

2024-2025

DIRECTORY OF SERVICES



Center for Instruction,
Technology & Innovation
Build Your Future

BUILD YOUR FUTURE

179 County Route 64 • Mexico, NY 13114 • 315.963.4251 • CitiBoces.org



IS THIS SAFE?

IS THIS DONE WITH INTEGRITY?

IS THIS KIND?

IS THIS HELPFUL?

DIRECTORY OF SERVICES



Budget Development Target Dates

Initial Request for Services form due from Components	December 15, 2023
Draft of Services Rates & Tuitions to Components	January 19, 2024
Final Request for Services forms sent to Components	March 1, 2024
Annual Meeting; Review of Proposed Budget	April 3, 2024
Final Request for Services forms due from Components	April 12, 2024
Budget Vote & Board Election	April 18 2024
2024-2025 AS-7 Contracts to Components for Execution	May 31, 2024
2024-2025 AS-7 Contracts Due from Components	June 26, 2024

The Center for Instruction, Technology & Innovation does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs, activities, employment, and admissions, and provides equal access to the Boy Scouts and other designated youth groups.

*The following people have been designated to handle inquiries regarding the non-discrimination policies:
 Roseann Bayne and Kristen Foland, compliance officers/coordinators. They can be reached by calling (315) 963-4251 or by mail at 179 County Route 64, Mexico, NY 13114. Inquiries concerning the application of the BOCES' non-discrimination policies may also be referred to the U.S. Department of Education, Office for Civil Rights (OCR), 32 Old Slip, 26th Floor, New York, NY 10005, telephone (646) 428-3800 (voice) or (800) 877-8339 (TTY).*

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Board of Education

John Shelmidine, President.....	Sandy Creek Central School District
Donna Blake, Vice President.....	Hannibal Central School District
Nicole Nadeau	Altmar-Parish-Williamstown Central School District
Allison Douglas	Central Square Central School District
David Cordone.....	Fulton City School District
Amy Shaw	Mexico Academy and Central School District
Brian Haessig	Oswego City School District
Rob Southworth	Phoenix Central School District
Joseph McGrath	Pulaski Academy and Central School District

Component Districts

 <p>Altmar-Parish-Williamstown Central School District <i>Dr. Naomi Ryfun Ed,D., Superintendent;</i> <i>Shawn Clark, Board President</i></p>	 <p>Mexico Academy & Central School District <i>Dr. Donna Runner, Superintendent;</i> <i>James Emery, Board President</i></p>
 <p>Central Square Central School District <i>Thomas J. Colabufo, Superintendent;</i> <i>Allison Douglas, Board President</i></p>	 <p>Oswego City School District <i>Dr. Raymond Kilmer, Superintendent;</i> <i>Dr. Jim MacKenzie, Board President</i></p>
 <p>Fulton City School District <i>Brian Pulvino, Superintendent;</i> <i>Brenda Abegore, Board President</i></p>	 <p>Phoenix Central School District <i>Christopher Byrne, Superintendent;</i> <i>Earl Rudy, Board President</i></p>
 <p>Hannibal Central School District <i>Christopher Staats, Superintendent;</i> <i>Jessica Wakefield, Board President</i></p>	 <p>Pulaski Academy & Central School District <i>Tom Jennings, Superintendent;</i> <i>Joel Southwell, Board President</i></p>
 <p>Sandy Creek Central School District <i>Kevin Seymour, Superintendent;</i> <i>John Shelmidine, Board President</i></p>	

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District Superintendent Services

The Center for Instruction, Technology & Innovation (CiTi) District Superintendent, Mr. Christopher Todd, is appointed by the Commissioner of Education to serve a dual role. On one hand, he leads the CiTi in its capacity as a collaborative and cooperative service provider for the benefit and at the request of the component districts. On the other hand, he serves as a field representative of the Commissioner, consulting, advising and representing the component districts' interests at the New York State Department of Education level. The services provided are generally accessible to the component districts through membership in the CiTi, which is subject to administrative fees. These services include superintendent searches, liaison activities with the NYS Education Department and consultation in a variety of areas.



Recruitment and Selection of School Superintendents

Upon the request of districts, the office of the District Superintendent may assist in the selection of a final candidate, or initiate the recruitment process, including, but not limited to creating and distributing engaging solicitation materials, advertising, pre-screening applicants based on selection criteria developed with the Board of Education at the onset, conducting interviews and recommending finalists to the district for their consideration and evaluation.

NYS Education Department Liaison

When component school districts need assistance in interpreting the law or initiatives of the NYS Education Department, the District Superintendent is uniquely positioned to provide clarification relative to rules and regulations formulated at the state level.

Regional Certification Office

The office of the District Superintendent provides teacher certification services to assist educators in obtaining the appropriate documentation to fulfill the requirements of various educational credentials including incidental teaching applications, teacher certifications and coaching licenses.

Consultation Services

At the requests of local superintendents and their boards of education, the District Superintendent may assist in conducting management studies, provide in-service to the leadership on a variety of topics relative to successful educational leadership, assist in the development of policies and performance appraisal tools for the board and superintendent and/or provide guidance in the implementation of new standards and assessments.

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District Superintendent

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Administration - CoSer 001

According to Education Law (1950)(4)(b) and Commissioner's Regulations 170.3(b), each of the component districts is allocated a proportionate share of costs included in the administrative budget. The costs are allocated based on RWADA (resident weighted average daily attendance) regardless of participation levels in programs and services elected by each district.

The Center for Instruction, Technology & Innovation (CiTi) administrative budget includes the following items:

Board of Education expenses including: board meetings and trainings, contractual items including policy services, conference and travel, association dues, expenses for the clerk and officers of the board and supplies.

District Superintendent office expenses including: the salary and benefits of the District Superintendent supplementary to amounts paid by New York State, clerical support salaries, travel expenses, supplies, equipment and contractual expenses associated with leadership and operation of the office.

General Administration expenses including: costs relative to the offices of human resources, administrative services, and business office functions (i.e., accounting, accounts receivable and payable, bidding and purchasing, payroll, budget and inventory control) such as salary and benefits of administrators and support staff, travel expenses, staff in-service, supplies, equipment and contractual expenses associated with the operation of each office, including consultant agreements, audits, legal services and the financial software package.

Other general costs including: central administrative office share of the overhead costs associated with CiTi operations (i.e., custodial and maintenance, technology support, public relations, etc.), operational insurances and the total charge for health insurance provided to retirees from all CiTi programs. As applicable, also included would be interest expenses for short-term (RAN) borrowings, needs assessment, planning and public information expenses including: public relations supplies and costs associated with conducting surveys and operational evaluations, as well as development, printing, and distribution of newsletters, brochures and media material.

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Capital Projects & Rent - CoSer 002

According to Education Law (1950)(4)(b) and Commissioner's Regulations 170.3(b), each of the component districts is allocated a proportionate share of costs included in the capital budget. These costs are allocated in the same manner as the administrative budget (i.e., based on RWADA regardless of participation levels in programs and services elected by each district.) However, there is no requirement for a vote, as in the administrative budget. The CiTi capital budget may include the following items as applicable: the costs for leasing space, payments for indebtedness associated with capital projects, appropriations to be used for the purpose of pursuing capital improvements or renovations to the facilities.

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General Education

Career and Technical Education - CoSer 101

CiTi offers 17 half-day Career and Technical Education (CTE) programs for high school students. Students explore occupations and trades through hands-on learning. Programs combine rigorous academics, innovative technology and collaborative teaching with work-based learning experiences. Participation in CTE may offer students CDOS pathway, CTE pathway, CTE Exit Credential options (101.000) along with industry credentials. Programs emphasize independent mastery of industry standards.

Advanced Metal Manufacturing
Agricultural Studies
Auto Body Repair
Auto Technology 1 & 2
Computer Coding
Construction Technology
Cosmetology
Culinary Arts
Dental Chairside Assisting

Digital Media Technology
Early Childhood Education
Heavy Equipment
Industrial Electrical Technology
New Vision Allied Health
New Vision Specialized Careers
Nursing Assistant
Public Safety and Justice
Welding Technology

Career and Technical Education Advantage - 101.100

CTE Advantage is a full-day general education program that provides students the opportunity to earn a Regents Diploma with an emphasis on intense exposure to multiple CTE programs, ultimately leading to a student's enrollment into a desired CTE program. This program is designed to meet the needs of students who have an interest in advanced skills in a vocational area and who are disconnected from their home school. Typical students attending this program display any combination of the following characteristics: disconnected from home school; needs a smaller student-to-teacher ratio; may struggle with academics; minimal discipline history that does not rise to level of continuous disruption; no history of aggressive or violent incidents.

Summer CTE - 101.767

Career and Technical Education exploration during the summer months.

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Exceptional Education 10-Month Programs

Classes provide for students with cognitive delays, severe learning disabilities, severe cognitive delays, significant behavior and/or emotional issues. All diploma options are provided for, as well as preparation for accessing either the CDOS or SACC Credentials.

Exceptional Education 12:1:1 Full-Day - CoSer 201

12:1:1 Work-Based Learning Program: This program is designed for students who are 16 to 21 years old and emphasizes vocational skills and job acquisition skills. Students in year one of the program are typically placed in part-day/part-week building-level job assignments with job coaches. In year two, students are typically placed in part-day/part-week community job assignments with job coaches.

As student skill and independence levels increase, job coach support decreases, and community job assignments become more frequent in terms of length of day and/or days per week. In the final year, students are typically placed in a job assignment near his/her residence in an effort to be gainfully employed upon exiting schooling.

Academic Levels: Students enrolled in this program typically demonstrate primary to early elementary ELA and math skills. Students are working toward earning the Skills and Achievement Commencement Credential (SACC).

Social/Emotional Profile: Students require the ability to interact at a social/emotional level that does not require consistent adult supervision. Student behavior has minimal impact on their ability to participate in the program. The typical student demonstrates the ability to build upon their academic and social experiences. The student may or may not receive school-based counseling and related services as determined by their IEP.

Contact:

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Director of Exceptional and Alternative Education

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Exceptional Education 12:1:1 Half-Day - CoSer 202

Vocational Education Program Work-Study (AM and PM): This program is designed to provide educational, vocational and employment skills to students ages 16 to 21 years old. The class is designed for students who are ready to become immersed in a real-life, community-based program to assist them with the transition from school to a post-secondary program or career. The program offers authentic experiences in which to practice skills.

Academic Levels: Students enrolled in this program typically demonstrate middle to late elementary ELA and math skills. Students are working toward earning the Career Development and Occupational Standards (CDOS) Commencement Credential and a local or Regents diploma.

Social/Emotional Profile: Students require the ability to interact at a social/emotional level that does not require consistent adult supervision. Student behavior does not impede their ability to participate in classroom or community activities. The typical student demonstrates the ability to build upon their academic and social experiences. The student may or may not receive school-based counseling as determined by their IEP.

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Exceptional Education 6:1:2 STRIVE Full-Day - CoSer 207

Safe, Trusting, Restorative, Instructional and Vocational Environment (STRIVE) classes are designed for students with severe behavior management needs that are defined as highly intensive, frequent and which result in aggressive, self-abusive or withdrawn behavior patterns that adversely affect their educational performance. The STRIVE program is available for students in grades K-12. Students who attend the 6:1:2 high school classes have the ability to obtain high school credits toward a high school diploma (awarded by their home school). The goal of the STRIVE program is to foster the development of independence in social, emotional, behavioral, academic and vocational skills. We provide an integrated service delivery model to address each child's unique educational, social, emotional, vocational and developmental needs. We believe that children can realize their potential given an environment that is supportive, developmentally appropriate and geared toward specific individual needs. Vocational education is an integral part of the program for high school students.

Academic Levels: Students enrolled in this program typically demonstrate academic skills in ELA and math that are two to three grade levels or more below their cohort grade level. Limited academic progress has typically resulted due to behavioral, emotional, social and/or mental health needs. Small classes help each student with academic success. There are opportunities for the full spectrum of diploma and between certificate exit credentials for all students.

Social/Emotional Profile: Students require intensive intervention due to severe developmental, emotional or behavioral needs. A high level of structure and support is required. Restorative Practice philosophy is employed.

Restorative Practice Philosophy: The program prescribes to and embraces the Restorative Practice philosophy, which is guided by an ethic of care and justice. It is an approach to build community, promote a culture of care, foster a sense of belonging, invite responsibility and provide accountability, reparation, reconciliation and reintegration where harm has occurred. Restorative Practice is based upon mutual respect and appreciation, belief in people's ability to resolve their own problems, acceptance of diversity and an inclusive approach to problem-solving so that feelings, needs and views of everyone in the community are taken into account, and there is a congruence of beliefs and actions. The goals of Restorative Practice are to make the schools and the community safe, raise morale and build connections, promote respect among the school community and foster a sense of belonging for students and staff in the school, raise attendance, reduce behavioral referrals, diminish suspensions and expulsions, eliminate bullying and all kinds of violence in the school and in doing all the above, raise academic performance for all students.

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Exceptional Education 8:1:1 Enhanced A+ - CoSer 208

This program is designed to provide a balanced educational program for students K-12 diagnosed with autism or other behavioral tendencies that are related to social and communication needs. Students typically exhibit the following characteristics:

- Severe communication deficits related to their disability classification
- Significant problems with social interactions and/or adaptive skills
- Severe repetitive activities and/or stereotypical movements
- Extreme resistance to environmental change and/or changes in daily routine
- Unusual and/or lack of response to sensory experiences

Staff are trained in the Treatment and Education of Autistic and Related - Communications Handicapped Children (TEACCH) – a family-centered, evidence-based practice for autism. The program provides students with sensory diet opportunities in the classroom as well as scheduled time in a sensory room.

Academic Levels: Academic levels for students enrolled in this program can vary greatly. A variety of curriculum modifications and assistive technologies are essential. There are opportunities for the full spectrum of diploma and certificate exit credentials for all students.

Social/Emotional Profile: The social/emotional profile for students enrolled in this program can be quite diverse. Predictable schedules and individualized and small group work sessions are critical.

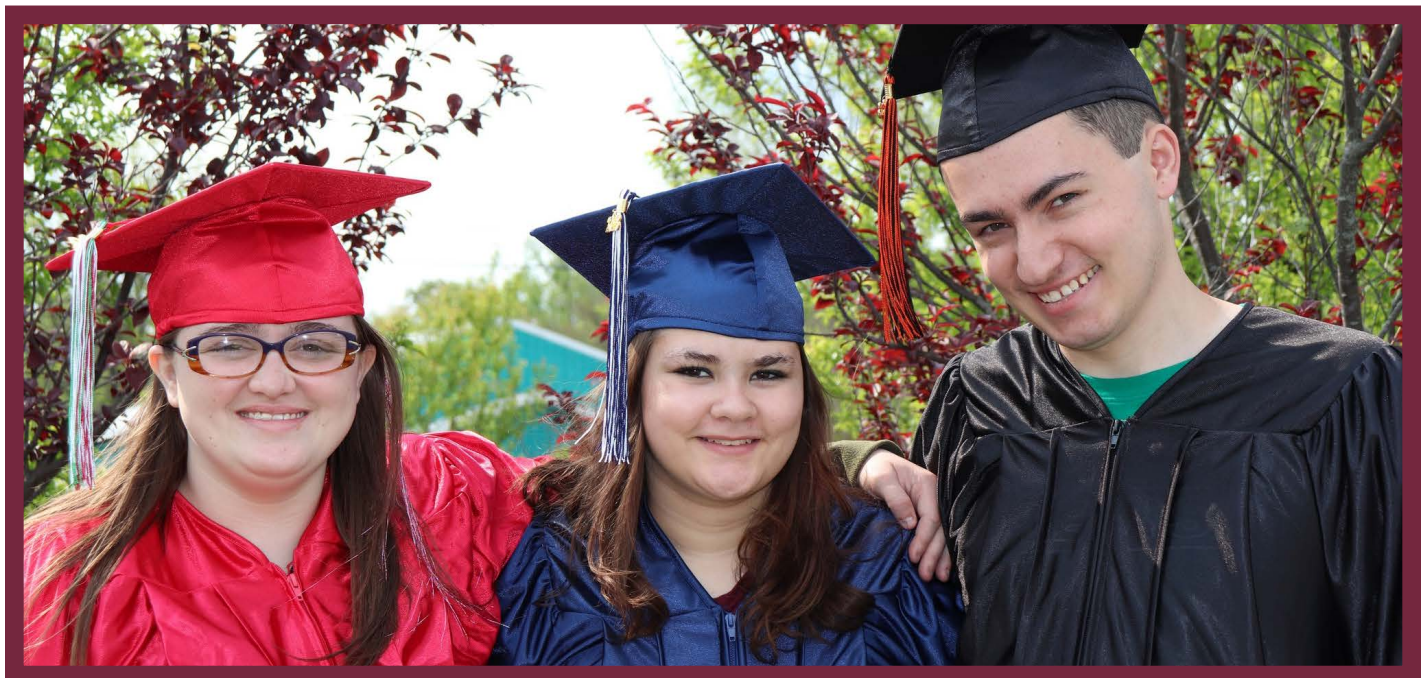
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Day Treatment Stepping Stones Full-Day - CoSer 217

The Day Treatment program, also known as Stepping Stones, is designed for students with intense management needs and a current mental health diagnosis. CiTi and Hillside Family of Agencies partner to provide educational and therapeutic services to students and families. The program offers a structured, small group environment that helps students address the emotional and behavioral challenges that interfere with learning, so that they may return successfully to their home district. Academic instruction is provided by CiTi staff. The Hillside Family of Agencies provides the therapeutic component of the program. This component involves individual, family and group therapy as well as parent and family support. The program also provides for regular, on-site psychiatric consultations and medication management. Documentation of a current (within one year) mental health diagnosis is required to attend this program. Students who attend the Stepping Stones high school classes have the ability to earn a local or regents diploma and the CDOS credential.

Academic Levels: Students enrolled in this program typically demonstrate academic skills in ELA and math that are two to three grade levels below their cohort grade level. Loss of academic progress has been hindered by emotional and/or mental health needs.

Social/Emotional Profile: The Stepping Stones Program serves children and youth in grades K-12 who have behavioral and emotional challenges, and who would benefit from special education instruction and fully integrated, on-site mental health services. Documentation of a current mental health diagnosis is required.

Therapeutic Transition Team: Stepping Stones students who transition to a less restrictive environment may still need and benefit from therapeutic support. A Behavior Support Professional and/or Clinician may be purchased per diem (217.005) and per hour (217.006), respectively. Objectives of these services include:

- Provide extended in-classroom support for the youth, teachers and other classroom staff to review strategies for achieving positive outcomes;
- Continue to work with the youth on skill areas that could use improvement;
- Coordinate follow-up meetings with the youth's family to discuss progress on goals laid out in discharge plan and supports that would help further that progress;
- Provide additional training and support as requested by the school district; and
- Coordinate ongoing mental and behavioral health supports with community-based providers.

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Related Service Options

For students attending CiTi program classes in CoSers 201, 202, 203, 207, 208 and 217:

Audiology: Audiologists and Audiometric Technicians provide direct (2XX.101), consultation (2XX.102) or auditory processing disorder evaluation services (2XX.103) to students who need aids or equipment to supplement their residual hearing.

Counseling: Certified pupil personnel specialists provide direct (2XX.701), consultation (2XX.702) or evaluation services (2XX.703), to students to cope with social, emotional, behavioral and/or learning difficulties that interfere with their educational progress. Note: this service is not required for students attending the Day Treatment program, as counseling is a built-in component of that program.

Job Coaching: Provides an adult to accompany a student on a job-shadowing experience or job site to supervise and teach the student job responsibilities. Job coach hours are requested in increments of one to 12 hours per week or for students typically in their commencement year, one to 24 hours per week (2XX.020).

1:1 Teaching Assistant/Interpreter/Captionist: A Teaching Assistant (XXX.601), Teacher Aide (XXX.603), Teaching Assistant/Interpreter (XXX.602), or Teaching Assistant/Captionist (XXX.604) will provide 1:1 services for students.

1:1 Registered Nurse: A professional registered nurse provides skilled nursing services to medically fragile students with complex healthcare needs within a school setting as prescribed by the student's IEP (2XX.704).

Speech Therapy: Certified staff provides direct (2XX.201), direct with Medicaid (2XX.204), consultation (2XX.202) and/or evaluation services (2XX.203) to students with communication disorders.

Teacher of the Deaf and Hard of Hearing Education: Certified staff provides direct (2XX.104), consultation (2XX.105) or evaluation services (2XX.106) to students whose hearing loss adversely affects educational performance. A Comprehensive Educational and Audiological Team (CEAT) evaluation is performed by an Itinerant Educational Audiologist and a Teacher of the Deaf and Hard of Hearing (2XX.107). Central Auditory Processing Evaluations, conducted by an Itinerant Educational Audiologist, are billed under service code 2XX.108.

Teacher of the Visually Impaired: Teacher provides direct (2XX.030), consultation (2XX.040) or evaluation services (2XX.050) to students whose visual impairment adversely affects educational performance.

Orientation and Mobility Services: Teacher provides direct (2XX.060), consultation (2XX.070) or evaluation services (2XX.080) to students whose visual impairment adversely affects movement within school settings.

Contact:

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Exceptional Education Itinerant Services

1:1 Teaching Assistant - CoSer 223

Teaching Assistant - 223.010

A certified teaching assistant will work with an individual student in a district-operated, special education program as requested by a component district.

Interpreter - 223.011

A certified teaching assistant with interpreting skills will work with an individual student in a district-operated, special education program as requested by a component district.

Captionist - 223.013

A certified teaching assistant with captioning skills will work with an individual student in a district-operated, special education program as requested by a component district.

Contact:

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Itinerant Teacher of the Visually Impaired - CoSer 302

An Itinerant Teacher of the Visually Impaired provides direct, consultation or evaluation services to students whose visual impairment adversely affects educational performance. Services must be purchased on an FTE basis (302.000), not to exceed .6 FTE, to serve district students.

Orientation and Mobility Services: Teacher provides direct, consultation or evaluation services to students whose visual impairment adversely affects movement within school settings. Services must be purchased on an FTE basis (302.100), not to exceed .6 FTE, to serve district students.

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Itinerant Audiology - CoSer 303

Itinerant Educational Audiologists and Audiometric Technicians provide consultation to students with Hearing Assistance Technology (HAT) needs: hearing aids, personal FM systems and classroom sound field systems. In addition, Audiologists provide direct service and/or consultation to students with hearing loss or auditory processing disorders. Services must be purchased on an FTE basis (303.100), not to exceed .6 FTE, to serve district students.

Contact:

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Itinerant Licensed Speech Language Pathologist - CoSer 305

Itinerant Licensed Speech Language Pathologist - 305.000

An itinerant Licensed Speech Language Pathologist (SLP) provides direct, consultation or evaluation services to students with communication disorders. Services must be purchased on an FTE basis, not to exceed .6 FTE, to serve district students.

Itinerant Licensed Speech Language Pathologist with Medicaid Documentation - 305.100

An itinerant Licensed Speech language Pathologist (SLP) will provide direct, consultation, evaluation services or “under the direction of (UDO)” documentation for Medicaid reimbursement purposes. Services must be purchased on an FTE basis, not to exceed .6 FTE, to serve district students.

Contact:

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Adapted Physical Education - CoSer 306

An itinerant Physical Education Teacher provides adapted physical education services to students. Services must be purchased on an FTE basis (306.000), not to exceed .6 FTE, to serve district students.

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Job Coaching - CoSer 307

Itinerant Job Coach - 307.000

An itinerant adult will accompany a student on a job-shadowing experience or job site to supervise and teach the student job responsibilities. Services must be purchased on an FTE basis, not to exceed .6 FTE, to serve district students.

Itinerant Work-Based Learning Coordinator - 307.010

An itinerant work-based learning coordinator will coordinate efforts associated with CDOS Credentials including but not limited to: information gathering, data system input and communication with all stakeholders (CSE Chairs, Guidance Counselors, Principals, and Teachers) on the progress and completion of the CDOS Credential components (annual Career Plan – grades nine through 12, Employability Profile, and Work-Based Learning Hours – 54 hour minimum). Services must be purchased on an FTE basis, not to exceed .6 FTE, to serve district students.

Contact:

Erin Joyce

Director of Exceptional and Alternative Education

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Itinerant Teacher of the Deaf - CoSer 333

An itinerant Teacher of the Deaf provides direct, consultations or evaluation services to students whose hearing loss adversely affects educational performance. Services must be purchased on an FTE basis (333.000), not to exceed .6 FTE, to serve district students.

Contact:

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Music Therapy - CoSer 343

Music therapy is the therapeutic application of singing, moving to music, playing instruments, listening and creating music to assist students in meeting their IEP goals and objectives. Individual and group sessions will be provided to students identified in their IEP as needing/benefiting from music therapy. An itinerant Music Therapist will provide this instruction/related service to students with disabilities in district classrooms or BOCES facilities.

Contact:

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Itinerant Counseling - CoSer 352

Itinerant - Exceptional Education Teacher - 352.010

An itinerant Special Education Teacher provides direct or consultation services to school-age students with disabilities. Services for students are purchased on an FTE basis, not to exceed .6 FTE, to serve district students. Locations for these services could include, but are not limited to: the student's home, hospital, neutral site or in-district operated special education programs.

Itinerant - Counseling - 352.040

An itinerant pupil personnel specialist provides direct, consultation or evaluation services for students with disabilities to help them cope with social, emotional, behavioral and/or learning difficulties that interfere with their educational progress. Services are purchased on an FTE basis, not to exceed .6 FTE, to serve district students.

Itinerant - Counseling - Per Diem - 352.100

Itinerant - Skilled Nursing - 352.050

A professional registered nurse provides skilled nursing services to medically fragile students with complex healthcare needs within a school setting as prescribed by the student's IEP. Services for students are purchased on an FTE basis, not to exceed .6 FTE, to serve district students.

Contact:

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Substance Abuse Prevention and Counseling Collaborative - CoSer 524

A Substance Abuse Prevention and Counseling Collaborative, using highly qualified substance abuse counselors, that will be shared throughout county schools. The collaborative will provide affordable and wide-ranging Substance Abuse Prevention and Counseling services in whole group and individualized settings to general, alternative and special education students in grades K-12. Services also include staff development and will be provided as needed both during the school year and during the summer and would include the following (524.000):

- Substance abuse prevention counseling;
- Intervention services;
- Evidence-based programming including classroom and community instruction;
- Familial wrap-around services;
- Staff development as needed for component district and BOCES instructors;
- Other services as statistics and trends dictate are necessary.

Services are purchased on an actual use basis for individual or group sessions, consults and evaluations, and per diem for provision of staff development training.

Contact:

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Summer - Extended School Year

Center-based Programs - CoSer 814

A six-week (full-day) summer program is available for students identified as needing an extended school year (ESY). A full complement of 12:1:1, 12:1:3, 8:1:1 and 6:1:2 classroom options are offered. Similar to school year programming, all related services are available to students who attend Exceptional Education Summer School.

Contact:

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Itinerant Services - CoSer 815

Summer itinerant services are available as follows: Audiology, Counseling, Job Coaching, Special Education Itinerant Teacher, Speech Therapy, Teacher of the Deaf and Hard of Hearing Education and Teacher of the Visually Impaired. Services generally take place in a district building, but may also occur at a variety of sites other than CiTi-operated Summer School program classes.

Contact:

Erin Joyce

Director of Exceptional and Alternative Education

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1:1 Teaching Assistant - CoSer 816

A certified teaching assistant, teaching assistant/interpreter, teacher aide or teaching assistant/captionist will work with an individual student as requested by a component district per a student's IEP in the summer.

Contact:

Erin Joyce

Director of Exceptional and Alternative Education

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8:1:1 Day Treatment Stepping Stones - CoSer 817

A six-week (full-day) summer program is available for students identified as needing an extended school year (ESY) in a Day Treatment program. Similar to school year programming, all related services are available to students who attend Exceptional Education Summer School at the Stepping Stones program.

Contact:

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Alternative Education

Driver Education 10-Month - CoSer 355

Successful completion of this course qualifies students for an MV-285 Course Completion Certificate and an MV-278 Pre-licensing Certificate. The program consists of 24 hours of classroom instruction and 24 hours of in-vehicle instruction, with a minimum of six hours behind the wheel and 18 hours observing. Students must be 16 years old prior to the beginning of the course. Billed by FTE, the vehicle is provided and serves a maximum of 24 students per semester (355.000).

Contact:**Marla Berlin***Director of College & Career Education*

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Project Explore - CoSer 402

Half-Day 402.000/Full-Day 402.100

The Project Explore program provides students in grades nine through 12 with an opportunity to explore various vocational mediums encouraging interest in both school and vocational programming. The program provides students with a variety of educational options that focus on engagement and employability skill building.

- Math/English;
- A strong emphasis on vocational soft skills and entry-level job skills;
- Developing basic work habits and safety;
- Carpentry and computer-based carpentry;
- Outdoor education/conservation;
- Retailing;
- CDOS Credential Opportunities.

For students that provide a student profile in the CDOS Tracker program. Students will exit the program with an Employability Profile, Career Plan and Portfolio that may be utilized upon seeking employment or added to upon entering a Career and Technical Education Program. The program does not embed special education services.

Contact:**Marla Berlin***Director of College & Career Education*

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P-TECH - CoSer 403

Students enter the P-TECH program as ninth-graders and work simultaneously toward earning a Regents High School Diploma and an Associate's Degree in Applied Science from Onondaga Community College - at no cost to the student's family. The five-to-six-year sequence emphasizes individualized pathways to completion, workplace experiences, mentorship, in-depth project-based learning and real world experiences. P-TECH currently offers career clusters in advanced manufacturing, specializing in electrical technology, mechanical technology, and electromechanical technology. This is a full-day program. Years one and two are currently located on CiTi Mexico campus. Year three is spent two days at OCC and year four is spent four days a week at OCC. Years five and six will be a combination of time at OCC and industry partners with job shadowing and internship opportunities; per-student tuition fee (403.010).

Contact:

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Behavioral Intervention - CoSer 407

Full-Day 407.100

The Behavioral Intervention Program (Bridges to Success) is a full-day program that provides an intensely supportive environment for students in grades nine through 12. This program embeds counseling and low student-to-adult ratios into a wrap-around service for students who are not identified as a student with a disability. Prospective students have an extensive history of in-school academic, social and mental health interventions that have proven unsuccessful. Typical students attending this program display any combination of the following characteristics:

- A pattern of continuously disruptive behavior;
- Committed major code of conduct violations that are not a manifestation of a disability;
- Current, past or likely involvement with Child Protective Services or community service agencies;
- Current, past or likely involvement with Juvenile Justice System;
- Experienced significant trauma or loss;
- Is not on track to graduate as a result of inadequate credit accrual and/or age;
- Remediation is needed in ELA and/or math;
- Out-of-school suspension and/or home tutoring is ineffective.

Students experience positive social-emotional growth and are expected to earn a diploma either through Bridges to Success or moving into a less-intensive program like Credit Accrual and Recovery for Everyone (CARE) or returning to district. The program does not embed special education services.

Contact:

Erin Joyce

Director of Exceptional and Alternative Education

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CARE Credit Accrual & Recovery for Everyone - CoSer 408

Half-Day 408.000/Full-Day 408.010

This half- or full-day program uses a combination of whole group, one-on-one, blended and software-based instructional credit accrual and recovery approaches. The goal of this program is positive social-emotional growth and attainment of a high school diploma. Students attending this program display any combination of the following characteristics:

- Disengaged/disenfranchised student (discipline history does not rise to the level of continuous disruption or major violations);
- Truancy issues;
- Social anxiety/poor social coping skills;
- Teen parent;
- Uncomfortable in the traditional school setting;
- Is not on track to graduate as a result of inadequate credit accrual and/or age;
- Remediation is needed in ELA and/or math;
- Likely to become a drop-out;
- Student's behavioral/referral history does not indicate violent/aggressive tendencies.

This program is housed at CiTi Lanes, and the curriculum embeds opportunities for hands-on college and career experiences. The program does not embed special education services. Half-day students may obtain some special education services during the second half of their day via the following:

- 11th & 12th grade students: Attend Career and Technical Program at CiTi; or
- Ninth through 12th grade students: Attend Project Explore Alternative Program at CiTi; or
- Ninth through 12th grade students: Attend programming in home district.

Contact:

Erin Joyce

Director of Exceptional and Alternative Education

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CARE PLUS - CoSer 431

This full-day program uses a combination of whole group, one-on-one and blended software-based instruction credit accrual and recovery approaches. The goals of this program included social-emotional learning, attainment of a Regents diploma with ninth grade cohort, college readiness and development of employability skills. In addition to the academic programming, CARE PLUS is a Recovery High School model that works in partnership with Farnham Family Services for addiction services through peer support, prevention and intervention services, including clinical work as needed. In order to maximize the success of students in CARE PLUS, the program has been designed to run from 12 p.m. to 6 p.m. This is a 12-month program. Summer will include community service projects and work-based learning opportunities along with social activities to develop healthy habits. This program is located at CiTi Lanes in Mexico. A Recovery High School is an alternative, multi-service high school program that provides a supportive educational environment for students in grades 9-12 with, or at-risk of developing, a diagnosed substance use disorder CARE PLUS will create a strong academic program that is supportive of recovery and will provide for students' intellectual, recovery, social-emotional, physical, mental health, general health and well-being, post-treatment and continuing care support through an articulated partnership with Farnham Family Services.

Students attending this program display any combination of the following characteristics:

- Disengaged/disenfranchised student
- Teen parent
- Discipline history does not rise to the level of continuous disruption or major violations
- Student's behavioral/referral history does not indicate violent/aggressive tendencies
- Student's behavioral/referral history does not include instances of elopement from class or school building
- Truancy issues
- Social anxiety/poor social coping skills
- Uncomfortable in the traditional school setting
- Is not on track to graduate as a result of inadequate credit accrual and/or age
- Remediation is needed in ELA and/or math
- Likely to drop out of school
- May have a significant history of trauma
- Ownership of self-directed individualized instructional plan
- Experience with online learning
- Is diagnosed or at risk of a substance abuse disorder

Contact:

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Middle School Alternative Education - CoSer 410

Middle School Alternative Education is a full-day program that provides an intensely supportive environment for students in grades six through eight. This program embeds counseling and low student-to-adult ratios into a wrap-around service for students who are not identified as a student with a disability. Prospective students have an extensive history of in-school academic, social and mental health interventions that have proven unsuccessful. The program does not embed special education services. Typical students attending this program display any combination of the following characteristics:

- A pattern of continuously disruptive behavior;
- Committed of major code of conduct violations that are not a manifestation of a disability;
- Current, past or likely involvement with Child Protective Services or community service agencies;
- Current, past or likely involvement with Juvenile Justice System;
- Experienced significant trauma or loss;
- Is not on track to graduate as a result of inadequate credit accrual and/or age;
- Remediation is needed in ELA and/or math;
- Out-of-school suspension and/or home tutoring in ineffective.

Contact:

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Equivalent Attendance Education - CoSer 412

Equivalent Attendance (EA) - Provides instruction in preparation for the GED for adult students up to 20 years of age. Subscription to the service is on a per seat basis using the contract hour rate communicated by the New York State Education Department.

Contact:

Amie Abold

Coordinator for Adult Programs

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Summer School - CoSer 414

Summer School Driver Education - 414.010

Successful completion of this course will qualify the student for an MV-285 Course Completion Certificate and an MV-278 Pre-licensing Certificate. The program consists of 24 hours of classroom instruction and 24 hours of in vehicle instruction, with six hours behind the wheel, and 18 hours observing. Students must be 16 years of age prior to the beginning of the course. Districts subscribe on a per student basis. Instructional delivery is dependent on COVID-19 restrictions.

Contact:

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Summer School Support Service – 414.000 (High School)/414.001 (Middle School)

CiTl can provide assistance to two or more districts wishing to run their own summer school program. This would include general advisory oversight and guidance by a CiTi administrator, hiring district staff on CiTi payroll, facilitation of pre-session staff development, support in summer exams and assistance with closing the session.

Summer School Regents - 414.015

Service provides Regents test administration and oversight at a central location, including proctoring and grading. Subscription is on a per test basis.

Summer Enrichment Programs - 414.020

Districts can share in-district summer enrichment programs for students using district staff appointed through CiTi as summer employees.

Summer Elementary Behavior Intervention - 414.100

For students in grades one through six the Summer Elementary Behavior Intervention Program provides positive social-emotional growth and re-entry to traditional school setting. Characteristics of prospective students include an extensive history of in-school academic, social and mental health interventions that have proven unsuccessful, and the student displays a pattern of disruptive behavior or commits a major violation that is not a manifestation of any disability. The program does not embed special education services. Additional qualifying characteristics may include:

- Difficulty conforming to basic rules and expectations;
- Out-of-School suspension and/or home tutoring are untenable choices;
- Displays of aggressive or violent reaction to minor incidents;
- Needs a smaller, more highly structured environment;
- Unskilled or inadequate family support:
- Current, past or likely involvement with Child Protective Services or community service agencies;
- Experienced significant trauma or loss;
- Academically delayed or below grade-level (not as a result of a learning disability);
- Academic and/or behavioral data suggests student is likely to become a drop-out upon reaching secondary school.

Contact:

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Adolescent Pregnancy Prevention Services - CoSer 418

Adolescent Pregnancy Prevention Services: SAFE Lessons - 418.065

Lessons can be purchased individually. This does not constitute a peer education group, as lessons need to build one-to-another in order to understand the entire concept and be peer educator prepared.

Adolescent Pregnancy Prevention Services: Teen Health Issues - 418.080

This service includes one-to-one or small group health education/counseling, confidential pregnancy testing, transportation (with parent permission) and enhanced information and referrals. APPS does not simply give the student a name and phone number. They work closely with that student to explore “known” referral options and barriers. Once a referral is made, follow-up is maintained to achieve a successful result. The service is billed on a day-per-week basis. The APPS Teen Health Issues Educators are mandated reporters; they promote abstinence and reinforce communication and decision-making skills that will lead to healthy lifestyles. Educators focus on risk reduction by teaching medically accurate human sexuality information. Up to 10 classroom lessons are included in this service at no additional charge.

The Center for Instruction, Technology & Innovation APPS team will coordinate this service, and specialists in human sexuality education will deliver it.

Contact:

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GED - CoSer 427

Half-Day 427.100

The GED Exam is designed to provide an alternative option for students who have not met with success in a diploma-based program. Students who are not reading at a ninth-grade level are considered Pre-GED, and their program will consist of remediation to make them eligible for GED instruction by using a combination of one-on-one, blended and software-based instructional approaches. This program can begin serving students starting at age 16 who have completed the school year in which they turned 16, or such older maximum compulsory age as the Board of Education of the school district may require for school attendance pursuant to Section 3205 (3) of the Education Law. Student characteristics:

- Students between ages 18 and under 21 who have met program eligibility requirements may be admitted into the AHSEP program and are considered "transfers" after a 5654 enrollment is opened;
- Impossible or improbable that student can complete a diploma option;
- Student may have a pattern of dropping-out and then returning to school;
- May be a mandated attendee (by court system);
- Student may be required to sign a behavioral contract, based upon individual student profile.

The GED program is half-day and is combined with other alternative education settings. The program does not embed special education services. Students can attend additional tuition-based programs the second half of the day as follows:

- 11th & 12th grade students: Attend Career and Technical Program at CiTi (CoSer 101); or
- Ninth through 12th grade students: Attend Project Explore Alternative Program at CiTi (CoSer 402); or
- Ninth through 12th grade students: Attend programming in home district.

Contact:

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Elementary Behavioral Intervention - CoSer 437

Full-Day 437.000

For students in grades one through six, the Elementary Behavioral Intervention program provides positive social-emotional growth and the opportunity for re-entry to a traditional school setting. Characteristics of prospective students include an extensive history of in-school academic, social and mental health interventions that have proven unsuccessful, and the student displays a pattern of disruptive behavior or commits a major violation that is not a manifestation of any disability. The program does not embed special education services. Additional qualifying characteristics may include:

- Difficulty conforming to basic rules and expectations;
- Out-of-School suspension and/or home tutoring are untenable choices;
- Displays of aggressive or violent reaction to minor incidents;
- Needs a smaller, more highly structured environment;
- Unskilled or inadequate family support ;
- Current, past or likely involvement with Child Protective Services or community service agencies ;
- Experienced significant trauma or loss;
- Academically delayed or below grade-level (not as a result of a learning disability; Academic and/or behavioral data suggests student is likely to become a drop-out upon reaching secondary school.

Contact:

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Home School Coordination - CoSer 526

CiTi employees will coordinate the process for confirming the competence and substantial equivalency of instruction being provided to home schooled students. This process will be in response to Education Law sections 3204(2) and 3210(2)(d) and Commissioner's Regulations 100.10. While CiTi staff will coordinate the process, it will remain the responsibility of the local school superintendent to determine competence and substantial equivalence of instruction being provided to home schooled students residing in their district (526.000). Out-of-county home school coordination (526.010).

Contact:

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Advanced Placement - CoSer 475

High School Students have an opportunity for an early college experience at Cayuga Community College.

The Opportunity:

Districts will work with Citi BOCES through the Advanced Placement CoSer, to coordinate an on campus experience for high school students. Students could take a minimum 6 credits to a maximum 12 credits per semester at either Cayuga Community College Fulton or Auburn Campuses.

The Target Populations:

Academically capable students looking for an alternative pathway in high school
 Students who want to complete college courses on a college campus
 Students who want to complete certification/degree program work while still in high school

Contact:

Melissa Daniels

Director of Virtual Learning

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Distance Learning - CoSer 477

The Distance Learning Service includes shared distance learning classes via videoconferencing, online courses, videoconferencing/virtual field trips and Distance Learning Summer School (Base fee 477.000). Textbooks are under service code (477.030) and shared instruction cost of the college course is under service code (477.040).

- **Distance Learning Classes via Videoconferencing:** college, Advanced Placement, high school credit courses, SAT Prep and Regents review;
- **Online Learning:** college, Advanced Placement, high school courses and Credit Recovery;
- **Videoconferencing/Virtual Field Trips:** educational videoconferencing and classroom collaborations;
- Professional development for educational staff and community members;
- Technical support and training;
- Overall coordination of the program;
- Online summer college;
- College courses via videoconferencing;
- Online college courses.

Videoconferencing/Virtual Field Trips - 477.020/477.025/477.050/477.055/477.060/477.070

The Videoconferencing service connects classrooms to content providers for the purpose of interactively participating in an exchange of information with an expert. The content provider cost for the video conference is billed under service code 477.020, while virtually streamed opportunities are under service code 477.025.

- Access to databases of field trip opportunities (477.050 Field Trip only base fee & 477.055 Additional trips);
- Coordinating and scheduling educational, standards-based field trips;
- Technical support and training;
- Facilitation of field trip during video conference;
- Additional services (477.060);
- Online services (credit recovery) (477.070).

Textbook Fees - 477.030

College Tuition - 477.040

High School Courses - 477.045

Contact:

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Director of Virtual Learning

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Virtual Learning Summer - CoSer 478

Students are able to earn college credit via virtual learning over the summer. This service includes the coordination of online college courses for students.

Summer Textbook Fees - 478.030

College Tuition - 478.040

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SYNERGY Virtual High School - CoSer 479

SYNERGY Virtual High School: Early College Pathways is a 100% virtual environment for students in grades 7-12. Core high school classes and college courses will be instructed virtually via interactive videoconferencing and online instruction by teachers from CiTi BOCES and professors from Cayuga Community College. Upon completion of SYNERGY, students will meet the requirements for a NY State High School diploma with the potential to complete an advanced diploma as well as an associate degree from Cayuga Community College through interactive videoconferencing and online classes from home. Districts can enroll students into any grade 7-12.

SYNERGY provides all students with a laptop to use from home. Students are expected to find a location in the household to attend the SYNERGY program daily. A full schedule up to five and a half hours of instruction/academic study hall occurs daily in a teacher's interactive video virtual classroom. The five and a half hours does not include small breaks between classes and time for lunch. Each class meets three times per week. Students are expected to attend all virtual classes the same as if attending a physical school.

- Immunocompromised, struggle with anxiety, and/or have medical issues;
- Seeking an alternative education pathway;
- Disassociated/uncomfortable with the traditional high school experience;
- Seeking advancement in an academic/interest area;
- Interested in receiving a two-year college degree while still in high school;
- Able to thrive in a virtual educational environment.

Synergy Virtual Tutoring Service - 479.110

The Synergy Virtual Tutoring Service connects students grades 7-12 with virtual tutors in need of tutoring due to suspension, medical leave or other situations where students are unable to attend school. The program can accommodate students who will be out of school from 5 days to 4+ weeks yet do not need a full-year placement. Alternatively, Synergy Virtual High School is available for students who are in need of a full year or rest of the year placement.

The virtual tutoring service will provide tutoring for students 3 hours per day, 5 days per week via Zoom using district content or CiTi provided curriculum leveraging Edgenuity in a live environment with tutor support.

Contact:

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General Education Itinerant Services

Itinerant Visual Arts Teacher (All Grades) - CoSer 313

Itinerant visual art teacher(s) provide instruction for various Art courses from elementary through high school. This is a shared service between districts where needed and requested by the school districts. Services must be purchased on an FTE basis (313.000), not to exceed 0.6 FTE, to serve district students.

Contact:

Julie Landy

Director of Assessment, Professional Growth and Community Services Initiatives

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Itinerant ESL Teacher - CoSer 314

Itinerant English as a Second (or New) Language Teacher(s) provides support to students who do not have English as their primary language as well as the staff working with them. This is a shared service between districts where needed and requested by the school districts. Services must be purchased on an FTE basis (314.000), not to exceed 0.6 FTE, to service district students.

Contact:

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Itinerant Agricultural Studies Teacher - CoSer 341

Itinerant Agriculture Teacher(s) provide instruction in the science of farming and agriculture. They may cover topics such as soil composition, crop rotation, animal husbandry, agribusiness or other related topics to be shared between districts where needed and requested by the school districts. Services must be purchased on an FTE basis, not to exceed 0.6 FTE.

Contact:

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Itinerant Family and Consumer Science Teacher (MS/HS) - CoSer 351

Itinerant Family and Consumer Science (FACS) Teacher(s) (sometimes referred to as Home & Careers) provide instruction in the Family and Consumer Science content for both middle and high school levels. This is a shared service between districts where needed and requested by the school district. Services must be purchased on an FTE basis (351.000), not to exceed 0.6 FTE, to service district students.

Contact:

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Itinerant Foreign Language, ASL - CoSer 311

An itinerant ASL teacher provides ASL instruction to students. Services must be purchased on an FTE basis (311.000), not to exceed 0.6 FTE, to serve district students.

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Itinerant Advanced Science Teacher - CoSer 324

Itinerant science teacher(s) provide instruction in the sciences, including physics and chemistry, and any science taught as Advanced Placement, to be shared between districts where needed and requested by the school districts. Services must be purchased on an FTE basis (324.000), not to exceed 0.6 FTE, to serve district students.

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Instructional Programs and Staff Support

Assistant Superintendent for Instruction - CoSer 310

At the requested percentage of FTE, districts are provided on-site supervision and leadership in the administration, development, implementation, coordination and evaluation of the district's K-12 instructional program. This includes development and evaluation of curriculum, coordination of staff in-service, and evaluation of instructional effectiveness, including the observation and evaluation of designated personnel (principals, supervisors and teachers). Specific responsibilities would be mutually developed by the CiTi Instructional Support Services Department and the local district. Additional options may also include: recruitment and assignment of staff, effecting horizontal and vertical continuity and articulation of instructional program (K-12) throughout the district, supervising the process for selection and/or development of instructional materials and textbooks and coordinating grade-level and departmental or committee meetings as needed.

Contact:

Heather Witter

Director of Instructional Support Services

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Curriculum and Instruction Coordination - CoSer 338

On-site coordination of curriculum and instructional support is available on an FTE basis. Specific responsibilities are mutually developed by the CiTi Instructional Support Services Department and the local district, and may include coordination and provision of professional development, coordination and facilitation of district and SED instructional initiatives, provision of support and mentoring of new teachers and/or facilitation of improvement initiatives (338.000).

Contact:

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OCAY League - CoSer 406

406.040

The Oswego County Academic Youth League was founded on the premise of academic excellence through competition. Teams are made up of eight to 16 members and compete in several events throughout the school year. Cost of the program includes materials, sites, awards and related personnel expenses, plus a service charge for processing.

Contact:

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Arts-in-Education - CoSer 415

Offered as a regional service, the Arts-in-Education CoSer is available to all component school districts in the following Central New York BOCES:

- Center for Instruction, Technology & Innovation
- Cayuga-Onondaga BOCES
- Jefferson-Lewis BOCES
- Tompkins-Seneca-Tioga BOCES

This service is intended to encourage a school district to allocate resources for arts enrichment programming through a comprehensive and coordinated Board of Cooperative Educational Services program administered as per State Education Department guidelines. The base fee (415.000) provides districts with membership on the Citi Arts Advisory Council, publications, on-site consultation, staff development programs, showcases and access to a full range of K-12 programs and art providers.

Performance Requests - 415.010

Performance requests are billed in service code (415.010).

Service Charge - 415.020

The service charge is based upon a percentage of the service requested in service code (415.010).

Additional Requests - 415.030

Requests for services not included in the base fee are billed in service code (415.030).

Professional Development - 415.040

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Arts-in-Education Coordinator

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Musical Instrument Service - CoSer 417

Musical Instrument Service provides a wide range of services and support to meet the needs of districts' instrumental music programs. BOCES will provide services for music education activities within the context of the New York State Learning Standards for the Arts through support in three main areas: a) program planning & acquisition/provision of musical instruments, b) instrument set-up & support, and c) professional development for district music educators. Within each of these components BOCES will provide coordination, planning, professional assistance, advice, guidance, and leadership to districts in the operation of their district music instrument programs.

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Exploratory Enrichment - CoSer 418

Offered as a service through the Regional Arts-In-Education department of the Center for Instruction, Technology & Innovation, Exploratory Enrichment is available to participating districts as a stand-alone CoSer. The purpose is to enable subscribing school districts to participate in curriculum-based enrichment programs in areas outside of the arts (such as social studies, science, technology, environmental education, health, character education, etc.).

Students can be given the opportunity to visit various sites, institutions and exhibits related to the respective subject areas or to experience consultant presentations in their buildings. Examples of use include planetariums, science museums, technology fairs, historical sites, resource management facilities, character education assemblies, STEAM programs, etc.

Requests - 418.020

Exploratory Enrichment programs are billed in service code (418.020). Fees covered under this service are limited to site fees or arrangements for consultant/presenter fees. **Fees do not cover the costs of food, lodging and transportation.**

Service Charge - 418.030

The service charge is based upon a percentage of the service requested in service code (418.020).

Summer STEAM Program - 418.100/418.200

Fees for this service reflect student registration costs for enrichment summer program opportunities that are hosted by the CiTi Arts-In-Education Department. This is a week-long, STEAM-based program that engages students in a variety of science and exploration activity sessions. This program will encourage students to be creative, think entrepreneurially and better understand the need for STEAM as well as the career paths that are possible in the field. This service is intended to provide students the opportunity for extended time in experiences through a variety of activities that are not possible during the school year.

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Staff Development: Administration and Instruction - CoSer 531

531.000/531.010

The Center for Instruction, Technology & Innovation provides leadership services and staff development opportunities designed to give teachers, administrators or other instructional-certificated personnel needed skill-improvement training, as well as mentoring/coaching opportunities. Training opportunities would include: mentoring; coaching; skill development workshops; expertise presentations and assistance/training in other areas of staff development as requested, as well as guidance/skill instruction on any of these areas.

Itinerant Instructional Coach- 531.000

Instructional Support Services provides itinerant coaching services. Districts who request itinerant instructional coaching services share a teacher up to 60% FTE (three full days per week per teacher). Coaching service needs are determined by the subscribing district and could include support in the following areas:

Professional Development: Explicit direct instruction, specially designed instruction, special education for administrators, testing accommodations, differentiation, scaffolding, co-teaching, lesson planning, progress monitoring, response to intervention;

Data Collection: Creation of walkthrough tools, instructional walkthroughs, administration of running records, creation of data charts, review IEPs;

Coaching: Individual teachers, modeling of instructional strategies, modeling and consultation of behavioral strategies.

BOCES is responsible for the hiring, supervision and evaluation of all itinerant staff. Two requesting schools are required in order to utilize this CoSer.

CNY LDP@ CiTi - 531.010

CiTi works in collaboration with LeMoyne College to offer The Central New York Leadership Development Program (CNY LDP). CNY LDP @ CiTi is a collaboration among school districts, CiTi and LeMoyne College designed to promote teacher leadership development that enhances student success. This Education Leadership Program includes innovative and inspired coursework leading to a Certificate of Advanced Study (CAS) and certification in School Building Leadership (SBL) and/or School District Leadership (SDL). This program is designed to complement and integrate ongoing professional development initiatives while providing a sustained focus on leadership development.

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Staff Development: Interscholastic Coaches - CoSer 532

532.000 Coaching Skills/Theory

This is a 30-hour course, which consists of six hours of classroom instruction and 24 hours of direct supervision under a Master coach per sport.

532.010 Coaching CPR/AED

This is a two-and-a-half hour course for the initial CPR/AED and a 1.5 hour refresher for CPR/AED.

532.020 Coaching First Aid

This is a 12-hour initial class, and the certificate is valid for three years.

532.030 Coaching First Aid

This is a five-and-a-half hour refresher class, and the certificate is valid for three years.

532.040 Coaching Health Science

This is a 45-hour required course.

532.050 Coaching Philosophy & Principles

This is a 45-hour required course.

532.060 Coaching Year End

This is a one-time, all-day refresher CPR/AED course.

532.070 Coaching Year End

This is a one-time, all-day refresher First Aid course.

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School Improvement - CoSer 533

533.000/533.005

School Improvement promotes student achievement through direct and indirect staff instructional supports. This CoSer includes a variety of services in four main areas: Leadership Development; Data Analysis and Assessment; Curriculum, Instructional and Leadership Support; and Staff Development.

The base fee for School Improvement is charged under service code (533.000), with an accompanying RWADA charge under (533.005).

Enhanced services in each of these four areas may be obtained for additional fees, billed in service codes (533.010 - 533.190).

Leadership Development: Leadership that has vision, purpose and unity can move a district further than any “been there, done that” initiative. Through an intensive three-year process, districts will work with a leadership coach from CiTi to develop a district identity with collaborative working relationships and a focused plan of action. Leaders will learn how important it is to carry the same message, measure impact of work and think systemically. After the pilot program, this initiative will have an additional fee.

Data Analysis and Assessment: The School Improvement Team can provide a variety of services focused on the access, preparation and analysis of data including 3-8 assessments, Regents exams and more. This includes the training of data teams in research-based protocols for working with data and the use of data to shape instruction.

Curriculum, Instruction and Leadership Support: The School Improvement Team can provide facilitation in the development and alignment of curriculum, in the design and coaching for instruction aligned to that curriculum and the development of assessments to measure the curriculum implementation. This team acts as the liaison to NYSED and various local, state and federal groups as we implement the Regents Reform Agenda, which includes: Standards and Assessments, Data Driven Instruction, Effective Teachers and Leaders and Turn-Around Schools.

Staff Development: A variety of professional development delivery models are used to build capacity in the region. From 1:1 coaching to regional scoring initiatives, the School Improvement Team will work with the district leadership and instructional staff to design targeted professional development based on the needs of staff and students. The team will also assist districts in program evaluation and auditing and comprehensive planning.

Instructional Planning/School Improvement (Per Diem) - 533.010/533.012 Non-component

This service code is for additional request for services for district customization of school improvement initiatives. For example, Staff Development and Data Coordinators can work closely with building leaders, department leaders and/or others for the purpose of analyzing and interpreting data as it impacts instruction and/or implementation of instructional strategies for school improvement. This service is billed on a full-day, per diem rate (533.010/533.012 non-component) with associated incidentals billed under service code (533.021).

Staff Development (Instruction) - 533.015

Staff Development offerings are developed to meet the needs of the districts. In addition to pre-planned offerings, custom work can be requested and organized through this service.

Staff Development (APPR Evaluator) - 533.016

This service provides for an outside evaluator as specified under Education Law 3012-d.

Instructional Planning/School Improvement - 533.020

Staff development opportunities such as DASA, mindfulness, literacy initiative, cognitive coaching, etc.

Continued on the next page

Component Coaching - 533.020

CiTi provides a variety of literacy services to districts. Subscribing districts could request different levels of support including in-district coaching, professional development for large scale groups and professional development for teacher or administrative teams. CiTi Staff Development Specialist (533.021).

Workshops - 533.021

Charges for materials and supplies used in the delivery of CoSer 533 services that are not included in base fees. For example, incidental costs associated with regional scoring of state assessments including space rental, food, supplies and consultants will be billed under this service code as necessary.

Planning Facilitation - 533.025

Site-based facilitation of AIS, PDP, CDEP, CSPD and other facilitation services customized for district planning. A CiTi representative will facilitate or serve on your district planning committees as requested.

Stipends - 533.040

Aid is available for those districts paying professional development stipends for participation in activities composed of participants from two or more districts. Stipends must be uniform for all participating districts in the activity and are paid in a uniform manner.

Substitutes - 533.050

Aid is available for eligible district substitute expenses.

Team Sheldon - 533.070/533.071/533.072

Team Sheldon is collaboration between SUNY Oswego's Department of Education and the participating component school districts. Team Sheldon meets to enhance communication and programs supported by both the university and educators in the field (533.070). Paid consultants through assignment of Team Sheldon to support school improvement activities are billed through service code (533.071). Professional Development Schools are schools which have adopted a model of pre-service teachers, college courses taught on-site by practicing teachers, along with other professional activities through Team Sheldon (533.072).

Administrators Mentoring - 533.080

One-to-one mentors are matched with administrators to support growth and skill sets of future leaders.

GCNY Educational Consortium - 533.110

The Greater Central New York Educational Consortium is a planning group comprised of chief executives of school districts, BOCES, higher education and Business Institutions in Onondaga-Cortland-Madison, Oswego, Cayuga-Onondaga, Jefferson-Lewis-Hamilton-Herkimer, Madison-Oneida, and Tompkins-Seneca-Tioga BOCES regions. Its purpose is to build connections between the area's colleges and universities and its elementary and secondary schools to strengthen the delivery of educational services for the Central New York community.

Customized Services (Data) - 533.140/533.150/533.160

Custom reports (533.140), surveys (533.150) and enrollment projections (533.160), are available upon request.

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BIMAS2 - 533.170/533.175 Non-component

The Behavior Intervention Monitoring Assessment System (BIMAS-2™) is a measure of social, emotional and behavioral functioning in children and adolescents ages five to 18 years. The BIMAS Standard Form includes 34 change-sensitive items that are used for universal screening of behavior concerns and for assessing and monitoring the progress of behavior and mental health related interventions.

BIMAS implementation and sustainability support will be developed based on the organizational needs: 1:1 coaching, targeted small group, and/or building level. Social Emotional Learning-based Professional development support will target the three main components of BIMAS: screening, student progress monitoring and program evaluation. Support is defined as developing an implementation action plan, which includes sustainable elements designed for ongoing usage of BIMAS for building or classroom level. Opportunity for 1:1 coaching sessions will provide initial first steps with the introduction of BIMAS and thereafter additional targeted guidance. Coaching/Consulting sessions will support the needs of users to analyze results and develop a plan of social emotional interventions appropriate to a student's behavioral development. Small or large group professional development on social emotional learning will build and enrich staff understanding of behavior patterns and development in youth. Embedded professional development provides intensive support to integrate mindfulness and other self-regulation techniques and activities with students. The embedded professional development model begins with a 1:1 planning, delivery/modeling and a debriefing session.

GIS Planning - 533.185

Instructional Planning Data (Additional Staff) - 533.190

Data Verification Support to assist districts in their understanding of, and verification of, reports required for the data warehouse and state reporting. Support includes individual and group training; guidance for district staff in articulating data responsibilities and developing processes; developing a district-specific data and assessment calendar including data refresh and verification deadlines; assisting in the verification of student data, and working closely with building leaders, department leaders and others for the purpose of analyzing and interpreting data as it impacts instruction.

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Diversity, Equity and Inclusion - CoSer 573

This service provides resources to support diversity, equity and inclusion (DEI) work in schools and communities (services available to school boards, outside agencies and students). CiTi utilizes the NYSED and Regents-provided resources to offer multi-tiered educational support to assist schools in implementing the DEI Framework and the Culturally Responsive Sustaining Education Framework (CRSE). The service provides research-based best practices.

There are four guiding principals to the CRSE Framework, including: Welcoming & Affirming Environment, Inclusive Curriculum and Assessment, High Expectations and Rigorous Instruction and Ongoing Professional Development.

All four principals require the inclusion and support of adults and students. Specifically, the CRSE Framework identifies students, teachers, school leaders, district leaders, family, community members and members of higher education as stakeholders in the implementation of this learning.

CiTi can provide and customize services such as:

- School board member workshops and training
- Staff training
- Student training
- Training for community groups
- School/grade presentations and assemblies
- Consultation with school-based student groups
- Consultation with district staff
- Parent/family forums, outreach and workshops
- Facilitation of district advisory and policy committees
- District curriculum and policy audits
- Facilitation Equity Walks

Phase I: Raising Awareness

Phase II: Build Capacity

Phase III: Full Implementation

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Transportation: Staff Development & Testing - CoSer 633

This service provides yearly refresher courses for school bus driver and monitor/attendant requirements mandated by the State Education Department. Staff development training for school bus drivers and monitors/attendants in areas including school bus safety, defensive driving skills, student management, first aid, emergency preparedness, proper loading/unloading and transporting of students who utilize wheelchairs is also available. CiTi assists districts with the required school bus driver testing as required either by SED or the Department of Motor Vehicles under article 19-A, including physical performance testing, biennial behind the wheel road testing, the oral/written examination and the defensive driving examination. 19-A bus driver record maintenance is also available.

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Staff Development: Clerical - CoSer 641

This service is designed to provide training to clerical staff for the improvement of skills and knowledge in the delivery of support to school districts. Examples of training include, but are not limited to, specific school software packages, new federal and state regulations, educational compliance issues, etc. Conferences, workshops and classes will be offered as needed or requested by the component districts.

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Staff Development: Maintenance - CoSer 642

This service enables districts to train various types of maintenance staff to improve the skills necessary to do their jobs effectively and efficiently. This service will also allow districts to train staff members to carry out State Education Department initiatives. Examples of training include, but are not limited to, school safety guard training, maintenance of computer networks, Green Cleaning requirements etc. Conferences, workshops and classes will be offered as needed or requested by the component districts.

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Instructional Technology

Computer Support Services - CoSer 511

The computer support service provides an array of technology-related functions to enhance or expand district capabilities. CiTi staff will strategize with districts to develop and deploy cost-effective solutions that improve productivity and capability with a focus on service throughout all solutions (511.000).

Technology Support - 511.010/511.020/511.030/511.035

The CiTi Technology Team is available when district technical support teams need additional capacity or require special skills not available internally. We provide support via email (511.010), phone (511.020) or on-site (511.030). Costs are based on actual use and are quoted following an initial consultation with the district. Incidental charges (travel accommodations/mileage) are represented in service code (511.035).

Online Training / Instructor-led Training - 511.040/511.050/511.055

We provide a variety of training opportunities for district personnel. Training is offered in several formats including instructor-led (511.050), online (511.040) and computer-based via live remote connections (511.055). In addition to creating and delivering training, CiTi personnel work with other training providers to coordinate supplementary training opportunities for our districts. Certification Testing: Pearson VUE certification testing is the standard certification platform for many technologies and skills. Certification is available for Cisco, Networking, CompTIA, Nursing, Medical, Driving, Financial, Legal, Soft Skills and more. Visit www.pearsonvue.com for a complete list of certification tests available, which can be taken and proctored at the CiTi. Certiport Microsoft Office Specialist and IC3 (Computing Core Certification) testing is also available.

Research & Consulting - 511.060/511.061/511.062

Our team provides research, consulting and development of services to support district needs under service code (511.060). Possible topics include networking, SharePoint sites, virtualization, educational software and hardware, adaptive technologies, server builds and integration, vendor selection, etc. Third-party repairs (i.e., iOS devices) can be completed through (511.061). Computer parts and/or printing supplies can be obtained through (511.062), however these purchases are non-aidable.

Online IT Help Desk/Web Enabled Data - 511.070

The Helpdesk is an online teamwork management solution that facilitates inventory management, contract management, ticketing/task management and project management. It includes a knowledge base to share information between team members and end users, while helping streamline purchasing, contract management and day-to-day support tasks. Integrated sharing between multiple districts and/or BOCES facilitates regional initiatives, purchases and support needs (511.070).

Online Functional Behavior Assessments and Behavior Intervention Plans - 511.071

The CiTi provides an online solution to collect and process Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) documentation in a team environment to help schools, districts and BOCES professionals work collaboratively to determine the best way to help students and meet New York State guidelines. The focus remains on the student and their success. Streamlined and centralized data collection allows more time making informed decisions pertaining to a student's progress toward meeting specific behavior intervention goals (511.071).

Web/Data Services - 511.080

The EduCloud team at the Center for Instruction, Technology & Innovation develops online/offline solutions for districts and other BOCES. Data-driven solutions are developed using industry-current cloud management systems, SQL systems and server platforms. Industry-standard design principles are considered on all applications and is foundational to all aspects of development. Online and offline delivery systems include support for all current systems and mobile applications. New to CiTi is an Amazon Web Services K-12 partnership that will allow districts and BOCES to leverage the AWS platform to build secure, sophisticated, flexible, scalable and reliable applications, processes and workflows.

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NYS CDOS-SACC Credential Management System - 511.090

CDOS Online is a web-based credential management tool that helps track the progress of a student through the “4+CDOS” pathway. CDOS Online supports tracking of CDOS Learning Standards (including Career Majors), SACC, Employability Profiles, Employability Rubrics, Career Plans, Work-Based Learning Hours, CTE Coursework Hours, Industry-Based Assessment Hours and file attachments.

Online Inspection Tracking System - 511.091

An online collection of forms, management tools and data analytics enabling BOCES personnel to manage and track specific inspections (fire and asbestos) for component districts. The system allows file attachments to extend documentation beyond the forms themselves.

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Instructional Technologies (Common Learning Objectives - CLO) - CoSer 515

The Common Learning Objectives service assists school districts with the effective acquisition and deployment of technologies that directly support education (515.000). To make service activities eligible for NY State aid, participation in the Citi Model School service (CoSer 517) is required.

Hardware/Software - 515.020

The service includes all purchasing and vendor management activities, delivery and installation support and coordination and inventory and asset tagging activities. It also includes the coordination of equipment disposal as needed.

Leases - 515.021/515.022

Instructional Technology can be acquired on behalf of districts through lease agreements. We ask that districts interested in a lease agreement allow for additional time for the purchase process.

Software - 515.023

Software and application related purchases, supports new GASB regulations.

Video Management Platform - 515.025/515.026

Kaltura video Management platform (515.025) and one time setup fee (515.026).

Itinerant On-Site Technician Support - 515.040/ 515.041

On-site technicians are available to serve your district's technology support needs for up to three days per week throughout the academic year. Maintenance and support tech (515.041). Maintenance and support tech (515.041).

Itinerant System Administrator (or Assistant System Administrator) - 515.045

On-site System Administrators are available to serve your district for up to three days per week throughout the academic year.

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IT Service Coordinator - 515.046

On-site coordination of Instructional Technology service needs, support of technical team members and initiative and project support.

Itinerant Technology Trainer - 515.050

On-site Technology Trainers are available to serve your district for one, two or three days per week throughout the entire academic year.

Temporary Special Project Staffing - 515.055/515.056

On-site temporary technical assistance is available to serve your district. Staffing is obtained for a temporary basis. This is usually summer work deploying technology or large building projects that requires some limited technical skill.

Itinerant Computer Services Assistant - 515.060

On-site Computer Support Assistants are available to support your district's CSA needs up to three days per week throughout the academic year.

Audiology Equipment - 511.063

Audiology hardware support and maintenance, including batteries and equipment related supplies.

**Frontline Professional Growth (Formerly My Learning Plan)/Employee Evaluation Management (Formerly OASYS)/WebReg/
Frontline Time and Attendance Management - 515.081/515.082/515.083/515.084/515.184**

Online tracking of professional development and session/conference registration activities. Additional modules allow for observation and appraisal management. Frontline setup is purchased through service code (515.081) and is billed only in the initial year. Both Professional Growth and Employee Evaluation Management have moved to an unlimited user model. Professional Growth is billed under (515.082) and Employee Evaluation Management can be purchased under (515.083). Frontline Time and Attendance Management (515.084) is a web-based system to track employee time and attendance and apply custom payroll rules; associated setup fee (515.184).

Frontline Employee Evaluation Management Setup Fee - 515.087

For districts initial startup and configuration of the Employee Evaluation Management product; one-time charge only, for districts that are a current Professional Growth clients.

Frontline Employee Evaluation Management without Professional Growth - 515.088/515.089

For districts initial startup and configuration of the Employee Evaluation Management product; one-time charge only, for districts who are not a current Professional Growth client (515.088) (on-going support 515.089).

Professional Growth & Employee Evaluation Management - 515.090

Employee Evaluation Management is an evaluation and appraisal system developed to manage educator growth.

LinkIt - 515.100/515.105/515.110

LinkIt is an online assessment and reporting system that allows a district to create, score and store assessments at the district, building, team and teacher levels. Assessments can be delivered on paper or digitally. Once scored, assessment results and analytics are available for teams to analyze and participate in data-driven decision-making.

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Instructional Technology Support: Model Schools - CoSer 517

The Instructional Technology Support (ITS): Model Schools Program is designed to offer professional development and curriculum development for teachers to successfully integrate technology into the curriculum and classroom. School districts that participate in CoSer 515 CLO (Common Learning Objectives) are required to participate in the Model Schools CoSer. Basic service (517.000) includes:

- In-district days for instructional workshops (as scheduled with Coordinator, except on county-wide Superintendent's Conference Days);
- On-site follow-up to training (model lessons, planning, problem-solving and coaching);
- Shared workshops between districts;
- BOCES-led ITS: Model School Workshops;
- Borrowing of Instructional Technology Equipment;
- Technology Integration and assistance with Common Core Learning Standards.

Additional Fees - 517.005

Districts may purchase specialized software for presentations, hire outside consultants or specialized presenters or additional professional development and curriculum services through the ITS Model Schools CoSer.

Itinerant Staff - 517.010 through 517.026

Itinerant Computer Education Specialists are 12-month employees who will facilitate the integration of instructional technology as a teaching tool, intervention tool and assessment tool. ITS: Model Schools staff supports educators with instructional practices that strengthen student skills and proficiencies through the integration of technology. Itinerant staff will help teachers implement research-based best practices in their classrooms to enhance learning through research, communication and the use of an array of technology tools. Districts may request additional staff on a per diem basis (517.010) or on an FTE basis: (517.015, 11-month) or (517.016, 12-month) for elementary school, (517.020, 11-month) or (517.021, 12-month) for middle school and (517.025, 11-month) or (517.026, 12-month) for high school. All services provide a link between districts and the CiTi Instructional Technology Department.

Stipends - 517.030

Aid is available for those districts paying professional development stipends for technology-related instruction.

Substitutes - 517.040

Aid is available for substitute teachers for those teachers attending Model Schools workshops.

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Human Resources

Negotiations - CoSer 604

Cayuga-Onondaga BOCES CoSer 627/OCM BOCES CoSer 620/Jefferson Lewis BOCES CoSer 648

The negotiations service is currently available as a cross-contract service with Cayuga-Onondaga BOCES, OCM BOCES, or Jefferson Lewis BOCES. This service provides an individual who will set up and structure negotiations for your district.

Negotiation (Law Books) - 604.030

The CiTi, upon request, purchases the School Law books for districts.

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Teacher Immersion Program - CoSer 611

This service provides a registrar, who will secure substitutes for component school districts. This service involves the recording of absences by having the teachers call in, securing of the substitutes for those individuals and providing the districts with reports on the absences. Additional hours of service can be obtained through service.

Teacher Immersion Program Base Fee (611.100)

Teacher Stipend Reimbursement (611.110)

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Personnel Recruitment Services - CoSer 636

This service is designed to assist component school districts in the recruiting process and advertising. CiTi personnel may act as recruiters and travel to sites to conduct on-site interviews and offer specific information about job openings. Information on candidates and resumes will be shared with participating districts.

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Management Support Services

Claims Auditing Service - CoSer 319

The service provides a shared Claims Auditor who reviews financial claims and transactions on behalf of Boards of Education in participating school districts. The Claims Auditor confirms and certifies claims relative to compliance items including: proper documentation and itemization are provided; payments are for legal purposes; transactions are properly authorized prior to approving the voucher or invoice for payment; and payments are made in accordance with the operating policies of the district. Service is charged based on staff FTE, the level of which is determined based on the scope of engagement requested by the district.

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Printing - CoSer 599

The CiTi Printing Department provides quick copy services in color and black & white, and creates booklets, pamphlets, multiple-part NCR forms, newsletters, etc. Specialized insertion services (i.e. for covers and/or tabs) provide a professional finished look, with quick turnaround time. Bindery options include saddle stitching and/or spiral binding. Work may be duplicated from originals or digital files, on a large variety of paper stock, in varying colors, sizes, weights and finishes. All press work not included in the cooperative printing bid is quoted upon receipt of request, assisting buyers in their efforts to achieve the most favorable pricing. File correction and submission is handled by trained staff when native digital files are provided (599.000).

The print shop provides laminating services on-site, as well as mail presort and bundling services for saturation mailings. Folding, inserting, tabbing, envelope sealing and labeling services make large mailings a breeze. Digital files preferred for labeling/mailing to meet USPS requirements and to secure bulk mailing rates.

Printing Paper Charges - 599.010

For purchase of copy paper, business and specialty envelopes and printed materials not produced on-site.

Courier Service - 599.020

The CiTi courier picks up and delivers mail, packages, library books and print work to each Oswego County participating school district daily.

Tax Bill Printing Service - 599.050

CiTi works with the Office of Real Property Services to obtain the proper file for tax bill printing purposes.

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Safety & Risk Management - CoSer 612

The Safety & Risk service offers subscribing districts consultative regulatory compliance assistance through the Safety and Risk Management (base) service. The shared Safety and Risk Coordinator serves in an advisory/ facilitating capacity to provide regulatory updates, guidance and assistance with district activities in complying with state and federal regulations governing the health and safety of their students and employees.

The service reviews district safety plans and helps guide and facilitate district updates of plans, policies and protocols, and as requested, assists districts with facilitation of annually required employee trainings to minimize instances of accidents and injury, and safeguard or improve the educational environment. The service also provides general reviews, recommendations, instruction and inspection/assessment as applicable, safety file auditing, fire safety inspections, assistance during regulatory compliance inspections, facilitation of trainings and assistance with third-party engagements in safety and security as requested. The service also can provide advisories/guidance on compliance for new regulatory legislation that impacts the school/work environment in regards to health and safety. Services that require external support or an enhanced level of service that are not covered by the base are subject to additional costs. Program is purchased through a base fee (612.010) and RWADA fee (612.000).

In-district Safety Officer - 612.015

The In-district Safety Officer will provide assistance to participating districts with their responsibilities of complying with state and federal regulations governing the health and safety of students and employees, including plan review and updates, inspections, inventories, assessments, audits and employee training. All of the services that are included in the base service are further enhanced on a dedicated basis by itinerant staff. Districts subscribing to such in-district technical assistance purchase the service on an FTE basis. The minimum service is one day a week or .2 FTE.

In-district Safety Support Staff - 612.020

This service offers consultant services for District-wide Emergency Response Plans, Building-level Emergency Response Plans, and evaluation of drills/exercises. The service also can provide Tech Shops Safety Inspections in middle, junior high and high schools, in-seat safety training, or assistance with subscribed training services like Public School Works.

- Maintaining science chemical inventory database and report, MSDS/SDS and hazard determination list;
- Obtaining understandable and up-to-date Material/Safety Data Sheet information for all chemicals on the district's hazardous substance list;
- Coordinating district requests with safety staff to schedule district training and complete other related duties as assigned.

Medical Assessments/Evaluations and Additional Requests- 612.030

Fit tests, medical surveillances and physicals are provided to support school buildings and grounds personnel. Specialty trainings or staff development can also be requested for district employees. These trainings can be requested by the school district in any of the Safety & Risk areas, and can be provided on a per diem basis.

Hepatitis B Vaccination Coordination - 612.035

Hepatitis B vaccination coordination is provided under service code (612.035).

Continued on the next page

Safety & Risk Management (Automated External Defibrillator - AED/Cardiopulmonary Resuscitation - CPR) Training- 612.037

The Center for Instruction, Technology & Innovation (CiTi) is proud to offer AED/CPR training covering adult and pediatric heart, breathing and choking emergencies. This training also covers policies and procedures that should be in place at all districts. Trainings offered include:

- American Heart Association's Heartsaver CPR/AED (Initial and Renewal);
- American Heart Association's Basic Life Support (BLS) for Healthcare Providers (Initial and Renewal);
- American Heart Association First Aid (Initial and Renewal).

These courses are designed to be a combination of classroom instruction and hands-on training.

Safety & Risk Management (Secure Schools) - 612.040

The Safety and Risk service will facilitate activities upon request, which can include, but aren't limited to, the following:

- Assistance with exercise/drill development, coordination and evaluation;
- Assistance with district-wide emergency response plans and building-level emergency response plans;
- Other activities as requested.

Records and Building Management Per Diem Services - 612.050/612.051/612.052

A per diem Safety Officer can provide assistance with district responsibilities of complying with state and federal regulations governing the health and safety of students and employees, including plan review and updates, inspections, inventories, assessments, record keeping, audits and employee training. Here are some suggested programs (can also be mixed and matched):

Level I – One-time Asbestos Record Audit and Organization (612.050)

- Original asbestos management plans;
- Construction documents and plans;
- Correspondence;
- Litigation;
- Medical surveillance and fit testing records;
- Notifications and postings;
- Sample logs;
- Training documentation;
- Six-month surveillance reports;
- Three-year (triennial) reports.
- Other related activities as requested.

Level II – Asbestos Building & Records Management (612.051)

All services included in Level I, plus ongoing evaluation and organization of existing district asbestos building records from the beginning of the ownership (owned, rented or leased) to the present day. These records will be cataloged and an audit will be produced for district use. A report will be provided highlighting findings and/or recommendations resulting from the audit. Records will be arranged in one area and the permanent placement of the records will be determined by the district. Asbestos services covered in this level:

- Initial audit and organization (Level I); plus
- Completion of all six-month surveillance inspection, reports and maps (twice per year);
- Coordination and assistance with annual notices and postings;

Continued on the next page

- Inquiry about construction activities and documents and update district data as necessary;
- Ongoing maintenance of records (on-site);
- Site-specific asbestos trainings.
- Other related activities as requested.

Level III – Building & Records Management (612.052)

All services included in Level I and Level II, as well as other building safety items as follows (on an a la carte basis). Services covered in this level:

- AED monitoring and reporting (monthly);
- Emergency eye wash inspection and documentation (weekly);
- Emergency light monitoring and reporting (monthly);
- Emergency shower inspection and documentation (monthly);
- Fire extinguisher monitoring and reporting (monthly);
- Annual Chemical Inventory Management (Art, Science, Technology classrooms, Transportation and/ or Operations & Maintenance);
- Other regulatory reviews, evaluations or filings, as requested.

Water/Lead Sampling - 612.055

Public School Works - 612.060

The CiTi Safety & Risk Service provides districts the option of subscribing to Public School Works – Employee Safe, which is a web-based software program managed through the Safety & Risk Service that aids the district with mandatory employee safety training (i.e. Right To Know, Blood Born Pathogen Safety, etc..). The Employee Safe Product also has a task management module, and is soon to offer a drill management module as well. This addition to the base service is priced out by number of potential users (employees) in the school district.

Contact:

Aleisha Hartford

Safety & Risk Coordinator

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ahartford@CiTiboces.org

Central Public Information Service - CoSer 621

The CiTi Public Information Service exists to promote public education. Let us help you effectively communicate your message and establish your credibility through transparency. The CiTi public relations team builds relationships with your district, the greater school community and media representatives. Through these relationships, we are able to relay school district news to your community members in digital, television and print formats. The Central Public Information Service provides school districts central coordination for multiple communication needs, including, but not limited to, story development, graphic design, audio-visual production, web content management, crisis communications, social media management and media relations. Workshops may be conducted to train staff in web maintenance, best practices for social media management and public relations strategy and other public information pursuits. Research about trending issues in education, surveys of constituent opinions and recommendations in the form of a communication plan may be delivered to districts who express an interest. This highly customized service is delivered by Public Relations and Graphic Design Specialists, who work in unison to serve all participants. Usually, one person on our team is established as a lead relationship for your district. However, the team functions as a whole, with each member bringing a different skill set to the table. Participation in the service, at any level, is aidable, and aid is not limited by FTE.

Level II Service (Basic) - 621.020

Level II Service is equivalent to 960 hours of service throughout the school year.

Level III Service (Advanced) - 621.030

Level III Service is equivalent to 1280 hours of service throughout the school year.

Level IV Service (Premier) - 621.040

Level IV Service is equivalent to 1600 hours of service throughout the school year.

Level V Service (Elite) - 621.050

Level V Service is equivalent to 1920 hours of service throughout the school year.

Supplies & Additional Charges - 621.060

For districts participating in the service, the public relations team may provide specialty items (ie. digital tools) or one-time projects (ie. Superintendent search, branding packages, e-newsletter setup, etc.) or professional development offerings to schools (branding, communication strategy, etc.) upon request that can be purchased through PR and billed back to the district.

Capital Project PR Package - 621.100

The public relations team will provide a quote based on the scope of the work for a Capital Project PR Package, including strategic consultation, videography, photography, graphic design and publications, social media campaigns, news stories, surveys and community feedback strategies and more.

Contact:

Naomi Himes

Public Information Coordinator

315.963.4412

nhimes@CiTiboces.org

Planning Service Management - CoSer 637

CiTi provides leadership, guidance and/or assistance to districts with reviews and development of short- or long-range plans and activities in areas related to personnel, finance, facilities utilization or management, and other administrative support functions. Service provides district access to, and assistance with use of, Forecast5 Analytics to performance either district-specific or comparative (against state-wide peer) analysis in areas of staffing levels and expenditures; finance comparisons; enrollment projections; student performance and district-wide facilities usage and demographics; Forecast 5 analytics (637.010).

Contact:

Heather Witter

Director of Instructional Support Services

315.963.4446

hwitter@CiTiboces.org

Records Management Services - CoSer 638

CiTi operates a shared service to coordinate and maintain a fixed assets inventory database for participating districts, using Real Asset Management Inventory System (RAMI). The system offers direct population of asset records from the WINCAP purchasing system, and district personnel will have read-only access to the database to search and view records and run reports at will. The service performs asset record changes requested by the district, and facilitates annual paper verification exercises upon request, performed by the district to confirm the presence and location of assets. For an additional fee, districts may also request a district-wide electronic scan by CiTi to verify asset records.

Fixed asset services are billed on a base fee (638.000) with additional fees as follows: Scanning Services (638.010), Set up Fee-RAMI (638.020), Set up fee-RIC (638.030).

Also at district request, CiTi staff can provide advice on development or improvement of records management programs; assistance with records inventories and record storage or disposition; and assistance with records management services such as microfilming, microfiche and electronic data storage.

Contact:

Michael Sheperd

Assistant Superintendent for Administrative Services

315.963.4260

msheperd@CiTiboces.org

Cooperative Purchasing - CoSer 670

The Cooperative Purchasing Service provides the coordination of the following annual and semi-annual bids:

- Art Supplies
- Athletic Equipment & Supplies
- Calculators
- Chromebook & Laptop Parts
- Copy Paper
- Custodial Supplies
- Food, Meat & Beverages
- Health Supplies
- Ice Cream
- Milk & Dairy Products
- Musical Instruments & Supplies
- Paper & Plastic Supplies
- Printing Services
- Specialty Paper
- Technology Supplies & Equipment
- Transportation Fuels
- USDA Food & Meat Purchases NOI
- Welding Supplies & Materials

The Cooperative Bid Coordinator meets with participants to review bid specifications, advertises, produces and analyzes the bids, producing an award recommendation for Citi Board approval. The administrator coordinates purchasing details with vendors and component school districts. The process ensures that all New York State Education Department regulations and New York State municipal purchasing requirements have been met. Participating districts place their own purchase orders, receive goods or services directly from the vendors and are responsible for payment(s) for all goods and/or services.

Specialty Bid Requests - 670.010/670.015

This service provides assistance with one-time bids and requests for proposals (RFP) not already included in CoSer (670.000). Contracted individually, per bid or request for proposal, the service includes the development and production of the bid or proposal and assistance with the analysis and award process. Single district bids are billed through (670.010), and cooperative bids, with two or more participants, are provided through service code (670.015).

Contact:

Amy Rhinehart

School Purchasing Officer

315.963.4253

arhinehart@CitiBoces.org

Adult Education

Adult Literacy Classes - CoSer 826

Programs offered at no cost to Oswego County residents no longer enrolled in high school, include English for Speakers of Other Languages (ESOL), Adult Basic Education (ABE) and preparation for the GED.

Contact:

Amie Abold

Coordinator for Adult Education

315.963.4438

aabold@CitiBoces.org

Continuing Education - CoSer 890

Short-term courses offered to the public: Infection Control or 5-Hour Pre-Licensing.

Contact:

Amie Abold

Coordinator for Adult Education

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aabold@CitiBoces.org

Health Occupations - CoSer 891

Adult Career and Technical Education Training Programs in Health Occupations (Practical Nursing, Dental Assisting, Medical Assisting, Nurse Assisting, Infection Control, BLS CPR).

Contact:

Amie Abold

Coordinator for Adult Education

315.963.4438

aabold@CitiBoces.org

Corporate Training- CoSer 892

Citi provides customized training programs to meet ever-changing and unique needs of employers.

Contact:

Amie Abold

Coordinator for Adult Education

315.963.4438

aabold@CitiBoces.org

Leisure Learning - CoSer 893

CiTí provides on-site and center-based training for employees through our Corporate Training (CoSer 892) services, and offers several short evening courses in a variety of areas (i.e., Culinary Arts, Flower Design, etc.) through our Leisure Learning service (CoSer 893).

Contact:

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Coordinator for Adult Education

315.993.4438

aabold@CiTiboces.org

Workforce Development - CoSer 894

CiTí provides on-site and center-based training for employees through our Workforce Development (CoSer 894) services. Work Keys assessments may be included in these services, which measure a range of hard and soft skills relevant to any occupation, at any level, across industries. Assessments include applied math, graphic literacy, workplace documents, applied technology, business writing, workplace observation, fit and talent. The ACT® Work Keys System helps students make a stronger transition to postsecondary institutions and employers.

Successful completion of Work Keys assessments in applied math, graphic literacy and workplace documents can lead to earning a National Career Readiness Certificate (NCRC®) verifying foundational workplace skills. WorkKeys assessments are approved as an alternative assessment for the CDOS standard.

Career Ready 101, a Work Keys curriculum, provides instructional support to help students close skill gaps, increase assessment scores and ultimately enhance cognitive foundational skills required for college or career success. Career Ready 101 can be accessed from any computer, tablet or mobile device. Site licenses are available to districts through the Work Keys Center.

Contact:

Amie Abold

Coordinator for Adult Education

315.993.4438

aabold@CiTiboces.org

Trades & Technology - CoSer 896

Adult Career and Technical Education Training Programs in Trades (HVAC, CDL-A, CDL-B, Heavy Equipment Maintenance and Operations, Welding, Auto Technology, etc.).

Contact:

Amie Abold

Coordinator for Adult Education

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IS THIS SAFE?

IS THIS DONE WITH INTEGRITY?

IS THIS KIND?

IS THIS HELPFUL?



Center for Instruction,
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