



Cayuga-Onondaga BOCES



Alternative Education Program Guide 2010-2011



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The Summit School (Grade 7-8)

**The Summit School @ YMCA
29 William Street
Auburn, New York 13021
(315) 253-2019**



Contact Person: Natalie Scavone, Principal of Alternative Education

Program Description

The Summit School is an alternative education program for middle school students, grades 7-8, who have experienced difficulty in attaining school success within a traditional environment. This program provides academic classes, on grade level, within a supportive setting that provides small group instruction that is designed based on students' unique needs. Students also participate in service learning projects within the local community. The Summit School utilizes the community as a classroom by providing the opportunity for students to develop social responsibility. The development of pro-social skills and personal responsibility is an important aspect of this program. Responsibility, courtesy, punctuality, communication skills, and self-confidence are specific skill areas that are developed by participation in this program. Students participate in a full day schedule and are provided bus transportation via the home school district.

Program Location

The Summit Middle School is housed on the second floor of the Auburn YMCA. This renovated space provides a learning environment within a non-traditional setting, which provides many unique opportunities. Students are encouraged to become involved in home school sports and other activities.

Who Should Participate

Characteristics of the typical entry level Summit School students who have become the most successful include:

- Can be successful with grade level academic work yet have failed to demonstrate this ability.
- Are average ability or higher.
- May have a number of risk factors operating within their life setting yet are able to develop some positive relationships with peers and/or adults.
- Appears to be not benefiting from the traditional environment because of class size or imbedded negative routines.
- Can be successful interacting in the community experience.

The Summit School offers students:

- A chance to work hard on things they enjoy.
- Small group instruction toward academic preparation for High School.
- Exposure to the community through community resources and academic field trips.
- A chance to identify their own strengths and weaknesses.
- Accountability for actions.
- Development of self-esteem by stressing individual importance and goal setting.
- Strong channel of communication between home and school.

Referral Process

Students are referred to this program from the home school. Typically, students have failed to thrive in the traditional environment given available resources. An application is completed and submitted to The Summit School In-take team at which point in time a meeting is established to discuss program enrollment. All parties agree to placement and a contract is signed by students and parents.

Staffing

Four teachers in the core areas of Math, Social Studies, English, and Science, plus a Spanish teacher, are responsible for instruction. A social worker is available for both levels for crisis management.

Transition Information

Students are expected to perform at grade level while attending The Summit School. The curriculum parallels home school academics. At appropriate intervals meetings are scheduled that assess student readiness to return to the home school setting, and the student/teacher ratio fosters a student-centered atmosphere focused on individual ability. It is expected that students will either continue within this program, be referred to alternate programming, or return to the home school setting.

Transportation

Students are transported to the program via the home school BOCES bus. Auburn students are provided transportation according to policies set forth by the Board of Education.

Costs

Component school districts annually submit requests for services. A tuition rate is established according to program needs and district requests. Districts receive BOCES Aid on a charge basis per student slot reserved. Slots are reserved on an annual basis. Districts may choose to exchange slots during the school year with other districts when the need arises.



The Summit School (Grade 9-12)
The Summit School @ YMCA
29 William Street
Auburn, New York 13021
(315) 253-2019



Contact Person: Natalie Scavone, Principal of Alternative Education

Program Description

The Summit School is an alternative education program for high school students, grades 9-12, who have experienced difficulty in attaining school success within the traditional environment. This program provides academic classes, on grade level, within a supportive setting that provides small group instruction that is designed based on students' unique needs. The development of solid academic study skills is stressed along with developing pro-social skills. Responsibility, courtesy, punctuality, communication skills, and self-confidence are specific areas that are developed by participation in this program. Small group instruction has been key to student success. Students participate in a full-day schedule and are provided transportation via the home school BOCES bus run.

Program Location

The Summit High School is housed on the second and third floors of the Auburn YMCA. This renovated space provides a learning environment within a non-traditional setting, which provides many unique opportunities. Students are encouraged to become involved in home school sports and other activities.

Who Should Participate

Characteristics of the typical entry level Summit School students who have become the most successful include:

- Can be successful with grade level academic work yet have failed to demonstrate this ability.
- Are average ability or higher.
- May have a number of risk factors operating within their life setting yet are able to develop some positive relationships with peers and/or adults.
- Appears to be not benefiting from the traditional environment because of class size or imbedded negative routines and/or behaviors that can be adjusted through closely structured classroom experiences.
- Can be successful interacting with adults and peers in the community.

The Summit School offers students:

A chance to work hard on things they enjoy.

- Small group instruction toward academic preparation for high school graduation.
- A chance to explore careers.
- Accountability for actions.
- Development of self-esteem by stressing individual importance, academic success, and goal setting.
- Strong channel of communication between home and school.

Referral Process

Students are referred to this program from the home school. Typically, students have failed to thrive in the traditional environment given available resources. An application is completed and submitted to The Summit School In-take team at which point in time a meeting is established to discuss program enrollment. All parties agree to placement and a contract is signed by students and parents.

Staffing

Teachers in the four core areas of Math, Social Studies, English, Science, plus a Spanish teacher are responsible for instruction. A teacher assistant provides academic and office assistance. A social worker is available for both levels for crisis management.

Transition Information

Students are expected to perform at grade level while attending The Summit School. The NYS Regents curriculum is taught and Regents exams are offered throughout the academic year. At appropriate intervals meetings are scheduled that assess student readiness to return to the home school setting, and the student/teacher ratio fosters a student-centered atmosphere focused on individual ability. It is expected that students will either continue within this program, be referred to alternate programming, or return to the home school setting.

Transportation

Students are transported to the program via the home school BOCES bus. Auburn students are provided transportation according to policies set forth by the Board of Education.

Costs

Component school districts annually submit requests for services. A tuition rate is established according to program needs and district requests. Districts receive BOCES Aid on a charge basis per student slot reserved. Slots are reserved on an annual basis. Districts may choose to exchange slots during the school year with letters of agreement when the need arises.



Alternative Level II Program (Grades 6-9)

**Alternative Level II Program
Center for Learning
12 Allen Street
Auburn New York 13021
(315) 252-2107**



Contact Person: Natalie Scavone, Principal of Alternative Education

Program Description

This middle school program is designed to work with students, grades 6-9, who cannot be served in the home school district because of extended and prolonged disciplinary histories and/or general non-compliance to school rules. Some students enter the program through a formal superintendent's dismissal hearing and must sign a contract that clearly outlines program expectations. The program works with students in academic study areas that lead to academic and pro-social success. Innovative and collaborative connections with community and school resources enhance the academic programs. Students served by this program are in need of counseling and support services as an alternative to an imminent risk for out-of-school or residential school placement typically arranged through the PINS process. Staff will work in small group and individual settings to provide grade level academic instruction while developing strong systems of support for families via a school social worker. Family counseling is a requirement of the program where an emphasis is placed on forming partnerships between the school and home. The primary goal of the program is to reintegrate the student into their home schools. When the students demonstrate improved academic and social skills, they return to their home school, on a full-time or limited basis. This typically occurs after a semester or a complete year. Some students transition to other alternative education settings that prepare them for Regents diploma, GED, or vocational education. Students participate for three hours of academic instruction during the day. Classroom space has been designed to provide small group instruction and counseling for students and families.

Who Should Participate

Characteristics of the typical entry level students who have become the most successful include:

- Students exhibit behavior management needs beyond the scope of programming that exists in the home school and other alternative education programs.
- A variety of instructional strategies have been employed in the regular education classroom. The student continues to demonstrate serious management difficulties.
- A series of short and long term suspensions have been employed and have not been effective in modifying behaviors.
- Multiple modifications to program have been attempted with little positive result.
- The student's behavior negatively affects the learning environment of others and dramatically slows the teaching-learning process of the class.
- The student has demonstrated behaviors that could pose a health and safety concern for themselves, their peers, and their teacher.
- The student has exhibited behaviors leading toward the criminal justice system.

The Alternative Level II program offers students:

- An opportunity to work on grade level academics within small group and individualized educational settings.
- An opportunity to increase pro-social skills within an environment that supports student acquisition of appropriate behavioral skills.
- An opportunity to develop and/or increase communication skills necessary to appropriately develop positive relationships with peers and adults.
- An opportunity to be a part of the educational team that assists in developing student educational, career, and personal goals.
- An opportunity to remain in the family and community and avoid residential placement.

Referral Process

Students referred to the program will be taken through an intake evaluation process after an application is received from the home school district to the Principal of Alternative Education. This assessment will determine the appropriateness of the program for the student and family, directly assess the student's needs and goals, and establish an educational plan that prescribes length of placement and criteria for transition to a less restrictive learning environment.

Staffing

Four teachers, one teacher assistant, and two school social workers are responsible for program delivery. This instructional team works with a total of 35 students during the regular school day. The average class size is 5 students.

Transition Information

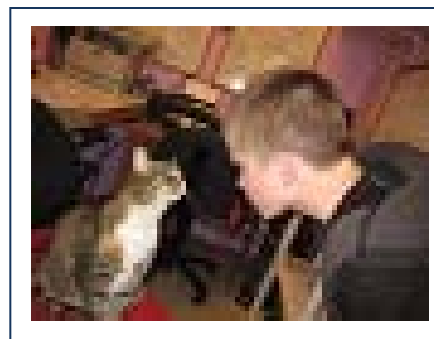
Students are required to complete grade level academic work while participating in this program. A NY State curriculum is employed that works on the four core subject areas of Math, Science, Social Studies, and English. Transition goals are established during program participation that clearly define duration of participation and outline a continuing educational path that lead toward earning a high school diploma or GED diploma. Communication with the home school is on-going and seen as an essential component of this program.

Transportation

Students are transported to these programs via home school buses. Staggered instructional sessions provide for small group instruction. The morning session is approximately 8:00 a.m. until 11:00 a.m. The afternoon session runs from 12:00 p.m. until 3:00 p.m. Scheduling of students is completed in a manner that attempts to meet the needs of both students and districts' transportation requirements.

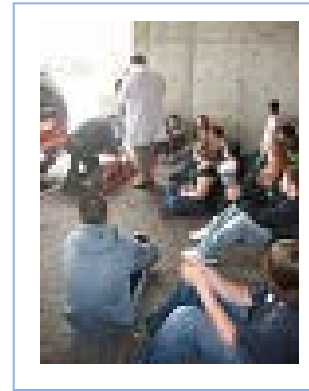
Costs

Component school districts annually submit requests for services. A tuition rate is established according to program needs and district requests. Districts receive BOCES Aid on a charge basis per student. Districts may choose to exchange slots during the school year with other districts when the need may arise. Letters of agreement are required when this occurs.



Alternative Level III Program (Grades 9-10)

**Alternative Level III Program Center for Learning
12 Allen Street
Auburn, New York
(315) 252-2107**



Contact Person: Natalie Scavone, Principal of Alternative Education

Program Description

The Alternative Level III Program is designed to work with 15 and 16 year old students who have not been successful in the traditional school setting. This program is intended for students who cannot be served in the home school district because of extended and prolonged disciplinary histories. Students may enter the program through a formal superintendent's dismissal hearing or an informal conference. The program works on academic study areas that lead to academic and pro-social achievement that is designed based on students' unique needs. Academic courses that are offered include English, Global Studies, and Integrated Algebra and Environmental Science. Students served by this program receive counseling and support services. Career exploration and life skills are central to the program. The program places a strong emphasis on building positive partnerships between students, families, and school. The Alternative Level III Program is intended for students who fall between the Middle School level and various GED programs. Students participate for three hours of academic instruction during the day. Two sessions with seven students per session constitute the instructional day. Classroom space has been designed to provide small group instruction and counseling for students and families. Innovative and collaborative connections with community and school resources enhance the academic programs.

Who Should Participate

- Students who are 15 or 16 years old and:
- Have established a significant disciplinary record
- Are absent from school and have missed significant instructional time
- Are failing courses and falling behind their peers in the classroom
- Have found little success with remediation counseling and various other interventions
- Are at risk of dropping out of school
- Have the cognitive ability to do high school level academics
- Have acquired little or no high school credit

The Alternative Level III program offers students:

- An opportunity to work on grade level academics within small group and individualized educational settings.
- An opportunity to increase pro-social skills within an environment that supports student acquisition of appropriate behavioral skills.
- An opportunity to improve communication skills necessary to appropriately develop positive relationships with peers and adults.

- An opportunity to be a part of the educational team that assists in developing student educational, career, and personal goals.
- An opportunity to remain in the family and community and avoid residential placement.
- An opportunity to develop entry level career skills

Referral Process

Students referred to the program will be taken through an intake evaluation process after an application is received from the home school district to the Principal of Alternative Education. This assessment will determine the appropriateness of the program for the student and family, directly assess the student's needs and goals, and establish an educational plan for the student.

Staffing

One teacher and a part-time school social worker are responsible for program delivery. The team works with a total of 14 students during the regular school day. The class size limit is seven students. The small class size provides the students with the opportunity to receive a significant amount of individualized attention.

Transition Information

Curriculum is employed that works on the four core subject areas of English, Global Studies, Integrated Algebra, and Environmental Science. Transition goals are established during program participation that clearly define duration of participation and outline a continuing educational path. Communication with the home school is on-going and seen as an essential component of this program.

Transportation

Students are transported to these programs via home school buses. Staggered instructional sessions provide for small group instruction. The morning session is approximately 8:00 a.m. until 11:00 a.m. The afternoon session runs from 12:00 p.m. until 3:00 p.m. Scheduling of students is completed in a manner that attempts to meet the needs of both students and districts' transportation requirements.

Costs

Component school districts annually submit requests for services. The budget has been developed to accommodate seven students in the morning session and eight students in the afternoon session. A tuition rate is established according to program needs and district requests. Districts may choose to exchange slots during the school year with other districts when the need arises. Letters of agreement are required when this occurs.



Regional Education Center GED Program

**Cayuga-Onondaga BOCES
1879 West Genesee Street Road
Auburn, New York 13021
(315) 253-0361**

**Contact Person: Stacey Shehadi, Director of GED & Adult & Continuing Education
 Kristie Fitzgerald, GED Counselor**

Program Description

During the 2010-2011 school year, all GED programs will be combined to a test-when-ready model, and the classes will be held at the Regional Education Center. This program is designed to meet the learning needs of students who are interested in taking the GED (General Education Development) exam. It is available to individuals who are sixteen to twenty years old. In order to participate, a student must have reached “maximum compulsory school attendance age.” The program consists of a morning and afternoon session, and students will be assigned to one of the instructional periods. Students will be assessed upon entry and throughout the school year. Students will be allowed to challenge the GED exam at intervals throughout the school year as determined by multiple readiness factors. In addition, students will be developing workforce preparation skills. Students will have the option to also enroll in a half-day career technical education (CTE) program for one or two years, as determined by the student’s short and long-term goals. Dual enrollment will be coordinated between the GED counselor and home school counselor.

To accommodate students who have not yet reached maximum compulsory school attendance age, BOCES has also been approved to operate a Transitional Education Program (TEP). TEP students will participate in a half-day CTE program and a half-day core academic program.

All students will explore post-secondary educational opportunities.

Program Location

The program is housed at the BOCES Regional Education Center. Classrooms allow for large and small group instruction. Students have access to computers and instructional multi-media. Lunch is served daily on campus for students enrolled in GED and a CTE class.

Participants

Students must meet the state formula to register in an approved GED program. (In order to qualify, a student must have fewer than one-half the high school credits that would be expected if he/she were on track for high school graduation.) Many participants have a number and emotional and academic risk factors within their life, yet they should be able to develop some positive relationships with peers and/or adults.

Referral Process

Students are referred to this program from the home school district. Typically, students are behind grade level and have failed to thrive in the traditional education environment. The program is explained at the home district to the student and parents. The student, parent, home school officials complete an application, and SED if a variance is needed. The completed application should be submitted to the GED counselor at the Regional Education Center.

Staffing

Three instructors and one teacher assistant provide instruction in reading, writing, math, science, and social studies. Support staff provides resources to encourage at-risk students achieve academic and personal growth, complete the GED program, enter post-secondary education, and/or enter the workforce as competent young adults.

Transportation

Students are transported to the program via the home school BOCES bus according to policies set forth by each school district. In some cases, students are allowed to drive personal vehicles and park in designated areas.

Costs

Component school districts annually submit requests for services, and a tuition rate is established according to program needs and district requests. Districts receive BOCES aid on a charge basis per slot.