

Champlain Valley Educational Services



**Partnering
for the
Future**

2010-11 Annual Report
Clinton • Essex • Warren • Washington BOCES

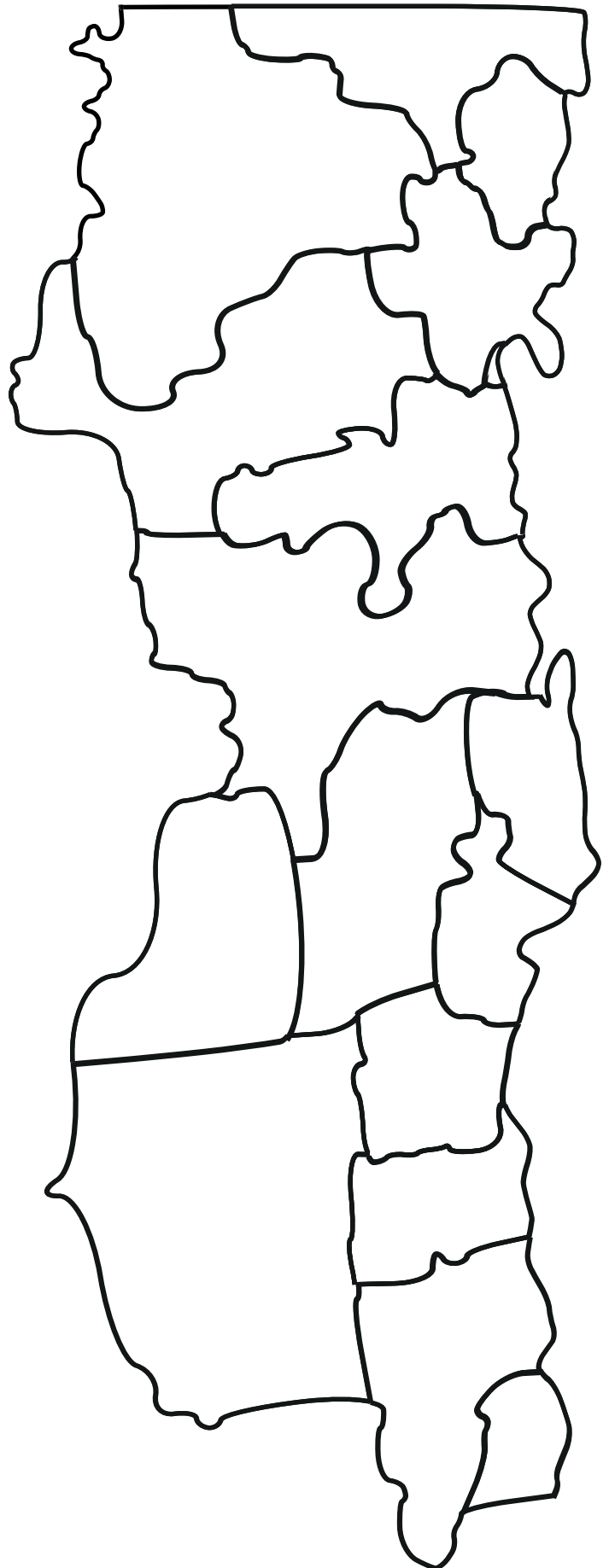
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- Mr. Paul Savage
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Clintonville, NY 12924
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Board President: Mary B. Bailey
- Mr. Scott Amo
Superintendent of Schools
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Phone Number: 563-8250
Board President: Steve Trombley
- Mr. John Fairchild
Superintendent of Schools
Chazy Central Rural School
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Phone Number: 846-7135
Board President: Rosemary Souza-Botten
- Mrs. Shari Brannock
Superintendent of Schools
Crown Point Central School
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Phone Number: 597-4200
Board President: Michael St. Pierre
- Mrs. Gail Else
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Board President: Brett Sicola
- Mrs. Cynthia Ford-Johnston
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Board President: Jim Marlatt
- Mr. William Larrow
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Board President: Charles French
- Mr. Peter Turner
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Board President: Ronald Tomo
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Board President: Roderick Driscoll
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- Mr. Matthew Boucher
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Board President: Tracy Allen-Waite
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Board President: John Armstrong
- Mr. John McDonald
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Phone Number: 585-9158
Board President: Fred LaVallie
- Dr. John Gallagher
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Westport, NY 12993
Phone Number: 962-8244
Board President: Alice LaRock
- Mr. Stephen Broadwell
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Table of Contents

Component Districts.....	2
CVES Board of Education ...	4
CVES Administration	5
Brief History of CVES.....	6
Instructional Services Center Highlights.....	7
CV-TEC Highlights	8
Special Education Highlights.....	9
Goals & Objectives	10-34



CVES

Board of Education

2011-12

Mr. Larry Barcomb, President
Chazy Central Rural School

Mr. Christopher Belair, Vice President
Northern Adirondack Central School

Mrs. Leisa Boise
Plattsburgh City Schools

Mrs. Tonia Finnegan
AuSable Valley Central School

Mr. Bryan Garvey
Willsboro Central School

Mr. Evan Glading
Ticonderoga Central School

Mrs. Linda Gonyo-Horne
Northeastern Clinton Central School

Mr. William Haseltine
Elizabethtown-Lewis Central School

Mr. Richard LaVigne
Beekmantown Central School

Mr. Richard Malaney
Putnam Central School

Mr. Thomas McCabe
Keene Central School

Mr. Bruce Murdock
Schroon Lake Central School

Mrs. Sue Reaser
Westport Central School

Mrs. Lori Saunders
Saranac Central School

Mr. Michael St. Pierre
Crown Point Central School

Dear Colleagues:

It's well known that working together brings results.

Whether you call it collaboration, teamwork, partnership or cooperation, more people can accomplish much more when they pool their resources and each use their talents to the fullest.

At CVES, you could say that cooperation is our middle name, having been created in 1949 as a Board of Cooperative Educational Services. Our faculty, staff and administration all use their talents to serve our component districts, whether it be in special education, career and technical education or instructional services.

This Annual Report, featuring the highlights of the 2010-11 school year, showcases CVES's talents and programs, which our component districts have come to rely on, especially during these challenging times.

And in these uncertain times, having a partner you can count on is important.

Sincerely yours,



Larry Barcomb
CVES Board President

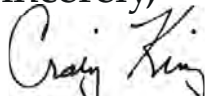
Dear Friends and Colleagues:

At CVES being an active partner to our 17 component school districts is at the heart of what we do.

Offering cost-effective, reliable services that the districts want – and need – is essential in these challenging times. Our staff, faculty and administration is dedicated to this partnership, as can be seen by the many highlights throughout this Annual report.

The goals found in this report are all dedicated to helping component school districts make the most of the educational opportunities available in the North Country. We strive to meet these goals every day. Here you will see how all of our divisions – CV-TEC, Special Education and Instructional Services have worked hard to help our students succeed.

Sincerely,



Craig L. King

District Superintendent

CVES Administration

Craig L. King
District Superintendent

Teresa Calabrese-Gray
Assistant Superintendent

Dr. Barry Mack
Director, CV-TEC

Roxanne Pombrio
Director, Special Education

Ron Clamser
School Business Executive

Dr. Rachel Risetto
Director of Human Resources

Thomas Ryan
Principal, CV-TEC

Dr. Grace Stay
Principal, Yandon-Dillon

James McCartney
Principal, Satellite Campus

Gerald Blair
Interim Supervisor, Special Education

Owen Maranville
Supervisor, Special Education

Our Vision

To meet the needs and expectations of our component schools, communities and all learners who are affected by our services.

Our Mission

CVES, in partnership with local school districts and their communities, the Board of Regents, and the Commissioner of Education, will be a leader in providing quality, cost-effective programs and services that support school districts and their communities to achieve higher standards through enhanced educational opportunities.

Public Non-Discrimination Notice:

Clinton-Essex-Warren-Washington BOCES a/k/a/ Champlain Valley Educational Services (CVES) hereby advises students, parents, employees and the general public that it offers educational and employment opportunities without regard to sex, race, color, national origin, creed or religion, marital status, age, gender preference or disability. Students shall not be excluded from participation in, be denied the benefits of, or otherwise be subject to unlawful discrimination under any program or activity. Inquiries regarding this nondiscrimination policy may be directed to:

James McCartney – Title IX Compliance Officer

Cathy Snow – Title IX Compliance Officer

1585 Military Turnpike

P.O. Box 455, Plattsburgh, NY 12901

Phone: 518-561-0100 Ext. 236

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A Brief History of CVES

In 1948, the New York State Legislature, along with the State Education Department, concluded that establishing an entity where school districts could share services that they individually offered would be more efficient and cost effective for the entire state of New York. As a result, legislation was passed that created cooperative boards of education, otherwise known as BOCES. BOCES assists districts by offering career and technical education and special education services to their students, along with providing professional development for faculty and staff. BOCES also offers adult education courses to help residents and employers meet their goals. Communities, schools, businesses, and industries all benefit by the services a BOCES provides.

In 1949, the Clinton-Essex-Warren-Washington Board of Cooperative Educational Services, now referred to as Champlain Valley Educational Services (CVES), was formed to help improve both the equity and cost effectiveness of educational services in the North Country. CVES has three campuses, two located in Plattsburgh and one in Mineville. CVES is dedicated to providing the programs and services that open pathways to success for students, adults and school districts by encouraging shared programming. In doing so, CVES enables all of its component school districts to offer students learning opportunities that otherwise may not be affordable. Shared CVES services also increase the capacity of our region to serve the special needs of students and communities, and provide equity of access for small, medium and large school districts. CVES provides regional solutions for common educational problems in a cost-effective manner while maintaining high-quality standards. CVES programs and services are constantly evolving in order to offer support and training to address emerging issues, new requirements and technologies.

CVES prides itself on providing high-quality, yet cost-effective resources. Every year, adults take CVES courses to train for new jobs, pursue their interests and hobbies and to simply enrich their lives. The partnerships with business, higher education and agencies create a positive momentum and benefit every resident in the area. CVES provides many and varied opportunities to our schools and communities through three program divisions: Career and Technical Education (CTE), Instructional Services and Special Education.

Our Beliefs

- Continuing to refine and improve services will make them exemplary.
- Responding to the changing needs and expectations of our schools and communities will result in the delivery of appropriate services.
- Quality leadership will assist our schools and communities in their efforts to meet their goals.
- We can provide high-quality programs and services that are cost effective.
- Enabling our schools and communities to utilize technology will enhance student achievement.
- Fiscal responsibility maximizes the application of resources that will benefit the component districts.
- Recognizing faculty and staff for their accomplishments will result in improved student performance.
- Providing an appropriate environment for our employees and all our learners will enhance their performance.
- Special Education students receiving quality instruction within an appropriate environment will maximize their potential.

Highlights

Instructional Services Center

COMMISSIONER STEINER'S VISIT TO THE NORTH COUNTRY



New York State Education Commissioner David M. Steiner visited the North Country on Thursday, March 3, 2011.

The day began with a luncheon at the CV-TEC Culinary Lab, highlighting CV-TEC's CTE programs, especially the New Visions Medical Careers Program and the National Work Readiness Credential. Superintendents from our component school districts, CVES board members, and community leaders attended the luncheon. The second stop was at the Plattsburgh Satellite Campus where CVES hosted a Student Forum with the Commissioner. Students from our component school districts prepared questions to pose to the Commissioner and they had the opportunity to engage in a conversation with him. He complimented the students on their thought-provoking questions and shared his vision for education over the next five to 10 years. District personnel were invited to the Student Forum, along with the media.

Immediately following the forum, the Commissioner met with members of the Workforce Readiness Roundtable. They shared their idea of "Plattsburgh Takes Flight," a program to spur interest among students and community members in the aviation field by creating a pipeline from middle school through college with the possibility of a career in aviation. The proposed program would begin by targeting

middle school students and offer interactive opportunities for students to engage in projects with business partners and institutes of higher education.

While at the Plattsburgh Satellite campus, the Commissioner had a tour of the aviation program. He particularly enjoyed talking to the instructor and learning everything the program has to offer our students.

Next it was on to the Education Expo at the West Side Ballroom. More than 25 districts and educational organizations showcased a particular program/initiative they are implementing to improve student achievement. The public was invited to the event and many were impressed with the quality and the diversity of programs/initiatives.

At the conclusion of the Education Expo, the CEWW School Boards meeting was held at Cricket's in Peru and area school board members had the opportunity to learn where we are going as a state and what we need to do together to get there. Chancellor Merryl H. Tisch and Regent James C. Dawson attended the CEWW School Boards meeting, as well. It was a great day for North Country schools to showcase their efforts and everyone was proud of their accomplishments, as well as the success of their neighboring districts.

Highlights CV-TEC

PORT HENRY COMMUNITY PROJECT

The Natural Resource Management and Construction Trades classes at CV-TEC's Mineville campus have developed a "cluster" program in which students are cross-trained between the two classes during the first year, and then specialize in their senior year in an area of specific interest to them.

First-year students are provided with the technical and academic skills that provide a foundation across the two programs, such as: first aid, ladder safety, basic hand and power tool use, calculating board feet, linear feet and volume, the principles of achieving plumb, level and square, and beginning heavy equipment operation. In the second year, students determine which trade they will specialize in, and follow tracks such as: chainsaw safety, maintenance and operation, electrical principles, welding, heavy equipment operations, maple sugaring, residential wiring, plumbing, roughing in water supply and advanced joinery.



During the 2010-2011 school year, the two classes worked collaboratively on a community project in Port Henry, N.Y. The courthouse for the Town of Moriah was in desperate need for additional space and unable to obtain full funding for the project. Town Supervisor Tom Scozzafava proposed that the CV-TEC students assist, and between the two classes the project was brought from the foundation to near completion by the end of the school year. Students received personal recognition and thanks from Senator Betty Little and Assemblywoman Teresa Sayward, who attended a ceremony in their honor.

COMMISSIONER STEINER COMPLIMENTS CV-TEC

On March 3, 2011, CV-TEC had the privilege of hosting the NYS Commissioner of Education, Dr. David Steiner, during his visit to the North Country.

Cathy Snow presented the National Work Readiness Credential during a roundtable luncheon which also highlighted two students enrolled in the New Visions: Medical Careers program. In addition, a SKILLS USA student president attended the roundtable discussion with the Commissioner. The Plattsburgh Satellite Campus and the Plattsburgh Aeronautical Institute were highlighted with tours along with "Best Practice" tables being displayed at the Education Expo at the West Side Ballroom.

Commissioner Steiner emphasized that career and technical education opens more opportunities career wise for students and enables them to improve academically. He noted that many young people do not think education matters, and that career and technical education reconnects them. The Commissioner lauded CV-TEC offerings, adding that they are not the norm in New York. He stated that CV-TEC is an exception,

which we hope to spread to other parts of the state.

His visit was reported in the Press-Republican and on local news channels. It was reported that the Commissioner mentioned CV-TEC a number of times in a speech to NYS CTE administrators, describing us as being a model of positive and collaborative efforts to offer rigorous programs.



Highlights

Special Education

WAF LIBRARY GRAND OPENING

After nearly two years of dedicated work by many staff members, the WAF Library Media Center is now a reality. On Tuesday, February 1, 2011, CVES District Superintendent Craig King cut the ribbon at the new center, and each classroom cut an individual ribbon at the same time in their doorway. WPTZ's Mary Morin was on hand to witness the ribbon-cutting ceremony and she also read stories to some of the classes at WAF.

The Library Media Center was dedicated to Mona Goldberg, a long-time CVES special education teacher who has dedicated herself to promoting reading and literacy for many years. Mona has advocated for reading and literacy for students and staff by organizing and running the Scholastic Book Fairs, overseeing the monthly Scholastic book orders for the entire school building, and organizing the "Books Are Fun" events throughout the school year. She also arranges for special guest readers during literacy events at WAF. Utilizing points and dollars earned through Scholastic,



she has been vital in the purchasing of books, materials, and special items for our students to use in the library.

The Library Committee overseeing the



development of the Library Media Center was comprised of special education teachers, reading teachers, teaching assistants, coordinators, and an administrator. With the help and guidance of Jennifer Henry, CVES School Library Coordinator, the Committee set up the former classroom so that it could be used for weekly classroom visits for story time, checking out books, researching topics, listening center time, magazine and newspaper review, and computer research. An area of the library is also dedicated to staff members, with professional journals and books available for check-out. The Committee previously surveyed staff members to ensure that the Center would meet the vision of the school community, and great care has been taken to ensure that this vision is evidenced in the Center.

The Center will continue to grow, increasing resources for students and staff over time. The WAF Library Media Center is a reflection of the division's commitment to providing opportunities for our students, hoping to instill a love of reading and help our students become lifelong learners.

BULLYING PREVENTION PROGRAM

On March 19, 2010 all staff in the Special Education Division received preliminary training and information related to the Olweus Bullying Prevention Program. This program is designed for all students. It is preventive and responsive, and focuses on changing norms and restructuring the school setting. It is a research-based program where environmental factors such as the attitudes, routines, and behaviors of important adults (in particular teachers and administrators) play a major role in determining whether bullying will appear in a classroom or a school. This program is implemented to ensure a healthy school climate for students and staff.

Jeff Sisson and Andrea McDonald, CVES Olweus Trainers, provided an overview of the program and general information specific to bullying in the school and related environments. They also trained a team of 15 staff members, with representatives from all staff groups. A survey indicated the targeted areas of need within the Special Education Division for both the Yandon-Dillon and WAF Centers. All staff members were trained specific to the targeted areas of need. The school-wide training included clerical staff, cafeteria staff, and all other faculty. The roll-out to students occurred after the staff training. A formal "kick-off" of our implementation of the school-wide program for the students took place on

June 3, 2011 during our annual CVES picnic. Activities included a ventriloquist, stunt bicyclist, dunking booth, and other carnival-like activities. It was a fun-filled day of events and activities for all students K-12. Yandon-Dillon students and staff joined the WAF Center students and staff for this exciting day.

This initiative was in response to both the Special Education Division's Positive Behavioral Intervention Initiative and the new Bullying and Dignity for All Students legislation. All staff members are involved in school-wide initiatives to promote respectful school environments for all students and adults.



CVES will assist our component schools in their efforts to have all students meet and exceed State standards.

Instructional Services Center

The **23rd Annual Administrators' Leadership Conference** was held on July 7-9, 2010 at the Crowne Plaza in Lake Placid. The theme of the conference was, "21st Century Administrators Making Connections." Over 140 administrators from four BOCES attended the conference. The keynote speaker for the conference was Pete Reilly, president of Ed Tech Journeys. He shared the current state of technology in our schools and explored powerful, new technology paradigms that can change the status quo and truly transform teaching and learning. Also, he demonstrated new technologies and deployment paradigms, innovative approaches to education software, paradigm shifts in professional development, new paradigms for developing transformative leaders, and new mindsets for developing educational technology policies. Additional offerings included: Apple Rollout of Hardware/Software/Introduction to iPods; New York State Education Department (NYSED) Statewide Technology Plan; 21st Century Learning: The Evolution of a Digital and Mobile Learning Environment; I-Touch I-Learn; Evaluating the Use of Interactive Whiteboards; STEM National Standards; Using Technology to Improve Classroom Walk-Throughs; A Model for Sustainable Expansion of FIRST Lego League and Tech Challenge Programs from Tournament to Classroom; Leading a Data Discussion; Designing a Credit Recovery Program; Viewing NYS Education from a Regent's Perch; and Administrative Do's and Don'ts with Technology. This conference provides administrators the opportunity to attend a wide range of workshops during the day, and at the same time, have the opportunity to spend some informal time together throughout the conference. Positive feedback of the conference always includes the appreciation of the opportunity for team building and networking.

Professional development was offered to component school district administrators, faculty, and staff members both regionally and embedded within our component school districts throughout the 2010-11 school year. Through analysis of student achievement data at the school building and district levels, professional development was offered that provided school district personnel with instructional strategies, content knowledge, research-based programs, and comprehensive planning. The professional development opportunities support school districts in their efforts to meet State expectations and No Child Left Behind (NCLB) accountability. Ongoing analysis of data by school data teams, in conjunction with input from the Regional Professional Development Council and Instructional Services Center

(ISC) staff, occurred and appropriate professional development was determined and provided for district personnel. The professional development offerings provided through ISC continue to be fiscally responsible and comprehensive. Professional development offerings during the 2010-11 school year included:

- All You Need to Know About Section 504
- Assessment Administration and Coordination
- Code of Conduct for Administrators
- Curriculum Mapping
- Effective Communication and Responding to Conflict
- ELA Assessment Preparation Strategies, Scoring Training and Regional Scoring
- Grades 3-8 ELA and Mathematics Forums: Evolving Into Professional Learning Communities
- Growing Our Administrators Locally (GOAL) IV
- High School Mathematics Forum
- Identification and Reporting of Child Abuse and Maltreatment
- Implementing New Annual Professional Performance Review and Social Media Legal Issues
- Instructional Skills Level I
- Math that Works: Hands-On Activities for a More Engaging Secondary Classroom
- Mathematics Assessment Preparation Strategies, Scoring Training and Regional Scoring
- Mentor/Intern Training
- New York State Common Core ELA and Mathematics Learning Standards
- Nonviolent Crisis Intervention
- NYSED Model Individualized Education Plan (IEP) Form and IEP Development
- P-16 Information Literacy Partnership
- Responding to the Needs of Students with Autism Certification
- Violence Prevention Certification

The **Grades 3-8 ELA Forum** was held on September 30, 2010. Teri Calabrese-Gray welcomed everyone to the fourth annual Grades 3-ELA Forum and provided an overview of the

day and shared information about the Common Core State Standards (CCSS) adopted by the Board of Regents in July 2010.

Regent James C. Dawson delivered the keynote address and was pleased to announce that New York State was awarded a Race to the Top (RTTT) grant. He reviewed the four assurance areas the Department will focus on over the next four years: adopting world-class standards and assessments, building a data system to assist educators in differentiating instruction, providing learning opportunities and incentives for great teachers and leaders, and turning around our lowest achieving schools in the state. New York State will roll out 75 percent of the money right away and the remaining 25 percent will be dispersed once districts negotiate the evaluation of teachers and principals with their respective unions.

Elaine Rice asked each participant to review a copy of the CCSS for ELA and Literacy in History/Social Studies, Science and Technical Subjects. They were asked to engage in “I notice – I wonder” activity. The ELA standards are based on College and Career Readiness Standards and are further refined by grade level specific standards. The four strands are Reading, Writing, Listening and Speaking, and Language. She emphasized the need to balance reading and writing in the classroom and also between fiction and non-fiction. She noted that we need to consider the importance of leveling text and looking at literacy across the content areas to supplement and support the ELA standards. The CCSS for ELA contains three appendices: terms (a very informative document), text exemplars (levels of texts), and annotated students samples. She concluded with the fact that each state can add 15% to the CCSS and NYS would be releasing a draft core for ELA by mid-October.

Jane Landry reviewed the changes that have occurred as it relates to the NYS assessments. She highlighted the changes in cut scores, proficiency levels and discussed how as a region we can support students on their journey toward success on the NYS standards. Jane continued by sharing the multiyear, multi-grade level performance for the CVES region on the NYS ELA assessments. She explained the analysis process she used in identifying regional strengths and opportunities for continued growth. Jane concluded by asking the group to review their district data so that they could identify 3 opportunities for continued growth and 2 areas of strength for each grade level.

Bonnie Berry reviewed the new ELA assessments in grades 3 through 8. She explained that in grades 3, 5 and 7 there will be more questions than in previous years. The editing questions will be in the multiple choice section of the test. Bonnie shared that grade 4 will be very similar to previous year’s tests. She continued by stating that grades 6 through 8 will have a similar test structure.

Elaine engaged participants in “The Basics of Writing-Catch the Writing Bug: The Germ of an Idea.” Elaine introduced the importance of writing in schools. She continued by

asking the group to write down ideas for creating a piece of writing about their summer vacation. She continued by asking the group to list additional ideas. The group continued this work by writing down details about their summer vacation. Elaine brought the group back together to discuss the writing process. Elaine asked: Why was this task doable? She led the group through a discussion on the exercise of writing and the new rubric from the common core standards. Elaine concluded by reinforcing the importance of writing a narrative, persuasive and informative piece of writing. Elaine was asked to create a rubric for each building like the continuum of Narrative that was discussed at this forum. Elaine agreed to create the rubric for persuasive and informative writing.

The Instructional Services Center actively **provided overviews of the CCSS** to our component school districts. The CCSS provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school fully prepared for college and careers. The standards are:

- Aligned with college and work expectations;
- Clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Evidence- and research-based.

ISC continues to **assist our schools on improving student achievement** through customized comprehensive planning. Facilitators from ISC meet regularly with district professional development teams, data teams, and planning committees to assist with a variety of plans required by SED (i.e., Professional Development Plans, School Quality Reviews, Health and Wellness Plans, Local Assistance Plans, Annual Professional Performance Review, Performance Improvement Plans and Comprehensive District Educational Plans). During the development of the plans, professional development needs are identified based upon goals and objectives within the plans.

The **Grades 3-8 Mathematics Forum** was held on October 21, 2010 at West Side Ballroom. This program offered the opportunity for representatives from multiple districts to engage in a conversation regarding mathematics.

Teri Calabrese-Gray welcomed all to the Forum and provided an overview for the day. Teri provided an overview of the Common Core Curriculum and NYS Draft Curriculum.

The participants were then divided into elementary and middle level groups. Each group heard presentations on best practices in mathematics for their level. The elementary group engaged in a presentation on Fractions from teachers at Northern Adirondack Elementary School. The teachers who presented were Jamie Billiter, Lisa Vanier and Mary Trudo. The middle level group participated in a presentation on angles presented by Jen Garbera from Peru Middle School and Cheryl Pray retired teacher from Peru Middle School. Both presentations gave the participants instructional strategies to use in their classrooms.

The day continued with Jane Landry providing an overview of the new cut scores. She explained that the new cut scores seem to have impacted the overall results for the region. She continued by sharing a trend analysis for the CVES region and concluded by highlighting regional strengths and opportunities for continued improvement. She explained that these areas were identified through item, multiple year and multiple grade level analysis.

The afternoon began with Bonnie Berry reviewing the 3-8 mathematics assessment structure, performance indicator timelines and professional development opportunities. Once this information was disseminated, the participants worked with their district's data to identify strengths and opportunities for continued improvement at the elementary and middle levels. The school representatives concluded the day by completing an action plan to address the opportunities for continued improvement.

Regional scoring for the New York State Grades 3-8 ELA and mathematics assessments took place at ISC and the West Side Ballroom between May 10 and May 25, 2011. During that time, 4,836 ELA student papers and 4,027 mathematics student papers were received, randomized, scored, and Scantron sheets forwarded to The Northeastern Regional Information Center (NERIC) by the required deadlines. This year the tests were secure, requiring extra safety measures to ensure the security of the items.

The teacher evaluations were very complimentary of the system CVES has developed to make sure the entire process runs smoothly. Many expressed their satisfaction with the training, procedures, and materials provided. One commented that, "CVES runs a well-oiled machine." They repeatedly commented that they enjoyed engaging in the regional scoring process and networking with colleagues from other districts.

We were able to meet all deadlines on a very tight timeline and all went as planned due to the dedication and perseverance of everyone involved in the process. Even with the second scoring site, the scoring went very efficiently thanks to the cooperation of participating districts, scorers and ISC staff.

Plans for the **creation of Network Teams/Network Team Equivalents** have been approved by NYSED for districts participating in Race to the Top. CVES will serve as the network team to all 17 of our component districts. Professional development for Network Teams focused on implementation of the CCSS, School-based Inquiry Process and Teams, and Teacher/Principal Evaluation/Effectiveness will launch this summer with a week-long institute followed by ongoing professional development throughout the 2011-12 school year. The design of the professional development will ensure the continuous building of the capacity of Network Teams over time to create sustainability of the RTTT reform initiatives in the field.

Jennifer Henry, CVES School Library System Coordinator, in collaboration with Jane Landry, the CVES Planning and Assessment Coordinator, continued to **co-facilitate the P-16 information literacy group** composed of school and college librarians. The group, Partners for Information Literacy, was organized in the spring of 2009 to address 21st Century Skills taught at a regional level and to address the transition from high school to college in relation to information literacy skills. This year they prioritized the information literacy skills taught in the elementary, middle and high school grades and at the college level.

Jane Landry continued efforts to assist districts in **meeting NYSED and NCLB accountability requirements**. Data teams established within districts met regularly to analyze and interpret student achievement and other data in order to develop plans to ensure the district, buildings, and students meet accountability standards in all required areas. This ongoing analysis is critical as it allows for early identification of potential areas in need of improvement and allows teams to work collaboratively to address areas of concern. These planning sessions provide an opportunity for the CVES Planning and Assessment coordinator to update school personnel on SED and NCLB mandates specific to school accountability. The training coordinator also facilitates quarterly Data Council meetings during which the chief information officer for each school district and other appropriate school personnel meet to ensure that their school district's data are correctly entered within the mandated timelines. The training coordinator updates the members of the Data Council with school accountability and/or curriculum updates as they relate to data. The training coordinator assists districts with any questions or concerns that arise as they work through the Data Warehouse system requirements.

Jeff Sisson, Health, Safety, Risk Management Specialist, completed 25 annual **Right to Know/Bloodborne Pathogen Refreshers** in the fall of 2010. Each year, in addition to the Occupational Safety and Health Administration and New York State Department of Labor requirements, Jeff focuses on one or two topics that may become a concern within our component districts. This year he chose to focus on three potential concerns: mumps, pertussis, and bed bugs.

CV-TEC

CV-TEC has successfully assisted our component school districts in their efforts to meet and exceed state standards through participation in NYS specific educational programs, workshops, informational Chief School Officers' meetings, Advisory Boards and Principals' Group meetings. CV-TEC continues to utilize a school-wide progress report for the purposes of reporting student progress to parents, component districts, and/or adult sponsoring agencies.

CV-TEC regularly communicates with districts to monitor student progress and ascertain that instructional strategies and necessary services are provided to assist students to meet or exceed state standards. Examples include:

- Ongoing promotion and supervision of Online High School (OHS) courses and programming.
- Administered National Occupational Competency Testing Institute (NOCTI) and Skills USA examinations on May 3-4, 2011 at three of our campus locations: main, satellite, and Yandon-Dillon. This was the first online administration of a CTE-related national exam (Skills USA- Aviation Tech).
- Continued provision of OHS progress reports, grade reports, quarterly grades and passwords to district mentors located at participating school districts.
- Regularly provided campus tours to prospective satellite campus students and their family members, guidance counselors, college students, daycare programs, Boy Scouts, and community members.
- Regular meetings during summer 2010 with FAA Representative Al Miller relative to Plattsburgh Aeronautical Institute's (PAI) FAA certification. He provided Satellite Campus with final Air Agency Certificate for Airframe, Powerplant, and Airframe and Powerplant programs.
- Participated in Technology Centers That Work (TCTW) Retreats. Plans for implementing TCTW strategies are under way. Promoted TCTW initiatives to include faculty participation, student meetings and student assessments. TCTW team met with TCTW representative Dave Leavitt and discussed the Technical Assistance Visit (TAV) report, teacher survey results, and student assessments. Faculty Focus Teams will be created. TCTW data was presented to Chief School Officers on Jan. 5, 2011, the CVES Board of Education on Feb. 9, 2011, and the component district principals on Feb. 16, 2011. Annual reports for both TCTW sites (Plattsburgh combined and Mineville) were completed. A follow-up survey will be administered to 2010 graduates who participated in the TCTW assessment.
- Collaborated in the development of the PAI Powerplant and Airframe curriculum.
- Introduced New Visions: Medical Careers (South) program to Essex County.
- Shared STEPS implementation log with faculty members (means of verifying goal of introducing 10 reading strategies into CTE instruction).
- Finalized grant documents for New York State Energy Research and Development Authority (NYSERDA) Pressure House. Worked with CV-TEC building trades faculty members to initiate plans for a NYSERDA Pressure House (Building Performance Institute (BPI) Lab facility). Concurrent plans are under way for photoelectric system for potential installation on Pressure House.
- Coordinated CV-TEC efforts to send instructors to a Home Energy Analyst and Technician (HEAT) conference in Syracuse on May 25, 2011. All faculty members completed the course. Two have enrolled in a subsequent BPI (BA) course. The HEAT curriculum will be used in conjunction with the "Pressure House" should it be funded through NYSERDA next year
- Collaborated with CVES staff to invite NYSED Commissioner David Steiner to the Satellite Campus. Arranged a New Visions: Medical Careers presentation, PAI tour, and infrastructure for a "Round Table" in the North Hangar.
- Collaborated with Ticonderoga Central School District and Mineville campus on new Marine Tech curriculum and program.
- Collaborated with two Civil Rights representatives from NYSED for a CTE Civil Rights review.
- Hosted New Visions: Medical Careers Planning meeting with course instructors to coordinate efforts for 2011-2012 New Visions programs.
- CV-TEC's Academic Services Department provided academic support (i.e., Regents Preparation) to students from our component school districts, increasing pass rates on their high-stakes assessments.
- Administration of National, standardized CTE assessments, NOCTI, Pro-Start; American Welding Society in all CTE programs
- Completed articulation agreements related to PAI between CV-TEC and Mohawk Valley Community College (42 credits) and Clinton Community College (36 credits).
- Completed an articulation agreement with North Country Community College (NCCC) for students completing all program requirements for License Practical Nursing to Registered Nursing.
- Serve as central contact for data flow for Regional Academic Summer School and CV-TEC including:
 - Statistical analysis of summer school enrollment based on gender, district and course concentration;
 - End of year data for submission by districts;

- Attendance at Data Warehouse meetings to communicate with districts and to encourage communications as CIO;
- Autism Spectrum Intervention Services and Training to enable data entry for adult data (new New York State requirement for adult data collection).
- CV-TEC will continue to advocate computing literacy classes for all campuses geared towards practical application.
- Continued to work with Shared Decision Making Team to plan for professional development.
- Adult Literacy, General Equivalency Diploma (GED), and Training Department offered assistance to school district Alternative High School Equivalency Preparation programs and new staff regarding the GED exam and procedures for registering students;
- The Adult Literacy, GED, and Training Department provided a National Work Readiness Credential (NWRC) “train the trainer” event for area school districts. This event will be followed up by an implementation NWRC summer institute this summer;
- The Adult Literacy, GED, and Training Department: participated in the “Community Services Awareness Program” at Northern Adirondack Central School, conducted a school supply drive for Bailey Avenue Elementary School, participated in a Community Cares Day at Bailey Avenue Elementary, participated in the Junior Achievement program at Plattsburgh High School, and, presented to guidance counselors regarding our new College Connections program.
- The Academic Services Department has responded to district requests for additional assistance for their CV-TEC students. Integrated academics are delivered in all CTE programs with the available faculty for all high school and adult students. Numerous students need academic credits from CV-TEC in order to graduate from their home schools.

Special Education

The Special Education Division continued **participation in the Regional Data Council** to ensure all information specific to the NYS assessment process was provided to both CVES staff members and school districts. We worked collaboratively to ensure district students attending CVES special education classes had their assessment scores and demographic data correctly entered into the Data Warehouse system. The CVES curriculum coordinator worked with school district representatives to ensure the collection of assessment results for students in CVES programs was completed in a timely manner, and each school district representative received notification by letter whenever their students participated in any of the New York State Assessments.

Scoring of the 2011 NYS Alternate Assessment (NYSAA) for students with severe disabilities in grades 3-11 occurred in March 2011. Teachers from component school districts and CVES participated in a full day of scoring training at ISC and then participated in a full day of scoring the NYSAA documents from the component school districts. The CVES curriculum coordinator ensured that anyone scoring this assessment was aware of the new NYSAA regulations and assisted districts with submission of the results to NYSED. The CVES curriculum coordinator and a staff counselor at the elementary level receive annual SED training in September to ensure that current NYSAA regulations are disseminated to our component school districts, and that all relevant school district and CVES employees are trained in this process.

CVES special education administrators attended **two webinars to receive updates** from the State Education Department in preparation of the changes in how BOCES report

student data. Previously, students enrolled at BOCES were part of their school district’s reporting. Effective 2011-2012, each BOCES will be responsible for their own data reporting of the students they serve.

The Career Pathways teachers continued to implement the **ELA and Math curriculum components** for students who attend the full-day Careers program. In order to assist districts with the NCLB assessment requirements at the high school level, a more intensive focus on English Language Arts and mathematics skills occurred. The students who attended the full-day Careers program had an academic segment embedded into their day, supplementing their Life Skills and Work Experience components. Our Careers teachers also offered technical academic support to those students who attend CV-TEC for half the day with a focus on 21st century skills.

The **academic 8:1:1 cluster** at the middle and high school levels continued to use a bell schedule that parallels the approach used in our component school districts. Students rotated within the cluster to receive their core academic subjects, and the teachers providing instruction were well-versed in the NYS Learning Standards. Electives were offered on a limited basis to assist students earning credits for graduation. Additional credit-bearing electives continued to be researched and additional course modules are to be developed. Students taking the Regents examinations and Regents Competency Tests (RCTs) from the academic program continue to show improvement in their performance results due to the rigor of the programs.

CVES special education teachers participated in relevant **professional development opportunities** that were offered

at the Instructional Services Center. The CVES Special Education Division continued its curriculum development work during the 2010-11 school year. Elementary and secondary level classroom teachers met with Jane Landry, the CVES Assessment and Planning Coordinator, to develop prioritized curricula in both ELA and Mathematics. This alignment of curricula allowed our classroom teachers an opportunity to analyze the NYS Learning Standards and the new Common Core Learning Standards in these areas and create meaningful, useful tools that focus on the critical academic skills our special education students need to master in order to be successful, productive citizens. This process allowed our teachers to review the changes in the NYS Common Core Learning Standards, analyze the differences, and develop the updated documents that assist teachers with academic, data-driven planning. These opportunities allowed classroom teachers to better ensure that their instruction is data-driven and based on current NYS curriculum and standards.

CVES Special Education Division professional staff members continued to **utilize individual data binders for each student** in their classrooms. Each teacher and paraprofessional member were required to develop the binder using relevant information specific to the student's academic strengths and weaknesses, IEP goals, instructional needs, and other pertinent data that would facilitate improved academic performance in ELA and mathematics. The binders included all relevant student information (IEP goals, Functional Behavior Assessments and Behavior Intervention

Plans, standardized testing information, formative and summative assessment information, work samples that support the student's academic progress, report cards and progress reports, attendance records, time-out records, etc.). Staff members continued to collect consistent student academic performance data and used this data to drive instruction. Analysis of the data occurred and was used to inform classroom and individual instruction. The data were also used to assist with student's Academic Intervention Services in reading and mathematics. This process allowed professionals to make correlations between absences from school, incidents of behavior, academic performance levels, and interventions needed to better provide for student success in multiple areas. Teachers have indicated that our data binder approach has allowed for more detailed oversight and understanding of each student's academic and therapeutic growth, and they find this to be useful when meeting with parents, agencies, and districts.

Teachers and related service providers received **training on Educational Benefit**, an evaluation approach that requires the professional to analyze multiple forms of data (NYSESED assessments, formative assessments, and standardized tests, general classroom assessments) in order to define whether the student is making consistent progress in the skill areas assessed. During the curriculum work, the teachers will utilize this approach to better understand their students' academic strengths and weaknesses.

GOAL

Continue to develop, maintain, and nurture collaborative relationships among educational institutions, our community, local agencies and businesses in order to ensure the highest level of student achievement.

Instructional Services Center

The five-year **Tobacco Free Healthy Schools Grant** coordinated by CVES was completed on June 30, 2010. The catchment area for the grant covered 30 school districts in Clinton, Essex, Franklin and Hamilton counties. We were able to connect with all 30 school districts throughout the school year. The focus of the grant was to insure that policy was in place supporting a tobacco free environment for the schools. We worked with the principals, liaisons and/or wellness committees to review policy needs (which now include codes of conduct), surveyed staff and did observational studies. Information gleaned from the surveys, school visits and reviews was that smoking was not a real issue in the schools anymore but the use of other tobacco products was emerging. These new products are a real health concern for the schools. Materials were provided to all the schools regarding new products on the market.

Efforts for healthy tobacco free schools will not end with this grant. The Clinton County Health Department received the Comprehensive School Health Policies for Tobacco, Physical

Activity and Nutrition grant. This grant is also for five years and covers the same 30 school districts. They will be working specifically with five school districts in the first year. This grant transitions what has been done in the previous grant for tobacco school policy but will be more inclusive with physical activity and nutrition through the implementation of sustainable school health policy and practice changes. Funds will provide resources, guidance and technical assistance to schools and school districts for the development and implementation of, and compliance with, school health policies promoting increased physical activity, consumption of healthy foods and beverages and tobacco-free environments. We will continue to serve as a liaison with the Clinton County Health Department.

The **2011 CVES Regional Spelling Bee** took place on March 4th at Peru High School. The winners included:

- Grade 4 Champion: Quincy Parkinson, Oak Street Elementary School

- Grade 5 Champion: Sam Schantz, Momot Elementary School
- Grade 6 Champion: Nicholas Manfred, Moriah Elementary School
- Grade 7 Champion: Azalea Gonya, Northern Adirondack Middle School
- Grade 8 Champion: Leo Lee, Seton Catholic
- Grand Champion: Leo Lee, Seton Catholic
- 1st Runner-Up: Alyssa Szczypien, Peru Middle School

Each grade level winner, the first runner-up and the grand champion received trophies. In addition to the trophy, the first runner-up also received a Merriam-Webster's Collegiate Dictionary and Amazon.com gift certificate. In addition to a trophy, the grand champion received: a Samuel Louis Sugarman Award Certificate; a Merriam-Webster's Third New International Dictionary, Unabridged; and an Amazon.com gift certificate. Leo Lee, our Grand Champion represented the region at the Scripps National Spelling Bee in Washington D.C. on June 1-2, 2011.

Wanda McQueen, project administrator of the **Safe Schools/Healthy Students** grant, with the assistance of project partners, completed federally required surveys for the National Evaluation Team. Three surveys are completed annually: school climate, school level, and project level. The project level survey is completed by the project administrator. The school level survey is completed by one staff person at each school including: elementary, middle, and high for our five districts participating in the project. The school climate survey is completed by all schools. Staff members for this survey are randomly selected by the National Evaluation Team. All surveys are completed online, however, the school climate survey is the most difficult to administer. We did very well with all surveys completing 100 percent on the project level and school level as in previous years. The school climate survey received a 93 percent completion rate, our highest response rate ever.

The information gathered at the **National Bullying Conference** is being presented in parts to the Task Force Against Bullying, the Coalition for Safe Schools, and the project's Advisory Board by those who attended the conference. The Core Team has transformed into the Leading for Change Team, which allows for one representative from each project partner. This gives us a better cross-discipline representa-

tion and will assist us in our sustainability planning as we move into next year.

The Task Force Against Bullying worked diligently this year to develop an anti-bullying policy template and shared with all districts in Clinton and Essex Counties. The Task Force has 13 districts, CVES, and 18 community partners involved and it continues to grow. Kevin Hulbert, Keeseville Elementary principal, plans to chair the Task Force to maintain its work beyond the project. The anti-bullying policy template includes a standard definition of bullying and cyberbullying and includes all components required from federal and state mandates. Districts have the option to tailor the template to meet their individual needs. The information gathered at the National Bullying Conference by the eight team leaders will be presented to Task Force Members and project partners as appropriate. Kevin will provide a Task Force update at each Coalition for Safe Schools meeting.

Through collaboration with the New York State School Boards Association (NYSSBA), CVES continued to offer **workshops for Board of Education members** at the request of our component districts throughout the 2010-11 school year. Topics included: Teaching, Leading, and Learning in a Global Society; Annual Professional Performance Review and a State of the State with the Commissioner of Education.

Partnerships with community businesses and organizations such as Press-Republican, Sam's Club-Plattsburgh, Price Chopper, Bazzano's, Staples, Borders, Buck Supply and Distribution, SUNY Plattsburgh College Auxiliary Services, West Side Ballroom, Hannaford Supermarkets and Irises (Burgundy Room) have enabled ISC to provide resources and materials to component district staff and other school community members during workshops and other events sponsored by ISC. We are grateful for their sponsorship and look forward to continuing these partnerships throughout the 2011-12 school year.

CV-TEC

CV-TEC continues to develop, maintain and nurture collaborate relationships among educational institutions, our community, local agencies and businesses in order to ensure the highest level of student achievement. During the 2010-2011 school year, CV-TEC hosted hundreds of middle school students from component schools for career exposure to CTE. This continues to be a successful undertaking that is lauded by local guidance counselors, instructors and students as a beneficial introduction to the courses and career training opportunities available at CV-TEC. In a separate venture, CV-TEC hosted guidance counselors from component districts to distribute enrollment packets for the 2011-2012 academic year. Updates on program changes were presented as well as updates to CV-TEC's academic enrollment process.

In addition, during the 2010-2011 school year, CV-TEC:

- Identified and arranged space at Elizabethtown-Lewis CSD for CV-TEC's New Visions: Medical Careers (South) classroom.
- Continued collaboration with Bombardier and One-WorkSource (OWS) to provide a specialized welding training for adult evening participants. Met with Bombardier, OWS, CV-TEC (GED), and North Country Chamber of Commerce representatives to provide grant funding to prospective welding trainees. An extended 700-hour program began December 6, 2010.
- Successfully authored a "Community Trade Adjustment Assistance" grant with OWS and Clinton Community College (CCC) as partners.
- Collaborated with Cathy Snow and OWS partners in developing an Assembling Industry: Manufacturing & Education and pre-BPI training program. CV-TEC will provide instruction in precision measurement and blueprint reading.
- Ongoing communication, consultations and meetings with Federal Aviation Administration (FAA) Representative Al Miller.
- Participated in collaborative effort to bring a Marine Technology program to the Ticonderoga Central School District. CV-TEC will participate in future meetings designed to introduce equipment and curriculum into a new technology center at the high school.
- Authored NYSSBA article featuring CV-TEC and its leadership role in developing PAI.
- Presented executive summary to Laurentian Executives during Chamber-sponsored event on January, 11, 2011; attended Laurentian press conference on March 1, 2011 regarding funding approval for our Laurentian partners.
- Delivered PAI/Welding/Marine Tech presentation for Essex County residents through Essex County Industrial Development Authority on March 16, 2011.
- Served as a member of Clinton Community College's Business Advisory Committee.
- Met with John Maze from the Transportation Museum regarding ways CV-TEC can collaborate on a damaged aircraft it just acquired.
- Met with ERIE 1 BOCES administrative team regarding PAI and Council on Occupational Education.
- Administered the New York State Teacher Certification Examinations (NYSTCE) on February 9, 2011 and June 11, 2011.
- Planned and participated in PAI Advisory Committee meetings.
- Delivered a PAI presentation during the Association of Career and Technical Education Administrators state-wide conference.
- Developed relationships with businesses and agencies including JCEO, ComLinks, Woltner-Summit Contracting, ARC, Curtis Lumber, Housing Assistance Program of Essex County, and Adirondack Community Action Programs in order to provide internships for the Pre-Building Performance Institute students. To date, CV-TEC has secured Memorandums of Understanding from JCEO, ComLinks, Woltner-Summit Contracting, and North Country Cultural Center for the Arts.
- Collaborated with Vocational and Educational Services for Individuals with Disabilities (VESID) to determine possible incentives for employers.
- Collaborated with the Department of Labor to determine the potential impact of an internship on unemployment benefits;
- Coordinated the development of new community work sites for CV-TEC students to gain paid and unpaid work experience to further develop and apply their skills. (Prell's Custom Designs and the Town of Essex).
- Utilized established work sites to provide internships to CV-TEC students including DS Specialties and Atwood Maple Sugar.
- Gathered updated advisory committee information from CV-TEC instructors in order to begin planning for advisory committee meetings.
- Participated in Recipe for College Success Conference Planning Committee meeting. CV-TEC was represented at the conference on March 29, 2011.
- Communicated with agency representatives working with Students With Disabilities (SWD)s to assist in planning for post-school referrals.
- CV-TEC frequently collaborates with the Clinton Community College and OWS on such matters as PAI, col-

lege affiliation agreements and sharing resources; OWS on matters involving business partnerships and collaboration with various community agencies; CVPH Medical Center on such matters as clinical experiences for CV-TEC students, adult education training programs, and CV-TEC's New Visions program; clinical sites at the CVPH Skilled Nursing Facility, Clinton County Nursing Home, Meadowbrook Nursing Home, Vilas Home, Horace Nye Nursing Home and Interlakes Health Care; Essex County Probation Department; Planned Parenthood; Workforce Investment Boards in Essex and Clinton counties; component school districts; consultant committees; North Country Chamber of Commerce; and numerous benefactors, including: Northern Sanitation, Conroy and Conroy, Private Benefactors (multiple aircraft), Hulbert Brothers, Clinton County Highway Department, Clinton County Legislature, Bombardier, and others. CV-TEC faculty and staff pride themselves on communicating with local representatives and agencies to enhance their perceptions of the level of service.

- Communicated with community representatives in a positive, constructive manner to enhance their understanding of the level of services offered at CV-TEC.
- Worked with Noon Rotary on pavilion project at the old air base waterfront.
- Met with Sunshine Rotary to begin planning for pavilion at city waterfront site.
- Assisted in developing new animal science second-year program.
- Facilitated guidance intern in student services department.
- Hosted a visit by the Clinton County sheriff and undersheriff to tour the building and see the work auto collision students had done to the law enforcement vehicle that was recently donated by the Sheriff's Department.
- Hosted visitors from a Vermont Career and Technical Center allowing for tour and review of Academic Services Department.
- Worked with Cornell Cooperative Extension to provide collaborative local food prep course using our facilities.

During 2010-2011 CV-TEC's Adult Literacy Department has:

- Collaborated with Behavioral Health Sciences North to offer Adult Basic Education /GED programs on-site for individuals with mental health issues.
- Collaborated with Twin Oaks halfway house to offer work readiness programs on site for individuals with alcohol/drug addictions.
- Collaborated with Business Advisory Council to sponsor a clothing drive to provide job seekers with clothing for job interviews.
- Collaborated with Clinton County Jail to provide transitional services for inmates being released back into the

community.

- Collaborated with CCC to offer GED PLUS College Connections Preparation Program.
- Collaborated with the Department of Social Services (DSS) to provide Test for Adult Basic Education testing and orientations for all Department of Social Services recipients.
- Collaborated with Ted K Center to implement family literacy opportunities at its location.
- Collaborated with the United Way through participation in Earned Income Tax Coalition.
- Offered financial literacy training for DSS recipients and GED students in collaboration with UFirst Federal Credit Union.
- Offered Eat Smart programs through collaboration with Cornell Cooperative Extension at Plattsburgh Housing Authority and in our GED Programs.
- Provided customer service training program.

The CV-TEC Guidance Department:

- Hosted over 400 10th grade students for visitations and Career Days.
- Continues to expand our presentations and visitations to more middle school students. Approximately 500 students were exposed to career and technical education. Feedback from schools and parents has been positive about early career planning.
- Anticipates the number of graduating students entering post secondary institutions to increase, based upon the number of college and financial aid applications processed.
- Conducts ongoing meetings with Adult Literacy, ACCESS-VR, One Work Source, DSS, Commission for the Blind, Behavioral Health Services North, Champlain Valley Family Services, as well as numerous other agencies in order to ensure the success of students as well as to collaborate regarding student issues and concerns.
- Consistently meets with home-school colleagues to discuss and update information pertaining to our students. The annual meeting held at CV-TEC brought 25 counselors from component districts.
- Conducted a presentation about CTE and CV-TEC to 70 SUNY Plattsburgh students majoring in education. Students visited both the main and satellite campuses and were given tours and visited three programs of their choice. They were very impressed with CV-TEC.
- Coordinated groups of students from our districts to meet with NYSED representatives for a Civil Rights Review which was conducted at CV-TEC. A guidance counselor from Chazy Central School also participated in the planning and implementation of planned interviews.

- Assisted in orchestrating a visit from Commissioner David Steiner at CV-TEC included the formation of a student forum and display table representing the course offerings at CV-TEC.
- Attended SkillsUSA NYS competition in Syracuse, NY. Three students placed in the top three categories and two advanced to the national competition in Kansas City.

The Computing Resource Center (CRC) continues to work toward additional opportunities for students through positive and productive interactions with professionals who are external to our campuses:

- The CV-TEC technology coordinator attended the NYSUT conference in November 2010 to network with other districts and to understand current trends in education, both fiscally and technologically.
- Assisted visiting professionals with technology needs, such as, operation of SmartBoards, network operations, etc.
- Participated in Data Council operations, providing assistance to districts when data are needed.
- CV-TEC is currently in the process of reviewing the CVES Student Code of Conduct and making needed updates including adding a "Bullying/Cyber Bullying" section. Work sessions continue to review "model" policies for consideration by the administrative team.

CVES Regional Academic Summer School (RASS) is running in Saranac this year. RASS helps keep regional students on target for graduation and offers opportunities for regional students to continue learning for those who simply may need more time to learn their coursework.

As a post-secondary partner with CCC, CV-TEC provides:

- Dual-enrollment courses in Digital Art & Design (Computer Tech and Drafting programs combined) – 18 credits, Medical/Legal Office Assisting – 4 credits, and New Visions: Medical Careers programs – 7 credits.
- The Academic Services Department (ASD) coordinator and New Visions instructors are working closely with the CCC CAP Science liaison to establish the laboratory portion of the Bio 100 coursework.
- Articulation agreements for Allied Health – 3 credits and Security & Law – 3 credits were established for 2010-2011 school year.
- During the 2011-2012 school year, seniors meeting the prerequisite requirements will qualify for the dual-enrollment ENG 235 Technical Writing course – 3 credits.
- ASD coordinator continues to serve on the CCC Perkins Local Advisory Council.
- CCC personnel joined CV-TEC during the Open House on April 4, 2011.
- The Digital Art and Design program is submitting

four additional CCC course request forms which will increase available dual-enrollment (CAP) credit for students (12 additional credits).

As a post-secondary partner with Herkimer County Community College, CV-TEC provides:

- Articulation agreements for Early Childhood Education and Security & Law Enforcement.

As a post-secondary partner with Paul Smith's College, CV-TEC provides:

- Articulation agreements for Culinary Arts Hospitality - 6 credits and Environmental Conservation – up to 10 credits depending upon which forestry program students enroll in.
- Paul Smith's College visited CV-TEC on April 12, 2011 presenting to the Culinary Arts and Environmental Conservation classes.

As a post-secondary partner with NCCC, CV-TEC provides:

- Dual-enrollment courses in the New Visions: Medical Careers program (southern tier) – 10 credits.
- During the 2011-2012 school year, seniors meeting the prerequisite requirements will qualify for the dual-enrollment BUS 220 Business Communications course – 3 credits.
- Dual-enrollment and articulation agreements for the Mineville CTE programs are being discussed for the 2011-2012 school year.

As a post-secondary partner with NCCC, CV-TEC provides:

- SUNY Canton - Articulation agreement for Animal Science/ Veterinary Assistant program – 2 credits.
- CV-TEC continues to place students in internships with local employers i.e., Della Honda, Durocher Kia, NYS Parks Department, Parker Chevrolet, Yard by Yard, Sheehan and Son's Excavating, Kaleidoscope Children's Center, Campbell's Greenhouse, Champlain Centre and many others.) The work study coordinator works with local employers to place student interns and determine employment opportunities. New internship sites are continually being developed. In addition, graduation data are tracked on an ongoing basis to keep current with local, state and national trends.
- During 2010-2011, 81 students were able to participate in internships with local employers and 19 of these internships were paid work experiences. Sixteen students have been hired by their internship site.
- CV-TEC held Advisory Committee Meetings for each CTE program with 24 area businesses/agencies participating.

Special Education

The **Career Pathways Work Experience Program** maintained the many work sites available to students within the Careers program. The opportunities to experience varied work settings were available to our students, with more than 70 work experience sites from which to choose for their work rotations. The sites were available to them throughout the school year and students received job experiences based on capability and interest. The sites continued to encompass a wide range of different career opportunities including retail, food service, warehousing, and jobs within adult health care facilities. Job coaches helped the students at their work sites and assisted with students moving from highly supported work settings to those sites where no support was needed, based upon the individual student's level of needed job coaching. Transportation to and from work sites was provided through contracts with component school districts. Students were scheduled to balance academics and work experience based upon the indicators within the IEP.

The **Career Prep and Awareness** student community service project continued to be successful. The bottles collected at the three sites were redeemed and the proceeds forwarded to the Adirondack Humane Society. The Humane Society used the donated money for food, medicine, and veterinary bills for the animals housed at their facility. Through this community service project, the students increased academic skills, and donated time and energy to assist with animal care and the maintenance of the building.

The CVES Special Education Division's **Careers Programs** continued with programs through contracts with NYSED and VESID. Under the Unified Contract for Services and the

Supported Employment Programs, community consumers received supported services and training at work sites based upon the consumer's individualized needs. These adults received opportunities to explore post-high school services and supports, along with the opportunity to be successful in work sites that were tailored to their specific skills levels and needs. These multi-year contracts will continue in the coming year.

On Wednesday, March 2, 2011, schools all over America **celebrated Dr. Seuss** and his amazing stories for children. His joyful, energetic, and mesmerizing stories have thrilled children of all ages for many years. Representatives from Target came to help our students celebrate through story-reading in front of the large Dr. Seuss storyboard that was located on the story time rug. All CVES classroom programs celebrated this children's author through exciting children's activities, stories, and movies throughout the day. The WAF library had Dr. Seuss activities scheduled throughout the day for all students who visited. This annual event was exciting for both our students and staff members.

On April 12, 2011 and June 14, 2011 we had **guest readers** from our local Sam's Club store. These Sam's Club employees volunteered to read to our Elementary students in our new CVES library. The guest readers read various interactive stories to our students. It was a great experience on both days for everyone. The Sam's Club employees hope to continue to be guest readers during our summer school program and next school year.

GOAL

CV-TEC

CV-TEC regularly collaborated with faculty and staff from the WAF Division and component districts to facilitate this goal. CV-TEC staff worked extremely well and consistently with the WAF staff regarding the joint enrollment of students with disabilities. CV-TEC's staff regularly reviewed progress of students with disabilities and intervened as needed. In compliance with Chapter 408 of the Commissioner's Regulations, CV-TEC provides instructional staff with required documentation and IEPs relative to students with disabilities so they may be responsive to students' accommodations, program modifications and services. CV-TEC routinely works with home districts to assess and place students in programs that have resulted in positive outcomes.

Develop, in collaboration with CVES special needs faculty, component districts, and Committee on Special Education (CSE) chairpersons, programs, services and curriculum modifications to meet the needs of our students and school districts' Committees on Special Education.

We work extremely well and closely with the WAF staff regarding joint enrollment and to discuss any other issues or concerns regarding shared students.

During 2010-2011 CV-TEC's Special Services Department has:

- Distributed IEPs and 504 plans to CV-TEC instructors as required by Chapter 408 and sent verification to each district.
- Utilized PowerSchool to maintain information on program modifications and testing accommodations.
- Purchased mp3 players to provide students with audio books as necessary.

- Worked with the technology coordinator to obtain assistive technology for students when needed.
- Collaborated with CV-TEC instructors, counselors, coordinators, and administration to ensure that services for students with disabilities are being provided, including testing accommodations and program modifications.
- Surveyed staff to determine priority training needs in regards to educating students with disabilities.
- Regularly reviewed progress of students with disabilities. Met with students who were at risk of failing and their instructors to ensure that all required services are being provided.
- Collaborated with CV-TEC staff, district staff, CSE chairpersons, students, and parents to develop intervention plans for students with disabilities who were struggling to be successful in their program.
- Participated in CSE meetings for CV-TEC students. Made recommendations for additional modifications/accommodations as necessary.
- Communicated with special education instructional staff on the progress of shared students.
- Planned 39 visitations for special education students.
- Notified CSE chairpersons when students refused accommodations.
- Held ongoing communication with parents to discuss services for students with disabilities and their progress.
- Referred SWD to Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR) as needed and offered tax incentives/on-the-job training funding to businesses who had student interns in coordination with adult job placement providers. To date, coordinating internships with adult job placement services has resulted in post-school employment.
- Researched available technology to assist in providing testing accommodations to students with disabilities. Implementing this technology in the coming year will enable CV-TEC to better meet the needs of the students, increase student independence, and better prepare students for post-secondary education.
- Worked with home districts to assess and place students in programs that have resulted in positive outcomes.
- Collaborated with the SUNY Plattsburgh School Counseling Department, CCC Accommodative Services Department, ACCES-VR, Parent to Parent, North Country Center for Independence, and other local agencies to plan the Recipe for College Success Conference. This conference is intended to help prepare students with disabilities for the transition to post-secondary education and includes topics such as self-advocacy, accessing accommodative services, financial aid, and the admissions process. Attendance at the conference included: 130 students from 10 area school districts, 9 parents, 28 school staff members, 30 agency representatives, and 15 college representatives. In addition to CV-TEC information being discussed and distributed, representatives from SUNY Plattsburgh, CCC, Paul Smith's, and NCCC were available to discuss their programs.
- Ongoing consultation with Satellite Campus faculty members regarding students with disabilities enrolled in CV-TEC Aviation Tech, Small Engines, and Welding programs
- Met with ACCESS sponsor and client
- CV-TEC has installed four additional SmartBoards in the past year. We continue to research technology based solutions to assist students with various learning/physical disabilities, such as TestTaker, a speech based test delivery system, and the addition of a student services computer lab.
- Participated in bi-monthly Clinton County Inter-Agency meetings.
- Ongoing meetings with CTE instructors to discuss possible student interns.
- Assisted with the development and distribution of the registration materials for the Recipe for College Success Conference.
- Continued to develop relationships with area businesses to provide work experience opportunities for CV-TEC students. Collaborated with the following businesses/agencies: Durocher Kia, O'Neil's Garage, NYS Parks Department, Egglefield Ford, Foster Taxidermy, Yard by Yard, Sheehan's and Sons Excavating, Kaleidoscope Children's Center, JCEO Head Start, Campbell's Greenhouse, and Champlain Centres.
- Coordinated and participated in three Advisory Committee Meetings with CTE instructors.
- Facilitated student internship placements, CV-TEC held 39 meetings/consultations with area businesses, 44 meetings with students, and 35 meetings with teachers.
- Continued to update copies of all current students' IEPs and place them in the ASD office for review by the ASD staff. All ASD staff are provided with the necessary information.
- The Special Education coordinators provided the ASD staff with IEPs. They met with ASD faculty to discuss questions, concerns, etc.
- The ASD faculty circulated and signed the 408 sign-off sheets for all CV-TEC students.

Special Education

The Career Pathways teachers implemented the **cross-level curriculum** that allowed students access to instruction in any area of need. Staff members continued to work on a program that ensures continuity of instruction and students exit from school with exposure to all of the skills necessary to be a successful member of the community. A strong focus on English Language Arts (ELA) and mathematics was embedded into the curriculum. Through close monitoring of student progress, more students are successful on the RCT exams each year.

The teachers in **Grades 3-12 administered all required NYS assessments**. The assessments were returned to the school districts for scoring and a process was developed to ensure that CVES received a copy of the CVES student's score reports so analysis of results could occur. The results assisted teachers and administrators with decision-making specific to ensuring effective instructional practice occurred. Continued implementation of a data-driven instructional model occurred and all teachers engaged in individualized analysis of student academic performance. Correlations were made between attendance, behavior incidents, and academic performance to ensure a proactive approach occurred to increase student achievement.

The **pre-planning meetings** for students ages 14 to 21 were scheduled throughout the school year. Meetings routinely occurred throughout each week, with CVES personnel, family, and school district representatives participating in the planning meetings. The focus was on development of student educational plans for the upcoming school year and future plans for education and employment. CVES followed the transition requirement under Individual With Disabilities Act (IDEA) for all students 14 years old.

The **Career Pathways Program** continued a curriculum component specific to the understanding of and development of parenting skills. The program previously used grant funds to purchase a realistic infant simulator which allows the students to experience actual parenting responsibilities. The curriculum is similar to the parenting curriculum used in our component school districts and this curriculum segment enhances the Life Skills component of the program.

A **data collection initiative** implemented previously continued throughout the Special Education Division. The continuation of the initiative required each classroom teacher to collect, with the assistance of paraprofessional staff, specific data on each student's performance in the areas of ELA and mathematics. Teachers were required to analyze student performance routinely to ensure that instruction was data driven. This information also assisted our CVES Academic Intervention Services providers when planning for the academic supports needed by the students. When developing each student's IEP, the professional staff members were able to better determine the level of educational benefit that each

student experienced during the school year in all areas.

The NYS Education Department has finalized the **new statewide IEP** that is to be used for all students with disabilities who reside in the state of New York. Trainings have been provided throughout the state to allow school district personnel the opportunity to receive the most current information regarding the document. School districts have taken advantage of these opportunities by sending district personnel to the trainings so that they can turn-key train their staff members. While the mandated components of the new IEP remain relatively the same as in the previously used IEP, certain areas of the IEP require that the providers of service report the information in a more comprehensive manner. Having a uniform IEP used throughout the state allows for consistency in documents as there tends to be frequent movement of students between school districts both locally and outside the CVES region. The uniform IEP also allows districts who receive new students to more easily assess where the students stand with regard to assessments as the document defines the student's grade level, assessments to be administered (alternate assessment, state and district-wide assessments) and related testing accommodations. The new IEP is the same on any web-based system used by districts (IEP Direct or ClearTrack), removing the need to modify any new IEP received from another district. Throughout New York State, those involved with the development of IEPs are applauding the standardization of the IEP due to the problematic situations that arise when students move from district to district. On December 16, 2011, all teachers and related service providers were provided training on the changes of the new mandated IEP by Gerry Swalnick.

Administrators and other appropriate staff members continued a program that meets the unique needs of students diagnosed with an **autism spectrum disorder**. Using research-based information, the program was expanded to better assist districts requiring the intensive support for their students. CVES ensured that the unique environmental and educational needs of the students were met through the program. Ongoing work with autism consultants occurred, with specialized training in data collection provided to staff members working with students diagnosed with Autism. Weekly administrative meetings with staff allowed for ongoing discussion of program and student progress. Effective educational practices for students within the autism spectrum were implemented based on staff attendance at trainings by recognized autism educational consultants. A resource library for practitioners was started and the Division contracted with an autism program consultant to ensure that the CVES autism programs met all required NYS Autism Program Quality Indicators.

Keith Amerson, CVES Autism Consultant for 2010-11, spent several days working with the professional staff members working in our five autism classrooms (four located at

WAF, one located at Yandon Dillon). Keith was given the charge of ensuring that our autism program reflects Best Practices in Autism. He and the CVES staff continued their work using the NYS Autism Quality Indicators as their reference point for developing autism best practices that are sustainable over time. This approach ensured that students entering CVES autism programs would have a relatively uniform educational approach while still allowing for the individualized needs of each student. Professional staff members working with Keith were diligent in collaborating to complete specific tasks that enhanced their ability to provide this uniform approach for our students with autism. Mr. Amerson worked with and trained staff members, consulted within classrooms and assisted with specific student issues.

Mr. Amerson provided professional staff members with continual off-site consultation and guidance through technological support systems. With the NYS Quality Indicators for Autism as the guide for program development, Mr. Amerson provided professional and paraprofessional staff trainings, troubleshoot problematic situations with student programs and student behaviors, provided classroom and program evaluations, directed staff members to resources to use to ensure quality programming, and was available daily through on-line systems that allow immediate questions or concerns to be addressed promptly. Mr. Amerson will continue to assist us in our program development in the upcoming school year.

GOAL 4 Special needs students will be educated appropriately in the least restrictive environment.

CV-TEC

CV-TEC is responsive to **requirements in students' IEP** and facilitates necessary adaptations to meet students' needs. CV-TEC regularly collaborates with ACCES-VR and other agencies regarding the provisions of services to students with disabilities. Regular consultations are conducted between faculty, the Special Education Coordinator, Guidance

Counselors, parents, and district staff regarding the progress of students with disabilities. CV-TEC faculty members continue to receive training on implementing IEP services and utilizing appropriate strategies to assist students in being successful in the regular education setting.

Special Education

Students who attended Plattsburgh High School continued to take advantage of the **multiple opportunities available** to them. CVES programs in component schools allowed students to fully integrate as appropriate into all courses available. Academic achievement by our students continues to make induction into the National Honor Society and the Key Club a viable possibility. Students who attended Bailey Avenue and Oak Street Schools had the opportunity

to integrate into primary or intermediate level classrooms for academics as appropriate for them. They were also able to participate in the special area classes of physical education, art, music and library class with non-disabled peers. School district personnel encouraged students to participate in school community activities where appropriate for the students.

Instructional Services Center

Maven Technologies, an electronics recycling company from Rochester, NY, provided **free Computer and Electronics Removal/Recycling** again this year for CVES and our component school districts. For the fifth year in a row, participating districts were not charged a fee to recycle or dispose of computers and other electronic equipment.

Districts taking part in this event were asked to provide an accurate inventory of the equipment they collected for disposal. The program culminated in the transfer of nearly 25 tons of acceptable waste to Maven in both Clinton and Essex counties on May 17 and 18, 2011.

Acceptable items included: cables, wires, power cords, circuitry (circuit boards), batteries (non-automobile), audio/video equipment (CD players/radios/stereos/DVD players/VCRs/video game consoles, cellular phones, pagers, telephones, telephone equipment, answering machines, computers, laptops (including all associated peripherals and hardware), keyboards, mice, laboratory, test and measurement equipment, microwaves, modems, routers, hubs, monitors, server, network and storage equipment, printers, fax, machines, scanners, copiers, duplicators, typewriters, telecommunications equipment, televisions, and UPSs (Uninterrupted Power Supply). Acceptable equipment is described generally as any piece of equipment that has a power cord.

The **School Library System** received \$9,169 in automation aid, \$33,936 in supplemental aid, and \$92,712 in operating aid from the New York State Division of Library Development to provide programming and support for local school libraries in compliance with the 2006-2011 five-year School Library System Plan of Service.

Jeff Sisson, CVES HSRM Specialist, successfully completed the **New York State Uniform Fire Prevention and Building Code Enforcement Training Program** in 2008. Having completed the courses in the Basic Training Program, Jeff is a licensed New York State code enforcement official. As a result, CVES HSRM has been able to save districts a substantial amount of money by providing fire safety inspections and annual visual inspections for CVES component districts. In 2010-2011 he completed 24 fire safety inspections for component district buildings.

Sue Lefebvre, School Library System employee at the Instructional Services Center, was **granted an award in the amount of \$665** from the Northern New York Library Network to attend the 33rd Annual New York State Library Assistants' Conference. The conference was held June 8-10, 2011 at SUNY College at Geneseo, New York. The confer-

ence theme was "Library Assistants... An Enduring Beacon of Light." This conference provided participants a chance to engage in four classes to enhance their job skills. Also, participants got an opportunity to network with other Library Assistants in New York State.

ISC offers a variety of **professional development opportunities** in response to identified needs or requests by school districts. When two or more component districts participate in the offerings, the districts receive state aid at their designated aid ratio, which helps to offset the cost of professional development. The school districts are also able to receive substitute teacher reimbursement for their teachers who attend workshops at ISC.

ISC received **monetary support** from Beekmantown Elementary FSO; Graymont Materials (NY) Inc.; Cumberland Head Elementary PTO; Beekmantown Teachers Association; Saranac Elementary FSO; J.Hogan Refrigeration; Morrisonville Family School Organization; Peru K-5 PTO; Peru Association of Teachers General Fund; Peru Lions Club; Momot Elementary School PTO; Martindale Keysor & Co., PLLC; Plattsburgh Teachers Association; Keene Central School PTSA; Plattco Corporation; FSO Stafford Middle School and Hannaford Supermarkets for the 2011 Regional Spelling Bee.

The **CVES School Library System** provided \$8,000 worth of online resources, materials and e-books to component school districts during the 2010-2011 school year. Subscriptions to Teachingbooks.net, ExploringNature.org, and TumbleReadables.com were purchased for all school libraries and a small collection of virtual reference e-books were purchased from Gale-Cengage Learning. These materials are available for student use any time and may be accessed from home or school.

Chapter 145 of the NYS Mercury-Added Consumer Products Law requires schools with more than 100 employees and that produce more than 15 bulbs per month to recycle used fluorescent lamps effective July 12, 2005. CVES Health, Safety, Risk Management **formed a cooperative with Northeast Lamp Recycling, Inc.** of Bronx, NY in 2005. Since then CVES and the components have recycled over 37,000 pounds of mercury containing lamps and ballasts since the beginning of this cooperative. On January 21, 2010, in addition to many other types of mercury containing lamps, we collected more than 6,200 of the four-foot fluorescent lamps alone. We will continue to work diligently on this initiative because we are aware of the environmental and public health consequences associated with the mismanagement of this highly toxic substance.

In cooperation with Casella Waste Management, the Instructional Services Center has gone to **Zero-Sort Recycling**, tossing all recyclables into one bin. This includes: glass (bottles and jars), metal (empty aerosol cans, aluminum and metal cans), plastics (#1-7 and rigid plastics), and fiber (boxboard, corrugated cardboard, envelopes, magazines, soft-cover books, newspaper, shredded paper, and white and colored paper). Statistics show:

- On average each person will throw out 4.5 pounds of waste a day. Casella recycles 2.8 billion pounds of material each year.
- That's enough recycled material to fill the Empire State Building over five times!

ISC is off to a good start with Zero-Sort Recycling and making every effort to be environmentally responsible.

CV-TEC

In order to be fiscally responsible and maximize resources, CV-TEC actively engages in researching and applying for alternative sources of public and non public funding sources.

- Worked with NYS Office of Government Services representative Dan Kelly to identify NYSOGS equipment and the manner in which we might procure additional equipment for CV-TEC.
- Ongoing management of Aviation Technology equipment within varied hangar facilities at the 518 Rugar Street campus.
- Through collaboration with Dan Kelly (NYSOGS), successfully solicited a variety of equipment (Welders- valued at approximately \$50,000; Aviation Tug- valued at \$65,000; Animal Cages- valued at over \$200,000). Finalized acquisition of low boy trailer for use by CV-TEC's Heavy Equipment, Conservation, Commercial Driver's License, and Aviation Tech programs. Estimated value of trailer: \$16,000 (replacement value estimated at \$75,000). Secured a VECTRAX CNC Boxhead Mill for Small Engines program. Estimated value: \$22,000. Mill can be used by Aviation Tech, Heavy Equipment, and Welding programs. Toured NYSOGS Mechanicsburg, PA site for government surplus items of interest to CV-TEC in the future.
- Final arrangements for installation of a new surveillance system have been made. Efforts from Clinton County Sheriff's Department and Wells Communication have resulted in the installation of a system that will better protect CV-TEC's assets and will increase the security at the Satellite Campus.
- NYSERDA Grant, PON 1816, has been approved by NYSERDA. NYSERDA will make \$90,130 available to CV-TEC to implement a Pre-BPI training program for area residents. Application for Round II of the PON 1816 (Extended) grant has been submitted to NSYERDA in the amount of \$429,000. State Historical Preservation Office documentation has been submitted and approved. Full State Environmental Quality Review Full has also been completed and submitted to the DEC in Lake Placid, N.Y. It is anticipated that grant approval will supply nearly all instructional supplies/materials for the 2011-2012 academic year. Collaboration with Building Trades faculty members regarding Pressure House

construction and material quotes continues.

- Community Trade Adjustment Assistance Grant has been approved by Economic Development Agency/Clin-ton County. Grant makes \$137,000 available for Aviation Tech equipment and tuition assistance. Grant will be submitted for review.
- Ongoing solicitation of FedEx 727-200 or alternate aircraft.
- Designed advertisements to promote CV-TEC's adult education courses for the Fall and Spring 2011 semesters. Submitted various advertisements to several venues to promote CV-TEC's daytime and evening programs. Venues include: Cumberland 12 Theatres, Press Republican, Lake Champlain Weekly, Pennysaver, and various Denton publications.
- Continued collaboration to make specialized, 700-hour, industrial welding training available to past Bombardier employees and others who are seeking highly skilled employment. The training budget will be offset through the use of \$50,000 in grant-related training funds made available by CV-TEC and the North Country Chamber of Commerce. Twelve participants have been enrolled. Costs will be offset through CV-TEC's participation in the third round of "13-N" grant funding (\$87,000).
- Ongoing involvement in managing and organizing donated aviation equipment for the PAI program and for FAA certification review.
- Collaborated with Veteran's Administration partners to make VA benefits available to adult Aviation Tech students.
- Ongoing promotion of online courses and programs via print and online publications includes: Ed2Go, Gatlin, Washington Online, OHS, and HowToMaster.
- Northern Sanitation donated services for 30-yard Dumpster for Satellite Campus construction project.
- Confirmed agreement with Schonbek Worldwide Lighting to provide scrap metal to CV-TEC. Scrap metal should offset costs faced by the Welding program to purchase welding supplies.
- Researched value of MB 500 helicopter main rotor blades (8). 4 Blades containing yellow tags were origi-

nally worth over \$14,000 each and may have greater value than anticipated. Research continues with rotor blade refurbishing company in Dallas, Texas.

- Successfully solicited donation of engineering services from Doug Ferris (engineer). Doug will donate all services necessary to have Pressure House modified to meet our instructional needs, and to meet NYSED standards. Doug will stamp prints to meet SED's initial review requirements.
- Initiated efforts to obtain FAFSA eligibility for all of CV-TEC's programs. FAFSA certification for all programs would provide new financial opportunities for adults to receive TAP, PELL, NDSL, and Work Study benefits. We will need to pursue CV-TEC accreditation by the Council of Occupational Education (COE).
- Arranged donation of scrap metal from Bombardier (stainless steel) and from Schonbek (metal).
- Finalizing Workforce Development Institute (WDI) grant application for two instructors to receive composite training. WDI will pay for all of the tuition and half the airfare. Working with WDI on a second grant application to fund BPI certification training for four instructors. Grant would pay thousands of dollars to have our instructors receive cutting edge training in the building trades/energy efficiency.
- Perkins IV Title I Funding for FY11: \$123,410.
- Perkins IV Title II (Tech Prep) Funding for FY10: \$65,750.

ASD teachers are currently providing integrated academics in all CTE programs for all high school and adult CV-TEC students.

CV-TEC faculty members participate in the budgeting process annually. Staff assists in finding ways to maximize resources and acquire new or alternate sources of funding/equipment acquisition, such as:

- Utilization of volunteers to provide high quality services in support of PAI project.
- Utilization of skilled CVES maintenance personnel to implement construction projects at new Satellite Campus.
- Analyzed toner use and advocated for multiple classrooms to share printers to cut down costs.
- Initiated purchasing process to centralize printing from 6 printers to 3 printers, extending color printing abilities to all campuses.
- Developed a list of recommended technology purchases in the event of budget shortfalls.
- Joined the Technology Department to help consolidate resources among the CVES divisions.
- Designed and implemented the new Job Target Database system for all Plattsburgh programs with the exception of the Aviation Technology, LPN, and New Visions programs.

Special Education

The Career Pathways Program received a **United Way grant** in the amount of \$4000 to assist in providing student stipends for those students training within the work experience program. These stipends were used to teach basic financial skills and to assist individuals as they prepare to transition into adulthood.

The CVES Special Education Division participated in the **St. Lawrence-Lewis Cooperative Bid** and realized significant cost savings on materials, equipment and supplies that are routinely utilized by all staff members. Purchasing these supplies in bulk enabled the Division to reduce costs in many areas.

The Regional Special Education – Technical Assistance Support Center (**RSE-TASC**) **received \$175,588** from the NYSED. This funding provided for regional and local trainings that supported the need by targeted districts to develop work plans that would improve performance by students with disabilities. The funding also provided specific regional trainings for professional and paraprofessional staff members within the school district setting.

GOAL 6 Staff will be recognized for quality performance that enhances student achievement.

CV-TEC

CV-TEC has been recognized for quality performance that enhances student achievement as follows:

- Ongoing: verbal and written correspondence (e.g., e-mails, recommendations) citing those who have assisted in producing quality work.
 - Photographs taken of faculty members instructing students and posted on CV-TEC's website.
 - Submitted faculty members' names for consideration in the SDM-led teacher service award process.
 - Ongoing verbal and written correspondence citing those who have assisted in producing quality work.
 - CV-TEC administration regularly interacts with staff and supports their educational accomplishments.
- CV-TEC administrators recognized staff for accomplishments through awards, positive feedback and Teacher Recognition Week.
 - Pre-observation meetings, observations and post-observations for all faculty members are conducted on a scheduled basis.
 - CV-TEC Adult Literacy, GED, and Training Department received our NYSED Report Card. We are rated as "highly proficient." This is the highest rating that NYSED provides and it is only awarded to 25% top performing programs.

Special Education

CVES student results for ELA and mathematics were shared at CSE Chairpersons and CVES Board of Education meetings. The instructional best practices used by the CVES teachers were also highlighted, and their commitment to improved professional performance was demonstrated through participation in exceptional professional development opportunities that enhanced student achievement. The CVES Board of Education and the CSE Chairpersons were made aware of the continued data collection process implemented by all classroom teachers to ensure improved academic performance by each student attending CVES programs.

Two of our elementary special education teachers recognized the need for a **report card that more clearly defined student achievement and progress** in all areas, including academics and behavior. As part of their 2010-2011 self-directed task, the teachers polled our local school districts as to what information they included in their district reports. They sought out the regulations as to the necessary requirements. They were able to meet with all of our classroom teachers at CVES to determine the needs of all programs within our division. As a result, we now have a more comprehensive report card that we will implement in the upcoming 2011-2012 school year. This new comprehensive report card will provide relevant information for parents, school districts and other educational personnel working with the students we serve.

One of our speech therapists, in addition to her classroom team in the 12:1:1 community experience classroom at our Duken Site program, implemented a community project titled "**Letters to the Presidential Family.**" The students in this class participated in the project by reading stories about President Obama, discussing his family, pets and interests and viewed a video about the number of letters he gets per day/week. The students then chose who they would like to write to in the White House, and then took responsibility to learn various letter writing techniques, developing rubrics, researching the address of the White House, and decorated the envelopes to draw attention to their letters. Lastly, they finished the letters, properly addressed the envelope and mailed the letters at the post office. They are now anxiously waiting a response hopefully from the White House!

A speech therapist at CVES, along with two of her students brought to our school a "**pennies for peace project.**" This program builds schools, and brings supplies and teachers to children who have nothing. This trio went to CVES and Keene CSD classrooms to show others how to get involved in this worthy cause. The students presented to many teachers and students and were able to raise \$281 for their cause. To celebrate their accomplishment, all classrooms were invited to recognize those who contributed on January 14, 2011 in the WAF cafeteria. It was an awesome event!

CVES will provide the leadership that will enable school districts and CVES to utilize technology to enhance student achievement.

Instructional Services Center

NERIC and ISC continued to collaborate to **assist districts in meeting the requirements for reporting district data to NYSED** through the Data Warehouse. The CVES Planning and Assessment coordinator provided quarterly Data Council meetings for component school districts, during which chief information officers and other pertinent school personnel were able to receive answers specific to their questions or concerns regarding data entry, SED deadlines, district and school accountability and report information. ISC staff collaborated routinely with NERIC to ensure that our component districts received technical support whenever it was needed and collaborated on joint meetings.

Jane Landry, CVES Assessment and Planning Coordinator, and Bonnie Berry, CVES facilitator, continued to provide **on-site professional development and technical assistance** to component districts on the curriculum mapping process. Also, they trained educators to create curriculum maps electronically using Curriculum Connector or Rubicon Atlas, web-based curriculum mapping software programs.

Each year the CVES School Library System (SLS) offers annual **trainings in library automation**. This spring, training was offered in the Mandarin library automation system. The SLS is able to offer hands-on training utilizing a wireless

laptop lab. This technology enables library media specialists to directly apply their training during the workshop.

For the third year in a row, the CVES School Library System is using Survey Monkey to **coordinate and tally our School Library System Annual System Evaluation, and Library Media Center Member Plans**. Utilizing Survey Monkey allows us to save on costs associated with distributing paper surveys and the time necessary to tabulate survey results. Surveys conducted through Survey Monkey are hosted completely online. Participants receive an email with a link. Results from the School Library System Annual Evaluation are used to determine improvements needed in service to districts, and ideas for future services and professional development. Member Plans gather statistical district data in terms of number of books in library collection, number of new materials purchased, number of materials weeded, as well as detailed questions about online resources and technology available to students. Data from the Member Plan is used to answer Annual Report questions asked each fall by NYSED's Division of Library Development.

CV-TEC

- Promotion of OHS curriculum and courses; forwarded information to principals, CSE chairs, guidance counselors regarding Spring 2011 offerings and Spring 2010 Course Catalogue and Program Guide.
- Ongoing management and oversight of CV-TEC's OHS and grade/progress reporting.
- Ongoing oversight and administration of multiple online instructional programs (i.e., CV-TEC OHS, How-toMaster, Ed2Go, Gatlin, Washington Online Learning Institute, WOLI- Paralegal program)
- Final implementation of surveillance system hardware at Satellite Campus, wiring complete, cameras mounted, software and hardware were installed. Moving forward on acquiring a surveillance camera for installation at south hangar entrance.
- Regular communication with technology coordinator on issues related to technology, computer acquisition, computer lab set ups at three campuses and other off-site locations.
- Worked with Ticonderoga Central School District on Career and Technical Education Curriculum Consortium online curriculum and Skills USA assessments.
- Enrolled five instructors in NYSERDA-sponsored HEAT training program. Training provided faculty members with cutting edge energy efficiency information for use in their respective classrooms and in conjunction with pressure house instruction.
- Multiple AIME technical trainings offered throughout the school year.
- MP3 players are being utilized for reading tests and/or assignments to students. The TRW computer lab is utilized for portfolio development. The Environmental Conservation program utilizes GPS units for mapping. All CV-TEC staff utilizes e-mail as a means for communication which has resulted in a streamlined process for such things as purchase orders, conference requests, meeting scheduling and general communication. The Building Trades and Natural Resources Management

web pages are updated on a regular basis, which resulted in improved communications. In addition, CV-TEC has expanded its online course and program offerings. New Career Certificate programs offered through Ed2Go and Ed2Go Pro. Additional programs are offered through CV-TEC's OHS, Washington Online Institute, and HowToMaster. Continued development and expansion of CV-TEC's web site has resulted in making program information and updates available to component districts. A computer learning program, Gatlin, a nationally recognized training program with dozens of high quality offerings, is available, as well.

- Smartboard/LCD projector units continue to be utilized in the following CTE programs: Security and Law, Conservation, Animal Science/Veterinary Assistant, Child-care, Drafting, Culinary, Medical and Legal Office, LPN, Allied Health, Culinary, and Social Studies.
- CVES Technology Department revised the Acceptable Use Policy to adapt to current technology trends and opportunities.

- Encouraged and assisted students with technology issues (non-readable USB drives, converting files to appropriate formats, preparing for SkillsUSA competition).
- Aviation students receiving instruction via wi-fi enabled laptops and SmartBoards.
- Installed student computers in the Welding and Building Trades (Electrical) programs.
- Laptop/LCD projector units continue to be utilized in our CTE programs: Heavy Equipment and Culinary Arts for instructional purposes and/or collaboration meetings.
- CV-TEC has communicated with technology staff to put in place necessary procedures to have assistive technology available to meet educational needs and we are seeing the positive results of this request on a daily basis.

Special Education

The students in the **Career Pathways Program** continued to utilize the technology lab to learn the technology skills that enhance employment opportunities. The students learned to use Microsoft Word to develop their resumes and other portfolio components that will assist them when they begin to seek employment.

The instructor in the technology lab worked with academic students to develop **technology skills in Microsoft Word and PowerPoint**. The students utilized the technology lab to do research, develop higher level problem-solving skills, explore different software, and navigate the web.

The Shared Decision-Making Committee arranged multiple days of **technology training for staff members**. Professional and paraprofessional staff members participated in varied trainings that would assist them when working with student's academic programs and data collection. The staff members utilized the expertise of the technology coordinator and technology aide to learn how to graph the academic and behavioral data collected for each student in the classroom and learned how to interpret the graphed data.

Some teachers used the **Virtual Whiteboard system** within their classroom. Having this advanced technology available for a teacher allowed us to meet the needs of some of our

student's diverse learning styles. The system provided for a direct connection to the internet and effectively supplemented curriculum. It provided for student interaction with PowerPoint presentations, a review of educational games, and unique instructional approaches.

As part of the **Scott Foresman Reading Street** series, teachers utilized the technology component that allowed for both teacher and student participation. Teachers using the new reading series, explored how this additional component of the series could enhance the learning opportunities for the students who are part of the reading program.

The elementary and middle level teachers, with the assistance of the mathematics AIS teacher, continued using **FASTT Math**, a software program from Scholastic that helps students in grades 2 and up achieve math fact fluency. This program provided remedial instruction and reinforcement of basic mathematics facts. This technology program allowed students to work at their own pace to achieve mastery of math facts and allowed teachers to track their student's progress in these areas. Data collected at the end of the year indicated improvement in mathematics skill levels due to the consistent utilization of the program in our academic classrooms.

Members of our assistive technology team presented to school districts and their relevant personnel during the **Winter Conference/Technical Assistance Conference** in Lake Placid in March 2011. Their presentation was on how to bridge the gap in utilizing assistive technology to increase academic independence and participation of struggling students. This information is critical in student success and learning, both in component school districts and at CVES. It enables students with disabilities to increase, maintain, and/or improve their functional capabilities. This information was well received and CVES anticipates continued requests for trainings and services in this area.

A speech therapist at CVES was monumental in creating a **monthly picture breakfast/lunch menu** for our CVES web-

site. This is one aspect of increasing our parental connection in regards to our improvement in the Autism Program. Parents are now able to print out from our website a picture food menu for their children in determining breakfast/lunch choices. The menus utilize real concrete pictures with words in meeting the needs of students with autism.

A teachers of the deaf at CVES offered **staff development offerings** for a research based literacy program that targets early literacy, phonemic awareness, articulation and auditory perception through movement. It is a fun, active approach to reading that has had great results with students within our division. We are looking forward to continued trainings to offer to our staff and the school districts we serve.

GOAL 8

Develop and market new CV-TEC programs and courses and make curriculum adjustments to respond to the changing needs of both our school districts and the business community.

CV-TEC

- Promotion of OHS curriculum and courses; forwarded information to principals, CSE chairs, guidance counselors.
- Ongoing oversight and administration of multiple online instructional programs (i.e., CV-TEC OHS, How-toMaster, Ed2Go, Gatlin, Washington Online Learning Institute, WOLI- Paralegal program).
- Collaborated with CVES communications specialist to update various CV-TEC web pages.
- Continuing efforts to construct a pressure house that will feature newest energy efficiency equipment on the market (PON 1816- Extended).
- Acquired CNC mill from NYSOGS to enhance Small Engines program and downloaded machining curriculum from ACTEA website to establish machining job targets.
- Regular online communication with NYSOGS (and monitoring of online services) to obtain needed technology and equipment for all of CV-TEC's CTE programs.
- The New Visions: Medical Careers Program has completed its third successful year with accolades from Champlain Valley Physicians Hospital Medical Center, and the program was featured in an article in the Press Republican. The Animal Science/Veterinary Assistant Program was successfully launched in 2009-10 and continues to have high enrollment.
- Expanded the number of CNA classes at the Plattsburgh and Mineville campuses to meet community needs.
- CV-TEC identifies training opportunities and encourages staff to attend professional development opportunities that will enhance their skills in order to stay current with latest industry practices and standards;
- CV-TEC faculty and staff participate with the Director to develop new programs to better prepare students with a variety of challenging educational opportunities.
- ASD continue to meet with CCC to develop new Tech Prep Programs.



CVES will provide adequate space and an appropriate environment for our employees and all our learners so that they will be able to attain their potential.

Instructional Services Center

The **conference rooms at ISC** continue to be available for use by component district staff and community members. Participants are able to join colleagues in a comfortable, pleasant environment. Laptop computers, easels, overhead projectors, SMARTBoard, LCD equipment, DVD players,

Polycom videoconferencing equipment, document camera and other presentation materials are available for loan during on-site workshops, meetings, or presentations.

CV-TEC

CV-TEC faculty and staff continue to evaluate physical plans and make recommendations for improvements to accommodate the increase in enrollment. Communications with O&M staff and Safety Specialist continue to assist in making the school environment safe and appropriate at all campuses. Space development and planning continues, including classroom renovations and reallocation of current spaces to create the best possible educational environment.

- Final implementation of surveillance system hardware at Satellite Campus, wiring complete, cameras mounted, software and hardware were installed Moving forward on acquiring a surveillance camera for installation at south hangar entrance.

- Regular communication with technology coordinator on issues related to technology, computer acquisition, computer lab set ups at the three campuses and other off-site locations.

We are seeing strong growth and demand for health careers programs in our region and are preparing to accommodate the increased needs.

Special Education

The CVES Special Education Division **utilized all classroom and therapy spaces to the maximum level**, with continued adult and student usage. All areas within our facilities were used to support student success, whether to optimize student's physical levels or to improve their academic and life skills. All staff members collaborated to ensure that all space within the facilities promoted the health and well-being of students and staff members.

The **Behavior Initiative Committee** met August 17-19, 2010 to develop a Positive Behavioral Intervention System that would meet the intensive management needs of students who attend our CVES Special Education programs. The Committee was represented by teachers, counselors, and administrators who recognized that a positive approach to the management needs of students allows for increased student success in school. This work was a continuation of the implementation of the Behavior Initiative that started at the beginning of the 2009-10 school year, and the summer work session defined in detail the school-wide expectations for staff members and students.

On September 7, 2010 the Committee presented the result of

their summer work to the CVES staff. Committee members presented to break-out groups the guidelines for the Positive Behavioral Intervention Supports. Each staff member received a laminated four page guide that indicates the K-12 Core Principles and the school wide approach of Be Safe, Be Responsible, Be Respectful. Within the first two weeks of school, all students were instructed in the new K-12 principles and each classroom implemented a leveled behavioral system that assisted students with the regulation of their behaviors within the school environment. Daily review of the principles occurred within the classroom setting and reinforced through the related services staff members. Throughout the school buildings, the Be Safe, Be Responsible, Be Respectful behavior management approach was reinforced. All school areas have posters that support this approach, with specific posters for the cafeteria, hallway, playground and classroom defining how to Be Safe, Be Respectful, and Be Responsible.

In conjunction with the Behavior Initiative, a **PBIS core team was able to meet on a regular basis** to review our current forms utilized for tracking behaviors of students. Through

the committee, a new Behavior Incident Form was created to serve as a working tool for all teachers and counselors. In addition, the team was able to revamp our Functional Behavior Assessment/ Behavior Intervention Plans (FBA/BIP) form in addressing all necessary components as per NYSED regulations.

On October 12, 2010, Mr. Tim Feeney, a noted educational expert, presented to all CVES at Plattsburgh State during a conference day. His information connected our areas of **behavior management and learning by students**. This training was well received by all staff and we are looking forward to future trainings.

Mr. Joe Otter, the NYSED Regional Special Education Trainer for Positive Behavioral Intervention and Supports, worked with CVES Special Education faculty and staff members on June 21 and June 22, 2011. The training was titled **"Expanding Positive Environments at Champlain Valley Educational Services."** The objectives were to connect proactive approaches to current CVES efforts and needs, build on existing knowledge and practices, explore implications for practice and quality, and examine the changing landscape of education. During these trainings, Mr. Otter focused on the development of FPA and BIP, docu-

ments required for students who exhibit behavior management difficulties. The goal was to ensure that all faculty and staff members are writing quality FBA/BIP documents that positively support students based upon their management needs. Mr. Otter offered insight and training on the Positive Behavioral Interventions and Supports (PBIS) components necessary for inclusion in quality FBA/BIP documents.

The Technology Lab provided teachers and students with the opportunity to **increase their technology levels** through direct instruction or through conversation with the technology experts who maintain the lab. The technology experts assisted professional staff with software choices to help their students improve specific skill areas and offer on-site technical assistance. The Technology Committee continued to provide staff members with a liaison for all special education technology components and the committee met to address technology needs within the Special Education Division.

Students within the CVES special education programs had the opportunity to **increase their physical health and well-being** through active play on our well-equipped playgrounds. Specialized programs were provided in our gymnasiums or in our Plattsburgh Center pool.

10 GOAL CVES will maximize the educational opportunities available at the CVES Yandon-Dillon campus for component districts, students and their communities.

Instructional Services Center

ISC has been videoconferencing between the Plattsburgh and Mineville campuses to conduct Elementary and Middle School Principals' meetings during the 2010-11 school year. Also, we have extended this offer to members of the Region-

al Professional Development Council. As an organization, CVES has been utilizing this technology on a regular basis to allow CVES staff to "attend" various committee meetings, without having to travel to Plattsburgh.

CV-TEC

The Plattsburgh guidance office worked closely with Mineville's counselor throughout the year. She is a valuable asset at the Mineville Campus with regard to promoting new programs and student affairs.

The CV-TEC principals met regarding several staff development initiatives as well as student matters which required collaboration.

- Ongoing marketing of Mineville's CTE programs through varied media.
- Promotion of Mineville Adult Education coursework and programs through varied media sources (Fall 2010 and Spring 2011 Course Catalogues).
- Promotion of Mineville's Building Trades- Carpentry program through acquisition of grant-related, BPI equipment (NYSERDA – PON 1816) .

- Collaboration with building trades instructor regarding BPI training equipment transfer through NYSERDA grant.
- Promoted Mineville's Open House through various advertising.
- Promoted Mineville's collaboration with Ticonderoga Central School District on Marine Tech curriculum.
- Moriah presentation on March 16, 2011 regarding CV-TEC programs offered at various campus locations.
- Promoted Mineville's Building Trades Carpentry program through invitation to HEAT training conference.
- Advertised Mineville's adult education programs through various publications (Denton, Press Republican, local radio stations).

- Collaborative efforts continue within the community, students providing services to the community and also taking advantage of experiences offered by community businesses and organizations.

The Adult Literacy, GED, and Training Program has worked with partners:

- The TRW and MST teams continue to communicate with, and be a resource to, the Mineville staff regarding integrated and specialized academics. The ASD Coordinator continues to assist Mineville academic staff as needed.
- The ASD Coordinator continues to assist the Mineville and Satellite campuses by:
 - Meeting regularly with Academic Faculty;
 - Enrollment collaboration with CV-TEC staff;
 - Collaborating with principals;
 - Meeting with CTE instructors;
 - Collaborating with TCTW;
 - The ASD coordinator visited the Mineville campus on April 11, 2011;
 - Provided packets for and met with component district guidance counselors;
 - Presented the Tech Prep initiative to the Natural Resource Management students, providing an opportunity to register in the Tech Prep program;
 - Met with the NRM instructor regarding NYS CTE Re-Approval and the Paul Smith's College partnership;
 - Met with the Security and Law Enforcement instructor regarding possible articulation agreements with NCCC;
 - Met with the Allied Health instructor regarding possible articulation agreements with NCCC; and
 - Serving as a liaison with NCCC for adjunct faculty status and BRIDGE credit;
- Scheduled a meeting on June 22 between Mineville CV-TEC faculty and Maureen Sayles, NCCC representative, to discuss possible agreements.
- The Mineville campus had a successful year with six full time programs graduating 43 students this year. During the 2010-2011 school year the Mineville campus began a "cluster" program with our Construction Trades and Natural Resource Management classes, combining the students for cross training in a variety of skills. The classes undertook an impressive community project this year, building an addition on the Town of Moriah

courthouse from the foundation up. The collaboration between the teachers and students resulted in students having the opportunity to develop a broader range of skills in areas of construction, welding and heavy equipment. The project was "celebrated" by Supervisor Tom Scozzafava, Senator Betty Little and Assemblywoman Teresa Sayward at the conclusion of the school year.

- The Mineville Security and Law Enforcement program was full-time this year. Members of the class took fourth place in statewide Skills competition in Crime Scene Investigation. They also boast a third place regional Skills winner in Criminal Justice. The program also acquired a "mock" police vehicle so the students have the ability to practice conducting searches, patrolling, traffic stops and arrests. Our Auto Tech program also succeeded in acquiring a third place win in the state wide Skills competition this year, from a first year Crown Point student who will return in the 2011-2012 school year and hopes to place even higher next year! Automotive also had two fourth place regional Skills winners in Automotive Technology and a fifth place winner in small engine repair.
- All of Mineville's Allied Health program students successfully completed their assessments for certification in EKG, and all but one student successfully completed their assessment for CAN, as well.
- The Mineville Cosmetology program has enjoyed new, modern stations which were installed last summer and allow the students to experience state of the art training opportunities. All of the seniors completed job shadowing experiences in the community and all were recommended for salon employment and were consider work place ready by the employers.
- For the first year, Mineville's school counselor also held collaborations with five of seven school district school counselors at Mineville. This was a result of the TCTW faculty focus team recommendations, and many of the district counselors were impressed by the integrated academics and were grateful for the opportunity to learn more about our programs. This will continue to expand, as the counselors plan to meet again in the fall.
- Several of Mineville's instructors are collaborating with NCCC regarding developing the means to provide our students with BRIDGE credit, which will allow our high school students to graduate with community college credit which can be transferred to most community colleges in the state.

Special Education

Students in the **12:1:1 Career Exploration Program** continued to work at community work experience sites. This training provided students in the program with increased competency, responsibility, confidence, and independence within work settings. The program also provided an in-house entrepreneurial experience for students by running a school store that provided all students and staff members the opportunity to purchase healthy snacks and beverages during the school day.

The Yandon-Dillon campus had **visits from the Clinton-Essex-Warren-Washington Bookmobile** every two weeks. The students in all of the special education programs at Yandon-Dillon took advantage of this opportunity to exchange books on a regular basis. The teachers and administration recognized the value of this opportunity for their students and promoted the book exchange as a component of their ELA programs.

Teachers and other professional and paraprofessional staff members ensured that the Special Education Division's **data collection and behavior initiatives** continued at the

Yandon-Dillon campus. Academic, attendance and behavior data were collected to ensure that necessary instructional practices occurred to ensure all students progressed at an adequate yearly rate. Educational benefit was determined through analysis of the data collected. Staff members received all necessary trainings to promote student success.

The **6:1:1 Autism classroom** finished its second, successful school year at the Yandon-Dillon campus. The staff worked with the Autism consultant this year and will continue during the 2011-2012 school year.

Thirty-three percent of the high school careers classroom integrated into CV-TEC programs.

All Yandon-Dillon staff participated in the **Olweus Bullying Prevention Program** that took place during the school year and will continue participation throughout the 2011-2012 school year. The students and staff members joined the WAF students and staff for the full day kick-off event at the WAF Center on June 3, 2011.



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