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ANNUAL REPORT

MADISON-ONEIDA BOARD OF COOPERATIVE EDUCATIONAL SERVICES



IN COOPERATION WITH MEMBER SCHOOLS:

CAMDEN, CANASTOTA, HAMILTON, MADISON, MORRISVILLE-EATON, ONEIDA, ROME, STOCKBRIDGE VALLEY, VERNON-VERONA-SHERRILL

MISSION STATEMENT

The Madison-Oneida BOCES cooperatively and responsibly provides educationally focused programs and services which enable learners to excel.

STANDARDS OF EXCELLENCE

COLLABORATION

Madison-Oneida BOCES programs and services are planned, delivered, and evaluated in collaboration with participants.

OUTCOMES

Madison-Oneida BOCES programs and services supply participants with the means, knowledge, or opportunity to achieve their educational goals.

RESOURCES

Madison-Oneida BOCES programs and services use all resources efficiently and effectively.

ANTICIPATION

Madison-Oneida BOCES anticipates emerging educational service needs and develops programs and services to address those needs.



ABOUT BOCES

Boards of Cooperative Educational Services (BOCES) exist in New York State to help school districts better serve their students. School districts throughout the state depend on BOCES to meet their educational and financial goals through shared programs and services. By focusing on collaboration and creating efficiencies, BOCES agencies help to relieve some of the financial burdens increasingly placed on local taxpayers.

THE MADISON-ONEIDA BOCES

- Serves over 230 learners under age 5 through Early Childhood programs; 1,074 high school students in Career and Technical Education courses; over 300 students in Alternative and Special Education programs; approximately 2,300 adults and out-of-school youth in the literacy programs and 4,400 adults in vocational and avocational classes
- Offers Regional Academic Summer School programs for more than 1,000 students in grades 7-12
- Hosts the Central Region Early Childhood Direction Center
- Houses the Mohawk Regional Information Center (MORIC), one of 12 statewide information centers, which provides participating districts in five counties access to state-of-the-art technology services, training and support for teachers, students, and administrators
- Partners with a neighboring BOCES to host a Continuing Education Consortium, which offers vocational and avocational programs at multiple sites across three counties
- Operates 2 of the state's 22 Literacy Zones, a grant funded family and community literacy initiative, and participates in the Madison County Literacy Coalition
- Employs 750 full and part-time faculty and staff

A REPORT FROM THE BOARD PRESIDENT

RICHARD ENGELBRECHT



On behalf of the entire Madison-Oneida Board of Cooperative Educational Services, I am pleased to present the 2010-11 Annual Report. Our Annual Report is a testament to the great work we have done this year on behalf of and in cooperation with our local school districts. The quality of this work is evident in our students' tremendous outcomes and achievements.

Student outcomes are, and have always been, at the center of every new program and service we offer and every decision we make at Madison-Oneida BOCES. The new Career and Technical Education and Alternative and Special Education initiatives we began this year are aimed at keeping students in school in the most productive ways to reach their goal of graduating from high school. The Early Childhood videos we created this year are intended to provide our youngest students with a good start. Our GED preparation programs have allowed our Adult and Continuing Education students to exceed the state averages in all subject areas. The online learning options the Mohawk Regional Information Center launched provide students with alternatives to the traditional classroom.

By working together, we continue to find innovative, efficient and effective ways to accomplish our key goal – to enable every learner we serve to excel and reach their highest potential. That has never been as important as it is now, with our budgets tighter than ever and our students and teachers being asked to do so much more with fewer resources. BOCES will continue to assist districts through these challenging times and to provide the leadership needed to help our students succeed at all levels.

Thank you for your dedication to our students and for your continued commitment to educational excellence in the Madison-Oneida region.

Richard Engelbrecht
Board of Education President
Madison-Oneida BOCES

A handwritten signature in cursive script that reads "Richard Engelbrecht". The ink is dark and the signature is written on a light-colored background.

MADISON-ONEIDA BOCES

GOALS 2011-2012

- Instructional and administrative support programs offered by Madison-Oneida BOCES are aligned with best practices, current research, and component districts' needs.
- Operational procedures of Madison-Oneida BOCES will make effective and efficient use of all available resources.
- Technology services available through Madison-Oneida BOCES are aligned with current research, best practices, and component districts' needs.
- Identify and provide best practice improvement and intervention strategies utilizing data in collaboration with regional leaders to increase the performance of all students, respond to statewide initiatives, and achieve efficiency in their operations.
- Systematically communicate with various publics the roles, needs, and accomplishments of component districts and the BOCES with regard to the achievement of state standards for students and schools.

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

RICHARD ENGELBRECHT
Madison
Board President

DOUGLAS GUSTIN
Canastota
Board Vice-President

PATRICK BARON
Vernon-Verona-Sherrill

EDWARD CONNELL
Camden

DR. JOHN COSTELLO, SR.
Oneida

DONNA ISBELL
Morrisville-Eaton

SANDRA LOCKWOOD
Rome

LEE MENNIG
Stockbridge Valley

ROBERT PILS
Hamilton

A REPORT FROM THE DISTRICT SUPERINTENDENT

JACKLIN G. STARKS



We often think of new technology when we hear the word “innovation,” but it’s really much more than that. At Madison-Oneida BOCES, we see innovation as creatively using the resources we have to enhance the programs and services we offer. Innovation doesn’t necessarily require more money, but it requires people with passion, people who think creatively, and people who aren’t afraid to try something new.

The 2010-11 Annual Report highlights a few of the innovations we have seen this year. The wide range of ideas and great student successes we’ve seen is evidence of the quality of our staff members who plan and lead the programs. It also speaks volumes about the trust our component districts continue to place in BOCES by sending their students to our programs year after year.

New initiatives and innovative programs and services have improved our student outcomes, but they have not changed our goals – in fact, they strengthen our focus on our core mission. In these tough economic times, innovation, out-of-the-box thinking and collaboration will enable us to continue preparing students for success in college and the workforce, while providing customized and cost-effective programs for the school districts we serve.

Thank you for your continued support of our work, our mission and our students. Together, our potential is limitless.

Jacklin G. Starks
District Superintendent
Madison-Oneida BOCES



ADMINISTRATION

JACKLIN G. STARKS
District Superintendent

PATRICIA VACCA
Assistant Superintendent for
Curriculum and Instruction

SCOTT BUDELMANN
Assistant Superintendent for
Administrative Services

DAVID ARNTSEN
Director of Career and
Technical Education

LISA DECKER
Director of Finance

MARYJO HOJOHN
Director of Alternative and
Special Education

HEATHER MAHONEY
Director of the Mohawk
Regional Information Center

KATHLEEN RINALDO
Director of Continuing Education

CINDY WILLIAMS
Director of Staff and
Curriculum Development

COLLEEN WUEST
Assistant Director of
Early Childhood

ADULT AND CONTINUING EDUCATION

Preparing adults for success in the workplace is the goal of the BOCES Consortium of Continuing Education (BCCE), a partnership between Madison-Oneida BOCES and Oneida-Herkimer-Madison BOCES. The Consortium offers more than 200 programs that provide education and job training skills essential in today's technology-driven economy, including both online and classroom-based courses and preparation for the GED exam or a local high school diploma. BCCE serves adults in 21 school districts: **Brookfield, Camden, Canastota, Clinton, Hamilton, Holland Patent, Madison, Morrisville-Eaton, New Hartford, New York Mills, Oneida, Oriskany, Remsen, Rome, Sauquoit, Stockbridge Valley, Utica, Vernon-Verona-Sherrill, Waterville, Westmoreland, and Whitesboro.**

LITERACY COALITION BEGINS WORK IN COMMUNITY

Agencies across Madison County have over the years launched programs and initiatives to improve the literacy skills of children and adults. But those programs often operated in isolation and may have struggled for resources, recognition and support. In the summer of 2010, those agencies joined forces to form the Madison County Literacy Coalition, a group of more than 40 education, government, social and community agencies working together to improve literacy rates.

Coalition members spent their first year building a network and writing a five-year strategic plan that includes goals and actions for each community sector they hope to reach: preschool – aged children, school-aged children, adults, families and the workforce. Early literacy – children through grade 3 – is the Coalition's first focus area, although programming will be ongoing for the other sectors as well.

"The partners felt that, in order to look at breaking the cycle of illiteracy, you need early involvement, early intervention," said Kathleen Rinaldo, Director of the Madison-Oneida BOCES Adult and Continuing Education division.

The Adult and Continuing Education division is one of the managing partners of the Literacy Coalition. Its staff has a long history of building effective partnerships throughout Madison and Oneida counties and assisting schools in connecting with



Madison County Literacy Coalition Chairman Michael Drahos (center), superintendent of the Morrisville-Eaton school district, talks with James Matt (left), director of Central Southern Tier RAEN, and Stuart Wattle, minister of Oneida First Presbyterian Church, both of whom are Coalition members.

community-based organizations and local businesses.

Michael Drahos, superintendent of the **Morrisville-Eaton** school district, is the Coalition chairman. He said it is critical that schools are involved in improving literacy throughout the community, especially for preschool-aged children. In Madison County, 79 percent of children under age 5 do not attend a preschool or early childhood program, he said.

"We have kids, at most, for eight hours a day, and we don't get them until they're 4 or 5," Drahos said. "What happens outside our doors is just as important as what happens inside them."

Madison-Oneida BOCES component districts participating in the Literacy Coalition are **Canastota, Hamilton, Madison, Morrisville-Eaton, Oneida** and **Stockbridge Valley**.

2010-2011 HIGHLIGHTS

- Developed core components of a “transition to post-secondary education” program in conjunction with Mohawk Valley Community College to increase the number of learners who transition to and succeed in college
- Successfully transformed unused space at the Utica ACCESS Site into training labs that make career and technical education programs accessible to local residents
- Co-sponsored a Bridges Out of Poverty training series with Mohawk Valley Community Action Agency

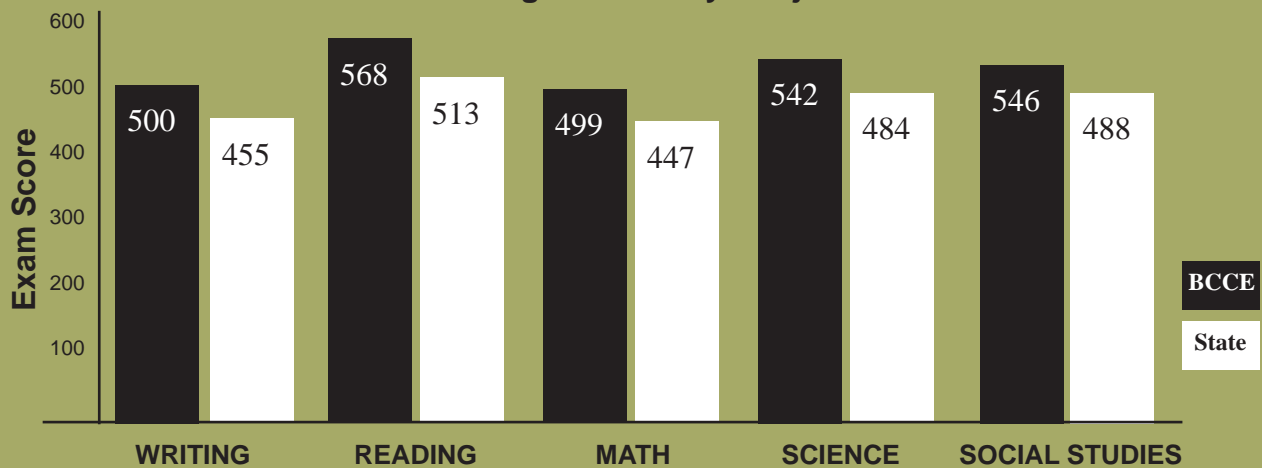
2011-2012 GOALS

- Monitor and refine components of the Practical Nurse Training programs that result in improved student retention and performance
- Refine systems and operations in the areas of data entry, record keeping and student case management in order to promote consistency and improve efficiency across sites
- Refine two trade training programs, Welding and Electricity, to meet community and employer needs
- Develop and implement a public relations plan along with a series of opportunities for the public to learn about and experience Community Education

GED PREPARATION PROGRAM STUDENT OUTCOMES

The BOCES Consortium of Continuing Education (BCCE) had an 86% GED passing rate for 198 of the adult learners (ages 18 and older) who attended a preparation course and took the exam during the 2010-11 school year. Statewide, the passing rate for adult learners was 59% during the same time period (out of 43,376 people tested).

Average Scores By Subject



ALTERNATIVE AND SPECIAL EDUCATION

The Alternative and Special Education division provides programs and services to meet the needs of an academically diverse population. In providing educational programs to students, the division respects the strengths and abilities of all students and embraces those strengths as pathways to success. Students are presented with an academically challenging curriculum and are engaged in learning that has a tangible application to their lives, both inside and outside of school. High expectations, individualized student plans, varied teaching strategies, and meaningful learning in collaborative settings ensure that all students reach their potential.

CULTURAL SHIFT IMPROVES STUDENT ACHIEVEMENT

For students who are already disengaged with their schooling, an out-of-school suspension often makes the situation worse. As part of an ongoing effort to improve student successes, the Alternative Education School launched several initiatives that helped drop its out-of-school suspension rate by 57 percent during the 2010-11 school year.

“We spent a lot of time trying to change the culture of our school to one that was very positive, that encouraged students to do well, to act responsibly,” said Laurie Ann Ross, Assistant Director of Alternative Education.

As a school using the **Positive Behavioral Interventions and Supports** (PBIS) philosophy, positive attitudes and language have long been part of the school’s academic and social fabric. When the 2010-11 year began, the school converted from a point-based incentive system to a level-based system. Students are at level “red,” “yellow,” or “green,” depending upon their daily behavior, and each level carries different in-school privileges. Where previously teachers added or deducted points based on behavior, students now provide teachers with self-assessments and evidence throughout the year to earn a higher status.

“It really gets the students to be proactive and to think about their behavior and to see the consequences and rewards of their actions in a very tangible way,” High School Coordinator Chris



Chris Northrup, a ninth-grader from Canastota, writes a check to at the Behave and Save Store, housed in the BOCES Triplexus Building. Students receive tickets (pictured below) for good behavior that they can use as cash at the store.

Grethel said.

Similarly, the **Behave and Save Store** rewards students for good behavior with tickets that can be redeemed for food, merchandise and spirit gear from their home schools – all of which was donated by staff from the Alternative School and component districts. Students’ actions can be small – such as picking up trash from the floor or holding a door open – but they must exemplify the school rules of safety, respect and responsibility. Students also learn personal finance skills by keeping track of their tickets and saving up to redeem them.

The addition of the **Alternative Learning Center** helped directly reduce

the out-of-school suspension rate by providing students with disciplinary issues a place to complete their work in school without social distractions. During their three days in the Center, students work with their teachers to remain up-to-date on curriculum, but also have time with the school resource officer, social workers and other support staff to reflect on their behavior and determine how they will act when they resume regular classes.

“It’s a way to tell them their behavior was inappropriate but allow them to continue their academics and refocus on their learning,” Ross said.



2010-2011 HIGHLIGHTS

ALTERNATIVE EDUCATION

- Implemented a Vision Committee to review data and determine goals for the program to ensure all students are successful
- Designed and implemented an Alternative Learning Center with social worker support for students struggling with behavior as an alternative to suspension
- Designed and opened a new 8:1:1 elementary class on campus for students previously enrolled in Day Treatment

SPECIAL EDUCATION

- Implemented Kindermusik in elementary special education classrooms to increase engagement and literacy skills
- Researched and utilized Unique Learning Curriculum for community based classrooms which provides standards driven differentiated lessons for students with disabilities
- Developed a 1:1 aide and additional aide documentation packet to present to CSE Committees for requesting increased staffing

OUT-OF-SCHOOL SUSPENSIONS

The Alternative Education programs decreased their out-of-school suspension rates during the 2010-11 school year by:

86% in Special Programs

44% in the High School

41% in the Middle School

57% overall across all programs

2011-2012 GOALS

- Refine the work of program teams to identify, collect, interpret and use data effectively to increase student achievement, graduation and transition rates, attendance and appropriate behavior
- Monitor and refine school-wide communities that increase students' sense of belonging and engagement to assist in increasing student achievement, graduation rates, attendance and appropriate behavior
- Monitor and refine staff development plan to ensure programs utilize currently available technology that supports student learning and achievement
- Monitor and refine communication and program procedures utilized with component districts to increase performance of students and respond to state-wide initiatives

KINDERMUSIK TEACHES THROUGH PLAY



Special Programs music classes took a hands-on approach with ABC Music & Me, a program of Kindermusik, a music-themed early literacy curriculum used around the world. Madison-Oneida BOCES be-

came one of the first schools in the region to use Kindermusik in classrooms. Forty students in Autism and Community-Based classes housed in **Vernon-Verona-Sherrill** and **Oneida** schools – including nonverbal students and those with developmental delays and vision and mobility impairments – used the program.

“These are students who don't necessarily benefit from a general education music class because the equipment and lessons are not adapted to their needs,” Assistant Director of Special Programs Renee Worn said.

The interactive, multi-sensory lessons use music and play to teach language, literacy, motor, auditory, memory and social skills. Special education teachers and support staff also had opportunities to collaborate with general education teachers.

CAREER AND TECHNICAL EDUCATION

Career and Technical Education programs prepare students for specific career pathways. Project-based learning activities and real-world applications help students develop 21st century skills essential in today's job market such as: adaptability, creativity, critical thinking, problem-solving and teamwork. CTE programs cover a wide range of studies in six career clusters: Agriculture and Natural Sciences, Construction Trades, Health Services, Human and Public Services, Mechanical Trades, and Engineering and Technology.

NEW PROGRAMS HELP YOUNGER STUDENTS EXPLORE CAREERS

Career and Technical Education programs traditionally have been designed for high school juniors and seniors. But in the fall of 2010, the division piloted two programs that provided younger students with a hands-on opportunity to investigate CTE areas.

Foundations of Career and Technical Education: A year-long, project-based pilot program allowed six sophomores from **Hamilton** to explore careers in the Construction and Mechanical Trades fields. The students attended classes at BOCES every morning – working in the carpentry lab, exploring career options and completing an online pre-algebra course – and spent their afternoons back at Hamilton.

The course included two capstone-style projects: a self-designed independent study in which students designed and built something using their new skills; and a class project to design, build and install a skateboard half-pipe in a community park in Rome.

All six of the students, who were identified as at-risk of not graduating on time, decided to continue on to a full two-year CTE course during their junior year and to complete high school. Some were even talking about college, a concept foreign to them when they began in the fall.

CTE Explorers: Eighth graders from **Oneida** and ninth graders from **Canastota** spent one day a week on the BOCES campus observing and shadowing different CTE courses and concentration areas. Along the way, students completed career interest inventories and developed important life skills, career specific skills and job-seeking and interviewing skills.

Eighth graders in the Explorers program had the opportunity to see the BOCES campus and delve into CTE fields before the traditional “8th Grade Visitation Days,” held each fall, which gave them a head start on determining their academic and career pathways.

“The hands-on contextualized approach to learning is often what helps keep many students in school when a traditional classroom doesn't meet their learning needs,” CTE Director David Arntsen said. “The earlier we connect core academics to something students are personally interested in, the more engaged they become.”



Top: Hamilton students Jake Furness (left) and Ed Heath cut wooden boards during the final installation of a student-designed skateboard half-pipe in Rome. The project was the culmination of the Foundations of CTE course.

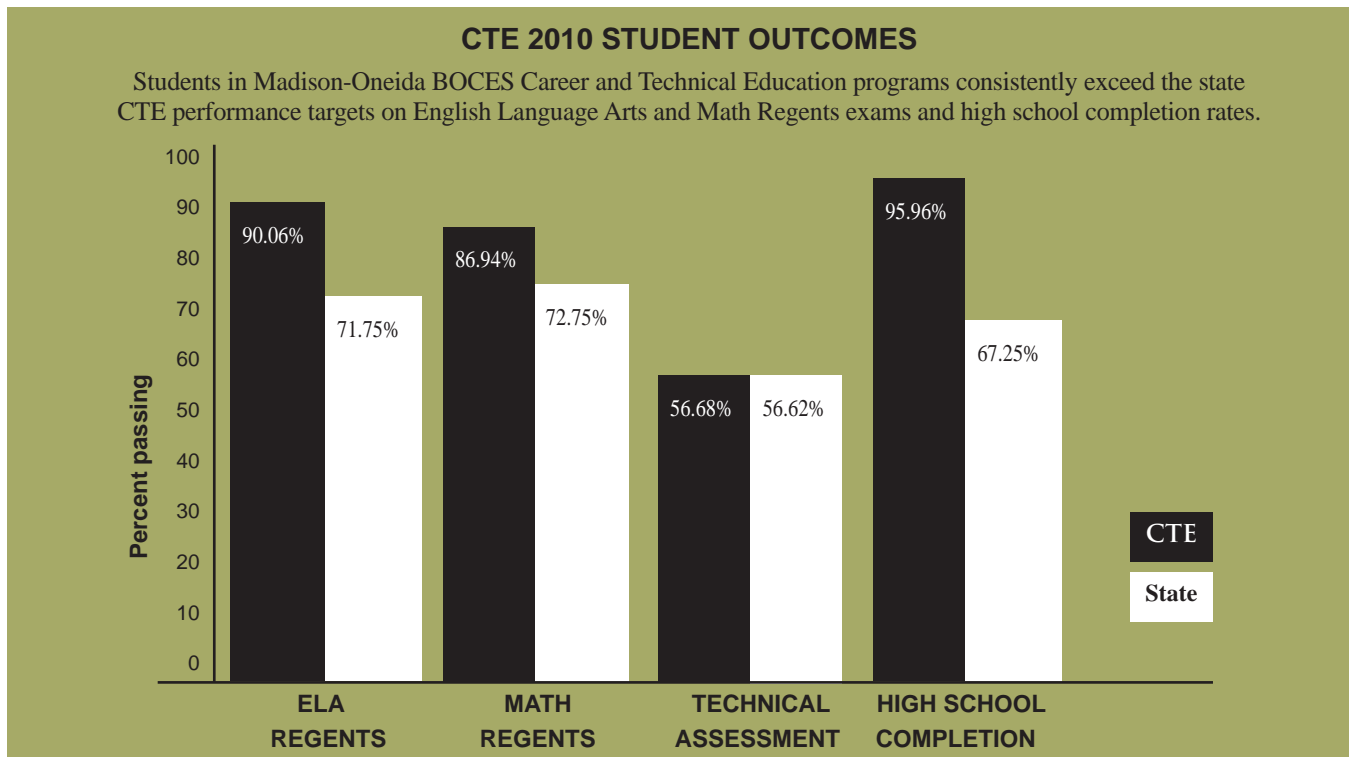
Bottom: Brandon LaFlesh, of Oneida, works on a scale mapping assignment during the Conservation unit of CTE Explorers. The program allows students to explore different CTE areas of study.

2010-2011 HIGHLIGHTS

- Monitored the transition from the Licensed Practical Nursing program to the Health Careers Academy model
- Monitored the implementation and effective use of the ClassMates student data management system, significantly improving both the grading and curriculum management process
- Refined the use of online resources, such as ALEKS, to support credit recovery options in Evening School, CTE programs and Regional Summer School
- Improved and enhanced connections with post-secondary education by developing and finalizing additional articulation agreements for both dual credit and advanced standing

2011-2012 GOALS

- Monitor the implementation of a comprehensive CTE learning model with the middle level Alternative Education students in grades 7-8 that fully integrates all core content in context to CTE
- Complete the self-study and external review for 10 CTE programs
- Develop and implement online learning opportunities to offer credit recovery options beyond the current summer school model
- Monitor the alignment of all CTE content to the newly introduced Common Core Learning Standards in ELA and math



CENTER FOR INSTRUCTIONAL SUPPORT

The Center for Instructional Support (CIS) provides a wide range of materials and services that meet educators' instructional needs while assisting districts in complying with copyright regulations. CIS staff members help teachers and students stay up-to-date with the latest media and information delivery systems, from DVD technologies to web-based databases. Materials and services include an extensive collection of more than 40,000 digital streaming videos and video clips, DVDs, audiobooks, classroom reading kits, and other media; off-air and satellite broadcast taping and duplication; and school library resources. CIS provides services devoted to content, curriculum and compliance.

The School Library System (SLS) is a state-aided program set forth in Education Law and Regulations of the Commissioner of Education. Some of the key-functions of the SLS are to: provide leadership and training through professional development activities; facilitate resource-sharing among participating school libraries; provide access to electronic databases; provide cooperative collection development for participating school libraries; and participate in regional library initiatives.

LIBRARIANS LEARN TO USE DATA TO AID STUDENT LEARNING

The Madison-Oneida BOCES School Library System hosts a wide range of continuing education opportunities throughout the year. During the summer of 2010, SLS hosted the second in a series of summer workshops for school librarians, teachers and building principals on facilitating the use of student assessment data. The 2010 workshop focused on social studies and science data, a follow-up to the English language arts workshop held during the previous summer.

The workshops allowed participants to learn to analyze district-level and building-level testing data from the New York State grade 3-8 assessments and high school Regents exams. The data analysis allowed them to identify and examine gaps and trends across the region.

Diana Wendell, Coordinator for the Center for Instructional Support, said research demonstrates that a data-driven dialogue between school librarians and grade-level teachers leads to collaborative, informed instruction that targets identified achievement gaps.

"Participants gained insight into how they can improve and



Pam Culbertson, Educational Data Analyst from the Mohawk Regional Information Center, describes a distracter report. In the foreground, Oneida High School librarian Zoe Hicks and J.D. George Elementary School librarian Heidi Escobar examine state testing data.

enhance their teaching by examining their own building-wide student data," she said.

Amy Austin, librarian at **Vernon-Verona-Sherrill** Middle School, said the workshops helped her better identify gaps in student learning and determine ways to close those gaps during the school year. Following the ELA workshop, for example, she created an interactive bulletin board for students about reading, literature and language usage and collaborated with English teachers on the project. In social studies, she said, students missed questions on identifying the time period in which particular photos and drawings were set.

"I worked with the art teacher in putting together a curriculum to help students identify

more details and techniques that could help them with that particular skill," Austin said. "Reading more historical fiction and other types of literature can help with that. It's great to be able to work with content area teachers when you're trying to support kids in this way."

Educators from **Camden, Canastota, Morrisville-Eaton, New York State School for the Deaf, Oneida, Rome, Stockbridge Valley** and **Vernon-Verona-Sherrill** participated in the 2010 workshop.

2010-2011 HIGHLIGHTS

- Identified and implemented improvements within the Madison-Oneida BOCES Media Catalog to increase usage by improving ease of access and awareness of resources as aligned with current research, best practices and component district needs
- Expanded access to technology for staff development opportunities and committee participation for area school librarians and Center for Instructional Support committee members in the areas of online learning and web conferencing
- Explored mechanisms to demonstrate and support area school librarians' teaching of 21st century skills

2011-2012 GOALS

- Identify and implement improvements within the Madison-Oneida BOCES Media Catalog to add Web 2.0 features as aligned with current research, best practices and district needs
- Promote the "SEARCH for Success" database module to improve access to regional databases
- Facilitate the creation of a regional information literacy curriculum correlated to the Common Core Learning Standards to assist school librarians in empowering their students' learning of 21st century skills and for career and college readiness

NEW DIGITAL RESOURCES

The Center for Instructional Support offers an array of online and digital reference materials and resources to participating districts. The collection is always growing.

These resources became available through Madison-Oneida BOCES for the 2010-11 school year:

Early World of Learning: Offers narrated stories, interactive games, videos, leveled reading practice and a visual, interactive encyclopedia. All sections include curriculum correlations and help build a foundation for writing, research and gathering information. Targeted at elementary grades.



BrainPop ESL: Designed for English language learners. Its features include games, lesson plans, activities and animated videos.

SoundzAbound: Offers a variety of music and sound effects for pre-K-12 that comply with copyright laws. Appropriate for integration into a variety of student and teacher created projects such as podcasts, digital storytelling, school websites and presentations. Multiple areas of this catalog became available to the entire region in 2010-11.



EARLY CHILDHOOD

The Early Childhood division supports the education of young children and their families. Services are provided to a diverse group of learners through Pre-kindergarten, Preschool Special Education, Family Literacy, Preschool Evaluations, and The Central Early Childhood Direction Center. All programs are developmentally appropriate and provide the necessary foundation skills to allow children to succeed in effectively listening, speaking, reading, and writing. Early Childhood has taken the lead in delivering high-quality research-based instruction in early literacy and developmentally appropriate practices. Preschool Special Education sites, located in **Camden** and **Stockbridge Valley**, serve students from all nine component districts. Pre-kindergarten classes are located in **Stockbridge Valley**, **Canastota**, **Oneida**, and **Morrisville-Eaton**.

VIDEOS HELP PARENTS, STUDENTS PREPARE FOR SCHOOL

Madison-Oneida BOCES pre-kindergarten teachers have become local celebrities to their students.

Under a year-long initiative launched in the 2010-11 school year, the Early Childhood division created digital videos to help orient incoming pre-k and preschool students and their parents to school. Teachers starred in videos highlighting the skills students should practice at home before September and skills they will learn during the school year. Parents received letters describing the videos and providing their online location.

Stockbridge Valley pre-k teacher Leslie Zebrowski said one of her students said he recognized her from the video.

“He knew my face before he got to class because he saw it on the computer, so that helps relieve some anxiety,” she said. “For some families, if there are no older siblings and children didn’t attend an early childhood program, this is their first experience with school so it helps them to have an overview and to



Pre-kindergarten students in Oneida stand in lines, recite the Pledge of Allegiance and demonstrate other skills during their June graduation ceremony. Pre-k and pre-school teachers created videos highlighting the skills students should practice before September and things students will learn during the school year.

know what’s expected.”

Colleen Wuest, Assistant Director of Early Childhood, said classroom expectations were previously communicated to parents through letters, phone calls and other traditional formats.

“The videos allow the parents to refer back to specific strategies and suggestions throughout the year if they need to practice a particular skill,” Wuest said.

She said teachers will continue to use and refer to the videos, especially around parent-teacher conference

times. Parents without Internet access can request a DVD of the same videos.

For her part, Zebrowski said she enjoyed the process of creating the videos, which included scripting and speaking on camera.

“It was rewarding to be part of a project like this from ground level,” she said. “Our goal is really to help the parents help their children get ready for pre-k, so this is a way to show them the skills we continue to work on.”

2010-2011 HIGHLIGHTS

- Implemented new social/emotional pre- and post-assessment with plans to collect and analyze the data
- Assisted teachers and districts in having all screening information completed and available before November parent-teacher conferences to make appropriate recommendations
- Revised and aligned pre-k and preschool materials to reflect 2011 state Common Core curriculum changes
- Attended “RTI Goes to Pre-K” workshop and distributed research-based information
- Developed parent DVD for incoming pre-k/preschool children and families

2011-2012 GOALS

- Help enhance and focus updated pre-k curriculum in the area of math
- Develop and monitor new technology plan for pre-k/preschool classrooms
- Develop, implement and monitor plans to utilize new technology and document data to report overall impact on achievement
- Work closely with the “When in Rome R.E.A.D.” staff to help provide a variety of language and interactive resources for local families
- Work with ECDC staff to expand upon current projects and initiatives

CENTRAL EARLY CHILDHOOD DIRECTION CENTER HAS LONG LIST OF FIRST YEAR ACCOMPLISHMENTS

Madison-Oneida BOCES received a five-year state contract in 2010 to house the Central Early Childhood Direction Center, one of 14 such centers across New York.

The ECDC provides support, information and assistance on early childhood education issues to area educators and parents of children up to age 5, including parents of children with disabilities.

Project Coordinator Susan Calandra and her small staff made big strides in their

first year. They provided 38 trainings to school district and agency personnel; distributed more than 2,000 copies of publications that support the growth and development of children; and developed 20 training modules listed in a bound book and electronically through the ECDC website.

Special events and projects included: a “sensory sensitive” showing of “Cars 2” for children disturbed by the bright lights and loud sounds of a typical movie theater; development of the “Steps & Stages” comprehensive developmental checklist to determine whether children are at risk for developmental delays; and a developmental surveillance packet to help local physicians determine whether children may need early intervention services.



STAFF AND CURRICULUM DEVELOPMENT

The Staff and Curriculum Development division offers professional development opportunities that support educators and instructional leaders in the region as they work toward meeting the New York State Common Core Learning Standards and graduation requirements.

The division provides workshops and seminars as well as facilitation and consulting services and training resources to assist teachers and administrators in component and participating districts, with an emphasis on using a variety of instructional, curricular and assessment tools to increase student learning.

A member of the Regional Special Education Technical Assistance Support Center (RSE-TASC) staff is located at Madison-Oneida BOCES to provide free resources, information and training related to the education of students with disabilities.

TECHNOLOGY HELPS TEACHERS CREATE LOCAL FOREIGN LANGUAGE EXAMS

When New York State eliminated the eighth grade foreign language exam that allowed many students to earn high school credit in advance of ninth grade, teachers from the region worked together to find a solution.

BOCES Staff Development Specialist Jonathan Cornue facilitated a group of about 16 teachers who spent the year designing local, comprehensive foreign language exams so eighth graders can continue earning high school credit. The teachers met monthly but Cornue established a wiki – a website that allows content to be shared with and edited by multiple users – so the group could work between their in-person meetings.

“It was a secure place to share ideas and continue working when we weren’t together,” Cornue said. “Once they got into it, it was a pretty easy for them to use and a really great way to facilitate collaboration across the region.”

During their meetings, the teachers would review information posted to the wiki to formulate exam questions. The teachers ultimately created complete local exams in Spanish, French and Italian, which were used in June 2011.

Barbara Allen, a Spanish teacher at **Vernon-Verona-Sherrill** Middle School, said student performance on the local exams was similar to results from the state-level exams given in previous years. Allen, who has helped write exam questions for the State Education Department for several years, said those results are a good indicator of the exam’s fairness.

“Based on student results, it was a very typical exam, which is



Staff Development Specialist Jonathan Cornue (standing) worked with Spanish and French teachers to develop local foreign language exams for middle school students. Shown with Cornue are Spanish teachers Cheri Hewko, of Rome, and Barbara Allen, of Vernon-Verona-Sherrill.

what we were trying to do,” Allen said. “It was challenging to put together a test that we all agreed on in terms of the topics covered, the leveling of questions. But the time we put in and the collaboration between all of us really paid off.”

Districts that participated in this project were: **Camden, Canastota, Hamilton, Oneida, Rome, Stockbridge Valley, Vernon-Verona-Sherrill** and Ilion.

2010-2011 HIGHLIGHTS

- Participated in collaborative statewide networks (including Staff and Curriculum Development Network, Regional Special Education Technical Assistance Support Center, and Special Education Quality Assurance), meeting and communicating regularly to coordinate services and offer seamless support to meet district needs
- Delivered workshops and trainings utilizing distance learning technology
- Developed and implemented regional workshops related to the new Common Core Learning Standards in Math and English Language Arts
- Coordinated and facilitated activities and requirements related to the Mentor-Teacher Grant, Performing Arts and School Alliance for Continuous Improvement (SACI)

2011-2012 GOALS

- Coordinate and facilitate staff development offerings related to the Regents Reform Agenda to ensure that all districts and staff members receive the necessary training and support to fulfill NYSED requirements (Annual Professional Performance Review, School-Based Inquiry Teams, Common Core Learning Standards)
- Support cross-regional training and collaboration in relation to Race To The Top initiatives
- Oversee the Mid-State Teacher Center and its work
- Actively engage in the Regional Instructional Leadership Team to ensure that staff development offerings are consistent with district and regional needs
- Facilitate the collection and use of district data to inform instruction

EDUBITES PROVIDES MOBILE PROFESSIONAL DEVELOPMENT

The foreign language wiki isn't the only place where Staff and Curriculum Development delved into cyberspace. The division launched "EduBites," a series of free, short, interactive videos posted on the division's website to address common issues that arise across the region. Examples include "Building Parent-Teacher Relationships" and "Developing a K-U-D" (Know-Understand-Do chart and plan).

The videos allow area educators to learn answers to their questions at their convenience as well as "attend training" anytime and as many times as they want. They also allow teachers to see what questions their colleagues in other districts are asking.

The division plans to expand EduBites in relation to Race to the Top initiatives.

MANAGEMENT SERVICES

Innovative and energetic professionals in the Management Services division provide an array of business, management and administrative services designed to improve school districts' efficiency. Division staff members are attuned to the special needs of schools; knowledgeable about current laws, policies, regulations and practices; and dedicated to providing quality products and services. The resources districts save by collaborating and sharing with each other and BOCES can be used to improve learning opportunities for students.

BUSINESS SERVICES SAVE DISTRICTS TIME AND MONEY

BUSINESS OFFICE

Cost efficiency and bulk purchasing are two hallmarks of Madison-Oneida BOCES. This year, the BOCES Business Office assisted component districts and BOCES in **saving more than \$1 million.**

The Madison-Oneida-Herkimer Health Plan Consortium coordinated the application for the **Early Retiree Reimbursement Program**, a federal initiative to offset the costs of retiree health care premiums. Districts participating in health care services through the Consortium include **Camden, Hamilton, Madison, Morrisville-Eaton, Oneida, Rome, Stockbridge Valley** and Madison-Oneida BOCES.

2010 Reimbursements: **\$719,327**

The Madison-Oneida-Herkimer Health Plan Consortium solicited quotes for **dental services**, yielding a lower premium payment. Districts participating in dental services through the Consortium include **Morrisville-Eaton, Rome, Stockbridge Valley** and Madison-Oneida BOCES.

Annual Savings: **\$208,000**



Madison-Oneida BOCES solicited **bids for natural gas** to operate the Co-Gen, which provides electricity to the Verona campus. Districts pay for the cogeneration plant in the BOCES administrative budget.

Annual Savings: **\$127,750**



PRINTING

The Madison-Oneida BOCES Printing and Graphics Service formed a partnership with the Public Information office and the Regional Information Center's Web Development Service to create a full-service media team.

Printing Supervisor Lou DeAngelis said his service is no longer simply about printing pages on a machine. He said the "printing service" is really the idea of presenting information in a clear, accessible, economical fashion and moving it from one place or person to another.

"We used to do that with ink on paper, then we did it with toner on paper. Now we've moved into electronic distribution and we 'print' on computer screens and CDs," he said. "By combining the resources from these different services, we've moved toward a more holistic approach to delivering information."

The Central Early Childhood Direction Center and the **Vernon-Verona-Sherrill** district were among the first entities to take advantage of Printing's multimedia approach. The ECDC was able to "one-stop shop" for a new logo, outdoor signs, program brochures and a complete website, while VVS obtained both electronic and printed copies of employment contracts through a single process.

The idea for the media partnership arose during the previous year when the **Rome** school district purchased Web Development and Public Information services for the first time in addition to its long-standing contract for traditional printing services.

2010-2011 HIGHLIGHTS

CENTRAL BUS MAINTENANCE

- Enhanced maintenance services to districts with up-graded diagnostic hardware and software
- Secured legislation to provide Madison-Cortland ARC with bus maintenance for two more years

COOPERATIVE BIDDING

- Implemented WinCap Bidding Module, which has increased efficiencies
- Conducted and awarded a bid for Natural Gas Commodity Supply in collaboration with Director of Finance and Building Services Supervisor, resulting in substantial savings

BUSINESS OFFICE

- Initiated the use of WINCAP self-sealing paychecks and direct deposit stubs, resulting in significant time savings for clerical staff

PLANNING AND GRANT WRITING

- Secured grants for Expansion of Adaptive Toy Library (\$4,114), Target Field Trip grant (\$700), Summer Youth Employment Program (\$37,500), and Energy Efficiency Continuing Education course (\$17,500)

PRINTING

- Developed web-based system to allow BOCES and RIC staff to submit news and events into automated central repository

RISK MANAGEMENT

- Developed and conducted Fall Protection training (required when working on elevated surfaces) at no cost for district maintenance staffs, typically valued at \$250 per employee
- Awarded Utica National Insurance Co. Risk Management Platinum with Honors Award

2011-2012 GOALS

CENTRAL BUS MAINTENANCE

- Continue to research and provide districts with the latest two-way radio technology in order to meet the required 2013 upgrade, and assess equipment needs and provide districts with replacement cost information

COOPERATIVE BIDDING

- Conduct a study of commodity prices of petroleum products to determine most advantageous price information source and deliver point for client school districts

BUSINESS OFFICE

- Assist the RIC and BOCES payroll departments in implementing an electronic archiving software system and in developing electronic financial document retention solutions

PLANNING AND GRANT WRITING

- Work with Printing Services and RIC to create a web-based application for the Grants Calendar for Teachers and publicize to schools

PRINTING

- Formalize relationship with RIC to assist in publications being ported to electronic format
- Create new BOCES website to specifically address divisional, client and staff needs that includes third-party options, print replacement systems and CORAL integration

RISK MANAGEMENT

- Assist the BOCES and its component districts in complying with the new Environmental Protection Agency law regarding Lead Renovation Regulations
- Achieve certification for Asbestos Management Planning to reduce component district costs

MOHAWK REGIONAL INFORMATION CENTER

The Mohawk Regional Information Center (MORIC) is one of 12 statewide information centers. It provides participating districts in five counties access to state-of-the-art technology services, training, and support for teachers, students, and administrators. MORIC services include technology support for student information and financial processing systems, staff development for the integration of instructional technology, and network design and implementation. The MORIC serves 52 school districts and four BOCES. The governance structure consists of a committee of school superintendents and a Joint Management Team representing the four BOCES.

ONLINE COURSES OFFER NEW OPTIONS

The Mohawk Regional Information Center developed a new Virtual Learning Service to allow schools to offer students online credit-bearing courses. New state legislation allows schools to now offer both credit recovery options for students retaking courses as well as initial credit accrual – including elective and Advanced Placement courses – for students seeking an alternative to the traditional classroom.

“When we talk about online learning, we tend to think of advanced students in AP classes, but some students who might struggle in a classroom tend to do well with the virtual class because it’s a different mode of instruction,” MORIC Director Heather Mahoney said.

Online courses differ from the old “distance learning” model, which simply broadcast a traditional lecture-based course over the Internet. An online or virtual course is a complete, web-based curriculum overseen by certified content area teachers that allows students to work at their own pace and in the most effective mode.

The MORIC has long supported districts in offering online content and learning options to supplement traditional courses. Now, it is branching out on two fronts: MORIC is partnering for the first time with outside vendors to offer fully-developed online courses in local schools, and it is assisting



Jason Merrill, a social studies teacher at Vernon-Verona-Sherrill High School, is one of the area teachers developing curriculum for an online Global History course.

BOCES area teachers in developing two online courses.

Stockbridge Valley Superintendent Charles Chafee was one of the early proponents of a locally-run online learning service, prompted in part by higher standards of student achievement and reduced funding for schools.

“We need to explore different options to deliver as good an education or better to students at a price that’s cheaper than what we’ve been doing,” Chafee said. “Online learning isn’t for every kid. But it’s a different way to keep kids engaged, and that can affect your graduation

rate and dropout rate.”

Teachers from **Canastota, Morrisville-Eaton, Stockbridge Valley** and **Vernon-Verona-Sherrill** are developing a virtual learning curriculum for Global History, while teachers from **Camden, Madison, Rome** and Madison-Oneida BOCES are developing an online course in Algebra.

Karin Pabis, a math teacher at **Camden** High School, said her curriculum-writing process has involved finding video-based online tutorials and trying to create appropriate assessments for those tutorials.

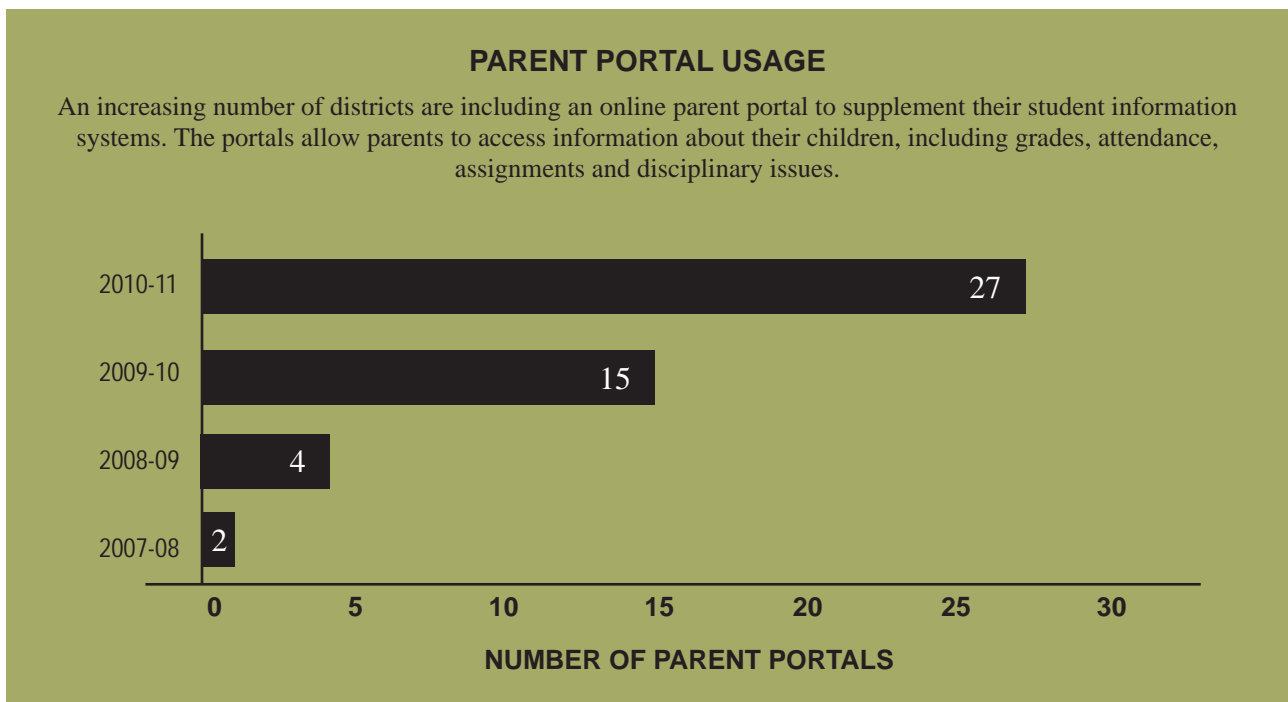
“This is more than just an online textbook,” Mahoney said. “Virtual learning can have video content, avatars, text-to-speech features, blogs – Web 2.0 features that really engage kids and teaches them in a way that’s familiar and interesting.”

2010-2011 HIGHLIGHTS

- Refined administrative and data systems to collect additional data elements and develop new reporting tools to support effective and efficient use of data in the classroom in support of P-20 and Race To The Top initiatives
- Developed cost-effective instructional and administrative cloud computing solutions in alignment with best practices related to reliability, scalability and security
- Developed and implemented training and support strategies to assist schools in effectively leveraging cost-effective technology, shared resources and new opportunities

2011-2012 GOALS

- Develop enhanced data reports and professional development offerings in support of the Regents Reform Agenda by working in collaboration with SED, BOCES Network Team and District Inquiry Teams
- Expand access to “anywhere, anytime” learning opportunities for students, teachers and administrators by implementing new mobile, cloud computing and portal solutions
- Develop and implement new strategies to ensure effective communication with all stakeholders
- Evaluate management operations to ensure effectiveness while establishing a commitment to implement needed change



2010-2011 SCRAPBOOK

STUDENTS ENJOY SENSORY DAY



Students from the Special Programs Summer School enjoyed the annual Sensory Day activities in August 2010. The day featured a variety of indoor and outdoor multisensory activities for students from preschool through high school. Activities included bubble-blowing, cup-stacking, crafts and a highly-anticipated shaving cream Slip n' Slide.

MIDDLE SCHOOLERS ATTEND SUMMER CAREER CAMP



Sixteen middle school students from Rome participated in the new Career Awareness Camp in August 2010. The two-week hands-on camp allowed students to explore three Career and Technical Education programs: graphic design, computer programming and engineering science. Units were focused around interactive projects, such as designing a web site and programming a Lego robot. The camp also included social and life skills, such as team-building exercises and career interest surveys.

BOCES REPLACES SKYLIGHTS IN ROSSETTI EDUCATION CENTER

BOCES replaced six skylights in the Rossetti Education Center Courtyard in the summer of 2010. It was the first time the skylights were replaced since they were installed nearly 20 years ago, at the time the Rossetti Courtyard was enclosed. Building Services Supervisor Todd VanDresar said the replacement skylights are more energy efficient.



2010-2011 SCRAPBOOK

MORIC PRESENTS TECH FAIR



The Mohawk Regional Information Center hosted the 2nd Annual Technology Fair in September in Rome. About 120 teachers, administrators and technology specialists attended 15 breakout sessions and had an opportunity to visit 25 vendors. This year's theme was "Educate-Collaborate-Grow."

Keynote speaker Joan Getman, of Cornell University, discussed emerging technologies likely to have a significant impact on education within the next five years.

LEATHERSTOCKING FOCUSES ON 21ST CENTURY LEARNING



The School Library System and the MORIC Model Schools program co-sponsored the 25th Annual Leatherstocking Conference and Technology Showcase in October with a theme of "Worlds Without Borders: Vision, Engagement, Inquiry." More than 100 people attended breakout sessions on helping students learn in the 21st century.

ATHLETES COMPETE IN FIRST AUTUMN GAMES IN CANASTOTA



More than 150 students competed in the 1st Annual Special Olympics Autumn Games in October at Canastota High School. Student athletes competed in track and field events, including distance races, standing long jump and running long jump, as well as adapted activities. Students from the CTE Early Childhood Education program set up an Olympic Village with games and crafts for athletes and guests, and the BOCES Allied Health students volunteered as buddies.

POPULAR SCIENCE MAGAZINE PHOTOGRAPHER HIGHLIGHTS GREEN BUILDING AND DESIGN

John Carnett, staff photographer for Popular Science magazine, spoke to Career and Technical Education students in the Construction and Mechanical Trades programs in November about "Innovation for Green Homes of the Future." Carnett is the creator of the "Green Dream" Innovative Home of the Future and built his own dream home using green technology and design.

2010-2011 SCRAPBOOK

GENESIS GROUP HONORS WATTS FOR EXCELLENCE IN TEACHING



The Genesis Group recognized Information Technology Systems/CISCO teacher Tim Watts for excellence in teaching at its Annual Awards Dinner in November.

Career and Technical Education Director David Arntsen nominated Watts for his success in preparing students for 21st century careers in the information technology field. In Watts' program, students learn the theory and skills necessary to successfully install, maintain and repair computer networks and perform complete hardware/software upgrades. Arntsen cited Watts' unique perspective in the classroom and his belief in each student's potential as reasons for the nomination.

The Genesis Group unites area individuals and organizations and helps them promote and celebrate the Mohawk Valley region. More than 50 educators and programs were honored this year for their efforts to inspire students throughout the Mohawk Valley.

BOCES HOSTS ENERGY CONFERENCE



Madison-Oneida BOCES hosted the fifth annual Northeast Combined Heat and Power (CHP) Initiative conference in November. The conference featured presentations from New York State Energy Research and Development Authority (NYSERDA), the U.S. Department of Energy and Madison-Oneida BOCES.

Conference participants toured the BOCES Cogeneration Plant, a CHP system, and conference leaders presented BOCES with a certificate for its dedication to clean efficient energy.

MORIC HOSTS T.H.E. SYMPOSIUM



The Mohawk Regional Information Center held the 6th annual Technology Heightens Education (T.H.E.) Symposium in January at SUNY Institute of Technology.

National Teacher of the Year Sarah Brown Wessling gave the keynote address. Due to poor weather conditions, Wessling was unable to speak in person, but she demonstrated an innovative use for technology by delivering her talk via the Internet and accepting audience questions by text message. Fifteen districts from the MORIC region presented during the symposium, including five from Madison-Oneida BOCES: **Hamilton, Morrisville-Eaton, Oneida, Stockbridge Valley and Vernon-Verona-Sherrill**. At the symposium, MORIC recognized a teacher from **Hamilton** and a student from **Rome** for their effective and innovative use of technology.

2010-2011 SCRAPBOOK

ANNUAL MEETING 2011



Madison-Oneida BOCES held its 43rd Annual Meeting in April with a theme of "Innovation." The evening celebrated the ways component school districts embody innovation in their buildings, classrooms and practices.

District Superintendent Jacklin Starks and Board President Sandra Lockwood, of **Rome**, welcomed superintendents, administrators and Board of Education members from the nine component districts and the **New York State School for the Deaf**. Guests dined on food and desserts prepared by BOCES Culinary Arts students and listened to music from the **Hamilton** Central School District Jazz Band.



Staff from the Mohawk Regional Information Center and BOCES Printing/Media Services collaborated on a short video, shown before dinner, that showcased innovation in schools across the region.



Three candidates for the BOCES Board of Education delivered remarks to Annual Meeting participants: Richard Engelbrecht, of **Madison**, Donna Isbell, of **Morrisville-Eaton**, and Patrick Baron, of **Vernon-Verona-Sherrill**.



2010-2011 SCRAPBOOK

ADULT EDUCATION CELEBRATES WORLD CULTURES



Adult and Continuing Education held its annual Cultural Dessert Hour in March at the Utica ACCESS Site to celebrate the different cultures and nationalities represented in its English Language Learners, GED and Pride In Work programs. Adult students shared foods from around the world, listened to entertainment from Burmese student Pi Tin, and enjoyed learning about other heritages.

ALTERNATIVE SCHOOL DEBUTS 'LEGENDS' TALENT SHOW



The Alternative Education school held its first annual "Legends of LINKS" Talent Show in April. Students from elementary through high school performed songs, music, dances and other acts for a panel of judges.



22 STUDENTS INDUCTED INTO TECHNICAL HONOR SOCIETY



Twenty-two students from Madison-Oneida BOCES Career and Technical Education programs joined the ranks of the National Technical Honor Society in April. NTHS, the highest honor a CTE student can obtain, recognizes students for high academic achievement, excellent attendance, demonstrated leadership and citizenship, and an ongoing commitment to CTE.

BOCES STUDENTS COMPETE AT STATE SKILLSUSA CONTEST

Madison-Oneida BOCES scored high again in the 2011 SkillsUSA competition, with 19 students competing at the State Conference in April. SkillsUSA is an education-industry partnership that aims to help students excel in their Career and Technical Education fields and promotes a skilled workforce. Michael Reesh, an **Oneida** junior in the BOCES Computer Technology program, won the Technical Computer Applications contest and went on to compete at nationals in June.

Christine Hernandez, a **Rome** junior, finished second in the cosmetology contest. The Health Knowledge Bowl team – Emily Tallarino, Laren Stewart, and Danielle Fields, all from **Vernon-Verona-Sherrill**, and Alicia Sheppard, of **Camden** – finished third in their quiz-bowl style contest.

2010-2011 SCRAPBOOK

ROTARY HONORS CTE STUDENTS



Samantha Meakin

The Rotary Club of Oneida honored 20 students from the **Oneida** and **Stockbridge Valley** school districts in May for academic success in their Career and Technical Education programs at Madison-Oneida BOCES. They were also recognized for their commitment to the Rotary motto “service above self.”

Oneida Rotary Club President Scott Ingmire presented the students with certificates at a Rotary Awards Luncheon in the Rossetti Education Center Courtyard. District Superintendent Jacklin Starks, Assistant Superintendent for Instruction Patricia Vacca and Career and Technical Education Director David Arntsen welcomed students, Rotarians and guests. **Oneida** student Samantha Meakin, part of the Allied Health Partnership program, gave the student address.

THREE STUDENTS RECEIVE ROSSETTI SCHOLARSHIPS



The Andrew D. Rossetti Scholarship Fund Committee awarded \$2,000 scholarships in June to three local high school seniors planning to pursue a teaching career. The 2011 scholarship recipients were Michael Ferris, of **Rome**; Heidi Deppmeyer, of **Camden**; and Rebekah Talbot, of **Vernon-Verona-Sherrill**. Winners were selected on the basis of academic excellence, community service, and demonstrated commitment to the value of education.

Scholarships were created to honor Andrew D. Rossetti, an Oneida resident and District Superintendent of the Madison-Oneida BOCES from 1973 to 1984. Rossetti’s widow, Lillian Rossetti, presented the scholarships to the students. Since its inception in 1988, the Andrew D. Rossetti Scholarship Fund has awarded more than \$60,000 to more than 70 local graduates.

BCCE HOSTS COLLEGE AND CAREER FAIR

The BOCES Consortium of Continuing Education hosted a “Job, Career and College Fair” in May at the Rome ACCESS Site. Learners of all ages from the three-county area served by BCCE had a chance to simultaneously explore multiple options for their future. Area employers, local agencies and higher education institutions were on hand to share information with fair attendees. Some of those organizations included: SUNY Empire State, Morrisville State College, SUNY IT, Herkimer and Mohawk Valley community colleges, Utica School of Commerce, Working Solutions, Turning Stone, Birnie Bus, Upstate Cerebral Palsy, and United States Navy.



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MADISON-ONEIDA
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