

OCM BOCES ANNUAL REPORT 2014-2015



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OCM BOCES MISSION & VISION STATEMENTS

MISSION STATEMENT

The Onondaga-Cortland-Madison Board of Cooperative Education Services exists to develop and provide educational programs and services of the highest quality for the component school districts and the community.

THE CENTRAL NEW YORK REGIONAL VISION FOR COLLEGE, CAREER AND CITIZENSHIP READINESS

The world has changed. Work has changed. Technology has changed. Communication has changed. The pace of the world has changed. Interconnectedness has changed. Collaboration has changed. Just about everything has changed!

The educational community of Central New York knows that the world has changed and a regional vision for college, career and citizenship readiness has emerged. Our regional vision is founded on an uncompromising and relentless commitment to preparing students for college, career and citizenship – in other words, preparing students for their future. At the heart of our regional vision are three commitments: instruction that engages, culture that empowers, and technology that enables.

Instruction that truly engages is instruction that is meaningful and anchored in the real world. In the regional vision, project-based learning is the defining model of learning—project-based learning that is standards-based and learner-centered.

A culture of empowerment helps provide efficiency and agency to our students. These characteristics will not only help our students be college, career and citizenship ready, these characteristics will help our students all of their lives.

Technology plays an important role. The regional vision for Central New York has every student armed with technology to connect them to the world, allowing them to connect with the information they need when they need it and to connect them to the people in the world with whom they need to connect.



J. Francis Manning
District Superintendent



Deborah Ayers
*Assistant Superintendent
for Administration*



Jeffrey Craig
*Assistant Superintendent
for Instructional Support
Services*



Michael Fay
Chief Technology Officer



Mark Pettitt
*Director of Personnel
and Labor Relations*



Colleen Viggiano
*Assistant Superintendent
for Student Services*

A MESSAGE FROM THE DISTRICT SUPERINTENDENT

At OCM BOCES, we are deeply committed to helping Central New York students of all ages achieve their greatest potential with our expansive programs and a myriad of services designed to meet the unique needs of every learner. We are also deeply committed to our Regional Vision for College, Career and Citizenship Readiness, founded on an uncompromising and relentless commitment to preparing students for their future...the best future possible. At the heart of the Vision are three commitments: instruction that engages, culture that empowers, and technology that enables.

At OCM BOCES, we are fortunate, because of our hard work and dedication over the past 60 plus years, to have formed strong partnerships with many businesses and educational institutions that are also committed to creating the best future possible for our students. Because of those partnerships, greater things are possible for our students. As you look through this Annual Report, you will see highlights of the programs and initiatives that we have put into place this year because of collaboration and foresight.

The 2014-15 school year was another exciting one for OCM BOCES and our component districts. In September 2014, we proudly opened the doors to Innovation Tech, a high school created in recognition of the fact that students need to be prepared with 21st century skills for life and work in our changing world. In May, OCM BOCES held a groundbreaking ceremony in celebration of the acquisition of a new building that will allow some OCM BOCES programs to be moved from leased facilities. We are excited about these projects and the many more great things that are just beginning.

We added two new embedded CTE programs in Cortland County, with an Early Childhood Education classroom at CAPCO and a Physical Therapy Professions classroom at Fadden & Associates Physical Therapy, both of which opened in September 2015. Plans are also underway for the opening of a New Tech high school in Cortland County in September 2016.

These projects are just some of the many exciting efforts we are making to move us toward our Regional Vision. Across all of OCM BOCES programs and services, our staff is committed to providing engaging instruction, an empowering culture, and technology that enables. We are following best practices. We are training our leaders and supporting our teachers. We are collaborating and we are beginning discussions that will shape a new educational landscape.

Thank you for supporting OCM BOCES and our commitment to success!

J. Francis Manning
District Superintendent

A LETTER FROM THE BOARD PRESIDENT

The word “puzzle” is often defined as “a difficult problem” or “to bewilder mentally, perplex and solve with labor or clever thinking.” During the 2014-2015 school year, OCM BOCES facilities planning certainly resembled an intricate puzzle that could only be solved with clever thinking. Each year, as facilities are assessed for appropriateness and cost, BOCES administrators search for ways to save money for their 23 component districts. In 2014-15, options for creatively solving the OCM BOCES facilities puzzle included the purchase of a new building.

While the requirements of such a building presented another puzzle entirely, a building was identified. The size of the building was explored and found to be ideal for combined administration offices, Adult Education and the Science Center. It was centrally located near major highways and bus lines, was in good condition, and was affordable—if financing could be found. With the pieces for locale and condition in place, OCM BOCES administration began to assemble the larger puzzle.

Cost was addressed in several ways and it was determined that, if some of the leases that OCM BOCES held at the time were eliminated through program relocation, the costs would be equivalent. In fact, over the long term, ownership of the building would be an asset for OCM BOCES and its component districts.

The facilities planning puzzle, with pieces for purchase negotiations, a capital project referendum, building redesign, staff relocation, building naming and many more, gradually took shape over the course of the 2014-15 school year. While the puzzle has not yet been completed, occupancy of the new OCM BOCES Main Campus building is expected to take place by April 2016. And, a dream will be realized for OCM BOCES and its component districts.

So, exceptional puzzling has made 2014-15 very exciting. That excitement continues into 2015-16 as the new building becomes the main campus and many other programs and services make their homes throughout OCM BOCES. As partners in these endeavors, stay tuned for what is happening and times when you can come and visit our completed puzzle.



V. Ann Wright, President
OCM BOCES Board of Education



V. Ann Wright, Pres.
Jamesville-DeWitt &
Fayetteville-Manlius



Wayne Brownson, V.P.
East Syracuse Minoa



Barb Closson
McGraw, Marathon &
Cincinnatus



Robert A. Crabtree
North Syracuse



Mark W. Gilbert
DeRuyter, Cazenovia &
Chittenango



Michael Murphy
Liverpool



Lisa O'Reilly
Westhill, Lyncourt, Marcellus,
Onondaga & Solvay



David Paczkowski
West Genesee



William Pedrick
Homer & Cortland



Joan Reeves
Baldwinsville



Maryam Wasmund
Fabius-Pompey, LaFayette
& Tully

IN MEMORIAM

CATHERINE CIFARATTA-BRAYTON



The OCM BOCES community was saddened by the death of long-time Board of Education member Catherine Cifaratta-Brayton in late March. Catherine passed away peacefully surrounded by her family. Until her death, Catherine served as an OCM BOCES Board of Education member, a position she held for nearly 30 years. Catherine also served as a member of the North Syracuse Central School District Board of Education for more than 30 years.

Catherine was a dedicated lifetime resident of North Syracuse. She served her village, town, city and state in many capacities. In recognition of her service, Catherine was named to North Syracuse Central School District Wall of Distinction in 1996 and earned a community award for outstanding service to youth and the community in 2000.

As a Board of Education member, Catherine was a true education proponent, highly outspoken and supportive of student activities. She proudly attended various academic and co-curricular activities at all grade levels. She also served as a member of the Central New York Teaching Center Policy Board, New York State Association of Computers/Technologies in Education, New York State Federation of Professional Educators, New York State School Boards Association, National School Boards Association, American Federation of Teachers, and the Workforce Preparation Advisory Committee.

Catherine and her extensive contributions to the educational community in Central New York and beyond are greatly missed. OCM BOCES appreciates the tremendous service provided by Catherine and all of its Board of Education members. ✨

OCM BOCES BREAKS GROUND FOR NEW MAIN CAMPUS

On Wednesday, May 7, 2015, OCM BOCES held a groundbreaking ceremony to celebrate their acquisition of the former Nationwide Insurance building at 110 Elwood Davis Road in Liverpool and to officially mark the building's renovation.

OCM BOCES Board of Education members, administration and representatives from Turner Construction, who will oversee the project, and Tetra Tech, who provided the renovation designs, were on hand to help break ground.

The acquisition/renovation will allow some OCM BOCES programs to be moved from leased facilities into the new building, resulting in improved facilities and adequate instructional space for OCM BOCES students. Additionally, it will result in long-term savings for OCM BOCES 23 component districts.

The building will be the home of OCM BOCES administration, Instructional Support, adult education and teacher training facilities, and will be known as the OCM BOCES Education Center - Main Campus. OCM BOCES Board of Education also recently voted to officially title its other facilities with consistency: The Lee G. Peters facility in Liverpool will become the OCM BOCES Education Center - Peters Campus; The Charles McEvoy facility in Cortland will become the OCM BOCES Education Center - McEvoy Campus; The Irvin E. Henry facility in Syracuse will become the OCM BOCES Education Center - Henry Campus.

Currently, the estimated move-in date for the Main Campus is April 2016. ★



Above, representatives from OCM BOCES, Turner Construction and Tetra Tech pose for a photograph in front of the former Nationwide Insurance building in Liverpool during a groundbreaking ceremony held on May 7, 2015.

INNOVATION TECH BECOMES CNY'S FIRST NEW TECH HIGH SCHOOL



New York State Assemblyman Al Stirpe and OCM BOCES Board President Ann Wright cut the ceremonial ribbon as several Innovation Tech students look on.

On Wednesday, September, 17, 2014, OCM BOCES held a grand opening and ribbon-cutting ceremony to present Innovation Tech—Central New York's first New Tech high school—to the community.

Several local business partners and dignitaries, including New York State Assemblyman Al Stirpe, were on hand to join the celebration held at the school, located at the OCM BOCES Lee G. Peters Career Training Center in Liverpool.

Innovation Tech, created out of the recognition that students need to be prepared with 21st Century skills for life and work in our changing world, is the first of its kind in Central New York. Innovation Tech provides an empowering culture, with learning that is relevant, student-driven and embraces

modern learning and the global environment in which we live. There are more than 170 New Tech schools in 23 states across the country.

“New Tech Schools are redefining secondary education,” said Jody Manning, District Superintendent for OCM BOCES. “Students become self-directed learners who no longer depend on teachers and textbooks in search of a single, right answer. They use technology on a regular basis, not just for special projects.”

Innovation Tech is an important part of the Central New York Regional Vision for College, Career, and Citizenship Readiness. At the heart of the Vision are three commitments: instruction that engages, culture that empowers, and technology that enables. ★

FINDING INSPIRATION, LIFE'S AMBITION AT INNOVATION TECH

When OCM BOCES opened the doors to Innovation Tech High School in September 2014, Collin Hamilton, a high school freshman from the North Syracuse Central School District, joined 34 of his peers in becoming the first Central New York students to attend a New Tech High School.

For Collin, wanting to achieve success was his biggest determining factor in deciding to come to Innovation Tech. "My dad helped get me [into Innovation Tech] and I'm so happy that he did. I love it here and I know what I want to do now," says Collin.

New Tech High Schools use new technology and focuses on project-based learning to provide hands-on learning in non-traditional "meshed" classes. These mergers of interdisciplinary subjects include Al-gym-bra, a combined algebra and gym class, and Earth-com, a combination of earth science and communications.

Before enrolling in Innovation Tech, Collin didn't have a clear vision of the path his future career would follow. But after his first year at the school, Collin is sure of two things now: first, he absolutely intends to graduate from Innovation Tech, and second, he will then go to college to pursue a career in architecture.

In addition to discovering his life's ambition, Collin has found great success within Innovation Tech's unique learning environment. He says that the use of technology helps him to be more organized and will give him

an edge over his peers competing for college and career.



Collin Hamilton

While learning about ancient Mayan, Incan and Meso-American agricultural practices in his Global Arts class, Collin worked as part of a team to create a floating garden, or "chinampa," for his freshman year final project. Global Arts Facilitator Leah LaChausse, impressed with Collin's motivation on the project, says, "They needed to come up with a plan for their garden and then had to execute the plan. Collin did great and was really interested and enthusiastic." *

garden and then had to execute the plan. Collin did great and was really interested and enthusiastic." *

DAY TREATMENT PROGRAM PROVIDES OPPORTUNITIES FOR SUCCESS



Nathan Dilmore

Nathan Dilmore is a 7th grade student in the OCM BOCES Day Treatment Program at Tully Junior/Senior High School. Because he lives in Tully, Nathan is attending the school that he typically would. But through OCM BOCES, he is receiving the additional attention he needs to be a successful student.

Nathan has been part of OCM BOCES programming for the past three years and says that both he and his friends think he is "lucky" to be in a BOCES program. Nathan says he can get frustrated with school, but BOCES helps alleviate those frustrations. And because of the progress he is making through OCM BOCES, Nathan is able to

take advantage of opportunities to be a part of his school in typical ways. As part of his school day, he takes art, technology, health, gym and language classes and has lunch with his Tully friends. One of Nathan's favorite things about school is "getting to be creative and putting ideas on paper," noting that he likes to write persuasively.

As a successful student, Nathan has figured out how to use the skills he is gaining at school to help him do what he enjoys on his own time. Nathan says, "I like to write, so I use [persuasive writing] to write letters to my mom to persuade her to buy new video games for me to play with my friends." *

LAB TECH STUDENT FINDS HER PLACE AT CAREER ACADEMY

When Liverpool Central School District student Brooke Barber attended her OCM BOCES Career Academy graduation ceremony last June, she received a special surprise visit from an important person in her life. Her brother, Michael Piron, a 2011 Career Academy graduate who is now in the United States Navy, came home to attend the ceremony.

Brooke credits Michael as a big influence in her choice to enroll in the Career Academy, a decision that she says changed the course of her life for the better. As part of her education at the



Brooke Barber

Academy, Brooke participated in OCM BOCES Career and Technical Education's (CTE) Laboratory Technology program and hopes to pursue a college degree and a career in the healthcare field.

While a student at OCM BOCES, Brooke gained knowledge and had experiences beyond those thought typical of a high school education. When BOCES created its Laboratory Technology program, one main objective was to provide a curriculum

that would teach students a diverse skill set applicable in an array of fields and encourage them

to pursue higher education opportunities in areas such as medical and environmental science. When the program opened to students in September 2008, it was the first of its kind in New York state.

When the Career Academy opened its doors in September 2006, its goal was to provide opportunities for students to explore different career paths and graduate from high school with a CTE Endorsement. Brooke wanted to attend the Career Academy because of her brother's influence, but also because she felt she would be better able to learn in a more intimate environment. Brooke is glad she made the move to the Career Academy and feels she found the place she was meant to be.

She says her favorite thing about BOCES is the family atmosphere. "The teachers are very nice, helpful and accepting," she says. "Whenever I don't quite understand something, they have no problem working on it until it clicks." *

MOSER, NEFF INDUCTED INTO CTE ALUMNI HALL OF FAME

During the 2014-15 school-year, OCM BOCES proudly recognized the accomplishments of two alumni with their induction into the OCM BOCES Career and Technical Education (CTE) Alumni Hall of Fame. The 2015 inductees, Timothy Moser '08, of Oswego, N.Y., and Jennifer Neff '93, of Marathon, N.Y. were selected for their leadership and success in their chosen fields.

"We have so many alumni who have achieved great success in their careers and we want to applaud them. We also want our current students to see that, with hard work and an OCM BOCES

education, success is within their reach," says OCM BOCES District Superintendent Jody Manning.



Timothy Moser '08

After graduating from OCM BOCES and earning his high school diploma from the Baldwinsville Central School District, Mosher earned associate's and bachelor's degrees from Onondaga Community College and SUNY Oswego, respectively. Since

graduation, Tim has volunteered his artistic skills to OCM BOCES by creating a logo for its SKATE Program and by designing banners for the Special

Olympics. Additionally, he helped create graphics for the "I Love Oswego" Project.



Jennifer Neff '93

After completing the OCM BOCES Culinary Arts program and graduating from the Marathon Central School District, Neff attended SUNY Alfred, where she graduated at the top of her class. For the past 11 years, she has worked as a sales manager for Cortland Produce. Outside of her career, Jennifer volunteers with the OCM BOCES

Culinary Arts program by providing guidance and demonstrations to current students and assisting

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CNY HIGH SCHOOL STUDENTS EARN NYS CTE ENDORSEMENT

More than 250 students from the 23 component school districts of Onondaga-Cortland-Madison BOCES have earned the distinction of receiving a New York State Career and Technical Education (CTE) Endorsement on their 2015 high school diploma. Earning a CTE Endorsement is considered a distinction of honor. Having achieved the designation demonstrates a student's academic strength and signifies their readiness to enter the workforce or enroll in college.

"Earning a CTE endorsement is a complex process, requiring a student's excellence in their field of study, as the tests are developed according to industry standards and the endorsement signifies that students have attained the necessary entry-level technical skills," says OCM BOCES District Superintendent Jody Manning. "In New York state, students who wish to earn a CTE Endorsement must meet rigorous requirements, including passing nationally recognized tests in their field of study."

OCM BOCES' two-year CTE programs provide state-of-the-art

career and technical education for its component school districts. In meeting that objective, these courses serve as an integral part of the curriculum offered by each district. Career & Technical Education emphasizes a broad spectrum of job specific skills using the most current business/industry-based technologies applicable to personal and career goals. These skills prepare students for the workforce and post-secondary study. Students may also earn high school core academic and college-level credit during their OCM BOCES program.

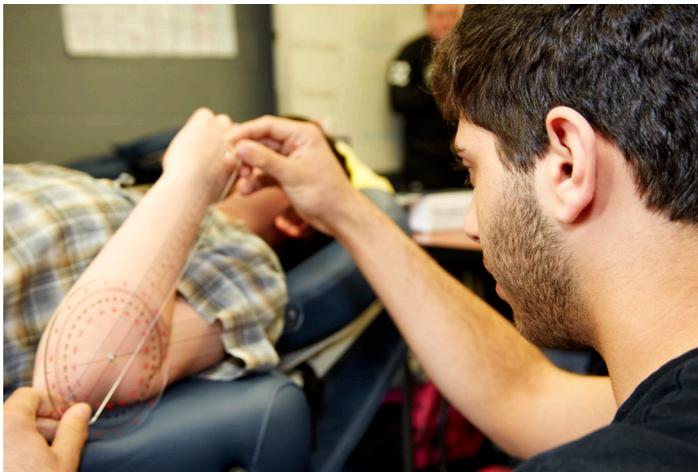
Students must take and pass both written and performance exams, which can be norm-based, requiring students to achieve higher scores than are typically accepted for passing. Performance exams are observed and scored by field experts not affiliated with the educational institution.

Students who pass the test demonstrate competence in their specific trade area and their readiness to meet the high standards of employment, or entrance into a secondary education program, in their field of study. To achieve the

endorsement, students must also meet a number of additional standards including: passing their CTE course, completing approved work-based learning experiences, passing national assessments, completing 22 graduation credits, achieving passing grades on five Regents exams (or approved alternatives) and meeting all high school graduation requirements. *

The following is a list of the number of 2014-15 CTE-endorsed graduates by school district:

Baldwinsville CSD:	17 students
Cazenovia CSD:	4 students
Chittenango CSD:	17 students
Cincinnatus CSD:	13 students
Cortland Enlarged City SD:	28 students
DeRuyter CSD:	11 students
East Syracuse Minoa CSD:	1 student
Fabius-Pompey CSD:	10 students
Homer CSD:	33 students
Jamesville-DeWitt CSD:	2 students
LaFayette CSD:	1 student
Liverpool CSD:	23 students
Marathon CSD:	14 students
Marcellus CSD:	14 students
McGraw CSD:	7 students
Onondaga CSD:	3 students
North Syracuse CSD:	34 students
Solvay Union Free SD:	8 students
Tully CSD:	16 students
West Genesee CSD:	12 students
Westhill CSD:	4 students



A Physical Therapy Professions student uses a goniometer to measure range of motion on a fellow student.

123 STUDENTS INDUCTED TO NATIONAL TECHNICAL HONOR SOCIETY

On Thursday, April 30 and Thursday, May 7, 2015, more than 120 Career and Technical Education (CTE) students from the OCM BOCES Henry and McEvoy Campuses were inducted into the National Technical Honor Society (NTHS) during ceremonies at their respective schools.

Students that qualify for induction into the technical honor society represent the “best of the best” in CTE programs. To be inducted into the National Technical Honor Society, students must have an 85 average or higher, excellent attendance and receive a teacher endorsement.

Students must also demonstrate attributes that include: respect, honesty, skill, responsibility, leadership, service and citizenship.

The National Technical Honor Society currently serves approximately 80,000 active members in 2015 and nearly three quarters of a million since its inception in 1984. Over \$225,000 in scholarships is awarded annually to its members. NTHS honors the achievements of top CTE students, provides scholarships to encourage the pursuit of higher education, and cultivates excellence in today’s highly competitive, skilled workforce. For over 30 years, NTHS has been the acknowledged leader in the recognition of outstanding student achievement in career and technical education. *

The following is a list of the number of 2014-15 inductees by school district:

Baldwinsville CSD:	10 students
Cazenovia CSD:	1 student
Chittenango CSD:	6 students
Cincinnatus CSD:	6 students
Cortland Enlarged City SD:	10 students
DeRuyter CSD:	7 students



Students from the Henry Campus read the NTHS Pledge aloud following their induction ceremony.

East Syracuse Minoa CSD:	2 students	North Syracuse CSD:	16 students
Fabius-Pompey CSD:	5 students	Solvay Union Free SD:	1 student
Fayetteville-Manlius CSD:	1 student	Tully CSD:	8 students
Homer CSD:	11 students	West Genesee CSD:	8 students
Jamesville-DeWitt CSD:	1 student	Westhill CSD:	3 students
LaFayette CSD:	1 student		
Liverpool CSD:	9 students		
Marcellus CSD:	9 students		
Marathon CSD:	4 students		
McGraw CSD:	4 students		

MENTORING PROGRAM CONTINUES TO GROW

Research has shown that 50 percent of new teachers leave the profession within five years, citing that they feel unsupported professionally. BOCES leaders have been working hard to provide support and professional development to keep its new teachers motivated and engaged so that, in turn, they can provide a quality learning environment for all of their students.

In November 2003, the New York State Board of Regents adopted a regulation requiring school districts and BOCES to plan and implement mentoring programs for their new first-year teachers. The regulation was a complement to an existing state regulation requiring all new teachers holding an initial certificate to complete a mentored teacher experience within the first year of their employment.

OCM BOCES leaders recognized the importance of mentoring years before and had already been pairing new teachers with mentors and providing learning activities and training for both. OCM BOCES developed a comprehensive mentoring program that now provides a variety of supportive options for new teachers. And, as part of the OCM BOCES Regional Vision for College, Career and Citizenship Readiness, and in creating a culture of empowerment, its mentoring program is more important than ever.

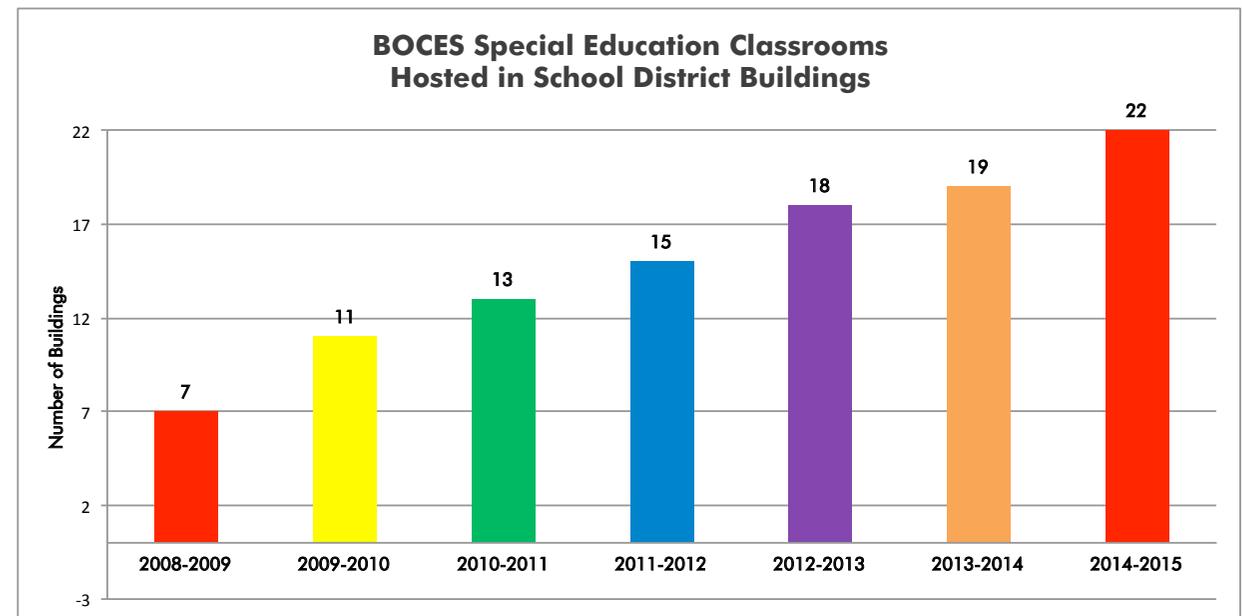
Through the program, new teachers and their mentors participate in full-day training sessions, covering instructional best practices and learning, throughout the entire school year. Additionally, mentors spend a day and a half as an observer in their mentee's classroom; and each new teacher

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EMBEDDED SPECIAL EDUCATION CLASSROOMS TRIPLE IN NUMBER

Since the 2008-09 school year, OCM BOCES has more than tripled the number of special education classrooms it has embedded in school districts. During the 2014-2015 school year, OCM BOCES opened four new classrooms for students with emotional disabilities. Two of the new classrooms are in the Tully Central School District; one at Tully Elementary School and one at Tully Junior-Senior High, and TEAM classrooms began at Cortland Junior-Senior High School and at Ray Middle School in the Baldwinsville Central School District.

There is a tremendous amount of collaboration and coordination that occurs between BOCES and the component school district when opening a new classroom. BOCES Special Education administrators work extensively with district personnel to create learning environments that are productive and empowering for all students. Having inclusive classrooms within school districts provides increased educational opportunities as students learn side by side with their peers cultivating characteristics that will serve students throughout their lives. *



OCM BOCES, WCNY CREATE EMBEDDED MEDIA MARKETING COMMUNICATIONS PROGRAM

OCM BOCES continues to foster relationships and collaborations with local businesses and, for the 2014-2015 school year, began its third embedded Career and Technical Education (CTE) program offering, Media Marketing Communications at WCNY, Central New York's public media organization. WCNY's Broadcast



Embedded CTE programs, such as the new Media Marketing Communications program at WCNY, expose students to real-world career environments.

and Education Center serves as a 21st century classroom for the students under the instructional guidance of OCM BOCES, Onondaga Community College and WCNY professionals. A ribbon-cutting ceremony was held September 15, 2014.

The innovative two-year program is designed to provide high school juniors and seniors with an in-depth overview of their field by placing them in an actual work environment outside of school.

Students attend classes daily at WCNY and work directly with media and broadcasting professionals to learn, firsthand, the workings of a public media company that operates across multiple platforms including TV, radio, print, the web and social media. Students in the Media Marketing Communications program have the opportunity to earn up to 21 college credits through concurrent enrollment.

Over the past two years, OCM BOCES has begun implementing embedded CTE programs in businesses. The Physical Therapy program at Sport Center 481 in East Syracuse and the Automotive Technology program at Driver's Village in Cicero were introduced in 2013-2014.

"It really is a win-win for the businesses and our students—the companies have a chance to see the students at work and the students learn exactly what will be expected of them by being completely immersed in the industry," says Colleen Viggiano, OCM BOCES Assistant Superintendent for Student Services. *

MOSER, NEFF INDUCTED

(continued from page 7)

with the program's Iron Chef competition. She also volunteers her time to her community's Maple Festival and has been a purchasing representative at OCM BOCES for the past five years.

To be considered for the OCM BOCES Alumni Hall of Fame, individuals must be a graduate of an OCM BOCES Career and Technical Education program, must be currently engaged in a career related to their BOCES program of completion and must demonstrate leadership in their field and civic responsibility. *

MENTORING PROGRAM

(continued from previous page)

spends a half-day in their mentor's classroom. OCM BOCES Assistant Superintendent for Student Services Colleen Viggiano coordinates the organization's mentoring program. She says that great effort is put into creating a successful mentor-new teacher relationship. New teachers' supervisors and the BOCES leadership team look closely at factors such as content area, physical proximity and personality type in their development of pairs.

"It is important that, in pairing our mentors, we match our pairs by content area, but that isn't all we do. We strive to match our mentors and mentees according to their location and how well we think they will connect with each other," Viggiano says. *

NEW GRANT WRITING SERVICE ADDS \$1.5 MILLION IN FUNDING

School districts continue to face difficult budget decisions in their efforts to balance successful educational programming with fiscally responsible budgets. More than ever, districts are looking for alternate ways to support the programs they value for their students.

OCM BOCES can help districts identify grant opportunities for which they would potentially qualify and can assist in the writing of grant applications. Four different service levels are offered to meet the varied needs of component districts, from grant writing training and monthly grant

announcements to direct work with a grant writer. The Grant Writing Service, a BOCES aidable service for component districts, provides experts with proven success in writing and obtaining local, state and federal grants.

Since the program's inception in 2013, the service has helped districts supplement their budgets with nearly \$1.5 million in additional funding. The largest grant received thus far was \$359,570 to the North Syracuse Central School District for "Strengthening Teacher and Leader Effectiveness: Principal Leadership."

"The STLE grant provided North Syracuse School District teachers, leaders and subsequently students, some opportunities that would not be available otherwise. At a time when so many resources are diminishing, it has been critical that we have this funding," says North Syracuse Central School District Superintendent of Schools Annette Speech. *

OCM BOCES EARNS CERTIFICATION TO PROVIDE SOCIAL WORK TRAINING



During the 2014-15 school year, OCM BOCES became certified, by the New York State Education Department Division of Social Work, to provide training and professional development for social workers. Prior to receiving certification, the requirements for social workers' ongoing credits had changed and BOCES received several requests from districts to provide such training.

BOCES successfully navigated the tricky and rigorous approval process and, last summer, began providing training through its Instructional Support Services' Youth Development department. Initial course offerings, including Effects of Trauma on Brain Development, Co-dependency & Boundaries, and ADHD & Substance Abuse, were taught by well-respected, professional experts.

Sessions are also offered to district personnel, community service providers and individual counselors outside of the educational setting. Training opportunities continue in the 2015-16 school year with courses in adolescent sexuality, mindfulness, teen brain development, working with anxious children and relational aggression. *

At left: School social workers from the North Syracuse Central School District in their regular group meeting. From left to right, Sue Grenyo, Deb Seal, Liz Blatt and Lyra Couillard. Both Seal and Blatt participated in the first-ever social work course offered and the others say they will participate in future courses. "We are all excited about BOCES offering these courses that we need for recertification and are planning to take them through BOCES," says Seal.

MORE THAN 300 ATTEND FIRST ANNUAL PROJECT-BASED LEARNING EVENT

In early August 2014, the first annual PBLNY event welcomed more than 300 educators to learn about all aspects of Project-Based Learning (PBL). PBL is an instructional approach that combines authentic learning experiences with content, and essential communication, collaboration, critical thinking, and creativity skills required for college and career readiness. Through authentic application of content and skills based on a process of inquiry, students ask questions, find answers, and produce carefully designed products that are presented to public audiences. All ISS departments collaborated to produce this successful event, the largest PBL conference east of Napa, Calif., where PBL World is an annual event.



During the conference, elementary and secondary teachers at the beginning of their PBL journey enrolled in PBL 101 basic training. Other teachers and leaders attended day-long sessions with the Buck Institute for Education's national faculty and learned about bringing PBL to scale and systems thinking. Shorter breakout sessions addressed all aspects of PBL and 21st century skill building. These sessions included local teacher and student

panels sharing their PBL experiences, as well as sessions focused on incorporating technology into PBL and developing deeper inquiry in a project. Educator teams utilized the Collaboration Room to meet and plan for PBL success in their schools.

Exciting keynotes by Ron Berger, Sam Chaltain and Yong Zhao, ignited each day. Berger spoke about the importance of feedback in the PBL process

and his work with schools to promote high student achievement, character and citizenship. Chaltain focused on the changing nature of teaching and learning in America, and on how individuals and organizations can find and tell stories that capture the emotional center of an idea.

Zhao shared his knowledge on the implication of globalization and technology on education.

Educators left the event feeling energized and ready to launch authentic and rigorous PBL experiences for their students. ★

GETTING BACK TO THE ROOTS OF RTI

On October 24, 2014, OCM BOCES hosted one of its largest learning events ever: "Turn Your RtI (Response to Intervention) Upside Down." More than 1,300 educators from across the OCM BOCES region—and beyond—came to the SRC Arena at Onondaga Community College to hear internationally recognized author, speaker, presenter and practitioner Mike Mattos talk about RtI in our schools.

The basic idea of RtI is to try something, monitor its effectiveness, and make adjustments based on how things are going. In the educational setting, this means that we should monitor learning in the classroom, and then make subsequent instructional decisions based on whether the students are learning.

RtI became very popular in the research approximately a decade ago, and the State Education Department eventually required its application in schools before any student could become classified as a Student with a Disability. The idea was to make sure that many different instructional approaches (interventions) were tried before a student was labeled. Many districts spent a lot of money on different tests and screening instruments to support this. Unfortunately, RtI became more of a process of sorting and labeling rather than a fundamental approach to teaching and learning, and student achievement in our schools has not really changed.

That is why we conducted this event—to get back to the roots of RtI. Mike Mattos very effectively brought us back to the beginning of RtI and reminded us how it is a process that involves teachers working together to ensure that all students learn. ★

TECH INTEGRATION SERVICE SEES STRONG INCREASE

District leaders continue to recognize the value in the CNYRIC's on-site technology integration service as evidenced by the strong increase in participation last year. Team members worked closely with teachers on a number of initiatives, but none bigger than Google Apps for Education (GAFE). Many of our districts have adopted GAFE to support teaching and learning, and they are now able to foster collaboration and communication with their students in exciting new ways by leveraging the Google platform and mobile hardware like the Google Chromebook. ✱

CNYRIC ASSISTS IN RACE TO THE TOP DISBURSEMENT

Race to the Top was a federal grant program to advance reforms around educational objectives. The State of New York requested that the Regional Information Centers get involved in disbursing the remaining funds in a very short time frame. The CNYRIC was able to coordinate the efforts locally by distributing an online worksheet that districts could choose the products to purchase and see the automatic calculation of remaining funds. We collected the district requests and ordered equipment within one week. We took delivery at the RIC, tagged for inventory, and arranged for disbursement of 1985 devices totaling \$676,000. This was a significant task involving many areas in an extraordinarily short time frame. ✱

NEW E-COMMUNICATIONS SERVICES LAUNCHED

In today's connected media age, school districts are faced with a growing need to provide stakeholders with proactive and transparent school-to-home communications. Although this may be a goal of district leaders, tasks such as generating news articles, keeping websites up-to-date, and participating in social media conversations commonly become difficult to manage.

"Through our research and conversations with administrators, it was apparent that there was significant demand for in-district communications support," says CNYRIC Assistant Director Rick Pollard. "Whether districts were looking for a dedicated individual to snap photos, write articles, update the website, manage a mobile app, or promote news to the local media – there was an overall need for public and community relations management."

During the 2014-15 school year, the CNYRIC began offering an e-Communications Support Service, which provides districts with remote and on-site communications expertise. Available one to five days-per-week, the service offers administrators with customized public relations leadership. The service also includes access to graphic design

support, allowing an opportunity for districts' print and digital collateral to be modernized and consistent.

In addition to embedded public relations support, the CNYRIC added a Digital Signage Service to its e-Communications toolkit. Professionally designed and developed by the CNYRIC, digital signage is an efficient instrument to engage students, staff, and building visitors with up-to-date news and district information. Each custom-built presentation is cloud-based and pulls content dynamically from a variety of sources. While the CNYRIC manages the design and implementation of the signage, districts are responsible for preparing the location by installing

power, a network drop, the mount, and display.

Both the e-Communications Support and Digital Signage Service help strengthen the CNYRIC's e-Communications offerings, which also include a thriving Website Design & Development service.

To learn more about the CNYRIC's e-Communications services, please go to www.cnyric.org/e-communications or contact Rick Pollard at rpollard@cnyric.org. ✱

Ithaca THINK About It.
CITY SCHOOL DISTRICT

Welcome to the Ithaca City School District (ICSD), a K-12 district with nearly 6,000 dynamic students and staff. As a forward-thinking district, we believe it's critical to prepare our students for life beyond the classroom and strive to provide contemporary learning opportunities. In addition to being a Google Apps for Education district, we're proud to provide each student in grades 4-12 with a district-managed Chromebook to ensure equitable access to digital learning tools. Beyond our academic rigor, students are encouraged to participate in a diverse selection of opportunities through athletics, clubs, special events, and fine and performing arts. In fact, we were named a Best Community for Music by the National Association of Music Merchants Foundation for the third consecutive year. We invite you to visit www.IthacaCitySchools.org for more reasons to *Think about ICSD*.

We believe it's critical to prepare our students for life beyond the classroom and strive to provide contemporary learning opportunities.

SCHOOL DISTRICT SPOTLIGHT:

- 22** Students have access to robust educational programs including 22 Advanced Placement (AP) courses.
- 6,000+ Thinkers** District leaders envision more than 6,000 Thinkers that engage in creative thinking, problem solving, self discovery and more at ICSD.
- 3rd Grade** Students have access to our award-winning instrumental music programs beginning in third grade.
- 90%** Our district prides itself on a graduation rate greater than 90 percent.
- 19.2** Elementary class sizes average less than 20 students per teacher ensuring individualized attention.
- 12 Schools**
 - 8 Elementary schools
 - 2 Middle schools
 - 2 Comprehensive High School
 - 1 Alternative Community School (ACS)

6,000+ THINKERS STRONG:

We envision 6,000+ Thinkers. Thinking is foundational to the development of self and society. It is the cornerstone of all creative ideas and problem solving, new scientific discoveries, new products and services, individual and organizational learning, education, business—success—interpersonal—and intrapersonal communications, all social change and even democracy itself! Our vision is what we see. It motivates us. Our vision is audacious.

Ithaca
CITY SCHOOL DISTRICT

ICSD 6000 Thinkers

Dr. Luvelle Brown
Superintendent

Ithaca City School District • 400 Lake Street, Ithaca, NY 14850 • (607) 274-2101 • www.IthacaCitySchools.org

CNYRIC SUPPORTS TECHNOLOGY PLAN SURVEY

The CNYRIC played a vital role this past year in supporting districts' efforts in completing the NYS Instructional Technology Plan Survey. The survey is designed to allow districts the opportunity to compile all data related to their technology planning and needs in one location.

The data collected in the survey will be used as the basis for future funding opportunities and will satisfy the New York State Education Department's requirement that school districts submit technology plans per Part 100.12 of the Commissioner's Regulations.

In early May, the CNYRIC hosted a series of orientation sessions to inform district leaders about



the survey submission process. Model Schools facilitators from the CNYRIC and local BOCES were tasked with assisting district leaders in preparing plans as they looked at the instructional strategies and professional development components of the survey. Certified plan reviewers from the CNYRIC worked with districts until they could certify that all components of the survey had

been completed as required.

Once district plans had been reviewed and the necessary modifications made, our plan reviewers gave the green light for district superintendents to submit their plans to the State Education Department. The work is ongoing. *



WIDE AREA NETWORK UPGRADES INCLUDE BOOSTS TO SECURITY, BANDWIDTH



The CNYRIC is in the midst of a Wide Area Network (WAN) refresh. This regional network is the backbone for all network and internet communications for 48 school districts in eight counties and four BOCES in Central New York. Our ability to secure very attractive pricing through the efficiencies of so many locations helped to keep the costs at a minimum. The refresh includes significant increases in available bandwidth on the network—a tenfold increase in connectivity—with a minimum of 100mb of dedicated internet access. Significant increases in security and redundancy on the core system are also being implemented. As of start of school in September 2015, we were nearly complete with all but three districts left to upgrade to the enhanced network. *

ASSET MANAGEMENT SERVICE EXPANDS

In 1999, OCM BOCES created its Asset Management Service to assist school districts having difficulty effectively tracking and accounting for their fixed assets. The service, which has grown significantly over the years, expanded again in the 2014-15 school year as two additional districts signed on.

“The quality of the service over the past several years has greatly improved as we work with districts to ensure that their inventories are maintained according to state and federal regulations,” says OCM BOCES Assistant Superintendent for Administration Deb Ayers.

Governmental accounting standards require school districts to keep records of their fixed assets—those holding value above a certain threshold—including furniture, vehicles, computers, technical equipment and more. Districts are responsible for tracking these assets for auditing, inventory control and insurance purposes. Unfortunately, many districts do not have the capacity and staff to tackle the time-consuming, labor-intensive task of fixed asset management.

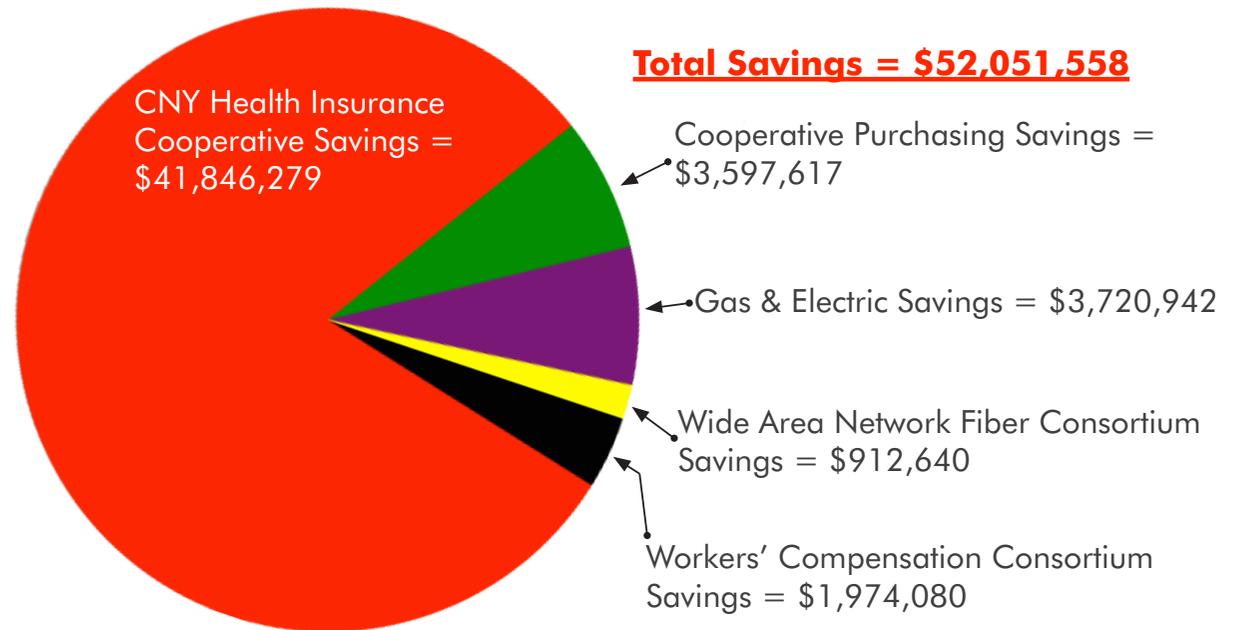
In addition to serving 12 component districts and four non-component districts (more than 61,000 pieces of inventory) through the Asset Management Service, OCM BOCES also maintains an asset inventory of more than 125,000 pieces for all OCM BOCES and CNYRIC assets in 50 districts and four BOCES across the region. *

DISTRICTS SAVE MILLIONS THROUGH MANAGEMENT SERVICES PROGRAMS

School districts have a long history of working together to provide services collaboratively through the mechanism of Boards of Cooperative Educational Services (BOCES). While BOCES were initially designed, decades ago, to help small and rural schools come together to provide occupational and special education, the organization has transformed and evolved over the years to offer many additional services. OCM BOCES offers administrative, management, technology and

non-instructional services such as cooperative purchasing, safety training and risk management. Each year, OCM BOCES saves component districts millions of dollars by coordinating its districts’ cooperative purchase of health insurance and workers compensation coverage, natural gas, electricity, technology equipment, fuel and many other commodities. During 2014, OCM BOCES saved its 23 component districts more than \$52 million through such cooperative business services. *

SAVINGS FOR OCM BOCES SCHOOL DISTRICTS FROM SELECTED COOPERATIVE EFFORTS - JANUARY 2015



COMPONENT SCHOOL DISTRICT SUPERINTENDENTS

Mr. James J. Austin
Lyncourt Union Free

Mr. Casey Barduhn
Westhill Central

Dr. Christopher R. Brown
West Genesee Central

Dr. Sharon L. Contreras
Syracuse City Schools

Mr. William Crist
Syracuse Diocese Schools

Ms. Mary Curcio
McGraw Central

Dr. Donna DeSiato
East Syracuse Minoa Central

Dr. David Hamilton
Baldwinsville Central

Mr. Michael Hoose
Cortland City

Mr. Steven Hubbard
Cincinnatus Central

Mr. Robert Hughes
Tully Central

Dr. Alice Kendrick
Jamesville-DeWitt Central

Ms. Laura Lavine
LaFayette Central

Dr. Judith Pastel
Marcellus Central

Dr. Mark Potter
Liverpool Central

Mr. Robert Price
Onondaga Central

Mr. Matthew Reilly
Cazenovia Central

Ms. Nancy S. Ruscio
Homer Central

Mr. Timothy P. Ryan
Fabius-Pompey Central

Mr. Michael Schiedo
Chittenango Central

Ms. Annette Speach
North Syracuse Central

Ms. Rebecca Stone
Marathon Central

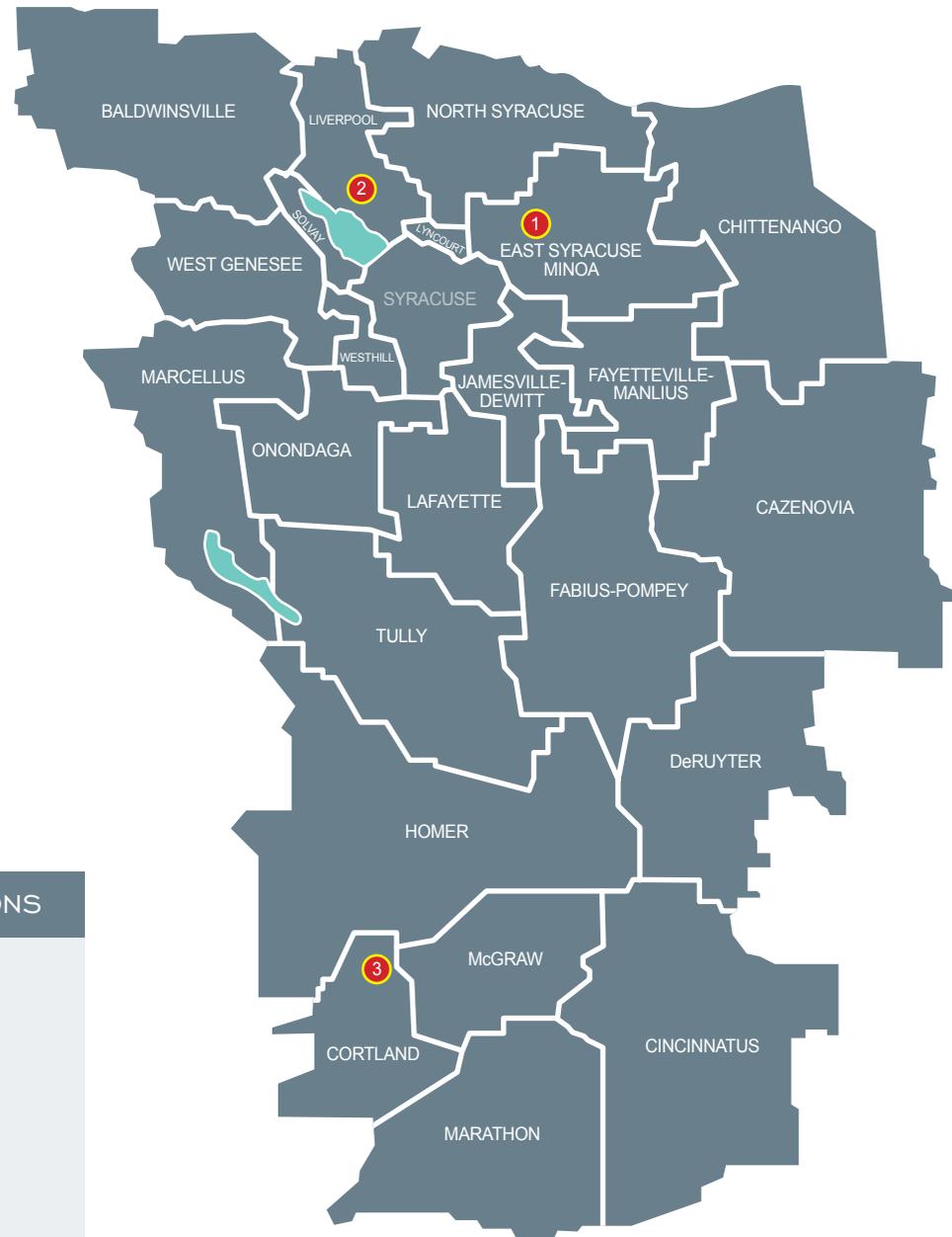
Dr. Craig J. Tice
Fayetteville-Manlius Central

Mr. Charles Walters
DeRuyter Central

Mr. Lawrence Wright
Solvay Union Free

OCM BOCES LOCATIONS

- 1 Administration & Irvin E. Henry Campus
6820 Thompson Road
- 2 Lee G. Peters Campus
4500 Crown Road
- 3 McEvoy Campus
Clinton Ave. Extension





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