

NORTHEAST COLORADO



"Every Student, Every Day"

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

301 W. POWELL | PO BOX 98 | HAXTUN, CO 80731 | 970.521.2771

2022-2023

Departments, Programs & Services

"We are committed to delivering and supporting educational and instructional programs to enable school districts to meet the needs of students and staff."

Member Districts

Akron R-1

Haxtun RE-2J

Lone Star #101

Revere

Buffalo RE-4J

Holyoke RE-1J

Otis R-3

Wray RD-2

Frenchman RE-3

Julesburg RE-1

Plateau RE-5

Yuma-1

Associate Member

Northeastern Junior College

Partners

Adams State

Colorado State University

Colorado Christian University

CSU Global

CU Boulder

Morgan Community College



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Background

Northeast Colorado BOCES was formed in July, 1966, by seven districts including: Akron, Haxtun, Holyoke, Julesburg, Otis, Valley (Sterling), and West Yuma. The following months of that year, Arickaree, Lone Star, Fleming, Merino, and Woodlin were accepted as members, bringing the total to 12. The initial project selected by the members was to form an area vocational school for students. In January of 1967, a cooperative to provide special education was agreed upon.

Presently, NE BOCES has twelve members: Akron, Frenchman, Haxtun, Holyoke, Julesburg, Lone Star, Buffalo, Otis, Plateau, Revere, Wray, and Yuma. Today, these districts participate in cooperatives for special education, professional development, teacher preparation, federal grants, gifted & talented, data, technology, distance learning, career and technical education (vocational), school to work, and cooperative purchasing programs.

All BOCES programs are initiated and governed by member districts. These programs are flexible and may change from year to year, depending on the needs of its members. By forming a cooperative, members are able to provide more efficient and effective programs and services for the



NORTHEAST COLORADO



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Executive Director

Tamara Durbin



What are Boards of Cooperative Educational Services (BOCES)?

BOCES exist to provide specialized educational services to school districts. Many times these services represent a financial burden for individual districts that can be delivered more efficiently and effectively through a cost sharing organization. These services include special education, federal programs, professional development, teacher & principal licensure, data processing, career & technical education, and cooperative purchasing.

How are BOCES Governed?

Each BOCES is governed by a Board of Directors. Each participating district has a representative that serves on the board, concurrent with his/her local school board. An alternate is appointed for each district also. The Board of Directors is required to meet at least four times a year by law.

Who is Advisory to the BOCES?

The superintendent of each member school district serves on the Superintendents Advisory Council. The committee meets each month to make recommendations on budget, programs, personnel, and policy issues. Such recommendations are made to the Board of Directors.

How are BOCES Administered?

The Board of Directors appoints an Executive Director who serves as chief executive officer. He/She is responsible for the administration of all divisions and programs offered through the BOCES. These responsibilities include the implementation of policy, budget preparation, staff employment, staff evaluation, as well as other organizational administrative duties.

Business Management

The business manager oversees the financial operations within the BOCES. Financial management includes the coordination of the budgetary process, accumulation of financial data, financial accounting for each program, accounts payable, payroll responsibilities, financial reporting, state and federal audits, management of cash flow, and other related business functions regarding benefits, salaries, and contractual agreements.



Roxanne Weers



Shawna Elwood

Executive Assistant

Colleen Lockwood



The Executive Assistant provides administrative assistance to the Executive Director. She/he serves as recording secretary to the Board of Directors and Superintendent's Advisory Committee. The position also requires the maintenance of personnel records, issuance & processing of purchase orders, and performing office duties effectively and efficiently on behalf of member districts.

Special Education

For a child with a disability, life can be changed in ways most have ever imagined. As educators, parents, and community members, we can do many things to help students' with disabilities achieve in school. Within the schools, special education teachers, commonly referred to as resource teachers, offer academic, social/emotional, and life skills support to student's with disabilities. In addition, there are special education and related service providers hired by the Northeast Colorado BOCES, to assist teachers in addressing the unique needs of students with disabilities.

Special education and related service providers are involved in determining eligibility for special education, development of Individual Education Plans (IEP's) for students, providing direct services to address academic, social/emotional, physical/health, communicative, cognitive, transition needs, and consultation and training to educators, and parents.

The Special Education Department also provides expertise, guidance and support in the following areas:

- ▶ **English Language Learner Team** - The ELL team provides leadership, knowledge and materials to address identification, assessment, and the instructional needs of English Language Learners with disabilities.
- ▶ **Exact Path and Study Island**– Online instruction for students with disabilities mapped to students learning strengths and needs.
- ▶ **Frontline Special Education**– Used by NE BOCES and schools to draft and store IEPs ensuring all IDEA requirements are met.
- ▶ **Learning Ally** - Audiobooks provide equitable access for eligible students including textbooks and popular literature.
- ▶ **LINKS Curriculum**–The comprehensive curriculum promotes student independence in natural environments.
- ▶ **Special Education Advisory Committee (SEAC)** - Parents are important partners in supporting the education of students with disabilities, and provide guidance regarding special education services and supports.
- ▶ **STAR Autism**–The program teaches children with autism using instructional methods of discrete trial training, pivotal response training and teaching functional routines.
- ▶ **SWAAAC Team** - SWAAAC stands for Statewide Augmentative, Alternative, Assistive, Communication Project. The NE BOCES has a team to conduct assessment, as well as provide technical assistance and training around the use of assistive technology to improve communication for students with disabilities.
- ▶ **Transition Leadership Team** - The team provides leadership, knowledge and materials to address transition planning for students with disabilities.

Special Education Director

Michelle Patterson

The Director of Special Education works collaboratively with member school districts to develop, implement, and administer special education programs and services in accordance with pertinent state and federal statutes, rules and regulations, and policies. Responsibilities include:

- Results Driven Accountability
- Recruitment, assignment, evaluation of special education personnel
- Collection, maintenance, interpretation of pertinent data
- Completion of applications for state and federal funds
- Compliance with federal & state laws, regulations, rules
- Administration of the Special Education Comprehensive Plan
- Facilitation of professional development activities
- Fostering parent and community relations
- Budget development and management



Special Education Coordinators



Deb Dickerson



Kelly Durbin



Cindy Grubbs

The Special Education Coordinators act as a designee for the Special Education Director by serving as a liaison between BOCES staff and schools. They provide special education leadership to school administrators, teachers, and BOCES staff. Their duties include:

- ▶ attending, facilitating, and coordinating special education staffing's
- ▶ receiving and reviewing Individual Education Plans (IEP'S)
- ▶ monitoring for compliance with special education rules and regulations
- ▶ reviewing special education referrals and assisting team members in
- ▶ providing timely evaluations of referred students
- ▶ providing in-service training
- ▶ helping ensure the parental rights of due process, including the right of confidentiality, notification, and explanation in their native language.

School Psychological Services

School Psychologists have extensive training in research-based educational and psychological practices and collaboration skills. Their duties include:

- ▶ Providing consultative services to school personnel, other BOCES staff, and families about students' learning, behavior, and their learning environments
- ▶ Developing, implementing, and supporting individualized or group academic and behavioral interventions to promote academic success
- ▶ Participating as part of the multidisciplinary assessment team by providing accurate and comprehensive psychoeducational evaluations to identify individual strengths and learning challenges to determine eligibility for special education and related services
- ▶ Assisting in developing Individual Education Plans (IEP's)
- ▶ Providing school-based mental health psychological services and crisis response
- ▶ Providing education and professional development for educators, staff, and families
- ▶ Participating in screening and early identification activities
- ▶ Linking students and families to resources within the community.



Cindy Grubbs



Megan Wolf



*Natasha
Biesemeier*



Lois Christiansen

School Social Work Services

The School Social Worker conducts the social/emotional assessment during Initial and Triennial staffing's. A social history is obtained by utilizing one or all of the following techniques: parent questionnaire, parent interview, and record review. Social histories are used to evaluate the impact of cultural factors, mobility, family stresses/changes and other external factors on the student's academic and social achievement. To be employed as a School Social Worker, one must have a Master's Degree in Social Work.

Additionally, formal assessment tools may be used to assess adaptive functioning and social functioning in the home, school and community.

Social and emotional areas assessed are friendships, response to adults, adaptability, daily living skills, emotional concerns and behaviors as they impact the child's ability to learn in the school setting. Significant peer conflicts, depression, anger, or other conditions are assessed for their impact on learning.

The School Social Worker helps parents and students understand special education processes, terms, transition issues, and legal issues related to IEP's.

The School Social Worker addresses social and emotional conditions by consulting with school staff, assisting in the development of behavior plans, making community referrals, and providing direct counseling services as determined by the IEP Team. They also assist with the transitioning of students from high school to work or college through agency collaboration.

The School Social Worker also leads or participates on a variety of teams including the Statewide Augmentative Alternative/Assistive Communication Team, Special Education Advisory Committee, English Language Learners, Transition Leadership Team and Behavior Coaching. They offer a variety of trainings including Non Violent Crisis Intervention., Classroom Interventions, Transition, English Language Learners, Social Skill Development, and Parenting Skills.



Chasity Shaffer



Audree Edwards



Bethany Nicolet



Monica Miller

Speech & Language Services



Deb Dickerson



Kelly Durbin



Jennifer Seedorf



Rozalyn Long



Trudy Herman



Jenna Blach



Katelyn Roelle

The Speech/Language Department at the NE BOCES has the largest number of employees. Speech/Language Specialists work in the school setting to help reduce or eliminate the problems that stem from speech and language disorders that interfere with a child's ability to derive full benefit from the general education program. As part of our duties we conduct assessments and diagnosis of speech, voice, and language disorders. We are part of the screenings and referral process for those children suspected of having a speech or language delay. SLP's develop appropriate individualized programs of therapy to meet individual needs of students with speech and language disorders. We maintain records and collect data on those children receiving speech/language services. We assist in providing in-service training and attend professional meetings and conferences.

Physical Therapy Services

Physical therapists are contracted on an itinerant basis depending upon need. The physical therapist assesses students, ages birth to 21, with known or suspected physical delays. Physical therapists evaluate, plan and provide therapy to eligible students. Physical therapy provided in the school must be educationally relevant. The focus of educational physical therapy is to promote functional independence or participation within the educational environment.

Speech/Motor Aides



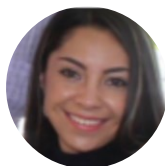
Mary Berges



Callie Dickerson



Heather Dettmer



Debby Mendoza



Tim Swan



Regina Weber

Occupational Therapy

Occupational therapy is a related service that provides education-related services for students with disabilities. These services can enhance the student's potential for learning and facilitate the performance skills needed to function within the education system. Occupational therapy brings a special perspective to educational teams, particularly in situations where a child's development and occupational performance are disrupted by disabilities or vulnerabilities in activities of daily living, in work and productive activities, and in play or leisure.



Kim Keil

Sarah Beckman



Gina Martin

Taylor Godsey

OT Assistant



Special Education Early Childhood

Northeast BOCES Early Childhood Coordinators support the provision of quality early intervention and education services for special needs children three to five years of age. The three Early Childhood Coordinators cover the preschools in BOCES school districts. We are responsible for working with early childhood educators in developing and providing integrated programs, assisting communities in developing early childhood educational options, and coordinating individualized developmental screenings, assessments, and staffing's for the 3-5 population. We also act as a resource for families of special needs children 0-5, locating and coordinating services available to meet identified needs. The Early Childhood Coordinators supervise early childhood aides, as needed, to support students participation within preschool classrooms.

Early Childhood Coordinators



Amy Kilgour



Luella Thiessen



Leanne Rehor

Child Find

Early identification and intervention for young children with disabilities is critical. Children who begin receiving appropriate services earlier have better outcomes. Within the Northeast BOCES, Early Childhood Coordinators are responsible for identifying young children who may be eligible for Early Intervention Services. The Early Childhood Coordinators coordinate efforts with other Northeast BOCES providers to conduct screenings and assessments in order to determine eligibility for early intervention services.



Early Childhood Aides

Alex Becerra
Gabriela Munoz

Tori Bennett
Laura Salinas

Melyssa Ham
Elisia Serrato



Hearing Impaired Services

The professionals involved in providing services are: an Itinerant Teacher of the Deaf/Hard-of-Hearing ; an Educational Audiologist of the Deaf/Hard-of-Hearing; and Educational Interpreters. The goal of these professionals is to provide hearing disabled pupils with remediation, assistive devices and accommodations that will enhance their academic, communication and social skills. It also enables them to function maximally in the regular classroom. They guide students/teachers in the appropriate operation of all specialized equipment and regularly check the working condition of such equipment.



Ashley Stumpf



Tessa Heller

Identified D/H.H. Students can have an audiogram completed regularly by the Educational Audiologist at no charge to the family. Providers will foster understanding and acceptance of hearing impaired pupils among administrators, teachers, peers and parents. The teacher of the D/H.H. will implement activities that develop social skills and inform parents of opportunities to interact with other D/H.H. peers and adults. All providers work to prepare students for independent living and inform families of transition programs available through the Colorado School for the Deaf and Blind.



Vision Impaired Services

Services to students with visual impairments include teaching travel and self-advocacy skills along with academic and communication systems including Braille reading and writing and computers. Appropriate materials are provided as needed in Braille, Large Print or recorded form so students can fully participate within the general classroom setting.

School Nursing Services

Individual Education Plan (IEP) Meetings and Reports: For students that have an initial referral for an IEP the nurse visits the student and performs a physical assessment. A written health assessment is completed from information obtained from the parent or guardian.

Screening: Every fall students in Preschool, Kindergarten, Grades 1, 2, 3, 5, 7, 9, new students, special education students, and any student that teachers or parents have concern for are screened for hearing and vision.

Nurse Consultation: Nurses provide monthly consultation visits to all Preschools in our districts. We provide health related information for students and staff.



Amanda Goble

Medication Delegation and Medication Administration

Classes: Each year the nurses teach required classes for school staff that administer medication to students at school. A state curriculum is followed, then one-on-one delegation is provided for school staff. Preschool staff must take a four-hour class every three years and have medication delegation every year. Classes for Para Educators and classes on Universal Precautions are offered.



Holly Kock

Classroom Health Care Plans: For students that have special health problems such as diabetes or asthma, nurses provide Classroom Health Care Plans to give school staff information that is related to the individual student's health problems.

Specialized Training and Delegation: The NE BOCES nurses provide school personnel throughout the school districts with one-on-one and group trainings and delegations related to specific health conditions. Among these trainings, we also include the emergency treatment for diabetes, anaphylaxis, and seizures.



Nicole Smith

Miscellaneous: From time-to-time additional requests are made such as First Aid Guidelines or help in talking to students and parents about specific topics such as hygiene or puberty.

School-to-Work Alliance Program



Holly Larsen
Coordinator



Jenn Arguello



Holly Kurtzer

School to Work Alliance Program (SWAP) is a collaborative initiative between the Colorado Division of Vocational Rehabilitation (DVR) and Northeast BOCES. SWAP provides case management and direct services to youth aged 15-24 who have mild to moderate needs in employment and are eligible to receive DVR services. The purpose of SWAP is to provide successful employment outcomes, increased community linkages, and new patterns of service for youth within all categories of disabilities. The program's goals include building on current transition planning efforts through existing transition teams, filling the case management gap, and supporting collaboration between DVR and local schools. Unique components of this program include year round community-based services, case management services, and one year of follow-up services after successful employment. This underserved population of youth will be served based on individual needs. SWAP may provide career exploration and development, employment related instruction, job development and placement, case management, paid work experiences and transitional life skills training.



SWAP
School to Work
Alliance Program

Office Support Staff

The Special Education Data & Records Specialist processes initial referrals, sends out staffing notices to parents, BOCES staff, and school personnel. She also maintains special education student files, reviews IEPs for accuracy/completion, and compiles data for the Special Ed. Director and Executive Director as needed. She is responsible for compiling and reporting the pupil December 1 Count & the Special Education End-of-Year count for CDE. Additionally, she deals with questions from parents, teachers, & principals regarding procedures, as well as, provides user access & maintains the web-based Individual Education Plan program. The records secretary helps answer incoming phone calls, copies records for outside agencies and students transferring out of district.



Tonya Dishman

The Special Education Assistant provides administrative support for the Special Ed. Director and the Special Ed Service Providers. The special education assistant also completes the Special Ed Discipline Data Report for CDE. She prepares BOCES yearly school-wide calendar, handles correspondence regarding notices for vacant positions and sets up interviews. Additional responsibilities include; maintenance of the BOCES website, performs all front office tasks and fulfilling other responsibilities as designated by the Executive Director or Special Education Director.



Kari Fecht



Colleen Weaver
Special Ed Office
Aide



Instruction, Accountability & Learning

Anthoynə Kəhrs

The Department of Instruction, Accountability, and Learning, facilitates professional development for the Northeast BOCES consortium, serves as coordinator for federal funds, coordinates the Teacher Alternative Licensure and Teacher Induction Programs within the Northeast region including the following services:



Anthoynə Kəhrs

► **Alternative Teacher Licensure Program**

ATLP is a one year teacher licensing program offered by Northeast BOCES to participants who do not yet have an Initial License. Participants must be employed as a teacher, have a Bachelors degree, determined highly qualified in a specific content area, and have taken the appropriate PRAXIS test when necessary. The program requires successful completion of 225 hours of professional training, mentoring, and job instruction to be recommended for an Initial License.

► **Teacher Preparation and Degree Advancement**

Tuition assistance is available to educators interested in pursuing a Bachelor, Master or Advanced Graduate degree to obtain initial teacher licensure, develop professional skills, or obtain necessary credit and/or endorsement to teach concurrent enrollment high school/college classes.

► **Induction**

Induction programs are for beginning teachers, principals, and Specialized Service Providers (SSP) that have an Initial License, or are new to a school. The program design involves supportive mentoring and activities that provide professional growth and self study. An Induction program is required by CDE to move to a Professional License.

► **Professional Development**

Classes, workshops, and seminars are offered to school district staff, teachers, and administrators. A professional Development Council comprised of representatives from each school plan and coordinate the professional development.

► **Resource Building (Grants and Projects)**

The department of Instruction, Accountability, and Learning, continues to build funding capacity with grants and financial support from educational and private sources at a competitive and non-competitive level.



Gifted & Talented

Northeast BOCES, as the GT Administrative Unit, provides facilitation and professional development for identification of students, program strategies for the classroom, and assessment tools for teachers to utilize in the schools. Funds flow from CDE to Northeast BOCES and then to each school.

► *NE BOCES Gifted Education Resource Consultant (GERC)*

The GT GERC maintains a positive focus and team cooperation and represents CDE initiatives along with thorough communication in the state regarding gifted-education guidelines, procedures, data collection and facilitate regional technical assistance.

Paula McGuire



► *NE BOCES Gifted and Talented Coordinator*

The GT Coordinator works cooperatively with member district staff, parents, and community in order to establish the needs of gifted students that are not addressed by other resources.



Christine Daugherty



Secondary Support Services

Alan Nall, Director

The Department of Secondary Support Services serves as the coordinator for federal funds, for Title I, II, III, IV and the Carl Perkins Career and Technical Education (CTE) grant, serves as the lead for educational technology, including coordination of online/remote learning and concurrent enrollment, leads STEM initiatives, industry certification, and work-based learning expansion, and



Alan Nall

- **Carl Perkins:** The Carl D. Perkins Career and Technical Education grant is grant funding that is awarded from the U.S. Government to the states and then allocated to various schools within Colorado state based on programs and student population numbers in the Career and Technical Programs.
- **Title I, II, III, IV - Federal Programs:** Northeast BOCES coordinates grant activities, professional development, evaluation, and budgets for participating school districts. Each Title grant is unique to a specific set of goals and objectives to achieve maximum student learning for designated students.
- **SAFER Grant:** Northeast BOCES and five of their member districts, Akron, Frenchman, Haxtun, Wray, and Yuma received grant funding in the amount of \$854,882 to implement interoperable communication technology between their schools first responder community including EMS, police and fire.
- **Concurrent Enrollment Grant:** The concurrent enrollment grant provides money to increase the opportunity for students to gain college level credits while in high school. The grant funds teachers that are pursuing coursework to become eligible to teacher concurrent enrollment, equipment costs to support school districts, and provides money to support student needs to be successful.
- **Rural Colorado CODES:** The coding grant provides support to districts to train teachers in coding and work with students in multiple districts to learn coding. One of the goals of the grant is to allow students to finish high school with certificates that would lead to employability within the tech industry.

Secondary Support Services (Continued)

- ▶ **COPHE Suicide Prevention Grant:** To increase the number of school and district staff trained in comprehensive suicide prevention and crisis response; increase the number of staff and students reporting a positive school environment and climate; and increase the number of schools and districts implementing comprehensive policies related to suicide prevention.
- ▶ **ARP-HCY Homeless Youth Grant:** The homeless youth grant supports students that are experiencing housing insecurities. Students can receive direct support with short-term housing assistance, mental health counseling, transportation assistance, and purchasing of school supplies. Additional funds are available to assist with providing additional tutoring services.
- ▶ **Rural Coaction Grant:** NE BOCES received this grant to advance Career Connected Learning pathways and assist districts with increasing Career and Technical education opportunities. The grant, worth \$2 million, funds building renovations, equipment purchases, personnel salaries and training costs, student equipment and supports, as well as partnerships to advance Career Connected Learning.
- ▶ **Education Workforce Grant:** The Education Workforce Grant funds professional development for NE BOCES member districts in providing in-service opportunities for bus drivers, substitute teachers, and Love and Logic. In addition, the grant provides tuition assistance for 8 participants in the T-PREP program to become licensed educators.

Career Connected Learning

The Career Connected Learning Regional Coordinator supports the work of the Coaction Grant. The coordinator works with districts and regional partners to create new career and technical education pathways through building renovations, equipment purchases, and in-service educational opportunities. In addition, the coordinator works with school districts and regional partners to strengthen and add additional career connected learning opportunities.



Michelle Lock,
Regional Coordinator

School-Based Mental Health

The Mental Health Coordinator provides mental health services to students in 7 school districts within the BOCES consortium. Included in these services are Social Emotional Learning for students to build resilience, self-control, empathy, persistence and other social and behavioral skills, coordination of the Threat Assessment Process, and Suicide Assessment, along with general training of school personnel in effective practices related to the above including suicide awareness and prevention.



*Kara Bellendir,
Coordinator*



Migrant Education Program, Title I Part C

The Migrant Education Graduation Advocate (MEGA), assists with identification and recruitment of migrant families in the region to support the academic success of migrant students enrolled in the NE BOCES member school districts.

The MEGA also provides support to member districts to meet the identified needs of eligible migrant students and families. The focus of the Migrant Education Program (MEP) is High School Graduation and Dropout Prevention. The Migrant Education Program is funded through the Elementary & Secondary Education Act (ESEA) through Centennial BOCES.



Elda Sauer

Other Services

Lori Thompson



► **Web Pages:**

The BOCES has designed our web site for the purpose of disseminating information and providing academic resources. You can access our web site at www.neboces.org. This site provides general information, a staff list, professional development opportunities, parent resources, links to school districts, educational resources, and teacher recruitment and job placement search tools. Job openings at the BOCES and vacancies at each member district are posted and can be searched through our site.

The Frontline (Enrich) link <https://northeastcoboces.excentcolorado.com> provides access for resource teachers to track educational progress made through our exceptional student services and others.

► **WAVES:**

The Wide Area Virtual Education System (WAVES) was established throughout the BOCES consortium for all participating districts. The WAVES network provides districts the opportunity to share teaching resources, receive professional development, and provides learning opportunities for students that may not exist in-district. Zoom is used as the desktop video conferencing application that works directly from a computer, laptop or cellular device. This also provides an option for administrators and teachers to collaborate. Zoom is available to all staff through their personal devices.

► **E-rate:**

The universal service Schools and Libraries Program, commonly known as "E-rate," provides discounts up to 90 percent to help eligible schools and libraries in the United States obtain affordable internet access. The Special Projects department offers e-rate support services. Districts may elect to use our service to assist in the filing process. All applications are processed based on individual discount percentages.

► **Homeless Education Assistance Act of 2001**

Member Districts in the NE BOCES Consortium each provide a local liaison for homeless students and families to support efforts in enrolling students in school to access the same free, appropriate public education, including a public preschool education as provided to other children and youth through the McKinney-Vento Homeless Education Assistance Act.

TELL ME

— and —

I forget

TEACH ME

— and —

I remember

INVOLVE ME

— and —

I learn

- Benjamin Franklin