

Directory of Services

179 County Route 64
Mexico, NY 13114
315.963.4251

2018-

2019



CiTiboces.org



Center for Instruction,
Technology & Innovation
Your education destination



CiTi Vision, Mission & Core Values

Our Vision

Equity and excellence for the betterment of our entire community.

Our Mission

We will be the leaders in bringing our community unique and effective educational solutions and services.

Core Values

We embrace innovation & creativity. We make student-based decisions with honesty, respect & integrity. We collaborate, focused on quality service, expertise & student success.

Budget Development Target Dates

| | |
|---|-------------------|
| Initial Request for Services form due from Components | December 15, 2017 |
| Draft of Services Rates & Tuitions to Components | January 22, 2018 |
| Final Request for Services forms sent to Components | March 16, 2018 |
| Annual Meeting; Review of Proposed Budget | April 4, 2018 |
| Final Request for Services forms due from Components | April 13, 2018 |
| Budget Vote & Board Election | April 19, 2018 |
| 2018-19 AS-7 Contracts to Components for Execution | June 1, 2018 |
| 2018-19 AS-7 Contracts Due from Components | June 29, 2018 |

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 Mark LaFountain, 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
- Casey Brouse Altmar-Parish-Williamstown Central School District
- Randy Hoyt Central Square Central School District
- David Cordone Fulton City School District
- Janice Clark..... Mexico Academy and Central School District
- Brian Haessig Oswego City School District
- Kevin Dix Phoenix Central School District
- Ted Williams Pulaski Academy and Central School District

Altmar-Parish-Williamstown Central School District

Dr. Jeffrey Bryant, Interim Superintendent; Casey Brouse, Board President



Central Square Central School District

Tom Colabufo, Superintendent; Andrew Martin, Board President



Fulton City School District

Brian Pulvino, Superintendent; David Cordone, Board President

Hannibal Central School District

Christopher Staats Superintendent; Michael LaFurney, Board President



Mexico Academy & Central School District

Sean Bruno, Superintendent; James Emery, Board President



Oswego City School District

Dr. Dean Goewey, Superintendent; Aimee Callen, Board President

Phoenix Central School District

Christopher Byrne, Superintendent; Earl Rudy, Board President



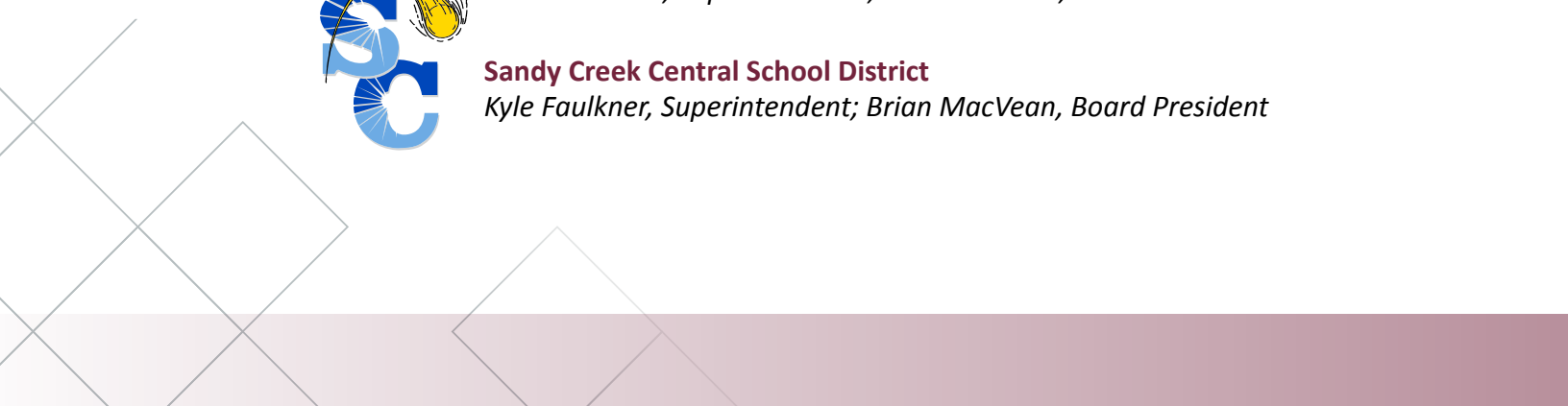
Pulaski Academy & Central School District

Brian Hartwell, Superintendent; Joel Southwell, Board President



Sandy Creek Central School District

Kyle Faulkner, Superintendent; Brian MacVean, Board President



Administrative Staff

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| | |
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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.

- ★ Energy Watchdog
(Utility bill tracking)
- ★ Utility Bill Management
- ★ Walkthrough Audits
(To identify energy saving opportunities and potential maintenance issues)
- ★ Energy Procurement Negotiations
- ★ EPA Portfolio Manager Tracking
(Energy Star Buildings)
- ★ Customized Training for O&M
- ★ EPC Management
- ★ Renewable Energy Projects
(Wind and solar)
- ★ Facilities Committee Support
(Evaluation of projects' energy impact/grant funding options)
- ★ In Program PE Consultant
- ★ Retro-Commissioning
(HVAC performance verified and brought to original design specifications)
- ★ Service Contract Negotiations
- ★ Grant Submission and Post Award Compliance
(i.e. NYSERDA, NYSEG)
- ★ Energy Conservation Recommendations
- ★ Conservation Awareness
(District & Community)

Energy Management Service



Joint Management Team Featured Service

Benefiting the region by creating efficiencies of scale to lower costs for BOCES service delivery while expanding existing services and simultaneously driving savings to districts as a result of participating in energy efficiency measures.

The TST BOCES Energy Management Service provides a comprehensive and customized approach to district energy consumption and savings. From tracking consumption to selecting equipment, and everything in between, this service aims to provide quality solutions based on existing problems.

- **Are you challenged by changing regulations impacting energy projects?**
- **Are you engaged, or about to be engaged, in a Capital Project?**
- **Looking to access professional services without an RFP?**
- **Do you need access to a Sustainability Coordinator?**
- **Are your latest project systems optimized? Don't know?**
- **Locked into a higher energy rate due to a turn in the market?**

TST BOCES Energy Management Services can help!

Once created, services can easily be replicated, saving you time and money. Increased participation in this service will benefit all participants by lowering costs, and providing a regionalized approach to Energy Management. This COSER is aidable, with the exception of contracted and/or professional services.

For more information or to schedule an appointment contact:

Alwyn John, Coordinator of Energy Management

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Joint Management Team Featured Service

In an effort to lead the way in creating efficiencies of scale to lower costs for BOCES service delivery for the benefit of all JMT component districts, we are pleased to highlight TST BOCES' Energy Management Service, as a means of driving savings to districts through participation in a comprehensive energy efficiency program. More information is available to the left.



Energy Management
THE CONDUIT TO SAVINGS

TST BOCES
TOMPKINS • SENECA • TIOGA

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 elective services that each district may request.

The Center for Instruction, Technology & Innovation (CiTi) administrative budget includes the following items: Board of Education expenses including: board meetings & trainings, contractual items including policy services, conferences and travel, association dues, expenses for the clerk and officers of the board, and supplies. District Superintendent's 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 & purchasing, payroll, budget and inventory control) such as salary and benefits of administrators and support staff, travel expenses, general staff in-service, supplies, equipment and contractual expenses associated with the operation of each office, including consultant agreements, audits and business operation platforms. Other general costs including: central administrative office share of the overhead costs associated with CiTi operations (i.e., custodial & maintenance, technology support, public relations, etc.), operational insurances, legal fees, interest expenses for short term (RAN) borrowings, and the total charge for health insurance provided to retirees from all CiTi programs. As applicable, also included would be needs assessment, planning and public information expenses including: costs associated with conducting surveys and operational evaluations, development, printing, and distribution of newsletters, brochures and media material for the CiTi.

ALL ABOUT THE CITY

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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 without regard to participation levels in elective services that each district may request). However, there is no requirement for a vote, as in the administrative budget.

The CiTi capital budget may include the following items if 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 20 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 or CTE Exit Credential options. (101.000)

Ninth-12th graders also have the option of completing all high school academic graduation requirements while enrolled in CTE programming at the CiTi Mexico campus. This all-day option provides 9th and 10th grade students the opportunity to experience integrated academics and multiple occupational offerings before choosing one CTE program for 11th-12th grade. Developing these skills in high school can help students be successful in their future endeavors. (101.100)

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Career Exploration

New Vision Allied Health (3980)
New Vision Law & Government (3764)
New Vision Specialized Careers (3820)
New Vision Business (3914)

Engineering/Technology

Advanced Metal Manufacturing (3611)
Auto Body Repair (3341)
Auto Technology 1 & 2 (3345)
Computer Coding (3174)
Construction Technology (3444)
Computer Systems & Networking: CISCO or A+ (3512)
Digital Media Technology (3165)
Heavy Equipment Repair and Operation (3448)
Outdoor Power Equipment Technology (3344)
Welding Technology (3613)

Health Services

Nursing Assistant (3974)

Human and Public Service

Cosmetology (3641)
Culinary Arts (3672)
Early Childhood Education (3213)
Public Safety and Justice (3763)



Exceptional Education

10-Month Programs

Classes provide for students with cognitive delays, severe learning disabilities, severe cognitive delays, maladaptive 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 Program (Full Day) - CoSer 201

12:1:1 ID/DD classes: Life skills, vocational skills and community experiences are emphasized in 12:1:1 ID/DD class.

Academic Levels: Students enrolled in this program typically demonstrate 2nd to 3rd grade ELA and Math skills. Students are typically participating in the New York State Alternate Assessment (NYSAA) and are working toward earning the Skills and Achievement Commencement Credential (SACC).

Social/Emotional Profile: Due to cognitive delays, students often require a high level of adult supervision to be successful within social and academic settings. The student may or may not receive school based counseling as determined by their IEP.

12:1:1 Work-study Program Class: This program is designed for students (16 to 21 years old) and emphasizes vocational skills, job acquisition skills and life 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 coaches fade 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. The 12:1:1 Work-study Program class is presently located at 4th Street School.

Academic Levels: Students enrolled in this program typically demonstrate 3rd to 4th grade ELA and Math skills. Students are working toward earning the Skills and Achievement Commencement Credential (SACC) or the CDOS Commencement credential.

Social/Emotional Profile: Students require the ability to interact at a social/emotional level that does not require consistent adult supervision. 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.

Contact:
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Exceptional Education 12 : 1:1 Program (Half Day) - CoSer 202

Vocational Education Program Work-study (AM and PM): Students enrolled in this program typically demonstrate 3rd to 4th grade ELA and Math skills. Students are working toward earning the Skills and Achievement Commencement Credential (SACC) or the CDOS Commencement credential and a local or Regents diploma.

Academic Levels: Students enrolled in this program typically demonstrate 1st to 4th grade ELA and Math skills. Students are working toward earning the Skills and Achievement Commencement Credential (SACC) or the 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. 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 12 : 1: 4 Program (Full Day) - CoSer 203

Class provides for students with significant multiple disabilities. The program emphasizes daily living skills, basic life skills and basic vocational skills. The 12:1:4 SMD class is presently located at G. Ray Bodley High School.

Academic Levels: Students enrolled in this program typically demonstrate K to 4th grade ELA and Math skills. Students participate in the New York State Alternate Assessment (NYSAA) and are working toward earning the Skills and Achievement Commencement Credential (SACC).

Social/Emotional Profile: Students typically require an intense level of adult supervision with regard to their physical and emotional needs. Students often require medical procedures that are provided within the academic setting. Programming of academic content is highly modified and often supplemented with alternative methods of communication.

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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 educational performance. Students that attend the 6:1:2 high school classes have the ability to obtain high school credits (awarded by their home school) in the following areas: Art, English 9, English 10, English 11, English 12, Foreign Language (ASL), Health, Math – Foundations of Algebra, Algebra 1, Geometry, JET Math, Physical Education, Science - General Science, Earth Science, Living Environment, and Social Studies - Global Studies 9, Global Studies 10, U.S. History 11, Economics, Participation In Government. 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 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 often an integral part of program for high school students. On-site (Campus) and community-based opportunities are available.

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 with experienced teachers help each student meet with academic success. There are opportunities for the full spectrum of diploma and certificate exit credentials for all students. Competency-based curriculum, portfolio development and assessments align with the common core and provide performance-based data demonstrating achievement.

Social/Emotional Profile: Students require intensive intervention due to severe emotional, behavioral, developmental and/or learning problems. 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, 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 connection, promote respect among the school community and foster a sense of belonging for students and staff in the school, raise attendance, reduce behavioral referrals, and dramatically 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 Autism A+ - CoSer 208

Classes provided for students with autism who 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 Communication related 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 snoozelin (sensory) room. Autism A+ classes are presently located at APW, Hannibal, Central Square and the CiTi campus in Mexico.

Academic Levels: Academic levels for students enrolled in this program can vary greatly. A variety of curriculum modifications and assistive technologies are essential.

Social/Emotional Profile: The social/emotional profile for students enrolled in this program can be quite diverse. Regimented schedules and individual work stations are critical. Common characteristics are described above.

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Resource Room/Consultant Teacher Services - CoSer 209

209.020

Resource Room/Consult Teacher services are designed to help students meet their IEP goals and objectives, typically while attending a general education Career and Technical Education (CTE) program. CTE students attend either full day, morning or afternoon sessions at the CiTi Mexico Campus and receive assistance based on the CSE recommendation and the students' IEPs. Using both push-in and pull-out models, supplemental services are provided to help students gain proficiency with IEP goals. Frequent conferences are held with the CTE instructors to identify student strengths and weaknesses, and communication is coordinated with the component school's CSE. It is highly recommended that students with a disability receiving assistance in their component schools also be provided support in their CTE programs to ensure a continuity of service and facilitate student success.

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Day Treatment Program Stepping Stones (Full Day) - CoSer 217

The day treatment program, also known as the Stepping Stones Program, is designed for students with intense management needs and a mental health diagnosis. The program offers a structured small group environment that helps students overcome the emotional and behavioral challenges that interfere with learning, so that they may return successfully to their home district. Academic and exceptional education instruction is provided by CiTi staff. The Hillside Children's Center 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 mental health diagnosis is required to attend this program. Students that attend the Stepping Stones Day Program high school classes have the ability to obtain high school credits (awarded by their home school) in the following areas: English 9, English 10, Foreign Language (ASL), Math (Foundations of Algebra, Algebra 1, Geometry, Physical Education), Science (Earth Science, Living Environment), and Social Studies (Global Studies 9, Global Studies 10). Day treatment classes are presently located at the 4th Street School.

Academic Levels: Students enrolled in this program typically demonstrate academic skills in ELA and Math that are two to three grade levels below their chronological 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 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 supports. 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 trainings and supports 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, 205, 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 1-12 hours per week or for students typically in their commencement year, 1-24 hours per week (2XX.020).

Occupational and Physical Therapy: Occupational therapists provide direct individual (2XX.401) or group (2XX.405), consultation (2XX.402), and/or evaluation services (2XX.403) to students who have fine and/or gross motor deficiencies. Physical therapists provide direct individual (2XX.501) or group (2XX.505), consultation (2XX.502), and/or evaluation services (2XX.503) to students who have fine and/or gross motor deficiencies.

1:1 Teaching Assistant / Aide / 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 health care 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:
Julie Landy
Director of Exceptional Education
963-4315
jlandy@CiTiboces.org

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.

Teacher Aide - 223.012

A teacher aide 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:
Julie Landy
Director of Exceptional Education
963-4315
jlandy@CiTiboces.org

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 a 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 a FTE basis (302.100) not to exceed .6 FTE to serve district students.

Contact:
Julie Landy
Director of Exceptional Education
963-4315
jlandy@CiTiboces.org



Itinerant Teacher of the Deaf and Hard of Hearing Education - CoSer 303

An Itinerant Teacher of the Deaf provides direct, consultation or evaluation services to students whose hearing loss adversely affects educational performance. Services must be purchased on a FTE basis not to exceed .6 FTE, to serve district students.

Itinerant Audiologist - 303.100

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 a FTE basis (303.100) not to exceed .6 FTE, to serve district students.

Contact:
Julie Landy
Director of Exceptional Education
963-4315
jlandy@CiTiboces.org

Itinerant Licensed Speech Language Pathologist - CoSer 305

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

Itinerant Licensed Speech Language Pathologist (Medicaid) - 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 a FTE basis not to exceed .6 FTE, to serve district students.

Contact:
Julie Landy
Director of Exceptional Education
963-4315
jlandy@CiTiboces.org

Adapted Physical Education - CoSer 306

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

Contact:
Julie Landy
Director of Exceptional Education
963-4315
jlandy@CiTiboces.org

Job Coaching - CoSer 307

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 a 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 9-12, Employability Profile, and Work-Based Learning Hours – 54 hour minimum). Services must be purchased on a FTE basis not to exceed .6 FTE, to serve district students.

Contact:
Julie Landy
Director of Exceptional Education
963-4315
jlandy@CiTiboces.org

Foreign Language, ASL - CoSer 311

An itinerant ASL teacher provides ASL instruction to students. Services must be purchased on a FTE basis (311.000) not to exceed .6 FTE, to serve district students.

Contact:
Julie Landy
Director of Exceptional Education
963-4315
jlandy@CiTiboces.org

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 a 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 a FTE basis not to exceed .6 FTE, to serve district students.

Itinerant - Skilled Nursing - 352.050

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

Contact:
Julie Landy
Director of Exceptional Education
963-4315
jlandy@CiTiboces.org

Summer School

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, 12:1:4, 8:1:1 and 6:1:1 classroom options is offered. Similar to school year programming, all related services are available to students who attend Exceptional Education Summer School.

Contact:
Julie Landy
Director of Exceptional Education
963-4315
jlandy@CiTiboces.org

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 typically take place in the home but may also occur at a variety of sites other than CiTi operated Summer School program classes.

Contact:
Julie Landy
Director of Exceptional Education
963-4315
jlandy@CiTiboces.org



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.

Contact:
Julie Landy
Director of Exceptional Education
963-4315
jlandy@CiTiboces.org

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 Day program.

Contact:
Julie Landy
Director of Exceptional Education
963-4315
jlandy@CiTiboces.org

Itinerant Advanced Science Teacher - CoSer 324

Itinerant Science teacher(s) provide instruction for advanced sciences, including Physics and Chemistry, and/or any Science taught as Advanced Placement, to be shared between districts where needed and requested by the school districts. Services must be purchased on a FTE basis (324.000) not to exceed .6 FTE, to serve district students.

Contact:
Julie Landy
Director of Exceptional Education
963-4315
jlandy@CiTiboces.org



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:

- 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 & 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:
Roseann Bayne
Assistant Superintendent for Instruction
963-4297
rbayne@CiTiboces.org

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 6 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.

Contact:
Ron Camp
Director of Alternative Programs
963-4314
rcamp@CiTiboces.org

Project Explore - CoSer 402

Formerly known as Multi-Occ., subscription for these vocational explorations programs is on a per slot basis.

Half Day (402.000) / Full Day (402.100)

The Project Explore Program provides students in grades 9-12 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 including:

- Common Core Academics in Math,
- English, Science and DDP (Design, Drawing and Production)
- A strong emphasis on vocational soft skills and entry-level job skills
- Developing basic work habits and safety
- Carpentry and Computer-Based Carpentry
- Welding
- Outdoor Education/Conservation
- Automotive Services
- Small Engines
- Aquaponics
- Retailing
- CDOS Credential Opportunities

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.

Contact:
 Ron Camp
 Director of Alternative Programs
 963-4314
rcamp@CiTiboces.org

P - TECH - CoSer 403

Students enter the P-TECH program as 9th 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 5-6 year sequence emphasizes individualized pathways to completion, work place experiences, mentorship, in-depth project-based learning and real world experiences. P-TECH currently offers career clusters in Advanced Manufacturing, specializing in Electrical Engineering Technology and Mechanical Technology. This is a full day program. Years 1 and 2 are currently located on CiTi Mexico Campus. Years 3 and 4 occur three days a week at the CiTi campus and two days a week at OCC. Years 5 and 6 will be a combination of time at OCC and industry partners with job shadowing and internship opportunities.

Contact:
 Bill Lynch
 P-TECH Principal
 963-4297
blynch@CiTiboces.org



Behavioral Intervention Program Bridges to Success - CoSer 407

407.100

The Behavioral Intervention Program (Bridges to Success) is a full-day program that provides an intensely supportive environment for students in grades 7-12. This program embeds social work, 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 are not identified as a student with a disability and 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 in grades 7 and 8 experience positive social-emotional growth to facilitate reentry to home school for high school, while students in grades 9-12 are expected to earn a diploma either through Bridges to Success or moving into a less-intensive program like Credit Accrual.

Contact:
Ron Camp
Director of Alternative Programs
963-4314
rcamp@CiTiboces.org



CARE (Credit Accrual & Recovery for Everyone) - CoSer 408

408.000 / 408.010

This half or whole day program uses a combination of whole group, one-on-one, blended and software-based instructional credit accrual approaches. Typical 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 on the SUNY Oswego college campus and the curriculum embeds opportunities for hands-on college and career experiences. Although the program does not have embedded special education services, half-day students may obtain those services during the second half of their day via the following:

- 11th & 12th grade students: Attend Career and Technical Program at CiTi; or
- 9th - 12th grade students: Attend Project Explore Alternative Program at CiTi; or
- 9th - 12th grade students: Attend programming in home district.

The goal of this program is positive social-emotional growth and attainment of a high school diploma.

Contact:
 Ron Camp
 Director of Alternative Programs
 963-4314
rcamp@CiTiboces.org

Equivalent Attendance Education - CoSer 412

Equivalent Attendance (EA) - Provides instruction in preparation for the Test Assessing Secondary Completion (TASC) High School Equivalency exam for adult students to 20 years of age. Subscription to the service is on a per slot basis using the contract hour rate communicated by the New York State Education Department.

Contact:
 Mark LaFountain
 Assistant Superintendent for Personnel
 963-4286
mlafountain@CiTiboces.org

STUDENT PROGRAMS



Summer School - CoSer 414

414.000 / 414.005

The CiTi conducts a county-wide summer school program. The program offerings depend upon the needs expressed by each district. These can include remedial and enrichment academic courses in grades K-12 (414.000), and Academic Intervention Services (414.005). Subscription is on a per course basis.

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 6 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.

Summer School Regents and RCT - 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 Elementary Behavior Intervention - 414.100

For students in grades 1-6: Positive social-emotional growth and re-entry to traditional school setting. Characteristics of prospective students: Extensive history of in-school academic, social and mental health interventions 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 (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:
Ron Camp
Director of Alternative Programs
963-4314
rcamp@CiTiboces.org



TASC Program - CoSer 427

Students who are not reading at a 9th grade level are considered Pre-TASC and their program will consist of remediation to make them eligible for TASC 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. This program does embed special education services. 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 TASC portion of the program is a half day and the career exploration is another half day. Options for students to spend half of their day include:

- 11th & 12th grade students: Attend Career and Technical Program at CiTi; or
- 9th - 12th grade students: Attend Project Explore Alternative Program at CiTi; or
- 9th - 12th grade students: Attend programming in home district.

Contact:
 Ron Camp
 Director of Alternative Programs
 963-4314
rcamp@CiTiboces.org

Elementary Intensive Behavioral Intervention - CoSer 437

For students in grades 1-6: Positive social-emotional growth and re-entry to traditional school setting. Characteristics of prospective students: Extensive history of in-school academic, social and mental health interventions 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 (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:
 Ron Camp
 Director of Alternative Programs
 963-4314
 rcamp@CiTiboces.org

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.

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. Enhanced refers to the referral process. 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 in order 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, 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:
 Ron Camp
 Director of Alternative Programs
 963-4314
 rcamp@CiTiboces.org

Adult Education

Adult Literacy Classes - CoSer 826

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

Contact:
Mark LaFountain
Assistant Superintendent for Personnel
963-4286
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Continuing Education - CoSer 890

Short term courses offered to the public: Infection Control or 5-Hour Defensive Driving.

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Mark LaFountain
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Health Occupations - CoSer 891

Trades & Technology - CoSer 896

Adult Career and Technical Education Training Programs in Health Occupations (Practical Nursing, Dental Assisting, Medical Assisting, Medical Billing/Coding, Phlebotomy, Nurse Assistant) or Trades (HVAC, CDL A, CDL B, Heavy Equipment Maintenance and Operations, Welding, Auto Technology, etc.).

Contact:
Mark LaFountain
Assistant Superintendent for Personnel
963-4286
mlafountain@CiTiboces.org



Industrial Trades - CoSer 892 Leisure Learning - CoSer 893 Workforce Development - CoSer 894

CiTi provides on-site and center-based training for employees through our Industrial Training (CoSer 892) and Workforce Development (CoSer 894) 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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Assistant Superintendent for Personnel
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Work Keys - CoSer 897

The ACT® Work Keys System helps students make a stronger transition to postsecondary institutions and employers. Work Keys assessments 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.

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. In addition, WorkKeys assessments are approved as an alternative assessment for the Career Development Occupational Studies (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:
Mark LaFountain
Assistant Superintendent for Personnel
963-4286
mlafountain@CiTiboces.org



Instructional Programs and Staff Support

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, related personnel expenses, plus a service charge for processing.

Contact:
Bonnie Finnerty
Executive Director of Regional Success
963-4295
bfinnerty@CiTiboces.org

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
- Onondaga-Cortland-Madison 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. This service works through an advisory council of school district representatives (CAAR). A steering committee, comprised of superintendents and BOCES representatives, is also in place. 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.

Contact:
William Jones
Arts-in-Education Coordinator
963-4417
wjones@CiTiboces.org

Exploratory Enrichment - CoSer 418

Offered as a service through the Regional Arts-In-Education department of the Center for Instruction, Technology & Innovation, Exploratory Enrichment (billed under service code 418.010) 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.) wherein students can visit various sites, institutions and exhibits related to the respective subject areas or bringing consultants into the buildings. Examples of use include planetariums, science museums and exhibits, 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 - Robotics - 418.100

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.

Contact:
William Jones
Arts-in-Education Coordinator
963-4417
wjones@CiTiboces.org



Grant Writing Services - CoSer 507

507.025

The Center for Instruction, Technology & Innovation Grant Services offers a flexible range of services, including basic grant notification services, district-specific grant identification, editing of grant proposals and start-to-finish grant writing. We can offer help with a variety of funding options, from teachers applying for small classroom grants to districts looking to coordinate large grants with other schools and/or community organizations/businesses.

Additional Customized Services - 507.005 / 507.010 / 507/015

District-specific grant identification and grant writing assistance can be customized to district-specific needs.

Additional service may provide dedicated grant personnel to partner with participating school districts in the development and timely submission of well-prepared, competitive and allocated grant proposals. Services available either on a per diem (507.010) or FTE Basis (507.015) may include any or all of the following components:

- Providing the research and documentation necessary to substantiate the needs section required by most grant proposals.
- Research into scientific or evidence-based validation of proposed program's effectiveness, as required by many grant proposals.
- Identifying, drafting, and soliciting appropriate letters of support required by many grant proposals.
- Identification of and facilitation of meetings with potential collaborators (e.i., other educational agencies; community agencies; faith-based groups; businesses) to determine common goals and objectives, and to identify roles of partners.
- Assistance and/or preparation of grant elements, as required, including narrative, time-line, budgets, bibliographies, and attachments such as tables and charts.
- Crafting of grant narratives as necessary.
- Development of a program or project that does not currently exist in the district but is necessary to meet the needs of the district while satisfying the elements set forth in the grant solicitation.
- Assistance with registration and submission of electronic proposals when required.

Contact:
Bonnie Finnerty
Executive Director of Regional Success
963-4295
bfinnerty@CITiboces.org



School Improvement - CoSer 533

533.00 / 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

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) with associated incidentals billed under service code 533.020.

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. Currently, the focus is primarily in support of Common Core integration through the building of foundational understanding as well as supporting growth in the Six Shifts and related instructional strategies.

Staff Development (APPR Evaluator) - 533.016

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

Instructional Planning/School Improvement (Incidentals) - 533.020

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.

Partners for Education and Business - 533.030

This service is designed to formalize, through a shared service, the Partners for Education and Business (PEB) consortium of districts that began with Goals 2000 funds and has existed for the past 13 years. During that time, districts have been consortium participants and other districts have contracted with PEB for individual services for their schools. On average, 5,000 students and their teachers have participated per year in services such as school-business partnerships, job shadowing, internships, career fairs (speakers), career expo, industry tours, etc. that have been coordinated by PEB. The costs for individual services within the service cover PEBs coordination of the various activities.

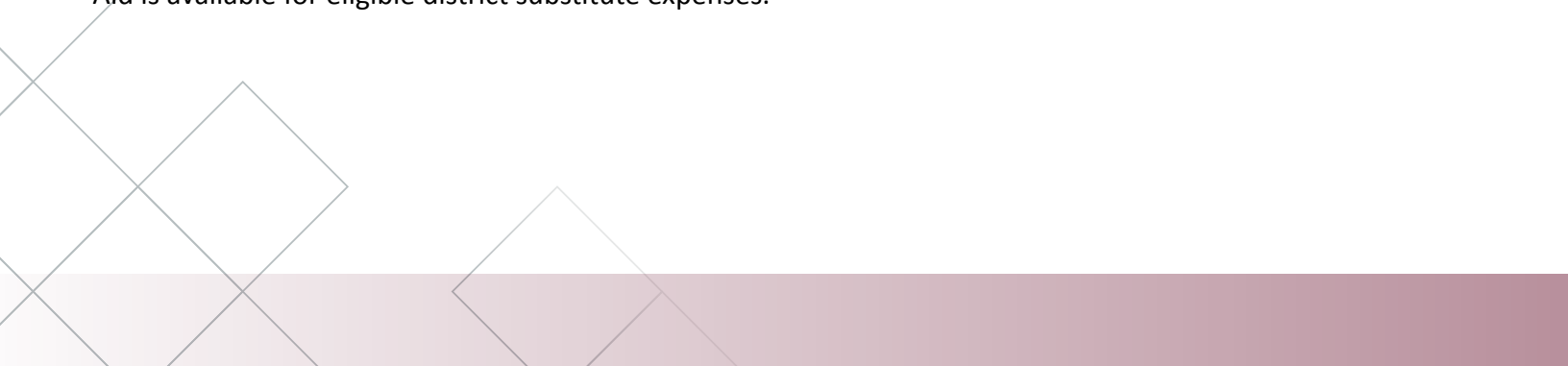
The service consists of a registration fee and a menu of services, based on the needs of the district. Regardless of the level of service selected, all districts participating will receive: access to professional development opportunities and grant opportunities; publicity; updates on workforce development trends, regional activities; awards program, including Student of the Year; and forum with leaders from business/industry.

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.

RTTT Assessment Support Service -533.081 / 533.082 / 533.083

The assessment development and analysis support service provides support in the creation of high-quality assessment development and analysis protocols and tools (533.081 and 533.083). Some tools require set up and support fees including data migration which can be charged under 533.082.

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), enrollment projections (533.160), are available upon request.

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.

Contact:

Bonnie Finnerty

Executive Director of Regional Success

963-4295

bfinnerty@CITiboces.org

Liane Benedict

Staff Development Coordinator

963-4300

lbenedict@CITiboces.org



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.

Contact:
Liane Benedict
Staff Development Coordinator
963-4300
lbenedict@CiTiboces.org

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.

Contact:
Liane Benedict
Staff Development Coordinator
963-4300
lbenedict@CiTiboces.org

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.

Contact:
Liane Benedict
Staff Development Coordinator
963-4300
lbenedict@CiTiboces.org



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:
Bonnie Finnerty
Executive Director of Regional Success
963-4295
bfinnerty@CiTiboces.org

Itinerant Art Teacher - CoSer 313

This service is for an itinerant art teacher to be shared between districts where needed and requested by the school districts served by CiTi. Services must be purchased on a FTE basis (313.000) not to exceed .6 FTE.

Contact:
Julie Landy
Director of Exceptional Education
963-4315
jlandy@CiTiboces.org

Itinerant ESL Teacher - CoSer 314

This service is for an itinerant ESL teacher to be shared between districts where needed and requested by the school districts served by CiTi. Services must be purchased on a FTE basis (313.000) not to exceed .6 FTE.

Contact:
Julie Landy
Director of Exceptional Education
963-4315
jlandy@CiTiboces.org



Curriculum and Instruction Coordination - CoSer 338

On-site coordination of curriculum and instructional support is available on a 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.

Contact:
 Bonnie Finnerty
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 963-4295
 bfinnerty@CiTiboces.org

Instructional Technology

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.

- **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 to Classroom Collaborations
- Professional Development for Educational Staff and Community Members
- Technical Support and Training
- Overall Coordination of the Program
- Distance Learning Summer School
- College Courses via videoconferencing
- Online College Courses

Homebound Students Staying Connected with the Classroom - 477.010 / 477.015

Portable Distance Learning units, capable of real-time audio and video interaction, are provided through this service to students that are ill, hospitalized or homebound so they can participate in their school courses and maintain connections with their teachers and classmates. The service provides:

- Equipment lease (monthly fee 477.015)
- Project management and coordination
- Technical support and training for student, family and faculty
- Liaison between home, school and hospital



Videoconferencing / Virtual Field Trips / Textbooks - 477.020 / 477.030 / 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. This service provides:

- Access to databases of educational 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
- Online services (credit recovery) (577.070)

The content provider cost for the video conference is billed under service code 477.020, while the cost of textbooks for college courses is billed under service code 477.030.

Contact:
Melissa Daniels
Distance Learning Coordinator
963-4298
mdaniels@CiTiboces.org

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

Contact:
Melissa Daniels
Distance Learning Coordinator
963-4298
mdaniels@CiTiboces.org

Library Media - CoSer 512

The Library Media Service offers a rich collection of Common Core aligned digital resources to accommodate a variety of student learning styles. Subscribers have access to Discovery Education, Learn360, PBS LearningMedia. Middle and High School educators also have access NBC Learns.

Contact:
Molly Clark
Interim School Library System Director
963-4304
mclark@CiTiboces.org

Library Automation - CoSer 534

434.000 / 534.010 / 534.015 / 534.016

The Library Automation service provides and maintains a regional, integrated system for library automation and resource sharing in Oswego County, plus access to 1) the Northern NY Library Network's ICICILL-Interlibrary Loan system; 2) the School Library System Union Catalog; 3) OCLC's nationwide interlibrary loan service. Cost of Follett Software is billed under 534.000, with a service charge on the purchase billed under service code 534.010. A per library service fee applies for resource sharing via Interlibrary Loan and Union Catalog on the web for Follett and OPALS users (534.015) or Mandarin users (534.016).

OPALS Libraries Coordination and Support - 534.020 through 534.050

OPALS is a web-based Open-Source Library Automation system. The School Library System will train and support, maintain, troubleshoot, and catalog library materials for each OPALS district. The OPALS first year installation and coordination fee will be billed under service code 534.020 with the corresponding first year maintenance fee billed under 534.030. A Union Catalog hosting fee will be billed under service code 534.045. After the first year, the maintenance fee is billed under 534.040. This includes barcode tracking; enhanced online record data such as book cover images, journaled book reviews, lexiles, readalike recommendations; and product improvements. A service charge on the maintenance fee applies, and will be billed under 534.050.

Textbook or Equipment Management Software - 534.060 / 534.070

Textbook and equipment management software is available. Textbook inventory services will be billed under service code 534.060, while equipment inventory services will be billed under service code 534.070.

Contact:
 Molly Clark
 Interim School Library System Director
 963-4304
 mclark@CitiBoces.org

Library Cooperative Collection Development (Part I) - CoSer 537

537.000 / 537.010

Participating school librarians coordinate collection development, on a yearly basis, to meet curricular needs throughout Oswego County schools. Resources are then purchased and processed by the School Library System, delivered to participating schools, and shared through interlibrary loan, providing greater access to curricular materials for all Oswego County students. Areas of concentration can change in subsequent years, depending on needs. The cost of requests is billed under service code 537.000, with a corresponding service charged billed under 537.010.



Library Cooperative Collection Development Part II (Online Resources) - 537.020 / 537.030 / 537.035 / 537.040

Online Resources include library databases and digital curricular content, with discounted pricing negotiated via a statewide purchasing consortium. Contact the School Library System for a list of products and companies. More than 80 vendors participate in our statewide RFP's. Training and support are provided. Participating districts will be charged the base fee under service code 537.020. The actual use costs will be billed under 537.030 while a Federated SEARCH app for single log-in to the resources. An Online Resource coordination, implementation and training fee will be charged on a per student basis, under service code 537.040.

Overdrive Electronic Books Catalog - 537.050 / 537.055

The School Library System's Overdrive eBooks Catalog consists of 1000-plus high interest eBooks selected to support instruction and develop a love of reading. Books are easily transferred to a wide variety of devices. Coordination, implementation and maintenance of an online eBooks catalog is included. Fees for this service are charged on a per school basis. If a district chooses to add their own additional e-books they may do so.

Database Management via SEARCH - 537.060

Recent studies have shown that simplified and easy-to-remember passwords increases usage to these resources. The School Library System at CiTi can coordinate all of your online resources so that all students and teacher will have just one user name and password for ease of access to the resources they need. This service is for non-Oswego County School Districts only, with costs billed on a per library basis.

Contact:
Molly Clark
Interim School Library System Director
963-4304
mclark@CiTiboces.org

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.

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 through the Internet (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

Team Task Manager / Inventory is an online help desk tracking solution supporting categorization and reporting on the efforts and activities of specialized staff members such as IT specialists and technicians. This solution includes asset tracking and a customizable knowledge base.

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. This online tool allows assessment teams to contribute to collaborative confidential documentation replacing paper form based processes. This allows for CSEs and their teams to have a process to edit, monitor, review and report on current and consistent data.

Web / Data Services - 511.080

The web data services team at the Center for Instruction, Technology & Innovation develops online/offline solutions for districts and other BOCES. Data driven solutions are developed using up-to-date SQL systems and serving platforms. Human interface design is 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.

NYS CDOS-SACC Credential Management System - 511.090

An online collection of forms, workgroup management tools and data analytics enabling district personnel to manage and track students' progress toward acquisition of the CDOS or SACC credentials. The digital forms allow management and review of these critical documents. The system allows file attachments to extend documentation beyond the forms themselves. Finally, data dashboards provide visual displays of aggregate district level progress as well as student level progress toward acquisition of the credentials.

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.

Contact:
Stephanie Maturo
Director of Instructional Technology
963-4303
smaturo@CiTiboces.org

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. 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. Also includes the coordination of equipment disposal as needed.

Itinerant On-Site Technician Support - 515.040

On-site Technicians and/or Computer Support Assistants are available to serve your district for one, two or three days per week throughout the entire academic year.

Itinerant System Administrator (or Assistant System Administrator) - 515.045

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

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.

My Learning Plan / OASYS / WebReg - 515.081 / 515.082 / 515.083

Online tracking of professional development and session/conference registration activities. Additional modules allow for observation and appraisal management. MLP set up is purchased through service code 515.081, with a fee per participant billed under 515.082. OASYS per participant fees can be purchased under 515.083.

MLP-OASYS Setup Fee - 515.087

For districts initial startup and configuration of the OASYS product. One time charge only, for districts that are a current MyLearningPlan client.

OASYS without MLP - 515.088

For districts initial startup and configuration of the OASYS product. One time charge only, for districts who are not a current MyLearningPlan client.

PD & Teacher Observation - 515.090

Oasys Product is an evaluation and appraisal system developed to manage educator growth.

Contact:
 Stephanie Maturo
 Director of Instructional Technology
 963-4303
 smaturo@CitiBoces.org

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. 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

School districts that participate in CoSer 515 CLO (Common Learning Objectives) are required to participate in the Model Schools CoSer. 517.000.

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 a FTE basis: 517.015 (11-month) or 517.015 (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 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.

Contact:
Stephanie Maturo
Director of Instructional Technology
963-4303
smaturo@CiTiboces.org

Grant Funded Services

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.

Contact:
Bonnie Finnerty
Executive Director of Regional Success
963-4295
bfinnerty@CiTiboces.org



Special Education School Improvement Specialists - CoSer 829

Two Special Education School Improvement Specialists (SEIS) are members of the Mid-State Regional Special Education Technical Assistance Center (RSE-TASC). The Specialists are assigned to targeted schools or districts based upon a regional planning process, which includes the RSE-TASC Coordinator, the Special Education Quality Assurance (SEQA) Regional Supervisor, and CiTi Administration. Technical assistance is provided to school districts determined by the Office of Special Education to be designated as “needs assistance,” “needs intervention,” or “needs substantial intervention.” Schools who are identified as in need of a Local Assistance Plan (LAP) are also considered for technical assistance. The following data points are just a couple of considerations in the process:

- Student outcome data for students with disabilities
- Outcome data from State Performance Indicators

When assigned to a district or school, SEIS engage multiple stakeholders in a collaborative, data-driven, improvement planning process that identifies goals and activities designed to improve outcomes for students with disabilities. Additionally, SEIS provides development and delivery of professional development, leadership support, coaching, systems development, and technical assistance in the areas of literacy, behavioral supports and instructional practices.

Contact:

Tracy Mosher
SEIS Coordinator
963-3354

tmosher@CiTiboces.org

MaryJo Hart

SEIS Professional Development Specialist
963-3322

mhart@CiTiboces.org

Central NY / Oswego County Teacher Center - CoSer 831

The CNY/OCTC is a large consortium teacher center, serving educators in 25 public school districts, two BOCES, eight non-public schools and five institutes of higher education. The CNY/OCTC is dedicated to bringing high-quality professional development opportunities to the Central New York and Oswego County region. The teacher center supports educators as they implement instruction by offering training in the areas of Common Core Learning Standards, APPR, Data Driven Instruction, Instructional Technology, Highly Effective Teaching and 21st Century Skills. The Teacher Center is governed by a policy board that is, by law, composed of at least 51% teachers. Each Center provides services to its constituents based on locally determined needs. The CNYTC/OCTC is located at: 4983 Brittonfield Parkway, Suite 203, East Syracuse, NY 13057.

Contact:

Tammy Anderson
CNYTC/OCTC Coordinator
299-7445

tanderson@CiTiboces.org

Human Resources

Staff Development: Interscholastic Coaches- CoSer 532

532.000 Coaching Skills/Theory: This is a 30 hour course which consist of 6 hours of classroom instruction and 24 hours of direct supervision under a Master coach per sport.

532.010 Coaching CPR/AED: This is a 2.5 hour course for the initial CPR/AED and a 1.5 hour refresher for CPR/AED.

532.020 Coaching First Aide: This is a 12 hour initial class and the certificate is valid for 3 years.

532.030 Coaching First Aide: This is a 5.5 refresher class and the certificate is valid for 3 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.

Contact:

Mark LaFountain

Assistant Superintendent for Personnel

963-4286

mlafountain@CiTiboces.org

Negotiations - CoSer 604

604.486 / 604.490

The negotiations service is currently available as a cross-contract service with Cayuga BOCES and OCM 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.

Contact:

Mark LaFountain

Assistant Superintendent for Personnel

963-4286

mlafountain@CiTiboces.org



Substitute Coordination Teacher Calling - 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 written reports on the absences. Additional hours of service can be obtained through service 611.010.

Contact:
 Mark LaFountain
 Assistant Superintendent for Personnel
 963-4286
 mlafountain@CiTiboces.org

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.

Contact:
 Mark LaFountain
 Assistant Superintendent for Personnel
 963-4286
 mlafountain@CiTiboces.org

Support Services

Claims Auditing Service - CoSer 319

The service provides a shared Claims Auditor who will review financial claims and transactions on behalf of Boards of Education in participating school districts. The Claims Auditor confirms and certifies the following relative to each claim: 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.

Contact:
 Michael Sheperd
 Assist. Superintendent for Administrative Services
 963-4260
 msheperd@CiTiboces.org



Records Management Services - CoSer 638

CiTi operates a shared service to coordinate and maintain a fixed assets inventory 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 user access to the database to search and view records and run reports at will. 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. 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)

Contact:
 Michael Sheperd
 Assist. Superintendent for Administrative Services
 963-4260
 msheperd@CiTiboces.org

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, assistance during reviews conducted by regulatory agencies, facilitation of trainings and assistance with third-party engagements in safety and security as requested, and researches and provides 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 a FTE basis. The minimum service is one day a week or .2 FTE.

Records and Building Management - 612.050 / 612.051 / 612.052

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

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 a FTE basis. The minimum service is one day a week or .2 FTE. Asbestos records include:

- Original asbestos management plans
- Construction documents and plans
- Correspondence
- Litigation
- Medical surveillance and fit testing records
- Notifications and postings
- Sample logs
- Training documentation
- 6-month surveillance reports
- 3 year (triennial) reports

Level II – Asbestos Building & Records Management (612.051)

All services included in Level I, and additionally this service will provide asbestos assistance, ongoing evaluation and organization of asbestos building records, present at the site, from the beginning of the ownership of district buildings (owned, rented or leased) to the present day, for the entire school year. 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 6-month surveillance inspection, reports and maps (twice per year)
- Coordination and assistance with annual notices and postings
- Inquire about construction activities and documents and update district data as necessary
- Ongoing maintenance of records (on-site)
- Site-specific asbestos trainings

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. Services covered in this level:



- All items listed in Level I & II, plus various building inspection services (designed to be a la carte and as needed)
- AED monitoring and reporting (monthly)
- Emergency eyewash 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

In-District Staff - 612.020

In-district staff, provided by CiTi, supports the following efforts:

- 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.

Districts subscribing to such in-district technical assistance purchase the service on a FTE basis. The minimum service is one day a week or .2 FTE. Data generated is the property of the subscribing district.

Safety & Risk Management (Additional Services) - 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.

612.035

Hepatitis B vaccination coordination are provided under service code 612.035.

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:

- Active Shooter Training
- Comprehensive Emergency Management Plan Development and Drill Exercise
- 360° Photographic Inventory/Mapping database
- School safety/security audit using crime prevention through environmental design in schools
- Other activities as requested

Contact:
Patricia Cerio
Safety & Risk Coordinator
963-4476
pcerio@CiTiboces.org

Printing - CoSer 599

The 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.

The print shop provides laminating services on site, as well as mail pre-sort 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 services, but pre-printed labels are also accepted.

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 building daily.

Tax Bill Printing Service - 599.050

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

Contact:
Gisele Benigno
Coordinator of Business Administration
963-4241
gbenigno@CiTiboces.org

Cooperative Purchasing - CoSer 670

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

- Custodial Supplies
- Copy Paper
- Specialty Paper
- Art Supplies
- Health Supplies
- Transportation Supplies
- Transportation Fuels
- Presswork
- Calculators
- Technology Supplies and Equipment
- General Office and Classroom Supplies
- Musical Instruments and Supplies
- Welding Supplies and Materials
- Athletic Equipment and Supplies
- HVAC Filters
- Food, Meat and Beverages
- USDA Food and Meat Purchases NOI
- Paper and Plastic Supplies
- Bread Products
- Ice Cream
- Milk and Dairy Products

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 and receive goods directly from the vendors.

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
963-4253
arhinehart@CiTiboces.org



Central Public Information Service - CoSer 621

The CiTi Public Information Service exists to be communication leaders for public education clients, advising school districts on creative, strategic, innovative and effective communication solutions and collaboratively implementing those plans to enhance student learning and educational systems.

Our service is designed to work with districts in creating and implementing their community public relations program, crisis communications and overall community presence.

Does your community complain they don't know what's happening in your schools? We live in an era that generally regards organized institutions as untrustworthy. Let us help you effectively communicate your message and establish your credibility through transparency. The frequency of clear and positive communication helps to create a public image that leaves an impact on your students, your staff and your community.

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 design and content management, social media management, and media relations. Work may also include the development of policy to address different media uses, evaluation of districts' communication plan strengths and weaknesses and development to align communications with Board/Administrative mission and goals.

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 Information Assistants 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 I Service - 621.010

Level I Service is the minimum level of participation for districts, and translates into 80 days of service throughout the school year.

Level II Service - 621.020

Level II Service is equivalent to 120 days of service throughout the school year.

Level III Service - 621.030

Level III Service is equivalent to 160 days of service throughout the school year.

Level IV Service - 621.040

Level IV Service is equivalent to 200 days of service throughout the school year.

Enhanced Service - 621.050

Available to any district enrolled in the service (Level I to Level IV) wishing to increase their level of service by 20 additional days. Useful for special projects that are only anticipated to have a brief duration.

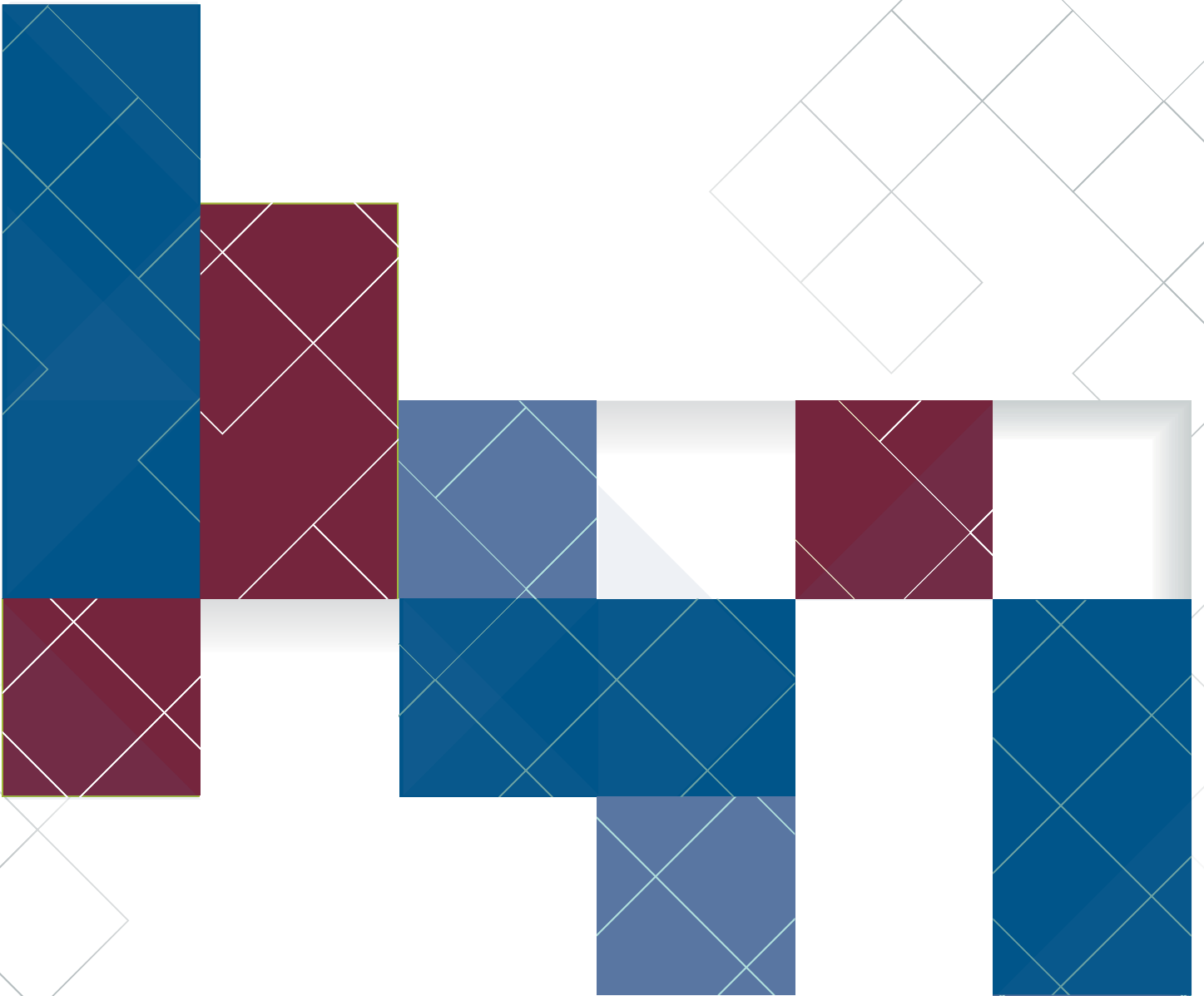
Supplies & Additional Charges - 621.060

For districts participating in the service, the public relations team may design graphics for specialty items upon request that can be purchased through PR and billed back to the district. Advertising through Facebook and other social media platforms is also available.

Contact:
 Naomi Himes
 Public Information Coordinator
 963-4412
 nhimes@CitiBoces.org



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