement Credential.

Through this service, the WBL coordinator works collaboratively with school district personnel to support existing in-district CDOS programming. Examples of supports available through this service are: consulting on current curriculum, integrating the CDOS standards, assistance in the tracking and maintenance of data related to CDOS, and completing the required NYSED documentation for a district to grant the CDOS/Skills Commencement Credential. The WBL can develop on campus work experiences and create connections for off campus business sites for schools to create work opportunities for students. Also, the WBL plays a key role in development of additional supports designed to meet the specific needs of each individual district in relation to CDOS. The shared goal is to generate data for students will allow the school to grant a CDOS Credential or an Endorsement for a HS Diploma.
The Center for Special Services provides specialized programs and services designed to help school districts meet the current and future educational challenges of students with disabilities. School districts refer students to Southern Westchester BOCES programs through their CSE process. Programs are located in local school district buildings, community settings and BOCES center-based settings throughout Westchester County. SWBOCES also provides specialized services to students who attend school in their local districts. Financial assistance may be available to districts as BOCES services may qualify for BOCES Aid or Excess Cost Aid. Following are descriptions of the programs offered by CoSer. Each CoSer has a tuition rate, delineated in the SWBOCES price list. The tuition rate includes services as listed in each individual program description. Services beyond those listed in the program, as recommended by the CSE, are charged separately.

Programs for Students with Multiple Disabilities

**CoSer 201**

**Student-Teacher Ratio: 12:1:4**

A comprehensive educational team in a highly structured environment addresses the communication, sensory-motor needs and social skills of students with moderate to severe multiple disabilities. This program is designed to meet the needs of students who are determined by their CSE to be alternately assessed (NYSAA).

Included Related Services for CoSer 201:
- ◊ Counseling for Transitional Services
- ◊ Consultant Pediatrician
- ◊ Consultant Occupational and Physical Therapists
- ◊ Consultant Teacher of Speech
- ◊ Consultant School Nurse

Direct OT, PT, Nursing, Counseling, Speech services, or other related services, as per student IEP are billed to districts in addition to tuition costs.

Programs for Autism Spectrum Disorders

**CoSer 203**

These programs provide a highly structured district or site-based classroom environment designed primarily for students with autism spectrum disorders at the elementary, middle and high school levels.

Classrooms are provided for students who are either state-assessed (NYSAS) or alternately assessed (NYSAA). Instructional methodology includes the applications of Structured Teaching, Applied Behavioral Analysis (ABA) and Essentials for Living (EFL) that have demonstrated effective and measurable outcomes in the school environment.

Specialized clinical consultation is provided for both Structured Teaching and ABA classes. In addition to academic outcomes, the development of appropriate communication, social and behavioral skills are stressed.

At the secondary level, the program provides students with transition supports, skills development and vocational experiences necessary for students to attain the Skills and Achievement Commencement Credential, Career Development and Occupational Studies Credential (CDOS) or Career and Technical Education (CTE) certification. High school students may participate in programs offered through the Center for Career Services, either iCTE or CTE, at no additional charge to the district.
Districts are responsible for providing transportation services for students to be able to attend programs located at the Career Services Center in Valhalla. Southern Westchester BOCES can provide transportation services for a fee that would be billed separately to participating districts.

**AllIM Alternate Assessment K-12**  
**CoSer 203.1**

**Student-Teacher Ratio:** 8:1:2

- Included Related Services for CoSer 203.1:
  - Speech/Language Individual 1x30 min. per week (Elementary only)
  - Speech/Language Group 1x30 min. per week (Middle School only)
  - Counseling for group and transitional services
  - Consultant Occupational Therapy
  - Consultant Speech and Language Services
  - Consultant Psychiatric Services
  - Parent Training

Other related services, as per student IEP, are billed to districts in addition to tuition costs.

**AllIM State Assessed 9-12**  
**CoSer 203.5**

**Student-Teacher Ratio:** 8:1:1

- Included Related Services for CoSer 203.5:
  - Speech/Language Group 1x30 min. per week
  - Consultant Occupational Therapy
  - Consultant Speech and Language Services
  - Consultant Psychiatric Services
  - Parent Training

Other related services, as per student IEP, are billed to districts in addition to tuition costs.

**AllIM State Assessed K-5**  
**CoSer 203.2**

**Student-Teacher Ratio:** 8:1:2

- Included Related Services for CoSer 203.2
  - Speech/Language Individual 1x30 min. per week
  - Speech/Language Group 1x30 min. per week
  - Consultant Occupational Therapy
  - Consultant Speech and Language Services
  - Consultant Psychiatric Services
  - Parent Training

Other related services, as per student IEP, are billed to districts in addition to tuition costs.

**AllIM State Assessed 6-8**  
**CoSer 203.4**

**Student-Teacher Ratio:** 8:1:1

- Included Related Services for CoSer 203.4
  - Speech/Language Individual 1x30 min. per week
  - Speech/Language Group 1x30 min. per week
  - Consultant Occupational Therapy
  - Consultant Speech and Language Services
  - Consultant Psychiatric Services
  - Parent Training

Other related services, as per student IEP, are billed to districts in addition to tuition costs.

**Therapeutic Support Programs**  
**CoSer 230 & 231**

These programs are offered at elementary, middle and high school levels. Programs in this CoSer enable students with a range of academic abilities and severe social/emotional/behavioral challenges to develop the necessary skills to function successfully in home, school and community environments.

Programs are offered in district-based, community-based and center-based settings. High school students may participate in programs offered through the Center for Career Services, either iCDOS or iCTE, at no additional charge to the district.

Districts are responsible for providing transportation services for students to attend programs at the Career Services Center in Valhalla.

Southern Westchester BOCES can provide transportation services for a fee that would be billed separately to participating districts.
Therapeutic Support Program (TSP/Secondary)  
CoSer 230.2

**Student-Teacher Ratio: 12:1:1**

Included Related Services for CoSer 230.2:
◊ Consultant Psychiatric services
◊ Counseling Individual 1x30 min. per week
◊ Counseling Group 1x30 min. per month
◊ Social Emotional Learning Program (DBT)
◊ Consultant guidance counselor services

Direct OT, PT, nursing, counseling, speech services, or other related services, as per student IEP, are billed to districts in addition to tuition costs.

This program is designed to meet the needs of students who are determined by their CSE. Students participate in a general education curriculum. Students in the TSP/Intensive Program primarily exhibit significant external behavioral challenges that interfere with students’ ability to learn.

Therapeutic Support Program for Developmentally Delayed (TSP/DD)  
CoSer 231.2

**Student-Teacher Ratio: 8:1:2**

Included Related Services for CoSer 231.2:
◊ Psychiatric consultant services
◊ Counseling Group 1x30 min. per week
◊ Counseling for Transitional Services
◊ Consultant Occupational Therapy
◊ Consultant Speech and Language Services
◊ Consultant guidance counselor

Direct OT, PT, nursing, speech, counseling (additional) or other related services as per student IEP are billed to districts in addition to tuition costs.

This program is designed to meet the needs of students who are determined by their CSE to be alternately assessed (NYSAA). The TSP/DD Program facilitates social/emotional/behavioral skills necessary for students with developmental disabilities and behavioral challenges to function successfully in home, school and community environments. Functional academics and specialized instruction are emphasized. At the secondary level, the program provides students with transition supports, career awareness and services, and vocational experiences and skills necessary for students to attain the Skills and Achievement Commencement Credential.

Therapeutic Support Program for State Assessed (TSP/Intensive)  
CoSer 231.1

**Student-Teacher Ratio: 8:1:1**

Included Related Services for CoSer 231.1:
◊ Psychoeducational consultant services
◊ Counseling Group 1x30 min. per week
◊ Counseling for Transitional Services
◊ ConsultantOccupational Therapy
◊ Consultant Speech and Language Services
◊ Consultant guidance counselor

Direct OT, PT, nursing, speech, counseling (additional) or other related services as per student IEP are billed to districts in addition to tuition costs.

This program is designed to meet the needs of students who are determined by their CSE. Students participate in a general education curriculum. Students in the TSP/Intensive Program primarily exhibit significant external behavioral challenges that interfere with students’ ability to learn.

Program for Therapeutic Support and Communication and Academic Development (CAD) NYSAA Grades K-5  
CoSer 231.3

**Student-Teacher Ratio: 8:1:1**

Included Related Services for Coser 231.3:
◊ Speech/Language Group 1x 30 min. per week
◊ Consultant guidance counselor services

This program is designed to meet the needs of students who are pursuing their NYS Regents Diploma as
The Center for Special Services

Direct OT, PT, nursing, counseling, speech services, or other related services, as per student IEP are billed to districts in addition to tuition costs.

This program is designed to meet the needs of elementary school students who are determined by their CSE to be alternately assessed (NYSAA). This comprehensive program concentrates on the acquisition and development of language, communication and social and academic skills, using a multi-disciplinary approach. Programs are provided in center-based and district-based settings.

Program for Communication and Academic Development (CAD)
NYSAA Grades 6-12

CoSer 230.1

Student-Teacher Ratio: 12:1:1

Included Related Services for Coser 230.1:
◊ Speech/Language Group 1x 30 min. per week
◊ Consultant guidance counselor services

Direct OT, PT, nursing, counseling, speech services, or other related services, as per student IEP are billed to districts in addition to tuition costs.

This program is designed to meet the needs of middle and high school students who are determined by their CSE to be alternately assessed (NYSAA). This comprehensive program concentrates on the acquisition and development of language, communication, social and academic skills, using a multi-disciplinary approach. Programs are provided in center-based and district-based settings. The program provides students with transition supports, skills development, and vocational experiences necessary for students to attain the Skills and Achievement Commencement Credential.

Sign Language Interpreters/Tutors

CoSer 340

This program provides sign language interpreting and tutoring services to students requiring total communication support.

Assessment Intervention Services

CoSer 370

Local school districts may contract with Southern Westchester BOCES for evaluations of classified and non-classified students.

Assessments and evaluations are conducted in the following areas:
◊ Occupational therapy
◊ Physical therapy
◊ Speech and language
◊ Psychiatric
◊ Psychological
◊ Educational
◊ Functional Behavior/Behavior Intervention Plans (FBA/BIP)
◊ Assistive/adaptive technology
◊ Reading
◊ Transitional assessments
◊ Vocational assessments
◊ Technology for the visually impaired
◊ Bilingual assessments

Intensive Day Treatment Elementary

CoSer 401

Our educational and clinical team works with students in acute emotional crisis. Students can receive support at home and in school rather than facing hospitalization or placement outside of their home.

Children who are reentering the community from hospitals or residential placements can receive short term transition services.

Once a child is referred to IDT, complete mental health evaluations are scheduled, followed by a team meeting with parents and school district representatives.

IDT clinical and education teams provide intensive support to achieve short-term goals of reducing symptoms and regaining pre-crisis behavior patterns.
The program can serve students in grades K-6 for 30 days. The district is responsible for providing the classwork to the IDT instructional team. The completed work will be returned electronically to the district liaison.

Intensive Day Treatment MS/HS

This 30-day-plus day educational program is provided for students ages 12 to 18 who are in crisis and can be stabilized to pre-crisis levels. Intensive services ensure a stable transition to a student’s home school district by linking the program, the family, the district and local mental health and educational systems.

The program offers a small student-to-teacher ratio, psychiatric services and counseling and serves classified and non-classified students.

Comprehensive Support Services

Services within this CoSer include individual, group and consultation for students enrolled in Southern Westchester BOCES programs when such services are not included in the BOCES program’s tuition. Services are also available to non-BOCES students enrolled in local school districts.

Services include:
◊ Occupational therapy
◊ Physical therapy
◊ Speech and language therapy
◊ Teachers of the deaf and hearing impaired
◊ Teachers of the blind and visually impaired
◊ Adaptive Physical Education
◊ Reading instruction
◊ Job coach training
◊ Strength-based assessments
◊ Job development
◊ Transition support

Before/After School Intervention Services

This service is designed to assist students and families before and after school hours. Staff assistance may be provided to enhance safe transportation to and from school by providing qualified 1:1 supports. Home visits may be contracted for acquisition of daily living skills in home and community environments. Support to district staff in the home-school environment are available before and after school hours. Teacher aides, teaching assistants, teachers and clinicians may be requested at varying rates.

Itinerant Services

Districts may purchase fractional full-time equivalents (FTE) for professional staff to augment their district staff and to provide services to students within their own district. Professional staff includes, but is not limited to, teachers, school psychologists, school social workers, guidance counselors, school nurses, physical therapists, occupational therapists, teachers of the deaf and hard of hearing, teachers of speech and language, teachers of the blind and visually impaired, behavioral specialists, and transition specialists.

The Extended School Year Program

The Extended School Year (ESY) program serves Southern Westchester BOCES students who are recommended to participate in an ESY program by the home district Committee on Special Education.

SWBOCES offers extended school year programs for CoSer 201 Multiply Disabled Program elementary, middle and high school; CoSer 203 AllM elementary, middle and high school; and CoSer 231 Therapeutic Support Program/Intensive (TSP/I) and Therapeutic Support Program Developmentally Disabled (TSP/DD). Extra support for individual students must be authorized by the district prior to the start of ESY.

Districts are charged a flat rate for ESY. Related required services above and beyond the CoSer descriptions are charged separately.
The Center for Interscholastic Athletics serves 82 high schools in Dutchess, Putnam, Rockland, and Westchester counties, providing help with the organization and management of athletic programs.

Interscholastic Athletic Services

SWBOCES manages more than 40,000 scheduled athletic contests and oversees the administration of more than 80,000 officiating assignments. SWBOCES also coordinates and rates 3000-plus sports officials and administers the nearly $4 million payment plan for these officials. The Center for Interscholastic Athletics also maintains a website that can be accessed through www.swboces.org. The site is an invaluable source of information regarding the schedule of all games and tournaments in the Section 1 region as well as specific directions to the schools in which athletic events are held; nearly 100 schools are listed. Supplementary information on organizations such as the New York State Public High School Athletic Association, the New York State Athletic Administrators Association, the National Collegiate Athletic Association (NCAA) and links to other related sites is also available through this site. Athletic office support is based on a tiered formula reflecting each school’s secondary enrollment, as classified by the New York State Public High School Athletic Association. The Officials’ Payment Plan fees are not state aidable, but are based on contracts with the organization associated with each sport. Rates are based on the home school’s payment to officials in the prior year. Contact the Center for Interscholastic Athletics regarding specific costs.

Transportation and Vehicle Service

Consortium Transportation Management

SWBOCES manages contract transportation consortium programs for participating local school districts from a satellite transportation office. The consortium program currently includes the BEPT Consortium for students in the Bronxville, Eastchester, Pelham, Tuckahoe and New Rochelle school districts and the MVP Consortium for students in the Mount Pleasant, Valhalla and Pleasantville school districts. Since the inception of consortium management, SWBOCES has reduced transportation costs for districts by sharing busing among districts while maintaining safe, efficient and reliable service by private bus companies. The consortium office relies on routing software to guide operations and provide up-to-date reports to schools, parents and bus companies. Years of experience with Westchester County schools and ongoing professional development enable efficient and effective performance from the consortium transportation office.

Cooperative Vehicle Maintenance Services

Cooperative school bus and vehicle maintenance services are available to any district requiring assistance with fleet maintenance (bus or any other vehicles). Fleet maintenance and inspection services are provided by an experienced team of qualified, efficient technicians at the SWBOCES garage at the Rye Lake Campus in North White Plains. BOCES’s DOT inspection rates for other districts’ fleets range between 95 and 100 percent. SWBOCES mechanics have been commended frequently by NYS DOT and the New York Association for Pupil Transportation for conducting one of the top school bus maintenance programs in the state. Loaner vans are available for school districts to cover a temporary shortage of vehicles.
The Office of Public Information offers a range of communications services to districts. Our team comprises veteran school communicators and former journalists. Our mission is to help tell your district’s story effectively and to better connect with your community. Our work is consistently recognized by the New York State and National School Public Relations Associations for outstanding quality and achievement.

How the Service Works

A Public Relations Specialist assigned to your district will work with your leadership team to provide planned and targeted communications and support in the form of publications, media relations, social media and digital content.

We tailor year-long, full-service contracts that make all of our services available on a full-time equivalent (FTE) basis. We also provide limited term, project-specific agreements. All professional services are state aid-eligible. Pricing is calculated according to the level of service that meets your communications needs.

What the Service Includes

Writing: We produce clear and effective written copy for print and digital publications, press releases, official correspondence, speeches and presentations.

Digital Content & Social Media: We are savvy web, mobile and social media producers, experienced in engagement, mobile video and cross-platform strategy. We develop audience-targeted social media content within a comprehensive plan that emphasizes responsible and effective use of these tools. This includes creating and maintaining your district’s social media presence, developing use policies and training personnel in best practices.

Photography & Video: We are skilled photographers and mobile video producers with an eye for capturing the perfect moment in the classroom and at district events and programs. This includes editing, archiving, gallery-building and sharing imagery across the web and social media. We look to newsy, socially shareable mobile video as an alternative or complement to written and photographic coverage.

Media Relations: We’ll work with you to develop and implement a media relations plan centered on internal PR coverage of district events and programs as well as assisting with crisis communications. Our aim is to increase visibility within the community, differentiate your district from others, and tout your achievements and successes.

Graphic Design: Our in-house graphic design service and team of trusted consultant designers ensure smart, engaging layout and design of your newsletters, brochures, calendars and mailers. We use state-of-the-art software and bring in-depth understanding of the creative and print production processes. Graphic design may be state aid-eligible.

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Professional Development and Curriculum Support

The Center for Professional Development and Curriculum Support at SWBOCES serves more than 32 PreK-12 districts, 143 schools, 300+ leaders, and 9,250+ teachers each year through our diverse and robust portfolio of programs and services and impacts more than 78,963 students. Our programs and services are grounded in research and focused on practical teaching and learning experiences. We blend academic excellence, expertise in curriculum and pedagogy with transformative professional learning opportunities to inform and improve the knowledge, skills, and competencies of educators who provide high-quality learning experiences for all students. Whether you learn with us at our campus, 450 Mamaroneck Ave. Harrison, NY; in your district, or online, our programs are led by the Center’s faculty, professors from higher education, and carefully selected experts chosen for their proven successes and recognized for their ability to teach, lead, build capacity, and connect with educators.

We invite you to explore the many ways we can partner with you, your school, and/or your districts on your learning journey.

Leadership Matters

Leadership is strategic, collaborative, and purposeful. It equips, encourages, empowers and drives a school community to reach its greatest potential. At the Center, we partner with you to leverage your resources to lead learning and build culture to achieve student and adult success in your school/district community. Beyond supporting those new to leadership roles and new to our region, we see it as vital to identify, mentor, and nurture the potential administrative talent among and within our districts. Cultivating those assets and inspiring future leaders will build a talent pool rich in appreciation for our region’s unique strengths and challenges. We offer a continuum of support for district and school leaders tailored to meet your unique needs and priorities. Let us customize a plan that works for you.

New and Aspiring School Leaders (for new or aspiring leaders with 0-3 years of school/department leadership experience). This cohort of new/emerging school leaders meets for four days across the school year and focuses on attributes of successful leaders, entry planning, and leading for change through case study analysis, access to experienced school leaders, and the perspective of colleagues.

Curriculum Council: Assistant Superintendents meet monthly to consider contemporary issues, explore challenges of practice, serve as critical friends, celebrate successes, and network and build collaborative partnerships throughout the region.

Administrative Thinking Sessions: These monthly meetings occur immediately following Curriculum Council and are open to Assistant Superintendents, along with school and district leaders. Topics and programs are selected to support and enrich leaders in their current roles and throughout their careers. Past topics included: Using ESSA Data to Inform Curriculum and Instruction; Maximizing SWBOCES CoSers and State Aide; and Understanding and Leading the Implementation of the Next Generation Learning Standards.

Executive Coaching: School and district leadership in our region is a demanding but opportunity-rich calling for talented and highly-credentialed educators to make a difference in the academic lives of students. Even in this region’s collegial environment of supportive and experienced professionals, knowing who to turn to for meaningful support in the form of coaching, mentorship, or even simple advice can be daunting for school and district leaders. Beyond supporting the compliance demands inherent in the work, we offer expert guidance in such areas as the nexus between leadership and school culture, school board relations, building leadership capacity, developing a culture of distributed leadership and shared accountability, designing and implementing strategic plans. Support is customized to your availability and needs.

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Leadership Institutes: Our comprehensive leadership institutes are designed to address the complex and critical work of school and district leaders throughout their careers, within specific school settings, and related to a broad range of topics that impact teaching, learning, and leadership. Offered throughout the year, and as summer intensives, topics include:

◊ Managing Data and Evidence-based Schools: Designed in partnership with the LHRIC, the Center supports educators in using collaborative data inquiry as a multi-step approach to drive continuous improvement of teaching and learning. LHRIC reports provide the foundation for this work that also includes using a wide range of data sources including classroom, school, and district-based assessments to inform teaching and learning.

◊ Strategic Planning: Leaders who attend this institute will be supported in creating strategic plans that are responsive, inspiring, and actionable. Leadership teams will engage in a planning process to develop tools and practices that provide insight into assessing current practices, including all stakeholders, and prioritizing needs. Ultimately, educators will have the ability to develop a substantial and purposeful strategic plan.

◊ Leading Literacy Learning: The Center supports leaders in designing and building structured and balanced literacy programs in their schools and districts. Using the most current research, along with school and district data, educators review current literacy instruction and develop plans that meet the needs of learners in their school or district. Leaders develop clear expectations for literacy curriculum and pedagogy in their schools and districts.

Teachers as Leaders: Quarterly meetings are facilitated for role-alike groups: curriculum directors, department chairs/coordinators, and lead teachers in a variety of subject areas and grade-bands. These include: Fine and Performing Arts, English Language Arts, Mathematics, Science, Social Studies, World Languages, English as a New Language, Coaching, STEM, and EdTech. Teachers come together in role-specific groups to identify and share best practices, develop core expertise content knowledge and content-specific pedagogy, and to explore current needs and trends in education.

NYSED-SWBOCES Information Conduit: Southern Westchester BOCES serves as the network team leader for many of our districts by providing turnkey training for NYSED policies, practices, and initiatives. Examples of this work include:

◊ Compliance/APPR Teacher and Principal Evaluator: We provide turnkey training based on the NYSED model to assist principal evaluators and lead evaluators of teachers. Additional workshops are offered on campus or customized for in-district professional learning to support and leverage the APPR processes to maximize high quality leading, teaching, and learning. Courses for Lead Evaluators and Principal Evaluators are offered throughout the year.

◊ Assessment: Designed to empower educators to master assessment design, professional learning includes: selecting well-designed assessments, mastering assessment literacy (assessment function and curriculum alignment), writing/creating assessment (formative and summative to inform and drive instruction), Key Considerations in Assessment Design, Reflecting on Assessment Design and Analyzing Assessment Generated Data.

◊ New York State Science Learning Standards (NYSSLS) Implementation: We participate in the state-wide science curriculum network which functions to lead curriculum standards implementation through focused professional learning and embedded coaching. Professional learning integrates the three dimensions of the NYSSLS and is available for each unit of study by grade level (Pre K-5), by grade-level band (grades 6-8/middle school), and by subject (high school).

Professional Learning

Professional learning opportunities are designed to support all members of a school district in their specific roles. We rely on our meaningful partnerships with districts, particularly Curriculum Council members, institutions of higher education, and initiatives from NYSED to inform and prioritize programs each year and to foster a culture of collaborative responsibility to positively impact teaching and learning. Using data collected from these stakeholders, we build experiences that include embedded coaching, workshops, institutes, online learning, and special events for individual teachers, schools, districts, micro-networks, and special councils across the region. While all of our
professional learning programs address both content and pedagogy, our professional learning opportunities are grouped by emphasis; content-focused (subject/grade level) and strategy-specific (pedagogy).

**Content-focused (subject/grade level)**

**Standards-based Curriculum:** With the intent of being program agnostic, opportunities are provided for schools and districts to develop a deeper understanding of their own curriculum. Through exploring the relevant learning standards, educators adjust and adapt curriculum with support to ensure students experience inquiry-based classrooms that address 21st-century learning goals and explore instructional methodologies to support student achievement.

**Literacy:** Professional learning opportunities in literacy support educators in developing a structured, balanced literacy approach. Opportunities are developed to support all modalities, including reading, writing, speaking, and listening. Various models of instruction, such as the workshop model, small group instruction, and inquiry groups, are explored throughout learning sessions.

**Mathematics:** Professional learning opportunities in mathematics focus on building conceptual understanding. Sessions include opportunities for educators to gain both content knowledge in grade level standards and develop facility with mathematical practices essential to deep understanding of math.

**Section One Physical Education and Health Education Professional Development Consortium:** Open to all Section One school districts on an annual membership basis, the Consortium provides high quality, specialized workshops, trainings and conferences for physical education and health education teachers, supervisors, and administrators. Consortium topics are based upon districts’ needs and current trends in physical education and health education.

**Science:** Science workshops focus on examining phenomenon, 3-D Learning and the New York State Science Learning Standards (NYSSLS) and their implications for instruction. Courses also center on exploration of concepts that tie in to other curricular areas.

**Social Studies:** Social Studies professional learning opportunities are designed to support educators in preparing students for college, careers, and civic life. Participants explore research-based practices in teaching social studies, with a focus on inquiry design.

**Fine and Performing Arts:** Opportunities are provided for teachers of the arts to collaborate and share ideas and best practices. Workshops are designed to reflect an interdisciplinary approach with attention to the recently revised standards.

**Health and Wellness:** Opportunities are provided to assist districts in meeting the Mental Health instruction mandate as well as to support health and physical education teachers in their work. These include workshops and extended learning opportunities to support Social-Emotional Learning (SEL) and Culturally Responsive Teaching (CRT).

**Special Education:** The Center provides support for topics relating to special education methodologies, interventions and supports. This includes enhancement of processes for developing, communicating, and implementing CSEs, IEPs, 504 plans, progress monitoring, and a continuum of services and supports that to provide students with an LRE (least restrictive environment) appropriate to student learning needs. Support for these practices includes preparation across a wide range of delivery models (co-teaching, consultant teacher, maximizing resource room and self-contained classroom settings).

**World Languages:** For teachers of world languages to collaborate and share ideas and best practices to prepare their students to meet the demands of NYSED’s World Language Standards (in revision) and NYSED’s Seal of Biliteracy. The Center provides leadership and support, specifically in designing curriculum, selecting/developing assessments, and using best practices in literacy instruction to prepare students to reach proficiency in both their target language(s) and intercultural competencies. The Seal of Biliteracy, a national movement, is an award given by a school, school district, or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. The purpose of the Seal of Biliteracy is to help students recognize the value of their academic success and to experience the many benefits of bilingualism. Two examples of our work in this area include: *SWBOCES World Language Institute* and *SWBOCES World Language Summer Learning Retreat Summer 2020*.

**Strategy-focused (pedagogy)**

**Meeting the Diverse Needs of All Students:** Nurturing
the talents, passions, and potential of all students is the responsibility of every school and educator. As educators work to identify and understand the diverse profiles of learners coupled with the demands and expectations of curriculum, schools, and society, educators require an equally diverse and deep repertoire of pedagogical strategies and approaches. The Center at Southern Westchester BOCES provides regional and customized professional development to local districts working to support the learning needs of all students. This includes: Co-teaching, Differentiating Instruction, Focus on Learning (FoL), and Response to Intervention (RTI).

**Multi-Tiered Support Systems (MTSS):** Workshops are offered to support districts in the development and effective implementation of RTI. Districts receive training in the development of systems, assessment tools and instructional practices for delivering effective tiered levels of academic and behavioral supports.

**Data-Driven Instruction and Assessment:** Southern Westchester BOCES continues to support component school districts in the use of data to set and measure progress toward teaching, learning, and system goals. This support is based on Data-Driven Instruction (DDI) turnkey training provided by the New York State Education Department (NYSED).

◇ **Assessment Analysis and Design:** Workshops and on-site consultations are structured to review formative and summative assessments and establish targets for student growth. Current and future assessments are aligned to an approved growth model and NYSED’s next-generation assessment priorities.

◇ **Goal-Setting:** DDI principles are applied to a review of comprehensive learning goals. Processes for aligning district and building goals are developed and reviewed based on a continuous cycle of data collection and analysis.

**Professional Learning Service/ Delivery Mechanisms**

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**Micro-networks:** The Center’s micro-networks bring schools and districts together who share a similar area of interest, need, or focus for the academic year(s). Districts who participate benefit from specially-designed professional learning initiatives and developing relationships with with schools that have a common initiative/focus. Micro-networks include, but are not limited to, Early Learning (PreK-3), International Baccalaureate (IB), Educating for Sustainability, Equity, Access, and Excellence, etc.

**Custom In-district Professional Learning:** The Center partners with individual schools and districts to provide customized professional learning plans (PDP). The focus of the plan is developed in consultation with school and district leaders and includes analysis of relevant qualitative and quantitative data. Recent customized in-district work included: *Literacy: Developing Expectations for Elementary Writing Instruction, Co-Teaching: Meeting the Needs of All Learners K-12, and Meeting the Needs of All Middle School Learners through Differentiated Instruction.*

**Capacity-building Train-the-Trainer:** We promote in-district capacity building through a “train the trainer” model of professional learning. This process has three core steps: in-depth training for teacher leaders/future trainers critical to leading and sustaining the work forward; teacher leaders trained by our team return to their school with new skills, and cascade professional learning to the rest of the grade-level/school faculty; and newly trained faculty provide effective targeted learning environments for their students.

**Elevating Teacher Practice through Embedded Coaching:** The Center provides on-site coaching and direct support to develop, implement, and assess teaching and learning initiatives that include: SMART goals, how progress will be monitored, and efficacy of implementation. Peer coaches are prepared to work directly with teachers to promote teacher growth through regular 1:1 meetings, clear communications, teacher reflection, and consider student work.

**Professional Learning Communities (PLCs):** The Center provides support for the development of effective PLCs based on well-researched models. These PLCs will offer school intra- or inter-district opportunities for teachers and leaders to engage in processes and protocols that optimize student learning through data-informed instructional practices. PLCs are supported and co-led by the Center’s faculty and experts.

**Substitute and Teacher Stipend Reimbursement Program:** Districts that share professional learning...
services such as staff or curriculum development activities through CoSer 555 are eligible to receive aid on the costs that the district approves and incurs from either stipends paid to teachers or substitutes covering teacher’s classrooms while they are participating in professional learning. CoSer guidelines require that SWBOCES establish a uniform rate of pay for substitute and stipends. For the 2019-2020 school year, SWBOCES will reimburse up to $115/day for a substitute and an hourly rate for teacher stipends $35/hour.

Gifted and Talented Services

CoSer 431

Today’s Students Tomorrow’s Teachers (TSTT) is a career development and mentoring program that recruits and trains economically challenged students from high school through college and places them as effective teachers who help to improve the schools and communities where they reside. TSTT seeks to ensure that students will graduate high school, enter college on scholarships, and graduate with a degree and certification in the field of education. The overall goal is to have them return to their communities as caring, competent and committed teachers.

Homeless Student Program

CoSer 556

The Homeless Student Program is a collaboration of Southern Westchester BOCES, Westchester County Department of Social Services and The Urban League of Westchester. The goal of the program is to improve the identification, enrollment, attendance, academic competence and educational confidence of homeless students living in temporary housing. The Homeless Student Program provides technical assistance to school districts and community agencies regarding the McKinney-Vento regulations. The program presents regional meetings and workshops for district homeless liaisons, school administrators, teachers, shelter staff, parents and community agencies. In addition, the program provides attendance and academic performance tracking, as well as an intensive case management model to review and discuss the educational progress of homeless students. The program supports student academic competence by offering after-school literacy and math tutorial programs at homeless shelters and local community-based organizations.

Facilities Compliance, Health, Safety and Violence Prevention Services

CoSer 644

Learning flourishes in a healthy, safe school environment. CoSer 644 provides training, consultation services, technical assistance and leadership to help create and maintain an educational environment that is a model for workplace safety and best practices. We work directly with school districts, building- and district-level safety teams and teaching and non-teaching staff to handle matters of compliance.

Facilities and Compliance: Assessments include: Asbestos Testing and Training; Bloodborne Pathogens; Chemical Hygiene Plan Development; Chemical and Petroleum Storage; Cooling Towers Inspection; Fire Inspection; Indoor Air Quality Testing; Lockout/Tagout; Playground and Gymnasium Inspections; Right to Know; Underground Storage Tank Programs; and Water Testing.

School Safety: Maintaining safe schools requires faculty and staff preparation through practice, simulations, and scenarios, these include: Active Shooter Training; Building Level Emergency Response Planning; CPR/AED; Crisis Response Training; DASA/Violence Prevention (workshops and refreshers); Crisis Plan Development; Incident Command Management; Lockdown Emergency Training; New Building Emergency Plan Template; Risk Assessments; Safety Audits; School Bus Safety Training; Student De-escalation Training; and Table Top Exercises.

Dignity for All Students Act (DASA): Under the Dignity for All Students Act, schools are required to provide students with supportive, positive learning environments in compliance with this New York State law that protects students from harassment, bullying and discrimination. The Center provides: comprehensive training for employees new to the role of Dignity Act Coordinator; updated annual training for all Dignity Act Coordinators and/or administrators to address new NYSED regulations and procedures; and regional workshops for Dignity Act Coordinators and Building Administrators to plan for implementation, anticipated challenges and successes, issues, and emerging topics.

Non-Violent Crisis Intervention Training: Managing
disruptive, aggressive, and violent behavior is an essential skill for all school personnel. School faculty and staff need safe, effective behavior management training designed to maintain the care, welfare, safety, and security of all involved in a crisis. The primary focus of this two-day training is to help school staff identify the different levels of behavior typically exhibited by students in crisis. This highly interactive, hands-on training provides participants with opportunities to practice verbal and physical intervention skills that can be effectively applied to real-life situations. Upon successful completion of a post-test, participants receive a one-year certification in Non-violent Crisis Intervention® from the Crisis Prevention Institute.

School Library System: Resource Service

CoSer 511

Media Resource Service incorporates the latest technology into its offerings. Video streaming allows 24/7 remote access to faculty and students. In addition to generalized K-12 content, specific subject video streaming is also available. Subscribers are able to select from a variety of vendors including Discovery Education, Defined Learning, Espresso Education, Soundzabound, JoVE, Learning 360, NBC Learns, and Visual Learning. Professional Development is offered through workshops, webinars and online support.

Arts in Education

CoSer 433

The purpose of the Arts in Education CoSer at Southern Westchester BOCES is to assist schools and districts in the incorporation of the arts in all aspects of the curriculum. This service aims to facilitate programs such as presentations, workshops and cultural events by providing professional development opportunities, offering services to facilitate such events and managing consultant contracts. The focus is on incorporating arts into curriculum at all levels. Programs are designed to support and enhance curriculum, including presentations, workshops and cultural events. Students are provided with opportunities to support and foster literacy initiatives and enjoyment of literature.

Automated Library Systems

CoSer 512

This service provides computerized library management systems. An online catalog, including Follett Destiny, Mandarin Oasis and OPALS, allows students and faculty to use the resources of the school library media center. On-site training provides improved technical services and maintenance of collections. Through technical planning and consultation, automation of the school library becomes part of the district’s technology plan to provide on-site and remote electronic access for students.

Follett Destiny Resource Manager is a universal system for managing resources, inventory and assets throughout your school district.

An e-book and audiobook service, the SWBOCES School Library System Digital Library is offered for a shared consortium collection with OverDrive to borrow digital content among districts and a private building collection. The School Library System also offers Tales2Go, a simultaneous user e-book service. The SWBOCES School Library System Digital Library Advisory Board meets annually to inform policy and support collection development.

Online Information Resources

CoSer 513

This service provides subscribers access to comprehensive full text or indexed reference databases that complement K-12 curriculum. Students can select information required in a range of formats (citations, abstracts, full text documents and page-image documents).

Faculty and staff development provides opportunities to incorporate databases into teaching and learning. Database packages for elementary and secondary schools are available. Also, subscribers can select from more than 100 online resources including EBSCO, Newsela, BrainPOP, Turn-It-In, Noodletools, ProQuest, Gale, JSTOR, Capstone, Scholastic, Learning A to Z, SIRS Series, World Book, and Serial Solutions. Search for Success features one-password access and usage reports. Students, faculty and parents can access all of their libraries’ databases, including the free databases in NOVELNY, which helps districts get maximum use of their online databases to support the NYS Next Generation Standards.
The Lower Hudson Regional Information Center (LHRIC)

The Lower Hudson Regional Information Center is a nonprofit consortium providing educational and administrative technology services to more than 60 school districts in Westchester, Putnam, and Rockland counties. The LHRIC, based in Harrison, N.Y., is one of 12 Regional Information Centers located throughout New York State focused on delivering cost effective solutions to today’s demanding educational technology needs. The LHRIC staff believe in the power of working together through meaningful collaboration to support current and emerging technology demands.

The LHRIC values our role in the education of more than 225,000 students, and the support of nearly 12,000 teachers in approximately 300 school buildings connected to the Internet via our Private Wide Area Network. This private network provides a heightened level of security unsurpassed by commercial competition. Our Level 1 Data Warehouse helps provide data protection and is specifically designed to keep student, teacher and staff PII safe.

Our services remain on the cutting edge of trends and mandates and include our most recent service additions: Virtual Desktop Hosting, Hybrid Hosted VoIP Phone systems, ACA form processing (FMLA) and Digital Content ADA Compliance Systems.

The LHRIC distinguishes itself from other service providers through its depth and breadth of offerings with its commitment to instructional services that are designed to transform teaching and learning for students and educators using technology. The LHRIC collaborates with districts to develop new services that expand the boundaries of traditional classrooms and provide high quality, professional growth opportunities for all district personnel.

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LHRIC Service Areas

The LHRIC provides a comprehensive menu of services in five key areas:

◊ Technical Services, including Networking, Managed IT, Telcom/WAN, and School Security
◊ Business & Administrative Services, including Finance, Facilities, and Web Communications & Alert Services
◊ Instructional Technology Services, including Software & System Services, Professional Development Services (Model Schools), Leadership and Technology Planning Services
◊ Student & Data Services, including Student Information Systems, Data Integration, Level 1 Data Warehouse, Data Analysis, Testing Services and State Reporting
◊ RIC One, including support for Education Law 2-d

The services and support available to your district do not end with the programs listed here — through cross contracts with other BOCES, you may also choose from a wider selection of programs and services. Contact your account manager for more information about services you may be interested in.

Individualized Service

Nearly all service requests are individualized to your district needs, whether related to a specific LHRIC service, cross contracted service, or the exploration of a completely new endeavor. No two districts are the same, but many challenges you are facing may also be a challenge for neighboring districts. In the true spirit of collaboration, we look forward to leveraging our knowledge and problem-solving skills to provide a customized proposal to help solve your Educational Technology challenges.
Technology Support Services

The Technology Support Services provide seamless technology support for all networking, hardware repair, telecommunications, and service desk needs including but not limited to, service and support for file servers, workstations, network operating systems, closet electronics, and a variety of peripherals, and printers. Service is offered through a variety of support options. These include a shared technician model on-site, Collaborative Support. Another model is Managed IT Services, which entails technology experts centralized at the LHRIC and armed with automated tools to monitor and react to technology problems immediately and remotely. Districts participating in our services take advantage of our in-depth level of experience in supporting and maintaining educational networks, and benefit from a shared pricing model.

The services offered include:

◊ Maintenance of technical support contracts with vendors
◊ Technology evaluation, design, planning, development, and on-site technical consulting
◊ Field-tests of new technologies and updates, patches and new versions of current products
◊ Central distribution of patches, updates and antivirus software
◊ Monitoring of technical support issues and service delivery through a centralized web-based help desk solution
◊ Training and support through in-house and third-party partners.
◊ After-hours support for network emergencies.

Cybersecurity

LHRIC provides cybersecurity services as part of the technology support services. These existing services can form the basis of a district’s cybersecurity plan. Additionally, LHRIC teams have been working on new cybersecurity solutions and will continue to partner with you to bring appropriate solutions once the regulations are finalized.

Managed IT Services

Managed IT combines centrally managed support in collaboration with a local field support presence that provides high quality and seamless network support services to local school district networks. Our Managed IT Service includes subject matter experts that provide support in key areas:

MIT Lead—Provides operational management overseeing the support teams to ensure issues are resolved in a timely manner; assists with technology planning; and will be your resource for project management to drive seamless inception of all installed technology.

Service Desk Support—Provides operational management overseeing the support teams to ensure issues are resolved in a timely manner; assists with technology planning; and will be your resource for project management to drive seamless inception of all installed technology.

Managed Infrastructure Support—Provides daily support and management of district network infrastructure, including proactive monitoring, alerts to technology support staff, switch configuration backups, optimization and remediation of issues with any district infrastructure equipment including routers, switches and firewalls. Centralized services also include secure management of the district’s local network infrastructure, providing role-based access while capturing log data of user access.

Managed Wireless Support—Provides daily support and management of your district’s local wireless network solution, including support for all district-owned wireless controllers, access points, network access management, proactive monitoring and alerting, and optimization of district wireless environment. A standardized wireless implementation is included, which provides simplified access and increased security to district wireless solutions.

Managed End-User Computing—Provides districts with comprehensive support for all district-owned client computers, devices, and peripherals, which includes a centralized management platform for Windows and Apple devices. The service also includes management and support for Google Apps for Education and Office 365 applications.
Managed Systems Support—Provides support and management of all servers, storage devices, backup strategies, email hosting and server virtualization solutions. This support includes proactive monitoring and alerting, regularly scheduled maintenance, systems optimization and standardization of district systems. Another available complement is LHRIC Server Hosting, which provides the district with the option to move their servers into the LHRIC consortium private cloud.

Field Support Staff—Provides in-district, level 1 support in collaboration with the centralized, specialized support teams.

Collaborative Field Support
(In-District Technology Support)  
**CoSer 510 & 611**

The Collaborative Field Support Service model provides on-site technicians of varying skillsets and quantity as determined by the district in collaboration with LHRIC recommendations. These shared technicians are responsible for day-to-day upkeep, maintenance, and management of systems, end-user computing, infrastructure and wireless support in your districts network environment; which includes in-district data centers. A MIT Lead is provided to oversee the district support team, ensures issues are resolved in a timely manner, assists with technology planning, and will be your resource for project management to drive seamless inception of all installed technology. Service Now is a tool provided to be used in conjunction with this service for incident management, project management tracking and procurement.

Hardware Repair Services  
**CoSer 510 & 611**

Our Hardware Repair Service gives you access to certified technicians who can be dispatched to your location to conduct on-site repairs. If more complicated issues are uncovered we have a shop setup to complete additional repairs. We offer authorized repair service for Apple®, Dell® and HP® brand computers and peripherals. We can also attempt repairs for Acer®, Apple®, Asus®, Dell®, HP® brand computers and peripherals, Smart® brand Smart Boards and Projectors, as well as other brands of Chromebooks, desktops, laptops, iPads, monitors, printers, projectors, tablets and portable devices that are no longer under warranty.

Asset Management and Retirement  
**CoSer 611**

The LHRIC provides asset retirement of end-of-life computer equipment to all districts, regardless of where the equipment was purchased. There is no cost to your district for this service. Before requesting a pick up, we ask that you have 20 or more computers at each location. To request a pickup please download and fill out the Asset Retirement Form from https://www.lhric.org/asset_retirement. Email the completed form to Recycle@lhric.org.

Internet and WAN Services

The LHRIC’s Wide Area Network team provides network design, support and maintenance, service upgrades, and proactive monitoring of internal and Internet connectivity. Your district is provided access to system reports that allows collaboration and visibility into managing bandwidth and usage patterns. All networking services, from endpoints to the Internet and cloud services, are managed by expert staff in collaboration with your district. The services allow your district to leverage USAC E-Rate reimbursement and NYS BOCES Aid.

Internet Services  
**CoSer 510 & 611**

LHRIC Internet Services provide school districts with enterprise-grade Internet access. This service includes the following value points:

◊ High availability and redundancy (Internet egress in Westchester and Rockland)
◊ Generator backed data centers
◊ Enterprise grade firewalls
◊ Enterprise Threat Management – Intrusion Prevention/ Detection Systems (IPS/IDS)
◊ Secure VPN connections with district’s pre-approval and audit trail
◊ Proactive bandwidth management utilizing bandwidth
monitoring tools. We ensure appropriate dedicated Internet bandwidth is available to your district.

WAN Communication Data Circuits (Managed Fiber Solutions)

Districts can leverage the consortium buying power to connect school buildings with fiber connections. LHRIC provides annual competitive bidding to secure best prices to connect or upgrade school district circuits. In addition, LHRIC manages partner vendors to connect and configure these links.

In collaboration with your school district, we determine the best method for centralizing IT systems across your District’s school building and coordinate 1.0 Gb/s and 10 Gb/s fiber optic connections. These circuits create district networks that can accommodate secure data, voice, and video network communications. With proactive monitoring, we help minimize downtime and use our partner vendor relationships to expedite necessary repairs.

Secure Remote Access Service - Virtual Private Network (VPN)

The Remote Access Service provides users with secure, role-based access to the district’s network. Users connect securely to their files and district applications anywhere and at any time through a virtual private network (VPN). The district determines the level of network access that is granted to each user. The service also can provide your District VPN activity logs.

TELECOMMUNICATIONS: UNIFIED COMMUNICATIONS (UC) AND VOICE SERVICES

Phone Services

Two types of phone services are available through the LHRIC: Voice over IP (VoIP) which can be hosted in-district or Hybrid/Hosted and Intellipath. VoIP allows a district to make voice calls using their existing data network (LAN) connection instead of regular or analog phone lines. Both of our VoIP services offer support in: consulting, design, planning, implementation, maintenance and repair, as well as ongoing operations (additions/moves/changes).

The Intellipath service provides districts with a flexible, cost effective and efficient network for voice and data communications by using Verizon’s Intellipath II (Centrex) and PRI services. Intellipath service users become part of the LHRIC Intellipath consortium and save on phone circuit costs.

LHRIC On-Prem VoIP Service

Districts can upgrade from legacy Private Branch Exchange (PBX) systems to VoIP-based platforms. VoIP systems allow for voicemail to be sent to via email. This enables your users to be more responsive rather than wait until they return to their classroom or office to check voicemail. Additionally, your district can add app-based communications, building speaker/paging and physical door access control to move toward a unified communication model.

The VoIP support service provides monitoring and remediation of phone system issues. Dedicated VoIP team members support district phone systems remotely. Currently supported systems are Cisco Unified Communications and Shoretel/Mitel. Depending on the VoIP platform, your district may be able to integrate the Unified Communications/VoIP systems with building security as part of your school safety goals. With VoIP, districts can make and receive video-based calls with other endpoints that have video capable units.

LHRIC Hybrid VoIP Service

The LHRIC is offering a new streamlined voice service known as Hybrid VoIP, which expands on the capabilities of On-Prem VoIP systems by providing much higher redundancy and availability to schools. Hybrid VoIP adds Voice Call Managers and Unity Servers that are housed in the LHRIC’s private cloud.
and are exclusive to our districts. This provides higher standardization, centralized system configuration and system redundancy. This adds new features such as a disaster recovery kit, which allows schools to configure phones for impacted buildings quickly at an alternate or recovery location.

Exclusive to Hybrid VOIP, shared, centralized SIP Trunk services deliver dial tone on phone circuits that are configured for IP based networking. This feature allows automatic failover and easier call rerouting to alternate locations.

**DATA CENTER SERVICES**

Data Center Services are hosted in a private cloud and located in a secured SOC 2 certified LHRIC Data Center with disaster recovery options.

**Data Center Hosting**

*CoSer 611*

This service provides private cloud hosting of district servers in the LHRIC Data Center. This is a cost-effective alternative to building out and maintaining server hardware, virtual machine licensing and Windows licensing. LHRIC Data Center servers are protected by the LHRIC Disaster Recovery strategy, which includes replication to an offsite disaster recovery facility.

**Remote Backup**

*CoSer 611*

The Remote Backup Service ensures that data is protected from loss in the event of viruses, accidental deletions and/or hardware failures. The Remote Backup Service provides nightly backup and storage in a secure, remote location. Daily emails provide the status of the district backups. If data recovery is required, the time needed for recovery is minimal. Training to use a web-based console to perform retrieval is included in the service.

**Internet Filtering**

*CoSer 611*

The Internet Filtering Service is a managed service that ensures that students and staff are CIPA compliant and protected when using an Internet-connected device in the district. District-owned devices that are taken home can be protected as well. Reporting on internet activity is available for 60 days via a web console.

**NEW! Virtual Desktop Hosting**

*CoSer 510 & 611*

The Virtual Desktop Hosting service provides districts with private cloud delivery of Virtual Windows Desktops in the LHRIC Datacenter. Virtual desktops can leverage high-end graphics cards to ensure performance of even the most demanding applications. Desktop images are customizable to mirror existing district desktops. We can provide virtual desktop access in your district only or, as an option, at the user’s homes as well. This is a cost-effective alternative to making a capital investment for Virtual desktop infrastructure and licensing.

**SCHOOL SECURITY SERVICES**

The LHRIC Security Service offers security-related technology solutions such as video cameras with image recording capabilities, door access control and visitor management systems. We offer analysis of your network infrastructure to ensure recommended technology solutions are possible. The service includes consulting, design, procurement, installation and ongoing school security systems support. Base Security Support participation is required to participate in additional School Security services.

**Base Security Support**

*CoSer 611*

The Base Security Support Service provides your district with:

◊ An evaluation of your current physical security systems
◊ Recommendations to strengthen existing security hardware and software
◊ An analysis of existing network infrastructure
◊ Help Desk support, to manage system operations
Access Control (Door Access) Security

CoSer 611

The Access Control Security Service provides a system to unlock exterior entrances and interior doors that protect high value or sensitive locations. Access control is activated using proximity cards, key fobs, swipe cards, bar codes, or biometric readers. The system can be configured to control who may enter select doorways and can also limit the time of day staff and students may enter.

IP Video Security

CoSer 611

This service provides placement strategy, procurement and installation of IP Video Cameras for surveillance of school hallways, buildings and grounds. We provide a thorough evaluation for optimal camera placements, both inside and outside. Camera footage can be monitored in real time and recorded for playback. Integration with police or fire agencies is an option for this service.

Visitor Management

CoSer 611

LHRIC Visitor Management system scans each visitor’s driver license or state-issued ID instantly against the national registered sex offender database. When a visitor is cleared, a temporary badge is issued with the visitor’s photo, name, and destination within the school building. The service helps schools keep unwanted visitors out and keeps track of all visitors who have entered the building.

Business & Administrative Services

FINANCIAL SERVICES

ACA Processing

CoSer 455 & 611.455

LHRIC offers a comprehensive ACA strategic plan, which complies with the law and matches your District’s needs. Our integrated technology uses data from your payroll & benefits carriers to track employee hours and produce IRS required forms 1095 & 1094.

We offer hands on full ACA: Administrative and Financial Consultation Services using a web-based ACA solution, which can include: implementation plan compliance & policies, monitoring of ongoing salary, ongoing hourly, and all variable hour activity; tracking via monthly reports to prepare for Annual IRS reporting and audits; compiling of information for IRS reporting; PDFs of IRS form 1095s for applicable employees; and electronic filing of IRS form 1094.

Finance Manager Support

CoSer 611.450

The LHRIC supports Finance Manager’s nVision software, which provides business offices with the ability to manage financial, human resources and other business operations. The LHRIC service provides initial and ongoing training, workshops, user groups, telephone and, when applicable, on-site support, a financial helpdesk, and meetings with TRS, ERS and the IRS.

The software can be hosted at the LHRIC or at the district running Windows Server. The LHRIC provides a comprehensive Disaster Recovery/Business Continuity Plan in our generator powered facility. Data is also backed up to offsite Regional Information Centers located elsewhere in the state. Disaster recovery can be initiated at these other locations depending on the nature and extent of the emergency.

Finance Manager provides payroll, human resources, negotiations, budget projections, remote requisitioning, purchasing, accounts payables and receivables, bidding, general ledger, time management, GASB34 reporting modules, report writing capabilities and interface with Excel. Finance Manager allows for software interfaces to Omni and Frontline’s attendance product (formerly known as AESOP). The TimePiece module allows for electronic timekeeping via devices that use fingerprint recognition using a mathematic algorithm to record time and also interfaces with the payroll module. A new web-based employee self-service portal is being launched this year.
Forecast5 has partnered with NYSASBO to bring data analytics to New York schools. Combining various data sets such as BEDS, ST-3 and Report Card data, Forecast5 is delivering a Business Intelligence model to schools across the state. This transformational approach allows school district officials to spend time analyzing rather than gathering relevant data.

Procurement Services include the purchase of hardware and software in support of districts’ evolving technology needs. The service provides processes for renewals of software licensing and hardware support; and can accommodate non-project-based purchase requests through our automated online procurement system (NPPR). Procurement Services support LHRIC departments in securing favorable contracts and standards guidance in procurement for school district project-based orders. We work diligently to ensure the proper purchasing channels are in place to meet district’s goals and objectives. Purchases may be funded via Installment Purchase Agreements (IPAs), Multifunction Device Leases, General Funds, SSBA, and E-Rate.

Facilities Services

Facilities Management (Capital Project/Building Planning)

The LHRIC partners with CapProSoft, a facilities management software developer, and hosts a fault-tolerant environment for two software applications: CPPRT and FAST. These applications provide systems for Capital Project Management and Facilities 5-year planning.

CPPRT enables districts to track and report on capital projects on a multi-year basis. It allows districts to maintain fiscal control, provides an audit trail and history for projects and works with the New York State Education Department’s facilities planning requirements — generating all required reports.

FAST provides a district with a central database of information about facilities infrastructure, building types, health/safety issues, major utility systems, site conditions and fire inspections. FAST is designed to help districts fulfill mandates of the Comprehensive Public School Building Safety Program, including annual visual inspections and the 5-year facilities plan. It can also serve as a knowledge base for future capital projects.

SchoolDude offers solutions to streamline all areas of your operations – maintenance management, energy management, facility usage and technology management. SchoolDude’s products automate the work order process, monitor inventory usage, schedule preventive maintenance, simplify facility usage scheduling and track technology assets. Many of the solutions integrate to provide a global-view of your district’s operations and improves communication with all departments and faculty.

District Web Communications and Alert Services

LHRIC Communication and Alert Services include software and consulting for district websites, administrative content and mass notification. Coordination across multiple departments and services within districts and the BOCES, such as student systems and offices of public relations, are often included in these services.

Content Management Systems

Content Management Systems service providers guide districts through the selection, design, and implementation of district web site solutions either as a new approach to communication or moving between solution providers. Services include selection of software solutions, content mapping and design, accessibility analysis, as well as professional development and training.
Solutions supported in this category include:
◊ Blackboard Web Community Solution
◊ eChalk
◊ Finalsite (with or without Audio Eye)

**Ensemble Video**

Ensemble Video On Demand, built exclusively for K-12, is a video management, catalog, and streaming solution that provides the ability for administrators, teachers, students and staff to publish and share original video content and share them publicly or privately across any digital content system. Districts are able to stream live events using the live streaming feature. The service includes software, hosting and storage of video content, professional coaching and training for staff.

**Messaging/Alert Services**

The LHRIC provides support for K-12 Alerts, Blackboard Mass Notification, ShoutPoint and School Messenger services. These messaging services provide communication and emergency messages to parents and staff through work and home emails, land lines, and text. The messaging services have different hosting methods. BlackBoard Connect and K-12 Alerts are fully hosted, whereas School Messenger provides a hosted and a shared service). Each offers different benefits in the areas of language translation, community access, and connectivity to Student Information Systems. Contact the LHRIC for more information on which package suits your district’s needs.

**Remind.com**

Remind is a text messaging app that helps teachers, students, and parents communicate quickly and efficiently. This can be used at the district, school, or classroom level. There is a widely used free version, and the LHRIC service supports the enterprise version for districtwide deployment.

**Administrative Services**

**Records Management-Laserfiche**

This service will help your district comply with Records Retention and Disposition Schedule ED-1. We can accept both your paper and electronic documents to scan, import and index in our system to archive for as many years as required as well as for onsite disaster planning and prevention. Designated user(s) will be able to retrieve and search for documents via the Laserfiche web tool.

**Productivity Tool Training for Administrators and Support Staff**

Administrators and building-level support staff can learn new or enhance skills by requesting training in Microsoft Office, Office 365, Microsoft Outlook Mail & Calendar, Adobe Acrobat Pro, and Google Apps, Mail and Calendar. The service is available on a per diem basis, at your district, and can be custom designed for your district needs. We recommend keeping class sizes small to maximize the learning experience.

**Instructional Technology Services**

**Software and Systems Services**

These services include a comprehensive approach to the identification of and planning for instructional software as supplemental curriculum and administrative support for students and teachers. Services include software selection, consulting, professional development, user groups, and procurement. For the more comprehensive software systems, implementations include a plan to ensure the successful adoption and evaluation of software in support of district teaching and learning goals. For software information and service, contact us or visit our website at https://it.lhric.org/az_product_list.
Cross contracts with other BOCES may be available when a product isn’t currently supported by the LHRIC.

K-12 Instructional Software as a Service

Instructional software solutions provide supplemental curriculum content delivery systems that support whole group, differentiated and blended classroom instruction.

The LHRIC supports the selection, implementation, professional development, data analysis, and ongoing maintenance and support for the following research-based K-12 curriculum instructional software. This support includes professional development workshops, user groups, site visits, telephone and online support. Consulting is available to district data inquiry teams to maximize the reporting features of the supported programs. All solutions meet state and federal requirements and will be vetted with local districts to ensure they meet instructional needs.

Student Assessment
◊ AIMSweb & AIMSweb Plus
◊ Castle Learning
◊ iReady (diagnostic, progress monitoring & instructional)
◊ NWEA (MAP)
◊ Renaissance Learning (diagnostic, progress monitoring & practice)

English Language Learners
◊ Compass Learning
◊ iLit—Pearson
◊ English in a Flash
◊ Imagine Learning for ELLs
◊ Rosetta Stone

Literacy
◊ Accelerated Reader 360 - Renaissance
◊ Achieve3000
◊ Compass Learning Reading - Edgenuity
◊ Core5 - Lexia Learning
◊ English in a Flash - Renaissance
◊ iLit - Pearson
◊ Imagine Learning Literacy
◊ IXL - language arts & Spanish
◊ Rosetta Stone
◊ SuccessMaker - Pearson
◊ Waterford Early Learning

Math
◊ Accelerated Math 360 360 - Renaissance
◊ ALEKS - McGraw Hill
◊ Compass Learning Math - Edgenuity
◊ Dreambox
◊ Explore Learning (Gizmos & Reflex)
◊ Imagine Learning Math
◊ IXL Math
◊ Mindresearch Institute (New!)
◊ Red Bird - McGraw Hill
◊ SuccessMaker - Pearson

Science & Social Studies
◊ IXL - science, social studies
◊ Explore Learning - Gizmos

Online Course Content
◊ Accelerate U
◊ Edgenuity
◊ Gradpoint
◊ Virtual High School (VHS)

Digital Literacy & Productivity
◊ Keyboarding without Tears
◊ Learning.com

Production & Productivity
◊ Google
◊ Microsoft
◊ Nearpod
◊ Wixie
◊ Apple

College and Career Readiness Guidance Systems
◊ Naviance Career and Guidance system - Hobsons
Curriculum Mapping

CoSer 611 & 554
◊ Atlas (formerly Rubicon Atlas) - Faria Education Group
◊ eDoctrina

Teacher Evaluation, Professional Growth and Compliance

CoSer 611 & 554
◊ eDoctrina
◊ OASYS (Frontline Professional Growth)
◊ MLP (Frontline Professional Growth)

Online, Distance, and Blended Learning

CoSer 444

This service provides software, consulting and professional development for schools to build capacity and offer a variety of alternative pathways for learning. These solutions are most often used for credit recovery, credit accrual, electives, advanced placement (AP), Response to Intervention (RTI), and access for homebound or hospitalized students. The solutions below are research based and provide additional resources for unit and credit recovery, and supplement to curriculum content.

The following digital software solutions are currently supported:
◊ Accelerate U provides course content and New York State Certified Teachers for core, elective, and AP courses for grades 6-12, as well as courses for professional development.

Edgenuity provides course content and direct instruction video in core subjects, electives, AP, and career and technical education (CTE) courses; grades 6-12. NEW! Social emotional learning courses.

◊ Global Compliance Network (GCN) provides 125 compliance tutorials covering a broad range of topics from Health & Safety, Privacy and Security and Blood Borne Pathogens to Policies and Regulations.

◊ Pearson’s GradPoint provides the ability to address virtual and blended learning, credit recovery, dropout prevention, alternative education, English language learning, summer school, and more, all on one platform. The program includes over 180 rigorous, multimedia courses, seven learning pathways, and anytime, anywhere, any place access via web browser.

◊ The Virtual High School Collaborative (VHS) provides elective courses through a global consortium for students in grades 6-12

◊ OC21 Virtual School is a Putnam/Northern Westchester consortium school comprised of regional district students and teachers. Local district teachers provide blended elective courses for area students in grades 9-12.

◊ Schoology brings together the best K-12 learning management systems with assessment tools to improve student performance, foster collaboration, and personalize learning.

Virtual Student Presence Service for Homebound Students

CoSer 444

Homebound and hospitalized students are often prevented from participating in school classes and activities due to physical, mental or emotional illness, or injury. Technology now provides a pathway for them to participate in classroom instruction and school activities from home, or in some cases a hospital. Using the VGo Virtual Robot, students participate in real time in their classes or simply stay connected with peers from home using a tablet, laptop or desktop computer by controlling the robot video system located at school.

Services include the use of VGo video robot onsite, procurement and setup of a student computer, technical assessment and monitoring. Training is provided for students and their parents/guardians, classroom teachers and other identified support staff.

Response to Intervention (RTI) Systems

CoSer 510 & 554

The LHRIC supports an array of Response to Intervention (RTI) Systems designed to screen
students, identify Tier 1, Tier 2 and Tier 3 learning interventions and assist in the monitoring of student progress. The service includes the implementation, needs analysis, scope and sequencing in support of local RTI program goals.

Supported products include:
◊ AIMSWeb, AIMSWeb Plus
◊ iReady’s Growth Monitoring
◊ RTI (Frontline), formerly RTIm Direct
◊ Star 360 (Renaissance)

Professional Development Services

Model Schools Core

The LHRIC Model Schools Core Service is the basic instructional service provided by the Model Schools team. Through the Core Service, districts have access to an annual catalog of professional development workshops, special events, webinars, demonstrations, and self-paced, online courses. Content is focused on key issues and topics in instructional technology. Districts have unlimited access to sessions where professional staff will learn about innovation and develop competencies that they can immediately bring back to their districts. Model Schools workshops are open to all instructional staff, support staff, administrators, and paraprofessional staff in member districts.

Customized consulting is available for Core Service member districts for on-site professional development, at an additional fee. LHRIC professional development coaches provide “at elbow” classroom level coaching and job embedded support for individual teachers, grade levels, teams and PLCs.

LHRIC instructional technology expertise includes:
◊ 21st Century and Contemporary Teaching
◊ Active Learning Strategies for Maker Spaces and Flexible Learning Environments
◊ Virtual and augmented reality technologies
◊ Coding, programming and robotics
◊ Social media in instructional settings
◊ Safe and ethical use of technology for teachers and students
◊ Digital storytelling and use of instructional multimedia
◊ STEAM leadership, support and instructional Strategies
◊ Blended and online learning strategies and solutions
◊ Flipped Classroom methods and practices
◊ Mobile learning technologies (iPads, Smartphones, Chromebooks)

New! Model Schools ‘PD Your Way’ Online Learning

Model Schools Online Workshops are fully facilitated by a LHRIC coach, and are eligible for CTLE credits. The courses run approximately 4 weeks, and take 3-6 hours to complete. Participants receive an orientation kit upon registration, and individual attention during each course to ensure maximum success and learning. All online courses are included in the Model Schools Core membership and are open to all instructional staff, support staff, administrators, and paraprofessional staff in member districts.

Active Learning Center

The LHRIC Active Learning Center (ALC) is located at 450 Mamaroneck Ave. in Harrison and is available to districts for visits and tours, design consultation and implementation planning, meeting facilitation, and a variety of professional development sessions. Experiences are designed to incorporate research-based practices for active learning and are included in the Model Schools Core membership. Extended opportunities for consultation, visits, and use of the room are available on request.

Model Schools Core Plus (Cohort Based Professional Development)

Model Schools Core service member districts can take advantage of high quality, structured, job-embedded instructional technology coaching in district for a cohort of teachers/instructional staff. The Model Schools Core Plus option provides up to the equivalent of 10 days of cohort based, job-embedded professional development for up to eight teachers.
The cohort-based professional development is comprised of planning, preparation and job embedded coaching with the specific focus on participant skill acquisition, lesson development, co-teaching, and reflection & revision. All cohort participants are given 1-1 attention during the coaching process, including in-classroom support and planning/post-lesson debrief conversations and recommendations to strengthen their classroom practices with technology.

Model Schools Core Plus is a per diem commitment, not an annual service subscription. Model Schools Core Service is a pre-requisite to participate.

Customized Professional Development CoSer 554

Anticipating the professional development needs in support of district initiatives can’t always be predicted a year in advance. Often these customized professional development needs arise throughout the school year and vary year to year. This service is designed to support the unique and specific district professional development needs and schedules that arise. The Model Schools team works with districts to identify needs and assign appropriate staff based on skill, knowledge and availability. This service option is intended to supplement existing professional development efforts in the district and to be a flexible option that will meet a variety of scheduling and staffing requirements. Customized professional development is a per diem commitment, not an annual service subscription. Model Schools Core Service is a pre-requisite to participate.

On-site Instructional Technology Coach CoSer 554 & 611

If your district is looking to enhance the current instructional technology initiatives or supplement the efforts of your own staff, LHRIC offers on-site shared collaborative staffing.

Our certified professional coaches are experienced and trained in the instructional uses of technology. Their time in district can range from a few days of targeted support to multiple days each week — the frequency of support is customizable. LHRIC provides placement and coordination support, as well as ongoing oversight of work throughout the year.

Leadership Services

Services in this category may include events, consulting, shared staff, and software.

Technology Leadership Institute (TLI) CoSer 554

The Technology Leadership Institute (TLI) provides school district leaders with opportunities to engage with and learn from nationally known educational technology experts. The program’s goal is to identify and communicate the value of technology and how it can be used to improve and transform education.

TLI events are hosted locally and provide districts with the opportunity to network, learn, and collaborate with each other and subject matter experts. Membership allows district professional staff to attend all annual events. The program also provides registration for two NYSCATE events; the CTO Clinic and Annual Conference.

Strategic Technology Planning CoSer 554

Instructional Technology Planning is essential for districts and often a subset of the district strategic plan NYSED requires districts to have a three-year Instructional Technology Plan on file for compliance and eligibility for funding in the form of BOCES Aid, Grants and Bonds. This service provides consulting, review and evaluation of district technology plans in accordance with NYSED regulations and national standards. Review of the NYSED Plans is provided at no cost to districts.

Additional consulting is available to assist districts in developing goals, detailed implementation plans, actions items, and plan evaluations. For compliance with NYSED Tech Plan evaluation requirements, the Brightbytes Tech & Learning Platform is available to districts in Model Schools services included in annual membership and is available at an additional cost for non-model schools districts.
Technology Planning and Coordination (Shared Staff)  
**CoSer 554**

This service was designed with the busy Technology leader in mind. LHRIC provides an instructional technology leader with the skills and knowledge necessary to deal with the breadth and depth of the job requirements for a technology program. It is designed as a supplemental support for sitting technology leaders to assist in meeting the expanding responsibilities and demands of this busy role. Technology Planning and Coordination is a shared staff model providing support for two or three days per week. LHRIC staff are skilled in various instructional technology requirements as well as the overall business and technical needs of a contemporary school district.

Clarity Brightbytes Data Analytics  
**CoSer 554 & 611**

The Brightbytes 21st Learning Suite (Learning Outcomes, Digital Privacy and Security, and Technology & Learning modules) is available to districts to help plan and measure technology initiatives to drive student learning. Districts use the Brightbytes platform to evaluate the status of instructional technology plans and goals, monitor software usage and return on investment, and create relevant policies to ensure a safe learning environment relative to privacy and security.

RIC One  
**CoSer 611**

The service provides resources to confront the increasing threats to district data and security. Specifically, the Data Privacy and Security Service. The Base Service includes access to:

- **User Groups** – Quarterly user groups will be held that focus on topics related to district compliance with Ed Law 2-d and the Regulations.
- **Inventory Tool** – This enables districts to compile a list of their software inventory as well as links to third-party vendors’ software Privacy Policies and Notices, thus enabling districts to comply with provisions of the New York State’s Parents’ Bill of Rights. Over 1,000 products are currently included in the database, and districts may submit requests for additional products.
- **Information Security Professional Development** – Web-based data privacy and security awareness training follows a structured outline, including a formal assessment and printable certificates of completion. Also available are materials for small group and whole group instruction that focus on data privacy and security, cyberbullying and digital citizenship.
- **Digital Digests & Archived Digests** – Quarterly newsletters focus on data privacy and security with current information, effective strategies, best practices, and leadership resources.
- **Digital Debrief Webinars** – Interviews with industry experts address topics related to data privacy and security in education.
- **Digital Blasts** – Timely information as it occurs keeps districts informed of the latest developments in the field.
- **Data Privacy & Security Service Website** – Password protection provides secure access to resources such as archived Digital Digests, recorded webinars,
online PD and the software inventory tool.

Additional services:
In anticipation of the requirements for district compliance to Education Law 2-d, the RIC One DPSS will expand to provide optional services:

◊ **Data Protection Officer Mentoring** – working side by side with district data privacy teams, the LHRIC will provide mentoring and guidance to help districts develop internal capacity to meet the requirements of Ed Law 2-d and the Regulations.

◊ **Data Protection Officer Support** – the goal is to provide assistance with the requirements of Ed Law 2-d and the Regulations based on district needs. A school district administrator retains the official title and authority of the DPO with the LHRIC performing routine functions and support.

◊ **NIST Cybersecurity Standards** – The LHRIC will provide services to districts in anticipation of the need to comply with the NIST Cybersecurity Framework Standards.

◊ **Customized Professional Development** – district based professional development is available to enable district to comply with the requirement for annual employee training.

◊ **Phishing Campaigns and Security Awareness Training** – utilizing a third-party vendor, the LHRIC will help facilitate the implementation of district based phishing campaigns and follow up security awareness training.

### Data Services

#### STATE REPORTING DATA SERVICES

**State Data Validation (Certify)**

This service provides districts with an automatic, web-based New York State data quality management service. Software tests the District Student Information System, Special Education System and HR system data against NYSED reporting rules on a daily basis. This Rules Validation Engine software specifically tests more than 700 Level 0 business rules and provides next-day notification of errors, giving the district time to correct problems. A scorecard for each New York State extract is generated and can be emailed to district data owners to help prevent the repetition of errors.

**DDA/CIO Mentoring**

This service provides district DDA/CIOs with timely one-on-one help and guidance and is designed to support the less experienced DDA/CIOs. The mentoring process provides periodic review of databases, support for effective communication, direction for establishing processes and procedures, examples of best practices, review of basic data analysis, identification of training needs, and monitoring of compliance timelines. This program is designed as a one-year support plan, but extended participation is available upon request. Participation involves one-on-one meetings as well as ongoing assistance via phone and e-mail.

**DDA/CIO Shared Support (Customized CIO Support)**

This service is designed to support districts with the state reporting responsibilities typically assigned to a DDA/CIO. The frequency and intensity of support is customizable and can range from a few days of targeted support to the equivalent of multiple days each week. Your district can use this service to support your current DDA/CIO, to replace exiting DDA/CIOs, or to respond to emergency long-term absences of your DDA/CIO.

**Data Collection - State Reporting**

This state-mandated service is necessary for the transfer of data from public school districts to the state data repository. It allows districts to be compliant with the demands and timelines established by the State Education Department. Monthly CIO Meetings and timely webinars support districts in keeping up with NYSED reporting deadlines and changing requirements throughout the year. Verification and Data Analysis reports are available.
The Lower Hudson Regional Information Center (LHRIC)

**Student Information Systems (SIS) and Student Data Services**

**Student Information Systems**

The LHRIC provides service and support for multiple student information systems: eSchoolPLUS, eSchoolData, Infinite Campus and schooltool. All are web-based K-12 student information systems (SIS) with real-time access to enrollment, attendance, discipline, grade books and reporting, transcripts, communication, and curriculum scheduling. They offer mobile access, parent portals, integration with assessments, IEPs, APPR reporting, data warehousing functionality and more. The LHRIC not only provides support for these student information systems but also helps districts identify modules and associated products required for successful student information system operation. With state reporting increasingly playing an important role in data collection, the student information team constantly monitors reporting requirements to assure the student information system remains current and compliant.

**Data Integration Service**

LHRIC supports multiple integration vendors and tools. Districts can leverage the power of their Student Information System by establishing secure connections with frequently used applications. ClassLink and RIC One API are designed to safely and securely deliver student enrollment rosters to providers. The integration keeps rosters current, saves time, and helps eliminate data entry errors. ClassLink also provides a single sign-in solution (only one password to remember for each user), automated account provisioning (AD sync), one-click access to shared files across school drives, as well as real-time analytics to track how your investments are being used.

**IEP Systems (formerly Special Education Management (IEP))**

The LHRIC hosts IEP Direct in a secure environment allowing access on 24/7 basis. This web-based special education management system allows teachers to draft IEPs directly online, provide notification of upcoming meetings, and generate form letters, reports, and student lists. The service also offers user meetings and training sessions during the year and communicates updates, IEP-related issues, and State & Federal mandates. This product directly links into your Student Information System, and through Centris Sync can update Student’s Record. In addition, there is a Document Repository module, NYSE module, Guidance Direct, and a Response to Intervention (RTIM) module.

**Powerschool OnLine Registration (formerly InfoSnap)**

Powerschool OnLine Registration is a cloud-based registration management system, which includes online application, admissions, school choice/lottery, new student enrollment, returning student registration, and staff registration solutions. It is designed specifically to be used in Pre-K-12 independent, charter, and public schools.

Powerschool OnLine Registration solutions provide secure, customized online forms that are designed using SmartForm Technology; a powerful administrative portal that allows review, editing and management of data. The advanced data integration framework can connect with your Student Information System (SIS).

**Parchment**

Parchment is a digital credential service that simplifies the process of sending and tracking official and unofficial transcripts, letters of recommendations, immunization reports, or any other digital file to any destination for district alumni, with real-time status notifications. Parchment software provides a cost-effective, automated process for secondary schools to manage and fulfill alumni transcript orders.

**School Dismissal Manager**

School Dismissal Manager is a web-based application that allows parents to manage or change their child’s dismissal plans online (instead of with a hand-
written note to the teacher), streamlining end-of-day dismissal. Just prior to dismissal, the School Dismissal Manager will automatically send a customized, up-to-date report for all students to the school. The software provides a clear, daily picture of all student dismissal destinations. Copies of reports are archived for a full year, creating an audit trail. RIC One data integration is available.

**Testing Services (Scoring, Scanning, and Reporting)**

Testing Services is focused on supporting districts’ K-12 state-mandated testing requirements. Services include printing, processing, scanning, scoring, computer based testing support and reporting and analysis.

**Regents & NYSITELL In-District Scanning**

Our in-district scanning service will save time and increase score accuracy. You are only responsible for scoring the extended response questions and scanning the answer sheets on your dedicated scanner. Hand scoring multiple choice questions and using conversion charts to score exams are not needed, as the exams are scored electronically. Within 24 hours of scanning a complete exam the scores are posted to the Level 1 reporting website.

**State Test Processing K-12**

Through these services, our Testing Services team provides test-processing and support for both paper-and computer-based state assessments. This includes ELA 3-8, Math 3-8, Science 4 & 8, NYSSA K-12, NYSESLAT K-12, NYSITELL and Regents. This includes printing & scanning answer documents, loading/merging data, uploading assessments to Level 1 and to the state for scoring and reporting.

**Full-Service Scoring K-8**

Our Full-Service Scoring Service helps keep your teachers in the classroom and save the effort of planning and running a scoring site. Our process includes the scoring of constructed response questions from state exams (ELA 3-8, Math 3-8, Science 4 & 8, NYSESLAT K-12). Exam booklets are scanned, and certified teachers score the constructed response questions using online scoring software. Data is then merged with students’ answer sheets for state reporting.

**Score Report Printing/Web Hosting**

This service assists your district in delivering score reports from state assessments to parents. Choose to have them printed and shipped to the district, stuffed in envelopes with a district specific cover letter and either shipped to district to hand out, or mailed directly to parents. If your district has a parent portal you may opt for our web hosting option where our vendor will securely host the Score Reports to be available for parents when they login to the system.

**NEW! NYSITELL Exam Processing**

This service includes the printing of blank or pre-printed answer sheets, enabling you to scan answer sheets in-district with your Regents scanner or deliver to the LHRIC for processing and receive scores the next business day. We load scores to Level 1 and the state for you.

**Data Analysis and Curriculum Reporting Services**

**Data Analysis**

Data Analysis provides educators with secure access to current student information and historic data. This data belongs to you, the district or school, and the student. It should be used to take positive action on behalf of the student. We present the data in easy to interpret reports and visualizations with tools to query the data warehouse. The service enables teachers and administrators to analyze curriculum and student progress. Reports and visualizations include links to online resources that can help administrators,
teachers and students. Data Analysis professional development includes working with teachers and administrators, navigating Level 1 reports and interpreting the data. This allows educators to devise both curricular changes as well as intervention programs for groups of students.

Additionally, access is available to local grades, state and local assessments. Data is available on students with disabilities, special programs, as well as teachers and staff. All data can be downloaded for use with other software tools, such as Excel and PowerPoint.

Teacher Level Reporting  
CoSer 611

As part of Data Analysis services, LHRIC Teacher Level Reporting Service provides teachers with access to current and past classes with student assessments, course grades, demographic and program service data. We provide item analysis of every test with every released question available as a link in the reports. We show the “forensics” of question analysis by providing how the students answered each question. Interim assessments, course grades, publisher exams, locally administered class tests, etc. can be loaded to the data warehouse so teachers can see more data about each student. The student’s entire history of assessments is always available, and teachers can view their present students as well as students from the previous school year.

This data enables teachers to identify the strengths and weaknesses of students’ skills to improve instruction and enhance student performance. Teacher Level Reporting provides information for administrators about current and past student data by teacher and helps schools improve instructional plans and resources for optimizing student and school performance. Through professional development, data analysis experts work with teachers to determine which students need help in key skills and what methods they can use to help those students.

Department of Human Resources

In addition to administering all personnel policies and procedures for approximately 1,000 employees of Southern Westchester BOCES, the Human Resources Department offers personnel-related services designed to meet the changing needs of component districts and their employees. The Department’s mission is to provide regional leadership and to collaborate with school districts to meet their personnel challenges by delivering cost-effective, high quality human resources services.

Regional Certification  
CoSer 606

Cynthia Bambace  
Regional Certification Officer  
cbambace@swboces.org

Shana Kay Robinson  
Regional Certification Officer  
skayrobinson@swboces.org

The Regional Certification Office functions as an extension of the New York State Education Department’s Office of Teaching Initiatives. We provide advisement and counseling to subscribing districts and Southern Westchester BOCES employees on matters of New York State certification.

Substitute Management Service  
CoSer 624

Jay Dave, Manager Student Services, LHRIC  
914-592-4203  
jdave@lhric.org

Southern Westchester BOCES provides AESOP, an automated substitute placement service for school districts. AESOP eliminates the requirement of providing staff dedicated to the tedious process of filling vacancies, thereby freeing their time for other responsibilities. This service does not require any hardware or software to be purchased by the district. An affordable solution can be provided for school districts of any size.
The Center for Adult and Community Services provides educational programs, workforce preparation and access to community services for adults 18 years of age and older and high-risk youth. The Center serves approximately 5,700 students annually, uses a variety of national, state and local funding sources, and collaborates with an ever-increasing network of community agencies.

The Center offers classes in Practical Nursing, Phlebotomy Technician, EKG Technician, Clinical Medical Assistant, Dental Assistant, Dialysis Technician, Pharmacy Technician, Cosmetology, Construction Trades, Electricity, HVAC, Auto Services, CISCO, High School Equivalency Exam Prep, Citizenship, and English for Speakers of Other Languages (ESOL); programs for incarcerated youth and adults, and other extensive continuing education programs. Programs are supported by participant fees, tuition, grants and state aid. We also offer Business and Industry Services, which provides customized training for businesses looking to enhance their employees’ skills.

**NURSING PROGRAM**

Maureen Zipparo, RN, Program Coordinator
914-592-0849
mzipparo@swboces.org

**Practical Nursing**

The Practical Nursing (PN) Program is a New York State licensed program in which students receive the training, clinical experience and counseling support needed to pass the New York State Practical Nursing Boards and work as a Licensed Practical Nurse (LPN). Students receive focused resources and instruction and job placement assistance. Prerequisites for the program are a High School or High School Equivalency diploma and a passing grade on the PN program entrance examination. Financial aid and/or career loans are available for qualified students.

**Nurse Assistant**

This 130-hour course qualifies students to take the NYS Certified Nurse Assistant licensure examination. The program includes clinical practice at a local skilled nursing facility. Financial aid is available for qualified students.

**Adult Learning Center**

CoSer 849

Maria Guerrero, Supervisor
914-637-1936
mguerrero@swboces.org

The Adult Learning Center provides opportunities for adult learners to acquire and/or enhance their skills in a variety of ways. Programs are offered at over twenty locations that include libraries and community centers and the Westchester County Correctional Facility. Classes are designed to increase students’ ability to read, write, speak, and comprehend English; to enable immigrants 18 years and over to pass the U.S. Citizenship test; to increase students’ employability and post-employment skills; and to provide ongoing instruction that will enable students to obtain a High School Equivalency diploma.

Adult Learning Center classes enhance students’ basic skills, enabling them to access apprenticeships, vocational training and post-secondary training.

**Workforce Development Program**

CoSer 110

Contact: Tracy Racicot, Director
914-592-0849
traciccot@swboces.org

We believe that there are multiple entry points to a Career Pathway. Our clients are both the participants who are seeking training and the businesses who may have opportunities for employees, incumbent or new. Our Workforce Development Program provide
choices from among high-caliber curriculum that hone proficiencies in skill sets ranging from the entry-level to the highly-skilled. Many of our courses that are on the NYS Approved Provider List have classes that stand-alone, or are stackable and lead to a credential. All of which is available to make the participant’s experience the best it can be. Students learn the skills necessary to successfully compete in the job market, and are provided with employment readiness workshops, job counseling and job placement assistance. Financial aid and/or career loans are available to qualified students. With an eye toward high-caliber, middle-skills training for in-demand fields, students can choose from a wide array of courses: Air Conditioning/Refrigeration and Heating (HVAC), Automotive Service Technician, CISCO, Cosmetology, Dental Assistant, Dialysis Technician, Clinical Medical Assistant, Medical Office Management, Nurse Assistant, Pharmacy Technician, Phlebotomy Technician, EKG Technician. Financial aid and/or career loans are available for qualified students.

Business and Industry Services
SWBOCES provides customized contract training with defined, agreed-upon training goals that meet specific employer needs. The curriculum is developed for a particular occupation or trade at reasonable per-contract hourly rates. Class schedules are tailored to employer/employee and classes are held at a SWBOCES site or at the workplace. Business and industry services include pre-employment reading and math assessment, as well as technical training, workplace literacy and English instruction for incumbent employees.

Incarcerated Youth Program (IYP)

Contact: Dr. Michele Darby, Principal
914-592-3402
mdarby@swboces.org

Chapter 683 of the Laws of 1986, and Part 118 of the Regulations of the Commissioner of Education require the provision of educational services to youth incarcerated in correctional facilities. Located at the Westchester County Department of Correction in Valhalla, NY, the SWBOCES Sprain Brook Academy provides incarcerated youth with secondary school services while institutionalized. Curriculum and instruction are aligned with the NY State Standards and State Regents requirements. Incarcerated students attend a full-day program which includes ESL/literacy for non-readers, high school academics, High School Equivalency Exam Prep, life skills, and career development. Upon discharge from the facility our students typically return to their communities, and we assist them with transition issues related to housing, employment/training, and higher education.
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<tr>
<td>On-site Instructional Technology Coach</td>
<td>554/611</td>
<td>38</td>
</tr>
<tr>
<td>Parchment</td>
<td>611</td>
<td>41</td>
</tr>
<tr>
<td>Phone Services</td>
<td>611/612</td>
<td>30</td>
</tr>
<tr>
<td>Powerschool OnLine Registration (formerly InfoSnap)</td>
<td>611</td>
<td>41</td>
</tr>
<tr>
<td>Procurement</td>
<td>510/611</td>
<td>33</td>
</tr>
<tr>
<td>Productivity Tool Training for Administrators and Support Staff</td>
<td>611</td>
<td>34</td>
</tr>
<tr>
<td>Records Management-Laserfiche</td>
<td>611</td>
<td>34</td>
</tr>
<tr>
<td>Regents &amp; NYSITELL In-District Scanning</td>
<td>611</td>
<td>42</td>
</tr>
<tr>
<td>Remind.Com</td>
<td>611</td>
<td>34</td>
</tr>
<tr>
<td>Remote Backup</td>
<td>611</td>
<td>31</td>
</tr>
<tr>
<td>Response to Intervention (RTI) Systems</td>
<td>510/554</td>
<td>36</td>
</tr>
<tr>
<td>RIC One Data Privacy &amp; Security Service</td>
<td>611</td>
<td>39</td>
</tr>
<tr>
<td>School Dismissal Manager</td>
<td>611</td>
<td>42</td>
</tr>
<tr>
<td>SchoolDude Solutions</td>
<td>611</td>
<td>33</td>
</tr>
<tr>
<td>Score Report Printing/Web Hosting</td>
<td>611</td>
<td>42</td>
</tr>
<tr>
<td>Secure Remote Access Service Virtual Private Network (VPN)</td>
<td>611</td>
<td>30</td>
</tr>
<tr>
<td>Service Desk Support</td>
<td>510/611</td>
<td>28</td>
</tr>
<tr>
<td>State Data Validation (Certify)</td>
<td>611</td>
<td>40</td>
</tr>
<tr>
<td>State Test Processing K-12</td>
<td>611</td>
<td>42</td>
</tr>
<tr>
<td>Strategic Technology Planning</td>
<td>554</td>
<td>38</td>
</tr>
<tr>
<td>Student Information Systems</td>
<td>611</td>
<td>41</td>
</tr>
<tr>
<td>Teacher Evaluation, Professional Growth and Compliance</td>
<td>611/554</td>
<td>36</td>
</tr>
<tr>
<td>Teacher Level Reporting</td>
<td>611</td>
<td>43</td>
</tr>
<tr>
<td>Technology Leadership Institute (TLI)</td>
<td>554</td>
<td>38</td>
</tr>
<tr>
<td>Virtual Desktop Hosting</td>
<td>510/611</td>
<td>31</td>
</tr>
<tr>
<td>Virtual Student Presence Service for Homebound Students</td>
<td>444</td>
<td>36</td>
</tr>
<tr>
<td>Visitor Management</td>
<td>611</td>
<td>32</td>
</tr>
<tr>
<td>WAN Communication Data Circuits</td>
<td>611</td>
<td>30</td>
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</tbody>
</table>

### Adult and Community Services

#### Human Resources

<table>
<thead>
<tr>
<th>Title</th>
<th>CoSer</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>Regional Certification</td>
<td>606</td>
<td>43</td>
</tr>
<tr>
<td>Substitute Management Service</td>
<td>624</td>
<td>43</td>
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</tbody>
</table>

#### Adult and Community Services

<table>
<thead>
<tr>
<th>Title</th>
<th>CoSer</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>Adult Learning Center</td>
<td>849</td>
<td>44</td>
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<tr>
<td>Business and Industry Services</td>
<td>110</td>
<td>45</td>
</tr>
<tr>
<td>Incarcerated Youth Program (IYP)</td>
<td>841</td>
<td>45</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>107</td>
<td>44</td>
</tr>
<tr>
<td>Workforce Development Program</td>
<td>110</td>
<td>44</td>
</tr>
</tbody>
</table>
### CENTER FOR CAREER SERVICES

<table>
<thead>
<tr>
<th>CoSer</th>
<th>Program Name</th>
<th>2020-2021 Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Secondary Day Occupational Education</td>
<td>$17,223 per student</td>
</tr>
<tr>
<td>102</td>
<td>Introduction to Occupational Development Studies</td>
<td>$21,459 per student</td>
</tr>
</tbody>
</table>

### CENTER FOR SPECIAL SERVICES

<table>
<thead>
<tr>
<th>CoSer</th>
<th>Program Name</th>
<th>2020-2021 Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>201</td>
<td>12:1:4 Multiply Disabled, grades K-12 (MD)</td>
<td>$75,212 per student</td>
</tr>
<tr>
<td>203.1</td>
<td>8:1:2 AllIM/NYSAA, grades K-12</td>
<td>$91,157 per student</td>
</tr>
<tr>
<td>203.5</td>
<td>8:1:1 AllIM/SA, grades 9-12</td>
<td>$84,082 per student</td>
</tr>
<tr>
<td>230.1</td>
<td>12:1:1 Communication Academic Development/ NYSAA, grades 6-12 (CAD)</td>
<td>$56,618 per student</td>
</tr>
<tr>
<td>230.2</td>
<td>12:1:1 Therapeutic Support/SA, grades 6-12 (TSP)</td>
<td>$63,377 per student</td>
</tr>
<tr>
<td>231.1</td>
<td>8:1:1 Therapeutic Support/Developmentally Delayed/ NYSAA, grades K-12 (TSP/DD)</td>
<td>$83,405 per student</td>
</tr>
<tr>
<td>231.2</td>
<td>8:1:2 Therapeutic Support/Intensive, grades K-12 (TSP/I)</td>
<td>$91,492 per student</td>
</tr>
<tr>
<td>231.3</td>
<td>8:1:1 Therapeutic Support/Communication Academic Development/NYSAA, Grades K-5 (TSP/CAD)</td>
<td>$75,632 per student</td>
</tr>
</tbody>
</table>

### CENTER FOR PROFESSIONAL DEVELOPMENT AND CURRICULUM SUPPORT

<table>
<thead>
<tr>
<th>CoSer</th>
<th>Program Name</th>
<th>2020-2021 Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>431</td>
<td>Today’s Students, Tomorrow’s Teachers</td>
<td>$3,949 per student</td>
</tr>
<tr>
<td>511</td>
<td>Media Resource Service; Online Media (Video Streaming)</td>
<td>Base Service: $318 per building. Subscription fees vary with selection.</td>
</tr>
<tr>
<td>512</td>
<td>Automated Library Systems and Digital Library</td>
<td>Base service: $821 per building. Additional annual support and maintenance fee based on automation system. Digital library participation based on student population: Under 500 students: $1,873; 501-1,000 students: $2,497; 1,001-2,000 students: $3,121; Over 2,000 students: $3,745</td>
</tr>
<tr>
<td>513</td>
<td>Online Information Services</td>
<td>Base Service: $822 per building or based on student population: Under 1,000 students: $1,336; 1,001-2,000 students: $2,448; Over 2,000 students: $3,570. Database costs vary with selection. “Search For Success” Database Management System per building: $408</td>
</tr>
<tr>
<td>CoSer #</td>
<td>Program Name</td>
<td>2020-2021 Price</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>CENTER FOR PROFESSIONAL DEVELOPMENT AND CURRICULUM SUPPORT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CoSer 555</td>
<td>CoSer Base Fee School Improvement- Professional Learning Services (includes Curriculum Council)</td>
<td>Fees based on flat base fee plus RWADA</td>
</tr>
<tr>
<td>CoSer 555</td>
<td>Section I Physical Education and Health Education Professional Development Consortium</td>
<td>$1,612/district enrollment fee</td>
</tr>
<tr>
<td>CoSer 555</td>
<td>Professional Learning Services (see online catalog for programs and workshops)</td>
<td>Fees vary by program, consultant, level of service</td>
</tr>
<tr>
<td>CoSer 555</td>
<td>Substitute Reimbursement Service</td>
<td>Districts must be a member of the base service for CoSer 555 and an 8% service fee will be charged on all on reimbursements.</td>
</tr>
<tr>
<td>CoSer 510</td>
<td>Health, Safety and Violence Prevention Services</td>
<td>Under 1,000 students: $9,172; 1,001-3,500 students: $12,525; over 3,500 students: $18,196</td>
</tr>
</tbody>
</table>

**THE LOWER HUDSON REGIONAL INFORMATION CENTER**

Most service costs vary in response to customized district requests. Please reach out to your Account Manager for additional details.

| CoSer 444 | Distance Learning: Includes applications such as iTutor, Grad Point, Global Compliance Network Online Compliance, Schoology, Video on Demand, Virtual High School, and Engenuity | Please contact your Account Manager at the LHRIC, p27 |
| CoSer 510 | Instructional Technology: Includes procurement of instructional software listed on the LHRIC website, Technology Support, Software Renewals, Multifunction Devices, Installment Payment Agreements, Internet Services, Data Center Server and Virtual Desktop Hosting, Hardware Repair | Please contact your Account Manager at the LHRIC, p27 |
| CoSer 525 | Cooperative Printing                                                          | Please contact your Account Manager at the LHRIC, p27 |
| CoSer 554 | Model Schools: Additional Professional Development services include customized consulting, technology planning and coordination, and various support levels for software based on district’s needs. Please reach out to your Account Manager for additional details. | Model Schools membership: $12,250 |
|            | Technology Leadership Institute                                                | $4,200                                                                 |
| CoSer 611 | Management Services: Includes Technology Support, Software Renewals, Multifunction Devices, Installment Payment Agreements, Internet Services, Server and Virtual Desktop Hosting, Physical Security Systems; also includes Data, Student and Financial Services Support |                                                                 |
|            | CIO Mentoring                                                               | $8,750                                                                 |
|            | Shared CIO support                                                         | $795 per diem                                                           |
|            | Data privacy and security support                                          | $4,750                                                                 |
|            | Data Protection Officer Mentoring                                          | $8,750                                                                 |
|            | Data Protection Officer Support                                            | $38,000                                                                 |
| CoSer 612 | Intellipath Service                                                        | Base charge $300                                                      |
|            |                                                                             | Line charge is as billed                                             |
|            |                                                                             | Usage is as billed with a services charge of 5%                      |
### CENTER FOR ADULT AND COMMUNITY SERVICES

<table>
<thead>
<tr>
<th>CoSer #</th>
<th>Program Name</th>
<th>2020-2021 Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>CoSer 107</td>
<td>Licensed Practical Nursing</td>
<td>One year: Full-Time Program, $18,025</td>
</tr>
<tr>
<td>CoSer 110</td>
<td>Adult Continuing Education</td>
<td>Fees vary for each course, and may be paid by student or by employer. Call (914) 592-0849 to obtain brochure.</td>
</tr>
</tbody>
</table>

### DEPARTMENT OF TRANSPORTATION

<table>
<thead>
<tr>
<th>CoSer #</th>
<th>Program Name</th>
<th>2020-2021 Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>CoSer 634</td>
<td>Cooperative Vehicle Maintenance Services</td>
<td>$108 per hour, plus parts and fluids and disposal</td>
</tr>
</tbody>
</table>

### CENTER FOR INTERSCHOLASTIC ATHLETICS

<table>
<thead>
<tr>
<th>CoSer #</th>
<th>Program Name</th>
<th>2020-2021 Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>CoSer 551</td>
<td>Interscholastic Athletic Services</td>
<td>Tier 1: $22,738</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tier 2: $19,484</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tier 3: $15,643</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tier 4: $13,881</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tier 5: $12,031</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tier 6: $7,109</td>
</tr>
</tbody>
</table>

### ADDITIONAL SWBOCES SERVICES

<table>
<thead>
<tr>
<th>CoSer #</th>
<th>Program Name</th>
<th>2020-2021 Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>CoSer 606</td>
<td>Regional Certification Service</td>
<td>$4,294 per district</td>
</tr>
<tr>
<td>CoSer 624</td>
<td>Substitute Management Service</td>
<td>Fees vary based on service</td>
</tr>
<tr>
<td>CoSer 646</td>
<td>Public Information Services</td>
<td>Fees vary based on service</td>
</tr>
</tbody>
</table>

*For information about Cross Contract Program costs, contact the sponsoring BOCES.

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Prices shown are for Component Districts of Southern Westchester BOCES. Districts that are not components of any BOCES will be assessed an additional administrative charge of 6.84% for the 2020-2021 school year. Districts that are components of a BOCES other than Southern Westchester BOCES will be assessed an additional administrative charge of 2% for the 2020-2021 school year.